

**AGENDA****ASSEMBLY BUDGET SUBCOMMITTEE NO. 2  
ON EDUCATION FINANCE****Assemblymember Kevin McCarty, Chair****TUESDAY, MARCH 21, 2017****9:00 AM - STATE CAPITOL, ROOM 444**

---

---

<b>ITEMS TO BE HEARD</b>		
<b>ITEM</b>	<b>DESCRIPTION</b>	<b>PAGE</b>
<b>6360</b>	<b>COMMISSION ON TEACHER CREDENTIALING</b>	<b>2</b>
ISSUE 1	CTC BUDGET OVERVIEW	2
<b>6100</b>	<b>CALIFORNIA DEPARTMENT OF EDUCATION</b>	<b>8</b>
<b>6360</b>	<b>COMMISSION ON TEACHER CREDENTIALING</b>	<b>8</b>
ISSUE 2	CALIFORNIA'S TEACHER SHORTAGE	8

---

---

**ITEMS TO BE HEARD****6360 COMMISSION ON TEACHER CREDENTIALING****ISSUE 1: CTC BUDGET OVERVIEW**

The Subcommittee will hear an overview of the Commission on Teacher Credentialing's operations and the Governor's proposed funding level.

**PANELISTS**

- Dr. Mary Sandy, Executive Director, Commission on Teacher Credentialing
- Kimberly Leahy, Department of Finance
- Daniel Kaplan, Legislative Analyst's Office
- Public Comment

**BACKGROUND**

The Commission on Teacher Credentialing (CTC) was created in 1970 in order to establish and maintain high standards for the preparation and licensing of public school teachers and administrators. The CTC has three primary functions: issuing teacher credentials, accrediting teacher preparation programs and conducting disciplinary reviews of credential holders. The CTC issues credentials, permits and waivers to classroom teachers, student service specialists, school administrators, and child care professionals. The CTC also adopts standards and performs accreditation reviews of teacher preparation programs, including public and private institutions of higher education and local educational agencies (LEAs) in California. In addition, the CTC is required to review and take action on misconduct cases involving credential holders and has the authority to suspend and revoke credentials.

**State Operations**

The CTC is a "special fund" agency whose state operations are largely supported by two special funds – the Test Development and Administration Account and the Teacher Credentials Fund. Of the CTC's \$26 million state operations budget proposed for 2017-18, about \$22 million is from credential and accreditation fees, which are revenue sources for the Teacher Credentials Fund and \$4 million is from educator exam fees, which fund the Test Development and Administration Account. The CTC also received one-time General Fund (both Proposition 98 and non-Proposition 98) in 2015-16 and 2016-17 for some one-time activities and grant programs. The chart on the next page outlines the CTC's expenditures in 2015-16, 2016-17 and the Governor's proposed expenditures for 2017-18.

**Commission on Teacher Credentialing Expenditures and Positions**  
(Dollars in thousands)

<b>Fund Source</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18 Proposed</b>
General Fund (non-Proposition 98)	\$6,757	\$12,533	\$0
General Fund (Proposition 98)	20,000	0	0
Teacher Credentials Fund	18,555	23,496	21,745
Test Development and Administration Account	4,665	4,168	4,316
Reimbursements	788	458	308
<b>Total Expenditures (All Funds)</b>	<b>\$50,765</b>	<b>\$40,655</b>	<b>\$26,369</b>
<b>Positions</b>	<b>141.3</b>	<b>139.6</b>	<b>141.6</b>

Teacher Credentials Fund (Credential Fees)

The Teacher Credentials Fund is generated by fees for issuance, of new and renewed credentials and other documents. Current law requires, as a part of the annual budget review process, the DOF to recommend to the Legislature an appropriate credential fee sufficient to generate revenues necessary to support the operating budget of the Commission plus a prudent reserve of not more than 10 percent.

In 2012-13 the CTC increased the credential fee from \$55 to \$70 due to fund instability primarily due to a decrease in credential applications. This action restored the fee to the statutory maximum. In the 2015-16 budget trailer bill, AB 104 (Committee on Budget and Fiscal Review), Chapter 13, Statutes of 2015, the credential fee was further increased to \$100 per applicant, with the additional revenue generated intended to support processing of teacher misconduct caseload.

