

Date of Hearing: April 24, 2024

ASSEMBLY COMMITTEE ON EDUCATION

Al Muratsuchi, Chair

AB 2473 (Committee on Education) – As Amended April 15, 2024

SUBJECT: English Language Learner Acquisition and Development Pilot Program repeal, elementary authorization with a concentration in art, music, dance, or theater, emergency elementary arts education teaching permit, and high school coursework and graduation requirements for pupils participating in a newcomer program.

SUMMARY: Establishes an elementary career technical education (CTE) authorization in art, music, dance and theater; establishes an emergency elementary arts education CTE teaching permit; extends specified educational rights to newcomer students; and repeals an obsolete statute. Specifically, **this bill:**

- 1) Requires the Commission on Teacher Credentialing (CTC) to issue an elementary authorization with a concentration in art, music, dance, or theater, or any combination of these subjects, aligning with an applicant’s industry experience, to an applicant who meets both of the following criteria:
 - a) Holds a clear designated subjects CTE teaching credential with an authorization in the arts, media, and entertainment industry sector.
 - b) Completes 24 semester units, or the equivalent quarter units, of coursework that is for the elementary school setting. Requires the coursework to be nonremedial, completed at a regionally accredited institution of higher education, and earned with a grade of C or better, pass, or credit. Requires the coursework to relate to all of the following:
 - i) Child growth and development;
 - ii) Family and community relations;
 - iii) Programs and curriculum relevant to the applicant’s authorization concentration;
 - iv) Methodology relevant to the applicant’s authorization concentration;
 - v) Teaching diverse learners;
 - vi) Teaching pupils with special needs; and
 - vii) The early childhood or elementary education setting.
- 2) Authorizes the holder of an elementary authorization issued by the CTC to serve as the teacher of record in a departmentalized general education classroom in preschool, kindergarten, and grades 1 to 6, inclusive, or for a noncore, academic course in art, music, dance, or theater.

- 3) Requires a local educational agency (LEA) employing a teacher who holds an elementary authorization to provide the teacher for the first two years of employment in a position authorized with two years of mentorship and support from a teacher who holds a clear single subject teaching credential or a clear multiple subject teaching credential and has experience teaching in an elementary school setting.
- 4) Authorizes the CTC to issue a one-year emergency elementary arts education teaching permit that authorizes teaching in art, dance, music, theater, or any combination of these subjects, provided that both of the following conditions are met:
 - a) The applicant holds a clear designated subjects CTE teaching credential with an authorization in the arts, media, and entertainment industry sector and has industry experience that aligns with the authorization requested.
 - b) The CTC approves the justification for the emergency permit submitted by the local employing agency in which the applicant is to be employed. Requires the justification to include all of the following:
 - i) Annual documentation that the local employing agency has implemented in policy and practices a process for conducting a diligent search that shall include, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers or online webpages, and participating in job fairs in this state, but has been unable to recruit a sufficient number of certificated teachers, including teacher candidates pursuing full certification through internship, district internship, or other alternative routes established by the CTC.
 - ii) A declaration of need for fully qualified educators based on documentation and made in the form of a motion adopted by the governing body of the charter school, the governing board of the school district, or the county board of education at a regularly scheduled meeting of the governing body or board or the county board of education. States that the motion may not be part of the consent agenda and shall be entered in the minutes of the meeting.
 - iii) Verification that the employing charter school, school district, or county shall provide the required orientation, mentoring, and support to the applicant. Requires the local employing agency to report to the governing body of the charter school, the governing board of the school district, or the county board of education at a regularly scheduled meeting of the governing body or board or the county board of education on the required orientation, mentoring, and support provided.
- 5) Authorizes the CTC to renew an emergency elementary arts education teaching permit that authorizes elementary art, dance, music, or theater education for one additional year, provided that all of the following conditions are met:
 - a) The applicant verifies current enrollment in coursework aligned to the requirements;
 - b) The local employing agency submits a subsequent declaration of need for fully qualified educators based on the documentation required, made in the form of a motion adopted by

the governing body of the charter school, the governing board of the school district, or the county board of education at a regularly scheduled meeting of the governing body or board or the county board of education. States that the motion may not be part of the consent agenda and shall be entered in the minutes of the meeting; and

