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## Action

### *Professional Services Committee*

## Report on the Paraprofessional Program

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**Executive Summary:** Education Code Section 44393 requires the Commission to submit an annual report on the progress of the California School Paraprofessional Teacher Training Program to the Legislature. This agenda item provides the draft report for the Commission review and approval.

**Recommended Action:** That the Commission review and approve the draft report and direct staff to transmit the report to the Legislature.

**Presenter:** Marilynn Fairgood, Consultant, and Michael McKibbin, Administrator, Professional Services Division

#### Strategic Plan Goal: 2

#### Support policy development related to educator preparation, conduct and professional growth

- ◆ Inform key legislators and policy makers on issues and ideas relevant to the Commission's scope of action
- ◆ Provide and report information to the legislature, stakeholders and other state agencies



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# Report on the Paraprofessional Program

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## Introduction

This report describes the progress of the California School Paraprofessional Teacher Training Program during fiscal year 2007-2008. The report includes information about grant awards, as well as program participants and their academic standing and graduates of the program. Following acceptance of the report by the Commission, the full report will be available on the Commission's website at: <http://www.ctc.ca.gov/reports/default.html>.

## Background

The Paraprofessional Teacher Training Program (PTTP) report provides information on the initiative established through the passage of Senate Bill 1636 (Chap. 1444, Stats. 1990), expanded by Assembly Bills 352 and 353 (Chap. 737 and 831, Stats. 1997), and amended by Senate Bill 193 (Chap. 554, Stats. 2007).

The primary purpose of the Paraprofessional Teacher Training Program is to create local career ladders that enable school paraprofessionals – including teachers' assistants, library-media aides, and instructional assistants – to become certificated classroom teachers in K-12 public schools. Section 44393 of the Education Code requires the Commission on Teacher Credentialing (Commission) to report to the Legislature regarding the status of the Paraprofessional Teacher Training Program. This report fulfills the Commission's requirement to report to the Legislature the following information:

- the number of paraprofessionals recruited;
- the academic progress of participating school paraprofessionals;
- the number of 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;
- the degree to which the program or similar programs can meet the demand if properly funded and executed; and
- other effects of the program on the operation of the public schools.

This report also includes the economic status of participants and information about the annual cost per participant based upon all state, local, federal and other funding sources.

## Recommended Action

Staff recommends that the Commission review and approve the draft report and direct staff to submit the report to the Legislature.





COMMISSION ON  
TEACHER CREDENTIALING  

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*Ensuring Educator Excellence*

## California School Paraprofessional Teacher Training Program

*An Annual Report to the Legislature as Required  
by SB 1636 (Chap. 1444, Stats. 1990)*

December 2008

This report was developed by Marilyn Fairgood of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact [mfairgood@ctc.ca.gov](mailto:mfairgood@ctc.ca.gov).

December 2008

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Dean, Steven	Teacher Representative	2011
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McInerney, Carolyn	School Board Member	2012
Oropeza-Enriquez, Irene	Administrative Services Representative	2011
Pearson, P. David	Faculty Member	2009
Perry, Lillian	Teacher Representative	2008
Sun, Ting	Public Representative	2011
Whitson, Loretta	Non-Administrative Services Credential Representative	2008
Vacant	Teacher Representative	
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Vacant	Public Representative	
<b>Ex-Officio Members</b>		
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McGrath, Marilyn	California Postsecondary Education Commission	
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**California School Paraprofessional Teacher Training Program**  
*An Annual Report to the Legislature*

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# **California School Paraprofessional Teacher Training Program**

## ***Annual Report to the Legislature***

### **I. Program Purpose and Rationale for this Report**

The primary purpose of the California School Paraprofessional Teacher Training Program (PTTP) is to create local career ladders that enable school paraprofessionals – including teachers’ assistants, library-media aides, and instructional assistants – to become certificated classroom teachers in K-12 public schools. This pathway to teaching program was established in 1990 by Chapter 1444 of the Statutes of 1990 (SB 1690, Roberti) which added sections 69619 to 69619.3 to the State Education Code (see Appendix A). The PTTP program was subsequently expanded by Chapters 737 and 831 of the Statutes of 1997 (The Wildman-Keeley-Solis Exemplary Teaching Training Act of 1997) which added sections 44390 to 44393 to the State Education Code (see Appendix B). Chapter 554 of the Statutes of 2007 (SB 193, Scott) was signed into law in October 2007. SB 193 amended the law which now includes a mandate for common entry and participation criteria for new PTTP participants (see Appendix C).

Section 44393 of the Education Code requires the Commission on Teacher Credentialing (Commission) to report to the Legislature regarding the status of the California School Paraprofessional Teacher Training Program. This report fulfills the Commission’s requirement to report to the Legislature the following information.

- the number of paraprofessionals recruited;
- the academic progress of participating school paraprofessionals;
- the number of 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;
- the degree to which the program or similar programs can meet the demand if properly funded and executed; and
- other effects of the program on the operation of the public schools.

This report also includes the economic status of participants and information about the annual cost per participant based upon all state, local, federal and other funding sources.

## **II. Program Funding History**

Although the initial legislation authorizing the California School Paraprofessional Teacher Training Program was enacted in 1990 and amended in 1991, funding for program implementation was not provided until the 1994-95 state budget. The PTTP was identified at that time as a pilot program, with a legislative requirement to recruit a maximum of 600 paraprofessional participants. Initial program funding in the 1994-95 state budget was set at \$1.478 million in local assistance funds for program implementation, and \$60,000 in funds was added to the budget of the Commission on Teacher Credentialing to administer the program. These state operations funds were available for that fiscal year but were not included in subsequent budgets. For the other twelve years that the Commission has administered the program, administrative costs have been sustained in the base budget of the Professional Services Division of the Commission.

Subsequent expansion legislation (1997) required the PTTP to recruit a minimum of 600 paraprofessionals and established an expenditure cap of \$3,000 in state funds per participant per year. However, no funding was allocated for the required program expansion. Additional funding became available in the 1999-2000 state budget through a \$10 million program augmentation, bringing program funding to \$11.478 million. PTTP program funding was reduced in July 2002 in response to fiscal challenges faced by the state. The PTTP allocation was reduced from \$11.478 million to \$6.583 million.

