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Action

Professional Services Committee

Report on Commission Funded Programs: Paraprofessional and Intern Local Assistance Programs

Executive Summary: Staff will present the 2009-10 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, Consultant, 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

November 2010

Report on Commission Funded Programs: Paraprofessional and Intern Local Assistance Programs

Introduction

The Commission on Teacher Credentialing (Commission) oversees two teacher development programs that have a common goal to assure quality preservice preparation and improve access to the teaching profession. In the past these programs have had stable per participant funding; however, in the 2008-09 budget year Local Education Agencies (LEAs) were given flexibility in how they fund the programs. This report covers the first full year of the programs under flexible funding.

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 (Appendix A) and a report on the Alternative Pathway to Certification (Intern) Program for 2009-10 (Appendix B) for Commission information only.

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 was previously 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 PTTP has been operating since 1995.

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

The Intern Credential was established in 1967, and the funding for the programs using this credential was established in 1993. 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 to work in a classroom. 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.

Holding a valid internship credential and enrollment in the Internship program qualifies candidates to begin classroom teaching as the “teacher of record.” Currently, 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.

Funding and Participation

Table 1 provides an overview of the number of participants and the funding status for each of the programs from 1995 to 2009, while Table 2 provides an overview of the program legislation and participation.

**Table 1
Participants and Funding for Funded Projects 1995-2009**

	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
2009-2010	1,248	\$4.938	5,530	\$21.3

* 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 2009-2010**

	Paraprofessional	Intern
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	15	16
Number of Projects	32	68 (includes 8 District Intern Programs)
Number of Participants	1,248	5,530
Number of District /University Partners	287	667
Amount of Funding Per Participant 2009-2010	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"> • Create local career ladders to enable school paraprofessionals to become certificated classroom teachers. • Respond to teacher shortages and improve instructional services to paraprofessionals. • Diversify the teaching profession. 	<ul style="list-style-type: none"> • Meet shortage needs of districts. • Attract non-traditional students, including career changers. • Provide a teacher preparation option that blends theory with practice and offers cohort, district and program support.

Recommendation

Staff recommends the approval of the Appendix A, “California School Paraprofessional Teacher Training Program, An Annual Report to the Legislature as Required by SB 1636 (Chap. 1444, Stats. 1990),” for transmittal to the Legislature.

Appendix B, “Alternative Pathway to Certification (Intern) Program Report” is provided for information only.

Appendix A



California School Paraprofessional Teacher Training Program

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

November 2010

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.

November 2010

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Blackburn, Constance	Teacher Representative	2012
Castillo, Brenda-Victoria	Public Representative	2013
Chernow, Dan	Public Representative	2013
Dean, Steven	Teacher Representative	2011
Evans, Marlon	Public Representative	2012
Gahagan, Charles	Teacher Representative	2012
Littman, Leslie	Designee, Superintendent of Public Instruction	Ongoing
McInerney, Carolyn	School Board Member	2012
Oropeza-Enriquez, Irene	Administrative Services Representative	2011
Sun, Ting	Public Representative	2011
Vacant	Non-Administrative Services Credential Representative	
Vacant	Teacher Representative	
Vacant	Teacher Representative	
Vacant	Teacher Representative	
Vacant	Faculty Representative	
Ex-Officio Members		
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

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The California School Paraprofessional Teacher Training Program: A Report to the Legislature

Executive Summary

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. 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.

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.

In sum, the PTTP continues to meet mandates included in law. The 2009-2010 program realized a reduction in the number of statewide programs and participants but still includes the participation of 32 local programs that support 1,248 participants. As of summer 2010, the PTTP has produced a total of 2,150 fully-credentialed program graduates. An additional 111 program participants are serving as teachers of record while completing a District or University Intern program or serving on an emergency or provisional permit.

The Paraprofessional Teacher Training Program

I. Program Funding History

Initial Funding and Program Expansion

Although the initial legislation authorizing the California School PTTP 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 fourteen 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.

Tier III Funding Designation

The PTTP began the 2009-2010 fiscal year with a statewide program allocation of \$4.938 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 2010, 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. Even if PTTP funds are reallocated, the LEA is still 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. It is anticipated that the program will receive an annual allocation reduction each year the program continues to be funded.

II. Program Outcomes

As of summer 2010, 2,150 graduates of the California School PTTP have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 111 current program participants are presently serving as a teacher of record in K-12 public schools while

completing a District or University Intern program (84 participants), or serving on an emergency or provisional permit (27 participants).

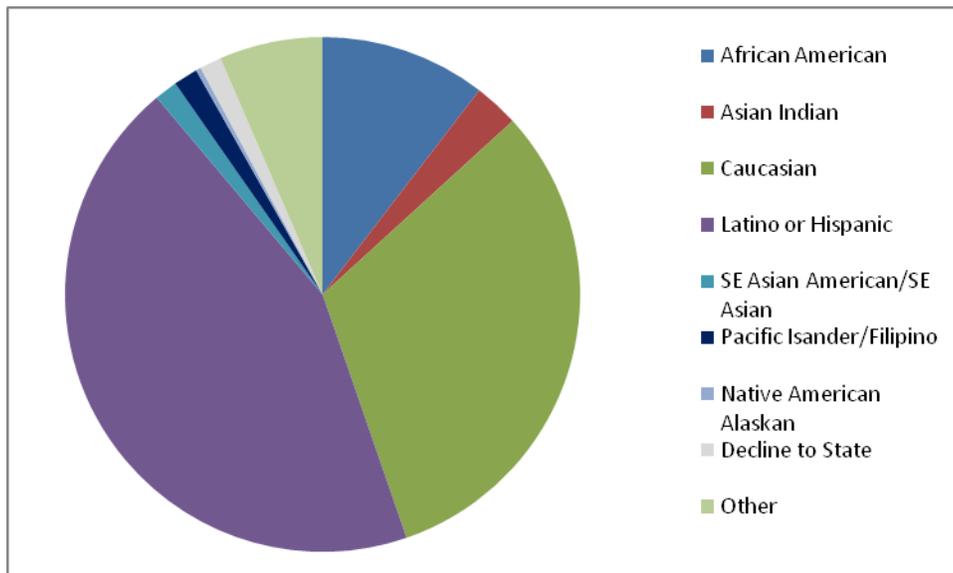
The statewide PTTP served 1,248 participants during 2009-2010 within 32 local school district/college and university partnerships. A complete list of program sponsors and partner colleges and universities can be found in Appendix A.

