

Appendix 1-1
California Strategic Action Plan
For The Recruitment, Preparation and Retention of Special Education Teachers*
(Revised 06/01/03)

Document available at State Improvement Grant (SIG) website: http://www.calstat.org/ihe_home.html

Background Statement

The California Task Force for Recruitment, Preparation, and Retention of Special Education Teachers met four times during 2002-2003. Dr. Phoebe Gillespie, Recruitment/Retention Outreach Manager from the National Clearinghouse for Professions in Special Education, facilitated the Task Force. Attached are the resulting recommendations for the statewide implementation plan for recruitment, preparation, and retention of special education teachers.

The primary and foundational starting points for this work were three statewide documents:

1. "The Pipeline To The Future: A Statewide Teacher Recruitment Plan For California" (April, 1997),
2. "Shaping The Profession That Shapes California's Future: The California Statewide Teacher Recruitment Action Plan" (March, 1997), and the
3. "California IHE Comprehensive Final Report June 30, 2002."

The Council for Exceptional Children's "Bright Futures For Exceptional Learners" (April, 1998) was reviewed for recruitment preparation, and retention strategies along with additional national publications from other states and consortiums.

The implementation principles that guided this work are:

- increase the supply of "highly qualified" teachers including special educators;
- maintain accurate and current personnel data to inform decisions;
- establish effective special education voices in policy discussions;
- increase capacity of teacher preparation systems; and
- improve collective problem-solving and responsibility by the educational community to resolve the teacher shortage.

Only together can we build a brighter future to improve special education teacher quality and supply. Next steps recommended by the Partnership Committee on Special Education include the identification of a leadership team to monitor the recommended strategic activities and the exploration of ways to provide a “special education voice” to the State Board and the Advisory Commission on Special Education.

*The term “special education teacher” includes personnel providing specialized instruction in infant/preschool programs/services (Part C/Section 619 Part B).

“This project is partially funded by the Federal State Improvement Grant (SIG) to California (CFDA 84.323A) as allowed in part D of Public Law 105-17 IDEA 1997.”

Updated 03/25/03

Recruitment

	Recruitment Strategy Action Statement	Existing Resources	Current Related Legislation Policy Initiative	Current Funding Source	Persons to be Involved	Additional Resources Needed	Legislation, Policy Action Needed	Responsibility	Timeline	Indicator of Accomplishment
1 = 1/1	<p>1. Continue the development of a public relations campaign to raise the profile on the need for special educators, by:</p> <ul style="list-style-type: none"> -Customizing and distributing NCPSE brochures targeting special education teachers (www.special-ed-careers.org) -Customizing and distributing NCPSE's PSAs (Public Service Announcements), and Recruitment Video & CD -Distributing the above items in the form of a recruitment toolkit, targeting special education teacher recruits, to four-year IHEs and community colleges, school districts, alternative certification programs, troops to teachers, libraries, community- based organizations, special education parent groups, recruitment centers (Customizing tool kit using insert and ensuring photos and text depict a wide diversity in California – both ethnic/racial and linguistic diversity) -Increasing instate and out of state recruitment efforts (For example: Investigate ways to over come barriers to in and out of state retirees and career changers with STRS and CCTC) 	<ul style="list-style-type: none"> • CalTeach (State Clearinghouse) NCPSE (National Clearinghouse) • Existing materials to reorganize • LD online.com • Troops to Teachers • CTA/Club Ed (HS student awareness groups) • Edjoin • CSU campus recruitment projects •Parent Organizations • RCC • Statewide System of School Support (Title 1-S4) • ACSA • TRC • CSEA 	<ul style="list-style-type: none"> • SB1666 • SB824 • NCLB • Universal Pre-Kindergarten (Prop 10) State CCFC • School Readiness Initiative • Part C/IDEA CA.EISA (0-3) 	<ul style="list-style-type: none"> • TAP Grants • Title II (NCLB) • SIG Funds 	<ul style="list-style-type: none"> • CalTeach • HR Directors • CTA Chancellors' CC/CSU/UCOP • LEA Recruiters • Local Media • Parent Organizations • RCCs • Statewide System of School support (Title 1 – S4) • Appropriate Statewide Orgs. For example: ACSA, TRC, CSEA, CARS+, CAPSE, LIDAC, CEC CAPECSE • SELPAs • ES/Part C CSPD – West Ed CPEI • DDS 	<ul style="list-style-type: none"> • Continued use of SIG funds until 2005-2006 (Funds needed after 2005-2006) • Prior private funding • Grant applications 	<ul style="list-style-type: none"> • Make language in State budget that \$ is used for recruitment of teachers tied to NCLB requirements 	<ul style="list-style-type: none"> • CDE, Part B • DDS, Part C 	<ul style="list-style-type: none"> • Products Summer 2003 • PR Fall 2003 	<p>Roll out and distribution #</p> <p>CalTeach Annual Report on source of interest</p>

