



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

Commission on Teacher Credentialing

November 2019

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Commission on Teacher Credentialing

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State of California
Gavin Newsom, Governor
Commission on Teacher Credentialing

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Report to the Legislature on the California Classified School Employee Teacher Credentialing Program November 2019

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 2,260 classified school employees statewide to become credentialed classroom teachers for California's public schools.

The Number of Classified School Employees Recruited in Round One

In 2016, twenty-five LEAs statewide were awarded funding for 1,010 available participant slots for the first round of the Classified Program. The twenty-five 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 2018-19 school year show that 90 percent of the classified employee program slots were filled during the 2018-19 school year. Of the twenty-five grantee LEAs, fourteen 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 One (2018-19)

| LEA | Classified Employee Participant Slots Allocated to Grantees | # Classified Employees Enrolled in the Program 2018-19 |
|--|---|--|
| Alhambra Unified School District | 40 | 30 |
| Chico Unified School District | 25 | 25 |
| 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 | 9 |
| Modesto City Schools | 20 | 10 |
| Monterey County Office of Education | 45 | 37 |
| Orange County Department of Education | 110 | 110 |
| Pomona Unified School District | 20 | 17 |
| Riverside County Office of Education | 100 | 100 |
| Sacramento County Office of Education | 40 | 34 |
| San Francisco Unified School District | 25 | 25 |
| San Juan Unified School District | 20 | 11 |
| San Luis Obispo County Office of Education | 45 | 38 |
| San Mateo County Office of Education | 50 | 50 |
| Santa Clara County Office of Education | 50 | 43 |
| Santa Cruz County Office of Education | 50 | 21 |
| Sonoma County Office of Education | 40 | 40 |
| Ventura County Office of Education | 50 | 50 |
| Visalia Unified School District | 35 | 35 |
| West Contra Costa Unified School District | 20 | 20 |
| Fairfield-Suisun Unified School District | 20 | 18 |
| Total | 1010 | 908 |

The Number of Round One, Program Year 3 Classified School Employees Recruited who are Subsequently Employed as Teachers in the Public Schools

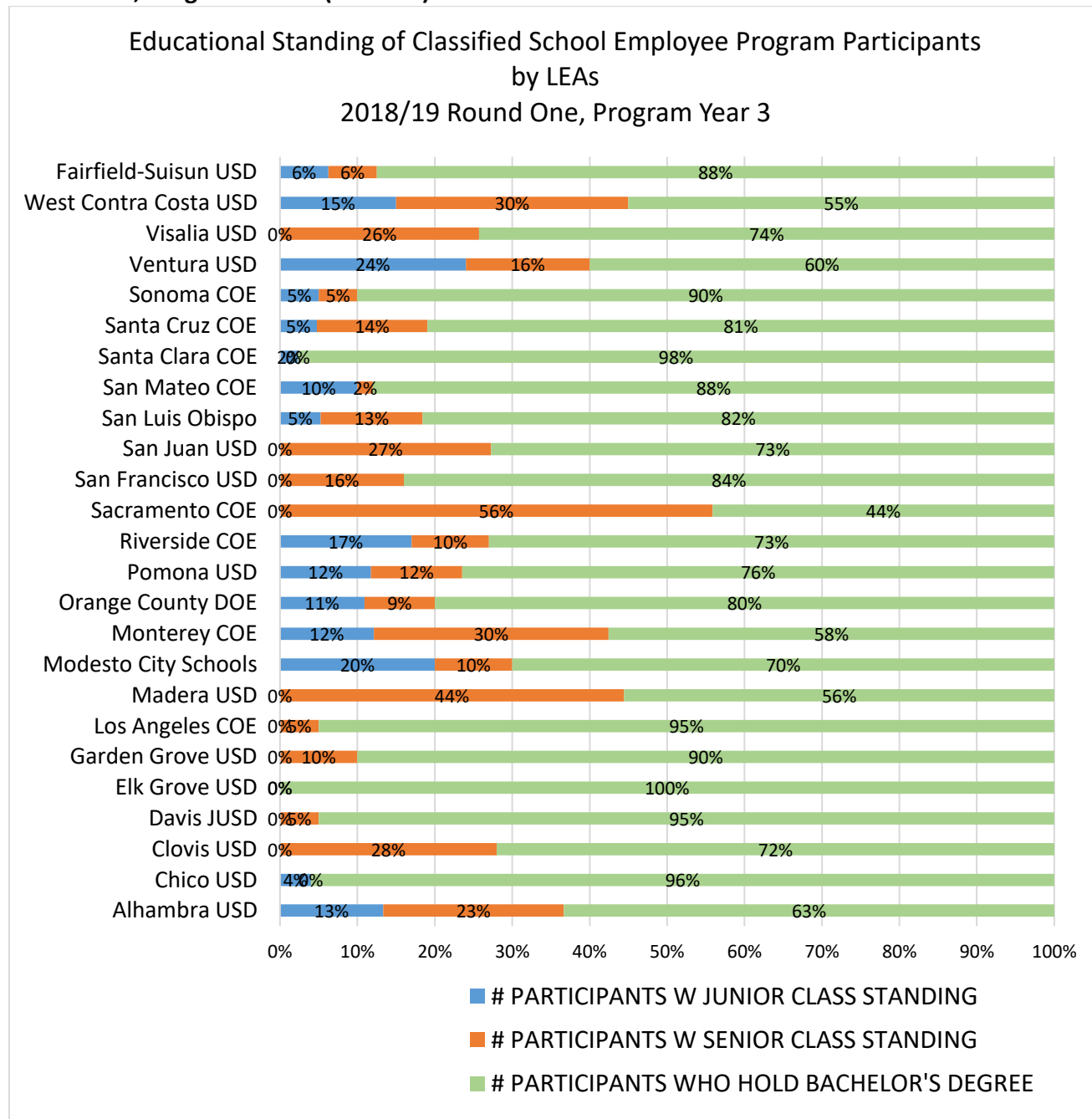
As of July 12, 2019, 143 additional Classified School Employee Program participants from the first round of funding have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. As of July 2019, 78 percent of all Round One program participants held a bachelor’s degree. 2016-17, 2017-18, and 2018-19 participant academic standing by grantee LEAs is shown in Table 2 below. The educational standing of the program participants by grantee LEAs is shown in Figure 1 below.

