COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

Report on Services Credentials Issued in California, 2003-04 to 2007-08

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December 2009

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Vision Statement

Ensuring high quality educators for California's diverse students, schools and communities.

Mission Statement

The mission of the Commission on Teacher Credentialing is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California's public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices.

Report of Services Credentials
Issued in California, 2003-04 to 2007-08

Introduction

The Commission on Teacher Credentialing (Commission) has historically produced two main reports each year on the numbers of credentials granted that year. The first of these reports is developed pursuant to Assembly Bill 471 (Chap. 381, Stats. 1999), which requires the Commission to report to the Governor and Legislature each April on the Multiple Subject, Single Subject, and Education Specialist teaching credentials issued. The second report is the federal Title II report, which is due to the U.S. Department of Education (DOE) each October. In addition to information on teaching credentials granted, this report also requires data on candidate outcomes for individual teacher preparation programs.

Neither one of the reports, however, incorporates information about the services credentials that authorize non-teaching services provided in the public schools, e.g., site administrators, school nurses, and librarians. Consequently, the number and types of services credentials issued have not been reported in a systematic way over the past few years. Without regular reports on services credentials, little analysis has recently been done regarding whether the number of services credentials candidates being prepared is keeping pace with the need for individuals with the particular services authorization. This agenda item provides information about the number of services credentials granted, as well as the numbers of waivers and permits issued in these areas and also suggests trends in the number of services credentials (Administrative, Library Media, School Nurse, Clinical or Rehabilitative Services, and Pupil Personnel) processed by the Commission over the past five years. This report does not include data on teaching credentials (e.g., Multiple or Single Subject, Education Specialist, Career Technical Education, Adult Education).

Background

In addition to approving teacher preparation programs, the Commission approves a number of educator preparation programs that prepare principals or site administrators, school counselors, school psychologists, school social workers, school nurses, teacher librarians, and speech and language specialists to provide services in the K-12 schools.

This report provides information on the number of each type of services credential granted annually from 2003-04 to 2007-08. It is important to note that these data reflect a count of each credential document granted by the Commission, and therefore cannot be used to infer the number of separate individuals who received these credentials. For example, it is possible that an individual was granted an internship authorization and that same individual was subsequently granted a preliminary authorization, and finally the same individual was then granted a clear authorization, all during the five year time frame represented in this report. The data would therefore reflect the issuance of three separate authorizations, but the authorizations were all pertaining to the same individual rather than three different individuals in the work force. When the data were available, public school staffing totals for these services credential areas is presented for the same five year period. Staffing data is derived from the California Department of Education's Ed-Data web page, which reports information collected through the California

Basic Educational Data System (CBEDS). Since employment, retention, or other related data are not readily available within the Commission's credentialing database, these data are not provided in this report.

Below is a summary of the current services credentials:

Credential Title	Service Authorized in the Public Schools
Administrative Services	Authorizes an individual to serve as a school site principal, assistant principal, or district/county administrator
Library Media Services (Teacher Librarian Services effective 1/1/08)	Authorizes an individual to serve as a school librarian
Health Services: School Nurse	Authorizes a registered nurse to serve as a school nurse
Clinical or Rehabilitative Services (Speech-Language Pathology: effective 1/1/07)	Authorizes an individual to provide language, speech and hearing services, audiology services, or orientation and mobility services in schools
Pupil Personnel Services	Authorizes an individual to provide services as one of the following: School Counselor School Psychologist School Social Worker

Report of Services Credential Data
The data in the following report are organized by services credential type. For each services credential, this report provides data tables including the total number of credentials issued plus any other available relevant data, and a brief analysis of trends suggested by the data.

Administrative Services Credential Data
The Administrative Services credential authorizes the holder to provide the following services in grades 12 and below, including preschool, and in classes organized primarily for adults:
- Develop, coordinate, and assess instructional programs
- Evaluate certificated and classified personnel
- Provide students' discipline, including but not limited to suspension and expulsion
- Provide certificated and classified employees discipline, including but not limited to suspension, dismissal, and reinstatement
- Supervise certificated and classified personnel
- Manage school site, district, or county level fiscal services
- Recruit, employ, and assign certificated and classified personnel
- Develop, coordinate, and supervise student support services, including but not limited to extra curricular activities, pupil personnel services, health services, library services, and technology support services

Administrators provide leadership in education settings. They function at the site level as principals and vice-principals, and at the district level as coordinators, department heads, and superintendents. As the country gains experience in identifying effective "turnaround" practices (activities undertaken to substantially improve student achievement), researchers have identified the critical role that administrative leadership plays in affecting change (Marzano, Waters and McNulty (2005), cited by Lawrence, 2009). Administrators perform in a wide array of tasks, depending in part on their particular job title, but also on the size and structure of the district. Examples of those tasks include providing technical support, leading the personnel division, developing and supporting instruction and curriculum, providing and interpreting data analyses, organizing and conducting professional development, supporting Special Education assessment and programs, making sure schools are clean and well-maintained, handling alternative and bilingual education, managing categorical funds, coordinating school safety programs, and representing the school or district to the public. On the national level, there is one administrator to about 175 students. In California, however, the ratio is one administrator to 274 students despite the greater challenges faced by education in California. For instance, California has the highest proportion of children who live with a parent who is not a high school graduate (25% in California compared to 16% in the country as a whole) which is a powerful predictor of academic achievement and family income (EdSource 2008). In addition, nearly half (44%) of California's schoolchildren speak a language other than English at home, a rate which is more than double the proportion of English Learners in the country as a whole (EdSource 2008).

