

Improving and Stabilizing the Teacher Workforce in California

PACE Annual Conference
Feb 3, 2023



Panelists



Moderated by:
Heather Hough,
Executive Director,
PACE



Melanie Leung-
Gagné, Research
and Policy
Associate, Learning
Policy Institute



Mary Vixie Sandy,
Executive
Director,
California
Commission on
Teacher
Credentialing



Travis Bristol, Associate
Professor, Berkeley
School of Education



Roneeta Guha,
Principal, Education
First

PACE 2023 BREAKOUT 2B

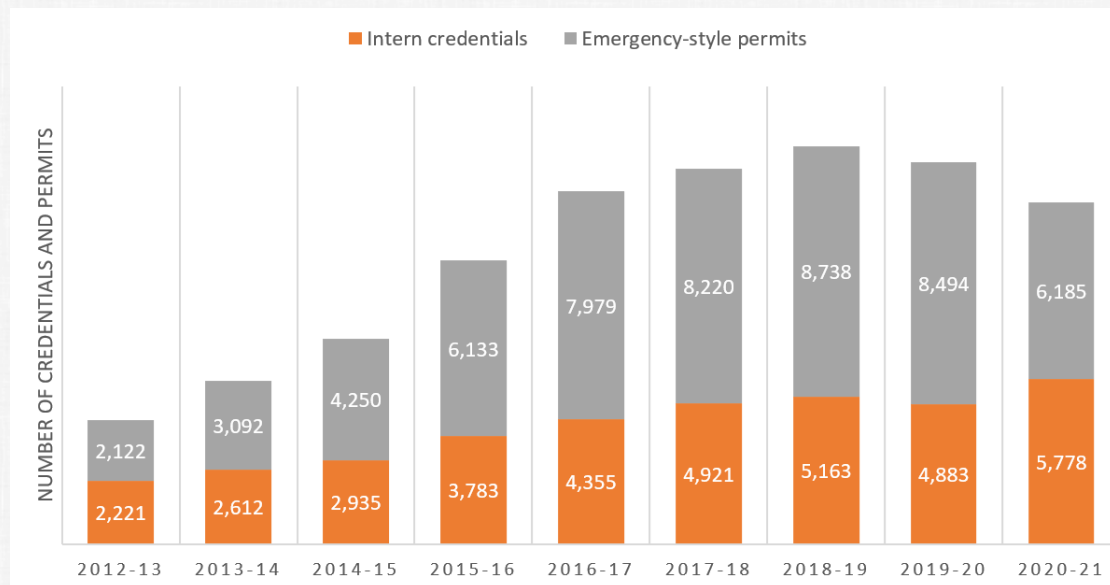
Teacher supply & demand in California

Well-prepared teachers matter

- ▷ Student achievement
- ▷ Teacher retention
 - 42% teachers on emergency permits left within 3 years ([CTERIN](#), 2021)
 - 90% vacancies due to attrition
 - Costly to replace teachers
 - Equity implications



Increases in under-prepared teachers

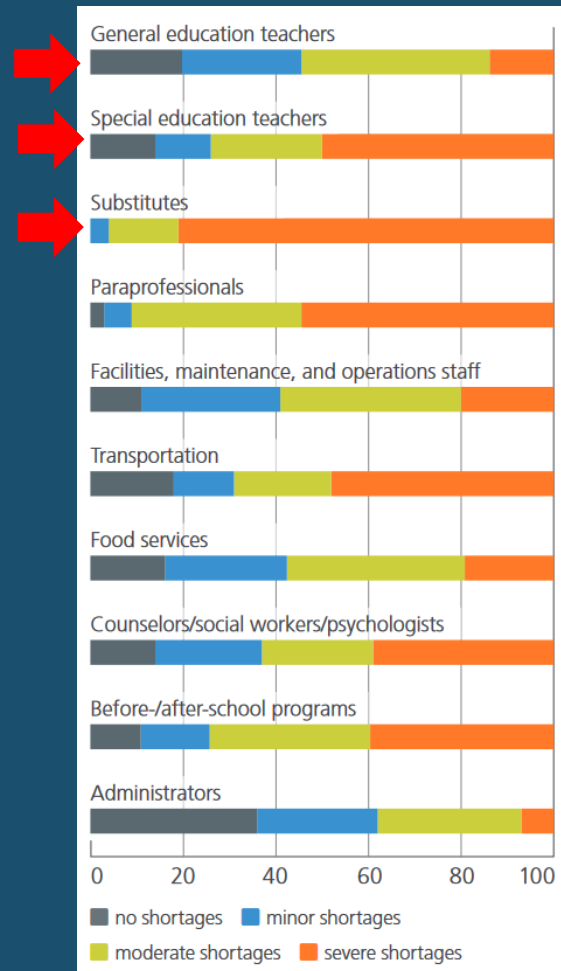


- ▷ Almost 3x Substandard credentials & permits
- ▷ 3x as many emergency-style permits

Source: California Commission on Teacher Credentialing

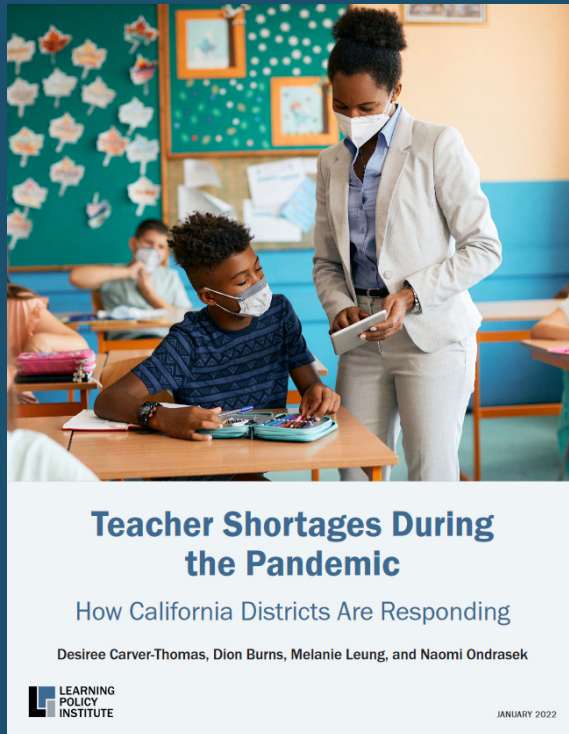
Most LEAs struggle to fill vacancies

▶ 239 LEAs, March 2022
(CSBA)



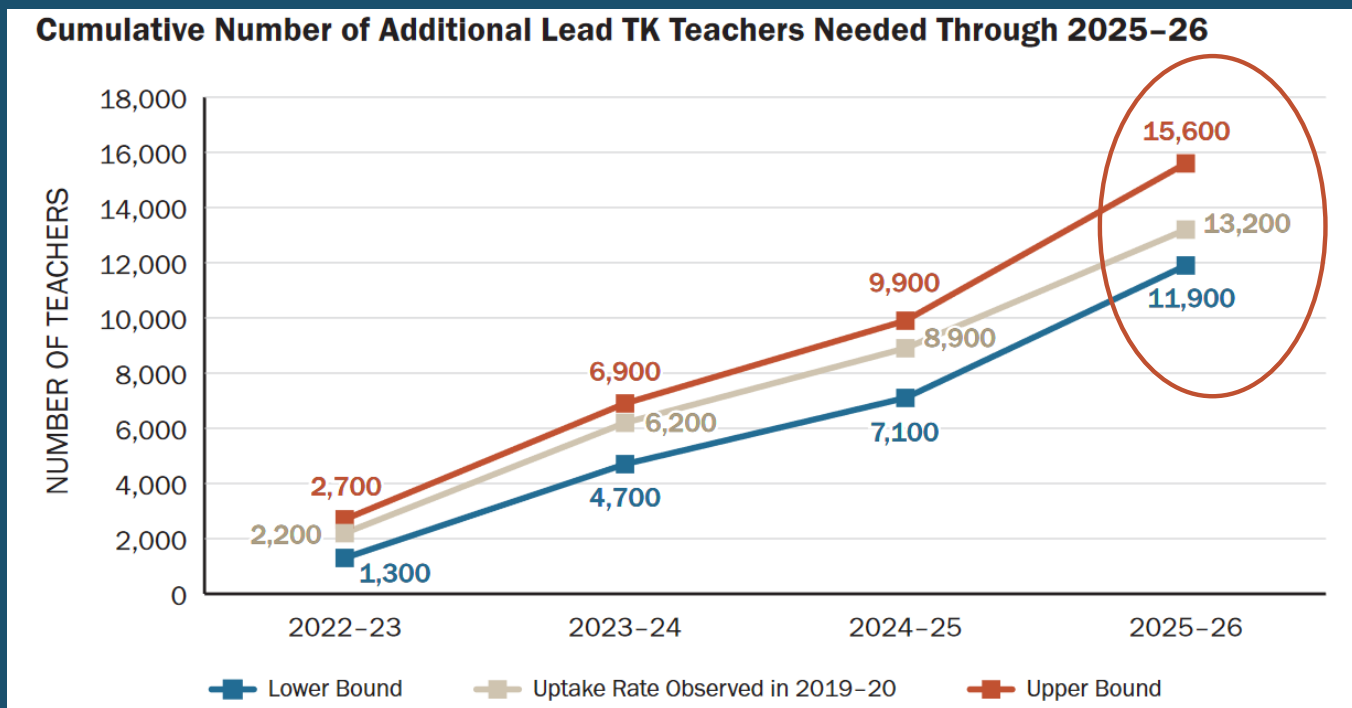
Source: CSBA,
(2022). *Beyond the
Spreadsheets*

