
3B

Action

Legislative Committee of the Whole

Legislative Concepts for Commission Consideration

Executive Summary: Staff will present legislative concepts for the 2007 legislative year for Commission consideration.

Recommended Action: That the Commission accept the three legislative proposals presented in this agenda item for Commission sponsorship and direct staff to seek authors for the proposals.

Presenters: Mary Armstrong, Director, Office of Governmental Relations; Marilyn Errett, Administrator, Office of Governmental Relations

Strategic Plan Goal: 4

Continue effective and appropriate involvement of the Commission with policymakers on key education issues.

- ♦ Influence legislation regarding the preparation and certification of professional educators.

LEGISLATIVE GUIDELINES OF THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Adopted February 3, 1995

1. The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.
2. The Commission supports legislation that proposes to maintain or establish high standards of fitness and conduct for public school educators in California and opposes legislation that would lower standards of fitness or conduct for public school educators.
3. The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation that would allow unprepared persons to serve in the public schools.
4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.
5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms that it previously has adopted and opposes legislation that would undermine initiatives or reforms that it previously has adopted.
6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators and opposes alternatives that do not provide sufficient assurances of quality.
7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.
8. The Commission supports legislation that affirms its role as an autonomous teacher standards board and opposes legislation that would erode the independence or authority of the Commission.

**California Commission on Teacher Credentialing
Legislative Concepts for 2007**

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Legislative Proposal #1

Continuance of Per-Participant Funding Increase for the California Paraprofessional Teacher Training Program

Purpose of Proposed Legislation

To clarify language in the Education Code sections implementing the California Paraprofessional Teacher Training Program and to place in statute the per participant funding increase currently in the Budget Act of 2006 from \$3,000 to \$3,500.

Background

Sections 44390-44393 of the California Education Code establish the California School Paraprofessional Teacher Training Program (PTTP) to help meet teacher supply needs by bringing talented, experienced classroom teacher's aids into the teaching profession through a program of financial and instructional support. The Commission serves as the budgetary and administrative agent for this program disbursing grant funds to applying school districts and county offices of education.

In the 2006 Legislative year, the Commission sponsored with Senator Jack Scott SB 1533, a measure intended to address various issues related to the administration of the PTTP. The measure was intended to accomplish the following:

- Ensure better candidate success through candidate selection criteria established by local programs.
- Expand options for repayment of financial assistance through service.
- Clarify that financial assistance for part-time college tuition and books is paid back on a full-time equivalent basis rather than one full year of service for each part-time year of college attendance.
- Remove barriers to full program subscription by providing greater flexibility for cohort group participation.
- Eliminate an unfunded mandate by clarifying that an external evaluation of the program is conducted only if funding is provided.
- Align with the Budget Act of 2006 in which the per participant funding amount is increased from \$3,000 to \$3,500.

SB 1533 received no opposition in the Legislature and was forwarded to the Governor for signature. The Administration objected to some sections of the measure and the Governor's veto message proposed that Senator Scott work with the Administration on a bill in 2007 that would be acceptable to all concerned.

The Governor's veto message for SB 1533 follows:

BILL NUMBER: SB 1533

VETOEDDATE: 09/29/2006

I am returning Senate Bill 1533 without my signature.

The California School Paraprofessional Teacher Training Program serves as a valuable teacher pipeline to bring qualified and committed teachers into our classrooms. However, there does appear to be a need to make some programmatic changes in order to ensure that the program is both effective and efficient and results in the highest possible number of participating teachers receiving their teaching credential.

To that end, I find many of the changes proposed in this bill to be meritorious. However, this bill's specific language leaves too much discretion to the districts and the Commission on Teacher Credentialing which could drive cost pressures and may increase the incidence of non-completers. Further, this bill's changes to the participant selection process, while moving in the right direction, do not go far enough to ensure the highest rate of completion.

Therefore, I am unable to sign this bill, but my Administration will work with the author next year on a bill that would address these concerns and bring about the needed programmatic changes to ensure the continued success of this valuable teacher pipeline.

For these reasons, I am unable to sign this measure.

Sincerely,

Arnold Schwarzenegger

Issue

The proposed language presented in this agenda item is a work in progress. It contains the per participant funding increase to assure that the additional \$500 is consistently applied each year rather than relying on an increase in the Budget Act each year. The proposal also contains some minor revisions pertaining to loan repayment and provides some flexibility that allows cohort members to take courses on satellite campuses of a college or university.

