

Hosted by the California AfterSchool Network In Partnership with...







GPG Glen Price Group

Supporting nonprofit and public sector clients to maximize impact



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Teacher Apprenticeship Pathway Project



e *Invited…* Paving the Way

Developing Pathways for Expanded Learning Educators into Teaching

AUGUST 23 2021 10 00AM- 12 30PM PST

VIRTUAL CONVENING REGISTRATION AND DETAILS!

California AfterSchool Network in partnership with the California Teaching Fellows Foundation,
LA's BEST, the National Center for Teacher Residencies, and the Glen Price Group

- Tested and implemented teacher residency models in Expanded Learning Programs (LA's BEST, California Teaching Fellows Foundation).
- CalSAC Developed new trainings to build capacity to support Multilingual Learners.
- Creating summary of lessons learned and recommendations.
- Statewide culminating event sharing promising practices, barriers, and lessons learned.













Purpose

Provide an opportunity for participants to learn about potential pathways for Expanded Learning educators to become credentialed teachers.





Objectives

- 1. Share the opportunities to build pathways for expanded learning educators to become credentialed teachers.
- 2. Provide an opportunity for participants to hear from local communities of practice about how these pathways can become a reality
- Provide an opportunity for participants to ask questions and provide feedback on the emerging recommendations to build these pathways



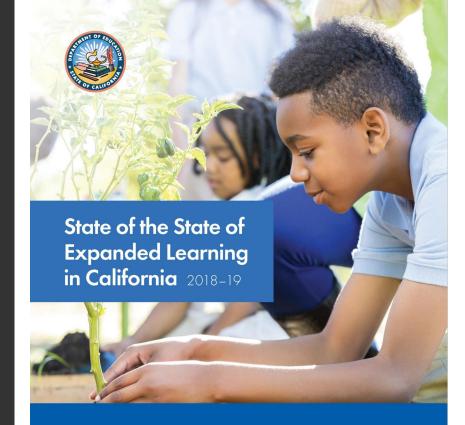


Our Time Together

- Welcome & Opening Keynote
- Teacher Residencies as Lever for Equity
- Looking Local: Need & Opportunity
- 15 min Break
- Emerging Recommendations
- Closing Speaker & Next Steps

Expanded Learning Before COVID: A rich infrastructure

- \$780 million
- 4,500 sites
- **440,000** students daily
- 980,000 students annually
- **1,300 summer** sites
- Statewide System of Support





WWW.AFTERSCHOOLNETWORK.ORG

EDITED B

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Director of Policy, Partnership for Children and Youth AUTHORED BY

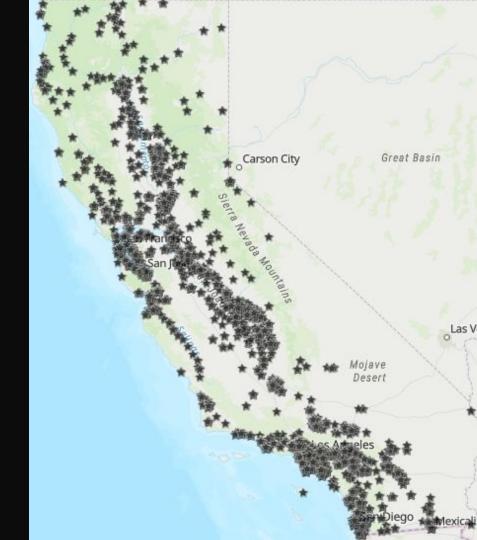
Heather Williams
Program Director, Policy and Outrea

The State of the State of Expanded Learning in California is a publication developed by the Expanded Learning Division of the California Department of Education, under contract with the California AfterSchool Network.

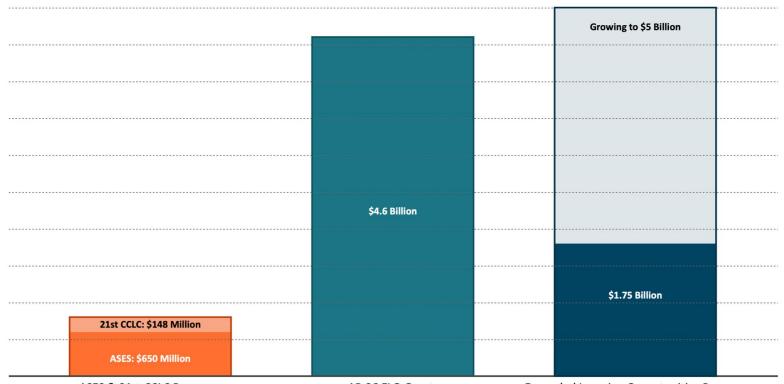
Expanded Learning: A vehicle for Equity

- 84% are socio-economically disadvantaged.
- 9/10 are children of color.
- 1/3 are English Learners.
- 25% of the state's students experiencing homelessness.

