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# 3B

## Action

### Educator Preparation Committee

#### Update on State-Funded Grant Programs

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**Executive Summary:** This agenda item presents an update on four state-funded grant programs: the California Classified School Employee Teacher Credentialing Program, the Integrated Teacher Preparation Program, the California Center on Teaching Careers, and the California Educator Development (CalEd) program. This agenda item also presents the 2017 annual report on the Classified School Employee Teacher Credentialing program as required by statute for Commission review and approval to transmit to the Legislature.

**Recommended Action:** That the Commission approve the 2017 Annual Report to the Legislature on the Classified School Employee Teacher Credentialing Program for transmittal to the Legislature.

**Presenters:** Phyllis Jacobson, Administrator, and Nadia Alam, Consultant, Professional Services Division

#### Strategic Plan Goal

#### II. Program Quality and Accountability

- c) Promote educator preparation and lifelong development as a shared responsibility among members of the education profession, institutions of higher education, local education agencies and state agencies.

December 2017

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## Update on State-Funded Grant Programs

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### Introduction

This agenda item presents an update on four state-funded grant programs:

- The California Classified School Employee Teacher Credentialing Program;
- The Integrated Teacher Preparation Program;
- The California Center on Teaching Careers; and
- The California Educator Development (CalEd) program.

This agenda item also presents the 2017 annual report on the Classified School Employee Teacher Credentialing program as required by statute (EC Section 44393 (f)) for submission by January 1, 2018, for Commission review and approval to transmit to the Legislature.

### Background

The Commission on Teacher Credentialing (Commission) administers two state-funded grant programs (Classified School Employee Teacher Credentialing Program and the Integrated Teacher Preparation Program), oversees a third state-funded grant program (California Center on Teaching Careers) and consults with the Center on Teaching Careers on a fourth state-funded grant program (CalEd). Together, these grant programs help to recruit and support the preparation of more individuals into the teaching profession, provide expanded and streamlined options for earning a California teaching credential, support induction of teachers and principals into the profession, and support the continued professional learning of teachers, principals and other school leaders. An overview of each of these state-funded grant programs is provided below, followed by the draft 2017 Report to the Legislature ([Attachment A](#)) for the Classified School Employee Teacher Credentialing Program.

**California Classified School Employee Teacher Credentialing Program:** The Legislature approved a combined total of \$45 million for two separate rounds of funding for the California Classified School Employee Teacher Credentialing Program: \$20 million in 2016 and an additional \$25 million in 2017. This program provides up to \$4,000 per participant, per year, for up to five years. The Local Education Agencies (LEAs) use these funds to support tuition, fees, books, and related services for participating classified staff; they may also use some of this funding for program administrative purposes. This funding has provided for 2,250 annual participant slots (1,000 slots for Round 1, and 1,250 slots for Round 2). The Program is designed to address the state's teacher shortage in math, science, special education, and bilingual education, and support those classified school employees who are familiar with and already working in school settings an opportunity and incentive to complete their undergraduate education and teacher preparation to become a credentialed California teacher. Further information on this program is provided in the 2017 Annual Report (Attachment A).

Integrated Teacher Preparation Program: In 2016, the Legislature authorized \$10 million for the Integrated Teacher Preparation Program. This program provides one- or two-year planning grants to institutions of higher education that offer teacher preparation programs to develop a new or adapt an existing integrated undergraduate teacher preparation program whereby students earn both a bachelor's degree and a multiple or single subject teaching credential in four years.

The Integrated Program is a competitive grant program for baccalaureate granting institutions with accredited teacher preparation programs leading to a preliminary multiple or single subject teaching credential or an education specialist teaching credential. The enabling legislation mandated that the Commission, when awarding grants, give priority to proposals for the establishment of four-year integrated programs that (a) produce credentialed teachers in the areas of special education, math, science, and/or bilingual education; and (b) partner with a California Community College to develop a four-year integrated program of professional preparation. To analyze the impact of the Integrated Program, the legislation requires grantees to provide the Commission with program and outcome data for at least three years after receiving the grant. Per statute, Commission staff plan to collect data on the collective number of graduates of the Integrated Program, the number and types of credentials earned through the program, and the time taken to earn a degree and credential for three years after the end of the grant period.

Following a competitive RFP process in fall 2016, the Commission awarded forty-one postsecondary institutions with grants of up to \$250,000, with an average grant amount of \$237,652. Table 4 shows the complete list of grant recipients for this program and their planned integrated credential programs.

