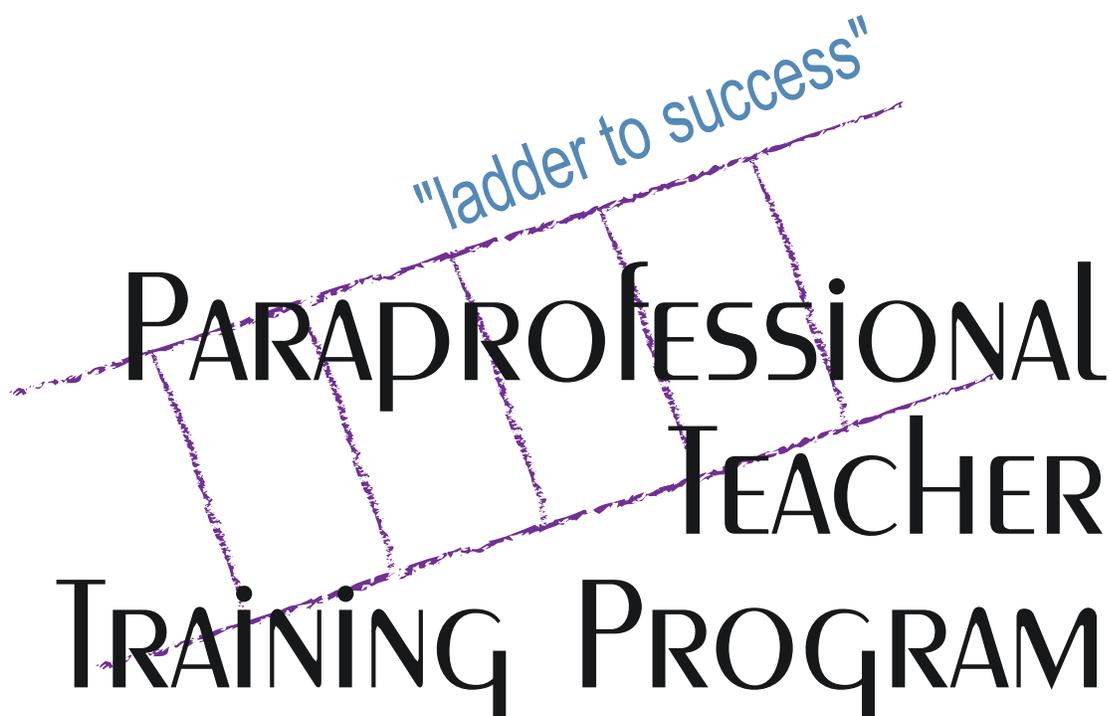


STATE OF CALIFORNIA

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

"ladder to success"



**PARAPROFESSIONAL
TEACHER
TRAINING PROGRAM**

*THE CALIFORNIA SCHOOL PARAPROFESSIONAL
TEACHER TRAINING PROGRAM*

A PROGRESS REPORT TO THE LEGISLATURE

October, 2002

THE CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM: A Progress Report to the Legislature

Author

Marilynn Fairgood, Consultant

Professional Services Division



**Mary Vixie Sandy, Director
Elizabeth Graybill, Administrator**

Professional Services Division

**1900 Capitol Avenue
Sacramento, California 95814**

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**State of California
Gray Davis, Governor
October, 2002**

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Table of Contents

Executive Summary of the Report.....	1
Introduction to the Paraprofessional Program.....	5
Progress Report on the Program Sites	7
Program Accomplishments	8
Introduction to the Status Report.....	9
Current Status of the Paraprofessional Teaching Program	10
Growth of the California School Paraprofessional Teacher Training Program.....	10
Common Attributes of Local Programs	12
Local Education Agency, California Community College and Four-Year College and University Program Participants.....	14
Ethnic Diversity of Current Participants and Program Graduates.....	19
Academic Standing of Paraprofessional Program Participants.....	21
Certification Goals of Program Participants.....	24
California Basic Educational Skills Test (CBEST) Passage Data.....	28
Program Graduates and Current Program Participants Employed as Teachers.....	32
Economic Status of Participants.....	36
California School Paraprofessional Teacher Training Program Support.....	39
Conclusions	43
Appendix A: Chapter 1444 of the Statutes of 1990, Which Established the California Paraprofessional Teacher Training Program.....	A-1
Appendix B: Chapters 737 and 831 of the Statutes of 1997, Which Authorized Expansion of the California School Paraprofessional Teacher Training Program.....	B-1
Appendix C: Panel of Career Ladder Experts Responsible for Selection of New Local California School Paraprofessional Teacher Training Programs.....	C-1

Executive Summary

Introduction

The primary purpose of the California School Paraprofessional Teacher Training Program 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 important program was established by legislation (SB 1636) authored by Senator David Roberti and signed by Governor George Deukmejian in 1990. It became Chapter 1444 of the Statutes of 1990 adding sections 69619 to 69619.3 to the State Education Code. With amendments, these sections appear in Appendix A at the end of this report.

Section 44393 of the Education Code requires the California Commission on Teacher Credentialing 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 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, and other effects of the program on the operation of the public schools.

Progress to Date

As of summer 2002, 406 of the original participants of the 1995 cohort have completed the program and are fully credentialed. This report describes progress made by the remaining 270 original cohort members toward the completion of degrees and credentials as well as the 1,996 participants in the expansion program. This report is the Commission’s fifth progress report to the Legislature pursuant to Section 44393 of the Education Code.

Program History

The Legislature created this teacher-development program to respond to teacher shortages, improve the instructional services that are provided by school paraprofessionals, diversify the teaching profession, and establish innovative models for teacher education. Because school paraprofessionals contribute to the education of hundreds of thousands of students in K-12 public schools, this group was the focus of the initial legislation. Follow-up legislation (Chapter 1220, Statutes of 1991) required that the program focus on the recruitment of paraprofessionals to specialize as bilingual and special education teachers.

This program expands the existing pool of fully-certificated California teachers by recruiting individuals from paraprofessional classifications (e.g., instructional aides, instructional assistants) into the teaching profession. The program core consists of academic scholarships to defray tuition, books and fee costs for paraprofessionals who earn college degrees and teaching credentials. Most of the paraprofessionals enter the program having completed relatively few

college courses. Each participant continues to serve as part-time paraprofessionals in K-12 schools while enrolled as a part-time college or university student. Therefore, program completion requires a long-term commitment by all participants, including the paraprofessional, participating school district, county office of education, institution of higher education and the State of California.

Initial program funding was in the 1994-95 State Budget which contained \$1.478 million in local assistance funds for program implementation, and added \$60,000 to the budget of the California Commission on Teacher Credentialing to administer the program.

Expansion of the California School Paraprofessional Teacher Training Program

Initial legislation identified the program as a pilot program and required recruitment of a maximum of 600 paraprofessionals from among 12 school districts from across the state. The program consisted of 13 program sites from January 1995 through June 1999. At its peak in 1997, the program served as many as 581 participants at a \$1.478 million funding level. The original 13 programs include the participation of 14 California Community Colleges and 14 California State University campuses. Currently, these 13 programs support 270 participants.

The 13 programs not only support participants by paying full tuition, all book costs and other institutional fees, but they also provide academic support, test preparation and payment of administrative fees for all state-mandated examinations, credential application and fingerprint processing fees and, in a number of instances, child care.

Recognizing the success of the program Legislators proposed program expansion in 1997. AB 352 and AB 353, Chapters 737 and 831, Statutes of 1997, re-authorized the program as the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 (Education Code Sections 44390-44393). The Act mandated that as of January 1, 1998 the program must recruit a minimum of 600 candidates from among 24 school districts or county offices of education throughout California. Although the law required increased participant numbers no funding was provided to expand the program. These statutes appear in Appendix B at the end of this report.

The expansion legislation also specified a \$3,000 per year maximum expenditure allotment per participant. As with the original legislation, there is no requirement for local matching funds. Additionally, the 1997 legislation expanded authorized participation beyond the California Community Colleges and the California State University, to also include the University of California and private/independent colleges and universities with approved teacher preparation programs.

1999-2000 “Enhancing Professional Quality” Allocation

In January 1999, Governor Gray Davis identified the California School Paraprofessional Teacher Training Program as an important element of his education initiative, *Enhancing Professional Quality*, and included a \$10-million-dollar augmentation for program expansion in the 1999-2000 California State Budget.

On August 16, 1999, the Commission issued a Request for Proposals (RFP) which invited all district and county superintendents to compete for participation in the newly expanded program. Districts and county offices of education could apply singularly or as consortia. Interested school districts and county offices had until October 15, 1999 to respond to the RFP. Thirty-five proposals were received by the October 15, 1999 submission deadline and, of these, 31 were recommended for funding.

As a result, the program has grown 300% with the number of program participants increasing from 522 in 1999-2000 to 2,266 in spring 2002. It is anticipated that the remaining 270 original program participants will have attained full certification by December 2003. This report and all future reports will focus on participants included in the expansion program and will include information about those who have graduated from the program since 1995. Once additional data are compiled and analyzed, the Commission will submit additional progress reports to the Legislature.

The Paraprofessional Teacher Training Program Expansion Review Panel And Funding Criteria

On November 2-3, 1999 a panel of 11 experts, comprised of individuals representing those agencies identified in law, met to review the proposals submitted for consideration and to make individual funding recommendations. Panel members possess extensive experience in the development and administration of successful career ladder programs. The list of panel members is included in Appendix D at the end of this report.