No Longer Optional: Why and How Expanded Learning Partnerships are Essential to Achieving Equity in School Reopening and Recovery (PCY, August 2020)



Expanded Learning Investment is growing dramatically



ASES & 21st CCLC Programs

Funding Source: ASES - State; 21st CCLC - Federal

Duration: Ongoing

Funding Initiated*: ASES - 2006; 21st CCLC 1996

AB 86 ELO Grants

Funding Source: State

Duration: One-time through August 31, 2023

Funding Initiated: Spring 2021

Expanded Learning Opportunities Program

Funding Source: State

Duration: Ongoing

Funding Initiated: Summer 2021

J

Grounded in the Science of Learning and Development

Point-of-Service Quality Standards

Safe and supportive environment

The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. Page Z

Active and engaged learning

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. Page 8

Skill building

The program maintains high expectations for all students, intentionally links program goals and curricula with 21 stcentury skills and provides activities to help students achieve mostery. Page 9

Youth voice and leadership

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. Page 10

B Healthy choices and behaviors

The program promotes student well-being through apportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style. Page 11

Oiversity, access and equity

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Page 12

Programmatic Quality Standards

Quality staff

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. Page 13

Clear vision, mission and purpose

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. Page 14

Collaborative partnerships

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program gools. Page 1.5

Continuous quality improvement

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

Page 16

Program management

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. Page 17

Sustainability

The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions. Page 18





Who is the Expanded Learning Workforce?

30,000

people work in Expanded Learning in CA

63% millennial born between 1981 -1996

under 30

teachers nationwide in 2011-12

35% male

expanded learning professionals in CA **27**%

teachers in CA in 2017-18

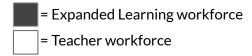
69% people of color

48% Latino 31% White 9% African American 5% AAPI

people of color

62% White 21% Latino 6% AAPI

4% African American





Centering the Workforce

- EXL workforce is more representative of CA's students
- Teacher pathways would provide additional career opportunities
- Many EXL educators want to become teachers
- EXL educators possess essential teaching competencies

- Significant teacher shortage, made worse by the pandemic
- EXL has been at the forefront of the pandemic response

The EXL Workforce Competencies

- Expertise in Social Emotional Learning
- Trained in trauma informed practices
- Have classroom management experience
- Design activities for students with diverse learning needs
- Practice Child and Youth Development principles
- Engage families and are commonly from the same communities
- Have existing relationships with the school day



Marquita Grenot-Scheyer

Assistant Vice Chancellor, Educator Preparation and Public School Programs, California State University, Office of the Chancellor





California Afterschool Network: Paving the Way: Developing Pathways for EXL Educators into Teaching

Marquita Grenot-Scheyer,
Educator Preparation & Public-School Programs

Chronic Teacher Shortage

- CSU prepares @ 50% of California's teachers
- Shortage areas: mathematics, science, special education, bilingual education, TK
- Teacher shortages, while widespread, are more pronounced in schools with larger percentages of high-need students.
- Importance of a diverse teaching force



State-wide Investments

- Golden State Teacher Grant: \$100 million-\$20k
 scholarships for students who commit to teach in high need schools.
- The Commission received \$492 million (one-time funds) to support teacher enrollment including continued funding for:
- ✓ Teacher Residency: \$350 million
- ✔ Classified School Employees Teacher Credential Program: \$125 million

COVID-19: Silver Linings

- Systemic inequities revealed
- Renewed interest in becoming a teacher
- Strengthening of partnerships with families
- Suspension and re-imagining of admission requirements to become a teacher (AB 130)

Targeted Recruitment, Preparation & Support

- Effective recruitment strategies and multiple pathways
- Service scholarships and forgivable loans
- High retention and culturally responsive preparation
- Supportive working conditions (including high quality induction and mentoring)
- Competitive and equitable compensation

CSU Initiatives

- California Academic Partnership Program (CAPP)
- Learning Lab for Diversity
- CSU Center for Transformational Educator Preparation Programs (CTEPP)
- UP-LIFT CA



EXL Workforce: Underexplored potential*

- Racially and ethnically diverse workforce
- Close ties with diverse communities
- Experienced working with children and families
- Committed to teaching and their communities
- Opportunity for collaboration among EPPs, EXL, and District partners

^{*}The Education Trust- A natural fit: Placing after-school staff of color in teacher pipelines, July 2021

Considerations/Wonderings.....

