

---

# 3D

## Action

### *Professional Services Committee*

## Update on Funded Teacher Development Programs

---

**Executive Summary:** Staff will present the 2008-09 report on the Paraprofessional Teacher Training Program and the Alternative Pathway to Certification (Intern) Program.

**Recommended Action:** Staff requests approval of the Paraprofessional Training Program Report for transmittal to the Legislature. The Intern section of this agenda item is for information only.

**Presenters:** Marilyn Fairgood, and Catherine Creegan, Consultants, and Nadine Noelting, Administrator, Professional Services Division

**Strategic Plan Goal: 1**

**Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

December 2009



---

---

# Update on Funded Teacher Development Programs

---

---

## **Introduction**

The Commission on Teacher Credentialing (Commission) has a vital role in assuring that California's K-12 students have qualified teachers who can effectively assist students in meeting the K-12 student academic content standards. One of the ways the Commission carries out this role is to oversee several teacher development programs whose overall goal is to assure quality preservice preparation that will initially prepare a candidate for success as a beginning teacher. In the past these programs have had stable per participant funding. However, in the current budget year, Local Education Agencies (LEAs) were given flexibility in how they fund the programs.

This agenda item will present two separate reports: one report on The Paraprofessional Teacher Training Program (PTTP) which requires approval for transmittal to the Legislature (Attachment 1) and a report on the Alternative Pathway to Certification (Intern) Program for 2008-09 (Attachment 2).

## **Background**

Both the Paraprofessional Teacher Training Program and the District and University Internship Program are integral parts of professional development, and of guided/mentored teaching experiences for an individual who wants to start a career as a credentialed teacher in California public schools. A brief description of each program and its role within the career continuum follows.

- ***The Paraprofessional Teacher Training Program***

This program offers public school paraprofessionals (including teacher aides, teacher assistants, and others) the opportunity to complete their undergraduate education and enter a teacher preparation program upon earning a bachelor's degree. State funding of \$3,500 per year previously was provided for each program participant. However, as part of the revised 2008-09 budget, the Governor and the Legislature changed how funds for General Fund Proposition 98 programs were allocated for the program. The allocation is no longer a per participant allocation, but rather part of a block grant in which the LEA has flexibility in how funds are used. Participants use these funds typically for tuition, fees, books and related educational expenses. Participants completing the program must teach in a public school setting for the same number of years as they received support in the program or they must pay back the funds used. Many participants choose to enter the Intern program after completing the bachelor's degree in order to complete their teacher preparation and earn a preliminary California teaching credential. The Paraprofessional Teacher Training Program has been operating since 1995.

- ***The Alternative Pathway to Certification (Intern) Program***

This program represents one of the Commission's alternative pathways to certification for teacher candidates. Through 2007-08, state funding of \$2,500 per participant was provided to

sponsors of qualified programs, and an additional \$1,000 was given for “enhanced” programs that met certain program standards (i.e., for programs offering an additional 40 hours of English Learner preservice training plus an additional 40 hours of site-based support, and for programs which did not concentrate interns in the lower decile schools). As with the Paraprofessional Program, the Governor and the Legislature changed how funds for General Fund Proposition 98 programs were allocated in 2008-2009. The allocation is no longer a per participant allocation, but rather part of a block grant with local flexibility.

Candidates must demonstrate subject matter competence for a specific credential prior to participation in a Commission-approved District or University Internship program, and must complete at least 120 hours of preservice preparation before they are issued an intern credential. Holding a valid internship credential and enrollment in the Internship program qualifies candidates to begin classroom teaching as the “teacher of record.” These candidates meet the NCLB requirements for “highly qualified teachers.” Approved internship programs provide both a preservice component and onsite support and mentoring to assist these candidates as they work in the classroom.

Table 1 provides an overview of the number of participants and the funding status for each of the programs from 1995 to 2008, while Table 2 provides an overview of the program legislation and participation.

**Table 1  
Participants and Funding for Funded Projects 1995-2008**

	Paraprofessional		Intern	
	Number of Participants	Total Funding (millions)*	Number of Participants	Total Funding (millions)*
1995-1996	566	\$1.478	1,471	\$2.0
1996-1997	569	\$1.478	1,888	\$2.0
1997-1998	573	\$1.478	3,706	\$4.5
1998-1999	580	\$1.478	4,340	\$6.5
1999-2000	522	\$11.478	4,827	\$11.0
2000-2001	2,268	\$11.478	5,649	\$21.5
2001-2002	2,268	\$11.478	7,236	\$31.8
2002-2003	2,056	\$6.583	7,505	\$19.1
2003-2004	1,876	\$6.583	8,880	\$18.8
2004-2005	1,618	\$6.583	8,341	\$24.9
2005-2006	1,699	\$6.583	7,309	\$24.9
2006-2007	1,775	\$7.800	8,171	\$31.7**
2007-2008	1,726	\$7.161	8,063	\$32.7**
2008-2009	1,705	\$5.213	7,962	\$22.4

\* Funding authority per the state budget

\*\*Includes monies for enhanced participants added by SB 1209 (Chap. 517, Stats. 2006).

**Table 2  
Overview of Funded Projects 2008-2009**

	<b>Paraprofessional</b>	<b>Intern</b>
Authorizing Legislation	SB 1636 (Roberti) Statutes of 1990	AB 1161 (Quackenbush) Statutes of 1993
Authorizing Statute	44390-44393	44380-44386
Number of Years in Operation	13	15
Number of Projects	37	68 (includes 8 District Intern Programs)
Number of Participants	1,726	7,962
Number of District Partners	247	614
Number of University Partners	42	53
Amount of Funding Per Participant 2008-2009	Variable – became Tier III program with funding flexibility. Previously Funding was \$3,500 per participant	Variable – became Tier III program with funding flexibility. Previously funding was \$2,500 (regular) or \$3,500 (enhanced) per participant depending on the program provided.
Program Goals/Target Participants	<ul style="list-style-type: none"> <li>• Create local career ladders to enable school paraprofessionals to become certificated classroom teachers.</li> <li>• Respond to teacher shortages and improve instructional services to paraprofessionals.</li> <li>• Diversify the teaching profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet shortage needs of districts.</li> <li>• Attract non-traditional students, including career changers.</li> <li>• Provide a teacher preparation option that blends theory with practice and offers cohort, district and program support.</li> </ul>

## Attachment 1



# California School Paraprofessional Teacher Training Program

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

December 2009

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 2009

This report, like other publications of the Commission on Teacher Credentialing, is not copyrighted. It may be reproduced in the public interest, but proper attribution is requested.

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95814  
(916) 445-7254  
(916) 445-7256  
(888) 921-2682 (toll free)

This report is available at  
<http://www.ctc.ca.gov>

## Commission on Teacher Credentialing



1900 Capitol Avenue  
Sacramento, CA 95811

(916) 445-0184

Dale Janssen  
Executive Director

Blackburn, Constance	Teacher Representative	2012
Calderon, Josie	Public Representative	2009
Cheung, Caleb	Teacher Representative	2009
Dean, Steven	Teacher Representative	2011
Evans, Marlon	Public Representative	2012
Gahagan, Charles	Teacher Representative	2012
Gaston, Margaret	Public Representative	2009
Littman, Leslie	Designee, Superintendent of Public Instruction	Ongoing
McInerney, Carolyn	School Board Member	2012
Oropeza-Enriquez, Irene	Administrative Services Representative	2011
Pearson, P. David	Faculty Member	2009
Sun, Ting	Public Representative	2011
Vacant	Non-Administrative Services Credential Representative	
Vacant	Teacher Representative	
Vacant	Teacher Representative	
<b>Ex-Officio Members</b>		
Martin, Shane	Association of Independent California Colleges and Universities	
Perry, Janis	California Postsecondary Education Commission	
Sloan, Tine	University of California	
Young, Beverly	California State University	

**California School Paraprofessional Teacher Training Program**  
*An Annual Report to the Legislature*

**Table of Contents**

I.	Program Purpose and Rationale for this Report .....	1
II.	Program Funding History .....	1
III.	Program Outcomes.....	2
IV.	Program Policy Issues.....	3
	A. Budgetary Concerns.....	3
	B. Classified and Certificated Personnel Layoffs.....	4
	C. Effects of Public Education Policy .....	5
	D. Reimbursement Requirement.....	6
V.	Program Description .....	6
	A. Number, Ethnicity and Economic Status of Paraprofessionals Recruited.....	7
	B. Economic Status of Participants .....	8
	C. Program Funding Levels.....	9
	D. Academic Progress of Participating School Paraprofessionals .....	11
	E. Meeting the Demand for Bilingual and Special Education Teachers.....	11
	F. Numbers of Program Graduates and Service.....	11
VI.	Degree to Which the Paraprofessional Teacher Training Program Can Meet Teacher Demand .....	12

**Appendix**

Appendix A:	Local Education Agency, California Community College and California Four-Year College and University Program Partnerships.....	14
-------------	---	----

## **Section 1: The Paraprofessional Teacher Training Program**

### **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 teacher 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. 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 A). 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 A).

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 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 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.

The PTTP began the 2008-2009 fiscal year with a statewide program allocation of \$5.213 million. As part of the 2008-2009 mid-year budget negotiations, the Governor and Legislature changed how funds for Proposition 98 programs are allocated. Senate Bill X3 4, Chapter 12, Statutes of 2009, identified the PTTP as a Tier III program and the total program allocation was reduced. The Tier III status provides a school district or county office of education the flexibility to reallocate funds intended to be used in support of paraprofessionals for other educational purposes. Local education agencies (LEA) that use the flexibility provision must hold a local public hearing prior to reallocation of funds. If PTTP funds are reallocated, the LEA is deemed to be in compliance with program and funding requirements contained in statute, regulatory and provisional language. The PTTP is scheduled to receive funding as a Tier III program through fiscal year 2012-2013 and will receive an annual allocation reduction each year the program is funded.

The statewide PTTP served 1,705 participants during 2008-2009 within 36 local school district/college and university partnerships. A complete list of program sponsors and partner colleges and universities can be found in Appendix B.

### **III. Program Outcomes**

As of summer 2009, 1,851 graduates of the California School Paraprofessional Teacher Training Program have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 159 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (127 participants), or serving on an emergency or provisional permit (32 participants).

Of the 1,705 PTTP participants, 358 are enrolled at the community college level; 713 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 634 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 continue to represent a range of cultural and linguistic minority groups (including 781 Latino/Hispanic, 170 African-American, and 25 Southeast Asian participants, among others). Sixty-eight percent of program participants are minority group members. Fifty percent (851) are fluent in another language. Approximately 29% of participants responding to the question identified their household annual income range as being

either (a) under \$10,000 (136), or (b) between \$10,000 and \$20,000 (366). Forty-one percent indicated they are heads of households and 36% pay all or part of their own medical insurance coverage. Seven hundred twenty-four participants (47%) also indicated that they are the first in their family to attend college.

During 2008-2009, program participants and fully credentialed graduates of the PTTP continue to advance their professional careers and succeed in the field of education. One graduate of the first Clovis/Fresno PTTP (est. 1995) was named Administrator of the Year during the October, 2009 Fresno County Educator of the Year Awards. A graduate of the Los Angeles Unified School District (LAUSD) original program was appointed as assistant principal during 2008-2009. Other PTTP graduates currently 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 Concerns**

Education Code Section 44393 mandates that each participant shall receive no more than \$3,500 in annual financial assistance through the grant. Costs that exceed the annual \$3,500 expenditure cap must be paid by the participant. While the per capita remains in statute, funding changes that went into effect as a result of 2008-2009 mid-year budget negotiations allow program sponsors to financially support program participants at any dollar level. Program sponsors may choose to reallocate all PTTP funds but continue to support participants. This will result in no negative impact for the local program. Program sponsors may also choose to reallocate funds, use some funds to support participants and reallocate the remaining funds for another purpose, or dedicate all reallocated PTTP funds to support other education efforts.

