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# 5A

## Action

### *Professional Services Committee*

#### **Annual Report on Teacher Development Programs: Paraprofessional Teacher Training Program and Alternative Pathway to Certification (Intern) Program**

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**Executive Summary:** This agenda item presents the 2010-11 report to the Legislature on the Paraprofessional Teacher Training Program and also provides information on the Alternative Pathway to Certification (Intern) Program.

**Recommended Action:** Staff recommends approval of the Paraprofessional Teacher Training Program Report for transmittal to the Legislature.

**Presenters:** Marilynn 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 2011

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# Annual Report on Teacher Development Programs: Paraprofessional Teacher Training Program and Alternative Pathway to Certification (Intern) Program

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## **Introduction**

The Commission on Teacher Credentialing (Commission) oversees two teacher development programs that share common goals of assuring quality preservice preparation and improving access to the teaching profession. Staff annually report on the progress of these two programs to the Commission. 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. Staff continues to try to collect information about the programs even though there are no longer any state requirements for programs to report expenditures or information on participants to the Commission.

This agenda item will present two separate reports: one is the mandated report to the Legislature on the Paraprofessional Teacher Training Program (PTTP), a report which requires Commission approval for transmittal (Appendix A); the other is an update on the Alternative Pathway to Certification Program (Intern Program) for 2010-2011 (Appendix B) for Commission information only.

## **Background**

Both the Paraprofessional Teacher Training Program and the Intern Program are important options for 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 Learning to Teach 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. Typically, participants receive support from their LEAs 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 implementing this alternative route to a credential was established in 1993. Intern Programs are operated by districts and by universities which have applied to the Commission for approval to operate the program. 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. Through the 2007-08 school year, 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.

### **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 2011, while Table 2 provides a summary overview of the program legislation, program status and participation over time.

**Table 1  
Participants and Funding for Funded Projects 1995-2011**

	<b>PARAPROFESSIONAL</b>		<b>INTERN</b>	
	<b>Number of Participants</b>	<b>Funding Authority (millions)</b>	<b>Number of Participants</b>	<b>Funding Authority (millions)</b>
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**
2010-2011	858	\$4.938**	4,025	\$21.3**

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

\*\*Flexible funding established by SB 4 of the Third Extraordinary Session, Stats. 2009 (SB3X 4).

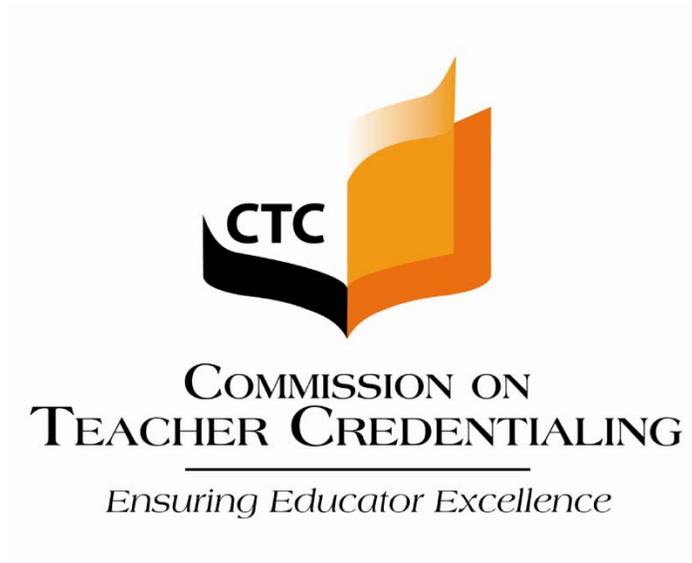
**Table 2  
Overview of Funded Projects 2009-2010**

	<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	16	17
Number of Projects	22	68 (includes 8 District Intern Programs)
Number of Participants	858	4,025
Amount of Funding Per Participant 2010-2011	Variable – became Tier III program with funding flexibility. Prior to flexibility, funding was \$3,500 per participant.	Variable – became Tier III program with funding flexibility. Prior to flexibility, 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>

**Recommendation**

Staff recommends the approval of the *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. The report is provided as Appendix A.

## Appendix A



# California School Paraprofessional Teacher Training Program

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

November 2011

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 2011

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Hinde, Alicia	Teacher Representative	2012
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**California School Paraprofessional Teacher Training Program**  
*An Annual Report to the Legislature*  
**2011**

**Table of Contents**

Executive Summary .....	1
I. Program Description .....	2
II. Program Funding History .....	3
III. Program Outcomes.....	4
IV. Program Policy Issues.....	5
A. Increased Cost Pressures.....	5
B. Classified and Certificated Personnel Layoffs.....	6
C. Effects of Public Education Policy .....	7
D. Reimbursement Requirement.....	10
V. Participant Demographics and Local Program Funding	
A. Number, Ethnicity and Economic Status of Paraprofessionals Recruited.....	11
B. Economic Status of Participants .....	11
C. Program Funding Levels.....	12
D. Academic Progress of Participating School Paraprofessionals .....	14
E. Meeting the Demand for Bilingual and Special Education Teachers .....	14
F. Numbers of Program Graduates and Service.....	15
VI. Degree to Which the Paraprofessional Teacher Training Program Can Meet Teacher Demand .....	16

**Appendix**

Appendix A: Program Sites.....	17
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# **The California School Paraprofessional Teacher Training Program: A Report to the Legislature**

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## **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 the number of paraprofessionals recruited who are fully credentialed;
- 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.