Less supply, more demand




- ▶ Increased retirements and resignations over pre-COVID years
- ▶ Additional open positions facilitated by federal recovery funds

TK expansion will increase demand for teachers over time



Source: Learning Policy Institute, (2022). *Building a Well-Qualified Transitional Kindergarten Workforce in California: Needs and Opportunities*



Challenges to recruiting and retaining teachers

Teachers report burnout nationwide

- ▶ NEA survey (2022):
 - 80% - unfilled positions → more work
 - 90% - burnout
 - 55% - wanted to leave

- ▶ 2.5x signs of depression (RAND, 2021)

- ▶ 52 hours/week (NCES, 2022)

NEA News
Survey: Alarming Number of Educators May Soon Leave the Profession



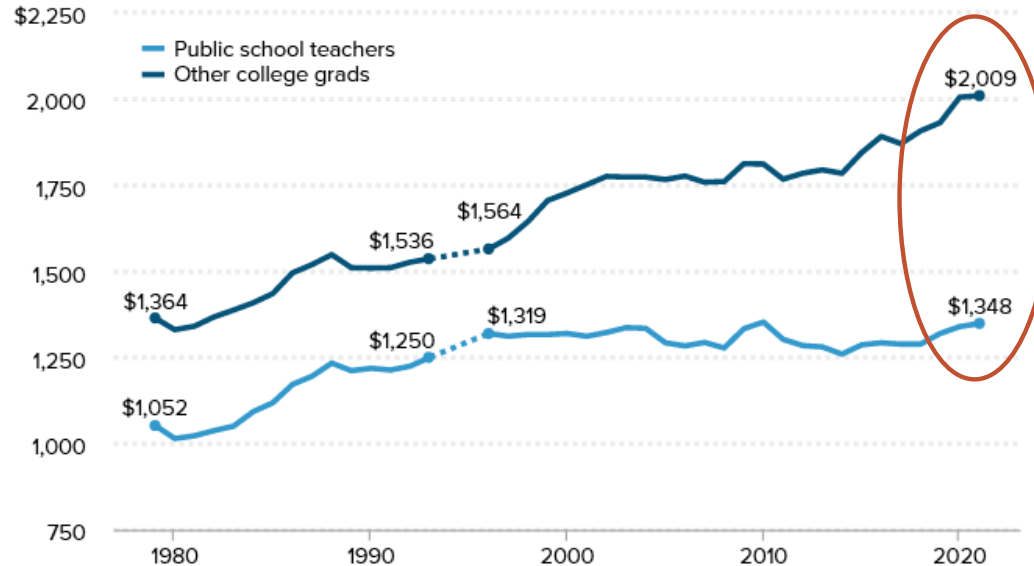
Research Report

MELISSA KAY DILIBERTI, HEATHER L. SCHWARTZ, DAVID GRANT

Stress Topped the Reasons Why Public School Teachers Quit, Even Before COVID-19

Teachers earn much less than peers

Average weekly wages of public school teachers and other college graduates, 1979–2021 (2021 dollars)



Source: Author's analysis of Current Population Survey Outgoing Rotation Group data accessed via the EPI Current Population Survey Extracts, Version 1.0.29 (EPI 2022a), <https://microdata.epi.org>.

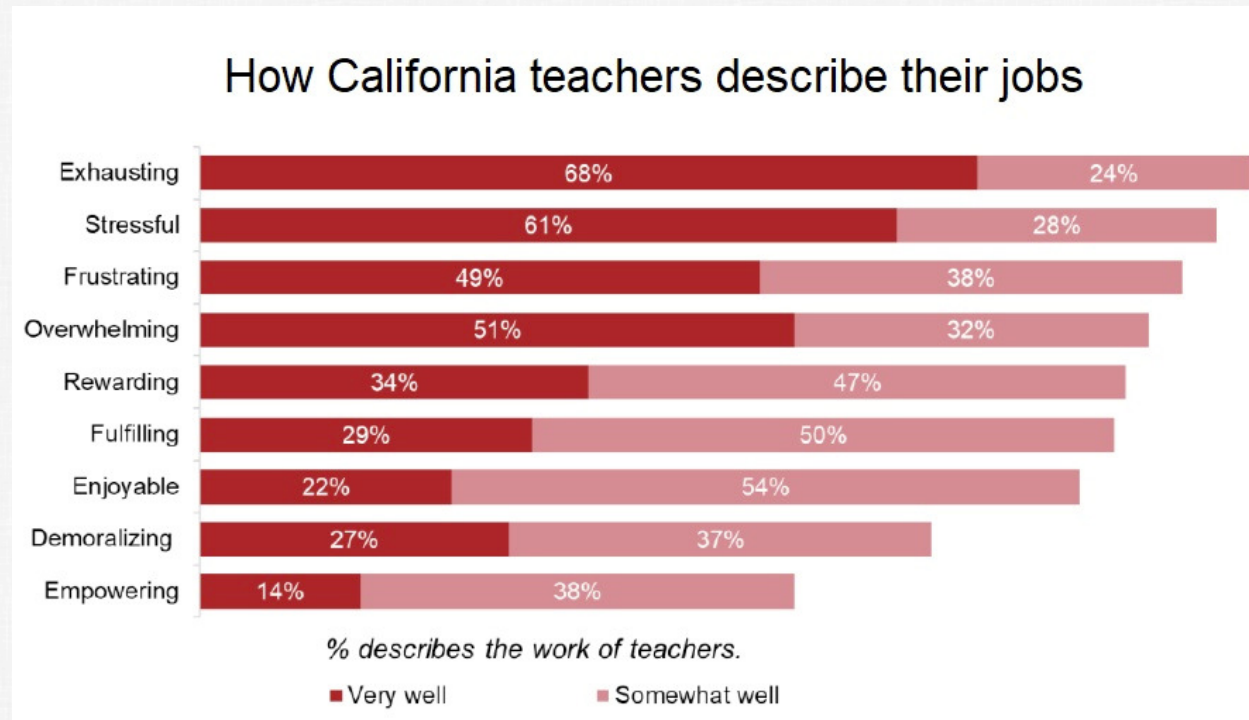
Economic Policy Institute

Other contributing factors to turnover

- ▷ Lack of in-service supports
- ▷ Limited autonomy
- ▷ Punitive accountability
- ▷ Unsupportive leadership