On October 27, 2006, Commission staff met with Administration staff from the Office of the Secretary of Education and the Department of Finance as well as with key members of Senator Scott's staff. The overall topic of the discussion was the Administration's intent to align some of the procedural aspects of the various loan assumption programs in the state including the Assumption Program of Loans for Education administered by the California Student Aid Commission and the PTP. The meeting was positive and Commission staff, if directed by the Commission, can continue to work with the Administration and Senator Scott to amend the bill as needed while keeping the Commission apprised of the progress.

Possible Positive/Negative Effects on Other Operations Within the Agency

Because this proposed legislation does not introduce a new program, but would rather make some slight changes within the program and would provide a statutory avenue to assure that the increased funding continues, there would be little change to the Commission's operations.

Cost Analysis

There is no anticipated increase in cost to the agency.

Results of Administrative Avenues, If Any, Attempted to Resolve the Problem

This proposal requires a statutory change to permanently increase the per participant funding amount from \$3,000 to \$3,500 per year. In addition, the Administration has indicated an interest in establishing certain aspects of the program in statute, such as an appeals process regarding loan repayment and program participation selection criteria.

Proposed Bill Language for Legislative Proposal #1
Continuance of Per-Participant Funding Increase for the California Paraprofessional Teacher Training Program

44392. For the purposes of this article, unless the context clearly requires otherwise, the following terms shall have the following meanings:

(a) "Applicant" means a school district or county office of education applying for program funds under the California School Paraprofessional Teacher Training Program established under Section 44393.

~~(a)~~

(b) "Institutions of higher education" means the California Community Colleges, the California State University, the University of California, and private institutions of higher education that offer an accredited teacher training program.

~~(b)~~

(c) "Program" means the California School Paraprofessional Teacher Training Program established pursuant to Section 44393.

~~(c)~~

(d) "Teaching paraprofessional" means the following job classifications: educational aide, instructional aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide.

~~(d)~~

(e) "Teacher training program" means any undergraduate or graduate program of instruction conducted by a campus of an institution of higher education that includes a developmentally sequenced career ladder to provide instruction, coursework, and clearly defined tasks for each level of the ladder, and that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

44393. (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) The Commission on Teacher Credentialing, in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, the chancellors of private institutions of higher education that offer accredited teacher training programs, and representatives of certificated and classified employee organizations, shall select 24 or more school districts or county offices of education representing rural, urban, and suburban areas that apply to participate in the program. The commission shall ensure that, at a minimum, a total of 600 school paraprofessionals are recruited from among the 24 or more participating school districts or county offices of education. The criteria adopted by the commission for the selection of school districts or county offices of education to participate in the program shall include all of the following:

(1) The extent to which the applicant ~~school district or county office of education~~ demonstrates the capacity and willingness to accommodate the participation of school paraprofessionals of the school in teacher training programs conducted at institutions of higher education.

(2) The extent to which the applicant's plan for the implementation of its recruitment program involves the active participation of one or more local campuses of the participating institutions of higher education in the development of coursework and teaching programs for participating school paraprofessionals. Each selected ~~school district or county office of education~~ *applicant* shall be required to enter into a written articulation agreement with the participating campuses of the institutions of higher education.

(3) The extent to which the applicant's plan for recruitment attempts to meet the demand for bilingual-crosscultural teachers.

(4) The extent to which the applicant's plan for recruitment attempts to meet the demand for multiple subject credentialed teachers interested in teaching kindergarten or any of grades 1 to 3, inclusive. For purposes of this paragraph, each paraprofessional selected to participate shall have completed at least two years of undergraduate college or university coursework and shall have demonstrated an interest in obtaining a multiple subject teaching credential for teaching kindergarten or any of grades 1 to 3, inclusive.

(5) The extent to which the applicant's plan for recruitment attempts to meet the demand for special education teachers.

(6) The extent to which ~~the applicant's plan for recruitment includes~~ a developmentally sequenced series of job descriptions ~~that lead~~ *leads* from an entry-level school paraprofessional position to an entry-level teaching position in that school district or county office of education.

(7) The extent to which the applicant's plan for recruitment attempts to meet its ~~own~~ specific teacher needs.

