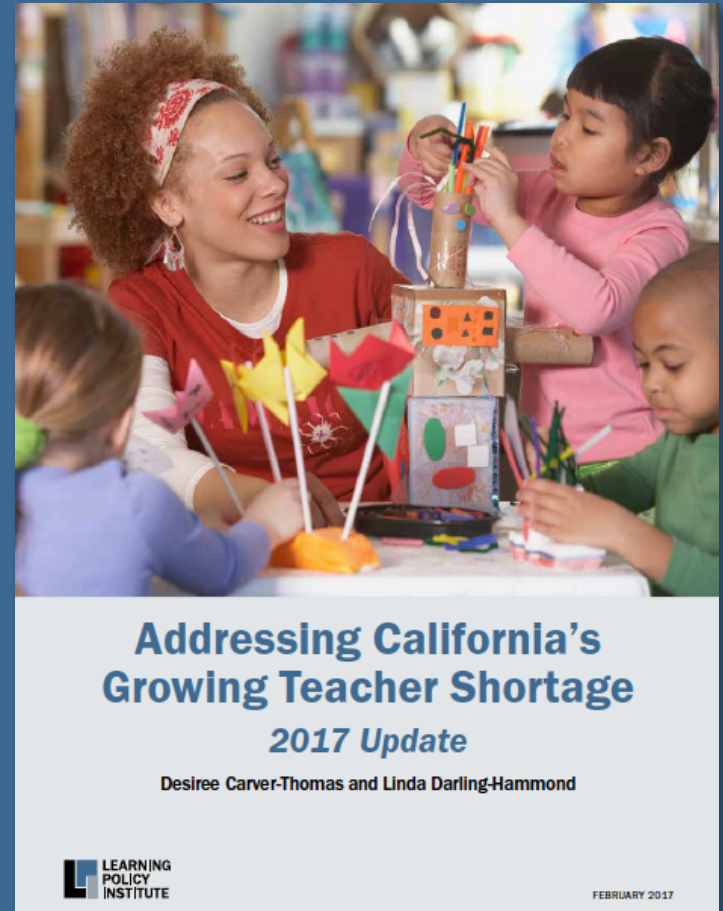


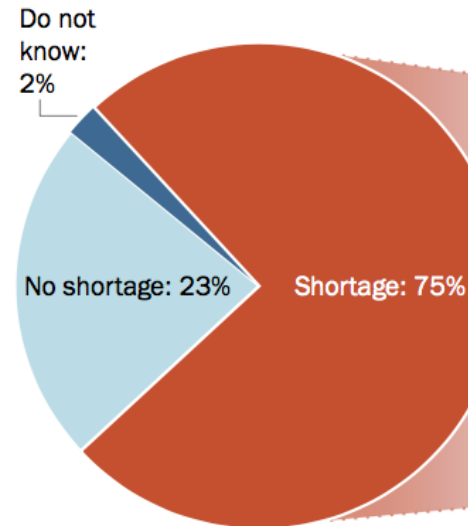
California Teacher Shortages: What We Know and Can Do



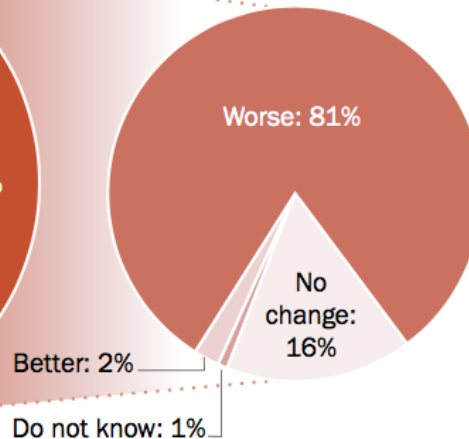
75% of CA Districts Reported Teacher Shortages in 2016-17

Teacher Shortages Are Getting Worse

Percent of Districts Reporting Shortages



Percent of Districts with Shortages Reporting Change in Shortages



LPI analysis of CSBA Survey of Delegate Assembly Districts (2016).

Major Shortage Areas:

Special Education (88%)

Mathematics (58%)

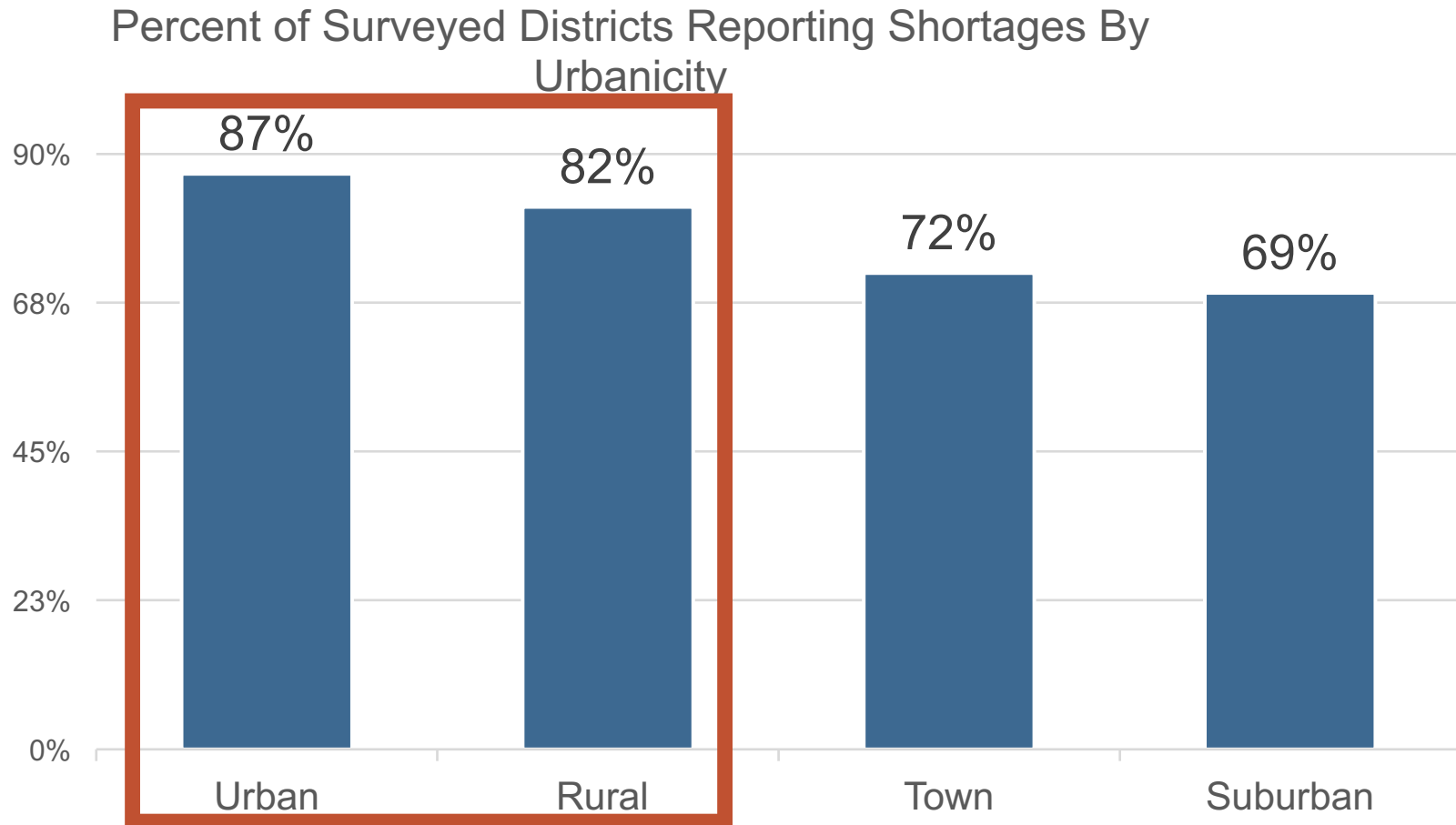
Science (57%)

