



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 2012

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December 2012

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**California School Paraprofessional Teacher Training Program**  
*An Annual Report to the Legislature*  
**2012**

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

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## **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 and includes 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 economic status of participants
- the number of paraprofessionals recruited who are fully credentialed

The statewide PTTP realized an additional reduction in the number of statewide programs in 2011-2012. A total of 15 program sponsors reported on the status of their program and participants for the 2011-12 fiscal year. This number is seven fewer than the 22 program sponsors that reported on the status of their program and the participants during 2010-2011 fiscal year.

***The 2011-2012 PTTP includes the participation of 15 local programs that support 451 participants at some funding level. As of summer 2012, the PTTP has produced a total of 2,267 fully-credentialed program graduates.***

# **The California School Paraprofessional Teacher Training Program**

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

The California School 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 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 federal 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. The 15 program sponsors included in this report administer PTTP, 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). 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 PTTP 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 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 in 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 2011-2012 fiscal year with a statewide program allocation of \$4.940 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.

### III. Program Outcomes

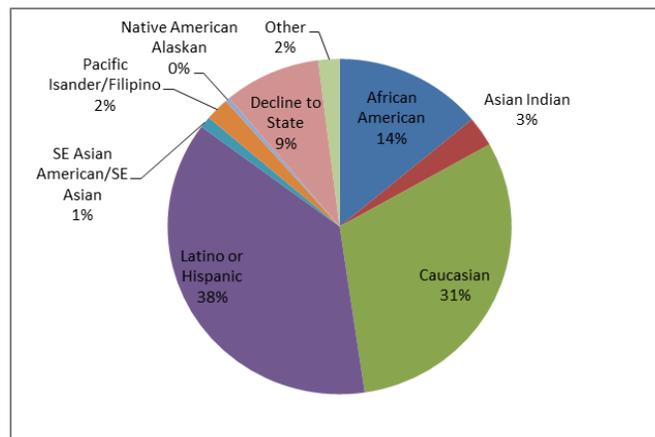
As of summer 2012, 2,267 graduates of the California School PTTTP have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 37 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (31 participants), or serving on an emergency or provisional permit (six participants).

The statewide PTTTP served 451 participants during 2011-2012 across 15 local school district/college and university partnerships. This total is a reduction of seven program sponsors from the 22 program sponsors that supported participants in 2010-2011. A list of the 2011-2012 program sponsors and partner colleges and universities can be found in Appendix A.

Of the 451 participants responding to the survey, 82 are enrolled at the community college level; 123 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 246 are enrolled in a teacher preparation program at a California four-year college/university and/or a district or university intern program.

The 2011-2012 program participants continue to represent a range of cultural and linguistic minority groups (including 169 Latino/Hispanic, 63 African-American, and 10 Pacific Islander/Filipino participants, among others). Fifty-eight percent 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 that is posted on the California Department of Education website identify 67.2% of 2010-2011 teachers as White. No statewide ethnicity data are included for 2011-2012. Forty-five percent (205) of participants are fluent in another language. Twenty-eight percent responding to the question identified their household annual income range as being either (a) under \$10,000 (23), or (b) between \$10,000 and \$20,000 (103). Forty-four percent (200) indicated they are heads of households and 39% (175) pay all or part of their own medical insurance coverage. Forty-three percent (175) responding to the question 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**  
(Data Source: 2011-2012 Participant Consent Forms)



## **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 the level of support they provide in support of participants to the state. 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 for providing required services to participants. In 2011-2012, the estimated average tuition and student fees are \$13,218 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 \$46 per unit, or \$138 - \$184 per course and as much as \$552 per semester.<sup>1</sup> 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. 2011-2012 program sponsors that continue to support their participants fund them at a reduced level to ensure that all participants receive some fiscal program support. Program sponsors report that participants are grateful for PTTP funding but that participants continue to receive loans to cover annual out-of-pocket costs.

Some program sponsors report that they have access to Title I and Title II funds which are used to supplement PTTP funds. Program sponsors persevere and continue to administer effective local PTTPs that meet legislative mandates but the current economic times present a great challenge to every agency to meet funding demands. To meet these challenges, one program sponsor reports that they will reduce the amount of the stipend provided for books and supplies during 2012-2013. Another program sponsor reports that they will reduce the support amount that is awarded to participants and a third program sponsor reports that they will reduce the number of participants by 20% in 2012-13.

