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# 2B

## Information

### *Professional Services Committee*

#### **Alternative Certification Programs in California**

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**Executive Summary:** This agenda item provides information about California's Alternative Certification Programs and raises several programmatic and policy issues relating to alternative certification for discussion and potential further consideration.

**Policy Questions:**

1. What is the best way to ensure program quality for alternative certification programs?
2. What is the purpose, role and target audience for alternative certification in California?
3. How can the Commission ensure that alternative certification programs provide a consistent level of support for interns?
4. Do California's laws regarding alternative certification need to be reviewed and made more coherent?
5. Is the Early Completion Option (ECO) appropriately assessing candidate knowledge, skill and readiness to enter the classroom?

**Recommended Action:** For information only

**Presenters:** Nadine Noelting, Administrator, and Teri Clark, Director, 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

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# Alternative Certification Programs in California

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## **Introduction**

The Commission has statutory responsibility for alternative certification teacher preparation programs in California. Education Code §44452 specifies, for example, that “any school district may, in cooperation with an approved college or university, establish a teacher education internship program as provided in section 44321, and meeting the provisions of the statutes and of the regulations of the Commission on Teacher Credentialing,” and Education Code §44453 specifies that “the Commission on Teacher Credentialing shall ensure that each university internship program in California provides program elements to its interns, as required by the federal No Child Left Behind Act of 2001.”

Recent legislative and funding developments, however, have implications for current and future Commission policies and activities relating to alternative certification. This item provides background information about California’s alternative certification programs and raises several programmatic and policy issues for discussion and potential further consideration by the Commission. These issues include, among others, the adequacy of Commission oversight processes for alternative certification programs; alternative certification program quality; and staffing issues relating to alternative certification program technical assistance and oversight.

## **Background: What is “Alternative Certification?”**

Alternative certification is an approach to teacher preparation that provides a different and faster entry point into the teaching profession, and is responsive to local employment needs when a fully credentialed teacher is not available. Alternative certification programs typically serve non-traditional candidates such as second career changers and others who may have particular content expertise but who may not be able to complete a teacher preparation program that includes unpaid student teaching. Alternative certification programs can also provide a route for school districts to obtain classroom teachers in particularly hard to staff and/or shortage areas. In California, alternative certification programs also provide a route for graduates of the School Paraprofessional Teacher Training Program (PTTP) to obtain a paid teaching position as an “intern” while they are completing their teacher preparation.

The term “Alternative Certification” has a variety of meanings across the United States. The content of the programs can vary from preparation virtually identical to that of traditional teacher preparation, such as California’s model, to preparation that is very minimal in nature. However, all alternative certification programs should provide participants with experiences that integrate theory and practice during the preparation process, and should provide participants with ongoing support throughout the process. At the national level there is considerable support for alternative certification programs as a means for providing faster entry into the teaching profession, for providing teachers for hard to staff and/or shortage areas, and for providing a pathway for nontraditional candidates. All alternative certification programs, regardless of model, focus on participants serving as the teacher of record prior to completing their coursework and preparation. National education policy currently includes support for alternative certification

programs, including support of programs that integrate theory and practice during the learning process. As with all teacher preparation programs, the effectiveness of the programs vary.

### **Description of Alternative Certification in California**

Alternative Certification in California is known as the “Alternative Certification (Intern) Program.” Participants in this program are issued California Intern credentials that allow candidates to be employed as a teacher of record while they are completing preparation for the Preliminary Multiple Subject, Single Subject, or Education Specialist credential. In 2009-10, 3,412 of the 291,011 employed teachers in California held an intern credential (representing 1.2% of the teaching force).

Alternative certification programs in California are held to the same Commission-adopted standards as are traditional teacher preparation programs, with additional requirements appropriate to the intern context. The design of the intern program varies in response to local needs and situations. Candidates in the program must be both employed by a district and enrolled in a Commission-approved intern preparation program in order to be issued an Intern credential. If either the employment is terminated or the candidate withdraws from the program, the intern credential is withdrawn.

All intern programs must provide at least 120 hours of preservice preparation for candidates prior to their entry into the classroom, and must also provide continuing support to the intern from both the program and the employer. Currently, although a California Intern Credential is NCLB compliant, an intern may only be placed in an assignment when there are no other appropriately certified teachers available (Education Code §44225.7). This factor results in the intern program focusing primarily in high need and hard to staff areas; currently, this focus is in the area of special education. In 2007-08, one out of every four new teachers in California was prepared in an intern program. Approximately one of every five new teachers prepared in California was prepared through an intern program in 2009-10. The number of individuals prepared by California’s intern programs in 2007-08 through 2009-10 is provided in Appendix C.