Although there have been increases in tuition costs, the PTTP received no funding increase from 1999-2000 until the Budget Bill Act of 2006-07. The Budget Bill Act of 2006-07 allocated a PTTP per capita funding increase of \$500. As of July 1, 2007, program funding increased from \$6.583 million to \$7.80 million and participants receive \$3,500 annually to support their teacher certification goal.

While funding has fluctuated over the years, interest in the PTTP has not decreased. The program awarded a total of six new grants during two 2006-2007 Competitive Grant Processes (CGP). Data relative to all six of those programs, Alameda County Office of Education, East Side Union High School District, Enterprise/Shasta County Consortium, Los Angeles County Office of Education, Merced County Office of Education, and Santa Clara County Office of Education, are included in this report. During a spring 2008 CGP, one additional grant was awarded, Sutter County Office of Education Consortium, which will begin to support participants in fall 2008. Data relative to the Sutter County Office program will be included in the 2009 legislative report. The statewide PTTP served 1,726 participants during 2007-2008 within 37 local school district/college and university partnerships. A complete list of program sponsors and partner colleges and universities can be found in Appendix D.

### **III. Program Outcomes**

As of summer 2008, 1,708 graduates of the California School Paraprofessional Teacher Training Program have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 128 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (98 participants), or serving on an emergency or provisional permit (30 participants).

In 2007-08, the PTTP program served 1,726 participants who are working on completing their bachelor's degrees and/or their professional teacher preparation. Of the 1,726 PTTP participants, 457 are enrolled at the community college level; 707 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 562 are enrolled in a teacher preparation program at a California four-year college/university and/or a district or university intern program.

Current program participants represent a range of cultural and linguistic minority groups (including 788 Latino/Hispanic, 173 African-American, and 23 Southeast Asian participants, among others). Sixty-four percent of program participants are minority group members. Fifty one percent (876) are fluent in another language. Approximately 31% of participants responding to the question identified their household annual income range as being either (a) under \$10,000 (142), or (b) between \$10,000 and \$20,000 (383). Forty-two percent indicated they are heads of households and 37% pay all or part of their own medical insurance coverage. Seven hundred twenty-nine participants (43%) also indicated that they are the first in their family to attend college.

During 2007-2008, program participants and fully credentialed graduates of the PTTP continue to succeed in the field of education. A Palmdale PTTP Intern was recognized by California State University, Bakersfield as one of its top Interns during 2007-2008. A Lodi PTTP graduate was chosen as Outstanding Teacher of the Year in San Joaquin County. A number of PTTP graduates continue to advanced their professional careers and now serve as mentor teachers, support providers, school administrators and in other leadership roles within their employing school districts and county offices of education.

### **IV. Program Policy Issues**

#### **A. Budgetary Constraints**

Education Code Section 44393 requires that each participant shall receive no more than \$3,000 in annual financial assistance through the grant. The per capita increase that was included in the Budget Act of 2007 increased that amount to \$3,500. Costs that exceed the annual \$3,500 expenditure cap must be paid by the participant.

For the first time in its thirteen years of operation, escalating university costs are listed as PTTP program sponsors number one challenge. Continued increases in undergraduate student fees at all three public systems of higher education in California have had a direct impact on the local program budgets. In 2007-2008, the annual undergraduate student fees are \$6,780 for the University of California, \$3,523 for the California State University, and \$20 per unit for the California Community Colleges. Currently, 74% of the 1,726 participants are enrolled in four-year institutions. Consequently, the \$3,500 annual financial assistance provided by the state does not meet the tuition and academic needs of these participants, and results in local budget shortfalls to provide required services to participants. To address their program budget shortfalls, program sponsors urge participants to take advantage of available grants, scholarships and loans. Additionally, programs regularly use other sources of funding, including other grants, to relieve fiscal cost pressures. This fiscal concern will be greater in 2008-2009 because university fees will increase to \$8,100 for the University of California and the average cost for the California State University will be \$3,849.

### **B. Declining K-12 Enrollment and Effects of Class Size Reduction**

The Class Size Reduction (CSR) legislation and the conditions that followed the implementation of this initiative continue to result in circumstances that affect the PTTP. Three factors occurred at the same time to cause an oversupply of elementary teachers. From 1997 to 2003 teacher preparation programs increased the number of teachers prepared to meet the demand generated by CSR. By 2003 the demand caused by CSR was met and leveled out resulting in a lower demand for teachers.

Local education agencies continue to face diminishing numbers of student enrollees and at the same time many districts have also reduced the scope of their class size reduction programs. This situation has further increased the potential oversupply of multiple subject credentialed teachers in certain areas of the state.

Declining enrollment and the surplus of fully-qualified multiple subject credential holders also adversely impact internship credential holders. Entering an internship program after completion of the B.A. degree is the preferred employment option for PTTP participants, since serving on an internship credential also allows the holder to earn a salary while serving as a teacher of record. Due to the currently available supply of elementary teachers, however, districts frequently make the decision to employ a fully-credentialed teacher instead of an intern. When an internship option is not available in a school district or county office of education local program directors search for neighboring districts through which their paraprofessionals may complete their teacher preparation program. If there is no internship position available the paraprofessional may sometimes be forced to make the difficult decision of requesting a leave of absence to complete traditional student teaching. This outcome presents a staffing hardship for the employer and places a financial hardship on the participant since no salary is earned while the paraprofessional is on leave.

Some PTTP program sponsors report that there is no need for elementary teachers within their districts. These employers now encourage their paraprofessionals to earn single subject and

education specialist credentials. To continue to meet local employer needs, PTTP sponsors have either redesigned or are in the process of redesigning their local projects to place a focus on recruitment of paraprofessionals seeking science, mathematics and special education certification. PTTP program sponsors also report that the recent economic downturn further delays the immediate employment of PTTP graduates, resulting in a number of paraprofessionals who complete the program but then must leave their community to find certificated employment. This is an undesirable consequence, especially since a success of the program is that the majority of PTTP graduates remain employed within their communities following full teacher certification.

