

# California School Paraprofessional Teacher Training Program



CALIFORNIA  
COMMISSION  
ON TEACHER  
CREDENTIALING

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

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<http://www.ctc.ca.gov>

# **California School Paraprofessional Teacher Training Program Annual Report to the Legislature 2006**

*State of California*  
**Arnold Schwarzenegger, Governor**



**California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95814**

<http://www.ctc.ca.gov>





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# California School Paraprofessional Teacher Training Program

## Annual Report to the Legislature

### EXECUTIVE SUMMARY

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

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

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

- the number of paraprofessionals recruited
- the academic progress of participating school paraprofessionals
- the number of paraprofessionals recruited who are subsequently employed as teachers in the public schools
- the degree to which the program meets the demand for bilingual and special education teachers
- the degree to which the program or similar programs can meet the demand if properly funded and executed
- other effects of the program on the operation of the public schools.

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

#### II. Program Funding History

Although the initial legislation authorizing the California School Paraprofessional Teacher Training Program was enacted in 1990 and amended in 1991, funding for program

implementation was not provided until the 1994-95 state budget. The PTTP was identified at that time as a pilot program, with a legislative requirement to recruit a maximum of 600 paraprofessional participants. Initial program funding in the 1994-95 state budget was set at \$1.478 million in local assistance funds for program implementation, and \$60,000 in funds added to the budget of the California 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 ten 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. However, interest in the program has not diminished. The program awarded four new grants during the 2005-2006 Competitive Grant Process: Imperial County Office of Education, Kern County Superintendent of Schools, San Joaquin County Office of Education and Sonoma County Office of Education. The statewide PTTP served 1,699 participants during 2005-06 within thirty-two local school district/county offices of education and college and university partnerships. A complete listing of program sponsors and partner colleges and universities can be found in Appendix C.

### **III. Program Outcomes**

As of summer 2006, 1,317 graduates of the California School Paraprofessional Teacher Training Program have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 132 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (98 participants), or serving on an emergency permit (34 participants).

In 2005-06, the PTTP program served 1,699 participants who are working on completing their bachelor's degrees and/or their professional teacher preparation. Of the 1,699 PTTP participants, 438 are enrolled at the Community College level; 725 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 536 are enrolled in the teacher preparation program at a California four-year college/university and/or a district or university intern program.

Current program participants represent a range of cultural and linguistic minority groups (including 783 Latino/Hispanic, 140 African-American, and 30 Southeast Asian participants, among others). Sixty-eight percent of program participants are minority group members. Fifty five percent are fluent in another language. Approximately 34% of participants identified their household annual income range as being either (a) under \$10,000 (144), or (b) between \$10,000

and \$20,000 (425). Approximately 40% indicated they are heads of households and 36% pay all or part of their own medical insurance coverage. Seven hundred forty-nine participants (45%) also indicated that they are the first in their family to attend college.

## **IV. Program Policy Issues**

### **A. Budgetary Constraints**

Education Code Section 44393 requires that each participant shall receive no more than \$3,000 in annual financial assistance through the grant. Costs that exceed the annual \$3,000 expenditure cap must be paid by the participant.

Recent increases in undergraduate student fees at all three public systems of higher education in California have had a direct impact on the local program budgets. In 2005-2006, the annual undergraduate student fees are \$5,406 for the University of California, \$3,164 for the California State University, and \$18 per unit for the California Community Colleges. Currently, 74% of the 1,699 participants are enrolled in four-year institutions. Consequently, the \$3,000 annual financial assistance provided by the state does not meet the tuition and academic needs of these participants, and results in local budget shortfalls to provide required services to participants. To address their program budget shortfalls, program sponsors urge participants to take advantage of available grants, scholarships and loans. Additionally, programs regularly use other sources of funding, including other grants, to relieve fiscal cost pressures.

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

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

Recently, local education agencies have been faced with diminishing numbers of student enrollees and at the same time many districts have also reduced the scope of their class size reduction programs. This situation has further increased the potential oversupply of multiple subject credentialed teachers in certain areas of the state. The surplus of fully-qualified multiple subject credential holders continues to be an obstacle for many recent paraprofessional program graduates who are seeking employment. The recent oversupply of elementary teachers, however, is likely to change in the near future with the anticipated retirement of thousands of veteran teachers.

