
California Paraprofessional Teacher Training Program



CALIFORNIA
COMMISSION
ON TEACHER
CREDENTIALING



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California Paraprofessional Teacher Training Program Annual Report to the Legislature 2003

**State of California
Arnold Schwarzenegger, Governor**



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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 (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 2003, 605 of the original participants and 224 of the expansion participants of the 1999 cohort have completed the program and are fully credentialed. This report describes progress made by the remaining 164 original cohort members toward the completion of degrees and credentials as well as the progress of 1,895 participants in the expansion program. This report is the Commission’s sixth 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 and 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 a paraprofessional 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 in the 1994-95 State Budget 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 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 across the state. The program consisted of 13 program sites from January, 1995 through June, 1999. At its peak in 1997, the pilot program served as many as 581 participants at a funding level of \$1.478 million. The original 13 programs included the participation of 14 California Community Colleges and 14 California State University campuses. Currently, these programs continue to support 164 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, 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 or more 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 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 just under 300% since 1999, with the number of program participants increasing from 522 in 1999-2000 to 2,059 in Spring, 2003. It is anticipated that the remaining 164 original program participants will have attained full certification by Spring, 2004. 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.

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 possessed 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 eight 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.

I. Introduction to the Paraprofessional Teacher Training Program

Since the Paraprofessional Teacher Training Program was funded initially in 1994-95, it has produced 829 fully-credentialed program graduates and has enabled 2,059 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 authorizing statute called for the Commission to realize these goals by awarding grants, through a competitive process, to several school districts and/or county offices of education who would implement the Paraprofessional Teacher Training 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 elected to allow local project directors to fill program vacancies with new paraprofessionals entering at academic levels that paralleled those of the current continuing program participants. This decision maximizes program productivity without prolonging unnecessarily the duration of local assistance grant awards.

The Legislature's enactment of Assembly Bills 352 and 353 (Scott, Wildman, et al.) 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, since Governor Davis identified the program as an important element of his education initiative, *Enhancing Professional Quality*, an additional \$10 million was allocated 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 2,059 participants, who will ultimately serve in 90 California public school districts and county offices of education.

The Paraprofessional Teacher Training Program is a teacher recruitment, preparation, and certification program. Paraprofessionals are expected to earn preliminary 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 302 male and 1,742 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 the program began, the range of prior academic experience of program participants has varied from completion of little or no postsecondary coursework (0 - 6 units) to completion of extensive prior coursework (90 or more units). 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 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 829 participants graduated from the program and have become fully-certificated teachers during the eight years since January 1995. The original programs produced 605 of the 829 graduates. Of these, 45 participants had completed extensive coursework prior to entering the program, and a few had previously earned baccalaureate degrees. Because of degrees held, these individuals were allowed to enroll into an advanced study of coursework and complete teacher certification requirements at that level.

Since July, 2000, just three years after program expansion, 12 of the expansion programs have produced a total of 224 graduates. This swift production of fully-credentialed teachers is a result

of local recruitment of paraprofessionals with advanced levels of academic training and/or who already held baccalaureate degrees. The Commission anticipates that the additional 558 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 1,387 fully-credentialed teachers produced for California's public schools. To evaluate the success and effectiveness of the 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.

II. 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 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 and mentoring, along with in-kind contributions from local agency personnel and resources, as well as preparation training for examinations such as the California Basic Educational Skills Test (CBEST), California Subject Examination for Teachers (CSET), and the Multiple Subject Assessment for Teachers (MSAT).

At each of the sites, the project coordinator establishes an accountability relationship with each paraprofessional by reviewing transcripts and obtaining grade reports at the conclusion of each quarter or semester. This enables the coordinator to discern if the paraprofessional is progressing appropriately through the program. If not, the coordinator can refer the individual to a particular tutoring session provided by either the school district or the college or university. In many cases, a paraprofessional obtains informal tutoring from a certificated teacher at the school of employment, as part of the local in-kind contribution supplementing formal instruction in the program.

Basic skills tutoring and CBEST preparation are an important form of support that school districts offer participants. Most program sites prepare the paraprofessionals for the CBEST early in their academic pursuits and have them take the CBEST while their academic skills are in active use.

Success for paraprofessionals 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 paraprofessionals along the career path, assisting paraprofessionals in training opportunities, teaching activity demonstrations, and helping navigate the district bureaucracy.

Local education agencies also demonstrate 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 paraprofessionals. Programs have also enjoyed the support of their local classified and certificated employee unions.

College and University Support

The second source of program and paraprofessional support is the college or university. All sites offer both degree advisors and teaching credential advisors. This provides participants with resources to plan and complete their degree and credential programs. Such close proximity of the advisors makes them readily available to the paraprofessionals. All 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 paraprofessionals, the source of support most often mentioned is the mutual support provided by the paraprofessionals themselves. This peer support takes many forms. Most of the local programs hold monthly or bimonthly cohort meetings where the paraprofessionals can discuss, with their fellow paraprofessionals, challenges they may be confronting in college or challenges in the classrooms in which they are working. Hearing how others have approached similar challenges gives the paraprofessionals encouragement, and fosters a supportive and collegial environment within the cohort.

To maximize support, the Program Directors hold cohort meetings and invite guest speakers to discuss topics that are relevant to the paraprofessionals. For example, programs utilize cohort members who have majored in mathematics to tutor others to help ensure success on the mathematics portion of CBEST. Participants also provide other important forms of support to each other such as car pooling, study groups, and in cohorts, a library of previously used books.

III. Key Program Outcomes

A major success of the Paraprofessional Teacher Training Program is the program's high retention rate. The program's high retention rate is due, in part, to the fact that participants have experience in classroom settings and are motivated by that experience to complete the program. In most instances participants have served in a classroom environment for more than eight years. Therefore, program graduates have demonstrated commitment to students and do not experience the culture shock that might be experienced by individuals with little or no classroom experience. From January, 1995 through June, 1999, the program had a 100% retention rate in teaching. Of the 829 fully-credentialed graduates trained through the program, 823 are still employed in California public schools. The program's retention rate for California service is now 99%.