***In summary, 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 22 local programs that support 858 participants at some funding level. As of summer 2011, the PTTP has produced a total of 2,175 fully-credentialed program graduates.***

# **The California School Paraprofessional Teacher Training Program**

## **I. 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 a bilingual, special education, K-3 teacher, or a 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, 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 institution of higher education (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: possession of an associate or higher level degree or, completion of at least two years of study at a postsecondary education institution or, 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 him/her through the first two years of certificated employment. Twenty-nine out of 32 program sponsors not only administer a PTTP program 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 collaborative 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.

## **II. Program Funding History**

### ***Initial Funding and Program Expansion***

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 fifteen 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 2010-2011 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 (Chap. 12, Stats. 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 (LEAs) 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. In 2011, the Legislature extended funding for all local assistance programs and the PTTP is scheduled to receive funding as a Tier III program through fiscal year 2014-2015. It is anticipated that the statewide program will receive an annual allocation reduction each year the program continues to be funded.

### III. Program Outcomes

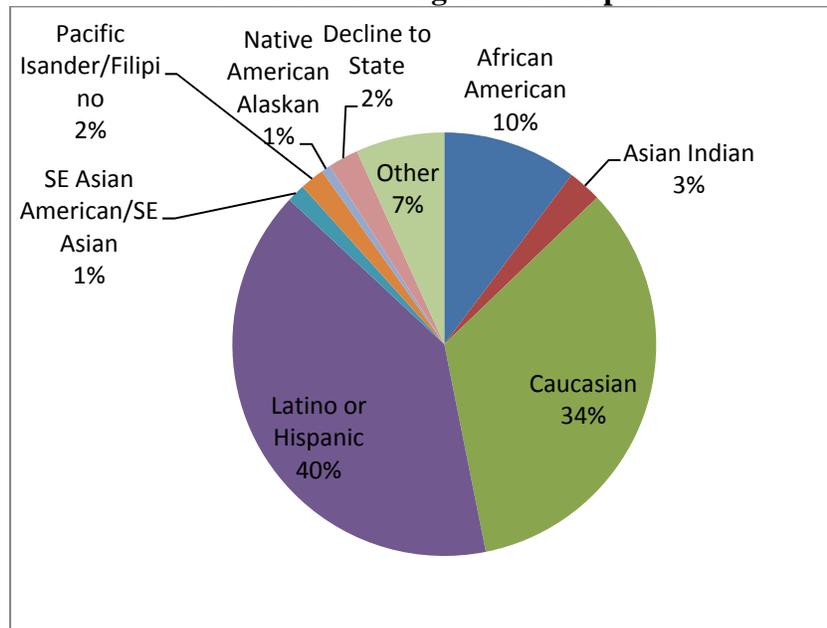
As of summer 2011, 2,175 graduates of the California School Paraprofessional Teacher Training Program have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 61 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (49 participants), or serving on an emergency or provisional permit (12 participants).

The statewide PTPP served 858 participants during 2010-2011 within 235 local school district/college and university partnerships. A list of program sponsors and partner colleges and universities can be found in Appendix A.

Of the 847 participants responding to the survey, 146 are enrolled at the community college level; 312 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 389 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 344 Latino/Hispanic, 88 African-American, and 12 Southeast Asian participants, among others). Fifty-eight percent (488) of program participants responding to the survey are minority group members. Forty-five percent (388) are fluent in another language. Twenty-seven percent of participants responding to the question identified their household annual income range as being either (a) under \$10,000 (54), or (b) between \$10,000 and \$20,000 (176). Forty-two percent (359) indicated they are heads of households and 39% (336) pay all or part of their own medical insurance coverage. Forty Percent (341) 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**



## **IV. 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 an LEA chooses to exercise the flexibility option it may choose to reallocate all PTTP funds but continue to 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 only partial financial support to PTTP participants. This action will typically require participants to seek additional financial support through student loans. Program sponsors are not required to report to the state the level of support they provide in support of participants. A program sponsor 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***

Program sponsors report that 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 2011-2012, the estimated average tuition and student fees are \$13,200 for the University of California. The basic undergraduate tuition fee for the California State University is \$5,472 and the California Community Colleges cost is \$26 per unit, or \$72 - \$104 per course.<sup>1</sup> Average graduate fees for enrollment in teacher preparation programs offered by the University of California are \$14,554 and \$6,348 at the California State University. Even at the \$3,500 full support level allowed in statute, the tuition costs are much higher than what is provided through the PTTP.

#### ***Participant and Program Sponsor Funding Shortfalls***

To address participant funding shortfalls, program sponsors urge participants to take advantage of available grants, scholarships and loans. 2010-2011 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.

Currently, the PTTP reimbursement requirement remains in statute. 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 the student loans. The continued practice of obtaining student loans has heavy financial implications on participants and can result in financial devastation. It is unknown if participants choose to continue in the program only to avoid the requirement to reimburse the state should they fail to earn a teaching credential.

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<sup>1</sup>Data source: California Community College, California State University and University of California websites

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 2010-2011, few LEAs have surplus funds that can be reallocated in support of their local PTTP.

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 eliminates program sponsor reporting requirements to the Commission, but will continue nonetheless 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 2014-2015.

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

Program sponsors began to express concern about classified and certificated personnel layoffs in 2004. In 2010-2011, layoffs of both classified and certificated employees continue to be a concern for PTTP participants and program graduates. Four programs reported that they lost five participants to a reduction in force, or RIF.

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 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. The PTTP was developed to allow individuals to remain within their communities following full certification, and many are not financially able to relocate to find employment, even if it was available. In 2010-2011, nine program sponsors reported that 20 fully-credentialed PTTP graduates had not been hired to serve in certificated assignments and were still seeking employment.