- c) The local employing agency verifies that the applicant continues to successfully serve in the assignment on the basis of the emergency permit.
- 6) Requires the local employing agency to verify that continued orientation, mentoring, and support is being provided to the applicant. Requires the local employing agency to report to the governing body of the charter school, the governing board of the school district, or the county board of education at a regularly scheduled meeting of the governing body or board or the county board of education on the required orientation, mentoring, and support provided.
- 7) Extends educational rights to exemptions from local graduation requirements and a fifth year of instruction to newcomer students who were enrolled before January 1, 2024, and who no longer meet the definition of a newcomer student pursuant to legislation which took effect on that date.
- 8) Clarifies that LEAs may, at their discretion, continue to provide these rights to newcomer students who meet the prior definition of newcomer student.
- 9) Repeals the statutes authorizing the English Language Learner Acquisition and Development Pilot Program, which has been inoperative since 2010.

EXISTING LAW:

- 1) Establishes the Arts and Music in Schools – Funding Guarantee and Accountability Act for the purpose of providing a minimum source of annual funding K-12 public schools, including charter schools, to supplement arts education programs for pupils attending those schools. (Education Code (EC) 8820)
- 2) Requires, as a condition of receipt of funds, a LEA to annually:
 - a) Certify that all funds will be used to provide arts education programs, and that funds expended in the prior fiscal year were, in fact, used for those purposes. States that for LEAs with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80% of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction and that the remaining funds will be used for training, supplies and materials, and arts educational partnership programs.
 - b) Certify that such funds received will be used to supplement funding for arts education programs and that funds expended in the prior fiscal year were, in fact, used to supplement arts education programs.
 - c) Certify that no more than 1% of funds received will be used for a LEA’s administrative expenses to implement this chapter and that funds received in the prior fiscal year were, in fact, used within that limit.

- d) Submit an annual board- or body-approved report in a manner determined by the Superintendent, that shall be posted on the local educational agency's and the department's internet websites and that details the type of arts education programs funded by the program, the number of full-time equivalent teachers, classified personnel, and teaching aides, the number of pupils served, and the number of schoolsites providing arts education programs with those funds.
- 3) Defines the term "supplement" to mean: "that the funds appropriated by this chapter shall be used by local educational agencies to increase funding of arts education programs and not to supplant existing funding for those programs." (EC 8821)
 - 4) Establishes the minimum requirements for the three-year preliminary designated subjects CTE teaching credential to be all of the following:
 - a) Three years or the equivalent of adequate, successful, and recent experience in, or experience and education in, the subject named on the credential;
 - b) Possession of a high school diploma or the passage of an equivalency examination as designated by the CTC;
 - c) Satisfaction of the requirements for teacher fitness; and
 - d) Satisfaction of the minimum experience requirements established by the LEA for each course he or she is assigned to teach. (EC 44260)
 - 5) Establishes the minimum requirements for the five-year clear designated subjects CTE teaching credential to be all of the following:
 - a) A valid three-year preliminary designated subjects career technical education teaching credential;
 - b) Two years of successful teaching, or the equivalent, as authorized by the preliminary designated subjects career technical education teaching credential;
 - c) Completion of a program of personalized preparation as approved by the CTC;
 - d) The study of health education;
 - e) Completion of two semester units or passage of an examination on the principles and provisions of the United States Constitution;
 - f) The study of computer-based technology, including the uses of technology in educational settings; and
 - g) The holder of a credential shall satisfy the minimum experience requirements established by the LEA for each course the credentialholder is assigned to teach. (EC 44260.1)