Programs typically attribute the high retention rate to the following key program features:

- 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;
- Funding available to assist the candidate with tuition, other institutional fees and book costs; and
- Direct access to key staff and support personnel at each local education agency, each community college, and each four-year college and university campus.

Another major program success is the effective collaboration between school districts and postsecondary institutions. These successful collaborative partnerships strengthen relationships between local education agencies and postsecondary institutions, and assure the smooth operation of the partnership through Advisory Councils comprised of school district administrators, college and university administrators and teacher representatives.

IV. Current Status of the Paraprofessional Teacher Training Program

Introduction

Since the inception of the program, each Paraprofessional Teacher Training Program local site 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 by 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 paraprofessional is the head of the household and the number of household members.
 - (c) Whether the paraprofessional 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 at the local educational agency.

The information for the data tables detailed below came from Annual Reports provided by the 42 local programs. In addition, information is included from other sources such as meetings with program directors and coordinators in 2002. All data sources are indicated at the top of each data table on the following pages.

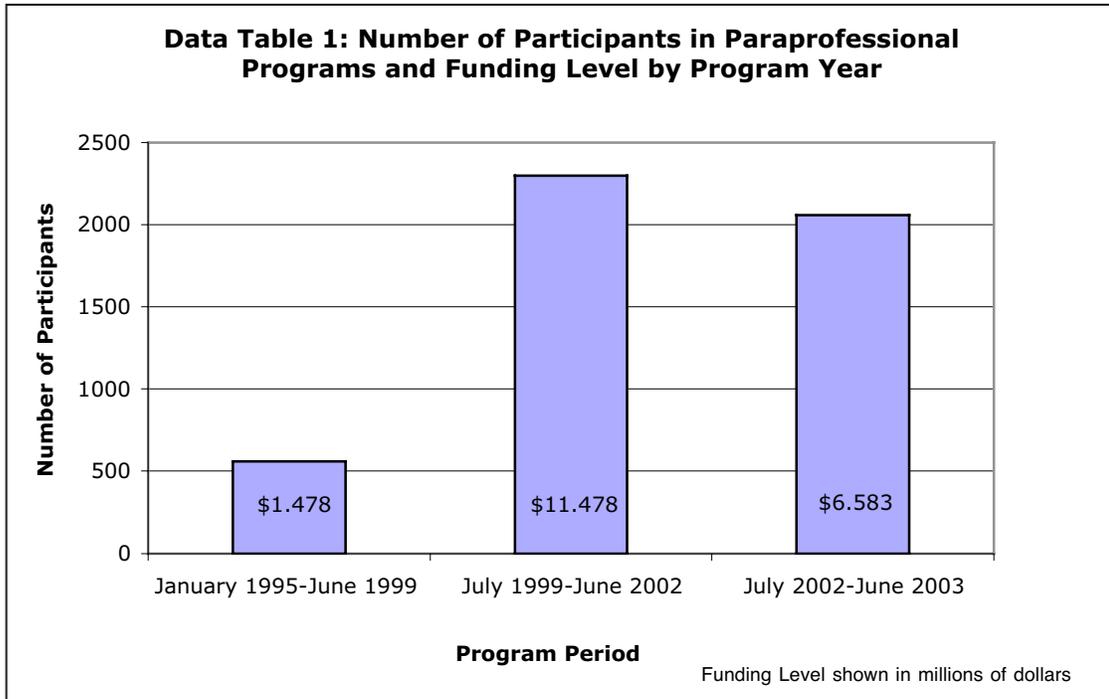
Data Table 1: Growth of the Paraprofessional Teacher Training Program

Data Table 1 shows annual participant levels in the Paraprofessional Teacher Training Program. The data shows that the paraprofessional program has grown just under 300%, from 13 to 42 local programs serving 2,059 participants at a funding level of \$6.5 million.

Initial legislation does not include a per capita figure for the original program sites, although the Commission requires the cost of tuition, books, and institutional 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 program sites currently serve 164 participants. It is anticipated that remaining 164 participants of the original program will graduate with full teacher certification by spring 2004.

The 29 expansion programs are allocated a maximum of \$3,000 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 (Long Beach Unified School District), all expansion programs have developed waiting lists of prospective participants.

The table below shows a reduction in the amount allocated in the program for the 2003-2004 school year. Due to the current fiscal challenge, all state-funded grant programs may face the possibility of less money in the future. Program administrators may allow additional candidates to participate in the program, however, and backfill slots to sustain current participant levels.



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

In addition to program requirements mandated by statute and the grant conditions established by the Commission, the 42 local Paraprofessional Teacher Training Programs exemplify several additional effective attributes that are common to each local program. Table 2 describes these "common program components" that contribute to the success of the statewide program.

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

(Data Source: 2002-2003 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 advice and career counseling by PTTP 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 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 (3.0 for 4 year institutions).
- (7) Include a billing process established jointly 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.

Data 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
 - 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, as applicable to each participant's circumstances.
- (15) Include the development and maintenance of program files and a Plan of Study for each participant.
- (16) Benefit mutually from partnerships between the postsecondary institutions and the local education agencies. As a result of these relationships, the 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, 20 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.