Table 2: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 1, Program Year 3 (2018-19)

| | Year 1 (2016-17) | Year 2 (2017-18) | Year 3 (2018-19) |
|---|-----------------------------|-----------------------------|-----------------------------|
| Total Classified employees participating | 968; 97% | 981; 97%* | 908; 90%* |
| Classified employees with junior class standing | 116; 17% | 104; 10% | 69; 8% |
| Classified employees with senior class standing | 143; 15% | 148; 15% | 121; 13% |
| Classified employees who hold bachelor's degrees | 679; 70% | 713; 73% | 712; 78% |
| Classified employees who have earned a teaching credential and are now serving as a teacher | 2; 0.2% | 53; 5% | 143; 16% |

**of funded slots for classified participants*

Figure 1: Educational Standing of Classified School Employee Program Participants by LEA, Round One, Program Year 3 (2018-19)



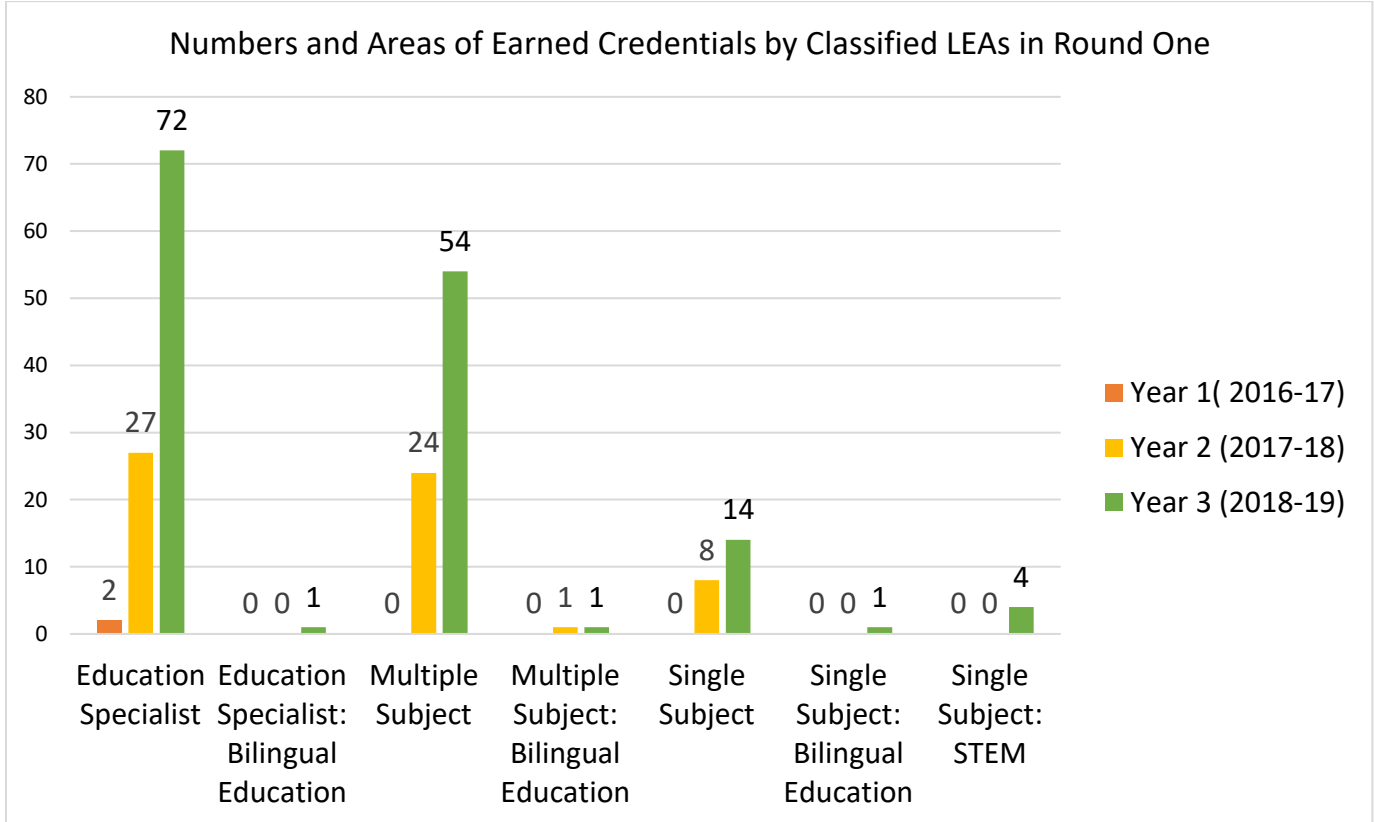
Degree to Which the Program is Meeting the Teacher Shortage Needs of the School District, Charter School, or County Office of Education

Figure 2 below illustrates the numbers and areas of credentials earned by Classified School Employee Program participants. Since July 2017, a total of 209 California credentials have been earned by the Classified Program participants in the following areas:

- Education Specialist, with a total of 101;
- Multiple Subject, with a total of 78;

- Single Subject, with a total of 22;
- Single Subject STEM, with a total of 4;
- Multiple Subject with Bilingual Education, with a total of 2; and
- Education Specialist Bilingual Education and Single Subject Bilingual Education, with a total of 1 respectively.