It is also important to note, when considering data relating to administrative services credentials, that in 2001 the requirement for holding an administrative credential was made optional and subject to local district determination for many administrative job categories such as Curriculum Coordinator, Program Director, and others that had previously required an administrative credential. Superintendents are not required to hold an administrative credential. This factor further complicates the analysis of how many individuals are available to serve in an administrative capacity that actually hold credentials compared to how many need to hold credentials in order to fill available administrative positions. The candidate pool for administrative positions may be larger than the number of administrative services credential holders by itself would indicate.

In California, two main routes lead to the granting of an administrative services credential: completion of an approved preparation program or passing an examination. For the first route, individuals may complete a Commission–approved preparation program through either a traditional program or an internship; for the second route, individuals must achieve a passing score on the original School Leaders Licensure Assessment (SLLA). As seen in Table 1a, participation in a Commission-approved preparation program, which includes both the traditional and the internship options, has been and continues to be the most frequent choice. Completion of preparation programs option increased by 9.9% between 2003-04 and 2007-08. Within this option, use of the traditional program route increased by 8.8% and the internship route increased by 24.3% during the same period. The number of individuals who satisfied the preparation requirement by passing the SLLA, an option which became available on January 1, 2003, increased between 2003-04 and 2007-08 at a rate of 151%. Overall, after a steady increase of credentials through the approved-program route in the first four years (2003-04 to 2006-07) there is a decline in the most recent year. However, there is continued increase in the SLLA exam option route - almost 100 more examinees compared to 2006-07 applied for certification

based on the SLLA exam in 2007-08. Table 1a shows the number of administrative services credentials issued by the various options.

Table 1a. Number of Administrative Services Credentials Issued, 2003-04 to 2007-08

Routes to Administrative Services Authorization		2003-04	2004-05	2005-06	2006-07	2007-08	5-year change (%)
Approved Program	Traditional	2,825	2,785	2,908	3,283	3,075	8.8%
	Internship	206	273	254	273	256	24.3%
	Total	3,031	3,058	3,162	3,556	3,331	9.9%
Examination: SLLA		304	413	526	666	763	151.0%
	Total	**3,335**	**3,471**	**3,688**	**4,222**	**4,094**	**22.8%**

Figure 1 below displays the changes in the use of each administrative services credential preparation option between 2003-04 and 2007-08. The graph also serves to document the overall increase in the number of individuals earning the administrative services authorization.

Figure 1. Number of Administrative Services Credentials Issued by Various Options, 2003-04 to 2007-08
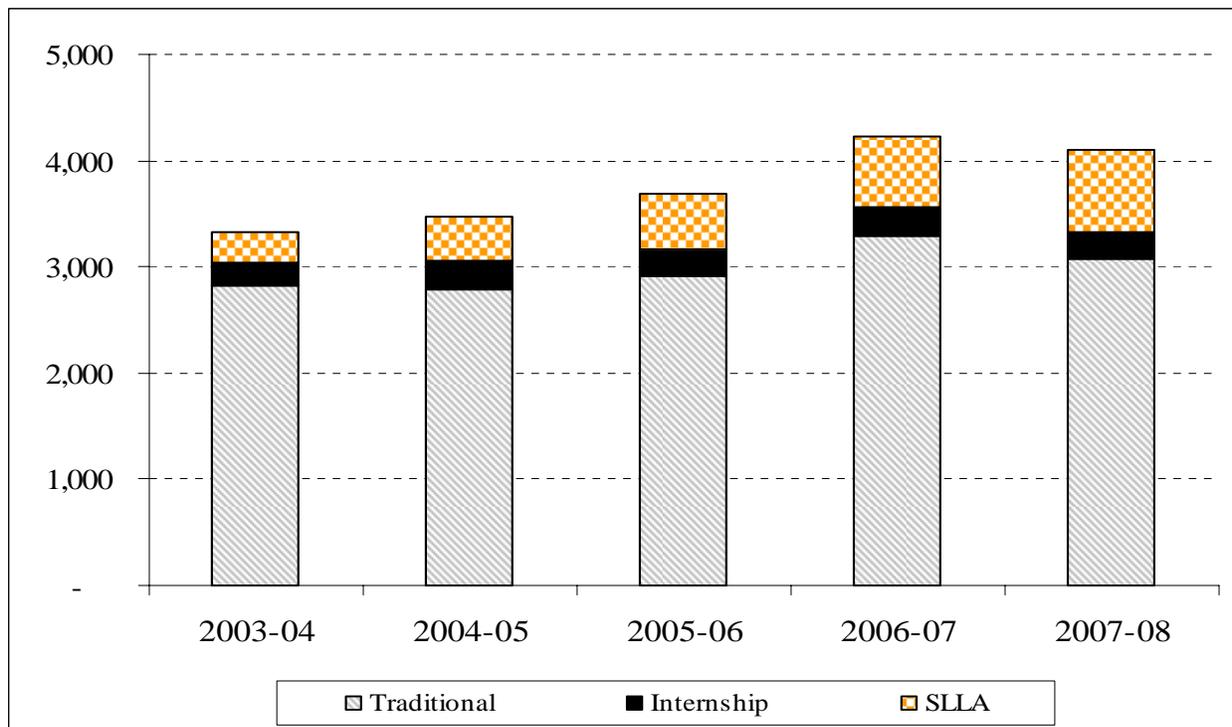
Following completion of one of these options, individuals not employed as administrators may be granted a Certificate of Eligibility. The Certificate of Eligibility authorizes an individual to seek employment as an administrator in the public schools. Individuals trained out of state may also be granted a Certificate of Eligibility if their training satisfies California's requirements. Individuals will subsequently exchange their Certificate of Eligibility for a preliminary credential upon gaining employment as an administrator. As shown in Table 1b, the number of all individuals who satisfied requirements and were not immediately employed as administrators has increased every year since 2003-04, with nearly a 34% increase over the five years being studied.