Increases in undergraduate student fees at all three public systems of higher education in California continue to have a direct impact on participants and local program budgets, resulting in budget shortfalls to provide required services to participants. In 2008-2009, the average annual undergraduate student fees were \$8,058 for the University of California, \$3,849 for the California State University, and \$20 per unit for the California Community Colleges. Currently, 79% (1,347) of the 1,705 participants are enrolled in four-year institutions. Participants enrolled in teacher preparation programs and those attending private institutions typically pay significantly higher fees and higher out-of-pocket costs.

To address participant funding shortfalls, program sponsors urge participants to take advantage of available grants, scholarships and loans. 2008-2009 program sponsors that continue to support their participants fund them at a reduced level to ensure that all participants will receive some fiscal program support. One program sponsor reported that participants received loans to cover out-of-pocket costs that ranged from \$6,000 for those attending public institutions to as much as \$15,000 for participants who attend a private university. Additionally, program sponsors regularly use other sources of funding in support of the PTTP, including other grants and surplus funds, to relieve fiscal cost pressures. It is unknown if federal stimulus dollars received by the LEAs were used in support of PTTP participants. Commission staff will investigate how federal stimulus dollars were used during the fiscal year 2008-2009 and report findings in the 2009 legislative report.

## **B. Classified and Certificated Personnel Layoffs**

In 2004, program sponsors began to express concern about classified and certificated personnel layoffs. Since that time Commission staff has carefully monitored the employment of PTTP participants and graduates. Layoffs of both classified and certificated employees became an even greater concern in 2008-2009. Six program sponsors reported that 19 PTTP participants were released from employment during the year.

Each PTTP Report to the Legislature has cited certificated employee layoffs as a program challenge since 2005. Also reported are the effects of Class Size Reduction (CSR) legislation and its implementation, the resulting oversupply of elementary teachers and other circumstances that affect the PTTP. Another challenge is that local education agencies continue to face diminishing numbers of student enrollees, resulting in a reduction of certificated staff. This further increases the oversupply of multiple subject credentialed teachers in certain areas of the state.

Because employers must rehire fully-credentialed, experienced teachers prior to making a contract offer to a newly credentialed teacher, recent program graduates can no longer look forward to and easily obtain immediate employment within their communities. This results 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.

Declining student enrollment and the surplus of fully-qualified credential holders also adversely impact the need for internship credential candidates. Entering an internship program following 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. When an internship option is not available in a school district or county office of education local program directors search for partner or neighboring districts through which their paraprofessionals may complete their teacher preparation program.

During 2008-2009 nine program sponsors reported that they could not place 24 prospective interns within their LEA. Of the 24 candidates, 5 are seeking multiple subject certification, 3 single subject certification and 16 are identified as education specialists. Of the 24 interns, four (17%) have been accommodated in a neighboring LEA. The others are pending interviews. If no internship position is available, the remaining 20 paraprofessionals may 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.

To continue to meet local employer needs and remain an effective teacher development program, PTTP sponsors have redesigned their local projects to place a focus on recruitment of paraprofessionals seeking science, mathematics and special education certification. Program sponsors also report that local program administrative staff continues to work with their human resource divisions to not only secure employment for PTTP participants but for program graduates as well.

### **C. Effects of Public Education Policy**

The PTTP is a multi-year program that requires multi-year commitments from participants, program sponsors and the State of California. Many program participants cannot afford to personally finance their educations and rely on the financial support received through the PTTP to partially finance their education. Pursuant to Senate Bill X3 4, the PTTP is now a Tier III funded program. Funds disbursed in support of participants for the fiscal years 2009-2010 though 2012-2013 will receive an annual allocation reduction, are flexible and LEAs have the authority to reallocate the funds for other purposes. These circumstances have led to program sponsor and participant concerns about future funding and whether participants will be able to complete degree and certification requirements.

Of the 36 programs, 7 reported that some or all of their funds were reallocated during 2008-2009. One program (Bellflower) reported that reallocated funds were used to support their participants and there was no negative impact to their program. A second program (Merced Area Consortium) reported that funds were reallocated but all participant costs were covered. The other programs reported that funds were redirected to support the LEA's general fund and professional development activities. Reallocated funds reported in 2008-2009 total \$158,572. It is anticipated that PTTP funds reallocated in 2009-2010 will exceed \$158,572 and that the number of program participants will decrease over the next several years so that programs can continue to meet participant costs.

Participants preparing to enter an internship credential program or complete traditional student teaching are typically at the post-baccalaureate degree level with college and university fees charged accordingly. Reallocation of PTTP funds that results in the termination of local program funding for these participants will have a negative effect. In these cases, the participant may be faced with the decision to either postpone program advancement or terminate their participation in the PTTP. The loss of participants at such an advanced level of academic training may also result in the loss of funds invested by the State of California and the loss of future California public school teachers.

A notable program success is the effective collaboration between school districts and postsecondary institutions. Some of these relationships have been established since 1995 and the trust that has been cultivated between program partners allows postsecondary institutions to enroll PTTP participants each school term without concern about tuition payment. The 2008-2009 mid-year funding reduction resulted in one program sponsor's shortfall of \$67,871. These were funds obligated as payment to a CSU to cover participant tuition costs. The program sponsor was able to fill the budget shortfall because their LEA provided the needed funds. A second program sponsor reported a mid-year shortage of \$41,658. That program sponsor reported that their LEA also provided the additional required funds.

The program sponsors referenced above are large LEAs that administer a number of programs that generate funds. Currently, these LEAs can fill their budget shortfalls. However, many of the LEAs participating in the PTTP are small and will not have additional resources that allow them to fill shortfalls. It is anticipated that additional local budget shortfalls in excess of the \$109,529 reported in 2008-2009 will be reported in 2010-2011.

If the shortfalls cannot be filled by the LEA participants may not be able to complete coursework, further delaying their academic progress. Local budget shortfalls coupled with the

scheduled annual program reductions may stress program sponsors' relationships with partner IHEs. If program sponsors cannot meet their obligation to pay participant tuition and other institutional fees, IHEs may have to begin to reconsider how or if they will be able to support continuing participants.

#### **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 1,851 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 36 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 2008-09, the PTTP enrolled 1,705 paraprofessionals. Sixty-eight percent of program participants responding to the question are minority group members. One thousand six hundred ninety-seven participants responded to the question asking if they are fluent in a second language. Of those, 50% stated that they are fluent in a second language. As described in this report, and as Table 1 shows, the PTTP serves a culturally and linguistic diverse group.

**Table 1**  
**Current Participants by Ethnicity**  
**Program Year 2008-09**  
**(Data Source: 2008-2009 Participant Consent Forms)**

<b>Ethnicity</b>	<b>Numbers</b>	<b>Percentage</b>
African American	170	10%
Asian American/Asian Indian	51	3%
Caucasian	508	30%
Latino/Hispanic	781	45.8%
Native American/American Indian	9	.5%
Pacific Islander/Filipino	25	1.4%
Southeast Asian	25	1.4%
Other	62	3.6%
Declined to State	74	4.3%
<b>Total</b>	<b>1,705</b>	<b>100%</b>

**B. Economic Status of Participants**

Of the 1,703 participants responding to this question in the annual participant data collection, 29% identified their household annual income range as being either (a) under \$10,000 (136), or (b) between \$10,000 and \$20,000 (366). 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: 2008-2009 Participant Consent Forms)**

<b>36 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>	<b>1,705</b>	<b>136</b>	<b>366</b>	<b>591</b>	<b>610</b>	<b>1,703</b>

One thousand seven-hundred three (1,703) participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 41% indicated they are heads of households and 36% pay all or part of their own medical insurance coverage. Participants were also asked if they are first-generation college students. Of the 1,554 participants who responded to this question, 724 (47%) 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 PTTTP program site for the 12-month period from July, 2008 through June, 2009. As a result of the 2008-2009 mid-year budget negotiations, program funding was reduced and LEA’s were granted the authority to re-direct program funds. The actual annual cost per participant and the distribution of program resources per participant vary, depending on many factors, including 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) and the numbers of participants who complete the program and exit during the year. Each program lists the number of participants served and the 2008-2009 allocation. Programs that include an asterisk (\*) re-directed 2008-2009 funds. Funds disbursed to these programs were not expended exclusively for participants and the allocation may not accurately reflect the actual dollar amount expended in support of participants. It should be noted that the Lodi and Stockton programs ended their program participation in 2008-2009 due to a local staffing shortage. Continuing participants of these programs will be supported by the San Joaquin County program. Although advance notice was provided and follow-up requests made, three programs, Hayward Unified School District, Lennox School District and Ontario-Montclair School District, failed to submit the required reports.

**Table 3**  
**Paraprofessional Teacher Training State Funding Allocations**  
**(Data Source: 2008-09 Expenditure Reports)**

<b>Paraprofessional Program Sites</b>	<b>Grant Awards: FY 08-09</b>	<b>Total Numbers of Participants</b>
Alameda County Office of Education	\$511,000	138
Antelope Valley Union	\$80,500	27
Azusa Unified School District	\$45,500	8
ABC/Bellflower Unified School District	\$24,500*	5
Chula Vista Unified School District	\$17,500	5
Clovis/Fresno Consortium	\$308,000*	105
East Side Union High School District	\$31,500	9
Enterprise/Shasta Consortium	\$73,500*	26
Fresno County Office of Education	\$283,500	90
Glendale Unified School District	\$17,500	3
Hayward Unified School District	\$49,000	6
Imperial County Office of Education	\$199,500	57
Kern County Superintendent of Schools	\$402,500	118
Kings County Office of Education	\$98,000	27
Lennox Unified School District	\$87,500	20
Lodi Unified School District	\$17,500	5
Los Angeles County Office of Education	\$59,500*	23
Los Angeles Unified School District	\$955,500	258

<b>Paraprofessional Program Sites</b>	<b>Grant Awards: FY 08-09</b>	<b>Total Numbers of Participants</b>
Merced Area Consortium	\$245,000*	55
Merced County Office of Education	\$189,000*	60
Monterey County Office of Education	\$185,500	44
Napa Valley Unified School District	\$10,500	4
Oceanside Unified School District	\$21,000	4
Ontario-Montclair Unified School District	\$28,000	4
Orange County Office of Education	\$441,000	114
Palmdale Unified School District	\$77,000	18
Riverside County Office of Education	\$80,500	20
Riverside Unified School District	\$31,500*	22
San Francisco Unified School District	\$231,000	62
San Joaquin County Office of Education	\$406,000	129
San Jose Unified School District	\$21,000	4
Santa Clara County Office of Education	\$80,500	28
Sonoma County Consortium	\$175,000	50
Stockton Unified School District	\$31,500	7
Sweetwater High School District	\$17,500	2
Tri-County Paraprofessional Program	\$58,024	19
Ventura County Office of Education	\$378,000	108
West Contra Costa Unified School Dist	\$126,500	21
<b>Paraprofessional Programs Totals</b>	<b>\$5,213,000</b>	<b>1,705</b>

Program sponsors report costs of more than \$6,000 per school year for undergraduates attending a public four-year institution. Programs reported that 50% of grant funds disbursed (\$2,590,979) were expended for tuition, books, and other college/university fees. All program sponsors (including collaborating colleges and universities) provide in-kind support to participants in addition to the state funding allocations. Program sponsors provided \$1,960,404 of in-kind support for paraprofessionals participating in the PTP. 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 PTPP program currently serves 1,705 paraprofessional participants who have not yet completed the program and earned a California preliminary teaching credential. Table 4 reflects the academic progress of current participants. A complete list of the participating districts and universities can be found in Appendix A.

