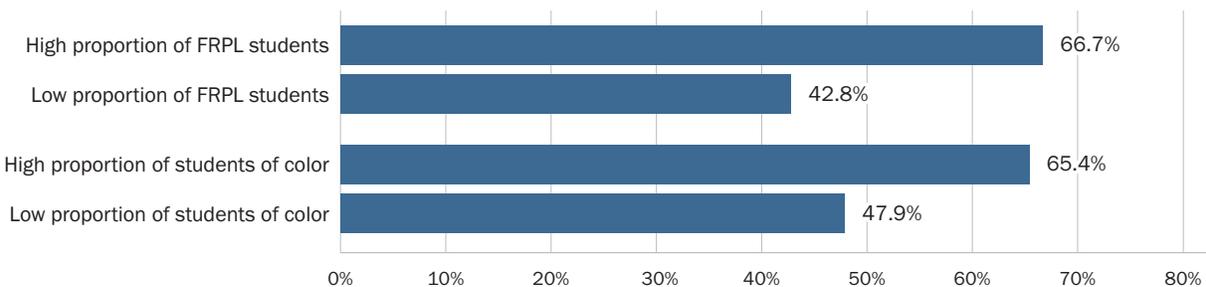


## Addressing California's Teacher Shortages: New Funding Opportunities for Your District, County, or Charter School

California's schools are facing a severe teacher shortage. Shortages are most pronounced in special education, mathematics, science, and bilingual education, as well as in schools serving high percentages of students from low-income families and students of color.

### Shortages Disproportionately Impact Schools Serving Historically Disadvantaged Students

Percent of principals hiring teachers on substandard credentials or leaving positions vacant, by school characteristics



Notes: Low proportion represents schools in the bottom quartile and high proportion represents schools in the top quartile. FRPL is the free and reduced-price lunch program.

Source: Adapted from Darling-Hammond et al. (2016) *Teacher Shortages in California: Status, Sources, and Potential Solutions*, Getting Down to Facts II.

The 2018–19 state budget includes \$130 million to address teacher shortages and strengthen the teacher workforce through three grant programs:

#### TK–12 Teachers:

- **Local Solutions Grant Program** (\$50 million): This program provides up to \$20,000 per teacher to implement locally identified solutions to address shortages of special education teachers. The application deadline is October 30, 2018.
- **Teacher Residency Grant Program** (\$75 million): This program provides up to \$20,000 per teacher candidate to develop or expand a teacher residency program to prepare special education, bilingual, or STEM teachers. Local education agencies (LEAs) must apply with at least one higher education partner. The application deadline for new programs is January 15, 2019. Applications for program expansion grants are being accepted in two rounds: November 15, 2018, and January 15, 2019. Applications for capacity-building grants (Round 2) are due November 5, 2018.

The California Commission on Teacher Credentialing is now accepting proposals for both programs. Grant funds can be used through June 30, 2023, and require local matching funds (actual or in-kind).

#### Early Childhood Educators:

- The budget also includes funding for the Licensed Child Care Teacher Professional Development Program (\$5 million). This program, administered by the California Department of Education's Early Education and Support Division, will provide professional learning opportunities for early childhood educators to improve practices to support dual language learners (DLLs). This funding will be distributed as grants and contracts to technical assistance and professional development providers with expertise in the area of DLL education in ECE settings.

## Evidence-Based Strategies for Local Solutions Grants (Special Education)

While teacher shortages across the state are well documented, how these play out in local communities varies widely. Thus, LEAs should work with partners and other key stakeholders to engage in a strong needs and assets assessment to better understand what is driving local shortages of special education teachers and therefore what the most effective local solutions might be.

Based on [research](#) on teacher recruitment, preparation, and retention—as well as the parameters of the [local solutions grant program](#)—LEAs might consider strategies to:

### **Improve teacher preparation and reduce costs to enter the profession.**

- Create local pipelines into teaching, such as “Grow Your Own” models to support classified staff and other talented community members in training to become teachers.
- Provide service scholarships to teacher candidates and/or student debt payments to newly credentialed teachers—in exchange for a commitment to teach special education in the LEA for at least 4 years.
- Pay for credentialed teachers to earn an additional credential in special education—in exchange for a commitment to teach special education in the LEA for at least 4 years.
- Where an LEA relies on staffing special education vacancies with teachers on emergency-style permits or intern credentials, consider providing financial support so that these candidates can serve a reduced caseload, receive heightened support and more opportunities to observe and learn from expert mentor teachers, and complete teacher preparation more quickly.

### **Increase teacher compensation.**

- Provide signing bonuses or living stipends for newly credentialed special education teachers—in exchange for a commitment to teach special education in the LEA for at least 4 years.
- Provide retention bonuses to encourage existing special education teachers to stay in the district.
- Pay for current special education teachers to earn their National Board Certification (NBC), which can be a key retention strategy and in some districts can lead to a compensation boost.

### **Provide quality mentoring and induction for all beginning teachers.**

- Invest in high-quality induction and mentoring programs that increase beginning teacher competence and effectiveness and also reduce attrition.

### **Improve teachers’ working conditions.**

- Incentivize professional development strategies and the redesign of schools to foster greater collaboration among special education teachers and general education teachers.
- Compensate expert special education teachers within the LEA for assuming increased teacher leadership opportunities, such as mentoring new teachers.

## Teacher Residency Program Grants (Special Education, STEM, Bilingual)

**What is a teacher residency?** Building on the medical residency model, teacher residencies provide a pathway to teacher certification grounded in deep clinical training. Residents apprentice alongside an expert teacher for a full academic year. They take closely linked coursework from a partnering teacher preparation program that leads to a credential at the end of the residency year. They typically receive financial support (e.g., living stipends and/or tuition support) as they learn to teach; in exchange, they commit to teach in the district for 4 years beyond the residency.

**How do schools benefit?** This model fosters tight partnerships between LEAs and teacher preparation programs. Residencies recruit teachers to meet district needs in shortage fields. Then they rigorously prepare them, and keep them in the district. Research on the impact of the residency model suggests that teachers who are trained through a residency program are:

- On average more racially diverse than other new teachers.
- Much more likely to stay in teaching, especially in the high-need districts that sponsor them.
- Effective in the classroom, as judged by principals who hire them and through evidence about their students' performance.

### Resources on Teacher Residency Programs

- [Commission on Teacher Credentialing Teacher Residency Grant Program Webpage](#)
- Learning Policy Institute: Guha, R., Hyler, M.E., and Darling-Hammond, L. (2016). *The Teacher Residency: An Innovative Model for Preparing Teachers*.
- California State University New Generation of Educators Initiative, [The Power of Partnership in Teacher Preparation](#)
- [National Center for Teacher Residencies \(NCTR\)](#)
- [Prepared To Teach at Bank Street College, including resources on sustainable funding sources for teacher residency programs](#)
- In addition to higher education partners, many local teacher unions and grassroots community organizations are also active partners in teacher preparation programs, including teacher residency programs.