Intern programs have pioneered instructional delivery systems that are different from student-teaching based programs, such as strategies to serve rural and remote areas. Another type of instructional design used in intern programs is “just in time” delivery of theoretical information required by California’s preparation program standards as well as carefully integrating theory and classroom practice. In addition, intern programs have developed a variety of sophisticated systems of support, including peer support through cohort models and technology-enhanced support for candidates. All California intern programs participate in the Commission’s accreditation system.

### **Legislative and Funding History of the California Alternative Certification (Intern) Program**

California’s Intern credential was established in 1967 (Education Code §44450). The statute allows a district to employ an individual who has not yet completed an approved teacher preparation program as the teacher of record.

In 1983, the District Intern credential was established (Education Code §44325). District intern programs do not require direct collaboration with an institution of higher education (IHE), but may include such collaboration. District intern programs also participate fully in the Commission's accreditation process.

In 1993 the legislature created incentive funding for alternative certification (Education Code §44380) in order to recruit second career (including former military) participants and to address geographic and subject area shortages. The state was experiencing a severe need for teachers due in part to the Class Size Reduction program. At that time, state funding on a grant award basis was provided to support alternative certification programs. The Commission developed a grant award process and established a network of funded intern grant programs that remain in place today. Funded intern programs must be operated by Local Education Agencies (LEAs) as the grantees. In turn, the LEAs typically work in collaboration with one or more institutions of higher education to provide the Commission-approved preparation program for the interns. The funded intern program is limited to multiple subject, single subject, and special education credential participants and the number of participants in the program depends on the need of the LEA for teachers. For example, in the 1990's the majority of the participants were in multiple subject intern programs, while today the majority are in special education intern programs.

There are three business models typically used by funded intern grant recipients. One is a district intern program that receives funds for operating its own preparation program; a second is an LEA program that acts as the funding recipient and disburses the money to one or more approved preparation programs with which it maintains a collaborative relationship; and a third is an LEA that takes the money and disburses funding to one or more approved preparation programs with which it does not have an ongoing collaborative relationship. A list of the funded intern programs and their associated IHE programs is found in Appendix B.

In addition to the funded intern programs, IHEs may also operate approved intern programs that do not directly receive state funding. The intern funds are Proposition 98 funds and must go to local education agencies. Some of the unfunded IHE programs may be affiliated with the institution's traditional teacher preparation program, while others may represent a consortium of IHE intern programs. A list of all approved intern programs, both funded and unfunded, is provided in Appendix A.

In 2001, the Early Completion Option (ECO) was established for all multiple and single subject intern programs (SB 57; Stats. 2001 Education Code §44468). This option allows individuals to challenge the intern program's teacher preparation coursework by passing an examination of teaching knowledge and skills (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-05/2010-05-item-16.pdf>). All candidates, including those successfully exercising the ECO option, are required to complete the state Teaching Performance Assessment (TPA) used by the program. Information and guidance to the field related to the ECO is available at <http://www.ctc.ca.gov/educator-prep/PS-alerts/2008/PSA-08-07.pdf>. Currently, the ECO option is only available for prospective multiple subject and single subject English, mathematics and science candidates. Although there is also a Social Science examination available, an insufficient number of candidates have taken this examination to establish a passing score standard.

Until the 2008-2009 program year, \$21 million in state funding was distributed to LEA intern program sponsors based on the number of participants in the program (\$2,500 if the program offered 120 hours of preservice preparation or \$3,500 per participant if the program offered 160 hours of preservice preparation, including additional English learner preparation). SB4 of the Third Extraordinary Session, Statutes of 2009 (SB3X 4) established a permanent grant based on that year's funding level rather than on the number of participants in the program until 2012-2013, and allowed the LEA to redirect the funds for purposes other than providing an intern program. SB 70 (Chapter 7, 2011, Education Code §42605(a)) extended the intern flexible grant process until 2014-2015.

The change in funding regulations and in allowable uses of the intern funds affected the Commission's ability to provide information about the funded intern programs and its outcomes, as the legislation also suspended all prior reporting requirements that had been in place. Thus, when state intern program funding was placed in the flexible funding category for LEAs, the Commission lost the authority to maintain oversight of the projects beyond the Commission's accreditation system, and also lost the authority to require any fiscal accountability or reporting from programs.

Prior to these legislative changes, the Commission maintained a database verifying that program participants each held a valid intern credential. Using this database, the Commission collected participant information and surveyed the completers of programs. After these legislative changes, programs continue on a voluntary basis only to participate in the Commission-sponsored consent and satisfaction surveys and identify their program participants. Therefore, the data now collected are incomplete and may not be useful for evaluation or reporting purposes.