Of the 1,248 PTTP participants, 222 are enrolled at the community college level; 490 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 536 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 551 Latino/Hispanic, 130 African-American, and 18 Southeast Asian participants, among others). Sixty-one percent (757) of program participants responding to the survey are minority group members. Fifty percent (621) are fluent in another language. Twenty-nine percent of participants responding to the question identified their household annual income range as being either (a) under \$10,000 (97), or (b) between \$10,000 and \$20,000 (261). Forty-one percent (515) indicated they are heads of households and 35% (443) pay all or part of their own medical insurance coverage. Five hundred thirty participants (46%) also indicated that they are the first in their family to attend college. Figure 1 below illustrates the cultural diversity of program participants.

Figure 1

Ethnicities of Program Participants



III. Program Policy Issues

A. Increased Cost Pressures on Program Sponsors and Participants

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. If a LEA chooses to exercise the flexibility option they may choose to reallocate all PTTP funds but continue to fully support participants. This will result in no negative effect on the local program and its participants. The LEA may also choose to reallocate all PTTP funds and provide partial financial support to PTTP participants. This action will typically require participants to seek additional financial support through student loans. Program sponsors may also choose to dedicate all reallocated PTTP funds to support other educational efforts, no longer support its participants and terminate its participation in the statewide PTTP.

College and University Costs

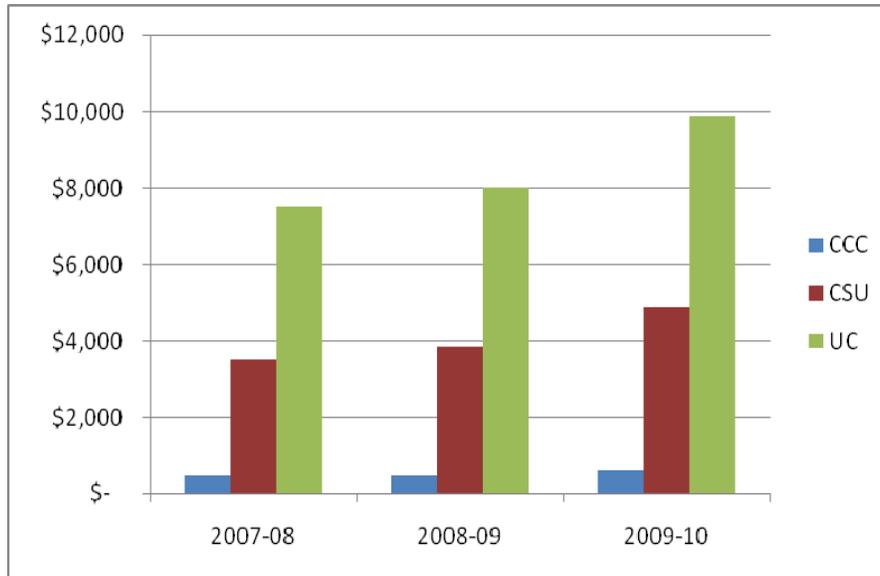
Increases in tuition and student fees at all three public systems of higher education in California continue to have a direct impact on participants and local program budgets, resulting in budget shortfalls to provide required services to participants. In 2009-2010, the average annual undergraduate tuition and student fees were \$9,896 for the University of California, \$4,893 for the California State University, and \$26 per unit for the California Community Colleges.¹ Average graduate fees for enrollment in teacher preparation programs offered by the University of California were \$11,463 and \$5,829 at the California State University. The CSU website estimates that books and supply costs can range an additional \$1,386 to \$1,734, resulting in a cost range for a CSU undergraduate from \$6,279 to \$6,627. PTTP participants enrolled in a teacher preparation program at the CSU paid costs ranging from \$7,215 to \$7,563. Tuition and fees listed for one of the PTTP private university partner's website were significantly higher and identified tuition costs for a full-time undergraduate student completing 12 to 18 semester units of coursework as \$23,898.

Currently, 82% (1,026) of the 1,248 participants are enrolled in four-year institutions. Fifty-two percent (536) of these participants are enrolled in teacher preparation programs. Participants enrolled in teacher preparation programs and those attending private institutions typically pay significantly higher fees and higher out-of-pocket costs. Figure 2 shows the increase in tuition and IHE fees in California's public systems of higher education from 2007-2008 through 2009-2010.

¹Data source: California Community College, California State University and University of California websites

Figure 2

Public College and University Tuition and Fee Increases



Participant and Program Sponsor Funding Shortfalls

To address participant funding shortfalls, program sponsors urge participants to take advantage of available grants, scholarships and loans. 2009-2010 program sponsors that continue to support their participants fund them at a reduced level to ensure that all participants receive some fiscal program support. Programs continue to report that participants receive loans to cover out-of-pocket costs. One program sponsor reported that their 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. PTTP participants enrolled in graduate teacher preparation programs and who apply for Stafford Loans may receive a loan for as much as \$20,500.

Many PTTP participants have taken out significant amounts of educational loans which must be repaid at a time when employment as a teacher has become less and less secure. If a participant fails to earn a teaching credential and has incurred substantial debt through the loan process s/he must not only reimburse the State of California and the PTTP as required in law but must also repay their student loans. The continued practice of obtaining student loans has heavy financial implications on participants and can result in financial devastation. In extreme cases, some individuals have chosen to seek debt relief through legal channels and filed bankruptcy.

For many years, program sponsors regularly used other sources of funding, including other grants and surplus funds, in support of the PTTP and its participants. In 2009-2010 few LEAs have surplus funds that can be reallocated in support of their local PTTP. Of the 2009-2010 program sponsors only one (1) stated that their LEA planned to use 2009-2010 federal stimulus dollars in support of their PTTP participants but could not provide a dollar amount that was to be provided. Three program sponsors reported that their programs received State Fiscal Stabilization Funds (SFSF) that were used in support of their PTTP participants. Of the three, one program sponsor could identify the SFSF dollar amount invested in their program.

With the exception of the per capita that is included in law, all other provisions of the PTTP authorizing statutes, Education Code Sections 44390-44393, remain intact and in force. Commission staff understands the flexibility option that is provided in law related to Tier III funding but will continue to request limited fiscal data from program sponsors so that the Commission can satisfy mandated state agency reporting requirements. While current economic times present a great challenge to every agency, many program sponsors persevere and continue to administer effective local PTTPs that meet legislative mandates. It is anticipated that additional substantial local budget shortfalls and an urgent demand to provide additional financial support for PTTP participants will increase through 2012-2013.