As a result of these teacher demand forces, some paraprofessionals completed the program but were unable to immediately find a teaching job in the local area. One program reports that, for the past three consecutive years, the district had less than five multiple subject openings at the K-8 level, resulting in a loss eight fully-credentialed PTTTP graduates to neighboring districts. Another district reports that there is no need for elementary teachers within their district and their

PTTP participants are being encouraged to earn Single Subject and Education Specialist credentials.

Declining enrollment and oversupply of certain staff also adversely impact internship credential holders. In the past three years, the number of Multiple Subject internship positions has diminished from more than 3,500 in 2003 to 1,500 in 2006. Entering an internship program after completion of the B.A. degree is the preferred employment option for many PTTP participants, since serving on an internship credential also allows the holder to earn a salary while serving as a teacher of record. Due to the currently available supply of elementary teachers, however, districts frequently make the decision to employ a fully-credentialed teacher instead of an intern. When an internship option is not available in a school district or county office of education local program directors search for neighboring districts through which their paraprofessionals may complete their teacher preparation program. If, however, a paraprofessional does not qualify for issuance of an internship credential, the paraprofessional may sometimes be forced to make the difficult decision of requesting a leave of absence to complete traditional student teaching. This outcome presents a staffing hardship for the employer, and at the same time places a financial hardship on the participant because no salary is earned while the paraprofessional is on leave.

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

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

### **D. Reimbursement Requirement**

Participants are subject to a reimbursement provision contained in the authorizing legislation 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 all of the assistance received from the program. Included in the same subsection of the law is a provision for deferral of reimbursement for those paraprofessional participants who are released from employment due to reductions in force.

As outlined in C above, many paraprofessionals enter the PTTP with few applicable college credits. It may take these individuals a significantly longer time to complete the program and, in some instances, paraprofessionals who entered the program with full intention to become a certificated California teacher are ultimately unable to continue due to reasons beyond their control such as family or health reasons. Nonetheless, current law requires these individuals to repay the support received if they are unable for any reason to complete the program in a timely manner and to serve as a K-12 teacher for the equivalent number of years that they received support. This requirement adds further financial hardship and stress to the low-income paraprofessionals the program was intended to assist.

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

The California School Paraprofessional Teacher Training Program (PTTP) provides academic scholarships and other related academic support services to individuals, recruited from paraprofessional job classifications, seeking a preliminary California teaching credential as a K-12 teacher (with special emphasis on individuals seeking to become bilingual, special education, K-3, or teacher in another field of identified district need). PTTP programs are sponsored by local school districts, county offices of education and/or consortia that apply to the Commission for program funding based on a competitive grant application process. Although there is no legislative requirement for expenditure of matching local funds by program sponsors, program sponsors are nonetheless responsible for local efforts in terms of recruiting and enrolling participants in the program, monitoring the progress of participants in accordance with each participant's individual education plan, providing supplementary academic support services as needed by participants, and expending the state program funds in accordance with the approved program budget. Participants do not directly receive program funds. Instead, the program sponsor expends state program funds on behalf of the participants for the tuition, fees, books and other services at an Institution of Higher Education (IHE) while the participant is completing his/her education and/or teaching credential preparation.

### **A. Number and Ethnicity of Paraprofessionals Recruited**

Each year, through its web-based consent form process, the Commission collects data about the participants in the PTTP. These data are collected to assure accountability in funding and to provide information about those who participate in the program. In 2005-06, the PTTP enrolled 1,699 paraprofessionals. Sixty-eight percent of program participants responding to the question are minority group members. The same number of participants responded to the question asking if they are fluent in a second language. Of those, 55% stated that they are fluent in a second language. As described in this report, and as Table 1 shows, the PTTP serves a linguistically and culturally diverse group. It should be noted that not all respondents provided information for all of the questions on the Participant Consent Forms.

