



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

California School Paraprofessional Teacher Training Program

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

December 2011

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California School Paraprofessional Teacher Training Program
An Annual Report to the Legislature
2011

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The California School Paraprofessional Teacher Training Program: A Report to the Legislature

Executive Summary

The primary purpose of the California School Paraprofessional Teacher Training Program (PTTP) is to create local career ladders that enable school paraprofessionals – including teacher assistants, library-media aides, and instructional assistants – to become certificated classroom teachers in K-12 public schools. This pathway to teaching program was established in 1990 by Chapter 1444 of the Statutes of 1990 (SB 1690, Roberti), which added sections 69619 to 69619.3 to the State Education Code. The PTTP program was subsequently expanded by Chapters 737 and 831 of the Statutes of 1997 (The Wildman-Keeley-Solis Exemplary Teaching Training Act of 1997), which added sections 44390 to 44393 to the State Education Code. Chapter 554 of the Statutes of 2007 (SB 193, Scott) was signed into law in October 2007. SB 193 amended the law, which now includes a mandate for common entry and participation criteria for new PTTP participants.

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

- the number of paraprofessionals recruited;
- the academic progress of participating school paraprofessionals;
- the number of paraprofessionals recruited who are subsequently employed as teachers in the public schools;
- the degree to which the program meets the demand for bilingual and special education teachers as well as meeting teacher needs in shortage areas as determined by the school district or county office of education;
- the degree to which the program or similar programs can meet the demand if properly funded and executed; and
- other effects of the program on the operation of the public schools.
- the economic status of participants the number of paraprofessionals recruited who are fully credentialed; and
- other effects of the program on the operation of the public schools.

The PTTP continues to meet mandates included in law. The 2010-2011 program realized a reduction in the number of statewide programs and participants but still includes the participation of 22 local programs that support 858 participants at some funding level. As of summer 2011, the PTTP has produced a total of 2,175 fully-credentialed program graduates.

The California School Paraprofessional Teacher Training Program

I. Description of the California School Paraprofessional Teacher Training Program

The California School Paraprofessional Teacher Training Program (PTTP) provides academic scholarships and other related academic support services to individuals recruited from paraprofessional job classifications, seeking a preliminary California teaching credential as a K-12 teacher (with special emphasis on individuals seeking to become a bilingual, special education, K-3 teacher, or a teacher in another field of identified district need). PTTP programs are sponsored by local school districts, county offices of education and/or consortia that apply to the Commission for program funding based on a competitive grant application process. Participating districts are responsible for local efforts in terms of recruiting and enrolling participants in the program, monitoring the progress of participants in accordance with each participant's individual education plan, providing supplementary academic support services as needed by participants, assigning mentors or "buddies" to facilitate continued progress and expending state program funds in support of participants' certification goals. Participants do not directly receive program funds. Instead, the program sponsor expends state program funds on behalf of the participants for the tuition, fees, books and other services at an institution of higher education (IHE) while the participant is completing his/her education and/or teaching credential preparation.

Senate Bill 193 and Common Program Entry Requirements

In October 2007, Senate Bill 193 (Scott) was signed into law and became effective January 1, 2008. The bill includes, among other things, common program entry requirements for new PTTP participants that mirror the paraprofessional employment criteria included in the No Child Left Behind Act. Prior to participation in the PTTP, participants must provide verification of: possession of an associate or higher level degree or, completion of at least two years of study at a postsecondary education institution or, a passing score on a formal academic assessment, based upon a job analysis for validity purposes, that demonstrates knowledge of, and the ability to assist in the instruction of reading, writing, and mathematics. Additionally, SB 193 requires that new PTTP participants must obtain a Certificate of Clearance prior to participation in the program. This character and identification clearance is the same clearance that is required for student teachers and other certificated staff prior to working with children in the public schools.

Typical Certification Path for PTTP Participants

The typical certification path for a PTTP participant is to be accepted into the PTTP, complete degree and subject matter requirements and complete an internship program which culminates in full teacher certification. The PTTP graduate would then enter the Beginning Teacher Support and Assessment (BTSA) program to complete an induction program that builds upon the skills of the newly credentialed teacher and supports him/her through the first two years of certificated employment. Twenty-one out of the 22 program sponsors not only administer a PTTP program but are also responsible for administration of local intern and BTSA programs. PTTP program sponsors that place a focus on recruitment of paraprofessionals seeking special education certification also have a collaborative relationship with their Special Education Local Plan Area (SELPA). PTTP program administrators report that these programs offer PTTP participants the opportunity to participate in some of their seminars and trainings at no cost to the participant. These collaborative relationships result in enrichment for PTTP participants as the skills and knowledge paraprofessionals already possess are enhanced by the academic support and professional development activities offered by the local intern, BTSA and SELPA. This

additional support facilitates participant success in fulfilling degree and certification requirements.

