

# California State Assembly



## Agenda

### Assembly Budget Subcommittee No. 3 on Education Finance

Assemblymember David Alvarez, Chair

Tuesday, March 12, 2024  
9:00 A.M. – State Capitol, Room 447

ITEMS TO BE HEARD		
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6100	California Department of Education	
6360	California Commission on Teacher Credentialing	
6980	California Student Aid Commission	
Issues	<ol style="list-style-type: none"><li>1. Educator Credentialing Programs Oversight</li><li>2. Golden State Teachers Program Oversight and Proposals</li><li>3. Educator Basic Skills and Transcript Review Proposals</li><li>4. Educator Shortage Areas Program Oversight</li><li>5. Dyslexia Screener Proposal</li><li>6. Math Coaching Proposal</li><li>7. Science Performance Assessment and Safety Handbook Proposals</li><li>8. Teacher Assistance Center Proposals</li></ol>	<ol style="list-style-type: none"><li>2</li><li>14</li><li>20</li><li>23</li><li>31</li><li>35</li><li>37</li><li>39</li></ol>

**Public Comment will be taken in person after the completion of all panels and any discussion from the Members of the committee.**

## Items To Be Heard

6100 California Department of Education

6360 California Commission on Teacher Credentialing

6980 California Student Aid Commission

### Issue 1: Educator Credentialing Programs Oversight

This panel will provide an update on recent Budget Act investments in increasing the educator candidate pipeline, specifically the National Board Certification Program, Classified Employee Credentialing Program, and the Educator Residency programs. Updates regarding the Golden State Teacher Program will be on a separate panel.

#### Panel

- Cheryl Cotton, California Department of Education (CDE)
- David DeGuire, California Commission on Teacher Credentialing (CTC)
- Jackie Baracio, Legislative Analyst's Office (LAO)

#### Background

##### National Board for Professional Teaching Standards Certification

According to CDE, the National Board for Professional Teaching Standards (National Board) Certification is the most respected professional certification available in education and provides numerous benefits to teachers, students and schools. It was designed to develop, retain and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. To become a National Board-certified teacher, eligible candidates must demonstrate advanced knowledge, skills, and practice in their individual certificate area. The certification process is designed to collect standards-based evidence of accomplished practice. In all 25 certificate areas, candidates are required to complete an assessment that includes four components. The certification process can take between one and five years, and 200-400 hours of effort on behalf of the candidate.

California established incentive programs in 1998 to attract more teachers to the National Board Certification. According to the National Board's website, California now has over 7,500 National Board-certified teachers.

The 2021-22 Budget Act appropriated \$250 million one-time Proposition 98 General Fund, available over five years, for CDE to provide subsidy grants for National Board certification candidates, and incentive grants for LEAs to attract and retain highly-qualified National Board Certified teachers to teach in “high-priority” schools, serve as mentors for other instructional staff, and support teachers in pursuing National Board certification. High-priority schools are determined by CDE annually, based on the schools with 55% or greater concentrations of LCFF unduplicated pupils.

**Candidate Subsidy.** Any credentialed California teacher who initiates the process of pursuing a certification from the National Board when teaching at a high-priority school is eligible to receive an award of up to \$2,500, one-time to cover certification costs. CDE awards the subsidy directly to the National Board upon registration by qualified candidates.

**Certified Teacher Incentive Grants.** Under the program, a teacher who attains a national board certification is eligible for an award of up to \$25,000 over a five year period, if the teacher agrees to teach at a high-priority school for at least 5 years.

According to CDE, staff has been engaged in recruitment efforts statewide to disseminate information about the program:

- Four Information Sessions were held in Fall/Winter 2023
- Presented at California Teachers Association (CTA) Good Teaching Conference North (February 2024)
- Will be presenting at California All Titles Conference (March 2024)
- Will be presenting at CTA Good Teaching Conference South (March 2024)

Since the program's inception the number of teachers in California pursuing National Board certification in high-priority schools increased from 415 in 2020–21 to 1,764 in 2022–23. 62% of subsidy recipients (NBCTs) identify as Black, Indigenous, and People of Color (BIPOC) teachers. 2,123 NBCTs in California received the incentive award for the 2022-23 school year completed in a high-priority school.

CDE reports they are currently processing a record high 4,705 applications for the 2023-24 school year, including 2,351 subsidy applications. 2,169 teachers in high priority schools have been approved for funding for the 2023-24 National Board certification cycle, including 1,206 new applicants for Subsidy Cohort 3. They have received 2,399 applications for incentives from NBCTs working in California high-priority schools in the 2023-24 school year. This includes 412 new applicants for Incentive Cohort 3.

## **Classified Employee Credentialing Program**

The Classified School Employees Credentialing Program is administered by the CTC, and provides financial support (up to \$4,000 per year for five years) for classified staff, such as instructional aides, to pursue their teaching credential. Classified staff at grantee LEAs who are selected to participate in the program receive financial assistance for 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 public schools.

This program was funded with \$20 million in the 2016-17 Budget Act, and \$25 million in the 2017-18 Budget Act. The initial two rounds of funding provided enough financial assistance to support 2,260 classified employees. The program was oversubscribed, as an additional 6,000 classified employees requested to participate, and applications from 27 school districts and COEs remained unfunded.

The final 2021-22 Budget Act provided an additional \$125 million over a five-year period for the Classified School Employee Teacher Credentialing Program (Classified Grants).

Classified Grants are available to eligible LEAs to recruit and support current classified staff who already hold an associate or higher degree to complete a bachelor's degree and earn a teaching credential. Grantees may use funding to plan, expand and/or develop a new program to recruit and support classified staff in any position, including expanded learning and preschool program staff seeking a credential to serve in Transitional Kindergarten or above. As with Teacher Residency Program grants, potential grantee LEAs could consider Classified Grants to help address new staffing needs in transitional kindergarten classrooms. With lower teacher to student ratios needed in the 2022-23 academic year and subsequent years, participants in teacher education programs supported by the Classified Grants program could serve as the additional required adult/educator in the TK classroom.

Participating classified employees must commit to complete one school year of classroom instruction in the eligible LEA grantee for each year that he/she/they receive assistance for books, fees, and tuition while attending an institution of higher education under the program.

**CTC Implementation Update:**

**Classified School Employee Teacher Credentialing Program Grants**

Round	Date Awarded	Number of LEAs Awarded	Amount Funded
1	June 27, 2022	40	\$56,160,000
2	January 27, 2023	34	\$34,836,800
3	July 14, 2023	7	\$1,800,000
4	December 22, 2023	13	\$9,100,800
<b>Total</b>		<b>94</b>	<b>\$101,897,600</b>

Remaining Classified School Employee Teacher Credentialing grant funds: \$23,936,000

Applications due for Classified School Employee Teacher Credentialing Round 5 RFA: March 22, 2024

According to the CTC, the \$125 million approved for the 2021 Classified School Employee Teacher Credentialing Program should support approximately 5,208 classified staff to retain a teaching certification.

**Teacher Residency Program**

The Teacher Residency Grant Programs—Capacity, Residency, and Expansion—were authorized in the 2018-19 Budget Act to support the development, implementation, and expansion of teacher residency programs, with a total of \$75 million for competitive grants. The program requires local education agencies (LEAs) to work in partnership with institutions of higher education (IHEs) with Commission-approved programs to offer a teacher residency pathway to earn a teaching credential in special education, STEM, or bilingual education, through 2023.

For the purposes of the Teacher Residency Grant Programs, a teacher residency program is defined as an LEA-based partnership between an LEA and an IHE with a Commission-approved preliminary teacher preparation program, and in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.

**2018 Awardees Resident Enrollment Data**

Credential Area	2019-20	2020-21
Special Education	142 (46%)	149 (41%)
STEM	100 (32%)	130 (36%)
Bilingual	67 (22%)	80 (23%)
<b>Total Residents Enrolled</b>	<b>309</b>	<b>359</b>

Source: CTC

The final 2021-22 Budget Act provided \$350 million through the 2025-26 fiscal year for Teacher Residency Programs including Capacity, Expansion, and Implementation for “designated shortage fields” including special education, bilingual education, science, computer science, technology, engineering, mathematics, Transitional Kindergarten, or Kindergarten, and any other fields identified by the Commission based on an annual analysis of hiring and vacancy data, and/or for recruiting, developing support systems for, providing outreach and communication strategies to, and retaining a diverse teacher workforce that reflects the LEA community’s diversity.