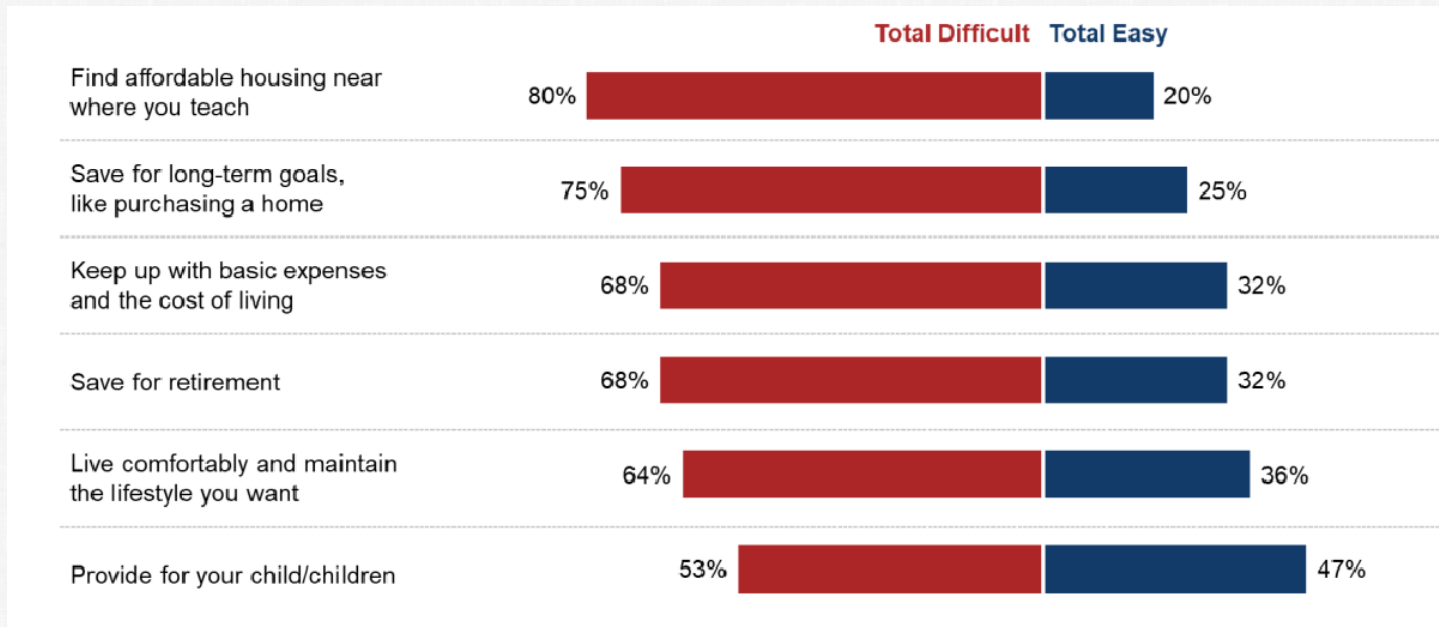


California teachers are exhausted



Source: Mathews, K. (2022). *Voices from the Classroom: Developing a Strategy for Teacher Retention and Recruitment*. UCLA Center for the Transformation of Schools & California Teachers Association.

CA teachers struggle financially



Source: Mathews, K. (2022). *Voices from the Classroom: Developing a Strategy for Teacher Retention and Recruitment*. UCLA Center for the Transformation of Schools & California Teachers Association.



Promising Trends

Recent educator workforce investments in CA

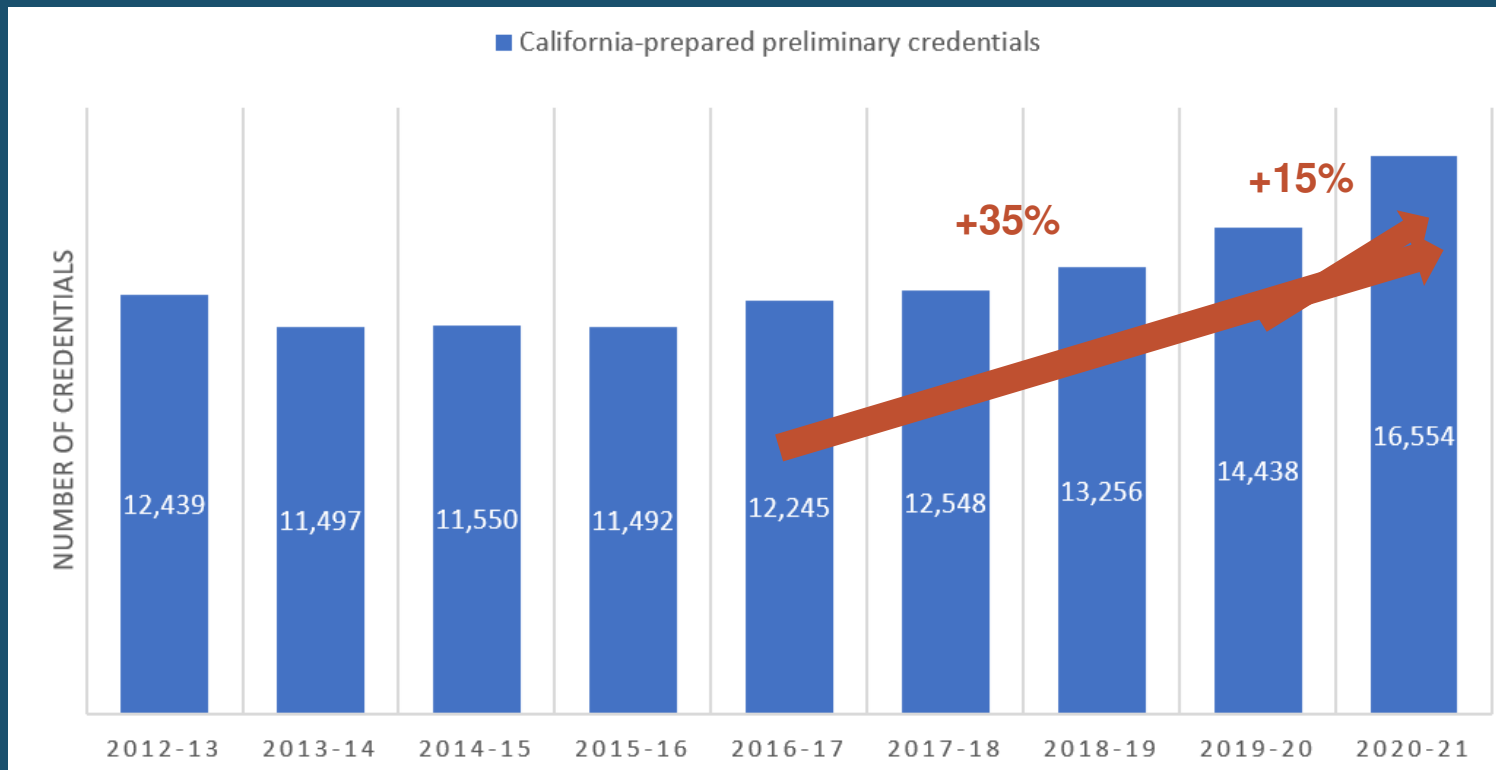
PIPELINE

- Teacher Residency Grant Program (\$620M)
- Golden State Teacher Grant Program (\$500M)
- Classified Staff Teacher Training Program (\$125M)
- Integrated Teacher Education Program Grants for IHEs (\$20M)
- Golden State HS Pathway Program (CTE) (\$500M)
- Dual Enrollment (\$200M)
- Teacher Credential and Assessment Fee Waivers (\$44M)