II. Program Funding History

Initial Funding and Program Expansion

Although the initial legislation authorizing the California School Paraprofessional Teacher Training Program was enacted in 1990 and amended in 1991, funding for program implementation was not provided until the 1994-95 state budget. The PTTP was identified at that time as a pilot program, with a legislative requirement to recruit a maximum of 600 paraprofessional participants. Initial program funding in the 1994-95 state budget was set at \$1.478 million in local assistance funds for program implementation, and \$60,000 in funds was added to the budget of the Commission on Teacher Credentialing to administer the program. These state operations funds were available for that fiscal year but were not included in subsequent budgets. For the other fifteen years that the Commission has administered the program, administrative costs have been sustained in the base budget of the Professional Services Division of the Commission.

Subsequent expansion legislation (1997) required the PTTP to recruit a minimum of 600 paraprofessionals and established an expenditure cap of \$3,000 in state funds per participant per year. However, no funding was allocated for the required program expansion. Additional funding became available in the 1999-2000 state budget through a \$10 million program augmentation, bringing program funding to \$11.478 million. PTTP program funding was reduced in July 2002 in response to fiscal challenges faced by the state. The PTTP allocation was reduced from \$11.478 million to \$6.583 million.

Although there have been increases in tuition costs, the PTTP received no funding increase from 1999-2000 until the Budget Bill Act of 2006-07. The Budget Bill Act of 2006-07 allocated a PTTP per capita funding increase of \$500. As of July 1, 2007, program funding increased from \$6.583 million to \$7.80 million and participants receive \$3,500 annually to support their teacher certification goal.

Tier III Funding Designation

The PTTP began the 2010-2011 fiscal year with a statewide program allocation of \$4.938 million. As part of the 2008-2009 mid-year budget negotiations, the Governor and Legislature changed how funds for Proposition 98 programs are allocated. Senate Bill X3 4 (Chap. 12, Stats. 2009) identified the PTTP as a Tier III program and the total program allocation was reduced. The Tier III status provides a school district or county office of education the flexibility to reallocate funds intended to be used in support of paraprofessionals for other educational purposes. Local Education Agencies (LEAs) that use the flexibility provision must hold a local public hearing prior to reallocation of funds. Even if PTTP funds are reallocated, the LEA is still deemed to be in compliance with program and funding requirements contained in statute, regulatory and provisional language. In 2011, the Legislature extended funding for all local assistance programs and the PTTP is scheduled to receive funding as a Tier III program through fiscal year 2014-2015. It is anticipated that the statewide program will receive an annual allocation reduction each year the program continues to be funded.

III. Program Outcomes

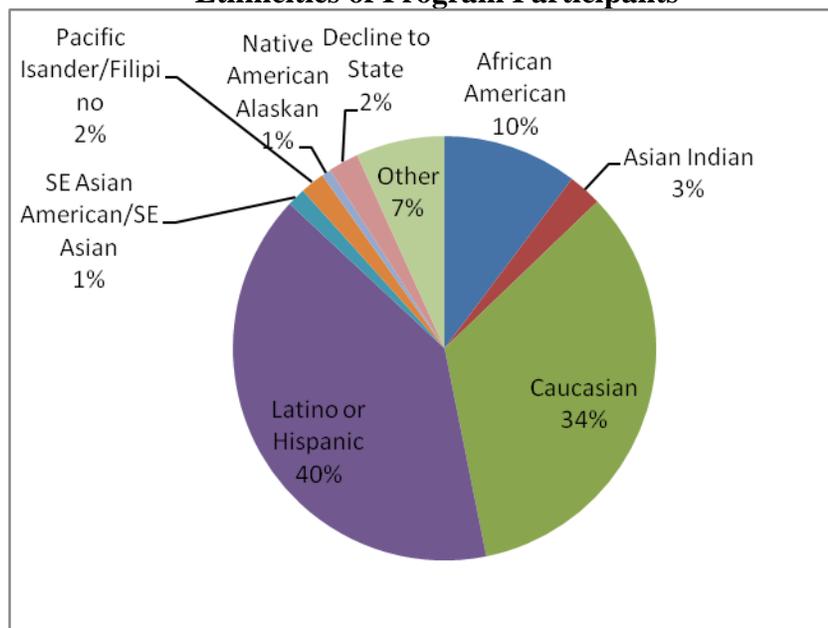
As of summer 2011, 2,175 graduates of the California School Paraprofessional Teacher Training Program have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 61 current program participants are presently serving as a teacher of record in K-12 public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

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

Of the 847 participants responding to the survey, 146 are enrolled at the community college level; 312 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 389 are enrolled in a teacher preparation program at a California four-year college/university and/or a district or university intern program.