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2 = 1/1	<p>2. Infuse special education career awareness and special education service learning in early outreach/recruitment projects.</p> <p>-Enact programs in high schools and community colleges to increase enrollment in education specialist programs</p> <p>-Implement job-shadowing, service learning, and courses on disability awareness in child development or general early childhood education programs, pre-school/early intervention programs, elementary, middle, and high school programs, ROP, including: providing HS and community college counselors with SE literature and info</p>	<ul style="list-style-type: none"> • CalTeach • CTA/Club Ed • Future Teacher Clubs (LA Unified to Multilingual Teacher Academy) • Teacher Cadets/Academy (see South Carolina) • HS Counselor /Career Networks • CC Networks (One course spotlights special ed.) • Gear-up • Career centers @all campuses • State Special Schools • EDD Career Center Network • West Ed Community College Professional Preparation • CSU Teacher Recruitment Projects 	<ul style="list-style-type: none"> • TRDP Grantees • AVID • TRC • CalTeach Other Part C grants • State CCPC (Prop 10) • School Readiness Initiative 	<ul style="list-style-type: none"> • Perkins • ROP • School to Career • SIG Funds 	<ul style="list-style-type: none"> • HS Counselors • HR • Superintendents (Districts) • College Counselors/ Advising Centers • Counselors direct students to coursework specific to special education • Parent Organizations • CSU Teacher Recruitment Projects • 6 Regional Recruitment Centers • CAPECSE • Part C CSPD • West Ed • DDS • Child Care Dev. (CDD) 	<ul style="list-style-type: none"> • Additional resources to expand fieldwork experience (TRDP = Teaching and Reading Development Partnership) • OSEP Personnel Prep 	<ul style="list-style-type: none"> • Broaden the fieldwork options of TRDP in existing law (Budget language) 	<ul style="list-style-type: none"> • Community Colleges • CSU Chancellor's Office • Commitment of PCSE and specific partners • CDE (3-5 PS1619) • DDS Part C (0-3) 	<ul style="list-style-type: none"> • Ongoing • Spring 2005 	<p>Law changed</p> <p>All entities contacted and provided material of PR toolkit and personal contacts to influence content</p>

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3 = 1/1	3. Increase the number of individuals entering special education teaching profession (especially in the area of low –incidence disabilities) by increasing availability of incentives to enter the field through: <ul style="list-style-type: none"> • tuition assistance • loan forgiveness • housing assistance programs • textbook assistance • salary supplements 	<ul style="list-style-type: none"> • Current CA Incentives • Grants/Student Aid • APLE/Cal Grants • Loan Forgiveness • Part C ES Scholarship tuition assistance 	<ul style="list-style-type: none"> • SB 1666 	<ul style="list-style-type: none"> • Incentives • TAP funds 	<ul style="list-style-type: none"> • Student Aid Comiss. • Local District 	<ul style="list-style-type: none"> • Private Foundations • Federal Senate Bill pending • California (AB 1010) for Visually Impaired (Possibly use amendments to enlarge this bill to other sectors) 	<ul style="list-style-type: none"> • Infuse Spec. Ed. As high need area in state teacher incentive programs 	<ul style="list-style-type: none"> • Student Aid Commission and LEAs 	<ul style="list-style-type: none"> • Ongoing 	Increased number of individuals entering special education teaching profession.
4= 1/2	4. Districts identify those teachers who are not fully-credentialed and paraeducators who do not meet the requirements of NCLB and collaborate with IHEs to move them into credential pathways by: <ul style="list-style-type: none"> □ Addressing length of preparation programs □ Developing/funding support programs for paraeducators career ladder preparation –Developing “user friendly” state testing procedures for paraeducators as one avenue for making paras “fully qualified” and include portfolio option and performance assessment of para’s proficiency. 	<ul style="list-style-type: none"> • COEs • TRCs • Para Programs 	<ul style="list-style-type: none"> • SB 2042 • NCLB • Pre-K projects West Ed CCPPP 	<ul style="list-style-type: none"> • BTTP Grants • Intern/ Pre-Intern 	<ul style="list-style-type: none"> • Local Credential Analysts • CSEA • IHE reps. Including: CAPECSE CCPPP West Ed • CCTC • Human Resource Directors • Teacher Recruitment Centers 	<ul style="list-style-type: none"> • Increase capacity of IHEs and Districts • Private foundations 	<ul style="list-style-type: none"> • \$ for increase programs @ universities • Increase \$ for FTE @ IHE level for professors of Spec. Ed. 	<ul style="list-style-type: none"> • Districts and Universities 	<ul style="list-style-type: none"> • Spring 2005 	Reduction in special education emergency permit teachers and increase in paraeducators who meet requirements of NCLB.

