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Information/Action

Professional Services Committee

Competitive Grant Process for Funding New Alternative Certification Programs

Executive Summary: This agenda item provides information about the process of distributing alternative certification funds to school districts, county offices of education, colleges, and universities who wish to operate an Alternative Certification Program in California. This agenda item includes the Commission's annual "call" for Competitive Grant Proposals pursuant to Education Code Sections 44380-44386 which authorize the Commission to issue Incentive Grant Awards for intern programs.

Recommended Action: Staff have provided options for the Commission to consider for the issuance of the Competitive Grant Proposal.

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Goal 1: Provide leadership in exploring multiple, high quality routes to prepare professional educators for California's schools.

- Work with education entities to expand the pool of qualified professional educators.
- Provide avenues with other organizations in expanding the pool of qualified teachers.

Competitive Grant Process for Funding New Alternative Certification Programs

Introduction

The California Commission on Teacher Credentialing (Commission) is responsible for administering incentive funding for the Alternative Certification Program pursuant to Article 11 (commencing with Section 44380) of the Education Code. The complete text of the statute may be found in Appendix A. Each spring, the Commission initiates a Competitive Grant Process and solicits proposals from school districts, county offices of education, and universities that wish to seek funding to operate Commission approved internship programs that prepare teachers for California public school classrooms. This agenda item seeks direction from the Commission's regarding the competitive grant process.

Purpose of Alternative Certification

Alternative certification programs provide a route to a teaching credential through intensive preparation programs that enable candidates to work as intern teachers while they complete credential requirements. Alternative certification is defined as a program operated by a school district, county office of education, college, or university, or other public education entity and designed to provide a concentrated internship program leading to a teaching credential (Education Code § 44381). These programs help school districts recruit talented individuals from a variety of sources to address geographic and subject matter shortage areas.

Internships offer an instructional program that blends theory and practice. In addition to helping school districts meet the demand for more credentialed teachers, internship programs attract people with work experience and prospective teachers who might not otherwise enter a traditional teacher preparation program. Two types of internship programs are eligible for alternative certification grant funds, University Intern Programs (pursuant to Education Code §44450 to §44468) and District Intern Programs (pursuant to Education Code §44325 to §44328 and §44830.3).

Although university internship programs have been authorized since 1967, incentive funding for alternative certification programs began with the enactment of AB 1161 (Quackenbush, Statutes of 1993, Chapter 1147). The intent of this legislation was to address geographic and subject area shortages in the teaching workforce by encouraging public school districts, county offices of education, and colleges and universities to design concentrated programs leading to a credential. The law gave specific attention to assisting persons to move into teaching after careers in other professions.

The purpose of the Competitive Grant Proposal (CGP) is to allow new programs to compete for the alternative grant funds administered by the Commission that are allocated through the annual Budget Act. Funding is provided on a per capita basis, and awards may be given at a rate of up to

\$2,500 per intern for as much as two years. The participating program must provide local matching funds. A copy of the CGP is included in Appendix B.

Background

Since 1993 the Commission has annually allocated funds to support, develop or expand teaching internship programs in school districts, county offices of education and universities and colleges. More than 30,000 interns have graduated from teaching internship programs and are serving as fully credentialed teachers in California classrooms. Another 7,000 interns are currently serving as teachers while completing teacher preparation programs. There are eight district intern programs and 43 universities participating in university-based intern programs. A list of currently funded programs may be found in appendix C-1. A list of the districts and county offices of education that employ at least one intern through funded programs may be found in Appendix C-2.

School districts or county offices of education may apply for alternative certification funds to create or operate an alternative certification program that prepares multiple subject, single subject, and education specialist credential candidates. Although colleges and universities may submit grant proposals and may serve as lead sponsors, local assistance funds allocated to Alternative Certification programs are subject to the limits established by Proposition 98. Accordingly, each proposal must identify a local education agency who will serve as the fiscal agent for the grant. All program sponsors and co-sponsors must contribute matching funds.

Local Education Agencies are encouraged to form consortia with colleges, universities and other education entities and/or with businesses in the private sector. Consortia function well for small or geographically isolated districts that may not be able to develop programs based solely on their own human and fiscal resources.

Funding for Alternative Certification Programs

The 2004-2005 Budget Act appropriated \$24.9 million, to the Commission for the alternative certification program. That same amount is included in the Governor’s proposed 2005-2006 budget. A funding history is provided in Table 1. Funding is available for multiple subject, single subject and education specialist credentials.

**Table 1
Internship Program Participation and Funding**

Fiscal Year	Number of Funded Programs	Number of Interns Served	Budget Act Appropriation (millions)
1994-1995	29	1,238	\$2.0
1995-1996	23	1,471	\$2.0
1996-1997	23	1,888	\$2.0
1997-1998	52	3,706	\$4.5
1998-1999	58	4,340	\$6.5
1999-2000	65	4,827	\$11.0
2000-2001	75	5,649	\$21.5
2001-2002	81	7,236	\$31.8
2002-2003	79	7,505	\$18.8

2003-2004	78	8,880	\$22.5
2004-2005	75	8,300	\$24.9

For the past eleven years each spring the Commission has released a call for proposals to allow local programs to compete for Alternative Certification funds. Programs that wish to be funded submit a response to the CGP that includes a narrative response to each of the funding criteria derived from Education Code sections 44385 and 44386 as well as supporting documents. Applicants must also supply necessary forms and assurances certifying that they meet the terms and conditions of the grant.

Prior to being eligible to submit a response to the CGP internship, programs are required to meet the Commission's standards for each professional preparation program to be offered. Each CGP application must include a response to the Commission's adopted Preconditions and Common Standards as well as a response to the Commission's Educator Preparation Program Standards for each credential program area to be offered.

This year, Commission staff has received indications from five programs that they intend to submit a grant proposal. These include proposed submissions from charter schools, county offices of education that have not had programs, and University of California campuses that have not participated in the past.

All responses to the CGP are evaluated by a panel of reviewers. Panelists are selected from persons familiar with internship programs and statutes. The panelists use the quality criteria and the point system that is listed in the CGP. In addition to determining the points that should be allotted to a response to each criterion, the panelists may ask questions or seek further information for the program sponsors. Those programs that meet the proposal requirements and respond to the inquiries of the panel are recommended to the Commission's Executive Director for funding.

Internship Programs

Interns must meet all entry requirements for teacher preparation programs and meet all requirements to be deemed highly qualified according to the requirements of federal legislation under the No Child Left Behind Act. In order to qualify for an internship, interns must meet the following requirements.

- Hold a Baccalaureate Degree
- Pass the basic skills exam (CBEST)
- Demonstrate subject matter competence (CSET for Multiple Subject; CSET or Program for Single Subject or Education Specialist)
- Complete character identification (fingerprints)
- Demonstrate knowledge of the U.S. Constitution
- Secure an offer of employment

Internships provide an instructional program that blends theory and practice. All intern programs begin with a preservice program. The preservice program provides initial preparation in pedagogical skills and field experiences before the intern becomes the teacher of record. The preservice preparation usually occurs during July and August before the beginning of the school

year. Internships may be one or two years in length with coursework and supported intern fieldwork throughout the length of the program. All interns participate in an on-going support network, which includes assistance from the teacher preparation agency and from the participating district. The performance of interns on the Commission's Teaching Performance Expectations is assessed throughout the length of the program.

There are 75 programs that currently participate in grant funding. These programs are listed in Appendix C-1. 849 school districts have signed agreements to participate in internship programs. In 2004-05, 557 districts participated in one or more funded alternative certification programs. In order to renew their grant funding these programs must respond to all requests for information from the Commission. In addition to submission of confirmed budgets and data requests, each year the program must submit a Program Improvement Plan (PIP). In the PIP the program responds to each of the eight criteria in the grant. They provide information on any changes that have been made or that they want to make in their program, particular challenges and/or successes that they have encountered, and the lessons that they have learned in each of the criteria are addressed.

The effectiveness of the Alternative Certification grant program is measured by the degree to which the program meets the intent of the enabling statute. Education Code Sections 44380, 44382 and 44384 list the target areas for the incentive grant program. These include

- Geographic Shortages- 44380(a), 44382, 44384
- Subject Area Shortages including mathematics, science and technology- 44380 (a), 44382
- Programs to attract career changers, early retirees from industry and the military- 44380(a)
- Teachers who work with limited-English proficient students- 44380 (b)
- Minority teachers- 44380 (b)

Data are annually collected from interns using a process called a Consent Form. In this form interns are asked questions about their program and the credential they seek, their place of employment, and demographic information about themselves. These data are used as measures to determine the degree to which the program is meeting the goals of the legislation. Samples of statewide data may be found in Appendix D. The Consent Form is used to determine the per capita amount the each program receives.

Options and Considerations

Costs. In the past three years there have been five or fewer responses to the CGP. In order to limit costs, reviewers have been selected from current program directors who work within driving distance of the Commission offices. Therefore, the out of pocket costs of review of CGP responses have been negligible in the past three years. Costs for administering the Alternative Certification Grant Program are derived from the Professional Services base budget. All funds that are received are passed on to the programs that successfully compete for Alternative Certification funds. No General Funds are allocated to cover the costs to administer the grant.

Options.

- A. Authorize staff to issue the CGP to enable new programs to compete for Alternative Certification Incentive Grants.

- B. Delay action or modify the CGP, and provide staff direction on the modifications to be made.
- C. Do not issue the CGP.

Considerations. If the Commission authorizes the issuance of the CGP, staff will proceed to implement the steps in the CGP process according to the Timeline in Section V of the CGP.

If the Commission chooses to delay action or request modification of the CGP, this may delay the start of the proposed programs. If the delay is extensive, programs may not be able to begin their programs early enough to complete an intern preservice program in the summer and allow interns to begin teaching in the fall semester.

If no CGP is issued, Alternative Certification funds that would have been provided to new programs will be returned to the General Fund.

Summary

Over the last decade alternative certification funding has enabled more than 800 of California's school districts to place teaching interns into their classrooms. Because interns are considered Highly Qualified under the No Child Left Behind Act, the Alternative Certification Program is helping districts meet the mandates of federal law. The issuance of the 2005-2006 Competitive Grant Proposal allows new districts and teacher preparation agencies to participate in internship programs and provide teachers for California's classrooms.

Appendix A

California Education Code Article 11 Alternative Certification

44380

(a) The Legislature finds and declares that the teaching profession must be able to recruit talented individuals, in addition to college students, from a variety of sources to address geographic and subject area shortages. Many persons changing careers and early retirees from industry and the military are interested in the challenge of teaching.

(b) The Legislature further finds that, in California, there is a serious shortage of qualified teachers in the subjects of mathematics, science, and technology, of teachers who work with limited-English-proficient pupils, and of minority teachers.

(c) Therefore, in enacting this article, the Legislature intends to encourage public school districts, county offices of education, and colleges and universities to design concentrated programs leading to a permanent credential for people with work experience and others who already have a bachelor's degree.

44381

As used in this article, "alternative certification program" is a program operated by a school district, county office of education, college or university, or other public education entity, individually or in collaboration with other public education entities in the region to be served, and designed to provide a concentrated program leading to a permanent teaching credential.

44382

Alternative certification programs shall address geographic and subject matter shortage areas, and shall be targeted toward people with work experience and others who already have a bachelor's degree in the field in which they plan to teach.

44383

School districts or county offices of education operating, or that propose to operate, an alternative certification program pursuant to this article, may apply to the Commission on Teacher Credentialing for incentive grant funding that has been appropriated for the purposes of this article.

44384

An alternative certification program that receives grant funding pursuant to this article shall be operated pursuant to either Article 7.5 (commencing with Section 44325) of this chapter or Article 3 (commencing with Section 44450) of Chapter 3, or both. The commission shall encourage, and may provide funding to, programs that include innovative training, assessment, or support models and strategies that have the potential of improving the quality of the teaching force. The commission shall encourage collaboration among school districts in funding alternative certification programs.

44385

The commission, with the assistance of representatives of classroom teachers, school administrators, parents, university and college educators, and others, as appropriate, shall establish criteria for selecting grant applicants to be funded. The criteria shall be limited to the following:

- (a) The geographic distribution.
- (b) The demonstrated need.
- (c) The number of participants to be served.
- (d) The quality of the curriculum, instruction, support, and assessment.
- (e) The cost-effectiveness.

44386

(a) From funds appropriated for the purposes of this article, the Commission on Teacher Credentialing shall award incentive grants to qualifying school districts or county offices of education. Each school district or county office of education that receives a grant shall provide matching funds from any available source in an amount equal to 50 percent of the cost of the alternative certification program. Grants shall be awarded by the commission for the remaining 50 percent of the cost of the alternative certification program, but in no event shall the grant amount awarded to any school district or county office of education exceed two thousand five hundred dollars (\$2,500) per intern per year, except that the commission may require a lesser local contribution, or provide a larger grant per intern per year, in hardship cases.

