

California State Assembly



Assembly Budget Agenda

Assembly Budget Subcommittee No. 3 on Education Finance

Assemblymember David Alvarez, Chair

Tuesday, March 25, 2025

9:00 A.M. – State Capitol, Rm 447

ITEMS TO BE HEARD		
Item	Description	Page
6100	California Department of Education	2
6360	California Commission on Teacher Credentialing	2
6980	California Student Aid Commission	2
Issues	<ol style="list-style-type: none">1. Educator Pipeline & Support Programs Oversight2. Golden State Teachers Program3. Loan Repayment for Teachers Program4. National Board Certification Program5. Non-Presentation Items	<ol style="list-style-type: none">217222629

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

Items To Be Heard

6100 California Department of Education
6360 California Commission on Teacher Credentialing
6980 California Student Aid Commission

Issue 1: Educator Pipeline & Supports Programs Oversight

This panel will provide an update on recent Budget Act investments and outcomes in increasing the educator candidate pipeline and retaining high quality educators.

Panel

- Desiree Carver-Thomas, Learning Policy Institute (LPI)
- Annamarie Francois, California Commission on Teacher Credentialing (CTC)
- Mary Vixie Sandy, CTC
- Cheryl Cotton, California Department of Education (CDE)
- Dylan Hawksworth-Lutzow, Legislative Analyst's Office (LAO)

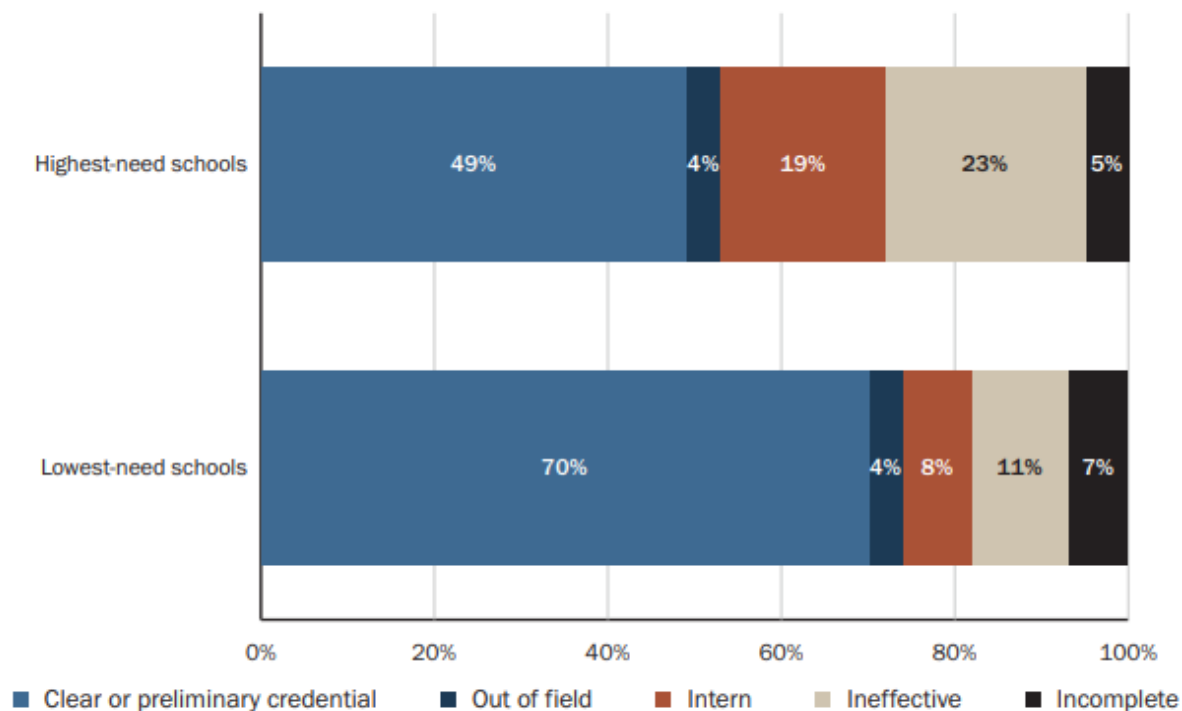
Background

Educator Shortages

Historically, California schools have had challenges in filling their teaching positions with appropriately credentialed teachers, particularly in special education, math, science, and bilingual education. More recently, the California Commission on Teacher Credentialing (CTC) has reported declines in new awards of science, special education, and bilingual education credentials ranging from 13 percent to 25 percent between 2020-21 and 2022-23. In particular, over the last five years, the state has authorized more waivers and emergency permits (24,548) for underqualified individuals to fill special education teacher roles than new special education teacher credentials (17,726). The state also has historically had higher proportions of teachers on waivers and emergency permits in schools with higher proportions of English learners and low-income (EL/LI) students. For example, according to the Learning Policy Institute, schools with the highest share of EL/LI students had twice as many math teachers on waivers or emergency permits (23 percent) than schools with the lowest EL/LI shares (11 percent) in 2022-23.

