
SENATE COMMITTEE ON APPROPRIATIONS

Senator Anthony Portantino, Chair
2023 - 2024 Regular Session

AB 1106 (Soria) - PK-3 early childhood education specialist credential: grant program

Version: June 22, 2023

Urgency: No

Hearing Date: July 10, 2023

Policy Vote: ED. 6 - 0

Mandate: No

Consultant: Lenin Del Castillo

Bill Summary: This bill establishes a grant program for institutions of higher education (IHEs) to establish programs of professional preparation that lead to more credentialed teachers obtaining the pre-kindergarten through grade three early childhood education specialist credential.

Fiscal Impact: While the bill's provisions would be subject to an appropriation, it could result in one-time General Fund cost pressure of \$5 million to \$10 million assuming the Commission on Teacher Credentialing (CTC) awards between five and fifteen planning and implementation grants. The CTC estimates increased General Fund workload costs of \$174,000 each year to administer the grant program, collect data, and complete the report. The bill would allow CTC to use up to 1.5 percent of grant funds for program administration.

Background: Existing law requires the CTC to award the following types of credentials to applicants whose preparation and competence satisfy its standards:

- a) Basic teaching credentials for teaching in kindergarten, or any of grades 1 to 12, inclusive, in public schools in the state.
- b) Credentials for teaching adult education classes and vocational education classes.
- c) Credentials for teaching specialties, including, but not necessarily limited to, bilingual education, early childhood education, and special education. The CTC may grant credentials to any candidate who concurrently meets the CTC's standards of preparation and competence for the preliminary basic teaching credential and the preliminary specialty credential.
- d) Credentials for school services, for positions including, but not necessarily limited to, administrators, school counselors, speech-language therapists, audiologists, school psychologists, library media teachers, supervisors of attendance, and school nurses.

Existing law authorizes the CTC to issue single subject teaching credentials in agriculture, art, biological sciences, business, chemistry, dance, English, geosciences, health science, home economics, industrial and technology education (ITE), mathematics, music, physics, physical education, science (various subjects), social science, theater, and world languages (English language development and languages

other than English). The law also authorizes the CTC to issue a multiple or single subject teaching credential with a specified concentration in a particular subject based upon the depth of an applicant's preparation in an important subject of the school curriculum in order to ensure excellence in teaching in specific subjects. Further, existing law authorizes the CTC to issue credentials for teaching specialties, including bilingual education, early childhood education, and special education (education specialist). Requires education specialist teaching credentials to be based upon a baccalaureate degree from an accredited institution, completion of a program of professional preparation, and standards that the CTC may establish.

Proposed Law: This bill requires the CTC to develop and implement a program to award, on a competitive basis, planning grants of up to \$250,000 each to regionally accredited IHEs for the development of plans to guide the creation of programs of professional preparation that lead to more credentialed teachers obtaining the PK-3 ECE Specialist Credential and a bilingual authorization. It also requires the CTC to develop and implement a program to award, on a competitive basis, implementation grants of up to \$500,000 each to regionally accredited IHEs for the implementation of programs of professional preparation, that lead to more teachers with the PK-3 ECE Specialist Credential and a bilingual authorization.

This bill provides that a regionally accredited IHE awarded a planning grant may use the grant funds to create a new four-year integrated program of professional preparation, adapt an existing integrated program of professional preparation, or establish a stand-alone program of professional preparation. This bill also provides that the grants may be used for any purpose in support of implementing a program of professional preparation, as specified. Further, this bill requires applicants for planning grants to provide specified assurances, including that candidates will have the ability to teach designated and integrated English language development classes.

This bill requires the CTC to give first and second priority to grant applications that make specified commitments, and for the CTC to annually report to the appropriate fiscal and policy committees of the Legislature on any grants that are funded.

This bill provides that the implementation of its provisions is contingent upon an appropriation, and authorizes the CTC to use 1.5 percent of these funds for purposes of administering the grants.

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