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# 3C

## Information/Action

### *Fiscal Policy and Planning Committee of the Whole*

#### **Proposal to Release a Competitive Grant Process for Local Assistance Teacher Development Programs**

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**Executive Summary:** The agenda item presents an overview of the role of the Commission on Teacher Credentialing (Commission) in administering the Alternative Certification (Intern) and California Paraprofessional Teacher Training Program (PTTP) grants which support local programs that assist interns and paraprofessional's pursuing a teaching credential. The item presents for consideration, a Competitive Grant Process (CGP) that would enable the Commission to fund new Intern and PTTP programs for the FY 2006-07.

**Recommended Action:** Staff seeks the approval to release the FY 2006-07 CGP for the Intern and PTTP programs.

**Presenters:** Crista Hill, Division Director, Fiscal and Business Services Section, and Amy Jackson, Administrator, Professional Services Division

#### **Strategic Plan Goal:**

**Continue effective and appropriate involvement of the Commission with policymakers on key education issues.**

- ◆ Respond to policymakers information inquiries.
- ◆ Collaborate with and advise appropriate agencies.



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## **Proposal to Release a Competitive Grant Process for Local Assistance Teacher Development Programs**

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### **Introduction**

The California Commission on Teacher Credentialing (Commission) is responsible for administering the funding for two Teacher Development Programs, the California School Paraprofessional Teacher Training Program (PTTP) and the Alternative Certification (Intern) Program. The PTTP is authorized pursuant to Article 12 (commencing with Section 44390) of the Education Code, and the Intern Program is authorized Pursuant Article 11 (commencing with Section 44380). Funding for these programs is provided through the annual Budget Act. This agenda item seeks direction from the Commission regarding the Teacher Development Competitive Grant Processes that will allow local education agencies that do not currently administer these local teacher development programs to participate in these programs.

### **Background**

For the past eighteen years the Commission has been either solely or jointly responsible for the administration of four General Fund Local Assistance programs. The Beginning Teacher Support and Assessment Program, originally called the California New Teacher Project, started in 1987. This program provides support and assessment services for more than 23,000 first and second year teachers annually. This program is jointly administered with the California Department of Education. The Commission is completing its administration of the California Pre-Internship Teaching Program. Since 1997 this program provided support and assistance to more than 15,000 teachers who had not achieved subject matter competence. This program was discontinued in 2005-06 because it did not meet the “Highly Qualified Teacher” requirements of the federal No Child Left Behind Act. In addition, to these two programs the Commission has responsibility for two other teacher development programs which are the subject of this agenda item.

The PTTP was initially established in 1990 by Senate Bill SB 1636 (Roberti, Chapter 144, Statutes of 1990) and modified in 1992 by follow-up legislation under SB 862 (Roberti, Chapter 1220, Statutes of 1991). In 1997, the program was re-authorized as the “California School Paraprofessional Teacher Training Program” under the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 (Education Code Section 44390.) The primary purpose of the PTTP is to create local career ladders that enable school paraprofessionals – including teachers’ assistants, library-media aides, and instructional assistants – to become certificated classroom teachers in K-12 public schools. The PTTP expands the existing pool of fully-certificated California teachers by recruiting individuals from paraprofessional classifications into the teaching profession. The program core consists of academic scholarships to defray tuition, books and fee costs for paraprofessionals who earn college degrees and teaching credentials. Paraprofessionals are expected to earn preliminary certification within the timelines established by their programs and approved by the Commission.

Although university internship programs have been authorized since 1967, incentive funding for alternative certification programs began with the enactment of AB 1161 (Quackenbush, Statutes of 1993, Chapter 1147). The intent of this legislation was to address geographic and subject area shortages in the teaching workforce by encouraging public school districts, county offices of education, and colleges and universities to design concentrated intern programs leading to a credential.

The law gave specific attention to assisting persons to move into teaching after careers in other professions. Internships offer an instructional program that blends theory and practice. In addition to helping school districts meet the demand for more credentialed teachers, internship programs attract people with work experience and prospective teachers who might not otherwise enter a traditional teacher preparation program. Two types of internship programs are eligible for alternative certification grant funds, University Intern Programs (pursuant to Education Code §44450 to §44468) and District Intern Programs (pursuant to Education Code §44325 to §44328 and §44830.3).

### **Funding for the PTTP and Intern Programs**

Each year, the annual budget act appropriates Proposition 98 General Fund dollars to the Commission for the administration of the PTTP and Intern Programs. The Commission allocates these funds in the form of local assistance grants to districts, county offices of education, and consortia that provide operate these programs.

The Commission has been administering incentive funding for PTTP since 1995. Funding allocated for the program ranged from \$1.478 million from 1995-99 to \$11.478 million in 2000. The Commission issued CGPs in 1995, 1999, 2000 and again in 2005 to allocate the funds allotted in the annual Budget Act. Table 1 below reflects the participant and funding history for the PTTP.

In July 2002, due to fiscal challenges experienced by the State of California, local assistance program funding for all state-funded programs was reduced. The PTTP funding allocation was reduced from \$11.478 million to \$6.583 million. Statewide, the program serves 1,617 participants. The 2005 Budget Act appropriated \$6.583 million to the Commission for administration of the PTTP. In August 2005, the Commission released a Competitive Grant Process (CGP) to allow new programs to compete for available funds. Funding was made available to school districts, county offices of education and consortia.

**Table 1  
PTTP Participation and Funding**

<b>Program Year</b>	<b>Number of Funded Programs</b>	<b>Participant Numbers</b>	<b>Budget Act Appropriation (millions)</b>
1995-96	13	567	\$1.478
1996-97	13	580	\$1.478
1997-98	13	578	\$1.478
1998-99	13	573	\$1.478
1999-00	42	522	\$1.478
2000-01	42	2,268	\$11.478
2001-02	42	2,266	\$11.478
2002-03	42	2,059	\$6.792
2003-04	41	1,871	\$6.583
2004-05	36	1,617	\$6.583

The Commission has administered funding for Intern programs since 1994. Funding allocated for the program has grown from \$2.0 million in 1994-95 to \$24.9 million in 2005-06. A funding and participant history is provided in Table 2 for your reference. Funding is available for multiple subject, single subject and education specialist credentials. More than 34,000 teachers have achieved certification through funded teaching internship programs in the past twelve years.

**Table 2  
Internship Program Participation and Funding**

<b>Fiscal Year</b>	<b>Number of Funded Programs</b>	<b>Participant Served</b>	<b>Budget Act Appropriation (millions)</b>
1994-95	29	1,238	\$2.0
1995-96	23	1,471	\$2.0
1996-97	23	1,888	\$2.0
1997-98	52	3,706	\$4.5
1998-99	58	4,340	\$6.5
1999-00	65	4,827	\$11.0
2000-01	75	5,649	\$21.5
2001-02	81	7,236	\$31.8
2002-03	79	7,505	\$18.8
2003-04	78	8,880	\$22.5
2004-05	75	8,300	\$24.9
2005-06	74	7,800	\$24.9

Staff will provide an oral update of the funds proposed in the January 2006 Governor's Budget for these programs during the Commission Meeting.

## **The Competitive Grant Process (CGP)**

The purpose of the CGP is to allow new programs to compete for the funds administered by the Commission that are allocated through the annual Budget Act. Awards are granted annually to programs based on the numbers of participants served. In the PTTP funding is provided at a rate of \$3,000 per participating paraprofessional. For the Intern Program the per capita rate is \$2,500, and there is a required match of these funds by the local partners. Although there is no matching funds requirement in law for the PTTP, those school districts, county offices of education and consortia that provide significant in-kind contributions in support of paraprofessionals will be more competitive than those without.

For the past twelve years each spring the Commission has released a call for proposals to allow local programs to compete for Intern funds. Programs that wish to be funded submit a response to the CGP that includes a narrative response to each of the funding criteria derived from Education Code sections 44385 and 44386 as well as supporting documents. Applicants must also supply necessary forms and assurances certifying that they meet the terms and conditions of the grant.

Prior to being eligible to submit a response to the CGP for each of these programs, programs are required to meet the Commission's standards for each professional preparation program to be offered. Each CGP application must include a response to the Commission's adopted Preconditions and Common Standards as well as a response to the Commission's Educator Preparation Program Standards for each credential program area to be offered.

Responses to the CGPs will be evaluated by a panel of reviewers. Reviewers will use the quality criteria and the point system included in the CGP. Additional follow-up will be conducted by reviewers via, e-mail, fax and telephone if questions or clarification are required. Those programs that meet the proposal requirements and respond to the inquiries of the panel are recommended to the Commission for funding. Successful grant programs must submit an annual reapplication that describes program successes and challenges, anticipated program changes, and an annual budget for Commission approval prior to continued funding and participation in the program.

## **Costs, Considerations, and Options**

The release of the CGPs for the PTTP and Intern programs will enable the timely allocation of any funds that may be appropriated for these programs in the 2006 Budget Act.

In order to limit costs, reviewers have been selected from current program directors who work within driving distance of the Commission offices. Therefore, the costs of review of CGP responses are absorbable. Costs for administering these Teacher Development Grant Programs are derived from the Professional Services Division base budget. All funds that are received are passed on to the programs that successfully compete for funds. At this time the Commission does not receive General Fund support to cover the costs of administering either of the grant programs.

If the Commission authorizes the issuance of the CGPs, staff will proceed to implement the CGP process for the PTTP and the Intern programs.

If the Commission chooses to delay action or direct staff to modify either CGP, this may delay the start of any new programs proposed for the 2006-07 fiscal year. If the delay is extensive for intern programs, programs may not be able to begin their programs early enough to complete an intern pre-service program in the summer and allow interns to begin teaching in the fall semester.

If no CGPs are issued, local assistance funds that would have been provided to new programs will be returned to the General Fund.

## **Recommendation**

Commission staff seeks the approval to release the FY 2006-07 CGP for the Intern and PTTP programs.

Staff is available to answer any questions that Members of the Commission may have.

Please Note: On the next several pages are complete versions of the CGP for both the Intern and the PTTP Programs for your reference.

**California Commission on Teacher Credentialing**

**Competitive Grant Process  
For  
Alternative Teacher Certification/Intern Programs**

***Helping School Districts Address the Demand for Credentialed  
Teachers***

**Who Should Apply?**

**Any district that has difficulty finding fully credentialed teachers, and has the capacity (either as a district intern or part of a university intern program) to train second career professionals to become teachers should consider responding to the grant application.**

**The Competitive Grant Process described below is designed for applicants who are not currently receiving an Alternative Certification/Intern grant.**

**Grant awards are contingent on funds appropriated by the 2006-07 Budget Act and will be based on the quality of the application in meeting California Commission on Teacher Credentialing (Commission) grant conditions and program quality standards.**

**Programs that have successfully competed for and received funds through a previous alternative certification funding proposal and want to amend or expand their programs should use the Program Improvement Plan (PIP) that will be distributed to continuing projects under separate cover.**



# California Commission on Teacher Credentialing Alternative Teacher Certification/Intern Programs Competitive Grant Process

## **Section I**

### Background and General Information

The California Commission on Teacher Credentialing (Commission) is responsible for administering incentive funding for the Alternative Certification (Intern) Program pursuant to Article 11 (commencing with Section 44380) of the Education Code. This program provides funds to support local efforts to prepare teachers for California public school classrooms.

#### **Purpose of the Grants**

Intern programs provide an alternative route to the teaching credential through intensive preparation programs that enable candidates to work as intern teachers while they complete credential requirements. Intern is defined as a program operated by a school district, county office of education, college, or university, or other public education entity and designed to provide a concentrated internship program leading to a teaching credential (Education Code §44382). These programs help school districts meet the demand for credentialed teachers and enable the teaching profession to recruit talented individuals, in addition to college students, from a variety of sources to address geographic and subject matter shortage areas.

Internships offer an instructional program that blends theory and practice that leads to a preliminary teaching credential. In addition to helping school districts meet the demand for more credentialed teachers, internship programs attract people with work experience and prospective teachers who might not otherwise enter a traditional teacher preparation program. Two types of internship programs are eligible for alternative certification grant funds, University Intern Programs (pursuant to Education Code §44450 to §44468) and District Intern Programs (pursuant to Education Code §44325 to §44328 and §44830.3).

Although internship programs have been authorized since 1967, incentive funding for alternative certification programs began with the enactment of AB 1161 (Quackenbush, Statutes of 1993, Chapter 1147). The intent of this legislation was to address geographic and subject area shortages in the teaching workforce by encouraging public school districts, county offices of education, and colleges and universities to design concentrated programs leading to a credential. The law gave specific attention to assisting persons to move into teaching after careers in other professions.

The funds available through this CGP process may be used to support the cost of operating an Intern program. The Commission allocates up to \$2,500 per intern per year to qualified program

sponsors for the purposes of providing instruction, support and assessment to interns. It is important to note that Education Code §44386 requires that each school district or county office of education that receives a grant from the Commission to provide matching funds in an amount equal to 50 percent of the program costs.