According to a recent LPI report¹: “California has seen a modest increase in newly prepared teachers. The number of candidates completing traditional teacher preparation programs increased by about 10% between 2019 and 2020. 2021 saw another sizable 14% increase in completers. These completer increases came after initial state investments in teacher residencies and the Golden State Teacher Grant went into effect. The COVID-19 pandemic also impacted teacher workforce trends during this time. Additional years of data will shed light on the extent to which the state sees continued increases in teacher preparation completions in line with its continued investment in the teacher workforce.”

Figure 6. Distribution of Credential and Permit Types Among Inexperienced Math Teacher FTEs, 2022–23



Notes: Percentages do not add to 100 due to omitted categories, rounding, and missing data. “Unknown” and “Not applicable” categories are omitted. Highest-need schools include the top 10% of schools by unduplicated pupil count of students who are identified as English learners, eligible for free or reduced-price meals, or foster youth. Lowest-need schools include the bottom 10% of schools by unduplicated pupil count of students who are identified as English learners, eligible for free or reduced-price meals, or foster youth. FTE = full-time equivalent.

Sources: Learning Policy Institute analysis of California Department of Education. *Teaching assignment monitoring outcomes* [Data set] (accessed 7/11/2024); California Department of Education. *California Longitudinal Pupil Achievement Data System* [Data set] (accessed 7/11/2024).

Source: LPI

¹ “Tackling Teacher Shortages: What We Know About California’s Teacher Workforce Investments”
https://learningpolicyinstitute.org/media/4537/download?inline&file=Tackling_Teacher_Shortages_CA_REPORT.pdf

“California teacher shortages continue. While the number of teacher preparation program completers has increased, in 2022 California graduated only half as many new teachers through a traditional preservice preparation program as it did at its peak in 2004. Additionally, substandard credentials and permits tripled between 2013 and 2023, making up more than half of all new California teaching credentials issued in 2023. Teacher shortages disproportionately impact students in high-need schools. In 2022–23, the most recent year with available data, 83% of teacher full-time equivalents (FTEs) in priority schools were fully credentialed with clear or preliminary credentials for their teaching positions. In comparison, 87% of teacher FTEs were fully credentialed in non-priority schools. The state’s highest-need schools were nearly three times as likely to fill teaching positions with interns and teachers on emergency-style permits or waivers, compared to the lowest-need schools.”

Notably, school leaders across the state are reporting significant hiring difficulty for all school-site staff, including aides and bus drivers, as well as classroom teachers and principals.

Educator Pipeline Research

As discussed in prior subcommittee hearings on the Educator workforce pipeline, the Learning Policy Institute has ongoing recommendations on six key areas² a state should include in their educator pipeline policies:

- 1) **Service scholarships and student loan forgiveness:** The cost of high-quality teacher preparation is a significant obstacle to those considering entering the teaching profession. To overcome such barriers, at least 40 states have established service scholarship and loan forgiveness programs to recruit and retain high-quality teachers. These programs underwrite the cost of teacher preparation in exchange for a number of years of service in the profession. Research has found that effective service scholarship and loan forgiveness programs leverage greater recruitment into professional fields and locations where individuals are needed, and support retention.
- 2) **High-retention pathways into teaching:** Teacher turnover is higher for those who enter the profession without adequate preparation. However, teachers often choose alternative certification pathways that omit student teaching and some coursework because, without financial aid, they cannot afford to be without an income for the time it takes to undergo teacher training. High-retention pathways are developed to subsidize the cost of teacher preparation and provide high-quality training for incoming teachers. These pathways include teacher residencies and Grow Your Own programs that recruit and prepare community members to teach in local school districts.

² Espinoza, D., Saunders, R., Kini, T., & Darling-Hammond, L. (2018). *Taking the long view: State efforts to solve teacher shortages by strengthening the profession*. Palo Alto, CA: Learning Policy Institute.

