



Report to the Legislature on the 2022 Reading and Literacy Supplementary Authorization Incentive Grant Program

Commission on Teacher Credentialing

February 2026

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This list reflects the composition of the Commission at the time of adoption of the 2026 Annual Report on the Reading and Literacy Supplementary Authorization Incentive Grant Program in February 2026. Current membership of the Commission is available on the [Members of the Commission](#) webpage.

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Executive Summary

This report provides an update on the 2022 Reading and Literacy Supplementary Authorization Incentive Grant Program and presents the 2026 Annual Report to the Legislature on the 2022 Reading and Literacy Supplementary Authorization Incentive Grant Program (Reading and Literacy Grant) as required by AB 121 (Chap. 52, Stats. 2022).

For the 2022-23 fiscal year, the legislature approved the sum of \$15 million for the 2022 Reading and Literacy Supplementary Authorization Incentive Grant Program, and this report addresses the Reading and Literacy Supplementary Authorization Incentive Grant Program as outlined in legislation prior to July 1, 2025. Prior legislation awarded \$2,500 one-time grant awards per participant, with a local match requirement equal to 100 percent of the grant award, to support credentialed teachers in adding a Reading and Literacy Added Authorization (RLAA) or a Reading and Literacy Leadership Specialist (RLLS) credential. Priority is given to eligible grant applicants for teachers that provide instruction at an [eligible school site](#). Grant funds may be used to cover tuition, fees, books, and/or release time. This report responds to the requirements specified in statute and provides an update to policymakers and others interested in the grant program.

In 2025, with the passage of AB 121, the program has been revised and recast as the 2025 Mathematics Instructional Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant Program (Math/Read/Lit Grant) for the purpose of including mathematics authorizations. In addition, the new legislation increases the award amount each participating teacher is eligible to receive while requiring one third match of grant funding and extends the dates that the funds are available to June 30, 2030. It is important to note that the revision to legislation for this grant occurred in the 2025-26 academic and fiscal year, therefore the information in this report reflects the data collected from grantees that was due July 11, 2025 for the 2024-25 academic year for the 2022 Reading and Literacy Supplementary Incentive Grant Program as it existed in prior legislation.

The full report is structured as follows:

- 2026 Data Report on the 2022 Reading and Literacy Grant Program
- Summary of all Program Participants
- Program Funding
- Comments From the Field
- Summary and Conclusion

Key Findings and updates are summarized below:

- The Reading and Literacy Grant, which has been revised and recast as the Math/Read/Lit Grant, has completed six rounds of funding since the grant's inception, awarding a total of \$4,540,000 to ten local educational agencies (LEAs) of the available \$15 million, with \$10,460,000 remaining.
- The latest Request for Applications (RFA) was released in September 2025, with awards for a sixth round announced in December 2025. Awards issued during the 2025-26 fiscal

year will include the new math authorizations which will be reflected in the 2027 Annual Report.

- As of July 2025, when the Commission collects annual data for review, four LEA grantees have begun implementing the program, enrolling 126 participants of the 161 projected participants for the 2024-25 fiscal year and have expended 77 percent of the 2024-25 grant allocation. Remaining grantees are set to launch programs in 2025-26.
- All LEA grantees have prioritized tuition costs, with only two grantees requesting funds for additional expenses such as books or filing fees for authorizations.
- LEA grantees have emphasized the importance of cost-effective university partnerships, proactive participant support, and strong program advertising to ensure successful implementation.

The Commission will continue to offer grant competitions twice a year until the 2029-2030 fiscal year or until all \$15 million has been awarded.

Report to the Legislature on the 2022 Reading and Literacy Supplementary Authorization Incentive Grant Program February 2026

Introduction

Statute (181 SEC. 126, Stats 2022) requires the Commission on Teacher Credentialing (Commission) to annually report to the Legislature regarding the 2022 Reading and Literacy Supplementary Authorization Incentive Grant Program. The requirements of the report are specified in statute and must include, but not limited to, the following:

- The number of participating local education agencies.
- The number of grants issued.
- The number of mathematics instructional added authorizations and reading and literacy supplementary authorizations issued.