### **Eligibility to Receive Funding**

School districts or county offices of education may apply for alternative certification funds to create or operate an alternative certification program that prepares multiple subject, single subject, and education specialist credential candidates. Although colleges and universities may submit grant proposals and may serve as lead sponsors, local assistance funds allocated to Intern programs are subject to the limits established by Proposition 98. Accordingly, each proposal must identify a Local Education Agencies (LEAs) who will serve as the fiscal agent for the grant. All program sponsors and co-sponsors must contribute matching funds.

LEAs are encouraged to form consortia with colleges, universities and other education entities and/or with businesses in the private sector. Consortia are a particularly good approach for small or geographically isolated districts that may not be able to develop programs based solely on their own human and fiscal resources.

### **Response to Standards of Quality and Effectiveness**

Internship programs are required to meet the Commission's standards for each professional preparation program to be offered. Each CGP application must include a response to the Commission's adopted Preconditions and Common Standards as well as a response to the Commission's Educator Preparation Program Standards for each credential program area to be offered. Responses must follow submission guidelines outlined in Section II of this CGP. Appropriate supporting documentation must be included. Please refer to the Commission's website at <http://www.ctc.ca.gov/educator-prep/program-standards.html> for additional information about the Commission's standards.

*Submission of a proposal responding to the appropriate program standards is a precondition of funding. Applications must certify that the Intern Preparation Program(s) is currently accredited by the Commission, and include the cover letter that was sent with the program's response to the Commission's Standards of Quality and Effectiveness for the program(s) to be offered. Planning grants may be available for programs that are not yet accredited by the Commission. Contact Michael McKibbin at [mmckibbin@ctc.ca.gov](mailto:mmckibbin@ctc.ca.gov) for more information.*

## **Eligibility Requirements for Teacher Candidates Participating in an Alternative Certification Program**

To be eligible to participate in either a District or University Intern Program, a credential candidate must have completed each of the following.

1. An earned baccalaureate degree from a regionally accredited college or university
2. Passed the basic skills proficiency test (CBEST)
3. Demonstrated subject matter knowledge by
  - a. passage of a subject matter examination (CSET) OR
  - b. completion of a Commission-approved subject matter program of study (Single Subject credential candidates only for persons teaching in departmentalized settings.)
4. Completion of character and identification clearance (fingerprints)
5. Demonstrated knowledge of the U.S. Constitution
6. An official offer of employment from a school district
7. Obtain an intern credential (University Internship Program or a District Intern Credential (District Intern Program)<sup>1</sup>

### **The Proposal**

Proposals will be evaluated using selection criteria specified in Education Code §44385, using a point system described in the “Selection Criteria” of this Section. Contingent on the appropriation of funds in the 2006-07 Budget Act for this purpose, grants will be awarded to successful applicants who achieve a minimum score of 130, satisfactorily answering questions posed by the review team *and* meet the terms and conditions specified in Appendix A. First-time applicants must respond to the appropriate preconditions and standards for the credential program to be offered.

Pursuant to Education Code §44385, the Commission has established criteria for selecting grant applications to be funded. The selection criteria addresses the statutory criteria outlined in §44385; geographic distribution, demonstration of need, the number of participants to be served, the quality of the curriculum, instruction, support and assessment, and cost effectiveness. Applicants should respond to each issue in the boxes provided. Applicants are encouraged to submit supporting documentation that expands upon the responses to the criteria.

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<sup>1</sup> Program sponsors may not enroll candidates on Intern Credentials until the Committee on Accreditation has approved the credential program.

## Selection Criteria

The following scoring key will be used to score the competitive standing of an application.

1. Program Rationale and Leadership	20 points
2. Number and Source of Participants to be Prepared	20 points
3. Quality of the Instructional Program	40 points
4. Quality of Support System	40 points
5. Quality of Assessment of Participants	20 points
6. Extent of Collaboration and Transition	20 points
7. Quality of the Program Evaluation Plan	20 points
8. Cost-Effectiveness and Budget	20 points
Competitive preference for Geographic location (optional)	10 points
Total Points Available:	210 points

It is important that all areas of the state that are experiencing shortages of teachers have access to grant funds. Therefore, this CGP includes funding criteria related to geographic distribution of recipients. Competitive preference (10 additional points) will be given to applications from districts or consortia of districts from regions of the state that have not participated in alternative certification in the past or from regions where relatively few Alternative Certification/Intern applications are submitted. In order to determine if you qualify for this preference, applicants must provide a list of all districts that will participate in the proposed program, as well as indicating the county for each district.

The Commission website has a page that will allow anyone to see all the state sponsored Teacher Preparation Programs that are operating within a school district. (Link to be provided). By selecting a county, and then the school district within that county, a list will be generated of all Intern, Paraprofessional and Beginning Teacher Support Assessment programs that are working to prepare teachers within that school district.

## Section II

### Criteria for Selection of Successful Grants

This section allows you to answer each of the questions presented in relation to the Criterion identified and is available on the Commission website at [www.ctc.ca.gov/credential\\_program/administration/intern/default.html](http://www.ctc.ca.gov/credential_program/administration/intern/default.html) for you to download. The format allows you to pull the electronic version of this section from the website and answer each of the questions by placing your cursor in the boxes that follow and typing your answer. The box will expand to include all of your answer. If you have questions about how to do this, or are having trouble with the format, please contact Nadine Noelting, Professional Services Division, at [nnoelting@ctc.ca.gov](mailto:nnoelting@ctc.ca.gov) or 916-327-2966.

#### **Criterion 1: Program Rationale and Leadership (20 points)**

A strong program design will directly address local needs for fully credentialed teachers. Please identify those areas of need in your program in your proposal. When identifying the leadership of your program, include those individuals from co-sponsoring organizations who will assist in program development and implementation, as well as individuals from the lead agency who will be responsible for program administration. Please answer the following questions.

Name of Proposed Intern Program:

Credential Program(s) to be offered:

- Multiple Subjects
- Single Subject
- Education Specialist in \_\_\_\_\_

Appendix A contains the required forms to identify the participants. They are the Lead Sponsor Cover Page, and the Co-Sponsor Cover Page. Please complete the Lead Sponsor Cover Page and one Co-Sponsor Cover Page for each co-sponsor. The Co-Sponsor Cover Page should act as an agreement between the Lead Agency and the Co-Sponsor and identifies the contacts for the Commission.

Please respond to each of the items below in the boxes provided.

1. Identify the specific district and/or regional needs in detail that will be met by the program.

2. List each participating LEA and university and describe their roles (Please attach a separate sheet of paper if you have a long list. You should include a Lead Sponsor Cover Page and Co-Sponsor Cover Page for each participant.) Identify the person(s) responsible for program leadership and ongoing program operation including the time

they participate in the program.

	<b>Name of Organization</b>	<b>Contact Individual For The Organization</b>
Lead-Sponsor Organization		
Fiscal Agent		
Co-Sponsors		

3. Describe any special features or focus of the program: e.g., continuation of teacher preparation for paraprofessionals, preparation programs that take into account the previous life experiences of participants, programs for former members of the military services, or programs that have developed special partnerships such as linking with the California Subject Matter Projects.

4. Describe your Early Completion Intern Option (Education Code §44468) for qualified candidates. For more information, see the Coded Correspondence 02-0013 at the Commission website.

5. Are you requesting consideration for the additional points given to meet a geographic need? (See Section I, Selection Criteria, page 4) If so, describe the need.

**Criterion 2: Number and Source of Participants to be Prepared (20 points)**

To be eligible to participate in either a District or University Intern Program, credential candidates must meet each of the requirements set forth earlier in Section I “Eligibility Requirements for Teacher Candidates Participating in an Alternative Certification Program.” Identify the number of participants to be served by the program.

Please respond to each of the items below in the boxes provided.

- A. The Number of Participants the Program Will Serve.** Indicate the number of multiple subject, single subject and education specialists that participating school districts have pledged to employ.

<b>Number of Multiple Subject Participants</b>	<b>Number of Single Subject Participants</b>	<b>Number of Education Specialists</b>

**B. Estimate of Participants Enrolled and Employment Settings.** Please complete the following table.

DESCRIPTION	NUMBER
The number of participants who will serve in Class Size Reduction (CSR) classrooms	
The number of participants who will teach English Learners, or bilingual classrooms and identified languages	
The number of participants teaching secondary subjects by subject (Math, English, Science, etc.)	
The number of special education participants in each credential specialty	
The number of participants projected to serve in hard-to-staff schools as defined by the California Department of Education	
Other (please specify)	

**C. Recruitment Source(s) and Strategies.** Describe the recruitment targets and strategies the program intends to use to recruit program participants. Specify persons you intend to recruit such as: paraprofessionals, military, second career professionals, former emergency permit holders, parent volunteers, and others (specify).

**D. Working Conditions.** Like any new teacher, interns should be given assignments that provide the best opportunity for them to succeed with students. Novice teachers should be assigned classrooms appropriate to their beginning teacher skills. Whenever possible, classes such as combination classrooms, itinerant (multiple site) teaching assignments and secondary teaching assignments with multiple preparations, should not be given to interns. Site administrators should be cautious about assigning adjunct duties to interns. Programs should also assure that interns have the supplies necessary to be successful.

Please describe the efforts the participating district(s) will take to ensure that interns experience the working conditions described above.

**E. Selection.** Describe the methods that will be used to select interns, including how a candidate's prior experiences and attitudes toward children and schooling will be used to make decisions about who is admitted into the program. For example, will the program use the Haberman Interview, the Gallop Selection Instrument, or the Ventures in Excellence instrument to select interns?

**F. Timeline.** For the 2006-07 academic year, Provide a timeline indicating when the following will occur in the program:

<b>1</b>	<b>When the pre-service, prerequisite or early service coursework will occur in the program and length (in clock hours or semester)</b>	
<b>2</b>	<b>When participating teachers will assume responsibility for classrooms as interns</b>	
<b>3</b>	<b>When support providers will be assigned to assist program participants</b>	

**Criterion 3: Quality of the Instructional Program (40 points)**

The instructional program is a critical element in the development of an intern program. In district intern program proposals, all of the elements of the instructional program should be included in the Professional Development Plan. In a university intern program these elements should be defined in the program’s instructional plan or curriculum. A district that employs a district intern must develop and implement a Professional Development Plan in consultation with an accredited institution of higher education that offers Commission-approved programs of teacher preparation. The instructional plan should include all of the teaching abilities and performance competencies that a beginning teacher will need to learn and must follow the relevant Commission Standards of Program Quality.

Each sponsor is encouraged to develop an instructional program that is specifically geared to the needs of the participating districts, and is designed for interns with prior professional work experiences, and provides strategies that demonstrate blending of theory and practice. The instructional program should take into consideration that the sequence of instruction reflects that interns will have accelerated entry into and responsibility for a classroom. The instructional program should reflect that interns will have opportunities to try out strategies and skills taught in courses immediately with their own students. In some cases these circumstances will necessitate changes in course sequence and change how courses are taught.

When providing information about the instructional program, provide information about the following three areas. Please respond to each of the items below in the boxes provided.

**A. Overall Plan/Diagnostic Process**

- a. Provide a brief overall description of the instruction that interns will receive.

- b. Describe any special features of the program such as:
  - a. instruction that is taught collaboratively by district and university personnel;



- b. Procedures that give interns credit for prior experiences or instruction taken previously; e.g., as part of a pre-intern program. (See Transition Process for a description of other required special features.)

- c. Describe the plan to select, train, and coordinate the instructional staff.

**B. Pre-Service Program**

Please provide a list and description of the courses that will be offered in the pre-service program (the portion of the instructional program offered prior to the intern taking over responsibility for a classroom as teacher of record). For each course listed, please indicate the number of clock hours (or semester/quarter units) of instruction.

The description of the pre-service portion of the instructional program must show how the program will provide foundational skills and knowledge with sufficient breadth and depth to enable the intern to manage a classroom and provide effective learning opportunities for students. The pre-service program should include at least 120 clock hours or 8 semester units or 12 quarter units of instruction. If the program includes fewer hours or units, please explain why.

Provide details of the pre-service experience including:

The length of the experience in semester units, quarter units or clock hours) and the topics to be covered	
Whether interns will complete the courses and activities as a cohort	
How the participating districts are involved in the pre-service experiences	
Are there circumstances in which interns will not be provided a pre-service program? If yes, what instructional assistance will be provided these interns?	

**C. Ongoing Instructional Program**

1. Please provide a list and brief description of the courses (or instructional segments) in the first year of the program (following the pre-service program), and if applicable, the second year of the program. Please indicate the length of each instructional segment. Please add additional cells to the table as needed.

Course Title	Description of Course	First or Second Year

2. Please describe any features in the sequence of instruction that facilitate accelerated entry into and responsibility for a classroom.