Elementary (37%)

Districts with most high-need students (83%)

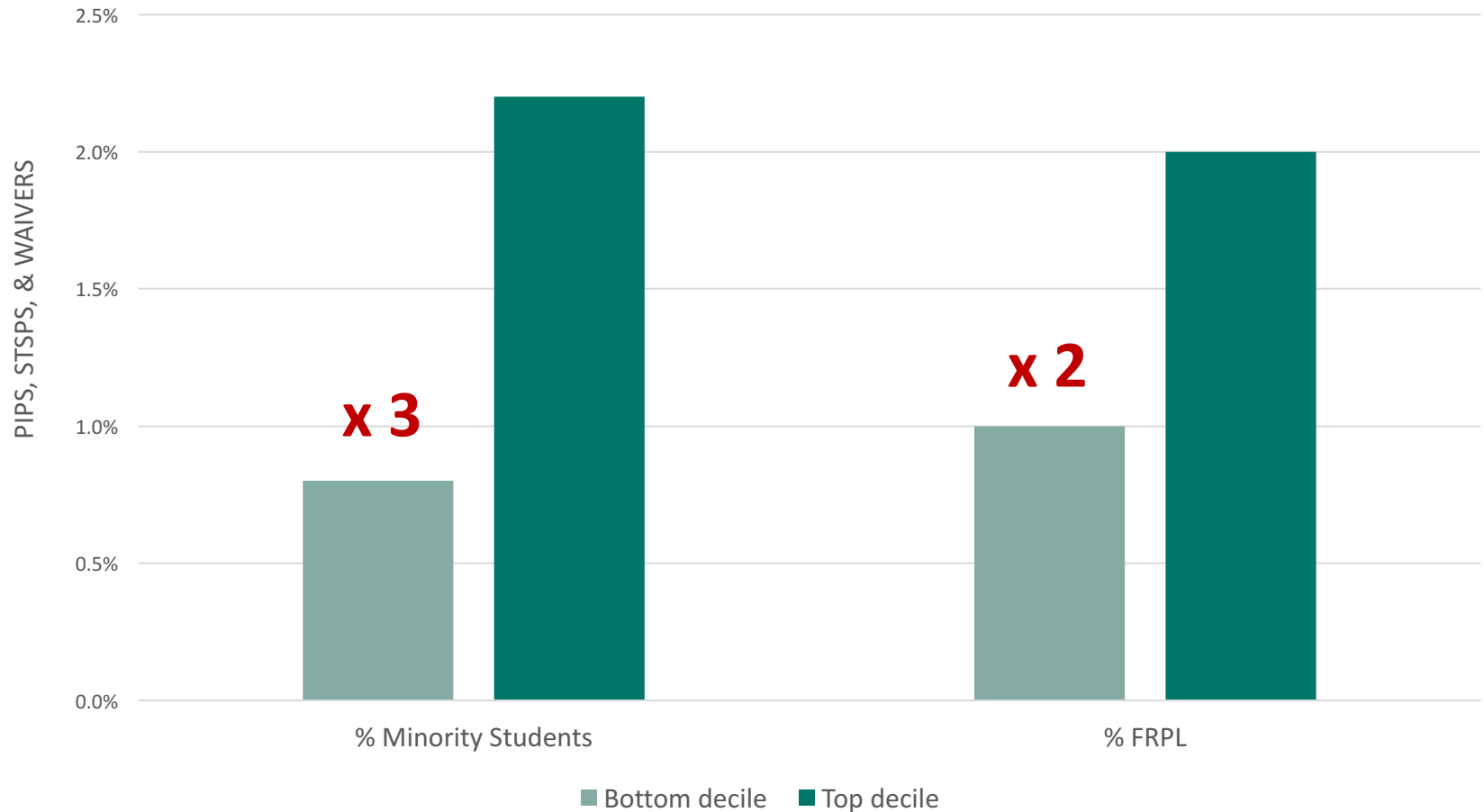
Emerging: CTE, Bilingual

Shortages Disproportionately Impact Urban & Rural Districts



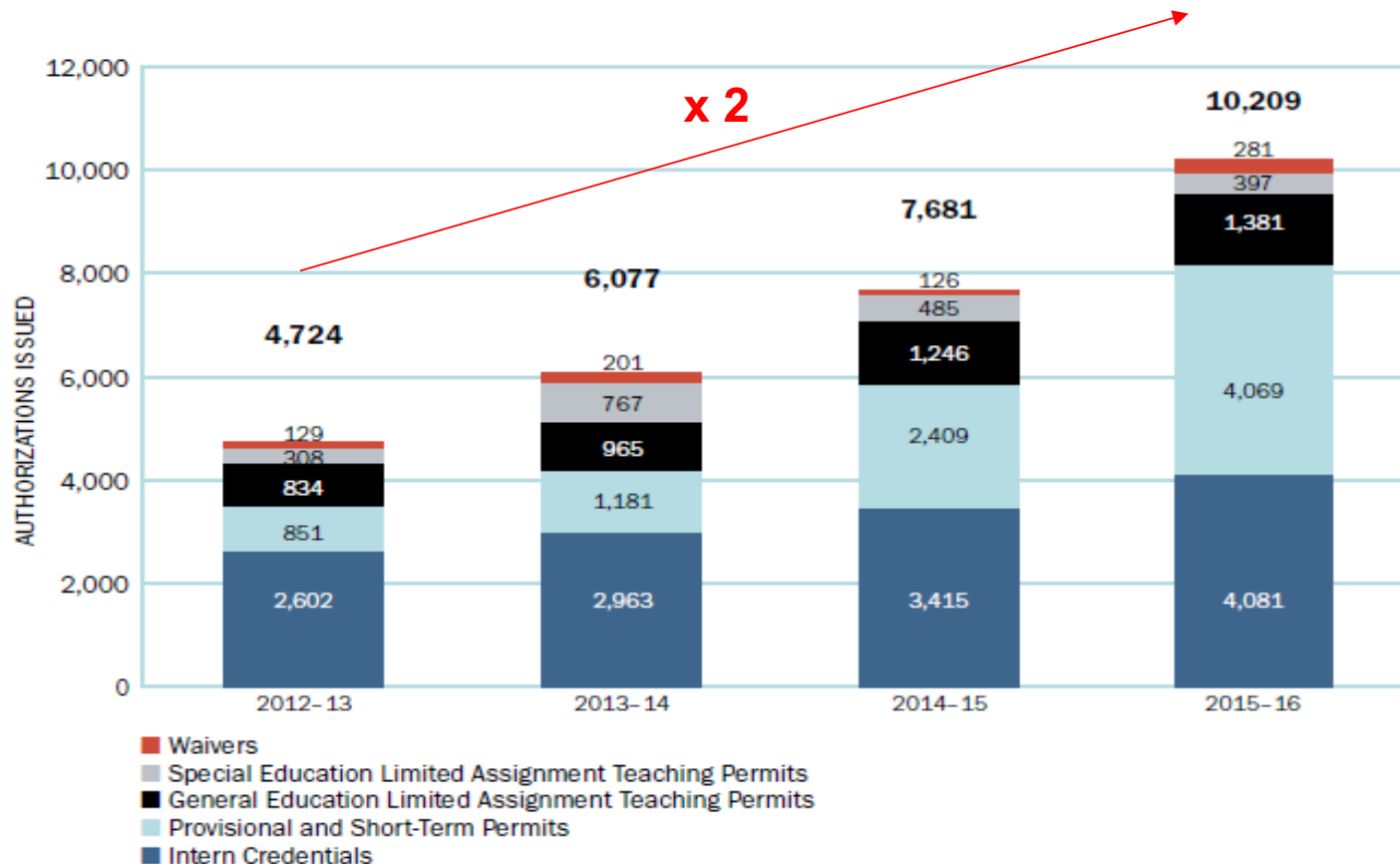
Source: Podolsky, A. and Sutch, L. (2016). *California Teacher Shortages: A Persistent Problem* (brief). Palo Alto, CA: Learning Policy Institute.