### **Commission Standards for California's Alternative Certification (Intern) Programs**

The preconditions, standards and legislation related to California Intern programs can be found at <http://www.ctc.ca.gov/educator-prep/intern/files/Intern-Specific-Preconditions-Standards-and-Laws-Related-to-Accreditation.pdf>. Preconditions and standards for intern teacher preparation programs are approved by the Commission and are the same whether the program is based in a teacher preparation program at an institution of higher education (IHE) or a local education agency (LEA). The intern-specific program standards were developed and adopted in 2009. Prior to that time, there were no program standards that addressed specific requirements for intern programs.

Commission standards require that during the internship period, both the employer and the approved teacher preparation program must provide support to the intern teacher, including activities such as regular visits to the intern's classroom from qualified individuals who receive training and time to support the intern's professional development.

The preconditions for intern programs specify the entry requirements for candidates:

- a) a bachelor's degree;
- b) subject matter competency demonstrated by completing an undergraduate Commission-approved subject matter program or by passing the applicable CSET examination;
- c) U.S. Constitution knowledge;

- d) basic skills competency;
- e) 120 hours of preservice; and
- f) professional fitness.

The intern program preconditions also require programs to develop an individual professional development plan for each intern. The plan must include:

- a) providing at least 120 hours of focused preservice coursework and field experiences for candidates relating to critical aspects of the job of teaching which candidates must complete prior to beginning service on the intern credential;
- b) providing ongoing coursework in the content area(s) of the credential; and
- c) providing continued support throughout the program.

The program's responsibilities to candidates are codified by a Memorandum of Understanding between the approved program and the employer. In order for an intern program to be approved by the Commission, the program must meet all of the Commission-adopted teacher preparation program standards and must participate fully in the Commission's ongoing accreditation process.

### **Potential Issues for the Commission's Consideration**

This section of the agenda item raises policy issues for the potential future consideration of the Commission, and discusses the relationship of these issues to the work of the TAP panel.

#### ***Alternative Certification Program Quality***

The initial program quality control mechanism for the Commission's oversight of internship programs was through the grant process itself. An annual review of the program and its outcomes was required, with programs writing annual reports and submitting fiscal reports on how the funding was expended. In general, LEAs were only allowed to take up to 10% for direct costs for the program, which ensured that program support and training needs were an important part of the total expenditures. The amount of the grants varied from year to year, based on the current participation in the program. However, in the fiscal year 2008-2009 (SB4 of the Third Extraordinary Session, Statutes of 2009 (SB3X 4), the grant was frozen at that current funding level until 2012-2013, and now has been continued in SB 70 (Chapter 7, 2011, Education Code § 42605(a)) to the 2014-15 year. The legislation also provided for local control of the funds, for the use of funds in any educational way the district chose, and for the removal of prior fiscal reporting requirements. Thus, the Commission no longer oversees program quality through the grant process, even though the Commission continues to fund the LEAs that were sponsoring intern programs in 2008-09.

The Commission's accreditation system serves as the quality control mechanism for intern program operations and outcomes. Prior to the change in legislation regarding intern funding and oversight, intern programs that received funding also responded to reporting requirements that were similar in several respects to information required to respond to accreditation standards. However, now that grant oversight authority has been removed by legislation for funded intern programs, staff have been working with intern program sponsors to help them understand the importance of meeting the intern-specific language of the Commission's adopted standards. As intern program sponsors respond to information required in the biennial reports within the accreditation system, the candidate assessment data for intern programs will be reported

separately from the data from the traditional programs. Staff are working with the intern programs that previously provided data under the funded grant program oversight system to help them transition their data collection, analysis, and reporting processes into the accreditation system model. As of 2009, there are also new federal Title II reporting requirements that also require separate reporting for alternative certification programs. Given the transition from oversight previously provided through the funded grant process to oversight provided through Title II reporting and the Commission's accreditation system, there is a need to focus on what assessments and outcomes data can best serve to demonstrate the quality of an alternative certification (intern) program.

### ***Employment Factors Affecting Program Enrollment and Services***

Employment is a key component of California's intern preparation programs, since employment by a district or county office of education is a legal requirement for candidates as well as for programs. During these tight fiscal times there are fewer jobs for interns. This situation can be problematic for intern preparation programs, since a thoughtfully planned intern program could be developed but if no employers in the area need to employ interns, no one would enroll. Conversely, if employers need a significant number of new teachers, it could be possible that the local intern programs would not have the capacity to prepare the number of individuals needed. Some intern programs have close connections with employers and find positions for their intern candidates, while some intern candidates find employment on their own and are then directed to an intern program for enrollment.