3. Describe those portions of the instructional program where interns will have opportunities to try out strategies and skills taught in courses and can apply them with their own students, (i.e. blend the theoretical and the practical).

4. Programs for elementary teachers should describe the sequence of courses and experiences that will prepare interns to teach reading and mathematics.

5. Programs for multiple subject, single subject and education specialists credentials should describe the preparation that interns will receive to teach English learners

6. Programs that choose to serve persons using the Special Temporary Certificate process must describe the instruction, support and assessment that will be done for these interns.

Legislation passed in 2001 (Chapter 269, Scott, Statutes of 2001, Ed. Code §44468) requires that all approved multiple and single subject internship programs provide an Early Completion Internship (ECO) option. Commission Coded Correspondence 02-0013 on the Commission website ([www.ctc.ca.gov/notices/coded/020013/020013.pdf](http://www.ctc.ca.gov/notices/coded/020013/020013.pdf)) describes the option in detail. Legislation passed on 2004 (Chapter 658, Mountjoy, Statues of 2004) added an Early Completion Intern option for Mild/Moderate Education Specialists. As soon as the special education exam is available, programs must amend their plan to include this option. Detail how your program meets this requirement (or a copy of your ECO Amendment).

1. Provide a brief description of how those persons who have passed the Teaching Foundations Exam will be matriculated through the intern ECO.

2. Describe your program requirements, including additional coursework that ECO Internships must complete.

3. Describe your Teaching Performance Assessment (TPA) process (or equivalent) for ECO Interns.

**Criterion 4: Quality of Support System (40 points)**

A cornerstone of the Intern program is providing collegial support. Interns are required to receive systematic support, guidance, and feedback from both the participating program (university or district) and school site support.

Programs are encouraged to devise innovative methods of providing assistance and guidance to interns. Among those approaches that have been shown to be successful are one-to-one support by mentors who are at the same school and teaching the same subjects as their assigned interns. These certificated individuals should exhibit excellence in teaching and be matched to the interns in assignment and proximity as much as possible. Among those who may be coaches or support providers are teachers on site, "teachers on special assignment" or recently retired teachers. The selection process should focus on the individual's knowledge and experience in subject matter and teaching and their familiarity with the local school culture.

Coaches/support providers must receive support training appropriate for interns. Programs should be structured to allow interns to enter and complete their programs as a cohort, and provide opportunities to offer ideas and feedback to each other in a support seminar.

Please answer the following questions in relation to your proposal. Please respond to each of the items below in the boxes provided.

1. Describe the selection procedures that will be used to select support providers.

2. Describe the training that will be given to support providers.

3. Describe the, ratio of support providers to interns, correspondence of subject matter knowledge, and proximity of work sites, and expected frequency of consultation between the support provider(s) and intern(s).

4. Explain how support/supervision/assessment by the program will be coordinated with school site assistance.

**Criterion 5: Quality of Assessment of Participants (20 points)**

Internship Programs must provide a formal system of performance assessment of each candidate. For multiple subject and single subject candidates, programs must document that each candidate has demonstrated satisfactory performance on the full range of the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential. Programs are encouraged to use an assessment system that is a graduated sequence of teaching behaviors and ensures reflective feedback. For more information on the Teaching Performance Assessment (TPA), please see the Commission website ([www.ctc.ca.gov/notices/coded-2003.html](http://www.ctc.ca.gov/notices/coded-2003.html)) in the Notices section, for Coded Correspondence 03-0005 and 03-0012. For those not using the TPA, such as special education programs, please describe the performance assessment that will be used.

Please describe how the performance of each program participant will be assessed.

1	<b>Identify individuals who will be responsible for assessing a candidate's overall competence and effectiveness in the classroom</b>	
2	<b>Indicate the types of performance assessment instruments (e.g., TPA) and materials (e.g., student work) that will be used</b>	
3	<b>Indicate the frequency of the assessments</b>	
4	<b>Indicate the qualifications and training of the assessors</b>	
5	<b>List the criteria that will be used to determine candidate competence and effectiveness</b>	

**Criterion 6: Extent of Collaboration and Transition (20 points)**

Education Code §44384 requires collaboration as essential for an effective program. Collaboration should be evident in nearly all aspects of each program, including recruitment and selection, the development and delivery of the instructional program, the support system, and candidate assessment. The ways problems are solved and decisions are made should exemplify the level of a program's collaboration. For intern programs to be successful there should be support from site administrators, coaches, human resources personnel, and college or university

advisors that is coordinated and cohesive. Collaboration between the program sponsor and the fiscal agent in funding issues is also critical to the success of the program.

Credit for previously taken coursework should be given as appropriate. Transitions from the program should also include how interns will be assisted to move into approved Induction Programs.

Proposals should describe how a program will orchestrate the coordination of its partners and the responsibilities that each partner will assume. Examples of collaboration in developing the application should be described. The application should include plans for joint efforts in the program, such as joint assessment of teacher competence, co-teaching coursework, and/or joint selection procedures. Please respond to each of the items below in the boxes provided.

1. Please provide examples of collaborative efforts among the participating sponsors of the program.

2. Please describe efforts to ease transitions of paraprofessionals and second career professionals into the intern programs.

3. Please describe planned transitions into an approved Induction program.

**Criterion 7: Quality of Program Evaluation Plan (20 points)**

Each program is expected to conduct an annual program evaluation. The data collected should include both qualitative and quantitative information. Please respond to each of the items below in the boxes provided.

1. Describe the procedures that the program will use to judge the program's effectiveness.

2. Describe methods for collecting quantitative data such as methods that will be used to collect retention rates.

3. Describe plans to include qualitative data, such as use of systematic selection instruments, achievement and progress records of intern's students. The application should stipulate the specific kinds of data that the program intends to submit to the Commission as part of its Annual Report; i.e., Narrative Report, Retention data, Demographic data and End of Year Budget Report on the program.

**Criterion 8: Cost-Effectiveness and Budget (20 points)**

Cost-effectiveness factors include attention to the most efficient uses of time, fiscal resources, material resources, and the expertise and preparation of those involved in implementing the program. Successful applicants will be expected to contribute to an evaluation of the overall (statewide) effectiveness of this funding measure. The goal of the statewide evaluations is to identify cost-effective, high quality models of alternative certification. The evaluation will be conducted through electronic surveys and interviews.

In addition, successful applicants will be expected to submit annual reports describing how the funds have been spent, a description and evaluation of the components of the program, including changes that have been made, and/or lessons learned. It is the intent of the Commission that annual reports be no longer than ten pages.

Intern grant statutes require that programs "match" the funds provided by the state for alternative certification unless this would cause a hardship. The matching funds may come from any source that the LEA chooses, including other state funds.

Applications should include the following areas in response to this section. Please respond to each of the items below in the boxes provided.

1. Provide examples of how this proposed program plans to use the resources in a cost-effective manner.

2. Provide a description of the other resources available to the program, including private or foundation, local, state, and federal funds (if any), and how they will be used effectively and economically.

3. Programs submitting an application should stipulate their willingness to participate in collection of data electronically (Consent form participation agreement and intern retention data) as requested by the Commission.

4. For district intern programs please stipulate that credit will be given for coursework taken in the program; e.g., salary credits, as required. (Education Code § 44830.3 (c) requires that district interns be compensated for coursework taken in the manner normally provided by each district for staff development.)

5. For university intern programs please describe the plan to provide a full salary to the intern or if there will be a salary deduction for supervision.

## **Section III**

### **Budget**

The documentation of expenditure of State Funds is important. Applicants must provide a proposed Budget Summary with your application (Appendix A). The program funds are contingent upon the availability of funds in the annual Budget Act and successful implementation of the program as determined by the Commission. The form is available on-line in an excel format at <http://www.ctc.ca.gov/educator-prep/intern/docs/intern-cgp-2006-2007.html>.

Applicants must complete the Budget Summary identified as the Proposed Budget 2006-2007 (Appendix A), including appropriate explanations and justifications for each line item. The legislation funding this program requires that the LEA and co-sponsors match the grant. When the Final Budget is presented, any unmatched grant money must be returned to the state. Please document the matching funds on the budget in the defined column.

A budget narrative must also be submitted for the proposed program. For each line on the budget form, please describe how the applicant plans to use the requested funds. Expenditures by programs receiving Intern funds may be subject to review and audit (see the Special Terms and Conditions in Appendix A). Please describe the amount and sources of matching funds. Matching funds could come from school, district or county level, university, or funds obtained by other categorical programs, and could pay for program features such as teacher release time, substitute costs, tuition expenses, workshop materials, trainers' fees, or administrative time.

The total amount of the indirect costs for the grant proposal taken from the grant funds may not exceed the state-approved indirect cost rate published annually by the California Department of Education for LEAs. If a LEA contracts for services, an indirect charge cannot be added that exceeds the state-approved rate. Program sponsors may negotiate a division of the indirect costs, so long as the total does not exceed the allowable rate, or may include indirect costs in the matching contribution.

## Section IV

### Funding Procedures

The Commission is interested in encouraging applications from LEAs and postsecondary institutions throughout the state. This grant is part of the State of California's effort to provide credentialed teachers for every student in California and multiple routes into the teaching profession.

Applicants who wish to compete for Intern funding must submit an original and three copies of their proposal to the Commission. **Applications must reach the Commission office by Noon on April 4, 2006.** An application must include the following:

- Lead Sponsor's Cover Page (Appendix A)
- a Co-Sponsor Cover Page for each participating agency or organization in alphabetical order (Appendix A);
- Section III with your responses;
- a proposed budget; (Appendix A) and
- a copy of your program approval letter from the Commission.

The Commission will convene a panel of reviewers to read the proposals using the rating scale identified in Section I, "Selection Criteria." In addition to rating the application, reviewers will develop sets of questions to clarify outstanding issues or to ask for more information. The questions will be sent by FAX to the contact person listed on the Lead Sponsor Cover Page. These questions will be faxed in the during the week of April 17, 2006. Applicants will have ten (10) working days to answer the questions. On **May 2-5, 2006** phone appointments will be scheduled to discuss the applicant's response to the questions. Based on the reviewer ranking of the applications and the applicant's responses to the questions posed by reviewers, Alternative Certification/Intern Commission staff will recommend those programs that should receive an Alternative Certification grant. The timeline for review of applications is found in Section V.

The Commission will send each successful applicant an award letter, with a Grant Award Agreement and Certification of Acceptance (GAC) Form. Three original GACs must be returned, correcting any program information that is incorrect, and signed by both the program manager and the fiscal agent along with a proposed budget, based on the funding allocated. The proposed budget as well as the final budget that will be presented at the end of the year must be signed by both the fiscal agent and the program director. Money will not be sent until three copies of **the original completed GAC and proposed 2006-2007 Budget Summary Form has been received by the Commission.** First payments will be made for 50% of the projected grant. Grants are then adjusted to reflect the number of consent forms completed, and the final payment is made.

Once the applicant is funded, the conditions for continued funding include the availability of money in the state budget for this purpose, and that grant conditions and the Commission standards of quality are met by the program. Programs are required to annually present a



Program Improvement Plan (PIP) and budget for Commission approval prior to continued funding. This process will be identified under separate cover.

### **Funding Period**

It is the intent of the Commission that program awards for 2006-2007 will be announced on June 3, 2006. Programs may want to propose a planning period or pre-service period resulting in interns assuming full responsibility later. Unless a specific rationale is provided, programs should propose that interns assume full classroom responsibility no later than the Fall Semester, 2006. Funding is for participants during the 2006-2007 school year and is based on the number of participants completing on-line consent forms by December 1, 2006. Grant funds may not be used to support persons who continue to serve in Induction Programs, or for persons who are being prepared through a teacher education program but do not have classroom responsibility for a group of K-12 students in public schools as credentialed interns. In the event funding is not expended or matched within the specified fiscal year, funds will be expected to be returned to the Commission, or future allocations will be withheld until the funds have been returned.

## **Section V**

### **Timeline**

Target dates for each stage of the grant funding procedure follow.

<b>February 4, 2006</b>	<b>Issue CGP</b>
<b>April 4, 2006 (Noon)</b>	<b>Funding Applications due to the Commission.</b>
<b>April 13-14, 2006</b>	<b>Evaluation of funding applications.</b>
<b>April 17, 2006</b>	<b>Questions sent to applicants to clarify evaluator's questions.</b>
<b>April 29, 2006</b>	<b>Responses to questions due to the Commission.</b>
<b>May 2-5, 2006</b>	<b>Telephone interviews regarding Grant Application questions.</b>
<b>May 31, 2006</b>	<b>Grants over \$100,000 to Commission for approval</b>
<b>June 3, 2006</b>	<b>Grant Awards announced by Executive Director and Grant Acceptance Letter and supporting documentation will be sent to Program Directors of successful applicants for signature. (Date subject to passage of State Budget Act)</b>
<b>July 6, 2006</b>	<b>Grant Acceptance Form and 2006-2007 Proposed Budget Summary Form Due to the Commission.</b>

#### **Technical Support For Writing An Application**

Applicants may also seek assistance from the Commission, please contact Michael McKibbin, Professional Services Division, at [mmckibbin@ctc.ca.gov](mailto:mmckibbin@ctc.ca.gov) or (916) 445-4438.