Shortages Disproportionately Impact Students of Color and Low-income Students



Source: California State Plan to Ensure Equitable Access to Excellent Educators (2016)

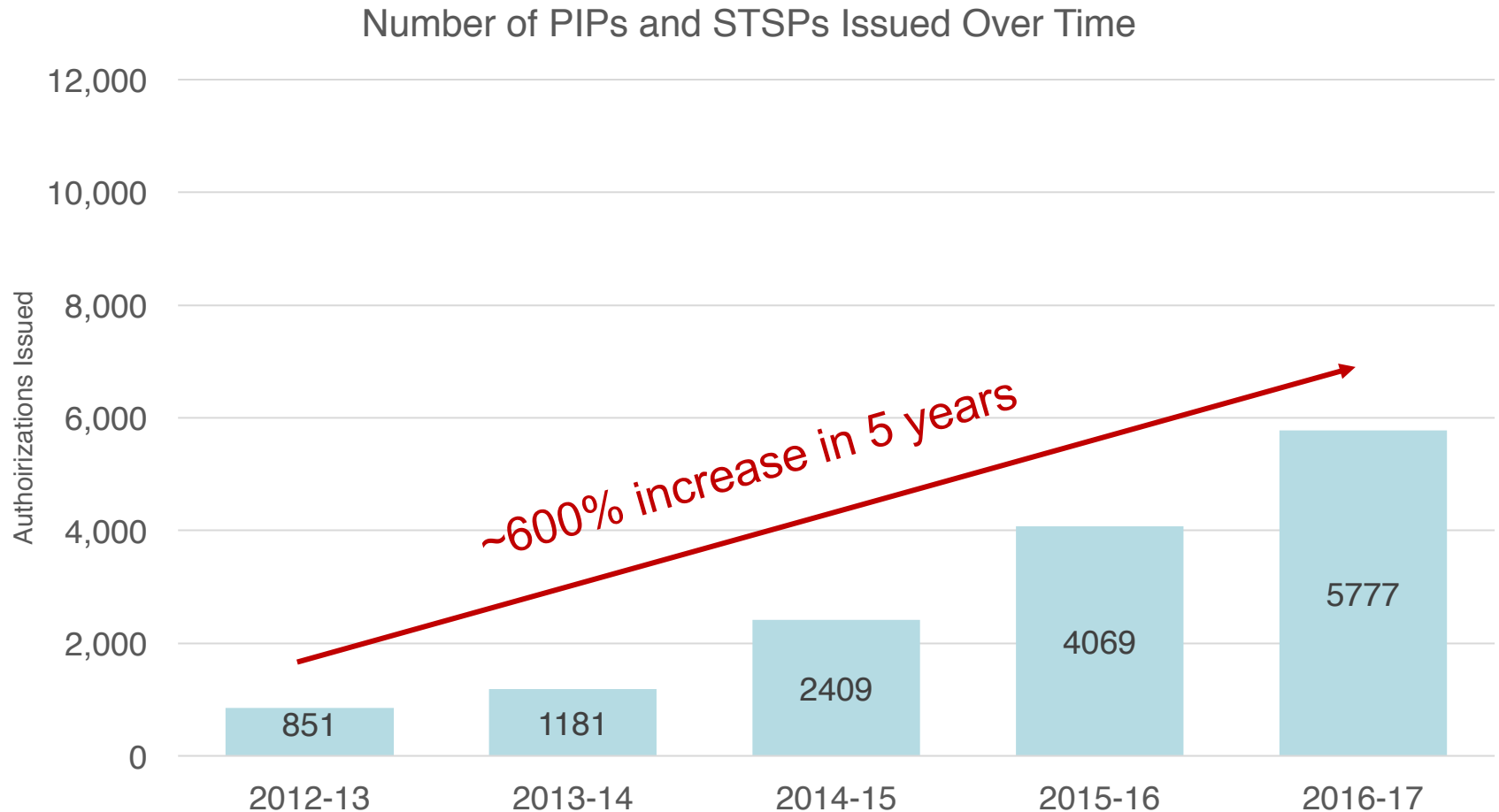
10,000 teachers hired on substandard credentials



Note: Number of substandard credentials and permits issued between July 1 of each year and June 30 of the following year.