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

(Data Source: 2002-2003 Annual Report)

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
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
Merced Program	Merced City School District Atwater Elementary School District Livingston Union School	Merced Community College	California State University, Stanislaus

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
	District Planada Elementary School District Weaver Elementary School District Winton Elementary School District		
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	11

Data Table 3 Continued: Expansion Programs

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Anaheim Program	Anaheim Union High School District Anaheim City School District	Fullerton Community College	California State University, Fullerton
Antelope Program	Antelope Valley Union High School District	Antelope Valley Community College	California State University, Bakersfield
Azusa Program	Azusa Unified School District	Citrus Community College	California State University, Los Angeles
Bellflower Program	Bellflower Unified School District ABC Unified School District	Cerritos Community College	California State University, Long Beach
Clovis/Fresno Program	Clovis Unified School District Fresno Unified School District	Fresno City College Reedley College	California State University, Fresno
Fresno County Program	Fresno County Office of Education	Fresno City College Reedley Community College West Hills Community College	California State University, Fresno Fresno Pacific University
Glendale Program	Glendale Unified School District	Glendale Community College	California State University, Los Angeles California State University, Northridge

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
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 Lemoore Union School District Lemoore Union High School District Pioneer Union School District Hanford Joint Union High School District Kings River Hardwick School District	West Hills Community College College of Sequoias	California State University, Fresno Fresno Pacific College Chapman University
Lennox Program	Lennox School District	EL Camino Community College	California State University, Dominguez Hills
Lodi Program	Lodi Unified School District	San Joaquin Delta Community College	California State University, Stanislaus
Long Beach Program	Long Beach Unified School District	None	California State University, Long Beach
Los Angeles Program * Now divided into Districts A through K	Los Angeles Unified School District	Los Angeles City College East Los Angeles College Los Angeles Southwest College Los Angeles Mission College Los Angeles Valley College West Los Angeles College	California State University, Los Angeles California State University, Dominguez Hills California State University, Long Beach California State University, Northridge
Merced Program	Merced City School District Alview Dairyland Union School District Atwater Elementary School District Chowchilla Elementary School District Delhi Unified School District Dos Apalos-Oro Loma School District Hilmar Unified School District LeGrand Elementary School District Livingston Union School District Merced County Office of	Merced Community College	California State University, Stanislaus

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
	Education Planada Elementary School District Winton Elementary School District		
Monterey County Program	Monterey County Office of Education Greenfield Union School District King City High School District Monterey Peninsula Unified School District North Monterey County Unified School District Salinas City School District San Lucas Union School District Soledad Unified School District	Hartnell Community College Monterey Peninsula College	California State University, Monterey Bay California State University, Sacramento
Napa Program	Napa Valley Unified School District	Napa Valley Community College	Pacific Union College Chapman University Sonoma State University
Oceanside Program	Oceanside Unified School District	Mira Costa Community College	CSU San Marcos
Ontario-Montclair Program	Ontario-Montclair School District	Mt. San Antonio Community College	Cal State Polytechnic University, Pomona
Orange County Program	Orange County Department of Education Brea Olinda Unified School District Capistrano Unified School District Cypress School District Magnolia School District Orange Unified School District Saddleback Valley Unified School District Santa Ana Unified School District	Santa Ana Community College Saddleback Community College	California State University, Fullerton
Palmdale Program	Palmdale School District	Antelope Valley Community College	California State University, Bakersfield
Riverside County Program	Riverside County Office of Education	Riverside Community College College of the Desert	California State University, San Bernardino
Riverside School District Program	Riverside Unified School District	Riverside Community College	California State University, San Bernardino University of California, Riverside
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University
San Jose Program	San Jose Unified School District	San Jose Evergreen Community	San Jose State University

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
		College District	
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 California State University, Channel Islands Campus California Lutheran University University of California, Santa Barbara
TOTAL: 29	90	35	26*

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

Data Table 4: Ethnic Diversity of Current Participants

One purpose of the 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.

Table 4 includes the ethnic groups represented by the program participants who responded to the Spring, 2003 survey question regarding ethnicity. Of the 1,539 current participants who responded, 76% are members of ethnic minority groups.

Data Table 4: Current Participants and Program Graduates by Ethnicity Program Year 2001-02

(Data Source: 2002-2003 Annual Reports)

Ethnicity	Numbers
African American	252
Armenian	20
Asian (Chinese, Korean and Japanese)	41
Pacific Islander/Filipino	25
Mexican American/Hispanic	796
Middle Eastern	9
Native American/American Indian	20
Southeast Asian (Hmong, Cambodian, Lao, Mien, and Vietnamese)	33
White Non-Hispanic	343
TOTAL:	1,539¹

Data Table 5: Academic Standing of Paraprofessional Program Participants

The primary purpose of the Paraprofessional Teacher Training Program is to create local career ladders that enable school paraprofessionals to become certificated classroom teachers. Table 5 shows that 2059 respondents identified their academic standing. Of those, 1,427 are currently enrolled in coursework at participating campuses of four-year colleges and universities. This number represents 69% of all program participants. Of the 1,427 four-year college and university enrollees, 558 are enrolled in teacher preparation programs, and the other 869 are enrolled in bachelor's degree 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,

¹ 1,539 responded to the survey question regarding ethnicity.

participants enrolled in a bachelor's degree program are supported and guided through either completion of a subject matter program or passing the CSET, MSAT or one of the Single Subject Exams. Completion of the subject matter program is an option that allows participants to enter student teaching or an internship program without being required to take the subject matter examinations.

Data Table 5: Academic Standing of Paraprofessional Program Participants, Spring 2003 (Original 13 Programs)

(Data Source: 2002-2003 Annual Reports)

Paraprofessional Program Participants		Academic Standing of Program Participants		
Original Program Sites	Total Number of Participants	Attending Community Colleges	Attending 4-Year Colleges/Universities: Enrolled in B.A. Degree	Attending 4-Year Colleges/Universities: Enrolled in Credential Program
Anaheim High School District	8	1	2	4
Azusa Unified School District	8	2	1	5
Chula Vista Elementary School District	6	0	5	1
Clovis/Fresno Unified School Districts	3	0	0	3
Glendale Unified School District	1	0	0	1
Lodi/Redding Unified School Districts	11	1	8	2
Los Angeles Unified School District	6	0	0	6
Merced Consortium	39	8	10	21
Oakland Unified School District	27	5	10	12
San Francisco Unified School District	22	3	8	11
San Jose Unified School District	1	0	0	1
Stockton Unified School District	15	0	2	13
Ventura Consortium	17	1	5	11
Totals	164	21	51	91

