



**Report to the Legislature on the California Classified
School Employee Teacher Credentialing Program
November 2018**

Submitted Pursuant to Education Code §44393 (f)

This report was developed by staff of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact psdinfo@ctc.ca.gov.

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Vision Statement

All of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

Mission Statement

To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.

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Introduction

Education Code §44393 (f) requires the Commission on Teacher Credentialing (Commission) to report to the Legislature annually regarding the California Classified School Employee Teacher Credentialing Program. The requirements of the report are specified in Education Code §44393 and must include the following:

- The number of classified school employees recruited;
- The number of classified school employees recruited who are subsequently employed as teachers in the public schools;
- The degree to which the applicant meets the teacher shortage needs of the school district, charter school, or county office of education; and
- The ethnic and racial composition of the participants in the program.

Background

In July 2016 the state budget allocated a total of \$20 million for the California School Employee Teacher Credentialing Program (Classified Program). This five-year grant program addresses the state's teacher shortage by supporting local education agencies (LEAs) to recruit classified school employees into teaching careers and support their undergraduate education, professional teacher preparation and certification as credentialed California teachers. Classified staff at grantee LEAs who are selected to participate in the program (participants) receive financial assistance for degree- and credentialing-related expenses such as tuition, fees, books, and examination costs; academic guidance; and other forms of individualized support to help them complete the undergraduate education, teacher preparation program, and transition to becoming credentialed teachers for the public schools. In July 2017, the Legislature approved an additional \$25 million in funding for a second round of Classified Program grant awards. Altogether, the two rounds of funding for the Classified Program, which total \$45 million, are helping to support 2,250 classified school employees statewide to become credentialed classroom teachers for California's public schools.

The Number of Classified School Employees Recruited in Round 1

In September 2016, the Commission issued an RFP for the first round of the Classified Program. Per statute, eligible applicants were school districts, charter schools, and county offices of education. The Commission received sixty-one proposals requesting 5,582 out of 1,000 available participant slots. Of these applications, twenty-five LEAs statewide were awarded funding for the total of the available 1,010 participant slots. Funding awards were announced for this first round of classified grants in December 2016; grant recipients subsequently began

implementing their programs approximately midway through the 2016-17 school year, as it took LEAs some time to identify the eligible classified employee applicants, determine their educational status, connect them with collaborating undergraduate programs and teacher credentialing programs, provide advisement, and enroll participants in courses. The 25 grantee LEAs are shown in Table 1 below, along with the number of allocated participant slots. Note that some of the grantee LEAs represent a consortium of districts and/or counties.

Data received from the twenty-five round one grant recipients for the 2017-18 school year show that 97 percent of the classified employee program slots were filled during the 2017-18 school year. Of the twenty-five grantee LEAs, seventeen were able to fill all of their participant slots, with a number of these LEAs reporting waiting lists of classified employees wanting to participate in the program.

Table 1: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round 1 (2017-18)

LEA	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled in the Program 2017-18
Alhambra Unified School District	40	40
Chico Unified School District	25	22
Clovis Unified School District	25	25
Davis Joint Unified School District	60	60
Elk Grove Unified School District	20	20
Garden Grove Unified School District	40	40
Los Angeles County Office of Education	40	40
Madera Unified School District	20	20
Modesto City Schools	20	10
Monterey County Office of Education	45	45
Orange County Department of Education	110	110
Pomona Unified School District	20	19
Riverside County Office of Education	100	100
Sacramento County Office of Education	40	39
San Francisco Unified School District	25	23
San Juan Unified School District	20	19
San Luis Obispo County Office of Education	45	45
San Mateo County Office of Education	50	50
Santa Clara County Office of Education	50	47
Santa Cruz County Office of Education	50	42
Sonoma County Office of Education	40	40
Ventura County Office of Education	50	50
Visalia Unified School District	35	35

LEA	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled in the Program 2017-18
West Contra Costa Unified School District	20	20
Fairfield-Suisun Unified School District	20	20
Total	1010	981

The Number of Round 1, Program Year 2 Classified School Employees Recruited who are Subsequently Employed as Teachers in the Public Schools

As of July 12, 2018, 53 Classified School Employee Program participants from the initial round of funding have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs.

