



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

Commission on Teacher Credentialing

December 2021

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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 December 2021

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 their undergraduate education, teacher preparation program, and transition to becoming credentialed teachers in 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.

Section I: Update on Round One Classified Program - Year Five

Section I of this report includes information on the following topics for Round One, Program Year Five of the Classified Program: recruitment, academic progress, candidates prepared by subject area, number of credentials issued, and candidate demographics. Participating districts are responsible for local efforts in terms of recruiting and enrolling participants in the program, monitoring the progress of participants in accordance with each participant's individual education plan, and providing supplementary academic support services to the participants.

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 2020-21 school year indicated that 68 percent of the Classified Employee program slots were filled. Of the twenty-five grantee LEAs, six were able to fill all their participant slots. Due to the COVID-19 pandemic, most grantee LEAs were unable to recruit additional participants during the program final year. Participant slots were also not filled due to program completers and candidates who dropped out of the program for personal reasons. One LEA was able to complete the program during 2019-20 and requested no additional funding. Another LEA experienced difficulties enrolling additional candidates to replace those who have completed or left the program, and the LEA requested no additional funds for 2019-20 and 2020-21 school year. These LEAs are marked as “N/A” for 2020-21. In addition, two LEAs did not respond to requests for data and did not request funding for the 2020-21 school year, and they are listed as having zero (0) classified staff for last year.

Table 1: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round One (2020-21)

Local Education Agency (LEA)	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled in the Program 2020-21
Alhambra Unified School District	40	10
Chico Unified School District	25	8
Clovis Unified School District	25	25
Davis Joint Unified School District	60	60
Elk Grove Unified School District	20	N/A
Garden Grove Unified School District	40	28
Los Angeles County Office of Education	40	35
Madera Unified School District	20	N/A
Modesto City Schools	20	11
Monterey County Office of Education	45	31
Orange County Department of Education	110	110
Pomona Unified School District	20	4
Riverside County Office of Education	100	100
Sacramento County Office of Education	40	14
San Francisco Unified School District	25	20
San Juan Unified School District	20	0
San Luis Obispo County Office of Education	45	56
San Mateo County Office of Education	50	28

Local Education Agency (LEA)	Classified Employee Participant Slots Allocated to Grantees	# Classified Employees Enrolled in the Program 2020-21
Santa Clara County Office of Education	50	15
Santa Cruz County Office of Education	50	0
Sonoma County Office of Education	40	44
Ventura County Office of Education	50	44
Visalia Unified School District	35	31
West Contra Costa Unified School District	20	4
Fairfield-Suisun Unified School District	20	9
Total	1,010	687

The Number of Round One, Program Year 5 Classified School Employees Recruited who are Subsequently Employed as Teachers in the Public Schools

Data reports due by July 12, 2021, show that 146 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 in the 2020-21 school year. As of July 2021, 85 percent of all Round One program participant held a bachelor's degree. The participant academic standing by grantee LEA for 2016-17, 2017-18, 2018-19, 2019-21, and 2020-21 is shown in Table 2 below. Due to COVID-19, grantees indicated that it has been difficult to contact participants to verify their current standings.

Table 2: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 1, Program Year 5 (2020-21)

Classified Program Employee Academic Standing	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Total Classified employees participating	968 (97%)	981 (97%*)	908 (90%*)	845 (83%*)	687 (68%*)
Classified employees with junior class standing	116 (17%)	104 (10%)	69 (8%)	45 (5%)	22 (3%)
Classified employees with senior class standing	143 (15%)	148 (15%)	121 (13%)	115 (13%)	49 (7%)
Classified employees who hold bachelor's degrees	679 (70%)	713 (73%)	712 (78%)	678 (80%)	590 (85%)
Classified employees who have earned a teaching credential and are now serving as a teacher	2 (0.2%)	53 (5%)	143 (16%)	167 (20%)	146 (21%)