### **C. Balancing Home, Work and Educational Obligations**

In addition to the increase in university costs, paraprofessionals continue to cite the balancing of educational obligations with home and work as a significant challenge. Since the PTTP program began in 1994-95, the range of prior academic experience of program participants has varied from completion of little or no postsecondary coursework (0 - 6 units) to completion of extensive prior coursework (90 or more units). During their time in the PTTP program, all participants must continue to work as part-time paraprofessionals. They must also adhere to its academic standards, including completion of a minimum number of units per quarter/semester, and maintenance of a minimum grade point average. Most of the participants have families, and many function as the heads of their households. Because of these professional, academic and personal obligations, almost all program participants are part-time students. Taking all of these factors into consideration, it could take seven years or more of part-time study for a participant who began the program with little or no prior coursework to earn a baccalaureate degree and complete a teacher education program.

### **D. Reimbursement Requirement**

Participants are subject to a reimbursement provision contained in Education Code Section 44393(d)(4) that mandates that “any participant who does not fulfill his/her obligations ” (i.e., to graduate from an postsecondary institution with a bachelor’s degree, complete all of the requirements to obtain a multiple subject, single subject, or education specialist teaching credential, and complete one school year of classroom instruction in the district or county office of education for each year that he or she received assistance for books, fees and tuition while attending an institution of higher education under the program) must repay the financial assistance received while participating in the program. Included in the same subsection of the law are provisions for deferral of reimbursement for PTTP participants who are released from employment due to reductions in force and for participants who suffer from a serious illness.

Although the PTTP has been successful in producing fully certificated teachers for California public schools, there are some participants who do not earn a teaching credential due to various reasons and must reimburse the state of California. In September 2007, the Commission entered into a partnership with the California Franchise Tax Board and the State Controller’s Office to implement the Interagency Intercept Collections Program. Through this process, state funds are

recovered from dropped participants who fail to earn a teaching credential and do not qualify for one of the deferrals identified in law. Recovered state funds are reverted back to the Proposition 98 reversion account.

## **V. Description of the California School Paraprofessional Teacher Training Program**

The California School Paraprofessional Teacher Training Program (PTTP) provides academic scholarships and other related academic support services to individuals, recruited from paraprofessional job classifications, seeking a preliminary California teaching credential as a K-12 teacher (with special emphasis on individuals seeking to become bilingual, special education, K-3, or teacher in another field of identified district need). PTTP programs are sponsored by local school districts, county offices of education and/or consortia that apply to the Commission for program funding based on a competitive grant application process. Participating districts are responsible for local efforts in terms of recruiting and enrolling participants in the program, monitoring the progress of participants in accordance with each participant's individual education plan, providing supplementary academic support services as needed by participants and assigning mentors or "buddies" to facilitate continued progress and expending state program funds in accordance with the approved program budget. Participants do not directly receive program funds. Instead, the program sponsor expends state program funds on behalf of the participants for the tuition, fees, books and other services at an institution of higher education (IHE) while the participant is completing his/her education and/or teaching credential preparation.

In October 2007, Senate Bill 193 (Scott) was signed into law and became effective January 1, 2008. The bill includes, among other things, common program entry requirements for new PTTP participants that mirror the paraprofessional employment criteria included in the No Child Left Behind Act of 2001. Prior to participation in the PTTP, participants must provide verification of: 1) possession of an associate or higher level degree or, 2) completion of at least two years of study at a postsecondary education institution or, 3) a passing score on a formal academic assessment, based upon a job analysis for validity purposes, that demonstrates knowledge of, and the ability to assist in the instruction of reading, writing, and mathematics. Additionally, SB 193 requires that new PTTP participants must obtain a Certificate of Clearance prior to participation in the program. This character and identification clearance is the same clearance that is required for student teachers and other certificated staff prior to working with children in the public schools.

The typical certification path for a PTTP participant is to be accepted into the PTTP, complete degree and subject matter requirements and complete an internship program which culminates in full teacher certification. The PTTP graduate would then enter the Beginning Teacher Support and Assessment (BTSA) program to complete an induction program that builds upon the skills of the newly credentialed teacher and supports them through the first two years of certificated employment. Thirty out of 37 program sponsors not only administer the PTTP but are also responsible for administration of local intern and BTSA programs. PTTP program sponsors that

place a focus on recruitment of paraprofessionals seeking special education certification also have a relationship with their Special Education Local Plan Area (SELPA). PTTP program administrators report that these programs offer PTTP participants the opportunity to participate in some of their seminars and trainings at no cost to the participant. These collaborative relationships result in enrichment for PTTP participants as the skills and knowledge paraprofessionals already possess are enhanced by the academic support and professional development activities offered by the local intern, BTSA and SELPA. This additional support facilitates participant success in fulfilling degree and certification requirements.

**A. Number, Ethnicity and Economic Status of Paraprofessionals Recruited**

Each year, through its web-based consent form process, the Commission collects data about the participants in the PTTP. These data are collected to assure accountability in funding and to provide information about those who participate in the program. In 2007-08, the PTTP enrolled 1,726 paraprofessionals. Sixty-five percent of program participants responding to the question are minority group members. The same number of participants responded to the question asking if they are fluent in a second language. Of those, 51% stated that they are fluent in a second language. As described in this report, and as Table 1 shows, the PTTP serves a linguistically and culturally diverse group.

**Table 1**  
**Current Participants by Ethnicity**  
**Program Year 2007-08**  
 (Data Source: 2007-2008 Participant Consent Forms)

Ethnicity	Numbers	Percentage
African American	173	10%
Asian American/Asian Indian	48	3%
Caucasian	494	28.4%
Latino/Hispanic	788	45.4%
Native American/American Indian	11	.6%
Pacific Islander/Filipino	23	1.3%
Southeast Asian	23	1.3%
Other	55	3.1%
Declined to State	111	6.9%
<b>Total</b>	<b>1,726</b>	<b>100%</b>

## **B. Economic Status of Participants**

Of the 1,680 participants responding to this question in the annual participant data collection, 31% identified their household annual income range as being either (a) under \$10,000 (142), or (b) between \$10,000 and \$20,000 (383). Table 2 identifies the income range for those paraprofessionals who responded to this question.