The surplus of fully-qualified credential holders also adversely impacts 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. Internships have dropped dramatically since the holder only can be hired when an employer certifies that a fully-credentialed teacher is not available.

2010-2011 program sponsors report that they continue to experience problems placing interns. One sponsor reported it could not place even one intern within its LEA. Another program reported that it had trouble placing each of its interns although all were eventually placed in an internship assignment.

If no internship position is available, paraprofessionals are asked to complete a traditional program that includes student teaching. This forces participants to make the difficult decision of requesting a leave of absence to complete student teaching. This outcome presents a staffing hardship for the employer and places a severe financial hardship on the participant since no salary is earned while the paraprofessional is on leave. To support paraprofessionals in their effort to complete a traditional teacher preparation program, one program sponsor reported that the district now allows paraprofessionals to use vacation time so that they can complete the student teaching requirement.

PTTP sponsors have redesigned their local projects to continue to meet local employer needs and remain an effective teacher development program by placing 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.

### **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. 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 2008-2009 through 2014-2015 are flexible and LEAs have the authority to reallocate the funds for other purposes. Program sponsor and participant concern about future funding of the PTTP and whether participants will be able to complete degree and certification requirements have become a new reality as a result of the different 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 reported as reallocated in 2010-2011 are approximately triple the amount reported in the 2009 legislative report, with LEAs reallocating \$399,232 in support of other efforts.

Of the seven program sponsors reporting that their LEAs 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 were provided a book stipend of \$200 per school term. The program sponsor can no longer cover the cost for

summer classes, for multiple subject participants to take the state-mandated California Subject Examinations for Teachers (CSET) or for single subject participants who choose the examination route to meet the subject matter competence requirement. 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 for the second consecutive year that all PTTP funds were reallocated for other educational purposes and that no funding was provided for its participants. It is unknown how PTTP participants were supported by this particular program during 2010-2011.

It is anticipated that 2011-2012 reallocated PTTP funds will exceed the 2010-2011 amount and that the number of local programs and program participants will continue to decrease through 2014-2015. Due to the uncertain economic environment, there can be no assumption that funding generated through other sources will be available through those same sources during 2011-2012.

### ***Termination of Participation in the Statewide PTTP***

Three local program sponsors (Azusa Unified School District, Bellflower Unified School District, and San Jose Unified School District) terminated their participation in the statewide PTTP in 2010-2011. One additional program sponsor, Chula Vista Elementary School District, has notified Commission staff that the program will not support PTTP participants during 2011-2012. 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. Because the participant reimbursement requirement ends for those participants who are in good academic and program standing when the program sponsor decides to terminate its participation in the statewide program, there may appear to be a financial incentive for programs to opt out of the program but continue to support the individuals in whatever ways they want.

### ***Participant Enrollment***

According to participant data reported by programs, the 2010-2011 PTTP served a total of 858 participants. This total is 390, or 31%, fewer participants than was reported in the 2009-2010 Report to the Legislature. Program participants identified by the program partners that terminated their statewide PTTP program participation in 2010-2011 total 9. 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.

PTTP funds are provided through the Proposition 98 local assistance fund. These are taxpayer dollars. The uncertain fiscal environment and the Tier III funding designation for the PTTP places continued operation and administration of local programs in jeopardy. Considering these factors, in March, 2011, the decision was made that the statewide PTTP would no longer accept new participants. The rationale for this decision is that Commission staff believes that it would be fiscally irresponsible to allow new participants to continue to enroll in a program that has an uncertain future. New participants may also begin the program only to have funding terminated by a program sponsor that makes the decision to reallocate all PTTP funds. Program sponsors were advised that they should continue to support current participants and were asked to no longer advertise participation in the statewide PTTP until further direction is received from the Legislature related to continued program funding and the program's funding designation.

The actual participation status of seven of the remaining programs (Hayward Unified School District, Napa Valley Unified School District, Ontario-Montclair School District, Riverside Unified School District, Sweetwater Unified School District, Tri-County-Sutter County Office of Education and West Contra Costa Unified School District) is unknown. These seven programs are not included in the total program and participant numbers. 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 seven additional program sponsors.

### ***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, the program sponsor and the State of California. In these cases, the participant may be faced with the decision to either postpone program advancement or terminate participation in the PTTP. The loss of participants at such an advanced level of academic training may also result in the loss of funds already 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 continues to be 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, thus 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.

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. The 2010-2011 consent forms include confirmation of 858 current program participants. This total is 390, or 31% fewer confirmed participants than reported in the 2009-2010 PTTP Report to the Legislature.

While Commission staff has participant demographic data for the 858 participants and 25 program graduates, the true number of participants is unknown. Program sponsors are given annual advance notification each year about the Commission's statutory reporting requirement to the Legislature, the need for completion of the PTTP Annual Report and the need to collect limited fiscal data that must be reported to the Legislature. Commission staff also issues

reminders about the need for these reports. Since the 2008-2009 Tier III funding designation, the number of program sponsors responding to Commission staff requests has decreased.

Twenty-two (22) programs submitted PTTP Annual Reports in 2010-2011. This is six fewer than the number reporting in 2009-2010. Twenty (20) programs submitted Final Expenditure Reports. It is unknown why programs have not reported as required. Commission staff has speculated that the lack of submission of reports and updated data could be due to the fact that the PTTP is designated as a Tier III funding program and, since the Department of Education has no reporting requirements for its local assistance programs, the local PTTPs are following suit. Commission staff is also aware that many PTTP Program Directors and Coordinators have other responsibilities in addition to administration of their local PTTP. Program sponsors may be overwhelmed with additional responsibilities and simply have not had time to dedicate to recordkeeping as in the past.