- 6) Authorizes the CTC to grant an added or supplementary authorization to a credential holder who has met the requirements and standards of the CTC for the added or supplementary authorization. (EC 44225)
- 7) Authorizes the holder of a valid multiple subject teaching credential to have one or more of the subjects listed added as a supplementary authorization. Requires the candidate or an approved institution to verify completion of one of the following:
 - a) 20 semester hours or 10 upper division semester hours of non-remedial collegiate course work in each subject to be listed; or
 - b) A collegiate major in a subject directly related to each subject to be listed. Requires a “C” grade or above in any course used to meet the provisions. States that non-remedial coursework is defined as coursework that is applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university. (California Code of Regulations (CCR), Title 5, Section 80057.5)
- 8) Authorizes the following subjects to be added as supplementary authorizations to a valid multiple subject teaching credential.
 - a) Agriculture, including at least one course in each of the following areas: animal science, plant science, and agricultural mechanics;
 - b) Art, including at least one course in each of the following areas: drawing and painting, art history or appreciation, and crafts;
 - c) Business, including at least one course in each of the following areas: business management, business marketing or introduction to business, computer concepts and applications, economics, business communications or business English, and accounting;
 - d) Computer Science, including at least one course in each of the following areas: computational thinking, computing practice and programming, computer and communications devices, and the impacts of computing. The course of study must cover all content areas, but the impacts of computing may be met within a single course also used to meet one of the other required content areas;
 - e) Dance, including at least one course in each of the following areas: jazz dance, contemporary dance, and dance theory;
 - f) English, including at least one course in each of the following areas: grammar or language structure, composition, and literature;
 - g) A Language Other Than English, including at least one course in the language covering each of the following areas: grammar, composition, conversation, and literature;
 - h) Health Science, including at least one course in each of the following areas: substance abuse (including alcohol, drugs, and tobacco), family life education (including human sexuality, HIV/AIDS, and sexually transmitted diseases), nutrition, comprehensive school health systems or programs, and health education theory, behavior, or foundations;

- i) Home Economics, including at least one course in each of the following areas: food and nutrition, clothing, child development, and family life and parenting;
 - j) Industrial Arts, including at least one course in each of the following areas: drafting or graphic arts, woods or metals, and electricity or electronics;
 - k) Mathematics, including at least one course in each of the following areas (all course work shall be at least at a level for which intermediate algebra is a prerequisite): algebra, geometry, and development of the real number system or introduction to mathematics; or three courses in calculus or other mathematics courses for which algebra and geometry are prerequisites;
 - l) Music, including at least one course in each of the following areas: vocal music, instrumental music, music history or appreciation, and music theory;
 - m) Physical Education, including at least one course in each of the following areas: team sports and games, fundamental and creative movement skills (such as dance and gymnastics), human movement, motor development, and/or motor learning, and individual, dual, nontraditional, and global sports and games (such as aquatics, conditioning, and archery);
 - n) Science, including at least one course in each of the following areas: biological sciences, chemistry, geosciences, and physics;
 - o) Social Science, including at least one course in each of the following areas: United States history, California history, world history, geography, and United States government; and
 - p) Theater, including at least one course in each of the following areas: acting, directing, and stagecraft. (CCR, Title 5, Section 80057.5)
- 9) Defines “newcomer pupil,” for purposes of specified educational rights for highly mobile students, to have the same meaning as “immigrant children and youth,” as defined in Section 7011(5) of Title 20 of the United States Code, which defines these students as those who:
- a) Are ages 3 through 21;
 - b) Were not born in any state; and
 - c) Have not been attending one or more schools in any one or more states for more than 3 full academic years. (EC 51225.2)
- 10) Establishes the English Language Learner Acquisition and Development Pilot Program as a 3-year competitive grant pilot project of 25,000 or more English language learners to be conducted during the 2007–08 to 2009–10, inclusive, school years. (EC 420)

FISCAL EFFECT: Unknown

COMMENTS:

Purpose of this bill. This bill, an Education Committee measure, includes a proposal made in the proposed education trailer bill to the Governor’s Budget of 2024-25, to create an elementary CTE authorization in art, music, dance, and theater and an emergency elementary arts education CTE teaching permit. The Assembly Budget Subcommittee #3 on Education Finance has referred the issue to this Committee, and it has been amended into this measure to allow for policy review of the proposal.