Table 1: Integrated Teacher Preparation Program Grant Recipients and Planned Integrated Credential Programs

Grant Recipient	Planned Integrated Credential Programs	Award Amount
Azusa Pacific University	Education Specialist, Single Subject: Math, Science,	\$ 199,108
Cal Poly Pomona	Education Specialist	\$ 246,322
California Baptist University	Multiple Subject, Single Subject: Math, Science, English, World Languages, Social Science, Education Specialist	\$ 120,500
California State University, Bakersfield	Education Specialist	\$ 250,000
California State University, Channel Islands	Education Specialist, Bilingual Authorization	\$ 248,515
California State University, Chico	Multiple Subject, Education Specialist	\$ 250,000
California State University, Dominguez Hills	Multiple Subject with Bilingual Authorization	\$ 249,998
California State University, Fresno	Multiple Subject, Bilingual Authorization	\$ 250,000
California State University, Fresno	Single Subject Math	\$ 248,266

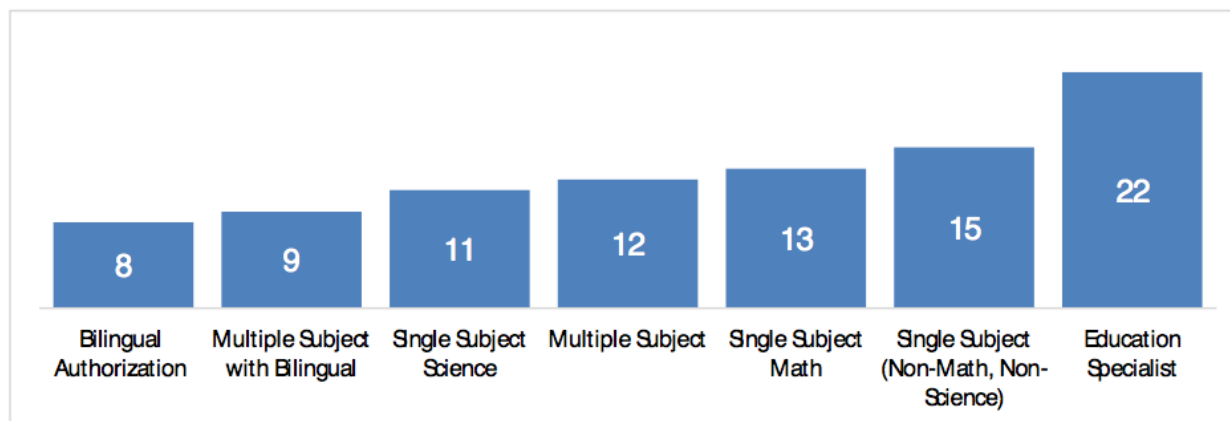
Grant Recipient	Planned Integrated Credential Programs	Award Amount
California State University, Fullerton	Education Specialist	\$ 250,000
California State University, Fullerton	Education Specialist	\$ 250,000
California State University, Long Beach	Multiple Subject with Bilingual Authorization	\$ 249,999
California State University, Los Angeles	Multiple Subject, Education Specialist, Bilingual Authorization	\$ 250,000
California State University, Los Angeles	Single Subject Math	\$ 249,983
California State University, Monterey Bay	Multiple Subject with Bilingual Authorization	\$ 250,000
California State University, Monterey Bay	Education Specialist	\$ 250,000
California State University, Sacramento	Multiple Subject, Single Subject Science	\$ 248,806
California State University, San Marcos	Multiple Subject, Education Specialist, Bilingual Authorization	\$ 248,718
California State University, Stanislaus	Multiple Subject, Multiple Subject with Bilingual Authorization, Education Specialist	\$ 240,127
Dominican University of California	Multiple Subject, Education Specialist	\$ 249,041
Humboldt State University	Education Specialist	\$ 195,103
Loyola Marymount University	Multiple Subject, Single Subject: Math, Science, World Languages, English, Social Science, Music, Industrial and Technology Education, Physical Education, Science	\$ 250,000
Mills College	Multiple Subject, Bilingual Authorization	\$ 249,288
Notre Dame de Namur	Single Subject Science	\$ 183,536
Point Loma	Multiple Subject, Single Subject: Math, Art	\$ 250,000
San Diego State University	Single Subject: Math, Science	\$ 249,357
San Diego State University	Single Subject: Math, Science	\$ 249,831
San Diego State University	Multiple Subject with Bilingual Authorization, Bilingual Authorization, Education Specialist	\$ 249,858
San Diego State University	Education Specialist	\$ 249,887
San Francisco State University	Single Subject Physical Education, Education Specialist (Adaptive Physical Education)	\$ 249,980
San Francisco State University	Multiple Subject with Bilingual Authorization	\$ 250,000

Grant Recipient	Planned Integrated Credential Programs	Award Amount
San Jose State University	Single Subject Math, Education Specialist, Bilingual Authorization	\$ 250,000
Sonoma State University	Multiple Subject with Bilingual Authorization	\$ 199,728
St. Mary's College of California	Education Specialist	\$ 224,694
University of California Irvine	Single Subject: Math, Science	\$ 230,913
University of California, Los Angeles	Single Subject: Math with Bilingual Authorization, Science	\$ 250,000
University of Laverne	Multiple Subject	\$ 249,305
University of San Diego	Single Subject: Math, Science	\$ 249,991
University of San Francisco	Multiple Subject, Single Subject: Math, Science	\$ 249,899
University of the Pacific	Multiple Subject, Education Specialist	\$ 223,070
Whittier College	Education Specialist	\$ 189,922

Of the forty-one awarded postsecondary institutions, eighteen are part of the California State University (CSU) system, two are part of the University of California (UC) system, and thirteen are private colleges or universities.