(b) Participants in a district intern program conducted pursuant to Article 7.5 (commencing with Section (44325) or an intern program conducted pursuant to Article 3 (commencing with Section 44450) of Chapter 3, who have received a preliminary credential and who are receiving funding for participating in an induction program pursuant to Article 4.5 (commencing with Section 44279.1) are not eligible for funding under this section.

(c) As determined by the Commission on Teacher Credentialing, funds appropriated in the annual Budget Act for the alternative certification program may also be made available for expenditure on the Pre-Internship Teaching Program authorized pursuant to Article 5.6 (commencing with Section 44305) of Chapter 2 of Part 25.

Appendix B

California Commission on Teacher Credentialing

Competitive Grant Proposal
For
Alternative Teacher Certification/Intern Programs

*Helping School Districts Address the Demand for
Credentialed Teachers*

Who Should Apply?

Any district that has difficulty finding fully credentialed teachers, and has the capacity to train second career professionals to become teachers should consider responding to the grant application.

The Competitive Grant Proposal described below is designed for applicants who are not currently receiving an Alternative Certification/Intern grant.

Grant awards are contingent on funds appropriated by the 2005-06 Budget Act and will be based on the quality of the application in meeting California Commission on Teacher Credentialing (Commission) grant conditions and program quality standards.

Programs that have successfully competed for and received funds through a previous alternative certification funding proposal and want to amend or expand their programs should use the Program Improvement Plan (PIP) that will be distributed to continuing projects under separate cover.

California Commission on Teacher Credentialing Alternative Teacher Certification/Intern Programs Competitive Grant Proposal

Section 1

Background and General Information

The California Commission on Teacher Credentialing (Commission) is responsible for administering incentive funding for the Alternative Certification Program pursuant to Article 11 (commencing with Section 44380) of the Education Code. This program provides funds to support local efforts to prepare teachers for California public school classrooms.

Purpose of the Grants

Alternative certification programs provide an alternative route to the teaching credential through intensive preparation programs that enable candidates to work as intern teachers while they complete credential requirements. Alternative certification is defined as a program operated by a school district, county office of education, college, or university, or other public education entity and designed to provide a concentrated internship program leading to a teaching credential (Education Code § 44382). These programs help school districts meet the demand for credentialed teachers and enable the teaching profession to recruit talented individuals, in addition to college students, from a variety of sources to address geographic and subject matter shortage areas.

Internships offer an instructional program that blends theory and practice that leads to a preliminary teaching credential. In addition to helping school districts meet the demand for more credentialed teachers, internship programs attract people with work experience and prospective teachers who might not otherwise enter a traditional teacher preparation program. Two types of internship programs are eligible for alternative certification grant funds, University Intern Programs (pursuant to Education Code §44450 to §44468) and District Intern Programs (pursuant to Education Code §44325 to §44328 and §44830.3).

Although university internship programs have been authorized since 1967, incentive funding for alternative certification programs began with the enactment of AB 1161 (Quackenbush, Statutes of 1993, Chapter 1147). The intent of this legislation was to address geographic and subject area shortages in the teaching workforce by encouraging public school districts, county offices of education, and colleges and universities to design concentrated programs leading to a credential. The law gave specific attention to assisting persons to move into teaching after careers in other professions.

The funds available through this CGP process may be used to support the cost of operating an alternative certification program. The Commission allocates up to \$2,500 per intern per year to qualified program sponsors for the purposes of providing instruction, support and assessment to interns. Education Code §44386 requires that each school district or county office of education that receives a grant from the Commission to provide matching funds in an amount equal to 50 percent of the program costs.

Eligibility to Receive Funding

School districts or county offices of education may apply for alternative certification funds to create or operate an alternative certification program that prepares multiple subject, single subject, and education specialist credential candidates. Although colleges and universities may submit grant proposals and may serve as lead sponsors, local assistance funds allocated to Alternative Certification programs are subject to the limits established by Proposition 98. Accordingly, each proposal must identify a local education agency who will serve as the fiscal agent for the grant. All program sponsors and co-sponsors must contribute matching funds.

Local Education Agency (LEAs) are encouraged to form consortia with colleges, universities and other education entities and/or with businesses in the private sector. Consortia are a particularly good approach for small or geographically isolated districts that may not be able to develop programs based solely on their own human and fiscal resources.

Response to Standards of Quality and Effectiveness

Internship programs are required to meet the Commission's standards for each professional preparation program to be offered. Each CGP application must include a response to the Commission's adopted Preconditions and Common Standards as well as a response to the Commission's Educator Preparation Program Standards for each credential program area to be offered. Responses must follow submission guidelines outlined in Section II. Appropriate supporting documentation must be included. Please refer to the Commission's website at <http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html> for additional information about the Commission's standards.

Applicants with an approved intern program in place must submit a copy of the approval letter from the Commission. The response to standards of quality and effectiveness is a precondition of funding for Alternative Certification programs.

Submission of a proposal responding to the appropriate program standards is a precondition of funding. Applications must certify that the Intern Preparation Program(s) is currently accredited by the Commission, and include the cover letter that was sent with the program's response to the Commission's Standards of Quality and Effectiveness for the program(s) to be offered. Planning grants may be available for programs that are not yet accredited by the Commission. Contact Michael McKibbin at mmckibbin@ctc.ca.gov for more information.

Eligibility Requirements for Teacher Candidates Participating in an Alternative Certification Program

To be eligible to participate in either a District or University Intern Program, a credential candidate must have completed each of the following.

1. An earned baccalaureate degree from a regionally accredited college or university
2. Passed the basic skills proficiency test (CBEST)
3. Demonstrated subject matter knowledge by
 - a. passage of a subject matter examination (CSET) OR
 - b. completion of a Commission-approved subject matter program of study (Single Subject credential candidates only for persons teaching in departmentalized settings.)
4. Completion of character and identification clearance (fingerprints)
5. Demonstrated knowledge of the U.S. Constitution
6. An official offer of employment from a school district
7. Obtain an intern credential (University Internship Program or a District Intern Credential (District Intern Program)¹

The Proposal

Proposals will be evaluated using selection criteria specified in Education Code §44385, using a point system described in Section IV. Contingent on the appropriation of funds in the 2005-06 Budget Act for this purpose, grants will be awarded to successful applicants who achieve a minimum score of 130, satisfactorily answering questions posed by the review team *and* meet the terms and conditions specified in Appendix A. First time applicants must respond to the appropriate preconditions and standards for the credential program to be offered.

Pursuant to Education Code §44385, the Commission has established criteria for selecting grant applications to be funded. The selection criteria addresses the statutory criteria outlined in §44385; geographic distribution, demonstration of need, the number of participants to be served, the quality of the curriculum, instruction, support and assessment, and cost effectiveness. Applicants should respond to each issue in the boxes provided. Applicants are encouraged to submit supporting documentation that expands upon the responses to the criteria.

¹ Program sponsors may not enroll candidates on Intern Credentials until the Committee on Accreditation has approved

Selection Criteria

The following scoring key will be used to score the competitive standing of an application.

1. Program rationale and Leadership	20 points
2. Number and Source of Participants to be Prepared	20 points
3. Quality of the Instructional Program	40 points
4. Quality of Support System	40 points
5. Quality of Assessment of Participants	20 points
6. Extent of Collaboration and Transition	20 points
7. Quality of the Program Evaluation Plan	20 points
8. Cost-Effectiveness	20 points
Competitive preference for Geographic location (optional)	10 points
Total Points Available:	210 points

It is important that all areas of the state that are experiencing shortages of teachers have access to grant funds. Therefore, this CGP includes funding criteria related to geographic distribution of recipients. Competitive preference (10 additional points) will be given to applications from districts or consortia of districts from regions of the state that have not participated in alternative certification in the past or from regions where relatively few Alternative Certification/Intern applications are submitted.

The Commission website has a page that will allow anyone to see all the state sponsored Teacher Preparation Programs that are operating within a school district. (<http://info.ctc.ca.gov/fmi/xsl/Programs/home.xsl>). By selecting a county, and then the school district within that county, a list will be generated of all Intern, Pre-intern, Paraprofessional and BTSA programs that are working to prepare teachers within that school district.

In order to determine if you qualify for this preference, applicants must provide a list of all districts that will participate in the proposed program, as well as indicating the county for each district.

Section II

Criteria for Selection of Successful Grants

This section allows you to answer each of the questions presented in relation to the Criterion identified and is available on the Commission website at www.ctc.ca.gov/educator_prep/intern/default.html for you to download. The format allows you to pull the electronic version of this section from the website and answer each of the questions by placing your cursor in the boxes that follow and typing your answer. The box will expand to include all of your answer. If you have questions about how to do this, or are having trouble with the format, contact Nadine Noelting at nnoelting@ctc.ca.gov or 916-327-2966.

Criterion 1: Program Rationale and Leadership (20 points)

A strong program design will directly address local needs for fully credentialed teachers. Please identify those areas of need in your program in your proposal. When identifying the leadership of your program, include those individuals from co-sponsoring organizations who will assist in program development and implementation, as well as individuals from the lead agency who will be responsible for program administration. Please answer the following questions.

Name of Proposed Intern Program:

Credential Program to be offered:

Multiple Subjects

Single Subject

Education Specialist in _____

Appendix A contains the required forms to identify the participants. They are the Lead Sponsor Cover Sheet, and the Co-Sponsor Sheet. Please complete the Lead Sponsor Cover Sheet and one Co-Sponsor Sheet for each co-sponsor. The Co-Sponsor Sheets should act as an agreement between the Lead Agency and the Co-Sponsor and identifies the contacts for the Commission.

1. Identify the specific district and/or regional needs in detail that will be met by the program.

2. List each participating LEA and university and describe their roles (Please attach a separate sheet of paper if you have a long list. You should include a Lead Sponsor Cover Sheet and Co-Sponsor Sheets for each participant.) Identify the person(s) responsible for program leadership and ongoing program operation including the time they participate in the program.

	Name of organization	Contact individual for the organization
Lead-Sponsor Organization		
Fiscal Agent		
Co-Sponsors		

3. Describe any special features or focus of the program: e.g., continuation of teacher preparation for paraprofessional, preparation programs that take into account the previous life experiences of participants, programs for former members of the military services, or programs that have developed special partnerships such as linking with the California Subject Matter Projects.

4. Describe your Early Completion Intern Option (Education Code §44468) for qualified candidates. For more information, see the Coded Correspondence 02-0013 at the Commission website.

5. Are you requesting consideration for the additional points given to meet a geographic need? (See Section I, Selection Criteria, page 5) If so, describe the need.

Criterion 2: Number and Source of Participants to be Prepared (20 points)

To be eligible to participate in either a District or University Intern Program, credential candidates must meet each of the requirements set forth earlier in “Eligibility Requirements for Teacher Candidate Participating in an Alternative Certification Program.” Identify the number of participants to be served by the program.

Please respond to each of the items below in the provided boxes.

- A. The Number of Participants the Program Will Serve.** Indicate the number of multiple subject, single subject and education specialists that participating school districts have pledged to employ.

Number of Multiple Subject Participants	Number of Single Subject Participants	Number of Education Specialists

- B. Estimate of Participants Enrolled and Employment Settings.** Please complete the following table.

The number of participants who will serve in Class Size Reduction (CSR) classrooms	
The number of participants who will teach English Learners, or bilingual classrooms and identified languages	
The number of participants teaching secondary subjects by subject (math, English, science, etc.)	
The number of special education participants in each credential specialty	
The number of participants projected to serve in hard-to-staff schools as defined by the California Department of Education	
The number of individuals who served on a Pre-Intern permit.	
The number of individuals serving on an Individualized Intern Credential ²	
Other (please specify)	

C. Recruitment Source(s) and Strategies. Describe the recruitment targets and strategies the program intends to use to recruit program participants. Specify persons you intend to recruit such as: paraprofessionals; military; second career professionals; pre-interns; emergency permit holders; parent volunteers; and others (specify).

D. Working Conditions. Like any new teacher, interns should be given assignments that provide the best opportunity for them to succeed with students. Novice teachers should be assigned classrooms appropriate to their beginning teacher skills. Whenever possible, classes such as combination classrooms, itinerant (multiple site) teaching assignments and secondary teaching assignments with multiple preparations, should not be given to interns. Site administrators should be cautious about assigning adjunct duties to interns. Programs should also assure that interns have the supplies necessary to be successful.

Please describe the efforts the participating district(s) will take to ensure that interns experience the working conditions described above.

E. Selection. Describe the methods that will be used to select interns, including how a candidate's prior experiences and attitudes toward children and schooling will be used to make decisions about who is admitted into the program. For example, will the program use the Haberman Interview, the Gallop Selection Instrument, or the Ventures in Excellence instrument to select interns?