**Table 1**  
**Current Participants by Ethnicity**  
**Program Year 2005-06**

(Data Source: 2005-2006 Participant Consent Forms)

Ethnicity	Numbers	Percentage
African American	140	8.3%
Armenian	11	.7%
Asian American/Asian Indian	33	2.0%
Caucasian	486	29.0%
Latino/Hispanic	783	46.0%
Native American/American Indian	13	1.0%
Pacific Islander/Filipino	19	1.1%
Southeast Asian	30	1.8%
Other	24	1.4%
Declined to State	160	8.7%
<b>Total</b>	<b>1,699</b>	<b>100%</b>

**B. Economic Status of Participants**

Of the 1,674 participants responding to this question in the annual participant data collection, 34% identified their household annual income range as being either (a) under \$10,000 (144), or (b) between \$10,000 and \$20,000 (425). 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: 2005-2006 Participant Consent Forms)

32 Program Sites	Total Participants	Under \$10,000	\$10,000 - \$20,000	\$20,000 - \$40,000	\$40,000 and Over	Total Responses
<b>TOTALS</b>	1,699	144	425	225	880	1674

It should also be noted that 1,674 participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 40% indicated they are heads of households and 36% pay all or part of their own medical insurance coverage. Participants were also asked if they are first-generation college students. Of the 1,535 participants who responded to this question, 749 (44%) indicated that they are the first in their family to attend college.

### **C. Program Funding Levels**

Table 3 shows the state funding level for each local PTTP program site for the 12-month period from July, 2005 through June, 2006. Although the use of state funds for program participants is capped at a maximum of \$3,000 per participant per year, the actual annual cost per participant and the distribution of program resources per participant vary, depending on the following factors:

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

**Table 3**  
**Paraprofessional Teacher Training State Funding Allocations**  
 (Data Source: 2005-06 Expenditure Reports)

Paraprofessional Program Sites	Grant Awards: FY 05-06	Total Numbers of Participants
Anaheim Union	\$15,000	5
Antelope Valley Union	\$99,000	33
Azusa Unified School District	\$72,000	24
ABC/Bellflower Unified School District	\$51,000	17
Chula Vista Unified School District	\$51,000	17
Clovis/Fresno Consortium	\$267,000	89
Fresno County Office of Education	\$252,000	84
Glendale Unified School District	\$45,000	15
Hayward Unified School District	\$60,000	20
Imperial County Office of Education	\$162,000	55
Kern County Superintendent of Schools	\$207,000	69
Kings County Office of Education	\$162,000	54
Lennox Unified School District	\$108,000	36
Lodi Unified School District	\$42,000	14
Los Angeles Unified School District	\$1,047,000	349
Merced Area Consortium	\$306,000	102

<b>Paraprofessional Program Sites</b>	<b>Grant Awards: FY 05-06</b>	<b>Total Numbers of Participants</b>
Monterey County Office of Education	\$180,000	60
Napa Unified School District	\$27,000	9
Oceanside Unified School District	\$30,000	10
Ontario-Montclair Unified School District	\$51,000	17
Orange County Office of Education	\$420,000	140
Palmdale Unified School District	\$93,000	31
Riverside County Office of Education	\$81,000	27
Riverside Unified School District	\$36,000	12
San Francisco Unified School District	\$177,000	59
San Joaquin County Office of Education	\$354,000	118
San Jose Unified School District	\$30,000	10
Sonoma County Consortium	\$72,000	24
Stockton Unified School District	\$69,000	23
Sweetwater High School District	\$33,000	11
Ventura County Office of Education	\$351,000	117
West Contra Costa Unified School Dist	\$144,000	48
<b>Paraprofessional Programs Totals</b>	<b>\$5,097,000</b>	<b>1,699</b>

As indicated above, all program sponsors (including the sponsoring district/county office of education and collaborating colleges and universities) provide in-kind support to participants in addition to the state funding allocations. Programs report a cost range from \$1,350 for those participants attending community college to \$5,900 per school term for those attending a four-year institution. During 2005-2006, programs reported that more than 64% of grant funds disbursed (\$3,271,591) was expended for tuition, books, and other college/university fees. Program sponsors also provided \$1,707,011 of in-kind support for paraprofessionals participating in the PTP. When in-kind costs are factored into the equation, educational costs prove to be even higher. It should be noted that the level of in-kind support for the program varies from locality to locality due to variations in local resources.