The forty-one postsecondary institutions awarded Integrated Program grants are, collectively, developing or modifying 90 integrated teacher preparation programs which allow undergraduate students to earn a teaching credential in four years. Of these ninety programs, 27 percent are being developed for Single Subject Math or Science (thirteen for Math and eleven for Science). Nearly one-quarter of the programs (24 percent) are being planned for Education Specialist credentials and about one-fifth of the programs (19 percent) include Bilingual Authorization (Figure 1).

Figure 1: Type of Integrated Programs Planned by Grant Recipients



Although the enabling legislation does not require postsecondary institutions to report annual outcome, expenditure, or other data to the Commission during the planning phase, Commission staff are informed by grant recipients that they are proceeding with their plans to develop four-year integrated teacher preparation programs as proposed, with institutions expecting to enroll their first cohort of integrated program students in to the new or adapted integrated programs in fall 2018.

#### California Center on Teaching Careers

In 2016 the Legislature authorized \$5 million for the establishment of the California Center on Teaching Careers (Center). Through this one-time grant, the State seeks to address the teacher shortage by launching a recruitment and resource center for teacher candidates and others who are considering a teaching career, such as college students, those who work in industries other than education, and individuals who work in the education field but who do not have teaching credentials.

The Tulare County Office of Education was awarded the single grant to establish the Center following the competitive grant process implemented by the Commission. Over the three year course of the grant program, the Center plans to engage in outreach initiatives to recruit aspiring teachers while providing tools and resources to help teacher candidates successfully navigate and accomplish their preliminary credential preparation and earn a California preliminary teaching credential. The Center is based at Tulare County Office of Education and will serve the state through six satellite centers based at the Los Angeles, Riverside, San Diego, Shasta, Sonoma, and Ventura County Offices of Education. The Center's primary mode of outreach include a web-based portal for information-seekers, brochures and other printed materials, and kiosks set up at the Center and at satellite centers that allow for an interactive virtual reality experience for candidates wanting to know more about how to become credentialed teachers.

The updated website for the Center (<http://www.californiateach.org>) provides information for individuals interested in teaching careers, information for LEAs seeking qualified teachers and administrators, and information about how entities and agencies can collaborate with the Center on recruitment. Information on the Center can be found in [Attachment B](#).

#### California Educator Development (CalEd) Program

In July 2017, the Legislature approved \$9,222,054 to establish the California Educator Development (CalEd) competitive grant program to promote principal and other school leader preparation and professional development efforts, as well as teacher recruitment, support and professional development efforts. The CalEd Program will be administered through the California Center on Teaching Careers, in consultation with the Commission on Teacher Credentialing. The Legislature required the Center, in consultation with the Commission, to award 30 one-time grants to local education agencies (LEAs), with awards ranging from a minimum of \$100,000 to a maximum of \$1,250,000 per grant. Of these funds, 70 percent (\$6,496,358) is available to support grants focusing on the preparation, induction, and support of principals and other school leaders; 30 percent (\$2,725,696) is available to support efforts relating to teacher recruitment, development, induction, and professional development support for teachers, and for recruitment

of teachers to earn new credentials in the shortage areas of mathematics, science, special education, and bilingual education. The authorizing legislation mandated that the selection criteria for the grant include a higher degree of positive consideration to all of the following, as applicable to each grantee:

- A demonstrated need for teachers authorized to provide instruction in special education mathematics, science, and/or bilingual education
- A demonstrated need for school leadership development
- A demonstrated record of working with current science, technology, engineering, and mathematics (STEM) professional to obtain a teaching credential to work in schools in need of STEM teachers
- Serving unduplicated pupils (as defined in EC Section 42238.02)
- Operating within a rural area
- Operating with a high number of teachers with emergency permits to staff classrooms
- Applying as part of a consortium of local educational agencies
- A demonstrated need to improve equitable access of all pupils to effective educators
- A geographic location that will promote an equitable distribution of grants statewide

This grant competition is currently ongoing. Further updates will be provided after the grants have been awarded.

#### Staff Recommendation

Staff recommends that the Commission approve the California Classified School Employee Report to the Legislature (Attachment A) for transmittal to the Legislature.

## Attachment A

### 2017 Report to the Legislature on the California Classified School Employee Teacher Credentialing Program





Report to the Legislature on the California Classified  
School Employee Teacher Credentialing Program  
December 2017

Submitted Pursuant to Education Code §44393 (f)

This report was developed by staff of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact [psdinfo@ctc.ca.gov](mailto:psdinfo@ctc.ca.gov).