² An IIC process is designed for persons who are teachers of record and have met all intern certification requirements, but a regular internship program is not suitable for the intern's teacher preparation circumstances. Please see Coded Correspondence 03-0006 at the Commission website, www.ctc.ca.gov/notices.

F. Timeline. For the 2005-06 academic year, Provide a timeline indicating when the following will occur in the program:

1	When the pre-service or early service coursework will occur in the program and length (in clock hours or semester)	
2	When participating teachers will assume responsibility for classrooms as interns	
3	When support providers will be assigned to assist program participants	

Criterion 3: Quality of the Instructional Program (40 points)

The instructional program is a critical element in the development of an internship program. In district internship program proposals, all of the elements of the instructional program should be included in the Professional Development Plan. In a university internship program these elements should be defined in the program’s instructional plan or curriculum. A district that employs a district intern must develop and implement a Professional Development Plan in consultation with an accredited institution of higher education that offers Commission-approved programs of teacher preparation. The instructional plan should include all of the teaching abilities and performance competencies that a beginning teacher will need to learn and must follow the relevant Commission Standards of Program Quality.

Each sponsor is encouraged to develop an instructional program that is specifically geared to the needs of the participating districts, and is designed for interns with prior professional work experiences, and provides strategies that demonstrate blending of theory and practice. The instructional program should take into consideration that the sequence of instruction reflects that interns will have accelerated entry into and responsibility for a classroom. The instructional program should reflect that interns will have opportunities to try out strategies and skills taught in courses immediately with their own students. In some cases these circumstances will necessitate changes in course sequence and change how courses are taught.

When providing information about the instructional program, provide information about the following three areas.

A. Overall Plan/Diagnostic Process

1. Provide a brief overall description of the instruction that interns will receive.

2. Describe any special features of the program such as:
 - a. instruction that is taught collaboratively by district and university personnel;
 - b. procedures that give interns credit for prior experiences or instruction taken previously; e.g., as part of a pre-intern program. (See Transition Process for a description of other required special features.)

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3. Describe the plan to select, train, and coordinate the instructional staff.

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B. Pre-service Program

Please provide a list and description of the courses that will be offered in the pre-service program (the portion of the instructional program offered prior to the intern taking over responsibility for a classroom as teacher of record). For each course listed, please indicate the number of clock hours (or semester/quarter units) of instruction.

The description of the pre-service portion of the instructional program must show how the program will provide foundational skills and knowledge with sufficient breadth and depth to enable the intern to manage a classroom and provide effective learning opportunities for students. The pre-service program should include at least 120 clock hours or 8 semester units or 12 quarter units of instruction. If the program includes fewer hours or units, please explain why.

Provide details of the pre-service experience including:

The length of the experience in semester units, quarter units or clock hours) and the topics to be covered	
Whether interns will complete the courses and activities as a cohort	
How the participating districts are involved in the pre-service experiences	
Are there circumstances in which interns will not be provided a pre-service program? If yes, what instructional assistance will be provided these interns?	

C. Ongoing Instructional Program

1. Please provide a list and brief description of the courses (or instructional segments) in the first year of the program (following the pre-service program), and if applicable, the second year of the program. Please indicate the length of each instructional segment. Add additional cells to the table as needed.

Course Title	Description of Course	First or Second Year

2. Please describe any features in the sequence of instruction that facilitate accelerated entry into and responsibility for a classroom.

3. Describe those portions of the instructional program where interns will have opportunities to try out strategies and skills taught in courses and can apply them with their own students, (i.e. blend the theoretical and the practical).

4. Programs for elementary teachers should describe the sequence of courses and experiences that will prepare interns to teach reading and mathematics.

5. Programs that choose to serve persons using the IIC process must describe the instruction, support and assessment that will be done for these interns.

Legislation passed in 2001 (Chapter 269, Scott, Statutes of 2001, Ed. Code §44468) requires that all approved multiple and single subject internship programs provide an Early Completion Internship option. Commission Coded Correspondence 02-0013 on the Commission website (www.ctc.ca.gov) describes the option in detail. AB2286 (Mountjoy) added an Early completion Intern option for Mild/Moderate Education Specialists. As soon as the special education exam is available (expected, fall 2005), programs must amend their plan to include this option. Detail how your program meets this requirement

1. Provide a brief description of how those persons who have passed the Teaching Foundations Exam will be matriculated through the intern Early Completion Option.

2. Describe your program requirements, including additional coursework, that Early Completion Option Internships must complete.

3. Describe your Teaching Performance Assessment (TPA) process (or equivalent) for Early Completion Option Interns.

Criterion 4: Quality of Support System (40 points)

A cornerstone of the Intern program is providing collegial support. Interns are required to receive systematic support, guidance, and feedback from both the participating program (university or district) and school site support.

Programs are encouraged to devise innovative methods of providing assistance and guidance to interns. Among those approaches that have been shown to be successful are one-to-one support by mentors who are at the same school and teaching the same subjects as their assigned interns. These certificated individuals should exhibit excellence in teaching and be matched to the interns in assignment and proximity as much as possible. Among those who may be coaches or support providers are teachers on site, "teachers on special assignment" or recently retired teachers. The selection process should focus on the individual's knowledge and experience in subject matter and teaching and their familiarity with the local school culture.

Coaches/support providers must receive support training appropriate for interns. Programs should be structured to allow interns to enter and complete their programs as a cohort, and provide opportunities to offer ideas and feedback to each other in a support seminar.

Please answer the following questions in relation to your proposal.

1. Describe the selection procedures that will be used to select support providers.

2. Describe the training that will be given to support providers.

3. Describe the, ratio of support providers to interns, correspondence of subject matter knowledge, and proximity of work sites, and expected frequency of consultation between the support provider(s) and intern(s).

4. Explain how support/supervision/assessment by the program will be coordinated with school site assistance.

Criterion 5: Quality of Assessment of Participants (20 points)

Internship Programs must provide a formal system of performance assessment of each candidate. For multiple subject and single subject candidates, programs must document that each candidate has demonstrated satisfactory performance on the full range of the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential. Programs are encouraged to use an assessment system that is a graduated sequence of teaching behaviors and ensures reflective feedback. For more information on the Teaching Performance Assessment (TPA), please see the Commission website www.ctc.ca.gov in the Notices section, for Coded Correspondence 03-0005 and 03-0012. For those not using the TPA, such as special education programs, please describe the performance assessment that will be used.

Please describe how the performance of each program participant will be assessed.

A	Identify individuals who will be responsible for assessing a candidate's overall competence and effectiveness in the classroom	
B	Indicate the types of performance assessment instruments (e.g., TPA) and materials (e.g., student work) that will be used	

C	Indicate the frequency of the assessments	
D	Indicate the qualifications and training of the assessors	
E	List the criteria that will be used to determine candidate competence and effectiveness	

Criterion 6: Collaboration and Transition (20 points)

Education Code §44384 requires collaboration and is essential for an effective program. Collaboration should be evident in nearly all aspects of each program, including recruitment and selection, the development and delivery of the instructional program, the support system, and candidate assessment. The ways problems are solved and decisions are made should exemplify the level of a program’s collaboration. For intern programs to be successful there should be support from site administrators, coaches, human resources personnel, and college or university advisors that is coordinated and cohesive. Collaboration between the program sponsor and the fiscal agent in funding issues is also critical to the success of the program.

The initial teacher training and the service that a pre-intern program has provided as teacher of record should count toward completion of some or all pre-service for intern programs. The Commission expects that intern programs will accept the pre-intern training in lieu of additional pre-service courses if the pre-intern curriculum offers the content that is required by the intern program. Transitions should also include how interns will be assisted to move into approved Induction Programs.

Proposals should describe how a program will orchestrate the coordination of its partners and the responsibilities that each partner will assume. Examples of collaboration in developing the application should be described. The application should include plans for joint efforts in the program, such as joint assessment of teacher competence, co-teaching coursework, and/or joint selection procedures.

Please provide examples of collaborative efforts among the participating sponsors of the program.

Please describe efforts to ease transitions of paraprofessionals, pre-intern and second career professionals into the intern programs.

Please describe planned transitions into an approved Induction program.

Criterion 7: Quality of Program Evaluation Plan (20 points)

Each program is expected to conduct an annual program evaluation. The data collected should include both qualitative and quantitative information.

- 1. Describe the procedures that the program will use to judge the program’s effectiveness.**

2. **Describe methods for collecting quantitative data such as methods that will be used to collect retention rates.**

3. **Describe plans to include qualitative data, such as use of systematic selection instruments, achievement and progress records of intern's students. The application should stipulate the specific kinds of data that the program intends to submit to the Commission as part of its Annual Report; i.e., Narrative Report, Retention data, Demographic data and End of Year Budget Report on the program.**

Criterion 8: Cost-Effectiveness and Budget (20 points)

Cost-effectiveness factors include attention to the most efficient uses of time, fiscal resources, material resources, and the expertise and preparation of those involved in implementing the program. Successful applicants will be expected to contribute to an evaluation of the overall (statewide) effectiveness of this funding measure. The goal of the statewide evaluations is to identify cost-effective, high quality models of alternative certification. The evaluation will be conducted through electronic surveys and interviews.

In addition, successful applicants will be expected to submit annual reports describing how the funds have been spent, a description and evaluation of the components of the program, including changes that have been made, and/or lessons learned. It is the intent of the Commission that annual reports be no longer than ten pages.

Intern grant statutes require that programs "match" the funds provided by the state for alternative certification unless this would cause a hardship. The matching funds may come from any source that the LEA chooses, including other state funds.

Applications should include the following areas in response to this section.

1. **Provide examples of how this proposed program plans to use the resources in a cost-effective manner.**

2. **Provide a description of the other resources available to the program, including private or foundation, local, state, and federal funds (if any), and how they will be used effectively and economically.**

3. **Programs submitting an application should stipulate their willingness to participate in collection of data electronically (Consent form participation agreement) as requested by the Commission.**

- 4. For district intern programs please stipulate that credit will be given for coursework taken in the program; e.g., salary credits, as required. (Education Code § 44830.3 (c) requires that district interns be compensated for coursework taken in the manner normally provided by each district for staff development.)**

- 5. For university intern programs please describe the plan to provide a full salary to the intern or if there will be a salary deduction for supervision.**

Section III

Budget

The documentation of expenditure of State Funds is important. You will be asked to provide a proposed budget with your application (Appendix A). The program funds are contingent upon the availability of funds in the State Budget Act and successful implementation of the program as determined by the Commission. The form is available on-line in an excel format at www.ctc.ca.gov/educator-prep/intern.

Applicants must complete the line item budget identified as the Proposed Budget 2005-2006 (Appendix A), including appropriate explanations and justifications for each line item. The legislation funding this program requires that the LEA match the grant. When the Final Budget is presented, any unmatched grant money must be returned to the state. Please document the matching funds on the budget in the defined column.

A budget narrative must also be submitted for the proposed program. For each line on the budget form, please describe how the applicant plans to use the requested funds. Expenditures by programs receiving Alternative Certification/Interns funds may be subject to review and audit (see the Special Terms and Conditions in Appendix A). Please describe the amount and sources of matching funds. Matching funds could come from school, district or county level, university, or funds obtained by other categorical programs, and could pay for program features such as teacher release time, substitute costs, tuition expenses, workshop materials, trainers' fees, or administrative time.

The total amount of the indirect costs for the grant proposal taken from the grant funds may not exceed the state-approved indirect cost rate published annually by the California Department of Education for LEAs. If a LEA contracts for services, an indirect charge cannot be added that exceeds the state-approved rate. Program sponsors may negotiate a division of the indirect costs, so long as the total does not exceed the allowable rate, or may include indirect costs in the matching contribution.

Section IV

Funding Procedures

The Commission is interested in encouraging applications from LEAs and postsecondary institutions throughout the state. This grant is part of the State of California's effort to provide credentialed teachers for every student in California and multiple routes into the teaching profession.

Applicants who wish to compete for alternative certification funding must submit an original and three copies of their proposal to the Commission. **Applications must reach the Commission office by Noon on May 27, 2005.** An application must include a Lead Sponsor's Cover Page and, in alphabetical order, a Co-Sponsor Sheet for each participating agency or organization (Forms are located in Appendix A), Section III with your responses, a proposed budget, and a copy of your program approval letter from the Commission.

The Commission will convene a panel of reviewers to read the proposals using the rating scale identified. In addition to rating the application, reviewers will develop sets of questions to clarify outstanding issues or to ask for more information. The questions will be sent by FAX to the contact person listed on the Lead Sponsor Cover Page. These questions will be faxed in the last week in April. Applicants will have 10 working days to answer the questions. From **June 14 and June 15, 2005** phone appointments will be scheduled to discuss the applicant's response to the questions. Based on the reviewer ranking of the applications and the applicant's responses to the questions posed by reviewers, Alternative Certification/Intern Commission staff will identify those programs that qualify to receive an Alternative Certification grant. The timeline for review of applications is found in Section VII.