This bill authorizes high school arts, media and entertainment CTE teachers to teach elementary school art, music, dance, or theater. Individuals who are seeking to hold this credential would also have to complete 24 units for preparation in the elementary school context, including courses on teaching students with special needs. This bill also requires any LEA that employs individuals with an elementary arts CTE credential to provide them mentorship and support of a teacher with a single subject clear credential or a multiple subject clear credential in the first two years. Further, the bill authorizes a renewable one-year emergency permit that authorizes art, dance, music, or theater to holders of clear CTE credentials authorized in arts, media, and entertainment, as specified.

This bill also contains a provision grandfathering-in newcomer students who were enrolled when a change to the definition of newcomer was made for the purpose of specified educational rights for highly mobile student groups. These include the right to be exempted from local graduation requirements and the right to a fifth year of instruction, under specified conditions. Pursuant to AB 714 (McCarty), Chapter 342, Statutes of 2023, the definition of newcomer changed from “pupils participating in a newcomer program” to the federal definition of newcomer, which is narrower than the prior definition. As a result, some students who were in high school and entitled to these rights could be excluded from these entitlements. This measure would grandfather-in those students. This bill also clarifies that LEAs may, under existing authority and at their discretion, extend these provisions to newcomer students who met the prior definition.

Proposition 28. With the passage of Proposition 28, the Arts and Music in Schools ballot initiative in 2022, nearly \$1 billion outside of the Proposition 98 minimum funding guarantee is dedicated to funding for arts education in schools per year. Additionally, the initiative requires that for LEAs with 500 or more students, at least 80% of their funds must be used for salaries and benefits and 20% for training and materials. The 2023-24 fiscal year was the first year in which Proposition 28 dollars were allocated.

How is instruction in the arts provided to students under existing law? Currently, courses in the arts at the elementary level may be offered in one of two ways: as a standalone course where there is a dedicated art teacher that is responsible for teaching the art content throughout the day to different groups of students, known as departmentalized delivery, or as embedded content into their regular school day from the teacher that also teaches them other subject areas, known as self-contained delivery. There are different credentialing requirements depending on which delivery model is used.

For departmentalized delivery, a teacher must hold either a single subject credential that authorizes the art content being taught (art, music, theater, or dance) or a single or multiple subject credential with an added supplementary authorization. Supplementary authorizations require 20 semester units of coursework in the content area being sought or a degree major in the content area.

For self-contained delivery, a teacher must hold a multiple subject credential, which allows them to teach any subject to the same group of students throughout the day.

Single subject art, dance, music and theater credential requirements. Single subject credential holders who are authorized to teach elementary art, music, dance and theater are required to hold a bachelor's degree or higher, satisfy the basic skills requirement, satisfy subject matter competency through coursework or exam, complete a course in the US Constitution, complete a teacher preparation program approved by the CTC, and pass the teacher performance assessment (TPA).

CTE credential requirements. A preliminary CTE credential is issued to individuals who have a high school diploma or a GED and three years of work experience (with each year equaling 1,000 hours) directly related to each industry sector named on the credential. At least one year of the required work experience must be within the last five years, or two years within the last ten years. A CTE credential holder may teach grades 7 through 12. CTE credential holders are not required to pass the TPA, RICA, subject matter competency through coursework or exam, or the basic skills requirement.

Elementary pedagogy compared to secondary pedagogy. CTE teachers specialize in providing students at the secondary level with the technical skills and knowledge to experience and succeed in specific careers. CTE teachers align their instruction to the secondary-level CTE model curriculum standards for their industry. CTE teachers must complete a nine-unit teacher preparation program focused on instruction delivered to students in grades 7-12 to clear their credential. Elementary-level CTE model curriculum standards do not exist.