Test Development and Administration Account (Exam Fees)

The Test Development Administration Account is generated by various fees for exams administered by the CTC such as the California Basic Educational Skills Test (CBEST), the Reading Instruction Competence Assessment (RICA), and the California Subject Examination for Teachers (CSET), the California Teachers of English Learners (CTEL), and the California Preliminary Administrative Credential Examination (CPACE).

The CTC has the authority to review and approve the examination fee structure to ensure that the examination program is self-supporting. To determine fees for these testing programs, the CTC staff projects the number of exams, based upon their most recent figures, and compares these figures with projected examination program costs. In 2012-13, the CTC increased fees for most exams. No exam fee adjustments are proposed for 2017-18.

**Backlog of Teacher Misconduct Cases**

The CTC is charged with enforcing professional conduct standards and monitors the conduct of credential applicants and holders. The CTC has the authority to discipline applicants or holders for misconduct, and cases that are not resolved at the CTC may be referred to the Office of the Attorney General (OAG) for an administrative hearing. In 2011, following a highly publicized educator misconduct case, the Commission released a field notification to all school district superintendents reminding them of their statutory requirement to report educator misconduct to the CTC. The number of cases reported by school districts to the CTC increased to more than double the number in the previous year and has remained at roughly double the 2010 amount in each year since. This increase in caseload to the Committee resulted in an increase in caseload referred to the OAG. Moreover, a backlog began to grow at the OAG as cases were not sufficiently prepared to proceed to administrative hearing.

In order to address the backlog, the 2015 Budget Act included an increase in credentialing fees. The \$5 million in revenue generated by this is used to support additional legal staff for the OAG’s office. The 2016 Budget Act included \$8.5 million to address this backlog, including \$2.4 million in carryover from the 2015 Budget Act.

However, no progress has been made in shrinking the backlog. As shown in the chart below, the number of cases assigned to the OAG has actually increased slightly since a year ago.

Total Cases Assigned to OAG by Month												
FY	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
2011-12	114	110	107	106	106	110	102	100	95	90	86	89
2012-13	82	81	82	82	85	87	91	92	97	97	104	127
2013-14	126	134	141	145	147	147	151	156	159	166	169	179
2014-15	182	185	194	215	210	223	215	230	228	219	228	229
2015-16	238	238	244	249	250	254	266	265	280	281	279	278
2016-17	282	283	283	287	290	286	297					

Source: Commission on Teacher Credentialing

The OAG had implemented a plan to address its staffing issues for the backlog, but identified that it was unable to provide the investigative work necessary to bring teacher discipline cases to trial. Therefore, last fall the OAG and CTC requested and the Department of Finance approved transferring \$650,000 Teacher Credentials Fund scheduled for services by the OAG to the CTC's operating budget for the purpose of hiring four temporary investigators to help prepare teacher discipline cases for hearing. Additionally, the OAG recently transferred all teacher discipline cases to a different division, that the OAG and CTC believe are better equipped to handle these cases.

With these changes, the OAG and CTC anticipate eliminating the backlog by the end of the 2017-18 fiscal year.

### **The 2015-16 Budget**

The 2015-16 budget provided a total of \$10.6 million in one-time funding (over two years) for the CTC to carry out a number of one-time activities, including:

- Teacher and Administrator Test Development. The 2015 Budget Act provided \$5 million over two years (\$4 million in 2015-16 and \$1 million in 2016-17) in non-Proposition 98 General Fund for the CTC to update the California Teacher Performance Assessment and develop an Administrator Performance Assessment aligned to the new state standards.
- Accreditation Data System. The 2015 Budget Act included \$5 million over two years (\$3.5 million in 2015-16 and \$1.5 million in 2016-17) in non-Proposition 98 General Fund for the development of a new accreditation data system.
- Align Assessments with New Science Standards. The 2015 Budget Act also included \$600,000 from the Test Development and Administration Account to align the California Subject Examinations for Teachers (CSET) with the Next Generation Science Standards (NGSS).

### **The 2016-17 Budget**

The 2016 Budget Act included a total of \$35 million in funding for the CTC to administer three grant programs intended to help address the teacher shortage. These programs include the California Classified School Employee Teacher Credentialing Program (\$20 million Proposition 98 General Fund), the Integrated Teacher Preparation Program Grant (\$10 million General Fund) and the California Center for Teaching Careers (\$5 million Proposition 98 General Fund). These programs will be discussed in more detail in the next issue on the teacher shortage.