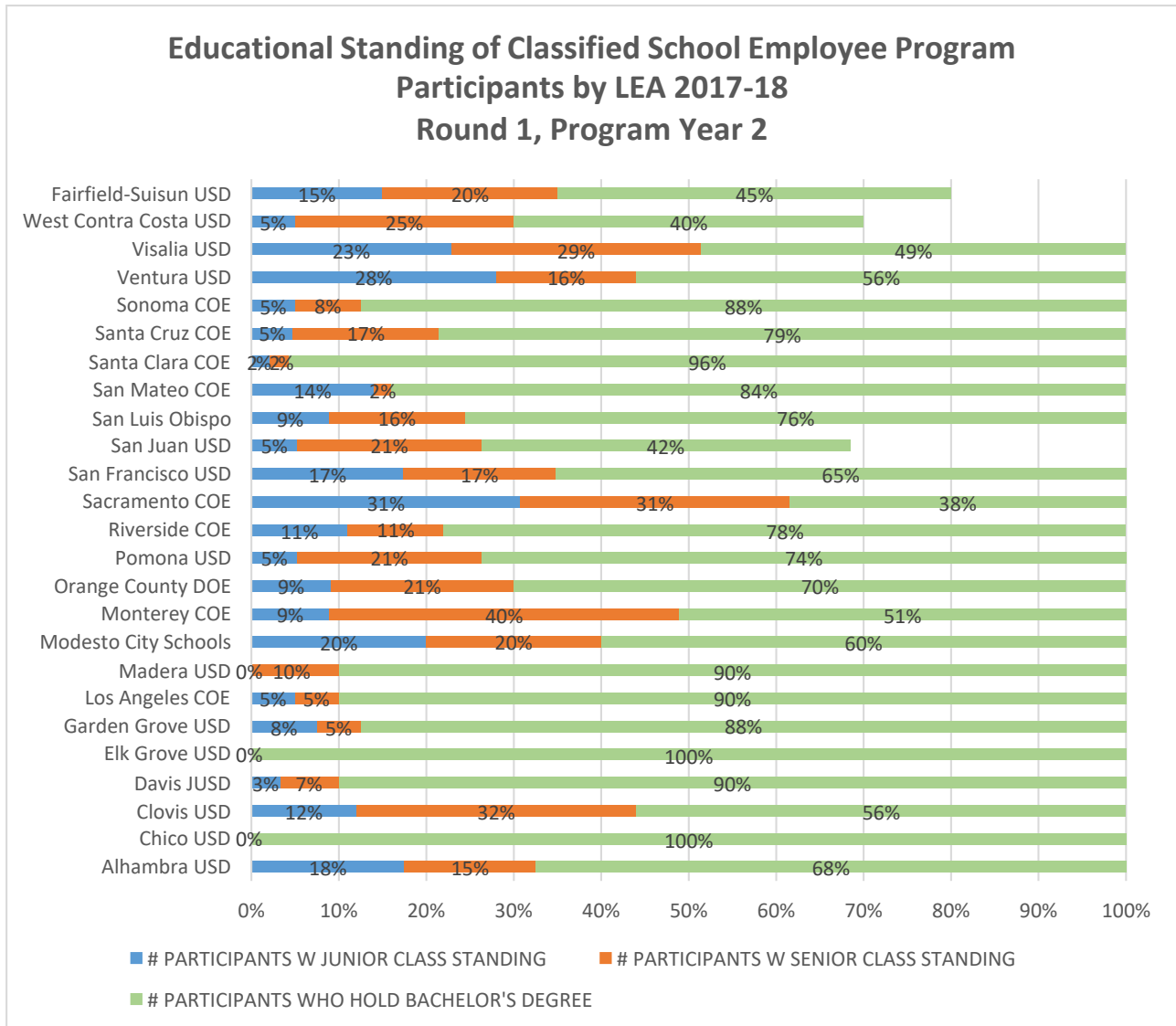
Since 2017-18 was the second program year for this cohort, it would be expected that the some of the participants are still completing either degree requirements or teacher preparation and would not yet have earned California certification. The authorizing legislation required eligible Classified Program participants to have a minimum of two years of postsecondary education or an associate’s degree (AA). As of July, 2018, 73 percent of all Round 1 program participants held a bachelor’s degree. 2016-17 and 2017-18 participant academic standing by grantee LEA is shown in Table 2 below. Educational standing of classified school employee program participants by grantee LEA is shown in Figure 1 below