#### **Intern Grant Schedule**

When an application is approved for funding, an Intern Grant Schedule for 2006-2007 will be provided. This schedule outlines the important dates of the year, such as when reports are due and activities are scheduled. Please note that there are two planning meetings for intern directors. Funding for these meetings should be allocated within the proposed grant budget. These meetings will be held in Sacramento. The fall meeting is three days in November and the spring meeting is one day. The dates for these meetings are still to be determined. Meeting dates will be announced as soon as they are officially scheduled.

# **Appendix A**

## **ALTERNATIVE CERTIFICATION/INTERN PROGRAM**

### **PROGRAM DOCUMENTS**

**Lead Sponsor Cover Page**

**Co-Sponsor Cover Page**

**Budget Summary Page**

**Special Terms and Conditions**

**Alternative Certification/Intern Program  
LEAD SPONSOR COVER PAGE**

**FY 2006-2007**

Each application should include one copy of this cover page for the organization that is leading the effort. This copy should precede any other pages.

**TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION:**

<b>Name of Lead Sponsoring Organization:</b>	
<b>Mailing Address:</b>	
<b>Project Director/Contact Person:</b>	
<b>Telephone:</b>	
<b>FAX:</b>	
<b>Total Participant Count For 2006-2007:</b>	
<b>Counties Represented In The Proposed Program:</b>	

**Authorized Participation Has Been Approved By:**

<b>Name of Approving Official:</b>		
<b>Position:</b>		
<b>Agency or Institution:</b>		
<b>Signature:</b>		<b>Date:</b>

**TO BE COMPLETED BY THE FISCAL AGENT**

<b>Local Education Agency (LEA) That Will Serve as Fiscal Agent for Funding Proposal:</b>	
<b>Name of Fiscal Officer:</b>	
<b>Agency (District or COE):</b>	
<b>Mailing Address:</b>	
<b>Telephone:</b>	
<b>FAX:</b>	
<b>Email Address:</b>	

*I certify that I am the duly appointed representative of the above named Agency and will report expenditures as defined in the Special Terms and Conditions of the grant.*

<b>Signature of Fiscal Agent:</b>		<b>Date:</b>
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**Alternative Certification/Intern Program  
CO-SPONSOR COVER PAGE**

**FY 2006-2007**

<b>Name of Co-Sponsor:</b>	
----------------------------	--

**Please include a separate cover page for each organization that is co-sponsoring the effort. In addition, please arrange pages alphabetically by organization and insert page numbers, as appropriate. Answer all questions that apply.**

**TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION**

<b>Name of Lead Sponsoring Organization:</b>		
<b>Project Director/Contact Person:</b>		
<b>Telephone:</b>		
<b>FAX:</b>		
<b>Email Address:</b>		
<b>Signature of Project Director:</b>		<b>Date:</b>

**TO BE COMPLETED BY CO-SPONSORS DISTRICTS**

<b>Name of Co-Sponsor Organization:</b>		
<b>Mailing Address:</b>		
<b>City, State, Zip:</b>		
<b>Contact Person:</b>		
<b>Telephone:</b>		
<b>FAX:</b>		
<b>Email Address:</b>		
<b>Total Participant Count For 2006-2007</b>		

**Co-Sponsor Authorized Participation Has Been Approved By:**

<b>Name of Approving Official:</b>		
<b>Position/Title:</b>		
<b>Signature:</b>		<b>Date:</b>

**Alternative Certification/Intern Program  
BUDGET SUMMARY**

**FY 2006-2007**  
 Proposed Budget  
 Final Budget

<b>Name of Program/Applicant:</b>			
<b>Number of Participants:</b>		<b>Total Grant</b> (# of participants x \$2,500):	
<b>Line #</b>		<b>Grant Funding Request</b>	<b>Sponsors' Matching Contribution</b>
<b>INSTRUCTION</b>			
1	Instructors Salaries and Benefits (S&B)		
2	Books and Supplies		
3	Other		
<b>SUPPORT</b>			
4	Support Provider Training		
5	Support Provider Release Time, Stipends		
6	Support Provider Travel and Supplies		
7	Other		
<b>CANDIDATE OR PROGRAM EVALUATION</b>			
8	Supervisors, Evaluators S&B		
9	Assessment Instruments		
10	Training of Assessors		
11	Release Time		
12	Other		
<b>ADMINISTRATIVE COSTS</b>			
13	Travel		
14	Facilities		
15	Equipment		
16	Administrative S&B		
17	Clerical S&B		
18	Other (specify)		
19	Indirect Costs (not to exceed CDE's authorized percentage)		
<b>TOTAL</b>			

<b>PROGRAM AUTHORIZATION</b>		
<b>Print Name of Program Director:</b>		<b>Daytime Telephone</b>
<b>Signature of Program Director:</b>		<b>Date</b>
<b>FISCAL AUTHORIZATION</b>		
<b>Print Name of Fiscal Officer:</b>		<b>Daytime Telephone</b>
<b>Signature of Fiscal Officer:</b>		<b>Date</b>

**ALTERNATIVE CERTIFICATION/INTERN PROGRAM**  
**Special Terms and Conditions**  
**2006-2007**

The Grantee agrees to these Special Terms and conditions established by the California Commission on Teacher Credentialing (Commission):

1. The Grantee must meet its stated objectives as indicated in the proposal and budget as approved by the Commission. The Commission staff shall monitor evidence of progress in accordance with the funded proposals.
2. Project funds are for the amount indicated under the "Award Information" listed on the Grant Award Agreement and Certification of Acceptance (GAC) Form. All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget categories that exceeds ten (10) percent of what was submitted in the proposed budget requires prior approval from the Commission.
3. Encumbrances against the grant award may be made after the beginning date of the grant, July 1, 2006. All approved funds for this grant must be legally obligated or expended by June 30, 2007. All funds not legally obligated or expended by June 30, 2007 must be returned to the Commission at the address below no later than September 30, 2007 to:

California Commission on Teacher Credentialing  
Fiscal and Business Services Section  
Accounting Liaison  
1900 Capitol Avenue  
Sacramento, CA 95814-4213

4. The Grantee agrees to submit reports and other data as required by the Commission. Expenditure reports will be used to account for and monitor funds expended within the program. A final expenditure report must be submitted as soon as all grant funds have been expended, but is due no later than September 30, 2007 to:

California Commission on Teacher Credentialing  
Professional Services Division  
Michael McKibbin, Program Manager  
1900 Capitol Avenue  
Sacramento, CA 95814-4213

5. Expenditures shall comply with all applicable provisions of federal, state and local rules, regulations, and policies relating to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
6. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.), Nondiscrimination Compliance statement (Government Code Section 12990 (a-f) and CCR, Title 2, Section 8103), Sweatfree Code of Conduct, and Domestic Partner (Public Contract Code Section 10295.3).

**ALTERNATIVE CERTIFICATION/INTERN PROGRAM**  
**Special Terms and Conditions (Con't)**  
**2006-2007**

7. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit upon reasonable notice by the State Auditor General. Grantee shall furnish detailed itemization of, and retain all records relating to, direct expenses paid to Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment of this agreement or until audited by the State, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.
8. The Grantee must sign and return the GAC prior to issuance of the first allocation. State processing time is approximately four (4) to six (6) weeks. Send the signed GAC to:

California Commission on Teacher Credentialing  
Professional Services Division  
Michael McKibbin, Program Manager  
1900 Capitol Avenue  
Sacramento, CA 95814-4213

9. Funds will be released in two (2) allocations, plus a spring allocation for programs enrolling participants in January:
  - a. A first allocation equal to fifty (50) percent of the total grant allocation based on projected enrollment or program costs for the period of July 1, 2006 through June 30, 2007.
  - b. A final allocation of the balance of the grant allocation after verification of enrollment participation through program consent forms submitted no later than December 1, 2006. The balance of the grant allocation may be subject to revision based upon verification of enrollment participation and availability of funds.
  - c. A spring allocation will be given out, pending funding availability, in February, based on participants enrolling in January, 2007.
10. The Grantee may charge an indirect cost rate not to exceed the state-approved indirect cost rate published by the California Department for Education for Local Education Agencies for the 2006-2007 fiscal year.
11. Should the Grantee choose to terminate its participation in the program, a thirty (30) day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds upon receipt of the final expenditure report.
12. In the event of a dispute, the Grantee shall file a "Notice of Dispute" within twenty (20) days of discovery of the problem. Within ten (10) days, staff shall meet with the Grantee for the purposes of resolving the dispute. The decision of the Commission's Executive Director shall be final.



**ALTERNATIVE CERTIFICATION/INTERN PROGRAM**  
**Special Terms and Conditions (Con't)**  
**2006-2007**

13. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the State shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
14. The Grantee possess legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurance contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
15. Budget Contingency Clause
  - a. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, the Agreement shall be of no further force and effect. In this event, the State shall have no liability to pay any funds to the Grantee, furnish any other considerations under this Agreement, and the Grantee shall not be obligated to perform any provisions of this Agreement.
  - b. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to cancel this Agreement with no liability.

California Commission on Teacher Credentialing

Competitive Grant Proposal  
For  
Paraprofessional Teacher Training Programs  
2006-2007

*Helping School Districts Address the Demand for Credentialed  
Teachers*

**Who Should Apply?**

**Any district that has difficulty finding fully credentialed teachers, and has the capacity to train paraprofessionals to become teachers should consider responding to the grant application.**

**The Competitive Grant Proposal described below is designed for applicants who are not currently receiving a California School Paraprofessional Teacher Training Grant (PTTP).**

**Grant awards are contingent on funds appropriated by the 2006-07 Budget Act and will be based on the quality of the application in meeting California Commission on Teacher Credentialing (Commission) grant conditions.**

**Programs that have successfully competed for and received funds through a previous PTTP funding proposal and want to amend or expand their programs should use the Re-application for Continued Funding that will be distributed to continuing projects under separate cover.**

# California Commission on Teacher Credentialing

## California School Paraprofessional Teacher Training Program

### Competitive Grant Proposal

## Section I

### Background and General Information

The California Commission on Teacher Credentialing (Commission) is responsible for administering incentive funding for the California School Paraprofessional Teacher Training Program (Program) pursuant to Article 12 (commencing with Section 44390) of the Education Code. This program provides funds to support local efforts to create career ladders that develop and prepare paraprofessionals to become teachers for California public school classrooms.

#### **Purpose of the Grant**

The Program was established for the purpose of recruiting school paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and provide instructional service as fully credentialed teachers. The programs are operated by a school district or county office of education and are designed to provide a professional development and support system leading to completion of a bachelor's degree and, ultimately, a teaching credential (Education Code §44393). These programs help school districts meet the demand for credentialed teachers and enable the teaching profession to recruit talented individuals, in addition to college students, from school paraprofessionals to address geographic and subject matter shortage areas.

The Program offers professional development, support, and financial assistance leading to a preliminary or Level I teaching credential. The Program is intended to attract paraprofessionals who are enrolled in, who have been enrolled in, or would be interested in enrolling in, a teacher training program leading to a teaching credential if financial assistance is provided. Paraprofessionals provide valuable instructional services to public school pupils. A program to enhance instructional competencies and to prepare school paraprofessionals to become teachers results in improved services in terms of their role in the instructional program in the classroom.

The California School Paraprofessional Teacher Training Program was initially established in 1990 by Senate Bill 1636 (Roberti, Chapter 144, Statutes of 1990) and subsequently modified in 1992 by follow-up legislation under SB 862 (Roberti, Chapter 1220, Statutes of 1991). In 1997, the program was re-authorized as the "California School Paraprofessional Teacher Training

Program" under the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 (Education Code Sections 44390-44393).

The funds available through this Competitive Grant Process (CGP) process may be used to support the cost of operating local paraprofessional programs. The Commission allocates up to \$3,000 per participant per year to qualified program sponsors for the purposes of supplementing books, fees and tuition while attending an institution of higher education under the program. Education Code §44393 requires that each paraprofessional will complete certification requirements as identified in subsection 44393(d)(2) and makes a commitment to complete one year of classroom instruction for each year of support received through the program. The Program is a reimbursement program. Therefore, Education Code Section 44393(d)(3) requires repayment of the financial assistance received through the program if a participant fails to earn a teaching credential and fulfill the certificated classroom service requirement identified in subsection 44393(d)(2). To satisfy the commitment requirements included in law all participating paraprofessionals must complete an annual Participant Commitment and Agreement Form for continued participation in the program. A sample of the Form can be found in Appendix C.

