TO See Below

of Dept. of Education

FAX Phone

FROM LaKeisha Thompson

of CSU, Sacramento Faculty Fellows Program

Time 12:30 Date 5/6/99

No. of Pages (including cover)

MESSAGE

Lon Kellenberger
Mike Kotar
Paul Shaker
Luise Adler
James Zarrillo
Ann Diver-Stanwix
Gene Houck
Ellen Murray
Rene Viandes
Dorothy Lloyd
Patricia Arlin
Gordon Thompson
Dolores Escobar
Jocob Peña
Susan Roger
Steve Lilly

Irma Warner Guzman
Diane Cordero de Noriega
Memo

To: Deans of all Schools of Education at CSU Campuses
From: Rob Wassman, Director, California State University Faculty Fellows Program
Date: 04/30/99
Re: A Short Term and High Paying Research Opportunity for Your Faculty

I am faxing you an RFP generated by the CSU Faculty Fellows Research Program on "California's Alternative Teacher Certification Programs". I ask your assistance in distributing it to faculty in your department interested in possibly doing this research. It involves part-time work over the summer and pays $15,000.

A previous RFP on "Teacher Training Programs in California" generated not one response from a CSU Education professor. I ask that you we work together to not let this happen again. We need to demonstrate to state policymakers that the CSU is the leader in teacher education and reform in the state.

Thanks for your help. The success of this California State University program depends upon your assistance.
April 30, 1999

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

MEMORANDUM

TO: All Interested Parties in the California State University System

FROM: Rob Wassmer, Director, Faculty Fellows Program, CSU; Associate Professor, Public Policy and Administration, CSUS

SUBJECT: Request for Proposals

PROJECT TITLE: California’s Alternative Teacher Certification Programs

Currently there are several types of alternative K-12 teaching certification programs operating in California. These include, but are not limited to the University Internship Program, the District Internship Program, and the California School Paraprofessional Teacher Training Program. While there has been a steady rise in the number of programs offered in the past couple of decades, little information is known statewide about these new programs. Specifically, this proposal requests the researcher(s) involved in this study to collaborate and consult with the appropriate consultants in the California Commission on Teacher Credentialing, university administrators, as well as K-12 representatives/alternative certification administrators and to produce a report on the programs.

Qualified CSU faculty are invited to submit proposals in response to this request. The principal investigator on this project must be a full-time faculty member of the CSU system. Part-time faculty and students can be included as secondary investigators and assistants. The attachment provides background on the issue, a description of the project, timeline, budget, and requirements for the submission of a proposal.

Proposals are due May 21, 1999 and should be mailed or faxed to:

Rob Wassmer, Director
Faculty Fellows Program
Center for California Studies
California State University, Sacramento
Sacramento, CA 95819-6081

Fax: (916) 278-5199

Award date: June 4, 1999

Sign-off by the principal researcher’s campus research office is preferred, but not required. Researcher(s)’ salary and travel expenses are paid through CSU, Sacramento. Incidental expenses may be paid through the research foundation at the principal researcher’s home campus. If this is the case, indirect cost is allowed on only this incidental expense account. The hourly rate that can be paid a CSU Professor is $55.
CALIFORNIA STATE UNIVERSITY
FACULTY FELLOWS PROGRAM
REQUEST FOR PROPOSALS
April 30, 1999

Project Title:
California’s Alternative Teacher Certification Programs

Background
During the past decade there has been increased interest in California’s alternative teacher certification programs for several reasons. First, the existence of teacher shortages has created the need to recruit new teachers from non-traditional sources. These teacher shortages are attributable to various factors including student enrollment increases, the projected retirement of the current teaching force, and demands resulting from implementation of the class-size reduction program. More specifically, student enrollment has increased at a faster pace than predicted. For the 1997-1998 school year, the California Department of Education reported that 57,000 more pupils enrolled than projected. It is also projected that 6.3 million new pupil enrollments will occur by 2005, and many new enrollments will be in areas where there has been persistent shortage of teachers (i.e., for instructing English language learners and special education students). Furthermore, the current average age for a public teacher is 45 and some observers are predicting that possibly half of all of California’s current teachers will retire in the next decade. The implementation of the state’s Class-Size Reduction Program has further exacerbated the critical need for new teachers. The California Commission on Teacher Credentialing reported that in the 1996-1997 school year, 19,500 additional teachers were needed as a result of this new program. In response to this urgent need for additional teachers, there was a 115 percent increase of Multiple Subject Emergency Permits (for elementary teachers) issued over the previous year.

Second, interest in K-12 alternative certification programs in California has increased because they provide another avenue to attract minority candidates into the teaching force. This is important since California’s teaching force is very different demographically from the population it serves. That is 60 percent of California students are nonwhite, compared to only 20 percent of the state’s teaching force. Even though there have been increases in minority enrollments in teacher education programs, they have not matched the rate at which minority student population is growing.