Table 2: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 1, Program Year 2 (2017-18)

	Year 1 (2016-17)		Year 2 (2017-18)	
	Number	Percent	Number	Percent
Total Classified employees participating	968	97%*	981	97%*
Classified employees with junior class standing	166	17%	104	10%
Classified employees with senior class standing	143	15%	148	15%
Classified employees who hold bachelor’s degrees	679	70%	713	73%
Classified employees who have earned a teaching credential and are now serving as a teacher	2	0.2%	53	5%

**of funded slots for classified participants*

Figure 1: Educational Standing of Classified School Employee Program Participants by LEA, Round 1, Program Year 2 (2017-18)



Degree to Which the Applicant is Meeting the Teacher Shortage Needs of the School District, Charter School, or County Office of Education

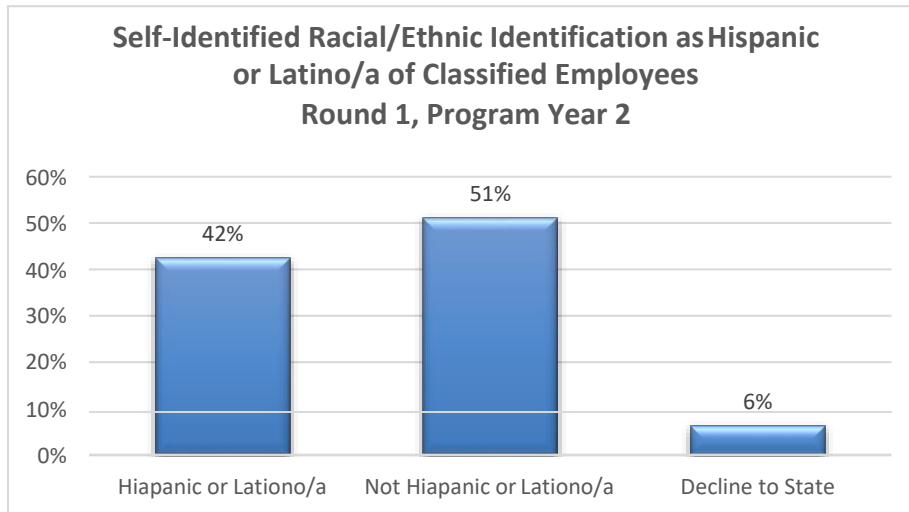
As of July 12, 2018, 53 Round 1 Classified School Employee Program participants (five percent of the Round 1 participants) have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. All other participants are still working on completing degree requirements or teacher preparation. The grantee LEAs placed a priority on recruiting and enrolling Classified employees who indicated an interest in obtaining a California credential in one of the LEA’s identified shortage areas.

The Ethnic and Racial Composition of the Participants in the Program

Commission staff informed grant recipients that they would need to collect and provide data regarding the ethnic and racial composition of program participants in order to provide mandated data to the Legislature. The grantee LEAs requested this information from participants, and submitted to the Commission the data self-reported by the participants. Some participants chose not to provide their ethnic and/or racial background information. Overall, 93 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity.