Commission staff has also been reduced in response to California's fiscal emergency. This staff reduction has resulted in limited human resources for monitoring local assistance programs and for assuring that program sponsors respond to Commission requests for data. Due to the fact that there is limited staff and that local assistance programs are not required to report how Tier III funds are used, it has become increasingly difficult for Commission staff to collect the required data so that the data can be reported to the legislature as required in law.

#### **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 (RIF), for participants who suffer from a serious illness, and for participants who cannot find a teaching position.

Although the PTTP has been successful in producing 2,175 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.

Dropped participants, who are typically low wage earners, have advised Commission staff of the financial hardship they experience when they must reimburse the program. In light of the current economic environment, the program's Tier III funding designation combined with the shortage of certificated employment opportunities might offer a rationale for reconsideration of the reimbursement requirement.

## 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 PTP. These data are collected to assure accountability in funding and to provide information about those who participate in the program. In 2010-2011, the PTP enrolled 858 paraprofessionals. Fifty-eight percent of program participants responding to the question are minority group members. Eight hundred forty-nine (849) participants responded to the question asking if they are fluent in a second language. Of those, 45% 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 2010-2011 PTP served a culturally and linguistic diverse group of participants.

**Table 1**  
**Current Participants by Ethnicity**  
**Program Year 2010-2011**  
(Data Source: 2010-2011 Participant Consent Forms)

<b>Ethnicity</b>	<b>Numbers</b>	<b>Percentage</b>
African American	88	10%
Asian American/Asian Indian	22	3%
Caucasian	292	34%
Latino/Hispanic	344	40%
Native American/American Indian	6	1%
Pacific Islander/Filipino	16	2%
Southeast Asian	12	1%
Other	58	7%
Declined to State	20	2%
<b>Total</b>	<b>858</b>	<b>100%</b>

### B. Economic Status of Participants

Of the 858 participants responding to this question in the annual participant data collection, 27% identified their household annual income range as being either (a) under \$10,000 (54), or (b) between \$10,000 and \$20,000 (176). Table 2 identifies the income range for those paraprofessionals who responded to this question.

**Table 2**

**Economic Status of Current PTPP Participants  
in Terms of Income Range per Household  
(Data Source: 2010-2011 Participant Consent Forms)**

<b>22 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>858</b>	<b>54</b>	<b>176</b>	<b>307</b>	<b>310</b>	<b>847</b>

Eight hundred forty-seven (847) participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 42% indicated they are heads of households and 39% pay all or part of their own medical insurance coverage. Participants were also asked if they are first-generation college students. Of the Eight hundred forty-seven (847) participants who responded to this question, 341 (40%) 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 PTPP program site for the 12-month period from July 2010 through June 2011. 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 2010-2011 allocation.

Table 3 identifies the funding and status of the twenty-nine programs including those that terminated their participation, reallocate funds, or did not report the status of their participants (status unknown). The three programs that terminated their participation in the program during 2010-2011 (Azusa Unified School District, Bellflower Unified School District, and San Jose Unified School District) and all other programs that previously served participants or terminated their participation in the statewide program are reflected in the table below because each one of the programs will continue to receive PTPP funding through 2014-2015. Although advance notice was provided and follow-up requests made, seven programs, Hayward Unified School District, Napa Unified School District, Ontario-Montclair School District, Riverside Unified School District, Sweetwater School District, Tri-County (Sutter County) and West Contra Costa Unified School District, did not submit their annual report.

**Table 3**  
**Paraprofessional Teacher Training State Funding Allocations**  
(Data Source: 2010-2011 Expenditure Reports)

<b>Paraprofessional Program Sites</b>	<b>Grant Awards: FY 10-11</b>	<b>Total Numbers of Participants</b>	<b>Status of Program</b>
Alameda County Office of Education	\$399,205.68	97	
Antelope Valley Union	\$78,105.44	14	
Azusa Unified School District	\$23,142.36		Terminated
ABC/Bellflower Unified School District	\$14,463.97		Terminated
Chula Vista Unified School District	\$14,463.97	3	
Clovis/Fresno Consortium	\$303,743.41	32	Reallocated \$
East Side Union High School District	\$26,035.15	5	
Enterprise/Shasta Consortium	\$75,212.65	16	Reallocated \$
Fresno County Office of Education	\$260,351.50	59	Reallocated \$
Glendale Unified School District	\$8,678.39		Served last participant
Hayward Unified School District	\$17,356.76	0	Status unknown
Imperial County Office of Education	\$164,889.28	10	
Kern County Superintendent of Schools	\$341,349.74	89	
Kings County Office of Education	\$78,105	15	
Lennox Unified School District	\$57,855.88		Terminated
Los Angeles County Office of Education	\$66,534.27	8	Reallocated \$
Los Angeles Unified School District	\$746,340.95	96	
Merced Area Consortium	\$159,103.69		Terminated
Merced County Office of Education	\$173,567.66	51	Reallocated \$
Monterey County Office of Education	\$127,282.95	22	
Napa Valley Unified School District	\$11,571.17	0	Status Unknown
Oceanside Unified School District	\$17,356.76		Terminated
Ontario-Montclair Unified School District	\$11,571.17	0	Status Unknown
Orange County Department of Education	\$329,778.56	84	
Palmdale Unified School District	\$52,070.30	9	Reallocated \$
Riverside County Office of Education	\$57,855.88	14	
Riverside Unified School District	\$63,641.48	0	Status Unknown
San Francisco Unified School District	\$179,353.25	34	Reallocated \$
San Joaquin County Office of Education	\$407,884.01	89	
San Jose Unified School District	\$11,571.17		Terminated
Santa Clara County Office of Education	\$80,998.24	18	
Sonoma County Consortium	\$144,639.72	38	
Sweetwater Union High School District	\$5,785.59	0	Status Unknown
Tri-County Paraprofessional Program	\$54,963.09	0	Status Unknown
Ventura County Office of Education	\$312,421.79	55	
West Contra Costa Unified School District	\$60,748.68	0	Status Unknown
<b>Totals</b>	<b>\$4,938,000.00</b>	<b>858</b>	