**Table 2**  
**Economic Status of Current PTP Participants**  
**in Terms of Income Range per Household**  
(Data Source: 2007-2008 Participant Consent Forms)

<b>37 Program Sites</b>	<b>Total Participants</b>	<b>Under \$10,000</b>	<b>\$10,000 - \$20,000</b>	<b>\$21,000 - \$40,000</b>	<b>\$40,000 and Over</b>	<b>Total Responses</b>
<b>TOTALS</b>	1,726	142	383	589	566	1,680

One thousand six-hundred eighty (1,680) participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 42% indicated they are heads of households and 37% pay all or part of their own medical insurance coverage. Participants were also asked if they are first-generation college students. Of the 1,529 participants who responded to this question, 729 (43%) indicated that they are the first in their family to attend college.

## **C. Program Funding Levels**

Table 3 shows the state funding level for each local PTP program site for the 12-month period from July, 2007 through June, 2008. Although the use of state funds for program participants is capped at a maximum of \$3,500 per participant per year, the actual annual cost per participant and the distribution of program resources per participant vary, depending on the following factors:

- (1) The numbers of participants who attend a community college (lower tuition and fee costs), and the numbers who attend a four-year college or university campus (higher tuition and fee costs);
- (2) The numbers of participants who complete the program and exit during the year;
- (3) The amounts of local resources that are invested as in-kind contributions to the program by sponsoring districts;
- (4) The availability of local resources to support program administrative costs, and the percentage of state funding that support these costs;
- (5) The percentages of each grant used for the indirect costs of local education agencies; and
- (6) Outside state funding and federal grants.

**Table 3**  
**Paraprofessional Teacher Training State Funding Allocations**  
(Data Source: 2007-08 Expenditure Reports)

Paraprofessional Program Sites	Grant Awards: FY 07-08	Total Numbers of Participants
Alameda County Office of Education	\$511,000	146
Antelope Valley Union	\$80,500	23
Azusa Unified School District	\$45,500	13
ABC/Bellflower Unified School District	\$24,500	7
Chula Vista Unified School District	\$17,500	5
Clovis/Fresno Consortium	\$308,000	88
East Side Union High School District	\$31,500	9
Enterprise/Shasta Consortium	\$73,500	22
Fresno County Office of Education	\$283,500	81
Glendale Unified School District	\$17,500	5
Hayward Unified School District	\$49,000	14
Imperial County Office of Education	\$199,500	57
Kern County Superintendent of Schools	\$402,500	115
Kings County Office of Education	\$98,000	28
Lennox Unified School District	\$87,500	25
Lodi Unified School District	\$17,500	5
Los Angeles County Office of Education	\$59,500	17
Los Angeles Unified School District	\$955,500	273
Merced Area Consortium	\$245,000	70
Merced County Office of Education	\$189,000	54
Monterey County Office of Education	\$185,500	53
Napa Unified School District	\$10,500	3
Oceanside Unified School District	\$21,000	6
Ontario-Montclair Unified School District	\$28,000	8
Orange County Office of Education	\$441,000	126
Palmdale Unified School District	\$77,000	22
Riverside County Office of Education	\$80,500	23
Riverside Unified School District	\$31,500	9
San Francisco Unified School District	\$231,000	66
San Joaquin County Office of Education	\$406,000	116
San Jose Unified School District	\$21,000	6

<b>Paraprofessional Program Sites</b>	<b>Grant Awards: FY 07-08</b>	<b>Total Numbers of Participants</b>
Santa Clara County Office of Education	\$80,500	23
Sonoma County Consortium	\$175,000	50
Stockton Unified School District	\$31,500	9
Sweetwater High School District	\$17,500	5
Ventura County Office of Education	\$378,000	108
West Contra Costa Unified School Dist	\$126,500	36
<b>Paraprofessional Programs Totals</b>	<b>\$6,041,000</b>	<b>1,726</b>

During 2007-2008, program sponsors report a cost range from \$1,350 for those participants attending community college to more than \$6,882 per school year for undergraduates attending a four-year institution. Programs reported that 67% of grant funds disbursed (\$3,993,657) were expended for tuition, books, and other college/university fees. Remaining funds were expended for printing, postage and other administrative costs. All program sponsors (including collaborating colleges and universities) provide in-kind support to participants in addition to the state funding allocations. Program sponsors provided \$2,000,112 of in-kind support for paraprofessionals participating in the PTTP. In-kind expenses range from program sponsors contribution for books to space costs and computers. When in-kind costs are factored into the equation, educational costs prove to be even higher. It should be noted that the level of in-kind support for the program varies from locality to locality due to variations in local resources.

#### **D. Academic Progress of Participating School Paraprofessionals**

The PTTP program currently serves 1,726 paraprofessional participants who have not yet completed the program and earned a California preliminary teaching credential. Of the current PTTP participants, 457 are enrolled at the Community College level; 707 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 562 are enrolled in a teacher preparation program at a California four-year college/university. A complete list of the participating districts and universities can be found in Appendix D.

A notable program success is the effective collaboration between school districts and postsecondary institutions. The purpose of these partnerships was to strengthen the relationships between local school districts and the postsecondary institutions that prepared teachers who typically were hired by these districts. The partnerships assured the smooth operation of the program as the participants enrolled in their bachelor's degree and/or teacher preparation coursework. One private university partner, in conjunction with San Joaquin program sponsors, established an accelerated bachelor's degree program for paraprofessionals who aspire to be teachers and who have completed 72 semester hours of coursework. This degree program can be completed in 15 months and is now also offered to other adult learners who attend the university. The Kern County program and their CSU partner are developing online coursework for

participants who reside and work in geographically isolated areas of the county. Updates about these collaborative efforts and their success will be provided in subsequent legislative reports.

**E. Meeting the Demand for Bilingual and Special Education Teachers**

Table 4 below shows the degree to which the current PTTP participants are preparing to earn bilingual or special education certification. A grand total of 885 (52%) are seeking bilingual or special education authorizations. It should be noted that with the implementation of Senate Bill 2042 in 2001 and SB 1059 in 2002, all Multiple or Single Subject credentials include an English learner authorization.