### **The Governor's 2017-18 Budget**

The Governor's 2017-18 budget includes a total operating budget of \$26.4 million, a net decrease of \$14.3 million from 2016-17, due to the one-time allocations in 2016-17. The Governor's budget includes the following changes in 2017-18:

- Includes ongoing expenditure authority of \$310,000 (\$256,000 Teacher Credentials Fund and \$54,000 Test Development and Administration Account) to provide ongoing

support for the data warehouse and dashboard system that enables and tracks teacher preparation program accreditation. This accreditation system was recently rebuilt (with one-time funding provided in 2015-16 and 2016-17) and will require ongoing funding for new system software, data services, and web hosting beyond what was required to support the previous data system.

- Provides additional expenditure authority of \$509,000 for two permanent Special Investigator positions, two temporary Special Investigator positions, and a temporary retired annuitant attorney. These staff will assist the Office of the Attorney General (OAG) and the CTC’s existing investigative staff in investigating and preparing educator discipline cases for administrative hearing. Approximately 130 cases per year are forwarded to the OAG. The current backlog at the OAG is 289 cases. The requested temporary staff will assist the OAG in addressing this backlog.
- Proposes additional expenditure authority of \$277,000 to address an increase in rent with the signing of a new building lease and to address ongoing increases in costs charged to the CTC from the Department of General Services (DGS) for contracted fiscal services. While the CTC does not currently have a final cost for the lease renewal, DGS has indicated that the cost per square foot could rise from the current \$1.70 per square foot to as high as \$2.20 per square foot. The total square footage of the building is 36,800 square feet. Assuming the lease cost increases to \$2.20 per square foot, facility costs would increase by \$220,800 per year. Additionally, DGS has increased their contracted fiscal services by \$56,000 ongoing.

As shown in the chart below, the Governor’s budget proposes a total increase of approximately \$1.1 million in expenditure authority, mostly from the Teacher Credential Fund.

<b>Governor’s Budget Proposals for Commission on Teacher Credentialing</b>			
<i>(In Thousands)</i>			
Proposal	Fund Source		Total Associated Cost
	Teacher Credential Fund	Test Development and Administration Account	
Four additional teacher misconduct investigators	\$509 <sup>a</sup>	—	\$509
Accreditation dashboard software licensing	256	54	310
Higher rent and accounting costs	233	44	277
<b>Totals</b>	<b>\$998</b>	<b>\$98</b>	<b>\$1,096</b>

<sup>a</sup> Redirected from funds currently budgeted to pay the Department of Justice to prosecute teacher misconduct cases.

Source: Legislative Analyst’s Office

**LAO Recommendations**

The LAO has no concerns with the Governor's proposals to provide additional expenditure authority for additional teacher misconduct investigators and for higher rent and accounting costs. However, the LAO has concerns regarding the Governor's accreditation data system proposal. The LAO notes that when the state provided \$5 million in one-time funding for the CTC to develop an online dashboard to monitor outcomes of teacher preparation programs, the CTC identified increased costs associated with this new data system, but also asserted the new dashboard would streamline its program monitoring and reduce associated accreditation workload. The CTC has indicated that it has not yet achieved saving from streamlining this process. However, the LAO recommends providing the \$310,000 in one-time funding to cover the year-one costs, and believes the CTC should start realizing savings to cover these costs in the out-years.

**STAFF COMMENTS**

Staff recommends approving the Governor's proposed budget for the CTC, which includes the following expenditure authority:

- \$310,000 to provide ongoing support for the data warehouse and dashboard system.
- \$509,000 for two permanent and two temporary Special Investigator positions and a temporary retired annuitant attorney to assist in investigating and preparing educator discipline cases for administrative hearing.
- \$277,000 to address an increase in rent and an increase in DGS's contracted fiscal services.

This funding is needed in order to maintain the more complex data system, ensure that the CTC and OAG are making progress to address the teacher misconduct case backlog and to provide sufficient funding for increased rent and accounting costs.

Staff recommends the Subcommittee continue to monitor the progress on the backlog of the teacher misconduct cases to ensure that the CTC and OAG are on track to eliminate the backlog. The 2016 Budget Act required the CTC to report to the Legislature biannually on the status of the teacher misconduct caseload. The CTC is required to submit these reports on September 1<sup>st</sup> and March 1<sup>st</sup> of each year.

**SUGGESTED QUESTIONS**

- Why has no progress been made in shrinking the backlog of teacher misconduct cases? When will the CTC and OAG start to see progress?
- How will the new accreditation data system be useful for educator preparation programs, candidates and the public?