**of funded slots for classified participants, including candidates added as replacement.*

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

Table 3 below shows the numbers and areas of credentials earned by Classified School Employee Program participants. Since July 2017, a total of 680 California credentials have been earned by the Classified Program participants in the following areas:

- Education Specialist, with a total of 319;
- Multiple Subject, with a total of 212;
- Single Subject, with a total of 64;
- Single Subject STEM, with a total of 41;
- Multiple Subject with Bilingual Education, with a total of 33;
- Single Subject Bilingual Education, with a total of eight (8); and
- Education Specialist Bilingual Education, with a total of three (3).

Table 3: Earned Preliminary Credentials by Classified Program LEAs in Round One, Program Year 5

Credential Areas	2016-17	2017-18	2018-19	2019-20	2020-21
Multiple Subject	0	23	57	61	71
Multiple Subject: Bilingual Education	0	2	5	4	22
Single Subject	0	7	14	16	27
Single Subject: STEM	0	3	8	16	14
Single Subject: Bilingual Education	0	2	1	4	1
Education Specialist	4	24	78	115	98
Education Specialist: Bilingual Education	0	0	0	3	0

All other participants are still working on completing degree requirements or their teacher preparation program.

Use of Grant Funds to Meet Local Needs

Programs reported that their local needs are being met as program participants are near finishing their credential programs while others have earned their credentials. Programs also reported some participants are now teaching in their respective LEA classrooms. The following are some direct narratives as reported by the grantees regarding the use of grant funds to meet their local needs:

- The Classified Program has provided a valuable opportunity and associated support for our classified employees to pursue credentials. Each year we've had several classified staff members obtain their credentials and often take certificated positions within our district.
- The Classified Program is allowing the district to: (1) retain valued, long-term employees by offering a career path as credentialed teachers; (2) fill vacancies which have gone unfilled due to lack of trained candidates; (3) provide students with fully trained, highly qualified teachers; and (4) attract better qualified applicants because of the career opportunities offered by this program.

- We can also report that a significant number of participants have been hired by our district upon completion of their credential.
- We are thankful for this program as it provides invaluable support for our Classified Employees, who will in turn give back as highly qualified and dedicated teachers in California's public schools.

Use of Grant Funds to Support Classified Employees

Programs reported that grant funds disbursed were expended for tuition, books, transportation passes, and other college/university fees. Remaining funds were expended for printing, postage, and other administrative costs. All program sponsors (including collaborating colleges and universities) provide in-kind support to participants in addition to the state funding allocations. The following are some direct narratives as reported by the grantees regarding the use of grant funds to support classified employees:

- This past year we provided CBEST and CSET test prep books as well as test prep sessions to assist our participants; these efforts were successful as the passage rate of these exams increased for those who participated in the sessions.
- Typically, participants first pay for tuition, testing, and books among other eligible expenses out of pocket, then they submit a receipt for reimbursement.
- When possible, we will pay tuition directly to the participants' approved credential programs. Another helpful option to help reduce financial stress, is ordering textbooks for participants' current program of study as well as study material and/or test prep supplies.
- Countless participants have communicated with us how this grant has had a positive effect on them and that had it not been for this grant they would not be receiving their teaching credential.
- Our county consortium was able to provide participants with the academic advisement, support, and assistance needed to succeed.

Classified Grantee LEAs and Institutions of Higher Education (IHE) Partnerships

A notable program success is the effective collaboration between school districts and postsecondary institutions. The purpose of these partnerships was to strengthen the relationships between local school districts and the postsecondary institutions that prepared teachers who typically were hired by these districts. The partnerships assured the smooth operation of the program as the participants enrolled in their bachelor's degree and/or teacher preparation coursework. The following are some direct narratives as reported by the grantees describing their partnership with IHEs:

- Our district has a productive, long-standing relationship with CSU, Chico's School of Education which is a mutually beneficial. CSU Chico appointed a dedicated advisor for the Classified Credential Grant candidates which makes for seamless communication and advising next steps for our candidates.
- We have participants enrolled in various programs such as Alliant, Brandman University [UMass Global], Cal State TEACH, National University, San Francisco State University, Western Governors, and local Intern Programs.