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

The PTP program is currently serving 1,699 paraprofessional participants who have not yet completed the program and earned a California Preliminary Teaching Credential. Of the current PTP participants, 438 are enrolled at the Community College level; 725 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 536 are enrolled in a teacher preparation program at a California four-year college/university. A complete list of the participating districts and universities can be found in Appendix C.

A notable program success is the effective collaboration between school districts and postsecondary institutions. The purpose of these partnerships was to strengthen the relationships between local school districts and the postsecondary institutions that prepared teachers who

typically were hired by these districts. The partnerships assured the smooth operation of the program as the participants enrolled in their bachelor's degree and/or teacher preparation coursework. Programs also established Advisory Councils comprised of school district administrators, college and university administrators, teacher representatives and program participant representatives to facilitate communications and program operations.

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

Table 4 below shows the degree to which the current PTTP participants are preparing to earn bilingual or special education certification. It should also be noted that participants of two programs (Antelope Valley Union High School District and Riverside County Office of Education, comprising a total of 60 participants) are seeking special education certification exclusively.

**Table 4**

**Certification Goals of Current PTTP Participants**  
(Data Source: 2005-06 Annual Reports and Participant Consent Forms)

<b>32 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 (including SB 2042 Credentials with an English Learner Authorization)</b>
<b>TOTALS</b>	<b>1,699</b>	<b>468</b>	<b>427</b>	<b>804</b>

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

As of summer 2006, 1,317 graduates of the School Paraprofessional Teacher Training Program have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 132 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (98 participants), or serving on an emergency permit (34 participants).

The PTTP is in its eleventh year of operation and many of the original 13 program graduates have already met their certificated service obligation. However, programs report that of the 1,317 program graduates, a total of 1,244, or 94%, are current California public school employees.

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

The original 13 programs that were established in 1995 served their last participants in 2004-2005. Since all graduates of the program hold full teacher certification, they meet the definition of “highly qualified teacher” in compliance with the No Child Left Behind (NCLB) federal legislation. Between 2006 and 2008, graduation and full certification of an additional 531 program participants are anticipated.

The 1,699 PTTP participants in 2005-06 include 1,261 paraprofessionals (75%) who are enrolled in course work at a four-year college or university. These paraprofessionals currently meet the new employment requirement for paraprofessionals established in the NCLB federal legislation. NCLB requirements include completion of at least 2 years of study at an institution of higher education, possession of an associate’s or higher degree, or completion of a formal local assessment through which the paraprofessional can demonstrate the ability to assist in instructing reading, writing and mathematics. The remaining 438 participants (25%) of the program are completing course work at the community college level and will meet the NCLB requirement within the next three years. By helping participants in the PTTP program meet these employment requirements for both teachers and paraprofessionals, the program directly facilitates the State of California’s compliance with NCLB federal mandates.

Taking into consideration the focus of the program, the number of successful graduates from the program, their areas of certification, the retention rate in the education profession, and the impact the number of program graduates has made to satisfy local employer needs, full funding and operation of the program will positively impact teacher shortages particularly in the areas of bilingual education, English language learner education, and special education during the 2006-2007 school year.

# Appendix A

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

Senate Bill No. 1636

### CHAPTER 1444

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

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

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

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

#### Article 6.7. California School Paraprofessional Teacher Training Program

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

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

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

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

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

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

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

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

that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

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

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

(f) Each selected school district or county offices of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.

(g) No later than January 1, 1993, and again by January 1, 1994, and by January 1, 1995, the commission shall report to the Legislature regarding the status of the pilot program, including, but not limited to the number of school paraprofessionals recruited, the academic progress of school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, and other effects upon the operation of the public schools.