The Commission will send each successful applicant an award letter, with a Grant Award Agreement and Certification of Acceptance (GAC) Form. Three original GACs must be returned, correcting any program information that is incorrect, and signed by both the program manager and the fiscal agent along with a proposed budget, based on the funding allocated. The proposed budget as well as the final budget that will be presented at the end of the year must be signed by both the fiscal agent and the program director. Money will not be sent until three copies of **the original completed GAC and proposed 2005-2006 Budget Form has been received by the Commission.** First payments will be made for 50% of the projected grant. Grants are then adjusted to reflect the number of consent forms completed, and the final payment is made.

Once the applicant is funded, the conditions for continued funding include the availability of money in the state budget for this purpose, and that grant conditions and the Commission standards of quality are met by the program. Programs are required to annually present a Program Improvement Plan (PIP) and budget for Commission approval prior to continued funding.

Funding Period

It is the intent of the Commission that program awards for 2005-2006 will be announced on June 20, 2005. Programs may want to propose a planning period or pre-service period resulting in interns assuming full responsibility later. Unless a specific rationale is provided, programs should propose that interns assume full classroom responsibility no later than the Fall Semester, 2005. Funding is for participants during the 2005-2006 school year and is based on the number of participants completing on-line consent forms by December 1, 2005. Grant funds may not be used to support persons who continue to serve in Induction Programs, or for persons who are being prepared through a teacher education program but do not have classroom responsibility for a group of K-12 students in public schools as credentialed interns. In the event funding is not expended or matched within the specified fiscal year, funds will be expected to be returned to the Commission, or future allocations will be withheld until the funds have been returned.

Section V

Timeline

Target dates for each stage of the grant funding procedure follow.

April 15	Issue CGP
May 27, 2005 (Noon)	Funding Applications due to the Commission.
May 31 & June 1, 2005	Evaluation of funding applications.
June 2, 2005	Questions sent to applicants to clarify evaluator's questions.
June 13, 2005	Responses to questions due to the Commission.
June 14 and 15, 2005	Telephone interviews regarding Grant Application questions.
June 20, 2005	Grant Awards announced by Executive Director and Grant Acceptance Letter and supporting documentation will be sent to Program Directors of successful applicants for signature.
July 1, 2005	Grant Acceptance Form and 2005-2006 Proposed Budget Form Due to the Commission.

Technical Support For Writing An Application

Applicants may also seek assistance from the Commission Alternative Certification Staff, Michael McKibbin at mmckibbin@ctc.ca.gov or (916) 445-4438 or Howard Giblin at hgiblin@ctc.ca.gov or (916) 323-6511.

Intern Grant Schedule

When an application is approved for funding, an Intern Grant Schedule for 2005-2006 will be provided. This schedule outlines the important dates of the year, such as when reports are due and activities are scheduled. Please note that there are two planning meetings for intern directors. Funding for these meetings should be allocated within the proposed grant budget. These meetings will be held in Sacramento. The fall meeting is three days in late October and the spring meeting is one day. The dates for these meetings are still to be determined. Meeting dates will be announced as soon as they are officially scheduled.

Appendix A

ALTERNATIVE CERTIFICATION/INTERN PROGRAM

PROGRAM DOCUMENTS

Lead Sponsor Cover Page

Co-Sponsor Sheets

Budget Summary Pages

Terms and Conditions

Lead Sponsor Cover Page

Each application should include one copy of this cover page for the organization that is leading the effort. This copy should precede any other pages.

TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION:

Name of Lead Sponsoring Organization:

Mailing Address: _____

Project Director/Contact Person: _____

Telephone: _____ FAX: _____

Email: _____

Total number of Intern Candidates to be served in the program in 2005-2006: _____

Counties Represented in Proposed Program:

Authorized Participation Has Been Approved By:

Name of Approving Official: _____

Position: _____

Agency or Institution: _____

Signature: _____ Date: _____

TO BE COMPLETED BY THE FISCAL AGENT

Local Education Agency (LEA) That Will Serve as Fiscal Agent for Funding Proposal: _____

Name of Fiscal Officer: _____

Agency (District or COE): _____

Mailing Address: _____

Telephone: _____ FAX: _____

Email: _____

I certify that I am the duly appointed representative of the above named Agency and will report expenditures as defined in the Special Terms and Conditions of the grant.

Signature of Fiscal Agent: _____ **Date:** _____

Co-Sponsor Page

Name of Co-Sponsor _____

Please include a separate cover page for each organization that is co-sponsoring the effort. Please arrange pages alphabetically by organization and insert page numbers. Answer all questions that apply.

TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION

Name of Lead Sponsoring Organization: _____

Project Director/Contact Person: _____

Telephone: _____ FAX: _____

Email: _____

Signature of Project Director: _____ Date: _____

TO BE COMPLETED BY CO-SPONSORS

Name of Co- Sponsoring Organization: _____

Mailing Address: _____

City, State, Zip: _____

Contact Person: _____

Telephone: _____ FAX: _____

Email: _____

For co-sponsoring districts, please indicate the number of intern candidates that will be employed by your district: _____ 2005-2006

Co-Sponsor Authorized Participation Has Been Approved By:

Name of Approving Official: _____

Position/Title: _____

Signature of Approving Official: _____ Date: _____

Alternative Certification/Intern Program
BUDGET SUMMARY

FY 2005-2006
 Proposed Budget
 Final Budget

Name of Program/Applicant:

Number of Participants:

Total Grant (number of participants x \$2,500):

Line #	NUMBER OF INTERNS EMPLOYED	Grant Funding Request	Sponsors' Matching Contribution
INSTRUCTION			
1	Instructors Salaries and Benefits (S&B)		
2	Books and Supplies		
3	Other		
SUPPORT			
4	Support Provider Training		
5	Support Provider Release Time, Stipends		
6	Support Provider Travel and Supplies		
7	Other		
CANDIDATE OR PROGRAM EVALUATION			
8	Supervisors, Evaluators S&B		
9	Assessment Instruments		
10	Training of Assessors		
11	Release Time		
12	Other		
ADMINISTRATIVE COSTS			
13	Travel		
14	Facilities		
15	Equipment		
16	Administrative S&B		
17	Clerical S & B		
18	Other (specify)		
19	Indirect Costs (not to exceed CDE's authorized percentage)		
TOTAL			

PROGRAM AUTHORIZATION

FISCAL AUTHORIZATION

 Print Name of Program Director Daytime Telephone

 Print Name of Fiscal Officer Daytime Telephone

 Signature of Program Director Date

 Signature of Fiscal Officer Date

ALTERNATIVE CERTIFICATION/INTERN PROGRAM
Special Terms and Conditions
2005-2006

The Grantee agrees to these Special Terms and conditions established by the California Commission on Teacher Credentialing (Commission):

1. The Grantee must meet its stated objectives as indicated in the proposal and budget as approved by the Commission. The Commission staff shall monitor evidence of progress in accordance with the funded proposals.
2. Project funds are for the amount indicated under the "Award Information" listed on the Grant Award Agreement and Certification of Acceptance (GAC) Form. All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget categories that exceeds ten (10) percent of what was submitted in the proposed budget requires prior approval from the Commission.
3. Encumbrances against the grant award may be made after the beginning date of the grant, July 6, 2005. All approved funds for this grant must be legally obligated or expended by June 30, 2005. All funds not legally obligated or expended by June 30, 2006 must be returned to the Commission at the address below no later than September 30, 2006 to:

California Commission on Teacher Credentialing
Fiscal and Business Services
Mariah Kirk
1900 Capitol Avenue
Sacramento, CA 95814-4213

4. The Grantee agrees to submit reports and other data as required by the Commission. Expenditure reports will be used to account for and monitor funds expended within the program. A final expenditure report must be submitted as soon as all grant funds have been expended, but is due no later than September 30, 2005 to:

California Commission on Teacher Credentialing
Professional Services Division
Michael McKibbin, Program Manager
1900 Capitol Avenue
Sacramento, CA 95814-4213

5. Expenditures shall comply with all applicable provisions of federal, state and local rules, regulations, and policies relating to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
6. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.) and Nondiscrimination Compliance statement.
7. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit upon reasonable notice by the State Auditor General. Grantee shall furnish detailed itemization of, and retain all

records relating to, direct expenses paid to Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment of this agreement or until audited by the State, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.

8. The Grantee must sign and return the Grant Award Agreement and Certification of Acceptance prior to issuance of the first allocation. State processing time is about four to six weeks. Send the signed agreement to:

California Commission on Teacher Credentialing
Professional Services Division
Michael McKibbin, Program Manager
1900 Capitol Avenue
Sacramento, CA 95814-4213

9. Funds will be released in two (2) allocations, plus a spring allocation for programs enrolling participants in January:
 - a. A first allocation equal to fifty (50) percent of the total grant allocation based on projected enrollment or program costs for the period of July 1, 2005 through June 30, 2006.
 - b. A final allocation of the balance of the grant allocation after verification of enrollment participation through program consent forms submitted no later than December 1, 2005. The balance of the grant allocation may be subject to revision based upon verification of enrollment participation and availability of funds.
 - c. A spring allocation will be given out, pending funding availability, in February, based on participants enrolling in January, 2006.
10. The Grantee may charge an indirect cost rate not to exceed the state-approved indirect cost rate published by the California Department for Education for Local Education Agencies for the 2005-2006 fiscal year.
11. Should the Grantee choose to terminate its participation in the program, a thirty (30) day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds upon receipt of the final expenditure report.
12. In the event of a dispute, the Grantee shall file a "Notice of Dispute" within twenty (20) days of discovery of the problem. Within ten (10) days, staff shall meet with the Grantee for the purposes of resolving the dispute. The decision of the Commission's Executive Director shall be final.
13. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the State shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.

14. The Grantee possess legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurance contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

15. Budget Contingency Clause

- a. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, the Agreement shall be of no further force and effect. In this event, the State shall have no liability to pay any funds to the Grantee, furnish any other considerations under this Agreement, and the Grantee shall not be obligated to perform any provisions of this Agreement.
- b. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to cancel this Agreement with no liability.

Appendix C

C-1 Alternative Certification Funded Programs 2004-2005

C-2 Participating Districts in Alternative Certification Programs 2003-2004

C-1 Alternative Certification Funded Programs 2004-2005

Grant Number	Program Name	Program Address	# of Interns	Credential	Region
923	Alameda County Office of Education-Intern Program	Alameda County Office of Education 313 W. Winton Avenue Hayward, CA 94544-1198	51	Multiple, Single, Special Ed (MM, MS)	3
937	Alhambra/CSULA Special Education	CSU Los Angeles, School of Education 5151 State University Drive Los Angeles, CA 90032	150	Special Ed (MM, MS, VI, PHI)	4
931	Alum Rock Union Elementary School Teacher Intern Program	Alum Rock Union Elementary School District 2930 Gay Avenue San Jose, CA 95127	94	Multiple, Special (MM), BCLAD	3
991	Bakersfield City School District Intern Program	Education Center Bakersfield City Elementary School District 1300 Baker Street Bakersfield, CA 93305-4399	37	Multiple, Single, Special (MM, MS)	2
941	California Lutheran University/Ventura COE Special Ed Internship	California Lutheran University Department of Education 60 West Olsen Road Thousand Oaks, CA 91360	17	Special Ed (MM, MS)	4
940	CalStateTEACH Intern Program	CalStateTEACH 2600 E. Nutwood, Suite 610 Fullerton, CA 92831	255	Multiple	6
916	Capistrano Unified School District	Capistrano USD 32951 Calle Perfecto San Juan Capistrano, CA 92675	6	Single, Special Ed (MM, MS)	6
914	Compton District Intern Program	Human Resources & Employee Development Compton Unified School District 604 S. Tamarind Avenue Compton, CA 90220	47	Multiple, BCLAD	6
972	CSU Dominguez Hills - Special Ed	CSU Dominguez Hills 1000 East Victoria Street Carson, CA 90747	229	Special Ed (MM, MS)	6
971	CSU Dominguez Hills Alternative Teacher Certification Program	School of Education CSU Dominguez Hills 1000 E. Victoria Street Carson, CA 90747-0005	427	Multiple, Single, BCLAD	6
957	CSU Fresno Alternative Certification Project	CSU Fresno 5005 N. Maple Avenue M/S ED2 Fresno, CA 93740-8025	95	Multiple, Single, Special Ed (MM), BCLAD	2
955	CSU Fullerton Intern Program - Multiple Subject	Department of Education CSU Fullerton 800 North State College Drive EC 379 Fullerton, CA 92834-6860	6	Multiple, BCLAD	6
905	CSU Fullerton Secondary	Department of Education CSU Fullerton 800 N. State College Blvd. Fullerton, CA 92834-6868	42	Single	6