- One partnership that we are extremely excited about is the one with San Diego State University (SDSU). Twenty-eight candidates were accepted into SDSU's online credential for the 2020-2021 school year. This online option is only available to our candidates.
- The Classified Program is allowing the district to further promote our continuing partnerships with institutions of higher learning, specifically the University of La Verne (ULV) and California State Polytechnic University, Pomona (Cal Poly Pomona).

Factors Hindering Full Implementation

COVID-19 has been a significant factor hindering implementation of many Classified Programs. Program leaders reported difficulty with recruiting because of travel restrictions, limited access to testing centers due to COVID-19 restrictions, and difficulties with contacting participants. The following are some direct narratives as reported by the grantees describing factors hindering full implementation:

- It has been a challenge to recruit additional classified staff for participation in the program. Many of the classified staff have been challenged by COVID-19 circumstances, and they did not attend classes. With a reduction of staff in my division during the 2020-21 school year, I was not able to recruit and promote the program as I should have.
- While this grant has been successful in producing handfuls of potential candidates for our school district, it was slightly more challenging to run than we had expected. What we were not prepared for was the fluidity of most of our classified employees' involvement in the grant. Understandably, classified employees took breaks from coursework as they navigated/navigate their current full-time positions and family lives. It became a challenge to track each candidate's plans and next steps, as plans were fluid and communication was often challenging. COVID-19 seemed to slow interest in the grant program.
- There were five grant spots that were not filled despite promotion and marketing of the availability of the classified grant program.
- Many employees have had to take a smaller number of units due to the need to work full time making their timeline very long.
- Prior to the pandemic we had a good traction in terms of classified folks motivated for their programs. Just like most of the educational system during the pandemic, we lost a great deal of progress with our participants because life and family survival became their primary focus.
- During the 2020-2021 school year, challenges with program progress were escalated with the onset and ongoing COVID-19 pandemic. As such, participants expressed frustrations related to finding time to complete subject matter competencies due to testing limitations (social distancing concerns) and the overwhelming need to focus on their individual classroom contexts. We saw a decrease in the number of tuition support requests and testing voucher requests overall until such time that participants were reminded that the grant funding would be coming to an end at the conclusion of this year. At that time, several candidates made requests for funding support.
- There were 11 grantees that did not complete the program. Due to personal life challenges over the course of the five years, 21 participants dropped the program.

The Ethnic and Racial Composition of the Participants in the Round One, Program Year Five
 Program grantee LEAs collected demographic data regarding the ethnic, racial, gender, and sexual orientation of program participants as mandated by the authorizing legislation and AB 677 (Chap. 744, Stats. 2017). The grantee LEAs submitted the self-reported data to the Commission. Overall, 98 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity. Some program participants did not provide the self-identified demographic data.

In terms of the racial/ethnic breakdown of the classified employees in the program, 48 percent of the classified employees in the program who provided data self-identified as Hispanic or Latinx as shown below in Table 4a.

Table 4a: Self-Identified Racial/Ethnic Identification as Hispanic or Latinx of Classified Employees, Round One, Program Year Five

Self-Identified Racial/Ethnic Identification as Hispanic or Latinx	Number	Percent
Participants Who Are Hispanic or Latinx	333	48.4%
Participants Who Are Not Hispanic or Latinx	354	51.5%

Table 4b below provides gender/sexual orientation and race/ethnicity data of the Classified Program participants. Participants were asked to self-identify their gender and sexual orientation. Reporting this information to the Commission is voluntary for individuals participating in the program, thus grantee LEAs are permitted to enter “0” or “N/A” if the information is unavailable. The largest racial/ethnic group of classified employees recruited are Hispanic or Latinx (48 percent), followed by White participants (30 percent). Of the total 687 participants enrolled in program Year Five, six percent identified as Asian, and four percent identified as Black or African American. The total of all other races, including Multiracial, equaled seven percent, and seven percent of the participants did not report their race/ethnicity.