B. 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 (RIF) and for participants who suffer from a serious illness.

Although the PTTP has been successful in producing 2,150 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 PTTP participants who fail to earn a teaching credential and do not qualify for one of the reimbursement deferrals identified in law. Recovered state funds are reverted back to the Proposition 98 reversion account.

C. Classified and Certificated Personnel Layoffs

Participant Layoffs

Program sponsors began to express concern about classified and certificated personnel layoffs in 2004. In 2009-2010, layoffs of both classified and certificated employees continue to be a grave concern for PTTP participants and program graduates. Although four program sponsors each reported that they lost one participant to a reduction in force, or RIF, one additional program sponsor reported that their LEA does not issue RIF notices. Instead, the LEA chooses not to renew a paraprofessional’s contract. As a result of the contract non-renewal process the program sponsor lost 34 paraprofessionals who were PTTP participants. In total, 38 paraprofessionals were lost to reductions and force and through the contract non-renewal process during 2009-2010.

Certificated Employee Layoffs and Its Effect on PTTP Graduates and Interns

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 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 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 local 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. In 2009-2010, 15 program sponsors reported that 78 fully-credentialed PTTP graduates had not been hired to serve in certificated assignments and were still seeking employment.

Declining student enrollment and the surplus of fully-qualified credential holders also adversely impact the need for internship credential holders. 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 2009-2010 12 program sponsors reported that they could not place 50 prospective interns within their LEA. Of the 50 candidates, 13 are seeking multiple subject certification, 7 single subject certification and 30 are identified as education specialists. Program sponsors report that two (4%) of the 50 prospective interns have been accommodated in a neighboring LEA. The others are pending interviews. If no internship position is available, the remaining 48 paraprofessionals will 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.

Redesign and Refocus of Local PTTPs

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. PTTP administrative staff also counsel their participants to explore the possibility of adding another full teaching authorization (e.g., the holder of a Multiple Subject credential adding a Single Subject credential pursuant to California Code of Regulations, Title 5, Section 80499) so that they may be more competitive in today's market. Program sponsors 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.

D. 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. Current increases in tuition costs coupled with the fact that some LEAs have no discretionary funds to support professional development activities such, as the PTTP, makes PTTP financial support a welcomed opportunity for those who are in pursuit of a teaching credential.

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 are flexible and LEAs have the authority to reallocate the funds for other purposes. Program sponsor and participant concerns about future funding of the PTTP and whether participants will be able to complete degree and certification requirements have been partially realized as a result of the new funding designation.

Reallocation of Funds

Inclusion of the PTTP program into the block grant Tier III process has produced a variety of effects on the program and its ability to continue to meet California teacher shortage needs in a timely manner. Funds reallocated in 2009-2010 more than doubled the amount reported in the 2009 legislative report with LEAs reallocating \$363,365 in support of other efforts.

Of the seven program sponsors reporting that their LEA reallocated PTTP funds, one program reported that reallocated funds were used to fully support their participants and there was no negative impact to their program. Another program sponsor reported that all PTTP funds were reallocated and then disbursed to LEA programs on a priority basis. Participants of the program are allowed to complete no more than six units of coursework per school term and provided a book stipend of \$200 per school term. The program sponsor can no longer cover the cost for summer classes and for participants to take the state-mandated California Subject Examinations for Teachers (CSET). This change may result in delayed academic progress and the opportunity to have the PTTP cover the cost of the participant completing the CSET. A third program sponsor reported that all PTTP funds were reallocated and that no funding was provided for its participants. Because the program sponsor is a large LEA, it was able to support its participants through other LEA programs that generate funds. The other four programs reported that funds were redirected to support the LEA's general fund and professional development activities.

It is anticipated that 2010-2011 reallocated PTTP funds will surpass the 2009-2010 amount and that the number of local programs and program participants will continue to decrease through 2012-2013. Due to the uncertain economic environment, there can be no assumption that funding generated through other sources as in 2009-2010 will be available through those same sources during 2010-2011.

Termination of Local Programs

Three program sponsors terminated their participation in the statewide PTTP in 2009-2010. Commission staff has been officially notified that one additional program will cease operation effective fiscal year 2010-2011. Additionally, one district that serves as a partner in a two district consortia elected to only serve its participants who are enrolled in teacher preparation programs. Funding for the remaining participants who are completing program requirements at the lower division level was discontinued. Participants of a program that chooses to terminate its participation in the statewide PTTP do not have to reimburse the PTTP funds expended on their behalf by the program even though the participants have not completed all degree and certification requirements.

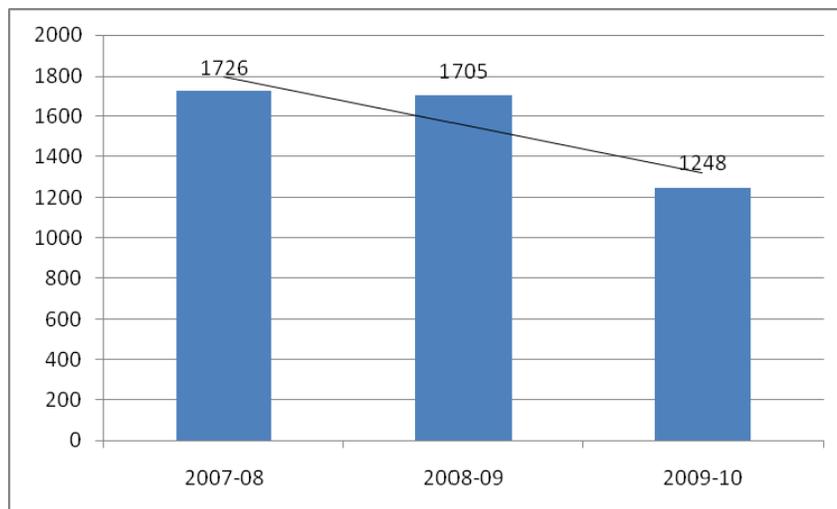
Participant Enrollment

The 2009-2010 PTTP served 457, or 28%, fewer participants than in 2008-2009. Program participants identified by the program partners that terminated their statewide PTTP program participation in 2009-2010 total 94. Many prospective program participants are reluctant to begin the program, given the fiscal constraints on support for their participation in the program along with the necessity to incur significant loan debts coupled with the specter of job insecurity once the program has been completed. This situation has a negative effect on the ability of some program sponsors to recruit participants and to replace program graduates.