**Table 4**

**Academic Progress of Current PTPP Participants  
(Data Source: 2008-09 Annual Reports and Participant Consent Forms)**

<b>36 Paraprofessional Programs</b>	<b>Total Number of Participants</b>	<b>Enrolled in Community College</b>	<b>Enrolled in BA Program</b>	<b>Enrolled in Teacher Preparation Program</b>
<b>TOTALS</b>	<b>1,705</b>	<b>358</b>	<b>713</b>	<b>634</b>

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

Table 5 below shows the degree to which the current PTPP participants are preparing to earn bilingual or special education certification. A grand total of 905 (53%) 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. Due to current market trends, the demand for special education trained teachers remains high and most programs have placed a focus on recruitment and training of paraprofessionals seeking Education Specialist teaching authorizations.

**Table 5**

**Certification Goals of Current PTPP Participants  
(Data Source: 2008-09 Annual Reports and Participant Consent Forms)**

<b>36 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>1,705</b>	<b>382</b>	<b>523</b>	<b>1,182</b>

**F. Numbers of Program Graduates and Service in Public Schools**

As of summer 2009, 1,851 graduates of the School Paraprofessional Teacher Training Program have successfully completed the program by earning a California preliminary teaching credential. An additional 159 current program participants are presently serving as a teacher of

record in K-12 public schools while completing a District or University Intern program (127 participants), or serving on an emergency or provisional permit (32 participants).

The PTTP is in its fourteenth 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. The frequency with which participants are required to move from their community to seek certificated employment has increased. The current employment crisis has also had an impact on program sponsors and there have been numerous changes in local program administration or the current administrator has additional LEAs responsibilities between which they must provide attention.

The 2008-2009 reports include partial data about program graduates and their employment in the public schools. The current widespread layoffs of certificated staff and their employment status in the public schools makes it unclear if data provided is for graduates over the life of the program, as one program sponsor indicated, or for 2008-2009 only. Therefore, these data are not reliable and need further investigation.

Senate Bill 1614 (Chapter 840, Statutes of 2006), requires the Commission to assign a Statewide Educator Identifier (SEID) to *each educator to whom it has issued a document*. In March 2008, the Commission began to implement the SEID project and as of the end of fiscal year 2008-2009, 85% of SEIDs had been disseminated to school district and county offices of education. It is anticipated that fully credentialed graduates of the PTTP and their continued employment within the public schools of the State of California will be monitored through the SEID system. Commission staff will also work with program sponsors to identify those program graduates who are employed in the California public schools.

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

The 1,705 PTTP participants in 2008-09 include 1,347 paraprofessionals (79%) who are enrolled in course work at a four-year college or university or in a credential program. These paraprofessionals currently meet the 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 358 participants (25%) of the program are completing course work at the community college level and have completed a local assessment demonstrating their ability to provide reading, writing and mathematics instruction. 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 PTTTP 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 the education of California's children. Taking these factors into consideration, continued full funding and operation of the PTTTP will positively impact teacher shortage areas during the 2009-2010 school year.

## Appendix A

### 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 36 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 246 school districts and/or county offices of education.

#### CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAMS 2008-2009

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

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
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
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 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

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
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	Merced Community College	California State University, Fresno California State University, Stanislaus University of California, Merced

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
Merced County Program (continued)	Winton Elementary School District		
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	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

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
San Joaquin Program (continued)	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		
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	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

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
Sonoma County Program (continued)	Wilmar Union School District Windsor Unified School District		
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>36</b>	<b>246</b>	<b>57</b>	<b>42</b>

# **Attachment 2**



## **Alternative Pathway to Certification (Intern) Program**

### **Program Report**

**2008-2009**

## **Commission on Teacher Credentialing**

Prepared by  
Catherine Creegan, Consultant  
Nadine Noelting, Administrator

**November 2009**

# Table of Contents

Background and Purpose.....	1
Description of Participants.....	1
Program Evaluation Surveys.....	3
Intern Completer Surveys .....	4
Support Provider Surveys .....	6
Employer Surveys.....	8
Retention.....	11
Policy Changes Related to Flexible Funding.....	11
Race to the Top.....	12
Current Accountability Processes.....	12
Program Growth and Looking to the Future.....	12
Appendix A: Districts Using Program Participants.....	15

## **The Alternative Pathway to Certification (Intern) Program**

### **Background and Purpose**

The Teacher Education Internship Act of 1967 established the university internship programs. In 1983, lawmakers enacted the Hughes-Hart Education Reform Act (Chap. 498, Stats. of 1983) authorizing districts to develop and implement district internship program. The Alternative Teacher Certification Act of 1993 established a local assistance program to provide state funding for teaching internship programs managed by the Commission. In 2007, SB 1209 (Chap. 517, Stats. 2006) established additional funding for “enhanced programs” which provided additional support to eligible participants.

The first purpose of internship programs is to expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, as well as those who bring valuable attributes and experiences into teaching. These groups include career changers, those underrepresented in the teaching workforce, those committed to teaching in high-need schools, teachers in content and credential shortage fields, and those who could not enter a traditional teacher preparation program because of economic, family or other reasons.

The second purpose of teaching internships is to enable K-12 schools to respond immediately to pressing staffing needs while providing professional preparation for interns that is as extensive and systematic as traditional programs, links education theory with classroom practice throughout each intern's preparation, and takes advantage of the experiences that interns bring with them.

Internships are designed to provide effective supervision and intensive support so each new intern's learning can be targeted to her/his needs, and so beginning teachers who are interns can extend, apply and refine in the classroom what they learn about teaching in the course of their initial preparation. The goal is to invest in these teachers so that they will have the skills to succeed and the commitment to stay in challenging and high-need classrooms.

### **Description of Participants**

A university or district internship is a fully paid position in a public school. The intern serves as teacher of record while simultaneously participating in a teacher preparation program. These programs may be one to three years long, and must meet the same or higher procedural and performance standards as other teacher preparation programs. Internships may be completed in any credential area. State funding is available for internships for Multiple Subject, Single Subject, and Education Specialist credentials.

Entry requirements for internships are the same as those for traditional teacher preparation programs. Interns must verify that they have at least a baccalaureate degree from a regionally accredited university, basic skills proficiency, subject matter competency, knowledge of the U.S. Constitution either by coursework or exam, and character identification. Candidates must have an offer of employment, be admitted to an internship credential program, and have completed preservice before they enter the classroom.

In 2008-09, 7,962 interns participated in 68 funded programs, including eight district intern programs. A total of 614 districts were partners in these programs in 55 of the 58 counties.

Eighty percent of the interns participated in university intern programs with the remainder in district intern programs. The length of the program varies with the institution and the type of credential being sought. Some credentials can be earned in one year, while others such as special education take up to three years, although the majority of the programs are two years long. The age of participants (Table 1) shows that the program meets the goals of providing an avenue for older participants to enter the teaching profession. Over half of the participants are over the age of 30. Although candidates who graduated from universities in other states can use the intern program to get a California credential, 6,374 participants came from California schools with 3,902 from the CSU system, 1,199 from the UC system, and 1,273 from private schools.

**Table 1**  
**Age of Intern Participants from 2003 to 2008**

	<b>20 to 30</b>	<b>31 to 40</b>	<b>41 to 50</b>	<b>51 to 60</b>	<b>60 Plus</b>	<b>Declined to State</b>
<b>2003-04</b>	46.2%	28.6%	16.1%	8.0%	1.0%	0%
<b>2004-05</b>	44.8%	27.1%	17.0%	8.5%	0.9%	1.6%
<b>2005-06</b>	47.5%	25.3%	15.6%	9.0%	1.0%	1.7%
<b>2006-07</b>	48.1%	26.2%	15.3%	8.0%	1.0%	1.5%
<b>2007-08</b>	48.6%	26.4%	15.1%	7.8%	1.0%	1.2%
<b>2008-09</b>	47.6%	27.4%	15.1%	7.5%	1.2%	1.0%

The law requires employers to only hire interns after a fully credentialed teacher cannot be found, making participation in the programs based on the employer’s current need. Participation in the multiple subject programs has decreased over the last five years, while single subject and special education credentials have increased (see Table 2).

**Table 2**  
**Types of Credentials**

	<b>Multiple Subject</b>		<b>Single Subject</b>		<b>Special Education</b>		<b>Total</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
<b>2002-03</b>	4,508	62.5	1,588	22.0	1,121	15.5	7,217
<b>2003-04</b>	3,882	43.4	2,591	28.8	2,485	27.8	8,942*
<b>2004-05</b>	2,578	30.4	2,817	33.2	3,094	36.4	8,489*
<b>2005-06</b>	1,593	21.8	2,697	36.9	3,011	41.2	7,309*
<b>2006-07</b>	1,753	20.8	3,028	36.0	3,634	43.2	8,415*
<b>2007-08</b>	1,698	20.2	2,955	35.1	3,755	44.7	8,408*
<b>2008-09</b>	1,369	17.2	2,869	35.1	3,993	50.2	8,231*

\*Interns may seek more than one type of credential.

Male candidates are well represented in the 2008-09 intern programs: 23.5% of the multiple subject candidates are male, while 47.5% of the single subject candidates and 29.4% of the special education candidates are male. Internships continue to provide an avenue for males to become teachers in elementary schools and in special education, while women are well represented in the secondary single subject programs. Although there are interns serving in all

thirteen single subject content areas, more than seventy percent are pursuing the core curriculum courses of Math, Science or English (see Table 3).

**Table 3**  
**Intern Single Subject Credential Content Areas 2003-2008**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
<b>English Language Arts</b>	847	796	756	797	797	690
<b>Math</b>	530	724	753	821	785	814
<b>Science</b>	553	570	497	547	552	567
<b>Social Science</b>	226	257	254	295	262	224
<b>Foreign Language</b>	133	145	190	194	162	162
<b>Physical Education</b>	120	140	175	228	219	216
<b>Music</b>	52	67	71	87	95	81
<b>Art</b>	45	45	59	63	58	49
<b>Business</b>	41	33	29	30	31	17
<b>Health Science</b>	23	21	58	50	48	28
<b>Home Economics</b>	10	12	9	12	14	4
<b>ITE</b>	7	4	6	14	15	11
<b>Agriculture</b>	4	3	4	12	10	6
<b>TOTAL</b>	<b>2,591</b>	<b>2,817</b>	<b>2,861</b>	<b>3,064</b>	<b>3,048</b>	<b>2,869</b>

Table 4 shows that Internships continue to bring those underrepresented in the teaching workforce into teaching. According to the California Basic Educational Data System (CBEDS) data, interns are ethnically more diverse than the existing teacher work force. The ethnic/racial distribution of intern programs has remained relatively constant over the past seven years.