(8) The extent to which the applicant's plan for implementation of its recruitment program involves participation in a district internship program pursuant to Sections 44325, 44326, 44327, 44328, and 44830.3 or a university internship program pursuant to Article 3 (commencing with Section 44450) of Chapter 3.

(c) Each selected ~~school district or county office of education~~ *applicant* shall provide information and assistance to each school paraprofessional it recruits under the program regarding admission to a teacher training program.

(d) (1) The ~~school district or county office of education~~ *applicant* shall recruit and organize groups, or "cohorts," of school paraprofessionals, of no more than 30, and no less than 10, in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the school district or county office of education. To the extent possible, the members of each cohort shall proceed through the same subject matter and credential programs. The members of each cohort shall enroll in the same campus and shall be provided ~~by the school district or county office of education with~~ appropriate support and information throughout the course of their studies *by the applicant*.

(2) Each ~~school district or county office of education~~ *applicant* shall certify that it has received a commitment from each member of a cohort that he or she will accomplish all of the following:

(A) Obtain a certificate of clearance from the commission under Sections 44339, 44340, and 44341 before enrollment.

~~—(A)~~

(B) Graduate from an institution of higher education under the program with a bachelor's degree.

~~—(B)~~

(C) Complete all of the requirements for and obtain a multiple subject, single subject, or education specialist teaching credential.

~~—(C)~~

(D) Complete one school year of classroom instruction in the district or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program.

(3) To the extent that any participant does not fulfill his or her obligations, as set forth in paragraph (2), the participant shall be required to repay the assistance. If a participant is laid off, the participant may not be required to repay the assistance until the participant is offered reemployment and has an opportunity to fulfill his or her obligations under this section.

(4) *Repayments collected by school districts and county offices of education shall be returned to the commission for proper reversion to the General Fund on an annual basis.*

(e) The commission shall contract with an independent evaluator with a proven record of experience in assessing career-advancement programs or teacher training programs to determine the success of the recruitment programs established pursuant to subdivision (b). The evaluation shall be *conducted every five years* ~~made on an annual basis~~ and shall include, but not be limited to, all of the following:

(1) The total cost per person participating in the program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.

(2) The economic status of persons participating in the ~~pilot~~ program.

(3) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, institutions of higher education, and other participating organizations.

(4) The extent to which pupil performance on standardized achievement tests has improved in classes taught by teachers who have successfully completed the program, in comparison to classes taught by other teachers who have equivalent teaching experience.

(5) The extent to which pupil dropout rates and other measures of delinquency have improved in classes taught by teachers who have successfully completed the program.

(6) The extent to which teachers who have successfully completed the program remain in the communities in which they reside and in which they teach.

(7) The attrition rate of teachers who have successfully completed the program.

(f) Each selected school district or county office of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.

(g) No later than January 1 of each year, the commission shall report to the Legislature regarding the status of the ~~pilot~~ program, including, but not limited to, the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the

demand for bilingual and special education teachers *as well as meeting teacher needs in shortage areas as determined by the school district or county office of education*, the degree to which the program or similar programs can meet that demand if properly funded and executed, and other effects upon the operation of the public schools.

(h) It is the intent of the Legislature that each fiscal year, funding for the California School Paraprofessional Teacher Training Program be allocated to the Commission on Teacher Credentialing for grants to school districts pursuant to this section. In no case shall grants to any school district exceed the equivalent of three thousand *five hundred* dollars ~~(\$3,000)~~ *(\$3,500)* annually per paraprofessional in the program. Funding for grants to school districts pursuant to this subdivision, shall be contingent upon an appropriation in the annual Budget Act.

California Commission on Teacher Credentialing Legislative Concepts for 2007

Legislative Proposal #2

Continuance of District Intern Programs for the Education Specialist Credential in Special Education: Mild/Moderate

Purpose of Proposed Legislation

To delete the January 1, 2008 sunset date from the Education Code, thus allowing District Intern Programs to continue offering preparation for Education Specialist Credentials for the instruction of students with mild to moderate disabilities.