### **Eligibility to Receive Funding**

School districts or county offices of education may apply for Program funds to create or operate a paraprofessional program that prepares multiple subject, single subject, and education specialist credential teachers. Local assistance funds allocated to paraprofessional programs are subject to the limits established by Proposition 98. Accordingly, each proposal must identify a Local Education Agencies (LEAs) that will serve as the fiscal agent for the grant. All program sponsors and co-sponsors are encouraged to provide in-kind support.

LEAs are encouraged to form consortia with other districts within your county. Consortia are a particularly good approach for small or geographically isolated districts that may not be able to develop programs based solely on their own human and fiscal resources.

### **Definitions of Terms Used in this CGP**

Definitions can be found in Education Code section 44392 and include the following:

**Institutions of Higher Education (IHE):** means the California Community Colleges, the California State University, the University of California, and private institutions of higher education that offer accredited teacher training programs.

**Program:** means the California School Paraprofessional Teacher Training Program established pursuant to Education Code section 44393.

**Teaching paraprofessionals, School paraprofessionals, Educational paraprofessionals:** means the following job classifications: educational aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide.

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

### **Eligibility Requirements for Participants of the Program**

To be eligible to participate in the Program the candidate must be a classified employee of the district or county office of education. Education Code section 44392 identifies eligible job classifications. Participants must have approximately equal academic experience and qualifications and must be organized in cohorts as described in subsection 44393(d)(1).

### **The Proposal**

Proposals will be evaluated using selection criteria specified in Education Code section 44393(b), using a point system described in “Selection Criteria” of this Section. Contingent on the appropriation of funds in the 2006-07 Budget Act for this purpose, grants will be awarded to successful applicants who achieve a minimum score of 140, satisfactorily answering questions posed by the review team *and* meet the terms and conditions specified in Appendix C.

Pursuant to Education Code section 44393, the Commission has established criteria for selecting grant applications to be funded. The selection criteria addresses the statutory criteria outlined in Education Code section 44393; capacity and willingness to accommodate participants, participation of institutions of higher education, demonstration of need, and participation in a district or university internship program. Applicants should respond to each issue in the boxes provided. Applicants are encouraged to submit supporting documentation that expands upon the responses to the criteria.

## Selection Criteria

The following scoring key will be used to score the competitive standing of an application.

1	Program Design and Demonstration of Need	40 points
2	Cohort Groups	30 points
3	Collaboration and Articulation with Institutions Of Higher Education	20 points
4	Support for Participating Paraprofessionals	40 points
5	Career Ladders	20 points
6	Participation in an Internship Program	20 points
7	Cost Effectiveness and Budget	30 points
8	Competitive preference for Geographic location (optional)	10 points
	Total Points Available	210 points

It is important that all areas of the state that are experiencing shortages of teachers have access to grant funds. Therefore, this CGP includes funding criteria related to geographic distribution of recipients. Competitive preference (10 additional points) will be given to applications from districts or consortia of districts from regions of the state that have not participated in the Program in the past.

The Commission website has a page that will allow anyone to see all the state sponsored Teacher Development and Preparation Programs that are operating within a school district. (<http://info.ctc.ca.gov/fmi/xsl/Programs/home.xsl>). By selecting a county, and then the school district within that county, a list will be generated of all Paraprofessional, Intern, and Beginning Teacher Support Assessment programs that are working to prepare teachers within that school district.

In order to determine if you qualify for this preference, applicants must provide a list of all districts that will participate in the proposed program within your county.

## Section II

### **Criteria for Selection of Successful Grants**

This section allows you to answer each of the questions presented in relation to the Criterion identified and is available on the Commission website at [www.ctc.ca.gov/para](http://www.ctc.ca.gov/para) for you to download. The format allows you to pull the electronic version of this section from the website and answer each of the questions by placing your cursor in the boxes that follow and typing your answer. The box will expand to include all of your answer. If you have questions about how to do this, or are having trouble with the format, please contact Nadine Noeling, Professional Services Division, at [nnoelting@ctc.ca.gov](mailto:nnoelting@ctc.ca.gov) or 916-327-2966.

#### **Criterion 1: Program Design and Demonstration of Need (40 points)**

A strong program design will directly address local needs for fully credentialed teachers. Please identify those areas of need in your program in your proposal. When identifying the leadership of your program, include those individuals from co-sponsoring organizations who will assist in program development and implementation, as well as individuals from the lead agency who will be responsible for program administration. Please answer the following questions.

Name of Proposed Paraprofessional Program:

Certification goals of participants to be served by the Program:

- |  |  |
|--|--|
| <input type="checkbox"/> Multiple Subject              | <input type="checkbox"/> Multiple Subject with a Bilingual Authorization |
| <input type="checkbox"/> Single Subject                | <input type="checkbox"/> Single Subject with a Bilingual Authorization   |
| <input type="checkbox"/> Education Specialist in _____ |  |

Appendix A contains the required forms to identify program partners. They are the Lead Sponsor Cover Sheet, and the Co-Sponsor Sheet. Please complete the Lead Sponsor Cover Sheet and one Co-Sponsor Sheet for each co-sponsor. The Co-Sponsor Sheets should act as an agreement between the Lead Agency and the Co-Sponsor and identifies the contacts for the Commission.

Please respond to each of the items below in the boxes provided.

1. Identify the specific district and/or regional needs in detail that will be met by the program.

2. List each participating LEA and university and describe their roles (Please attach a separate sheet of paper if you have a long list. You should include a Lead Sponsor Cover Sheet and Co-Sponsor Sheets for each partner.) Identify the person(s) responsible for

program leadership and ongoing program operation including the FTE they will participate in the program. Please add additional lines as necessary.

	<b>Name Of Organization</b>	<b>Contact Individual For The Organization</b>
Lead-Sponsor Organization		
Fiscal Agent		
Co-Sponsors		

3. Describe any special features or focus of the program: e.g., training of special education teachers only, special IHE programs developed especially for cohorts of paraprofessionals, assessment and evaluation of the extent to which academic credit can be awarded for certain types of participants' prior work experiences, intensive summer sessions, evening courses offered off-site and distance learning.

4. Describe the ways in which your multi-year plan and program design both meet the academic needs of the paraprofessionals and facilitate the goal of producing teachers for California's classrooms.

5. Describe options explored to minimize the time needed to complete an undergraduate degree, to the extent academically feasible, for all participants: e.g., intensive summer sessions, coupled with monthly weekend sessions to enable participants to complete significant portions of their undergraduate requirements.

6. Are you requesting consideration for the additional points given to meet a geographic need? (See Section I, Selection Criteria, page 4) If so, describe the need.

**Project Staffing.** The LEA project management team is an important element for program success. A team, including staff from each of the participating agencies, should include high-ranking professionals who are authorized to negotiate and make decisions on behalf of their institutions. Other responsibilities might be filled by a non-certificated administrator, a re-directed paraprofessional, or a teacher on administrative assignment. Please describe the administrative and developmental activities that each agency will undertake in order to effectively implement the program and outline the staffing requirements that will be necessary for their completion. In addition to a narrative description of staff and their respective roles, proposals should include staff resumes in an appendix.

Please identify the individual(s) and their classification at each partner site with whom paraprofessionals will have direct, ongoing contact and communication.



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**Criterion 2: Cohort Groups (30 points)**

Education Code section 44393 requires that applicant school district or county office of education's recruitment plan for paraprofessionals to participate in the program must attempt to meet the demand for multiple subject teachers, bilingual teachers, multiple subject credentialed teachers interested in teaching any of grades K-3 inclusive, special education teachers, and/or for any other local need for teachers. NOTE: Each paraprofessional selected to participate who intends to obtain a multiple subject credential in order to teach any of grades K-3 inclusive must have completed at least two years of undergraduate college or university coursework prior to entry into the program.

Please respond to each of the items below in the boxes provided.

**A. Number of Participants to be Served.** Indicate the number of paraprofessionals seeking multiple subject, single subject, bilingual and education specialist certification.

<b>Number Seeking Multiple Subject Credentials</b>	<b>Number Seeking Single Subject Credentials</b>	<b>Number Seeking Bilingual Credentials</b>	<b>Number Seeking Education Specialist Credentials</b>

**B. Estimate of Cohort Groups.** A major supportive feature of the Program is the formation of cohort groups. Education Code Section 44393(d)(1) requires the grantee to organize cohorts of school paraprofessionals of no more than 30 and no less than 10, in each cohort. Cohorts must be organized to consist of paraprofessionals having approximately equal academic experience and qualifications as determined by your project management team. The members of each cohort shall attend the same institutions of higher education and progress through the same professional preparation program, when possible. Please complete the following table:

The number of participants who will serve in Multiple Subject Classrooms	
The number of participants teaching secondary subjects by subject (math, English, science, etc.)	
The number of participants who will teach English Learners, or serve in bilingual classrooms and the identified languages	
The number of special education participants in each credential specialty	

**C. Recruitment Strategies.** Describe the recruitment strategies the program intends to use to recruit program participants.

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**D. Selection.** Describe the selection methods that will be used to select participants, including how a paraprofessional's prior experiences and attitudes toward children and schooling will be used to make decisions about who is admitted into the program.

**E. Academic Experience and Qualifications.** Please describe a timeline for your administrative team to complete an analysis of the academic experience and qualifications for the participants in each cohort. Please attach a separate sheet that includes the names, social security numbers and number of units completed for each potential participant. If participants have not been identified by the time the proposal is submitted, a detailed plan and timeline for recruitment and coursework assessment should be included.

**F. Prior Academic Experience.** The Commission would like to support cohorts of paraprofessionals with varying levels of prior academic achievement (for example, cohorts that have completed 0-60, 60-126, and 126 or higher education units, including having completed a baccalaureate degree.) Please describe the various cohort groups your program expects to serve.

**Criterion 3: Collaboration and Articulation With Institution of Higher Education (20 points)**

Please respond to each of the items below in the boxes provided.

**A. Collaboration.** Education Code section 44393 requires collaboration which is essential for administration of an effective local program. To be eligible to participate in the Program a LEA (school district or county office of education) must establish a working relationship with a California Community College and/or a California four-year public or private college or university campus through which paraprofessionals will ultimately complete a baccalaureate degree and credential program. Although the grantee will be a LEA, proposals must be developed and implemented through a collaborative process that involves the LEA, a California Community College (when appropriate to the cohort level), and a California four-year public or private institution of higher education. Please identify your program partners.

**B. Articulation Agreements.** The legislation also requires programs to develop written articulation agreements with the participating institutions of higher education. An articulation agreement should be (1) based on the multi-year plan for moving paraprofessionals through a program of study leading to a credential; (2) specific with respect to the linkages between each component of the program; and (3) designed to prevent paraprofessionals from having to repeat coursework in the program.

Articulation agreements must remain in effect at least until the cohort finishes the program. Each member of the collaborative must sign the articulation agreements(s). If the agreement is not in place by the time the proposal is submitted, then the proposal must include a detailed explanation of the status of the required articulation agreement(s). A copy of such agreements should be included in the appendix to the narrative.

1. Provide a brief description of the support that program participants will receive from all partners in the collaborative.

2. Describe any special features of the program such as:
  - a. instruction that is taught collaboratively by district and university personnel;
  - b. procedures that give paraprofessionals credit for prior experiences or instruction taken previously.

3. Describe the timeline and multi-year plan for moving paraprofessionals through a program of study leading to a credential.

4. How can you ensure that paraprofessionals will not have to repeat coursework previously taken and successfully completed and will receive credit for all applicable coursework?

**C. Project Management Team.** The project should identify a project management team that includes an LEA coordinator, a community college coordinator and academic advisor (when appropriate), and a college/university coordinator and advisor. The project management team will oversee the program and ensure that all necessary support to participating paraprofessionals is provided and required coursework is completed. Proposals should describe the nature of the collaborative effort and outline the specific responsibilities for the LEA(s) and IHE(s). Please describe the makeup of the Project Management Team.

**Criterion 4: Support for Participating Paraprofessionals (40 points)**

Education Code section 44393 requires that LEAs and IHEs demonstrate their willingness to support paraprofessionals in the Program. Support for paraprofessionals is a critical element of the Program and can be provided through LEA support, college and university support and cohort support. This support may be demonstrated in a variety of ways. Some examples of support are: providing access to coursework at times and/or locations convenient for the participants (e.g., courses offered at school sites, night and weekend courses, etc.), providing economic support through paid release time, providing professional support within the cohort (e.g., designating a district facilitator who is in regular contact with participants), establishing regular cohort meetings that are separate from the academic programs; ensuring timely access to academic advising for participants; establishing flexible hours of employment for participants,

providing special assistance and/or preparation for state mandated examinations and providing ongoing professional development opportunities for participants.

Please answer the following questions in relation to your proposal. Please respond to each of the items below in the boxes provided.

1. Describe the support the LEA plans to provide participants.

2. Describe the support pledged by your partner colleges and universities.

3. Please identify a timeline when participants are expected to meet with their academic advisors and the number of times each school term participants will be required to meet with their academic advisors.