Of the \$350 million, \$25 million is set aside for Teacher Residency Capacity Grants. Grant awards may be up to \$250,000 for eligible LEAs, which is an increase of \$200,000 per grant award from the 2018-19 fiscal year. Teacher Residency Capacity Grants are intended to support a collaborative partnership between eligible LEAs with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education (IHE) to expand, strengthen, improve access to, or create a teacher residency program.

The remaining \$325 million is set aside for Teacher Residency Expansion and/or Implementation grants. Per authorizing legislation, grantees may receive up to \$25,000 per participating teacher resident each year, which is an increase of \$5,000 from the previous grant funding. It is expected that grantees provide matching or in-kind funds of \$0.80 per every dollar of grant funds. Grant recipients shall not use more than five percent of a grant award for program administrative costs. Grant program funding shall be used for, but is not limited to, teacher preparation costs, stipends for mentor teachers, including but not limited to, housing stipends, residency program staff costs, and mentoring and beginning teacher induction costs following initial preparation. As in accordance with previous authorizing legislation, it is expected that a candidate in the grant-funded teacher residency program will teach in a school within the grantee LEA for a period of at least four school years. Priority consideration will be given to schools where 50% or more of the enrolled pupils are eligible for free or reduced-price meals and schools that are either in a rural location or densely populated region.

The final 2022-23 Budget Act provided \$184 million through the 2026-27 fiscal year for Teacher Residency Programs, as authorized in the 2021-22 Budget Act, with an expansion to make Residency programs for school counselors eligible for funding.

**2021 Teacher Residency Capacity**

Round #	Date Awarded	Number of LEAs Awarded	Amount Funded
1	February 28, 2022	41	\$9,670,051
2	December 19, 2022	16	\$3,672,629
3	May 12, 2023	5	\$1,116,366
4	January 19, 2024	8	\$1,999,671

Remaining grant Teacher Residency Capacity funds: \$8,541,283

Applications due for Round 5 RFA: February 24, 2024

**2021 Teacher Residency Implementation and Expansion**

**Teacher Residency Expansion (TRE)**

Round #	Date Awarded	Number of LEAs Awarded	Amount funded
1	May 9, 2022	18	\$47,819,997
2	February 27, 2023	14	\$28,755,213

**Teacher Residency Implementation (TRI)**

Round #	Date Awarded	Number of LEAs Awarded	Amount funded
1	November 14, 2022	42	\$95,584,123

**Teacher Residency Implementation and Expansion (TRIE)**

(going forward all TR RFAs will be TRIE)

Round #	Date Awarded	Number of LEAs Awarded	Amount funded
1	April 24, 2023	12	\$37,960,000
2	June 12, 2023	12	\$33,720,00

Remaining 2021 Teacher Residency Implementation and Expansion grant funds: \$81,160,667

Next Teacher Residency Implementation and Expansion (Round 3) award date: February 16, 2024

Applications due for Round 4 TRIE RFA: March 8, 2024

**2022 School Counselor Residency Grant Programs (SCR)**

**School Counselor Capacity Grant**

Round #	Date Awarded	Number of LEAs Awarded	Amount funded
1	May 26, 2023	3	\$747,898
2	January 12, 2024	1	\$250,000

Remaining School Counselor Residency Capacity grant funds: \$9,002,151

Applications due for School Counselor Residency Capacity RFA, Round 3: February 23, 2024

**School Counselor Residency Implementation Grant**

Round	Date Awarded	Number of LEAs Awarded	Amount Funded
1	February 23, 2024	TBA	TBA

Remaining School Counselor Residency Implementation grant funds: TBA on February 23, 2024

School Counselor Residency Implementation Round 2 RFA release date: TBA

**Program Evaluation.** WestEd led an evaluation of the Teacher Residency Program, in its initial year, and published the following findings and recommendations for the program:

- Ensure stable leadership roles in both the local education agencies and institutions of higher education that are participating in the residency partnership.
- Technical assistance offered to funded-partnerships should focus on issues of key importance.
- Ensure that programs are encouraged to take a stance of learning and improvement.
- Prioritize supports for the cohort of residents entering their first year as teachers in 2020–21.
- Ensure residency stipends can be supplemented with additional financial aid and supports to make the full-year residency a financially viable pathway.

The CTC may have feedback on how changes to the program are or are not addressing these recommendations.



## Diverse Education Leaders Pipeline Initiative Grant Program (DELPI)

The 2023-24 Budget Act provided \$10 million to establish the Diverse Education Leaders Pipeline Initiative to train, place, and retain diverse and culturally responsive school administrators. As a part of this initiative, CTC will award through a competitive application process up to \$30,000 to LEAs to provide support and mentorship to current or prospective school administrators. Grant recipients can use funds to provide coaching, training, and mentoring activities, develop support systems for a diverse administrator workforce, and pay for administrator program or credentialing costs. The CTC shall evaluate the program and submit a report to the Legislature on or before June 30, 2027.

Current applications for the program RFA are due April 5, 2024.

## Governor's 2024-25 Budget

There are no January Budget proposals impacting these programs.

### Staff Comments

**Educator Pipeline Crisis.** The educator pipeline impaction, retention rates, and retirement rates are leading to workforce crisis, particularly in certain subject areas. Addressing this issue with urgency, state-wide, and in partnership with institutions of higher education and LEAs, is a key issue in this year's Budget oversight proceedings.

**National Board Certification.** CDE staff have identified an issue that could further support improvement of the state's National Board funding:

- Expand eligible funding uses to allow candidates to use National Board funds to participate in a district or university-led support program. This type of use for the funds is not currently a part of the statute, and CDE believes could grow or expand National Board support programs throughout California

**Classified Employees Program.** Statute required the CTC to conduct an evaluation to determine the success of the Classified Program. The [results of the evaluation](#) led by Shasta College, the lead evaluator, in collaboration with Sinclair Research Group (SRG) were presented at the June 2021 Commission meeting. Some recommendations to strengthen the program included:

- Develop a "Program Management Guide" that includes reporting requirements, rules, procedures, and allowable expenses.
- Encourage stable leadership and management roles in both the LEA and IHE.
- Create a forum for managers and IHE liaisons to frequently share best practices.

- Prioritize best practices in providing individualized non-financial support (such as test preparation, mentoring, or cohort models), and share these with managers and IHE liaisons.
- Implement a statewide system for Classified Program continuous improvement.

**Teacher Residency Programs.** The WestEd evaluation identified several areas of need from 2018 grantee data, which are similar to the Classified Employee recommendations. These include the need to:

- Strengthen LEA/IHE partnerships.
- Provide additional sources of financial support to residents enrolled in programs.
- Provide access to technical assistance to program leaders to support implementation best practices as well as data collection and analysis.
- Develop sustainability plans.

The 2022-23 Budget Act includes \$20 million for statewide Technical Assistance. CTC may provide an update on how these TA funds will support the areas where Teacher Residency programs may be strengthened.

**Incentive vs. Reward.** How can educator pipeline programs be reoriented to attract new candidates into the teacher pipeline, rather than rewarding only existing teacher candidates?

**Program Evaluation.** The National Board Certification programs do not have a reporting or evaluation component required in statute. Can state level reporting be strengthened to evaluate the program's benefits in the future?

The Golden State Teachers evaluation requires a measure of effectiveness in recruitment and retention of candidates, unique to program access. Should all the pipeline programs ask this question?

**High-Need School & LEA Definitions.** Could the state's priority definitions be confusing, too narrow, or causing perverse incentives? The original Teacher Residency priority was broader than current statute, giving priority consideration to grant applicants with one or more schools that exhibit one or more of the following characteristics:

- (A) A school where 50 percent or more of the enrolled pupils are eligible for free and reduced-price meals.
- (B) A school where at least 5 percent of the teachers are misassigned, as determined by the commission, or working on a short-term staffing permit, a provisional intern permit, or a waiver.

(C) A school that is located in either a rural location or a densely populated region.

(D) A school with a cumulative voluntary teacher attrition rate that exceeded 20 percent over the three preceding school years.

Each of the programs has their own definition of “high need” which may create confusion. Each definition emphasizes school site poverty, which could create an impactful incentive to place our newest teachers in the lowest income schools.