December 2017

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This report is available at :<http://www.ctc.ca.gov/reports/>

# Commission on Teacher Credentialing



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Mary Vixie Sandy  
Executive Director

Barnes, Kirsten	Non-Administrative Services Representative	2020
Cooney, C. Michael	Public Representative	2017
Darling-Hammond, Linda	Faculty Member	2020
de la Torre-Escobedo, Marysol	Teacher Representative	2019
Gonzalez, José	Administrative Services Representative	2019
Harris, Kathleen	Teacher Representative	2017
Hinde, Alicia	Teacher Representative	2020
Klatt, Bonnie	Teacher Representative	2017
Kung, Kevin	Teacher Representative	2020
Martinez, Monica	Public Representative	2020
Redmond, Castle	Public Representative	2019
Rodriguez, Haydee	Teacher Representative	2020
Rodriguez, Ref	School Board Member	2020
Zumot, Michelle Papas, Stephanie	Designees, Superintendent of Public Instruction	Ongoing
Vacant	Public Representative	
<b>Ex-Officio Members</b>		
Browne, Kathryn	California Community Colleges	
Grenot-Scheyer, Marquita	California State University	
Martin, Shane	Association of Independent California Colleges and Universities	
Soan, Tine	University of California	

## Vision Statement

All of California's students from pre-school through grade 12 are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

## Mission Statement

To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.

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# Report to the Legislature on the California Classified School Employee Teacher Credentialing Program December 2017

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## Introduction

Education Code §44393 (f) requires the Commission on Teacher Credentialing (Commission) to report to the Legislature annually regarding the California Classified School Employee Teacher Credentialing Program. The requirements of the report are specified in Education Code §44393 and must include the following:

- The number of classified school employees recruited;
- The number of classified school employees recruited who are subsequently employed as teachers in the public schools;
- The degree to which the applicant meets the teacher shortage needs of the school district, charter school, or county office of education; and
- The ethnic and racial composition of the participants in the program.

## Background

In July 2016 the state budget allocated a total of \$20 million for the California School Employee Teacher Credentialing Program (Classified Program). This five-year grant program addresses the state's teacher shortage by supporting local education agencies (LEAs) to recruit classified school employees into teaching careers and support their undergraduate education, professional teacher preparation and certification as credentialed California teachers. Classified staff at grantee LEAs who are selected to participate in the program (participants) receive financial assistance for degree- and credentialing-related expenses such as tuition, fees, books, and examination costs; academic guidance; and other forms of individualized support to help them complete the undergraduate education, teacher preparation program, and transition to becoming credentialed teachers for the public schools. In July 2017, the Legislature approved an additional \$25 million in funding for a second round of Classified Program grant awards. Altogether, the two rounds of funding for the Classified Program are helping to support 2,250 classified school employees statewide to become credentialed classroom teachers for California's public schools.

## The Number of Classified School Employees Recruited

In September 2016, the Commission issued an RFP for the first round of the Classified Program. Per statute, eligible applicants were school districts, charter schools, and county offices of education. The Commission received sixty-one proposals requesting 5,582 out of 1,000 available participant slots. Of these applications, twenty-five LEAs statewide were awarded funding for the total of the available 1,000 participant slots. Funding awards were announced for this first round of classified grants in December 2016; grant recipients subsequently began implementing their programs approximately midway through the 2016-17 school year, as it took LEAs some time to

identify the eligible classified employee applicants, determine their educational status, connect them with collaborating undergraduate programs and teacher credentialing programs, provide advisement, and enroll participants in courses. The 25 grantee LEAs are shown in Table 1 below, along with the number of allocated participant slots. Note that some of the grantee LEAs represent a consortium of districts and/or counties.

Data received from the twenty-five round one grant recipients show that 97 percent of the classified employee program slots were filled by summer 2017. Of the twenty-five grantee LEAs, twenty-one were able to fill all of their participant slots, with a number of LEAs reporting waiting lists of classified employees wanting to participate in the program.

Table 1: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round 1 (2016-17)

LEA	Classified Employee Participant Slots
Alhambra Unified School District	40
Chico Unified School District	25
Clovis Unified School District	25
Davis Joint Unified School District	60
Elk Grove Unified School District	20
Fairfield-Suisun Unified School District	20
Garden Grove Unified School District	40
Los Angeles County Office of Education	40
Madera Unified School District	20
Modesto City Schools	20
Monterey County Office of Education	45
Orange County Department of Education	100
Pomona Unified School District	20
Riverside County Office of Education	100
Sacramento County Office of Education	40
San Francisco Unified School District	25
San Juan Unified School District	20
San Luis Obispo County Office of Education	45
San Mateo County Office of Education	50
Santa Clara County Office of Education	50
Santa Cruz County Office of Education	50
Sonoma County Office of Education	40
Ventura County Office of Education	50
Visalia Unified School District	35
West Contra Costa Unified School District	20
Total	1,000

In July 2017, the Legislature authorized \$25 million for a second round of funding for the California Classified School Employee Teacher Credentialing Program, beginning in school year 2017-18. This round of funding will support an additional 1,250 classified school employees to become credentialed teachers in California public schools. A RFP was issued by the Commission in August 2017; twenty-eight LEAs submitted application proposals. As with round one, eligible applicants were school districts, charter schools, and county offices of education. Collectively, applicant LEAs requested 2,741 participant slots out of 1,250 slots available for funding. All twenty-eight LEAs submitted strong proposals and were awarded grants on October 20, 2017.