Programs reported that 41% of grant funds disbursed (\$2,045,672) 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 reported that they provided \$166,622 of in-kind support for paraprofessionals participating in the PTTP. In-kind expenses range from program sponsors contribution for books to space costs and computers. When in-kind costs are factored into the equation, educational costs prove to be even higher. It should be noted that the level of in-kind support for the program varies from locality to locality due to variations in local resources. PTTP reallocated funds totaled \$399,232.

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

The PTTP program currently serves 858 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 PTTP Participants**  
(Data Source: 2010-2011 Annual Reports and Participant Consent Forms)

<b>22 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>858</b>	<b>146</b>	<b>323</b>	<b>389</b>

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

Table 5 below shows the degree to which the current PTTP participants are preparing to earn bilingual or special education certification. A total of 482 (57%) of those responding 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 5**

**Certification Goals of Current PTTP Participants**  
(Data Source: 2010-2011 Annual Reports and Participant Consent Forms)

<b>22 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>858</b>	<b>148</b>	<b>334</b>	<b>376</b>

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

As of summer 2011, 2,175 graduates of the School PTTP have successfully completed the program by earning a California preliminary teaching credential. An additional 61 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program ( 49 participants), or serving on an emergency or provisional permit (12 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 2010-2011 annual reports from program sponsors include data about 2010-2011 program graduates and their employment in the public schools. In the past, program graduates could look forward to swift placement in certificated positions. During 2010-2011, nine program sponsors reported that 20 fully-credentialed 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 (Chap. 840, Stats. 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.

The current economic climate and continued employment uncertainty has created a new reality for an effective teacher development program that has previously met its legislative mandates. Educators will continue to retire and new teachers will be needed to replace retirees. For the past fifteen years, and continuing through today, the Paraprofessional Teacher Training Program has produced more than 2,100 educators for the State of California. Despite its challenges, the PTTP remains a career ladder program that fulfills local employer teacher needs. 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 2011-2012 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 22 PTP sites. These partnerships include written articulation agreements with 50 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 235 school districts and/or county offices of education.

#### CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAMS 2010-2011

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
Chula Vista Program	Chula Vista Elementary School District	Southwestern Community College	San Diego State University
Clovis/Fresno Program	Clovis Unified School District Fresno Unified School District	Fresno City College Reedley College State Center Community College - Clovis and Madera	California State University, Fresno Fresno Pacific University
East Side Union High School Program	East Side Union High School District		National Hispanic University
Enterprise/Shasta Program	Shasta County Office of Education Anderson Union High School District Cascade Elementary School District		Simpson College Chapman University

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
	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
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
Los Angeles Program * Now divided into Districts A	Los Angeles Unified School District	East Los Angeles College Los Angeles City College Los Angeles Southwest College	California State University, Los Angeles California State University, Dominguez Hills

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

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
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
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
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	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>
	Loleta Union Elementary School District Mattole Unified School District McKinleyville Union School District Mendocino Unified School District Middletown Unified School District Monte Rio Unified School District Northern Humboldt Union High School District Novato Unified School District Oak Grove Union School District Petaluma School District Piner-Olivet Union School District Point Arena Joint Union High School District Potter Valley School District Rohnerville School District Round Valley Unified School District Santa Rosa City Schools Southern Humboldt Unified School District Ukiah Unified School District Upper Lake Union Elementary Waugh School District West Side Union High School District West Sonoma County Union High School District Willits Unified School District Wilmar Union School District Windsor Unified School District		
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>22</b>	<b>235</b>	<b>50</b>	<b>40</b>

# **Appendix B**



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

**2010-2011**

### **Commission on Teacher Credentialing**

**Prepared by  
Nadine Noelting, Administrator**

**October 2011**

# Table of Contents

Background and Purpose.....	1
Description of Participants.....	2
Program Evaluation Surveys.....	4
Completer Survey .....	4
Support Provider Surveys .....	5
Employer Surveys.....	6
Retention.....	6
Policy Changes Related to Flexible Funding.....	7
Looking to the Future.....	7
Appendix A: Participating Intern Programs .....	9

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

Since its inception in 1967, the Intern Program has provided an opportunity for a participant to earn a credential while working as a teacher of record in the classroom. The Intern credential restricts the holder's assignment to the district collaborating with the Intern program. The employing district must provide support and mentoring, as well as the program sponsor (which may be the same district for a district intern program), to the holder of an Intern credential. As the next step in the teaching continuum after the Paraprofessional Teacher Training Program, intern programs provide an avenue for both paraprofessionals and others who cannot attend a full time student teaching preparation program to work in a classroom within the specific district collaborating with the Intern program while earning their teaching credential. When state grants were given to intern programs in 1993, programs expanded to fill the need during the class size reduction era. Today there are fewer opportunities for interns to find employment and many are forced to complete their preparation in traditional student teaching-based programs. Some employers have used the intern credential for teachers who had been laid off to earn a credential in a subject where there was an employment need.