### **Additional System Needs**

As covered in prior year hearings, there are six major areas of educator workforce investment that the Learning Policy Institute recommends for a state system:

- 1) Service scholarships and student loan forgiveness.
- 2) High-retention pathways into teaching.
- 3) Mentoring and induction for new teachers.
- 4) High-quality school principals.
- 5) Competitive compensation.
- 6) Recruitment strategies to expand the pool of qualified educators.

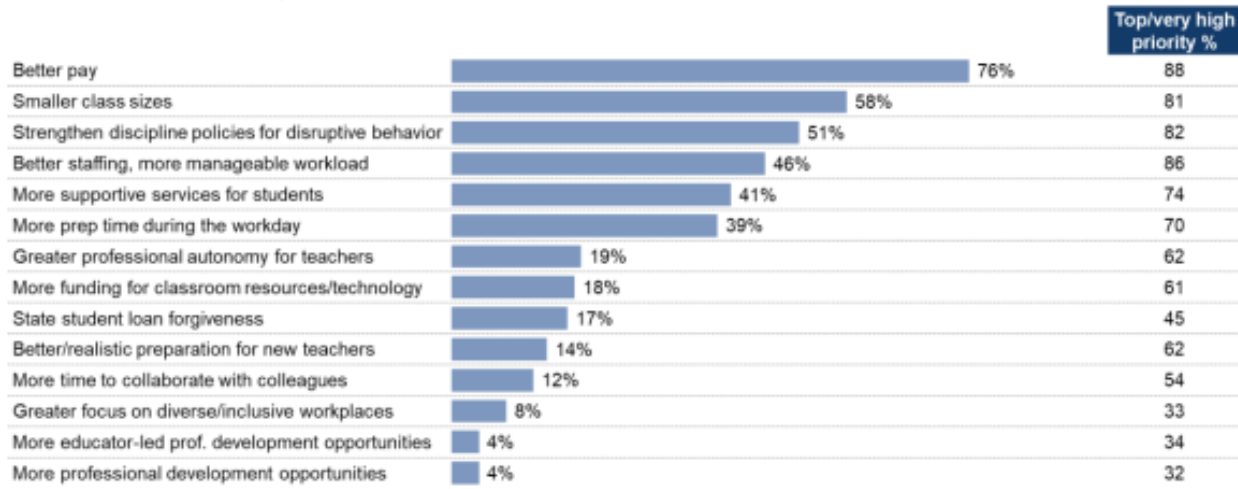
Scholarships (see panel two) and high-retention pathways have been prioritized in recent Budgets. However, the other areas lack a similarly robust state role, with the exception of flexible local funding increases that are eligible for induction, professional development, and overall compensation.

Their recent 2021 publication also made the following pandemic-sensitive recommendations, not explicitly funded in recent Budgets:

- 1) Create sustainable teacher workloads. California has long had one of the highest ratios of students to teachers, counselors, nurses, principals, and other school staff. Investments in additional personnel and prevention of layoffs will be critical to supporting teachers, creating a sustainable workload, and reducing burnout.
- 2) Support teachers with adequate substitute staffing. Districts may need to consider increasing their daily rates to attract more qualified substitutes into their pools. In addition, the state could support districts in need of long-term substitutes by funding and providing the 45 hours of training those substitutes must complete to be eligible for the Teaching Permit for Statutory Leave (TPSL).

UCLA recommends: There are a variety of changes that current and former teachers believe would address burnout and improve teacher retention. Current teachers’ top priority for state and local officials is better pay (76%)—and it is the top priority regardless of how likely teachers are to say they will leave the profession. Second-tier priorities are all things that could reduce the stress that current teachers are feeling in their jobs, including smaller class sizes (58%), stronger discipline policies for students who behave disruptively (51%), better staffing and a more manageable workload (46%), and more support services for students (41%).

Top four changes that state and local officials should prioritize in order to improve teacher retention.



Source: UCLA Center for the Transformation of Schools

**Questions:**

- Do these teacher pipeline programs need ongoing funding, or are one-time infusions sufficient?
- What will happen if these programs expire during a budget recession period?
- Based on current demand, should any program one-time funds be used over a longer time horizon to provide on-going stability?
- How are agencies advertising these programs to potential candidates? Are these efforts recruiting candidates not already committed to education as a career?
- Would it be more effective to limit all these programs to severe shortage areas in the near future, as general multiple subject areas become less impacted?

- For CDE: why is the National Board Certification program requiring individual teachers to apply and not LEAs, per statute?
- For CDE: how many new National Board certificated teachers are anticipated over the entire subsidy appropriation timeline?
- For CTC: Why does the Commission estimate that \$68 million in Classified Grants will be necessary to fund a similar number of candidates in Round Two, compared to \$14 million in Round One? Is the program design default to serve more candidates?
- For CTC: what changes has the Commission made to the Classified Employee and Teacher Residency programs to address evaluation recommendations? Are any statutory changes recommended to strengthen the program's outcomes? How will TA systems help?
- For CTC: how many 2018 planning grant LEAs have applied for new capacity grants in the 2021 Teacher Residency Program?
- For CTC: are there recommendations to support small LEAs in participating in Residency programs via consortia, as authorized in statute?

**Staff Recommendation:** Hold Open.

**Issue 2: Golden State Teachers Program Oversight & Proposals**

This panel will review implementation of the Golden State Teachers Grant Program, including the sufficiency of funding for the program in the current and Budget Year. This panel will also hear the January Budget trailer bill proposal for the program.

**Panel**

- Amanpreet Singh, Department of Finance (DOF)
- Jackie Barocio, Legislative Analyst's Office (LAO)
- Madison Sheffield, California Student Aid Commission (CSAC)

**Background****Golden State Teachers Program**

The Golden State Teachers Grant Program was authorized in the 2019-20 Budget Act, to fund scholarship awards to aspiring teachers in high need fields and incentivize those new teachers to serve in high need public schools. Statute defined "high-need field" as including Bilingual education, Mathematics or science, technology, engineering, and mathematics (STEM), including career technical education in STEM areas, Special education, Multiple subject instruction, and "other subjects as designated annually by the Commission on Teacher Credentialing based on an analysis of the availability of teachers in California." The final 2020-21 Budget Act only allocated \$15 million from federal IDEA funds to the Student Aid Commission (CSAC) to provide only for candidates enrolled in special education teacher preparation programs who agree to teach at a priority school. These funds are available through the 2025-26 fiscal year. In contrast to most other state financial aid programs, this program does not have financial eligibility criteria (such as an income ceiling).

The final 2021-22 Budget Act made an additional \$500 million one-time General Fund investment in the Golden State Teachers Grant program through 2026, and redefined priority schools.

Per statute, CSAC describes Golden State Teachers Grant program (GSTG) eligibility as follows:

All applicants must be currently enrolled in a professional teacher preparation program, leading to a preliminary teaching credential or pupil personnel services credential, within an accredited California institution of higher education or through a local education agency, approved by the Commission on Teacher Credentialing (CTC).

One-time Golden State Teachers Grant funds of up to twenty thousand dollars (\$20,000) will be awarded if a candidate commits to repay the Commission 25 percent of the total award annually, up to full repayment of the award, for each year if you fail to meet program requirements.

Since the creation of this program, CSAC has awarded a total of more than \$146 million to students seeking to become credentialed staff at California’s priority schools. More than 8,467 students have received funding through this program so far.

Below is CSAC’s summary chart that depicts how many applications have been received for the Golden State Teacher Grant (GSTG), by segment, for the 2021-22 through 2023-24 academic years.

**Number of GSTG applications received:**

SEGMENT	2020-2021	2021-2022	2022-2023	2023-2024 (as of 12/11/23)
CSU	270	1,154	3,649	5,229
UC	6	272	513	578
AICCU	503	1,922	5,984	7,296
LEA	N/A	610	1,069	956
<b>TOTAL</b>	<b>779</b>	<b>3,958</b>	<b>11,215</b>	<b>14,059</b>

**Number of GSTG applications awarded:**

SEGMENT	2020-2021	2021-2022	2022-2023	2023-2024 (as of 12/11/23)
CSU	135	695	2,406	2,513
UC	0	206	390	385
AICCU	354	1,274	4,354	3,503
LEA	N/A	542	815	416
<b>TOTAL</b>	<b>489</b>	<b>2,717</b>	<b>7,965</b> <b>(7,716 new awardees)</b>	<b>6,817</b> <b>(5,999 new awards)</b>

At the current rate of applications, eligibility for awards, and expenditure, CSAC analysis suggests that up to \$177 million could ultimately be awarded in the 2023-24 year. For the \$500 million in General Fund that was appropriated in 2021-22, CSAC was directed by the Administration to expend \$100 million each year over a five year period.