**Table 4**  
**Certification Goals of Current PTTP Participants**  
 (Data Source: 2007-08 Annual Reports and Participant Consent Forms)

<b>37 Paraprofessional Programs</b>	<b>Total Number of Participants</b>	<b>Bilingual Crosscultural Language and Academic Development (BCLAD) MS &amp; SS</b>	<b>Special Education</b>	<b>Multiple Subject and Single Subject</b>
<b>TOTALS</b>	<b>1,726</b>	<b>451</b>	<b>434</b>	<b>841</b>

**F. Numbers of Participants Employed as Teachers in the Public Schools**

As of summer 2008, 1,708 graduates of the School Paraprofessional Teacher Training Program have successfully completed the program by earning a California preliminary teaching credential. An additional 128 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (98 participants), or serving on an emergency or provisional permit (30 participants).

The PTTP is in its thirteenth year of operation and the majority of the graduates of the original 13 programs have fulfilled their certificated service requirement. Many are no longer in contact with program sponsors, have moved from the area and are serving in another local education agency or are now retired. This makes it challenging for program sponsors to monitor the employment paths of graduates who have fulfilled their obligation to the program. However, programs report that of the 1,708 program graduates, a total of 1,558 (92%) are current California public school employees.

## **VI. Degree to Which the Paraprofessional Teacher Training Program Can Meet Teacher Demand**

The original 13 programs that were established in 1995 served their last participants in 2004-2005. Since all graduates of the program hold full teacher certification, they meet the definition of “highly qualified teacher” in compliance with the No Child Left Behind (NCLB) federal legislation. Between 2008 and 2009, graduation and full certification of an additional 562 program participants are anticipated.

The 1,726 PTTP participants in 2007-08 include 1,269 paraprofessionals (74%) who are enrolled in course work at a four-year college or university or in a credential program. These paraprofessionals currently meet the new employment requirement for paraprofessionals established in the NCLB federal legislation. NCLB requirements include completion of at least 2 years of study at an institution of higher education, possession of an associate’s or higher degree, or completion of a formal local assessment through which the paraprofessional can demonstrate the ability to assist in instructing reading, writing and mathematics. The remaining 457 participants (27%) of the program are completing course work at the community college level and will meet the NCLB requirement within the next three years. With the passage of SB 193 (Scott) in 2007, all new participants of the program must also meet NCLB paraprofessional employment criteria prior to participation in the program. By helping participants in the PTTP meet these employment requirements for both teachers and paraprofessionals, the program directly facilitates the State of California’s compliance with NCLB federal mandates.

The PTTP was established to address local employer needs and teacher shortages, particularly in the areas of bilingual education, English language learner education, and special education. The number of successful program graduates from the program, their areas of certification and their retention rate in the education profession demonstrates a dedication and commitment to teaching. Taking these factors into consideration, continued full funding and operation of the PTTP will positively impact teacher shortage areas during the 2008-2009 school year.

# Appendix A

## **Chapter 1444 of the Statutes of 1990, which established The School Paraprofessional Teacher Training Program**

**Senate Bill No. 1636**

### **CHAPTER 1444**

An act to add Article 6.7 (commencing with Section 69619) to Chapter 2 of Part 42 of the Education Code, relating to education, and making an appropriation therefore.

(Approved by Governor September 28, 1990. Filed with  
Secretary of Senate September 30, 1990.)

*The people of the State of California do enact as follows:*

SECTION 1. Article 6.7 (commencing with section 69619) is added to Chapter 2 of Part 42 of the Education Code, to read:

Article 6.7. California School Paraprofessional Teacher Training Program

69619. The Legislature hereby finds and declares that over the next five years, as many as 50 % of the classroom teachers in many urban school districts with large percentages of minority pupils will be eligible for retirement. The Legislature further finds and declares that in many school districts there are a number of classified employees, particularly minority group members, who are enrolled in, who have been enrolled in, or who would be interested in enrolling in, a teacher training program leading to a teaching credential if they were provided assistance in applying for admission and financial aid for that purpose.

The Legislature also finds and declares that educational paraprofessionals who serve pupils in the public schools provide valuable instructional services to public school pupils. A program to enhance instructional competencies and to prepare school paraprofessionals to become teachers would result in improved services in terms of their role in the instructional program in the classroom.

69619.1 (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a pilot program designed to encourage them to enroll in a teacher training program and to provide instructional service as a teacher in the public schools.

(b) No later than July 1, 1992, the Commission on Teacher Credentialing in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State University, and representatives of certificated and classified employee organizations, shall select 12 or more school districts or county offices of education, each of which applies for that selection and has 300 or more classified employees, to participate in a pilot program for the recruitment of school paraprofessional employees who wish to enroll in teacher training programs. The commission shall ensure that a total of 600 school paraprofessionals are recruited from among the 12 participating school districts or county offices of education. The commission shall also require that at least 40 % of the school paraprofessionals employed by each school district or county office of education selected to participate in the pilot program are members of racial and ethnic minority groups, as determined by data compiled under the California Basic Educational Data System maintained by the State Department of Education. The criteria adopted by the Commission for the selection of school districts or county offices of education to participate in the pilot program shall include the following:

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

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

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

(d) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of not less than 30 paraprofessionals in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the district or county office of education. 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. Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will complete one school year of classroom instruction in the district or county office of education for each year that he or she received assistance for books, fees, and tuition while attending a community college or a campus of the California State University under the program. To the extent possible, members of each cohort shall proceed through the same waiver and credential programs. "teacher training program," for the purposes of this article, means any undergraduate

program of instruction conducted at a campus of the California Community Colleges, or undergraduate or graduate program conducted at a campus of the California State University, that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

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

- (1) The number and racial and ethnic classifications of school paraprofessionals participating in the pilot program who successfully complete the teacher training program each year.
- (2) The number and racial and ethnic classifications of school paraprofessionals participating in the pilot program who successfully complete the teacher training program each year.
- (3) The total cost per person participating in the pilot program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.
- (4) The economic status of persons participating in the pilot program.
- (5) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, the California Community Colleges, the California State University, and other participating organizations.