Single subject art credentialed teachers possess training in arts education (dance, media arts, music, theater, and visual arts) for students in grades TK-12. Multiple subject and single subject credential holders must complete a 35-54 unit teacher preparation program focused on instruction delivered to students appropriate to their credential in order to earn their preliminary credential. Classes in pedagogy, curriculum design, classroom management, second-language acquisition, educational psychology, and Universal Design for Learning are required. Single subject credential holders must know how to meet the many varying needs of their students while incorporating the California arts standards into instruction and assessment to develop well-rounded artists that are not specific to an industry but rather possess the foundational knowledge for eventual expanded coursework and application. The ***Committee may wish to consider*** whether the additional coursework required in this bill is equivalent to the pedagogical training received by single subject credential holders.

CTE Credential

Preliminary Credential Requirements

- 3 years of work experience in the CTE industry sector (or alternative training/experience)
- High School Diploma (No Bachelor's degree required)

Clear Credential Requirements

- 9-unit (or 135-hour PD) CTE program course of study covering CTE standards 8-16
- 2 years of successful CTE teaching with program support and supervision.

Candidates not required to pass for either credential: Teaching Performance Assessment (TPA), Reading Instruction exam (RICA), Subject Matter Competence, or Basic Skills Assessment.

Single Subject Credential

Preliminary Credential Requirements

- Bachelor's degree
- Teacher Preparation (~35-54 units) covering all TPEs
- 600 hours of clinical practice with observations
- 120-hour preservice component for intern teachers
- Teaching Performance Assessment (TPA)
- Subject Matter competence (CSET or relevant major or coursework)
- Basic Skills assessment

Clear Credential Requirements

- Complete 2-year Induction program or earn National Board certification

Multiple Subject Credential

Preliminary Credential Requirements

- Bachelor's degree
- Teacher Preparation (~40-54 units) covering all TPEs
- 600 hours of clinical practice with observations
- 120-hour preservice component for intern teachers
- Teaching Performance Assessment (TPA)
- Subject Matter competence (CSET or relevant major or coursework)
- Basic Skills assessment (CBEST or coursework)
- Reading Instruction Competence Assessment (RICA)

Clear Credential Requirements

- Complete 2-year Induction program or earn National Board certification

Existing pathways to credentialing. There are faster tracks to recruit artists to become teachers than the elementary CTE credential pathway proposed in this bill. For example, an existing professional artist with a bachelor's degree could enroll in a 1 or 2 year teacher preparation program and begin teaching with a preliminary single subject credential in art, music, dance and theater.

A multiple subject credential holder is already authorized to teach the arts embedded in their instruction. A multiple subject credential holder may also exclusively teach the arts with a content-specific supplementary authorization. Multiple subject teachers are well-versed in the developmental needs of elementary students and are familiar with instruction and assessment in content standards. The ***Committee may wish to consider*** amending the bill to instead create an expedited path toward an emergency supplementary authorization for multiple subject credential holders. If existing multiple subject teachers earn a supplementary authorization in art and begin teaching art full time, it will not be difficult to replace the multiple subject credentialed position. Conversely, as proposed by this bill, replacing an existing CTE Art credential position, due to the extreme shortage, will be difficult (see chart on the next page).

The Short-Term Staff Permit (STSP) and the Provisional Internship Permit (PIP) are also faster tracks toward certification than the elementary CTE credential proposed in this bill. The STSP authorizes the issuance of a 1-year emergency credential with a bachelor's degree in the given subject matter. The PIP allows a school district to fill an immediate staffing need by hiring an individual who has not yet met subject matter competence but is completing coursework while they are teaching.