CSAC anticipates awarding the entire \$500 million appropriation sometime **before** the 2024-25 academic year, should current application/award rates continue with the current program requirements.

**High Need Fields: Special Education**

For the \$15 million in IDEA funds that were initially appropriated in 2020-21, CSAC awarded approx. \$14.7 million over the 2020-21 and 21-22 academic years. These awards reached 832 students over those two years (459 in 20-21 and 383 in 21-22).

GSTP Funds (SPECIAL EDUCATION ONLY)		GSTP Funds (SPECIAL EDUCATION ONLY)	
FFY 20-21, AY 20-21 (YEAR 1)		FFY 20-21, AY 21-22 (YEAR 2)	
Beginning Balance	\$7,886,372.00	Beginning Balance	\$7,113,628.00
Administrative Cost	\$150,000.00	Administrative Cost	\$75,000.00
Grant Award	\$7,736,372.00	Grant Award	\$7,038,628.00
Claim Schedules	\$8,130,147.00	Claim Schedules	\$7,696,907.00
Abatements	\$516,276.00	Abatements	\$826,656.00
Net Expenditures	\$7,613,871.00	Net Expenditures	\$6,870,251.00
<b>Remaining Balance</b>	<b>\$122,501.00</b>	<b>Remaining Balance</b>	<b>\$168,377.00</b>

The 2023-24 Budget Act provided an addition \$6 million in IDEA funding to support the Golden State Teachers Program.

**High-Need Field vs Universal**

Focus on high-need or shortage fields was removed from the GSTP in the 2022-23 Budget Act, however remains in the Teacher Residency program eligibility.

Prior to removal from GSTP, a “high-need field” was defined similarly, as any of the following:

- Bilingual education.
- Mathematics or science, technology, engineering, and mathematics (STEM), including career technical education in STEM areas.
- Science.
- Special education.
- Multiple subject instruction.
- Transitional kindergarten.
- Other subjects as designated annually by the Commission on Teacher Credentialing based on an analysis of the availability of teachers in California pursuant to Education Code Section 44225.6.



Prior to removing a focus on high-need areas, CSAC received applications for almost 4,000 awards:

**Total AY 2021-22 GSTG Applications Received**

Teaching High-Need Field (HNF)	UC	CSU	PRIVATE	LEA	TOTAL PER HNF
Bilingual Education	61	132	74	13	280
Career Technical Education (STEM)	0	3	10	2	15
Mathematics	51	75	128	39	293
Multiple Subject Instruction	80	448	704	109	1,341
Other	10	40	57	1	108
Science	54	44	104	27	229
Special Education	15	406	833	417	1,671
Technology	0	1	1	0	2
Transitional Kindergarten	0	5	9	0	14
Engineering	1	0	2	0	3
<b>TOTAL PER SEGMENT</b>	<b>272</b>	<b>1,154</b>	<b>1,922</b>	<b>608</b>	<b>3,956</b>

**AY 2022-23 GSTG Applications Received as of 10/31/22**

PROFESSIONAL PREPARATION PROGRAM TYPE	UC	CSU	PRIVATE	LEA	TOTAL PER PROGRAM TYPE
Teaching	399	1,742	2,610	621	5,372
Pupil Personnel Services	18	371	1,092	0	1,481
<b>TOTAL PER SEGMENT</b>	<b>417</b>	<b>2,113</b>	<b>3,702</b>	<b>621</b>	<b>6,853</b>

**AY 2023-24 GSTG Applications Received as of 10/31/22**

PROFESSIONAL PREPARATION PROGRAM TYPE	UC	CSU	PRIVATE	LEA	TOTAL PER PROGRAM TYPE
Teaching	7	113	130	42	292
Pupil Personnel Services	1	62	141	0	204
<b>TOTAL PER SEGMENT</b>	<b>8</b>	<b>175</b>	<b>271</b>	<b>42</b>	<b>496</b>

Source: CSAC

**Program Effectiveness & Evaluation.** Statute requires CSAC, in partnership with CTC, to conduct an evaluation of the Golden State Teacher Grant Program to determine the effectiveness of the program in recruiting credential candidates and employing credential holders at priority schools, including the effects of the program on the decisions of credential candidates to enter and remain in the education field. CSAC will provide this evaluation on or before December 31, 2025, and every two years thereafter.

**Governor’s 2024-25 Budget**

The Governor’s Budget does not propose any additional funding for the program.

The trailer bill proposes a one-year extension of the program’s IDEA funding encumbrance period to 2026.

**Staff Comments**

**Is the Program Sufficiently Funded for Current Law?** Major changes in the 2022-23 Budget Act to broaden program eligibility appears to have outstripped available funds.

CSAC anticipates that the entire \$500 million appropriation could be awarded in or before the 2024-25 academic year, should current application/award rates continue with the current program requirements. Any further expansions of eligibility would likely result in expenditure of those funds even more quickly prior to the original end date of the program (June 30, 2026).

Given the 2022 trailer bill that extended the time period in which a GSTG recipient can complete their service at a priority school (i.e., increase of the period in which service can be completed from 5 to 8 years), CSAC is still unable to assess what level of applicants will ultimately not complete their service at an eligible school. Given that the first round of GSTG awards were disbursed in the 2020-21 academic year, CSAC would not have such data available until July 2028 at the earliest.

**Is the Program Too Broad?** Rather than further expand program eligibility, and lower service standards, the Assembly could consider returning a focus on the program's role in staffing shortage areas, including Early Childhood Education.

CSAC staff have identified several issues that could be critical to program success:

- **Tracking Awardee Compliance:** The GSTG Program is unlike other forms of financial aid in that it requires a recipient to enter into an agreement with CSAC to meet certain obligations after the student has received their award. Failure on the part of the student to honor their agreement requires that CSAC collect a certain amount of awarded funds back from the recipient. This function of tracking student compliance to their agreement and undertaking collections activity is outside the work typically done by CSAC and is much more staff intensive.
- **One-time Funds & Limited-Term Staff:** The nature of one-time funds and limited administration funding may be compromising the CSAC's ability to administer the program.

**Suggested Questions:**

- Could the Golden State Teacher program also provide a loan repayment option for teachers who shift to high-need schools?

- If the state wanted to restrict program demand to state level priorities, and to restrict the program's costs, what would CSAC and CTC recommend? LAO?
- Should the program consider a lower cap on private school reimbursement?
- Why are the public IHE take-up rates so low, compared to the private schools?
- Does CSAC have recommendations to prioritize funding?

**Staff Recommendation:** Hold Open. Request LAO and CSAC to identify minimum funding necessary to fully fund the program through the 2024-25 Budget Year.

**Issue 3: Educator Basic Skills & Transcript Review Proposals**

This panel will review the January Budget Proposal to restrict Basic Skills assessment requirements for the Commission on Teacher Credentialing.

An additional proposal in the same DOF trailer bill section, to create a new Career Technical Education Teacher Elementary and Arts Supplemental Authorization, will not be heard by the Budget Committee. This proposal has been referred to the Assembly Education Committee for a policy hearing.

**Panel**

- Jackie Barocio, LAO
- David DeGuire, CTC

**Background**

**Commission on Teacher Credentialing (CTC) Issues Teaching Credentials, Permits, and Authorizations to Qualified Individuals.** Individuals must meet a number of requirements to receive a teaching credential, permit, or authorization. These requirements vary but can include obtaining a bachelor's degree; completing a teacher preparation program; demonstrating subject matter competency; and demonstrating basic skills proficiency in reading, writing, and mathematics. In general, individuals must demonstrate basic skills proficiency and subject matter competency prior to receiving their teaching credential. Individuals can demonstrate basic skills proficiency and subject matter competency by passing certain state-approved exams. Additionally, in 2021, the state also allowed teacher candidates to meet both requirements through previously completed college coursework. In the case of the subject matter competency requirement, teacher preparation programs determine whether previous coursework satisfies the requirement by reviewing transcripts and verifying if listed coursework aligns with certain subject matter domains.