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<sup>1</sup>Data source: California Community College, California State University and University of California websites

## **B. Classified and Certificated Personnel Layoffs**

Program sponsors began to express concern about classified and certificated personnel layoffs in 2004. In 2011-2012, layoffs of both classified and certificated employees continue to be a concern for PTTP participants and program graduates although program sponsors reported fewer layoffs of current program participants.

Since 2005, each PTTP *Report to the Legislature* has cited certificated employee layoffs as a program challenge. Also reported are the effects of Class Size Reduction legislation and its implementation, the resulting oversupply of elementary teachers. Another challenge is that LEAs 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 program graduates 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 2011-2012, seven program sponsors reported that 40 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 can only be hired when an employer certifies that a fully-credentialed teacher is not available.

2011-2012 program sponsors report that they continue to experience problems placing interns. The decreased and limited number of internships presents a challenge for the participant. 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 financial hardship on the participant since no salary is earned while the paraprofessional is on leave.

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. Although the law that governs the PTTP places a focus on recruitment of teachers, one program sponsor reports that they have instituted a program to provide limited financial support (\$3,000 per semester up to a maximum of \$12,000) to create a Speech and Language Pathology services pipeline. Program sponsors also report that local program administrative staff continues to work with their human resource divisions to secure employment for PTTP participants as well as program graduates.

### **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 little or 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 through 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 and current fiscal reality.

#### ***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 2011-2012 are slightly less than the amount reported in the 2011 legislative report, with five LEAs reallocating \$344,840 in support of other education efforts.

Of the five 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 PTTP funds were reallocated and used for professional development. A third program sponsor reported for the third 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 2011-2012.

It is anticipated that the amount of reallocated PTTP funds will continue to increase and that the number of local programs and program participants will continue to decrease through 2014-2015.

#### ***Termination of Participation in the Statewide PTTP***

Napa Unified School District, a local program sponsor, terminated their participation in the statewide PTTP in 2011-2012. Additionally, East Side Union High School District has notified Commission staff that the program will support PTTP participants during 2012-2013 but will terminate its participation in the program within the next two-three years. 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.

#### ***Participant Enrollment***

According to participant data reported by programs in 2011-2012, the PTTP served a total of 451 participants. This total is 407, or 47%, fewer participants than the 858 that was reported in the 2011-2012 Report to the Legislature.

While Commission staff has 2011-2012 participant demographic data for the 451 participants and 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 about the status of the program, the need for completion of the PTTP Annual Report and the need to collect limited fiscal data that must be reported to the Legislature. Since the 2008-2009 Tier III funding designation, however, the number of program sponsors responding to Commission staff requests has decreased.

Fifteen (15) programs submitted PTTP Annual Reports in 2011-2012. This is seven fewer than the number reporting in 2010-2011. Six (6) 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. Program 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.

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. 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 remaining programs (Hayward Unified School District, Imperial County Office of Education, 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 2011-2012 it will mean a loss of seven additional program sponsors.

#### **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 2,267 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 PTTP. These data are collected to assure accountability in funding and to provide information about those who participate in the program. In 2011-2012, the PTTP enrolled 451 paraprofessionals. Fifty-eight percent of program participants responding to the question are minority group members. Four hundred fifty-one (451) 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 (205). As illustrated earlier in the report in Figure 1 and described in Table 1 below, the 2011-2012 PTTP served a culturally and linguistic diverse group of participants.

**Table 1**  
**Current Participants by Ethnicity**  
**Program Year 2011-2012**  
 (Data Source: 2011-2012 Participant Consent Forms)

<b>Ethnicity</b>	<b>Numbers</b>	<b>Percentage</b>
African American	63	14%
Asian Indian	13	3%
Caucasian	139	31%
Latino/Hispanic	169	37%
Native American/American Indian	2	0%
Pacific Islander/Filipino	10	2%

<b>Ethnicity</b>	<b>Numbers</b>	<b>Percentage</b>
Southeast Asian	5	1%
Other	41	9%
Declined to State	9	2%
<b>Total</b>	<b>451</b>	<b>100%</b>

### **B. Economic Status of Participants**

Of the 451 participants responding to this question in the annual participant data collection, 28% identified their household annual income range as being either (a) under \$10,000 (23), or (b) between \$10,000 and \$20,000 (103). Table 2 identifies the income range for those paraprofessionals who responded to this question.