Figure 2: Earned Preliminary Credentials by Classified Program LEAs in Round One, Program Year 3



As of July 12, 2019, 143 Round One Classified School Employee Program participants (16 percent of the round one 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 program.

The grantees were asked to explain the degree to which the program is meeting the grantee's teacher shortage needs. The following are some direct narrative as reported by the grantees:

- Our program is meeting our anticipated teacher shortage needs by creating a cadre of well-qualified prospective employees. We expect continued high numbers of retirements in the next few years, based on the age of our teaching force. Thus, the students completing credentials through this program over the next few years will be well positioned to fill our district's need. In particular, we are always in need of teachers for special education. These students are preparing to fill the greatest needs we have in the district. A second and unanticipated benefit is that our classified employees working

on or having completed their credentials can fill in as very effective and well-qualified substitutes. This is especially critical in special education classrooms, where finding qualified substitutes is a challenge. Overall, we feel we are making good progress on our program goals, and that our participants will be ready to fill the many vacancies we expect beginning in the 2019-20 academic year.

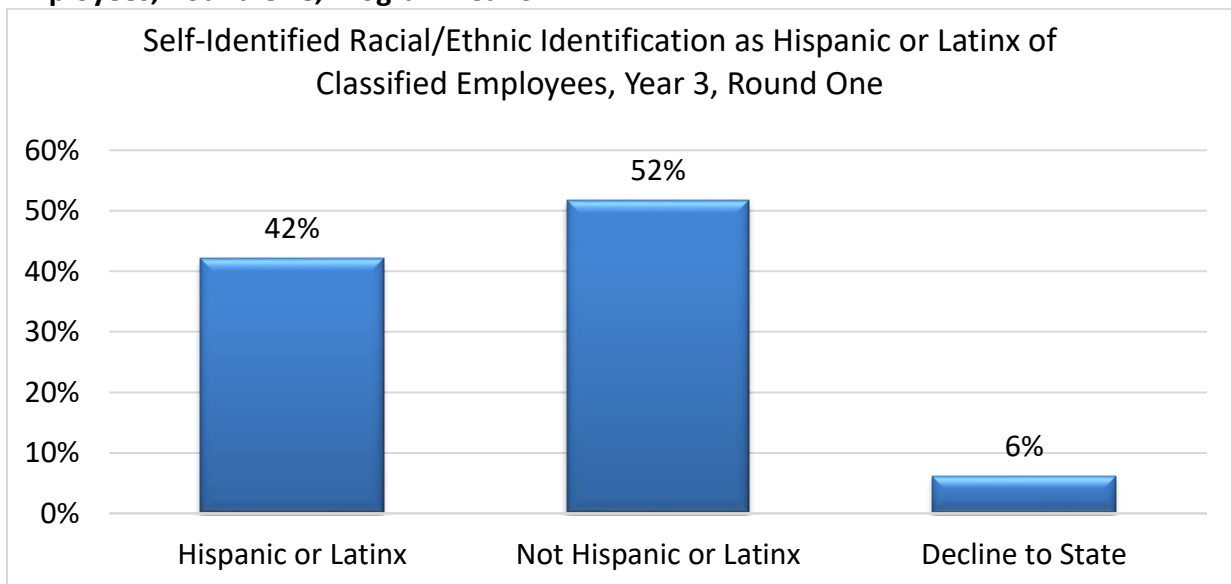
- All participants are very excited to be a part of this program and are working hard to realize their dreams. We have provided additional support for those who are experiencing challenges to passing the CBEST assessment by providing online and in-person tutoring.
- The Classified School Employees Teaching Credentials Grant provides us the opportunity to develop local talent for the classroom. Although our participants are not fully credentialed yet, we look forward to bringing all of them on board upon completion of their credential requirements. There are multiple candidates that have credentials pending based on the passing of their CSET or RICA exams. The importance of follow up, mentoring, and coaching is important in helping the people in this program meet the grantees need.
- This was our most successful year with Commission Classified Grant participants. The Commission Grant is crucial to ensure these participants receive the necessary support, including reimbursement funding for allowable fees to successfully enter into and complete credential programs. In the past three years the Commission Classified Grant participants have also had the opportunity to supplement their credential program education with professional development designed especially for this cohort by our veteran teachers. They have access to our human resources and benefits teams to lead trainings to help them with a seamless transition from classified to certificate staff. For those still searching for the right credential program they can rely on our districts connection with our IHE partners to make the best decision and communicate easily during the admission process. Our goal for all participants listed on this Commission Classified Grant is their long-term retention as a teacher. We want them to thrive in their role as an educator in order to best serve our students.
- Moving forward, we will have approximately 81 candidates enrolled in a credential program for the 2019-20 school year. Each candidate was assigned to an advisor. Our advisors met with them to develop a teacher pathway checklist that identified all of the requirements each individual candidate needs to meet in order to enter a credential program. This checklist is a crucial aspect of our program as it determines the next steps each candidate will take in order to successfully enter the credential program. In addition, our advisors have had multiple meetings with our candidates to monitor how they are advancing in their course work and help identify ways to meet their needs if additional support was warranted. We believe that this additional component is crucial to the success of our participants.
- In our proposal, we stated that at least 50 percent of our classified program participants would be individuals wishing to be Special Education teachers. We surpassed our goal with thirty participants or 60 percent of our candidates indicating that they are seeking an Education Specialist credential. There exists a critical need to staff the vacancies that exist in our county's schools with qualified Special Education teachers.