- 3) **Mentoring and induction for new teachers:** Evidence suggests that strong mentoring and induction for novice teachers can be a valuable strategy to retain new teachers and improve their effectiveness. Well-mentored beginning teachers are twice as likely to stay in teaching as those who do not receive mentoring. However, the number of states supporting mentoring and induction programs decreased during the recent recession, and a 2016 review of state policies found that just 16 states provide dedicated funding to support teacher induction. Under ESSA, states can leverage federal Title II, Part A funds to support new teacher induction and mentoring. Indeed, a number of states, including Delaware and Ohio, are taking such an approach. Other states have invested state funds to support new teacher induction, including Connecticut and Iowa.
- 4) **High-quality school principals:** Principals play a central role in attracting and retaining talented teachers. Teachers cite principal support as one of the most important factors in their decision to stay in a school or in the profession. Therefore, states can benefit from building effective systems of preparation and professional development for school leaders. Title II, Part A of ESSA provides states with new opportunities to invest in and improve school leadership in ways that could increase teacher retention, including by reserving up to 3% of their state Title II, Part A funds for school leader development. Many states—including North Dakota and Tennessee—are seizing this opportunity, with nearly half of states using the optional 3% set aside and 21 states using ESSA funds to invest in principal preparation. The North Carolina Principal Fellows program is an example of a long-standing, successful state effort to support principal development.
- 5) **Competitive compensation:** Not surprisingly, the lack of competitive compensation is one factor that frequently contributes to teacher shortages, affecting the quality and quantity of people planning to become teachers as well whether people decide to leave the teacher workforce. Even after adjusting for the shorter work year in teaching, beginning teachers nationally earn about 20% less than individuals with college degrees in other fields—a wage gap that widens to 30% by mid-career. Large inequities in teacher salaries among districts within the same labor market leave some high-need, under-resourced districts at a strong disadvantage in both hiring and retaining teachers. More competitive compensation can be a critical strategy to recruit and retain effective educators, although different approaches may be necessary depending on the state, regional, and district context.
- 6) **Recruitment strategies to expand the pool of qualified educators:** In light of fiscal constraints, many states are also opting for low-cost policy solutions that expand the pool of qualified teachers. Such strategies include recruiting recently retired teachers back into the classroom to fill open positions and strengthening licensure reciprocity to ease undue burdens to cross-state mobility and allow experienced and accomplished educators the opportunity to seamlessly transition into service in a different

state. Colorado, for example, is actively pursuing both strategies, and Idaho, Oklahoma, and West Virginia are also recruiting retired teachers to help address teacher shortages.

Recent Educator Pipeline & Support Investments

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

As the LAO figure on the next page shows, the state has provided more than \$1.6 billion over the last decade to address teacher shortages. Two of the largest programs are the Golden State Teacher Grant program and the National Board Certified Teacher Certification Incentive Program (National Board Program). The Golden State Teacher Grant program provides grants to individuals enrolled in a professional preparation program. The National Board Program provides grants to teachers who work in certain schools and have earned a certification from the National Board for Professional Teaching Standards, a nonprofit organization focused on high-quality teaching.

Recent State Teacher Recruitment and Retention Spending

Program	Year	Description	Funding Allocation	Total Amount (Millions)
Teacher Residency Grant Program	2018-19 and 2021-22	Supports establishing and expanding teacher and school counselor residency programs in special education, STEM, bilingual education, and kindergarten/transitional kindergarten.	CTC competitively awards grants to LEAs, COEs, and school-university partnerships. There are two grant types: (1) planning grants of up to \$50,000 and (2) residency grants of up to \$40,000 per resident in the new or expanded program.	\$651.0
Golden State Teacher Grant Program	2020-21, 2021-22, and 2024-25	Provides financial assistance to students enrolled in teacher preparation or pupil personnel services credential programs who commit to working in schools where at least 55 percent of students are EL/LI.	CSAC awards funds to participating grantees. Of the total amount provided, \$15 million was from federal IDEA funding and restricted to special education teacher candidates.	516.5
National Board Certified Teacher Certification Incentive Program	2021-22	Provides financial awards to teachers holding National Board certifications who teach at schools at least 55 percent of students are EL/LI.	CDE awards grants of \$5,000 per participant for up to five years.	250.0
Classified School Employee Teacher Credentialing Program	2016-17, 2017-18, and 2021-22	Provides financial assistance to classified school employees, such as instructional aides, to pursue teaching credentials.	CTC competitively awards grants of \$4,000 per participant per year for up to five years to LEAs, COEs, and charter schools.	170.0
Integrated Undergraduate Teacher Preparation Grants	2016-17 and 2022-23	Supported expanding integrated programs that allow participants to earn an undergraduate degree and a teaching credential within four years. Programs focused on special education, STEM, and bilingual education received funding priority.	CTC competitively awarded planning grants of up to \$250,000 and expansion grants of up to \$500,000 to universities.	30.0
California Examination and Assessment Fee Waiver Program	2022-23 and 2023-24	Subsidized teacher preparation examination fees for teacher and administrator candidates	CTC automatically awarded fee waivers to teacher and administrator candidates.	28.0
Bilingual Teacher Professional Development Program	2017-18 and 2023-24	Supported teachers pursuing authorization to teach bilingual and multilingual classes.	CDE competitively awarded grants LEAs and COEs.	25.0
California Center on Teaching Careers	2016-17 and 2021-22	Established a statewide teacher recruitment center to recruit qualified and capable individuals into the teaching field, particularly to low-income schools in special education, STEM, and bilingual education.	CTC competitively awarded grant to Tulare COE to operate center.	7.0
Total				\$1,677.5

STEM = Science, Technology, Engineering, and Math; CTC = Commission on Teacher Credentialing; LEAs = local education agencies; COE = county office of education; EL/LI = English learner/low income; CSAC = California Student Aid Commission

In addition to these larger investments, the state also has the following additional one-time investments in various educator recruitment, retention, and professional support areas:

- Educator Effectiveness Block Grant (described in more detail below)
- Diverse Education Leaders Pipeline Initiative
- Educator Workforce Investment Grants: English Learners, Special Education, Computer Science
- Early Math Initiative
- 21st Century School Leadership
- Early Education Teacher Development Grants

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.

