

Commission on Teacher Credentialing

Workforce Plan



Fiscal Years 2024-2029

A Message from Executive Director Mary Vixie Sandy

The Commission on Teacher Credentialing (Commission) is a small agency of approximately 180 employees, who are among the hardest working and most dedicated in public service. Over the past few years, the State of California has confronted numerous challenges impacting both our department and the public we serve. Whether it has been adapting to a remote-centered work environment in response to the global Coronavirus pandemic or collaborating with our partners to address the statewide teacher shortage, our human resources have risen to the occasion time and again. The Commission's mission is to ensure integrity and high quality in the preparation, conduct, and professional growth of the educators who serve California's public schools. This mission is fundamentally supported by our robust and dedicated workforce in the follow program areas:

- Our Professional Services Division is responsible for the development of standards for all credential areas and programs as well as the development, administration and maintenance of all educator preparation examinations. The division is responsible for the implementation of the Commission's accreditation system. PSD is the primary point of contact for all institutions (colleges, universities, county offices, school districts and other entities) approved to offer educator preparation programs. PSD also oversees the Commission's grant programs and develops several key reports to the Legislature and other governmental bodies annually.
- Our Certification division (CERT) is the licensing branch of the Commission, responsible for evaluating and processing over 235,000 applications annually for credentials, permits, certificates and waivers that authorize service in California's public schools. CERT is the primary point of contact providing information to credential applicants, document holders, and credential personnel at the college, university, county office and school district levels regarding specific requirements for the credential documents issued. CERT also responds to all credential waiver requests. In addition, CERT is responsible for monitoring certificated assignments in collaboration with county offices of education. Our Division of Professional Practices is responsible for handling all of the disciplinary activities of the Commission. The division supports the Committee of Credentials, which is the disciplinary review board for credential cases.
- Our Division of Research, Evaluation, and Assessment (DREA) leads the Commission's efforts to collect, analyze, and report data to inform policy, improve outcomes, and support continuous improvement across California's educator preparation and credentialing systems. DREA oversees all Commission-sponsored assessments, including educator licensure examinations and performance assessments, and works closely with technical contractors to ensure the validity, reliability, and fairness of these measures. The division is responsible for designing and conducting research studies, managing public dashboards, and overseeing the Commission's data governance and interagency data-sharing agreements. DREA produces a range of data reports, including the annual Teacher Supply Report, and provides analytic support for Commission initiatives and strategic priorities. The division also partners with internal divisions and external

researchers to ensure the Commission's work is grounded in evidence and aligned with statewide goals for educational equity and workforce development.

- Our Legal Office is responsible for handling all of the legal activities of the Commission.
- Our Administrative Services Division is responsible for managing the internal operations of the Commission as well as external communication and coordination with other state agencies. The division includes the Office of Government Relations (OGR), the Fiscal and Business Services Department (FBS), Information Technology (IT) and the Office of Human Resources (HR).

We have had the opportunity to examine our strengths, weaknesses, opportunities and challenges related to our own workforce, which has been an enriching experience. The enclosed workforce plan is intended to serve as a guide and a resource to support our recruitment, retention, promotion and development efforts. All of the Commission's Division Directors participated in its development by providing valued feedback about their workforce needs and difficulties. What you will find is an honest review of the challenges we face as well as creative ideas about expanding our recruitment efforts to include a wider scope of advertising and looking for ways to optimize our staffing levels and organization to support our work. Through the development process we ensured this plan aligns with the Commission's Strategic Plan, workforce-related risk controls identified in Statewide Leadership Accountability Act (SLAA) report, and our Underutilization Plans.

Because a plan is only useful if it is used, we will implement our plan to:

- Support the Strategic Plan
- Support the State Leadership Accountability Act risk controls
- Support Workforce Analysis, underutilization goals
- Project and respond to Agency-wide staffing needs
- Deploy staff and organize work
- Manage organizational culture
- Anticipate and manage risk, using tools, such as workforce data
- Act as a mechanism for identifying critical roles and functions
- Respond quickly and more strategically to change
- Improve efficiency, effectiveness, and productivity

Over the next five years, this plan will continue to guide the Commission's workforce development activities, and I wholeheartedly endorse it.



Mary Vixie Sandy, Ed. D.
Executive Director

Introduction

Workforce planning is all about getting the right number of people with the right skills, in the right place, at the right time, with a proactive approach, instead of a reactive approach, to achieve these goals. It is based on the premise that an agency can be staffed more efficiently if it forecasts its talent needs as well as the actual supply of talent that is or will be available. There is also a focus on the professional development of current employees to improve the agency's processes and work environment. The plan identifies workforce risks and establishes an action plan to ensure the agency is optimally staffed to implement its strategic plan.

Established in 1970 as an agency of the state's Executive Branch, the Commission serves as the state standards board for educator preparation, licensure, professional practices, and discipline. The Commission plays a pivotal role in ensuring that California's educators are well prepared, appropriately licensed, and demonstrate professional conduct. The Commission also works closely with education partners to promote and implement policies related to the education workforce.

The Commission recognizes the positive impact that well-prepared and supported educators can have on students and that educators can be most effective when combining the science of learning and the knowledge base of effective educational practice with compassionate and creative approaches.

The Commission believes that effective educators:

- Recognize, respect, and amplify each student's strengths, experiences, and background as assets for teaching and learning.
- Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations.

The Commission believes that effective school leaders:

- Promote equitable outcomes in schools and identify and address the impact of explicit and implicit bias on instruction, classroom environment and other school policies.
- Identify, analyze, and minimize personal bias, understand how policies and historical practices create and maintain institutional bias, and enact leadership practices that address and monitor institutional-level inequity.

The Commission works to advance these core beliefs by establishing and ensuring the implementation of rigorous educator preparation standards and collaborating with education partners to improve policies and systems impacting California's educators. By centering equity, inclusion, and diversity in all that it does, the Commission serves as a catalyst for positive change for California's future.

Strategic Direction

Vision

Driven by equity and justice, California's educators engage in culturally sustaining practices to create learning opportunities that promote each student's academic, social, emotional, and physical growth.

Guiding Principles

- Advancing equity, inclusion, and diversity
- Taking a whole student approach
- Ensuring the safety and well-being of all students and educators
- Accepting, affirming, and validating cultural and linguistic diversity
- Advancing the education profession

Goals

In line with our strategic direction and State Leadership Accountability Act (SLAA) Report risk controls, the Workforce Plan establishes specific initiatives for the review, mitigation, and resolution of workforce needs that support the Commission's strategic goals and promote a diverse and competent workforce. Furthermore, this plan aligns with the Commission's Underutilization Plan objectives of addressing classifications with significant underutilization through strategies to establish and maintain inclusive recruitment practices, unbiased hiring procedures, and the promotion of a diverse, inclusive organizational culture.