(f) Each selected school district or county offices 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, 1993, and again by January 1, 1994, and by January 1, 1995, 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 school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, and other effects upon the operation of the public schools.

(h) "Teaching paraprofessional," for the purposes of this article, includes the following job classifications: teacher associate, teacher assistant, teacher aide, pupil services aide, and library aide.

(i) "Local education agency" for the purposes of this article includes county offices of education that can participate in the pilot programs.

69619.3 The Commission on Teacher Credentialing shall conduct a survey of classified employees in each school district or county office of education maintaining kindergarten and any of grades 1 to 12, inclusive, that has 300 or more classified employees here at least 40 % of the paraprofessionals employed by the district or county office are members of racial and ethnic minority groups. The survey shall be addressed to those classified employees of each of those districts or county offices who express the desire to, enroll in a postsecondary education program in order to obtain a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive, and shall determine the educational attainment of each of those classified employees, and the approximate coursework that would be required in order for the classified employee to obtain that teaching credential. The survey shall be designed to determine the extent to which the need exists, in the 1992-93 fiscal year and thereafter, for the pilot program described in Section 69619.1. The survey shall include the views of the management employees of the local school districts or county offices of education regarding their participation in the pilot program. The commission shall submit draft recommendations based on the results of the survey to the Legislature no later than May 1, 1991. The commission shall submit the results of the survey to the Legislature no later than July 1, 1990.

SECTION 2. The sum of eighty-five thousand dollars (\$85,000) is hereby appropriated from the Teacher Credentials Fund to the Commission on Teacher Credentialing for the purpose of conducting the survey pursuant to Section 69619.3 of the Education Code.

# Appendix B

## Chapters 737 and 831 of the Statutes of 1997 (authorized expansion of the California School Paraprofessional Teacher Training Program)

### EDUCATION CODE SECTION 44390-44393

**44390.** The Legislature hereby finds and declares that over the next five years, as many as 50 % of the classroom teachers in many urban school districts with large percentages of minority pupils will be eligible for retirement. The Legislature further finds and declares that in many school districts there are a number of classified employees, particularly minority group members, who are enrolled in, who have been enrolled in, or who would be interested in enrolling in, a teacher training program leading to a teaching credential if they were provided assistance in applying for admission and financial aid for that purpose.

The Legislature also finds and declares that educational paraprofessionals who serve pupils in the public schools provide valuable instructional services to public school pupils. A program to enhance instructional competencies and to prepare school paraprofessionals to become teachers would result in improved services in terms of their role in the instructional program in the classroom.

**44391.** This article shall be known and may be cited as the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997.

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

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

(c) "Teaching paraprofessional" means the following job classifications: educational 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) "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 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 cross cultural 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 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 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 shall recruit and organize groups, or "cohorts," of school paraprofessionals, of no more than 30, and no less than 10, paraprofessionals 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.

(d) (2) Each school district or county office of education 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) Graduate from an institution of higher education under the program with a bachelor's degree.

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

(C) Complete one school year of classroom instruction in the district or county office of education for each year that he or she received 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.

(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 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, 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 dollars (\$3,000) 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.

# Appendix C

## Chapters 554 of the Statutes of 2007 amending the California School Paraprofessional Teacher Training Program

### Senate Bill No. 93

#### EDUCATION CODE SECTION 44390-44393

**44390.** The Legislature hereby finds and declares that over the next five years, as many as 50 percent of the classroom teachers in many urban school districts with large percentages of minority pupils will be eligible for retirement. The Legislature further finds and declares that in many school districts there are a number of classified employees, particularly minority group members, who are enrolled in, who have been enrolled in, or who would be interested in enrolling in, a teacher training program leading to a teaching credential if they were provided assistance in applying for admission and financial aid for that purpose.

The Legislature also finds and declares that educational paraprofessionals who serve pupils in the public schools provide valuable instructional services to public school pupils. A program to enhance instructional competencies and to prepare school paraprofessionals to become teachers would result in improved services in terms of their role in the instructional program in the classroom.

**44391.** This article shall be known and may be cited as the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997.

**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 pursuant to Section 44393.

(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.

(c) "Participant" means a school paraprofessional who elects to participate in the California School Paraprofessional Teacher Training Program.

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

(e) "School 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.

(f) "Teacher training program" means an 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 school 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, 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 demonstrates the capacity and willingness to accommodate the participation of school paraprofessionals 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 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 a developmentally sequenced series of job descriptions 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 Article 7.5 (commencing with Section 44325) and Section 44830.3 or a university internship program pursuant to Article 3 (commencing with Section 44450) of Chapter 3.

(c) An applicant that is selected to participate pursuant to subdivision (b) shall provide information and assistance to each school paraprofessional it recruits under the program regarding admission to a teacher training program.

(d) (1) The applicant shall recruit and organize groups, or "cohorts," of participants, of no more than 30, and no less than 10, in each cohort. Cohorts shall be organized to consist of participants 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 college or university and shall be provided appropriate support and information throughout the course of their studies by the applicant.

(2) An applicant shall require participants to satisfy all of the following requirements prior to participating in the program:

(A) For the purpose of obtaining current criminal history information from the Department of Justice and the Federal Bureau of Investigation, obtain a certificate of clearance from the commission pursuant to Sections 44339 to 44341, inclusive, and related regulations adopted by the commission.

(B) Provide verification of one of the following:

(i) Has earned an associate or higher level degree.  
(ii) Has completed at least two years of study at a postsecondary educational institution.  
(iii) Has received a passing score on a formal academic assessment that demonstrates knowledge of, and the ability to assist in the instruction of, reading, writing, and mathematics. The formal academic assessment shall be based upon a job analysis for validity purposes and shall be made readily available to examinees.

(3) An applicant shall certify that it has received a commitment from each participant that he or she will accomplish all of the following:

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

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

(C) 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.

(4) To the extent that a participant does not fulfill his or her obligations, as set forth in paragraph (3), 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.