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, 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.

Table 1: Summary of Classified Grant Award, per Round

Rounds	Award Date	Total Grantees	Total Funding	Remaining Funds
One	June 27, 2022	40	\$56,057,600	\$68,840,000
Two	January 27, 2023	34	\$34,003,200	\$34,836,800
Three	July 14, 2023	7	\$1,800,000	\$33,036,800
Four	December 22, 2023	11	\$5,616,000	\$27,523,200
Five	April 26, 2024	4	\$940,762	\$26,558,438
	Totals	96	\$98,417,562	\$26,558,438

Source: CTC

According to the most recent CTC item, the Commission would award Round Six grants in December 2024, continuing to expand support for LEAs in developing their classified staff into credentialed teachers. CTC may provide an update on LEA interest in program expansion at this hearing.

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.

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.

The latest CTC update on this program, including a response to evaluation recommendations, is available here:

https://meetings.ctc.ca.gov/Details/212?_gl=1*dib0k9*_ga*MTMxODg0MTI2LjE2MzY3NDg5NTc.*_ga_8L1GC3E1C3*MTc0MjQ5MzE3Ni4yLjEuMTc0MjQ5MzE4MC4wLjAuMA..#5432

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.

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.

Table 2.3: Teacher Residency Implementation and Expansion Grants Awarded

Rounds	Total Grantees	Total Estimated Funds Awarded*	Award Month and Year
TR Expansion Round 1	18	\$47,819,997	May 2022
TR Implementation Round 1	42	\$95,584,123	November 2022
TR Expansion Round 2	14	\$28,755,213	February 2023
TR Implementation and Expansion Round 1	12	\$37,960,000	April 2023
TR Implementation and Expansion Round 2	12	\$33,720,000	May 2023
TR Implementation and Expansion Round 3	13	\$25,303,623	February 2024
Total	111	\$269,142,956	

*Total estimated funds awarded are calculated across the entire project period. These estimates are based on grantee projection numbers as stated in the funded application.

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.

Table 3.1: School Counselor Residency Capacity Grants Awarded

Rounds	Total Grantees	Total Funding	Award Month and Year
Round 1	3	\$747,849	May 2023
Round 2	1	\$250,000	January 2024
Round 3	3	\$750,000	March 2024
Total	7	\$1,747,849	

According to the LPI report cited above, the Teacher Residency Grant Program has supported a large number of teacher residents. Between 2020 and 2023, the Teacher Residency Grant Program supported nearly 1,400 residents. In total, teacher residency programs graduated nearly 5,000 residents between 2021 and 2024. In 2021 alone, residents accounted for about 10% of newly prepared California teachers. The majority of residents were people of color, and many pursued credentials in severe shortage areas. Of the residents enrolled through 2023, around 40% enrolled in special education, 34% enrolled in STEM fields, and 27% were pursuing a bilingual authorization.

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 recent changes to the program are or are not addressing these recommendations.

The CTC's latest update on this program can be found here: <https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>

Issue 5 on this agenda addresses the January Budget proposal to extend the funding authority and liquidation periods for the remaining Teacher Residency funds.

Educator Effectiveness Block Grant

The 2021-22 Budget Act appropriated \$1.5 billion for educator professional development purposes, through 2025-26. Funds were allocated based on LEA full-time certificated and classified staff counts.

According to CDE guidance: a school district, county office of education, charter school, or state special school shall expend Educator Effectiveness Block Grant (EEF) funds to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas: coaching and mentoring, standards-aligned instruction, accelerated learning, social-emotional learning and

mental health, positive school climate, inclusive practices, English learners' language acquisition, professional learning networks, ethnic studies instruction, early childhood education instruction, and beginning teacher supports, as defined.

Each local governing board must adopt a public plan that describes how funding will be spent. CDE will receive final expenditure reports on these funds in 2026.

According to CDE's most current reports: For fiscal years 2021–22, 2022–23 and 2023–24, a total of \$681,466,960.90 was expended by LEAs using the EEF with a total of 365,836 teachers, 127,592 administrators, 43,118 paraprofessionals, and 22,048 classified staff served.

Overall, LEAs have spent \$217,177,384.49 on services and purchases related to professional learning. LEAs expenditures as reported are the following: \$32,629,517.89 for books and materials; \$184,547,866.60 for staffing, and benefits, travel and per diem, stipends, substitutes, and indirect costs. LEAs reported purchasing basic materials and supplies related to professional learning, travel costs for staff attending conferences, stipends for teacher mentors, staff trainers, local professional learning as well as staffing costs to cover positions that directly facilitate professional learning.