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, 94 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity.

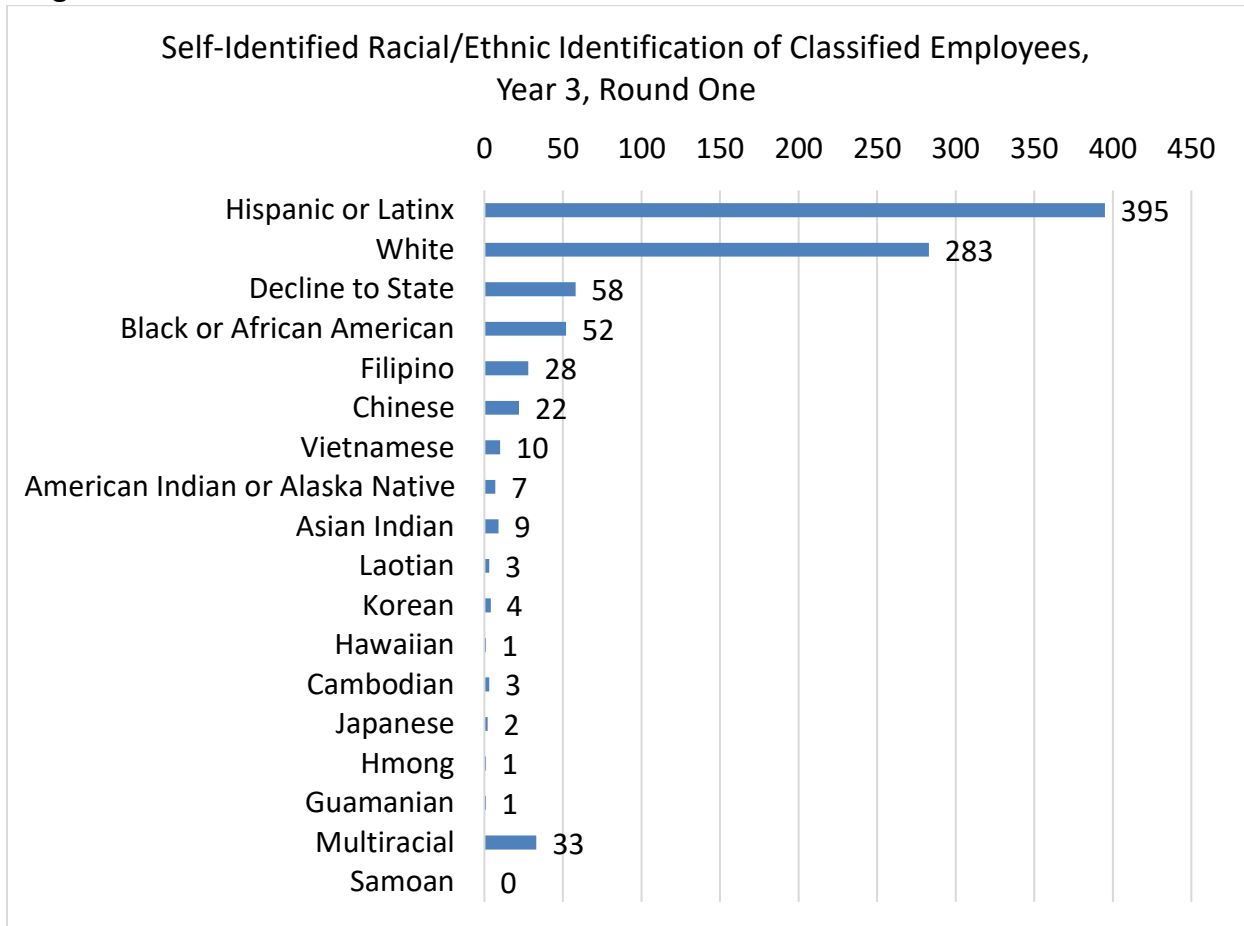
In terms of the racial/ethnic breakdown of the classified employees in the program, nearly half (42 percent) of classified employees in the program who provided data self-identified as Hispanic or Latinx as illustrated in Figure 3.

Figure 3: Self-Identified Racial/Ethnic Identification as Hispanic or Latinx of Classified Employees, Round One, Program Year 3



The largest racial/ethnic group of classified employees recruited are Hispanic or Latinx, followed by White participants, who comprise 31 percent of all participants. Approximately six percent of participants are Black or African American (Figure 4).

Figure 4: Self-Identified Racial/Ethnic Identification of Classified Employees, Round One, Program Year 3



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 the 2017-18 school year. This round of funding supports an additional 1,250 classified school employees to become credentialed teachers in California public schools. At the [November 2018 Commission meeting](#), staff reported that most of the Round Two grantees were operational and the bulk of activity in Program Year 1, 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.