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

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

69619.3 The Commission on Teacher Credentialing shall conduct a survey of classified employees in each school district or county office of education maintaining kindergarten and any of grades 1 to 12, inclusive, that has 300 or more classified employees here at least 40 % of the paraprofessionals employed by the district or county office are members of racial and ethnic

minority groups. The survey shall be addressed to those classified employees of each of those districts or county offices who express the desire to, enroll in a postsecondary education program in order to obtain a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive, and shall determine the educational attainment of each of those classified employees, and the approximate coursework that would be required in order for the classified employee to obtain that teaching credential. The survey shall be designed to determine the extent to which the need exists, in the 1992-93 fiscal year and thereafter, for the pilot program described in Section 69619.1. The survey shall include the views of the management employees of the local school districts or county offices of education regarding their participation in the pilot program. The commission shall submit draft recommendations based on the results of the survey to the Legislature no later than May 1, 1991. The commission shall submit the results of the survey to the Legislature no later than July 1, 1990.

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

# Appendix B

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

### EDUCATION CODE SECTION 44390-44393

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

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

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

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

(a) "Institutions of higher education" means the California Community Colleges, the California State University, the University of California, and private institutions of higher education that offer an accredited teacher training program.

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

(c) "Teaching paraprofessional" means the following job classifications: educational aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide.

(d) "Teacher training program" means any undergraduate or graduate program of instruction conducted by a campus of an institution of higher education that includes a developmentally sequenced career ladder to provide instruction, coursework, and clearly defined tasks for each level of the ladder, and that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

**44393.** (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed

to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) The Commission on Teacher Credentialing, in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, the chancellors of private institutions of higher education that offer accredited teacher training programs, and representatives of certificated and classified employee organizations, shall select 24 or more school districts or county offices of education representing rural, urban, and suburban areas that apply to participate in the program. The commission shall ensure that, at a minimum, a total of 600 school paraprofessionals are recruited from among the 24 or more participating school districts or county offices of education. The criteria adopted by the commission for the selection of school districts or county offices of education to participate in the program shall include all of the following:

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

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

(3) The extent to which the applicant's plan for recruitment attempts to meet the demand for bilingual cross cultural teachers.

(4) The extent to which the applicant's plan for recruitment attempts to meet the demand for multiple subject credentialed teachers interested in teaching kindergarten or any of grades 1 to 3, inclusive. For purposes of this paragraph, each paraprofessional selected to participate shall have completed at least two years of undergraduate college or university coursework and shall have demonstrated an interest in obtaining a multiple subject teaching credential for teaching kindergarten or any of grades 1 to 3, inclusive.

(5) The extent to which the applicant's plan for recruitment attempts to meet the demand for special education teachers.

(6) The extent to which the applicant's plan for recruitment includes a developmentally sequenced series of job descriptions that lead from an entry-level school paraprofessional position to an entry-level teaching position in that school district or county office of education.

(7) The extent to which the applicant's plan for recruitment attempts to meet its own specific teacher needs.

(8) The extent to which the applicant's plan for implementation of its recruitment program involves participation in a district internship program pursuant to Sections 44325, 44326, 44327, 44328, and 44830.3 or a university internship program pursuant to Article 3 (commencing with Section 44450) of Chapter 3.

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

(d) (1) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of no more than 30, and no less than 10,

paraprofessionals in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the school district or county office of education. To the extent possible, the members of each cohort shall proceed through the same subject matter and credential programs. The members of each cohort shall enroll in the same campus, and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies.

(d) (2) Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will accomplish all of the following:

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

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

(C) Complete one school year of classroom instruction in the district or county office of education for each year that he or she received assistance for books, fees and tuition while attending an institution of higher education under the program.

(3) To the extent that any participant does not fulfill his or her obligations, as set forth in paragraph (2), the participant shall be required to repay the assistance. If a participant is laid off, the participant may not be required to repay the assistance until the participant is offered reemployment and has an opportunity to fulfill his or her obligations under this section.

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

(1) The total cost per person participating in the program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.

(2) The economic status of persons participating in the pilot program.

(3) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, institutions of higher education, and other participating organizations.

(4) The extent to which pupil performance on standardized achievement tests has improved in classes taught by teachers who have successfully completed the program, in comparison to classes taught by other teachers who have equivalent teaching experience.

(5) The extent to which pupil dropout rates and other measures of delinquency have improved in classes taught by teachers who have successfully completed the program.