Background

For the 2022-23 fiscal year, the legislature approved the sum of \$15 million for the 2022 Reading and Literacy Supplementary Authorization Incentive Grant Program and this report addresses the program as outlined in legislation prior to July 1, 2025. Prior legislation awarded \$2,500 one-time grant awards per participant, with a local match requirement equal to 100 percent of the grant award, to support credentialed teachers in adding a Reading and Literacy Added Authorization (RLAA) or a Reading and Literacy Leadership Specialist (RLLS) Credential. Priority is given to eligible grant applicants for teachers that provide instruction at an [eligible schoolsite](#). Grant funds may be used to cover tuition, fees, books, and/or release time. This report responds to the requirements specified in statute and provides an update to policymakers and others interested in the grant program.

In 2025, with the passage of Assembly Bill 121, the program has been revised and recast as the 2025 Mathematics Instructional Added Authorization and Reading and Supplementary Authorization Incentive Grant Program (Math/Read/Lit Grant) for the purpose of including mathematics authorizations. In addition, the new legislation increases the award amount each participating teacher is eligible to receive up to \$6,000 and extends the dates that the funds are available to June 30, 2030. It is important to note that the revision to legislation for this grant occurred in the 2025-26 academic and fiscal year, therefore the information in this report reflects the 2022 Reading and Literacy Supplementary Authorization Incentive Grant Program as it existed in prior legislation.

The program has completed six rounds of Request for Applications (RFAs) with the most recent round awarded in December 2025. A seventh RFA was released December 2025, with applications due on February 13, 2026. This 2026 state report includes summary information regarding grant awards and initial program enrollment and program spending data collected in July of 2025 for the 2024-25 fiscal year.

2026 Data Report on the 2022 Reading and Literacy Supplementary Authorization Incentive Grant Program

The Commission continues to award grant funds through a competitive Request for Application (RFA) process. As of December 2025, ten local education agencies (LEAs) have been awarded grants across five rounds of funding, totaling \$4,540,000. The Commission has awarded the following amount in each round: \$455,000 to one LEA in Round One, \$187,500 to one LEA in Round Two, \$750,000 to two LEAs in Round Three, \$2,500 to one LEA in Round Four, and \$565,000 to two LEAs in Round Five. With \$10,460,000 in grant funds remaining, the Commission published the RFA for Round Six in September 2025, with awards announced December 15, 2025. Grant competitions will continue to be offered twice a year through the end of the 2029-30 fiscal year or until the full \$15 million has been awarded. Table 1 below shows the summary of grant awards and remaining grant funds, per Round.

Table 1: Award Summary of Reading and Literacy Grants, per Round

Rounds	Award Date	Total Grantees	Total Funding	Remaining Funds
One	July 14, 2023	1	\$455,000	\$14,545,000
Two	December 15, 2023	1	\$187,500	\$14,375,500
Three	April 5, 2024	2	\$750,000	\$13,607,500
Four	December 6, 2024	1	\$2,500	\$13,605,000
Five	March 21, 2025	2	\$565,000	\$13,040,000
Six	December 15, 2025	3	\$2,580,000	\$10,460,000
	Totals	10	\$4,540,000	\$10,460,000

Table 2 below provides a summary, per round through the 2024-25 reporting year of each LEA grantee, the total number of participant slots awarded across the life of the grant, and the total grant award. Note that over the life of the grant, LEAs may have requested a different number of participant slots per fiscal year provided the number does not exceed the total number of participants projected in the grant application.

Table 2: Reading and Literacy Grant Recipients, Number of Total Projected Participants Awarded, and Total Grant Award, By Round

Local Education Agency (LEA)	Round	# of Projected Participants Awarded Over Life of Grant	Total Grant Award
William S. Hart Union High School District	1	182	\$455,000.00
Santa Barbara County Office of Education	2	75	\$187,500.00
Ontario-Montclair School District	3	150	\$375,000.00
Rialto Unified School District	3	150	\$375,000.00
Beardsley School District	4	1	\$2,500.00
Oakley Union Elementary School District	5	16	\$40,000
Los Angeles Unified School District	5	210	\$525,000

Local Education Agency (LEA)	Round	# of Projected Participants Awarded Over Life of Grant	Total Grant Award
Los Angeles Unified School District*	6**	210	\$1,260,000
Rialto Unified School District	6**	125	\$750,000
Santa Barbara County Office of Education	6**	100	\$570,000
Totals		1219	\$4,540,000.00

*Note: While Los Angeles Unified School District was awarded during the 2024-25 fiscal year, their grant award agreement was not signed until the 2025-26 fiscal year and the participant and funding information for the LEA is not included in tables 4-9.