Background

Education Code section 44325 allows the Commission on Teacher Credentialing to issue district intern credentials “authorizing persons employed by a school district to provide classroom instruction to pupils with mild and moderate disabilities in special education classes” until January 1, 2008. District Intern programs for Education Specialist Credentials: Mild/Moderate were first authorized only for Los Angeles Unified School District. In 2002, SB 2029 (Alarcon, Chapter 1087) allowed all District Intern Programs to apply for Commission accreditation to offer teacher preparation for the instruction of students with mild and moderate disabilities. SB 2029 included a sunset date of January 1, 2008 and required the Commission to report on the effectiveness of the programs by January 1, 2007. Discussion regarding the measure included the fact that the results of the report, if favorable, could provide a strong rationale for deleting the sunset date from statute and allowing the programs to continue.

Issue

There are currently six District Intern Programs offering preparation for teachers to work with students who have mild and moderate disabilities. Commission staff is currently preparing a report to the Legislature on the effectiveness of these programs. Results are favorable and show that the programs have been highly market sensitive in providing teachers in a shortage area. Without the deletion of the sunset date, these programs would be required to cease operation.

Possible Positive/Negative Effects on Other Operations Within the Agency

Positive effects of this proposed legislation include the continuation of successful programs that provide teachers in a teacher shortage area. Staff has not identified any negative effects.

Cost Analysis

Staff does not anticipate a rapid increase in District Intern Programs for the Education Specialist Credentials: Mild/Moderate. Further, the Commission has not fully subscribed current grant funds for intern programs, leaving room for growth. Consequently, there is no anticipated increase in cost to the agency.

Results of Administrative Avenues, If Any, Attempted to Resolve the Problem
This proposal requires a statutory change.

Proposed Bill Language for Legislative Proposal #2
Continuance of District Intern Programs for the Education Specialist Credential in Special Education: Mild/Moderate

44325. (a) The commission shall issue district intern credentials authorizing persons employed by a school district that maintains kindergarten and grades 1 to 12, inclusive, or that maintains classes in bilingual education to provide classroom instruction to pupils in those grades and classes in accordance with the requirements of Section 44830.3. The commission, ~~until January 1, 2008,~~ also shall issue district intern credentials authorizing persons employed by a school district to provide classroom instruction to pupils with mild and moderate disabilities in special education classes, in accordance with the requirements of Section 44830.3.

(b) Each district intern credential is valid for a period of two years. A credential may be valid for three years if the intern is participating in a program that leads to the attainment of a specialist credential to teach pupils with mild and moderate disabilities or four years if the intern is participating in a program that leads to the attainment of both a multiple subject or single subject teaching credential and a specialist credential to teach pupils with mild and moderate disabilities. Upon the recommendation of the school district, the commission may grant a one-year extension of the district intern credential.

(c) The commission shall require each applicant for a district intern credential to demonstrate that he or she meets all of the following minimum qualifications for that credential:

(1) The possession of a baccalaureate degree conferred by a regionally accredited institution of postsecondary education.

(2) The successful passage of the state basic skills proficiency test administered under Sections 44252 and 44252.5.

(3) The successful completion of the appropriate subject matter examination administered by the commission, or a commission-approved subject matter preparation program for the subject areas in which the district intern is authorized to teach.

(4) The oral language component of the assessment program leading to the bilingual-crosscultural language and academic development certificate for persons seeking a district intern credential to teach bilingual education classes.

(d) The commission shall apply the requirements of Sections 44339, 44340, and 44341 to each applicant for a district intern credential.

(e) The commission shall, until January 1, 2010, participate in a pilot program, which may include the San Joaquin County Office of Education and up to five school districts or consortia approved by the commission, to provide teacher preparation programs for teachers of pupils with disabilities in special education classes. Notwithstanding subdivision (a), the commission shall issue district intern credentials authorizing participants in the approved programs to provide classroom instruction to pupils with disabilities in special education classes, in accordance with the requirements of Section 44830.3.

(f) The commission shall ensure that each district internship program in California provides program elements to its interns as required by the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and its implementing regulations.

44329. On or before January 1, 2007, the commission shall prepare and submit a report to the Legislature that summarizes the regulations adopted by the commission to expand statewide the issuance of district intern certificates that authorize classroom instruction to pupils with mild and moderate disabilities. The report shall also analyze the effectiveness of persons who hold those certificates.

44329.5. On or before January 1, 2009, the commission shall prepare and submit a report to the Legislature on the effectiveness of the pilot program established by subdivision (e) of Section 44325.