In addition, Education Code §44225.7 specifies that an intern may not displace an available fully qualified teacher, thus making the intern credential a viable alternative during times when there is a teacher shortage. In 2002-03, for example, 62% of the interns in the funded program were multiple subject teachers, while 22% were single subject and 15.5% were special education. The needs changed in 2008-09 with only 17% multiple subject, 35% single subject, and 50% special education interns. Because of the current surplus of teachers in 2011-12, teachers may use the intern credential option to seek employment in another area, such as multiple subject credentialed teachers becoming special education interns.

At some universities, individuals may begin the traditional multiple subject, single subject, or special education program but if a job subsequently becomes available, especially at the time of student teaching, the candidate chooses to become an employed intern instead of completing the traditional program, and begins teaching as the teacher of record. In this instance, the candidate has not truly participated in an alternative certification program but has also not completed a traditional student teaching based program. Because supervised student teaching is an integral component of a traditional teacher preparation program, it is difficult to make assumptions about the candidate's preparation for the credential if a candidate changes from a traditional student teaching-based program to an intern program and becomes the teacher of record without having experienced the full teacher preparation program sequence. This circumstance may undermine the overall cohesiveness and quality of preparation received by an intern coming through this type of a hybrid credential preparation route.

The employment issue of how and when an intern credential is sought and used raises the policy question of whether the alternative certification program is appropriately being used as an alternative approach to certification for the intended nontraditional population, or whether the

alternative certification program is simply being used as a convenience for economic or other reasons to replace a regular preparation route such as, for example, a residency approach. Since Commission intern program standards require a cohort approach to working with interns, if interns are not truly part of a cohort with ongoing peer support and discussion, then candidates are not truly completing an intern program under Commission standards. This issue goes to a fundamental policy question of the purpose of having an alternative route to certification in California, and of who the target participants for an alternative route should be.

### ***Difficulty of Providing Appropriate Ongoing Support to Participants***

Alternative certification (intern) programs must provide ongoing support to participants from qualified individuals to promote the intern's success in the program. In the area of special education, it may be difficult to find a person on site to support the intern, and regular visits from both the employer and the intern program may be required because there is no support available on a daily basis at the site. Other programs use electronic and/or online access to provide support (some 24/7) to be sure each intern receives the support he or she needs. The support of strong leadership at the educational site is essential for the success of the intern. Since most of the support provided is individualized to the intern's needs and the teaching context, there is no standard approach to providing support across the range of intern programs. This variation in support, both by the program and the employer, makes data collection and analysis about effective models of support more difficult to accomplish. The policy question the Commission could consider here is whether a more consistent model of support should be developed and/or required for internship programs.

### ***District Intern Credentials***

Although District Intern programs meet the same standards as other intern programs in California, the District Intern credential is not always recognized by other states. Because the coursework is not provided by a regionally-accredited postsecondary institution, other states may determine that the coursework was not adequate and do not recognize the credential. For example, Illinois will not accept coursework from a district intern program and these candidates must start over in an institution within that state. In addition, if an individual holding a district intern credential is no longer employed by the district, the individual's intern credential is withdrawn and the individual may not complete the district intern program to earn the preliminary teaching credential. This is not the case for candidates in University Intern programs since those programs provide postsecondary coursework through a regionally-accredited IHE and if the individual is no longer an intern, the individual can complete the student teaching based program at the same institution.

### ***Legislation Coherence Regarding Alternative Certification (Intern) Programs***

As alternative certification has developed over time in California, a number of sections of the Education Code have been added or amended pertaining to intern programs. These sections of the Education Code are not always cohesive. The initial law related to intern programs was passed in 1967, and many code sections have been added or amended in the past 44 years. It is difficult to find coherent guidance in the Education Code for how these programs should be designed, operated, and funded. The Commission may be interested in working toward a more cohesive set of laws governing California's alternative certification programs.

### ***Whether California's Approach to Alternative Certification is Truly "Alternative"***

It is difficult to determine the degree to which California's model of alternative certification represents an "alternative" to traditional teacher preparation since alternative certification candidates are held to the same requirements as are "traditional" certification candidates, and the preparation program content and sequence are often the same for both types of candidates. In many states where the intern candidates are held to the same standards as student teaching candidates, the intern program is known as an "alternative route to certification" rather than an "alternative certification" program.

There has been considerable attention given at the national level to alternative certification approaches and programs. For the most part, these represent a truly alternative model for individuals to enter the teaching profession and differ in significant ways from the traditional preparation model requirements and approach, unlike in California. Currently there are more than thirty states which have alternative types of preparation programs. In about half of those states, the alternative programs must meet comparable standards as the student teaching based programs in the respective state.