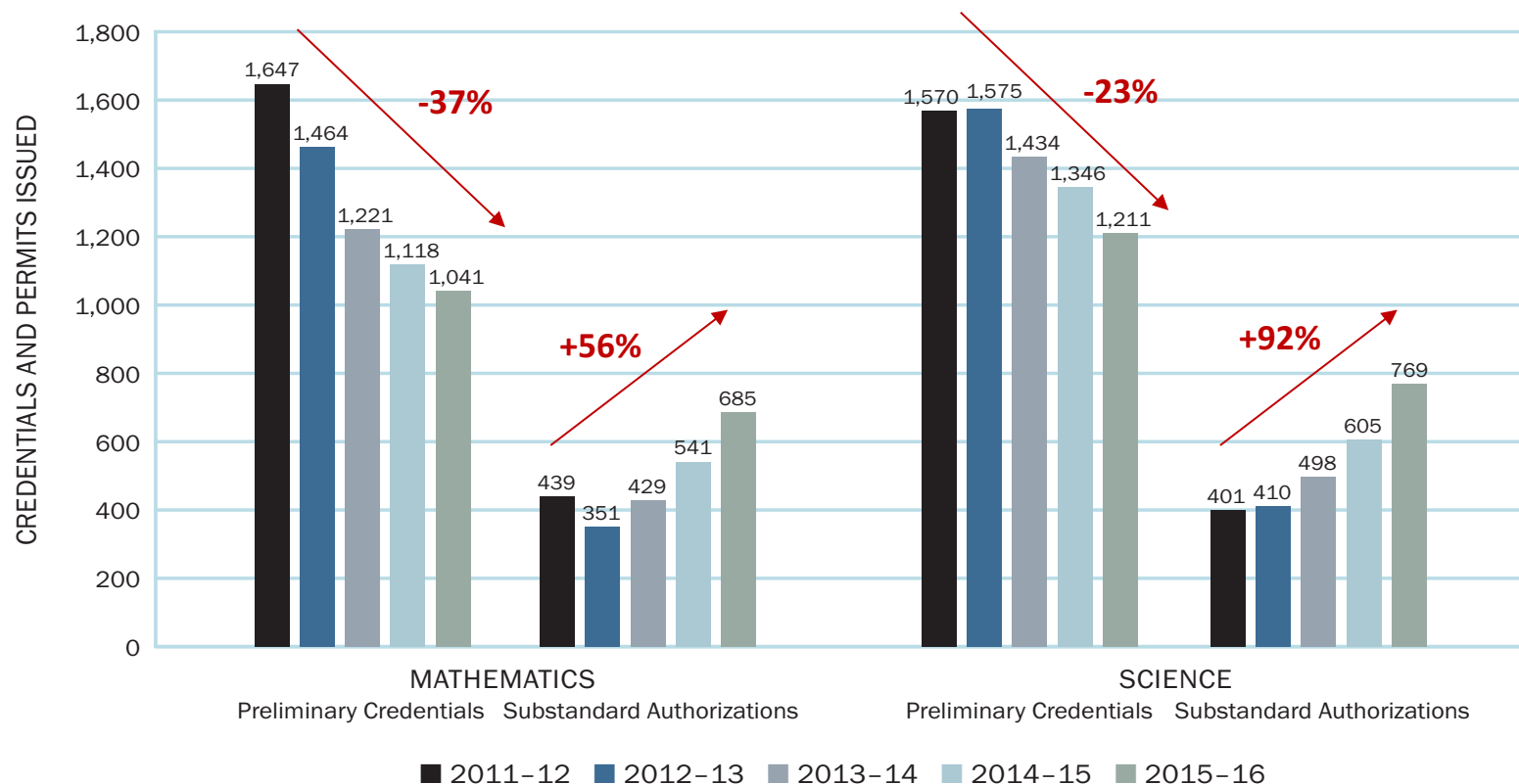
Source: Data provided by the California Commission on Teacher Credentialing by request.

Emergency-Style Permits Continue to Increase



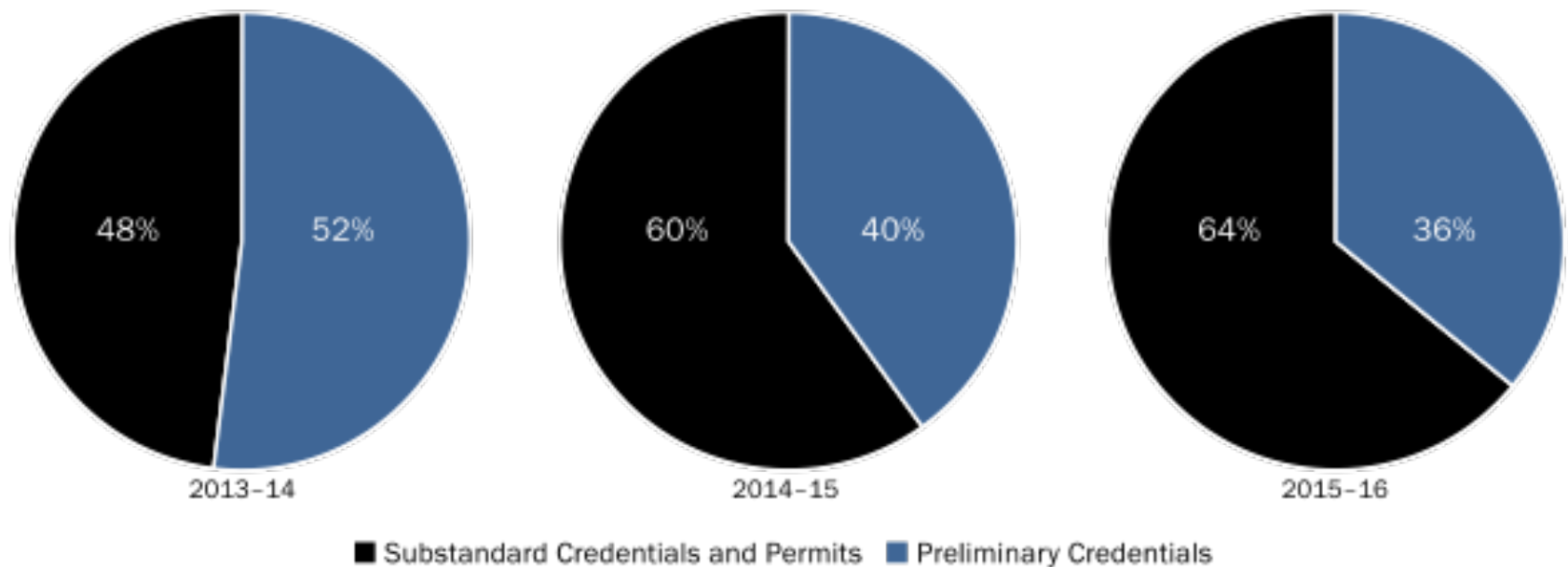
Source: Data provided by the California Commission on Teacher Credentialing by request

Math and Science: New, fully prepared teachers decline as underprepared teachers increase



Source: California Commission on Teacher Credentialing.

New, underprepared special education teachers outnumber those who are fully prepared 2:1



Source: California Commission on Teacher Credentialing.

With the Passage of Proposition 58 Bilingual Teacher Shortages Are Growing

More than 50% of districts surveyed in Spring 2017 reported a shortage of bilingual teachers.