### **Background and Purpose**

There are two types of accredited intern programs, both meeting the same program standards. The first type is a university-based program as established by the Teacher Education Internship Act of 1967. The second type of accredited intern program is the district internship program, which was established in 1983. Legislation under the Hughes-Hart Education Reform Act (Chap. 498, Stats. 1983) authorized districts to develop and implement district internship programs. 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 Early Completion Option (ECO) was established in 2001 (Chap. 269, Stats. 2001). The ECO as described in Education Code §44468 is intended to provide individuals who have the requisite skills and knowledge an opportunity to challenge the coursework portion of a Multiple or Single Subject Internship Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved internship program. The Teaching Foundations Exam (TFE), an off-the-shelf assessment used by the Commission for this purpose is available for Multiple Subjects and in only three of the single subjects – English, Mathematics, and Science.

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 others 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.

A summary of intern program requirements and legislative mandates is available on the Commission Intern webpage at <http://www.ctc.ca.gov/educator-prep/intern/default.html>.

### **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, and knowledge of the U.S. Constitution either by coursework or exam. Candidates must have an offer of employment, be admitted to an internship credential program, and have completed a minimum of 120 hours of preservice before they enter the classroom on an intern credential.

In 2010-11, 4,025 interns participated in 68 funded programs, including eight 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 law requires employers to only hire interns after a fully credentialed teacher cannot be found, thus 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 participation have increased (see Table 1).

**Table 1  
Types of Credentials**

	Multiple Subject		Single Subject		Special Education		Total
	#	%	#	%	#	%	
<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*
<b>2009-10</b>	1,320	23.9	1,832	33.1	2,911	52.6	6,063*
<b>2010-11</b>	789	19.6	1,236	30.7	2,383	59.2	4,408*

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

Some other general statistics about the participants include:

- Thirty-three percent (33%) of the participants are male and sixty-seven percent (67%) are female
- Nineteen percent (19%) of the participants are from out of state
- Forty-eight percent (48%) earned bachelor's degrees from the CSU, nineteen percent (19%) from private institutions, and the remaining from UC.
- Fifty-two percent (52%) are in the first year of their program, with thirty-six percent (36%) in the second year. The remaining twelve percent (12%) of the participants are in the third year of the program (usually Special Education)

Table 2 shows that Internships continue to bring those underrepresented in the teaching workforce into teaching. The ethnic/racial distribution of intern programs has remained relatively constant over the past seven years.

**Table 2  
Ethnic Distribution of Interns 2002-2010**

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>White/Non Hispanic</b>	52.3%	50.3%	52.3%	54.8%	53.7%	50.7%	51%	47.5%	50.2%
<b>Hispanic</b>	28.4%	26.7%	24.6%	23.5%	21.8%	23.4%	23.9%	24.6%	24.5%
<b>African American</b>	7.3%	9.0%	9.9%	9.1%	8.1%	8.1%	8.0%	8.3%	9.1%
<b>Asian/ SE Asian</b>	5.7%	5.4%	6.3%	6.5%	6.3%	6.0%	6.2%	5.8%	6.4%
<b>Filipino/Pacific Islander</b>	1.3%	1.7%	2.0%	2.4%	2.6%	3.5%	4.1%	6.4%	5.4%
<b>Native American / Alaskan Native</b>	.9%	1.0%	.9%	1.2%	1.0%	1.2%	1.9%	1.9%	1.6%
<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%	2.0%	2.2%
<b>Unknown/Decline to State</b>	(3.9)%	(4.6)%	(3.4)%	(6.2)%	(3.6)%	(3.9)%	(3%)	(3.5%)	(.6%)

## **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 along with statewide data for comparison purposes and to enable the program 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.

## **Completer Surveys**

In the spring of 2011, a total of 1,254 interns who were completing an Intern teacher preparation program completed the annual survey regarding their experiences with their particular program. The survey is only available to interns when they have completed their full program experience. The statewide survey results can be found on the Commission Intern webpage at <http://www.ctc.ca.gov/educator-prep/intern/default.html>.

Highlights of the results of the Intern participant surveys include:

- The Early Completion Option was used by 7.7% (96) of the participants to complete their program.
- Since the intern program option allows the intern to enter when he/she has found a job, interns enter the program at different times of the year. Eighty-one percent (81%) of the completers said they were completing their programs from May to August, indicating that few are using the flexibility of entering the program at non-traditional times.
- Eighty-one percent (81%) of the completers indicated that they entered the program because of their desire to work with young people, and sixty-eight percent (68%) indicated an interest in the subject matter field. Other reasons for entering the program include: appeal of the intern teacher preparation program (46.9%); influence of a teacher in elementary or secondary school (42%); employment mobility (41%); influence of a teacher or adviser in college (31%); want a change from other work (25%); and family member was a teacher (25%).
- The programs offer a variety of pre-service field experiences including: observation (73%), planning instruction and designing lessons (60%), tutoring and teaching a single person, or small groups of students (59%), whole class instruction (58%), assessing student learning (52%), and instructing English learners (48%).
- Participants reported that the instruction/coursework completed prior to entering the classroom as a credentialed Intern included effective or very effective instruction the majority of the time including; assessing student learning and student progress monitoring (72%), classroom management (58%), using computer technology to support student learning (61%), subject specific pedagogy (70%), reading and literacy strategies (74%), teaching English learners (53%), teaching special populations (77%), teaching strategies (79%), professional, legal, ethical aspects of teaching (52%), and child/adolescent development (64%).
- Fifty eight percent (58%) of the completers indicated that their preservice served them well or very well.
- Seventy-three percent (73%) of the completers reported that they were seen by a site support person once a week or more.