Current program participants continue to represent a range of cultural and linguistic minority groups (including 344 Latino/Hispanic, 88 African-American, and 12 Southeast Asian participants, among others). Fifty-eight percent (488) of program participants responding to the survey are minority group members. In comparison, the Ed-Data Fiscal, Demographic and Performance Data on California's K-12 Schools on the California Department of Education website identify 69.2% of 2009-2010 teachers as White. No statewide ethnicity data are included for 2010-2011. Forty-five percent (388) of participants are fluent in another language. Twenty-seven percent responding to the question identified their household annual income range as being either (a) under \$10,000 (54), or (b) between \$10,000 and \$20,000 (176). Forty-two percent (359) indicated they are heads of households and 39% (336) pay all or part of their own medical insurance coverage. Forty Percent (341) also indicated that they are the first in their family to attend college. Figure 1 below illustrates the cultural diversity of program participants:

Figure 1
Ethnicities of Program Participants



IV. Program Policy Issues

A. Increased Cost Pressures on Program Sponsors and Participants

Education Code Section 44393 mandates that each participant shall receive no more than \$3,500 in annual financial assistance through the grant. Costs that exceed the annual \$3,500 expenditure cap must be paid by the participant. While the per capita remains in statute, funding changes that went into effect as a result of 2008-2009 mid-year budget negotiations allow program sponsors to financially support program participants at any dollar level. If an LEA chooses to exercise the flexibility option it may choose to reallocate all PTTP funds but continue to support participants. This will result in no negative effect on the local program and its participants. The LEA may also choose to reallocate all PTTP funds and provide only partial financial support to PTTP participants. This action will typically require participants to seek additional financial support through student loans. Program sponsors are not required to report to the state the level of support they provide in support of participants. A program sponsor may also choose to dedicate all reallocated PTTP funds to support other educational efforts, no longer support its participants and terminate its participation in the statewide PTTP.

College and University Costs

Program sponsors report that increases in tuition and student fees at all three public systems of higher education in California continue to have a direct impact on participants and local program budgets, resulting in budget shortfalls to provide required services to participants. In 2011-2012, the estimated average tuition and student fees are \$13,200 for the University of California. The basic undergraduate tuition fee for the California State University is \$5,472 and the California Community Colleges cost is \$26 per unit, or \$72 - \$104 per course.¹ Average graduate fees for enrollment in teacher preparation programs offered by the University of California are \$14,554 and \$6,348 at the California State University. Even at the \$3,500 full support level allowed in statute, the tuition costs are much higher than what is provided through the PTTP.

Participant and Program Sponsor Funding Shortfalls

To address participant funding shortfalls, program sponsors urge participants to take advantage of available grants, scholarships and loans. 2010-2011 program sponsors that continue to support their participants fund them at a reduced level to ensure that all participants receive some fiscal program support. Programs continue to report that participants receive loans to cover out-of-pocket costs.

Currently, the PTTP reimbursement requirement remains in statute. Many PTTP participants have taken out significant amounts of educational loans which must be repaid at a time when employment as a teacher has become less and less secure. If a participant fails to earn a teaching credential and has incurred substantial debt through the loan process s/he must not only reimburse the State of California and the PTTP as required in law but must also repay the student loans. The continued practice of obtaining student loans has heavy financial implications on participants and can result in financial devastation. It is unknown if participants choose to continue in the program only to avoid the requirement to reimburse the state should they fail to earn a teaching credential.

¹Data source: California Community College, California State University and University of California websites

For many years, program sponsors regularly used other sources of funding, including other grants and surplus funds, in support of the PTTP and its participants. In 2010-2011, few LEAs have surplus funds that can be reallocated in support of their local PTTP.

With the exception of the per capita that is included in law, all other provisions of the PTTP authorizing statutes, Education Code Sections 44390-44393, remain intact and in force. Commission staff understands the flexibility option that is provided in law related to Tier III funding eliminates program sponsor reporting requirements to the Commission, but will continue nonetheless to request limited fiscal data from program sponsors so that the Commission can satisfy mandated state agency reporting requirements. While current economic times present a great challenge to every agency, many program sponsors persevere and continue to administer effective local PTTPs that meet legislative mandates. It is anticipated that additional substantial local budget shortfalls and an urgent demand to provide additional financial support for PTTP participants will increase through 2014-2015.