Proposition 28 funding. According to a Deputy at the Office of Legislative Counsel, it is valid and legal under the provisions of Prop. 28 for a district to spend Prop. 28 funds on existing employees who provide art instruction to students. This includes a multiple subject teacher adding art to the existing curriculum and the district using Prop. 28 to pay for a percentage of the existing multiple subject teacher's salary. Further, it is legal for a district to spend Prop. 28 funding on the salaries of existing single subject art teachers. It is a legal use of Prop. 28 funding, so long as 80% of the new funding is spent on salaries and benefits if the school district has more than 500 average daily attendance (ADA). The test of whether funds are supplementing or supplanting existing funding is based on the total funding amount. In other words, if a district spent \$10,000 on arts education in the 2022-23 school year, receives \$5,000 in Prop. 28 funding, then the district must spend \$15,000 in the 2023-24 school year. If a school district is under 500 ADA they are not required to spend 80% on salaries and benefits, therefore they could spend 100% of the \$5,000 on materials. For school districts over 500 ADA, a district can apply to CDE for a waiver of the 80% salary spending requirement for 'good cause.'

Will this lead to elementary CTE credential authorizations in all 15 industry sectors? CTE credential holders are authorized to teach middle school and high school in one of 15 industry sectors. This bill proposes the first CTE credential authorization for elementary schools. The ***Committee may wish to consider*** whether establishing an elementary CTE credential in the arts will eventually lead to an elementary CTE credential authorization in all 15 industry sectors and whether that will jeopardize the existing multiple subject and single subject credentials that overlap with these subjects and, which require much more rigorous training requirements.

What does misassignment data tell us about teacher shortage areas? Misassignment data from 2020-21 shows that art, music, theater, and dance together makeup only 10.2% of all teacher

misassignments. Misassignments can be the first indicator of a teacher shortage, as they represent instances where a LEA was required to employ an educator who does not hold the appropriate credential for the assignment. In comparison, the areas of Science, English, Mathematics, and Social Science make up a total of 44.1% of misassignments.

There is evidence that a shortage of CTE credential holders in the Arts, Media, and Entertainment industry sector exists for CTE Pathway programs in grades 7-12. CTE courses within the Arts, Media, and Entertainment sector were by far the most misassigned content area, with nearly 30% of all CTE teacher misassignments. The *Committee may wish to consider* whether it is advisable to authorize high school CTE teachers in the area of arts, media, and entertainment to teach at the elementary level when such a shortage of these teachers already exists.

Figure 10: Misassigned Courses by Industry Sector

CTE Industry Sector Misassignments		
Broad Subject	Courses	Percent of Total
Arts, Media, and Entertainment	2,309	29.32%
Health Science and Medical Technology	1,055	13.40%
Information and Communication Technology	640	8.13%
Engineering and Architecture	560	7.11%
Public Service	514	6.53%
Hospitality, Tourism, and Recreation	507	6.44%
Transportation	444	5.64%
Building and Construction Trades	385	4.89%
Business and Finance	309	3.92%
Agriculture and Natural Resources	287	3.64%
Education, Child Development, and Family Services	265	3.37%
Manufacturing and Product Development	198	2.51%
Marketing, Sales, and Service	178	2.26%
Fashion and Interior Design	102	1.30%
Energy, Environment, and Utilities	64	0.81%
Work Experience Education	57	0.72%
Grand Total	7,874	100.00%

Misassigned Courses and Percent of Total broken down by Industry Sector. Misassignments include 2019-20 Charter, Corrected MA, Misassigned, None and Vacancies determinations.

(Source: CTC)

According to the Legislative Analyst’s Office, “The proposed elementary arts and music education authorization may make it easier for schools to hire arts and music teachers. However, the Legislature may want to weigh this benefit against the likelihood that teachers with the new authorization may not be as prepared to teach in an elementary and early childhood setting as

teachers with a single subject credential in arts or music. Additionally, the Legislature may want to consider whether the Governor's proposal can be amended to address any potential trade-offs, or if the administration should present a revised proposal next year that addresses these issues."

Are art, music, dance and theater core courses? This bill authorizes the holder of an elementary CTE credential authorization to teach in "non-core academic courses" in the arts. The arts became core courses as part of the federal No Child Left Behind Act in 2001, as part of the requirement that all subjects should be taught by highly qualified educators specific to the subject matter with the appropriate degree and certification. In 2015, the arts were listed as part of a well-rounded education in the Elementary and Secondary Education Act (ESSA). The ***Committee may wish to consider*** eliminating the reference to the arts as a "non-core academic course" in the bill.