Education Code Section 44393 identifies the criteria for funding of Paraprofessional Teacher Training Programs. The funding criteria were described in the RFP and used by the review panel to make a funding recommendation. The criteria are listed below.

1. Responsiveness to issues identified in the RFP,
2. Organized cohorts that are responsive to legislative priorities (bilingual crosscultural teachers, multiple subject teachers for any of grades K-3 inclusive, special education teachers, and other local needs),
3. Support provided for participating paraprofessionals,
4. Collaboration and articulation between LEAs and IHEs,
5. Career ladder in place or under development,
6. Well conceived multi-year plan to support paraprofessionals through the process,
7. Sufficient project staffing, and
8. Cost effectiveness.

Introduction to the California School Paraprofessional Teacher Training Program

Since the Paraprofessional Teacher Training Program was funded initially in 1994-95, it has produced 507 fully-credentialed program graduates and has enabled 2,266 other paraprofessionals to approach their goal of becoming certificated teachers. The program has achieved these successes by creating local career ladders that reward successful paraprofessionals with increasing responsibilities and compensation.

The Legislature and Office of the Governor established the program to address several key issues and challenges in California's public schools. These include the shortage of teachers, the value of improving instructional services to K-12 students, the need to diversify the teaching profession, and the opportunity to explore innovative models for teacher education. The statute called for the Commission to realize these goals by awarding grants, through a competitive process, to several school districts or county offices of education who would implement the program at local sites.

The Commission adopted a plan for implementing the Paraprofessional Teacher Training Program in August 1994. Four months later the Executive Director selected and the Commission confirmed 13 sites statewide to receive grants. These program sites have been operational since January 1995. In September 1996, the Commission resolved several policy questions about filling local program vacancies or replacing individual participants that complete the programs prior to others in the cohorts. The Commission elected to allow local project directors to fill vacancies with new paraeducators entering at academic levels that parallel the current, continuing program participants. This decision maximizes program productivity without prolonging unnecessarily the duration of local assistance grant awards.

The Legislature enacted Assembly Bills 352 and 353 (Scott, Wildman, et al.) and re-authorized the program under the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997. Among other changes, the Act authorized program expansion to serve a minimum of 600 participants but provided no funding to do so. However, Governor Gray Davis later identified the program as an important element of his education initiative, *Enhancing Professional Quality*, and allocated an additional \$10 million for program expansion in the 1999-2000 State Budget.

In June 2000, the Commission confirmed 29 additional sites to receive grants and these programs have been operational since July 2000. A total of 42 programs serve 2,266 participants, in 90 California public school districts and county offices of education.

The California School Paraprofessional Teacher Training Program is a teacher recruitment, preparation and certification program. Paraprofessionals are expected to earn preliminary or professional clear certification within the timelines established by their programs and approved by the Commission. The program contributes to the pool of certificated classroom teachers by recruiting district and county office employees already serving as paraprofessionals to enter the teaching profession.

At its inception in 1995, there were 567 program participants. Since then, the number of individuals participating in the program has fluctuated, normally and predictably, during various points of program development. Currently, the program includes 425 male and 1,841 female paraprofessionals. The goal of each paraprofessional is to attain certification by earning a baccalaureate degree and completing a teacher preparation program. A full-time student with no prior collegiate coursework would typically complete the baccalaureate and teacher preparation requirements in five years of full-time study.

Since January 1995, the range of prior academic experience of program participants varied from completion of little or no postsecondary coursework (0 - 6 units) to completion of extensive prior coursework (90 or more units). As a result, the participants enter the program at different levels of academic attainment, and they enroll in postsecondary institutions as freshmen, sophomores, juniors and seniors. The typical teacher preparation and certification path for paraprofessionals begins with completion of community college coursework that articulates with a four-year college or university course of study for completion of the subject matter requirement for a teaching credential and a baccalaureate degree. After the degree is awarded, the individual enters a university or district internship program and completes professional preparation coursework and experiences. A preliminary or professional clear credential is issued at the conclusion of the internship. To maximize the productivity of the program, the Commission requires that local sponsors admit participants in *cohorts* such that all members of a cohort begin with approximately equal levels of prior coursework. This requirement also fosters the success of the program participants by emphasizing the important role of *peer support* as the participants progress through their collegiate and professional studies.

All participants must continue to work as part-time paraprofessionals during enrollment in the program. To remain in the program, 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 requirements, almost all program participants are part-time students. Taking all of these factors into consideration, it may take as many as seven years of part-time study for a participant who has little or no prior coursework to earn a baccalaureate degree and complete a teacher education program. While the participants' status as part-time students has the effect of prolonging their completion of the program, it does not increase the program's overall costs, because the part-time enrollees are charged part-time college and university tuition fees.

A total of 507 participants have graduated from the program and have become fully-certificated teachers during the seven years since January 1995. The original 13 programs produced 406 of the 507 graduates. Of these, 45 participants had completed extensive coursework prior to entering the program, and a few had previously earned baccalaureate degrees. Nevertheless, all of the 406 participants achieved full certification as classroom teachers less than seven years after entering the program.

Since July 2000, just two years after program expansion, 13 of the expansion programs have produced a total of 101 graduates. This swift production of fully-credentialed teachers is a result of local recruitment of paraprofessionals with advanced levels of academic training and who

already held baccalaureate degrees. The Commission anticipates that the additional 488 participants currently enrolled in teacher preparation programs will graduate with full teacher certification within the next 12 to 24 months. This will bring the program's total output to 995 fully-credentialed teachers produced for California's public schools. To evaluate the success and effectiveness of the California School Paraprofessional Teacher Training Program, its productivity should be viewed in light of the fact that all of the participants must work and maintain families and households while completing college and university coursework for academic degrees and professional certification.

Progress Report on the Program Sites

Program sites have utilized various approaches to implement the state law. There are, however, some common components among the programs including the support that is provided to the participants, as mandated by law. Besides the Commission-provided financial support, personal support comes from the local education agency, participating colleges and universities, and cohort members.

Local Education Agency Support

Local education agencies are the first sources of career-ladder support for paraprofessionals. Support by school districts takes many different forms, including: tutoring, California Basic Educational Skills Test (CBEST) preparation training, Multiple Subject Assessment for Teachers (MSAT) preparation training, mentoring, and in-kind contributions. At each of the sites, the project coordinator establishes an accountability relationship with each paraeducator by reviewing transcripts and obtaining grade reports at the conclusion of each quarter or semester. This enables the coordinator to discern if the paraeducator is positively progressing through the program. If the paraeducator is not making progress, then the coordinator can refer the individual to a particular tutoring session that is provided either by the school district or by the college or university. In many cases a paraeducator obtains informal tutoring from a certificated teacher at the school of employment, which supplements formal instruction in the program.

Basic skills tutoring and CBEST preparation are an important form of support that school districts offer participants. Most of the program sites attempt to prepare the paraeducators for the CBEST early in their academic pursuits, so they may attempt the CBEST and pass the examination while their academic skills are in active use.

Success for paraeducators can also be attributed to the mentoring programs that the projects provide. Many program sites select a teacher to serve as a Support Provider or Mentor for the cohort. The duties and responsibilities of the Support Provider include, but are not limited to: guiding paraeducators along the career path, assisting paraeducators in finding individual training opportunities, demonstrating teaching activities, and guiding paraeducators through district bureaucracy.

Local education agencies also demonstrate their support with in-kind contributions that include office space for study groups or cohort meetings, consumable supplies, equipment rental, staff

time, and release time for the paraeducators. Programs have also enjoyed the support of their local classified and certificated employee unions.

College and University Support

The second source of support is the college or university. All sites offer both degree advisors and teaching credential advisors. This provides the participants with resources to navigate their way through their degree and credential programs. The proximity of the advisors makes them readily available to the paraeducators. All of the projects include college and university staff and administrators as members of their advisory councils, which gives the program visibility on the respective campuses.

Cohort Support

In discussions with the paraeducators, the source of support most often mentioned is the support provided by the paraeducators themselves. This peer support takes many forms. Most of the local programs hold monthly or bimonthly cohort meetings where the paraeducators can discuss, with their fellow paraeducators, problems they may be having in college classes being taken, problems in the classrooms in which they are working and problems experienced on a personal level. Hearing how others have solved similar problems seems to give the paraeducators encouragement, and fosters a supportive and collegial environment within the cohort.

To maximize cohort support, the Program Directors hold cohort meetings and invite guest speakers to discuss topics that are relevant to the paraeducators. For example, programs utilize members of their cohorts who have majored in mathematics to tutor other members so that they may be successful in passing the math portion of CBEST. Participants also provide other forms of support such as car-pooling, a cohort library, and study groups, which some paraeducators feel are as important as other forms of support.

Program Accomplishments

Program success is attributed to:

1. The type and level of support, guidance and assistance provided participants, which includes the personal nurturing of cohort members by program directors and coordinators and by postsecondary advisors and program coordinators;
2. Payment of tuition, other institutional fees and book costs; and
3. Direct access to not only a local education agency contact person but access to a contact person at each community college and four-year college and university campus.

One of the major successes of the program is the collaboration between school districts and postsecondary institutions. These successful collaborative partnerships strengthen relationships between local education agencies and postsecondary institutions. Advisory councils comprised of school district administrators, college and university administrators and teacher representatives have been appointed.