The policy issue for the Commission's potential consideration here is what should be the purpose, role, and target audience for alternative certification in California, and whether the current approach to alternative certification meets those expectations.

### ***The Legislatively-Mandated Early Completion Option***

The Early Completion Option (ECO) was adopted by the legislature to provide a pathway for candidates who could demonstrate their knowledge of teaching pedagogy through an examination and also demonstrate their teaching skills through passing a Teaching Performance Assessment (TPA). The ECO candidate must pass the TPA on the first attempt in order to meet the ECO requirement. An ECO candidate who does not pass the TPA on the first attempt must complete the intern preparation program pedagogy coursework. The legislation was adopted in 2001 (Senate Bill 57, (Scott, Chap. 269, Stats. 2001; EC §44468), prior to the implementation of the TPA, when the expectation was for a standardized TPA examination and a statewide passing score standard.

Several issues arise concerning implementation of the ECO option, however. One issue concerns the examination of teaching pedagogy knowledge used by ECO candidates. The "off the shelf" examination of teaching knowledge and skills selected for this purpose was the Teaching Foundations Examination developed and owned by the Educational Testing Service (ETS). This examination is of generalized teaching knowledge and skills and is available for the content areas of multiple subjects, math, English, science and social science. The TFE is not specifically aligned with California's Teaching Performance Expectations or its K-12 student academic content standards. In the area of social science, there have not been sufficient candidates to set a passing score standard on the TFE. ETS has been discussing discontinuing this examination because of its low volume, but indicates that it would consider continuing the examination if California has a need in this area. A potential policy issue for the Commission to consider is whether the Commission wishes to continue using the TFE for the ECO option, and if not, what might be an appropriate replacement assessment to meet the needs of ECO candidates.

A second issue concerns the examination of teaching performance used by ECO candidates. At the time the ECO legislation was passed, California's teaching performance assessment requirement was not yet implemented. The subsequent legislative guidance for implementing the TPA was that it be embedded in local teacher preparation programs and administered and scored by program faculty. Although all intern candidates are required to pass the TPA, candidates who choose to challenge the coursework via the ECO option must be successful on their first attempt at the TPA. However, although the TPA is required to be embedded within the program, many preliminary preparation programs, including intern programs, have chosen to include TPA activities within one or more courses to provide focused preparation of candidates for the TPA. Within intern programs, therefore, ECO candidates who want to challenge the preparation coursework need to have a way to take the TPA that is not embedded within the program coursework they are attempting to challenge.

Current Commission practice requires the ECO candidate to be recommended by the intern program once the candidate has passed both the TFE (on which the candidate may have multiple attempts) and the TPA (on which the candidate may have only one attempt), and ECO candidates must be included in the number of completers within a program, even though they have not actually completed the program's coursework. The preliminary credential granted to an ECO candidate is not identified by the Commission as an ECO-earned credential, and any longitudinal research related to a particular alternative certification program and its participants might include ECO candidates who had not actually participated in the program. A policy issue for the Commission's consideration is how to effectively implement the ECO as required by EC §44468 and how to appropriately account for those individuals who complete the Early Completion Option within intern program data collection and analysis processes.

### ***Relationship of Alternative Certification Issues to the Work of the TAP Panel***

Some of the issues raised in the above discussion relate specifically to policies and practices of the Commission itself, such as identification, selection and/or development of candidate examinations; selection, training, and staffing of accreditation teams; and implementation of legislation relating to internship programs. Other issues, however, could potentially be referred to the TAP panel for discussion and recommendation: for example, issues relating to internship program standards; the relationship between traditional and alternative certification; the role and function of alternative certification within the overall Learning to Teach Continuum; the definition of "alternative certification" for California, and models of support for intern programs. Issues related to assuring program quality could be referred to the Commission's Committee on Accreditation (COA) for further consideration.

### **Next Steps**

Based upon the Commission's discussion and direction, staff will prepare additional agenda items addressing alternative certification in California and refer specific issues to the TAP panel and COA for further consideration and recommendation.