The actual participation status of six of the remaining 32 local programs (Hayward Unified School District, Ontario-Montclair Unified School District, Riverside Unified School District, San Jose Unified School District, Sweetwater High School District and Tri-County Consortium) is unknown. Although the programs were asked to provide information about program and participants' status Commission staff has not received notification that the programs remain operational or if they have exercised the funds flexibility option and are no longer serving participants. If these programs terminate their participation in the PTTP in 2010-2011 it will mean a loss of 6 additional program sponsors and 59 additional participants. Figure 3 shows the decline in program enrollment over the past three years.

Figure 3

PTTP Participant Enrollment



Loss of Participants with Advanced Academic Training

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 has a negative effect on the participant, program sponsor and State of California. 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.

Continued Effective LEA and IHE Collaboration

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.

While some program sponsors are large LEAs that administer a number of programs that generate funds, many of the LEAs participating in the PTTP are small and have no additional resources that allow them to fill local budget shortfalls. 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 institutions of higher education (IHE). 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.

IV. Description of the California School Paraprofessional Teacher Training Program

The California School 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 support of participants' certification goals. 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 IHE while the participant is completing his/her education and/or teaching credential preparation.

Senate Bill 193 and Common Program Entry Requirements

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. 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.

Typical Certification Path for PTTP Participants

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. Twenty-nine out of 32 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.

V. Participant Demographics and Local Program Funding

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 2009-2010, the PTTP enrolled 1,248 paraprofessionals. Sixty-one percent of program participants responding to the question are minority group members. One thousand two hundred thirty-nine 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 illustrated earlier in the report in Figure 1 and described in Table 1 below, the 2009-2010 PTTP served a culturally and linguistic diverse group of participants.

Table 1
Current Participants by Ethnicity
Program Year 2009-2010
(Data Source: 2009-2010 Participant Consent Forms)

Ethnicity	Numbers	Percentage
African American	130	10%
Asian American/Asian Indian	35	34%
Caucasian	393	32%
Latino/Hispanic	551	44%
Native American/American Indian	4	0%
Pacific Islander/Filipino	19	2%
Southeast Asian	18	1%
Other	81	6%
Declined to State	17	1%
Total	1,248	100%

B. Economic Status of Participants

Of the 1,248 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 (97), or (b) between \$10,000 and \$20,000 (261). Table 2 identifies the income range for those paraprofessionals who responded to this question.

Table 2

**Economic Status of Current PTTP Participants
in Terms of Income Range per Household
(Data Source: 2009-2010 Participant Consent Forms)**

28 Program Sites	Total Participants	Under \$10,000	\$10,000 - \$20,000	\$21,000 - \$40,000	\$40,000 and Over	Total Responses
TOTALS	1,248	97	261	428	462	1,248

One thousand two-hundred forty-eight (1,248) 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 35% pay all or part of their own medical insurance coverage. Participants were also asked if they are first-generation college students. Of the 1,142 participants who responded to this question, 530 (46%) 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 PTTP program site for the 12-month period from July, 2009 through June, 2010. As a result of the 2008-2009 mid-year budget negotiations, program funding was reduced and LEAs 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), 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 2009-2010 allocation.

Programs that include an asterisk (*) re-directed 2009-2010 funds. Funds disbursed to these programs were not expended exclusively for PTTP participants and the allocation may not accurately reflect the actual dollar amount expended in support of participants. The three programs that fully terminated their participation in the program during 2009-2010 (Merced Area Consortium, Oceanside Unified School District and Lennox School District) are reflected in the table below because each one of the programs will continue to receive PTTP funding through 2012-2013. Although advance notice was provided and follow-up requests made, eight programs, Hayward Unified School District, Kern County Superintendent of Schools, Napa Unified School District, Ontario-Montclair School District, Riverside Unified School District, San Jose Unified School District, Sweetwater School District and the Tri-County (Sutter County) programs did not submit their annual report.

Table 3**Paraprofessional Teacher Training State Funding Allocations
(Data Source: 2009-2010 Expenditure Reports)**

Paraprofessional Program Sites	Grant Awards: FY 09-10	Total Numbers of Participants
Alameda County Office of Education	\$399,205.68	108
Antelope Valley Union	\$78,105.44	22
Azusa Unified School District	\$23,142.36*	6
ABC/Bellflower Unified School District	\$14,463.97	4
Chula Vista Unified School District	\$14,463.97	3
Clovis/Fresno Consortium	\$303,743.41*	89
East Side Union High School District	\$26,035.15	8
Enterprise/Shasta Consortium	\$75,212.65*	21
Fresno County Office of Education	\$260,351.50*	74
Glendale Unified School District	\$8,678.39	0 ²
Hayward Unified School District	\$17,356.76	0
Imperial County Office of Education	\$164,889.28	49
Kern County Superintendent of Schools	\$341,349.74	77
Kings County Office of Education	\$78,105	22
Lennox Unified School District	\$57,855.88	0 ³
Los Angeles County Office of Education	\$66,534.27*	20
Los Angeles Unified School District	\$746,340.95	210
Merced Area Consortium	\$159,103.69	0 ⁴
Merced County Office of Education	\$173,567.66	62
Monterey County Office of Education	\$127,282.95	29
Napa Valley Unified School District	\$11,571.17	1
Oceanside Unified School District	\$17,356.76	3 ⁵
Ontario-Montclair Unified School District	\$11,571.17	0
Orange County Office of Education	\$329,778.56	85
Palmdale Unified School District	\$52,070.30*	16
Riverside County Office of Education	\$57,855.88	16
Riverside Unified School District	\$63,641.48	0
San Francisco Unified School District	\$179,353.25*	53
San Joaquin County Office of Education	\$407,884.01	110

² Glendale served its last participant in 2008-2009. The program will receive continued funding through 2012-2013

³ Lennox terminated its program in January 2010. The program will receive continued funding through 2012-2013

⁴ Merced Area Consortium terminated its participation in the program effective 2009-2010. The program will receive continued funding through 2012-2013.

⁵ Oceanside began the year with three participants but then terminated its participation in the program effective July 2009. The program will receive continued funding through 2012-2013.

Paraprofessional Program Sites	Grant Awards: FY 09-10	Total Numbers of Participants
San Jose Unified School District	\$11,571.17	0
Santa Clara County Office of Education	\$80,998.24	26
Sonoma County Consortium	\$144,639.72	41
Sweetwater High School District	\$5,785.59	0
Tri-County Paraprofessional Program	\$54,963.09	0
Ventura County Office of Education	\$312,421.79	83
West Contra Costa Unified School Dist	\$60,748.68	10
Paraprofessional Programs Totals	\$4,938,000	1,248

Programs report IHE costs of as much as \$7,000 per year for their participants. Programs reported that 46% of grant funds disbursed (\$2,295,687) 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 \$639,724 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. PTP reallocated funds totaled \$363,365.