C-1 Alternative Certification Funded Programs 2004-2005

Grant Number	Program Name	Program Address	# of Interns	Credential	Region
901	CSU Fullerton/ Special Ed	CSU Fullerton Department of Special Ed P.O. Box 6868 Fullerton, CA 92834-6868	130	Special Ed (MM, MS)	6
959	CSU Hayward / Special Ed	Department of Special Education CSU Hayward 25800 Carlos Bee Blvd. Hayward, CA 94542-3076	6	Special Ed (MM, MS)	3
927	CSU Long Beach/ Long Beach Unified School District	Department of Teacher Education CSU Long Beach 1250 Bellflower Blvd. Long Beach, CA 90840-2201	53	Multiple, BCLAD	6
938	CSU Long Beach/ Long Beach USD Special Ed	College of Education CSU Long Beach 1250 Bellflower Blvd. Long Beach, CA 90840-2201	56	Special Ed (MM, MS)	6
911	CSU Los Angeles/ Montebello USD	CSU Los Angeles 5151 State University Drive Los Angeles, CA 90032	92	Multiple, Single, BCLAD	4
939	CSU Monterey Bay/ Monterey Bay Consortium	Department of Education CSU Monterey Bay 100 Campus Center, Bldg. 3 Seaside, CA 93955	55	Multiple, Single, Special Ed (MM, MS, DHH), BCLAD	2
915	CSU Northridge/ Los Angeles USD Secondary Intern Program	Department of Secondary Education CSU Northridge 18111 Nordhoff Street Northridge, CA 91330-8265	353	Single	4
929	CSU Northridge- Los Angeles USD Multiple Subject Internship Credential Program	Department of Elementary Education CSU Northridge 18111 Nordhoff Street Northridge, CA 91330-8265	140	Multiple, BCLAD	4
968	CSU San Bernardino, Special Education (ECSE)	College of Education CSU San Bernardino 5500 University Parkway San Bernardino, CA 92407	15	Special Ed (Early Childhood)	5
965	CSU San Bernardino/ Riverside COE - Mild/Moderate Disabilities/CLAD	CSU San Bernardino M/M Disabilities Intern Program Univ. Hall 401.10 5500 University Parkway San Bernardino, CA 92407	142	Special Ed (MM)	5
908	CSU Stanislaus/ Merced Consortium	Department of Education CSU Stanislaus 801 W. Monte Vista Avenue Turlock, CA 95832	14	Multiple, Single, Special Ed (MM, MS)	2

C-1 Alternative Certification Funded Programs 2004-2005

Grant Number	Program Name	Program Address	# of Interns	Credential	Region
909	CSU Stanislaus/ San Joaquin Consortium	Department of Education CSU Stanislaus 801 W. Monte Vista Avenue Turlock, CA 95832	35	Multiple, Single, Special Ed (MM), BLCAD	2
975	Elementary and Secondary Teaching Fellows Program	General Education Teacher Intern Programs San Diego City School District 818 Santa Barbara Place San Diego, CA 92109	42	Multiple, Single, BCLAD	6
992	Fontana Unified School District/ University of Redlands	Fontana Unified School District 9680 Citrus Avenue Fontana, CA 92336	73	Multiple, Single, Special Ed (MM)	5
958	Imperial County SELPA Alternative Certification Program	Imperial County Office of Education 1398 Sperber Road El Centro, CA 92243	13	Special Ed (MM, MS)	6
985	Kern County Superintendent of Schools Intern Consortium	Kern County Superintendent of Schools 1300 17 th Street Bakersfield, CA 93301	407	Multiple, Single, Special Ed (MM)	2
986	Kern High School District Intern Program	Kern High School District Intern Program 5801 Sundale Avenue Bakersfield	59	Multiple, Single, Special Ed (MM)	2
960	Los Angeles Unified School District - (LISTOS)	Los Angeles Unified School District LISTOS Harbor Building, Suite 303 4201 Wilshire Blvd. Los Angeles, CA 90010-3605	408	Multiple, Single, Special Ed (MM), BCLAD	4
969	Loyola Marymount University	School of Education Loyola Marymount University One LMU Drive, Suite 2624 Los Angeles, CA 90045	277	Multiple, Single, Special Ed (MM), BCLAD	4
907	National University (MS/SS)	School of Education National University 804 East Brier Drive San Bernardino, CA 92408	135	Multiple, Single, Special Ed (MM,MS)	5
961	New Haven Multiple and Single Subject	New Haven Unified School District 34200 Alvarado-Niles Road Union City, CA 94587	34	Multiple, Single	3
910	North Coast Beginning Teacher Program	Sonoma County Office of Education 5340 Skylane Blvd. Santa Rosa, CA 95403	153	Multiple, Single, Special Ed (MM, MS)	1
953	Northeastern California Partnership for Special Education	Special Education Office CSU Chico First and Normal Streets Chico, CA 95929-0465	68	Special Ed (MM, MS)	1

C-1 Alternative Certification Funded Programs 2004-2005

Grant Number	Program Name	Program Address	Interns	Credential	Region
919	Northstate Consortium for Alternative Teacher Certification	Department of Education CSU Chico First and Normal Streets Chico, CA 95929-0465	27	Multiple, Single	1
962	Oakland Intern Partnership Program	Oakland Unified School District New Teacher Support & Development 1025 2nd Avenue, Portable- 16 Oakland, CA 94606	205	Multiple, Single, Special Ed (MM, MS), BCLAD	3
980	Ontario-Montclair School District Intern Academy	Ontario-Montclair School District 1515 S. Bon View Avenue Ontario, CA 91761	27	Multiple, BCLAD	5
933	Orange County Department of Education District Intern Program	Orange County Office of Education Institute for Teaching Excellence 200 Klamus Drive P.O. Box 9050 Costa Mesa, CA 92628-9050	48	Multiple, Special Ed (MM, MS, DHH)	6
935	Pacific Oaks College	Pacific Oaks College 5 Westmoreland Place Pasadena, CA 91103	1	Multiple, BCLAD	4
995	Peninsula New Teacher Project	Program Coordinator, PNTP Fox Elementary School 3100 St. James Road, Room 6 Belmont, CA 94002-2956	60	Multiple, Single, Special Ed (MM, MS), BCLAD	3
984	Point Loma Nazarene University Internship Program	Intern Coordinator, Arcadia Campus Point Loma Nazarene University 225 E. Santa Clara Arcadia, CA 91006	87	Multiple, Single, Special Ed (MM)	5
954	Project Pipeline	Project Pipeline 2035 Hurley Way, Suite 200 Sacramento, CA 95825	287	Multiple, Single, Special Ed (MM)	1
930	Riverside County Office of Education/ CSU San Bernardino	Riverside County Office of Education P.O. Box 868 Riverside, CA 92502-0868	291	Multiple, Single, BCLAD	5
928	Sacramento Unified School District	Sacramento City School District School Mailbox 776B 5735 47th Ave Sacramento, CA 95824	97	Multiple, Single	1
943	San Diego State/ Imperial Valley Alternative Certification Internship	San Diego State University – Imperial Valley 720 Heber Avenue Calexico, CA 92231	73	Multiple, Single, BCLAD	6
963	Sweetwater Union High School District/ San Diego State University	Sweetwater Union High School 3240 Palm Avenue San Diego, CA 92154	18	Single, Special Ed (MM, MS)	6
988	San Diego City USD/ Education Specialist	San Diego Unified School District 2441 Cardinal Lane, IMC, Bldg A. San Diego, CA 92123	91	Special Ed (MM, MS)	6

C-1 Alternative Certification Funded Programs 2004-2005

Grant Number	Program Name	Program Address	Interns	Credential	Region
902	San Francisco Unified School District Intern Program	Office of Teacher Affairs San Francisco Unified School District 555 Franklin Street, 2nd floor San Francisco, CA 94102	142	Multiple, Single, Special Ed (MM), BCLAD	3
917	San Gabriel Valley Consortium	Azusa Pacific University Department of Education 901 E. Alostia Avenue Azusa, CA 91702-7000	400	Multiple, Single, Special Ed (MM)	5
904	San Joaquin District Intern (IMPACT)	San Joaquin County Office of Education 2901 Arch-Airport Way Stockton, CA 95213-9030	234	Multiple, Single, Special Ed (MM, MS)	1
949	San Jose State University Single Subject Intern Program	Department of Secondary Education San Jose State University One Washington Square San Jose, CA 95192-0077	47	Single	3
920	San Jose State/School University Partnership Internship Program	Teacher Education San Jose State University One Washington Square San Jose, CA 95192-0074	79	Multiple, BCLAD	3
906	San Jose Unified School District (MS/SS/Special Ed)	San Jose Unified School District 855 Lenzen Avenue, Room 345 San Jose, CA 95126	12	Multiple, Single, Special Ed (MM, MS)	3
964	San Jose State University / Santa Clara Unified School District	San Jose State University Department of Special Education One Washington Square San Jose, CA 95192-0078	49	Special Ed (MM, MS)	3
945	Santa Clara COE/Silicon Valley Intern Program (SVIP)	Santa Clara County Office of Education 1290 Ridder Park Drive, MC #221 San Jose, CA 95131-2398	96	Multiple, Single, Special Ed (MM, MS), BCLAD	3
912	Santa Clara University	Santa Clara University Department of Education 500 El Camino Real Santa Clara, CA 95053-0201	19	Multiple, Single	3
987	Solano/North Bay Intern Program	Solano County Office of Education 5100 Business Center Drive Fairfield, CA 94534	32	Multiple, Single, Special Ed (MM)	1
973	Stanislaus County Office of Education	Stanislaus County Office of Education 100 H St. Modesto, CA 95354	20	Special Ed (MM)	2
976	Teacher Education Institute	Elk Grove Unified School District 9510 Elk Grove-Florin Road Elk Grove, CA 95624	13	Multiple, Single	1
947	TeachLA Urban Intern Multiple Subject Credential Program	UCLA GSEIS- Center X TEP 1320 Moore Hall, Box 951521 Los Angeles, CA 90095-1521	96	Multiple, Single	4

C-1 Alternative Certification Funded Programs 2004-2005

Grant Number	Program Name	Program Address	Interns	Credential	Region
974	The Win Win Internship Consortium Cal Poly Pomona	Cal Poly Pomona Department of Education (CEIS) 3801 West Temple Ave.- Bldg. 5-256 Pomona, CA 91768	181	Multiple, Single, Special Ed (MM, MS) BCLAD	5
983	UC Berkeley Extension/ Cal Urban Partnership Intern Program	Education Department UC Berkeley Extension 1995 University Avenue Berkeley, CA 94720-7009	15	Special ED (MM)	3
921	UC San Diego Teacher Education Program	San Diego Unified School District – Single Subject 818 Santa Barbara Place San Diego, CA 92109	39	Single	6
982	UCLA Extension / Urban Intern Credential	UCLA Education Extension 10995 Le Conte Avenue, Room 639 Los Angeles, CA 90024	48	Multiple	4
997	University of La Verne	University of La Verne 1950 3rd Street La Verne, CA 91750	107	Multiple, Single, Special Ed (MM)	5
903	Ventura County Multiple Subject Internship Program Partnership	Ventura County Office of Education 5189 Verdugo Way Camarillo, CA 93012	29	Multiple, Single, Special Ed (MM), BCLAD	4
981	West Contra Costa Unified School District	West Contra Costa Unified School District 1108 Bissell Avenue Richmond, CA 94801-3135	58	Multiple, Single	3
948	Whittier College Internship Program	Department of Education and Child Development P.O. Box 634 13406 Philadelphia Street Whittier, CA 90608	29	Multiple, Single	5

Multiple= Multiple Subject

Single=Single Subject

MM=Mild to Moderate Disabilities

MS=Moderate to Severe Disabilities

DHH=Deaf and Hard of Hearing

VI= Visually Impaired

PHI=Physically and Health Impaired

BCLAD=Bilingual, Cross-Cultural, Language and Academic Development

C-2 Participating Districts in Alternative Certification Programs 2003-2004

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
Alameda (12)	Alameda City Unified	6
	Fremont Unified	31
	Hayward Unified	51
	Livermore Valley Joint Unified	7
	Mountain House Elementary	1
	New Haven Unified	46
	Newark Unified	11
	Oakland Unified	251
	Piedmont City Unified	1
	Pleasanton Unified	2
	San Leandro Unified	12
	San Lorenzo Unified	4
	Amador (2)	Amador y Unified
Butte (3)	Biggs Unified	2
	Butte Co. Office of Education	3
	Chico Unified	1
	Feather Falls Union Elementary	1
	Golden Feather Union Elementary	1
	Gridley Unified	3
	Oroville Union High	5
	Palermo Union Elementary	1
	Paradise Unified	4
	Pioneer Union Elementary	1
	Thermalito Union Elementary	1
Calaveras (3)	Bret Harte Union High	1
	Calaveras Co. Office of Education	8
	Calaveras Unified	2
	Mark Twain Union Elementary	1
Colusa (1)	Colusa Co. Office of Education	9
Contra Costa (10)	Antioch Unified	10
	Brentwood Union Elementary	3
	Contra Costa Co. Off. of Education	1
	Knightsen Elementary	1
	Lafayette Elementary	1
	Liberty Union High	1
	Martinez Unified	1
	Mt. Diablo Unified	29
	Non-Public School 1S003	2
	Oakley Union Elementary	3
	Pittsburg Unified	24
	San Ramon Valley Unified	2
West Contra Costa Unified	98	
Del Norte (1)	Del Norte County Unified	1
El Dorado (1)	El Dorado Union High	1