- Thirty-six percent (36%) reported that they saw their program supervisor once a week or more, while fifty-one percent (51%) saw the program supervisor once or twice a month.
- Sixty-two percent (62%) of the site support providers are full time teachers
- Seventy-four percent (74%) of the interns indicated that their site support provider was fairly well or well matched to their subject matter.
- Seventy-four percent (74%) of the interns indicated that they were assigned a site support provider who fairly well or well matched their grade level.
- Eighty-eight percent (88%) of the interns indicated that their site support provider knew the student population fairly well or well.
- Eighty-six percent (86%) of the interns reported that their site support provider was at the same school or nearby.
- Familiarity with the student population (41%) and subject matter knowledge (41%) were the most important characteristic for a site support provider.
- Time with the support person was reported to be adequate (39%), while (44%) reported that it was very adequate.

### **Support Provider Surveys**

In 2009-2010 the Support Provider Survey was not administered while the instrument was reworked, and 2010-2011 it was reimplemented. Support is provided in a variety of ways for the intern as defined by their needs, and is an important part of the success of the program. Six hundred and eighty-four (684) support providers responded to the survey statewide. The complete results of the survey are available on the Commission Intern website at <http://www.ctc.ca.gov/educator-prep/intern/default.html>.

Some of the findings include:

- Thirty-seven percent (37%) of those who responded were support providers for the first year and seventy-two percent (72%) reported that they were only supporting only one intern.
- Seventy percent (70%) of the survey responders worked for the employer, while twenty-three percent (23%) indicated that they worked for the approved teacher preparation program.
- Sixty-seven percent (67%) indicated that they were full-time classroom teachers and the majority of the responders worked with a special education intern Fifty-eight percent (58%).
- Support provider orientation was found to be useful 36.4% of the time, while very useful 26% of the time. Twenty-one per cent (21%) indicated that they did not receive an orientation. Sixty-four percent (64%) indicated that they had been a support provider before and may have skipped the orientation.
- Forty-three percent (43%) indicated that they have had prior training in the California Teaching Performance Expectations (TPEs), and thirty-eight (38%) indicated that their TPE training was good.
- Overall, the training that was given during the year was rated as essential (44%), effective (59%), relevant (63%), skill-enhancing (49%), informative (64%), useful (63%), timely (51%), and essential and relevant (47%).

- Feedback provided by the program was identified as very useful 29% of the time, and fairly useful 19% of the time, but 37% indicated that they received no feedback from the program.
- Support providers reported that they often provide mentoring and coaching activities (68%), personal support (73%), planning and delivering instructional support including differentiated instruction and assessment (45%), and content related curriculum support including standards and framework (43%) of the time.

### **Employer Surveys**

The Employer Survey asked principals and other school administrators how interns at their schools compared with other beginning teachers. The responses were from 480 administrators who work with 41 of the intern teacher preparation programs. The detailed survey responses can be found on the Commission Intern website at <http://www.ctc.ca.gov/educator-prep/intern/default.html>.

The administrator responses included:

- Compared with beginning teachers, interns were as good (60%) or better (30%) at classroom and behavior management.
- Compared with beginning teachers, interns were as good (58%) or better (33.1%) at planning and implementing instruction.
- Compared with beginning teachers, interns were as good (61.5%) or better (28.6%) at assessing student learning.
- Compared with beginning teachers, interns were as good (60.5%) or better (29.6%) at providing effective teaching strategies.
- Administrators indicated that the intern program supported participants at their site adequately (41.8%) or very well (46.7%).
- Fifty percent (50%) of the administrators indicated that they would hire an intern again.
- 63.8% of the administrators indicated that they had never attended a training or information session about the intern program.
- Administrators indicated that they were clear (40.3%) or very clear (43.2%) about their role in supporting interns.
- Administrators indicated that they can always avoid assigning interns to assignments that are more challenging (10.7%) and most of the time (48.8%).
- Administrators reported that interns meet their need for teachers in shortage areas adequately (44.9%) and very well (40.7%).

### **Retention**

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 the 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 California Basic Educational Data System (CBEDS) report identifying by SEID (Statewide Educator Identifier) the teacher in each class. This allowed the

Commission 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. The CDE has not given the Commission the report for 2010 to date, so the retention rates cannot be reported at this time. Initial communication with the CDE has indicated that its reporting for 2010 may be incomplete.

### **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 Local Education Agencies (LEAs). Furthermore, the total appropriation for the Intern program was reduced in 2008-09, and each program saw a reduction in its allocation. Block grants are to remain in place for five years, and program funding 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 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 West Contra County has officially noticed the Commission that it is 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 was 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.

Several programs are using the funds to support residency models that also use the intern credential, but implement a collaboration model for support of participants as they work in classrooms. Additionally, the state grant had a requirement that interns be hired for at least a minimum of 50% time, but with the removal of requirements when the program went to block grant funding, the intern credential can be used for any percentage of a full time teaching load although the program sponsor must ensure that the candidate has the classroom experience required to complete its program.

### **Looking to the Future**

Participation in the state-funded intern programs is based on the needed in a content area as well as the continued designation of an intern as a credentialed individual authorized to act as the teacher of record. Current teacher layoffs may result in a short term teacher surplus, but 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.