**Table 2**

#### **Economic Status of Current PTPP Participants in Terms of Income Range per Household**

(Data Source: 2011-2012 Participant Consent Forms)

<b>15 Program Sites</b>	<b>Total Participants</b>	<b>Under \$10,000</b>	<b>\$10,000 - \$20,000</b>	<b>\$21,000 - \$40,000</b>	<b>\$40,000 and Over</b>	<b>Total Responses</b>
<b>TOTALS</b>	<b>451</b>	<b>23</b>	<b>103</b>	<b>154</b>	<b>171</b>	<b>451</b>

Four hundred fifty-one (451) participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 44% 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 four-hundred ten (410) participants who responded to the question, 43% (175) 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 PTPP program site for the 12-month period from July 2011 through June 2012. 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 2011-2012 allocation.

The actual number of active programs and number of participants supported through the program is unknown. Advance notice was provided and 15 programs submitted Annual Reports that described the status of their program. Table 3 identifies the funding and status of the fifteen programs and also includes programs that terminated their participation in the statewide program, reallocated funds, or did not report the status of their program and its participants (program status unknown).

Five programs (Antelope Valley Union High School District, Clovis/Fresno Unified School Districts, East Side Union High School District, Riverside County Office of Education and Santa Clara County Office of Education) submitted program reports but confirmed no participants for the year. Four programs (Enterprise/Shasta County Consortium, Kings County Office of Education, Kern County Office of Education and Palmdale School District) submitted no program report but confirmed that they supported participants during 2011-2012.

One program (East Side Union High School District) notified Commission staff that they will terminate their participation in the PTTTP within the next two to three years. The one program that terminated its participation in the program during 2011-2012 (Napa Unified School District) and all other programs that previously served participants or previously terminated their participation in the statewide program are reflected in Table 3 because each one of the programs will continue to receive PTTTP funding through 2014-2015.

**Table 3**  
**Paraprofessional Teacher Training State Funding Allocations**  
(Data Source: 2011-2012 Expenditure Reports)

<b>Paraprofessional Program Sites</b>	<b>Grant Awards: FY 10-11</b>	<b>Total Numbers of Participants</b>	<b>Status of Program</b>
Alameda County Office of Education	\$399,448.17	73	
Antelope Valley Union	\$78,152.90		
Azusa Unified School District	\$23,156.42		Terminated
ABC/Bellflower Unified School District	\$14,472.76		Terminated
Chula Vista Unified School District	\$14,472.76		Terminated
Clovis/Fresno Consortium	\$303,927.94		Reallocated \$
East Side Union High School District	\$26,050.97		
Enterprise/Shasta Consortium	\$75,258.35	12	
Fresno County Office of Education	\$260,509.67	11	Reallocated \$
Glendale Unified School District	\$8,683.66		Served last participant
Hayward Unified School District	\$17,367.31		Unknown
Imperial County Office of Education	\$164,989.46		Unknown
Kern County Superintendent of Schools	\$341,557.12	47	
Kings County Office of Education	\$78,152.90	2	Unknown
Lennox Unified School District	\$57,891.03		Terminated
Los Angeles County Office of Education	\$66,574.69		Reallocated all \$
Los Angeles Unified School District	\$746,794.38	96	
Merced Area Consortium	\$159,200.35		Terminated
Merced County Office of Education	\$173,673.11	45	Reallocated \$
Monterey County Office of Education	\$127,360.28	11	
Napa Valley Unified School District	\$11,578.20		Terminated
Oceanside Unified School District	\$17,367.31		Terminated
Ontario-Montclair Unified School District	\$11,578.20		Unknown
Orange County Department of Education	\$329,978.91	8	
Palmdale Unified School District	\$52,101.93	5	
Riverside County Office of Education	\$57,891.03		
Riverside Unified School District	\$63,680.14		Unknown
San Francisco Unified School District	\$179,462.21	19	Reallocated \$
San Joaquin County Office of Education	\$408,131.81	71	
San Jose Unified School District	\$11,578.20		Terminated
Santa Clara County Office of Education	\$81,047.45		
Sonoma County Consortium	\$144,727.60	27	
Sweetwater Union High School District	\$5,789.10		Unknown
Tri-County Paraprofessional Program	\$54,996.49		Unknown
Ventura County Office of Education	\$312,611.60	24	
West Contra Costa Unified School District	\$60,762.50		Unknown
<b>Totals</b>	<b>\$4,940,976.91</b>	<b>451</b>	