The workforce plan supports the following methods which guide the Commission's ongoing work to implement its goals and strategies.

- Fostering innovation and ensuring the relevance of its work — through ongoing learning and creating opportunities for trying new ideas
- Working collaboratively — by engaging education partners and communities of interest to inform each other's work and advance shared evidence-based priorities
- Applying data to inform decisions — by consistently collecting and analyzing impact data and reviewing current research
- Effectively managing internal operations — by aligning resources with Commission priorities, maintaining a positive workplace environment, and demonstrating professionalism and accountability for high standards of practice

The Commission's workforce plan supports the following:

Agency Optimization	Agency Culture	Agency Clients
<ul style="list-style-type: none"> • Further developing the Commission's team of experts • Operational effectiveness • Leveraging technology to enhance our services 	<ul style="list-style-type: none"> • Maintain a workplace environment and culture that inspires, supports, and values employees • Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize engagement and performance 	<ul style="list-style-type: none"> • Consult with stakeholders in the development and implementation of policy that shapes preparation, certification, development, and discipline of the education workforce • Provide superior customer service

Additional strategic direction components can be found in [Appendix B: Mission, Vision, Values, and Strategic Map](#).

Environmental Factors

Executive management participate in weekly meetings to discuss risks, concerns, goals, and objectives relative to Commission business and environmental factors impacting its operation. Monthly meetings that include all management levels are also conducted. Division Directors participate in an annual Workforce Planning Survey to identify internal and external environmental factors impacting the Commission's workforce and contributing to challenges and trends addressed in the workforce plan. Surveys conducted in 2024 and in 2025 identify factors that include new legislation, technology, organization reorganizations, insufficient staffing, salary lag, increased workload volume, and historical events.

Notable environmental factors include the ongoing teacher shortage, continuous legislative and policy changes to the requirements for prospective educators in California, demands for public and research data, retention of qualified professional staff, the pressures of a production environment, reduction in time for processing work, budgetary concern, increased volume of workload with limited staff, additional processing duties, movement toward a standalone enforcement unit, teacher shortage initiatives, salaries that continue to lag behind industry standards, upcoming updates in technology, external agency response times, staff to managers ratios, and remote work. The Commission has seen a significant increase in both applications and in customer service inquiries the current staffing level is unable to sustain due to the increased workload. Outdated technology and inadequate staffing have an impact on paper-based program areas and on IT support for core legacy applications. Without migrating to modern, maintainable solutions, the Commission faces increasing risk in terms of sustainability, supportability, and business continuity. Retirements and separations have increased

dependence on a few key staff underscoring the need to provide for transfer of critical historical knowledge to ensure continuity and support for the overall work of the agency.

The Commission will continue to move towards innovative ways to improve productivity and address challenging internal and external factors impacting its workforce.

Methodology

The Commission uses a variety of methods to identify ongoing and current risks within the agency, including regular meetings of senior management and directors, brainstorming meetings, ongoing monitoring activities, audit/review results, external stakeholders, performance metrics, and other activities. All staff are empowered to raise issues of concern to their immediate supervisor or manager. This may occur through an informal process or may be brought up at monthly unit meetings. Senior Management bring potential actions items to weekly management meetings for discussion and decision making. Upon Executive and management concurrence, staff resources are assigned to undertake and mitigate risks and report back on progress/completion. The initiatives outlined in this plan have been aligned with objectives identified in the Commission's SLAA Report, Workforce Analysis, and Succession Plan (SP).

The Commission's initial plan was built collaboratively with CalHR consultants by attending CalHR's Workforce Planning cohort. The cohort provided hands-on workshops, tools, templates, resources, and a custom facilitated session resulting in a department specific plan addressing the Commission's unique needs. During this process, key leadership positions and core competencies were identified, and a multi-year action plan was established. The 2023-2029 plan builds upon this model to address new and ongoing workforce and environmental challenges. Methodology used to develop this plan include comprehensive workforce data analysis, a Workforce Planning Survey Development Tool, engagement with the Executive Management, consideration of environmental factors, identification of internal and external workforce challenges, assessment of risks to the department, and adoption of actionable items that address current and ongoing challenges.

Name	Title	Division	Role
Christopher Rose	Workforce Planning Manager	Executive Office	Participant / Project Lead
Vacant	Administrative Services Director	Administrative Services Division	HR Champion
Rhonda Brown	Equal Employment Opportunity Officer	Executive Office	Executive Sponsor

The Workforce Plan's development utilized a data-driven process that relied on systematic analysis to reveal the Commission's workforce gaps. The data was collected by using the CalHR's Workforce Analysis, State Controller's Office's database, known as the Management Information Retrieval System, and Official Personnel Files. The data was collected to review workforce demographics, separations, and turnover.

As the workforce plan is implemented within the Commission, the communication plan outlined in [Appendix A](#) will help facilitate workforce efforts in the coming years, and ensure all responsible parties are identified and appropriately trained for full implementation of the plan.

Workforce Overview

Demographics

Table A - Civil Service Demographics as of December 31, 2024

Demographic	Commission on Teacher Credentialing	State of California
Women	61.8%	46.2%
Men	38.2%	53.7%
American Indian or Alaska Native Alone	1.2%	0.6%
Asian - Cambodian Alone	0.6%	0.1%
Asian - Chinese Alone	6.5%	3.6%
Asian - Filipino Alone	5.9%	5.0%
Asian - Indian Alone	2.9%	2.6%
Asian - Japanese Alone	0%	0.6%
Asian - Korean Alone	0.6%	0.6%
Asian - Laotian Alone	0.6%	0.1%
Asian - Other Alone	1.8%	3.7%
Asian - Vietnamese Alone	0.6%	1.9%
Black/African American – Descendant of a person or persons who were enslaved in the US Alone	0%	0.3%

Demographic	Commission on Teacher Credentialing	State of California
Black/African American – Descendant status is unknown or chose not to identify Alone	8.8%	7.4%
Black/African American – Not a descendant of a person or persons who were enslaved in the US Alone	0%	0.1%
Hispanic or Latino Alone	17.6%	25.7%
Pacific Islander - Guamanian Alone	0.6%	0.1%
Pacific Islander - Hawaiian Alone	0%	0.1%
Pacific Islander - Other Alone	1.8%	0.5%
Pacific Islander - Samoan Alone	0%	0.1%
White Alone	44.1%	35.2%
Multiple Races	6.5%	11.7%
Veteran	1.8%	4.4%
Persons with Disabilities	17.1%	8.8%

-Excludes Retired Annuitants and Student Assistants

-Sources: Statewide, and Commission 5102 Reports from CalHR

There is a disparity between the numbers of men and women at the Commission. A majority of the Commission's positions fall under the "Business and Financial Operations Occupations" classification segment (Staff Services Analysts, Associate Governmental Program Analysts, etc.), which also shows a similar variance. The annual Workforce Analysis Report, submitted by the Commission's Equal Employment Opportunity (EEO) Office, will address any underutilization issues within the workforce.