B. Classified and Certificated Personnel Layoffs

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

Each PTTP *Report to the Legislature* has cited certificated employee layoffs as a program challenge since 2005. Also reported are the effects of Class Size Reduction (CSR) legislation and its implementation, the resulting oversupply of elementary teachers and other circumstances that affect the PTTP. Another challenge is that local education agencies continue to face diminishing numbers of student enrollees, resulting in a reduction of certificated staff. This further increases the oversupply of multiple subject credentialed teachers in the state.

Because employers must rehire fully-credentialed, experienced teachers prior to making a contract offer to a newly credentialed teacher, recent program graduates can no longer look forward to and easily obtain immediate employment within their communities. The PTTP was developed to allow individuals to remain within their communities following full certification, and many are not financially able to relocate to find employment, even if it was available. In 2010-2011, nine program sponsors reported that 20 fully-credentialed PTTP graduates had not been hired to serve in certificated assignments and were still seeking employment.

The surplus of fully-qualified credential holders also adversely impacts the need for internship credential holders. Entering an internship program following completion of the B.A. degree is the preferred employment option for PTTP participants, since serving on an internship credential also allows the holder to earn a salary while serving as a teacher of record. Internships have dropped dramatically since the holder only can be hired when an employer certifies that a fully-credentialed teacher is not available.

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

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

PTTP sponsors have redesigned their local projects to continue to meet local employer needs and remain an effective teacher development program by placing a focus on recruitment of paraprofessionals seeking science, mathematics and special education certification. PTTP administrative staff also counsel their participants to explore the possibility of adding another full teaching authorization (e.g., the holder of a Multiple Subject credential adding a Single Subject credential pursuant to California Code of Regulations, Title 5, Section 80499) so that they may be more competitive in today's market. Program sponsors report that local program administrative staff continues to work with their human resource divisions to not only secure employment for PTTP participants but for program graduates as well.

C. Effects of Public Education Policy

The PTTP is a multi-year program that requires multi-year commitments from participants, program sponsors and the State of California. Many program participants cannot afford to personally finance their educations and rely on the financial support received through the PTTP to partially finance their education. Current increases in tuition costs coupled with the fact that some LEAs have no discretionary funds to support professional development activities such as the PTTP makes PTTP financial support a welcomed opportunity for those who are in pursuit of a teaching credential.

Pursuant to Senate Bill X3 4, the PTTP is now a Tier III funded program. Funds disbursed in support of participants for the fiscal years 2008-2009 though 2014-2015 are flexible and LEAs have the authority to reallocate the funds for other purposes. Program sponsor and participant concern about future funding of the PTTP and whether participants will be able to complete degree and certification requirements have become a new reality as a result of the different funding designation.

Reallocation of Funds

Inclusion of the PTTP program into the block grant Tier III process has produced a variety of effects on the program and its ability to continue to meet California teacher shortage needs in a timely manner. Funds reported as reallocated in 2010-2011 are approximately triple the amount reported in the 2009 legislative report, with LEAs reallocating \$399,232 in support of other efforts.

Of the seven program sponsors reporting that their LEAs reallocated PTTP funds, one program reported that reallocated funds were used to fully support their participants and there was no negative impact to their program. Another program sponsor reported that all PTTP funds were reallocated and then disbursed to LEA programs on a priority basis. Participants of the program are allowed to complete no more than six units of coursework per school term and were provided a book stipend of \$200 per school term. The program sponsor can no longer cover the cost for

summer classes, for multiple subject participants to take the state-mandated California Subject Examinations for Teachers (CSET) or for single subject participants who choose the examination route to meet the subject matter competence requirement. This change may result in delayed academic progress and the opportunity to have the PTTP cover the cost of the participant completing the CSET. A third program sponsor reported for the second consecutive year that all PTTP funds were reallocated for other educational purposes and that no funding was provided for its participants. It is unknown how PTTP participants were supported by this particular program during 2010-2011.

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

Termination of Participation in the Statewide PTTP

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

Participant Enrollment

According to participant data reported by programs, the 2010-2011 PTTP served a total of 858 participants. This total is 390, or 31%, fewer participants than was reported in the 2009-2010 Report to the Legislature. Program participants identified by the program partners that terminated their statewide PTTP program participation in 2010-2011 total 9. Many prospective program participants are reluctant to begin the program, given the fiscal constraints on support for their participation in the program along with the necessity to incur significant loan debts coupled with the specter of job insecurity once the program has been completed.