All 15 programs that submitted Annual Reports for their program included individual expenditures for their participants. A total of six (6) programs provided program expenditure reports. Five of the six programs that reported expenditure totals for PTTP participants reported that 44% of grant funds disbursed to the programs (\$769,905) were expended for tuition, books, and other college/university fees. Five program sponsors reported that their LEA reallocated PTTP funds totaling \$344,840.

All program sponsors (including collaborating colleges and universities) provide in-kind support to participants in addition to the state funding allocations. Five program sponsors reported that they provided \$189,801 of in-kind support for paraprofessionals participating in the PTTP. 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.

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 staff will continue nonetheless to request limited fiscal data from program sponsors so that the Commission can satisfy mandated state agency reporting requirements.

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

The PTTP program currently serves 451 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 PTTP Participants**  
(Data Source: 2011-2012 Annual Reports and Participant Consent Forms)

<b>15 Paraprofessional Programs</b>	<b>Total Number of Participants</b>	<b>Enrolled in Community College</b>	<b>Enrolled in BA Program</b>	<b>Enrolled in Teacher Preparation Program</b>
<b>TOTALS</b>	<b>451</b>	<b>82</b>	<b>123</b>	<b>246</b>

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

Table 5 below shows the degree to which the current PTTP participants are preparing to earn bilingual or special education certification. A total of fifty-six percent (252) 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: 2011-2012 Annual Reports and Participant Consent Forms)

<b>15 Paraprofessional Programs</b>	<b>Total Number of Participants</b>	<b>Bilingual Crosscultural Language and Academic Development (BCLAD) MS &amp; SS</b>	<b>Special Education</b>	<b>Multiple Subject and Single Subject</b>
<b>TOTALS</b>	<b>451</b>	<b>67</b>	<b>185</b>	<b>266</b>

**F. Numbers of Program Graduates and Service in Public Schools**

As of summer 2012, 2,267 graduates of the School PTTP have successfully completed the program by earning a California preliminary teaching credential. An additional 37 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (31 participants), or serving on an emergency or provisional permit (6 participants).

The PTTP is in its sixteenth 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 2011-2012 annual reports from program sponsors included limited data about 2011-2012 program graduates and their employment in the public schools. In the past, program graduates could look forward to swift placement in certificated positions. During 2011-2012, seven program sponsors reported that 40 fully-credentialed program graduates are waiting to be placed in certificated assignments. Commission staff will 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 PTTTP has produced more than 2,200 educators for the State of California. Despite its challenges, the PTTTP 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 15 PTP sites. These partnerships include written articulation agreements with 43 campuses of the California Community Colleges, 18 California State University campuses, 3 campuses of the University of California and 10 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 157 school districts and/or county offices of education.

#### CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAMS 2011-2012

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
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
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

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
Los Angeles Program * Now divided into Districts A through K	Los Angeles Unified School District	East Los Angeles College 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	California State University, Los Angeles California State University, Dominguez Hills California State University, Dominguez Hills California State University, Northridge University of California, Los Angeles
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 Newport Mesa Unified School District Orange Unified School District Saddleback Valley Unified School District Santa Ana Unified School District	Cypress Community College Irvine Valley Community College Santa Ana Community College Saddleback Community College	California State University, Fullerton California State University, Irvine
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	American River College Cosumnes River College Folsom Lake College	California State University, Chico California State University,

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
	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	Sacramento City college Modesto Junior College San Joaquin Delta College Yuba College	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 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	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

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
	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
<b>TOTAL: 15</b>	<b>157</b>	<b>43</b>	<b>31</b>