Another major success is the retention rate. From January 1995 through June 1999 the program had a 100% retention rate in teaching. Of the 507 fully-credentialed graduates trained through the program 494 are still employed in California public schools. Two graduates who are no longer teaching in California are serving as teachers out-of-state and one graduate is taking a leave but will return to teaching within the next two years. Due to these developments, the retention rate for California service is 97%. The program's retention rate is due, in part, to the fact that participants have experience in classroom settings. In most instances participants have served in a classroom environment for more than eight years. Therefore, program graduates do not experience the culture shock that might be experienced by individuals with little or no classroom experience.

The local projects are using a significant range of program models, which will assist the Commission in its overall evaluation of the effectiveness of career ladder programs for recruitment.

Introduction to the Status Report

Since its inception, each California School Paraprofessional Teacher Training Program has been required to report to the Commission on an annual basis. Each local program is asked to provide the following information:

- (1) The number, by racial and ethnic classification, of school paraprofessionals participating in the program.
- (2) The number and racial and ethnic classification of school paraprofessionals who have successfully completed the program.
- (3) The total annual cost per person participating in the pilot program, based upon all state, local, federal and other sources of funding.
- (4) The economic status of individuals participating in the program, including
 - (a) The income range of the family:
 - Under \$10,000
 - \$10,000-\$20,000
 - \$20,000-\$30,000
 - \$30,000-\$40,000
 - \$40,000-\$50,000
 - over \$50,000
 - (b) Whether the paraeducator is the head of the household and the number of household members.
 - (c) Whether the paraeducator pays for his/her own medical benefits.
- (5) A description of financial and other resources made available to the program by participating school districts, county offices of education, California Community Colleges, California State University campuses,

and other participating organizations.

- (6) A budget that accounts for the grant funds used to date and projected expenses to the end of the calendar year.
- (7) The status of each participant in the program (units completed, projected time-to-degree, credential area, attending school full-time or part-time, courses taken in the last year.)
- (8) A narrative description of the successes and challenges experienced to date in the implementation of the program, including any anticipated modifications to the program.
- (9) The status of the career ladder (Is a career ladder in place? If so, does it include salary compensation? Is professional growth credit awarded?)

Current Status of the Paraprofessional Teacher Training Program

Most information in this report came from Annual Reports by the 42 local programs. In addition, information is included from other sources such as that gathered at meetings with program directors and coordinators in 2002. All data sources are indicated at the top of each data table on the following pages.

This program status report consists of 10 data tables and a conclusion. An analytic summary of each table is provided below. The summaries precede the corresponding tables.

Data Table 1: Growth of the California School Paraprofessional Teacher Training Program

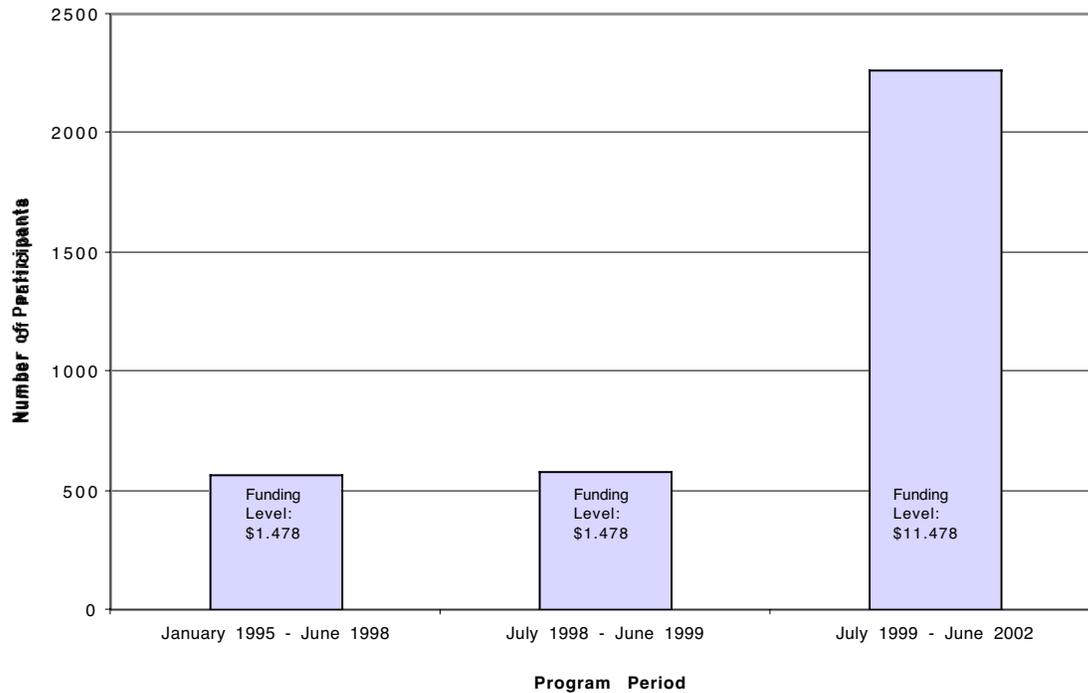
Governor Gray Davis identified the California School Paraprofessional Teacher Training Program as an important element of his education initiative, *Enhancing Professional Quality*, and allocated \$10 million in the 1999-2000 California State Budget for program expansion. Data Table 1 shows annual participant levels and that the paraprofessional program has grown more than 300%, from 13 to 42 local programs serving 2,266 participants at a funding level of \$11.478 million.

Initial legislation does not include a per capita figure for the original 13 program sites, although the Commission requires the cost of tuition, books and fees to comprise more than one half of each local program's budget. These programs support participants by paying full tuition, all book costs and other institutional fees at an average of \$2,557 per participant. The original 13 sites currently serve 270 participants. It is anticipated that remaining participants of the original program will graduate with full teacher certification by December 2003.

The 29 expansion programs are allocated a maximum of \$3000, per paraprofessional, per year. There continues to be great interest expressed by school district and county office administrators in establishing local programs. With one exception, all expansion programs have developed waiting lists of prospective participants. As candidates graduate from the program administrators are allowed to backfill to sustain current participant levels.

**Status Report Data Table 1:
Number of Participants in Paraprofessional Programs and Funding Level
by Program Year**

(Data Source 2001-02 Annual Reports)



Annual Program Participation

Program Year	Number of Programs	Participant Numbers
1995-96	13	567
1996-97	13	580
1997-98	13	578
1998-99	13	573
1999-2000	13	522
2000-01	42	2,268
2001-02	42	2,266

Data Table 2: Common Attributes of Local Programs in the California School Paraprofessional Teacher Training Program

In addition to requirements mandated by statute and the grant conditions established by the Commission, the 42 local California School Paraprofessional Teacher Training Programs have several excellent attributes that, although not "common" in the typical meaning of the word, are included in each local program. Table 2 describes these "common program components" that contribute to the success of the statewide program.

Status Report Data Table 2: Common Attributes of 42 Local Programs in the California School Paraprofessional Teacher Training Program

(Data Source: 2001-2002 Annual Reports)

All 42 programs:

- (1) Include a program administrative staff that consists of stakeholders who also serve as a decision-making body.
- (2) Include open and continuous communication between participants, program directors, program coordinators and local education agencies.
- (3) Include personal nurturing by PTPP Directors, Coordinators, administrative staff, and teacher preparation program coordinators and counselors.
- (4) Include highly successful collaboration efforts between local education agencies and institutions of postsecondary education.
- (5) Include ongoing needs assessment and monitoring of the academic progress of each participant, including a personal needs assessment.
- (6) Require that each participant complete a minimum number of units per quarter/semester. Participants must also maintain a minimum grade point average in order to remain in the program.
- (7) Include a billing process, established between the local education agencies and postsecondary institutions. This process is administered by each project's administrative staff and relieves participant anxieties regarding payment of tuition, other institutional fees and book costs.

Table 2 Continued: Common Attributes of Local Programs

- (8) Include extensive support and assistance provided by each project's administrative staff, local education agencies and institutions of postsecondary education in order to facilitate each participant's expeditious progress through baccalaureate degree and professional preparation programs. Support may include:
 - priority enrollment and entry into required courses for program participants;
 - tutorial support, and access to technology labs;
 - credential test preparation workshops and study sessions several times per year;
 - regularly scheduled academic advising as well as informal personal counseling; and
 - theme specific workshops and instructional methodology workshops throughout the year.
- (9) Encourage peer mentoring.
- (10) Include regularly scheduled cohort meetings which are held throughout the year.
- (11) Offer facilities, provided by the local education agencies and/or institutions of postsecondary education, for meetings, workshops, classes and social gatherings such as awards ceremonies.
- (12) Include flexible work schedules granted by local education agencies so that participants may attend college classes and cohort meetings.
- (13) Include a racial and ethnic make-up of participants which mirrors that of the student population of the local education agencies served by the projects.
- (14) Include facilitation of a seamless transition into the teaching profession by providing all those hired with Mentor Teacher Support, Beginning Teacher Support and Assessment (BTSA) Program participation, Alternative Certification Program and/or District Internship Program participation.
- (15) Include the development and maintenance of program files and a Plan of Study for each participant.
- (16) Have mutually benefited from partnerships between the postsecondary institutions and the local education agencies. As a result of these relationships, the California School Paraprofessional Teacher Training program has helped to solidify partnerships between the participating institutions and various other career ladder programs within the local education agencies.