**Governor's 2024-25 Budget**

The January Budget proposes to exempt individuals with a bachelor's degree from Basic Skills Proficiency Requirement. Given that teaching credentials that require basic skills proficiency also require individuals to obtain a bachelor's degree, this proposed change would effectively eliminate the basic skills proficiency requirement in teacher credentialing programs.

The Governor's proposed trailer bill language would require CTC to create broad subject matter domains that can be used when reviewing transcripts and determining whether previous coursework satisfies the subject matter competency requirement.

## LAO Comments

***Basic Skills Proficiency Exams Can Be Unnecessary Barrier for Otherwise Effective Teacher Candidates.*** The majority of teacher candidates choose to satisfy the basic skills proficiency requirement through the state-approved exam. Historically, about 30 percent of candidates did not pass the exam the first time. This is more pronounced among teacher candidates of color, with more than half of Black and Latino/a candidates not passing the basic skills proficiency exam the first time. During the COVID-19 pandemic, the state temporarily extended the amount of time teacher candidates had to complete the basic skills requirements due to test center closures. This effectively meant that candidates could begin teaching without completing the basic skills requirement. Upon the expiration of this COVID-19 flexibility in June 2022, candidates were required to complete the basic skills requirement in order to continue teaching. Based on anecdotal information from school administrators, it is our understanding many teacher candidates who proved to be effective instructors during the COVID-19 flexibility period have been struggling to pass the basic skills proficiency exam. Additionally, new teacher candidates continue to struggle to pass the basic skills proficiency exam the first time. As a result, some schools have expressed that the basic skills requirement has created an unnecessary barrier to hiring and retaining otherwise effective teachers.

***Current Transcript Review Process Reported to Be Burdensome and Complex.*** In a recent report, CTC found that the current transcript review process is time-consuming and complex for teacher preparation programs, in part, because of the subject matter domains. Specifically, teacher preparation programs currently determine whether coursework satisfies the subject matter competency requirement by comparing course content to subject matter domains. However, these subject matter domains were originally created to inform the development of questions in the state-approved exams used to measure subject matter knowledge. Teacher preparation programs have reported that while the domains are effective in developing exam questions, they are too narrow, too specific, and overall a less effective reference point when determining whether coursework satisfies the subject matter competency requirement. Our understanding is that the Governor's proposed trailer bill language intends to address this problem by allowing CTC to create broader subject matter domains that shall be specifically used for the transcript review process.

***Approve Changes to Basic Skills and Subject Matter Competency Requirement and Continue to Investigate Other Possible Improvements.*** Given how burdensome the basic skills proficiency exam and current subject matter transcript review process is for teacher candidates, we recommend the Legislature approve the relevant changes included in the Governor's proposed trailer bill legislation. The Legislature may also want to consider further identifying other barriers that exist within the current teacher credentialing and authorization process. For example, CTC identified that the current subject matter transcript review process could be further improved by (1) creating a single, statewide master list of courses across all regionally accredited institutions that meet specific subject matter domains, and (2) providing ongoing outreach to increase the awareness among candidates that the subject matter

competency requirement could be satisfied through coursework. (We would note that, due to the budget deficit, improvements to the credentialing process that require additional resources cannot be supported without making reductions in other areas at this time. The Legislature could consider adopting these improvements in the future when budget conditions improve.)

**Staff Recommendation:** Hold Open.

**Issue 4: Educator Shortage Areas Program Oversight**

This panel will provide oversight for recent, major Budget investments in educator shortage areas.

**Panel**

- Megan Sabbah, DOF
- David DeGuire, CTC
- Cheryl Cotton, CDE

**Background**

In the past five years, the state has made multiple recruitment and professional support investments to address areas of educator shortage or “high-need” fields, defined as specific types of educator credentials that are challenging for LEA’s to attract and retain, due to in part to a lack of overall credentials statewide or regionally. Most recently, the state has been focused on the following shortage areas:

- Bilingual education.
- Mathematics or science, technology, engineering, and mathematics (STEM), including career technical education in STEM areas.
- Science.
- Special education.
- Multiple subject instruction.
- Transitional kindergarten.
- Early childhood education.
- Administration.

The Golden State Teachers and Teacher Residency programs both were initially authorized with a focus on shortage areas, and included flexibility for the CTC to determine additional shortage areas, as needed. This focus on shortage areas was removed from the Golden State Teachers program in the 2022-23 Budget Act.

The CDE and CTC will provide updates on the following one-time shortage-area investments:

**California Department of Education Programs:**

- Educator Workforce Investment Grants: English Learners, Special Education, Computer Science
- Early Math Initiative

- 21st Century School Leadership
- Early Education Teacher Development Grants

**California Commission on Teacher Credentialing Programs:**

- Computer Science Supplementary Authorization Grant
- Local Solutions to the Shortage of Special Education Teachers
- Reading and literacy Supplementary Authorization Incentive Grant Program

**Educator Workforce Investment Grants (EWIG)**

The 2019-20 Budget Act provided \$37.1 million through the 2022–23 fiscal year for an Educator Workforce Investment Grant (EWIG) program to support competitive grants for professional learning opportunities for teachers and paraprofessionals across the state. The latest statutorily required report on EWIG programs can be found here: [ewiglegreport2022.docx \(live.com\)](#)

The grants approved for funding were provided as follows:

**English Learners:** The 2019-20 Budget appropriated \$10 million to create and deliver professional learning (PL) opportunities designed to implement the California EL Roadmap Policy. The CDE awarded two EWIG: EL Roadmap Policy Implementation grants for \$5 million each, with a grant period beginning April 3, 2020, and ending June 30, 2023. Selected were the Californians Together *EL Roadmap Implementation for Systemic Excellence! Project (EL RISE!)* and the California Association for Bilingual Education (CABE) *Multilingual California Project (MCaP)*.

EWIG: EL Roadmap Policy Implementation participants reported having usefully gained skills and knowledge to understand, support and implement EL Roadmap Policy. The evaluation further reflected that related PL led to significant strides in introducing and developing mechanisms to support EL students by effectively implementing the EL Roadmap Policy. Three-year total of educators served in EWIG: EL Roadmap: 12,532

This program was extended in the 2022-23 Budget Act, and focuses on professional development of teachers and paraprofessionals to implement effective language acquisition programs for English learners, which may include integrated language development within and across content areas, bilingual and biliterate proficiency, and strengthening capacity to implement EL Roadmap.

CDE will provide an update on this program in the hearing. In the first six months of implementation, EWIG: ELAP lead grantees provided 11 professional learning sessions for 807 participants, addressing topics such as integrated and designated English language development (ELD), dual language pedagogy, and the implementation of ELD through the lens



of the English Learner Roadmap Principles. During the life of the EWIG: ELAP, grantees are planning approximately 80 professional learning offerings, many of which are a series of four to six sessions on one topic and supported by an ongoing professional learning network (PLN) for each topic. County Offices of Education are being trained to facilitate the PLNs for sustained support beyond the life of the grant.

**Special Education:** Five million dollars to qualified entities for special education-related Professional Development (PD) opportunities.

The \$5 million award was provided by CDE to the Center for Applied Special Technology Incorporated (CAST). The grant was awarded to CAST on July 20, 2020.

These awards began in July 2020, and must have been expended by February 27, 2023.

	Number of Districts	Number of Schools	Number of Administrators	Number of Teachers	Number of Students
Totals:	183	3,307	9,880	108,374	1,983,732

**Computer Science (CS):**The Budget Act of 2021-22 provided \$5 million on a one-time basis to establish the EWIG for Computer Science.

**Cohort 1:** The 2021-22 Budget Act provided \$5 million on a one-time basis to establish the EWIG: Computer Science (CS) for institute of higher education (IHEs) and nonprofit organizations (NPOs) with expertise in developing and providing professional learning (PL) to teachers and paraprofessionals in public schools serving kindergarten and grades one to twelve, inclusive, to apply for a grant to design and deliver PL opportunities for teachers and paraprofessionals. The PL activities must be designed to provide high-quality instruction and CS learning experiences that support the systemwide implementation of the *California Computer Science Content Standards (CA CS Content Standards)* developed pursuant to California *EC* Section 60605.4.