Data Table 5 (Continued): Expansion Programs

Paraprofessional Program Participants		Academic Standing of Program Participants		
Expansion Program Sites	Total Number of Participants	Attending Community Colleges	Attending 4-Year Colleges/ Universities: Enrolled in B.A. Degree	Attending 4- Year Colleges/ Universities: Enrolled in Credential Program
Anaheim Union	24	2	8	14
Antelope Valley Union	29	16	13	0
Azusa Unified School District	33	16	11	5
Bellflower Unified School District	18	11	7	0
Chula Vista Unified School District	23	16	6	1
Clovis/Fresno Unified School District	105	11	49	62
Fresno County Office of Education	115	15	65	35
Glendale Unified School District	30	4	9	17
Hayward Unified School District	30	17	10	3
Kings County Office of Education	72	47	18	7
Lennox Unified School District	29	7	16	6
Lodi Unified School District	18	7	10	1
Long Beach Unified School District	9	3	0	6
Los Angeles Unified School District	370	107	202	39
Merced Unified School District	160	61	46	53
Monterey County Office of Education	95	38	48	9
Napa Valley Unified School District	19	4	9	6
Oceanside Unified School District	17	1	8	8
Ontario-Montclair Unified School District	30	17	11	2
Orange County Office of Education	137	50	56	31
Palmdale Unified School District	53	15	36	2
Riverside County Office of Education	36	21	7	8
Riverside Unified School District	30	11	16	3
San Francisco Unified School District	72	2	27	37
San Jose Unified School District	50	8	25	17
Stockton Unified School District	39	10	17	12
Sweetwater Union High School District	17	2	9	6
Ventura County Office of Education	202	54	74	74
West Contra Costa Unified School District	33	25	5	3
Expansion Programs	1895	598	818	467
Original Programs	164	21	51	91
GRAND TOTALS	2,059	619	869	558

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 1044 paraprofessionals pursuing either a special education or a Bilingual Crosscultural Language and Academic Development (BCLAD) teaching credential. This number represents 50.7% of all program participants, and indicates that the program is achieving this significant educational purpose. It is worth noting that participants of three programs (Antelope Valley Union High School District, Riverside County Office of Education and Sweetwater High School District, 83 total) 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 679 participants seeking a multiple subject credential with a Crosscultural Language and Academic Development (CLAD) Emphasis to teach English Language Learners, and an additional 77 seeking a non-emphasis multiple subject credential, no program includes a cohort seeking K-3 service only.

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

(Data Source 2002-03 Annual Reports)

Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Crosscultural Language and Academic Development		Special Education	Multiple Subject	Single Subject
			MS	SS			
Anaheim High School District	8	0	1	3	2	0	2
Azusa Unified School District	8	6	2	0	0	0	0
Chula Vista Elementary School District	6	4	1	0	1	0	0
Clovis/Fresno Unified School Districts	3	3	0	0	0	0	0
Glendale Unified School District	1	0	0	1	0	0	0
Lodi Unified School District	11	7	3	0	1	0	0
Los Angeles Unified School District	6	6	0	0	0	0	0
Merced Unified School District	39	19	12	0	7	0	1
Oakland Unified School District	27	14	10	1	2	0	0
San Francisco Unified School District	22	6	8	0	7	0	1
San Jose Unified School District	1	0	0	0	0	1	0
Stockton Unified School District	15	9	6	0	0	0	0
Ventura Consortium	17	11	1	0	4	0	1
Totals	164	85	44	5	24	1	5

Data Table 6 (Continued): Expansion Programs

Paraprofessional Program Participants		Certification Goals					
Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Crosscultural Language and Academic Development		Special Education	Multiple Subject	Single Subject
			MS	SS			
Anaheim High School District	24	2	4	6	7	4	1
Antelope Valley Union	29	0	0	0	29	0	0
Azusa Unified School District	33	21	8	2	1	0	0
Bellflower Unified School District	18	3	8	0	2	0	1
Chula Vista Unified School District	23	10	10	0	3	0	0
Clovis/Fresno Unified School District	105	26	50	8	12	7	0
Fresno County Office of Education	115	62	28	4	8	10	0
Glendale Unified School District	30	9	10	2	2	0	7
Hayward Unified School District	30	7	13	0	6	0	2
Kings County Office of Education	72	26	25	0	19	0	1
Lennox Unified School District	29	24	1	0	1	0	3
Lodi Unified School District	18	6	6	0	2	4	0
Long Beach Unified School District	9	4	5	0	0	0	0
Los Angeles Unified School District	370	89	101	11	48	30	4
Merced Unified School District	160	73	4	0	20	7	12
Monterey County Office of Education	95	42	30	0	15	0	8
Napa Unified School District	19	7	7	0	3	0	2
Oceanside Unified School District	17	6	9	0	2	0	0
Ontario-Montclair Unified School District	30	7	15	0	5	1	2
Orange County Office of Education	137	12	70	0	30	2	17
Palmdale Unified School District	53	12	29	0	11	0	1
Riverside County Office of Education	36	0	0	0	36	0	0
Riverside Unified School District	30	16	4	0	8	0	2
San Francisco Unified School District	72	17	31	0	16	0	9
San Jose Unified School District	50	18	20	5	7	0	0
Stockton Unified School District	39	8	31	0	0	0	0
Sweetwater High School District	17	3	7	2	5	0	0
Ventura County Office of Education	202	100	98	0	27	0	27
West Contra Costa Unified School District	33	7	11	0	3	11	1
Expansion Programs	1895	617	635	40	328	76	100
Original Programs	164	85	44	5	24	1	5
GRAND TOTALS	2059	692	679	45	352	77	105

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 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 2002-03, 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 2,059 participants, 1,083 had taken the CBEST in 2002-03 or earlier. This represents 52% of all 2002-03 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 558 participants are enrolled in teacher preparation programs, 773 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) those completing college courses in mathematics, reading and writing; (2) those participating in supplementary workshops on test-taking skills; and (3) those receiving feedback about their skill levels when they take the CBEST examination for formative assessment purposes.