Table B - Generational Breakout as of December 31, 2024

Groupings	Millennials (1982 – 2004)	Generation X (1965 – 1981)	Baby Boomers (1946 - 1964)	Traditionalist (1925 – 1945)
Rank-and-File, and Confidential	73	33	18	0
Managers and Supervisors	38	17	4	0
C.E.A. and Exempt	1	5	2	0
Total Commission Workforce	112	55	24	0
-Data does not include Student Assistants.				

The Commission has a large percentage of millennials within its workforce. This gives the Commission a great opportunity to professionally develop its staff for future succession.

Total Commission Workforce:

Millennials make up 59% of the Commission's total workforce. Generation X make up 29% and Baby Boomers make up 12% of the Commission's total workforce.

CEA and Exempt:

Generation X make up 63% of the Commission's total CEA and Exempt workforce. Baby Boomers make up 25% of the Commission's total CEA and Exempt workforce. Millennials make up 12% of the Commission's total CEA and Exempt workforce.

Managers and Supervisors:

Millennials make up 64% of the Commission's Managers and Supervisors. Generation X make up 29% and Baby Boomers make up 7% of the Commission's Managers and Supervisors.

Rank and File, and Confidential:

Millennials make up 59% of the Commission's total Rank and File, and Confidential. Generation X make up 27% of the Commission's Rank and File, and Confidential. Baby Boomers make up 14% of the Commission's Rank and File, and Confidential.

Separation Trends and Forecast**Table C – Separation Snapshot for Employees**

Years	Voluntary Separations	Retirement Separations	Involuntary Separations	Health / Disability / Family Separations	Total
2024	14	4	2	8	28
2023	9	9	1	14	33
2022	6	4	0	0	15

January 1 through December 31, 2024, the Commission experienced 28 separations. These included 14 Voluntary Separations, 4 Retirements, 8 Health/Disability/Family separations and 2 Involuntary Separations.

Note: Health/Disability/Family Separations may not reflect permanent separations from State service.

Table D – Snapshot: Key Leadership and Key Critical Classifications: Annual Appointments, Separations, and Vacancies in 2024

Class Code	Class Title	Appointments	Separations	Vacancies (December 31, 2023)
1441	Office Assistant (General)	1	0	0
1139	Office Technician (Typing)	5	1	1
1317	Senior Personnel Specialist	1	1	0
5157	Staff Services Analyst (General)	13	2	7
5393	Associate Governmental Program Analyst	2	5	4
5237	Legal Analyst	2	2	1
4800	Staff Services Manager I	4	3	0
4801	Staff Services Manager II	0	0	2
1401	Information Technician Specialist I	1	2	0
1402	Information Technician Specialist II	1	0	0
1405	Information Technology Manager I	0	0	0
5778	Attorney	1	0	0
8612	Special Investigator	1	1	0
2635	Consultant in Teacher Preparation (Program Evaluation and Research)	3	3	2

Class Code	Class Title	Appointments	Separations	Vacancies (December 31, 2023)
7500	Career Executive Assignment	1	1	1
0347	Senior Director	1	0	0
		37	21	18

Trend Forecast

Separation trends will be evaluated annually in order to identify priority classifications that are at risk to ensure management action will be taken to replace lost staff. This will include, but not be limited to: classifications, position types, and/or occupational series experiencing high turnover, high vacancy rates, and/or lack of bench strength. Division Directors will identify classifications that require highly specialized minimum qualifications. Quarterly turnover data assessments will fully identify key classifications at risk for retirement, attrition, and transfers.

Retirement Eligibility

Table E – Retirement Eligibility for Permanent, Civil Service Employees

Considerations include average years of State service, average age at retirement for the classification, years of service, and total number of employees who have reached maximum pay in at-risk occupational series.

Average Retirement Age in 2024	Employees at or above Average Retirement Age in 2024
62	34

The Commission's average retirement age in 2024 was 62 years. As of December 31, 2024, there were 34 employees at or above the retirement age (55 years+). There were 20 employees within five (5) years of retirement eligibility (ages 50-54). Among all incumbents in these classifications regardless of age, 74 were receiving maximum pay.

Class Code	Class Title	Number of Employees	At Maximum Pay (Effective March 2024)	Average Age	Approximate Average Years of Service	Average Retirement Age (Past 3 years)	At Retirement Eligibility (55+)	Within 5 Years of Retirement Eligibility (50 - 54)
1379	Office Assistant (Typing)	1	1	62	20	0	1	0
1139	Office Technician (Typing)	7	2	38	6	56	0	1
1317	Senior Personnel Specialist	1	1	48	13	0	0	0
4546	Accounting Officer (Specialist)	1	0	62	11	*	1	0
5237	Legal Analyst	2	0	44	1	*	0	0
5333	Senior Legal Analyst	1	1	53	19	*	0	1
5778	Attorney	3	1	35	1	*	0	0
5795	Attorney III	2	1	44	10	*	0	1
5871	Assistant Chief Counsel	1	0	37	8	*	0	0
8612	Special Investigator	8	4	37	9	*	0	0

Class Code	Class Title	Number of Employees	At Maximum Pay (Effective March 2024)	Average Age	Approximate Average Years of Service	Average Retirement Age (Past 3 years)	At Retirement Eligibility (55+)	Within 5 Years of Retirement Eligibility (50 - 54)
8549	Supervising Special Investigator I	1	1	42	16	*	0	0
5142	Associate Personnel Analysts	1	1	32	16	*	1	0
2618	Consultant in Teacher Preparation (Examinations and Research)	1	1	50	15	*	0	1
2635	Consultant in Teacher Preparation (Program Eval and Research)	22	13	48	6	68	6	2
2637	Teacher Preparation Administrator I (Program Eval and Research)	4	4	56	15	*	3	1
2636	Teacher Preparation Administrator I	1	1	78	24	*	1	0

Class Code	Class Title	Number of Employees	At Maximum Pay (Effective March 2024)	Average Age	Approximate Average Years of Service	Average Retirement Age (Past 3 years)	At Retirement Eligibility (55+)	Within 5 Years of Retirement Eligibility (50 - 54)
	(Examinations and Research)							
4800	Staff Services Manager I	21	7	42	17	*	3	2
4801	Staff Services Manager II	11	7	45	17	67	2	1
4802	Staff Services Manager III	3	1	41	13	57	0	1
5157	Staff Services Analyst (General)	22	2	36	4	59	3	1
5393	Associate Governmental Program Analyst	32	10	41	8	63	3	5
5742	Research Data Specialist I	1	1	43	16	*	0	0
5729	Research Data Analyst I	1	0	24	2	*	0	0