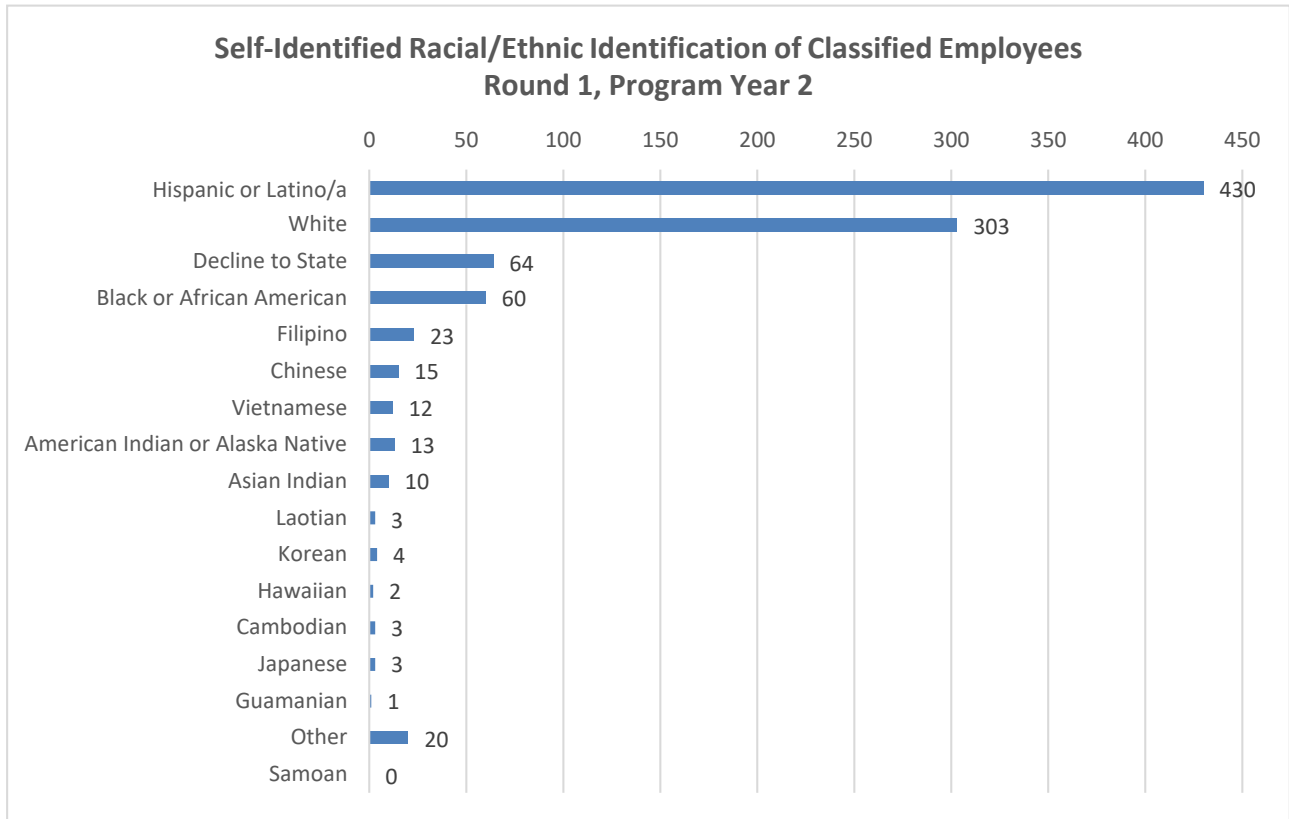
In terms of the racial/ethnic breakdown of the classified employees in the program, nearly half (42 percent) of classified employees in the program who provided data self-identified as Hispanic or Latino/a.

Figure 2: Self-Identified Racial/Ethnic Identification as Hispanic or Latino/a of Classified Employees, Round 1, Program Year 2



The largest racial/ethnic group of classified employees recruited are Hispanic or Latino/a, followed by White participants, who comprise 30 percent of all participants. Approximately six percent of participants are Black or African American (Figure 3).

Figure 3: Self-Identified Racial/Ethnic Identification of Classified Employees, Round 1, Program Year 2



The Number of Classified School Employees Recruited in Round 2

In July 2017, the Legislature authorized \$25 million for a second round of funding for the California Classified School Employee Teacher Credentialing Program, beginning in school year 2017-18. This round of funding supports an additional 1,250 classified school employees to become credentialed teachers in California public schools. An RFP was issued by the Commission in August 2017; twenty-eight LEAs submitted proposals. As with Round 1, eligible applicants were school districts, charter schools, and county offices of education. Collectively, applicant LEAs requested 2,741 participant slots out of the 1,250 slots available for funding. All twenty-eight LEAs submitted strong proposals and were awarded grants on October 20, 2017.