Data Table 7: California Basic Educational Skills Test Passage Data Current Program Participants: Original Programs

(Data Source 2002-03 Annual Reports)

Original 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	8	8	100%	8	0
Azusa Unified School District	8	8	100%	6	2
Chula Vista Elementary School District	6	6	100%	4	1
Clovis/Fresno Unified School	3	3	100%	1	2

		Numbers of Participants Who Have Taken the Exam and % of Total Number of Participants			
Districts					
Glendale Unified School District	1	1	100%	1	0
Lodi/Redding Consortium	11	5	56%	1	3
Los Angeles Unified School District	6	6	100%	0	3
Merced Area Consortium	39	28	76%	19	6
Oakland Unified School District	27	20	74%	11	6
San Francisco Unified School District	22	18	82%	11	4
San Jose Unified School District	1	1	100%	1	0
Stockton Unified School District	15	15	100%	9	6
Ventura Consortium	17	13	77%	11	2
Totals	164	132	80%	83	35

Data Table 7 (Continued): Expansion Programs

Expansion 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	24	19	79%	18	1
Antelope Valley Union	29	5	17%	2	1
Azusa Unified School District	33	18	55%	11	2
Bellflower Unified School District	18	5	28%	5	0
Chula Vista Elementary School District	23	4	17%	3	0
Clovis/Fresno Unified School Districts	105	60	57%	51	3
Fresno County Office of	115	96	83%	84	8

		Numbers of Participants Who Have Taken the Exam and % of Total Number of Participants			
Education					
Glendale Unified School District	30	18	60%	10	4
Hayward Unified School District	30	9	30%	7	1
Kings County Office of Education	72	31	43%	19	5
Lennox Unified School District	29	24	83%	16	3
Lodi Unified School District	18	7	39%	2	0
Long Beach Unified School District	9	8	89%	8	0
Los Angeles Unified School District	370	206	56%	141	16
Merced Unified School District	160	59	37%	41	6
Monterey County Office of Education	95	33	35%	29	1
Napa Unified School District	19	7	37%	6	1
Oceanside Unified School District	17	6	35%	5	1
Ontario–Montclair Unified School District	30	14	47%	14	1
Orange County Office of Education	137	63	46%	45	7
Palmdale Unified School District	53	11	21%	8	0
Riverside County Office of Education	36	7	19%	6	0
Riverside Unified School District	30	12	40%	9	1
San Francisco Unified School District	72	49	68%	25	8
San Jose Unified School District	50	30	60%	23	2
Stockton Unified School District	39	32	82%	19	5
Sweetwater High School District	17	8	47%	7	0
Ventura County Office of Education	202	109	54%	76	10
West Contra Costa Unified	33	1	3%	0	0

		Numbers of Participants Who Have Taken the Exam and % of Total Number of Participants			
School District					
Expansion Programs	1895	951	50.2%	690	87
Original Programs	164	132	80%	83	35
GRAND TOTALS	2,059	1,083	53%	773	122

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

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 829 fully-certificated program graduates. Of these, 823 continue to serve in California public schools. Of the current 2,059 paraprofessionals participating in the program, 191 are currently serving in classrooms as teachers of record: on university internship credentials (64), on district internship credentials (12), on pre-intern certificates (31), and, because the Commission’s policies and laws do not prohibit emergency permits in this program, on emergency permits (108). This brings to 1,038 the total number of program graduates and participants who are serving as teachers in California public schools.

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 91 emergency permit holders because 12 of the 42 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 CBEST he/she will wish to seek employment as a teacher. Of the 90 local education agencies participating K-12 local education agencies, 83% have an internship program in place. All participants currently serving on emergency permits are either waiting for an internship slot to become available or are employed in one of the districts that does not yet have an internship program in place.

Data Table 8: Current Program Participants and Program Graduates

Who are Employed as Teachers: Original 13 Programs

(Data Source 2002-03 Annual Reports)

Programs Original 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 Numbers Serving as Teachers of Record
	University and District Internships		Pre-intern Certificate	Emergency Permit		
	District	IHE				
Anaheim High School District	0	1	1	1	15	17
Azusa Unified School District	1	1	0	1	17	20
Chula Vista Elementary School District	0	0	0	0	16	16
Fresno/Clovis Unified School District	0	0	0	0	82	82
Glendale Unified School District	0	0	0	1	33	34
Lodi Unified School District	0	0	0	0	24	24
Los Angeles Unified School District	0	2	2	2	36	42
Merced Unified School District	0	0	0	3	33	36
Oakland Unified School District	0	2	3	1	8	14
San Francisco Unified School District	0	0	6	17	94	117
San Jose Unified School District	0	0	0	0	7	7
Stockton Unified School District	0	3	1	2	21	27
Ventura Consortium	0	2	1	3	56	62
Totals	1	11	14	31	442	498

Data Table 8 (Continued): Expansion Programs

Programs Expansion 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 Numbers Serving as Teachers of Record
	University and District Internships		Pre-intern Certificate	Emergency Permit		
	District	IHE				
Anaheim High School District	1	2	3	1	0	7
Antelope Valley Union	0	0	0	0	0	0
Azusa Unified School District	0	0	0	0	0	0
Bellflower Unified School	0	0	0	1	0	1