Table 4b: Self-Identified Demographic Information of Classified Employees, Round One

Gender/Sexual Orientation/Ethnicity/Race	Program Year 5 (n= 687)	Percent (n= 687)
Female	364	52.9%
Male	96	13.9%
Non-binary/other	1	0.1%
Gender not reported	226	32.8%
Heterosexual/straight	310	45.1%
Gay/Lesbian	18	2.6%
Bisexual	3	0.4%
Other	0	0%
Decline to state	356	51.8%
American Indian or Alaska Native	5	0.7%
Asian	46	6.6%

Gender/Sexual Orientation/Ethnicity/Race	Program Year 5 (n= 687)	Percent (n= 687)
Black or African American	34	4.9%
Hispanic/Latinx	333	48.4%
Native Hawaiian or Pacific Islander	3	0.4%
White	208	30.2%
Two or more races	45	6.5%
Race/Ethnicity not reported	13	1.8%

Section II: Update on Round Two Classified Program Year Four

Section II of the state report includes information on the following topics for Round Two, Program Year Four of the Classified Program – recruitment, academic progress, candidates prepared by subject area, number of credentials issued, and candidate demographics. Participating districts are responsible for local efforts in terms of recruiting and enrolling participants in the program, monitoring the progress of participants in accordance with each participant’s individual education plan, and providing supplementary academic support services to the participants.

The Number of Classified School Employees Recruited in Round Two

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. The twenty-eight grantee LEAs are shown in Table 5 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 2020-21 school year show that 82 percent of the classified employee program slots were filled. Of the twenty-eight grantee LEAs, fifteen were able to fill all their participant slots. When a participant finishes mid year and exits the program, the program may add another qualified participant as a replacement. Only thirteen LEA participant slots were not filled due to program completers and candidates who dropped out of the program for personal reasons. Due to the COVID-19 pandemic, some grantee LEAs were unable to recruit additional participants. One LEA provided no response, and one LEA closed in January 2019.

Table 5: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round Two (2020-21)

Local Education Agency (LEA)	Classified Employee Participant Slots	# Classified Employees Enrolled in Program 2020-21
Berkeley Unified School District	12	0
Chico Unified School District	30	17
Clovis Unified School District	20	20
Davis Joint Unified School District	115	115

Local Education Agency (LEA)	Classified Employee Participant Slots	# Classified Employees Enrolled in Program 2020-21
Fresno Unified School District	25	28
Huntington Beach Union High School District	20	20
Kern County Superintendent of Schools	45	45
Lake County Office of Education	20	28
Los Angeles County Office of Education	22	20
Los Angeles Unified School District	45	37
Marin County Office of Education	30	31
Merced County Office of Education	20	21
Monterey County Office of Education	135	8
Moreno Valley Unified School District	22	14
Mount Diablo Unified School District	20	15
National University Academy ¹	10	NA
Oakland Unified School District	40	40
Orange County Department of Education	200	200
Placer County Office of Education	50	35
San Bernardino County Superintendent of Schools	70	63
San Joaquin County Office of Education	20	23
San Ramon Valley Unified School District	24	10
Santa Ana Unified School District	20	26
Santa Barbara County Office of Education	45	52
Sonoma County Office of Education	115	96
Ventura County Office of Education	20	16
Visalia Unified School District	35	35
Westside Unified School District	20	20
Total	1,250	1,035

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

Data reports due by July 12, 2021, show 164 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 2021, 79 percent of all Round Two program participants held a bachelor’s degree. Participant academic standing by grantee LEA for 2017-18, 2018-19, 2019-20, and 2020-21 is shown in Table 6 below. Due to COVID-19, grantees indicated that it has been difficult to contact participants to verify their current standings.