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
Fresno (3)	Caruthers Unified	1
	Central Unified	5
	Clovis Unified	12
	Coalinga-Huron Joint Unified	2
	Firebaugh-Las Deltas Joint Unified	2
	Fresno Co. Office of Education	2
	Fresno Unified	28
	Kings Canyon Joint Unified	2
	Kingsburg Elementary Charter	1
	Kingsburg Joint Union High	1
	Laton Joint Unified	1
	Mendota Unified	2
	Parlier Unified	1
	Sanger Unified	5
	Selma Unified	1
	Sierra Unified	1
	Westside Elementary	1
Glenn (2)	Capay Joint Union Elementary	1
	Glenn Co. Office of Education	2
	Hamilton Union High	1
	Willows Unified	2
Humboldt (2)	Ferndale Unified	1
	Humboldt Co. Office of Education	3
	Klamath-Trinity Joint Unified	2
	Mattole Unified	1
	Brawley Elementary	3
Imperial (3)	Brawley Union High	2
	Calexico Unified	28
	Calipatria Unified	13
	Central Union High	9
	El Centro Elementary	7
	Heber Elementary	6
	Holtville Unified	12
	Imperial Co. Office of Education	6
	Imperial Unified	15
	McCabe Union Elementary	2
	Meadows Union Elementary	1
	Mulberry Elementary	1
	San Pasqual Valley Unified	4
Seeley Union Elementary	8	
Westmorland Union Elementary	5	
Inyo (2)	Bishop Joint Union High	1
	Inyo Co. Office of Education	3
Kern (5)	Arvin Union Elementary	7
	Bakersfield City Elementary	20

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
	Beardsley Elementary	4
	Blake Elementary	1
	Buttonwillow Union Elementary	1
	Delano Joint Union High	20
	Delano Union Elementary	14
	Edison Elementary	1
	El Tejon Unified	1
	Fruitvale Elementary	3
	General Shafter Elementary	1
	Greenfield Union Elementary	1
	Kern Co. Office of Education	22
	Kern Union High	60
	Lamont Elementary	1
	Linns Valley-Poso Flat Union	1
	Lost Hills Union Elementary	1
	Maricopa Unified	3
	McFarland Unified	11
	Mojave Unified	4
	Muroc Joint Unified	5
	Panama Buena Vista Union Elementary	1
	Richland Elementary	3
	Richland School District	2
	Rosedale Union Elementary	7
	Sierra Sands Unified	9
	Southern Kern Unified	5
	Standard Elementary	1
	State Board of Education Charter	3
	Taft City Elementary	8
	Taft Union High	2
	Tehachapi Unified	3
	Vineland Elementary	3
	Wasco Union Elementary	13
	Wasco Union High	2
Kings (3)	Corcoran Joint Unified	3
	Delta View Joint Union Elementary	1
	Hanford Elementary	5
	Hanford Joint Union High	3
	Kings Co. Office of Education	2
	Lemoore Union Elementary	2
	Lemoore Union High	1
	Reef-Sunset Unified	2
Lake (2)	Kelseyville Unified	1
	Konocti Unified	5
	Lake Co. Office of Education	1
	Lakeport Unified	1

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
	Upper Lake Union High	1
Lassen (3)	Fort Sage Unified	2
	Lassen Co. Office of Education	3
	Susanville Elementary	1
Los Angeles (33)	ABC Unified	12
	Acton-Agua Dulce Unified	3
	Alhambra City Elementary	17
	Alhambra City High	8
	Antelope Valley Union High	87
	Arcadia Unified	12
	Azusa Unified	28
	Baldwin Park Unified	35
	Bassett Unified	9
	Bellflower Unified	25
	Beverly Hills Unified	2
	Bonita Unified	12
	Burbank Unified	11
	Calif. Community College, Chan	1
	Castaic Union Elementary	1
	Centinela Valley Union High	17
	Charter Oak Unified	15
	Claremont Unified	10
	Compton Unified	179
	Covina-Valley Unified	20
	Culver City Unified	1
	Downey Unified	38
	Duarte Unified	14
	East San Gabriel Valley ROP	1
	East Whittier City Elementary	13
	Eastside Union Elementary	5
	El Monte City Elementary	54
	El Monte Union High	27
	El Rancho Unified	13
	Garvey Elementary	7
	Glendale Unified	23
	Glendora Unified	10
	Hacienda la Puente Unified	68
	Hawthorne Elementary	13
	Inglewood Unified	28
	Keppel Union Elementary	5
	La Canada Unified	2
	Los Angeles y Office of Education	33
	Lancaster Elementary	17
	Las Virgenes Unified	16
	Lawndale Elementary	2

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
	Lennox Elementary	12
	Little Lake City Elementary	9
	Long Beach Unified	128
	Los Angeles Unified	2864
	Los Nietos Elementary	5
	Lowell Joint	5
	Lynwood Unified	50
	Manhattan Beach Unified	1
	Monrovia Unified	9
	Montebello Unified	52
	Mountain View Elementary	7
	Newhall Elementary	3
	Non-Public School 1S018	1
	Non-Public School 1S019	2
	Non-Public School 1S030	2
	Non-Public School 1S035	2
	Non-Public School 1S056	1
	Norwalk-La Mirada Unified	42
	Palmdale Elementary	62
	Palos Verdes Peninsula Unified	12
	Paramount Unified	9
	Pasadena Unified	46
	Pomona Unified	90
	Redondo Beach Unified	5
	Rosemead Elementary	7
	Rowland Unified	24
	San Gabriel Unified	3
	San Marino Unified	1
	Santa Monica-Malibu Unified	9
	Saugus Union Elementary	2
	South Pasadena Unified	1
	South Whittier Elementary	3
	Temple City Unified	3
	Torrance Unified	21
	Valle Lindo Elementary	1
	Walnut Valley Unified	7
	West Covina Unified	23
	Westside Union Elementary	17
	Whittier City Elementary	16
	Whittier Union High	20
	William S. Hart Union High	20
	Wilsona Elementary	3
	Wiseburn Elementary	2
	Non-Public School 1S046	1
	Non-Public School 1S078	1

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
Madera (2)	Golden Valley Unified School District	1
	Madera Co. Office of Education	1
	Madera Unified	6
	Larkspur Elementary	1
Marin (2)	Marin Co. Office of Education	1
	Non-Public School 1S003	1
	Novato Unified	4
	Ross Valley Elementary	2
	San Rafael City High	6
Mendocino (2)	Tamalpais Union High	2
	Mendocino Co. Office of Education	1
	Mendocino Unified	1
	Non-Public School 1S003	1
	Point Arena Joint Union High	2
Merced (5)	Round Valley Unified	3
	Ukiah Unified	5
	Willits Unified	3
	Delhi Unified	1
	Dos Palos Oro Loma Jt. Unified	1
	Hilmar Unified	2
	Le Grand Union High	1
	Los Banos Unified	8
	Merced City Elementary	2
	Merced Co. Office of Education	1
Merced Union High	13	
Modoc (2)	Weaver Union Elementary	1
	Winton Elementary	1
	Modoc Joint Unified	2
Mono (1)	Surprise Valley Joint Unified	1
	Tulelake Basin Joint Unified	1
	Eastern Sierra Unified	3
Monterey (4)	Mammoth Unified	1
	Alisal Union Elementary	5
	Chualar Union Elementary	3
	Gonzales Unified	4
	Greenfield Union Elementary	4
	King City Joint Union High	1
	King City Union Elementary	1
	Monterey Co. Office of Education	2
	Monterey Peninsula Unified	12
	North Monterey y Unified	8
Salinas City Elementary	12	
Salinas Union High	11	
Santa Rita Union Elementary	3	
Soledad Unified	5	

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
Napa (4)	Calistoga Joint Unified	1
	Napa Co. Office of Education	1
	Napa Valley Unified	13
Nevada (4)	Nevada Joint Union High	1
	Twin Ridges Elementary	9
Orange (11)	Anaheim Elementary	12
	Anaheim Union High	26
	Brea-Olinda Unified	2
	Buena Park Elementary	1
	Capistrano Unified	3
	Centralia Elementary	2
	Fountain Valley Elementary	1
	Fullerton Elementary	13
	Fullerton Joint Union High	10
	Garden Grove Unified	10
	Irvine Unified	1
	La Habra City Elementary	2
	Los Alamitos Unified	3
	Magnolia Elementary	2
	Newport-Mesa Unified	5
	Orange Co. Office of Education	16
	Orange Unified	30
	Placentia-Yorba Linda Unified	10
	Saddleback Valley Unified	8
	Santa Ana Unified	51
Tustin Unified	4	
Westminster Elementary	1	
Placer (3)	Ackerman Elementary	1
	Placer Co. Office of Education	9
	Rocklin Unified	1
	Western Placer Unified	3
	Plumas Unified	2
Riverside (13)	Alvord Unified	22
	Banning Unified	11
	Beaumont Unified	7
	Coachella Valley Unified	54
	Corona-Norco Unified	18
	Desert Sands Unified	16
	Hemet Unified	15
	Jurupa Unified	14
	Lake Elsinore Unified	13
	Menifee Union Elementary	1
	Moreno Valley Unified	44
	Murrieta Valley Unified	5
	Nuview Union Elementary	4

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
	Palm Springs Unified	34
	Palo Verde Unified	7
	Perris Elementary	4
	Perris Union High	12
	Riverside Co. Office of Education	5
	Riverside Unified	35
	Romoland Elementary	1
	San Jacinto Unified	8
	Val Verde Unified	23
Sacramento (5)	Del Paso Heights Elementary	3
	Elk Grove Unified	25
	Folsom-Cordova Unified	5
	Galt Joint Union High	3
	Grant Joint Union High	10
	Natomas Unified	7
	North Sacramento Elementary	2
	River Delta Joint Unified	1
	Robla Elementary	2
	Sacramento City Unified	105
	San Juan Unified	13
San Benito (2)	Hollister School District	6
	North County Joint Union Elementary	1
	San Benito High	1
	Southside Elementary	1
San Bernardino (16)	Adelanto Elementary	7
	Alta Loma Elementary	4
	Apple Valley Unified	15
	Baker Valley Unified	1
	Barstow Unified	12
	Bear Valley Unified	4
	Central Elementary	3
	Chaffey Joint Union High	40
	Chino Valley Unified	30
	Colton Joint Unified	49
	Cucamonga Elementary	2
	Etiwanda Elementary	13
	Fontana Unified	94
	Hesperia Unified	30
	Mountain View Elementary	4
	Needles Unified	2
	Ontario-Montclair Elementary	103
	Redlands Unified	12
	Rialto Unified	54
	Rim of the World Unified	4
	San Bernardino City Unified	169

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
	San Bernardino Co. Off. of Education	8
	Silver Valley Unified	1
	Snowline Joint Unified	26
	Upland Unified	9
	Victor Elementary	6
	Victor Valley Union High	15
	Yucaipa-Calimesa Jt. Unified	1
San Diego (9)	Borrego Springs Unified	2
	Carlsbad Unified	1
	Dehesa Elementary	1
	Grossmont Union High	1
	Julian Union Elementary	1
	Julian Union High	1
	Lemon Grove Elementary	1
	San Diego Unified	194
	San Dieguito Union High	3
	San Marcos Unified	1
	Sweetwater Union High	14
San Francisco (2)	San Francisco Unified	138
San Joaquin (7)	Banta Elementary	1
	Escalon Unified	2
	Holt Union Elementary	2
	Jefferson Elementary	10
	Lammersville Elementary	1
	Lincoln Unified	21
	Linden Unified	6
	Lodi Unified	31
	Manteca Unified	31
	New Hope Elementary	2
	New Jerusalem Elementary	2
	Non-Public School 1S004	1
	Oak View Union Elementary	1
	Ripon Unified	2
	San Joaquin Co. Off. of Education	14
	Stockton City Unified	117
	Tracy Joint Unified	34
San Luis Obispo (2)	Coast Unified	2
	Paso Robles Joint Unified	1
	San Luis Coastal Unified	2
	San Luis Obispo Co. Off. of Education	1
	Shandon Joint Unified	3
	Templeton Unified	1
San Mateo (3)	Cabrillo Unified	4
	Jefferson Elementary	1
	Jefferson Union High	2