Table 1b. Number of Certificates of Eligibility Documents Issued for Administrative Services, 2003-04 to 2007-08

|	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**5-year change (%)**
Certificate of Eligibility	2,243	2,313	2,511	2,956	3,015	**34.4%**

Table 1c below shows the number of documents issued to individuals who obtained administrative positions upon satisfaction of the preparation requirements, plus those who passed the examination and those trained out-of-state. As can be seen in Table 1c, the number of preliminary administrative services documents issued between 2003-04 and 2007-08 increased by nearly 20%.

Table 1c. Number of Preliminary Credentials Issued in Administrative Services, 2003-04 to 2007-08

	2003-04	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**5 year change (%)**
Preliminary Credential	1,776	1,961	2,219	2,344	2,128	**19.8%**

Figure 2 below displays the trends in the number of Certificates of Eligibility and preliminary credentials issued between 2003-04 and 2007-08. There is a steady increase in both documents, however, the number of Certificates of Eligibility is almost 1,000 more than the preliminary credentials and increased by nearly 15 percentage points higher than the preliminary credentials.

Figure 2: Number of Certificates of Eligibility and Preliminary Credentials Issued, 2003-04 to 2007-08
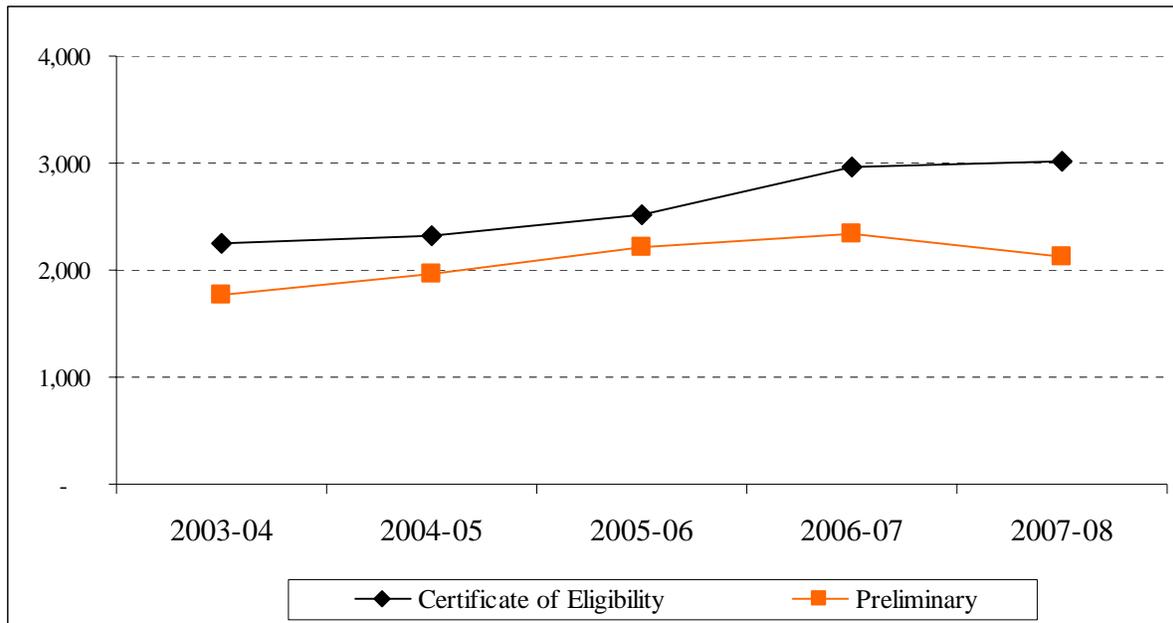
Taken together, Tables 1a, 1b, and 1c show that the rates at which individuals are qualifying for and moving into administrative positions increased over the five year time period, with the greatest increase occurring in the number of Certificate of Eligibility holders. Because the preliminary Administrative Services credential replaces a Certificate of Eligibility once the certificate holder accepts an offer of administrative employment, it is likely that the number of preliminary credentials reflected in Table 1c duplicates some of the Certificates of Eligibility reported in Table 1b. Nevertheless, Tables 1a, 1b, and 1c demonstrate that there is an increase overall in the number of individuals qualified through Commission-approved routes for administrative positions in public education.

Table 1d below displays the number of administrators in the public schools as reported by Ed-Data. The total number of administrators and the full time equivalent (FTE) have both risen slightly over the past five years while the Per Pupil Ratio has decreased by 9.1%.