---

**Staff Recommendation: Approve as budgeted**

---

**6100 CALIFORNIA DEPARTMENT OF EDUCATION  
6360 COMMISSION ON TEACHER CREDENTIALING**

**ISSUE 2: CALIFORNIA'S TEACHER SHORTAGE**

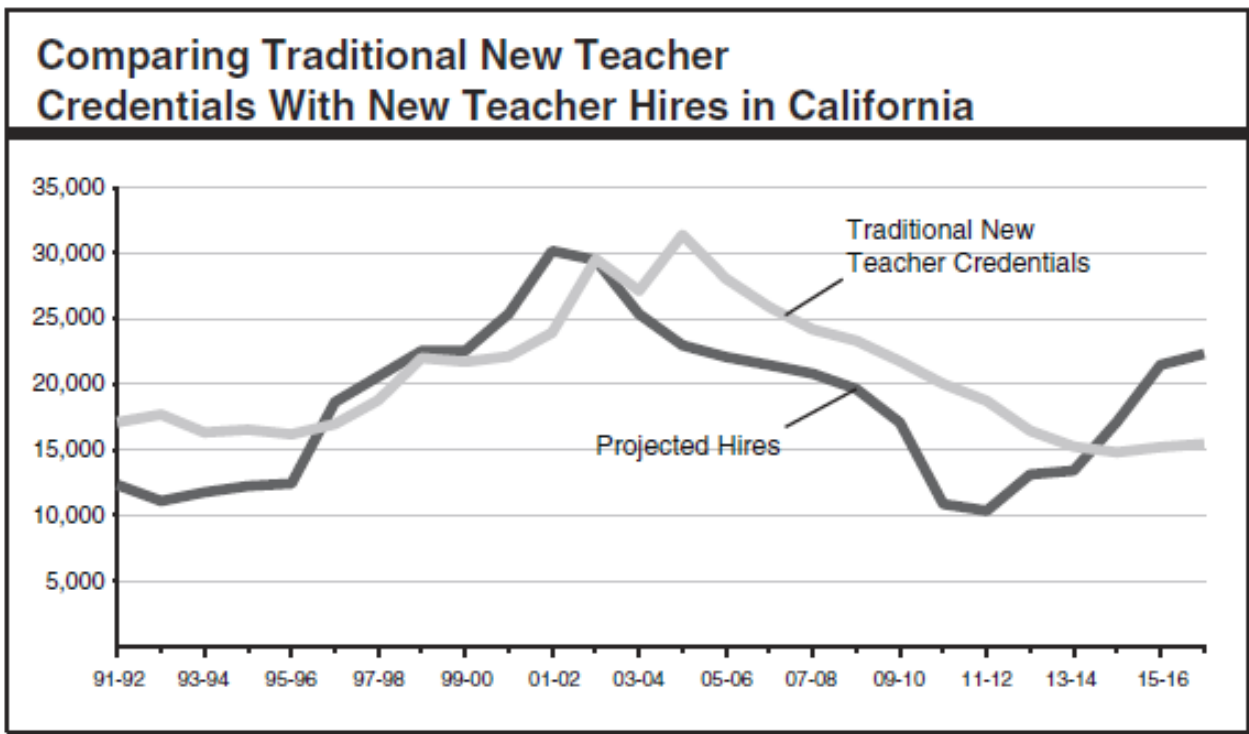
The Subcommittee will discuss the status of California's teacher shortage, recent budget actions aimed at addressing the shortage and recommendations for future actions.

**PANELISTS**

- Dan Kaplan, Legislative Analyst's Office
- Dr. Mary Sandy, Executive Director, Commission on Teacher Credentialing
- Patrick Shields, Executive Director, Learning Policy Institute
- California Department of Education
- Public Comment

**BACKGROUND**

As funding for schools has increased in recent years, schools are expanding programs, restoring positions eliminated during the recession and reducing class sizes, resulting in an increased demand for teachers. At the same time, the number of credentials issued to new teachers is at a historic low. As shown in the chart below, the number of projected hires is outpacing the number of new credentials being issued.



Source: Legislative Analyst's Office



Another indication that California is experiencing a teacher shortage is the number of underprepared teachers in the classroom. In 2015-16 California issued more than 10,000 substandard credentials and permits, more than double the number issued in 2012-13. The greatest growth has been in emergency permits known as Provisional Intern Permits (PIPs) and Short-Term Staff Permits (STSPs). Other factors that affect the teacher workforce include: teacher turnover rates, class size reduction efforts, credentialing requirements, the overall desirability of the teaching profession, and the availability of state funding, among other factors.