Class Code	Class Title	Number of Employees	At Maximum Pay (Effective March 2024)	Average Age	Approximate Average Years of Service	Average Retirement Age (Past 3 years)	At Retirement Eligibility (55+)	Within 5 Years of Retirement Eligibility (50 - 54)
1401	Information Technology Associate	4	1	36	2	*	1	0
1402	Information Technology Specialist I	10	8	51	18	59	5	1
1414	Information Technology Specialist II	3	1	53	13	*	2	0
1415	Information Technology Specialist III	2	2	44	17	*	0	0
1404	Information Technology Supervisor II	1	1	59	35	*	0	1
1405	Information Technology Manager I	1	1	51	7	*	0	1
7500	Career Executive Assignment (CEA)	4	*	44	16	68	0	0

Class Code	Class Title	Number of Employees	At Maximum Pay (Effective March 2024)	Average Age	Approximate Average Years of Service	Average Retirement Age (Past 3 years)	At Retirement Eligibility (55+)	Within 5 Years of Retirement Eligibility (50 - 54)
6163	Chief Deputy Director	1	*	45	17	*	0	0
2575	Executive Director	1	*	65	27	*	1	0
0347	Division Director, DREA	1	*	47	0	*	0	0
*No data								

Key Leadership

The Commission's key leadership positions are positions held by employees who maintain the influence to maximize efforts of others towards achieving mission critical goals.

The Key Leadership Positions are:

Working Title	Classification
Executive Director	Executive Director (Exempt, Governor Appointed)
Chief Deputy Director	Chief Deputy Director (Exempt, Governor Appointed)
General Counsel	Career Executive Assignment (CEA), Restricted Level
Division Director, Performance Assessment Division	Division Director (Exempt, Governor Appointed)
Division Director, Division of Research, Evaluation, and Assessment (DREA)	Division Director, DREA (Exempt, Governor Appointed)
Division Director, Professional Services	CEA, Level B
Division Director, Professional Practices	Staff Services Manager (SSM) III
Division Director, Certification	CEA, Level A
Division Director, Administration	CEA, Level B
Chief Information Officer	CEA, Level A
Program Director, Fiscal and Business Services	SSM III
Human Resources Manager	SSM I
Program Director, Governmental Relations	SSM II
Equal Employment Opportunity Officer	SSM II

Critical Key Classifications

The Commission's key classifications are classifications held by employees who work towards achieving mission critical goals. The Critical Key Classifications/Functions are:

Classification	Function(s)
Staff Services Manager II	<ul style="list-style-type: none"> • Policy and Regulatory Advisors • Production Supervision • Special Projects
Staff Services Manager I	<ul style="list-style-type: none"> • Production Supervision • Mentor for Training Resources
Administrators and Consultants in Teacher Preparation (Program Evaluation and Research/Examinations and Research)	<ul style="list-style-type: none"> • Policy and Regulatory Advisors • Facilitate Panels • Accreditation Site Visits • Exams and Assessment Development
Attorney / Attorney III	<ul style="list-style-type: none"> • Legal Advice and Analysis
Special Investigator	<ul style="list-style-type: none"> • Complex Administrative Investigations
Information Technology Specialist I	<ul style="list-style-type: none"> • Network and Server Administrators • Database Administrators; Siebel Programmer
Information Technology Associate	<ul style="list-style-type: none"> • IT Helpdesk Support
Associate Governmental Program Analyst	<ul style="list-style-type: none"> • Process Certification Applications • Customer Service Correspondence • Develop Contacts • Manage Accreditation Events • Accreditation Data System • Fiscal, Contracts, and Accounting
Staff Services Analyst (General)	<ul style="list-style-type: none"> • Process Certification Applications • Customer Service Correspondence • Support for Events and Meetings
Senior Personnel Specialist / Personnel Specialist	<ul style="list-style-type: none"> • Employee Transactions
Office Technician (Typing and General)	<ul style="list-style-type: none"> • Support and Intake for Certification Applications • Travel Reimbursement
Office Assistant (Typing and General)	<ul style="list-style-type: none"> • Support and Intake for Certification Applications

Competencies

The Executive Leadership Team identified competencies necessary to successfully achieve the mission and critical functions of the organization.

Leadership Competencies

Competency	Competency Application
Communicate Clear Expectations	<ul style="list-style-type: none">• Communicate expectations, to avoid surprising employees and ensure that everyone is on the same page
Empower Others to Self-Organize	<ul style="list-style-type: none">• Provide clear direction, expectations and monitoring while allowing employees to determine the ways to organize their own work; set conditions to maximize employee performance and productivity• No leader can do everything themselves; leaders will be expected to distribute responsibilities throughout the Commission, and support and monitor decision making from those who are closest to the action
Show Openness to New Ideas and Foster Organizational Learning	<ul style="list-style-type: none">• Let employees know that all ideas will be considered to produce a greater diversity of ideas• Implement the best suggestions, followed by feedback, and correction (taking risks and innovating)
Customer Service	<ul style="list-style-type: none">• Anticipate and meet the needs of both internal and external customers• Deliver high-quality services• Demonstrate commitment to continuous improvement
Administrative Management	<ul style="list-style-type: none">• Build and manage workforce based on organizational goals, budget considerations, and staffing need• Ensure employees are appropriately recruited, selected, appraised, and rewarded• Take action to address performance problems

Overall Competencies

Competency	Competency Application
Fostering Teamwork	<ul style="list-style-type: none"> • Listen and respond constructively to other team members' ideas • Work for solutions that all team members can support, while maintaining a commitment to excellence
Managing Change	<ul style="list-style-type: none"> • Propose new approaches, methods, or technologies • Develop better, faster, or less expensive ways to do things
Managing Performance	<ul style="list-style-type: none"> • With his/her manager, set specific, measurable goals that are realistic but challenging, with dates for accomplishment • Enlist his/her manager's support in obtaining information, resources, and training needed to accomplish his/her work effectively
Effective Communication	<ul style="list-style-type: none"> • Ensure that others involved in an assignment or effort are kept informed about developments and plans. • Tailor the content of speech to the level and experience of the audience • Express ideas clearly, and concisely in writing
Customer Orientation	<ul style="list-style-type: none"> • Quickly and effectively solve customer problems in accordance with statute, regulation and Commission policy • Let customers know he/she is willing to work with them to meet their needs

Workforce Gap Analysis

The Commission engages in ongoing discussions around the need for a workforce plan that includes succession planning, staff training needs, and support for workplace morale and retention. With oversight by Executive Management, the implementation of the workforce plan is directed toward increased training, transfer of historical knowledge, improved documentation, and more opportunities for upward mobility.