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

The actual participation status of seven of the remaining programs (Hayward Unified School District, Napa Valley Unified School District, Ontario-Montclair School District, Riverside Unified School District, Sweetwater Unified School District, Tri-County-Sutter County Office of Education and West Contra Costa Unified School District) is unknown. These seven programs are not included in the total program and participant numbers. Although the programs were asked to provide information about program and participants' status, Commission staff has not received notification that the programs remain operational or if they have exercised the funds flexibility option and are no longer serving participants. If these programs terminate their participation in the PTTP in 2010-2011 it will mean a loss of seven additional program sponsors.

Loss of Participants with Advanced Academic Training

Participants preparing to enter an internship credential program or complete traditional student teaching are typically at the post-baccalaureate degree level with college and university fees charged accordingly. Reallocation of PTTP funds that results in the termination of local program funding for these participants has a negative effect on the participant, the program sponsor and the State of California. In these cases, the participant may be faced with the decision to either postpone program advancement or terminate participation in the PTTP. The loss of participants at such an advanced level of academic training may also result in the loss of funds already invested by the State of California and the loss of future California public school teachers.

Continued Effective LEA and IHE Collaboration

A notable program success continues to be the effective collaboration between school districts and postsecondary institutions. Some of these relationships have been established since 1995 and the trust that has been cultivated between program partners allows postsecondary institutions to enroll PTTP participants each school term without concern about tuition payment.

While some program sponsors are large LEAs that administer a number of programs that generate funds, many of the LEAs participating in the PTTP are small and have no additional resources that allow them to fill local budget shortfalls. If the shortfalls cannot be filled by the LEA, participants may not be able to complete coursework, thus further delaying their academic progress. Local budget shortfalls coupled with the scheduled annual program reductions may stress program sponsors' relationships with partner institutions of higher education (IHE). If program sponsors cannot meet their obligation to pay participant tuition and other institutional fees, IHEs may have to begin to reconsider how or if they will be able to support continuing participants.

Each year, through its web-based consent form process, the Commission collects data about the participants in the PTTP. These data are collected to assure accountability in funding and to provide information about those who participate in the program. In 2009-2010, the PTTP enrolled 1,248 paraprofessionals. The 2010-2011 consent forms include confirmation of 858 current program participants. This total is 390, or 31% fewer confirmed participants than reported in the 2009-2010 PTTP Report to the Legislature.

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

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

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

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

D. Reimbursement Requirement

Participants are subject to a reimbursement provision contained in Education Code Section 44393(d)(4) that mandates that "any participant who does not fulfill his/her obligations" (i.e., to graduate from an postsecondary institution with a bachelor's degree, complete all of the requirements to obtain a multiple subject, single subject, or education specialist teaching credential, and complete one school year of classroom instruction in the district or county office of education for each year that he or she received assistance for books, fees and tuition while attending an institution of higher education under the program) must repay the financial assistance received while participating in the program. Included in the same subsection of the law are provisions for deferral of reimbursement for PTTP participants who are released from employment due to reductions in force (RIF), for participants who suffer from a serious illness, and for participants who cannot find a teaching position.

Since 1995, the PTTP has successfully produced 2,175 fully certificated teachers for California public schools. State law requires the Commission to collect funds from dropped participants which programs report have not earned a preliminary teaching credential.

In September 2007, the Commission entered into a partnership with the California Franchise Tax Board and the State Controller's Office to implement the Interagency Intercept Collections Process. Through this process, state funds are recovered from dropped PTTP participants who fail to earn a teaching credential and do not qualify for one of the reimbursement deferrals identified in law. Recovered state funds are reverted back to the Proposition 98 reversion account.

V. Participant Demographics and Local Program Funding

A. Number, Ethnicity and Economic Status of Paraprofessionals Recruited

Each year, through its web-based consent form process, the Commission collects data about the participants in the PTP. These data are collected to assure accountability in funding and to provide information about those who participate in the program. In 2010-2011, the PTP enrolled 858 paraprofessionals. Fifty-eight percent of program participants responding to the question are minority group members. Eight hundred forty-nine (849) participants responded to the question asking if they are fluent in a second language. Of those, 45% stated that they are fluent in a second language. As illustrated earlier in the report in Figure 1 and described in Table 1 below, the 2010-2011 PTP served a culturally and linguistic diverse group of participants.

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

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

B. Economic Status of Participants

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

Table 2

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

22 Program Sites	Total Participants	Under \$10,000	\$10,000 - \$20,000	\$21,000 - \$40,000	\$40,000 and Over	Total Responses
TOTALS	858	54	176	307	310	847

Eight hundred forty-seven (847) participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 42% indicated they are heads of households and 39% pay all or part of their own medical insurance coverage. Participants were also asked if they are first-generation college students. Of the Eight hundred forty-seven (847) participants who responded to this question, 341 (40%) indicated that they are the first in their family to attend college.