Although teacher shortages are currently occurring in all subject areas, the problem is most severe in math, science and special education. The CDE has identified teacher shortages in these areas nearly every year since 1990-91. Teacher shortages in math and science can be attributed to the small number of undergraduates trained in science, technology, engineering and math (STEM). These graduates are often attracted to other professions offering higher salaries. Teacher shortages in special education are often attributed to the high turnover rates, due to the additional stress factors faced by special education teachers. Each of these areas has seen a significant drop in the number of preliminary credentials issues to new teachers and a significant increase in the number of temporary permits, waivers and intern credentials, meaning that students in these areas are increasingly being taught by underprepared teachers.

With the passage of Proposition 58, which repealed an English-only immersion requirement, California will likely see an increase in bilingual education programs and a growing demand for bilingual education teachers.

### **Past Policies**

In the past, the state has instituted various programs aimed at recruiting and retaining teachers. Funding for these programs has been eliminated over the years, or in some cases, consolidated into the Local Control Funding Formula (LCFF). The chart on the next page describes many of the specific policies aimed at addressing past teacher shortages.

Summary of Policies Designed to Address Teacher Shortages		
Policy Category	Overriding Goal of Policy	Specific Programs
More Flexible Credential Requirements	Increase the supply of teachers.	(1) Programs that allow individuals to test or waive out of requirements. (2) Reductions in number or types of requirements.
More Accessible Credentialing Programs	Increase the supply of teachers.	(1) Online programs (CalState TEACH). (2) Internship programs. (3) Programs that begin throughout the year.
Recruitment, Advertising, and Outreach	Increase the supply of teachers.	(1) Out-of-state recruitment (by districts). (2) CalTeach recruitment centers. (3) Recruit high schoolers (CSU partnerships). (4) Recruit college students to become STEM teachers (UC). (5) Credential reciprocity with other states.
Support Programs	Reduce turnover and improve quality.	(1) Beginning Teacher Support and Assessment (BTSA). (2) New teacher induction programs. (3) Peer Assessment and Review Program (PAR). (4) Ongoing professional development. (5) Additional prep periods for certain teachers.
Ongoing Salary Increases	Increase the supply of teachers, reduce turnover, and improve quality.	(1) Locally bargained salary increases. (2) Differentiated pay by subject.
Salary Bonuses	Attract people to teach in longstanding shortage areas and improve quality.	(1) Bonuses for specific subjects. (2) Bonuses for dual-credential holders to teach specific subjects. (3) Bonuses to teach in hard-to-staff schools. (4) Return-to-workforce bonuses for retired teachers.
Housing Subsidies	Increase the supply of teachers.	(1) Subsidized mortgages. (2) Extra-Credit Teacher Home Purchase Program. (3) Rent-controlled units (provided by districts).
Financial Aid for Becoming/ Working as a Teacher	Increase the supply of teachers and attract people to teach in longstanding shortage areas.	(1) Assumption Program of Loans for Education (APLE). (2) Governor's Teaching Fellowship Program. (3) Cal Grant T. (4) Federal Teacher Loan Forgiveness Program. (5) Teacher cancellation of federal Perkins loans.

Source: Legislative Analyst's Office

### **Educator Effectiveness**

Another factor impacting teacher workforce trends is teacher retention rates, which can be improved with investing in professional development and training for teachers. The 2015 Budget Act provided \$500 million in one-time Proposition 98 funding to enhance educator effectiveness. Of this amount, \$490 million was provided to school districts, county offices of education and charter schools in an equal amount per certificated staff. The funding could be used for the following purposes:

- Beginning teacher and administrator support and mentoring.
- Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support.
- Professional development for teachers and administrators that is aligned to the state academic content standards.
- Promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

As a condition of receiving funds, local educational agencies must develop and adopt a plan for expenditure of funds. Funds may be expended through the 2017-18 fiscal year. Local educational agencies must also report to the CDE on how the funds were used on or before July 1, 2018 and the CDE must submit a report to the Legislature detailing these expenditures by January 1, 2019. Of the total, \$10 million was allocated to the K-12 High Speed Network to provide professional development and training related to network management and infrastructure.