Table 1d. Number of Administrators in the Public Schools, 2003-04 to 2007-08

	2003-04	2004-05	2005-06	2006-07	2007-08	5 year change (%)
FTE	23,425	23,851	24,245	24,990	25,698	9.7 %
Number of staff	26,123	26,513	27,046	27,829	28,655	9.7 %
Per Pupil Ratio	268.9	265.1	260.3	251.7	244.3	-9.1%

http://www.ed-data.k12.ca.us/

Table 1e displays the number of waivers that were issued for administrative services credentials over the five year span. A very few waivers were issued in the last five years; the numbers increased by 50%. There is no emergency permit option for the Administrative Services Credential.

Table 1e. Number of Waivers Issued for Administrative Services, 2003-04 to 2007-08

	2003-04	2004-05	2005-06	2006-07	2007-08	5 year change (%)
Waivers	6	8	5	6	9	50.0%

Note – since the number of waivers is too small, caution must be used when discussing trend patterns.

Taken together, the data from these tables suggest several possible trends. First, the majority of administrative credential candidates have been using the traditional preparation route which provides the candidate with training in the necessary knowledge and skills prior to the individual's entering an administrative position. Second, the rate of candidates using the examination option has increased, suggesting that this route also serves a need for a different group of administrator candidates. When the data for linking the credential database to district employment is functional, it will be possible to follow the career development of individuals who chose each of the various administrator preparation routes and perhaps, to assess the value of the different preparation options with regard to school and district performance.

Teacher Librarian Services Credential Data
The Teacher Librarian Services credential authorizes the holder to perform all of the following duties:
- Instruct pupils in the choice and use of library materials
- Plan and coordinate school library programs with the instructional programs of a school district
- Select materials for school and district libraries
- Coordinate or supervise library programs at the school district or county level
- Plan and conduct a course of instruction for those pupils who assist in the operation of school libraries
- Supervise classified personnel assigned school library duties
- Develop procedures for and management of the school and district libraries

Table 2a below illustrates that there is a steady decline in the number of credentials issued: 128 in 2003-04 to 89 in 2007-08, almost a 31% decline in the past five years.

Table 2a. Number of Teacher Librarian Services Credentials Issued, 2003-04 to 2007-08

	2003-04	2004-05	2005-06	2006-07	2007-08	5-year change (%)
Direct Applications	19	6	10	6	16	-15.8%
IHE Recommendations	109	94	85	90	73	-33.0%
Totals	**128**	**100**	**95**	**96**	**89**	**-30.5%**

Note: Data include First-time and New Type only; does not include renewals. Direct Applications represent credentials issued by the Commission directly to individuals, primarily out-of-state prepared individuals.

As shown in Table 2b below, though the number of permits issued increased in the past five years by 28.5%, the number of waivers issued decreased by 25.9%. Overall, there is an increase of 21.6% when emergency permits and waivers were combined. Regardless, the number of permits and waivers remains high relative to the number of credentials issued. It is noteworthy that the number of permits exceeded the total number of credentials granted each year.

Table 2b. Number of Emergency Permits and Waivers Issued for Teacher Librarians

	2003-04	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**5-year change (%)**
Permits	186	166	181	192	239	28.5%
Waivers	27	17	13	21	20	-25.9%
Totals	**213**	**183**	**194**	**213**	**259**	**21.6%**

Figure 3 illustrates the relatively stable number of the waivers, but the steady decline in the number of credentials and increase in permits in the past five years. It suggests that districts may not be hiring credentialed Teacher Librarians but may instead be using the permit/waiver process to comply with state certification requirements or some other means to provide these services at school sites.

Figure 3. Number of Teacher Librarian Services Credentials Issued, 2003-04 to 2007-08
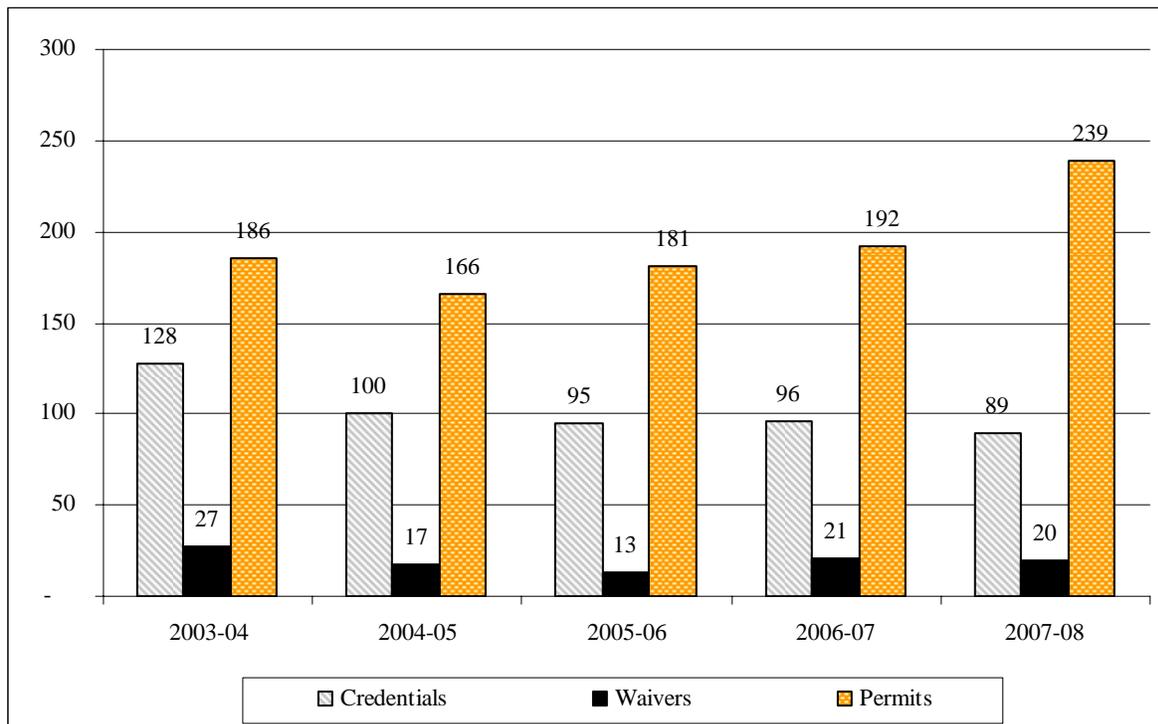
As shown in Table 2c below, there has been a 5% increase in Teacher Librarians in the public schools over the five year period. Data from the United States Department of Labor predicts that the need for librarians (including school librarians) will increase slightly (about 4%) between