Round Two grant recipients are listed in Table 2 below, along with the number of participant slots allocated.

Table 2: Classified School Employee Teacher Credentialing Program Grant Recipients and Participant Slots, Round 2 (2017-18)

LEA	Classified Employee Participant Slots
Berkeley Unified School District	12
Chico Unified School District	30
Clovis Unified School District	20
Davis Joint Unified School District	115
Fresno Unified School District	25
Huntington Beach Union High School District	20
Kern County Superintendent of Schools	45
Lake County Office of Education	20
Los Angeles County Office of Education	22
Los Angeles Unified School District	45
Marin County Office of Education	30
Merced County Office of Education	20
Monterey County Office of Education	135
Moreno Valley Unified School District	22
Mt Diablo Unified School District	20
National University Academy	10
Oakland Unified School District	40
Orange County Department of Education	200
Placer County Office of Education	50
San Bernardino County Superintendent of Schools	70
San Joaquin County Office of Education	20
San Ramon Valley Unified School District	24
Santa Ana Unified School District	20
Santa Barbara County Office of Education	45
Sonoma County Office of Education	115
Ventura County Office of Education	20

LEA	Classified Employee Participant Slots
Visalia Unified School District	35
Westside Union School District	20
Total	1,250

Grant notification letters were sent to the second round of Classified Program grant recipients during the second week of November 2017. The LEA grantees for this second round are in the early stages of program implementation. Therefore, information from this second round of participants will be reported in the 2018 Annual Report to the Legislature.

#### The Number of Classified School Employees Recruited who are Subsequently Employed as Teachers in the Public Schools

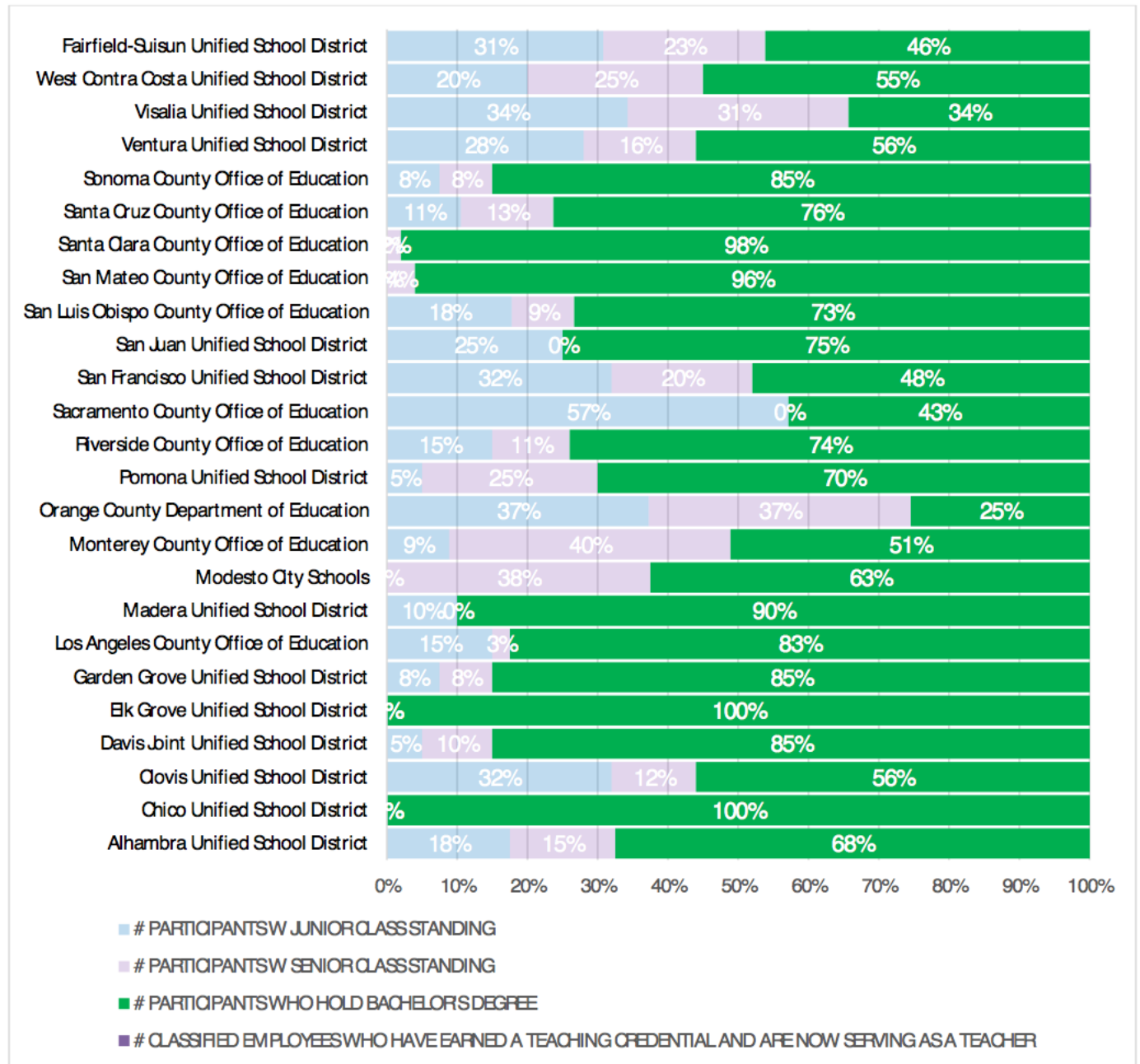
As of June 15, 2017, two Classified School Employee Program participants have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs.