C. Program Funding Levels

Table 3 shows the state funding level for each local PTTTP program site for the 12-month period from July 2010 through June 2011. As a result of the 2008-2009 mid-year budget negotiations, program funding was reduced and LEAs were granted the authority to re-direct program funds. The actual annual cost per participant and the distribution of program resources per participant vary, depending on many factors, including the numbers of participants who attend a community college (lower tuition and fee costs), the numbers who attend a four-year college or university campus (higher tuition and fee costs) and the numbers of participants who complete the program and exit during the year. Each program lists the number of participants served and the 2010-2011 allocation.

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

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

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

Programs reported that 41% of grant funds disbursed (\$2,045,672) were expended for tuition, books, and other college/university fees. All program sponsors (including collaborating colleges and universities) provide in-kind support to participants in addition to the state funding allocations. Program sponsors reported that they provided \$166,622 of in-kind support for paraprofessionals participating in the PTTTP. In-kind expenses range from program sponsors contribution for books to space costs and computers. When in-kind costs are factored into the equation, educational costs prove to be even higher. It should be noted that the level of in-kind support for the program varies from locality to locality due to variations in local resources. PTTTP reallocated funds totaled \$399,232.

D. Academic Progress of Participating School Paraprofessionals

The PTTTP program currently serves 858 paraprofessional participants who have not yet completed the program and earned a California preliminary teaching credential. Table 4 reflects the academic progress of current participants. A complete list of the participating districts and universities can be found in Appendix A.

Table 4

Academic Progress of Current PTTTP Participants
(Data Source: 2010-2011 Annual Reports and Participant Consent Forms)

22 Paraprofessional Programs	Total Number of Participants	Enrolled in Community College	Enrolled in BA Program	Enrolled in Teacher Preparation Program
TOTALS	858	146	323	389

E. Meeting the Demand for Bilingual and Special Education Teachers

Table 5 below shows the degree to which the current PTTTP participants are preparing to earn bilingual or special education certification. A total of 482 (57%) of those responding are seeking bilingual or special education authorizations. It should be noted that with the implementation of Senate Bill 2042 in 2001 and SB 1059 in 2002, all SB 2042 Multiple or Single Subject credentials include an English learner authorization. Due to current market trends, the demand for special education trained teachers remains high and most programs have placed a focus on recruitment and training of paraprofessionals seeking Education Specialist teaching authorizations.

Table 5

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

22 Paraprofessional Programs	Total Number of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD) MS & SS	Special Education	Multiple Subject and Single Subject
TOTALS	858	148	334	376

F. Numbers of Program Graduates and Service in Public Schools

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

The PTTP is in its fifteenth year of operation and the majority of the graduates of the original 13 programs and some graduates of the current programs have fulfilled their certificated service requirement. Many are no longer in contact with program sponsors, have moved from the area and are serving in another local education agency, or are now retired. The frequency with which participants have had to move from their local community to seek certificated employment has increased. The current employment crisis has also had an impact on program sponsors resulting in numerous changes in local program administration and/or the addition of other duties to the PTTP administrator. This makes it challenging for program sponsors to monitor the employment paths of program graduates.

The 2010-2011 annual reports from program sponsors include data about 2010-2011 program graduates and their employment in the public schools. In the past, program graduates could look forward to swift placement in certificated positions. During 2010-2011, nine program sponsors reported that 20 fully-credentialed program graduates are waiting to be placed in certificated assignments. It is our hope that these fully-credentialed graduates will gain certificated employment as quickly as possible.

Senate Bill 1614 (Chap. 840, Stats. 2006) requires the Commission to assign a Statewide Educator Identifier (SEID) to each educator to whom it has issued a document. It is anticipated that fully credentialed graduates of the PTTP and their continued employment within the public schools of the State of California will be monitored through the SEID and California Longitudinal Teacher Integrated Data Education System, or CalTIDES, when it becomes operational. Commission staff will also continue to work with program sponsors who can identify those program graduates who are currently employed in the California public schools.

VI. Degree to Which the Paraprofessional Teacher Training Program Meets Teacher Demand

The PTTP was established to address local employer needs and teacher shortages, particularly in the areas of bilingual education, English language learner education, and special education. The number of successful program graduates from the program and their areas of certification demonstrate a dedication and commitment to the education of California's children.