- Prior learning experiences?
- Competency based programs?
- Internships and apprenticeships?
- Multiple points of entry into EPPs?
- Flexibility in program delivery?



CSU The California State University

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NATIONAL CENTER FOR TEACHER RESIDENCIES





NCTR's mission is to disrupt historic educational inequities by advancing the teacher residency movement to prepare effective, diverse, and culturally responsive educators.

Launch and Sustain Teacher Residency Programs Improve
Teacher
Preparation by
Implementing
the Residency
Model

Prepare Diverse
Teachers to Serve
Historically
Marginalized
Students

Retain Diverse and High Quality Teachers Close the
Opportunity Gap
for Historically
Marginalized
Students

RESIDENCIES ARE A LEVER FOR EQUITY



Districts struggle to fill "hard to staff" positions with highly qualified teachers

77% of novice teachers feel underprepared

18% of teachers identify as people of color > 50% of students identify as people of color

Teacher preparation enrollment is down

Residencies respond to the local need to <u>prepare</u> diverse and effective teachers

RESIDENCIES



RESIDENCIES ARE A LEVER FOR EQUITY



It costs districts \$12-\$20K for every teacher who leaves

Teachers of color leave the profession 24% faster than their white counterparts

Underprepared teachers are 2X as likely to leave within 5 years

Students are 3X more likely to have novice teachers in Title I schools

Residencies respond to the local need to <u>retain</u> diverse and effective teachers

RESIDENCIES



TEACHER RESIDENCY AND PREPARATION OUTCOMES

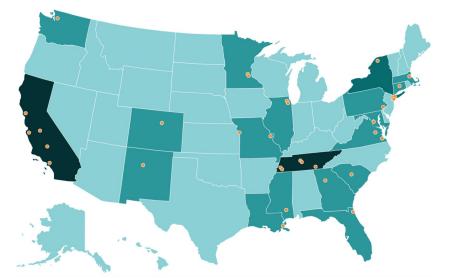


Diversity, Retention, Certification and Quality	NCTR Network	CA Programs in NCTR's Network	Teacher Prep Broadly
% of residents who identify as people of color	62%	75%	22%
% of graduates teaching in partner districts after 3 years	85%	80%	~50%
% graduates teaching in Title I Schools	87%	N/A	N/A
% of principals who agree or strongly agree that the residency is preparing residents to be effective teachers	99%	100%	N/A
% of principals who report that graduates of the residency are more effective than the typical first year teacher	92%	100%	N/A

NCTR ENGAGEMENT IN CALIFORNIA



Since 2010, NCTR has supported 21 residency programs in California



School Year 2021-2022

- 35 Network Partners
- 14 Aspiring Residencies

Number of Partners Per State



Current California Partners:

Alder GSE, CSU Bakersfield, CSU Channel Islands, CSU Fresno, CSU Monterey Bay, LAUSD, Oakland Teacher Residency, Pasadena Teacher Residency, Partnership to Uplift Communities, San Francisco Urban Teacher Residency, San Jose State University, Teachers College of San Joaquin, Tri-County Teacher Residency, Tulare, West Contra Costa USD/CSU East Bay, Yolo Teacher Residency

A ROBUST RESIDENCY MODEL LEADS TO RESULTS



Partnership

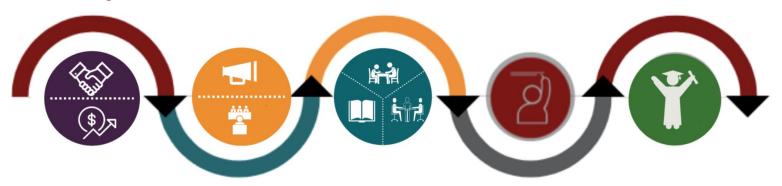
Partnership between school district(s)/CMOs, IHE(s), Non-profits, States, and others, with shared goals

Residency Year Experience

Yearlong clinical training alongside an effective mentor teacher, with integrated coursework/pedagogy