CaliforniansTogether
Championing the Success of English Learners

JUNE 2017



UNVEILING CALIFORNIA'S GROWING BILINGUAL TEACHER SHORTAGE:

Addressing the Urgent Shortage, and Aligning the Workforce
to Advances in Pedagogy and Practice in Bilingual Education

By: Vickie Ramos Harris and Araceli Sandoval-Gonzalez

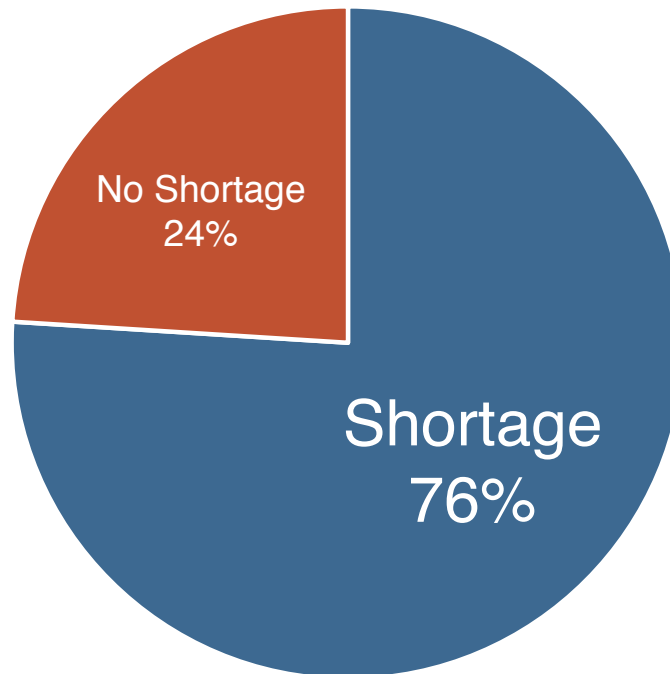
INTRODUCTION

Like many states across the nation, California is at the onset of a teacher shortage. Policymakers, educational leaders, and advocates are working to develop innovative strategies and approaches to retain existing teachers and attract the next generation of the workforce—and they must do so expediently. While the overall teacher shortage is of great concern, new data contained in this brief indicates that the bilingual teacher shortage is even more severe.

In November 2016, California voters overwhelmingly passed Proposition 58 (73.5%), creating more opportunities for students to become biliterate and removing major restrictions on bilingual education created through Proposition 227 in 1998. The extensive support for Proposition 58 is indicative of the growing demand for bilingual education, rooted in the strong research base that shows the powerful impact of biliteracy for all students. Unfortunately, California's population of bilingually authorized teachers has declined considerably since 1998. Therefore, state and local policies are needed to rebuild and retool the bilingual workforce with the most current biliteracy pedagogical advances connected to the Common Core, English Language Development and Content Standards. Immediate state leadership is paramount.

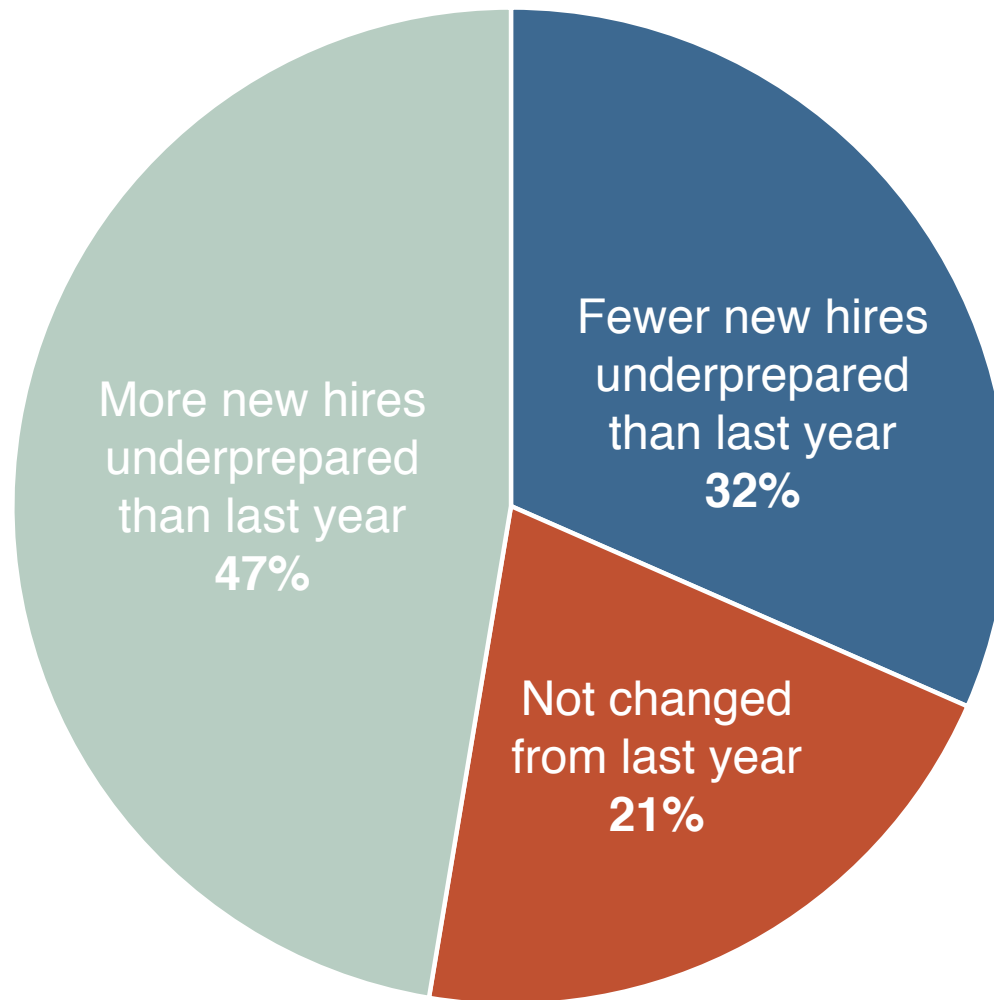
First Look at 2017-18: Shortages Continue