California Commission on Teacher Credentialing Legislative Concepts for 2007

Legislative Proposal #3

Deletion of Obsolete Education Code Sections Referring to the Pre-Intern Program

Purpose of Proposed Legislation

To delete from the Education Code obsolete language related to the Pre-Intern Program.

Background

The Pre-Intern Program was established in 1997 through AB 351 (Scott, Chapter 934) to provide instructional and academic support to individuals who would otherwise serve in the schools on the basis of an emergency permit. The Pre-Intern Program was designed to reduce the number of emergency permit teachers in the state by assisting individuals to meet requirements for entry into the Internship Program. The goals of the Pre-Intern Program were two-fold: 1) to increase the classroom effectiveness of teachers who were not yet fully prepared; and 2) to provide academic support and guidance for individuals needing to meet the subject matter requirement for an internship or teaching credential. The Pre-Intern Program was funded through a state grant process administered by the Commission. School districts and county offices of education who applied for and qualified to participate in the program were funded at \$2,000 per participant to provide classroom and academic support.

With the implementation of the federal No Child Left Behind Act (NCLB), it was determined that Pre-Interns did not meet the federal and state definition of a highly qualified teacher. Specifically, Pre-Interns did not meet the subject matter requirement. Consequently, the program funding ended in June of 2005.

Issue

In an informal request to the Commission staff, the Assembly Education Committee suggested that all language pertaining to the Pre-Intern Program be deleted from the Education Code. Members of the Legislature and others found it confusing to have the program remain “on the books” when it was no longer operational and deemed to be out of compliance with NCLB.

Possible Positive/Negative Effects on Other Operations Within the Agency

When the concept of the Pre-Intern Program was first introduced by the Commission, it was done so within the context of a nearly overnight shortage of elementary teachers due to class size reduction. At one time, California had over 34,000 teachers serving on emergency permits.

It was hoped that the program would be so successful that it would “put itself out of business” by helping underprepared teachers meet the subject matter requirement

necessary to become an intern. California, as of 2004-05, had reduced the number of emergency permit teachers to 7,766 permits for multiple subject, single subject and special education.

Cost Analysis

Because the program is no longer in operation, there will be no cost to the Commission.

Results of Administrative Avenues, If Any, Attempted to Resolve the Problem

This proposal requires a statutory change.

Proposed Language for Legislative Concept #3

Deletion of Obsolete Education Code Sections Referring to the Pre-Intern Program

~~44305. (a) As resources are available to school districts to provide services to any preintern pursuant to this article, the commission may issue a preintern teaching certificate instead of an emergency multiple subject permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. When resources remain after funding preinterns pursuing multiple subject emergency permits, the commission may issue a preintern teaching certificate instead of an emergency single subject permit or an emergency education specialist instruction permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. In implementing the Pre-Internship Teaching Program, the commission shall consult with representatives of the State Department of Education, classroom teachers, school administrators, other school employees, parents, school board members, and institutions of higher education.~~

~~—(b) The preintern teaching certificate issued by the commission shall be valid for one year, but may be renewed for one additional year if the holder takes the appropriate subject matter examination required under Section 44282 or is enrolled in a subject matter program approved by the commission on the basis of standards of program quality and effectiveness pursuant to Article 6 (commencing with Section 44310). A preintern teacher who passes the subject matter examination or completes a subject matter program in the first or second year of his or her preintern teaching shall enroll in a district or university teaching internship or other approved university teaching credential program. A preintern teaching certificate may be renewed for a third year if the employing school district, the cooperating college or university, and the preintern support the application for renewal.~~

~~—(c) The minimum requirements for the preintern teaching certificate established by the commission shall include all of the following:~~

~~—(1) A baccalaureate or higher degree conferred by a regionally accredited institution of higher education.~~

~~—(2) Passage of the basic skills proficiency test as provided for in Section 44252.~~

~~—(3) The number of units, as set by the commission, for the multiple subject or single subject preintern teaching certificate.~~

~~—(4) The number of units in education or the number of years of experience in special education, as set by the commission, for the education specialist instruction preintern teaching certificate.~~

~~—(d) The commission shall establish criteria for the approval of preintern teaching programs. The criteria shall include, but is not limited to, all of the following:~~

~~—(1) Demonstrated need, as indicated by the percentage of teachers in the district that have not completed basic credential requirements pursuant to state law.~~