Programs Expansion 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 Numbers Serving as Teachers of Record
	University and District Internships		Pre-intern Certificate	Emergency Permit		
	District	IHE				
District						
Chula Vista Unified School District	0	0	0	0	1	1
Clovis/Fresno Unified School District	0	0	0	2	21	23
Fresno County Office of Education	1	0	0	10	33	44
Glendale Unified School District	0	2	0	2	13	17
Hayward Unified School District	0	3	0	2	0	5
Kings County Office of Education	0	5	0	2	0	7
Lennox Unified School District	0	4	0	0	0	4
Lodi Unified School District	4	1	0	0	1	6
Long Beach Unified School District	0	1	0	3	5	9
Los Angeles Unified School District	0	19	7	26	62	114
Merced Unified School District	0	0	0	3	0	3
Monterey County Office of Education	0	3	0	0	1	4
Napa Unified School District	0	0	0	0	1	1
Oceanside Unified School District	1	0	0	0	0	1
Ontario Montclair Unified School District	2	0	0	0	0	2
Orange County Office of Education	0	0	1	2	6	9
Palmdale Unified School District	0	1	0	1	0	2
Riverside County Office of Education	0	0	0	2	0	2
Riverside Unified School District	0	0	0	4	0	4
San Francisco Unified School District	0	0	0	6	12	18
San Jose Unified School District	2	1	1	4	2	10
Stockton Unified School District	0	1	1	2	0	4

Programs Expansion 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 Numbers Serving as Teachers of Record
	University and District Internships		Pre-intern Certificate	Emergency Permit		
	District	IHE				
Sweetwater High School District	0	1	1	0	0	2
Ventura County Office of Education	0	9	3	4	16	32
West Contra Costa Unified School District	0	0	0	0	0	0
Expansion Programs	11	53	17	77	174	332
Original Programs	1	11	14	31	442	498
GRAND TOTALS	12	64	31	108	616	830

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, required by law, for information regarding the participants' economic status. Table 9 shows that 1,823 participants responded to this question. Of those responding, 36% identified their household annual income range as being either (a) under \$10,000 (176), or (b) between \$10,000 and \$20,000 (477).

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, 40% indicated they are heads of households and 37% pay all or part of their own medical coverage. Twenty four programs reported that a total of 245 participants have no medical coverage. Participants were also asked if they are first-generation college students. Of the 1,823 participants who responded to this question, 1002 indicated that they are the first in their family to attend college.

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

(Data Source 2002-03 Annual Reports)

Original Program Sites	Total Numbers of Participants	Under	\$10,000	\$20,000	\$30,000	\$40,000	Over	Total Numbers of Responses
		\$10,000	- \$20,000	- \$30,000	- \$40,000	- \$50,000	\$50,000	
Anaheim High School District	8	0	0	2	0	3	3	8
Azusa Unified School District	7	0	1	1	2	2	1	7
Chula Vista Elementary School District	6	0	1	3	1	0	0	6

Original 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
Clovis/Fresno Unified School District	3	0	0	2	0	0	1	3
Glendale Unified School District	1	0	1	0	0	0	0	1
Lodi/Redding Consortium	11	0	4	3	2	2	0	11
Los Angeles Unified School District	6	0	0	0	0	5	1	6
Merced Consortium	14	0	0	9	5	0	0	14
Oakland Unified School District	21	0	7	4	5	3	2	21
San Francisco Unified	22	0	4	11	3	2	2	22
San Jose Unified School District	1	0	0	0	1	0	0	1
Stockton Unified School District	15	0	0	3	9	3	0	15
Ventura Consortium	17	1	2	3	4	3	4	17
TOTALS	132	1	20	41	32	23	14	132

Data Table 9 (Continued): Expansion Grants

Expansion 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	24	0	2	5	5	5	7	24
Antelope Valley Union	29	0	1	8	5	6	9	29
Azusa Unified School District	32	3	10	1	3	4	9	30
ABC/Bellflower Unified School District	18	1	4	4	0	3	5	17
Chula Vista Unified School District	23	0	7	6	1	4	2	20
Clovis/Fresno Unified School District	105	12	25	18	8	9	11	83
Fresno County Office of Education	115	26	27	21	16	5	20	115
Glendale Unified School District	30	2	7	8	4	3	4	28
Hayward Unified School District	30	0	4	5	3	7	7	26
Kings County Office of Education	72	6	15	14	16	8	13	72
Lennox Unified School District	29	0	8	8	4	6	3	29
Lodi Unified School District	18	1	4	2	3	2	6	18

Expansion 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
Long Beach Unified School District	9	2	1	1	2	0	3	9
Los Angeles Unified School District	370	27	78	56	43	32	29	265
Merced Unified School District	160	20	35	18	28	13	16	130
Monterey County Office of Education	95	16	39	28	2	7	3	95
Napa Unified School District	19	1	2	6	6	1	3	19
Oceanside Unified School District	17	0	1	6	2	2	5	16
Ontario-Montclair Unified School District	29	2	8	6	3	2	6	27
Orange County Office of Education	137	22	65	28	11	3	7	136
Palmdale Unified School District	53	2	7	5	8	7	19	48
Riverside County Office of Education	36	0	0	31	5	0	0	36
Riverside Unified School District	28	2	12	5	5	3	2	28
San Francisco Unified School District	72	0	16	25	10	5	5	61
San Jose Unified School District	50	7	10	4	5	5	17	48
Stockton Unified School District	39	2	8	11	6	6	5	38
Sweetwater High School District	17	0	1	6	6	0	4	17
Ventura County Office of Education	202	18	52	35	33	28	28	194
West Contra Costa County Office of Education	33	3	8	10	2	5	5	33
Expansion Programs	1891	175	457	381	245	181	253	1691
Original Programs	132	1	20	41	32	23	14	132
GRAND TOTALS	2,023	176	477	422	277	204	267	1,823

Data Table 10: Teacher Training Program Support

The 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 program grants, additional support for program participants comes from three primary sources: a local education agency, a postsecondary institution, and 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 56% 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 actually exceed the amount of the grant due to use of in-kind funds.

Table 10 also shows the total amount awarded to each program for the 12-month period from July, 2002 through June, 2003. 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; and
- (5) The percentages of each grant used for 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.