The Commission is an equal employment opportunity employer and takes risks associated with underutilization seriously. When underutilization is identified in the annual Workforce Analysis, the EEO, HR, and WFP managers meet to address the matter collaboratively. Through this

process, the department seeks to understand the possible causes for underrepresentation and to identify actions that will mitigate any barriers to equal employment opportunity.

The Commission strives to reduce the risks inherent in our work and accepts the responsibility to continuously improve by addressing newly recognized risks and revising controls to prevent those risk. This section of the plan identifies needs gaps and risks that have prompted management to address in a thorough and strategic manner.

Objectives including:

- A decrease in staff turnover due to improved and increased training, more opportunities for upward mobility and higher morale.
- Improved documentation and transfer of historical policy knowledge due to succession planning that includes mentoring and crossing training; and
- A stronger statewide impact due to a greater number of knowledgeable staff ready to contribute on critical policy issues.

Recruitment Gaps and Risks

- Recruitment Efforts - candidates are informed about the Commission vacancies through CalCareers (<http://jobs.ca.gov>). The link to the CalCareers job posting is announced on the Commission's internal and external websites (myCTC via SharePoint, and <http://ctc.ca.gov>).
- ETSS – this program has found difficulty in recruiting staff skilled in Siebel Programming.

Retention Gaps and Risks

- Employee Engagement – The lack of employee recognition programs, and other engagement activities may result in employees who don't feel valued in their jobs.
- Salaries – State salaries for professional staff lag behind equivalent positions in schools, school districts, county offices of education and higher education. Employees gain experience at the state level and are able to move into higher paying positions outside the agency.
- There is a need for all SSA classifications to be interchangeable to AGPAs and funded at AGPA level to ensure the Commission can retain fully trained staff.

Professional Development Gaps and Risks

- Leadership Training – Although supervisors and managers are completing the mandated training hours, there is currently no Commission-wide assessment in how effective the training is on the job.
- Diversity of Professional Development Opportunities – The majority of external training providers the Commission uses are from control agencies. There is an opportunity to explore other training options to diversify the professional development of the workforce.
- Upward Mobility Program – While there is an active program in place, not all employees in a low-paying classification elect to participate.

Knowledge Transfer Gaps and Risks

- Obstacles to Knowledge Transfer – There is a lack of resources for cross-training support such as time constraints, staffing levels, operational workload, budget, etc. Because of the breadth of the Commission’s work and the fact that much is highly specialized, there is not enough time available to cross train in all areas. There are also limited subject matter experts with adequate historical knowledge, program knowledge, and legal knowledge to cross training in all areas. The complexity of credential rules and regulations makes it take several years to ensure that the necessary knowledge is gained by a new analyst. The sunk cost of training a new analyst is significant if they leave after one year to pursue an AGPA promotion at another state agency.
- Standardized Procedures – Not all procedures are documented, which can create problems when employees leave the Commission.

Succession Planning Gaps and Risks

- Retirement Eligibility of Current Employees – About a 19% of the Commission’s workforce is at or above the retirement eligibility age (55).
- Organization Size – The Commission is a small agency, with about 180 positions. There are positions that have an extensive variety of responsibilities due to the size of the workforce.

Workforce Planning Initiatives

Recruitment Initiatives

- The department conducts periodic reviews of its hiring practices to ensure it follows state civil services laws, rules, and best practices. These may include review of interview panel members and job applicants, interview/application scoring criteria, duty statements, and any other relevant aspects of the selection process that impact underrepresented groups.
- The Commission explores targeted recruitment whenever it is practical and/or necessary to increase the visibility of job opportunities. We also take proactive measures to address areas that are at-risk for underutilization.
- Increased social media presence is used to promote the department in our community.
- Recruitment Efforts – These efforts will strengthen the ability of the Commission to acquire the most qualified and diversified talent (initiatives will be implemented, as resources allow).
 - Promote employee referrals by sending job advertisement emails to all staff; employees may forward the Cal Careers job vacancy posting link to individuals in their network that may be a good fit for the position.
 - *Link our job advertisements to information technology specific job websites to give us exposure to a wider talented applicant pool.
 - *Link our job advertisements to educator specific job websites to give us exposure to a wider talented applicant pool.
 - *Post our job advertisements to specific college websites to give us exposure to a wider talented applicant pool.

- Review and update as needed in-house Hiring Process Training and offer the instruction to all hiring managers.

*A recruitment inquiry will be sent to the hiring manager to determine which advertisement promotional options are preferred.

*Participation will be voluntary.

- Underutilization and recruitment - The annual Workforce Analysis Report, submitted by the Commission's Equal Opportunity Office, addressed underutilization issues within the Commission's current workforce. The analysis will address classifications with significant underutilization through strategies to establish and maintain inclusive recruitment practices, unbiased hiring procedures, and the promotion of a diverse, inclusive organizational culture. In 2024, the analysis determined the underutilization of men at CTC which will be addressed in the action plan.
 - Interview questions and screening criteria will be job specific.
 - Hiring panel members will be diversified whenever it is possible.
 - CTC will strive to include men on hiring panels in all its recruitments.
 - Hiring management will be directed to diversify hiring panels.
 - An annual assessment of hiring panels will be conducted to evaluate progress.

Retention Initiatives

- Employee Engagement – These strategies will enhance workforce motivation, commitment, and performance around mission accomplishment. Retention of staff reduces training, increases knowledge base, and broadens effectiveness.
 - An announcement will be sent to all Commission staff introducing new employees.
 - Update the New Employee Onboarding process leveraging new technology.
 - Develop and implement an exit survey to capture data on employee experiences and perceptions through the employee life cycle. An exit survey provides an opportunity to measure retention program results, and identify reasons for separation.

Professional Development Initiatives

- Diversity of Professional Development Opportunities – The Commission will explore new training resources to strengthen its workforce and meet its operational goals.
- Upward Mobility Program – The program will continue to be promoted to the workforce. The Upward Mobility Handbook will continue to be periodically reviewed and updated to incorporate the current guidelines provided by CalHR. The Upward Mobility Coordinator will continue to invite eligible employees to receive guidance on the handbook. Additional direction will also be provided to managers to keep them informed of the program and their role in providing support to participants and making certain that opportunities are available to eligible staff. In addition to promoting the program with current employees, program information will continue to be given to new employees at orientation.
- Annual performance appraisals are required by supervisors and managers in July of each year. During their conversation with the employee, the supervisor will give their staff a chance to discuss career goals, with a plan on how the employee may reach those goals.