4. Explain how support by the program will be coordinated at the school site.

5. It is important for participants to complete degree and certification coursework in an expeditious manner while in the program. Please identify the number of units paraprofessionals are expected to complete each school term through the program.

6. Please explain how it will be determined that a participant has made adequate yearly progress and that continued financial assistance should be approved for the participant.

**Criterion 5: Career Ladders (20 points)**

Education Code section 44393(b)(6) requires each district or county office of education wishing to participate in the program to develop a career ladder for paraprofessionals. The career ladder is defined as "a developmentally sequenced series of job descriptions that lead from an entry level school paraprofessional position to an entry level teaching position within the district or county office of education." Applicants should describe in this section of the narrative the design of the local career ladder for school paraprofessionals that specifically addresses the movement from entry level school paraprofessional to entry level teacher with the district or county office of education. To the extent possible and appropriate, the academic program design as well as participant support services should be incorporated into the steps on the career ladder.

A comprehensive career/education ladder program for paraprofessionals might provide a variety of options (e.g., ongoing professional development opportunities for career paraprofessionals). While applicants are required to develop only a teacher training track for this program, the Commission is interested in the other options available to paraprofessionals within the

applicant's LEA. Proposals should describe the broader context for professional career development within the LEA and relate this context to the teacher training career ladder developed in response to this CGP. Competitors should recognize that development and implementation of a career ladder program may require negotiation with employee associations. If a career ladder has not yet been negotiated a grant can be awarded on a contingency basis. Sample career ladder programs are provided for reference in Appendix D.

Please respond to each of the items below in the boxes provided.

1. Please describe the progress of your career ladder and a timeline by which you expect the career ladder to be negotiated with the employee union.

2. Please describe the steps of the career ladder.

**Criterion 6: Participation in an Internship Program (20 points)**

The typical certification path for paraprofessionals is completion of baccalaureate degree requirements and subject matter, followed by entry into a university or district internship program. Therefore, it is important for participating LEAs to have an Alternative Certification (Intern) program in place so that participants can enter the program and begin their practical teaching experience. Education Code section 44393(b)(8) identifies Intern programs as an important element of the program and states that implementation of paraprofessional programs should involve participation in a district internship program pursuant to Education Code sections 44325, 44326, 44327, 44328, and 44830.3 or a university Intern program pursuant to Article 3 (commencing with Section 44450) of Chapter 3.

Please respond to each of the items below in the boxes provided.

1. Please describe the Intern programs available within your LEA to program participants. If an Intern option is not available through your LEA, please explain how participants will be supported through the student teaching portion of the teacher preparation program.

**Criterion 7: Cost-Effectiveness and Budget (30 points)**

Cost-effectiveness factors include attention to the most efficient uses of time, fiscal resources, material resources, and the expertise and preparation of those involved in implementing the program. Successful applicants will be expected to contribute to an evaluation of the overall (statewide) effectiveness of this funding measure. The goal of the statewide evaluations is to identify cost-effective, high quality models of paraprofessional career ladder programs.

In addition, successful applicants will be expected to submit an annual re-application describing how the funds have been spent, a description and evaluation of the components of the program, including changes that have been made, and/or lessons learned. It is the intent of the

Commission that the re-application be no longer than ten pages.

Applications should include the following areas in response to this section. Please respond to each of the items below in the boxes provided.

1. Provide examples of how this proposed program plans to use the resources in a cost-effective manner.

2. Provide a description of the other resources available to the program, including private or foundation, local, state, and federal funds (if any), and how they will be used effectively and economically.

3. Programs submitting an application should stipulate their willingness to participate in collection of data electronically (Consent form participation agreement, program re-application) as requested by the Commission.

4. Please describe the in-kind contributions your LEA plans to provide.

## **Section III**

### **Budget**

The documentation of expenditure of State Funds is important. You will be asked to provide a proposed Budget Summary with your application (Appendix C). The program funds are contingent upon the availability of funds in the State Budget Act and successful implementation of the program as determined by the Commission. The form is available on-line in an excel format at [www.ctc.ca.gov/educator-prep/para/PTTP-2006-2007-Budget-Form.xls](http://www.ctc.ca.gov/educator-prep/para/PTTP-2006-2007-Budget-Form.xls)

Applicants must complete the line item Budget Summary identified as the Proposed Budget for 2006-2007 (Appendix C), including appropriate explanations and justifications for each line item. A budget narrative must also be submitted for the proposed program. For each line on the budget form, please describe how the applicant plans to use the requested funds. Expenditures by programs receiving Program funds may be subject to review and audit (see the Special Terms and Conditions in Appendix C).

Although there is no match required in law, in-kind contributions are encouraged. In-kind contributions could come from school, district or county level, university, or funds obtained by other categorical programs, and could pay for program features such as teacher release time, tuition expenses, workshop materials, trainers' fees, or administrative time. Proposals with significant in-kind contributions and/or matching funds will be more competitive than those without. In-kind contributions and matching funds should also be detailed on the enclosed budget forms.

The total amount of the indirect costs for the grant proposal taken from the grant funds may not exceed the state-approved indirect cost rate published annually by the California Department of Education for LEAs. If a LEA contracts for services, an indirect charge cannot be added that exceeds the state-approved rate. Grants received under the Program must supplement and not supplant funds that would otherwise be used on a career ladder program for paraprofessionals.

## Section IV

### **Funding Procedures**

The Commission is interested in encouraging applications from LEAs throughout the state. This grant is part of the State of California's effort to provide credentialed teachers for every student in California and multiple routes into the teaching profession. Funding is for participants during the 2006-2007 school year. In the event funding is not expended within the specified fiscal year, funds must be returned to the Commission.

Applicants who wish to compete for paraprofessional funding must submit an original and three copies of their proposal to the Commission. **Applications must reach the Commission office by Noon on April 4, 2006.** An application must include the following:

- Lead Sponsor's Cover Page; (Appendix B);
- a Co-Sponsor Sheet for each participating agency or organization, in alphabetical order, (Appendix B);
- Section II with your responses; and
- a Proposed budget Summary.

The Commission will convene a panel of reviewers as identified in Education Code Section 44393(b) to read the proposals using the rating scale identified in Section I "Selection Criteria." In addition to rating the application, reviewers will develop sets of questions to clarify outstanding issues or to ask for more information. Questions will be sent by FAX and, if necessary, telephone calls will be made to the contact person listed on the Lead Sponsor Cover Page. These questions will be faxed and telephone calls made the week of May 2, 2006. Based on the reviewer ranking of the applications and the applicant's responses to the questions posed by reviewers, the panel will recommend those programs that should receive a Program grant. The timeline for review of applications is found in Section V.

The Commission will send each successful applicant an award letter, with a Grant Award Agreement and Certification of Acceptance (GAC) Form. Three original GACs must be returned, correcting any program information that is incorrect, and signed by both the program manager and the fiscal agent along with a proposed budget, based on the funding allocated. The proposed budget as well as the final budget that will be presented at the end of the year must be signed by both the fiscal agent and the program director. Money will not be sent until three copies of **the original completed GAC and proposed 2006-2007 Budget Summary Form has been received by the Commission.** First payments will be made for fifty (50) percent of the projected grant. Grants are then adjusted to reflect the number of consent forms completed, and the final payment is made.

Once the applicant is funded, the conditions for continued funding include the availability of money in the state budget for this purpose, and that grant conditions and the Commission standards of quality are met by the program. Programs are required to annually present a Re-application for continued funding and Budget for Commission approval prior to continued



funding.

## **Section V**

### **Timeline**

Target dates for each stage of the grant funding procedure follow.

<b>February 4, 2006</b>	<b>Issue CGP</b>
<b>April 4, 2006 (Noon)</b>	<b>Funding Applications Due To The Commission.</b>
<b>April 13-14, 2006</b>	<b>Evaluation Of Funding Applications.</b>
<b>April 29, 2006</b>	<b>Evaluator's Questions.</b>
<b>May 31, 2006</b>	<b>Level Of \$100,000 Or More Considered By The Commission.</b>
<b>June 3, 2006</b>	<b>Grant Awards Announced By Executive Director And Grant Acceptance Letter And Supporting Documentation Will Be Sent To Program Directors Of Successful Applicants For Signature.</b>
<b>July 6, 2006</b>	<b>Grant Acceptance Form And 2006-2007 Proposed Budget Summary Form Due To The Commission.</b>

#### **Technical Support For Writing An Application**

Applicants may also seek assistance from the Commission, please contact Marilyn Fairgood, Professional Services Division, at [mfairgood@ctc.ca.gov](mailto:mfairgood@ctc.ca.gov) or (916) 445-3223.

#### **Paraprofessional Grant Schedule**

When an application is approved for funding, a Paraprofessional Grant Schedule for 2006-2007 will be provided. This schedule outlines the important dates of the year, such as when reports are due and activities are scheduled. Please note that there will be one planning meeting for Paraprofessional Program Directors and Coordinators. Funding for this meeting should be allocated within the proposed grant budget. The meeting will be held in Sacramento. The date for the meeting is still to be determined. A meeting date will be announced as soon as it is officially scheduled.

**Appendix A**

**CALIFORNIA**  
**SCHOOL PARAPROFESSIONAL TEACHER**  
**TRAINING PROGRAM**

**EDUCATION CODE**

**Education Code Sections 44390 – 44393**

# **EDUCATION CODE**

## **SECTION 44390-44393**

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

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

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

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

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

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

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

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

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

(b) The Commission on Teacher Credentialing, in consultation with the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, the chancellors of private institutions of higher education that offer accredited teacher training programs, and representatives of certificated and classified

employee organizations, shall select 24 or more school districts or county offices of education representing rural, urban, and suburban areas that apply to participate in the program. The commission shall ensure that, at a minimum, a total of 600 school paraprofessionals are recruited from among the 24 or more participating school districts or county offices of education. The criteria adopted by the commission for the selection of school districts or county offices of education to participate in the program shall include all of the following:

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

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

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

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

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

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

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

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

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

(d) (1) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of no more than 30, and no less than 10, paraprofessionals in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the school district or county office of education. To the extent possible, the members of each cohort shall proceed through the same subject matter and credential programs. The members of each cohort shall enroll in the same campus, and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies.

- (2) Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will accomplish all of the following:
- (A) Graduate from an institution of higher education under the program with a bachelor's degree.
  - (B) Complete all of the requirements for and obtain a multiple subject, single subject, or education specialist teaching credential.
  - (C) Complete one school year of classroom instruction in the district or county office of education for each year that he or she received assistance for books, fees and tuition while attending an institution of higher education under the program.
- (3) To the extent that any participant does not fulfill his or her obligations, as set forth in paragraph (2), the participant shall be required to repay the assistance. If a participant is laid off, the participant may not be required to repay the assistance until the participant is offered reemployment and has an opportunity to fulfill his or her obligations under this section.
- (e) The commission shall contract with an independent evaluator with a proven record of experience in assessing career-advancement programs or teacher training programs to determine the success of the recruitment programs established pursuant to subdivision (b). The evaluation shall be made on an annual basis and shall include, but not be limited to, all of the following:
- (1) The total cost per person participating in the program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.
  - (2) The economic status of persons participating in the pilot program.
  - (3) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, institutions of higher education, and other participating organizations.
  - (4) The extent to which pupil performance on standardized achievement tests has improved in classes taught by teachers who have successfully completed the program, in comparison to classes taught by other teachers who have equivalent teaching experience.
  - (5) The extent to which pupil dropout rates and other measures of delinquency have improved in classes taught by teachers who have successfully completed the program.
  - (6) The extent to which teachers who have successfully completed the program remain in the communities in which they reside and in which they teach.
  - (7) The attrition rate of teachers who have successfully completed the program.
- (f) Each selected school district or county office of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.
- (g) No later than January 1 of each year, the commission shall report to the Legislature regarding the status of the pilot program, including, but not limited to, the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, the degree to which the program or similar programs can meet that demand if properly funded and executed, and other effects upon the operation of the public schools.
- (h) It is the intent of the Legislature that each fiscal year, funding for the California School Paraprofessional Teacher Training Program be allocated to the Commission on Teacher Credentialing for grants to school districts pursuant to this section. In no case shall grants to any school district exceed the equivalent of three thousand dollars (\$3,000) annually per

paraprofessional in the program. Funding for grants to school districts pursuant to this subdivision, shall be contingent upon an appropriation in the annual Budget Act.

**Appendix B**

**CALIFORNIA  
SCHOOL PARAPROFESSIONAL TEACHER  
TRAINING PROGRAM**

**Lead Sponsor Cover Page**

**Co-Sponsor Cover Page**



**Paraprofessional Teacher Training Program  
LEAD SPONSOR COVER PAGE**

**FY 2006-2007**

Each application should include one copy of this cover page for the organization that is leading the effort. This copy should precede any other pages.

**TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION:**

<b>Name of Lead Sponsoring Organization:</b>	
<b>Mailing Address:</b>	
<b>Project Director/Contact Person:</b>	
<b>Telephone:</b>	
<b>FAX:</b>	
<b>Total Participant Count For 2006-2007:</b>	
<b>Counties Represented In The Proposed Program:</b>	

**Authorized Participation Has Been Approved By:**

<b>Name of Approving Official:</b>		
<b>Position:</b>		
<b>Agency or Institution:</b>		
<b>Signature:</b>		<b>Date:</b>

**TO BE COMPLETED BY THE FISCAL AGENT**

<b>Local Education Agency (LEA) That Will Serve as Fiscal Agent for Funding Proposal:</b>	
<b>Name of Fiscal Officer:</b>	
<b>Agency (District or COE):</b>	
<b>Mailing Address:</b>	
<b>Telephone:</b>	
<b>FAX:</b>	
<b>Email Address:</b>	

*I certify that I am the duly appointed representative of the above named Agency and will report expenditures as defined in the Special Terms and Conditions of the grant.*

<b>Signature of Fiscal Agent:</b>		<b>Date:</b>
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**Paraprofessional Teacher Training Program  
CO-SPONSOR COVER PAGE**

**FY 2006-2007**

<b>Name of Co-Sponsor:</b>	
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**Please include a separate cover page for each organization that is co-sponsoring the effort. In addition, please arrange pages alphabetically by organization and insert page numbers, as appropriate. Answer all questions that apply.**

**TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION**

<b>Name of Lead Sponsoring Organization:</b>		
<b>Project Director/Contact Person:</b>		
<b>Telephone:</b>		
<b>FAX:</b>		
<b>Email Address:</b>		
<b>Signature of Project Director:</b>		<b>Date:</b>

**TO BE COMPLETED BY CO-SPONSORS DISTRICTS**

<b>Name of Co-Sponsor Organization:</b>		
<b>Mailing Address:</b>		
<b>City, State, Zip:</b>		
<b>Contact Person:</b>		
<b>Telephone:</b>		
<b>FAX:</b>		
<b>Email Address:</b>		
<b>Total Participant Count For 2006-2007</b>		

**Co-Sponsor Authorized Participation Has Been Approved By:**

<b>Name of Approving Official:</b>		
<b>Position/Title:</b>		
<b>Signature:</b>		<b>Date:</b>

**Appendix C**

**CALIFORNIA  
SCHOOL PARAPROFESSIONAL TEACHER  
TRAINING PROGRAM  
PROGRAM DOCUMENTS**

**Budget Summary Form**

**Special Terms and Conditions**

**Participant Commitment and Agreement Form**

**Paraprofessional Teacher Training Program  
BUDGET SUMMARY**

**FY 2006-2007**

Proposed Budget

Final Budget

<b>Name of Program/Applicant:</b>					
<b>Number of Participants:</b>			<b>Total Grant (#of participants x \$3,000):</b>		
<b>Account Number</b> <small>(Objects of Expenditure)</small>	<b>Classification</b>	<b>Grant Expenditures for 2006-07</b>		<b>In -Kind</b>	<b>2006-07</b>
		<b>To Date</b>	<b>Projected through 6/30/06</b>		
	<b>Administrative Personnel Salaries</b> (Please Identify FTE)				
1.1	Director				
1.1.a	Coordinator				
1.1.b	Clerical				
1.1.c	Other (Please Specify)				
	<b>Paraprofessionals</b>				
2.1	Institutional Fees				
2.1.a	Community College				
2.1.b	California State University				
2.2	Books (Identify allotment Per Participant)				
2.2.a	Community College				
2.2.b	California State University				
2.3	Release Time				
2.4	Other (Please Specify)				
	<b>Supplies</b>				
3.1	Consumable Supplies				
3.2	Instructional materials				
	<b>Operating Expenses</b>				
4.1	Space Costs, Etc., (Please Describe)				
	<b>Other</b>				
5.1	Other (Please Specify)				
6	Indirect Costs (Indicate district Rate ___% (as reported on the J-380 Program Cost Allocation Form))				
	<b>TOTAL EXPENDITURES</b>				
<p><i>Certification: I certify that I am the duly appointed representative of the above named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with the laws of the State of California.</i></p>					
<b>Program Authorization:</b>			<b>Fiscal Authorization</b>		
Print Name of Program Director		Daytime Phone	Print Name of Fiscal Officer		Daytime Phone
Signature of Program Director		Date	Signature of Fiscal Officer		Date

**PARAPROFESSIONAL TEACHER TRAINING PROGRAM  
Special Terms and Conditions  
2006-2007**

The Grantee agrees to these Special Terms and Conditions established by the California Commission on Teacher Credentialing (Commission):

1. The Grantee must meet its stated objectives as indicated in the proposal and budget as approved by the Commission. The Commission staff shall monitor evidence of progress in accordance with the funded proposals.
2. Project funds are for the amount indicated under the "Award Information" listed on the Grant Award Agreement and Certification of Acceptance Form. All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget categories that exceeds 10% of what was submitted in the proposed budget requires prior approval from the Commission.
3. Encumbrances against the grant award may be made after the beginning date of the grant, July 1, 2006. All approved funds for this grant must be legally obligated or expended by June 30, 2007. All funds not legally obligated or expended by June 30, 2007 must be returned to the Commission at the address below no later than September 30, 2007.

California Commission on Teacher Credentialing  
Fiscal and Business Services Section  
Accounting Liaison  
1900 Capitol Avenue  
Sacramento, CA 95814-4213

4. The Grantee agrees to submit reports and other data as required by the Commission. Expenditure reports will be used to account for and monitor funds expended within the program. A final expenditure report must be submitted as soon as all grant funds have been expended, but is due no later than September 30, 2007 to:

Commission on Teacher Credentialing  
Professional Services Division  
Attn: Marilyn Fairgood, Program Manager  
1900 Capitol Avenue  
Sacramento, CA 95814-4213

5. Expenditures shall comply with all applicable provisions of federal, state and local rules, regulations, and policies relating to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
6. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.), Nondiscrimination Compliance statement (Government Code

**PARAPROFESSIONAL TEACHER TRAINING PROGRAM**  
**Special Terms and Conditions (Con't)**  
**2006-2007**

Section 12990 (a-f) and CCR, Title 2, Section 8103), Sweatfree Code of Conduct, and Domestic Partner (Public Contract Code Section 10295.3).

7. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit upon reasonable notice by the State Auditor General. Grantee shall furnish detailed itemization of, and retain all records relating to, direct expenses paid to Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment of this agreement or until audited by the State, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.
8. The Grantee must sign three originals of the Grant Award Agreement and Certification of Acceptance (GAC) return to the Commission prior to issuance of the first allocation. State processing time is about four to six weeks. Send the signed GAC to:

Commission on Teacher Credentialing  
Professional Services Division  
Attn: Marilyn Fairgood, Program Manager  
1900 Capitol Avenue  
Sacramento, CA 95814-4213

9. Funds will be released in two (2) allocations:
  - a. A first allocation equal to fifty (50) percent of the total grant allocation based on projected enrollment or program costs for the period of July 1, 2006 through June 30, 2007.
  - b. A final allocation of the balance of the grant allocation after verification of enrollment participation through program consent forms submitted no later than December 15, 2006. The balance of the grant allocation may be subject to revision based upon verification of enrollment participation and availability of funds.
10. The Grantee may charge an indirect cost rate not to exceed the state-approved indirect cost rate published by the California Department of Education for Local Education Agencies for the 2006-2007 fiscal year.
11. Should the Grantee choose to terminate its participation in the program, a thirty (30) day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds upon receipt of the final expenditure report.

**PARAPROFESSIONAL TEACHER TRAINING PROGRAM**  
**Special Terms and Conditions (Con't)**  
**2006-2007**

12. In the event of a dispute, the Grantee shall file a "Notice of Dispute" within twenty (20) days of discovery of the problem. Within ten (10) days, staff shall meet with the Grantee for the purposes of resolving the dispute. The decision of the Commission's Executive Director shall be final.
13. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the State shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.
14. The Grantee possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
15. Budget Contingency Clause
  - A. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the State shall have no liability to pay any funds to the Grantee, furnish any other considerations under this Agreement, and the Grantee shall not be obligated to perform any provisions of this Agreement.
  - B. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability.

**COMMISSION ON TEACHER CREDENTIALING****Professional Services Division**

1900 Capitol Avenue  
Sacramento, California 95814-4213  
(916) 445-3223  
FAX (916) 323-4508

**CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM****PARTICIPANT COMMITMENT AND AGREEMENT****2006-2007**

This Agreement is entered into between the \_\_\_\_\_ School District ( ), County Office of Education ( ), Consortium ( ) (herein after referred to as "The District"), and \_\_\_\_\_ (you, the employee), for the purpose of clearly defining both the District's and the participant's responsibilities in relation to his/her voluntary participation in the District's Paraprofessional Teacher Training Program.

The participant agrees to act in good faith in all aspects of this Agreement and must do all of the following:

1. Identify his/her certification goal in their annual commitment.
2. Obtain a Certificate of Clearance within the first year of participation in the program.
3. Inform program director, coordinator or facilitator of any change in employment schedules or status and provide a rationale for the changes.
4. Submit an individual education plan that identifies the course of study he/she must complete for either a degree or teaching credential.
5. Submit a college or university schedule at the beginning of each quarter/semester and final grades at the end of each grading period. Financial assistance will be denied for participants who fail to submit schedules or final grades as required. Continued failure to submit schedules and final grades will result in removal from the program and the participant shall be required to reimburse the amount of financial assistance he/she has received through the program to date.
6. Meet all college/university requirements in a timely manner.
7. With the support of university advisers, take required courses leading to the appropriate degree or credential.
8. Take a course of study and maintain a grade point average that will enable the participant to enter an appropriate teacher education program. If the participant's GPA drops below



the college's required levels for two (2) consecutive grading periods, or for two (2) out of four (4) consecutive grading periods, the District shall drop the participant from the program and the participant shall be required to reimburse the amount of financial assistance he/she has received through the program to date.

9. Work toward and obtain a preliminary or professional clear Multiple Subject, Single Subject, or a Level I Education Specialist credential while in the program. Services Credentials, (i.e., Administrative Services, Pupil Personnel Services, Clinical Rehabilitative Services), Designated Subject Credentials and Child Development Permits shall not be earned using program funds.
10. Participate in regular cohort meetings, staff development and in-service activities offered by the program unless the participant is excused by District program administrators. Failure to attend cohort meetings and staff development and/or professional development activities will result in removal from the program and the participant shall be required to reimburse the amount of financial assistance he/she received through the program to date.
11. After earning a bachelor's degree and teaching credential, the participant agrees to teach in the District for the following number of years: (hereafter referred to as "Support Years"):

College Year You Enter Program	Years You Must Teach
Freshman Year	5 or more, depending on the length of time it takes to earn a credential
Sophomore Year	4
Junior Year	3
Senior Year	2
Post-graduate/Intern	1-2, depending on the length of time it takes to earn a credential

During all of the support years, the District may place the participant in any school, subject, grade, or program for which the participant is properly credentialed.

12. Pay for any and all incidental, excess and extra expenses which the participant incurs by participating in this program which exceed or are not covered by the District's financial obligations as outlined in the project's approved budget.
13. To reimburse the District for any and all expenses incurred on the participant's behalf by the District while in the program if any of the following events occur:
  - A. The participant voluntarily leaves the program for any reason.
  - B. The participant involuntarily leaves the program for any reason. Reimbursement may be delayed as described in Education Code Section 44393(d)(3) for those participants who are released from employment due to a reduction in personnel.
  - C. The participant does not earn a credential within the timeline identified by the local program and agreed to by the Commission.
  - D. The participant does not accept a teaching contract if offered by the District upon completion of the program. If positions are not available upon graduation, the

participant may be released to serve in another public school district. The participant must complete an annual online graduate form so that the Commission can monitor the certificated service provided by the individual and to confirm that the certificated service requirement has been fulfilled.

- E. The participant does not work the required number of years for the District, or any other public school district, after completion of his/her credential requirements.
- F. The participant drops out of any class for which the District has already paid the registration fees. If this situation occurs, these costs will be deducted from the next scheduled financial assistance payment, or the participant may be required to directly reimburse the District prior to participating further in the program.

- 14. Begin reimbursement within three (3) months after the participant leaves the program. A repayment schedule may be negotiated with the District as to time, amount, frequency, etc. The participant agrees that unless otherwise agreed to in writing, the amount owed the District under this section shall become immediately due and payable upon termination of the participant's employment with the District. If the participant earns the credential and returns to the District to fulfill the instructional service requirement as identified in item 10, the participant's financial obligation to the program will be considered satisfied.

*Certification of Acceptance of Terms of the Agreement*

I have read the California Commission on Teacher Credentialing commitment and agreement for participation in the California School Paraprofessional Teacher Training Program for fiscal year 2006-2007 and agree to comply with all terms included in the agreement.