Induction

Ongoing and aligned induction and assessments



Recruitment & Selection

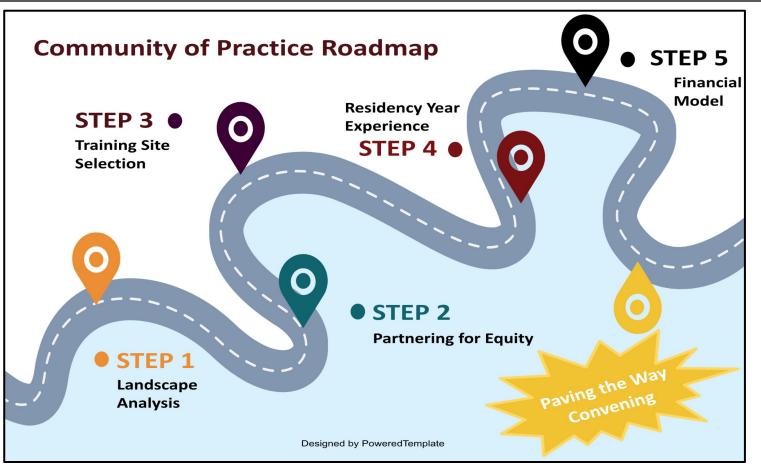
Strategic recruitment & selection of residents, mentors and training sites

Placement

Strategic hiring of graduates in title I schools and commitment to teach in the training district

COMMUNITY OF PRACTICE OF ROADMAP









TIME FOR A BREAK!



Emerging Recommendations





The Opportunity

- California needs more teachers, particularly teachers of color and bilingual teachers
- The expanded learning workforce is more representative of CA's students and are often from the same community they serve in
- Expanded learning educators possess essential teaching competencies and many want to become teachers
- Teacher pathways provide upwards mobility for the expanded learning workforce and benefit expanded learning programs
- There is a need to create more intentional bridges for the expanded learning workforce to access pathways





Supporting expanded learning educators to get their BA degree is critical.

These pathways may include:

- Traditional undergraduate experiences at community colleges and universities, and guided and facilitated transfer pathways
- Pre-apprenticeships and apprenticeships, such as the Expanded Learning Apprenticeship that is under development in California
- The Classified Employee Teacher Credentialing Program, which supports pathways for classified school staff (including expanded learning staff) to obtain their BA and teaching credentials





Teacher pathways should include:

- Targeted outreach and recruitment to expanded learning educators
- Flexible schedules to accommodate continued work in expanded learning
- Recognition of prior expanded learning experience
- Supervised clinical practice / on-the-job training, with opportunities for some of this practice to take place in expanded learning settings
- Fair wages that compensate candidates for the time they spend teaching
- Mentorship and coaching provided by experienced teachers (with compensation)
- Wraparound supports to assist candidates to:
 - Access additional financial supports
 - Address basic needs
 - Prepare for credentialing exams



Emerging Recommendations

Local Partnerships

State Systems

Intermediaries (Such as CAN)



Local Partnerships

- Conduct targeted outreach and recruitment of expanded learning educators
- Design programs to respond to the unique needs of the expanded learning workforce
- Identify and test opportunities for candidates to demonstrate competencies and earn credit for previous expanded learning experience
- Identify and test opportunities for some supervised clinical practice to take place in expanded learning settings
- Document and communicate this work to support replication and scale



State Systems

- Provide information, financial resources, and technical assistance to support local partnerships of teacher preparation programs, local educational agencies, and expanded learning programs
- Convene representatives from relevant systems to discuss and advance opportunities for strengthening alignment and coordination, such as:
 - Including the EXL workforce as a priority for future educator preparation investments
 - Recognizing how expanded learning experiences contribute to teacher preparation
 - Strengthening data collection about the EXL workforce



Intermediary Support

- Provide the expanded learning field with information and resources about educator pathways
- Raise awareness about the expanded learning workforce and their qualifications
- Raise awareness of potential funding opportunities
- Support collaboration at the state and local level
- Document and communicate bright spots
- Explore opportunities to leverage the registered apprenticeship model



BREAKOUT SESSION



Discussion Prompts:

- 1. Quick introductions:
 - Name
 - Affiliation
 - Based on what you heard today, what excites you the most?
- 2. From your perspective, what are key next steps for advancing teacher pathways for expanded learning educators? Who should be involved?

Please use the **google doc** to capture responses to #2



Thank you to our Partners and Paving the Way Planning Team!







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