- Staff will continue to be given special assignments to help them grow and develop their skill set outside of their regular duties.
- Employees will continue to be encouraged to participate in annual Individual Development Plans to help plan and facilitate professional growth of participants.
- Various Professional Development resources, for example the Commission's Helpful Tips for State Employees Guide, will be explored and made available as resources for all Commission employees. All Division will continue to provide staff training to perform critical functions of their division/program areas.

Knowledge Transfer Initiatives

- The Commission will continue to offer various knowledge transfer strategies for programs to use, in order to meet the needs of the programs. This will offer flexibility because a single strategy may not work for all programs. These options are available to support programs as they implement knowledge transfer:
 - Job Shadowing – A less experienced employee is paired up with a veteran employee to transfer knowledge. The veteran is asked to share knowledge and provide hands-on practice in dealing with everyday problems.
 - Cross-Training (Position Backup) – The training of one employee to do another's work.
 - Program Job Aids / Desk Manual – A document that has information or instruction on how to perform a task correctly.
 - Structured On-The-Job Training – Instruction takes place on the actual job site, usually involving learning skills or procedures in a hands-on manner following a defined structure learning process.
 - Mentoring Programs (Formal/Informal) – Providing professional development and to facilitate learning and high-level knowledge transfer in the workplace. A handbook will be created and promoted to all staff.
 - Training and Development (T&D) Assignments – A T&D assignment is a temporary assignment of an employee within or between departments for the purpose of training. The assignment must be made with the proper approvals and documented by a T&D Plan which describes the time period, the duties of the assignment, and the training to be accomplished. Appropriate steps/protocol for T&D assignment will be followed.

The HR office will be available to assist programs in implementing these strategies, if needed. Programs may implement other knowledge transfer initiatives that are not listed above; other initiatives will be documented by HR as needed.

Succession Planning Initiatives

- Update the Commission's Succession Plan (SP).
- Develop and implement initiatives.

Implementation

Workforce planning is a management responsibility, and the process requires strong management leadership in providing clear supportive efforts of staff in a variety of functional areas. Although HR will lead the implementation of the plan, all programs will be responsible for supporting and ensuring the plan is implemented, while HR will monitor and evaluate the progress. As we implement these workforce plan initiatives, we will improve our analysis of the present workforce (supply) and identify the future workforce needs (demand) to discover more workforce gaps. Identifying the future workforce needs may be one of our biggest challenges; workforce planning involves planning around people, who as individuals tend to be less predictable than events or other resources.

Evaluation: We build historical data of our workforce to assist with evaluating the challenges and successes of the plan. Separation trends and turnover data are reviewed regularly to identify classifications at risk of vacancy and posted to the Annual Separation Trends and Quarterly Turnover Data Assessment intranet summarizing findings. As our workforce plan initiatives are implemented, there may be a need for adjustments to strategies and action items. HR will evaluate the workforce plan process and the success of plan initiatives, and will make appropriate changes, as necessary. HR maintains relevant personal information (i.e. training records, IDP participation, hiring panel makeup, onboarding process, etc.) that are evaluated regularly to track the progress of the WFP and SP.

Conclusion

Workforce planning is not just about recruiting new people to replace those leaving the agency. It is also about helping employees build their careers. Workforce planning ensures that employees make a more effective contribution to the Commission. The leadership of the agency wants employees who enjoy their work and want to contribute to the objectives of the Commission. This will enable the Commission to grow from within for years to come.

Appendices

[Appendix A: Workforce and Succession Planning Action Plan](#)

[Appendix B: Mission, Vision, Values, and Strategic Map](#)

[Appendix C: Organizational Chart](#)

[Appendix D: Glossary of Key Terms](#)

Appendix A: Workforce and Succession Planning Action Plan

One to Two Year Initiatives

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
Career Goals Discussion, offer coaching and/or mentoring resources *	Professional Development and Succession Planning	Executive Leadership Team, including all Division Directors, and HR and Workforce Planning Project Lead	100% of supervisors / managers will complete their annual evaluation discussions with their staff, on an annual basis, to provide tools, tips, and resources to assist with their development	Initiated annually during performance evaluation process.	Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize engagement and performance, and will assist operational effectiveness.
Knowledge Transfer (Various) *	Succession Planning and Knowledge Transfer – Lack of Back-ups; Undocumented	Executive Leadership Team, including all Division Directors, HR and Workforce	We will strive for all programs to implement one or more knowledge transfer strategies with their programs. Managers will	Each division director will identify the knowledge transfer programs	Align human and financial resources with Commission priorities and offer staff opportunities

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
	nted Procedures	Planning Project Lead	report progress when they participate in an Annual Workforce and Succession Planning Survey.	implemented in the division by 2024. Ongoing.	s for development to maximize engagement and performance, and will assist operational effectiveness.
Succession Plan	Succession Planning – Retirement Eligibility Age, and Organization Size	Executive Leadership Team, including all Division Directors, HR, Equal Employment Opportunity Officer, and Succession Planning Project Lead	The Executive Director will approve and sign the Succession Plan. Initiatives will be developed and implemented.	Update the Succession Plan in 2024.	Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize engagement and performance, and will assist operational effectiveness.

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
Update and Promote Upward Mobility Program (UMP)	Professional Development – Lack of Participation in UMP	Equal Opportunity Officer, HR, and Workforce Planning Project Lead	Participation will be tracked and monitored. The goal is to beat the previous calendar year's participation rate.	Continue to review and implement UMP annually	Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize engagement and performance.
Hiring Process Training	Recruitment – general	HR Manager, and Classification and Pay Analyst	Training on the hiring process and recruitment strategies will be offered annually.	Hiring Handbook training will be updated by 2025.	Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize engagement and performance.

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
Review and Update the New Employee Onboarding process	Retention – general employee engagement	Executive Leadership Team, including all Division Directors, Managers, HR, EEO, and Workforce Planning Project Lead	Leverage technology to update the onboarding process. New employees will successfully complete the online and in-person orientation.	Onboarding processes will be updated by 2025.	Maintain a workplace environment and culture that inspires, supports, and values employees.
New Employee Announcements	Retention – general employee engagement	Executive Leadership Team, including all Division Directors, HR, and Workforce Planning Project Lead	An announcement will be sent to all Commission staff introducing new employees.	Incorporate this announcement into the New Employee Onboarding process annually	Maintain a workplace environment and culture that inspires, supports, and values employees.