2006 and 2014. The projected increased need is based on expectations that many current librarians may opt to retire in the next few years.

Table 2c. Number of Teacher Librarians in the Public Schools, 2003-04 to 2007-08

	2003-04	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**5-year change (%)**
Total	1,199	1,148	1,217	1,234	1,261	5.2 %

http://www.ed-data.k12.ca.us

Health Services: School Nurse Credential Data
A School Nurse credential authorizes the holder to perform the following services:
- Conduct immunization programs pursuant to Education Code, Section 49403
- Assess and evaluate the health and developmental status of pupils
- Interpret the health and developmental assessment to parents, teachers, administrators, and other professionals directly concerned with the pupil
- Design and implement individual student health maintenance plans, incorporating plans directed by a physician
- Refer the pupil and parent or guardian to appropriate community resources for necessary services
- Maintain communication with parents and all involved community practitioners and agencies to promote needed treatment and secure reports of findings pertinent to educational planning
- Interpret medical and nursing findings appropriate to the student's individualized education program and make recommendations to professional personnel directly involved
- Consult with, conduct in-service training for, and serve as a resource person to teachers and administrators
- Develop and implement the health education curriculum
- Act as a participant in implementing a comprehensive health instruction curriculum for students
- Counsel and assist pupils and parents in health-related and school adjustment services
- Teach health-related subjects under the supervision of a classroom teacher

As seen in Table 3a, the number has increased steadily from 183 in 2003-04 to 321 in 2007-08, an increase of 75.4%.

Table 3a. Number of Credentials Issued for School Nurses, 2003-04 to 2007-08

	2003-04	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**5-year change (%)**
Totals	183	220	246	283	321	75.4%

Note: Data include First-time and New Type only; does not include renewals.

Table 3b shows the total number of School Nurses in the public schools. There has been a slight increase, 3.1 % in the five years.

Table 3b. Number of School Nurses in the Public Schools, 2003-04 to 2007-08

	2003-04	2004-05	2005-06	2006-07	2007-08	5-year change (%)
Totals	2,791	2,821	2,835	2,853	2,877	3.1%

http://www.ed-data.k12.ca.us

Figure 4 below indicates that there was a steady increase in the number of school nurse credentials issued. Between 2003-04 and 2007-08, the school nurses in public schools have also increased steadily.