The current economic climate and continued employment uncertainty has created a new reality for an effective teacher development program that has previously met its legislative mandates. Educators will continue to retire and new teachers will be needed to replace retirees. For the past sixteen years, and continuing through today, the Paraprofessional Teacher Training Program has produced more than 2,100 educators for the State of California. Despite its challenges, the PTTP remains a career ladder program that can fulfill local employer teacher needs.

Appendix A

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

State law mandates that participating local education agencies enter into articulation agreements with participating campuses of the California Community Colleges and/or the California State University, the University of California and private institutions of higher education that offer accredited teacher training programs. The table below identifies the collaborative partnerships of the 22 PTP sites. These partnerships include written articulation agreements with 50 campuses of the California Community Colleges, 21 California State University campuses, 4 campuses of the University of California and 15 independent colleges and universities. These partnerships with postsecondary institutions contribute to the program's goal of creating innovative teacher education models. It should also be noted that program participants are being trained for service in 235 school districts and/or county offices of education.

CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAMS 2010-2011

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Alameda County Program	Alameda County Office of Education Alameda Unified School District Albany Unified School District Berkeley Unified School District Castro Valley Unified School District Dublin Unified School District Emery Unified School District Fremont Unified School District Hayward Unified School District Livermore Joint Unified School District New Haven Unified School District Newark Unified School District Pleasanton Unified School District San Leandro Unified School District San Lorenzo Unified School District	Chabot Community College Los Positas Community College	California State University, East Bay National Hispanic University University of San Francisco
Antelope Program	Antelope Valley Union High School District	Antelope Valley Community College	California State University, Bakersfield, Antelope Valley Campus
Chula Vista Program	Chula Vista Elementary School District	Southwestern Community College	San Diego State University
Clovis/Fresno Program	Clovis Unified School District Fresno Unified School District	Fresno City College Reedley College State Center Community College - Clovis and Madera	California State University, Fresno Fresno Pacific University
East Side Union High School Program	East Side Union High School District		National Hispanic University
Enterprise/	Shasta County Office of Education		Simpson College

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Shasta Program	Anderson Union High School District Cascade Elementary School District Columbia School District Enterprise Elementary School District Gateway Unified School District Grant School District North Cow Creek Elementary School District Redding School District Igo, Ono, Platina Elementary School District Shasta Union Elementary School District Whitmore Elementary School District		Chapman University
Fresno County Program	Fresno County Office of Education	Fresno City College Reedley Community College State Center Community College - Clovis and Madera Centers	California State University, Fresno Fresno Pacific University
Imperial County Program	Imperial County Office of Education Brawley Elementary School District Brawley Union High School District Calexico Unified School District Calipatria Unified School District Central Union High School District El Centro Elementary School District Holtville Unified School District San Pasqual Valley Unified School District Seeley Union School District	Imperial Valley College	San Diego State University, Imperial Valley Campus
Kern County Program	Kern County Superintendent of Schools Arvin School District Bakersfield City School District Delano Elementary School District Delano High School District Edison School District Elk Hills Elementary School District Fruitvale School District General Shafter Elementary School District Kernville School District Lamont School District Mojave Unified School District Muroc Unified School District Pond School District Sierra Sands School District South Fork School District Taft City School District Tehachapi Unified School District	Bakersfield Community College Cerro Coso Community College West Kern Community College	California State University, Bakersfield Fresno Pacific University
Kings County Program	Kings County Office of Education Armona Union Elementary School District Central Union Elementary School District Corcoran Joint Unified School District Hanford Elementary School District Hanford Joint Union High School District Island Union Elementary School District Kit Carson Union School District Lemoore Elementary School District Lemoore Union High School District Pioneer School District Reef-Sunset Union School District	West Hills Community College College of Sequoias	California State University, Fresno Fresno Pacific College Chapman University National University
Los Angeles	Los Angeles Unified School District	East Los Angeles College	California State University,