Third, interest in K-12 alternative certification programs in California has increased because there has been an attempt with alternative certification programs to accommodate the needs of workers who desire mid-career changes and have an interest in teaching. It is now well documented that workers change careers up to seven different times during their working years. Since many workers already in the workforce decide to take up teaching as a profession,
alternative certification programs provide the means to bring them in.

Expected Output

This proposal requests the researcher(s) involved in this study to collaborate and consult with appropriate consultants in the California Commission on Teacher Credentialing, university administrators, as well as K-12 representatives/alternative certification administrators. Information collected and reported should focus on all alternative certification programs operating statewide and focus on the following:

- What are the statistics on the number of people credentialed through certification programs?
- What is the rate of retention for teachers credentialed through alternative certification programs?
- How do teachers certified through alternative certification compare to those in traditional programs in terms of teacher performance?
- What are the demographic profiles of participants in alternative certification programs as compared to traditional programs?
- Why do alternative certification programs tend to attract a higher proportion of minority teachers than traditional programs?
- What are the benefits and possible costs of alternative certification programs beyond traditional training programs for teachers?
- Are these benefits and possible costs realized across the board for all the types of alternative certification programs mentioned above?
- What are some of the best practices with respect to alternative teacher certification programs?
- What are the primary factors that state policymakers should consider in efforts to improve alternative certification programs?

A literature review on previous analyses of alternative credentialing programs in California and other states that is accessible to the layperson should be included in the final report. Specific data and descriptive statistics, broken down by training programs and/or counties and/or school districts (if possible) should also be provided. Statistical analysis of this data is a plus. An organized description of all the issues described above should be in the final report.

The desired physical output is a 50 to 70 page academic-type write up of the issue and a stand-alone 5 to 10 page summary of the findings that could be widely distributed to the general public. The 50 to 70 page product should be written in a standard form. Details on the standard Faculty Fellows' format are available at [http://www.csus.edu/indiv/w/wassmerr/facfelgu.htm](http://www.csus.edu/indiv/w/wassmerr/facfelgu.htm).

Project Timeline
Proposals are due May 21, 1998. The entire project must be completed by December 15, 1999.

Project Budget

$15,000

As is standard for all Faculty Fellows Grants, one-third of the total grant will be retained until after the governor's contact person deems the project complete.

Proposal Requirements

The written proposal should include the following:

- Introductory statement that demonstrates an understanding of the issues raised by this project. The researcher should also demonstrate a background in the academic literature on this subject.
- Description of principal researcher's qualifications to perform applied public policy research. If available, please include evidence of successful and timely completion of projects for public sector clients.
- Explanation of how desired data is gathered and reported.
- A specific timeline for completing the project requirements in the allotted time period.
- A proposed budget that indicates the portion to be devoted to faculty time (including incidental expenses) and any need for non-incidental operating expenses.
- At least two references who could advise the Faculty Fellows staff on the quality and timeliness of the principal researcher's work.
- Telephone and e-mail address where principal researcher may be reached.
- A resume or vita for each person to be funded under the project.
- Sign-off of local campus research office is preferred, but not required.

There is no page requirement for proposals, but a range of 5 to 7 pages is provided as a guideline (excluding resumes). The researcher(s) are expected to work closely with the Governor's Office of Planning and Research throughout the project. Telephone contact with the office is a must. A personal visit, written into the budget, would be viewed as a plus. Researchers may also plan on meeting with appropriate representatives of the California Commission on Teacher Credentialing, university administrators, as well as K-12 representatives/alternative certification administrators. The cost of travel should be written into the budget.

PROPOSALS ARE DUE May 21, 1999.

AWARD DATE IS June 4, 1999.

PLEASE MAIL OR FAX PROPOSALS TO:

ROB Wassmer, DIRECTOR
FACULTY FELLOWS PROGRAM
CENTER FOR CALIFORNIA STUDIES
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
SACRAMENTO, CA 95819-6081

FAX: (916) 278-5199

Any questions on the specific nature of this request should be addressed to:

Mr. Kurt Schuparra, California Governor’s Office of Planning and Research, (916) 322-2318, "kurt.schuparra@opr.ca.gov"

The Faculty Fellows Program, begun in 1994/95, is a system-wide program that makes the research expertise of the California State University faculty available to the State Senate, the State Assembly, and the Governor’s Office. Short-term research projects are funded on policy issues of concern to these state government clients. All participants in the program are encouraged to become part of an informal organization of CSU policy scholars who share their work, their interests, and the challenges and opportunities presented by engaging in state-level policy research. Visit the web at http://www.csus.edu/indiv/w/wassmer/ for further information.