## APPENDIX A

### Approved California Intern Teacher Preparation Programs By Credential Type (12/30/12)

	Funded*	Multiple Subject	Single Subject	Education Specialist					
				MM	MS	DHH	PHI	VI	ECSE
<b>California State University</b>									
California State Poly Univ, Pomona	Yes	X	X	X	X				
CalState TEACH	Yes	X							
CSU Bakersfield	Yes	X	X	X	X				
CSU Channel Islands		X	X	X					
CSU Chico	Yes	X	X	X	X				
CSU Dominguez Hills	Yes	X	X	X	X				X
CSU East Bay	Yes	X	X	X	X				
CSU Fresno	Yes	X	X	X	X				
CSU Fullerton	Yes	X	X	X	X				X
CSU Long Beach	Yes	X	X	X	X				
CSU Los Angeles	Yes	X	X	X	X		X	X	X
CSU Monterey Bay	Yes	X	X	X					
CSU Northridge	Yes	X	X	X	X	X			X
CSU Sacramento			X	X	X				X
CSU San Bernardino	Yes	X	X	X	X				X
CSU San Marcos			X	X	X				
CSU Stanislaus	Yes	X	X	X	X				
Humboldt State University		X	X		X				
San Diego State University	Yes	X	X	X	X				X
San Francisco State University	Yes	X	X	X	X		X	X	X
San Jose State University	Yes		X	X	X	X			X
Sonoma State University		X	X	X	X				
<b>University of California</b>									
UC Irvine			X						
UC Los Angeles	Yes	X	X	X					
UC Riverside		X	X						
UC San Diego		X	X						
<b>Independent College or University</b>									
Alliant International University		X	X	X					
Antioch University Los Angeles		X		X					
Antioch University Santa Barbara				X					
Azusa Pacific University		X	X	X	X				
Brandman University		X	X	X	X				
California Baptist University		X	X	X	X				
California Lutheran University	Yes			X	X	X			
Chapman University				X	X				
Claremont Graduate University	Yes	X	X	X	X				

	Funded*	Multiple Subject	Single Subject	Education Specialist					
				MM	MS	DHH	PHI	VI	ECSE
Concordia University									
Dominican University of California		X	X	X					
Fresno Pacific University		X	X	X	X		X		X
Holy Names University		X	X	X					
La Sierra University		X	X						
Loyola Marymount University	Yes	X	X	X					
Mount St. Mary's College		X	X	X					
National Hispanic University		X	X	X					
National University	Yes	X	X	X	X	X			
Notre Dame de Namur University		X	X	X	X				
Pacific Oaks College		X		X					
Patten University		X	X						
Pepperdine University	Yes	X	X						
Point Loma Nazarene University	Yes	X	X	X	X				
Santa Clara University	Yes								
St. Mary's College of California		X	X	X					
Touro University		X	X	X	X				
University of LaVerne	Yes	X	X	X					
University of Phoenix		X	X						
University of Redlands		X	X	X					
University of San Diego				X		X			
University of San Francisco		X	X	X					
University of the Pacific		X	X	X	X				
Western Governors University		X	X						
Whittier College	Yes	X	X						
<b>District or County</b>									
High Tech High	Yes	X	X	X					
Los Angeles USD	Yes		X	X	X				
Oakland USD	Yes			X					
Orange COE	Yes		X	X					
Fortune School	Yes		X	X					
REACH Institute	Yes	X	X						
San Diego USD	Yes			X					
San Joaquin COE	Yes	X	X	X	X				X
Stanislaus COE	Yes			X	X				
<b>Totals</b>		<b>55</b>	<b>61</b>	<b>53</b>	<b>37</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>13</b>

\*Program participates in the Commission's Funded Intern Program

## APPENDIX B

### Funded Programs (Grants Issued Under Ed Code §44380)

Grant #	LEA Fiscal Agent	Approved Program Sponsor*
901	Brea Olinda Unified School District	CSU Fullerton
902	San Francisco Unified School District	Multiple Approved Programs
903	Ventura County Superintendent of Schools	Multiple Approved Programs
904**	San Joaquin County Office of Education	San Joaquin District Intern (IMPACT)
905	Anaheim Union High School District	CSU Fullerton
907	Riverside Unified School District	National University
908	Merced County Office of Education	CSU Stanislaus
909	San Joaquin County Office of Education	CSU Stanislaus
910	Sonoma County Office of Education	Multiple Approved Programs
911	Montebello Unified School District	CSU Los Angeles
912	Cupertino Union School District	Multiple Approved Programs
915	Los Angeles Unified School District	CSU Northridge
916	Capistrano Unified School District	Multiple Approved Programs
917	Azusa Unified School District	Multiple Approved Programs
919	Shasta County Office of Education	Multiple Approved Programs
920	Berryessa Union School District	San Jose State University
921	San Diego Unified School District	UC San Diego
923	Alameda County Office of Education	Multiple Approved Programs
927	Long Beach Unified School District	CSU Long Beach
929	Los Angeles Unified School District	CSU Northridge
930	Riverside County Office of Education	CSU San Bernardino
931	Alum Rock Union Elementary SD	Multiple Approved Programs
933**	Orange County Department of Education	Orange County DOE District Intern Program
937	Alhambra Unified School District	CSULA Special Education
938	Long Beach Unified School District	CSU Long Beach
939	Monterey County Office of Education	CSU Monterey Bay Consortium
940	Alameda County Office of Education	CalState TEACH
941	Ventura County Superintendent of Schools	California Lutheran University
943	Imperial County Office of Education	San Diego State University
945	Santa Clara County Office of Education	Multiple Approved Programs
947	Los Angeles Unified School District	TeachLA Urban Intern Multiple Subject Credential Program
948	El Rancho Unified School District	Whittier College
949	Milpitas USD	San Jose State University
953	Tehama County Department of Education	Multiple Approved Programs