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
	Laguna Salada Union Elementary	5
	Millbrae Elementary	1
	Ravenswood City Elementary	12
	Redwood City Elementary	10
	San Mateo Co. Off. of Education	5
	San Mateo Union High	9
	San Mateo-Foster City Elementary	7
	Sequoia Union High	4
	South San Francisco Unified	8
	Woodside Elementary	1
Santa Barbara (4)	Carpinteria Unified	2
	Santa Barbara Co. Off. of Education	1
	Santa Barbara Elementary	1
	Santa Barbara High	4
	Santa Maria-Bonita Elementary	1
Santa Clara (13)	Alum Rock Union Elementary	113
	Berryessa Union Elementary	22
	Campbell Union Elementary	9
	Campbell Union High	19
	Cupertino Union School	10
	East Side Union High	28
	Evergreen Elementary	17
	Franklin-McKinley Elementary	7
	Fremont Union High	5
	Gilroy Unified	1
	Loma Prieta Joint Union Elementary	2
	Metropolitan Education District	1
	Milpitas Unified	16
	Moreland Elementary	3
	Morgan Hill Unified	4
	Mountain View-Whisman Elementary	3
	Mt. Pleasant Elementary	15
	Oak Grove Elementary	13
	Palo Alto Unified	4
	San Jose Unified	64
	Santa Clara Co. Off. of Education	10
	Santa Clara Unified	18
	Sunnyvale Elementary	2
Santa Cruz (4)	Happy Valley Elementary	1
	Pajaro Valley Unified School	22
	San Lorenzo Valley Unified	3
	Santa Cruz City Elementary	2
	Santa Cruz City High	2
	Santa Cruz Co. Off. of Education	2
	Scotts Valley Unified	1

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
Shasta (1)	Black Butte Union Elementary	1
	Cascade Union Elementary	1
	Fall River Joint Unified	1
	Gateway Unified	1
	Pacheco Union Elementary	1
	Shasta Co. Office of Education	7
	Sierra (1)	Sierra-Plumas Joint Unified
Siskiyou (1)	Butteville Union Elementary	1
	Etna Union High	1
	Montague Elementary	1
	Siskiyou Co. Office of Education	2
Solano (7)	Benicia Unified	3
	Fairfield-Suisun Unified	13
	Solano Co. Office of Education	1
	Travis Unified	1
	Vacaville Unified	3
	Vallejo City Unified	29
Sonoma (3)	Bellevue Union Elementary	1
	Cloverdale Unified	1
	Cotati-Rohnert Park Unified	3
	Dunham Elementary	1
	Forestville Union Elementary	1
	Fort Ross Elementary	1
	Gravenstein Union Elementary	1
	Guerneville Elementary	1
	Harmony Union Elementary	1
	Non-Public School 1S001	1
	Non-Public School 1S004	1
	Non-Public School 1S006	3
	Non-Public School 1S011	1
	Non-Public School 1S014	1
	Non-Public School 1S021	1
	Old Adobe Union Elementary	2
	Petaluma Joint Union High	6
	Roseland Elementary	2
	Santa Rosa Elementary	1
	Santa Rosa High	8
	Sonoma Co. Office of Education	4
	Sonoma Valley Unified	3
	Twin Hills Union Elementary	2
Waugh Elementary	1	
West Side Union Elementary	1	
West Sonoma y Union High	4	
Windsor Unified	3	
Non-Public School 1S005	1	

County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
Stanislaus (5)	Ceres Unified	2
	Denair Unified	3
	Hart-Ransom Union Elementary	1
	Hughson Unified	2
	Newman-Crows Landing Unified	4
	Non-Public School 1S006	1
	Oakdale Joint Unified	5
	Patterson Joint Unified	5
	Riverbank Unified	4
	Stanislaus Co. Office of Education	6
	Stanislaus Union Elementary	2
	Sylvan Union Elementary	2
	Turlock Joint Elementary	3
	Waterford Unified	3
Sutter (4)	Live Oak Unified	2
	Pleasant Grove Joint Union Elementary	1
	Sutter Co. Office of Education	1
	Yuba City Unified	10
Tehama (2)	Antelope Elementary	1
	Evergreen Union Elementary	1
	Red Bluff Joint Union High	1
	Red Bluff Union Elementary	1
	Tehama Co. Office of Education	1
Trinity (2)	Lewiston Elementary	1
	Mountain Valley Unified	1
Tulare (4)	Alpaugh Unified	1
	Alta Vista Elementary	1
	Burton Elementary	4
	Dinuba Unified	3
	Earlimart Elementary	3
	Exeter Union Elementary	1
	Farmersville Unified	1
	Kings River Union Elementary	1
	Lindsay Unified	3
	Palo Verde Union Elementary	2
	Pixley Union Elementary	2
	Porterville Unified	12
	Richgrove Elementary	2
	Tulare City Elementary	1
	Tulare Co. Office of Education	23
	Tulare Joint Union High	2
	Visalia Unified	4
	Woodlake Union Elementary	1
	Woodlake Union High	1
Woodville Elementary	2	

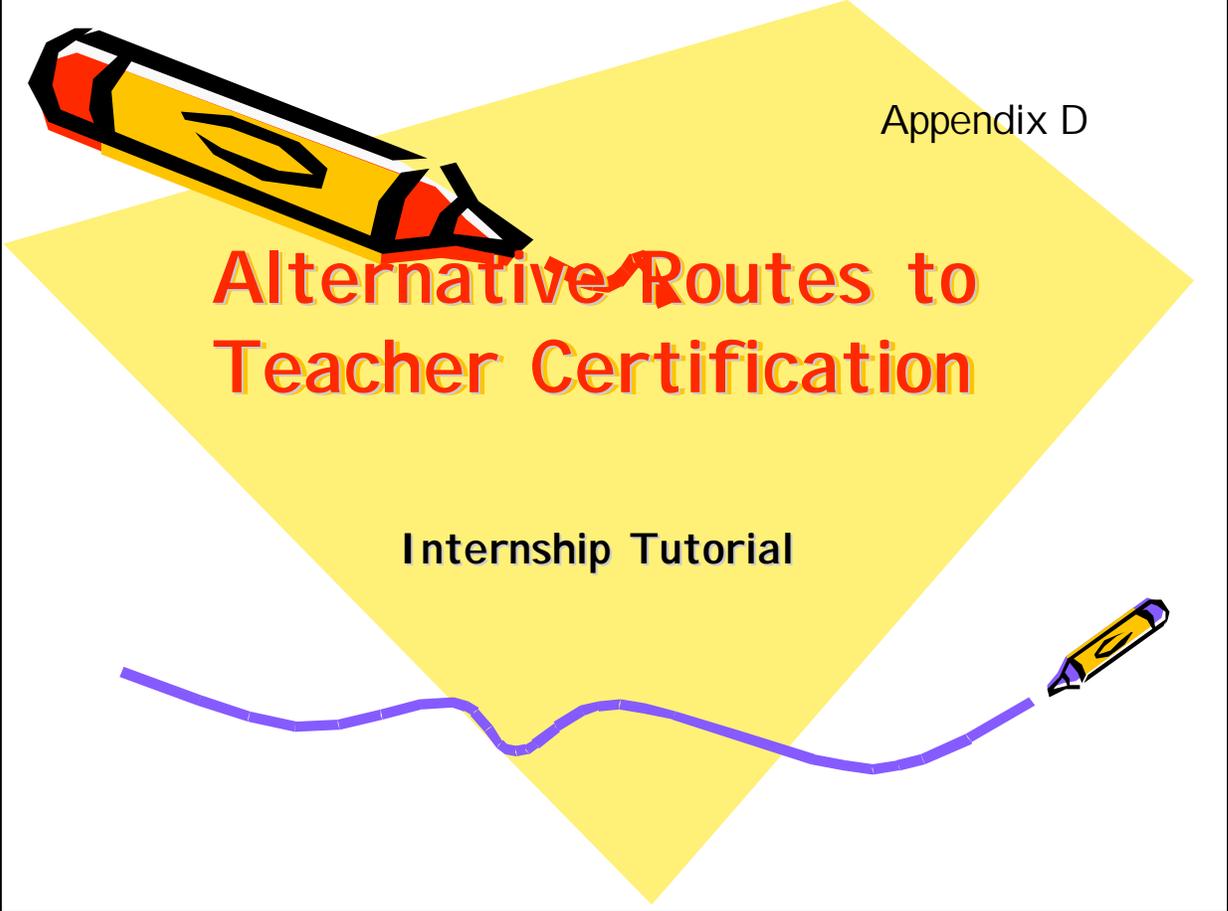
County (Number of Intern Programs Operating in the County)	District	Number of Interns in each District
Tuolumne (1)	Big Oak Flat-Groveland Unified	1
	Sonora Elementary	1
	Soulsbyville Elementary	1
	Twain Harte-Long Barn Union Elementary	1
Ventura (7)	Conejo Valley Unified	17
	Fillmore Unified	2
	Hueneme Elementary	4
	Moorpark Unified	6
	Oak Park Unified	2
	Ocean View Elementary	2
	Ojai Unified	8
	Oxnard Elementary	14
	Oxnard Union High	28
	Pleasant Valley School	5
	Rio Elementary	9
	Santa Paula Elementary	5
	Santa Paula Union High	6
	Simi Valley Unified	16
Ventura Co. Office of Education	3	
Ventura Unified	19	
Yolo (3)	Davis Joint Unified	1
	Esparto Unified	2
	Washington Unified	1
Yuba (4)	Camptonville Elementary	1
	Marysville Joint Unified	13
	Plumas Elementary	3
	Wheatland Elementary	5
	Wheatland Union High	1

Appendix D

Alternative Routes to Teacher Certification

Intern Tutorial

Appendix D



Alternative Routes to Teacher Certification

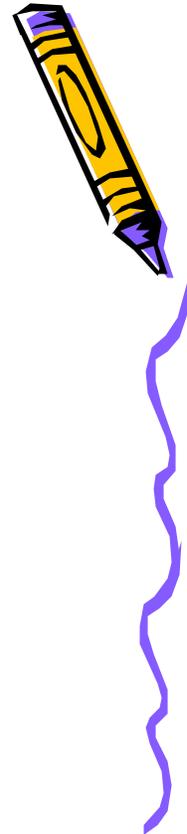
Internship Tutorial

Objectives of Internship Programs

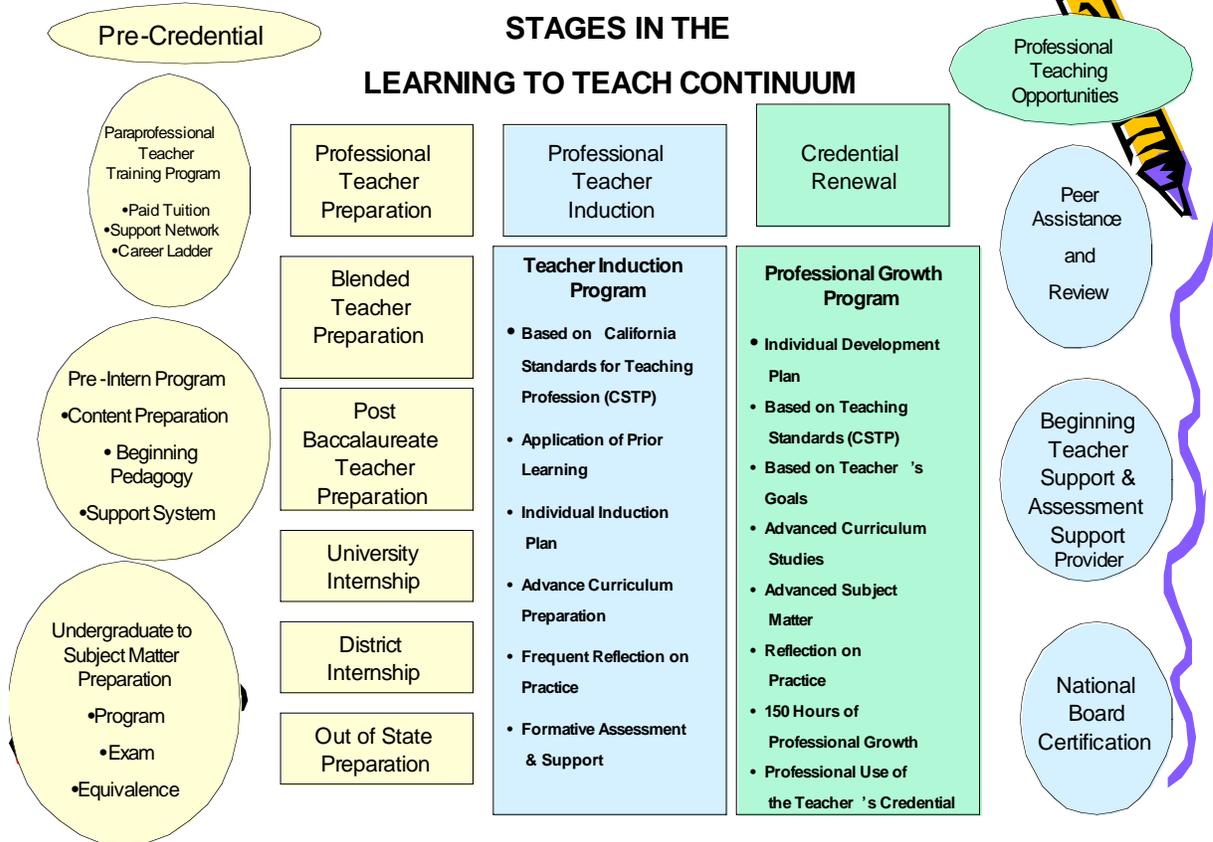
1. To expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, and attract those who bring valuable attributes and experiences into teaching.
2. To enable K-12 schools to respond immediately to pressing needs while providing professional preparation that links education theory with classroom practice throughout each intern's preparation, and takes advantage of the experiences that interns bring them.
3. To provide effective supervision and intensive supports so each intern's learning can be targeted to her/his needs, and so beginning teachers who are interns can extend, apply and refine what they learn about teaching in the course of their initial preparation while serving as teacher of record.