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Program * Now divided into Districts A through K		Los Angeles City College Los Angeles Southwest College Los Angeles Mission College Los Angeles Valley College Pasadena Community College Santa Monica Community College Pierce Community College West Los Angeles College	Los Angeles California State University, Dominguez Hills California State University, Dominguez Hills California State University, Northridge University of California, Los Angeles
Los Angeles County Program	Los Angeles County Office of Education		California State University, Dominguez Hills California State University, Long Beach California State University, Los Angeles California State University, Northridge California State Polytechnic University, Pomona Azusa Pacific University Point Loma Nazarene University
Merced County Program	Merced County Office of Education Atwater Elementary School District Delhi Unified School District Dos Palos-Oro Loma Joint Unified School District El Nido Elementary School District Hilmar Unified School District Le Grand Elementary School District Livingston Union School District Los Banos Unified School District McSwain Union Elementary School District Merced City School District Merced River Union Elementary School District Merced Union High School District Planada Elementary School District Winton Elementary School District	Merced Community College	California State University, Fresno California State University, Stanislaus University of California, Merced
Monterey County Program	Monterey County Office of Education Alisal Unified School District Gonzalez Unified School District Greenfield Union School District King City High School District Monterey Peninsula Unified School District North Monterey County Unified School District Salinas City Elementary School District Salinas Unified High School District San Ardo Union School District San Lucas Union School District Soledad Unified School District	Cabrillo College Hartnell Community College Monterey Peninsula College	California State University, Monterey Bay CalStateTEACH Chapman University
Orange County Program	Orange County Department of Education Brea Olinda Unified School District Capistrano Unified School District Cypress School District Magnolia School District	Cypress Community College Irvine Valley Community College Santa Ana Community College	California State University, Fullerton California State University, Irvine

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
	Newport Mesa Unified School District Orange Unified School District Saddleback Valley Unified School District Santa Ana Unified School District	Saddleback Community College	
Palmdale Program	Palmdale School District	Antelope Valley Community College	California State University, Bakersfield
Riverside County Program	Riverside County Office of Education	College of the Desert Riverside Community College	California State University, San Bernardino
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University University of San Francisco
San Joaquin Program	San Joaquin County Office of Education Banta Elementary School District Calaveras County Office of Education Ceres Unified School District Elverta School District Escalon Unified School District Jefferson Elementary School District Lincoln Unified School District Linden Unified School District Lodi Unified School District Manteca Unified School District New Jerusalem School District North Sacramento School District Oak View School District Oakley Union School District Paradise Unified School District Placer County Office of Education Plumas Elementary School District Rio Linda Unified School District Sacramento City Unified School District Stanislaus Union School District Stockton Unified School District Tracy Unified School District Turlock Unified School District Yuba County Office of Education	American River College Cosumnes River College Folsom Lake College Sacramento City college Modesto Junior College San Joaquin Delta College Yuba College	California State University, Chico California State University, Sacramento California State University, Stanislaus Chapman University National University University of the Pacific
Santa Clara County Program	Santa Clara County Office of Education Milpitas Unified School District Oak Grove School District	None	National Hispanic University
Sonoma County Program	Sonoma County Office of Education Del Norte County Office of Education Humboldt County Office of Education Lake County Office of Education Mendocino County Office of Education Nevada County Office of Education Alexander Valley Unified School District Arcata School District Arena Union Elementary School District Dunham School District Ferndale Unified School District Fieldbrook School District Forestville Union School District Fort Bragg Unified School District Fortuna Union Elementary School District Fortuna Union High School District Freshwater School District	College of the Redwoods Mendocino Community College Santa Rosa Junior College	Humboldt State University Sonoma State University Dominican University of California University of San Francisco

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
	Garfield School District Healdsburg Unified School District Horicon Elementary School District Klamath-Trinity Joint Unified School District Lakeport Unified School District Loleta Union Elementary School District Mattole Unified School District McKinleyville Union School District Mendocino Unified School District Middletown Unified School District Monte Rio Unified School District Northern Humboldt Union High School District Novato Unified School District Oak Grove Union School District Petaluma School District Piner-Olivet Union School District Point Arena Joint Union High School District Potter Valley School District Rohnerville School District Round Valley Unified School District Santa Rosa City Schools Southern Humboldt Unified School District Ukiah Unified School District Upper Lake Union Elementary Waugh School District West Side Union High School District West Sonoma County Union High School District Willits Unified School District Wilmar Union School District Windsor Unified School District		
Ventura County Program	Ventura County Schools Santa Barbara County Office of Education Briggs Elementary Conejo Valley Unified School District Fillmore Unified School District Golden Valley Charter School Hueneme Elementary School District Las Virgines Unified Mesa Union School District Moorpark Unified School District Mupu Elementary School District Oak Park Unified Ocean View Elementary School District Ojai Unified School District Oxnard Elementary School District Oxnard Union High School District Pleasant Valley Elementary School District Rio Elementary School District Santa Clara Elementary Santa Paula Union High Simi Valley Unified School District Somis Union School District Ventura Unified Vista Real Charter School	Alan Hancock College Cuesta Community College Community College Moorpark Community College Santa Barbara City College Ventura Community College District	California State University, Los Angeles California State University, Northridge California State University, Channel Islands Campus Azusa Pacific University California Lutheran University Chapman University National University University of California, Santa Barbara University of LaVerne
TOTAL: 22	235	50	40