SUPPORT FOR EXISTING WORKFORCE

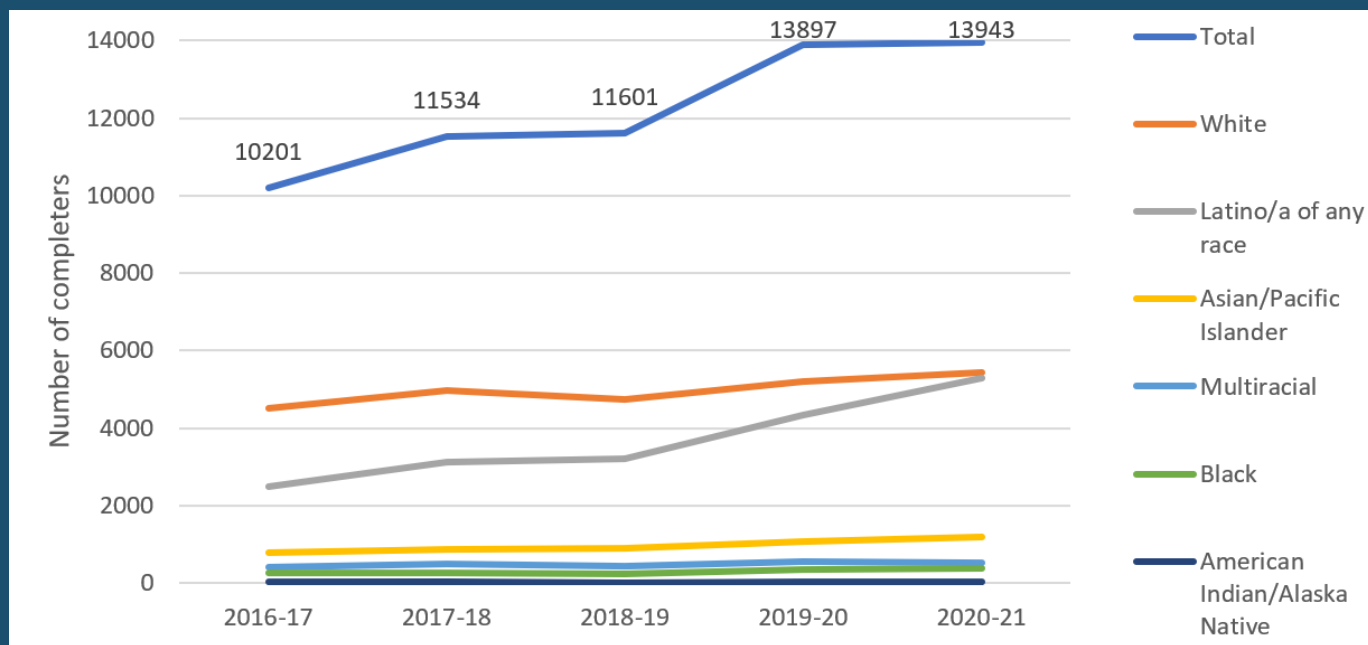
- Incentives for National Board Certified Teachers (\$250M)
- Educator Effectiveness Block Grant (\$1.5B)
- 21 California School Leadership Academy (\$13.8M ongoing federal funds)
- California PK Planning & Implementation Grant, including the Early Educator Teacher Development Grant (\$600M)
- Various PD (early math, early literacy, accelerating learning)

Increasing teacher prep completion



Source: Learning Policy Institute analysis of CTC Program Completer Survey data (2023)

Increasing diversity among prep completers



Source: Learning Policy Institute analysis of CTC Program Completer Survey data (2023)



Recruiting, Preparing, and Retaining Teachers

Mary Vixie Sandy, PACE Conference, February 3, 2023, Sacramento California



Overview

- Where will we find the teachers?
- State Investments to support teacher development
- Ladders, lattices and staffing structures: Lessons from Transitional Kindergarten
- How will we keep them?
- Changing the narrative

Where will we find the
teachers?

Millenials and Zoomers...

Millenials

- Used more limited technology as children
- Felt a stronger economy
- Less globally connected at younger age
- College-going, debt accumulating
- Less focused on social justice
- Optimistic

Generation Z

- Used more advanced, on the go technology
- Felt great recession when young
- More globally connected at younger age
- College maybe, debt aware
- More focused on social justice
- Pragmatic

Funding to Support Recruitment and Preparation



Local Solutions



Targeted support and incentives:

Classified School Employee
Teacher Credentialing
Program

Golden State Teacher Grants



Building our infrastructure:

Undergraduate
Teacher Preparation
Teacher Residencies

State Investments: Teacher Residency Grants

- Funded in 2018, 2021, 2022
- Require partnership between LEA and EPP
- Funding for capacity building, expansion or implementation
- \$20,000/\$25,000 per resident with matching funds from LEA sponsor
- Programs initially funded in 20-18-19 shed light on the arc of this program

First Round Residency Funding: 2018

300 residents enrolled and completed in 2019-20; 82% hired and retained in 2020-21 and 2021-22

273 residents enrolled and completed in 2020-21; 98% hired in 21-22

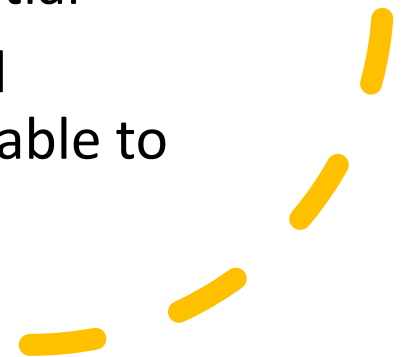
311 residents enrolled in 2021-22; 85% completed, others enrolled in 18-month program or needed longer to complete all requirements

Across all three cohorts funded out of the 2018 investment, 70% self identify as BIPOC

Across all three years of funding for residencies, 80 LEAs and 40 IHEs have received grants- so far

Ladders, Lattices and Staffing Structures: Lessons from UTK

- Implementation of UTK will require the addition of 12,000-16,000 new teachers
- California does not have a ready corps of teachers prepared and credentialed to work effectively in these classrooms
- The Commission has created a new PK-3 Early Childhood Specialist Credential
- Preparation programs are organizing to develop pathways to this credential
- Additional grant funding to build undergraduate pathways is available to support this work



Ladders, Lattices and Staffing Structures: Lessons from UTK

- The Legislature and Administration established a pathway for BA holders with experience in pre-K and a grounding in child development to serve in TK classrooms
- The current career ladder for the early learning workforce has enabled a broad and diverse population of ECE teachers to earn a Child Development Permit and enter the preschool workforce
- We have the opportunity to expand this ladder into the TK-3 space for those who seek to earn the new PK-3 credential
- A career lattice approach will allow for on-ramps into the ECE workforce that recognize and credit prior experience and demonstrated competence



Ladders, Lattices and Staffing Structures: Lessons from UTK

- The staffing model for TK classrooms requires that there be a second adult in the classroom to maintain a 12:1 or 10:1 ratio
- 20 of our most recent applications for residency programs are planning to focus on TK, which will provide a natural opportunity to place a second adult in TK who is in preparation to become a teacher
- Apprenticeships provide an opportunity to recruit and develop the ECE workforce at both the TK and the preschool levels



How will we keep them?



Pay them a
worthy wage



Build community
grounded in
purpose



Cultivate
effective school
leadership



Don't place
them until they
are prepared



Manage
expectations:
they may be
more mobile
than we think

Thank you



Improving and Stabilizing the Teacher Workforce in California

Travis J. Bristol, Ph.D.

Associate Professor,
UC Berkeley's School of Education



@TravisJBristol

2020-21 U.S. Public School Teachers & Students Ethno-racial Characteristics

	% Latinx	% Black	% Asian	% Native American	% White
Teachers	9.4	6.1	2.4	1	79.9
Students	28	15	5	1	46

Source: National Center for Education Statistics (2022)

2018-19 California Public School Teachers, Male Teachers & Students Ethno-racial Characteristics

	% Latinx	% Black	% Asian	% Native American	% White
Teachers	21	3.9	7.6	0.5	61
Male Teachers	5.7	1.2	1.8	0.1	16
Students	54	5	12	0.6	23

Source: California Department of Education (2019)

The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for Policy

Policy Insights from the
Behavioral and Brain Sciences
2019, Vol. 6(2) 147–153
© The Author(s) 2019
Article reuse guidelines:
sagepub.com/journals-permissions
DOI: 10.1177/2372732219862573
journals.sagepub.com/home/bbs



Travis J. Bristol¹ and Javier Martin-Fernandez²

Abstract

A research synthesis points to the *added value*—benefits to social and emotional development, as well as learning outcomes—for students of color taught by teachers of color. Given ongoing education debates, policymakers can use this evidence base to craft legislation aimed at increasing the ethnoracial diversity of the U.S. educator workforce. To begin, historical research shows how Latinx and Black teachers have supported their Latinx and Black students' social and emotional development during state-sanctioned school segregation. Contemporary qualitative and quantitative research highlights how teachers of color improve social and emotional development, as well as learning, for their students of color. Implications for Higher Education Act (HEA) are discussed.