To say it another way:

1. To provide a new kind of teacher candidate
2. To provide market sensitive forms of teacher preparation for school districts
3. To provide preparation that directly links instruction, support and classroom performance.

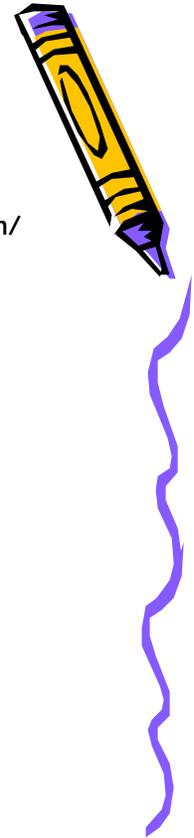
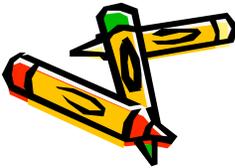


To Provide New Kinds of Preparation



Programs characterized by:

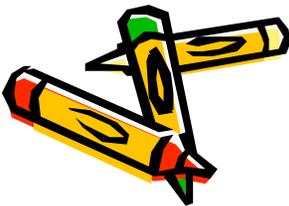
- ⌘ Many Entry Points -Common Performance Standards
- ⌘ Multiple Delivery Options
- ⌘ Instructional Variation with a Theoretical/Practical Connection/
Performance Driven/Experience Based
- ⌘ Areas of Instructional Variation
 - ⌘ Sequence
 - ⌘ Immediacy
 - ⌘ Teach/Re - teach/Mid -course corrections
 - ⌘ Spiraled Curriculum
 - ⌘ Co-teaching
 - ⌘ Support/Instruction/Assessment Connection
 - ⌘ Diversity of the programs available
- ⌘ Working Partnerships including shared decision making and participation in the following:
 - ⌘ Participant recruitment and selection
 - ⌘ Co-teaching of curriculum
 - ⌘ Support network
 - ⌘ Performance Assessment
 - ⌘ Program Evaluation



Routes into Teaching in California

Credentialing Options Available To Teach in California

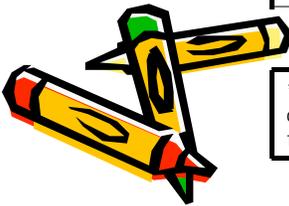
California Teacher Preparation	Out of State Preparation	Out of Country Preparation	Private School Transfer	Other
Blended Under - graduate	Credential Equivalence	Sojourn	3 Years of Experience	Eminence
Student Teaching based Preparation	3 years of experience	Exchange	6 Years of Experience	Returned Peace Corps Volunteer
University Internship	5 years of experience	International Preliminary Option		National Board Certification
District Internship				Individualized Intern Certificate
Early Completion Option				



Internship Program Participation and Funding Trends



Fiscal year	Number of funded programs	Number of interns served	Number of districts involved	Funding (millions)
1994 - 1995	29	1,238	150	\$2.0
1995 - 1996	23	1,471	178	\$2.0
1996 - 1997	23	1,888	186	\$2.0
1997 - 1998	52	3,706	271	\$4.5
1998 - 1999	58	4,340	330	\$6.5
1999 - 2000	65	4,827	408	\$11.0
2000 - 2001	75	5,649	465	\$21.5
2001 - 2002	81	7,236	594	\$31.8
2002 - 2003	79	7,505	762	\$18.8
2003 - 2004	78	8,880	792	\$22.5
2004 - 2005*	75	9,135	826	\$24.9 budgeted (\$22.8 allocated)

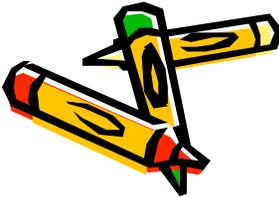


*2004 -05 numbers are based upon requests from participating programs and their districts. Final allocations will be based on actual participation based on Consent forms filed in Spring of 2005.

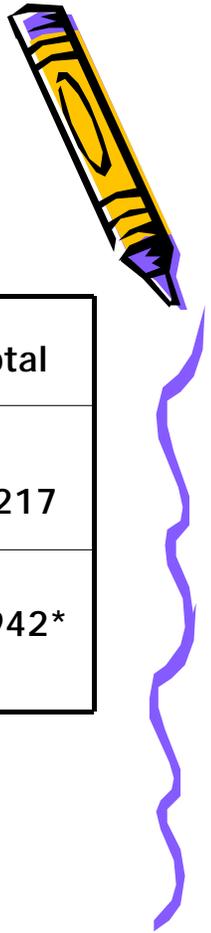
2002 - 2004 Internship Programs Credential/Certificates



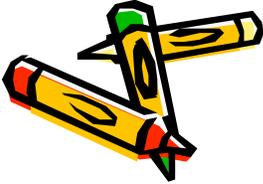
Year	University Intern	District Intern	Total
2002 2003	5,839 (77.9%)	1,658 (22.1%)	7,497
2003-2004	7,372 (83%)	1,508 (17%)	8,880



Internship Programs: Credential Area



Year	Multiple Subject	Single Subject	Special Education	Total
2002 - 2003	4508 (62.5%)	1588 (22%)	1121 (15.5%)	7,217
2003 - 2004	3882 (43.4%)	2575 (28.8%)	2485 (27.8%)	8,942*



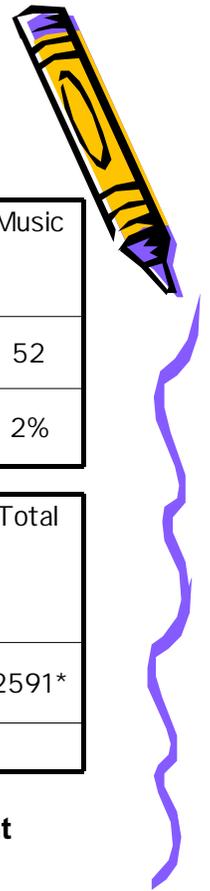
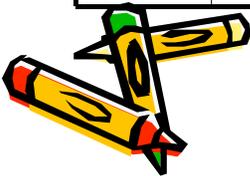
***62 applicants seeking two credentials**

Intern Single Subject Credential Content Areas 2003 - 2004

Science	Math	Social Studies	English Language	Foreign Language	Physical Education	Music
553	530	226	847	133	120	52
21.3%	20.1%	8.7%	32.7%	5.1%	4.6%	2%

Art	Business	Health Science	Home Economics	Industrial & Technology Education	Agriculture	Total
45	41	23	10	7	4	2591*
1.7%	1.5%	.9%	.4%	.3%	.2%	

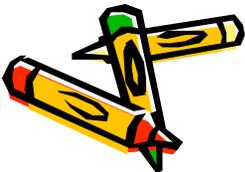
* 16 seeking more than one content endorsement



2002-2004
Internship Programs
Credential/Certificates

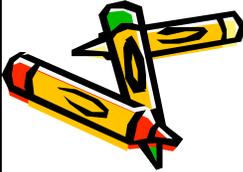


Year	University Intern	District Intern	Total
2002-2003	5,839 (77.9%)	1,658 (22.1%)	7,497
2003-2004	7,372 (83%)	1,508 (17%)	8,880



Gender of Interns 2003 - 2004

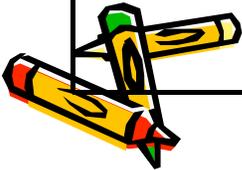
Male	Female	Total
3,134	5,746	8,880
35.3%	64.7%	



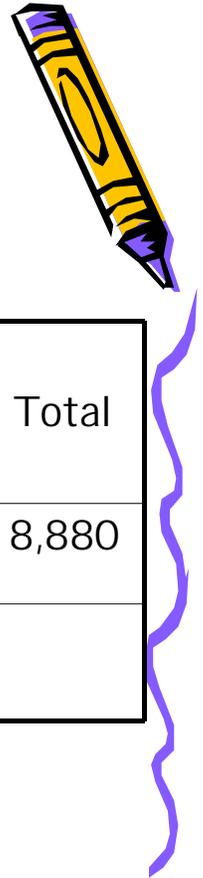
Breakdown of Male Interns by Credential Area



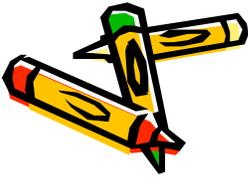
Multiple Subject	Single Subject	Special Education	Total
1,037	1,280	840	3,157
29.7%	49.7%	33.8%	23 males seeking two credentials



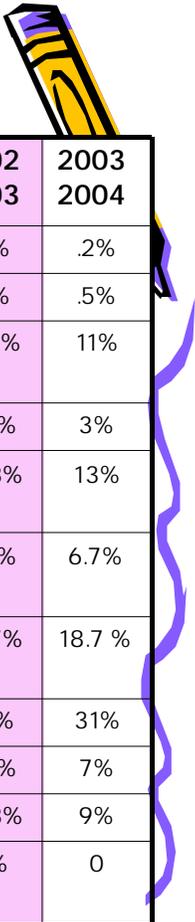
Age of Interns



20-30	31-40	41-50	51-60	61 Plus	Decline to State	Total
3,946	2,473	1,373	703	88	297	8,880
44.5%	27.8%	15.5%	7.9%	.9%	3.3%	



Recruitment Source of Teaching Interns 1996-2004



	1996 1997	1997 1998	1998 1999	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004
Military	2.6%	1.3%	.9%	.8%	.9%	.4%	.3%	.2%
Aerospace	6.6%	.9%	1.1%	.3%	.4%	.6%	.2%	.5%
Other Business & Industries	14.7%	12.9%	9.3%	11.3%	7.6%	13.3%	11.5%	11%
Social Services	1.6%	4%	3.7%	2.7%	2.8%	3.5%	2.6%	3%
College/ University	11.8%	23.9%	21.9%	25.1%	17.5%	20.2%	16.8%	13%
Para - Professionals	11.7%	8.7%	11.3%	8.9%	6.5%	5.4%	5.6%	6.7%
Emergency Permits Holders	32.2 %	38.2 %	39.3 %	27.2 %	27.4%	24.2%	19.7%	18.7 %
Pre - Interns	N/A	N/A	N/A	5.5%	12.7%	14.8%	21%	31%
Other Teaching	6.9%	5.8%	5%	6.7%	7.3%	8.9%	9.4%	7%
Other Career	4.7%	1.9%	3.8%	5.6%	5%	8.6%	12.8%	9%
Unknown/Decline to Submit	7.2%	2.2%	3.7%	5.5%	11.9%	.1%	.1%	0

Ethnic Distribution of Interns 1997 - 2002



	1997 1998	1998 1999	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004
African American	7.4%	6.9%	6%	7%	7.2%	7.3%	9%
American Indian	.6%	.7%	.5%	.7%	1.2%	.9%	1%
Asian (Chinese, Japanese, Korean, Southeast Asian)	6.5%	7.6%	7%	6.2%	5.8%	5.7%	5.4%
Filipino/ Pacific Islander	1.8%	2%	2.3%	1.4%	1.9%	1.3%	1.7%
Hispanic	26.7%	23.7%	25.2%	24.9%	27%	28.4%	26.7%
White/Non - Hispanic	54.6%	55.9%	51.9%	52.5%	54.8%	52.3%	50.3%
Multiple	.7%	.9%	.7%	3.1%	4%	4%	1%
Other	.4%	.7%	.8%	4%	4.3%	3.5%	4.8%
Unknown/ Decline to Submit	1.4%	1.6%	5.4%	.2%	1%	(3.9)%	(4.6)%