As of July 2019, all Round Two grantees in Program Year 2, 2018-19 are in full operation and grantees are moving their participants effectively and efficiently through the undergraduate

degree process and/or the teacher preparation process. The twenty-eight grantee LEAs are shown in Table 4 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-eight Round Two grant recipients for the 2018-19 school year show that 95 percent of the classified employee program slots were filled during the 2018-19 school year. Of the twenty-eight grantee LEAs, twenty 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 4: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round Two (2018-19)

| LEA | Classified Employee Participant Slots | # Classified Employees Enrolled in Program 2018/19 |
|---|---------------------------------------|--|
| Berkeley Unified School District | 12 | 12 |
| Chico Unified School District | 30 | 24 |
| 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 | 20 |
| 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 | 122 |
| Moreno Valley Unified School District | 22 | 9 |
| Mt Diablo Unified School District | 20 | 20 |
| National University Academy* | 10 | - |
| 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 | 14 |
| Santa Ana Unified School District | 20 | 16 |
| Santa Barbara County Office of Education | 45 | 42 |
| Sonoma County Office of Education | 115 | 115 |
| Ventura County Office of Education | 20 | 20 |
| Visalia Unified School District | 35 | 35 |

| LEA | Classified Employee Participant Slots | # Classified Employees Enrolled in Program 2018/19 |
|----------------------------------|---------------------------------------|--|
| Westside Unified School District | 20 | 20 |
| Total | 1250 | 1190 |

**National University Academy Lakeside (Charter Number 0991) closed in January 2019. Grant money has been reallocated.*

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

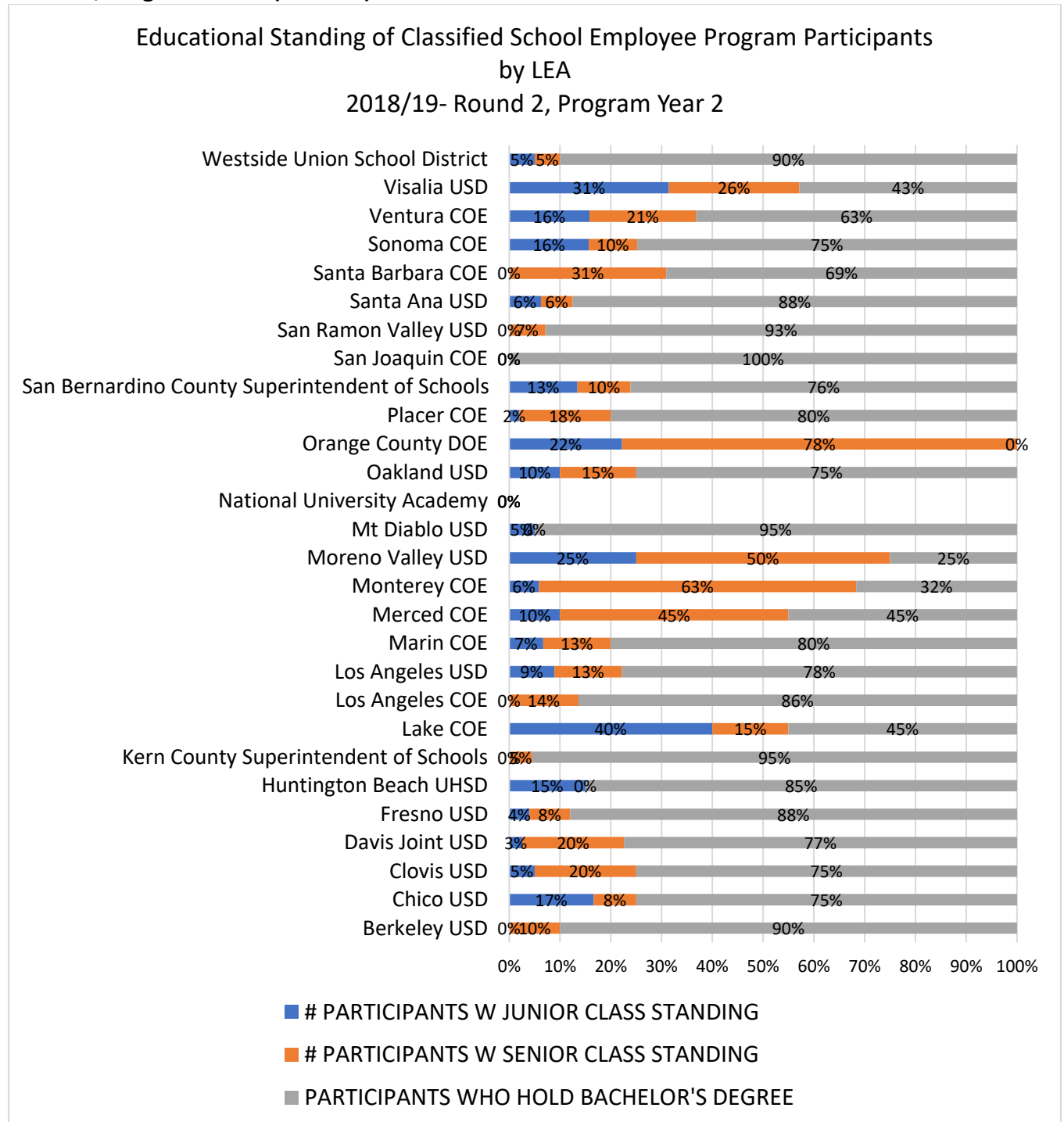
As of July 12, 2019, seventy-eight additional Classified School Employee Program participants from the second round of funding have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. As of July 2019, 73 percent of all Round Two program participants held a bachelor's degree. 2017-18 and 2018-19 participant academic standing by grantee LEA is shown in Table 5 below. Educational standing of classified school employee program participants by grantee LEA is shown in Figure 6 below.