Percent of Districts Reporting Shortages for the
2017-18 School Year



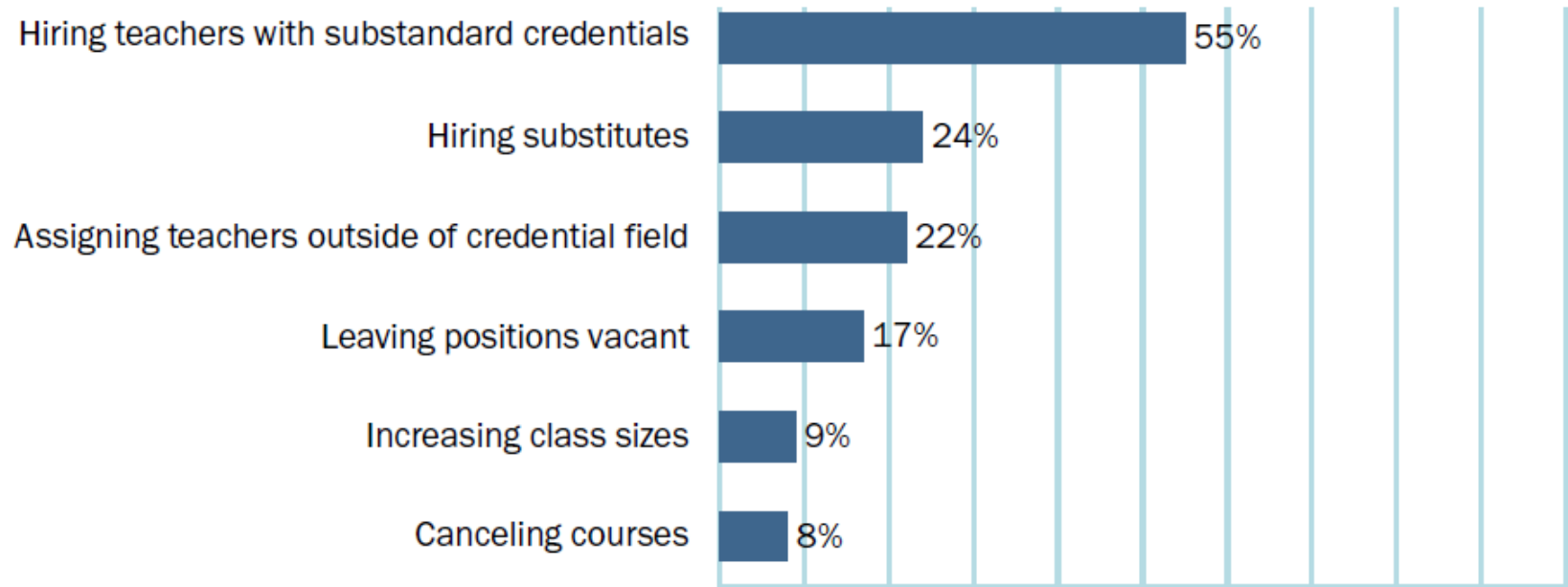
Source: Analysis of LPI 2017-18 CA School District Survey

Increases in Underprepared Teachers in 2017-18



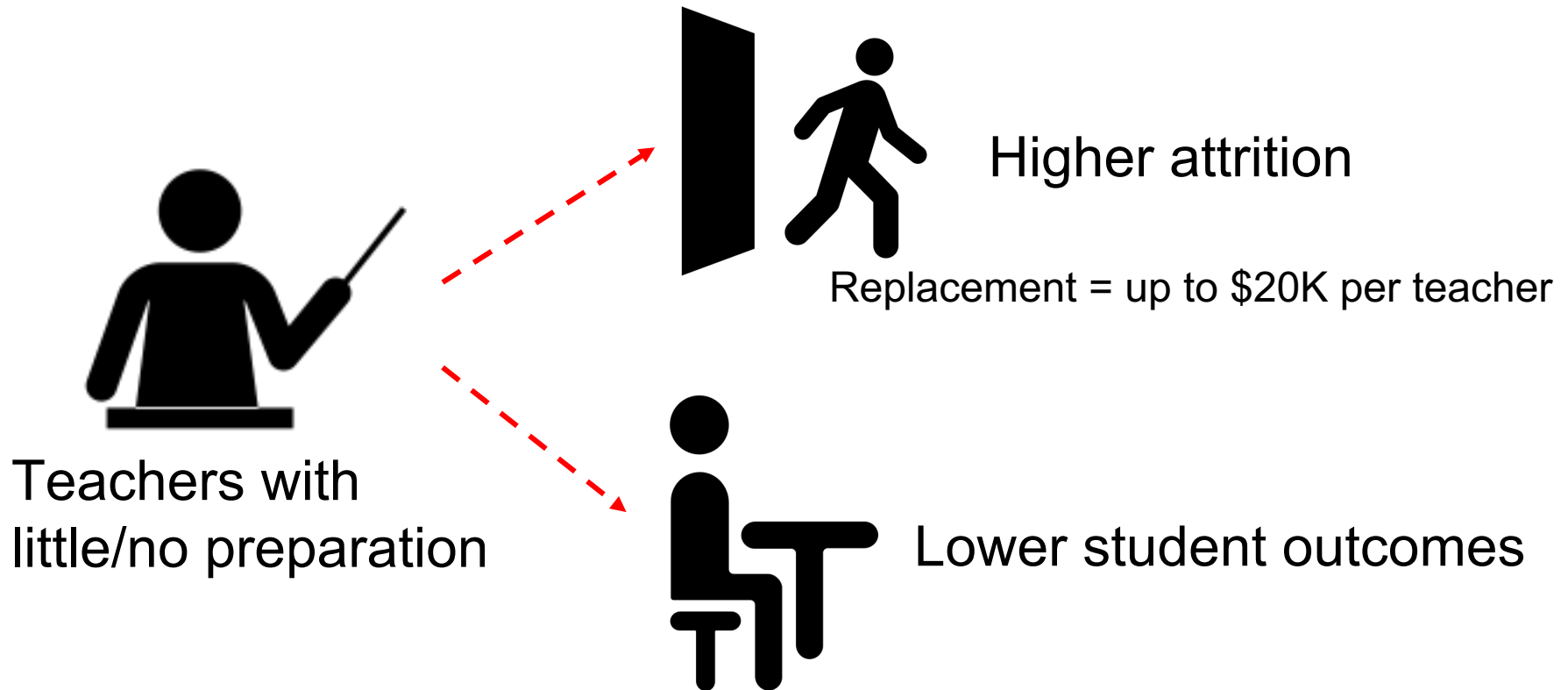
How Are Districts Filling Vacant Teaching Positions?

Percent of districts with shortages that used the staffing solution to fill vacant positions



Source: Podolsky, A. and Sutchter, L. (2016). *California Teacher Shortages: A Persistent Problem* (brief). Palo Alto, CA: Learning Policy Institute.