Since 2016-17 was the initial program year, it would be expected that the majority of the participants are still completing either degree requirements or teacher preparation and would not yet have earned California certification. The authorizing legislation required eligible Classified Program participants to have a minimum of two years of postsecondary education or an associate's degree (AA). As of June 15, 2017, more than two-thirds of program participants (70 percent) held a bachelor's degree. In 80 percent of the grantee LEAs, more than half of the program participants have Bachelor's degree. 2017 participant academic standing by grantee LEA is shown in Table 3 below.

Table 3: Academic Standing of All Classified School Employee Teacher Credentialing Program Participants, Round 1 (2016-17)

	Number	Percent
Total Classified employees participating	968	97%
Classified employees with junior class standing	166	17%
Classified employees with senior class standing	143	15%
Classified employees who hold bachelor's degree	679	70%
Classified employees who have earned a teaching credential and are now serving as a teacher	2	0.2%

Figure 1: Educational Standing of Classified School Employee Program Participants by LEA, Round One (2016-17)





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

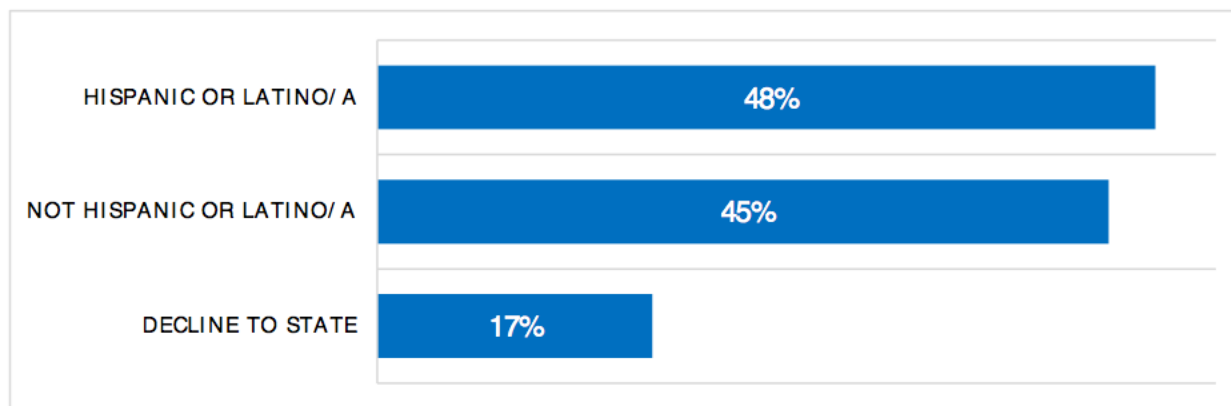
As of June 15, 2017, two Classified School Employee Program participants have completed their teacher preparation, earned a California Teaching Credential, and are employed as teachers by their respective LEAs. All other participants are still working on completing degree requirements or teacher preparation. The grantee LEAs placed a priority on recruiting and enrolling Classified employees who indicated an interest in obtaining a California credential in one of the LEA's identified shortage areas. Further information will be provided in the 2018 Annual Report to the Legislature as more participants complete program and certification requirements.

### The Ethnic and Racial Composition of the Participants in the Program.

Commission staff informed grant recipients that they would need to collect and provide data regarding the ethnic and racial composition of program participants in order to provide mandated data to the Legislature. The grantee LEAs requested this information from participants, and submitted to the Commission the data self-reported by the participants. Some participants chose not to provide their ethnic and/or racial background information. Overall, 83 percent of participants provided their sponsoring LEAs with information about racial/ethnic identity.