State law identifies 11 allowable uses for EEF LEA expenditures. Between FYs 2021–24, LEAs expended the greatest amounts on the following allowable use categories: Coaching and Mentoring at \$167,969,186.10, Standards-Aligned Instruction at \$133,410,838.30, and Practices to Promote a Positive School Climate at \$32,073,899.60. Allowable uses in which the least amounts of EEF have been expended included Ethnic Studies Curricula at \$2,251,277.96 and Early Childhood at \$3,753,117.02.

Staff Comments

Educator Pipeline Crisis. The educator pipeline and retention crisis remains across the state, particularly in certain subject areas. Addressing this issue with urgency, state-wide, and in partnership with institutions of higher education (IHE) and LEAs, is a key issue in this year's Budget oversight proceedings.

There have been several evidence-based approaches to California's pipeline in recent years. Are there ways to strengthen these programs, and invest for a longer term?

Educator 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 will provide an update on how these TA funds are supporting Teacher Residency programs, and where additional program elements may be strengthened.

The January Budget includes a minor proposal to extend the Residency encumbrance timelines, which will be heard in Issue 5 of this hearing. Are there other policy changes or systems investments needed to strengthen this program long-term?

In light of the original 2021-22 Budget investment expiring in 2026, should this program also be extended or is additional funding warranted?

Classified School Employees Teacher Credentialing Program. This long-standing program has proven highly successful in supporting a “grow your own” approach to retaining paraprofessional staff, while also diversifying the certificated workforce. With the encumbrance period closing for this program, are there extensions or additional funding warranted?

Educator Effectiveness Block Grant. Post-Local Control Funding Formula (LCFF), this large investment has served in recent years as the state’s only professional development fund source for all LEAs. This block grant contains policy and standards, in addition to funding for mentorship, induction, and PD. In light of the 2026 expiration for this funding and applicable policies, should an extension or reauthorization be considered in the Budget Year?

Program Evaluation. 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?

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.

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

- 7) 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.
- 8) 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).

By the end of the Budget Year, state investments in #3 (mentoring and induction) is expiring, and the state does not have efforts under way to address #6 (recruitment strategies), # 7, or #8.

Questions:

1. For CTC: what trends in educator certification attainment is the commission seeing today? How does that compare to 2020, in terms of enrollment in shortage areas, overall, and in regions with state grants?
2. Do these teacher pipeline programs need ongoing funding, or are one-time infusions sufficient?
3. What will happen if the Classified Employees, Teacher Residency, and Educator Effectiveness programs expire after the Budget Year?
4. Based on current demand, should any of these programs receive an additional infusion of funding? If so, which ones?
5. 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?
6. Is there a way to better target educator pipeline grants to LEAs with disproportionate shares of mis-assigned and vacant positions?
7. 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?

8. Are there additional strategies for educator recruitment and retention that need to be considered in this year's Budget?
9. Would addressing Paid Family Leave standards for educators be a compensation strategy for retention?

Staff Recommendation: Information Only.

Issue 2: Golden State Teachers Program Oversight & Proposal

This panel will review implementation of the Golden State Teachers Grant Program, including the sufficiency of funding for the program in the current year and recent policy changes to the program's impact. This panel will also hear the January Budget trailer bill proposal for the program.

Panel

- Amanpreet Singh, Department of Finance (DOF)
- Dylan Hawksworth-Lutzow, Legislative Analyst's Office (LAO)
- Jake Brymner, California Student Aid Commission (CSAC)

Background

The Golden State Teachers Grant Program was first 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 2021-22 Budget Act made an additional \$500 million one-time General Fund investment in the Golden State Teachers Grant program through 2026. A total of \$21 million federal IDEA funds have also been appropriated specifically for candidates enrolled in special education teacher preparation programs who agree to teach at a priority school. Legislative intent, at the 2021-22 Budget Act, was that approximately \$100 million in grants would be awarded each year.

For applicants until July 1, 2024, 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). There was no income cap for applicants.

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.

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 2024-25 academic years.

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
Remaining Balance	\$122,501.00	Remaining Balance	\$168,377.00

The 2023-24 Budget Act provided an addition \$6 million in IDEA funding to support the Golden State Teachers Program. CSAC may have an update on this new round of funding.

Focus on other 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.

Program Demand To-Date

As of the 2024-25 Budget Act, the GSTG program was on track to expend all funds prior to the end of 2024. Major changes to the program were made at that time, to restrict the magnitude of grants, in light of limited General Fund availability. These changes required a means test for applicant eligibility, capped CSAC awards at \$50 million annually, and allowed a lower tier of grants for reduced service requirements. This policy reduced by half the total award amount and service requirement (from a \$20,000 maximum award and four-year service requirement within eight years).

Due to these changes, there are now three iterations of the GSTG program being implemented within the 2024-25 academic year:

- 1) Renewing GSTG recipients that received awards before July 1, 2024, who continue to receive the remainder of the awards to which they are entitled.
- 2) GSTG applicants prior to July 1, 2024: CSAC has offered awards utilizing \$50 million in General Fund to provide awards of up to \$20,000 to the most financial needy applicants as determined by the Student Aid Index.
- 3) Other GSTG applicants not supported above: considered for the remainder of funds available for up to \$10,000 awards in return for a reduced service requirement.