D. Program Status Unknown

Table 4 identifies the funds disbursed in support of PTP participants in six programs for which participants' program and academic status are unknown. The program sponsors confirmed program participants in 2008-2009 but did not confirm any participants in 2009-2010. Each of the program sponsors will continue to receive funding through 2012-2013.

Table 4

**State Funding Allocations:
2009-2010 Program and Participant Status Unknown**

Paraprofessional Program Sites	Grant Awards: FY 09-10	Total Numbers of Participants
Hayward Unified School District	\$17,356.76	0
Ontario-Montclair Unified School District	\$11,571.17	0
Riverside Unified School District	\$63,641.48	0
San Jose Unified School District	\$11,571.17	0
Sweetwater High School District	\$5,785.59	0
Tri-County Paraprofessional Program	\$54,963.09	0
Programs Totals	\$164,889.26	0

E. Academic Progress of Participating School Paraprofessionals

The PTTP program currently serves 1,248 paraprofessional participants who have not yet completed the program and earned a California preliminary teaching credential. Table 5 reflects the academic progress of current participants. A complete list of the participating districts and universities can be found in Appendix A.

Table 5

**Academic Progress of Current PTTP Participants
(Data Source: 2009-2010 Annual Reports and Participant Consent Forms)**

36 Paraprofessional Programs	Total Number of Participants	Enrolled in Community College	Enrolled in BA Program	Enrolled in Teacher Preparation Program
TOTALS	1,248	222	490	536

F. Meeting the Demand for Bilingual and Special Education Teachers

Table 6 below shows the degree to which the current PTTP participants are preparing to earn bilingual or special education certification. A total of 676 (54%) 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 SB 2042 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 6

**Certification Goals of Current PTTP Participants
(Data Source: 2009-2010 Annual Reports and Participant Consent Forms)**

28 Paraprofessional Programs	Total Number of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD) MS & SS	Special Education	Multiple Subject and Single Subject
TOTALS	1,248	240	436	572

G. Numbers of Program Graduates and Service in Public Schools

As of summer 2010, 2,150 graduates of the School PTTP have successfully completed the program by earning a California preliminary teaching credential. An additional 111 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (84 participants), or serving on an emergency or provisional permit (27 participants).

The PTTP is in its fifteenth year of operation and the majority of the graduates of the original 13 programs and some graduates of the current 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. The frequency with which participants have had to move from their local community to seek certificated employment has increased. The current employment crisis has also had an impact on program sponsors resulting in numerous changes in local program administration and or the addition of other duties to the PTTP administrator. This makes it challenging for program sponsors to monitor the employment paths of program graduates.

The 2009-2010 annual reports from program sponsors include data about 2009-2010 program graduates and their employment in the public schools. In the past, program graduates could look forward to swift placement in certificated positions. During 2009-2010, 78 program graduates are waiting to be placed in certificated assignments. It is our hope that these fully-credentialed graduates will gain certificated employment as quickly as possible.

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. 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 and California Longitudinal Teacher Integrated Data Education System, or CalTIDES, when it becomes operational. Commission staff will also continue to work with program sponsors who can identify those program graduates who are currently employed in the California public schools.

VI. Degree to Which the Paraprofessional Teacher Training Program Meets Teacher Demand

The PTTP was established to address local employer needs and teacher shortages, particularly in the areas of bilingual education, English language learner education, and special education. The number of successful program graduates from the program and their areas of certification demonstrate a dedication and commitment to the education of California's children. Taking these factors into consideration, continued full funding and operation of the PTTP will positively impact teacher shortage areas in critical need areas during the 2010-2011 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 32 funded PTP sites. These partnerships include written articulation agreements with 55 campuses of the California Community Colleges, 21 California State University campuses, 4 campuses of the University of California and 15 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 243 school districts and/or county offices of education.

CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAMS 2009-2010

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

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
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		Simpson College Chapman University
Fresno County Program	Fresno County Office of Education	Fresno City College Reedley Community College State Center Community College - Clovis and Madera Centers	California State University, Fresno Fresno Pacific University
Glendale Unified	Glendale Unified School District		
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	West Hills Community College College of Sequoias	California State University, Fresno Fresno Pacific College Chapman University National University

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Kings County Program (continued)	Pioneer School District Reef-Sunset Union School District		
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 County Program	Merced County Office of Education Atwater Elementary School District Delhi Unified School District Dos Palos-Oro Loma Joint Unified School District El Nido Elementary School District Hilmar Unified School District Le Grand Elementary School District Livingston Union School District Los Banos Unified School District McSwain Union Elementary School District Merced City School District Merced River Union Elementary School District Merced Union High School District Planada Elementary School District Winton Elementary School District	Merced Community College	California State University, Fresno California State University, Stanislaus University of California, Merced
Monterey County Program	Monterey County Office of Education Alisal Unified School District Gonzalez Unified School District Greenfield Union School District King City High School District Monterey Peninsula Unified School District North Monterey County Unified School District Salinas City Elementary School District Salinas Unified High School District San Ardo Union School District San Lucas Union School District Soledad Unified School District	Cabrillo College Hartnell Community College Monterey Peninsula College	California State University, Monterey Bay CalStateTEACH Chapman University
Napa Program	Napa Valley Unified School District	Napa Valley Community College	Pacific Union College Chapman University Sonoma State University

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

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Sonoma County Program (continued)	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 McKinelyville Union School District Mendocino Unified School District Middletown Unified School District Monte Rio Unified School District Northern Humboldt Union High School District Novato Unified School District Oak Grove Union School District Petaluma School District Piner-Olivet Union School District Point Arena Joint Union High School District Potter Valley School District Rohnerville School District Round Valley Unified School District Santa Rosa City Schools Southern Humboldt Unified School District Ukiah Unified School District Upper Lake Union Elementary Waugh School District West Side Union High School District West Sonoma County Union High School District Willits Unified School District Wilmar Union School District Windsor Unified School District		
Sweetwater Program	Sweetwater Union High School District	Southwestern Community College	San Diego State University
Tri-County Program	Butte County Office of Education Maxwell Unified School District Sutter County Superintendent of Schools Yuba County Office of Education	Yuba Community College	Chapman University
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	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

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Ventura County Program (continued)	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		University of California, Santa Barbara University of LaVerne
West Contra Costa Program	West Contra Costa Unified School District	Contra Costa Community College	California State University, East Bay
TOTAL: 32	247	56	40

Appendix B



Alternative Pathway to Certification (Intern) Program Report

2009-2010

Commission on Teacher Credentialing

**Prepared by
Nadine Noelting, Administrator**

November 2010

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The Alternative Pathway to Certification (Intern) Program

Background and Purpose

There are two types of accredited intern programs, both meeting the same program standards. The first program is a university based program established by the Teacher Education Internship Act of 1967. In 1983, authorized districts to develop and implement district internship programs under the Hughes-Hart Education Reform Act (Chap. 498, Stats. of 1983). Initial funding for the program began in 1993 when the Alternative Teacher Certification Act established a local assistance program to provide state funding for teaching internship programs managed by the Commission. Additional funding came in 2007 when additional funding for “enhanced programs” was provided to eligible participants (Chap. 517, Stats. 2006).