Table 5: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 2, Program Year 2 (2018-19)

| | Year 1 (2017-18) | Year 2 (2018-19) |
|---|------------------|------------------|
| Total Classified employees participating | 1192; 95%* | 1190; 95%* |
| Classified employees with junior class standing | 157; 13% | 92; 8% |
| Classified employees with senior class standing | 242; 20% | 224; 19% |
| Classified employees who hold bachelor's degrees | 771; 65% | 865; 73% |
| Classified employees who have earned a teaching credential and are now serving as a teacher | 23; 2% | 78; 7% |

**of funded slots for classified participants*

Figure 6: Educational Standing of Classified School Employee Program Participants by LEA, Round 2, Program Year 2 (2018-19)



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

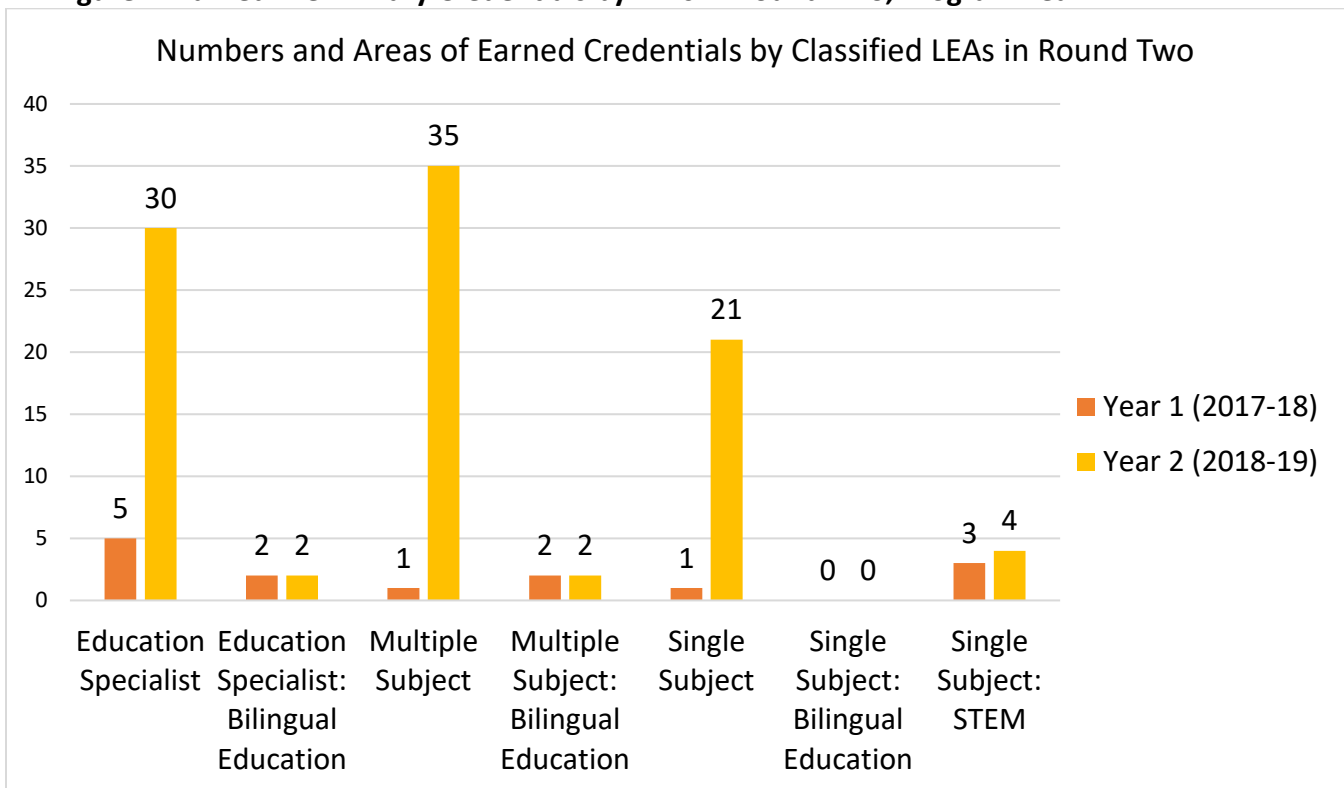
As of July 12, 2019, seventy-eight Round Two Classified School Employee Program participants (seven percent of the Round Two participants) have completed their teacher preparation,

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 program.

Figure 7 below illustrates the numbers and areas of credentials earned by classified school employee program participants. Since July 2018, a total of 108 California credentials have been earned by the classified school employee program participants in the following areas:

- Multiple Subject, with a total of 36;
- Education Specialist, with a total of 35;
- Single Subject, with a total of 21;
- Single Subject STEM, with a total of 7; and
- Education Specialist Bilingual Education and Multiple Subject Bilingual Education, with a total of 2 respectively.

Figure 7: Earned Preliminary Credentials by LEAs in Round Two, Program Year 2



The grantees were asked to explain the degree to which the program is meeting the grantee’s teacher shortage needs. The following are some direct narrative as reported by the grantees:

- Classified grant has provided not only funding, but also a great deal of enthusiasm among our classified employees. Many of them are graduates and residents of the local community and are deeply appreciative that such an opportunity even exists to encourage them to fulfill their dreams of giving back to their community. Many of our grantees have maxed out on the amount of funding they can get and would have taken more if it were available. In some cases, even with the financial support, the cost of

continuing education is still beyond their means. Without this program, we would not have as many classified employees pursuing a teaching credential. Without this program, we would not have as many classified employees feeling supported and encouraged by the District and the State to pursue their dreams. This program is value added and an essential part of the way we build our teacher workforce and develop an employee support system that demonstrates value for employees who are committed to student growth and development.