Figure 4. Number of Credentials Issued and School Nurses in Public Schools, 2003-04 to 2007-08
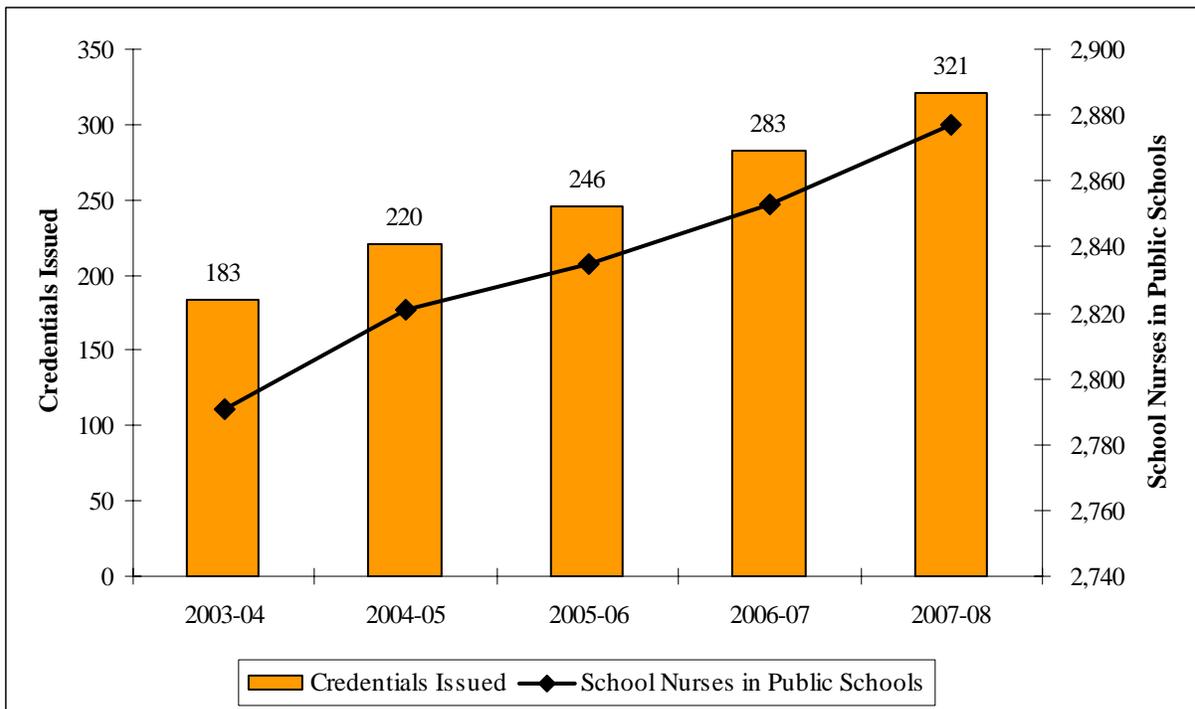
The upward trend in credentials issued and employment, particularly during a time of substantial fiscal constraints, suggests that districts may be responding positively to the action goals established by the California Blueprint for Building Infrastructure for Coordinated School Health (Coordinated School Health Group, California Department of Education, 2000). The Blueprint identified six goals, each containing multiple action steps, to be undertaken at the state and local levels to ensure that coordinated teams of qualified people will develop and implement a variety of health-related activities including "Employ appropriate credentialed school health program staff members to oversee the implementation of coordinated school health and to provide appropriate professional development." (Goal 5, Action Step D, pg. 29).

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Clinical or Rehabilitative Services Credential Data

A Clinical or Rehabilitative Services credential authorizes the holder to perform the service in one of the following designated areas: Language, Speech, and Hearing; Audiology; or Orientation and Mobility. The service may be performed at any grade level of preschool, K-12, or in classes organized primarily for adults. AB 2837 (Chap. 581, Stats. 2006) established the Speech-Language Pathology Services credential as a two-tiered credential.

As shown in Table 4a, about 380 Clinical or Rehabilitative Services credentials were issued in each year. There are two pathways to a Clinical or Rehabilitative Services credential: direct applications to the Commission (including individuals trained out-of-state) and recommendation by an institution of higher education whose program a candidate has completed. The data show an increase in the number of credentials granted through direct applications as well as the number of credentials recommended by institutions of higher education in the past five years (7.9% and 7.1%, respectively) over the five-year time frame studied.

Table 4a. Number of Clinical or Rehabilitative Services Credentials Issued, 2003-04 to 2007-08

	2003-04	2004-05	2005-06	2006-07	2007-08	5-year change (%)
Direct Applications	76	59	66	123	82	7.9%
IHE Recommendations	283	249	285	258	303	7.1%
Totals	**359**	**308**	**351**	**381**	**385**	**7.2%**

Note: Data include First-time and New Type only; does not include renewals. Speech-Language-Pathology authorization was in effective 1/1/2007. Data includes both Clinical or Rehabilitative and Speech-Language-Pathology for 2006-07 and 2007-08.

Table 4b below provides more detailed information about the specific service areas of Clinical or Rehabilitative Services credentials issued. There is a moderate increase in the percent of Language Speech and Hearing Service credentials. The credentials issued for Orientation and Mobility almost doubled whereas the numbers for Audiology declined. Overall, there is an increase in the number of Clinical or Rehabilitative Services credentials issued during the time period studied.

Table 4b. Number and Types of Clinical or Rehabilitative Services Credentials Issued, 2003-04 to 2007-08

Subject	2003-04	2004-05	2005-06	2006-07	2007-08	5-year change (%)
Audiology	4	7	5	3	2	-50.0%
Language, Speech and Hearing	340	286	324	360	354	4.1%
Orientation and Mobility	15	15	22	18	29	93.3%
Totals	**359**	**308**	**351**	**381**	**385**	**7.2%**

Note - The number of credentials issued in Audiology and Orientation and Mobility is relatively small; so the %age increase or decrease should be considered with caution.

Table 4c provides information about the number of waivers issued in Clinical or Rehabilitative Services between 2003-04 and 2007-08. The table shows that the number of waivers increased by 29.8%. The issuance of permits discontinued in 2000.

Table 4c. Numbers of Waivers Issued in Clinical or Rehabilitative Services, 2003-04 to 2007-08

	2003-04	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**5-year change (%)**
Waivers	373	389	417	468	484	29.8%

Figure 5 combines information from Tables 4b and 4c and shows that the number of Clinical or Rehabilitative Services credentials issued declined between 2003-04 and 2004-05 and then bounced back to more than 380 in 2007-08, while the number of waivers increased steadily to about 500 in 2007-08. For all five years, the number of waivers exceeded the number of credentials issued.