~~—(2) The quality of the preparation, support, and assistance to be provided to teaching preinterns.~~

~~—(3) Cost effectiveness, including the number of preinterns to be served.~~

~~—(4) Collaboration between district administrators and experienced teachers with permanent status in the development of the plan.~~

- ~~—(5) District and college or university collaboration to ensure availability of courses needed by preintern teachers.~~
- ~~—(6) Preintern preparation content, including lesson planning, classroom management and organization, and a schedule for delivering the preparation, with a focus on beginning the preparation before or during the first semester of the preinternship.~~
- ~~—(7) The role of personnel, including experienced teachers with permanent status, in the delivery of preintern preparation and support.~~
- ~~—(8) That no later than the second year of employment the program for each preintern shall reflect the California Standards for the Teaching Profession jointly developed by the commission and the State Department of Education.~~
- ~~—(9) Approval of the district plan by the governing board of the school district.~~
- ~~—(e) In establishing criteria for review of preintern teaching programs pursuant to subdivision (d), the commission shall make every effort to recognize effective district programs for the support and development of emergency permit teachers in operation before July 1, 1998, as meeting the preintern teaching program criteria.~~
- ~~—(f) A school district may apply to the commission for funding under this article. Based on the criteria in subdivision (d), developed pursuant to the consultation process required by subdivision (a), the commission shall determine which applicants are approved for funding. If funds are provided for this act from the federal Goals 2000: Educate America Act (P.L. 103-227), the commission shall transmit a list of approved applicants to the State Department of Education which shall award grants in a timely manner exclusively to those school districts that the commission has approved for funding, in the amounts listed, with no school district receiving more than two thousand dollars (\$2,000) per preintern employed by the school district.~~

~~44306. The commission shall submit an interim report to the Legislature and the Legislative Analyst no later than October 1, 2000, and a final report no later than October 1, 2001, to include the following information regarding the Pre-Internship Teaching Program:~~

- ~~—(a) The number of participating school districts and pre-intern teachers served.~~
- ~~—(b) The impact of the program on decreasing the number of emergency permits issued.~~
- ~~—(c) The retention rates of pre-intern teachers, as compared to the retention rates of emergency permitholders.~~
- ~~—(d) The success rates of pre-intern teachers, by year of participation in the program, in meeting requirements for subject matter knowledge required by law.~~
- ~~—(e) Assessments by pre-interns of the effectiveness of the pre-intern preparation, support and assistance provided.~~
- ~~—(f) A description of in-kind contributions to the pre-intern teaching program provided by participating school districts.~~
- ~~—(g) Recommendations regarding whether the Pre-Internship Teaching Program should be continued, modified, or discontinued, including reasons for those recommendations.~~

~~44307. This article shall be known and may be cited as the Pre-Internship Teaching Program.~~

~~44307.5. The commission shall not require any school district to provide pre-internship services to any individual holding an emergency substitute teaching permit, any teacher who has completed most of the requirements for a preliminary teaching credential, or any teacher who holds a limited assignment emergency permit as a result of consenting to teach temporarily outside of his or her field of certification.~~

~~44308. (a) Funding for the purposes of administering the program established pursuant to this article is contingent upon an appropriation in the Budget Act or other act.~~

~~—(b) It is the intent of the Legislature that federal funding provided to the State Department of Education and the Commission on Teacher Credentialing in Item 6110-001-0890 and Item 6360-001-0407 be adjusted to provide direct funding for the Commission on Teacher Credentialing for the purposes of the Pre-Internship Teaching Program and the California Paraprofessional Teacher Training Program. The Department of Finance shall make those adjustments using authority of Section 1.50 of the Budget Act of 1997.~~

~~—(c) If funds are provided for this act from the federal Goals 2000: Educate America Act (P.L. 103-227) and if the provisions of this article do not meet the requirements of that federal act, the State Department of Education shall be held harmless for any fiscal penalty exacted by the federal government for the expenditures made by local education agencies or for state operations.~~

44300. (a) Commencing January 1, 1990, the commission may issue or renew emergency teaching or specialist permits in accordance with regulations adopted by the commission corresponding to the credential types specified in paragraphs (1), (2), and (3) of subdivision (b) of Section 44225, provided that all of the following conditions are met:

(1) The applicant possesses a baccalaureate degree conferred by a regionally accredited institution of higher education and has fulfilled the subject matter requirements of Section 44301.