CSAC has identified nearly 2,500 applicants with the lowest possible Student Aid Index across 84 institutions. As additional funds available within this segment of the GSTG appropriation become available, CSAC continues to invite GSTG applicants to receive these larger award amounts based on their financial need (i.e., as a space opens in this section of the program, CSAC invites the next lowest income applicant to receive \$20,000 rather than \$10,000).

To date, CSAC had received a total of 9,248 new GSTG applications for 2024-25, of which 5,458 were submitted prior to July 1.

AY 2024-25 GSTG Applications Received

PROFESSIONAL PREPARATION PROGRAM TYPE	UC	CSU	PRIVATE, IN STATE	PRIVATE, OUT OF STATE (WGU)	LEA	TOTAL PER PROGRAM TYPE
Teaching	459	3,980	5,251	268	483	10,441
Pupil Personnel Services	36	706	1,557	1	0	2,300
TOTAL PER SEGMENT	495	4,686	6,808	269	483	12,741
*Total Renewal Applications: 3,493						
*Total New Applications: 9,248						
- Submitted through 6/30/24: 5,458						
- Submitted on or after 7/1/24: 3,790						

Source: CSAC

On December 12, 2024, CSAC launched an “interest list” for GSTG awards for 2025-26. The interest list will not prioritize applicants for any awards available for 2025-26. So far, over 2,500 interested individuals have registered for the 25-26 GSTG interest list.

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.

CSAC will provide an update on the evaluation design at this hearing.

According to a recent LPI report cited above: “The Golden State Teacher Grant, which is projected to have funds exhausted by 2025, made teaching possible for recipients who commit to teaching in high-need schools. Grant recipients reported that the scholarship made the teaching profession a more financially feasible option and that they otherwise would not have been able to pursue teaching. One teacher recalled only having \$5 in his bank account and wondering if he should drop out of his preparation program: ‘I would not have continued my teaching career whatsoever without the Golden State Grant.’ Additionally, several grant recipients noted that they planned to remain teaching in a high-need school for longer to meet their service requirements.”

Governor’s 2025-26 Budget

Provides \$50 Million Non-Proposition 98 General Fund for the Golden State Teacher Grant Program. The Governor’s budget proposes additional one-time funding to support additional Golden State Teacher grantees in 2025-26. Awards would be provided based on the 2024/existing program rules, which allow candidates to receive up to \$10,000 while completing their credentialing coursework if they commit to working in a priority school for two years within four years of completing their program.

Staff Comments

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?

Is the Program Sufficiently Funded for Multi-year Stability? Major changes in the 2022-23 Budget Act to broaden program eligibility outstripped available funds. Another round of major changes were made in the program in 2024-25 to prevent Golden State Teachers from exhausting all funds, prior to the 2025-26 fiscal year.

CSAC anticipates that the entire \$500 million appropriation will be awarded in the 2024-25 academic year, should current application/award rates continue with the current program requirements.

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/UTK.

How would an ongoing Golden State Teachers program dovetail with the new Loan Repayment for Teachers proposal?

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:

1. 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?
2. Why are the public IHE take-up rates so low, compared to the private schools?
3. Is there any additional one-time federal funds available to supplement specific subject areas?
4. How can the CSAC evaluation investigate changes to the program and their effect? Inform long-term program design? Inform design of the proposed loan program?
5. Is the volatility of the program compromising candidate recruitment goals?

Staff Recommendation: Hold Open. Request LAO and CSAC to work with staff, to identify minimum funding necessary to fully fund the program through the 2027-28 Budget Year, based on a focus on state priorities for shortage areas, high-priority schools, and high-need candidates.

Issue 3: Loan Repayment for Teachers Program

This panel will consider the January Budget proposal to create a new \$150 million Loan Repayment for Teachers program.

Panel






- Jodi Lieberman, DOF
- Dylan Hawksworth-Lutzow, LAO
- Cheryl Cotton, CDE
- Jake Brymner, CSAC

Background

Federal Loan Forgiveness Programs. The federal government currently offers loan forgiveness programs for teachers, including the Public Service Loan Forgiveness Program, the Teacher Loan Forgiveness Program, and Perkins Loan Cancellation for Teachers. Differences in each of these programs may depend on years of service, where that service was earned, what subjects were taught, and how many payments were made. These programs typically will forgive the balance of loans after the requirements are met, and in the meantime, potential applicants continue to make payments on their loans. Below is a graphic illustration from the Federal Student Aid office within the U.S. Department of Education that provides a comparison between the Teacher Loan Forgiveness Program and the Public Service Loan Forgiveness Program.

According to an analysis of U.S. Education Department data conducted by the Georgetown University Center on Education and the Workforce, “at least 61 percent of graduates with master’s degrees in education have some student-loan debt. Among those with debt from both their master’s and undergraduate degrees, the median debt is \$72,000, half of which (\$36,000) is attributable to graduate loans.”