Figure 5. Types of Clinical or Rehabilitative Services Credentials Issued, 2003-04 to 2007-08
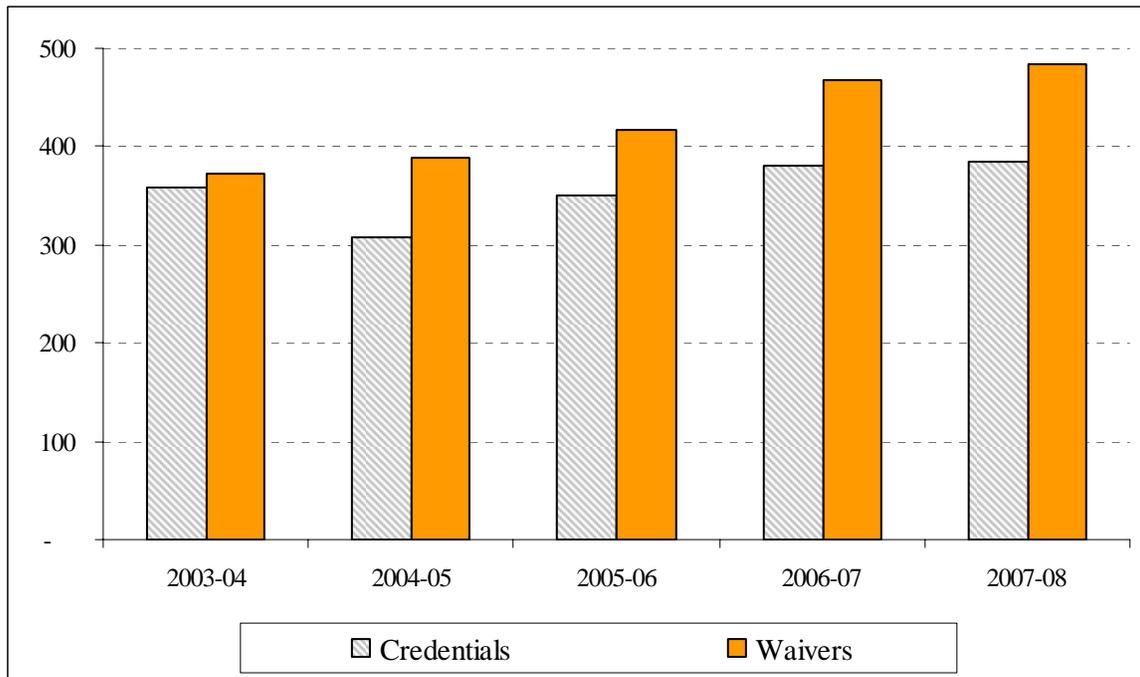
Table 4d shows that over the five years there has been an increase of almost 9%, in the number of individuals providing speech, hearing, and language services in the public schools. The CBEDS data does not disaggregate information into the specializations within the Clinical or Rehabilitative Services credential areas.

Table 4d. Number of Speech/Hearing/Language Specialists in the Public Schools

	2003-04	2004-05	2005-06	2006-07	2007-08	5-year change (%)
Totals	4,845	4,866	4,866	5,074	5,261	8.6%

http://www.ed-data.k12.ca.us

Pupil Personnel Services Credential
The Pupil Personnel Services Credential authorizes one of the following specializations:
- School Counseling
- School Psychology
- School Social Work

The Pupil Personnel Services (PPS) credential authorizes individuals to provide services such as assessments, problem prevention and early intervention, techniques for facilitating individual growth and development, and consultation services to students in grades 12 and below, including preschool, and in classes organized primarily for adults. Child Welfare and Attendance certificates were not included in this report since this is an additional authorization that must be added to one of the credentials listed above.

Once individuals have successfully completed a Commission-approved preparation program, they may apply to the Commission for an authorization. Table 5a shows that there was a decline in all three specialty areas: school counseling by 22.8%, school psychology by 27%, and school social work by 71.4%. Overall the number of credentials issued in pupil personnel services declined by 28.5% in the past five years.

Table 5a. Number of Pupil Personnel Services Credentials Granted, 2003-4 to 2007-08

	2003-04	2004-05	2005-06	2006-07	2007-08	5-year change (%)
School Counseling	1,364	1,219	1,121	1,016	1,053	-22.8%
School Psychology	392	389	431	320	286	-27.0%
School Social Work	196	195	168	95	56	-71.4%
Totals	1,952	1,803	1,720	1,431	1,395	-28.5%

Figure 6 shows the total annual number of pupil personnel services documents issued between 2003-04 and 2007-08. As shown in the figure, nearly three-fourths of the Pupil Personnel Services credentials issued were in School Counseling and about one-quarter were in School Psychology.