(2) The applicant passes the state basic skills proficiency test as provided for in Section 44252.

(3) The commission approves the justification for the emergency permit submitted by the school district in which the applicant is to be employed. The justification shall include all of the following:

(A) Annual documentation that the district has implemented in policy and practices a process for conducting a diligent search that shall include, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring the incentives included in the Teaching As A Priority Block Grant established pursuant to Section 44735, participating in the state and regional recruitment centers established pursuant to Sections 44751 and 90530, and participating in job fairs in this state, but has been unable to recruit a sufficient number of certificated teachers, including teacher candidates pursuing full certification through internship, district internship, or other alternative routes established by the commission.

(B) A declaration of need for fully qualified educators based on the documentation set forth in subparagraph (A) and made in the form of a motion adopted by the governing

board of the district or the county board of education at a regularly scheduled meeting of the governing board or the county board of education. The motion may not be part of the consent agenda and shall be entered in the minutes of the meeting.

(b) The commission may deny a request for an emergency permit that does not meet the justification set forth in subparagraph (A) of paragraph (3) of subdivision (a).

(c) It is the intent of the Legislature that ~~all of the following occur:~~

~~—(1) The commission shall issue preintern certificates in place of emergency teaching permits as sufficient resources are made available to school districts to provide services pursuant to Article 5.6 (commencing with Section 44305) to preinterns pursuing multiple subject or single subject teaching credentials.~~

~~—(2) If the examination of the Pre-Internship Teaching Program required by this chapter demonstrates that the program should continue because it has been successful in better preparing and retaining preintern teachers than the emergency permit system, sufficient resources to fully fund the Pre-Internship Teaching Program shall be appropriated by July 2002. For purposes of this paragraph, two thousand dollars (\$2,000) in state funding per preintern shall be deemed to be sufficient resources.~~

~~—(3)~~

¶ the commission shall continue to issue emergency teaching permits to individuals employed by school districts defined in regulations as remote from regionally accredited institutions of higher education.

(d) Commencing January 1, 1990, the commission may issue and reissue emergency permits corresponding to the credential types specified in paragraph (4) of subdivision (b) of Section 44225. The commission shall establish appropriate standards for each type of emergency permit specified in paragraph (4) of subdivision (b) of Section 44225.

(e) The exclusive representative of certificated employees, if any, as provided under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, may submit a written statement to the commission agreeing or disagreeing with the justification submitted to the commission pursuant to paragraph (3) of subdivision (a).

(f) Commencing January 1, 1990, a person holding an emergency teaching or specialist permit shall attend an orientation to the curriculum and to techniques of instruction and classroom management, and shall teach only with the assistance and guidance of a certificated employee of the district who has completed at least three years of full-time teaching experience, or the equivalent thereof. It is the intent of the Legislature to encourage districts to provide directed teaching experience to new emergency permit holders with no prior teaching experience.

(g) The holder of an emergency permit shall participate in ongoing training, coursework, or seminars designed to prepare the individual to become a fully credentialed teacher or other educator in the subject area or areas in which he or she is assigned to teach or serve. The employing agency shall verify that employees applying to renew their emergency permits are meeting these ongoing training requirements.

(h) Emergency permits for pupil personnel services shall not be valid for the purpose of determining pupil eligibility for placement in any special education class or program.

(i) This section shall not apply to the issuance of an emergency substitute teaching permit, or of an emergency permit to a teacher who has consented to teach temporarily

outside of his or her field of certification, for which the commission shall establish minimum requirements.

44302. The Commission on Teacher Credentialing shall regularly notify local education agencies of the various provisions in current law that allow the assignment of personnel when a fully qualified teacher is not available and a substitute has served for the maximum days permitted by law, including emergency permits under Section 44300, long-term and short-term waivers under subdivision (m) of Section 44225, ~~pre-intern certificates under Section 44305,~~ and intern permits under Sections 44235, 44250, and 44464. When fulfilling the notification requirements of this section, the commission shall utilize a variety of approaches, including, but not limited to, correspondence, annual workshops for credential analysts, a credential handbook, a waiver handbook, the commission website, and special telephone, fax, and e-mail lines for school districts and county offices of education. Additionally, the commission shall provide local education agencies with information about waiver requests including specific timelines, key steps, and appeal rights.