The 2021 EWIG: Computer Science grantee is the University of California, Los Angeles (UCLA). Awarded: \$5 million, Current Expenditures: \$496,510, Timeline to Exhaust Funds: 6/30/2026.

**Cohort 2:** Budget Act of 2022, provided \$15 million for the EWIG: CS. As part of the EWIG Program, the CDE is awarding this CS Professional Learning Grant RFA. The selected grantee will become an important member of the Statewide System of Support, providing targeted support focused on strategies for providing high-quality CS instruction and CS learning experiences aligned to the *CA CS Content Standards* developed pursuant to *Education Code* Section 60605.4. This EWIG: CS Professional Learning Grant will fund one successful applicant between May 1, 2023, through February 28, 2025.

CDE will provide an update at this hearing.

### **Early Math Initiative**

The 2021-22 and 2022-23 Budget Acts provided a total of \$80 million in one-time funds for the Early Math Initiative, to support a statewide early math initiative that includes the development, identification, and distribution of early math resources, professional learning and coaching for educators, and mathematical learning opportunities for children.

**Round 1:** \$45 million was fully allocated to the Fresno County Office of Education (FCOE) in fiscal year 2021-22. About 18 percent of grant funds have been expended as of year two, quarter two reporting. Funding allocated to this program must be liquidated by June 30, 2026.

**Round 2:** \$35 million was appropriated in the 2022 Education Trailer Bill for Early Math Initiative Expansion. Funds will be fully awarded to the FCOE by June 2023. Funding allocated to this program must be liquidated by June 30, 2029.

According to the CDE, the California Early Math Initiative successfully achieved its goals to increase the agency facilitators' awareness of the importance of early math and to build their confidence and capacity to support children's early math learning. Utilizing a train-the-trainer approach, the Early Math Initiative coaches provided professional learning and coaching to the agency facilitators, who were then required to provide professional learning and coaching to educators in their local communities.

### **21st Century School Leadership**

The 2019-20 Budget Act authorized the 21st Century California School Leadership Academy (21CSLA). California *Education Code* Section 44690(c)(1) directs the California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE) to select providers of high-quality professional learning for administrators and other school leaders. As part of the Statewide System of Support, these providers will ensure the availability of professional learning through the 21CSLA, free of charge, to local educational agencies that receive federal Title II funds on a statewide basis.

21CSLA is dedicated to the professional learning and support of California's educational leaders—teacher, site, and district—to create more equitable learning environments that ultimately improve success for underserved students. The 21CSLA consists of a Center located at the University of California, Berkeley and seven Regional Academies (RAs) that are located in the Geo Regions established by California's System of Support. The first cohort of the 21CSLA started on June 15, 2020 and will end on June 30, 2023. The Center and Regional Academies from Cohort 1 were invited to apply for the second 21CSLA cohort which will begin July 1, 2023

through June 30, 26. The Cohort 2 Intent to Award was recently posted at [Funding Results: 21st Century California School Leadership Academy, Cohort 2.](#)

The Budget Act of 2021-22 provided \$25 million state funds to be allocated to 21CSLA, so far \$7 million has been encumbered for projects that support the expansion of Universal Transitional Kindergarten (UTK). Plans for the additional \$18 million are underway and will be encumbered by June 30, 2023.

CDE can provide a report on how the two funding rounds will be coordinating.

### **Early Education Teacher Development Grants**

The Early Education Teacher Development Grant was authorized in the 2021-22 Budget Act at \$100 million in one-time funds, as part of the comprehensive Universal Transitional Kindergarten authorization, which will expand TK to all four year olds in California by 2025-26. The Grant was established to support LEA planning for the increased number of teachers and other educators needed to fully implement Universal PreKindergarten. According to CDE, the funds have been fully awarded, and must be spent by June 30, 2026. CDE received \$152.2 million in requests for the \$100 million available.

72 LEAs received awards across the state, covering a total of 894 LEAs via consortia, in 52 counties.

According to CDE: Grantees reported in their applications 1,011 current unfilled CSPP positions, with a projected demand at full UPK implementation of 3,022 more needed. Grantees reported in their applications 149 current unfilled TK positions, with a projected demand at full UPK implementation of 4,879 more needed. 60% of grantees reported in their applications they will use funds for teacher candidates to obtain multiple subject teaching credentials. 56% of grantees reported in their applications will use funds for their current TK teachers to obtain coursework to fulfill the apportionment requirements of EC48000(g)(4).

CDE may provide more details in the hearing, on grant uses and LEA reported needs.

### **Computer Science Supplementary Authorization Incentive Grant Program**

The Computer Science Supplementary Authorization Grant Program was authorized in the 2021-22 Budget Act for LEAs with the intent to provide \$15 million over a five-year period to support the preparation of credentialed teachers to earn a supplementary authorization in computer science and to provide instruction in computer science coursework in settings authorized by the underlying credential. Eligible LEA grantees may receive up to \$2,500 per participating teacher to support participants to earn a supplemental authorization in computer

science with funds for coursework, books, fees, and tuition. A match is required. Grant competitions will be offered twice a year until the 2025-26 fiscal year or until the \$15 million has been awarded.

CTC will provide an update on this program in the hearing.

**Local Solutions to the Shortage of Special Education Teacher Grants**

The Local Solutions to the Shortage of Special Education Teachers (Local Solutions) grants were included in the 2018-19 state budget to support the recruitment, preparation, and support of new special education teachers. Authorizing legislation provided a total of \$50 million for competitive grants to eligible local education agencies (LEAs) and provided up to \$20,000 per participating teacher to grantees to implement locally identified solutions to address the shortage of special education teachers. In September 2018, the Commission published the Request for Proposals (RFP) for the Local Solutions grant. The grant awards were announced in December 2018, and 41 LEAs were funded to implement the provisions required of the authorizing statute which include: addressing teacher shortages in special education, helping to recruit and support the preparation of more individuals in the teaching profession, supporting the induction of educators into the profession, and supporting the continued professional learning of credentialed special education educators.

**Local Solutions Grant: Number of Participants and Funds Expended**

Locally Identified Solutions	# of Participants per Activity	Funds Expended
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers	818	\$ 1,978,863
Assisting special education candidates with tuition	605	\$ 3,310,262
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential	0	\$ 0
Preparation costs of classified personnel to earn an Education Specialist teaching credential	105	\$503,697
Assisting newly credentialed special education teachers with student debt payment *	90	\$ 807,665
Living stipends for newly credentialed special education teachers	28	\$35,045
Signing bonuses for newly credentialed special education teachers*	89	\$1,127,833
Induction for special education teachers	361	\$1,028,250
Teacher service scholarships*	36	\$86,533
Service awards	3	\$46,000
Preparing mentor/master teachers to support new special education teachers	475	\$960,143
Professional Learning Communities	285	\$486,314
Teacher career pathways	90	\$116,891
Other locally identified solutions	309	\$664,836
<b>Totals</b>	<b>3294</b>	<b>\$11,152,332</b>

\*Required four-year service commitment

Source: CTC

CTC’s table below, reports by individual, the times and types of support received from the Local Solutions Program.

**Number of Participants on Track to be Hired by the Grantee LEA**

<b>Types of Fund(s) Received</b>	<b>Actual Number of Participants Receiving Fund(s)</b>	<b>Number of Participants on Track to be Hired by the LEA</b>	<b>Number of Participants NOT on Track to be Hired by the LEA</b>
Teacher Service Scholarship	431	420	11
Signing Bonus	94	87	7
Student Debt Payment	112	110	2
<b>Total</b>	<b>637</b>	<b>617</b>	<b>20</b>

Source: CTC

**Reading and Literacy Supplementary Authorization Incentive Grant Program**

As part of a larger early literacy package, \$15 million was appropriated in the 2022-23 Budget Act for grant awards of up to \$2,500 per participating teacher to Local Education Agencies (LEAs) to support the preparation of credentialed teachers to earn a supplementary authorization in reading and literacy and provide instruction in reading and literacy coursework in settings authorized by the underlying credential. This funding is available for encumbrance until June 20, 2027.

CTC will provide an update on this program in the hearing.

**Governor’s 2024-25 Budget**

The Governor’s Budget proposes to expand the Legislative Report and evaluation requirements for the Educator Workforce Investment Grant program.