Data Table 3: Local Education Agency, California Community College and Four-Year College and University Program Participants

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. Table 3 shows that the 42 local programs have entered into formal written articulation agreements with 35 campuses of the California Community Colleges, 17 California State University campuses, 2 campuses of the University of California and 4 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 90 school districts and county offices of education.

**Status Report Data Table 3:
Local Education Agency, California Community College and California State University Program Participants
Original 13 Programs**

(Data Source: 2001-2002 Annual Report)

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING UNIVERSITY
Anaheim Program	Anaheim City School District Centralia School District Cypress School District Magnolia School District		California State University, Long Beach
Azusa Program	Azusa Unified School District Charter Oak School District	Citrus Community College	California State University, Los Angeles
Chula Vista Program	Chula Vista Elementary School District	Southwestern Community College	San Diego State University
Clovis/Fresno Program	Clovis Unified School District Fresno Unified School District		California State University, Fresno
Glendale Program	Glendale Unified School District		California State University, Los Angeles
Lodi/Redding Program	Lodi Unified School District New Hope Elementary School District Galt Joint Union School District Enterprise School District Shasta County Office of Education	San Joaquin Delta Community College	California State University, Stanislaus California State University, Chico
Los Angeles Program	Los Angeles Unified School District		California State University, Dominguez Hills

Table 3 Continued: Original 13 Program Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING UNIVERSITY
Merced Program	Merced City School District Atwater Elementary School District Livingston Union School District Planada Elementary School District Weaver Elementary School District Winton Elementary School District	Merced Community College	California State University, Stanislaus
Oakland Program	Oakland Unified School District	Laney Community College	California State University, Hayward
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University
San Jose Program	San Jose Unified School District		San Jose State University
Stockton Program	Stockton Unified School District	San Joaquin Delta Community College	
Ventura County Program	Hueneme School District Ventura Unified School District Oxnard Elementary School District Rio School District	Ventura Community College Oxnard Community College Moorpark Community College	California State University, Northridge (Ventura Campus)
TOTAL : 13	30	10	14

Status Report Data TABLE 3 Continued: Expansion Programs

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING UNIVERSITY
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

Table 3 Continued: Expansion Program Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING 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, Hayward
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 Leemore Union School District Leemore 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 College of Sequoias	California State University, Fresno Fresno Pacific College Fresno Pacific College Chapman University 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
Long Beach Program	Long Beach Unified School District	None	California State University, Long Beach
Los Angeles Program	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	Merced Community College	California State University, Stanislaus

Table 3 Continued: Program Expansion Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING UNIVERSITY
Merced Program continued	Dos Apalos-Oro Loma School District Hilmar Unified School District LeGrand Elementary School District Livingston Union School District Merced County Office of Education Planada Elementary School District Winton Elementary School District	Merced Community College	California State University, Stanislaus
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

Table 3 Continued: Expansion Program Participants

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CAMPUS OF THE CALIFORNIA COMMUNITY COLLEGE	PARTICIPATING UNIVERSITY
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 Jose Program	San Jose Unified School District	San Jose Evergreen Community College District	San Jose State University
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, Hayward
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 (Channel Islands Campus) California Lutheran University University of California, Santa Barbara
TOTAL: 29	90	35	23*

*17 California State Universities, 2 University of California campuses, 4 Independent Colleges and Universities

Data Table 4: Ethnic Diversity of Current Participants and Program Graduates

One purpose of the California School Paraprofessional Teacher Training Program is to diversify the teaching profession. Information included in Table 4 indicates that the program is serving a culturally diverse population and has produced a culturally diverse group of program graduates.

Table 4 includes the ethnic groups represented by the program participants who responded to the spring 2002 survey question regarding ethnicity. Of the 2,222 current participants who responded, 71% are members of ethnic minority groups.

A total of 485 program graduates responding to the survey question regarding ethnicity, and, of those, 79 % are members of ethnic minority groups.

**Status Report Data Table 4:
Current Participants and Program Graduates by Ethnicity**
(Data Source: 2001-2002 Annual Reports)

**Current Program Participants
(Program Year 2001-02)**

Ethnicity	Numbers
African American	226
Armenian	23
Asian (Chinese, Korean and Japanese)	49
Filipino	21
Mexican American/Hispanic	1150
Middle Eastern	27
Native American/American Indian	14
Pacific Islander	14
Southeast Asian (Hmong, Cambodian, Lao, Mien, and Vietnamese)	66
White Non-Hispanic	600
Other White	32
TOTAL:	2,222¹

**Program Graduates
(Program Year 2001-02)**

Ethnicity	Numbers
African American	30
Armenian	44
Asian (Chinese, Korean and Japanese)	26
Filipino	25
Mexican American/Hispanic	203
Middle Eastern	7
Native American/American Indian	1
Pacific Islander	0
Southeast Asian (Hmong, Cambodian, Lao, Mien, and Vietnamese)	51
White Non-Hispanic	65
Other White	33
TOTAL:	485²

¹ Of the 2,266 program participants, 2,222 responded to the survey question regarding ethnicity.

² Of the 507 program graduates, 485 responded to the survey question regarding ethnicity.

Data Table 5: Academic Standing of Paraprofessional Program Participants

The primary purpose of the California School Paraprofessional Teacher Training Program is to create local career ladders that enable school paraprofessionals to become certificated classroom teachers. Table 5 shows that 2,248 participants identified their academic standing. Of those, 1,515 are currently enrolled in coursework at participating campuses of four-year colleges and universities. This number represents 66.9% of all program participants. Of the 1,515 four-year college and university enrollees, 488 are enrolled in teacher preparation programs, and the other 1,027 are enrolled in bachelor's degree programs. The remaining are enrolled in community college courses/programs. Participants who are currently enrolled in teacher preparation programs can attain full certification within the next 12 to 24 months. To the extent possible, participants enrolled in a bachelor's degree program are supported and guided through a subject matter program. Completion of the subject matter program allows participants to enter student teaching or an internship program without being required to complete the subject matter examinations.

**Status Report Data Table 5:
Academic Standing of Paraprofessional Program Participants
Spring 2001(Original 13 Programs)
(Data Source: 2001-2002 Annual Reports)**

Paraprofessional Program Participants		Academic Standing of Program Participants		
Program Sites	Total Numbers of Participants	Attending Community Colleges	Attending 4- Year Colleges/ Universities: Enrolled in B.A. Degree Programs	Attending 4- Year Colleges/ Universities: Enrolled in Credential Programs
Anaheim High School District	14	0	5	9
Azusa Unified School District	9	0	3	6
Chula Vista Elementary School District	8	0	4	4
Clovis/Fresno Unified School District	6	0	1	5
Glendale Unified School District	2	0	0	2
Lodi/Redding Unified School District	20	2	11	7
Los Angeles Unified School District	23	0	0	23
Merced Consortium	43	12	21	10

Oakland Unified School District	29	5	10	14
San Francisco Unified School District	59	2	10	47
San Jose Unified School District	8	0	2	6
Stockton Unified School District	21	0	1	20
Ventura Consortium	28	8	9	11
TOTALS:	270	29	77	164

**Status Report Data Table 5 (Continued):
Academic Standing of Paraprofessional Program Participants
Spring 2001 Expansion Programs
(Data Source: 2001-2002 Annual Reports)**

Paraprofessional Program Participants		Academic Standing of Program Participants		
Program Sites	Total Numbers of Participants	Attending Community Colleges	Attending 4- Year Colleges/ Universities: Enrolled in B.A. Degree Programs	Attending 4- Year Colleges/ Universities: Enrolled in Credential Programs
Anaheim Union	18	7	6	5
Antelope Valley Union	35	20	15	0
Azusa Unified School District	32	29	3	0
Bellflower Unified School District	20	9	10	1
Chula Vista Unified School District	23	13	6	4
Clovis/Fresno Unified School District	105 ³	13	52	26
Fresno County Office of Education	115 ⁴	12	83	16
Glendale Unified School District	34	5	19	10
Hayward Unified School District	30	19	10	1
Kings County Office of Education	72	47	23	2

³ 14 did not respond.

⁴ 4 did not respond.

Lennox Unified School District	35	4	26	5
Lodi Unified School District	22	17	3	2
Long Beach Unified School District	15	0	4	11
Los Angeles Unified School District	404	71	248	85
Merced Unified School District	160	79	71	10
Monterey County Office of Education	95	43	47	5
Napa Valley Unified School District	17	8	7	2
Oceanside Unified School District	20	11	8	1
Ontario-Montclair Unified School District	42	23	18	1

**Status Report Data Table 5 (Continued):
Academic Standing of Paraprofessional Program Participants
Spring 2001 Expansion Programs
(Data Source: 2001-2002 Annual Reports)**

Paraprofessional Program Participants		Academic Standing of Program Participants		
Program Sites	Total Numbers of Participants	Attending Community Colleges	Attending 4- Year Colleges/ Universities: Enrolled in B.A. Degree Programs	Attending 4- Year Colleges/ Universities: Enrolled in Credential Programs
Orange County Office of Education	137	46	42	49
Palmdale Unified School District	54	32	20	2
Riverside County Office of Education	45	31	5	9
Riverside Unified School District	28	12	13	3
San Francisco Unified School District	72	1	41	30
San Jose Unified School District	64	30	33	1

Stockton Unified School District	44	23	20	1
Sweetwater Union High School District	20	8	8	4
Ventura County Office of Education	202	65	99	38
West Contra Costa Unified School District	36	26	10	0
EXPANSION TOTALS:	1,996	704	950	324
ORIGINAL 13 PROGRAMS	270	29	77	164
GRAND TOTALS:	2,266	733*	1,027*	488*

*These totals reflect the 2,248 participants who responded to the survey.