(5) Except as otherwise provided in paragraph (4), if a participant is unable to fulfill his or her obligations pursuant to paragraph (3) due to a serious illness, a pregnancy, or another natural cause, the time period for repayment of the assistance shall be extended by a maximum period of one year.

(6) Except as otherwise provided in paragraph (4), if an interruption in employment caused by a natural disaster prevents a participant from completing one of the required years of service, the time period for repayment of the assistance shall be extended by a period equal to the period between the date the interruption of employment begins and the date employment resumes.

(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 conduct an evaluation to determine the success of the recruitment programs established pursuant to subdivision (b). The evaluation shall be conducted once every five years and shall incorporate data annually collected by the commission and reported to the Legislature. The commission shall complete the evaluation with existing resources. By January 1 of each year in which an evaluation is conducted pursuant to this subdivision, commencing with January 1, 2009, the commission shall submit the completed evaluation to the Governor and the education policy and fiscal committees of the Assembly and Senate. The evaluation shall include, but is not 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 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 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) (1) 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 applicants pursuant to this section. A grant to an applicant shall not exceed three thousand five hundred

dollars (\$3,500) per participant per year. Funding for grants to applicants pursuant to this subdivision shall be contingent upon an appropriation in the annual Budget Act.

(2) The commission shall report to the Department of Finance by March 31 of each year the amount of funds collected by school districts and county offices of education as repayment of assistance pursuant to paragraph (4) of subdivision (d) and the amount of funds that remain unspent from the funds appropriated to the commission in the annual Budget Act for purposes of the program.

# Appendix D

## Local Education Agency, California Community College, and California Four-Year College and University Program Partnerships

State law mandates that participating local education agencies enter into articulation agreements with participating campuses of the California Community Colleges and/or the California State University, the University of California, and private institutions of higher education that offer accredited teacher training programs. The table below identifies the collaborative partnerships of the 37 funded PTP sites. These partnerships include written articulation agreements with 57 campuses of the California Community Colleges, 22 California State University campuses, 4 campuses of the University of California and 16 independent colleges and universities. These partnerships with postsecondary institutions contribute to the program's goal of creating innovative teacher education models. It should also be noted that program participants are being trained for service in 247 school districts and/or county offices of education.

### CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAMS 2007-2008

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Alameda County Program	Alameda County Office of Education Alameda Unified School District Albany Unified School District Berkeley Unified School District Castro Valley Unified School District Dublin Unified School District Emery Unified School District Fremont Unified School District Hayward Unified School District Livermore Joint Unified School District New Haven Unified School District Newark Unified School District Pleasanton Unified School District San Leandro Unified School District San Lorenzo Unified School District	Chabot Community College Los Positas Community College	California State University, East Bay National Hispanic University University of San Francisco
Antelope Program	Antelope Valley Union High School District	Antelope Valley Community College	California State University, Bakersfield, Antelope Valley Campus
Azusa Program	Azusa Unified School District		California State University, Los Angeles

Bellflower Program	Bellflower Unified School District ABC Unified School District	Cerritos Community College	California State University, Long Beach
Chula Vista Program	Chula Vista Elementary School District	Southwestern Community College	San Diego State University
Clovis/Fresno Program	Clovis Unified School District Fresno Unified School District	Fresno City College Reedley College State Center Community College - Clovis and Madera	California State University, Fresno Fresno Pacific University
East Side Union High School Program	East Side Union High School District		National Hispanic University
Enterprise/Shasta Program	Shasta County Office of Education Anderson Union High School District Cascade Elementary School District Columbia School District Enterprise Elementary School District Gateway Unified School District Grant School District North Cow Creek Elementary School District Redding School District Igo, Ono, Platina Elementary School District Shasta Union Elementary School District Whitmore Elementary School District		
Fresno County Program	Fresno County Office of Education	Fresno City College Reedley Community College State Center Community College - Clovis and Madera Centers	California State University, Fresno Fresno Pacific University
Glendale Program	Glendale Unified School District	Glendale Community College	California State University, Los Angeles California State University, Northridge
Hayward Program	Hayward Unified School District	Chabot Community College	California State University, East Bay
Imperial County Program	Imperial County Office of Education Brawley Elementary School District Brawley Union High School District Calexico Unified School District Calipatria Unified School District Central Union High School District El Centro Elementary School District Holtville Unified School District San Pasqual Valley Unified School District Seeley Union School District	Imperial Valley College	San Diego State University, Imperial Valley Campus

Kern County Program	Kern County Superintendent of Schools Arvin School District Bakersfield City School District Delano Elementary School District Delano High School District Edison School District Elk Hills Elementary School District Fruitvale School District General Shafter Elementary School District Kernville School District Lamont School District Mojave Unified School District Muroc Unified School District Pond School District Sierra Sands School District South Fork School District Taft City School District Tehachapi Unified School District	Bakersfield Community College Cerro Coso Community College West Kern Community College	California State University, Bakersfield Fresno Pacific University
Kings County Program Kings County Program (continued)	Kings County Office of Education Armona Union Elementary School District Central Union Elementary School District Corcoran Joint Unified School District Hanford Elementary School District Hanford Joint Union High School District Island Union Elementary School District Kit Carson Union School District Lemoore Elementary School District Lemoore Union High School District Pioneer School District Reef-Sunset Union School District	West Hills Community College College of Sequoias	California State University, Fresno Fresno Pacific College Chapman University National University
Lennox Program	Lennox School District	El Camino Community College West Los Angeles Community College	California State University, Dominguez Hills California State University, Long Beach California State University, Los Angeles Loyola Marymount University
Lodi Program	Lodi Unified School District	San Joaquin Delta Community College	California State University, Stanislaus/Stockton
Los Angeles Program * Now divided into Districts A through K	Los Angeles Unified School District	East Los Angeles College Los Angeles City College Los Angeles Southwest College Los Angeles Mission College Los Angeles Valley College Pasadena Community College Santa Monica Community College Pierce Community College West Los Angeles College	California State University, Los Angeles California State University, Dominguez Hills California State University, Dominguez Hills California State University, Northridge University of California, Los Angeles