The cost of underprepared teachers



California's \$68 million investment will improve teacher supply in 3-5 years

2016

- **California Classified Staff Teacher Credentialing Program: \$20M for grants to LEAs to recruit classified staff to become certified teachers**
- **Integrated Teacher Preparation Program Grant: \$10M for grants to IHEs to develop or expand 4-year teacher preparation programs.**
- **California Center on Teaching Careers: \$5M to recruit new teacher candidates**

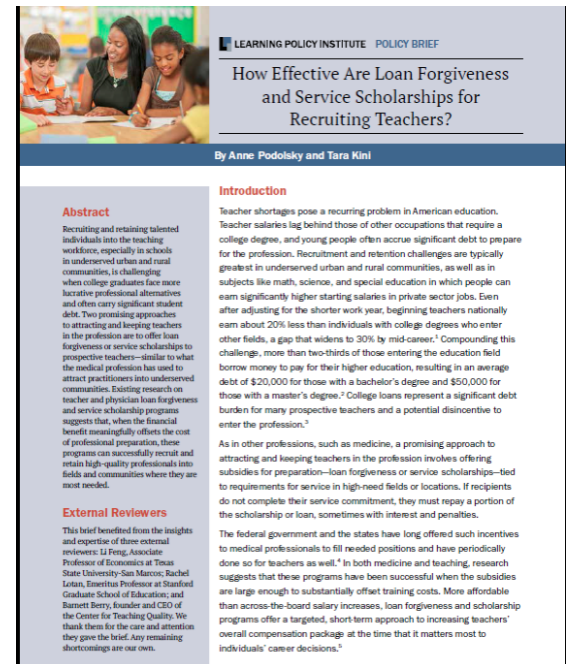
2017

- **Classified Staff Teacher Credentialing Program: \$25M**
- **Bilingual Professional Development Program: \$5M**
- **CalED Grant Program: \$2.7M for teacher recruitment & retention, \$6.5M school leader development**

What Supports High-Retention Entry Pathways?

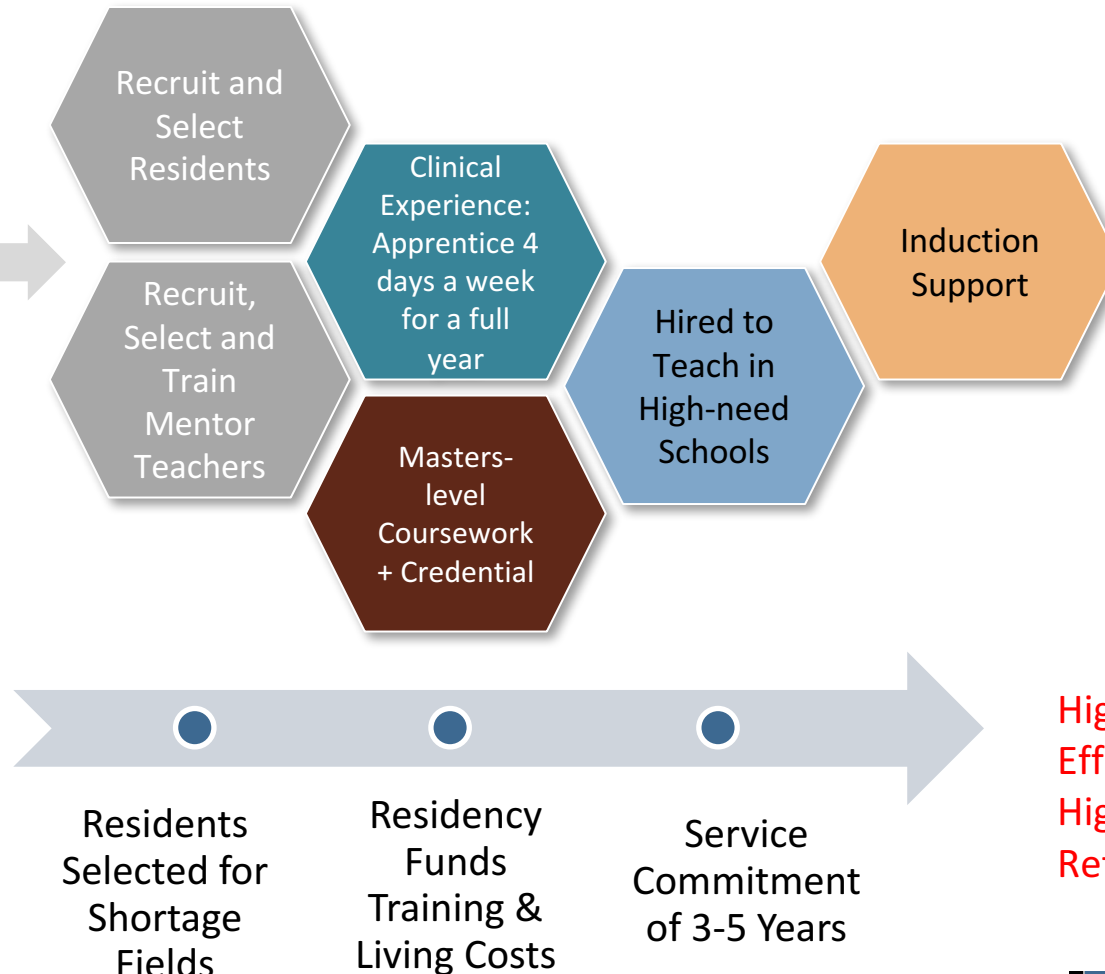
Service Scholarships / Forgivable Loans with 3-5 year service commitment:

Indiana	Up to \$7500 / year // \$30,000
Kansas	Up to \$5500 / year // \$22,000
Massachusetts	Up to \$7500 / year // \$30,000
Nevada	Up to \$6000 / year // \$24,000
North Carolina	Up to \$8250 / year // \$33,000
Virginia	Up to \$10,000 / year // \$40,000
Woodrow Wilson Scholarship (Graduate Level Preparation)	\$30,000 // one year