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.

In order to enter the program, 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 2009-10, 5,530 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, 4,464 participants came from California schools with 2,680 from the CSU system, 815 from the UC system, and 969 from private schools.

Table 1
Age of Intern Participants from 2003 to 2009

	20 to 30	31 to 40	41 to 50	51 to 60	60 Plus	Declined to State
2003-04	46.2%	28.6%	16.1%	8.0%	1.0%	0%
2004-05	44.8%	27.1%	17.0%	8.5%	0.9%	1.6%
2005-06	47.5%	25.3%	15.6%	9.0%	1.0%	1.7%
2006-07	48.1%	26.2%	15.3%	8.0%	1.0%	1.5%
2007-08	48.6%	26.4%	15.1%	7.8%	1.0%	1.2%
2008-09	47.6%	27.4%	15.1%	7.5%	1.2%	1.0%
2009-10	44.8%	28.8%	15.9%	8.4%	1.4%	.7%

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

	Multiple Subject		Single Subject		Special Education		Total
	#	%	#	%	#	%	
2002-03	4,508	62.5	1,588	22.0	1,121	15.5	7,217
2003-04	3,882	43.4	2,591	28.8	2,485	27.8	8,942*
2004-05	2,578	30.4	2,817	33.2	3,094	36.4	8,489*
2005-06	1,593	21.8	2,697	36.9	3,011	41.2	7,309*
2006-07	1,753	20.8	3,028	36.0	3,634	43.2	8,415*
2007-08	1,698	20.2	2,955	35.1	3,755	44.7	8,408*
2008-09	1,369	17.2	2,869	35.1	3,993	50.2	8,231*
2009-10	1,320	23.9	1,832	33.1	2,911	52.6	6,063*

*Interns may seek more than one type of credential.

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 2003-2009

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
English Language Arts	847	796	756	797	797	690	394
Math	530	724	753	821	785	814	573
Science	553	570	497	547	552	567	476
Social Science	226	257	254	295	262	224	173
Foreign Language	133	145	190	194	162	162	118
Physical Education	120	140	175	228	219	216	139
Music	52	67	71	87	95	81	54
Art	45	45	59	63	58	49	45
Business	41	33	29	30	31	17	14
Health Science	23	21	58	50	48	28	36
Home Economics	10	12	9	12	14	4	6
ITE	7	4	6	14	15	11	10
Agriculture	4	3	4	12	10	6	12
TOTAL	2,591	2,817	2,861	3,064	3,048	2,869	1,832

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 2002-2009

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
White/Non Hispanic	52.3%	50.3%	52.3%	54.8%	53.7%	50.7%	51%	47.5%
Hispanic	28.4%	26.7%	24.6%	23.5%	21.8%	23.4%	23.9%	24.6%
African American	7.3%	9.0%	9.9%	9.1%	8.1%	8.1%	8%	8.3%
Asian SE Asian	5.7%	5.4%	6.3%	6.5%	6.3%	6.0%	6.2%	5.8%
Filipino/Pacific Islander	1.3%	1.7%	2.0%	2.4%	2.6%	3.5%	4.1%	6.4%
Native American / Alaskan Native	.9%	1.0%	.9%	1.2%	1.0%	1.2%	1.9%	1.9%
Multiple	.4%	1.0%	1.0%	-	-	-	-	-
Other	3.5%	4.8%	3.8%	2.5%	2.9%	3.2%	1.9%	2.0%
Unknown/Decline to Submit	(3.9)%	(4.6)%	(3.4)%	(6.2)%	(3.6)%	(3.9)%	(3%)	(3.5%)

Program Evaluation Surveys

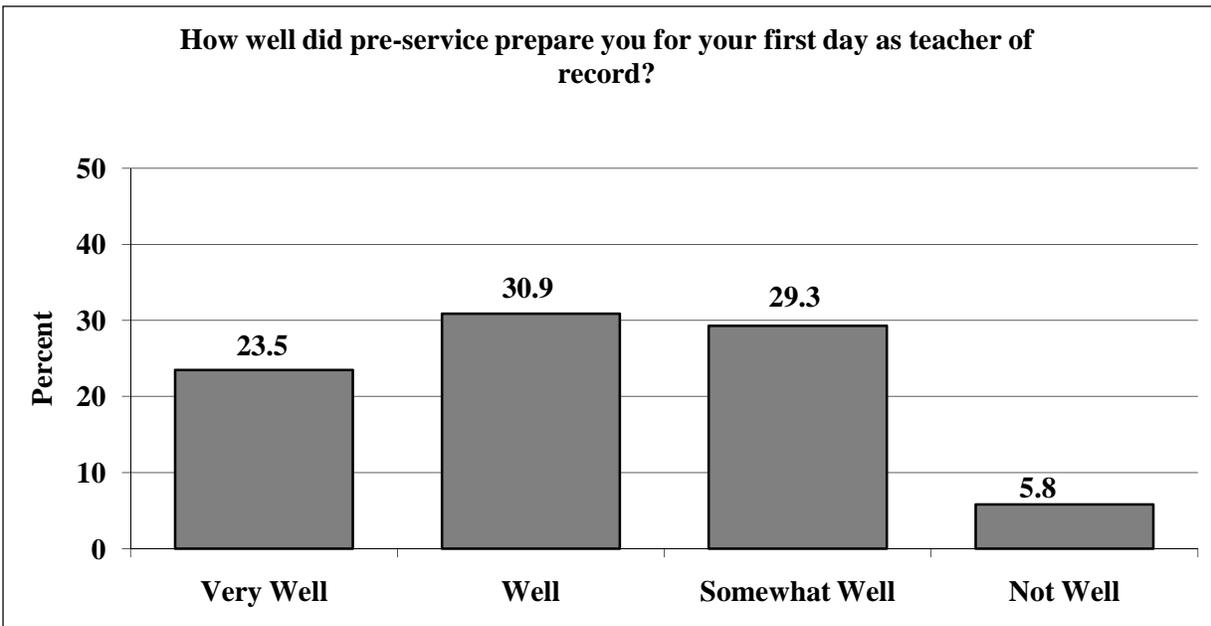
On an annual basis, those who complete Intern programs, their Support Providers, and their employers participate in surveys in which they reflect on and evaluate their experiences in the program. Each program then receives its own data and statewide data for comparison and to make data based adjustments 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 2010, a total of 1,127 interns who were completing an Intern teacher preparation program completed the annual survey regarding their experiences with their particular program. Fifty-one (4.5%) of the completers used the Early Completion Option to complete the 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 50%) 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



Support is an essential part of the intern program. It is provided in a variety of ways to the intern, dependent on the approved program. Table 5 indicates the types of support and whether interns found the support useful.