**Note: Round 6 was the first round awarded under the new legislation which increased the amount each participating teacher is eligible to receive up to \$6,000.

Table 3 reflects the program as it existed prior to the adoption of AB 121 which added math authorizations. Table 3 below provides a summary of each LEA grantee, the institution of higher education (IHE) collaborator, and the added authorization area(s) the grant program will support: Reading and Literacy Added Authorization (RLAA) and/or Reading and Literacy Leadership Specialist (RLLS) credential. LEAs may add additional collaborators that offer Commission-approved programs. To support applicants and grantees, a list of [IHEs](#) that offer Commission-approved programs is published on the Reading and Literacy Grant webpage.

Table 3: Reading and Literacy Grant Recipients, IHE Collaborator(s), and Added Authorization Type(s)

Local Education Agency (LEA)	IHE Collaborator(s)	Added Authorization (RLAA, RLLS)
William S. Hart Union High School District	California State University, Bakersfield	RLAA
Santa Barbara County Office of Education	California State University, Bakersfield California State University, Fullerton University of California, San Diego	RLAA
Ontario-Montclair School District	University of Southern California	RLAA
Rialto Unified School District	University of Southern California	RLAA
Beardsley School District	University of California, San Diego	RLAA
Oakley Union Elementary School District	California State University, Fullerton University of California, San Diego	RLAA, RLLS*
Los Angeles Unified School District	Los Angeles Unified School District	RLAA

*Note: CSU Fullerton is the only IHE approved to offer both the RLAA and RLLS.

Summary of All Program Participants

The following summarizes participant enrollment, completion progress, and program early exits for the 2024-25 fiscal year. The data in the state report reflects the annual data submitted July 2025 from grantees in Rounds One through Five regarding enrolled participants. Rounds One through Five enrollment reflects participants who are pursuing the two areas of added authorization that were authorized by legislation during the 2024-25 fiscal year: Reading and Literacy Added Authorization (RLAA) and/or Reading and Literacy Leadership Specialist (RLLS) Credential.

In the 2024-25 fiscal year, five of the six LEAs implemented their programs for the first time and reported strong enrollment data. Table 4 summarizes the number of participants compared to the projected number of participants awarded in the 2024-25 fiscal year by LEA. Out of the 161 projected participants that were awarded for the 2024-25 fiscal year, 126 were filled, resulting in nearly a 79 percent enrollment rate overall.

Table 5 presents teaching information and credential area information for participants and completers. The grant program saw its first completers in 2024-25, with 138 participants successfully earning the Reading and Literacy Added Authorization (RLAA). Note: 16 participants who received grant funds in 2023-24 earned the RLAA in 2024-25 which is why the number of completers is greater than the number of participants. On average, participants and completers in 2024-25 have been teaching for 13 years. Approximately two percent of participants in the grant program teach at an eligible school site. The majority of participants and completers hold Multiple Subject credentials (55% and 53%, respectively).

LEAs also reported on the number of participants who exited early or who left the grant program before earning a supplementary authorization. During the 2024-25 fiscal year, only two participants exited early, citing personal reasons.

Table 4: Participant Awarded Slots and Enrollment, by Round

Local Education Agency (LEA)	Round	# of Projected Participants 2024-25	# of Participants Enrolled, 2024-25
William S. Hart Union High School District	1	35	23 (65.71%)
Santa Barbara County Education Office	2	25	18 (72%)
Ontario-Montclair School District	3	50	35 (70%)
Rialto Unified School District	3	50	50 (100%)
Beardsley School District	4	1	0 (0%)
Oakley Union Elementary School District	5	0	N/A
Totals		161	126 (78.26%)

Table 5: Participant Program Teaching Information and Credential Area

Participant Teaching Information	Participants* 2024-25 (n=126)	Completers* 2024-25 (n=138**)
Average Teacher Tenure	13 Years	13 Years
Teaches at an Eligible Schoolsite	3 (2.38%)	3 (2.17%)
Multiple Subject	76 (55.07%)	73 (52.90%)
Single Subject, Science	2 (1.45%)	2 (1.45%)
Single Subject, English	18 (13.04%)	30 (21.74%)
Single Subject, Mathematics	2 (1.45%)	2 (1.45%)
Single Subject, Other	2 (1.45%)	2 (1.45%)
Single Subject, Social Science	4 (2.90%)	4 (2.90%)
Special Education	21 (15.22%)	24 (17.39%)
Special Secondary Credentials	1 (0.72%)	1 (0.72%)

**Note: The table reflects multiple data points from different categories, therefore the percentages will not add up to a hundred percent.*

***Note: Sixteen teachers who received grant funds in 2023-24 earned the RLAA in 2024-25 which is why the number of completers is greater than the number of participants.*

LEAs also reported on the number of participants who exited early or who left the grant program before earning a supplementary authorization. When a participant exits the program, the grantee is required to select an option that best identifies the reason for the early exit from the following selections: changed plans to add authorization, did not pass coursework, financial, moved, or personal. During the 2024-25 fiscal year, only two participants exited early, citing personal reasons.