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5	5. Disseminate the “happiness data” from the results of the Project Pipeline Study	<ul style="list-style-type: none"> • Teacher Recruitment Center –PR • CalTeach • NCPSE 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Project Pipeline Recruit Center • CalTeach 	<ul style="list-style-type: none"> • Project Pipeline Recruit Center • CalTeach • West Ed • DDS 		<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Project Pipeline Recruit Center • CalTeach 	<ul style="list-style-type: none"> • Spring 2004 	Press releases and articles disseminating data and results from Project Pipeline Study

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1 = 1/1	<p>1. Develop undergraduate special education teacher preparation programs, by:</p> <ul style="list-style-type: none"> - Facilitating development of blended programs for Special Education -Establishing advisories (e.g. CCTC) on minimum and maximum units for subject matter and credential programs -Maximizing the overlap between general education and liberal studies courses to meet subject matter competence -Exploring options for facilitating inter-university transfer of students -Increasing community college and IHE links to prepare paraeducators to meet NCLB with direct pathways to professional preparation 	<ul style="list-style-type: none"> • State Legislation • CSU Chancellor's Office • CCTC • CDE • CAPSE • TRCs 	<ul style="list-style-type: none"> • Proposed Legislation SB51 	<ul style="list-style-type: none"> • IHE Budgets 	<ul style="list-style-type: none"> • Dean/Chancellor • President support across campuses • Key state policy makers 	<ul style="list-style-type: none"> • Establish a task force to feed into Ed. Round Table and CCTC • Task Force work Describe Blended Special Ed Program Structure Provide advisory to CCTC • Legislation and \$ to fund planning grants for new blended programs • Investigate NCLB \$ for application and re-authorization of IDEA \$ 	<ul style="list-style-type: none"> • SE Task Force Recommends to CCTC and CSU Chancellor's group • Connect with CCTC to change Title 5 regulations (CCTC sponsored legislation) 	<ul style="list-style-type: none"> • CCTC • CSU Leadership • CAPSE • CAPECSE • Independent Institutions • Academic Senate • ACSA • SEACO • SELPA 	<ul style="list-style-type: none"> • Spring 2005 	Approved CCTC program standards for implementation of an undergraduate special education teacher preparation program

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2 = 1/1	<p>-Develop an ongoing database to inform statewide supply, demand, and attrition in order to encourage the development of credential programs for areas of need</p> <p>-Use data gathered to plan and implement strategies that remove barriers to entry into Special Education preparation programs, such as:</p> <ul style="list-style-type: none"> • Offering certificates of eligibility for multiple and single subject credentials • Addressing alignment of CCTC program standards with current national organizations' professional standards (ie.CEC) 	<ul style="list-style-type: none"> • CCTC 	<ul style="list-style-type: none"> • Ed. Spec. Credential Level II • ECSE credential 	<ul style="list-style-type: none"> • None, not a \$ issue 	<ul style="list-style-type: none"> • CCTC • CSU Chancellor's Office • CDE • DDS Part C CSPD 	<ul style="list-style-type: none"> • None, not a \$ issue • Lobby effort CAPSE ACSE PPS CSU CAPECSE 	<ul style="list-style-type: none"> • Yes- policy action 	<ul style="list-style-type: none"> • CCTC • CSU • ACSA 	<ul style="list-style-type: none"> • Spring 2004 	Policy changed