¹ National University Academy Lakeside (Charter Number 0991) closed in January 2019. Grant money has been reallocated.

Table 6: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 2, Program Year 4 (2020-21)

Classified Program Employee Academic Standing	Year 1 (2017-18)	Year 2 (2018-19)	Year 3 (2019-20)	Year 4 (2020-21)
Total Classified employees participating	1,192 (95%*)	1,190 (95%*)	1,287 (97%*)	1,035 (82%*)
Classified employees with junior class standing	157 (13%)	92 (8%)	90 (7%)	78 (7%)
Classified employees with senior class standing	242 (20%)	224 (19%)	166 (13%)	117 (11%)
Classified employees who hold bachelor's degrees	771 (65%)	865 (73%)	914 (71%)	826 (79%)
Classified employees who have earned a teaching credential and are now serving as a teacher	23 (2%)	78 (7%)	200 (15%)	164 (15%)

**of funded slots for classified participants, including candidates added as replacement.*

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

Table 7 below shows the numbers and areas of credentials earned by Classified School Employee Program participants. Since July 2018, a total of 663 California credentials have been earned by the Classified Program participants in the following areas:

- Education Specialist, with a total of 300;
- Multiple Subject, with a total of 211;
- Single Subject, with a total of 67;
- Multiple Subject with Bilingual Education, with a total of 33;
- Education Specialist Bilingual Education, with a total of 18;
- Single Subject STEM, with a total of 17; and
- Single Subject Bilingual Education, with a total of 17.

Table 7: Earned Preliminary Credentials by Classified Program LEAs in Round Two, Program Year Four

Credential Areas	2017-18	2018-19	2019-20	2020-21
Multiple Subject	2	39	92	78
Multiple Subject: Bilingual Education	0	1	13	19
Single Subject	1	25	21	20
Single Subject: STEM	0	3	10	4
Single Subject: Bilingual Education	0	2	10	5
Education Specialist	5	39	139	117
Education Specialist: Bilingual Education	1	3	14	0

All other participants are still working on completing degree requirements or teacher preparation program requirements.

Use of Grant Funds to Meet Local Needs

Programs reported that their local needs are being met as program participants are near finishing their credential programs while others have earned their credentials. Programs also reported some participants are now teaching in their respective LEA classrooms. The following are some direct narratives as reported by the grantees regarding the use of grant funds to meet their local needs:

- Our district identified mathematics, science, special education, and bilingual education as “high need” due to the high demand of the subject area and the difficulty to fill those positions. The Classified program provided candidates in those areas.
- The Classified Program continues to be an effective contributing pipeline providing new teachers for our region. Our program participants are successful candidates who remain within their rural communities where they began as classified employees and transition to beginning teachers. Our urban school districts also have the opportunity to grow their own teachers via the Classified program.
- We also have several participants taking advantage of a local CSU Sacramento satellite program, where they will earn a degree in child development and then pursue their teaching credential. We anticipate we will see a large percentage of participants earn their degree and/or teaching credentials between 2022 and 2024.
- The result of the widespread teacher shortage is that established teachers are leaving their current employment and choosing to work for districts closer to home. By participating in this program, our district is helping our classified staff fulfill their dreams of becoming educators in their own home district.
- We consider our Classified-to-Teacher program one of our most successful pathways that embodies the spirit and practice of our “Grow Our Own” approach, one that provides holistic support toward teacher credentialing and development in hard-to-staff positions.
- I cannot stress how important this program has been to the success of our special education programs. The program allows candidates who are gaining experience with students in their classified roles as paraprofessionals, behavior technicians, or special education aides to be encouraged and supported by a mentor to continue through their coursework.