Figure 6. Number of Pupil Personnel Services Credentials Issued, by Specialty Area, 2003-04 to 2007-08
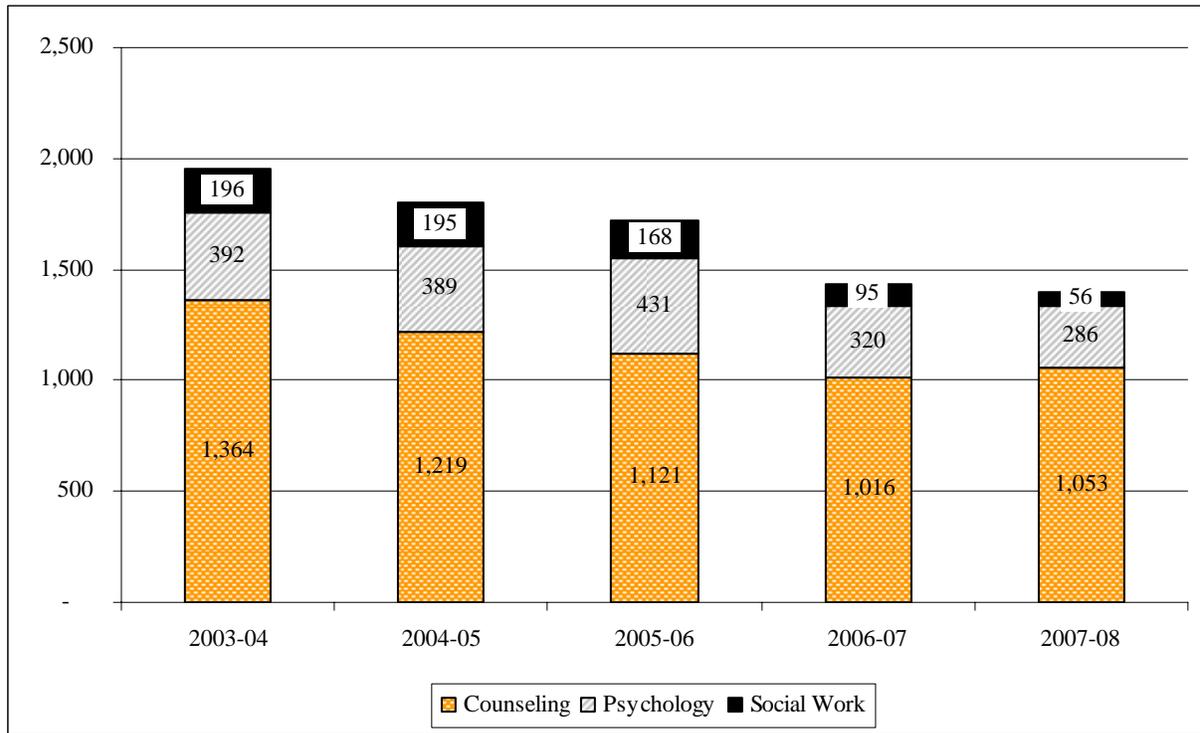

Table 5b shows that the number of PPS waivers increased by 227.8% over the years studied. Again, the number of waivers is small and results in an increase that seems dramatic; caution should be exercised when discussing trend patterns.

Table 5b. Number of Pupil Personnel Services Waivers Issued, 2003-04 to 2007-08

	2003-04	2004-05	2005-06	2006-07	2007-08	5-year change (%)
Waivers	18	11	21	44	59	227.8%

Table 5c shows that over the five years, there has been an increase in the number of individuals providing PPS services in the public schools (24.9%). The greatest increase (185.1%) was in the number of school social workers, although the actual number remains small compared to the number of school counselors and school psychologists. There is also increase in school counselors (30.1%) and school psychologists (11.2%) in the past five years.

Table 5c. Number of Pupil Personnel Service Providers in the Public Schools

	2003-04	2004-05	2005-06	2006-07	2007-08	5-year change (%)
School Counselors	7,170	6,977	7,461	7,836	9,326	30.1%
School Psychologists	4,336	4,389	4,481	4,648	4,823	11.2%
School Social Workers	141	300	308	347	402	185.1%
Totals	**11,647**	**11,666**	**12,250**	**12,831**	**14,551**	**24.9%**

http://www.ed-data.k12.ca.us

Summary:
Analyses of the number of services credentials issued between 2003-04 and 2007-08 resulted in several findings.

The number of Administrative Services authorizations issued increased over the five year study period by 22.8% and the number of administrative staff employed in the public schools increased by 9.7%.

The number of Teacher Librarian Services credentials issued annually decreased as did the number of waivers. But, there is an increase in the number of permits by 28.5%. Furthermore, in every year studied, the number of permits issued was greater than the total number of Teacher Librarian credentials issued. The number of Teacher Librarians in the public schools increased by 5%.

In the area of School Nursing, the number of credentials issued increased significantly (by 75.4%) from 2003-04 to 2007-08. The number of school nurses in the public schools increased by over 3% over the five years.

In the area of Clinical or Rehabilitative Services, overall there was an increase in the number of credentials issued (by 7.2%). The numbers of waivers exceeded the number of credentials issued every year between 2003-04 and 2007-08, with the greatest difference occurring in 2007-08. There was an increase (8.6%) in the number of individuals providing speech/hearing/language services in the public schools. However, the fact that waivers exceeded the number of credentials in the Clinical or Rehabilitative Services area suggest a notable demand for these services.

In the area of Pupil Personnel Services, there was a general decrease in the number of credentials authorized, ranging from 23% for school counseling to 71% for school social worker. In the public schools, the number of individuals providing Pupil Personnel Services increased, with the greatest increase (185.1%) occurring among school social workers. There were also increases in the number of school counselors and school psychologists (30% and 11%, respectively). The number of waivers granted increased dramatically.

Next Steps
Staff will continue to work with the data to be able to provide longitudinal information and will return in the future with additional information on this important topic.