**Table 4**  
**Ethnic Distribution of Interns 2002-2008**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
<b>White/Non Hispanic</b>	52.3%	50.3%	52.3%	54.8%	53.7%	50.7%	51%
<b>Hispanic</b>	28.4%	26.7%	24.6%	23.5%	21.8%	23.4%	23.9%
<b>African American</b>	7.3%	9.0%	9.9%	9.1%	8.1%	8.1%	8%
<b>Asian SE Asian</b>	5.7%	5.4%	6.3%	6.5%	6.3%	6.0%	6.2%
<b>Filipino/Pacific Islander</b>	1.3%	1.7%	2.0%	2.4%	2.6%	3.5%	4.1%
<b>Native American / Alaskan Native</b>	.9%	1.0%	.9%	1.2%	1.0%	1.2%	1.9%
<b>Multiple</b>	.4%	1.0%	1.0%	-	-	-	-
<b>Other</b>	3.5%	4.8%	3.8%	2.5%	2.9%	3.2%	1.9%
<b>Unknown/Decline to Submit</b>	(3.9)%	(4.6)%	(3.4)%	(6.2)%	(3.6)%	(3.9)%	(3%)

### Program Evaluation Surveys

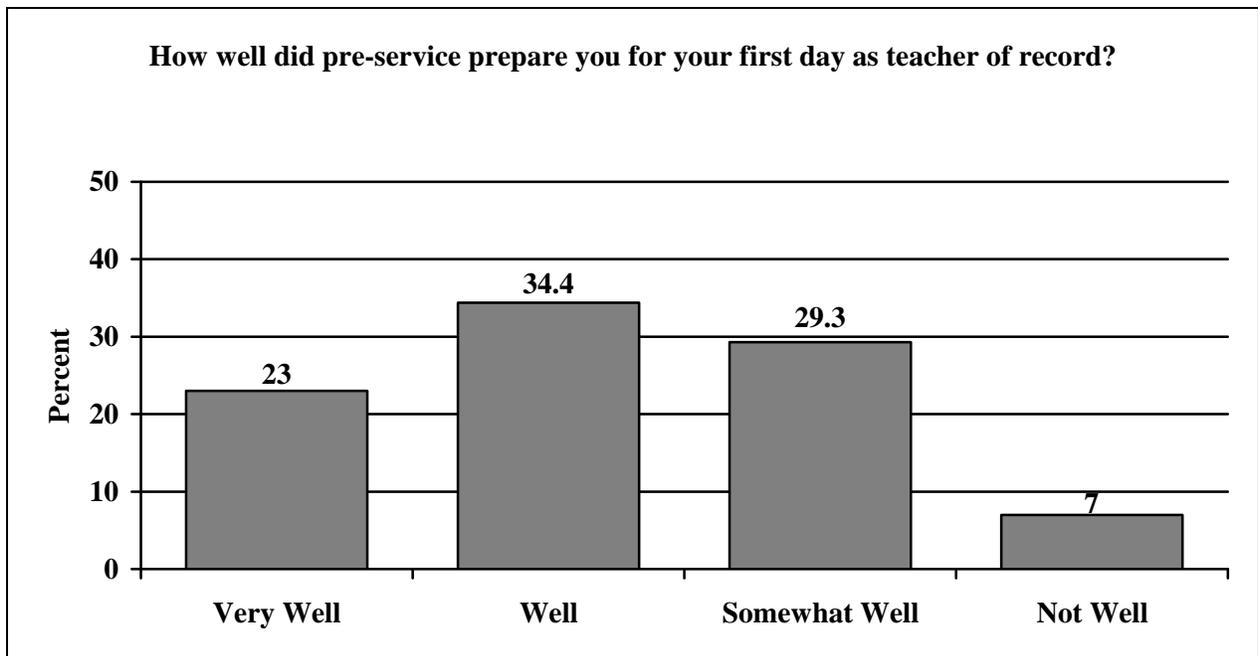
On an annual basis, those who complete Intern programs, their Support Providers, and their employers participate in surveys in which they reflect on and evaluate their experiences in the program. Each program then receives its own data and statewide data for comparison and to make data based adjustments to improve program quality. Thus, the surveys not only provide valuable information regarding the Intern program throughout the state, but they are also used at the individual program level to gauge how well each program is meeting its goals.

### Intern Completer Surveys

In the spring of 2009, a total of 2,619 interns who were completing an Intern teacher preparation program completed the annual survey regarding their experiences with their particular program.

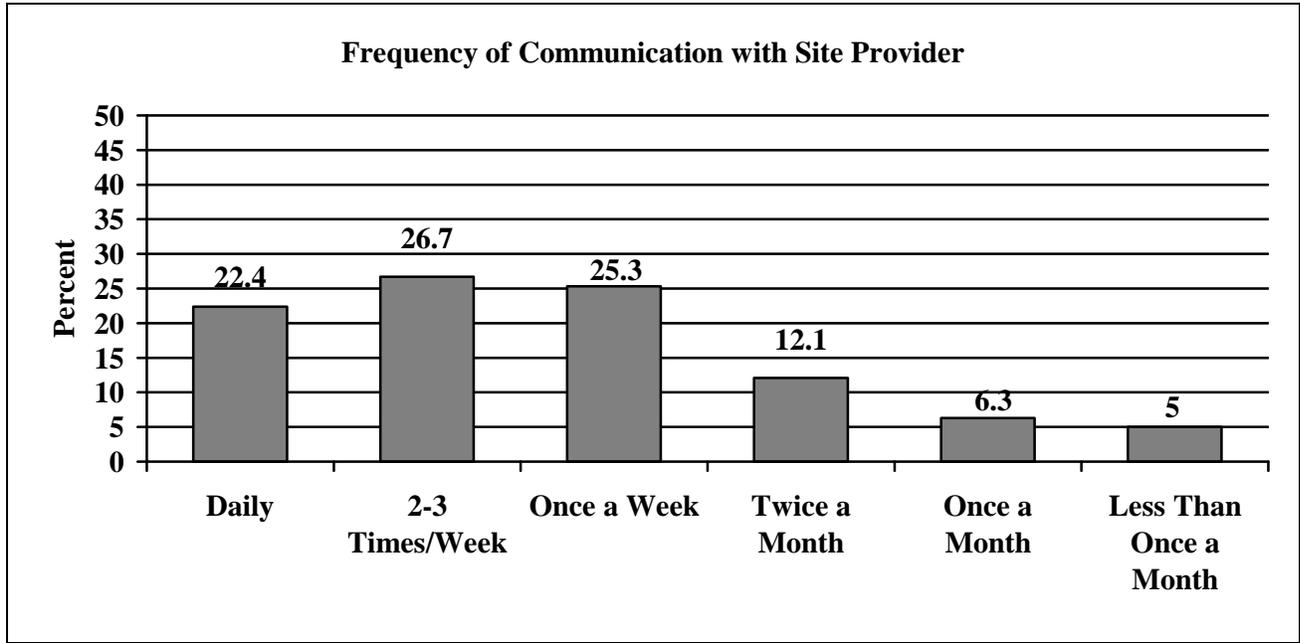
One of the first questions in the survey asks the interns how well they felt their preservice prepared them for their first day as teacher of record. As indicated in Figure 1, the majority (more than 55%) of those interns who completed the survey stated that their pre-service program prepared them well or very well to enter the classroom as teachers of record.

**Figure 1**



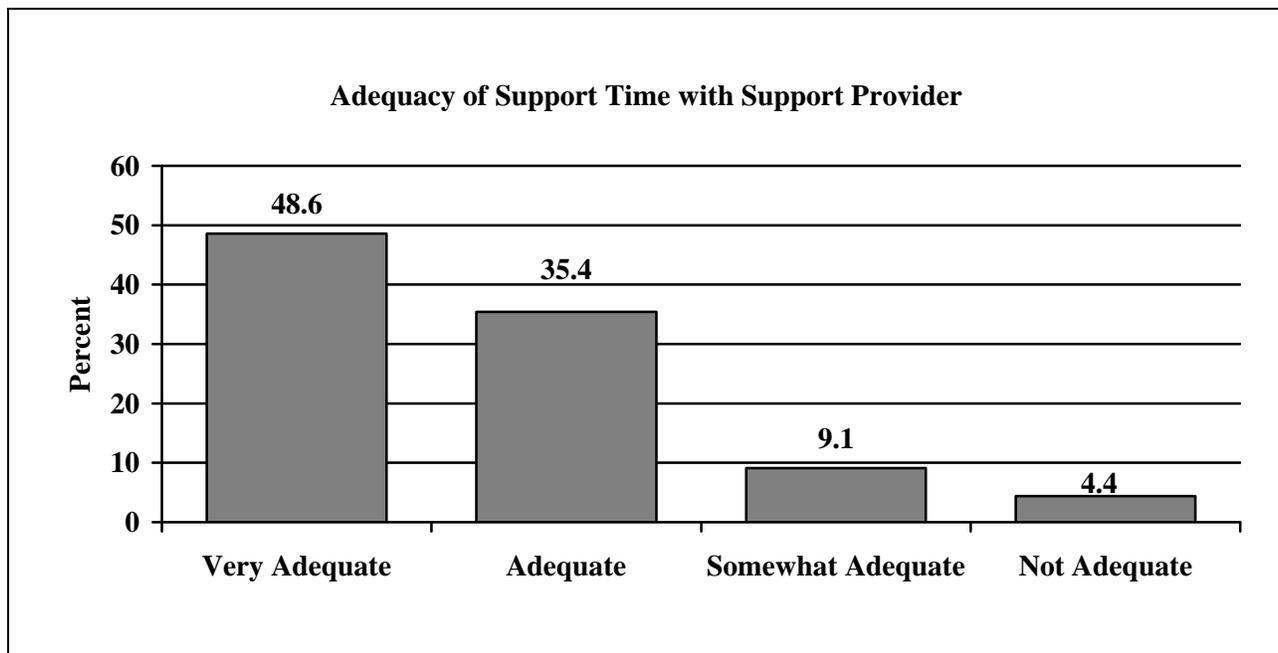
Following preservice, on-site support is deemed to be one of the most important elements of a successful internship program. Almost 75% of the Interns who responded indicated that they communicated daily, 2-3 times a week, or at least once a week with their Support Providers (Figure 2).

**Figure 2**



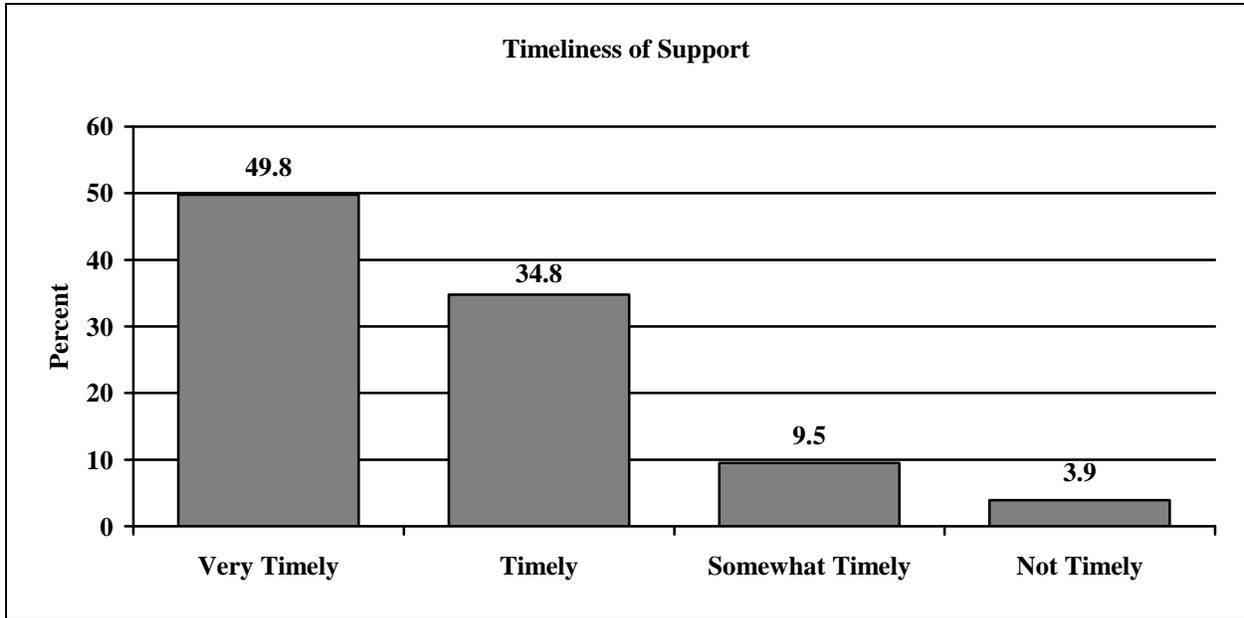
Furthermore, over 80% also stated that the amount of support time they received was adequate or very adequate to meet their needs (Figure 3)

**Figure 3**



As indicated in Figure 4, more than 84% of interns also felt that support was provided in a timely manner.