Data Table 6: Certification Goals of Program Participants

The law requires the Paraprofessional Teacher Training Program to focus on recruiting teachers for bilingual education, special education, K-3 teachers to facilitate class size reduction, and teachers to fulfill a local education agency's own specific teacher needs. Table 6 shows that there are 1,172 paraprofessionals pursuing either a special education or a Bilingual Crosscultural Language and Academic Development (BCLAD) teaching credential. This number represents 51% of all program participants, and indicates that the program is achieving this significant educational purpose. We are pleased to report that participants in three programs (Antelope Valley High School District, Riverside County Office of Education, and Sweetwater High School District) are seeking special education certification exclusively.

Education Code Section 44393(b)4 identifies recruitment of multiple subject credentialed teachers interested in teaching kindergarten or any of grades 1 to 3 to facilitate class size reduction; however, participating districts did not have paraprofessionals who met the education requirements identified in law. Although there is a total of 569 participants seeking a multiple subject credential with a Crosscultural Language and Academic Development (CLAD) Emphasis to teach English Language Learners, and an additional 430 seeking a non-emphasis multiple subject credential, no program includes a cohort seeking K-3 service only.

**Status Report Data Table 6: Participant Certification Goals and Totals
Original 13 Programs**

(Data Source 2001-02 Annual Reports)

Paraprofessional Program Participants		Certification Goals					Total Responses	
Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Special Education	Crosscultural Language and Academic Development		Multiple Subject		Single Subject
				MS	SS			
Anaheim High School District	14	0	6	2	3	1	2	14
Azusa Unified School District	9	7	0	2	0	0	0	9
Chula Vista Elementary School District	8	3	5	0	0	0	0	8
Clovis/Fresno Unified School District	6	3	2	1	0	0	0	6
Glendale Unified School District	2	0	0	1	1	0	0	2
Lodi Unified School District	20	9	3	5	2	1	0	20
Los Angeles Unified School District	23	15	6	2	0	0	0	23
Merced Unified School District	43	27	11	5	0	0	0	43
Oakland Unified School District	29	16	6	6	1	0	0	29
San Francisco Unified School District	59	14	25	13	7	0	0	59
San Jose Unified School District	8	3	2	3	0	0	0	8
Stockton Unified School District	21	14	2	5	0	0	0	21
Ventura Consortium	28	13	6	5	0	0	4	28
TOTALS:	270	124	74	50	14	2	6	270

**Status Report Data Table 6 (Continued): Participant Certification Goals and Totals
Expansion Programs (Data Source 2001-02 Annual Reports)**

Paraprofessional Program Participants		Certification Goals						Total Responses
Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Special Education	Crosscultural Language and Academic Development		Multiple Subject	Single Subject	
				MS	SS			
Anaheim Union	18 ⁵	1	3	6	4	2	1	17
Antelope Valley Union	35	5	17	11	0	2	0	35
Azusa Unified School District	32	22	1	9	0	0	0	32
Bellflower Unified School District	20	2	4	2	0	11	1	20
Chula Vista Unified School District	23	7	16	0	0	0	0	23
Clovis/Fresno Unified School District	105 ⁶	51	20	9	10	7	0	97
Fresno County Office of Education	115 ⁷	70	14	10	7	10	0	111
Glendale Unified School District	34	5	6	17	6	0	0	34
Hayward Unified School District	30	11	6	8	1	4	0	30
Kings County Office of Education	72	27	18	27	0	0	0	72
Lennox Unified School District	35	35	0	0	0	0	0	35
Lodi Unified School District	22	12	7	1	2	0	0	22
Long Beach Unified School District	15	4	0	11	0	0	0	15
Los Angeles Unified School District	404	56	39	47	3	227	32	404
Merced Unified School District	160	73	30	50	7	0	0	160

⁵ 1 did not respond.

⁶ 8 did not respond.

⁷ 4 did not respond

**Status Report Data Table 6 (Continued): Participant Certification Goals and Totals
Expansion Programs**

(Data Source 2001-02 Annual Reports)

Paraprofessional Program Participants		Certification Goals						Total Responses
Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Special Education	Crosscultural Language and Academic Development		Multiple Subject	Single Subject	
				MS	SS			
Monterey County Office of Education	95	43	4	39	9	0	0	95
Napa Unified School District	17	4	2	7	4	0	0	17
Oceanside Unified School District	20	0	6	14	0	0	0	20
Ontario-Montclair Unified School District	42	1	3	38	0	0	0	42
Orange County Office of Education	137	3	33	69	9	16	7	137
Palmdale Unified School District	54	10	12	31	1	0	0	54
Riverside County Office of Education	45	0	45	0	0	0	0	45
Riverside Unified School District	28	13	6	6	3	0	0	28
San Francisco Unified School District	72	18	26	17	11	0	0	72
San Jose Unified School District	64	24	4	31	5	0	0	64
Stockton Unified School District	44	7	27	10	0	0	0	44
Sweetwater High School District	20	0	20	0	0	0	0	20
Ventura County Office of Education	202 ⁸	63	25	38	11	44	16	197
West Contra Costa Unified School District	36	9	4	11	0	12	0	36
TOTALS:	1,996	576	398	519	93	335	57	1,978
ORIGINAL 13 PROGRAMS:	270	124	74	50	14	2	6	270
GRANDTOTALS	2,266	700	472	569	107	337	63	2,248*

*This total reflects those who responded to the survey.

⁸ 5 did not respond.

Data Table 7: California Basic Educational Skills Test (CBEST) Passage Data

In addition to completion of a teacher preparation program, the requirements for California teacher certification include passage of the California Basic Educational Skills Test (CBEST). This test assesses each individual's basic skills in reading, writing and mathematics. However, many of the program participants view the exam as challenging, especially paraprofessionals who are not native speakers of English.

Participants in the Paraprofessional Teacher Training Program are encouraged to take the test as soon as they complete a basic college course in mathematics. Participants are advised that taking the CBEST early will relieve their anxiety about the exam and will allow them to determine what type(s) of tutorial support may be needed. It should be noted that CBEST test preparation and tutorials are provided each quarter/semester by participating school districts, county offices of education and universities.

Table 7 includes information about the numbers of program participants who had taken the CBEST prior to or during 2001-02, the numbers who had passed the entire test, and the numbers of participants who had passed one or two sections of the exam. Of the 2,266 participants, 978 had taken the CBEST in 2001-02 or earlier. This represents 43% of all 2001-02 participants. This is a significant accomplishment since paraprofessionals are not required to take CBEST for employment and the majority are from language backgrounds that make the exam challenging. It should also be noted that although 488 participants are enrolled in teacher preparation programs, 650 participants already passed the entire examination and have met this state teacher certification requirement. The other program participants not included in these totals are (1) completing college courses in mathematics, reading and writing; (2) participating in supplementary workshops on test-taking skills; and (3) receiving accurate feedback about their skill levels when they take the CBEST examination.

**Status Report Data Table 7:
California Basic Educational Skills Test Passage Data Current Program Participants
Original 13 Programs**

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Numbers of Participants Who Have Taken the Exam and % of Total Number of Participants		Numbers of Participants Who Have Passed the Entire CBEST Exam	Numbers of Participants Who Have Passed One or Two Sections of the CBEST Exam
		N	%		
Anaheim High School District	14	12	85	12	0
Azusa Unified School District	9	9	100	8	1
Chula Vista Elementary School District	8	6	75	5	1
Clovis/Fresno Unified School Districts	6	6	100	4	2
Glendale Unified School District	2	2	100	2	0
Lodi/Redding Consortium	20	12	60	8	3
Los Angeles Unified School District	23	23	100	23	0
Merced Area Consortium	43	31	72	19	7
Oakland Unified School District	29	21	72	11	9
San Francisco Unified School District	59	59	100	45	14
San Jose Unified School District	8	8	100	7	1
Stockton Unified School District	21	20	95	13	5
Ventura Consortium	28	17	60	9	7
TOTALS:	270	226	83%	166	50

Status Report Data Table 7 (Continued): California Basic Educational Skills Test Passage Data

Expansion Programs

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Numbers of Participants Who Have Taken the Exam and % of Total Number of Participants		Numbers of Participants Who Have Passed the Entire CBEST Exam	Numbers of Participants Who Have Passed One or Two Sections of the CBEST Exam
		N	%		
Anaheim Union	18	7	38	5	1
Antelope Valley Union	35	28	80	4	3
Azusa Unified School District	32	12	37	3	7
Bellflower Unified School District	20	2	10	2	0
Chula Vista Elementary School District	23	3	13	3	0
Clovis/Fresno Unified School Districts	105	60	57	55	5
Fresno County Office of Education	115	50	43	39	9
Glendale Unified School District	34	20	58	11	6
Hayward Unified School District	30	4	13	3	1
Kings County Office of Education	72	28	38	19	9
Lennox Unified School District	35	19	54	14	5
Lodi Unified School District	22	8	36	2	4
Long Beach Unified School District	15	14	93	12	2
Los Angeles Unified School District	404	88	21	51	24
Merced Unified School District	160	47	29	32	11
Monterey County Office of Education	95	23	24	12	3
Napa Unified School District	17	6	35	2	4
Oceanside Unified School District	20	6	30	5	1
Ontario –Montclair Unified School District	42	7	16	3	3
Orange County Office of Education	137	59	43	39	20
Palmdale Unified School District	54	8	14	6	2