<b>Grant #</b>	<b>LEA Fiscal Agent</b>	<b>Approved Program Sponsor*</b>
954**	Mt. Diablo School District	Fortune School of Education
957	Fresno County Office of Education	CSU Fresno
958	Imperial County Office of Education	Multiple Approved Programs
959	Hayward Unified School District	CSU East Bay
960**	Los Angeles Unified School District	Los Angeles Unified School District - (LISTOS)
962**	Oakland Unified School District	Oakland USD
963	Sweetwater Union High School District	San Diego State University
964	Santa Clara Unified School District	San Jose State University
965	San Bernardino County Office of Education	CSU San Bernardino
967	San Bernardino County Office of Education	CSU San Bernardino
968	San Bernardino County Office of Education	CSU San Bernardino
969	Lennox School District	Loyola Marymount University
971	Lennox School District	CSU Dominguez Hills
972	Lennox School District	CSU Dominguez Hills
973**	Stanislaus County Office of Education	Stanislaus County Office of Education
974	Walnut Valley Unified School District	Cal Poly Pomona
975**	San Diego Unified School District	San Diego Unified School District
976	Elk Grove Unified School District	Multiple Approved Programs
977	Los Angeles County Office of Education	CSU Northridge
981	West Contra Costa Unified School District	Multiple Approved Programs
984	Alhambra Unified School District	Point Loma Nazarene University
985	Kern County Superintendent of Schools	Multiple Approved Programs
986	Kern High School District	Multiple Approved Programs
987	Solano County Office of Education	Multiple Approved Programs
988	San Diego Unified School District	San Diego State University
989	Palmdale School District	Multiple Approved Programs
990	Los Angeles Unified School District	Pepperdine University
991	Bakersfield City School District	Multiple Approved Programs
992	Fontana Unified School District	Multiple Approved Programs
994**	Bay Area School of Enterprise	Reach Institute Intern Teacher Credential Program
995	San Mateo County Supt. of Schools	Multiple Approved Programs
997	Azusa Unified School District	University of La Verne
998**	High Tech High	High Tech High
999	Corona Norco Unified School District	Claremont Graduate University

*\*Approved programs are identified if they have an exclusive relationship with the Fiscal Agent*

*\*\* District Intern Programs*

## APPENDIX C

### Total Number of Interns Prepared 2007-08 to 2019-10

Institution	2007-08	2008-09	2009-10
Alliant International University	158	65	210
Azusa Pacific University	499	468	104
Brandman University	403	341	260
California Baptist University	100	82	9
California Lutheran University	14	28	7
California State Polytechnic University, Pomona	115	60	44
California State University, Bakersfield	128	84	39
California State University, Channel Islands	19	10	10
California State University, Chico	43	36	24
California State University, Dominguez Hills	252	214	99
California State University, East Bay	183	88	57
California State University, Fresno	78	55	59
California State University, Fullerton	81	43	60
California State University, Long Beach	75	59	20
California State University, Los Angeles	100	98	70
California State University, Monterey Bay	236	241	220
California State University, Northridge	147	130	107
California State University, Sacramento	85	52	56
California State University, San Bernardino	182	131	87
California State University, San Marcos	5	6	2
California State University, Stanislaus	86	78	30
CalState TEACH	186	127	68
Chapman University	25	18	8
Claremont Graduate University	75	105	59
Concordia University	2	1	1
Dominican University of California	25	17	4
Fortune School of Education (Mt. Diablo Unified)	121	149	104
Fresno Pacific University	39	21	33
High Tech High Communities	7	21	12
Holy Names University	13	11	11
Humboldt State University	10	4	3
IMPACT (San Joaquin County Office of Education)	120	222	183
La Sierra University	19	36	3
Los Angeles Unified School District	168	153	91
Loyola Marymount University	152	175	91
Mount St. Mary's College	2	6	7
National Hispanic University	29	24	9
National University	589	614	362
Notre Dame de Namur University	18	22	18