(6) The extent to which teachers who have successfully completed the program remain in the communities in which they reside and in which they teach.

(7) The attrition rate of teachers who have successfully completed the program.

(f) Each selected school district or county office of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.

(g) No later than January 1 of each year, the commission shall report to the Legislature regarding the status of the pilot program, including, but not limited to, the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special

education teachers, the degree to which the program or similar programs can meet that demand if properly funded and executed, and other effects upon the operation of the public schools.

(h) It is the intent of the Legislature that each fiscal year, funding for the California School Paraprofessional Teacher Training Program be allocated to the Commission on Teacher Credentialing for grants to school districts pursuant to this section. In no case shall grants to any school district exceed the equivalent of three thousand dollars (\$3,000) annually per paraprofessional in the program. Funding for grants to school districts pursuant to this subdivision, shall be contingent upon an appropriation in the annual Budget Act.

# Appendix C

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

State law mandates that participating local education agencies enter into articulation agreements with participating campuses of the California Community Colleges and/or the California State University, the University of California, and private institutions of higher education that offer accredited teacher training programs. The table below identifies the collaborative partnerships of the 32 funded PTP sites, including written articulation agreements with 41 campuses of the California Community Colleges, 20 California State University campuses, 2 campuses of the University of California and 7 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 183 school districts and/or county offices of education.

### CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAMS 2005-2006

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Anaheim Program	Anaheim Union High School District Anaheim City School District	Fullerton Community College	California State University, Fullerton
Antelope Program	Antelope Valley Union High School District	Antelope Valley Community College	California State University, Bakersfield
Azusa Program	Azusa Unified School District	Citrus Community College	California State University, Los Angeles
Bellflower Program	Bellflower Unified School District ABC Unified School District	Cerritos Community College	California State University, Long Beach
Clovis/Fresno Program	Clovis Unified School District Fresno Unified School District	Fresno City College Reedley College	California State University, Fresno
Fresno County Program	Fresno County Office of Education	Fresno City College Reedley Community College West Hills Community College	California State University, Fresno Fresno Pacific University
Glendale Program	Glendale Unified School District	Glendale Community College	California State University, Los Angeles California State University, Northridge
Hayward Program	Hayward Unified School District	Chabot Community College	California State University, East Bay
Imperial County Program	Imperial County Office of Education Brawley Union High School District Calexico Unified School District Calipatria Unified School District Central Union High School District El Centro Elementary School District Heber Elementary School District Holtville Unified School District Meadows Union School District	Imperial Valley College	San Diego State University, Imperial Valley Campus

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
Imperial County (continued)	McCabe Union Elementary School District San Pasqual Valley Unified School District Seeley Union School District		
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 School District Tehachapi Unified School District	Bakersfield Community College Ceros Cosa Community College West Kern Community College	California State University, Bakersfield Fresno Pacific University
Kings County Program	Kings County Office of Education Armona Union School District Central Union School District Corcoran Joint Unified School District Delta View Joint Union School District Island Union School District Kit Carson Union School District Lakeside Union School District Lemoore Union School District Lemoore Union High School District Pioneer Union School District Hanford Joint Union High School District Kings River Hardwick School District	West Hills Community College College of Sequoias	California State University, Fresno Fresno Pacific College Chapman University
Lennox Program	Lennox School District	EL Camino Community College	California State University, Dominguez Hills
Lodi Program	Lodi Unified School District	San Joaquin Delta Community College	California State University, Stanislaus/Stockton
Long Beach Program	Long Beach Unified School District	None	California State University, Long Beach
Los Angeles Program * Now divided into Districts A through K	Los Angeles Unified School District	Los Angeles City College East Los Angeles College Los Angeles Southwest College Los Angeles Mission College Los Angeles Valley College West Los Angeles College	California State University, Los Angeles California State University, Dominguez Hills California State University, Long Beach California State University, Northridge
Merced Program	Merced City School District Alview Dairyland Union School District Atwater Elementary School District Chowchilla Elementary School District Delhi Unified School District Dos Apalos-Oro Loma School District Hilmar Unified School District	Merced Community College	California State University, Stanislaus