Keywords

teachers of color, higher education, social and emotional development, student learning

Added Value of Latinx Teachers for Latinx Students

Qualitative Research

- In early elementary schools, Spanish-language use is associated with higher levels of emotional support during teacher-student interactions (Reese, Jensen, & Ramirez, 2014).

Quantitative Research

- Latinx teachers positively influenced Latinx students to take more advanced placement and international baccalaureate courses, compared with Latinx students in schools with fewer Latinx teachers (Kettler & Hurst, 2017).

Added Value of Black Teachers for Black Students

Qualitative Research

- Black teachers draw on Black students' cultural and linguistic experiences to increase engagement and learning (Hundley, 1965; Ladson-Billings, 2009; Walker, 2000).

Quantitative Research

- Being assigned a Black teacher leads to improved performance on standardized tests (Dee, 2004; Eddy & Easton-Brooks, 2011; Egalite, Kisida, & Winters, 2015).



ANNENBERG
BROWN UNIVERSITY

EdWorkingPaper No. 21-475

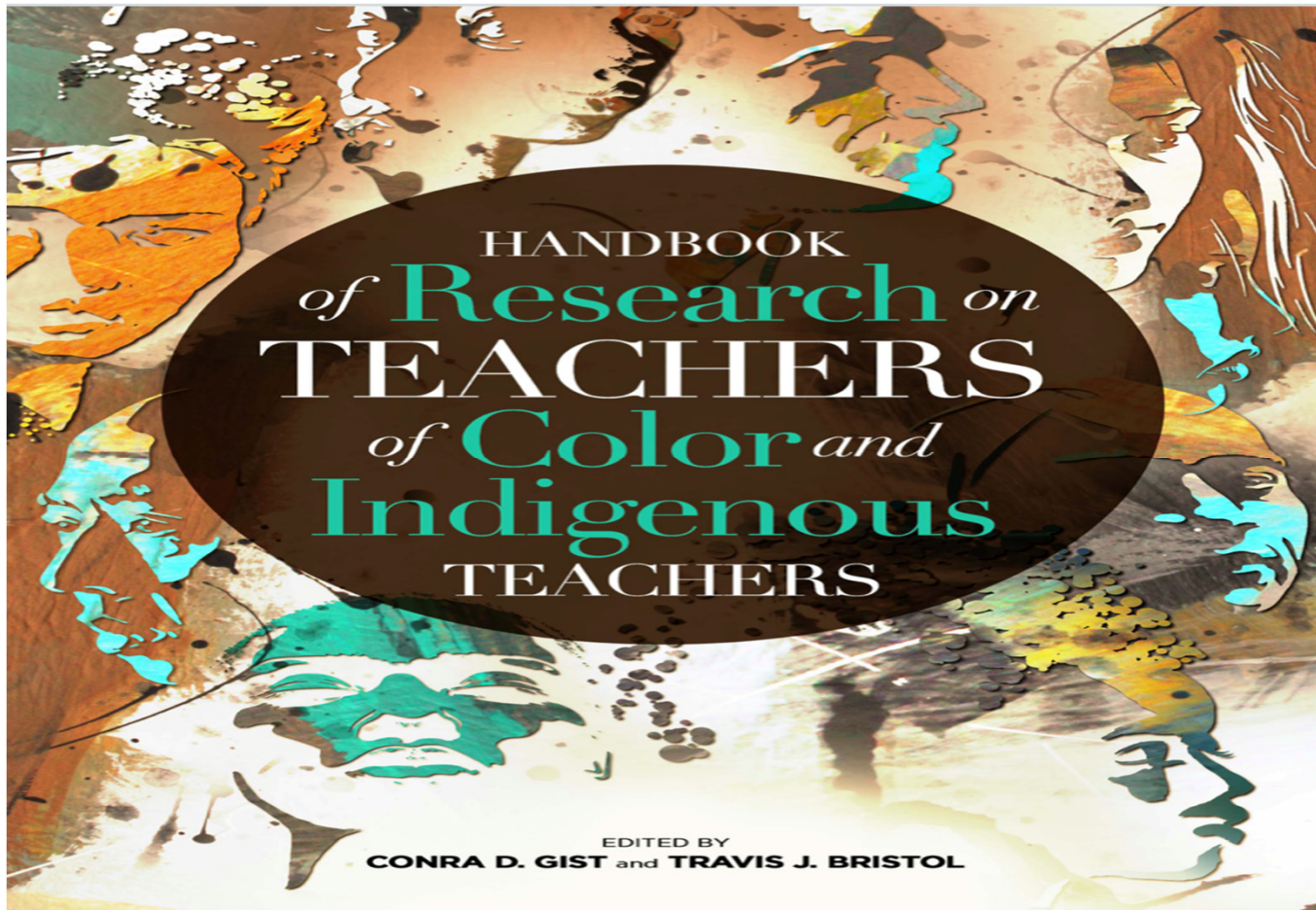
The Effects of Student-Teacher Ethnoracial
Matching on Exclusionary Discipline for Asian
American, Black, and Latinx Students: Evidence
From New York City

Matthew Shirrell
George Washington University

Travis J. Bristol
University of California Berkeley

Tolani A. Britton
University of California Berkeley

Berkeley
UNIVERSITY OF CALIFORNIA





How to Increase the Diversity of California's Educator Workforce

Recommendations from the California Department of
Education Teacher Diversity Advisory Group

Travis J. Bristol, Shelly Gupton, Soo Hyun Han-Harris, Sarah Lillis

CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

CDE Educator Diversity Advisory Group Members

- **Anthony Arinwine**, Teacher, San Francisco Unified Public Schools
- **Ernest Black**, Systemwide Director, CalStateTEACH
- **Travis J. Bristol**, Assistant Professor, University of California, Berkeley, Chair, National Board for Professional Teaching Standards Board of Directors
- **Desiree Carver-Thomas**, Researcher and Policy Analyst, Learning Policy Institute
- **Rebecca Cheung**, Executive Director of Leadership Programs, University of California, Berkeley
- **Kristen Cruz Allen**, Education Administrator, California Department of Education
- **Jeffrey Garrett**, Sr. Vice President of Leadership Development at Partnerships, Los Angeles Public Schools
- **Shelly Gupton**, Director, California Teachers Association
- **Daniel Helena**, California Policy Fellow, Teach Plus; Teacher, Alliance College-Ready Charter Schools
- **Soo Hyun Han-Harris**, Coordinator, Retention and Employee Development, Oakland Unified School District
- **Terri Jackson**, Designee, Superintendent of Public Instruction
- **Sarah Lillis**, Executive Director, Teach Plus California
- **Patricia Lopez**, Assistant Professor, California State University, Fresno
- **Hana Ma**, Program Officer, Sobrato Philanthropies
- **Laura McGowan-Robinson**, Chief Executive Officer, Diversity in Leadership Institute
- **Cara Mendoza**, Grants Consultant, Commission on Teacher Credentialing
- **Barbara Murchison**, Former Director, Educator Excellence and Equity Division, California Department of Education; retired
- **Mary Nicely**, Chief Deputy, California Department of Education
- **Abby Ridley-Kerr**, Senior Research and Data Analyst, Education Trust-West
- **Bryan Sapp**, Legislative Representative, California Department of Education
- **Nedim Yel**, Senior Research Statistician, Data Analysis and Statistical Solutions LLC

People-First Policymaking

County Offices of Education March 25, 2021	Local Education Agencies April 15, 2021	School administrators and Leadership Support Organizations May 13, 2021	Current Classroom Teachers May 20, 2021
Merced Los Angeles Shasta Napa San Diego Fresno San Bernardino Lassen Kern Marin	Bakersfield City School District San Diego Unified School District Oakland Unified School District Fresno Unified School District San Francisco Unified School District Alameda Unified School District San Lorenzo Unified School District Chula Vista Elementary School District	Diversity in Leadership Institute Principal Leadership Institute at UC Berkeley Oakland Unified School District Partnership for Los Angeles Schools	Trellis California Teacher Residency Lab Black Teacher Project

- 1.What efforts are underway to diversify the educator workforce?
- 2.What barriers exist?
- 3.What additional supports can CDE provide to deepen your efforts?