Three to Five Year Initiatives

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
Exit Survey	Retention – general employee engagement	HR, Workforce Planning Project Lead, and Equal Employment Opportunity Officer	Participation will be tracked and monitored by HR. 50% participation rate is the goal.	Draft survey will be submitted for review by 2029.	Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize engagement and performance, and will assist operational effectiveness.
Professional Development Tools*	Succession planning and Retention – general employee engagement	HR, Workforce Planning Project Lead, and Equal Employment Opportunity Officer	Leverage technology to provide helpful professional development resources to the workforce.	Ongoing process.	Align human and financial resources with Commission priorities

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
					and offer staff opportunities for development to maximize engagement and performance.
-Leverage existing technology for recruitment.	Recruitment – general. Underutilization.	Executive Leadership Team, including all Division Directors, Managers, HR, and Workforce Planning Project Lead	Link our job advertisements to information technology specific job websites to give us exposure to a wider talented applicant pool.	Ongoing process	Address classifications with significant underutilization through strategies to establish and maintain inclusive recruitment practices, unbiased hiring procedures, and the promotion of a diverse, inclusive

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
					organizational culture.
-Target recruitment strategies for hard to fill positions.	Recruitment – general. Underutilization.	Executive Leadership Team, including all Division Directors, Managers, HR, and Workforce Planning Project Lead	Link our job advertisements to educator specific job websites and other websites that may target underutilized groups, to give us exposure to a wider talented applicant pool.	Ongoing process	Address classifications with significant underutilization through strategies to establish and maintain inclusive recruitment practices, unbiased hiring procedures, and the promotion of a diverse, inclusive organizational culture.
Social media presence	Recruitment – general. Underutilization.	Executive Leadership Team, including all Division Directors, Managers, HR, and Workforce	Post our job advertisements to specific college websites to give us exposure to a wider talented applicant pool. Link our job	Ongoing process	Address classifications with significant underutilization through strategies to

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
		Planning Project Lead	advertisements to other state agencies if it is feasible to reach underutilized groups.		establish and maintain inclusive recruitment practices, unbiased hiring procedures, and the promotion of a diverse, inclusive organizational culture.
-Annual Separation Trends and Quarterly Turnover Data Assessment	Retention – general. Succession Planning – Retirement Eligibility Age.	Executive Leadership Team, including all Division Directors, Managers, HR, and Workforce Planning Project Lead	Data will be posted to SharePoint and provided to Executive Management.	Ongoing process	Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize engagement and performance, and

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
					will assist operational effectiveness.
Diversified Hiring Panels to Address Underutilization of Men	Recruitment – general. Underutilization.	Executive Leadership Team, including all Division Directors, Managers, HR, EEO, and Workforce Planning Project Lead	Hiring panel members will be diversified whenever it is possible. The CTC will strive to include men as hiring panel members in 100% of all recruitments. Hiring management will be directed regularly to diversify hiring panels. An annual assessment of hiring panels will be conducted to evaluate progress.	Ongoing process	Address classifications with significant underutilization through strategies to establish and maintain inclusive recruitment practices, unbiased hiring procedures, and the promotion of a diverse, inclusive organizational culture.

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
Mentoring and Cross-training *	Professional Development, Retention, Knowledge Transfer, and Succession Planning	Executive Leadership Team, including all Division Directors, and Managers	Managers will provide mentoring and cross-training in all CTC divisions. Managers will discuss career goals and plans for achieving objectives with employees who participate in the IDP process. Managers will report progress when they participate in an Annual Workforce and Succession Planning Survey. Strive for 100% participation of CTC divisions to implement professional development strategies.	Ongoing process	Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize engagement and performance, and will assist operational effectiveness.
Succession Planning – Training Needs Assessment*	Professional Development, Knowledge	Executive Leadership Team, including all Division	Management will identify succession planning training	Annual	Align human and financial resources

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
	Transfer, and Succession Planning	Directors, and Managers	needs in all CTC division. Managers will report training needs when they participate in an Annual Workforce and Succession Planning Survey.		with Commission priorities and offer staff opportunities for development to maximize engagement and performance, and will assist operational effectiveness.
Annual Workforce and Succession Planning Survey *	Recruitment, Retention, Professional Development, Knowledge Transfer, and Succession Planning	Executive Leadership	The Commission will conduct an annual survey to determine workforce planning and succession planning needs. Managers will identify critical functions and risks, knowledge gaps and vulnerabilities, training and	Annual	Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
			succession management needs, and progress implementing initiatives.		engagement and performance, and will assist operational effectiveness.
Ensure all new supervisors / managers attend the mandatory 80-hour training within the first year of hire *	Professional Development, Knowledge Transfer, and Succession Planning	Executive Leadership Team, including all Division Directors, Managers, and HR	100% of supervisors shall complete the required training and submit certificates of completion.	Ongoing process	Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize engagement and performance, and will assist operational effectiveness.

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
Ensure all newly appointed Career Executive Assignment (CEA) or equivalent attend 20-hour training.	Professional Development, Knowledge Transfer, and Succession Planning	Executive Leadership Team, including all Division Directors, Managers, and HR	100% of high administrative and policy influencing position shall complete the required training and submit certificates of completion.	Ongoing process	Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize engagement and performance, and will assist operational effectiveness.
Ensure all managers attend the mandatory 20 hours of management and/or leadership development training	Professional Development, Knowledge Transfer, and Succession Planning	Executive Leadership Team, including all Division Directors, Managers, and HR	Every 2 years, 100% of Commission managers will participate in a minimum of 20 hours of management / leadership development training classes.	2 years	Align human and financial resources with Commission priorities and offer staff

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
every two years.*					opportunities for development to maximize engagement and performance, and will assist operational effectiveness.
Educate and mentor employees via Individual Development Plans (IDP) *	Professional Development, Knowledge Transfer, Retention, and Succession Planning	Division Directors and Managers	The Commission will inform employees of the opportunity to engage in the IDP process. HR will maintain an up-to-date IDP policy outlining expectations and instruction on the process. Strive for 50% staff participation.	Annual	Align human and financial resources with Commission priorities and offer staff opportunities for development to maximize engagement and performance, and will assist

Initiative What is the name of the initiative?	Gap Which workforce planning gap does the initiative address?	Responsible Person(s) Who is responsible for overseeing successful implementation of the initiative?	Performance Indicators How will we know we achieved our goal and what will success look like?	Due Date When will it be completed?	Strategic Alignment Which Strategic goal(s) does the initiative support?
					operational effectiveness.
Health and Wellness Awareness	Retention	HR	HR will continue to inform staff about State health, wellness, retirement planning, and related programs	Ongoing process	Enhance workforce motivation, commitment, and performance around mission accomplishment

* Initiative identified in the Succession Plan

Appendix B: Mission, Vision, Values, and Strategic Map

This appendix relates to the [Strategic Direction](#) section.