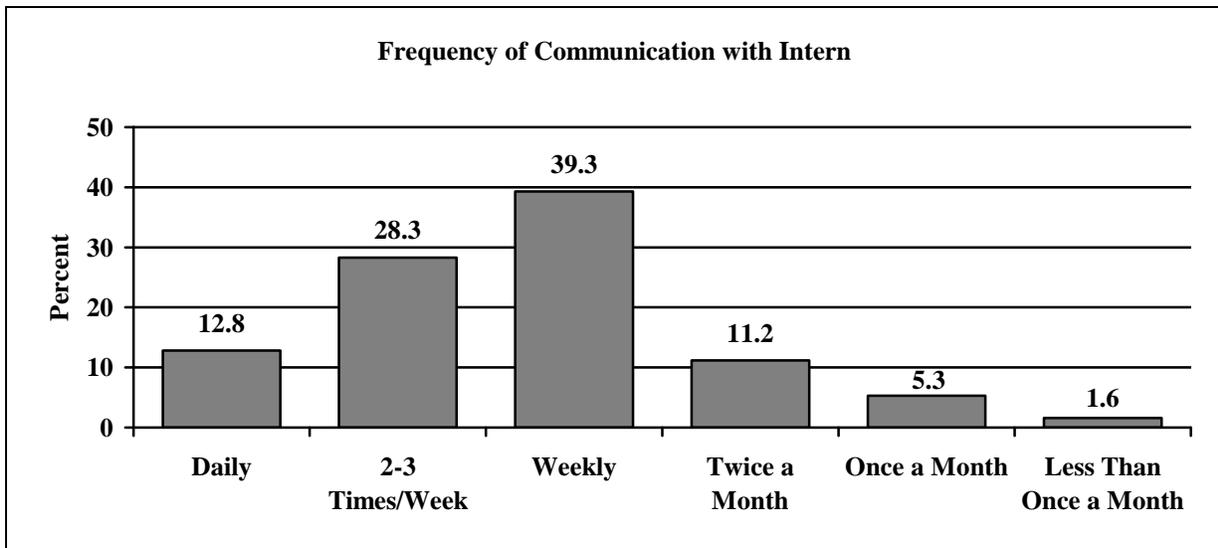
**Figure 4**



**Support Provider Surveys**

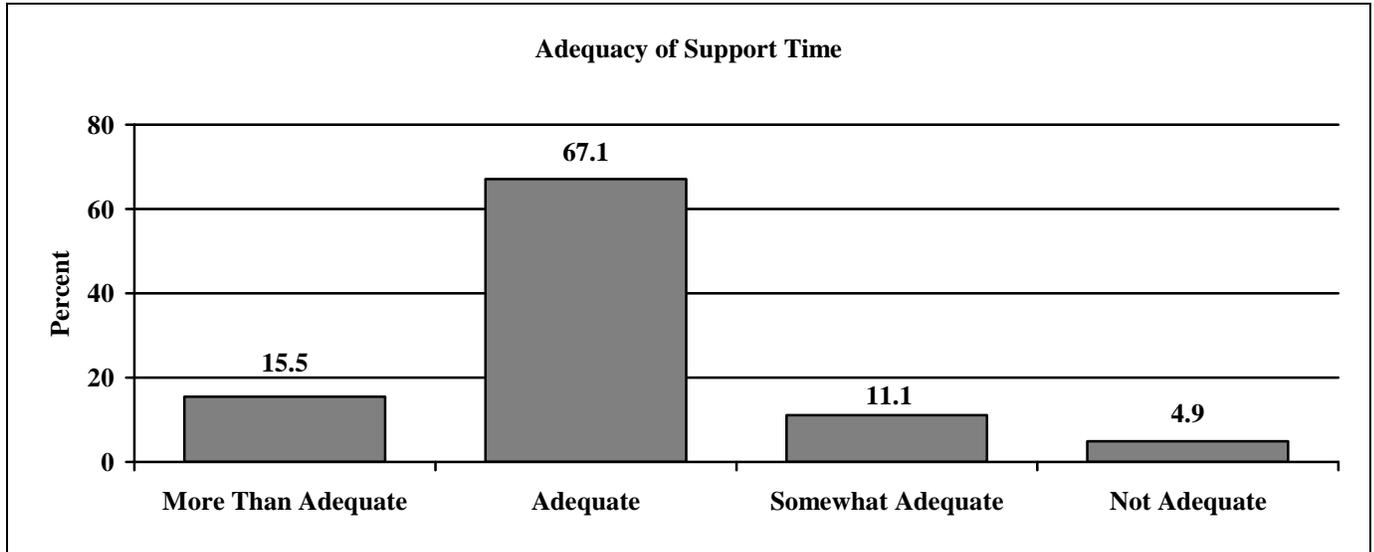
Support Providers were also asked about their preparation and the amount of assistance they were able to provide to interns. As indicated in Figure 5, more than 80% of Support Providers stated that they communicated with their intern teachers on a daily basis, 2-3 times a week, or at least weekly. As noted above 75% of interns reported this level of communication. Differences between intern and Support Provider responses in each category may be due to differing understandings of and/or perception of support offered or received.

**Figure 5**



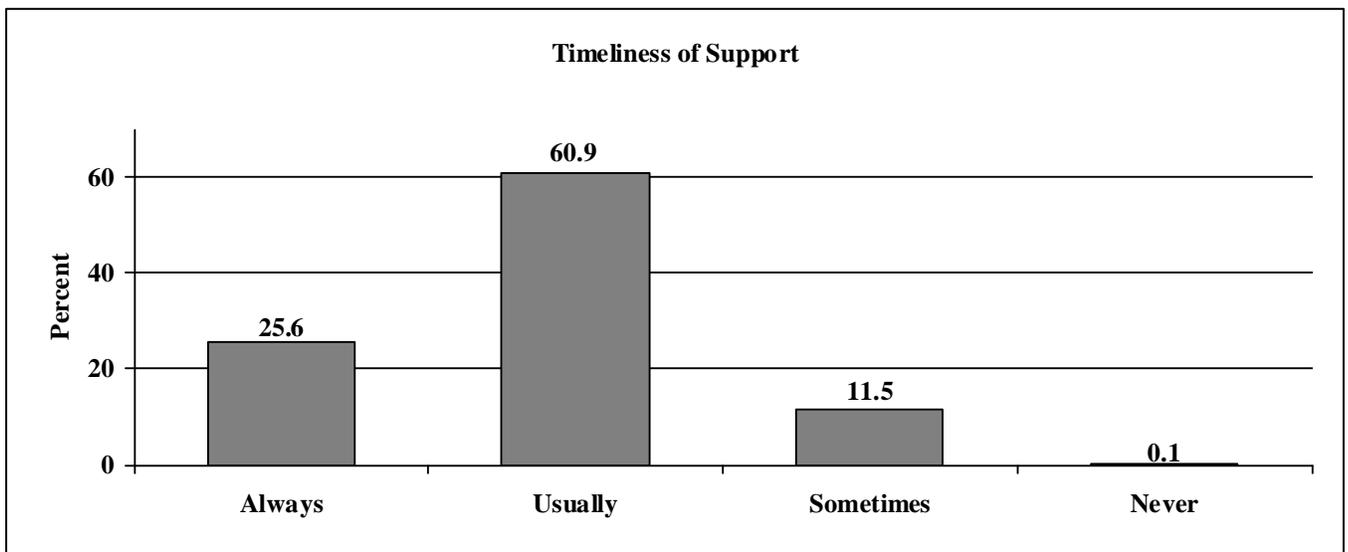
Support Providers also indicated that the amount of time allotted for their Support Provider role was adequate to meet the needs of the interns they served. As shown in Figure 6, 67.1% felt that the time was adequate, and 15.5% felt that the time was more than adequate.

**Figure 6**



As shown in Figure 7, over 85% of Support Providers also indicated that they were always or usually able to provide support on a timely basis. More than 84% of interns reported that they received support on a very timely or timely manner.

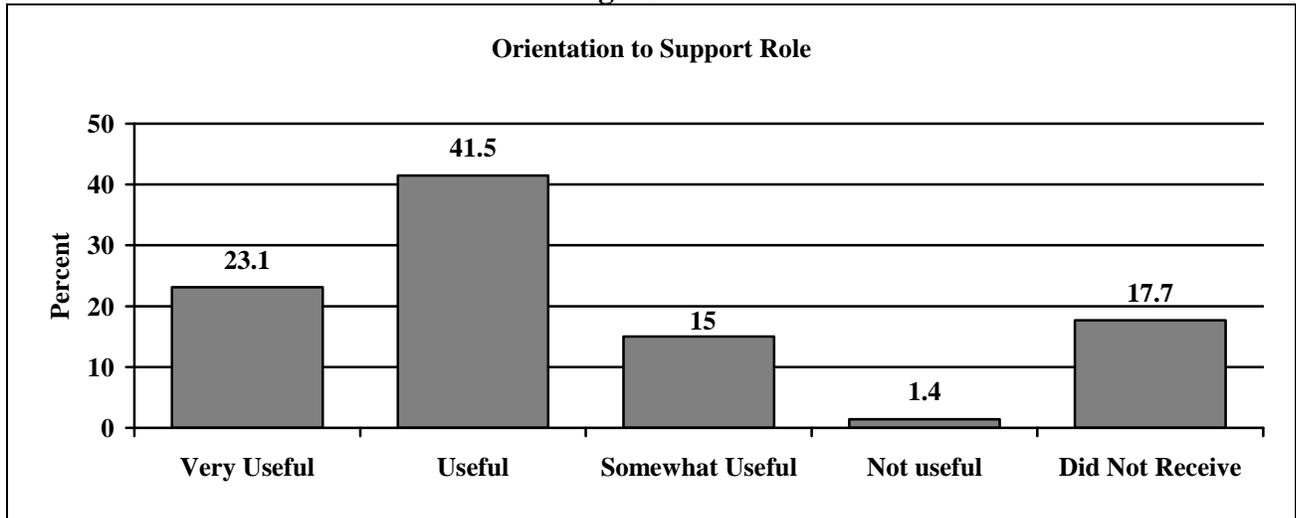
**Figure 7**



### Orientation to Support Role

Most Support Providers who received orientation to their Support Provider role felt that it was useful or very useful. However, 17.7% stated that they did not receive such orientation. Programs may need to explore additional ways to prepare Support Providers for their role in development of the intern's skills. (See Figure 8)