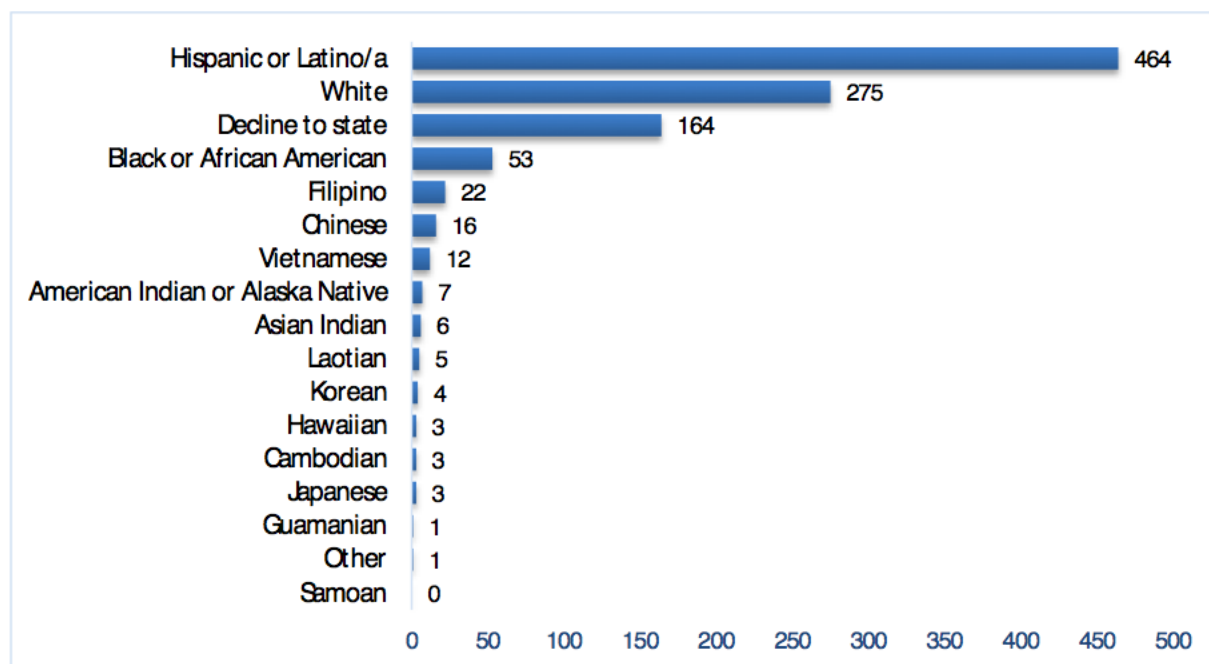
In terms of the racial/ethnic breakdown of the classified employees in the program, nearly half (48 percent) of classified employees in the program self-identified as Hispanic or Latino/a.

Figure 2: Self-Identified Racial/Ethnic Identification as Hispanic or Latino/a of Classified Employees, Round One



The largest racial/ethnic group of classified employees recruited are Hispanic or Latino/a, followed by White participants, who comprise 28 percent of all participants. Roughly five percent of participants are Black or African American (Figure 3).

Figure 3: Self-Identified Racial/Ethnic Identification of Classified Employees, Round One



### Report Summary and Conclusions

Narrative data compiled from annual reporting forms in June 2017 show that LEAs report using grant funds as a means to help meet their local teacher shortage needs, that the program is serving racial and ethnically diverse classified school employees, and that a majority of grantee LEAs have established collaborative arrangements with postsecondary institutions, many of which are offering flexible course schedules or online courses that accommodate many of the participants' work schedules. Moreover, round one LEAs reported that their Classified Program is in an early phase, and that the bulk of activity in 2016-17 focused on:

- Recruitment of classified employees;
- Hosting information sessions to provide participants with information about pathways to credentialing;
- Providing informational sessions regarding program and credentialing requirements;
- Facilitating and streamlining arrangements to provide advisement to participants with partnering institutions of higher education; and
- Assisting participants to enroll in the appropriate coursework.

The Commission will continue to work with these programs to help them be successful in their efforts to provide additional certificated teachers for California's public schools to help employers meet shortage needs. Outcomes data provided in the 2018 Annual Report to the Legislature will be augmented with data from the first full year of implementation from round two grantees as well as with continuing implementation data from round one grantees.

## Attachment B

California Center on Teaching Careers



## California Center on Teaching Careers (The Center)

**Context:** The Tulare County Office of Education (TCOE), lead agency for the California Center on Teaching Careers, has a long and successful history of collaboration across districts, county offices, community colleges, universities, business and community organizations to develop and implement programs and services that share a vision of high quality recruitment practices throughout the state of California. TCOE's California Teacher Recruitment Program has been highly successful in recruiting teachers who match the needs of schools in the Central Valley and other high needs districts in the state. Based on 15 years of experience in teacher recruitment and support, TCOE was awarded the 2017 California Center on Teaching Careers (The Center) grant to provide collaborative leadership on a statewide level through seven regional satellite centers (County Offices of Education from Tulare [Lead], Riverside, San Diego, Los Angeles, Sonoma, Ventura, and Shasta) dedicated to increasing the teacher workforce, particularly in the recruitment of ethnically diverse/bilingual math, science, and special education teachers.