Round Two grant recipients are listed in Table 3 below, along with the number of participant slots allocated and the numbers of classified employees enrolled in 2017-18 school year.

Table 3: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round 2, Program Year 1 (2017-18)

LEA	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled In Program 2017-18
Berkeley Unified School District	12	12
Chico Unified School District	30	26
Clovis Unified School District	20	20
Davis Joint Unified School District	115	115
Fresno Unified School District	25	25
Huntington Beach Union High School District	20	20
Kern County Superintendent of Schools	45	44
Lake County Office of Education	20	19
Los Angeles County Office of Education	22	22
Los Angeles Unified School District	45	45
Marin County Office of Education	30	30
Merced County Office of Education	20	20
Monterey County Office of Education	135	110
Moreno Valley Unified School District	22	7
Mt Diablo Unified School District	20	20
National University Academy	10	4
Oakland Unified School District	40	40
Orange County Department of Education	200	200
Placer County Office of Education	50	50
San Bernardino County Superintendent of Schools	70	70
San Joaquin County Office of Education	20	20
San Ramon Valley Unified School District	24	13
Santa Ana Unified School District	20	20
Santa Barbara County Office of Education	45	50
Sonoma County Office of Education	115	115
Ventura County Office of Education	20	20
Visalia Unified School District	35	35
Westside Unified School District	20	20
Total	1250	1192

The Number of Round 2, Program Year 1 Classified School Employees Recruited who are Subsequently Employed as Teachers in the Public Schools

As of July 12, 2018, 21 Classified School Employee Program Round 2 participants have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. This represents two percent of the Round 2 cohort.