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3 = 1/1	<p>3. Expand accessibility for state certification in the field of special education, by:</p> <ul style="list-style-type: none"> -Providing financial support for Education Specialist Level II programs -Reviewing and aligning ELL requirements for Special Ed. Teachers with SB2042 credentials -Expanding the availability of internship programs leading to Education Specialist certification -Aligning current Education Specialist teaching and services credentials, with IDEA / NCLB, including guidelines for recommending correct subject matter preparation. -Increase access to distance learning across all special education areas, especially in areas of low-incidence disabilities -Offering university programs leading to a credential at local school sites for Level I and Level II 	<ul style="list-style-type: none"> • Distance Learning Projects (CSU, West Ed, CSUN) 	<ul style="list-style-type: none"> • Education Specialist Credential Level II • ECSE Credential 	<ul style="list-style-type: none"> • None • BTSA Program Support 	<ul style="list-style-type: none"> • BTSA • CCTC 	<ul style="list-style-type: none"> • \$ needed 	<ul style="list-style-type: none"> • Yes- lobby policy to support \$-Equitable financial support needed for Special Ed. 	<ul style="list-style-type: none"> • CCTC • BTSA • Information activities: CAPSE, LIDAC, CARS, ACSE, PTA, PTIs CAPECSE 	<ul style="list-style-type: none"> • Spring 2005 	Financial support for Ed. Specialist Level II Programs

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4= 1/1	4. Expand accessibility to special education doctoral preparation in CA to address roles as university faculty and leadership in conducting special ed. research, by: -Expanding joint doctorates in special education - Facilitating the development of CSU's stand alone doctoral program when appropriate UC partners are not available	<ul style="list-style-type: none"> • Joint Ed.D and Ph.D. in CSU and UC 	<ul style="list-style-type: none"> • EdD legislation from CSU Chancellor's Office 	<ul style="list-style-type: none"> • CSU planning grants • CSU Loan forgiveness 	<ul style="list-style-type: none"> • CSU Chancellor's Office • CAPSE • Selected Deans of College of Ed • CAPECSE 	<ul style="list-style-type: none"> • NCLB 	<ul style="list-style-type: none"> • Legislation and policy to implement 	<ul style="list-style-type: none"> • CAPSE • CCTC • CDE/SED 	<ul style="list-style-type: none"> • Spring 2005 	3 new doctoral programs in special education established

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1 = 1/1	<p>1. Establish policy and/or legislation to define caseload and class size limits to include:</p> <ul style="list-style-type: none"> -number of students and percentage of time the student receives special education services -type and amount of additional services provided (for example: specialized health care services, behavioral supports, designated instructional services, and consultation related services). 	<ul style="list-style-type: none"> • Collective bargaining • Ed.Code Regulations for Resource Specialists/ part 30 • NCLB • CDE 	<ul style="list-style-type: none"> •AB 570 •AB1925 Dead Bills • Ed Code • NCLB • Low incidence funds 	<ul style="list-style-type: none"> • IDEA • NCLB • Low incidence funds 	<ul style="list-style-type: none"> • Parent groups • Special education teacher associations • Legislators • CDE • DDS – Part C • Pupil Services Coordinators • Bargaining unit • School Boards • All administrators 	<ul style="list-style-type: none"> • Money • Staff • Money for training Awareness Education • Lobbying Group 	<ul style="list-style-type: none"> • Class size reduction legislation for Special Ed. • IDEA regulation requiring a state to come up with class size limit for special education • School Board • Awareness Training-required relevant w/release time 	<ul style="list-style-type: none"> • Parent groups • Special education teacher associations • Legislators • CDE • DDS – Part C • Pupil Services Coordinators • Bargaining Unit • School Boards • All administrators 	<ul style="list-style-type: none"> • Spring 2005 • IDEA reauthorization 	<p>Revised laws and regulations</p> <p>Waiver options minimized</p> <p>Positive student outcome; less paperwork; enriched collaboration with parents, general education and support personnel promoting successful inclusion.</p>

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2 = 1/1	<p>2. Improve teacher working conditions by providing equitable and adequate classroom facilities, appropriate materials (books, supplies, equipment, multi-media equipment, etc). for differentiated instruction, including low incidence funds to meet Individual Service Plan needs</p> <ul style="list-style-type: none"> -monitor and evaluate these conditions as part of the state compliance and review process -implement a data collection and analysis process to study these conditions 	<ul style="list-style-type: none"> • Collective Bargaining • Project Pipeline Working Conditions Study 	<ul style="list-style-type: none"> • Ed Code • Fire regulations • Health regulations • NCLB • OSHA • Local and state gov't organizations 	<ul style="list-style-type: none"> • School facilities funding • NCLB • Bond funding 	<ul style="list-style-type: none"> • CCR Teams • Parents • CTA • DDS Part C (as appropriate) 	<ul style="list-style-type: none"> • Training general ed. administrator & district admin. of special ed. • Money and space 	<ul style="list-style-type: none"> • Legislation to require appropriate materials for all teachers including special ed . teachers and support personnel • NCLB Fed \$ • Change CCR (state policy /state board) • Explore public hearings on CCR • Amend bond language to renovate special ed. programs to meet Ed.Code 	<ul style="list-style-type: none"> • OSHA: local, state • Gov't site council 	<ul style="list-style-type: none"> • 2005: Legislation • New bond language 	<p>Safety compliance</p> <p>Positive student outcomes</p>