**Staff Comments**

**Staff Recommendation:** Hold Open.

**Issue 5: Dyslexia Screener Proposal**

This panel will review the January Budget Proposal add implementation of a Dyslexia Screener in the education mandate block grant.

**Panel**

- Megan Sabbah, DOF
- Jackie Barocio, LAO
- Nancy Brynelson, CDE

**Background**

As part of the 2023-24 budget package, the required screenings are meant to assist with early identification of students that may benefit from additional support with literacy. They are not intended to diagnose disabilities that would make a student eligible for special education. If a student is identified as being at risk of having reading difficulties, LEAs—school districts, charter schools, and COEs—will be required to provide the student with targeted supports and services, such as one-on-one or small group tutoring, early reading interventions, or further diagnostic assessments. Students would be screened for risk of reading difficulties in their primary language, to the extent a tool is available in that language. Parents or guardians can request their child be exempt from the reading difficulty screening. LEAs may only use a screening tool that has been included in the state’s pre-approved list. To develop this list, the 2023-24 budget included \$1 million for the State Board of Education to convene an independent panel of experts to choose the approved screening instruments. As of January 2024, all panel members have been selected and monthly panel meetings are expected to take place from February 2024 through December 2024. The list of pre-approved screening tools must be completed by December 31, 2024.

In some cases, when the state enacts a new requirement for schools, it appropriates funds in the annual budget to cover the associated costs. In other cases, the state uses the mandates process, which is administered by the Commission on State Mandates (the Commission). After a new requirement takes effect, school districts can submit a test claim with the Commission to seek reimbursement for actual implementation costs. State law creates two options for receiving reimbursement: through a claims-based process or from the K-12 mandates block grant. The vast majority of LEAs participate in the block grant. The block grant provides LEAs with a fixed per-student rate that varies by LEA and grade level. For example, in 2023-24, districts that chose to be reimbursed through the block grant received \$37.81 for each K-8 student and \$72.84 for each high school student. The per-student rate is adjusted every year by the K-12 COLA. The state also increases the block grant rates when a new activity is found to be a reimbursable

mandate. Typically, the increase is developed as part of the annual budget process and is based in part on an analysis of claims submitted by school districts.

### **Dyslexia Grants to Preparation Programs**

The second of the two new grant programs administered by the CTC and authorized by the 2021-22 Budget Act is the Dyslexia Grants to Preparation Programs. One-time funds of \$2 million are available to support Commission-approved institutions of higher education or eligible local education agencies preliminary teacher preparation programs to update program curriculum and course offerings to align with the common trunk Teacher Performance Expectations and the updated Education Specialist Teacher Performance Expectations and include pedagogy on dyslexia for both general and special education programs. Eligible recipients include Commission-approved preliminary Multiple Subject, Single Subject, Education Specialist programs, or any combination dual general and special education credential programs. Eligible grantees may use grant funds to update curriculum and course offerings in an effort to implement the updates no later than the 2023-24 academic year. There is no matching funds requirement for this grant.

CTC released the RFA in February 2022, and anticipates a due date in April 2022. Once the first round of each grant competition has been awarded, the Commission will release the RFA schedule for the 2022-23 fiscal year if funds are still available. Grant competitions will continue to be offered until the \$2 million has been awarded. Next Steps Commission staff will continue drafting RFAs as outlined in this agenda item. Once RFAs are released, staff will manage the grant application process including answering questions from the field, reading all applications, calibrating and monitoring readers, and determining grantee awards. Once grantees have been determined, staff will work with Fiscal Business Services to ensure that grant funds are disseminated to grantees in a timely fashion.

### **Governor's 2024-25 Budget**

The Governor's Budget adds \$25 Million ongoing to the K-12 Mandates Block Grant for training on Reading Difficulties Screening Tools. These funds are intended to primarily cover costs associated with trainings for educators to administer the reading difficulties screener tools. The funds would be distributed to LEAs based on their enrollment of K-2 students in the prior year (excluding TK).

### **LAO Comments**

***Proposed Training Funds for Reading Difficulties Screening Tool Are Premature.*** We find the proposed training funds to be premature since the approved list of screening tools has not been finalized and funds are being added to the block grant earlier than needed under the traditional claims-based process. We provide more detail on these two reasons below.



***The Approved List of Screening Tools Has Not Been Finalized.*** The selection panel for the reading difficulties screener tool is scheduled to meet on a monthly basis from February 2024 through December 2024. The panel likely will finalize the list of approved tools sometime at the end of 2024. This means that LEAs would have about six months to select a screening tool, create or procure training, and administer the training activities prior to the start date of the required annual screenings. Given this time line, LEAs may not be able to spend these funds in 2024-25. Moreover, estimating the costs associated with these training activities is difficult given the screening tools have not yet been selected. We believe the state would be in a better position to accurately estimate the scope and total costs of implementation activities next year.

***Adds Funds to K-12 Mandates Block Grant Earlier Than Needed.*** Under the normal K-12 mandates block grant process, funding is not added to the block grant until the required activity has become state law, the Commission has deemed the activity to be a reimbursable mandate, and districts have submitted claims for actual costs associated with required activities. This means that districts would submit a mandate claim associated with the reading difficulties screener after the requirement has taken effect. One reason the state takes this deliberate process is to ensure that the amount added to the block grant reflects costs LEAs will face on an ongoing basis. However, the Governor's budget proposal augments the mandate block grant without conducting a realistic cost estimate. Furthermore, the Governor's budget proposal keeps training costs flat on an ongoing basis, while we believe training costs would likely decrease after the first year. We understand that the administration intends to revisit the training augmentation and possibly adjust funding levels based on actual cost data in 2025-26. However, the Governor's budget does not include trailer bill language that would require this to occur. Additionally, once the costs for a new mandate are added to the K-12 mandates block grant, the state typically does not revisit the amounts in the future.

***Delay Implementation Date of Reading Screening Requirement Until the State Can Properly Assess Ongoing Training Costs.*** We believe it is premature to provide funding on an ongoing basis for training activities prior to knowing the exact screener tools LEAs could use, the number of educators that would need to be trained, and the scale of ongoing training needs. Additionally, LEAs may have a limited amount of time to start up and complete training activities prior to the required implementation date. By delaying the implementation date of the reading difficulties screening requirement, the state would have time to calculate a realistic and appropriate cost estimate. Additionally, delaying the implementation date would give the Legislature more time to consider the benefits and trade-offs of funding training activities either through the K-12 mandates block grant or annual budget process. For example, funding training activities through the annual budget process gives the Legislature more flexibility to right-size funding levels based on actual expenditures in any given year. Delaying implementation also would avoid adding \$25 million in ongoing Proposition 98 costs in a time when Proposition 98 funding cannot support existing commitments.

**Staff Comments**

**Suggested Questions:**

- How is it possible to estimate the annual cost of a screener and its professional support requirements, not yet identified by the State Board's process?
- Given that the screener will not be identified and available until early 2025, is a full year of implementation costs in the 2024-25 Budget necessary?
- Are additional state or regional TA capacities necessary to consider?

**Staff Recommendation:** Hold Open. All proposals for new one-time and ongoing Proposition 98 funding will be considered in the context of May Revision revenues.

**Issue 6: Math Coaching Proposal**

This panel will review the January Budget Proposal to appropriate \$20 million one-time for math coaching.

**Panel**

- Megan Sabbah, DOF
- Jackie Barocio, LAO
- Cheryl Cotton, CDE

**Background**

The State Board of Education Adopted New California Mathematics Framework in June 2023. The state periodically enacts curriculum frameworks associated with the state's academic content standards. These frameworks are intended to provide guidance on how to teach each content standard in a given subject. The newly adopted Mathematics Framework provides guidance to educators on various curriculum and instruction approaches to help students achieve math proficiency based on current content standards. Specific guidance is provided for different grade levels, math subjects, and students, such as high achieving students and English learners (ELs). Additionally, the Mathematics Framework offers multiple strategies to support learning recovery.

Learning Recovery Emergency Block Grant Created to Support Academic Learning Recovery and Social and Emotional Well-Being of Students and Staff. The Learning Recovery Emergency Block Grant was created as part of the 2022-23 budget package. The state initially provided \$7.9 billion in one-time Proposition 98 funding for the block grant, but this was revised to \$6.8 billion in the 2023-24 budget package. LEAs may use funds for a variety of academic and social-emotional activities, including increasing instructional learning time, providing tutoring and other academic services, offering additional instruction to students not on track to graduate, and addressing other barriers to learning. Funding is distributed to LEAs based on the number of students who are EL or low income and is intended for learning recovery initiatives through 2027-28.