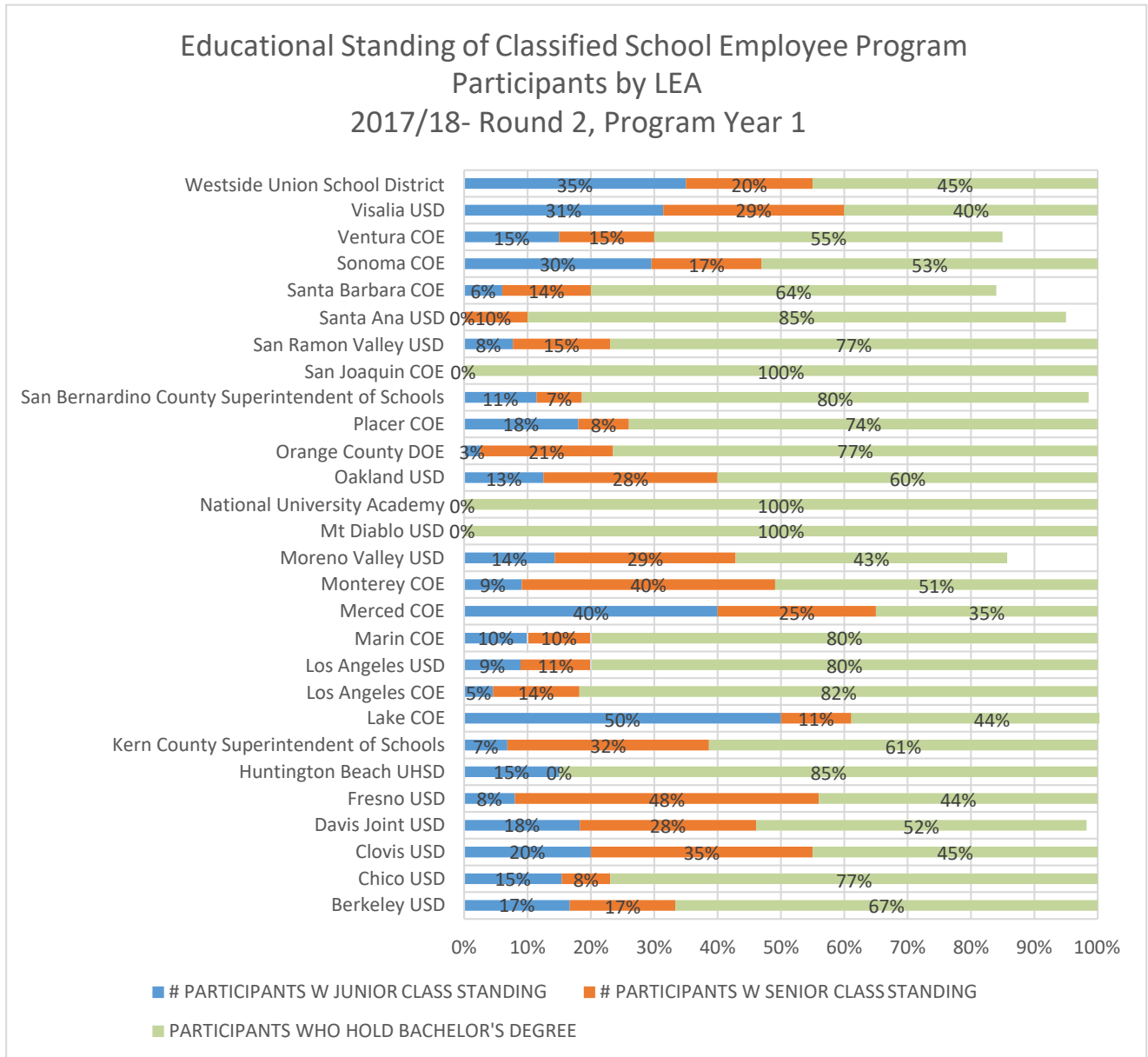
Since 2017-18 was the first program year for this second cohort, it would be expected that the some of the participants are still completing either degree requirements or teacher preparation and would not yet have earned California certification. The authorizing legislation required eligible Classified Program participants to have a minimum of two years of postsecondary education or an associate’s degree (AA). As of July 2018, 65 percent of Round 2 participants held a bachelor’s degree. 2017-18 participant academic standing by grantee LEA is shown in Table 4 below. Educational standing of classified school employee program participants by LEA is shown in Figure 4 below.

Table 4: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 2, Program Year 1 (2017-18)

	Year 1 (2017-18)	
	Number	Percent
Total Classified employees participating	1192	95%*
Classified employees with junior class standing	157	13%
Classified employees with senior class standing	242	20%
Classified employees who hold bachelor’s degrees	771	65%
Classified employees who have earned a teaching credential and are now serving as a teacher	23	2%

**of funded slots for classified participants*

Figure 4: Educational Standing of Classified School Employee Program Participants by LEA, Round 2, Program Year 1 (2017-18)



Degree to Which the Applicant is Meeting the Teacher Shortage Needs of the School District, Charter School, or County Office of Education

As of July 12, 2018, 21 Classified School Employee Program participants (two percent of the Round 2 cohort) have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. All other participants are still working on completing degree requirements or teacher preparation. The grantee LEAs placed a