Table 5

Support Provided to Interns

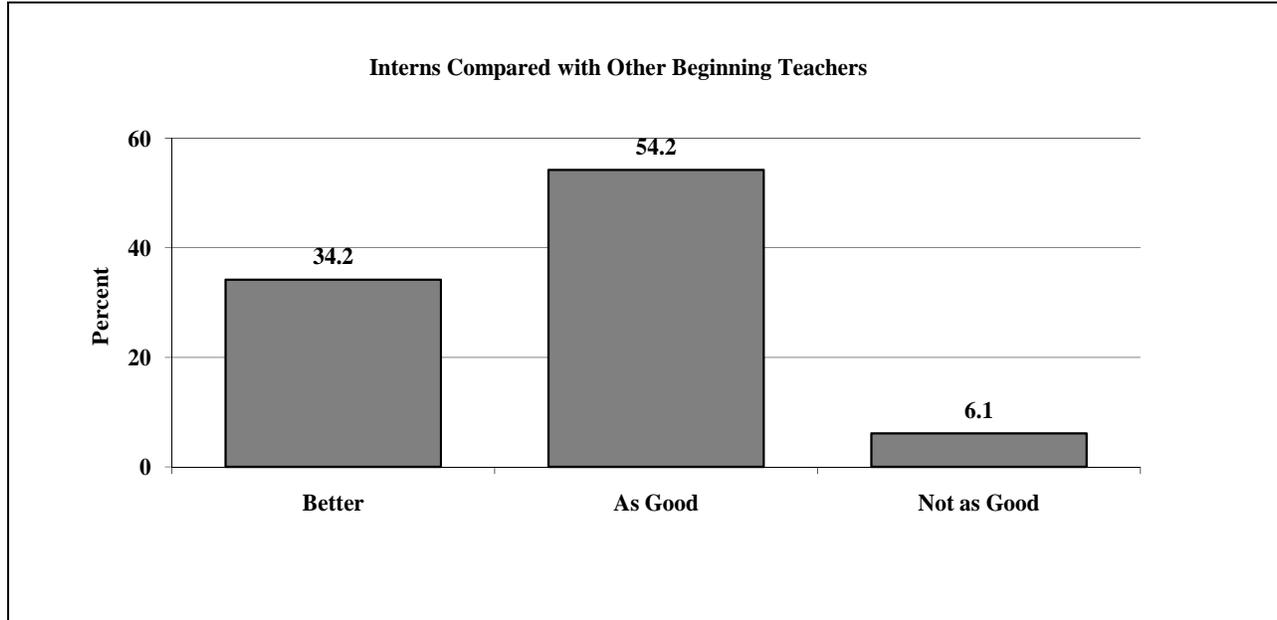
	Did not receive	Not useful	Somewhat useful	Useful	Very Useful
Onsite observation, consultation, demonstration	36	27	175	430	453
Cohort support seminars	229	64	209	354	257
On-line one-on-one support (e.g. email)	159	51	249	381	274
Phone Support	338	45	213	300	214
Specialized support by individuals or teams	214	33	226	359	279
Support from former Interns or graduates	445	31	152	248	233
Program coordinator/facility/staff	58	24	239	402	394

The funded intern programs sponsored many of the CalTPA training programs and have actively integrated the TPA into the program. There were 380 interns using the CalTPA, 171 interns in the PACT and 22 interns using FAST. Over 70% of the interns indicated that the TPA tasks were imbedded in the right classes at the right time.

Employer Surveys

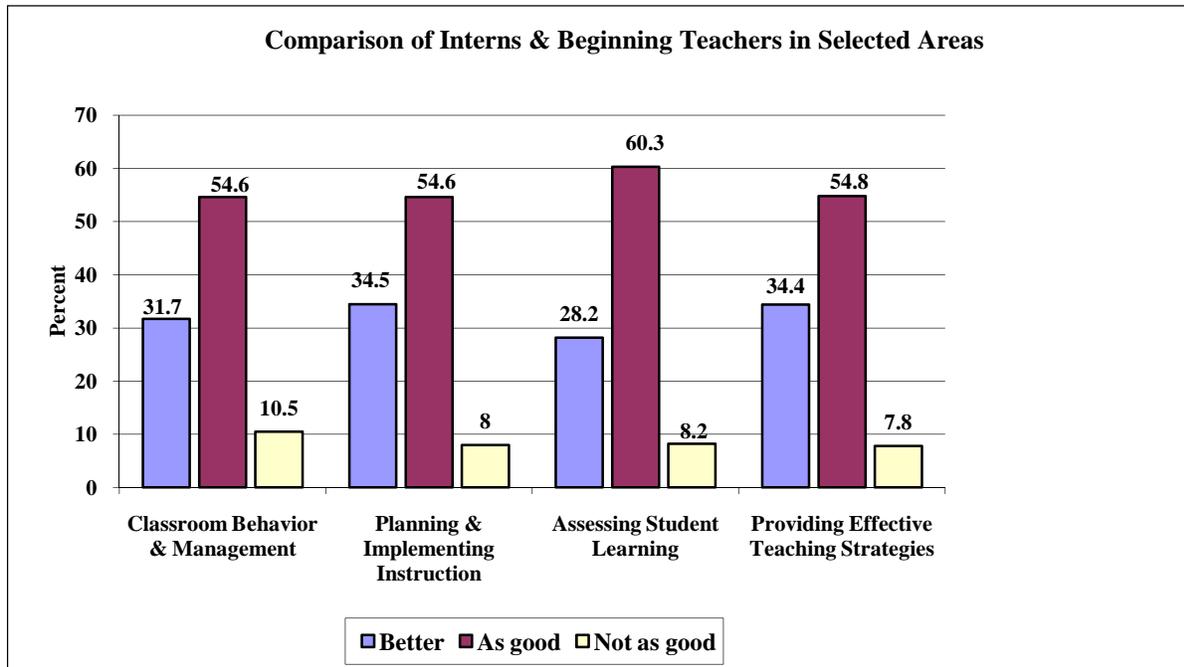
The Employer Survey asked principals and other school administrators how interns at their schools compared with other beginning teachers. Overall, these school leaders indicated that more than 84.4% of the intern teachers at their schools were as good as or better than other beginning teachers who taught at schools where they had been administrators. (See Figure 3)