<b>Institution</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Oakland Unified School District	0	24	51
Orange County Office of Education	27	25	27
Pacific Oaks College	0	1	1
Patten University	2	2	6
Pepperdine University	14	9	9
Point Loma Nazarene University	26	95	19
San Diego City Unified School District	33	38	24
San Diego State University	56	32	12
San Francisco State University	101	90	72
San Jose State University	82	83	86
Santa Clara University	18	9	1
Sonoma State University	249	238	229
St. Mary's College of California	16	15	9
Stanislaus County Office of Education	6	10	9
Touro University	42	23	44
University of California, Irvine	10	15	3
University of California, Los Angeles	21	13	8
University of California, Riverside	26	23	5
University of California, San Diego	45	27	13
University of LaVerne	88	50	20
University of Phoenix	0	0	0
University of Redlands	56	31	14
University of San Francisco	19	10	11
University of the Pacific	11	6	2
Whittier College	8	8	2
<b>Totals</b>	<b>5,545</b>	<b>4,972</b>	<b>3,318</b>

From the Annual Report Card on California Teacher Preparation Programs for the Academic Year 2009-2010 as Required by Title II of the Higher Education Act, Appendix B, Section 1d, pages 416-428.

([http://www.ctc.ca.gov/reports/TitleII\\_2009-2010\\_AnnualRpt.pdf](http://www.ctc.ca.gov/reports/TitleII_2009-2010_AnnualRpt.pdf).) Presented to the Commission January, 2011.

## APPENDIX D

### Number of Completers from Traditional Programs 2007-08 to 2019-10

<b>Institution</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
Alliant International University	7	37	8
Antioch University Los Angeles	10	7	11
Antioch University Santa Barbara	13	18	8
Argosy University	10	16	15
Azusa Pacific University	499	468	293
Bethany University	13	10	18
Biola University	78	69	65
Brandman University	388	369	427
California Baptist University	100	82	107
California Lutheran University	76	87	76
California Polytechnic State University, San Luis Obispo	172	188	182
California State Polytechnic University, Pomona	146	147	182
California State University, Bakersfield	338	328	267
California State University, Channel Islands	88	82	77
California State University, Chico	275	259	248
California State University, Dominguez Hills	199	184	179
California State University, East Bay	366	195	220
California State University, Fresno	381	359	391
California State University, Fullerton	544	873	556
California State University, Long Beach	744	673	641
California State University, Los Angeles	357	317	260
California State University, Monterey Bay	236	241	220
California State University, Northridge	484	446	440
California State University, Sacramento	466	470	390
California State University, San Bernardino	228	342	233
California State University, San Marcos	340	295	353
California State University, Stanislaus	324	313	282
CalState TEACH	238	264	297
Chapman University	76	66	62
Claremont Graduate University	0	0	14
Concordia University	86	69	69
Dominican University of California	78	86	69
Fresno Pacific University	85	86	120
Hebrew Union College	0	13	12
Holy Names University	19	12	10
Hope International University	7	24	14
Humboldt State University	127	94	92
La Sierra University	19	36	5
Loyola Marymount University	151	146	163
Mills College	50	49	49
Mount St. Mary's College	51	25	17

<b>Institution</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
National Hispanic University	10	16	26
National University	1155	1112	839
Notre Dame de Namur University	74	86	63
Occidental College	8	13	2
Pacific Oaks College	30	16	21
Pacific Union College	14	11	13
Patten University	7	4	16
Pepperdine University	152	127	146
Point Loma Nazarene University	165	205	101
San Diego Christian College	11	17	13
San Diego State University	546	458	433
San Francisco State University	625	658	623
San Jose State University	308	307	305
Santa Clara University	63	66	64
Simpson University	26	56	41
Sonoma State University	249	238	229
St. Mary's College of California	84	79	101
Stanford University	75	83	82
The Master's College	21	17	20
Touro University	42	23	44
United States University	8	3	7
University of California, Berkeley	47	48	44
University of California, Davis	130	127	138
University of California, Irvine	201	188	211
University of California, Los Angeles	163	150	158
University of California, Riverside	88	73	80
University of California, San Diego	61	40	49
University of California, Santa Barbara	101	82	93
University of California, Santa Cruz	79	99	98
University of LaVerne	260	226	264
University of Phoenix	297	423	286
University of Redlands	207	168	169
University of San Diego	74	67	61
University of San Francisco	80	72	103
University of Southern California	79	68	140
University of the Pacific	64	38	31
Vanguard University	55	47	44
Western Governors University	50	78	66
Westmont College	14	11	8
Whittier College	32	39	34
William Jessup University	17	11	18
<b>Totals</b>	<b>13,641</b>	<b>13,495</b>	<b>12,426</b>

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