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. Programs can use their survey responses to focus on identified needs, and continue to improve their programs. Future Commission webcasts and regional meetings will allow programs to share best practices across the state.

## APPENDIX A

### PARTICIPATING FUNDED INTERN PROGRAMS

Grant	Fiscal Agent	Funded Program Name
940	Alameda County Office of Education	CalStateTEACH Intern Program
923	Alameda County Office of Education	Alameda County Office of Education-Intern Program
937	Alhambra School District	Alhambra/CSULA Special Education
984	Alhambra Unified School District	Point Loma Nazarene University Internship Program
931	Alum Rock Union Elementary School District	Alum Rock Union Elementary School Teacher Intern Program (TIP)
905	Anaheim Union High School District	CSU, Fullerton Secondary
917	Azusa Unified School District	San Gabriel Valley Consortium
997	Azusa Unified School District	University of La Verne
991	Bakersfield City School District	Bakersfield City School District Intern Program
994	Bay Area School of Enterprise	Reach Institute Intern Teacher Credential Program
920	Berryessa Union School District	San Jose State/School University Partnership Internship Program
901	Brea-Olinda Unified School District	CSU, Fullerton, Special Education Intern
916	Capistrano Unified School District	Capistrano Unified School District
999	Corona Norco Unified School District	Claremont Graduate University
912	Cupertino Union School District	Santa Clara University
948	El Rancho Unified School District	Whittier College Internship Program
976	Elk Grove Unified School District	Teacher Education Institute, Elk Grove USD
992	Fontana Unified School District	Fontana Unified School District
957	Fresno County Office of Education	CSU, Fresno Alternative Certification Project
959	Hayward Unified School District	CSU East Bay
998	High Tech High	High Tech High
943	Imperial County Office of Education	San Diego State/Imperial Valley Alternative Certification Internship
958	Imperial County Office of Education	Imperial County SELPA Alternative Certification Program

<b>Grant</b>	<b>Fiscal Agent</b>	<b>Funded Program Name</b>
985	Kern County Office of Education	Kern County Superintendent of Schools Intern Consortium
986	Kern High School	Kern High School District Intern Program
969	Lennox School District	Loyola Marymount University
971	Lennox School District	CSU Dominguez Hills Alternative Teacher Certification Program
972	Lennox School District	CSU Dominguez Hills - Special Ed
927	Long Beach Unified School District	CSU Long Beach
938	Long Beach Unified School District	CSU Long Beach/Long Beach USD Specialist Education
977	Los Angeles County Office of Education	CSU Northridge Special Education Intern Program
915	Los Angeles Unified School District	CSU Northridge/Los Angeles USD Secondary Intern Program
947	Los Angeles Unified School District	TeachLA Urban Intern Multiple Subject Credential Program
960	Los Angeles Unified School District	Los Angeles Unified School District - (LISTOS)
990	Los Angeles Unified School District	Pepperdine
929	Los Angeles Unified School District	CSU Northridge-Los Angeles USD Multiple Subject Intern
908	Merced County Office of Education	CSU Stanislaus/Merced Consortium
949	Milpitas Unified School District	San Jose State University Single Subject Intern Program
911	Montebello Unified School District	CSU, Los Angeles/Montebello USD
939	Monterey County Office of Education	CSU Monterey Bay Consortium
954	Mt. Diablo Unified School District	Fortune School of Education
962	Oakland Unified School District	Oakland USD
933	Orange County Office of Education	Orange County Department of Education District Intern Program
989	Palmdale School District	Palmdale School District
930	Riverside County Office of Education	Riverside County Office of Education /CSU, San Bernardino
907	Riverside Unified School District	National University (MS/SS)
965	San Bernardino County Office of Education	CSU San Bernardino/Riverside COE -

<b>Grant</b>	<b>Fiscal Agent</b>	<b>Funded Program Name</b>
		Mild/Moderate Disabilities
967	San Bernardino County Office of Education	CSU San Bernardino, Special Education M/S
968	San Bernardino County Office of Education	CSU San Bernardino, Special Education ECE
921	San Diego Unified School District	UC San Diego Teacher Education Program
975	San Diego Unified School District	Elementary and Secondary Teaching Fellows Program
988	San Diego Unified School District	San Diego USD/San Diego State University Special Education
902	San Francisco Unified School District	San Francisco Unified School District - MS, SS, Spec. Ed
904	San Joaquin County Office of Education	San Joaquin District Intern (IMPACT)
909	San Joaquin County Office of Education	CSU Stanislaus/San Joaquin Consortium
995	San Mateo County Office of Education	San Mateo County Intern Program
945	Santa Clara County Office of Education	Santa Clara COE (Silicon Valley Intern Program (SVIP))
964	Santa Clara Unified School District	Santa Clara USD/San Jose State Special Ed
919	Shasta County Office of Education	Northstate Consortium for Alternative Teacher Certification
987	Solano County Office of Education	Solano/North Bay Intern Program
910	Sonoma County Office of Education	North Coast Beginning Teacher Program
973	Stanislaus County Office of Education	Stanislaus County Office of Education
963	Sweetwater Union High School	San Diego State/Sweetwater Union High School District
953	Tehama County Department of Education	Northeastern California Partnership for Special Education
903	Ventura County Office of Education	Ventura County Multiple Subject Internship Program Partnership
941	Ventura County Office of Education	California Lutheran University/Ventura COE Special Ed Internship
974	Walnut Valley Unified School District	The Win Win Internship Consortium Cal Poly Pomona
981	West Contra Costa Unified School District	West Contra Costa Unified School District