Technical issues. This bill requires a diligent search for certificated teachers but does not specify what type of certificated teachers. Is the intent for schools to search for single subject credential holders in art, music, dance, and theater? Is it the intent for schools to search for multiple subject credential holders with authorization in the arts? The language is vague and could allow for less than diligent searches for properly qualified teachers. The ***Committee may wish to consider*** clarifying that a diligent search shall be made for single subject credential holders in art, music, dance, and theater; or for single or multiple subject credential holders with an authorization to teach art, music, dance, and theater.

The bill uses the term local employing agency but does not define that term. The bill references the governing body of a charter school, the governing board of a school district and the county board of education, but does not include these entities in a definition of local employing agency. Should this bill move forward, the ***Committee may wish*** to define this term for clarity.

Arguments in opposition. The California Music Educators Association states, "CTE instruction in arts, media, entertainment industry sectors do not exist for teaching elementary arts education. Teachers with CTE credentials historically have taught in grades 7-12, emphasizing occupation-specific technical skills for future employment. There are no dance, general/classroom music, media arts, theatre, or visual arts courses at the elementary education level that align with industry courses.

"The pedagogy required for children ages 4-12 is not equivalent to industry application. CTE Teachers do not have the pedagogical skills or knowledge to teach and assess the California Arts Standards for Public Schools, found within the four artistic processes of Creating, Performing, Connecting and Responding at the elementary level, which is required by credentialed teachers. Instruction and assessment provided by credentialed teachers is standards-aligned and articulates elemental and foundational knowledge and skills for children, providing the sequenced foundational knowledge necessary for children. Hours of experience in a related industry is not equivalent to the experience and content needed to teach elementary arts education.

"AB 2473, as amended, does not only impact music teachers but also teachers of art, dance, and theater. On January 1, 2021, when the California Commission on Teacher Credentialing finally approved the single subject credential for theater and dance, after many years of pushing for this. There is a concern AB 2473 may now have a negative impact on the number of persons seeking this credential.

“Prop 28 of 2022 was overwhelmingly passed by the voters to provide access to quality arts and music education in our public schools! CMEA believes that a supplementary CTE elementary authorization in the arts deters from the law while lowering teaching standards and instructional outcomes for our elementary school students. California students deserve the best in all subjects.”

Recommended Committee Amendments. Staff recommends the bill be amended to:

- 1) Delete the establishment of an elementary CTE authorization in art, music, dance, and theater; and, delete the establishment of the emergency elementary arts education CTE teaching permit.
- 2) Establish the Art Supplementary Authorization Incentive Grant Program, as part of the existing grant program for computer science supplementary authorization, to provide existing multiple subject or single subject credential holders \$5,000 toward the cost of coursework necessary to earn a supplementary authorization in art, music, dance and theater. This will provide financial assistance to existing multiple subject and single subject teachers to earn a supplementary authorization, without exacerbating the existing shortage of CTE Arts teachers at the secondary level. As noted earlier, the CTE Arts credential has the worst shortage of qualified instructors of all CTE subject areas.
- 3) Require the CTC to renew an emergency supplementary authorization (single subject general education limited assignment permit) in art, music, dance, and theater for multiple and single subject credential holders if the candidate is enrolled in 6 units of coursework and demonstrates satisfactory performance as a teacher. This will ease the pathway to help existing multiple subject and single subject teachers earn a supplementary authorization, without exacerbating the existing shortage of CTE Arts teachers at the secondary level. As noted earlier, the CTE Arts credential has the worst shortage of qualified instructors of all CTE subject areas.
- 4) Require CDE to update their website with regard to Prop. 28 to provide guidance and clarity regarding the existing credential pathways and grant funding available for teaching visual and performing arts.

REGISTERED SUPPORT / OPPOSITION:

Support

None on file

Opposition

California Dance Education Association
California Music Educators Association

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