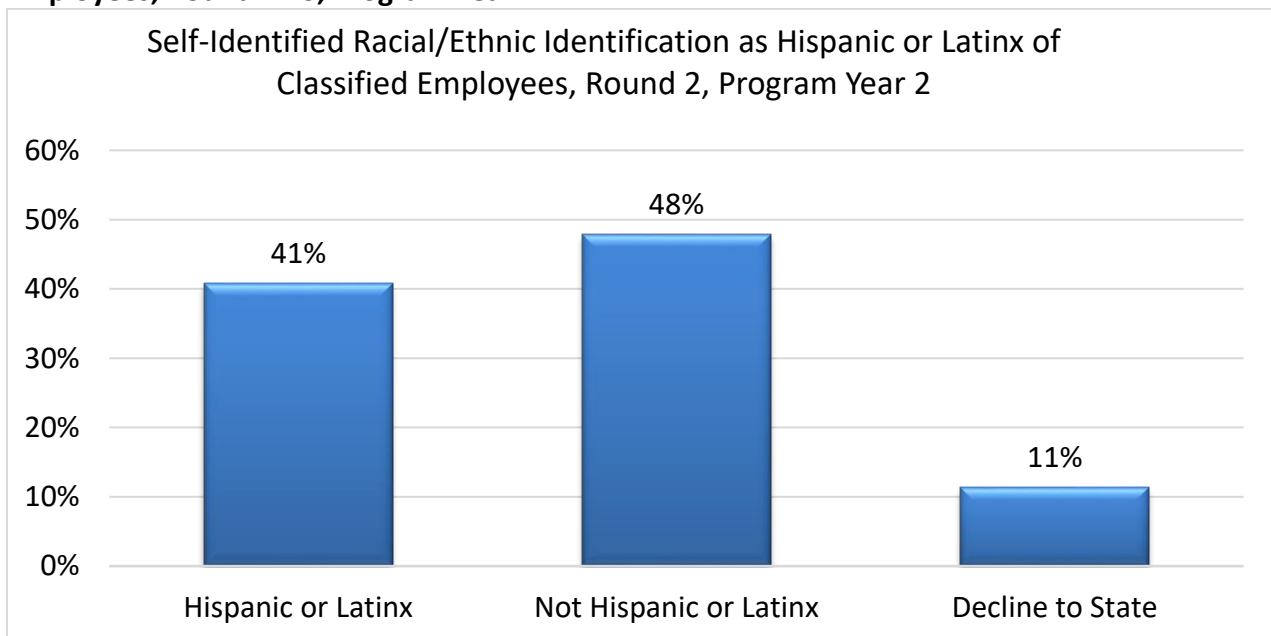
- The [Classified] Grant Program from the Commission is meeting the needs of our District directly and indirectly, as it related to the teacher shortage. Directly, this school year employees (3) completed their degree program. All of the employees made contact with the hiring principals, and a few were able secure employment as a teacher in our district. In terms of sheer numbers, this program has filled a vacancy that could have otherwise been open. As a district, we are very supportive of this program, and many employees are waiting to fill the now open slots. The principals in our district are very glad to see the candidates with experience and who know our schools and families well. The participants are energized and grateful to have the opportunity, the support and the financial boost to take on such a hefty endeavor, on top of their full lives, and work. Indirectly, the program is meeting the needs of our district by spurring a renewed interest in teacher pathways and pathway support. The indirect effect is a long term plan to address the teacher shortage.
- This has provided an opportunity for classified candidates to further their education. Many of these candidates were struggling financially to continue their education and this funding has enabled them to continue. While the results are just starting to come in, many of these candidates have transitioned to teaching positions and will be teaching under Provisional Intern Permits or Short Term Staffing Permits next school year.
- We are grateful to the Commission for the opportunity to support our regional school districts with this project. Several school districts have selected the program participants as the right teacher for the job. School district HR administrators have expressed their gratitude for the opportunity to grow their own teachers via the regional California Classified School Employee Teacher Credentialing Program. This project has most certainly contributed toward increasing the pipeline of new teachers in our region.
- During the 2018-19 school year, our program has clearly built relationships with its grant participants and mentors to differentiate support. From questions about test preparation, university requirements, to field course placements, the program has been able to keep the grantees focused on obtaining a teaching credential by removing barriers. We look forward to more grantees beginning, continuing and completing their credential programs over the summer and into the fall. Although earning a teaching credential can be a slower process for a busy, working adult, the program is confident we have set a foundation for our grantees to advance successfully as educators in our County.

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, 89 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity.