Status Report Data Table 7 (Continued): California Basic Educational Skills Test Passage Data

Expansion Programs

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Numbers of Participants Who Have Taken the Exam and % of Total Number of Participants		Numbers of Participants Who Have Passed the Entire CBEST Exam	Numbers of Participants Who Have Passed One or Two Sections of the CBEST Exam
		N	%		
Riverside County Office of Education	45	14	31	9	5
Riverside Unified School District	28	10	35	9	0
San Francisco Unified School District	72	72	100	27	45
San Jose Unified School District	64	18	28	17	1
Stockton Unified School District	44	25	56	15	10
Sweetwater High School District	20	10	50	8	3
Ventura County Office of Education	202	100	49	74	23
West Contra Costa Unified School District	36	4	11	3	1
TOTALS:	1,996	752	37	484	208
ORIGINAL 13 PROGRAMS	270	226	83	166	50
GRAND TOTALS	2,266	978	43%	650	258

Data Table 8: Program Graduates and Current Program Participants Employed As Teachers

Beginning on the next page, Table 8 shows how many program graduates and program participants are currently serving in California public school classrooms. Since its inception, the program has produced a total of 507 fully-certificated program graduates. Of these, 494 continue to serve in California public schools. Of the current 2,266 paraprofessionals participating in the program, 324 are currently serving in classrooms as teachers of record on preliminary credentials (97), university internship credentials (72), district internship credentials (10), pre-intern certificates (25), and, because our policies and laws do not prohibit emergency permits in this program, emergency permits (120). This brings to 818, the total number of program graduates and participants who are serving as teachers in California public schools.

Because some programs are designed to support participants through the professional level credential, Data Table 8 includes 97 participants serving on preliminary credentials. Although these individuals are considered “fully-credentialed” they are identified as program participants instead of program graduates because 1) they continue to receive financial assistance through the program because they have not completed the professional level credential, or 2) they are enrolled in a dual special education certification program and have not yet completed requirements for the special education credential.

The typical certification path for paraprofessionals is completion of baccalaureate degree requirements and subject matter coursework, followed by entry into a university or district internship program. The preliminary or professional clear credential is issued at the conclusion of the internship. Therefore, it is important for participating districts to have an internship program in place. Data Table 8 identifies 120 emergency permit holders because 12 of the 90 participating local education agencies do not yet have university or district internship programs.

Although paraprofessionals are an important element of the instructional team most do not possess a Bachelor’s degree and do not yet qualify for a teaching credential. Since the majority of paraprofessionals earn an annual income of \$20,000 or less it is reasonable to assume that once a paraprofessional completes a baccalaureate degree and passes the California Basic Educational Skills Test (CBEST) he/she will wish to seek employment as a teacher. Of the 90 participating K-12 local education agencies, 86.6% have an internship program in place. All participants currently serving on emergency permits are either waiting for an internship slot to become available or is employed in one of the 12 districts that does not yet have an internship program in place.

**Status Report Data Table 8: Current Program Participants and Program Graduates Who are Employed as Teachers
Original 13 Programs**

(Data Source 2001-02 Annual Reports)

Programs	Numbers of Current Participants Serving as Teachers of Record and Certification Held				Numbers of Program Graduates Serving as Teachers of Record	Grand Totals				
	Program Sites	Preliminary Credential	University and District Internships				Pre-Intern Certificate	Emergency Permit	Graduate Totals	Numbers Serving as Teachers of Record
			District	IHE						
Anaheim High School District	6	0	1	2	1	8	18			
Azusa Unified School District	0	0	3	0	2	17	22			
Chula Vista Elementary School District	0	0	0	0	0	16	16			
Fresno/Clovis Unified School District	4	0	0	0	0	74	78			
Glendale Unified School District	2	0	0	0	1	31	34			
Lodi Unified School District	0	0	4	0	2	14	20			
Los Angeles Unified School District	0	1	4	0	17	19	41			
Merced City School District	0	0	5	0	0	33	38			
Oakland Unified School District	0	2	0	5	3	6	16			
San Francisco Unified School District	13	0	0	6	17	94	130			
San Jose Unified School District	1	0	4	0	1	6	12			
Stockton Unified School District	2	0	2	1	4	19	28			
Ventura Consortium	0	0	1	0	4	56	61			
Totals	28	3	24	14	52	393	514			

Status Report Data Table 8 (Continued): Current Program Participants and Program Graduates Who are Employed as Teachers

Expansion Programs

(Data Source 2001-02 Annual Reports)

Programs Program Sites	Numbers of Current Participants Serving as Teachers of Record and Certification Held					Numbers of Program Graduates Serving as Teachers of Record	Grand Totals
	Preliminary Credential	University and District Internships		Pre-Intern Certificate	Emergency Permit		
		District	IHE				
Anaheim High School District	0	0	0	1	0	0	1
Antelope Valley Union	0	0	0	0	0	0	0
Azusa Unified School District	0	0	0	0	0	0	0
Bellflower Unified School District	0	0	0	0	1	0	1
Chula Vista Unified School District	0	0	0	0	0	1	1
Clovis/Fresno Unified School District	5	0	0	0	2	14	21
Fresno County Office of Education	15	0	0	0	3	18	36
Glendale Unified School District	3	0	2	0	2	10	17
Hayward Unified School District	0	3	0	0	0	0	3
Kings County Office of Education	0	0	3	0	1	0	4
Lennox Unified School District	0	0	1	0	0	0	1
Lodi Unified School District	0	0	1	0	0	1	2
Long Beach Unified School District	2	0	1	0	3	3	9
Los Angeles Unified School District	36	0	16	2	37	26	117
Merced Unified School District	0	0	2	0	1	0	3
Monterey County Office of Education	0	0	3	0	0	1	4
Napa Unified School District	1	0	0	0	1	1	3
Oceanside Unified School District	0	0	0	0	0	0	0
Ontario Montclair Unified School District	0	0	0	0	0	0	0

Status Report Data Table 8 (Continued): Current Program Participants and Program Graduates Who are Employed as Teachers Expansion Programs (continued)

(Data Source 2001-02 Annual Reports)

Programs	Numbers of Current Participants Serving as Teachers of Record and Certification Held					Numbers of Program Graduates Serving as Teachers of Record	Grand Totals			
	Program Sites	Preliminary Credential	University Internship		Pre-Intern Certificate			Emergency Permit	Graduate Totals	Numbers Serving as Teachers of Record
			District	IHE						
Orange County Office of Education	0	0	3	2	2	3	10			
Palmdale Unified School District	0	0	2	0	0	0	2			
Riverside County Office of Education	0	0	0	5	0	0	5			
Riverside Unified School District	0	0	1	0	2	0	3			
San Francisco Unified School District	2	0	0	0	6	10	18			
San Jose Unified School District	1	0	0	0	1	1	3			
Stockton Unified School District	0	0	3	0	0	0	3			
Sweetwater High School District	0	4	0	0	0	0	4			
Ventura County Office of Education	4	0	10	1	6	12	33			
West Contra Costa Unified School District	0	0	0	0	0	0	0			
GRAND TOTALS:	97	10	72	25	120	494	818			
Expansion	69	7	48	11	68	101	304			
Original	28	3	24	14	52	393	514			

Data Table 9: Economic Status of Participants: Income Range Per Household

Among the questions included in each local program's annual survey is a request for information regarding the participants' economic status, which is required by law. Table 9 shows that 2,208 participants responded to this question. Of those responding, 52% identified their household annual income range as being either (a) under \$10,000 (393), or (b) between \$10,000 and \$20,000 (756).

It should also be noted that all participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 31% indicated they are heads of households and 29% pay all or part of their own medical coverage. Four programs reported that a total of 70 participants have no medical coverage. Participants were also asked if they are first-generation college students. Of the 2,208 participants who responded to this question, 1,058 indicated that they are the first in their family to attend college.

Status Report Data Table 9: Economic Status of Participants in Terms of Income Range Per Household Original 13 Programs

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Under \$10,000 0	\$10,000 - \$20,000	\$20,000 - \$30,000	\$30,000 - \$40,000	\$40,000 - \$50,000	Over \$50,000	Total Numbers of Responses
Anaheim High School District	14	0	0	5	1	4	4	14
Azusa Unified School District	9	0	2	1	1	3	2	9
Chula Vista Elementary School District	8	0	3	3	2	0	0	8
Clovis/Fresno Unified School District	6	0	0	1	5	0	0	6
Glendale Unified School District	2	0	1	0	1	0	0	2
Lodi/Redding Consortium	20	0	6	4	6	1	3	20
Los Angeles Unified School District	23	0	0	0	23	0	0	23
Merced Consortium	43	9	18	7	5	2	2	43
Oakland Unified School District	29	1	8	8	5	4	3	29
San Francisco Unified School District	59	0	22	18	19	0	0	59
San Jose Unified School District	8	0	1	0	6	1	0	8
Stockton Unified School District	21 ⁹	1	2	3	3	4	7	20
Ventura Consortium	28	7	1	9	6	4	1	28
TOTALS:	270	18	64	59	83	23	22	269

⁹ 1 did not respond.