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3 = 1/2	<p>4. Work to ensure district and school site administrators are prepared with needed attitudes; skills, and knowledge through pre-service and in-service instruction to :</p> <ul style="list-style-type: none"> -implement special education laws and regulations, -provide support to special education students, parents, teachers, and staff -guide teachers in using strategies and resources to implement quality programs. -provide designated time for collaboration 	<ul style="list-style-type: none"> • BTSA SA training • CEC principals' manual • ACSLA SE module • ACSA Training • Parent Groups • CDE and related contracts • CARS+ • NCLB <ul style="list-style-type: none"> • parent • highly qualified teacher • DDS and related contracts (birth- 3 years) 	<ul style="list-style-type: none"> • AB 75 • Tier II Flexibility • NCLB 	<ul style="list-style-type: none"> • AB 75? • NCLB 	<ul style="list-style-type: none"> • Researchers • ACSA • CSLA • CSPD • Early childhood technical assistance • CDE Pre K-12 • DDS (0-3) • CAPEA 	<ul style="list-style-type: none"> • NCLB funding specialized training for BTSA support providers and site administrator 	<ul style="list-style-type: none"> • School Board Policy • CCTC • BTSA specialized training for support providers and admin. • CCTC include standards for administrator training in CCTC standard 	<ul style="list-style-type: none"> • Special Ed. Teachers • IHEs • Administrators • School site Staff • School Board • LEA 	<ul style="list-style-type: none"> • Ongoing 	Higher ratings on key performance indicators and compliance reviews

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4= 1/3	<p>4. Provide meaningful professional development for special education teachers that is relevant, high quality, job-embedded, on- going, effective, data-informed, research-based, and student outcome focused.</p> <p>-Identify ways to improve special education teacher induction, i.e., additional training time with the beginning special education teacher and the support provider (especially for beginning teachers of students with moderate/severe and low incidence disabilities).</p>	<ul style="list-style-type: none"> • BTSA • Existing data on general education • University faculty • Organizations • Dept. of Education • CAPA • DDS Part C related CSPD contracts 	<ul style="list-style-type: none"> • NCLB • Project Pipeline Survey 	<ul style="list-style-type: none"> • SIG • BTSA • NCLB 	<ul style="list-style-type: none"> • Teachers (new and veteran) • CDE • LEA / SELPA • DDS Part C 	<ul style="list-style-type: none"> • Assess/for CAPA for birth to 2 years • Data System CSIS 	<ul style="list-style-type: none"> • Appropriate expectations –one size does not fit all • Individualized accountability (CAPA) 	<ul style="list-style-type: none"> • CDE • IHE • LEA • SELPA 	<ul style="list-style-type: none"> • Spring 2005 	<p>Improved student outcome</p> <p>Improved teacher retention (new and veteran teachers)</p> <p>Completion of professional Level II credential</p>
5= 2/1	<p>5. Collect data to inform statewide supply, demand and attrition issues.</p> <p>-Create study to track Education Specialist Level I graduates.</p>	<ul style="list-style-type: none"> • UCs and CSUs • CalTeach • CAPSE • CSU Chancellor’s Office • Independent Colleges • CSU Model Survey 	<ul style="list-style-type: none"> • NCLB • highly qualified teacher • retention & recruitment 	<ul style="list-style-type: none"> • SIG • NCLB 	<ul style="list-style-type: none"> • School Districts • CalTeach • UCs • CSUs • CAPSE • CSU Chancellor’s Office • Independent Colleges • DDS Part C 	<ul style="list-style-type: none"> • Funding data sources 	<ul style="list-style-type: none"> • Monitoring • IHE s (public and private) 	<ul style="list-style-type: none"> • SIG with CalTeach/ w /CSU Chancellor’s office/ w/California Assoc. of Professors of Special Ed.(CAPSE) 	<ul style="list-style-type: none"> • Spring 2005 	<p>Results of Survey</p>

Note: Rankings = first number is impact/second number is feasibility