Goals and Strategies

The Commission's goals and strategies are organized in three interconnected focus areas:

1. Educator preparation and advancement
2. Professional licensure
3. Continuous improvement

Each focus area contains goals detailing the Commission's planned impact and multiple strategies that specify how the Commission will progress toward its goals. These goals and strategies provide a framework for the Commission to advance towards its vision, fulfill its mandate, ensure educator excellence, and operationalize its guiding principles.

1. Educator Preparation and Advancement

Goal 1. Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive, and safe environments.

- A. Set and uphold rigorous standards for educator preparation programs
- B. Develop educator performance assessments that are embedded in clinical preparation to ensure readiness to begin professional practice
- C. Enact a rigorous accreditation process that ensures programs meet standards and are effective in preparing educators for public schools

Goal 2. Prospective educators have multiple pathways to explore and access careers in education and advance in the profession.

- D. Increase accessibility of the credentialing process by eliminating unnecessary barriers for prospective educators

Goal 3. California's educators reflect the diversity of the students they serve.

- E. Provide clear information and guidance about how to enter and advance in the education profession

Goal 4. Induction programs support the entry of new educators into the profession, strengthen their practice through directed

- F. Administer grant programs that expand pathways to credentialing
- G. Set and maintain rigorous standards to ensure induction programs effectively support new educators as

and meaningful mentoring and professional development, and increase the likelihood of their retention in the profession.

they move through professional development and mentoring to earn their clear credential

- H. Strengthen the connection between initial preparation and induction into the profession through individualized mentoring and professional development

2. Professional licensure

Goal 5. Educators are appropriately licensed based on the preparation they completed and the services they will provide.

- I. Thoroughly evaluate credential applications to ensure educators have met all preparation and licensing requirements to serve in California's public schools
- J. Regularly communicate with education partners regarding changes and strategies related to credentialing requirements
- K. Monitor and analyze educator assignments to determine whether educators are appropriately assigned based on the license they hold
- L. Conduct regular reviews of licensing examinations and assessments to maintain validity and reliability
- M. Set and communicate rigorous standards of professionalism for educators
- N. Investigate allegations of misconduct and take appropriate disciplinary action in relation to the educator's credentials

Goal 6. Educators are of high moral character and act accordingly.

3. Continuous improvement

Goal 7. The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.

- O. Strengthen the Commission's capacity to collect and analyze survey and assessment data related to quality in preparation of the education workforce
- P. Collect, analyze, and report on key data related to teacher supply and

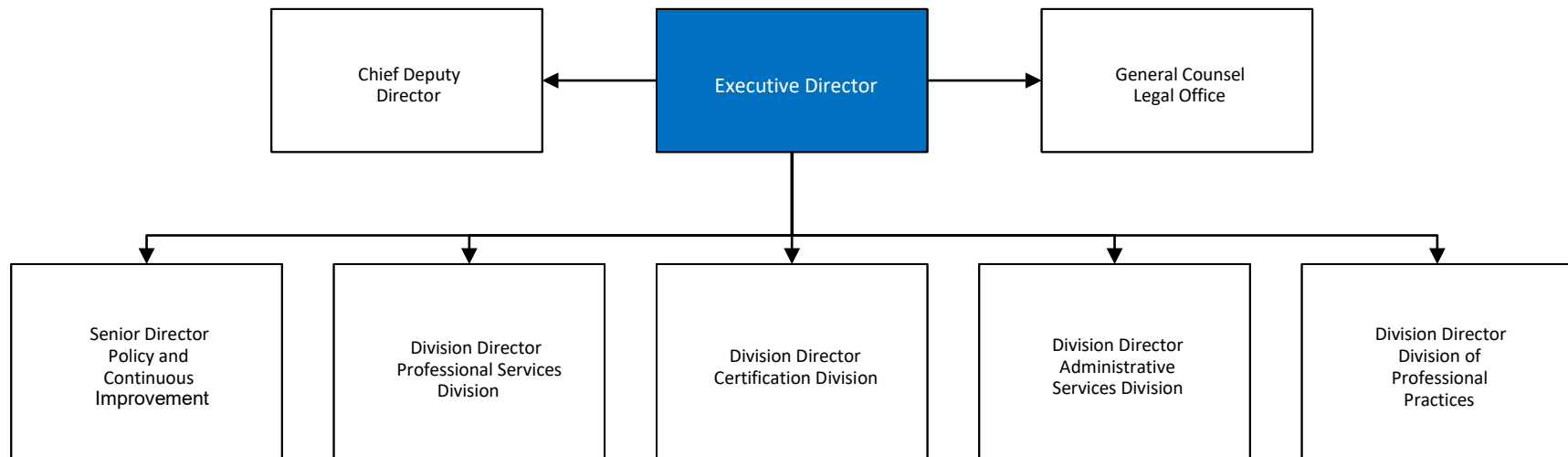
Goal 8. California's policies impacting the education workforce are coherent and effective.

- demand, including leading and lagging indicators that impact educator recruitment, preparation, employment, mobility, and retention
- Q. Use data to inform Commission and staff decision-making and continuous improvement
 - R. Advise the Governor, Legislature, and other policy makers regarding issues affecting the quality, preparation, certification, and discipline of the education workforce
 - S. Collaborate and share data with other government agencies at the local, state, and national levels in support of coherent and effective education policy

Appendix C: Organizational Chart

Commission on Teacher Credentialing
July 1, 2025

COMMISSION ON TEACHER CREDENTIALING



Appendix D: Glossary of Key Terms	
Term	Definition
Baby Boomers	Generational group born between 1946-1964.
Competency	The knowledge, skill, ability, behavior, and personal attributes that are associated with or predictive of superior job performance.
Demographics	Statistical data regarding an organization's workforce, which may include age, length of service, and generational composition.
Gap Analysis	Comparison of workforce supply t and forecasted demand.
Generation X	Generational group born between 1965-1981.
Knowledge Transfer	The activities conducted to transfer of expertise, learning, and skills to an employee. Accomplished through a variety of activities, such as formal training, on the job training, coaching, and mentoring.
Millennials	Generational group born between 1982-2004.
Recruitment	Outreach, identification, and hiring of individuals who possess the competencies required to achieve the organization's goals.
Retention	The process of keeping employees within an organization to take steps to prevent unwanted turnover.
Strategic Plan	An internal document that outlines an organization's overall direction and purpose, examines its current status, sets long-term objectives, and formulates tactics to reach them.
Succession Planning	The process of identifying key leadership positions and developing the knowledge, skill, and ability of internal talent.
Traditionalists	Generational group born between 1925-1945.
Turnover	A specific type of attrition which refers to employees separating from State service or transferring to another position.

Key Classification	A position whose decision-making authority and related responsibilities significantly influence organizational policies, strategic goals, business operations, or mission-critical projects. A key position can be a managerial position or a highly specialized individual contributor position.
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