**RIVERSIDE COUNTY**  
OFFICE OF EDUCATION  
JUDY D. WHITE, Ed.D. | County Superintendent of Schools



**SAN DIEGO COUNTY**  
OFFICE OF EDUCATION



**Sonoma County**  
Office of Education



**SHASTA**  
COUNTY OFFICE OF  
EDUCATION



**Los Angeles County**  
Office of Education



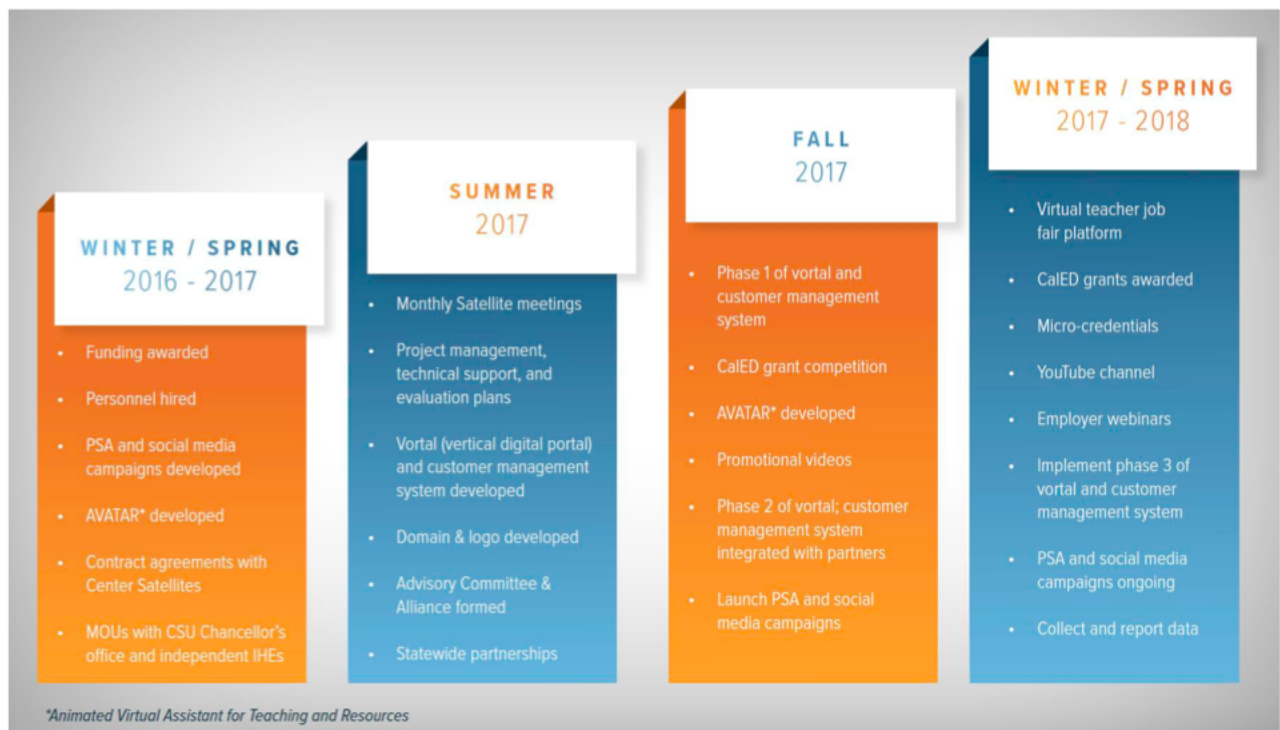
**Mission:** The mission of the Center is to elevate the teaching profession through attracting new and existing talent to impact teaching and learning in California's 21st Century classrooms.

**Goal:** The overarching goal is to support a continuum of programs and services, integrated into a flexible technology based system designed to recruit, retain, and advance a qualified, effective, diverse teacher candidate pool for the state of California.

**Services:** The Center will provide services to potential and credentialed teachers, future and practicing administrators, Center satellites, and statewide partners.

Teachers and School Administrators	Center Satellites & Statewide Partners
Access to a personalized digital pathway	Access to a virtual pool of future and practicing teachers and school administrators
Referral to teacher preparation or administrative services credential programs	Utilize virtual kiosks: AVATAR (Animated Virtual Assistant for Teaching Awareness and Resources)
Referral to school districts and county offices of education for employment	Receive automatic notifications of available teacher or administrator candidates seeking employment
Access to professional development resources	Access to professional development resources
Access to financial aid information	Advertise and host teacher and administrator job fairs
CalEd Grant: focus on principals/school leaders, teacher preparation and mentoring	CalEd Grant: \$9.4 million to be distributed to LEAs throughout state; at least 30 grants from \$102,000 to \$1.2 million

### Timeline for the Center:



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California Center on Teaching Careers | [CaliforniaTeach.org](http://CaliforniaTeach.org)