### **The 2016-17 Budget**

The 2016 Budget Act provided a total investment of \$35 million to implement three grant programs aimed at addressing the teacher shortage. These programs include:

#### California Classified School Employee Teacher Credentialing Program

The 2016 Budget Act provided \$20 million in Proposition 98 funding (to be used over five years) to create the California Classified School Employee Teacher Credentialing Program. School districts, county offices of education and charter schools are eligible to apply for funding to recruit classified employees to become credentialed teachers in their district. The funding allocated provides 1,000 grants over five years of up to \$4,000 per year for applicants that meet certain criteria.

The CTC received 61 proposals requesting a total of 5,582 slots for classified employees under the grant program. The CTC awarded all 1,000 slots to 24 local educational agencies.

**Grant Recipients**

LEA	Slots	LEA	Slots
Celerity Educational Group	20	Riverside County Office of Education	100
Chico Unified School District	25	Sacramento County Office of Education	40
Clovis Unified School District	25	San Francisco Unified School District	25
Davis Joint Unified School District	60	San Juan Unified School District	20
Elk Grove Unified School District	20	San Luis Obispo County Office of Education	45
Garden Grove Unified School District	40	San Mateo County Office of Education	50
Los Angeles County Office of Education	40	Santa Clara County Office of Education	50
Madera Unified School District	20	Santa Cruz County Office of Education	50
Modesto City Schools	20	Sonoma County Office of Education	40
Monterey County Office of Education	45	Ventura County Office of Education	50
Orange County Department of Education	100	Visalia Unified School District	35
Pomona Unified School District	20	West Contra Costa USD (East Bay Consortium)	20

Source: Commission on Teacher Credentialing

**Integrated Teacher Preparation Program Grant**

The 2016 Budget Act provided \$10 million in one-time non-Proposition 98 General Fund for the CTC to award one or two year grants of up to \$250,000 to postsecondary institutions to create or improve existing four-year integrated teacher preparation programs.

In December the CTC awarded a total of 34 grants, totaling \$7.8 million, to the following institutions of higher education:

Institution	Programs	Amount
Point Loma Nazarene University	Multiple Subject, Single Subject, Special Education	\$250,000
CSU Monterey Bay	Special Education	\$250,000
CSU San Marcos	Multiple Subject and Special Education	\$249,978
St. Mary's College	Special Education	\$224,694
Humboldt State University	Special Education	\$195,103
CSU Bakersfield	Special Education	\$250,000
Sonoma State University	Literacy	\$199,728
CSU Dominguez Hills	Multiple Subject and Bilingual Authorization	\$227,262
Loyola Marymount University	Multiple Subject, Single Subject, Special Education	\$250,000
<b>Total</b>		<b>\$2,096,765</b>

If the institutions below address the concerns identified in their submitted proposal, they will also be funded:

<b>Institution</b>	<b>Programs</b>	<b>Amount</b>
University of San Diego	Single Subject Math and Science	\$249,991
San Francisco State University	Single Subject Physical Education	\$145,387
Azusa Pacific	Special Education, Single Subject Math and Science	\$199,108
CSU Chico	Multiple Subject and Special Education	\$199,108
CSU Channel Islands	Multiple Subject and Special Education	\$248,515
UC Irvine	Single Subject	\$230,913
CSU Los Angeles	Multiple Subject, Special Education and Bilingual Authorization	\$250,000
Notre Dame de Namur	Single Subject	\$183,536
CSU Monterey Bay	Bilingual Authorization	\$250,000
CSU Long Beach	Multiple Subject and Bilingual Authorization	\$249,999
Mills College	Multiple Subject and Bilingual Authorization	\$249,288
CSU Stanislaus	Multiple Subject, Special Education, Bilingual Authorization	\$240,127
UC Los Angeles	Bilingual Authorization and Single Subject Math and Science	\$250,000
San Francisco State University	Bilingual Authorization	\$250,000
CSU Sacramento	Multiple Subject and Single Subject Foundational Level General Science	\$248,806
University of LaVerne	Multiple Subject	\$249,405
CSU Fresno	Multiple Subject and Bilingual Authorization	\$250,000
CSU Fresno	Single Subject Mathematics	\$248,266
California Baptist University	Single Subject, Multiple Subject, Special Education	\$120,500
Cal Poly Pomona	Special Education	\$246,322
University of the Pacific	Multiple Subject and Special Education	\$233,070
Whittier College	Special Education	\$161,199
San Diego State University	Single Subject Math and Science	\$249,831
CSU Fullerton	Special Education	\$240,648
San Diego State University	Bilingual Authorization	\$249,858
<b>Total</b>		<b>\$5,693,877</b>

Source: Commission on Teacher Credentialing

The CTC re-released the RFP for this grant program and have identified six additional grantees that will be approved in April. The CTC estimates approximately \$9.6 million of the \$10 million will be allocated in 2016-17.