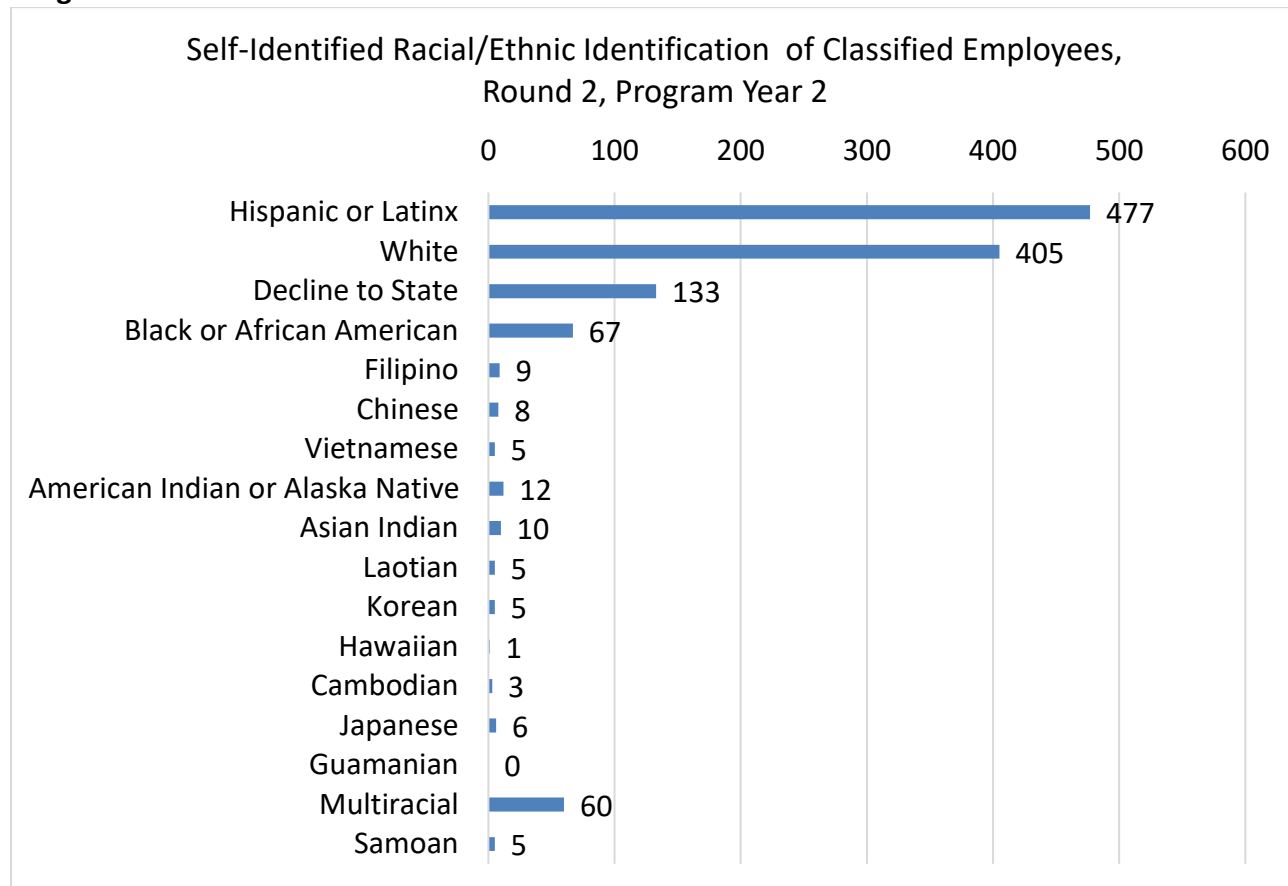
In terms of the racial/ethnic breakdown of the classified employees in the program, nearly half (41 percent) of classified employees in the program who provided data self-identified as Hispanic or Latinx as illustrated in Figure 8.

Figure 8: Self-Identified Racial/Ethnic Identification as Hispanic or Latinx of Classified Employees, Round Two, Program Year 2



The largest racial/ethnic group of classified employees recruited are Hispanic or Latinx, followed by White participants, who comprise 33 percent of all participants. Approximately five percent of participants are Black or African American (Figure 9).

Figure 9: Self-Identified Racial/Ethnic Identification of Classified Employees, Round Two, Program Year 2



Summary and Conclusion

The California School Employee Teacher Credentialing Program is meeting the state’s teacher shortage by supporting the grantees to recruit classified school employees into teaching careers and support the individual in completing their undergraduate education, professional teacher preparation, and certification as credentialed California teachers. The July 2019 Classified Program data analysis shows that LEAs in both Round One and Two are in full operation and their participants are effectively progressing through the program. 78 percent of Round One participants hold bachelor’s degrees and 16 percent of the employees have already earned teaching credentials and are now serving as teachers. On the other hand, 73 percent of Round Two participants hold bachelor’s degrees and seven percent of the employees have already earned teaching credentials and are now serving as teachers. These programs are also ethnically and racially diverse and are serving classified school employees from a range of classified positions.

Table 6 provides the numbers of earned credential areas across Rounds One and Two per fiscal year spanning the last three years.

Table 6: Number of Credential Areas for Classified Rounds One and Two per Fiscal Year

| Credential Area | 2016-17 | 2017-18 | 2018-19 | Total |
|---|----------------|----------------|----------------|--------------|
| Multiple Subject | | 25 | 89 | 114 |
| Multiple Subject: Bilingual Education | | 3 | 3 | 6 |
| Single Subject | | 9 | 35 | 44 |
| Single Subject: STEM | | 3 | 8 | 11 |
| Single Subject: Bilingual Education | | | 1 | 1 |
| Education Specialist | 2 | 32 | 102 | 136 |
| Education Specialist: Bilingual Education | | 2 | 3 | 5 |
| Total Credentials Earned per Fiscal Year | 2 | 74 | 241 | 317 |

Narrative derived from the data analysis indicates that the grantees are identifying and supporting their participants' individual needs as they progress through the program. Such support includes, advisement, financial assistance for degree, credentialing-related expenses 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. There has been a continuous recruitment process in place for classified employees as slots become open for program that either had participants who completed the program or participants who for personal or other reasons had to drop out of the program.

The Classified grantees submitted their 2018-19 classified report to the Commission on July 12, 2019. Reviewing data from the past three years (Table 6), it is noted that participants have earned a total of 317 credentials. The Education Specialist credential is the most earned credential area, with a total of 136 from both rounds over the last three years. Subsequently, the Multiple Subject credential is the second most earned credential area, with a total of 114. A total of 317 credentials have been issued to classified staff over the three years of grant funding, and 299 former classified employees are now serving as teachers.