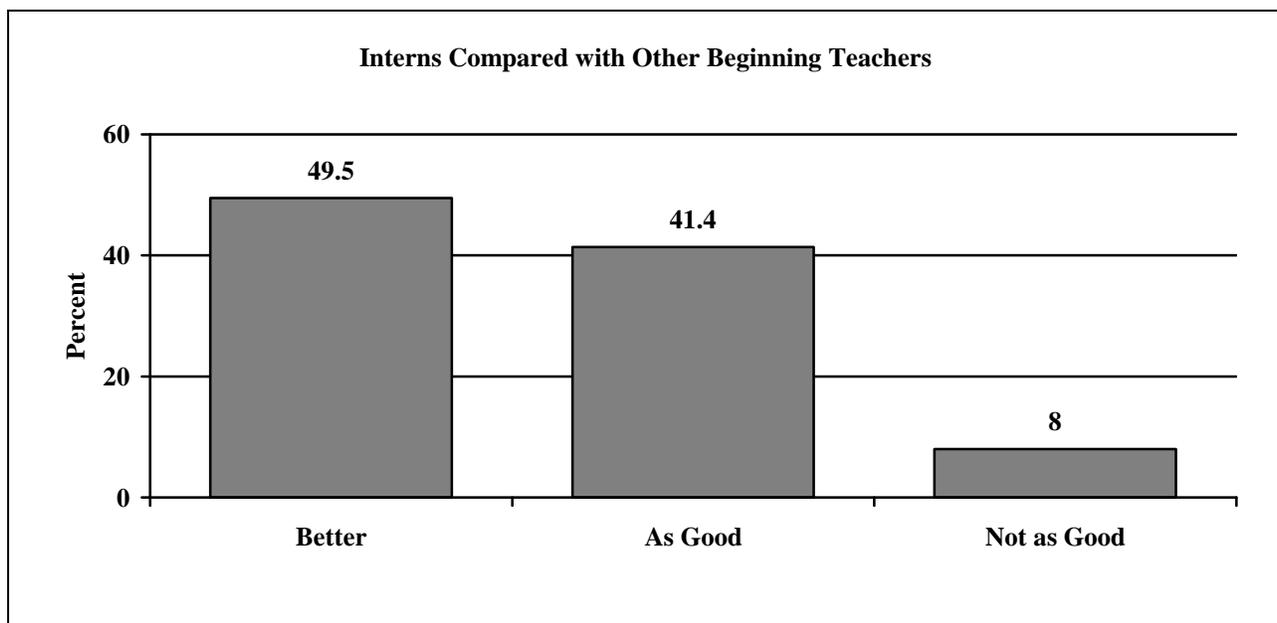
**Figure 8**



### Employer Surveys

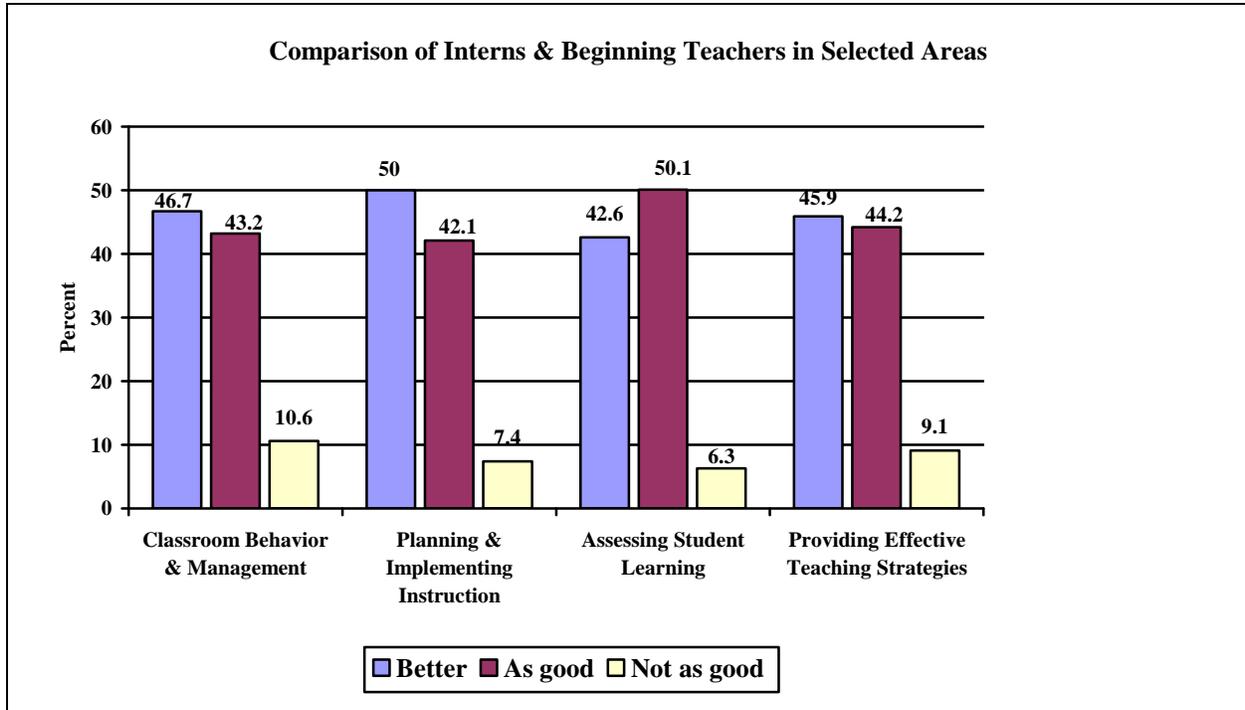
The Employer Survey asked principals and other school administrators how interns at their schools compared with other beginning teachers. Overall, these school leaders indicated that more than 90% of the intern teachers at their schools were as good as or better than other beginning teachers who taught at schools where they had been administrators. (See Figure 9)

**Figure 9**



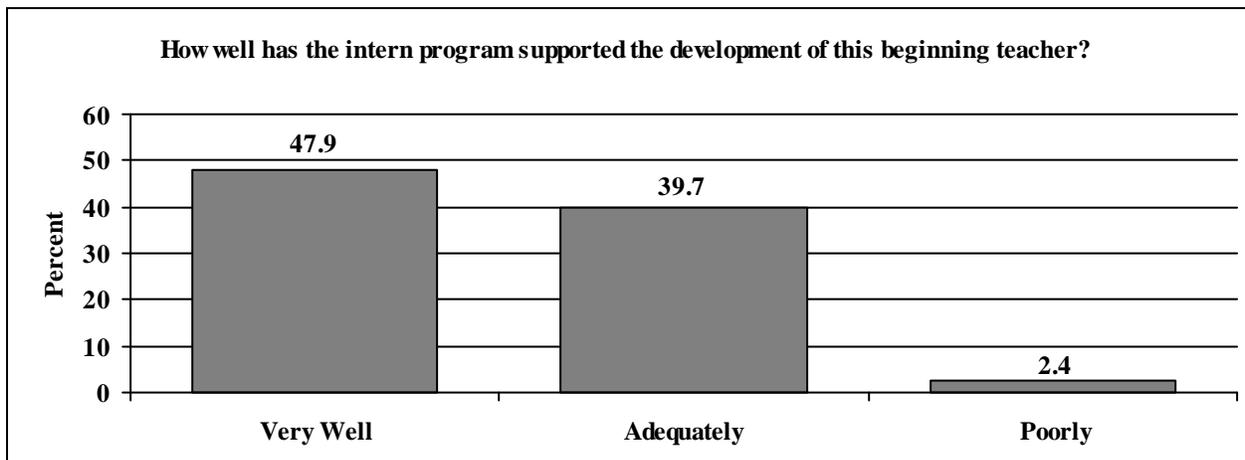
As shown in Figure 10, intern skills were also rated favorably in specific areas of performance by these same administrators when compared with other beginning teachers.

**Figure 10**



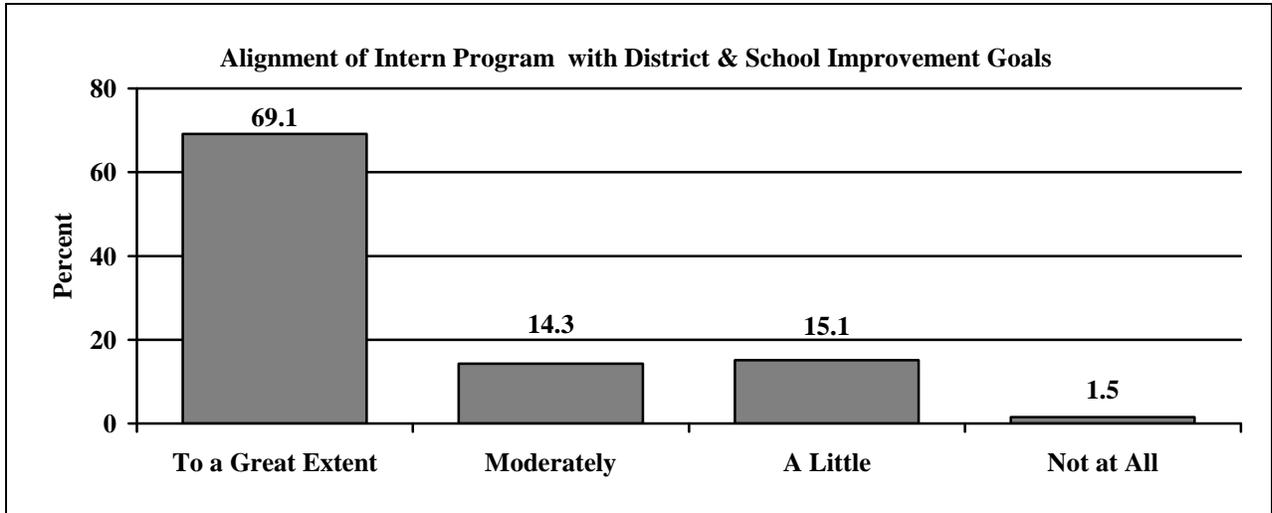
When asked how well the intern program supported the development of the intern teacher(s) at their school, 87.6% of principals and other administrators who responded stated the program had supported the intern teachers very well or adequately. (See Figure 11)