Use of Grant Funds to Support Classified Employees

Programs reported that grant funds disbursed were expended for tuition, books, transportation passes, and other college/university fees. Remaining funds were expended for printing, postage, and other administrative costs. All program sponsors (including collaborating colleges and universities) provide in-kind support to participants in addition to the state funding allocations. The following are some direct narratives as reported by the grantees regarding the use of grant funds to support classified employees:

- Many of our participants work more than one job, have a family to take care of, and are taking classes on the side. They do not have the financial means or the emotional support to take on a new obstacle, such as going back to school, so the support we provide is crucial.

- For those participants enrolled in a credential program, our advisors insured that support was provided for testing requirements, aided in advising pertinent timelines relating to calTPA and RICA, and overall general advisement. 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.
- The barrier for many candidates continues to be successfully passing the CBEST, CSET and RICA exams to be eligible for entry into the credential program and applying for a preliminary credential. During 2020 - 2021, we provided CSET Multiple subject test prep sessions which were very well-received. We also made CBEST and CSET study materials available to grant participants.
- This grant has afforded the opportunity to support our candidates with critical licensure test fees, tutoring, and other test support, along with guidance related to entering and navigating the licensure process in California.

Classified Grantee LEAs and Institutions of Higher Education Partnerships

A notable program success is the effective collaboration between school districts and postsecondary institutions. The purpose of these partnerships was to strengthen the relationships between local school districts and the postsecondary institutions that prepared teachers who typically were hired by these districts. The partnerships assured the smooth operation of the program as the participants enrolled in their bachelor's degree and/or teacher preparation coursework. The following are some direct narratives as reported by the grantees describing their partnership with IHEs:

- We have developed an online program and have incorporated the testing schedule and preparation into our online course offered through Feather River Community College. We have also maintained active communication with our institution of higher learning partners. They have identified the criteria needed for candidates to be accepted into their credentialing programs while addressing areas of need.
- Our Teacher Development Program works closely with CSU Bakersfield, Point Loma Nazarene University, Bakersfield, and University of La Verne Bakersfield campus to provide academic guidance and CSET test review resources and support. In order to accelerate participants' progress, we work together with institutions of higher education to identify and support participants who will benefit from receiving tutoring for coursework and subject matter review resources.

Factors Hindering Full Implementation

COVID-19 has been a significant factor hindering implementation of many Classified Programs. Program leaders reported difficulty with recruiting because of travel restrictions, limited access to testing centers due to COVID-19 restrictions, and difficulties with contacting participants. The following are some direct narratives as reported by the grantees describing the factors hindering full implementation due to COVID-19 and in general:

- COVID-19 created a unique working environment during the 2020-2021 school year, which made it difficult to actively recruit and incorporate new participants.

- The pandemic and school shutdowns were very difficult for our participants as many of them struggle to support their families and go to school at the same time.
- The COVID-19 pandemic was a true setback for many attending classes, and we look forward to navigating through these setbacks to help our employees achieve their goal in teaching.

The Ethnic and Racial Composition of the Participants in the Round Two, Program Year 4

Program grantee LEAs collected demographic data regarding the ethnic, racial, gender, and sexual orientation of program participants as mandated by the authorizing legislation and AB 677 (Chap. 744, Stats. 2017). The grantee LEAs submitted the self-reported data to the Commission. Overall, 90 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity. Since the demographic data was self-reported, some program participants did not provide the self-identified demographic data.

In terms of the racial/ethnic breakdown of the classified employees in the program, 44 percent of the classified employees in the program who provided data self-identified as Hispanic or Latinx as shown below in 8a.