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 in 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).~~

44506. (a) The state funding for this article subsequent to the 1999-2000 fiscal year is subject to an appropriation in the annual Budget Act. It is the intent of the Legislature that the funding for the program for the 2000-01 fiscal year be at least equal to the 1999-2000 fiscal year appropriation for Article 4 (commencing with Section 44490) plus the amount apportioned pursuant to Section 44505.

(b) A school district that receives funds for purposes of this article may also expend those funds for any of the following purposes:

(1) The Marian Bergeson Beginning Teacher Support and Assessment System as set forth in Article 4.5 (commencing with Section 44279.1) of Chapter 2.

~~—(2) The California Pre-Internship Teaching Program as set forth in Article 5.6 (commencing with Section 44305) of Chapter 2.~~

~~—(3)~~

(2) A district intern program as set forth in Article 7.5 (commencing with Section 44325) of Chapter 2.

~~—(4)~~

(3) Professional development or other educational activities previously provided pursuant to Article 4 (commencing with Section 44490) of Chapter 3.

~~—(5)~~

(4) Any program that supports the training and development of new teachers.

(c) (1) The Superintendent of Public Instruction shall determine a base funding unit rate for the California Peer Assistance and Review Program for Teachers that is equal to the total amount provided for the California Mentor Teacher Program in subdivision (b) of Section 6 of Chapter 4 of the Statutes of 1999 for the First Extraordinary Session, divided by the total number of mentor teachers that the state calculated the school district is entitled to in the 1999-2000 fiscal year.

(2) For the 2000-01 fiscal year, and annually thereafter, the Superintendent of Public Instruction shall apportion to each school district that certified implementation of the Peer Assistance and Review Program for Teachers pursuant to subdivision (b) of Section 44505, an amount equal to 5 percent of the prior year count of certificated classroom teachers employed by the school district, multiplied by a rate which equals the sum of (1) the base amount per funding unit as calculated in paragraph (1) of subdivision (c), adjusted annually pursuant to subdivision (b) of 42238.1, and (2) two thousand eight hundred dollars (\$2,800); adjusted annually pursuant to subdivision (b) of Section 42238.1.

(3) Beginning in the 2001-02, and annually thereafter, the Superintendent of Public Instruction shall apportion to each school district that certified implementation of a Peer Assistance and Review Program for Teachers pursuant to subdivision (d) of Section 44505, an amount equal to 5 percent of the prior year count of certificated classroom teachers employed by the school district, multiplied by a rate which equals the sum of (1) the base amount per funding unit as calculated in paragraph (1) of subdivision (c), adjusted annually pursuant to subdivision (b) of Section 42238.1, and (2) the per mentor teacher unit amount provided to the district pursuant to subdivision (c) of Section 44505, adjusted annually pursuant to subdivision (b) of Section 42238.1.

(4) In paragraphs (2) and (3) of this subdivision, 5 percent of the certificated classroom teacher employed by the district shall be rounded to the next whole integer.

(5) If at the end of any fiscal year, an amount of funds available for purposes of the Peer Assistance and Review Program remain unallocated, the Superintendent of Public Instruction shall use the unallocated amount to increase the base funding rate calculated under paragraph (1) for the succeeding fiscal year.

56351.5. (a) (1) A school district, special education local plan area, or county office of education may reinforce braille instruction using a braille instructional aide who meets the criteria set forth in paragraph (2) under the supervision of a teacher who holds an appropriate credential, as determined by the Commission on Teacher Credentialing, to teach pupils who are functionally blind or visually impaired. This instruction shall be in accordance with the pupil's individualized education program.

(2) For purposes of this section, a braille instructional aide shall demonstrate to the supervising teacher that he or she is fluent in reading and writing grade 2 braille and possesses basic knowledge of the rules of braille construction.

(b) Any school district, special education local plan area, or county office of education that employs a braille instructional aide shall provide the aide with information regarding teaching credential programs, including ~~the Pre-Internship Teaching Program (Article 5.6 (commencing with Section 44305) of Chapter 2 of Part 25)~~, the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 (Article 12 (commencing with Section 44390) of Chapter 2 of Part 25), and the Teacher Education Internship Act of 1967 (Article 3 (commencing with Section 44450) of Chapter 3 of Part 25).