Table 6: Early Exit Reason

Early Exit Reason*	Participants, 2024-25 (n=2)
Personal	2 (100%)

Ethnic/Racial Composition and Gender Identification of the Participants

Programs reported the participants’ self-identified ethnic/racial composition and gender identity. The data in Tables 7 and 8 break down the demographics of program participants, completers, and participants who left the grant program before earning a supplementary authorization (early exited). Note that the Asian ethnic/racial category includes Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, and Hmong. The Native Hawaiian or Pacific Islander ethnic/racial category also includes Guamanian, Samoan, and Tahitian.

For the 2024-25 data reports, approximately 98 percent of participants reported their race/ethnicity. In 2024-25, White participants were the largest report racial/ethnic group (39%), followed by Hispanic/Latinx participants (37%). Among Completers, approximately 45 percent identify as White, followed by 34 percent who identify as Hispanic/Latinx. A hundred percent of participants reported their gender identity. In 2024-25, female participants were the largest group (88%), followed by male participants (12%). The gender identity of completers and participants who exited the program early closely mirrors that of the general participants.

Table 7: Ethnic/Racial Composition of Participants and Completers

Race/Ethnicity*	Participants (n=126)	Completers (n=138)	Early Exit (n=2)
Asian	6 (4.76%)	5 (3.97%)	0 (0.00%)
Black or African American	6 (4.76%)	6 (4.35%)	0 (0.00%)
Hispanic/Latinx (of any race)	46 (36.51%)	47 (34.06%)	0 (0.00%)
White	49 (38.89%)	62 (44.93%)	0 (0.00%)
Two or more races	16 (12.70%)	16 (11.59%)	1 (50.00%)
Decline to state Race/Ethnicity	3 (2.38%)	2 (1.45%)	1 (50.00%)

**Note that no one selected American Indian or Alaska Native or Native Hawaiian or Pacific Islander, and as such they have been excluded from these tables.*

Table 8: Gender Identity of Participants

Gender Identity*	Participants (n=126)	Completers (n=138)	Early Exit (n=2)
Female	111 (88.09%)	120 (86.95%)	2 (100%)
Male	15 (11.90%)	18 (13.04%)	0 (0.00%)

**Note that no one selected Nonbinary or Decline to State, and as such they have been excluded from these tables*

Program Funding

Programs may request grant funds from any of the following budget categories:

- Teacher preparation costs (tuition and/or IHE fees)
- Teacher preparation costs (books and/or supplies)
- Release time and/or substitute teacher costs
- Supplemental authorization filing fee

All grantees requested funds from the teacher preparation costs (tuition and/or IHE fees) budget category. Only two grantees requested funds in an additional budget category: either for the supplemental authorization filing fee or for books and/or supplies. The consistent focus on tuition support suggests that grantees anticipate this cost to be the most critical funding need for participating teachers.

During the 2024-25 fiscal year, all rounds utilized 77 percent of their grant award for that year. Note that, during program implementation, grantees can move grant funds across approved budget categories to meet the needs of participants if the total of individual changes across all participants remains under 10 percent of the total grant budget; changes exceeding 10 percent require formal budget change requests.

Table 9: Grant Award Expenditure, Round One through Five

Budget Category	Annual Budget	Total Expended, 2024-25
Teacher Prep Costs (tuition, and/or IHE fees)	\$382,500	\$288,184
Teacher Prep Costs (books and/or supplies)	\$20,000	\$23,000
TOTAL	\$402,500	\$311,184

Comments from the Field

The following comments from the field were collected both formally and informally by the Commission’s grants team and may provide additional insight into the continued implementation of the Math/Read/Lit Grant Program now expanded as a result of AB 121 to include math authorizations effective the start of the 2025-26 fiscal year. The information gathered provides a snapshot of field-level implementation experiences and highlights both promising practices and ongoing challenges across a diverse range of local educational agencies (LEAs) participating in the Reading and Literacy Supplementary Authorization Incentive Grant Program as it existed under prior legislation.