Table 8a: Self-Identified Racial/Ethnic Identification as Hispanic or Latinx of Classified Employees, Round Two, Program Year 4

Self-Identified Racial/Ethnic Identification as Hispanic or Latinx	Number	Percent
Participants Who Are Hispanic or Latinx	459	44.3%
Participants Who Are Not Hispanic or Latinx	576	55.6%

Table 8b below provides gender/sexual orientation and race/ethnicity data of the classified employees. Participants were asked to self-identify gender and sexual orientation. Reporting this information to the Commission is voluntary for individuals participating in the program, thus grantee LEAs are permitted to enter “0” or “N/A” if the information is unavailable. The largest racial/ethnic group of classified employees recruited are Hispanic or Latinx (44 percent), followed by White participants (28 percent). Of the total 1,035 participants enrolled in program Year Four, five percent identified as Asian and Black or African American respectively. The total of all other races, including Multiracial, equaled six percent, and nine percent of the participants did not report their race/ethnicity.

Table 8b: Self-Identified Demographic Information of Classified Employees, Round Two

Gender/Sexual Orientation/Ethnicity/Race	Program Year 4 (n= 1035)	Percent (n= 1035)
Female	689	66.5%
Male	151	14.5%
Non-binary/other	8	0.7%
Gender not reported	187	18.0%
Heterosexual/straight	515	49.7%

Gender/Sexual Orientation/Ethnicity/Race	Program Year 4 (n= 1035)	Percent (n= 1035)
Gay/Lesbian	15	1.4%
Bisexual	5	0.4%
Other	0	0%
Decline to state	500	48.3%
American Indian or Alaska Native	25	2.4%
Asian	54	5.2%
Black or African American	54	5.2%
Hispanic/Latinx	459	44.3%
Native Hawaiian or Pacific Islander	5	0.4%
White	295	28.5%
Two or more races	43	4.1%
Race/Ethnicity not reported	100	9.6%

Summary and Conclusion

The California Classified School Employee Teacher Credentialing Program is helping to address the state’s teacher shortage by supporting the grantees to recruit classified school employees into teaching careers and support them in completing their undergraduate education, professional teacher preparation, and certification as credentialed California teachers. Narrative data compiled from the annual reporting forms due in July 2021 from both Rounds One and Two show that LEAs report using grant funds as a means to help meet their local teacher shortage needs and that the program is serving racially and ethnically diverse classified school employees. Additionally, 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. These programs are also serving classified school employees from a range of classified positions.

Round One grant period ended June 30, 2021, and Round Two grantee LEAs are in their final year of the program. Eighty-five percent of Round One participants hold bachelor’s degrees and 21 percent of the employees have earned teaching credentials and are now serving as teachers. Additionally, 79 percent of Round Two participants hold bachelor’s degrees and 15 percent of the employees have earned teaching credentials and are now serving as teachers.

Table 9 below provides the numbers of earned credential areas across Rounds One and Two per fiscal year spanning the last five years. Reviewing the data from the past five years, participants have earned a total of 1,343 credentials. The Education Specialist credential is the most earned credential area, with a total of 619 from both rounds over the last five years. Subsequently, the Multiple Subject credential is the second most earned credential area, with a total of 423. Program funding has supported 976 former classified employees to now serve the students of California as teachers.

Table 9: Number of Credential Areas for Classified Rounds One and Two per Fiscal Year

Credential Areas	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Multiple Subject	0	25	96	153	149	423
Multiple Subject: Bilingual Education	0	2	6	17	41	66
Single Subject	0	8	39	37	47	131
Single Subject: STEM	0	3	11	26	18	58
Single Subject: Bilingual Education	0	2	3	14	6	25
Education Specialist	4	29	117	254	215	619
Education Specialist: Bilingual Education	0	1	3	17	0	21
Total Credentials Earned	4	70	275	518	476	1,343

Thus far, the number of recruited participants, successful program completers, and their areas of credential demonstrate a dedication to address teacher shortages in special education, STEM, bilingual, and other shortage areas. The grantee LEAs will continue to support the preparation of more individuals in the teaching profession and support the continued professional learning of credentialed California educators. Considering these factors, continued funding and operation of the Classified Program will positively impact teacher shortage areas during the 2021-22 school year.