Figure 3



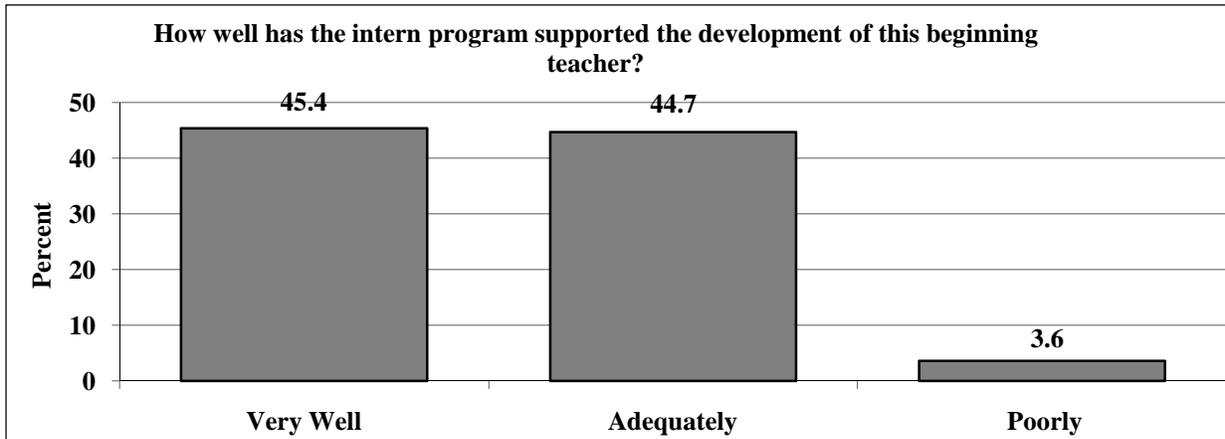
As shown in Figure 4, intern skills were also rated favorably in specific areas of performance by these same administrators when compared with other beginning teachers.

Figure 4



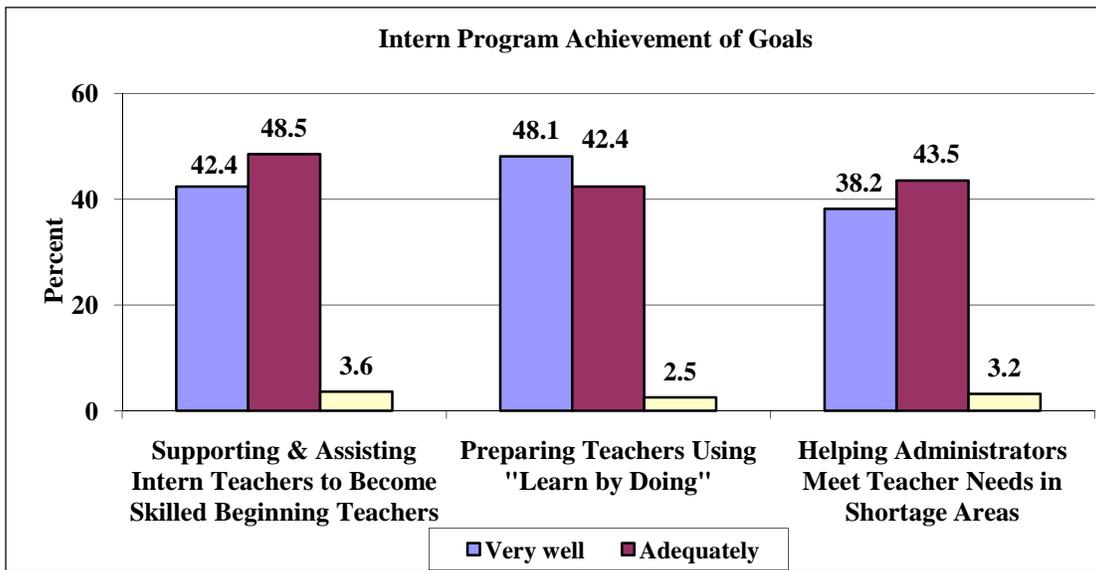
When asked how well the intern program supported the development of the intern teacher(s) at their school, 87.6% of principals and other administrators who responded stated the program had supported the intern teachers very well or adequately. (See Figure 5)

Figure 5



Finally, more than 90% of principals and other administrators felt that the intern program met its specified goals adequately or very well. (See Figure 6)

Figure 6



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 tracked their participants to give retention reports. In 2008-09 the Commission received the first CBED report identifying by SEID (Statewide Educator Identifier)

the teacher in each class. The first year was not complete, but in March, 2010 the second CBED report was provided identifying each teacher. This allowed us to better identify the retention of the interns trained in the programs. Since California is such a mobile state, teachers may have left to work in other states and would not be reported in this report. Administrators and counselors, however, are included in the report.

**Table 6
Retention Rates**

1 year	82%
2 years	79%
3 years	74%
4 years	73%
5 years	73%

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, and will remain at the 2009-10 funding level for the remainder of the grant.

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. Also, under the terms and conditions of the grant, the program must notice the Commission within 30 days of discontinuing the program. To date, only two programs have officially noticed the Commission that they are discontinuing the program.

In 2008-09, Intern programs reported anecdotally that they were struggling to maintain existing programs with reduced funding. However, the federal stimulus funding “backfilled” the state reductions in the program for fiscal year 2008-09 only, making the 2009-10 fiscal year the first full year of reduced funding. In 2009-10 there is a significant reduction in the number of interns in the program due to the number of fully credentialed teachers who were laid off and available to replace the intern in the classroom. However, a significant number of the education specialist interns hold either a multiple subject or single subject credential, indicating that they may have been laid off and found continued employment through the intern program.

Looking to the Future

Participation in the state-funded intern programs is based on the need in an area as well as the continued designation of an intern as a fully credentialed teacher. In the past 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. Current teacher layoffs may result in a short term teacher surplus. However, like the last teacher surplus, many teachers left the profession and the state faced teacher shortages again. 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.

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.