Full-time classroom teachers that have taught at low income schools for five consecutive years may be eligible for reductions to their student loan balances through the federal Teacher Loan Forgiveness Program.

Two Student Loan Forgiveness Options for Teachers		
	Teacher Loan Forgiveness (TLF)	vs Public Service Loan Forgiveness (PSLF)
 Bottom Line	This program is best for qualifying teachers who don't have a large amount of debt, as TLF offers less forgiveness but offers it quicker.	This program is best for teachers who have a lot of debt, as PSLF offers more forgiveness but requires 120 qualifying payments.
 Who Qualifies?	Teachers who have taught full time for five consecutive years at a qualifying low-income elementary or secondary school qualify.	Anyone who works in qualifying public service for at least 10 years. Qualifying public service includes working for a government employer (public school); working for an organization that is tax-exempt under Section 501(c)(3) of the Internal Revenue Code (nonprofit school); or serving as a full-time AmeriCorps or Peace Corps volunteer.
 How Much of My Loans Are Forgiven?	Secondary math, science, and special education teachers can get up to \$17,500 forgiven; elementary school teachers and secondary school teachers who teach other subjects can get up to \$5,000 forgiven.	The remaining balance on your Direct Loans is forgiven. There is no limit on the total amount that can be forgiven. Other types of federal student loans may become eligible if you consolidate them into a Direct Consolidation Loan.
 When Can I Receive Forgiveness?	You'll receive forgiveness once you've made your five complete and consecutive years of teaching.	You'll receive forgiveness once you have made 120 qualifying student loan payments while working full time for a qualifying employer (roughly ten years). Note: These 120 qualifying payments do <i>not</i> have to be consecutive.
 How Do I Apply?	Submit a completed TLF Application to your loan servicer.	Use the PSLF Help Tool to certify your employment annually or any time you switch employers. Once you've made 120 qualifying payments, use the PSLF Help Tool to fill out your PSLF form online.

The future of these programs, in the current Federal policy environment, is uncertain.

Governor's 2025-26 Budget

Provides \$150 Million for New Loan Repayment Program. The Governor proposes \$150 million in one-time Proposition 98 funding for the creation of a new loan repayment program for teachers and pupil personnel services credential holders (such as school counselors, psychologists, and social workers). The proposed program would repay up to \$20,000 in educational debt for staff working in priority schools. Grantees would receive up to \$5,000 for each year they worked in a priority school, for up to four years. The program would prioritize applicants on a first-come, first-served basis until funding is exhausted.

LAO Comments

Funding Not Well-Targeted to Low-Income Schools With Most Significant Shortages. All of the Governor's proposed new funding would target funding to priority schools. Targeting funding to low-income schools is prudent given that those schools have historically had higher proportions of teachers on emergency permits or waivers. However, the current priority schools definition used to determine eligibility for the programs includes many schools that do not have a relatively high proportion of EL/LI students. The 55 percent EL/LI threshold for a priority school is somewhat lower than the statewide share of EL/LI students (65 percent). Based on 2024-25 data, schools that currently meet the priority schools definition enroll over two-thirds of the total student population.

Funding Not Well-Targeted to Subject Areas With Significant Shortages. The Governor's proposals do not explicitly target or prioritize teachers in subject areas that have had long-standing shortages, such as special education, math, science, and bilingual education. As a result, the funds are not necessarily being used in a way that helps improve recruitment and retention in the subject areas of greatest need.

Recommend Rejecting Proposals. We recommend rejecting the Governor's teacher recruitment and retention proposals. There is limited evidence that these programs would have a meaningful impact on teacher recruitment and retention.

If State Allocates Funding, Consider Using Proposition 98 General Fund and Modifying Programs to Target Funds More Effectively. If the Legislature is interested in funding one or more of the Governor's proposals, given the state's fiscal condition, we recommend any funding for teacher recruitment and retention programs be provided with Proposition 98 General Fund. The Proposition 98 portion of the budget has more capacity for new commitments than the rest of the budget. Additionally, if the Legislature provides funds to one or more of these programs, we recommend targeting these funds in ways that more closely align with where the state has the most significant teacher shortages. For example, the Legislature could modify the priority schools definition so that it reflects only the highest-poverty schools. The Legislature also could

target funding to teachers with credentials in the longstanding shortage subject areas of special education, math, science, and bilingual education. (These options are not mutually exclusive, and the Legislature could target funding based on school and subject area.) Such targeting would reduce the number of teachers eligible to receive these benefits, but the funds would go to provide more support to teachers in schools and/or subject areas with the most significant challenges.

Staff Comments

Incentive vs. Reward. How can this loan repayment program be oriented to attract new candidates into the teacher pipeline, rather than rewarding only existing teachers?

Is the Program Sufficiently Funded for Multi-year Stability? How can this program be designed as a multi-year or even ongoing commitment, and then estimate sufficient one-time investments to provide an ongoing-like stability?

What would the demand be, from existing teachers, for the first year of program availability?