**Data Table 10: Paraprofessional Teacher Training Program Support:
Original 13 Programs**

(Data Source 2002-03 Annual Reports)

Program Sites	Total Numbers of Participants	Tuition, Books, and Other IHE Fees	Grant Amounts: Other Services to Participants	In-Kind Support Provided	Grant Awards: July 2002 – June 2003
Anaheim High School District	8	\$48,994	\$11,028	\$22,238	\$60,022
Azusa Unified School District	8	\$15,250	\$28,434	\$12,268	\$43,684
Chula Vista Elementary School District	6	\$16,209	\$7,791	\$14,278	\$24,000
Clovis/Fresno Unified School District	3	\$6,600	\$462	\$6,045	\$7,062
Glendale Unified School District	1	\$1,510	\$400	\$100	\$1,910
Lodi/Redding Consortium	11	\$21,500	\$30,537	\$0	\$52,037
Los Angeles Unified School District	6	\$23,000	\$4,507	\$11,386	\$27,507
Merced Consortium	39	\$50,352	\$12,478	\$0	\$62,830
Oakland Unified School District	27	\$66,590	\$59,651	\$0	\$126,241
San Francisco Unified School District	22				\$277,247
San Jose Unified School District	1	\$2,367	\$24,174	\$0	\$26,541
Stockton Unified School District	15	\$14,219	\$26,986	\$0	\$41,205
Ventura Consortium	17	\$31,225	\$7,729	\$0	\$38,954
TOTALS	164	\$297,816	\$214,177	\$66,315	\$789,240

Data Table 10 (Continued): Expansion Programs

Program Sites	Total Numbers of Participants	Tuition, Books, and Other IHE Fees	Grant Amounts: Other Services to Participants	In-Kind Support Provided	Grant Awards: July 2002 – June 2003
Anaheim Union	24	\$69,599	\$2,401	\$22,238	\$72,000
Antelope Valley Union	29	\$44,392	\$42,608	\$105,932	\$87,000
Azusa Unified School District	33	\$27,050	\$71,950	\$12,268	\$99,000
ABC/Bellflower Unified School District	18	\$45,679	\$14,321	\$40,567	\$60,000
Chula Vista Unified School District	23	\$28,879	\$40,121	\$18,809	\$69,000
Clovis/Fresno Unified School District	105	\$213,212	\$101,788	\$45,368	\$315,000

Program Sites	Total Numbers of Participants	Tuition, Books, and Other IHE Fees	Grant Amounts: Other Services to Participants	In-Kind Support Provided	Grant Awards: July 2002 – June 2003
Fresno County Office of Education	115	\$249,331	\$95,669	\$29,668	\$345,000
Glendale Unified School District	30	\$58,715	\$43,285	\$63,900	\$102,000
Hayward Unified School District	30	\$62,271	\$27,729	\$31,490	\$90,000
Kings County Office of Education	72	\$100,048	\$114,952	\$20,205	\$216,000
Lennox Unified School District	29	\$100,536	\$4,464	\$19,682	\$105,000
Lodi Unified School District	18	\$35,885	\$27,115	\$0	\$63,000
Long Beach Unified School District	9	\$8,858	\$36,142	\$19,429	\$45,000
Los Angeles Unified School District	370	\$670,271	\$547,729	\$105,819	\$1,218,000
Merced Unified School District	160	\$319,713	\$160,287	\$0	\$480,000
Monterey County Office of Education	95	\$162,670	\$122,330	\$42,873	\$285,000
Napa Unified School District	19	\$39,496	\$11,504	\$12,125	\$51,000
Oceanside Unified School District	17	\$45,452	\$5,548	\$21,000	\$45,000
Ontario-Montclair Unified School District	30	\$41,420	\$84,580	\$2,500	\$126,000
Orange County Office of Education	137	\$263,229	\$147,771	\$19,386	\$411,000
Palmdale Unified School District	53	\$64,419	\$97,581	\$15,700	\$162,000
Riverside County Office of Education	36	\$70,396	\$64,604	\$135,000	\$135,000
Riverside Unified School District	30	\$51,270	\$32,730	\$47,215	\$84,000
San Francisco Unified School District	72	\$166,727	\$49,273	\$185,351	\$216,000
San Jose Unified School District	50	\$88,500	\$103,500	\$0	\$192,000
Stockton Unified School District	39	\$65,372	\$66,628	\$0	\$132,000
Sweetwater High School District	17	\$59,673	\$0	\$0	\$60,000
Ventura County Office of Education	202	\$404,000	\$208,000	\$0	\$612,000
West Contra Costa County Office of Education	33	\$55,250	\$58,750	\$0	\$114,000
Expansion Programs	1895	\$3,612,313	\$2,383,360	\$1,016,525	\$5,991,000
Original Programs	164	\$297,816	\$214,177	\$66,315	\$789,240
GRAND TOTALS	2059	\$3,910,129	\$2,597,537	\$1,082,840	\$6,780,240

V. Degree to Which the Paraprofessional Teacher Training Program Can Meet the Teacher Demand

The Paraprofessional Teacher Training Program is intended to address several key issues and opportunities in California's public schools: (a) the shortage of teachers; (b) the need to diversify the teaching profession; (c) the potential to improve instructional services provided by school paraprofessionals; and (d) and the opportunity to explore innovative models for teacher education. Because California has a linguistically and culturally diverse student population, there is 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, which mandated that as of January 1, 1998, the program must recruit candidates from among 24 school districts or county offices of education statewide and serve a minimum of 600 participants. In January 1999, Governor Davis allocated \$10 million dollars for program augmentation in the 1999-2000 California State Budget.

The California Basic Educational Data System (CBEDS) reports that California will need 25,347 new teachers for the 2003-2004 school year. This total includes new hires of bilingual teachers (1,129), special education teachers (3,905), and multiple subject or elementary classroom teachers (9,162). The total need in these certification categories is 14,605, or just under 57.6% 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 2,059 participants, 1044 are seeking either special education or bilingual education teaching credentials. This number represents 50.7% 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 756 participants are seeking a multiple subject teaching authorization.

Since becoming fully operational, the Paraprofessional Teacher Training Program has produced a total of 829 graduates. An additional 139 program participants are currently serving on pre-intern certificates and emergency permits. The total number of fully certified graduates still serving in California public schools, and of program participants currently serving as teachers of

record, is 821. The program also has a 99% retention rate in the teaching profession, over the eight years of operation.