Promising Practices: Themes from Local Leaders

- Growing Their Own Teaching Force
- Building Partnerships and Learning Communities
- Intentionally Prioritizing Teacher Diversity in Systems and Plans
- Importance of Targeted Funding and Sustaining Programs

Barriers to Recruitment and Retention

*Pathway programs that are underfunded and underutilized.

*Limited availability of dual enrollment programs.

*Difficult to recruit teachers of color in rural counties.

Financial Burden:
credentialing, exam fees, unpaid student teaching, low salary, unpaid and invisible labor.

Recommendations

1) Create of communities of practice by documenting and disseminating information about what counties and districts are doing statewide to foster dialogue about the critical importance of educator diversity and increase the resources available to support the work

Recommendations (cont.)

2a) Maintain sustainable base funding sources and practices at the state level

2b) Establish a state-led research and advisory board to study ongoing diversity efforts with the goal of producing an annual brief on accomplishments and areas of continuous improvement.

2c) Create funding streams for subsidizing the preparation of education leaders, with a special focus on recruiting and supporting educators of color to become principals.

Recommendations (cont.)

3a) Provide guidance and accountability for LEAs around the use of grant funds toward the development of foundational equity-based programs and practices.

3b) Provide guidance to districts on incorporating educator diversity and equity through the iterative goal-setting and assessment LCAP process. Additional guidance should be provided to counties for reviewing and providing critical feedback and support to districts in that process.

Recommendations (cont.)

4) Promote deeper partnerships and collaboration among LEAs, IHEs, and community-based organizations (CBOs) to build institutional pathways for candidates of color.

5) Promote public awareness about the importance of educator diversity and the barriers to providing access to educators of color.

2023 Priorities

- Deepening CDE's County Community of Practice Initiative
- Statewide Teachers of Color Recruitment Campaign
- Building out Articulation Agreements between the California Community College system and the California State University system
- Legislation to reducing the cost of attending a principal preparation program
- Engaging with Indigenous Educators
- Developing policy recommendations to support Indigenous Educators

Registered Apprenticeships in Teaching: An Emerging Pathway to Address California's Teacher Shortage

February 3, 2023



Our discussion will provide insight into a recently launched initiative to implement Registered Apprenticeship Programs in teaching throughout California

Participants in this breakout session will...

1

Gain a baseline understanding of Registered Apprenticeship Programs (RAPs) in teaching

2

Hear about innovative approaches to implementing RAPs in teaching in other states, specifically Tennessee and New York

3

Learn about the statewide initiative recently launched in California to design, launch and scale RAPs in California

Primer on Registered Apprenticeship Programs in Teaching

Registered Apprenticeship Programs (RAPs) provide high-quality and paid on-the-job training to prepare an individual for a specific occupation

A RAP is an “industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction and a portable, nationally-recognized credential.”

The U.S. Department of Labor or a State Apprenticeship Agency validates RAPs, and the model has three critical roles.



Employer

The organization that pays the apprentice for the work they do.



Related Instruction Provider

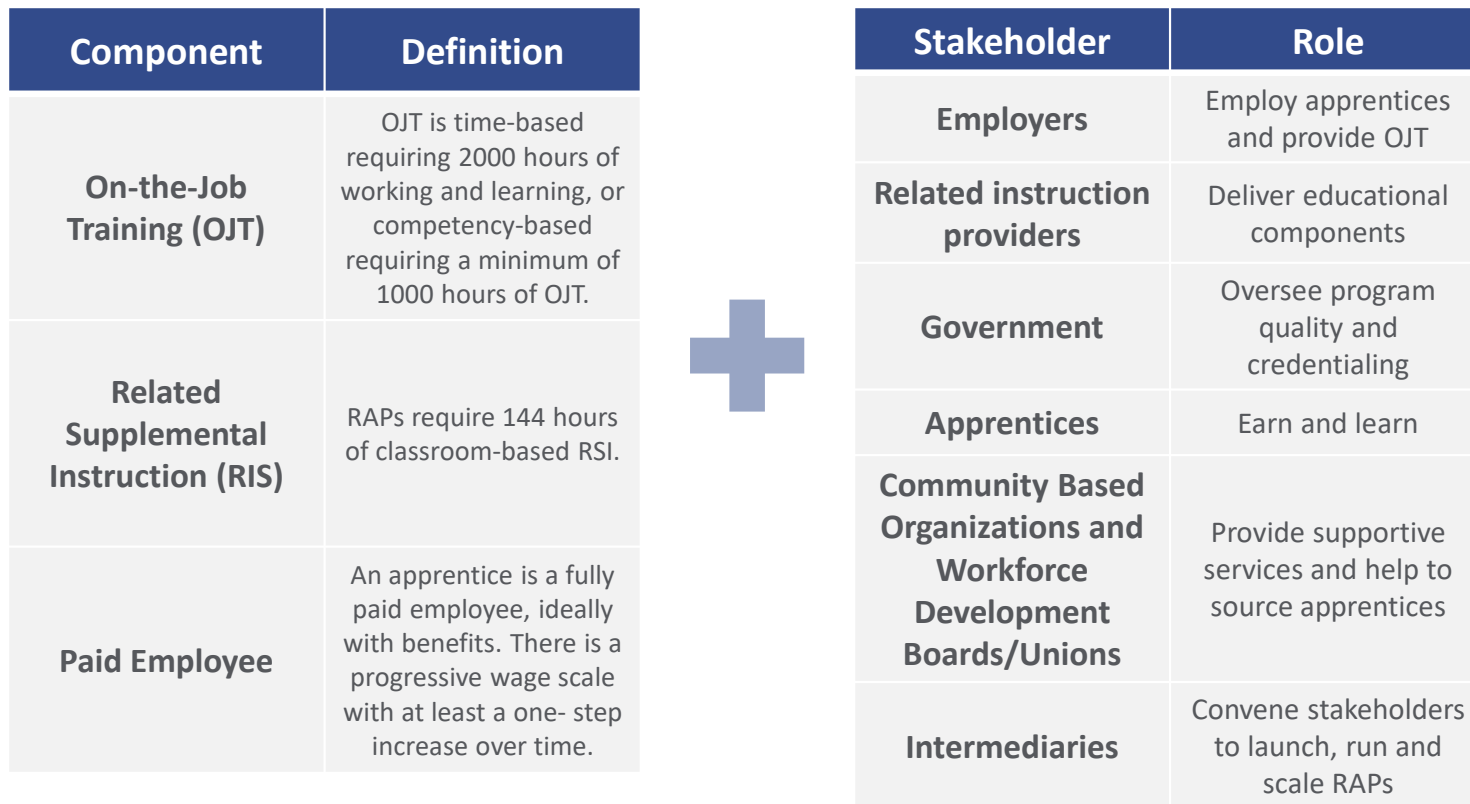
The organization that provides the classes and instruction for the apprentice.



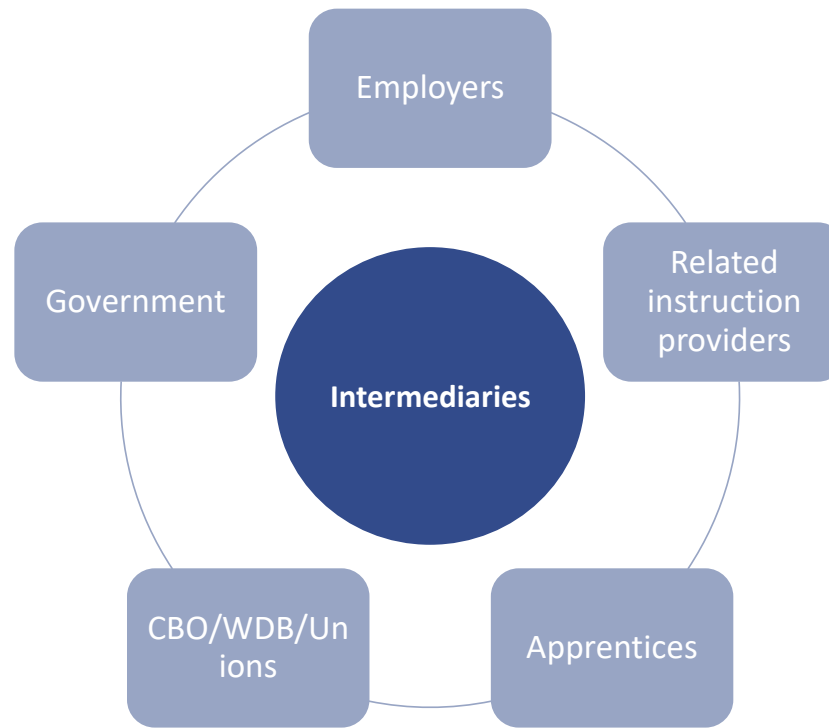
Sponsor

The organization that operates the RAP. It designs and executes the program.