### California Center on Teaching Careers

The 2016 Budget Act provided \$5 million in one-time Proposition 98 funding for the CTC to award a local educational agency to establish and implement the California Center on Teaching Careers in order to recruit individuals into the teaching profession.

The CTC awarded this grant in December to the Tulare County Office of Education (COE). The Tulare COE proposal includes establishing and supporting six collaborating regional centers at COEs across the state (Los Angeles, Riverside, Shasta, San Diego, Sonoma and Ventura) as well as an online presence.

### **Learning Policy Institute Research**

The Learning Policy Institute (LPI), a non-profit education research firm, has done extensive research on teacher workforce trends and related policies. A recent report by the LPI found that overall teacher workforce trends in California have worsened in the past year, with especially severe consequences in special education, math and science, and significant threats in bilingual education. The LPI recognizes the investments made in the 2016 Budget Act, but points out that the benefits from these investments will not be apparent for five years or more in most cases. In order to address the teacher shortage, the LPI argues more immediate solutions are needed. The LPI's specific recommendations include:

- Offer service scholarships or loan forgiveness programs that cover the cost of tuition and living expenses to teacher candidates who commit to teach in high-need fields and locations. Service scholarship and loan forgiveness programs have a track record of recruiting and retaining qualified teachers in the places where they are most needed.
- Boost the supply of teachers entering shortage fields and locations through high-retention teacher preparation programs completed in one year at the post-baccalaureate level, such as teacher residency models. These teachers could immediately fill vacancies in shortage fields with the training and incentives to have successful and lasting careers.
- Eliminate barriers to re-entry for retired teachers in shortage fields, or postpone their exit. Retired teachers are an untapped resource that can help meet immediate hiring needs. In the short term, the state could remove caps on earnings that would allow districts to hire retirees to return to schools as teachers and mentors. If employees pay into the retirement system, this would be revenue neutral. The state could also use a Deferred Retirement Option Program to keep experienced teachers in shortage fields.

### **LAO Recommendations**

The LAO believes that that the gap in teacher supply and demand will likely correct itself over time. However, if additional actions are taken, the LAO recommends the Legislature focus on perennial teacher shortage areas (special education, science and math) and difficult to staff schools (low-income, city-center and rural schools) when creating policies to address the teacher shortage.

**STAFF COMMENTS**

School districts across the state are experiencing teacher shortages. Although many districts have implemented innovative programs and policies to recruit and retain teachers at the local level, many have also had to rely on teachers with substandard credentials or permits to fill immediate needs.

The 2016-17 budget included a number of efforts to address the teacher shortage. While these efforts will help to alleviate the teacher shortage in the longer term, schools are still faced with immediate staffing needs. Since every student deserves to have a fully prepared teacher to ensure that they are getting a high quality education, the Subcommittee may wish to consider additional investments to support teacher recruitment and retention.

Since the demand for the California Classified School Employee Teacher Credentialing Program far exceeded the number of grants available, the Subcommittee could consider providing additional funding for this program. Legislative proposals aimed at addressing the teacher shortage include:

Service Scholarships. Establishes the Golden State Teacher Grant Program and awards candidates \$20,000 for a commitment to teach in a teacher shortage area for four years.

Professional Development for Bilingual Educators. Provides funding for professional development for teachers qualified and interested in teaching bilingual education.

Other related Legislative proposals include authorizing community colleges to administer teacher preparation programs, exempting teachers from state income taxes and creating a STEM Professional Teaching Pathway.

**SUGGESTED QUESTIONS**

- What past programs have been most effective in recruiting and retaining teachers?
- What policies will have a more immediate impact on addressing the teacher shortage?
- Since funding for the Beginning Teacher Support and Assessment Program (BTSA) was consolidated into the LCFF, are districts continuing to offer induction programs at no cost to teachers?
- Does the CTC plan on issuing a third RFP for the Integrated Teacher Preparation Program Grant?

---

**Staff Recommendation: Information Only.**

---