**Status Report Data Table 9: Economic Status of Participants in Terms of
Income Range Per Household
Expansion Grants**

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Under \$10,000	\$10,000 - \$20,000	\$20,000 - \$30,000	\$30,000 - \$40,000	\$40,000 - \$50,000	Over \$50,000	Total Number of Responses
Anaheim Union	18	0	2	2	6	1	7	18
Antelope Valley Union	35	1	1	10	5	7	11	35
Azusa Unified School District	32	3	10	2	5	4	8	32
Bellflower Unified School District	20	2	3	6	5	2	2	20
Chula Vista Unified School District	23	0	6	5	2	4	6	23
Clovis/Fresno Unified School District	105 ¹⁰	25	35	17	7	7	0	91
Fresno County Office of Education	115 ¹¹	48	22	12	16	9	4	111
Glendale Unified School District	34	2	7	5	11	4	5	34
Hayward Unified School District	30	0	5	5	4	7	9	30
Kings County Office of Education	72 ¹²	6	15	14	14	8	11	68
Lennox Unified School District	35	0	27	4	0	4	0	35
Lodi Unified School District	22	2	4	4	2	4	6	22
Long Beach Unified School District	15	2	1	2	3	2	5	15
Los Angeles Unified School District	404	100	223	37	29	9	6	404
Merced Unified School District	160 ¹³	32	32	23	23	18	10	138
Monterey County Office of Education	95	30	35	18	2	7	3	95
Napa Unified School District	17	3	10	3	1	0	0	17
Oceanside Unified School District	20	2	2	4	3	3	6	20
Ontario-Montclair Unified School District	42	8	27	3	3	0	1	42
Orange County Office of Education	137	30	68	28	11	0	0	137

¹⁰ 14 did not respond.

¹¹ 4 did not respond.

¹² 4 did not respond.

¹³ 22 did not respond.

Status Report Data Table 9: Economic Status of Participants in Terms of Income Range Per Household: Expansion Grants (Continued)

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Under \$10,000	\$10,000 - \$20,000	\$20,000 - \$30,000	\$30,000 - \$40,000	\$40,000 - \$50,000	Over \$50,000	Total Numbers of Responses
Palmdale Unified School District	54	3	11	4	7	12	17	54
Riverside County Office of Education	45	8	3	18	4	2	10	45
Riverside Unified School District	28 ¹⁴	1	10	3	5	4	2	25
San Francisco Unified School District	72	18	26	17	11	0	0	72
San Jose Unified School District	64	26	5	4	3	4	22	64
Stockton Unified School District	44	2	10	8	9	8	7	44
Sweetwater High School District	20	0	10	6	4	0	0	20
Ventura County Office of Education	202 ¹⁵	23	57	32	28	23	30	193
West Contra Costa County Office of Education	36 ¹⁶	3	10	9	2	6	5	35
TOTALS:	1,996	375	692	295	225	159	193	1,939
ORIGINAL 13 PROGRAMS	270	18	64	59	83	23	22	269
GRAND TOTALS:	2,266	393	756	354	308	182	215	2,208

¹⁴ 3 did not respond.

¹⁵ 9 did not respond.

¹⁶ 1 did not respond.

Data Table 10: California School Paraprofessional Teacher Training Program Support

The California School Paraprofessional Teacher Training Program is a unique program that provides opportunities for participants, who have varying levels of prior academic training, to attain full certification as classroom teachers. In addition to the financial support provided by the Commission through the form of program grants, additional support for program participants comes from three primary sources: a local education agency, a postsecondary institution, and that of other cohort members.

Table 10 includes information on the amount each local program has invested in (a) tuition, books, and other educational fees charged for program participants, (b) other services to participants, and (c) in-kind support provided by participating agencies and organizations. Table 10 shows that 60% of grant funds are used to cover essential college costs. Totals identified in this chart do not equal 100% of each grant award amount and may exceed the amount.

Table 10 also shows the total amount awarded to each program for the 12-month period from July 2001 through June 2002. From program to program, the actual annual cost per participant varies greatly, and depends on the following factors:

- (1) The numbers of participants who attend a community college, and the numbers who attend a four-year college or university campus.
- (2) The numbers of participants who complete the program during the year.
- (3) The amounts of local resources that are invested as in-kind contributions to the program.
- (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 that are consumed by the indirect costs of local education agencies.

The Commission asks all programs to provide some in-kind support to foster the success of each program. The level of in-kind support for the program varies from locality to locality and is provided by the local education agency and the postsecondary institutions. While some agencies have access to few resources for the program, many other sponsors of local programs provide extensive in-kind support to provide participants with additional incentives to complete the program.

It is important to note that since not all of the local education agencies can provide extensive in-kind support and assume the operating costs of the program, the amounts invested for other services provided to participants must vary. The program is intended to provide opportunities for

a diverse population of paraprofessionals to become fully-certificated teachers. To deny program participation to local education agencies with little financial and other resources would deny program access to eligible paraprofessionals. The levels of in-kind support are identified in Table 10.

Status Report Data Table 10: California School Paraprofessional Teacher Training Program Support Original 13 Programs

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Grant Amounts Invested for Tuition, Books, and Other IHE Fees	Grant Amounts Invested for Other Services to Participants	In-Kind Support Provided	Program Grant Awards: July 2000 Through June 2001
Anaheim High School District	14	\$45,600	\$0	\$23,377	\$30,384
Azusa Unified School District	9	\$12,100	\$27,717	\$6,000	\$55,970
Chula Vista Elementary School District	8	\$32,203	\$13,387	\$23,181	\$65,633
Clovis/Fresno Unified School District	6	\$34,672	\$11,130	\$21,736 ¹⁷	\$49,042
Glendale Unified School District	2	\$4,217	\$500	\$33,442	\$4,717
Lodi/Redding Consortium	20	\$51,037	\$19,772	\$68,100	\$72,798
Los Angeles Unified School District	22?	\$36,100	\$5,400	\$17,630	\$47,951
Merced Consortium	43	\$76,000	\$1,259	\$37,390	\$117,662
Oakland Unified School District	29	\$70,537	\$43,244	\$0	\$126,241
San Francisco Unified School District	59	\$204,526	\$51,673	\$129,033 ¹⁸	\$277,247
San Jose Unified School District	8	\$27,000	\$50,808	\$7,832	\$81,889
Stockton Unified School District	21	\$36,713	\$8,521	\$0	\$47,256
Ventura Consortium	28	\$59,800	\$7,007	\$0	\$72,323
TOTALS:	270	\$690,505	\$240,418	\$367,721	\$1,049,113

¹⁷ The LEA provided an additional \$7,332 for tuition, books and IHE fees.

¹⁸ The LEA provided an additional \$116,533 for tuition, books and IHE fees.

Status Report Data Table 10 (Continued): California School Paraprofessional Teacher Training Program Support Expansion Programs
(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Grant Amounts Invested for Tuition, Books, and Other IHE Fees	Grant Amounts Invested for Other Services to Participants	In-Kind Support Provided	Program Grant Awards: July 2001 Through June 2002
Anaheim Union	18	\$48,634	\$0	\$24,096	\$54,000
Antelope Valley Union	35	\$40,112	\$25,264	\$100,428	\$87,000
Azusa Unified School District	32	\$23,500	\$33,817	\$6,000	\$96,000
Bellflower Unified School District	20	\$39,163	\$17,002	\$40,567	\$60,000
Chula Vista Unified School District	23	\$20,022	\$23,993	\$12,583	\$69,000
Clovis/Fresno Unified School District	105	\$184,279	\$84,066	\$45,368 ¹⁹	\$315,000
Fresno County Office of Education	115	\$212,350	\$77,017	\$28,987	\$345,000
Glendale Unified School District	34	\$65,198	\$18,769	\$61,977	\$102,000
Hayward Unified School District	30	\$58,502	\$519	\$40,247	\$90,000
Kings County Office of Education	72	\$34,405	\$58,769	\$10,525	\$216,000
Lennox Unified School District	35	\$103,607	\$0	\$19,343	\$105,000
Lodi Unified School District	22	\$29,243	\$16,554	\$75,422	\$66,000
Long Beach Unified School District	15	\$23,005	\$2,040	\$24,027	\$45,000
Los Angeles Unified School District	404	\$793,940	\$219,573	\$210,126 ²⁰	\$1,218,000
Merced Unified School District	160	\$215,000	\$30,140	\$38,640	\$480,000
Monterey County Office of Education	95	\$167,000	\$120,284	\$55,782	\$285,000
Napa Unified School District	17	\$20,432	\$31,187	\$14,570	\$51,000
Oceanside Unified School District	20	\$47,539	\$28,494	\$30,000	\$60,000
Ontario-Montclair Unified School District	42	\$32,377	\$47,476	\$2,900	\$126,000
Orange County Office of Education	137	\$236,884	\$45,252	\$20,318	\$411,000
Palmdale Unified School District	54	\$69,200	\$95,716	\$43,808	\$162,000
Riverside County Office of Education	45	\$85,624	\$65,277	\$135,000 ²¹	\$135,000
Riverside Unified School District	28	\$51,344	\$33,384	\$47,215	\$84,000

¹⁹ The LEA provided an additional \$23,000 for tuition, books and IHE fees.