**Figure 11**



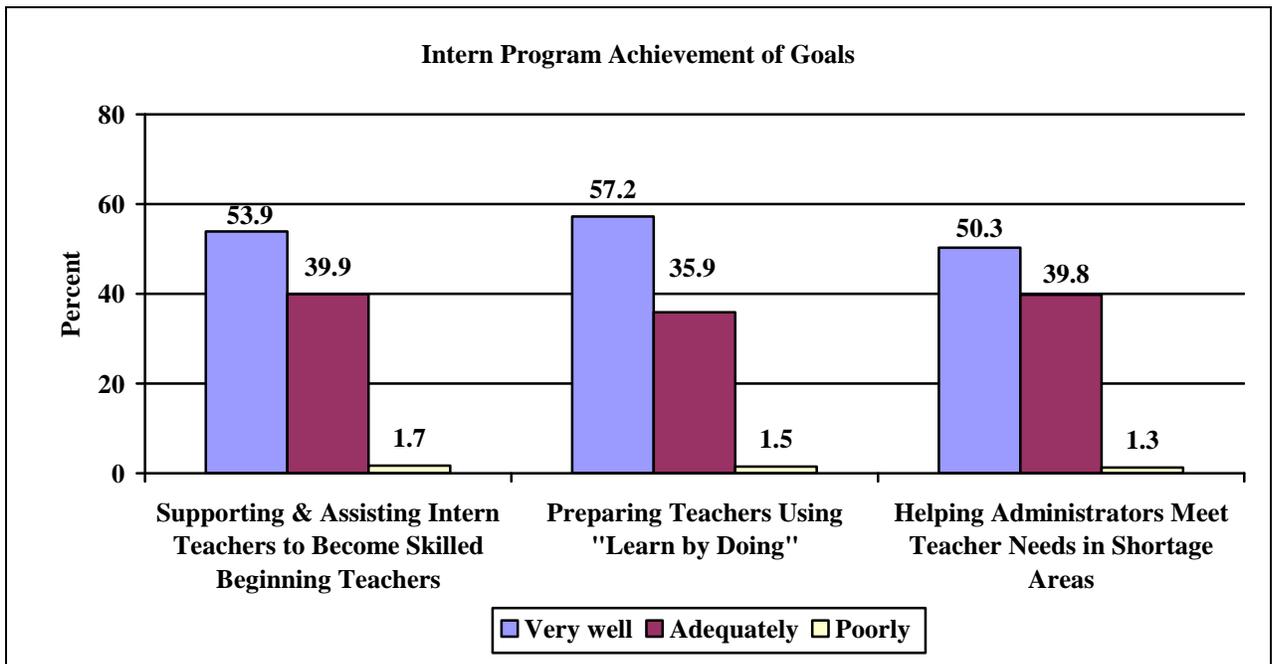
A majority of principals also said that they believed the intern program aligned with and supported their district and school improvement goals. (See Figure 12)

**Figure 12**



Finally, more than 90% of principals and other administrators felt that the intern program met its specified goals adequately or very well. (See Figure 13)

**Figure 13**



## **Retention**

Funded Intern Programs agree to track the retention of their participants for 5 years (year one is the first year of the retention) to see if they are retained in the teaching profession. Each intern “class” or cohort is tracked by the participating program and partnering school districts. All interns who successfully complete a one to three year program are recommended for a preliminary credential and are moved into a BTSA teacher induction program or Level II Education Specialist program.

Historically, programs have reported aggregate retention data; however, for 2007-08, the Commission requested reporting by individual, producing a large number of unknowns. In the spring of 2009, the CALTIDES comprehensive system of longitudinal educator data produced placement information for 85% of all those employed by school district. The Commission is currently using this source, albeit incomplete, to calculate participant retention rates. Thus, with the 85% of school districts reporting, it is estimated that 80% of interns are still teaching in a public school setting after five years.

## **Policy Changes Related to Flexible Funding**

As stated previously, the revised 2008-2009 budget altered how funds for General Fund Proposition 98 programs were allocated to the Alternative Pathway to Certification (Intern) program. The allocation is no longer a per participant allocation, but rather a block grant to the LEA. Furthermore, the total appropriation for the Intern program was reduced in 2008-09, and each program saw a reduction in their allocation. Block grants are to remain in place for five years, with a percentage reduction in funding each year.

Intern programs are now part of the Tier III appropriations to Local Education Agencies (LEAs). The LEA has the authority to determine whether or not to continue to allocate funds, and in the same amounts, to the Intern programs they co-sponsored in 2007-08. LEAs that elect not to continue a program that was funded with Proposition 98 funds in 2007-08 must hold a public hearing to make this determination and must report such action to the state, as specified in statute.

In 2008-09, Intern programs reported anecdotally that they were struggling to maintain existing programs with reduced funding. However, it is anticipated that the federal stimulus funding, which has already been applied for by the Commission, will “back fill” the funding that was lost in 2008-09. The Commission has also requested stimulus funds for this purpose in 2009-10. As most reports indicate that reductions in funding at the local level have also resulted in teacher layoffs, there is some indication that the demand for interns may also be reduced in the short term. However, with all of the uncertainty, program sponsors have not been able to provide the Commission with sufficient information to determine if the number of interns will decline. Furthermore, it is anticipated that the need for interns in traditionally hard to serve (content and geographic) areas will continue.

As the average intern program takes two or more years to complete, programs are optimistic that expected teacher retirement levels and improvements in the economy will result in a demand for more teachers, including those prepared through alternative pathways to certification, two years from now.

### **Race to the Top**

The federal Race to the Top Fund provides competitive grants to encourage and reward states that are creating the conditions for education innovation and reform; implementing ambitious plans in the four education reform areas described in the *American Recovery and Reinvestment Act of 2009* (ARRA); and achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring that students are prepared for success in college and careers. Race to the Top will provide \$4.35 billion in competitive grants to encourage and reward states that create the conditions for education innovation and reform.

One of the Race to the Top State Reform Conditions Criteria is that state applicants must provide alternative pathways for aspiring teachers and principals. Specifically, the federal Department of Education will be looking at the extent to which the state has in place legal, statutory, or regulatory provisions that allow alternative pathways to certification for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; and the extent to which these routes are in use. California's strong alternative pathway to certification (Intern) program for teacher preparation will be an asset if California applies for Race to the Top funds

### **Program Growth and Looking to the Future**

Participation in the state-funded intern programs has remained relatively constant for the last six years. The only significant decrease occurred during the 2005-2006 year, which may have been due to the discontinuance of the pre-intern program, a feeder to the intern program. Internship programs will continue to adjust to market trends. Block grant funding decisions at the local level may result in lower funding levels for intern programs as programs compete with other local priorities for available funds. However, the Race to the Top may create opportunities for program growth and/or transformation.

Improving preservice preparation and on-site support will continue to be program goals in the next year. Programs continue to work with districts to identify need areas, provide timely preservice preparation, and assure that the intern is supported at the site and by the program and has the necessary preparation to be successful.

## Appendix A

### Districts Using Program Participants

<b>ALAMEDA</b>	Alameda City Unified Alameda COE Albany City Unified Berkeley Unified CA School for Blind CA School for Deaf Castro Valley Unified Dublin Unified Emery Unified Fremont Unified Hayward Unified Livermore Valley Joint Unified New Haven Unified Newark Unified Oakland Unified Piedmont City Unified Pleasanton Unified San Leandro Unified San Lorenzo Unified SBE Livermore Valley Charter		Pittsburgh Unified San Ramon Valley Unified West Contra Costa Unified
		<b>EL DORADO</b>	Buckeye Union Elementary El Dorado Union High Rescue Union Elementary
		<b>FRESNO</b>	Alvina Elementary American Union Elementary Caruthers Unified Central Unified Clovis Unified Coalinga-Huron Joint Unified Firebaugh-Las Deltas Joint Unified Fowler Unified Fresno COE Fresno Unified Golden Plains Unified Kremen Unified Kings Canyon Joint Unified Kingsburg Elementary Charter Mendota Unified Parlier Unified Raisin City Elementary Riverdale Joint Unified Sanger Unified Selma Unified Sierra Unified Washington Colony Elementary Washington Union High West Fresno Elementary Westside Elementary
<b>AMADOR</b>	Amador County Unified		
<b>BUTTE</b>	Biggs Unified Butte COE Oroville Union High Paradise Unified Thermalito Union Elementary		
<b>CALAVERAS</b>	Bret Harte Union High Calaveras COE Calaveras Unified Vallecito Union		
<b>COLUSA</b>	Colusa COE Colusa Unified	<b>GLENN</b>	Glenn COE Orland Joint Unified Princeton Joint Unified
<b>CONTRA COSTA</b>	Antioch Unified Brentwood Union Elementary Byron Union Elementary Contra Costa COE John Swett Unified Liberty Union High Martinez Unified Mt. Diablo Unified Oakley Union Elementary Orinda Union Elementary	<b>HUMBOLDT</b>	Fortuna Union High Humboldt COE Mattole Unified McKinleyville Union Elementary Northern Humboldt Union High Rohnerville Elementary Southern Humboldt Joint Unified

**IMPERIAL**

Brawley Elementary  
 Brawley Union High  
 Calexico Unified  
 Calipatria Unified  
 Central Union High  
 El Centro Elementary  
 Heber Elementary  
 Holtville Unified  
 Imperial COE  
 Imperial Unified  
 McCabe Union Elementary  
 Mulberry Elementary  
 San Pasqual Valley Unified  
 Westmorland Union Elementary

**INYO**

Bishop Union Elementary

**KERN**

Arvin Union Elementary  
 Bakersfield City  
 Beardsley Elementary  
 Belridge Elementary  
 Delano Joint Union High  
 Delano Union Elementary  
 Edison Elementary  
 El Tejon Elementary  
 Fairfax Elementary  
 Fruitvale Elementary  
 General Shafter Elementary  
 Greenfield Union Elementary  
 Kern COE  
 Kern Union High  
 Kernville Union Elementary  
 Lakeside Union  
 Lamont Elementary  
 Lost Hills Union Elementary  
 Maple Elementary  
 Maricopa Unified  
 McFarland Unified  
 Midway Elementary  
 Mojave Unified  
 Muroc Joint Unified  
 Norris Elementary  
 Panama-Buena Vista Union  
 Pond Union  
 Richland Union Elementary  
 Rio Bravo-Greeley Union Elementary  
 Rosedale Union Elementary  
 Semitropic Elementary  
 Sierra Sands Unified  
 Southern Kern Unified

Standard Elementary  
 Taft City  
 Taft Union High  
 Tehachapi Unified  
 Vineland Elementary  
 Wasco Union Elementary  
 Wasco Union High

**KINGS**

Armona Union Elementary  
 Corcoran Joint Unified  
 Hanford Elementary  
 Hanford Joint Union High  
 Kings COE  
 Kings River-Hardwick Union  
 Elementary  
 Kit Carson Union Elementary  
 Lakeside Union Elementary  
 Lemoore Union Elementary  
 Lemoore Union High  
 Reef-Sunset Unified

**LAKE**

Konocti Unified  
 Middletown Unified

**LASSEN**

Lassen COE  
 Lassen Union High  
 Susanville Elementary  
 Westwood Unified

**LOS ANGELES**

ABC Unified  
 Acton-Agua Dulce Unified  
 Alhambra Unified  
 Antelope Valley Union High  
 Arcadia Unified  
 Azusa Unified  
 Baldwin Park Unified  
 Bassett Unified  
 Bellflower Unified  
 Beverly Hills Unified  
 Bonita Unified  
 Burbank Unified  
 Castaic Union Elementary  
 Centinella Valley Union High  
 Charter Oak Unified  
 Claremont Unified  
 Compton Unified  
 Covina-Valley Unified  
 Culver City Unified  
 Downey Unified  
 Duarte Unified