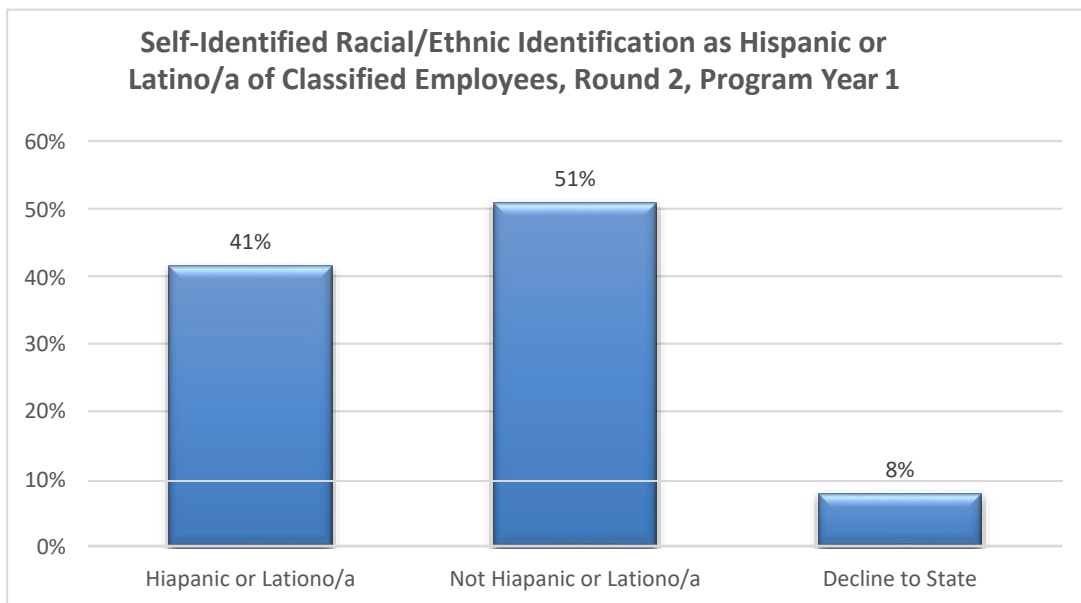
priority on recruiting and enrolling Classified employees who indicated an interest in obtaining a California credential in one of the LEA's identified shortage areas.

The Ethnic and Racial Composition of the Participants in the Program

Commission staff informed grant recipients that they would need to collect and provide data regarding the ethnic and racial composition of program participants in order to provide mandated data to the Legislature. The grantee LEAs requested this information from participants, and submitted to the Commission the data self-reported by the participants. Some participants chose not to provide their ethnic and/or racial background information. Overall, 92 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity.

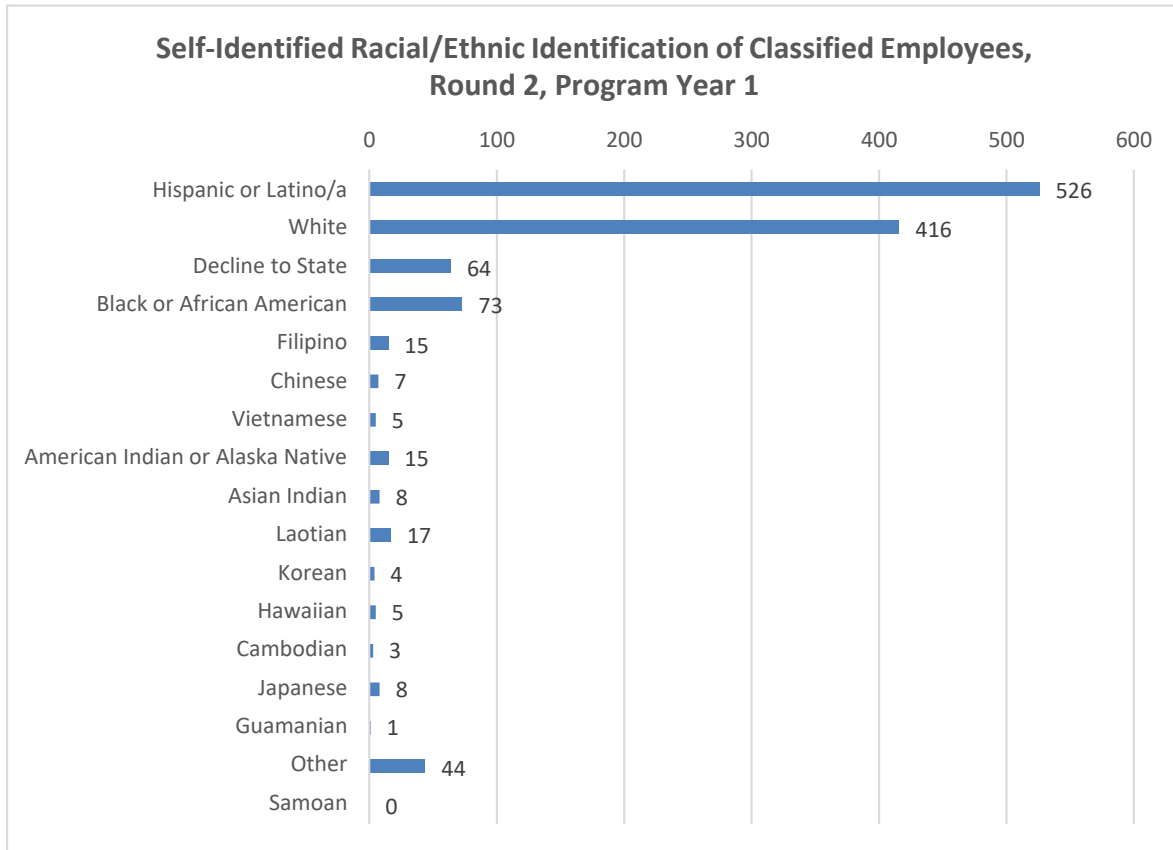
In terms of the racial/ethnic breakdown of the classified employees in the program, nearly half (41 percent) of classified employees in the Round 2 program self-identified as Hispanic or Latino/a as show in Figure 5.