Specifically, RAPs in California require multiple components and consist of many stakeholders including employers, related instruction providers and intermediaries



Further, the multiple stakeholders center around intermediaries who convene, launch, run and scale programs in California



Registered Apprenticeship Programs in teaching incorporate the typical components of a regular RAP, but tailored to the teaching occupation

RG0

The RAP in teaching is like a regular RAP (i.e., an earn-and-learn model) with roles **tailored specifically to the teaching occupation**. The RAP in teaching was designed to be **competency-based**, which gives the **employer flexibility**—allowing employers to align the time to complete the RAP with that of completing a college degree. **The most common outcome is a bachelor's degree in education and a teaching credential.**



Employer

*For education:
A Local Education Agency
(LEA)*



Related Instruction Provider

*For education:
An Education Preparation
Provider (EPP)*



Sponsor

*For education:
Varies, but often a state
education agency (SEA)*

*The recommendation is a state
education agency (SEA), or an
organization closely connected to
the state labor agency due to
quality control*

In California, a RAP in teaching will need to meet the requirements of the Department of Apprenticeship Standards (DAS) and Commission on Teacher Credentialing (CTC)

Department of Apprenticeship Standards

- On-the-Job training (OJT)
 - + Time-based: 2000 hours of working and learning on-the-job
 - + Competency-based: a minimum of 1000 hours of on-the-job training
- Related Supplemental Instruction (RSI)
 - + 144 hours of classroom-based RSI; the equivalent of 3 lecture courses in a college context
- Paid employee with progressive wage
 - + Progressive wage scale with at least one step increase over time
 - + Ideally, apprentices receive benefits



Commission on Teacher Credentialing

- Earn a bachelor's degree
- Complete a Commission-accredited teacher preparation program
- Complete 600 hours of clinical practice
- Demonstrate subject basic skills proficiency through one of several methods
- Demonstrate subject matter competence through a major, coursework, or subject area exam (CSET)
- Complete a course on the principles of the U.S. Constitution
- Earn a recommendation from a commission-accredited teacher preparation program
- Be fingerprinted and pass a background check

Registered apprenticeship programs unlock funding at the national, state and regional levels, promoting sustainability

Apprenticeship Building America grants at the national level and Apprenticeship Innovation Funding (AIF) in California are two of the largest funding sources dedicated for registered apprenticeship programs.



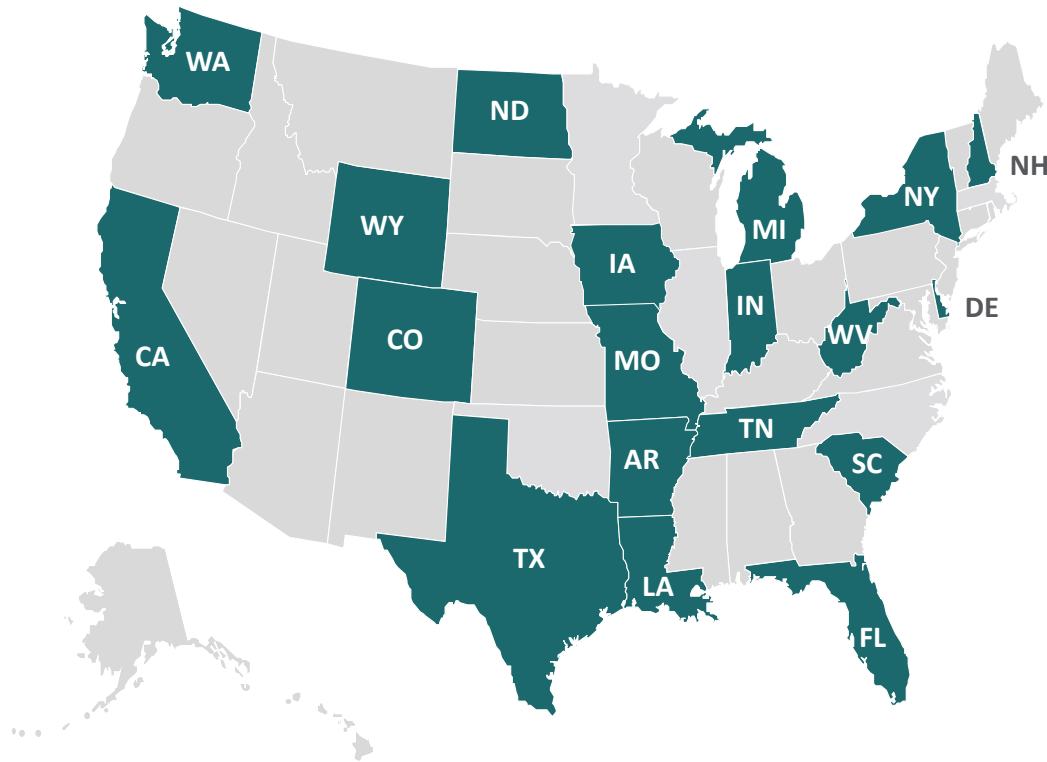
In July, the U.S. Department of Labor awarded more than \$121M to organizations that strengthen and modernize RAPs. According to a recent White House memo, the Biden-Harris administration is committed to prioritizing the education profession in its next round of over \$100M in grants.



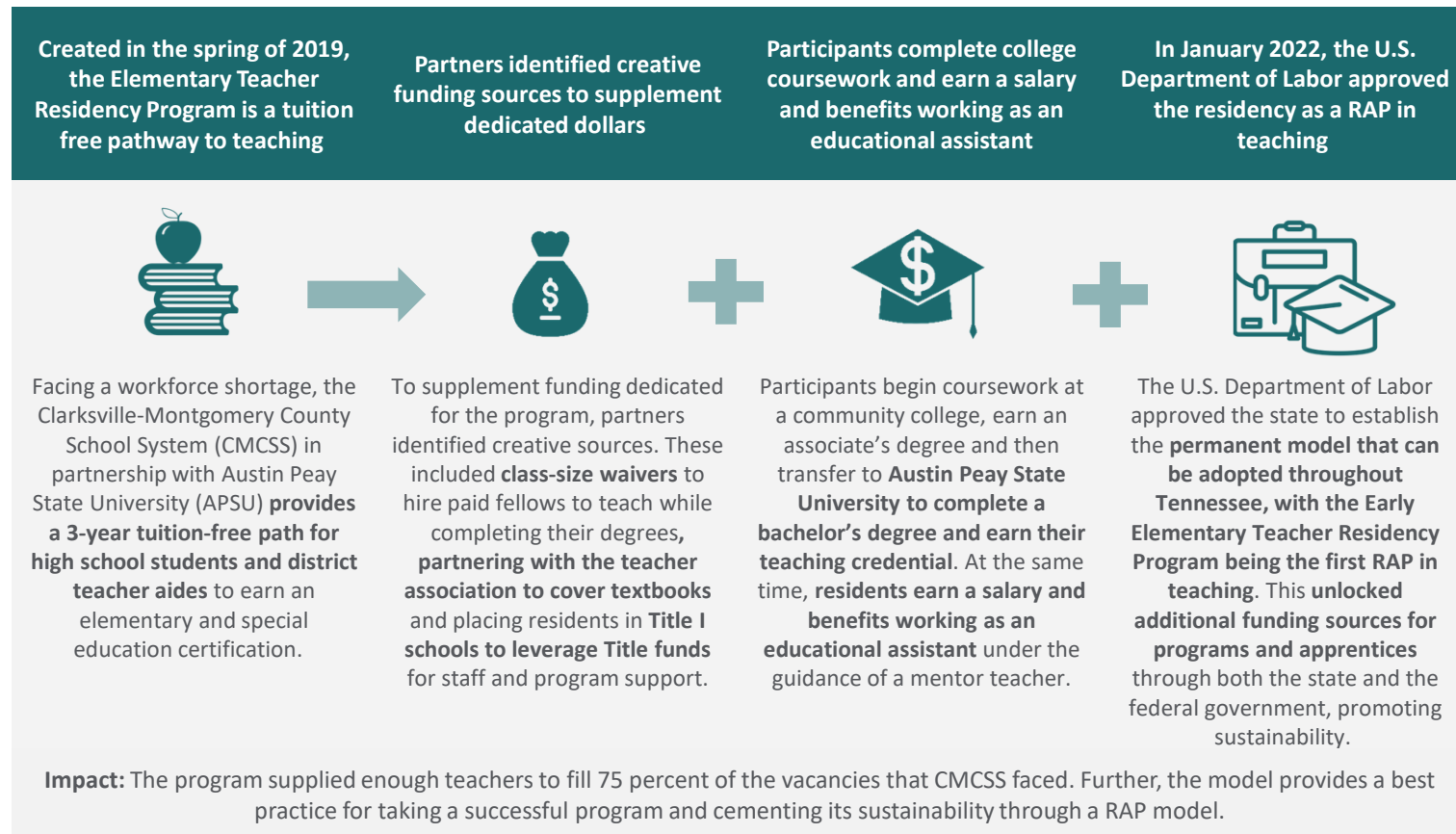
The state created Apprenticeship Innovation Funding (AIF), a \$175M investment to spend down over 3 years.