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
Merced (continued)	LeGrand Elementary School District Livingston Union School District Merced County Office of Education Planada Elementary School District Winton Elementary School District		
Monterey County Program	Monterey County Office of Education Greenfield Union School District King City High School District Monterey Peninsula Unified School District North Monterey County Unified School District Salinas City School District San Lucas Union School District Soledad Unified School District	Hartnell Community College Monterey Peninsula College	California State University, Monterey Bay California State University, Sacramento
Napa Program	Napa Valley Unified School District	Napa Valley Community College	Pacific Union College Chapman University Sonoma State University
Oceanside Program	Oceanside Unified School District	Mira Costa Community College	CSU San Marcos
Ontario- Montclair Program	Ontario-Montclair School District	Mt. San Antonio Community College	Cal State Polytechnic University, Pomona
Orange County Program	Orange County Department of Education Brea Olinda Unified School District Capistrano Unified School District Cypress School District Magnolia School District Orange Unified School District Saddleback Valley Unified School District Santa Ana Unified School District	Santa Ana Community College  Saddleback Community College	California State University, Fullerton
Palmdale Program	Palmdale School District	Antelope Valley Community College	California State University, Bakersfield
Riverside County Program	Riverside County Office of Education	Riverside Community College College of the Desert	California State University, San Bernardino
Riverside School District Program	Riverside Unified School District	Riverside Community College	California State University, San Bernardino University of California, Riverside
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University
San Joaquin Program	San Joaquin County Office of Education Calaveras County Office of Education Ceres Unified School District Denair Unified School District Escalon Unified School District Jefferson Elementary School District Lincoln Unified School District Linden Unified School District Manteca Unified School District New Hope Elementary School District Oak View School District Oakley Union School District Placer County Office of Education Ripon Unified School District Sacramento City Unified School District Salida Union School District Stanislaus Union School District	San Joaquin Delta College	California State University, Sacramento University of the Pacific

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
San Joaquin (continued)	Stockton Unified School District		
San Jose Program	San Jose Unified School District	San Jose Evergreen Community College District	San Jose State University
Sonoma County Program	Sonoma County Office of Education Humboldt County Office of Education Lake County Office of Education Mendocino County Office of Education Nevada County Office of Education Alexander Valley Unified School District Arcata School District Arena Union Elementary School District Dunham School District Ferndale Unified School District Fieldbrook School District Forestville Union School District Fort Bragg Unified School District Fortuna Union Elementary School District Fortuna Union High School District Freshwater School District Garfield School District Healdsburg Unified School District Horicon Elementary School District Klamath-Trinity Joint Unified School District Lakeport Unified School District Loleta Union Elementary School District Mattole Unified School District McKinelyville Union School District Mendocino Unified School District Middletown Unified School District Monte Rio Unified School District Northern Humboldt Union High School District Novato Unified School District Oak Grove Union School District Petaluma School District Piner-Olivet Union School District Point Arena Joint Union High School District Potter Valley School District Rohnerville School District Round Valley Unified School District Santa Rosa City Schools Southern Humboldt Unified School District Ukiah Unified School District Upper Lake Union Elementary Waugh School District West Side Union High School District West Sonoma County Union High School District Willits Unified School District Wilmar Union School District Windsor Unified School District	College of the Redwoods Mendocino Community College Santa Rosa Junior College	Humboldt State University Sonoma State University Dominican University of California University of San Francisco
Stockton Program	Stockton Unified School District	San Joaquin Delta Community College	California State University, Stanislaus
Sweetwater Program	Sweetwater Union High School District	Southwestern Community College	San Diego State University
West Contra Costa Program	West Contra Costa Unified School District	Contra Costa Community College	California State University, East Bay

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
Ventura County Program	Ventura County Schools Conejo Valley School District Fillmore Unified School District Hueneme Elementary School District Las Virgines Unified Moorpark Unified School District 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 Paula Union High	Ventura Community College Oxnard Community College Moorpark Community College	California State University, Northridge California State University, Channel Islands Campus California Lutheran University University of California, Santa Barbara
<b>TOTAL: 32</b>	<b>183</b>	<b>41</b>	<b>29</b>