Figure 5: Self-Identified Racial/Ethnic Identification as Hispanic or Latino/a of Classified Employees, Round 2, Year 1



The largest racial/ethnic group of classified employees recruited for Round 2 are Hispanic or Latino/a, followed by White participants, who comprise 34 percent of all Round 2 program participants. Roughly six percent of Round 2 participants are Black or African American (Figure 6).

Figure 6: Self-Identified Racial/Ethnic Identification of Classified Employees, Round 2, Program Year 1



Summary and Conclusions

Narrative data compiled from annual reporting forms in July 2018 from both the Round 1 and the Round 2 cohorts show that LEAs report using grant funds as a means to help meet their local teacher shortage needs, that the program is serving racial and ethnically diverse classified school employees, and that a majority of grantee LEAs have established collaborative arrangements with postsecondary institutions, many of which are offering flexible course schedules or online courses to accommodate many of the participants’ work schedules.

The Round 1 programs are in full operation and are moving their participants effectively and efficiently through the undergraduate degree process and/or the teacher preparation process. Five percent (5%) of the Round 1 participants have already earned a California teaching credential within the first two years of the program and are working as teachers in their sponsoring LEAs. The Commission held technology-facilitated cohort meetings for the program sponsors within the first several months of funding, which helped the grantees more quickly implement their programs, collaborate more effectively with their IHE partners providing the undergraduate coursework and/or the teacher preparation program, and identify and support

their participants' individual needs as they progressed through the program's activities. In addition, programs that either had participants who completed the program or participants who for personal or other reasons had to drop out of the program were able to replace these candidates in a timely manner, thus increasing the total number of Classified employees able to be served by the program.

Most of the Round 2 grantees reported that their Classified Program are now operational, and that the bulk of activity in 2017-18 initially focused on:

- Recruitment of classified employees;
- Hosting information sessions to provide participants with information about pathways to credentialing;
- Providing informational sessions regarding program and credentialing requirements;
- Facilitating and streamlining arrangements to provide advisement to participants with partnering institutions of higher education; and
- Assisting participants to enroll in the appropriate coursework.

These programs are, like the Round 1 programs, ethically and racially diverse and are serving classified school employees from a range of classified positions. Currently these programs are supporting enrolled participants as they begin their coursework and/or teacher preparation. As evidence of the early effectiveness of the Round 2 programs, two percent of the Round 2 participants have already earned their teaching credential and are now serving as credentialed teachers in their sponsoring LEA.

The Commission will continue to work with these programs to assist them in their efforts to provide additional certificated teachers for California's public schools to help employers meet shortage needs. Outcomes data provided in the 2019 Annual Report to the Legislature will be augmented with data from the first full year of implementation from Round 2 grantees as well as with continuing implementation data from Round 1 grantees.