

March 30, 2016

L E G I S L A T I V E A N A L Y S T ' S O F F I C E

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Teacher Workforce Trends

Presented to:

Senate Budget and Fiscal Review Subcommittee No. 1

On Education

Hon. Marty Block, Chair





Two Primary Pathways to Becoming a Teacher



Traditional Pathway

- Preliminary credential.
- Must obtain a bachelor's degree, complete a teacher preparation program, and pass several state-required tests.



Alternative Pathway

- Internship credential.
- Must obtain a bachelor's degree and pass several state-required tests.
- Completes teacher preparation while simultaneously being a classroom teacher.

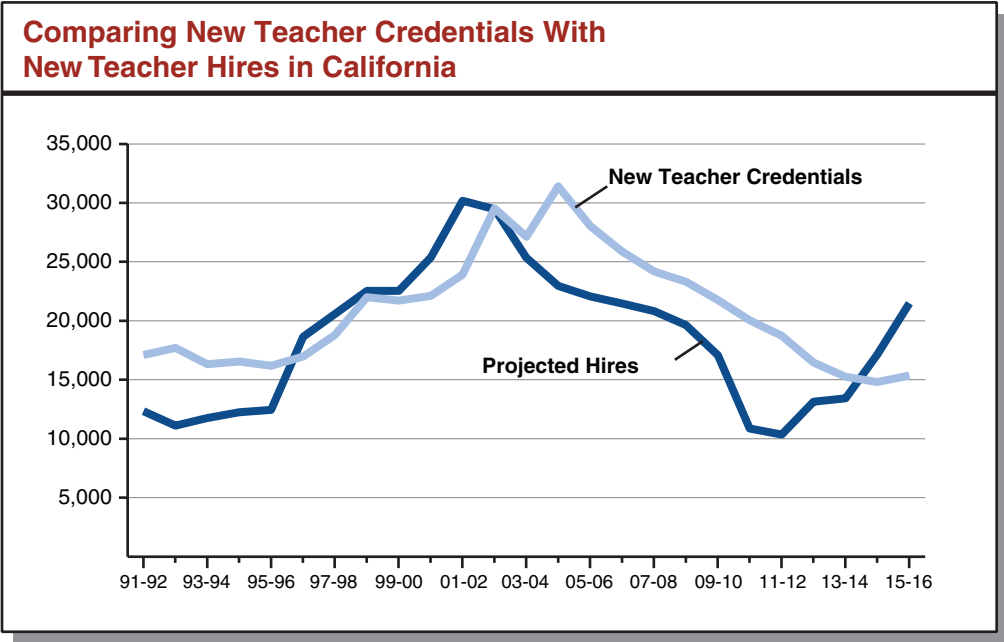


Statewide Teacher Workforce Trends



New Credentials Issued vs. New Hires

- 1990-91 - 1996-97: New credentials outpace hires.
- 1996-97 - 2002-03: Hires outpace new credentials.
- 2002-03 - 2013-14: New credentials outpace hires.
- 2013-14 - Present: Hires outpace new credentials.





Factors That Affect the Market for Teachers



Teacher Demand

- State funding for schools.
- Class-size policies.
- Student enrollment.



Teacher Supply

- Enrollment in teacher preparation programs.
- Re-entry into the teacher workforce.
- Out-of-state teacher recruitment.



Teacher Turnover

- Leaving teaching profession (temporarily or permanently).
- Switching schools.
- Teacher retirements.



Specific Teacher Workforce Trends



Overall Teacher Market Is Cyclical

- In process of adjusting itself (with increases in enrollment in teacher preparation programs, out-of-state recruitment, and individuals with teaching credentials re-entering teacher workforce).



Persistent Teacher Shortages in Certain Subject Areas

- Special education.
- Science.
- Math.



Persistent Teacher Shortages in Certain Types of Schools

- City-center schools.
- Low-income schools.
- Certain types of rural schools.



Policy Responses

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.



Issues for Consideration



Policy Focus

- Focus on longstanding teacher shortage areas rather than overall teacher workforce.



Fiscal Policies

- Providing ongoing salary increases to teachers working in persistent shortage areas is effective but can be costly and controversial.
- Providing financial aid to individuals willing to work in persistent shortage areas also is effective. Up-front tuition grants tend to be more effective than loan forgiveness programs.



Support and Outreach Policies

- New teacher support programs generally are effective. State currently funds these efforts as part of the Local Control Funding Formula.
- Support programs for veteran teachers are most effective if developed at local level, as locally developed programs can be better tailored to the unique challenges of more experienced teachers.
- Outreach to re-engage former teachers or recruit out-of-state teachers can be a cost-effective way of increasing teacher supply.



Limited Teacher Workforce Data

- Legislature lacks data needed to answer very basic teacher workforce questions.
- Developing a longitudinal teacher data system would allow policy makers to gain a better understanding of teacher workforce issues.