²⁰ The LEA provided an additional \$80,250 for tuition, books and IHE fees.

²¹ The LEA provided an additional \$15,875 for tuition, books and IHE fees.

Status Report Data Table 10 (Continued): California School Paraprofessional Teacher Training Program Support Expansion Programs

(Data Source 2001-02 Annual Reports)

Program Sites	Total Numbers of Participants	Grant Amounts Invested for Tuition, Books, and Other IHE Fees	Grant Amounts Invested for Other Services to Participants	In-Kind Support Provided	Program Grant Awards: July 2000 Through June 2001
San Francisco Unified School District	72	\$136,875	\$69,704	\$93,910 ²²	\$216,000
San Jose Unified School District	64	\$133,000	\$94,604	\$94,506	\$192,000
Stockton Unified School District	44	\$75,870	\$50,482	\$0	\$132,000
Sweetwater High School District	20	\$76,021	\$28,284	\$66,514	\$60,000
Ventura County Office of Education	202	\$495,040	\$70,726	\$0	\$606,000
West Contra Costa County Office of Education	36	\$34,763	\$45,400	\$5,400	\$108,000
TOTALS:	1,996	\$3,552,929	\$1,433,793	\$1,348,259	\$5,976,000
ORIGINAL 13 PROGRAMS	269	\$690,505	\$240,418	\$367,721	\$1,049,113
GRAND TOTALS:	2,266	\$4,243,434	\$1,674,211	\$1,715,980	\$7,025,113

²² The LEA provided an additional \$88,910 for tuition, books and IHE fees.

Conclusions: California Teacher Supply And Demand and the Degree to Which the California School Paraprofessional Teacher Training Program Can Meet the Teacher Demand If Properly Funded and Executed

(Data Sources: California Basic Educational Data System, *Where Have All the Teachers Gone?*, California Statewide Task Force on Teacher Recruitment, *Teachers Meeting Standards for Professional Certification in California: First Annual Report [2000]* and 2001-2002 Annual Reports)

Established by statute in 1990, the California School Paraprofessional Teacher Training Program is intended to address several key issues and opportunities in California's public schools. These include the shortage of teachers, the need to diversify the teaching profession, the potential to improve instructional services provided by school paraprofessionals and the opportunity to explore innovative models for teacher education. Because California has a linguistically and culturally diverse student population, there exists a need for fully and appropriately certificated bilingual teachers. Additionally, there is a shortage of fully certificated special education teachers. In an effort to address these shortages, follow-up legislation was passed in 1991 that required the program to focus on the recruitment of paraprofessionals to specialize in bilingual and special education. The statute called for the Commission to realize these goals by awarding grants, through a competitive process, to several school districts or county offices of education who would implement the program.

Funding for the program was included in the State Budget for the first time in 1994. The 1994-95 budget contained \$1.478 million in local assistance funds for implementation of the program, and a \$60,000 allocation to the Commission's budget to administer the program.

In 1997, California policymakers approved Assembly Bill 352 and 353 (Scott, Wildman, et al.). Chapters 737 and 831, Statutes of 1997, mandated that as of January 1, 1998 the program must recruit candidates from among 24 school districts or county offices of education state-wide and serve a minimum of 600 participants. In January 1999, Governor Gray Davis identified the California School Paraprofessional Teacher Training Program as an important element of his education initiative, Enhancing Professional Quality. Because Governor Davis believes strongly in the value of paraeducators and supports the establishment of meaningful paraeducator career ladders which lead to both enhanced responsibilities for paraeducators and teacher certification, he allocated \$10 million dollar for program augmentation in the 1999-2000 California State Budget.

The California Basic Educational Data System reports that California will need 29,468 new teachers for the 2002-2003 school year. This total includes new hires of bilingual teachers (1,538), special education teachers (4,293), and multiple subject or elementary classroom

teachers (11, 258). The total need in these certification categories is 17,089, or just under 58% of all new hires.

It was legislatively mandated that the Paraprofessional Teacher Training Program focus on recruiting teachers for bilingual education, special education and elementary education classrooms. Of the current 2,266 participants, 1,172 are seeking either special education or bilingual education teaching credentials. This number represents 51% of the total number of program participants and demonstrates that the program is clearly achieving the intended educational purpose established by the Legislature. An additional 906 participants are seeking a multiple subject teaching authorization.

Since becoming fully operational, the California School Paraprofessional Teacher Training Program has produced a total of 507 graduates. Of the graduates who responded to the 2001-2002 questionnaire, 79% are members of ethnic minority groups. Of the 507 graduates, 494 are still serving in California public schools. An additional 324 program participants are currently serving on preliminary teaching credentials²³, internship credentials, pre-intern certificates and emergency permits. The total number of fully certified graduates still serving in California public schools and program participants currently serving as teachers of record is 818. The program also enjoys a 97% retention rate in the teaching profession over its seven years of operation.

The recently re-authorized Elementary and Secondary Education Act of 2001 requires that, beginning 2002-03, all new teachers hired with Title 1, Part A, Section 1119 funds are “highly qualified”. The Act also requires that all paraprofessionals compensated with Title 1 funds must have completed at least two years of higher education or meet a rigorous standard of quality established by the employing school district or county office of education. This new provision for paraprofessional hiring is in effect now. Those paraprofessionals currently employed who do not meet the new employment qualifications requirement must do so within the next three years.

The Commission anticipates that the remaining 270 participants of the original 13 programs will complete their program and become fully-certified teachers by December 2003. These graduates will include 124 bilingual teachers, 74 special education teachers, and 52 multiple subject teachers. Between 2003 and 2005 graduation and full certification of an additional 1,515 program participants is anticipated. Since all graduates of the program hold full teacher certification they meet the definition of “highly qualified teacher” as described in the Elementary and Secondary Education Act.

The 2,266 Paraprofessional Teacher Training Program participants includes 1,515 paraprofessionals who are enrolled in course work at a four-year college or university. These paraprofessionals currently meet the new employment requirement identified in Federal legislation. The remaining 751 participants of the program are completing course work at the community college level and will meet the new requirement within the next three years or less. In meeting these employment requirements for both teachers and paraprofessionals the program directly facilitates the State of California’s compliance with the new Federal mandates.

²³ Although preliminary credential holders are considered “fully-credentialed” this report identifies 97 preliminary credential holders as program participants instead of program graduates because 1) they continue to receive financial assistance through the program, 2) they have not completed the professional level credential, and/or 3) they are enrolled in a dual special education certification program and have not yet completed requirements for the special education credential.

According to a California Basic Educational Data Systems (CBEDS) Report, there is a total of 113,396 school paraprofessionals serving in California's public schools. This previously unrecognized, untapped resource of personnel, who provide valuable instructional services to public school students on a daily basis, could partially satisfy the significant shortage of teachers in the areas of bilingual education, special education and elementary education. With financial assistance from the state in the form of grants from the Commission, eligible local education agencies can tap into this resource of paraprofessionals and cultivate quality educators for California's public schools and, in turn, decrease the number of emergency permits issued.

In the existing pool of paraprofessionals, some may not be interested in becoming teachers. Additionally, not all paraprofessionals and local education agencies will qualify for participation in the program. However, many other paraprofessionals are determined to become teachers, and may qualify for participation in the program.

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 have made to satisfy local employer needs, full funding and operation of the program will continue to make a significant impact on teacher shortages in the areas of bilingual education, special education and elementary education during the 2002-2003 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 therefor.

(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 %ages 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 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 the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed " 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 tot he 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 %ages 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) Commencing on January 1, 1998, 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) 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. 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 receives assistance for books, fees, and tuition while attending an institution of higher education under the program. To the extent possible, the members of each cohort shall proceed through the same waiver and credential programs. To the extent that any participant does not fulfill his or her obligation to complete one year of classroom instruction for each year of financial assistance he or she under the program, the participant shall be required to repay the assistance.

(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, 1998, and annually thereafter, 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, commencing with the 1997-98 fiscal year, and each fiscal year thereafter, 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

Panel of Career Ladder Experts Responsible for Selection of New Local California School Paraprofessional Teacher Training Programs

THE CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM EXPANSION PROPOSAL REVIEW PANEL	
Harriett Arnold, Professor School of Education University of the Pacific	Phyllis Jacobson, Former Director Paraprofessional Teacher Training Program Lodi Unified School District
Pam Bailis U. C. Berkeley Center Extension University of California	David Simmons, Consulting Teacher Ventura County Superintendent of Schools Office
Steve Brandick, Director Paraprofessional Teacher Training Program/Career Ladder Program Los Angeles Unified School District	Sher Weahunt, Specialist Teaching Training and Development Chancellor's Office California Community Colleges
George Datz, Administrator Special Projects California School Employees Association	Jay Yarnell, Facilitator Paraeducator Career Ladder Los Angeles Unified School District
Michael Downey, Teacher California Teachers Association Arroyo Grande	Roberta Zadow, Coordinator Paraprofessional Teacher Training Program California Federation of Teachers San Francisco, Unified School District
Cynthia Hutten, Project Specialist Paraeducator Partnership Program California State University, Long Beach	