**Governor's 2024-25 Budget**

Provides \$20 Million One-Time Proposition 98 for Instructional Resources and Training for Math Coaches. The funds would be awarded to one or more COEs to assist educators in delivering high-quality math instruction pursuant to the Mathematics Framework. Specifically, the COEs would be required to partner with the California Mathematics Project to develop a training model for math coaches and provide other resources to educators on how to deliver high-quality math

instruction based on the Mathematics Framework. (The California Mathematics Project is part of the University of California Subject Matter Projects, which provide professional learning in nine K-12 subject areas.) These funds would be available to spend through June 30, 2028.

### LAO Comments

***Proposed Funding for Instructional Resources and Training Math Coaches Seems Duplicative of Existing Block Grant Activities.*** Under current law, Learning Recovery Emergency Block Grant funds can already support learning recovery programs and materials designed to accelerate student academic proficiency. Additionally, the proposed clarification of allowable block grant activities would further allow LEAs to train math coaches and provide educators with other math instruction resources. As a result, providing additional funds for instructional resources and training math coaches seems duplicative.

***Reject Duplicative Funding for Instructional Resources and Training for Math Coaches.*** We recommend rejecting the proposed augmentation given that it is duplicative of existing block grant activities. LEAs can use existing Learning Recovery Emergency Block Grant funds for these activities, and could choose to partner with the California Mathematics Project to develop and administer professional development activities. Moreover, existing Proposition 98 funding is not sufficient to cover the state's existing commitments. If the Legislature wanted to require LEAs to implement a specific professional development model, it could instead require a portion of existing block grant funds be used for this purpose.

### Staff Comments

In light of significant shortfalls in available Proposition 98 funds for new purposes, it would be more prudent for the state to ensure existing one-time and ongoing funds are flexible enough to support crucial state priorities.

The successful roll-out of the state's new Mathematics framework is a terrific example of a key state priority. Existing capacity in the System of Support and the one-time Educator Effectiveness Block Grant and Learning Recovery Block Grant should be explored.

Additionally, the state's recent investments in the Early Math Initiative, the UC Subject Matter Projects, and the multi-year Literacy Coaches may be opportunities for leveraging.

**Staff Recommendation:** Hold Open. Direct staff to work with the Administration and State Board on integration of proposal's outcomes into existing state funding and programs.

**Issue 7: Science Performance Assessment & Safety Handbook Proposals**

This panel will review the January Budget Proposals to provide \$7 million one-time for a science performance assessment, and \$150,000 one-time for an update of the CDE Science Safety Handbook.

**Panel**

- Hugo Solis Galeana, DOF
- Lina Grant, DOF
- Jackie Barocio, LAO
- Mike Torres, CDE

**Background****Next Generation Science Standards**

In 2013, the California State Board of Education (SBE) adopted the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* (CA NGSS) as required by California Education Code 60605.85. The SBE subsequently adopted the Science Framework for California Public Schools: Kindergarten Through Grade Twelve (framework) in 2018, which supports a three-dimensional vision of science education. According to the framework: in CA NGSS, students need to do more than simply know about science; they need to know core science and engineering ideas, do science and engineering, and think like scientists and engineers.

The Science Framework outlines specific Performance Expectations (PEs), which are the assessable statements of what students should be able to accomplish in order to demonstrate understanding of a subject area's core content. According to the Science Framework, PEs are not a set of instructional practices, a curriculum, or actual assessment tasks. Rather, they are general descriptions of what students should be able to perform at the end of instruction.

**Performance Assessments**

According to the State's Science Framework, California's curricula treats assessment like science: "teachers plan and conduct investigations about student learning and analyze the results for patterns in student understanding and misunderstanding. Like scientific investigations, these assessments answer specific questions about student learning and take different investigative forms. For example, performance tasks can include a rich context in which students obtain information about the problem, collect and analyze data, and produce some sort

of deliverable. Each step of these multicomponent tasks could provide evidence of student learning, so how does a teacher design engaging tasks that provide meaningful information?”

The Learning Policy Institute defines a performance assessment as “an approach to educational assessment that requires students to directly demonstrate what they know and are able to do through open-ended tasks such as constructing an answer, producing a project, or performing an activity. This demonstration can include generating a short written response, writing an analytical essay, conducting a science investigation, creating a curated portfolio of work, or developing an original research paper.”

According to Program for International Student Assessment (PISA) scientific performance assessments should measure the scientific literacy of a student in the use of scientific knowledge to identify questions, acquire new knowledge, explain scientific phenomena, and draw evidence-based conclusions about science-related issues.

### **Science Safety**

California *Education Code* Section 32030 states:

“It shall be the duty of the governing board of every school district, and of every county superintendent of schools, and of every person, firm, or organization maintaining any private school, in this state, to equip schools with eye protective devices as defined in Section 32032, for the use of all students, teachers, and visitors when participating in the courses which are included in Section 32031. It shall be the duty of the superintendents, principals, teachers or instructors charged with the supervision of any class in which any such course is conducted, to require such eye protective devices to be worn by students, teachers, or instructors and visitors under the circumstances prescribed in Section 32031.”

In 2012, the California Department of Education assembled a team of experts to write a Science Safety Handbook (Handbook). Some updates were made to this Handbook in 2014. The current Science Curriculum Framework, aligned to the Next Generation Science Standards was published after the Handbook. Changes to legislation and resources mentioned in the Handbook since 2014 are not captured in the Handbook.

### **Governor’s 2024-25 Budget**

The January Budget proposes to provide \$7 million one-time for a bank of science performance assessments aligned to NGSS, and \$150,000 one-time for an update of the CDE Science Safety Handbook.

**Staff Recommendation:** Hold Open. All proposals for new one-time and ongoing Proposition 98 funding will be considered in the context of May Revision revenues.

**Issue 8: Technical Assistance Center Proposals**

This panel will review the January Budget proposals for state-level Technical Assistance Centers for homeless students, and inclusive college practice.

**Panel**

- Jodi Lieberman, DOF
- Melissa Ng, DOF
- Edgar Cabral, LAO
- Deborah Avalos, CDE
- Pete Callas, CDE

**Background**

AB 447 (Arambula, 2023) authorizes the California State University, and request the University of California, to establish and maintain inclusive college programs for students with intellectual and developmental disabilities at 4-year public postsecondary educational institutions, as provided. The bill would request inclusive college programs operated by the California State University, and inclusive college programs operated by the University of California, to do certain things, including, among other things, provide students with a person-centered planning process and the opportunity to pursue an educational credential, including, but not limited to, a degree, certificate, or nondegree credential issued by the institution. This statute is subject to a future appropriation.

AB 27 (L. Rivas, 2021) authorized \$1,500,000 to be allocated to up to 3 county offices of education in different regions throughout the state for purposes of establishing technical assistance centers to foster relationships with community partners and other local educational agencies in each region, to support homeless and unaccompanied students. The bill required the technical assistance centers to be operative only for the duration of a specified federal grant period. The legislation was funded with one-time federal American Rescue Plan Act of 2021 funds, which expire June 2024.

**Governor's 2024-25 Budget**

The Governor's Budget proposes \$2 million ongoing Proposition 98 funding to support a new Inclusive College for Students with Intellectual Disabilities technical assistance center, and \$2 million ongoing Proposition 98 funding to backfill expiring federal funds for a Homeless Education Technical Assistance Center.

**Staff Comments**

**Suggested Questions:**

- Does CDE anticipate any IDEA carryover that could be available to support the Inclusive College proposal? Is the proposal eligible for IDEA?
- Why is the Inclusive College proposal eligible for Proposition 98 funds?
- Does CDE anticipate any McKinney Vento carryover that could be available to support the Homeless TA Center proposal?

**Staff Recommendation:** Hold Open. All proposals for new one-time and ongoing Proposition 98 funding will be considered in the context of May Revision revenues.

This agenda and other publications are available on the Assembly Budget Committee's website at: [Sub 3 Hearing Agendas | California State Assembly](#). You may contact the Committee at (916) 319-2099. This agenda was prepared by Erin Gabel.