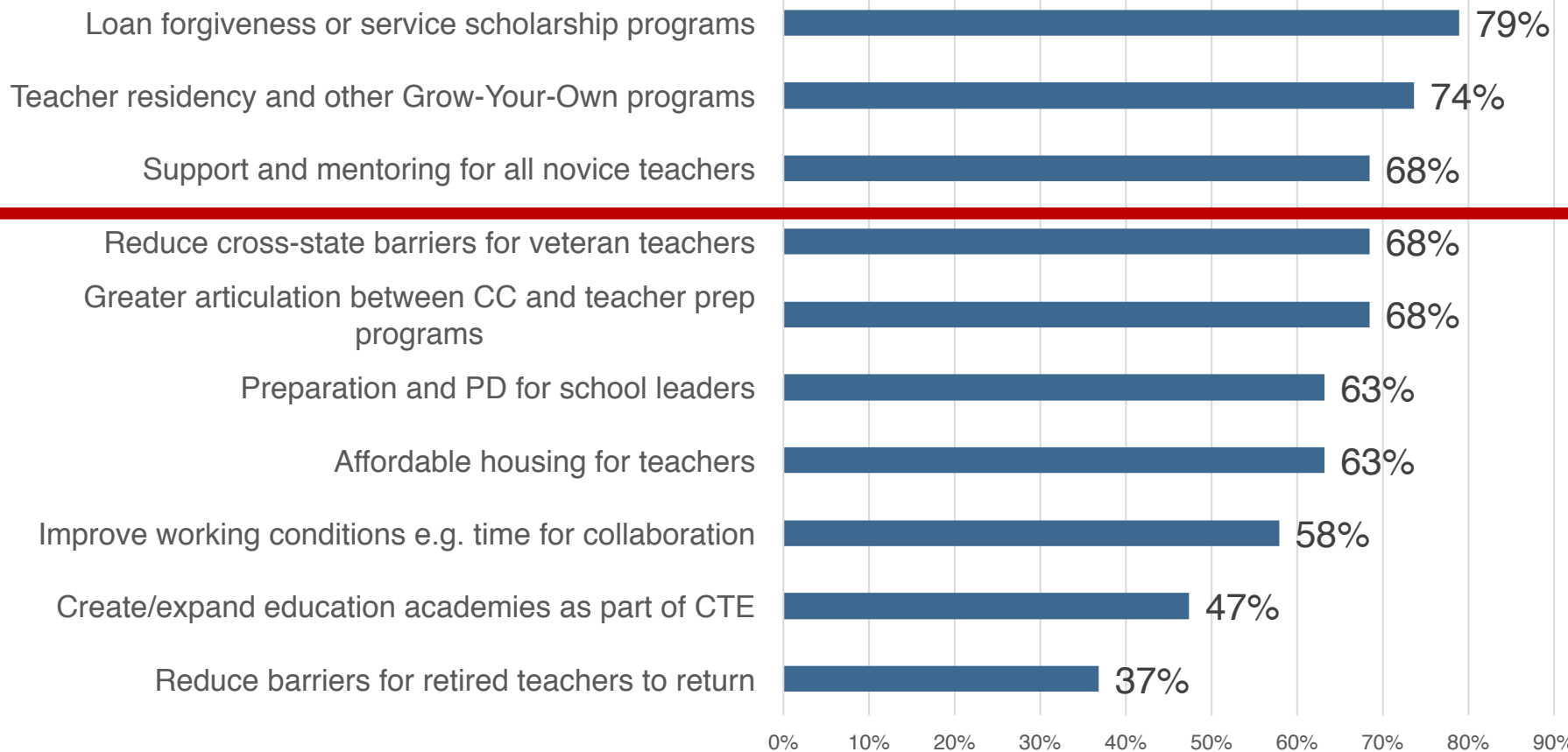


Residency Programs Offer Another High-Retention Entry Pathway

Districts + Universities Prepare and Retain Effective Teachers to Meet District Needs



2017-2018 District Survey: What Can The State Do to Reduce Shortages?



Percent of districts that agree the policy solution can reduce teacher shortages

Fall 2017 CTC Survey of Teacher Preparation Programs

- **Programs have capacity to serve more teacher candidates.**
- **>50% report that a lack of financial aid is an obstacle to increasing enrollment in teacher prep programs**
- **When asked what policies would allow the institution to increase the number of teacher candidates, respondents most often chose “increasing financial aid for candidates.”**

What would it take to eliminate our greatest teacher shortages?

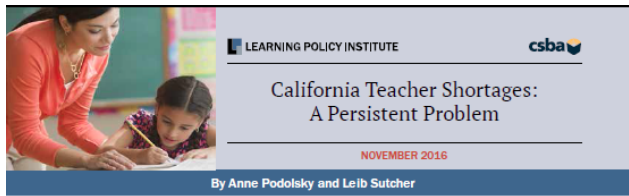
CTC issued ~5,800 emergency-style permits (PIPs/STSPs) in 2016-17: greatest shortages in special ed, math, science

One-year, high-retention pathways, with 4-year service commitment: service scholarships/loan forgiveness and matching grants for teacher residencies

**Up to \$20,000 per candidate in high-need fields/locations
X 5,000 candidates**

= \$100 million

Full reports available at: learningpolicyinstitute.org



Abstract

A highly competent teaching workforce is a necessary condition for improving children's outcomes, especially for those who rely most on schools for their education. Yet a survey of over 300 California school districts reveals that the shortage of qualified teachers in four districts reported that this shortage has gotten worse in the past two years. Districts are having to hire untrained and substitutes, assign teachers out of field, cancel courses, and increase class sizes. They are also making a variety of policies to strengthen teacher preparation pathways into the district, including compensation, improve management, and enhance working conditions. To better address shortages, particularly in high-need fields and schools, the state and districts will need to develop evidence-based strategies to communities' different

Introduction



Abstract

Recruiting and retaining talented individuals into the teaching workforce, especially in schools in underserved urban and rural communities, is challenging when college graduates face more lucrative professional alternatives and often carry significant student debt. Two promising approaches to attracting and keeping teachers in the profession are to offer loan forgiveness or service scholarships to prospective teachers—similar to what the medical profession has used to attract practitioners into underserved communities. Existing research on teacher and physician loan forgiveness and service scholarship programs suggests that, when the financial benefit meaningfully offsets the cost of professional preparation, these programs can successfully recruit and retain high-quality professionals into fields and communities where they are most needed.

External Reviewers

This brief benefited from the insights and expertise of three external reviewers: Li Feng, Associate Professor of Economics at Texas State University-San Marcos; Rachel Lotan, Emeritus Professor at Stanford Graduate School of Education; and Barnett Berry, founder and CEO of the Center for Teaching Quality. We thank them for the care and attention they gave the brief. Any remaining shortcomings are our own.

Introduction

Teacher shortages pose a recurring problem in American education. Teacher salaries lag behind those of other occupations that require a college degree, and young people often accrue significant debt to prepare for the profession. Recruitment and retention challenges are typically greatest in underserved urban and rural communities, as well as in subjects like math, science, and special education in which people can earn significantly higher starting salaries in private sector jobs. Even after adjusting for the shorter work year, beginning teachers nationally earn about 20% less than individuals with college degrees who enter other fields, a gap that widens to 30% by mid-career.¹ Compounding this challenge, more than two-thirds of those entering the education field borrow money to pay for their higher education, resulting in an average debt of \$20,000 for those with a bachelor's degree and \$50,000 for those with a master's degree.² College loans represent a significant debt burden for many prospective teachers and a potential disincentive to enter the profession.³

As in other professions, such as medicine, a promising approach to attracting and keeping teachers in the profession involves offering subsidies for preparation—loan forgiveness or service scholarships—tied to requirements for service in high-need fields or locations. If recipients do not complete their service commitment, they must repay a portion of the scholarship or loan, sometimes with interest and penalties.

The federal government and the states have long offered such incentives to medical professionals to fill needed positions and have periodically done so for teachers as well.⁴ In both medicine and teaching, research suggests that these programs have been successful when the subsidies are large enough to substantially offset training costs. More affordable than across-the-board salary increases, loan forgiveness and scholarship programs offer a targeted, short-term approach to increasing teachers' overall compensation package at the time that it matters most to individuals' career decisions.⁵



Addressing California's Growing Teacher Shortage 2017 Update

Desiree Carver-Thomas and Linda Darling-Hammond



FEBRUARY 2017