The recently reauthorized Elementary and Secondary Education Act of 2001 (ESEA) requires that, beginning 2002-03, all new teachers hired with Title 1, Part A, Section 1119 funds be “highly qualified.” ESEA 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 requirements must do so within the next three years.

The Commission anticipates that the remaining 164 participants of the original programs will complete their program and become fully certified teachers by Spring, 2004. The graduates from the original programs will include 756 bilingual teachers, 312 special education teachers, and 607 multiple subject teachers. Between 2003 and 2005, graduation and full certification of an additional 1,310 program participants are anticipated. Since all graduates of the program hold full teacher certification, they meet the definition of “highly qualified teacher” as described in the ESEA.

The 2,059 Paraprofessional Teacher Training Program participants include 1,427 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 619 participants of the program are completing course work at the community college level and will meet the new requirement within the next three years. By helping paraprofessionals in the program meet these employment requirements for both teachers and paraprofessionals, the program directly facilitates the State of California’s compliance with the new Federal mandates.

According to a CBEDS report, there are a total of 110,775 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 underqualified teachers.

Taking into consideration the focus of the program, the number of successful graduates from the program, their areas of certification, the retention rate in the education profession, and the impact the number of program graduates has made to satisfy local employer needs, full funding and operation of the program will continue to make a significant impact on teacher shortages in the areas of bilingual education and special education and hard to staff elementary education schools during the 2003-2004 school year.

Data Sources:

(a) California Basic Educational Data System

(b) *Where Have All the Teachers Gone?*, California Statewide Task Force on Teacher Recruitment

(c) *Teachers Meeting Standards for Professional Certification in California: First Annual Report [2000]*

(d) 2002-2003 Local Paraprofessional Teacher Training Program Annual Reports

Appendix A

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

Senate Bill No. 1636

CHAPTER 1444

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

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

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

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

Article 6.7. California School Paraprofessional Teacher Training Program

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

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

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

(b) No later than July 1, 1992, the Commission on Teacher Credentialing in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State

University, and representatives of certificated and classified employee organizations, shall select 12 or more school districts or county offices of education, each of which applies for that selection and has 300 or more classified employees, to participate in a pilot program for the recruitment of school paraprofessional employees who wish to enroll in teacher training programs. The commission shall ensure that a total of 600 school paraprofessionals are recruited from among the 12 participating school districts or county offices of education. The commission shall also require that at least 40 % of the school paraprofessionals employed by each school district or county office of education selected to participate in the pilot program are members of racial and ethnic minority groups, as determined by data compiled under the California Basic Educational Data System maintained by the State Department of Education. The criteria adopted by the Commission for the selection of school districts or county offices of education to participate in the pilot program shall include the following:

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

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

(d) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of not less than 30 paraprofessionals in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the district or county office of education. The members of each cohort shall enroll in the same campus, and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies. Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will complete one school year of classroom instruction in the district 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 percentages of minority pupils will be eligible for retirement. The Legislature further finds and declares that in many school districts there are a number of classified employees, particularly minority group members, who are enrolled in, who have been enrolled in, or who would be interested in enrolling in, a teacher training program leading to a teaching credential if they were provided assistance in applying for admission and financial aid for that purpose.

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

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

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

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

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

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

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

44393. (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) 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 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 California Commission on Teacher Credentialing
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	

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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December 2003:

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Vice Chair

Lawrence Madkins, Teacher

Kristen Beckner, Teacher

Alan Bersin, Administrator

Chellyn Boquiren, Teacher

Beth Hauk, Teacher

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Steve Lilly, Faculty Member

Os-Maun Rasul, Non-Administrative
Services Credential Holder

Alberto Vaca, Teacher

Leslie Littman, Designee, Office of
Superintendent of Public Instruction

Vacant - 2 Public Representatives, School
Board Member, Teacher

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Independent California Colleges and
Universities

Sara Lundquist, California Postsecondary
Education Commission

Athena Waite, Regents, University of
California

Bill Wilson, California State University

Executive Director

Dr. Sam W. Swofford

Functions of the Commission

The Commission:

- Awards credentials to candidates who have fulfilled all the requirements of the credential.

- Develops and adopts standards to govern the structure and content of educator programs.
- Oversees teacher-licensing examinations in California administered by contracts with professional testing companies.
- Administers local assistance grant programs that support prospective teachers in completing the requirements for a teaching credential.
- Reviews allegations of misconduct against a credential holder or applicant and, when necessary, disciplines educators.

Operation of the Commission

The Commission holds regular public meetings throughout the year. Those who wish to speak at a meeting may make request by writing to the Commission in advance or by submitting a request before the start of the meeting.

Recent Commission Reports

The Commission publishes several reports a year as part of its oversight, coordination, reporting, and planning responsibilities. You can obtain a free copy of the report by contacting the Commission on Teacher Credentialing at 1900 Capitol Avenue, Sacramento, California 95814 or by calling (916) 445-7254, (916) 445-7256 or (888) 921-2682 (toll free). These reports are also available on the World Wide Web at <http://www.ctc.ca.gov/>. Recent reports include:

2003

California Mathematics Initiative for Teaching-- A Report to the Legislature

2001-2002 Annual Report: Emergency Permits and Credential Waivers

Final Report of the Independent Evaluation of the Beginning Teacher Support and Assessment Program (BTSA)

Teacher Supply in California 2001-2002 -- A Report to the Legislature

Paraprofessional Teacher Training Program--2002 Report to the Legislature

Seventh Annual Accreditation Report to the California Commission on Teacher Credentialing By the Committee on Accreditation

2002

Preliminary Report on Teacher Retention in California

CCTC Annual Report on California Teacher Preparation Programs--Academic Year: 2000-2001

2000-01 Annual Report: Emergency Permits and Credential Waivers

Teacher Supply in California 2000-2001 -- A Report to the Legislature

1999-2000 AB 471 Report