Based on existing proposal design, how many years does DOF anticipate the program would exist, with this first one-time appropriation?

Is the Program Too Broad? Should this program be focused on state priorities for the teacher shortage, including shortage areas, high-priority schools and/or LEAs, and hard-to-recruit and retain candidates?

Other Suggested Questions:

1. Could loan repayments begin DURING certification or residency program to begin relief and retention strategy?
2. Could this program be a zero-interest loan award?
3. Should this program be administered by CSAC? In CCDA form? If not administered by CSAC, will this be confusing to candidates, teachers, and IHE?
4. How can this program be designed to not just reward, but further retain, existing teachers?
5. How could the Golden State Teachers Program and this new Loan Repayment program dovetail for teacher candidates?
6. How can this program be designed to not supplant federal loan repayment programs that currently exist?

Staff Recommendation: Hold Open.

Issue 4: National Board for Professional Teaching Standards Certification

This panel will provide oversight for the National Board Certification program, and hear the January Budget proposal to augment the program's resources and encumbrance periods.

Panel

- Jodi Lieberman, DOF
- Dylan Hawksworth-Lutzow, LAO
- Cheryl Cotton, CDE

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.

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.

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

According to the LPI report cited above: The National Board Certified Teacher (NBCT) Incentive Program has motivated many more teachers in high-need schools to pursue certification, including teachers of color. An important goal of this program is to increase the supply of highly accomplished and effective teachers in high-need schools. NBCTs can also serve as mentors to support early-career teachers. The number of candidates pursuing certification more than tripled after the incentive program began in 2022, with a significant increase in the number of teachers of color pursuing National Board Certification. This trend is mirrored in high-need schools, where the number of teachers pursuing Board certification jumped fourfold from 415 in 2020–21 to 1,764 in 2022–23.

Governor's 2025-26 Budget

The Governor's Budget proposes increasing one-time funding for the National Board Certification program by \$100 million Proposition 98 funding through 2035, and extend the expenditure deadline for the existing \$250 million appropriation through 2031.

LAO Comments

Prior Funding for National Board Program Likely to Be Available in 2025-26. Of the \$225 million previously allocated to the National Board Program, \$146 million has been spent or set aside for qualified teachers over the first three years of the program. This represents the full grant amount for roughly 5,800 teachers at \$25,000 per teacher. The remaining \$79 million could fund 3,000 additional awardees to complete the full five-year program. The administration estimates setting aside another \$44 million for the 2024-25 application period and exhausting current funding in 2025-26. These estimates are based on projections that the number of interested applicants would increase by 48 percent annually—the growth for the program from 2022-23 to 2023-24. We think growth of this magnitude is unlikely to continue. Under more modest program growth of 20 percent annually, existing funding would fully cover grants for interested teachers through 2025-26. In addition, some of the funding that has already been set aside could become available in 2025-26 if a significant number of awardees do not complete the National Board certification process and/or do not work in a priority school for the maximum five years. Funding set aside for these teachers would then be freed up for more awards.

Recommend Rejecting Proposals. We recommend rejecting the Governor’s teacher recruitment and retention proposals. There is limited evidence that these programs would have a meaningful impact on teacher recruitment and retention. The state also likely has sufficient funding remaining from prior National Board Program allocations to fund applicants in 2025-26 without the need for new funding. The state could revisit funding for all of these programs in future years when it receives updated information about program implementation. In the case of the National Board Program, the state could consider additional funding as part of the 2027-28 budget, when the state has complete data for the first two cohorts.

Staff Comments

1. Is the proposal intended to fund all National Board Certified teachers throughout the extended grant period, or only a new cohort?
2. What systems supports could yield better outcomes for grantees?
3. 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?
4. For CDE: how many new National Board certificated teachers are anticipated over the entire subsidy existing appropriation timeline? Under the new proposal?

Staff Recommendation: Hold Open.

Non-Presentation Items

Issue 5: Non-Presentation Items

The Department of Finance will not be formally presenting the following items but is available to answer any questions from the Subcommittee related to these budget proposals. Public comment at this hearing is available.

- 1. Budget Change Proposal:** Commission on Teacher Credentialing: Rent at the May Lee State Office Complex.
- 2. Education Trailer Bill Proposal:** Reading Supplementary Authorization Adjustment.
- 3. Education Trailer Bill Proposal:** Principal Apportionment Attendance Reporting Periods for Learning Recovery Clean-up.
- 4. Education Trailer Bill Proposal:** AB 938 Clean-Up.
- 5. Education Trailer Bill Proposal:** Teacher Shortage Indicator.
- 6. Education Trailer Bill Proposal:** Education Protection Account Payment.
- 7. Education Trailer Bill Proposal:** Teacher Residency Grant: extends the encumbrance and liquidation period for 2022 funds through June 2027 and June 2032, respectively, and provides CTC with reimbursement authority.
- 8. Education Trailer Bill Proposal:** Community Treatment Facility eligibility.

Staff Recommendation: Hold Open.