\_\_\_\_\_  
Signature of Program Director/Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

## **Appendix D**

# **CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM**

## **Sample Career Ladders**

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## Sample Career Ladders

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### **The Los Angeles Unified School District Paraeducator Career Ladder**

By Steve Brandick, Director, LAUSD Paraeducator Career Ladder

(Published in the NRCP Newsletter, National Resource Center for Paraprofessionals, Utah State University, Logan, Utah, 2000. Reprinted by permission.)

In September 1994, the LAUSD Paraeducator Career Ladder was established as a joint project of the district and the Service Employees International Union, Local 99 in which there were pursuing careers as teachers and to guide them short fields. The program was designed on the California School Paraprofessionals Teacher Training Program model, but the LAUSD program went much further.

There are 13 California School Paraprofessional Teacher Training Programs throughout the state. However, LAUSD is the only program that has made an effort to become a model that is institutionalized and fully supported by the district. The LAUSD Career Ladder is open to all district paraeducators, not just the small group funded by the state. The Board of Education provided funds for development and initial implementation on a year-to-year basis from July 1995 and then established the program as part of the general fund budget in July 1996. The Career Ladder is now a unit within the Personnel Division and is an integral part of the district's recruitment strategy. It receives approximately \$1 million annually; from district funds that support over 4000 participants. It also receives approximately \$140,000 from the state in the form of a grant for a California School Paraprofessional Teacher Training Program that supports forty-five participants.

The Career Ladder also acts as a clearinghouse helping to disseminate information about other efforts to develop teachers. Currently, it is working with programs such as the USC Latino Teacher Project, CSULA Apprentice Teacher Program, CSULA Special Education Intern Program, CSUN Project COMETS (also a special education credential program), PACE at various community colleges, and Project Teach at East Los Angeles Colleges.

Career Ladder participants are placed on one of five levels based on education completed towards a teaching credential and demonstrated proficiency in a series of teaching-related performance areas. Progress towards a teaching credential is monitored through ongoing analysis of transcripts. Proficiency in performance areas is assessed through observation by the supervising teacher.

As participants increase their level of proficiency and progress towards a work for the district for a minimum of two years if offered a position. In return, participants are provided with

educational advisement, support groups, mentoring, test preparation seminars, hiring assistance, and partial tuition reimbursement.

Results of the Career Ladder have been impressive. Since July 1995, over 800 program participants have been hired as teachers.

These new teachers are 85% people of color and 65 bilingual. 12% have gone into special education. Reports from the field indicate that they are generally having success and come to the profession with skills that few other new teachers possess. In addition, 97% of Career Ladder participants hired as teachers since July 1995 are still teaching for the district. By bringing together the needs of schools and the aspirations of a vital group of employees, the education of students has been improved.

During the first half of the 1998-1999 school year, resources have been focused upon improving program components to maximize the number of participants that become district teachers.

The following describes the current status of the program.

### **OUTSTANDING TEACHER CANDIDATES**

These OTC's are Career Ladder participants who are nominated by their schools to receive a \$3000 annual stipend. OTC's must maintain a minimum 2.75 GPA and complete nine semester units each semester or eight quarter units each quarter. There are 58 active recipients, and 138 former recipients who are now teachers. Application is currently open for new recipients.

### **IMPLEMENTATION OF APPRENTICE TEACHER PROGRAM**

This program is an alternative route to teacher certification for LAUSD Paraeducator Career Ladder participants pursuing teaching careers in elementary education. It was developed by the Career Ladder Office in collaboration with the California State University, Los Angeles Charter School of Education. In two years, participants complete requirements for a Bachelor of Arts degree with a major in Child Development and a preliminary multiple subjects credential at CSULA. This is done by integrating upper division requirements with credential course work and by weaving structured paraeducator classroom experiences into the course work. The first cohort of 31 participants began with the Winter 1999 quarter. Applications for the second cohort are currently being accepted. This cohort began in Fall 1999.

### **PILOT PROGRAMS IN DEVELOPMENT**

The Career Ladder Office is currently developing three new programs: 1) a collaboration with CSUDH to implement a blended program that integrates undergraduate requirements with credential requirements for paraeducators, 2) a collaboration with the Multicultural Alliance and Americorps to extend support to Career Ladder participants working on credentials as emergency permit teachers, and 3) a collaboration with USC to provide stipends to encourage participants to complete traditional teacher training programs.

## **EXPANDED TEST PREPARATION PROGRAM**

The Career Ladder has added Math Praxis to its array of test preparation services offered to Career Ladder participants, other district employees, and LAUSD teacher candidates.

This year there will be four CBEST seminars, five MSAT seminars and one Math Praxis seminar.

Evaluation of the effectiveness of test preparation seminars has proved challenging because results are confidential and the testing companies have refused to send results of seminar participants directly to LAUSD. The Career Ladder Office has begun a campaign to obtain the results directly from seminar participants. A complete evaluation of the program will be conducted in June 1999.

## **NEW TEACHERS**

From July 1, 1998 through October 30, 1998, 262 participants became K-12 teachers, 62% became elementary teachers and 24% entered the field of special education. The ethnic diversity of these teachers continues to reflect the diversity of the LAUSD student population.

Currently, the LAUSD State-funded Paraprofessional Teacher Training Program supports 640 participants and the State of California awards more than \$1 million in support of the paraprofessional participants. For additional information please contact Steve Brandick, Director LAUSD Paraeducator Career Ladder at:

LA Unified School District  
333 South Beaudry Avenue  
Los Angeles, CA 90017

[steven.brandick@lausd.net](mailto:steven.brandick@lausd.net)

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## **Examples of Steps for A Paraprofessional Career Ladder**

*(Prepared by the National Resource Center for Paraprofessionals, City Univeristy of New York, 1990. Reprinted by permission.)*

### **Level I**

Duties for Level I paraprofessionals may include:

- Bus duty (e.g. assisting the driver and students with adaptive equipment and monitoring the physical welfare of students)
- Escorting students from the classroom to resource rooms and other programs
- Supervising the playground and lunchroom
- Operating audio-visual and office equipment
- Recording attendance, maintaining records and other clerical tasks
- Assisting students with personal and hygienic care
- Preparing training materials and maintaining supplies
- Setting up and maintaining classroom equipment and learning centers
- Reinforcing lessons initiated by the teacher

### **Level II**

Duties for Level II instructional paraprofessionals may include:

- Tutoring individual students using instructional objectives and lessons developed by the teacher
- Assisting with supplementary work for students and supervising independent study
- Providing assistance with individualized program materials
- Administering informal assessment instruments (spelling tests, etc), scoring objective tests and written papers, and keeping appropriate records for teachers
- Assisting the teacher by observing, recording, and charting behavior
- implementing behavioral management strategies - using the same emphasis and techniques as the teacher
- Assisting the teacher with crisis problems and discipline
- Assisting with the preparation of materials for use in specific instructional programs
- Attending IEP meetings at the request of the teacher or administrative personnel

### **Level III (Job Coach)**

Duties for Level III paraprofessionals may include:

- Consulting with teachers or vocational specialists and assisting with the design of individualized transitional and supportive employment programs
- Supervising students in off-campus vocational and transitional programs
- Assisting students to learn good work habits
- Developing instructional strategies (under the supervision of a professional practitioner) to teach the student to perform a job as specified by an employer
- Familiarizing the employer and co-workers with the special needs of the student
- Recording and sharing information about student performance and progress with supervisory personnel
- Maintaining records about student attendance and other information required by the district or employer
- Preparing students to live and work independently in the community by preparing them to use public transportation, shop, cook and perform other domestic tasks, and participate in recreational activities

or

### **Level III (Early Childhood Assistant Teacher)**

- Consulting with certified teachers and assisting with the design of individualized programs geared to the needs of young children and toddlers
- Collecting and charting data and assisting the teacher in other functional assessment activities to determine a child's development level
- Selecting and using appropriate prompting, modeling and cueing techniques
- Organizing and scheduling classroom activities and maintaining a safe environment
- Conferring with parents under the direction of the teacher



### The Clovis Unified School District Paraprofessional Career Ladder

The following career ladder example was included with the 1999 program proposal submitted by the Clovis and Fresno Unified School Districts. Reprinted by permission.

### Clovis Unified School District Paraprofessional Career Ladder

Level	Job Title	Duties Responsibilities	Training & Experience	Development Services	Salary	Salary Increments
1	Campus Monitor 1 Campus Monitor 2 Recreation/ Lunchroom Assistant	Supervise lunchrooms, playgrounds, non-academic activities.	Knowledge of health & safety regulations. General needs & behavior of children.	District's Paraprofessional Academy Community College	Classified 15-20	per 10 units
2	Instructional Assistant -General -Clerical -Bilingual -Special Education -Specialist	Assist teachers with routine tasks. Prepare materials under teachers direction. Assist students under teachers direction.	H.S. or Equivalent Experience with youth in organized setting Desirable: Specialized training in Education 0-120 college units	District's Paraprofessional Academy Community College	Classified 23-27	per 10 units
3	Instructional Assistant II	Work directly with students Assist with individual education plans for students. Organize small group activities. Assist with lesson planning.	BA or BS or AA with Paraprofessional Certification and Enrolled in teacher credential program	Teacher Training Cohorts Mentors Paraprofessional Academy CSU, Fresno	Classified 28	per 10 units
4	Teacher Intern or Substitute	Serve as classroom instructor, plan, implement, lessons plans, confer with parents.	B.A. degree 120 units meet Internship/credential requirements	University Internship Program Paraprofessional Development	Certificated Step 1	per years of experience and units

**PARAPROFESSIONAL CAREER LADDER MATRIX**  
**Orange County Department of Education**

The following career ladder example is currently being used by one of the consortium districts in the Orange County Department of Education Program. Reprinted by permission.

Factors taken into consideration for placement and movement on the Paraprofessional Career Ladder are described in the Career Ladder Matrix. Educational benchmarks leading to a teaching credential are monitored through ongoing transcript analysis.

<b><u>LEVELS</u></b>	<b><u>REQUIREMENTS TO BE MET</u></b>
Entry	Completion of probation Paraprofessional GPA of 2.5 or better for all college or university courses already taken Application
1	Acceptance into OCDE Paraprofessional Teacher Training Program Currently enrolled in a college or university with a GPA of 2.75 or better Able to complete at least six (6) units per semester
2	Completion of 60 units in education-related field Currently enrolled in a college or university with a GPA of 2.75 or better Able to complete at least six (6) units per semester
3	Completion of Bachelor's degree in education-related field Currently enrolled in a college or university with a GPA of 2.75 or better Able to complete at least six (6) units per semester

## **Orange County Department of Education Paraprofessional Career Ladder Plan**

### **Eligible Employees**

Paraprofessionals for the purpose of the program are those that are typically identified as assistants in a classroom.

### **Compensation/Incentives**

- 1) Paraprofessionals participating in the Paraprofessional Career Ladder Plan are eligible for compensation as noted:

<b>Semester Units</b>	<b>Level</b>	<b>Increment</b>
0-29	Entry	N/A
30-59	1	2.5%
60-89	2	2.5%
90 or more	3	3

Please note units must be applicable to a Bachelor's Degree leading to a valid California Teaching Credential as evaluated against standard criteria used by institutes of higher learning. Stipends will be discontinued during any break from the program. Stipends are effective the first of the month following completion of the first semester in the paraprofessional program. Participants enter the program in either the fall or spring semester, therefore the stipends are effective either February 1 (if enter program in the fall) or August 1 (if enter program in the spring).

### **Stipend Procedures**

**In order to receive the initial stipend, official transcripts including the first semester as a participant in the PTPP, must be submitted to Human Resources.**

**It is up to the participants to keep track of their units and submit official transcripts to Human Resources to be evaluated as they progress from one level to another.**

- 2) Vertical movement from one level to another level on the Paraprofessional stipend schedule shall be based upon successful completion of lower division, upper division, or graduate units from a participating university or college as identified by the Department.
- 3) Paraprofessionals participating in the program will not be prohibited from exercising their legal and contractual rights including professional growth program incentives.
- 4) Paraprofessionals participating in the program are not eligible for the tuition reimbursement Program as outlined in the collective bargaining agreement, article 14.3.
- 5) Paraprofessional may request a Personal Leave of Absence to complete requirements for a bachelor's degree, teacher certification, and student teaching. After the leave of absence, the paraprofessional shall be reinstated to the same job, as held prior to the leave, if possible. If the same job is not available, the paraprofessional shall be reinstated to the same Principal Administrative Region or Unit. If the same PAR or PAU is not available, the paraprofessional shall at least be entitled to return to the division worked in prior to the leave.

- 6) Paraprofessionals who acquire teacher certification may decline two job offers for any reason. The third offer must be accepted *unless* the school where the position is located is more than 15 miles from current work site. The fourth offer must be accepted or the paraprofessional will face the legal requirements to pay the program for expenditures in their behalf. Regardless of number of offers that have been made, any offer after a year of acquiring teacher certification must be accepted.

Revised 08/03