RAPs in Action: Examples in Other States

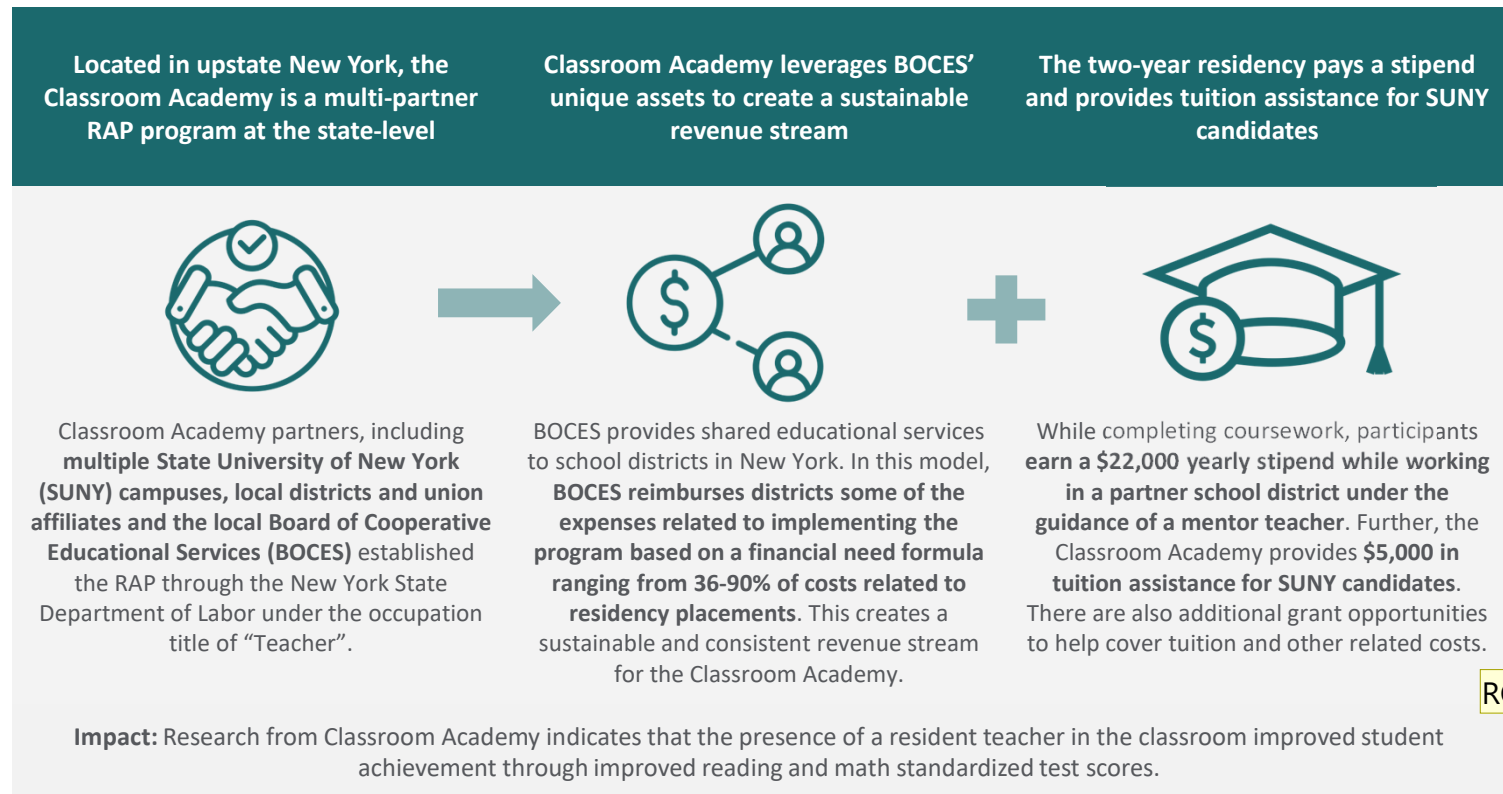
Nationwide there is momentum around designing, launching and/or sustaining RAPs in teaching; there are 19 states engaging in this work



Tennessee has several RAPs in teaching, including one that built upon a successful residency program, and is the first in the country to register at the federal level



New York's Classroom Academy is an example of a state apprenticeship agency-approved RAP and provides a paid graduate school pathway to teaching



RG0

The Work Ahead: Initiative to Launch, Scale and Sustain RAPs in Teaching in California

RAPs in teaching have emerged as a promising pathway to the education profession because of their emphasis on rigor, quality, affordability and accessibility

Providing an affordable and accessible pathway to teaching eliminates some of the financial barriers and prepares teachers to excel in the classroom

Earning while learning guarantees that apprentices are paid for on-the-job training and learn directly from expert mentor teachers, increasing affordability and preparedness.

Increasing diversity of the teacher pipeline is crucial to ensuring a workforce reflective of the students. RAPs eliminate some of the barriers that aspiring educators of colors face including affordability.

Eliminating the concept of the first-year teacher results in new teachers of record entering the classroom prepared to excel. Since apprentices participate in deep clinical experience, they are positioned to succeed upon earning their credential.

Throughout 2023, Education First is facilitating a multi-stakeholder Teacher Apprenticeship Working Group aiming to achieve the following goals

- 1 Launch **2-3 RAP pilots** across California in districts with the capacity and infrastructure necessary for a successful program.
- 2 Support the development of a **career ladder with multiple on-ramps** for various audiences including high school students, postsecondary students and career changers to obtain a teaching credential.
- 3 **Create a toolkit and/or roadmap** that details the process and funding resources for launching, scaling and sustaining RAPs across California.
- 4 Develop and begin to execute a **communications strategy** to build public buy-in, engagement and to inform relevant stakeholders—most critically the aspiring educators looking to enter the profession.
- 5 **Identify appropriate organizations/entities to own this work** beyond this engagement, outline their specific **roles and responsibilities**, and determine **short- and medium-term goals**.

The Working Group will explore questions around funding, coherence, audience, communications and systems

1

How will we prioritize and braid funding sources to help launch and sustain RAPs in California to ensure an affordable program for each apprentice?

2

How do we ensure coherence between RAPs in teaching and other teacher preparation pathways in California?

3

For whom exactly are we designing RAPs in teaching in California? Who would most benefit?

4

How will we communicate this opportunity to relevant stakeholders, including prospective teacher candidates?

5

What would a system of RAPs in teaching look like in California?

Improving and Stabilizing the Teacher Workforce in California

PACE Annual Conference
Feb 3, 2023