Grantees consistently emphasized the importance of strong partnerships with institutions of higher education (IHEs), especially those offering cost-effective, high-quality programs. These partnerships were cited as foundational to program success, particularly when institutions provided regular progress updates and were responsive to the needs of participating educators.

Several grantees reported that this level of engagement supported high program completion rates and helped troubleshoot challenges in real time.

In terms of program design and implementation, grantees shared that aligning the coursework with the Science of Reading principles improved buy-in among both educators and district leadership. Teachers noted that the content felt timely, practical, and immediately applicable to their classrooms. Grantees also highlighted the value of targeted communication and outreach strategies to generate awareness and participation, especially among educators in rural or under-resourced schools. With respect to funding, grantees use the following sources to meet the matching requirement: release time provided by LEA; Learning Recovery Emergency Block Grant; Educator Effectiveness Block Grant; Elementary and Secondary School Emergency Relief Fund; Title 1 funds; and, the Local Control Funding Formula.

Many programs implemented ongoing teacher support systems, such as monthly check-ins, structured collaboration time, and online discussion sessions. Grantees reported that these supports not only helped teachers persist through the demands of coursework but also fostered meaningful professional learning communities. One grantee held an end-of-year celebration recognizing teacher participants, a gesture that educators found highly motivating and affirming.

Although the majority of participants had not yet had the opportunity to create new standalone reading or literacy courses, due to the timing of course completion and pre-established school schedules, grantees noted that the impact on student literacy outcomes was evident. Teachers utilized their new skills to deliver more targeted, differentiated instruction and reported meaningful gains in student fluency, reading comprehension, and overall engagement. In one case, a participating teacher documented a student's growth from reading one word per minute at the start of the year to 62 words per minute by year's end.

Despite these successes, grantees identified a few recurring implementation challenges. Chief among them were the time demands of coursework and the lack of administrative funding to manage the program locally. Several grantees noted that while the grant provides critical tuition and textbook support for teachers, the administrative workload to coordinate recruitment, track progress, and meet reporting requirements remains unfunded. Additionally, some teachers found the academic workload difficult to balance alongside full-time teaching duties, leading to attrition in a few cases.

Looking ahead, grantees offered lessons learned that may inform future investments. These included providing early and ongoing communication around expectations, building opportunities for local collaboration and peer mentorship, and ensuring administrative leaders are fully aligned with the goals and logistics of the grant program from the outset. Some grantees recommended a phased or pilot-based approach, allowing districts to develop a proof of concept before scaling participation more broadly.

Summary and Conclusion

The 2026 annual report represents the third year of implementation of the 2022 Reading and Literacy Supplementary Authorization Incentive Grant Program, recast by authorizing legislation in 2025-26 to include mathematics. To date, the Commission has awarded \$4,54,000 of the \$15 million available for distribution through this program, leaving \$10,460,000 remaining for future grant rounds.

This year's grantee cohort reporting program data includes a mix of LEAs implementing new and ongoing programs. The majority of participants in this reporting cycle (2024-25) completed their coursework between August 2024 and May 2025, with some still finalizing requirements for authorization at the time data was reported in July 2025. While most programs have not yet resulted in the creation of new standalone courses, grantees reported significant improvements in teachers' capacity to provide targeted reading support and interventions, particularly within elementary and self-contained classroom settings.

Key strengths across grantees include the development of strong partnerships with IHEs, effective recruitment strategies, structured teacher support systems, and an emphasis on evidence-based literacy instruction. Grantees also reported emerging best practices such as monthly check-ins, collaborative learning communities, and local recognition events to sustain teacher motivation and commitment.

Challenges related to administrative capacity and time constraints for working educators persist, though most grantees have identified strategies to mitigate these barriers. As the program continues, a clearer picture of participant completion and student outcomes will emerge, particularly as more teachers complete their authorizations and districts plan for long-term sustainability of their literacy programs.

The Commission will continue to offer competitive grant opportunities on a biannual basis through the 2029-30 fiscal year or until the full \$15 million has been awarded. Lessons learned from grantees will continue to shape the program's evolution and provide valuable insight into how targeted investment in educator preparation can drive improvements in math and reading instruction across the state.