

December 20, 2023

The Honorable Gavin Newsom
Governor of the State of California
State Capitol Building, Suite 9000
Sacramento, CA, 95814

Dear Governor Newsom,

On behalf of the undersigned organizations, we write to urge your consideration for funding as your administration prioritizes resources in the 2024-25 Budget. We respectfully request \$10 million in one-time funds for the California Commission on Teacher Credentialing (CTC) to establish a grant program that would incentivize and facilitate higher education institutions to develop a new teaching credential program that would expand the early learning workforce California so critically needs as described in AB 1106 (Soria).

In August of 2022, the CTC approved the new PK-3 Early Childhood Education (ECE) Specialist Credential which is designed to advance best practices in child development and support the demand for qualified, diverse teachers that can serve children in preschool through 3rd grade. This means that institutions of higher education are now tasked with building new credential pathways towards ECE classrooms. Furthermore, the public higher education systems ([UC](#), [CSU](#), and [CCC](#)) each have goals to increase the number of students graduating with degrees in early education by 2026-27.

This new credential pathway can be one of many strategies towards meeting the demand for qualified and diverse teachers specializing in early childhood education, especially if the credential programs are grounded in best practices for supporting diverse teacher candidates. While the state has made investments through the Teacher Residency Grant Program, Classified School Employee Grant Program, and Early Education Teacher Development Grant Program amongst others, no direct support has been provided to institutions of higher education to build high-quality programs to offer the new PK-3 Early Childhood Education Specialist Credential.

The expansion of TK has created a high demand for TK teachers on top of the state's existing teacher shortage. According to a [report](#) by the Learning Policy Institute, it is estimated that districts will need to hire between 11,000 to 15,600 lead TK teachers. In addition to a shortage of TK teachers, the state is also facing a shortage of bilingual educators ready to meet the needs of our dual language learners (DLLs). With 60% of children under age 5 being DLLs and with the current demand for more dual language immersion programs, it is crucial the state support the development of preparation programs that allow for earning a teaching credential and bilingual authorization at the same time.





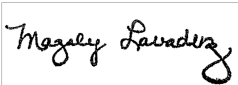
With CTC and institutions of higher education working on implementing a new credential, this is a great opportunity to provide resources to support the investments needed in higher education campuses to develop curriculum and build programs that foster collaboration across the Early

Childhood Education-related degree programs and their bilingual authorization programs. In order to make cohesive pathways that can serve a diverse student population, institutions will need to make several up-front investments.

It is for these reasons that we respectfully request your strong consideration of \$10 million in one-time funds so that the CTC may offer planning grants of up to \$250,000 and implementation grants of up to \$500,000. Providing one-time resources to support the adoption of this new credential will protect our current and future investments in TK expansion by ensuring we invest in pathways to the early childhood education workforce.

Thank you for considering our views.

		
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