East Whittier City Elementary		William S. Hart Union High
Eastside Union Elementary		Wilsona Elementary
El Monte Union High		Los Angeles
El Rancho Unified		
El Segundo Unified	<b>MADERA</b>	Alview-Dairyland Union Elementary
Garvey Elementary		Chawanakee Unified
Glendale Unified		Chowchilla Elementary
Gorman Elementary		Chowchilla Union High
Hacienda La Puente Unified		Golden Valley Unified
Hawthorne		Madera Unified
Hermosa Beach City Elementary		Raymond-Knowles Union Elementary
Inglewood Unified		Yosemite Unified
Keppel Union Elementary		
La Canada Unified	<b>MARIN</b>	Dixie Elementary
Lancaster Elementary		Lagunitas Elementary
Las Virgenes Unified		Marin COE
Lawndale Elementary		Mill Valley Elementary
Lennox Elementary		Novato Unified
Little Lake City Elementary		Ross Valley Elementary
Long Beach Unified		San Rafael City Elementary
Los Angeles COE		San Rafael City High
Los Angeles Unified		Sausalito Marin City
Los Angeles Unified LAUSD		Tamalpais Union High
Los Nietos		
Lynwood Unified	<b>MARIPOSA</b>	Mariposa County Unified
Manhattan Beach Unified		
Monrovia Unified	<b>MENDOCINO</b>	Anderson Valley Unified
Montebello Unified		Arena Union Elementary
Newhall Elementary		Fort Bragg Unified
Norwalk-La Mirada Unified		Laytonville Unified
Palmdale Elementary		Potter Valley Community Unified
Palos Verdes Peninsula Elementary		Round Valley Unified
Paramount Unified		Ukiah Unified
Pasadena Unified		Willits Unified
Pomona Unified		
Redondo Beach Unified	<b>MERCED</b>	Delhi Unified
Rowland Unified		Dos Palos Oro Loma Joint Unified
San Gabriel Unified		Gustine Unified
Santa Monica-Malibu Unified		Hillmar Unified
SBE Lifeline Education Charter		LeGrand Union High
SBE School of the Arts and Enterprise		Livingston Union Elementary
South Pasadena Unified		Los Banos Unified
South Whittier Elementary		Merced City Elementary
Southeast ROP		Merced COE
Sulphur Springs Union Elementary		Merced Unified
Temple City Unified		Merced Union High
Torrance Unified		Weaver Union
Walnut Valley Unified		
West Covina Unified	<b>MODOC</b>	Modoc COE
Westside Union Elementary		Modoc Joint Unified
Whittier City Elementary		Surprise Valley Joint Unified
Whittier Union High		Tulelake Basin Joint Unified

<b>MONO</b>	Eastern Sierra Unified	<b>PLACER</b>	Ackerman Elementary Aubrun Union Elementary Eureka Union Placer COE Placer Union High Rocklin Unified Roseville City Elementary Roseville Joint Union High Western Placer Unified
<b>MONTEREY</b>	Alisal Union Elementary Carmel Unified Gonzales Unified Greenfield Union Elementary King City Union Elementary Monterey COE Monterey Peninsula Unified North Monterey County Unified Salinas City Elementary Salinas Union High Saint Rita Union Elementary Soledad Unified	<b>PLUMAS</b>	Plumas Unified
<b>NAPA</b>	Napa Valley Unified Saint Helena Unified	<b>RIVERSIDE</b>	Alvord Unified Banning Unified Beaumont Unified Coachella Valley Unified Corona-Norco Unified Desert Sands Unified Hemet Unified Jurupa Unified Lake Elsinore Unified Menifee Union Elementary Moreno Valley Unified Murrieta Valley Unified Nuvview Union Elementary Palm Springs Unified Palo Verde Unified Perris Elementary Perris Union High Riverside COE Riverside Unified San Jacinto Unified Temecula Valley Unified Val Verde Unified
<b>NEVADA</b>	Nevada COE Nevada Joint Union High Pleasant Ridge Union Elementary		
<b>ORANGE</b>	Anaheim City Anaheim Union High Brea-Olinda Unified Buena Park Elementary Capistrano Unified Centralia Elementary Cypress Elementary Fountain Valley Elementary Fullerton Elementary Fullerton Joint Union High Garden Grove Unified Huntington Beach City Elementary Huntington Beach Union High Irvine Unified La Habra City Elementary Los Alamitos Unified Magnolia Elementary Newport-Mesa Unified Ocean View Orange COE Orange Unified Placentia-Yorba Linda Unified Saddleback Valley Unified Santa Ana Unified Tustin Unified Westminster Elementary	<b>SACRAMENTO</b>	Center Joint Unified Elk Grove Unified Elverta Joint Elementary Folsom-Cordova Unified Galt Joint Union Elementary Galt Joint Union High Natomas Unified River Delta Joint Unified Sacramento City Unified Sacramento COE Sacramento Unified San Juan Unified Twin Rivers Unified

**SAN BENITO**

Hollister  
North County Joint Union Elementary  
San Benito COE  
San Benito High

Rancho Santa Fe Elementary  
San Diego COE  
San Diego Unified  
San Dieguito Union High  
San Marcos Unified  
San Ysidro Elementary  
SBC High Tech High  
South Bay Union Elementary  
Sweetwater Union High  
Vista Unified

**SAN BERNARDINO**

Adelanto Elementary  
Alta Loma Elementary  
Apple Valley Unified  
Baker Valley Unified  
Barstow Unified  
Bear Valley Unified  
Central Elementary  
Chaffey Joint Union High  
Chino Valley Unified  
Colton Joint Unified  
Cucamonga Elementary  
Etiwanda Elementary  
Fontana Unified  
Hesperia Unified  
Morongo Unified  
Mt. Baldy Joint Elementary  
Needles Unified  
Ontario-Montclair Elementary  
Oro Grande Elementary  
Redlands Unified  
Rialto Unified  
Rim Of The World Unified  
San Bernardino City Unified  
San Bernardino COE  
Silver Valley Unified  
Snowline Joint Unified  
Upland Unified  
Victor Elementary  
Victor Valley Union High  
Yucaipa-Calimesa Joint Unified

**SAN FRANCISCO**

San Francisco COE  
San Francisco Unified  
SBE Edison Charter Academy

**SAN JOAQUIN**

Escalon Unified  
Jefferson Elementary  
Lammersville Elementary  
Lincoln Unified  
Linden Unified  
Lodi Unified  
Manteca Unified  
New Hope Elementary  
New Jerusalem Elementary  
Ripon Unified  
San Joaquin COE  
Stockton City Unified  
Stockton Unified  
Tracy Joint Unified

**SAN LUIS OBISPO**

Lucia Mar Unified

**SAN MATEO**

Burlingame Elementary  
Cabrillo Unified  
Jefferson Elementary  
Jefferson Union High  
Millbrae Elementary  
Pacifica  
Ravenswood City Elementary  
Redwood City Elementary  
San Bruno Park Elementary  
San Carlos Elementary  
San Mateo COE  
San Mateo Union High  
San Mateo-Foster City Elementary  
Squoia Union High  
South San Francisco Unified

**SAN DIEGO**

Bonsall Union Elementary  
Cajon Valley Union Elementary  
Chula Vista Elementary  
Escondido Union Elementary  
Fallbrook Union Elementary  
Fallbrook Union High  
Grossmont Union High  
Jamul-Dulzura Union Elementary  
Julian Union High  
La Mesa-Spring Valley  
Lakeside Union Elementary  
National Elementary  
Oceanside Unified  
Poway Unified  
Ramona City Unified

**SANTA  
BARBARA**

Buellton Union Elementary  
College Elementary  
Hope Elementary  
Lompoc Unified  
Santa Barbara COE  
Santa Barbara Elementary  
Santa Barbara High  
Santa Maria Joint Union High

**SANTA CLARA**

Alum Rock Union Elementary  
Berryessa Union Elementary  
Cambrian Elementary  
Campbell Union Elementary  
Campbell Union High  
Cupertino Union  
East Side Union High  
Evergreen Elementary  
Franklin-McKinley Elementary  
Fremont Union High  
Gilroy Unified  
Los Altos Elementary  
Los Gatos-Saratoga Joint Union High  
Milpitas Unified  
Moreland Elementary  
Morgan Hill Unified  
Mountain View Whisman  
Mountain View-Los Altos Union High  
Mt. Pleasant Elementary  
Oak Grove Elementary  
Orchard Elementary  
Palo Alto Unified  
San Jose Unified  
Santa Clara COE  
Santa Clara Unified  
Sunnyvale  
Union Elementary

**SANTA CRUZ**

Live Oak Elementary  
Pajaro Valley Unified  
Pajaro Valley Unified School  
San Lorenzo Valley Unified  
Santa Cruz City Elementary  
Santa Cruz City High  
Santa Cruz COE  
Scotts Valley Unified  
Soquel Union Elementary

**SHASTA**

Anderson Union High  
Cascade Union Elementary  
Enterprise Elementary  
Gateway Unified

Juntura Elementary  
Redding Elementary  
Shasta COE  
Shasta Union High

**SISKIYOU**

Butte Valley Unified  
Dunsmuir Elementary  
Happy Camp Union Elementary  
Scott Valley Unified  
Siskiyou COE  
Siskiyou Union High

**SOLANO**

Benicia Unified  
Dixon Unified  
Fairfield-Suisun Unified  
Silveyville Primary  
Solano COE  
Travis Unified  
Vacaville Unified  
Vallejo City Unified

**SONOMA**

Bellevue Union Elementary  
Cotati-Rohnert Park Unified  
Geyserville Unified  
Gravenstein Union Elementary  
Healdsburg Unified  
Horicon Elementary  
Mark West Union Elementary  
Old Adobe Union Elementary  
Petaluma City Elementary  
Petaluma Joint Union High  
Santa Rosa Elementary  
Santa Rosa High  
Sonoma COE  
Sonoma Valley Unified  
Twin Hills Union Elementary  
West Sonoma County Union High  
Windsor Unified

**STANISLAUS**

Ceres Unified  
 Chatom Union Elementary  
 Denair Unified  
 Empire Union Elementary  
 Hughson Unified  
 Keyes Union  
 Modesto City Elementary  
 Modesto City High  
 Newman-Crows Landing Unified  
 Oakdale Joint Unified  
 Patterson Joint Unified  
 Riverbank Unified  
 Salida Union Elementary  
 Stanislaus COE  
 Stanislaus Union Elementary  
 Sylvan Union Elementary  
 Turlock Unified

**SUTTER**

Live Oak Unified  
 Sutter COE  
 Sutter Union High  
 Yuba City Unified

**TEHAMA**

Los Molinos Unified  
 Red Bluff Union Elementary  
 Tehama COE

**TRINITY**

Lewiston Elementary  
 Trinity COE

**TULARE**

Alpaugh Unified  
 Burton Elementary  
 Cutler-Orosi Joint Unified  
 Dinuba Unified  
 Earlimart Elementary  
 Exeter Union Elementary  
 Farmersville Unified  
 Lindsay Unified  
 Pixley Union Elementary  
 Pleasant View Elementary  
 Porterville Unified  
 Stone Corral Elementary  
 Strathmore Union Elementary  
 Terra Bella Union Elementary  
 Tulare City Elementary  
 Tulare COE  
 Tulare Joint Union High  
 Visalia Unified  
 Woodlake Union Elementary  
 Woodville Union Elementary

**TUOLOMNE**

Belleview Elementary  
 Tuolumne County Superintendent  
 Twain Harte-Long Barn Union  
 Elementary

**VENTURA**

Conejo Valley Unified  
 Fillmore Unified  
 Hueneme Elementary  
 Moorpark Unified  
 Oak Park Unified  
 Ocean View Elementary  
 Ojai Unified  
 Oxnard Elementary  
 Oxnard Union High  
 Pleasant Valley  
 Rio Elementary  
 Santa Paula Elementary  
 Santa Paula Union High  
 Simi Valley Unified  
 Ventura COE  
 Ventura Unified

**YOLO**

Davis Joint Unified  
 Esparto Unified  
 Washington Unified  
 Winters Joint Unified  
 Woodland Joint Unified  
 Yolo COE

**YUBA**

Marysville Joint Unified  
 Plumas Lake Elementary  
 Wheatland Elementary  
 Wheatland Union High  
 Yuba COE