Los Angeles County Program	Los Angeles County Office of Education		California State University, Dominguez Hills California State University, Long Beach California State University, Los Angeles California State University, Northridge California State Polytechnic University, Pomona Azusa Pacific University Point Loma Nazarene University
Merced Area Consortium	Merced City School District Atwater Elementary School District Delhi Unified School District Dos Palos-Oro Loma School District Hilmar Unified School District LeGrand Elementary School District Livingston Union School District Merced County Office of Education Planada Elementary School District Winton Elementary School District	Merced Community College	California State University, Stanislaus
Merced County Program	Merced County Office of Education Atwater Elementary School District Delhi Unified School District Dos Palos-Oro Loma Joint Unified School District El Nido Elementary School District Hilmar Unified School District Le Grand Elementary School District Livingston Union School District Los Banos Unified School District McSwain Union Elementary School District Merced City School District Merced River Union Elementary School District Merced Union High School District Planada Elementary School District Winton Elementary School District	Merced Community College	California State University, Fresno California State University, Stanislaus University of California, Merced
Monterey County Program	Monterey County Office of Education Alisal Unified School District Gonzalez Unified School District Greenfield Union School District King City High School District Monterey Peninsula Unified School District North Monterey County Unified School District Salinas City Elementary School District Salinas Unified High School District San Ardo Union School District San Lucas Union School District Soledad Unified School District	Cabrillo College Hartnell Community College Monterey Peninsula College	California State University, Monterey Bay CalStateTEACH Chapman University
Napa Program	Napa Valley Unified School District	Napa Valley Community College	Pacific Union College Chapman University Sonoma State University
Oceanside Program	Oceanside Unified School District	Mira Costa Community College	CSU San Marcos

Ontario-Montclair Program	Ontario-Montclair School District	Chaffey Community College Mt. San Antonio Community College	Cal State Polytechnic University, Pomona Azusa Pacific University University of Redlands
Orange County Program	Orange County Department of Education Brea Olinda Unified School District Capistrano Unified School District Cypress School District Magnolia School District Newport Mesa Unified School District Orange Unified School District Saddleback Valley Unified School District Santa Ana Unified School District	Cypress Community College Irvine Valley Community College Santa Ana Community College Saddleback Community College	California State University, Fullerton California State University, Irvine
Palmdale Program	Palmdale School District	Antelope Valley Community College	California State University, Bakersfield
Riverside County Program	Riverside County Office of Education	College of the Desert Riverside Community College	California State University, San Bernardino
Riverside Unified Program	Riverside Unified School District		California State University, San Bernardino
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University University of San Francisco
San Joaquin Program	San Joaquin County Office of Education Banta Elementary School District Calaveras County Office of Education Ceres Unified School District Elverta School District Escalon Unified School District Jefferson Elementary School District Lincoln Unified School District Linden Unified School District Lodi Unified School District Manteca Unified School District New Jerusalem School District North Sacramento School District Oak View School District Oakley Union School District Paradise Unified School District Placer County Office of Education Plumas Elementary School District Rio Linda Unified School District Sacramento City Unified School District Stanislaus Union School District Stockton Unified School District Tracy Unified School District Turlock Unified School District Yuba County Office of Education	American River College Cosumnes River College Folsom Lake College Sacramento City college Modesto Junior College San Joaquin Delta College Yuba College	California State University, Chico California State University, Sacramento California State University, Stanislaus Chapman University National University University of the Pacific
San Jose Program	San Jose Unified School District	San Jose Community College	San Jose State University
Santa Clara County Program	Santa Clara County Office of Education Milpitas Unified School District Oak Grove School District	None	National Hispanic University

Sonoma County Program	Sonoma County Office of Education Del Norte County Office of Education Humboldt County Office of Education Lake County Office of Education Mendocino County Office of Education Nevada County Office of Education Alexander Valley Unified School District Arcata School District Arena Union Elementary School District Dunham School District Ferndale Unified School District Fieldbrook School District Forestville Union School District Fort Bragg Unified School District Fortuna Union Elementary School District Fortuna Union High School District Freshwater School District Garfield School District Healdsburg Unified School District Horicon Elementary School District Klamath-Trinity Joint Unified School District Lakeport Unified School District Loleta Union Elementary School District Mattole Unified School District McKinleyville Union School District Mendocino Unified School District Middletown Unified School District Monte Rio Unified School District Northern Humboldt Union High School District Novato Unified School District Oak Grove Union School District Petaluma School District Piner-Olivet Union School District Point Arena Joint Union High School District Potter Valley School District Rohnerville School District Round Valley Unified School District Santa Rosa City Schools Southern Humboldt Unified School District Ukiah Unified School District Upper Lake Union Elementary Waugh School District West Side Union High School District West Sonoma County Union High School District Willits Unified School District Wilmar Union School District Windsor Unified School District	College of the Redwoods Mendocino Community College Santa Rosa Junior College	Humboldt State University Sonoma State University Dominican University of California University of San Francisco
Stockton Program	Stockton Unified School District	San Joaquin Delta Community College	California State University, Stanislaus
Sweetwater Program	Sweetwater Union High School District	Southwestern Community College	San Diego State University
West Contra Costa Program	West Contra Costa Unified School District	Contra Costa Community College	California State University, East Bay

Ventura County Program	Ventura County Schools Santa Barbara County Office of Education Briggs Elementary Conejo Valley Unified School District Fillmore Unified School District Golden Valley Charter School Hueneme Elementary School District Las Virgines Unified Mesa Union School District Moorpark Unified School District Mupu Elementary School District Oak Park Unified Ocean View Elementary School District Ojai Unified School District Oxnard Elementary School District Oxnard Union High School District Pleasant Valley Elementary School District Rio Elementary School District Santa Clara Elementary Santa Paula Union High Simi Valley Unified School District Somis Union School District Ventura Unified Vista Real Charter School	Alan Hancock College Cuesta Community College Community College Moorpark Community College Santa Barbara City College Ventura Community College District	California State University, Los Angeles California State University, Northridge California State University, Channel Islands Campus Azusa Pacific University California Lutheran University Chapman University National University University of California, Santa Barbara University of LaVerne
<b>TOTAL:</b> <b>37</b>	<b>247</b>	<b>57</b>	<b>42</b>