



California School Paraprofessional Teacher Training Program

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

December 2014

This report was developed by Marilyn Fairgood of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact psdinfo@ctc.ca.gov.

December 2014

This report, like other publications of the Commission on Teacher Credentialing, is not copyrighted. It may be reproduced in the public interest, but proper attribution is requested.

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

This report is available at
<http://www.ctc.ca.gov>

Commission on Teacher Credentialing



1900 Capitol Avenue
Sacramento, CA 95811

(916) 322-6253

Mary Vixie Sandy
Executive Director

Barnes, Kirsten	Non-Administrative Services Representative	2016
Blackburn, Constance	Teacher Representative	2016
Cooney, C. Michael	Public Representative	2017
Darling-Hammond, Linda	Faculty Member	2017
Gonzalez, Jose	Administrative Services Representative	2015
Harris, Kathleen	Teacher Representative	2017
Hinde, Alicia,	Teacher Representative	2016
Imura, Georgette	Public Representative	2015
Klatt, Bonnie	Teacher Representative	2017
Rodriguez, Haydee	Teacher Representative	2016
Rodriguez, Ref	Public Representative	2016
Tiffany-Morales, Juliet	School Board Member	2016
Zeiger, Richard Zumot, Michelle	Designees, Superintendent of Public Instruction	Ongoing
Vacant	Teacher Representative	
Vacant	Public Representative	
Ex-Officio Members		
Browne, Kathryn	California Community Colleges	
Martin, Shane	Association of Independent California Colleges and Universities	
Sloan, Tine	University of California	
Young, Beverly	California State University	

Vision Statement

All of California's diverse learners, preschool through grade 12, are inspired and prepared to achieve their highest potential by a well-prepared and exceptionally qualified educator workforce.

Mission Statement

To inspire, educate and protect the students of California.

California School Paraprofessional Teacher Training Program
An Annual Report to the Legislature
2014

Table of Contents

Executive Summary.....	1
I. Description of the California School Paraprofessional Teacher Training Program ...	2
II. Program Funding History	3
III. Program Policy Issues	4
IV. Conclusion.....	4

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

Executive Summary

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

Changes to the PTTP and program funding occurred when, as part of the revised 2008-09 budget, the Governor and the Legislature changed how funds for General Fund Proposition 98 programs were allocated. PTTP funding was no longer identified as a per participant allocation and became a part of a block grant in which the local education agency (LEA) has flexibility in determining how PTTP funds are used.

The 2013-2014 state budget process and subsequent legislation brought additional significant changes to the funding and program status of the PTTP. Funding for the PTTP and other Proposition 98 Local Assistance Programs is now part of the Local Control Funding Formula (LCFF). Program funding under LCFF remains flexible and the program sponsors may elect to use funds for other educational purposes. Additionally, under LCFF, most of the state categorical programs such as PTTP have been folded into the flexible funding for districts and county offices of education. AB 97 (Chapter 47, Statutes of 2013) includes implementation requirements for LCFF.

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

The California School Paraprofessional Teacher Training Program

I. Description of the California School Paraprofessional Teacher Training Program

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

Senate Bill 193 and Common Program Entry Requirements

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

Typical Certification Path for PTTP Participants

The typical certification path for a PTTP participant is to be accepted into the PTTP, complete degree and subject matter requirements and complete an internship program which culminates in full teacher certification. The PTTP graduate would then enter the Beginning Teacher Support and Assessment (BTSA/Induction) program to complete an induction program that builds upon the skills of the newly credentialed teacher and supports him/her through the first two years of certificated employment. PTTP program sponsors that place a focus on recruitment of paraprofessionals seeking special education certification also have a collaborative relationship with their Special Education Local Plan Area (SELPA). These collaborative relationships result in enrichment for PTTP participants, as the skills and knowledge paraprofessionals already possess are enhanced by the academic support and

professional development activities offered by the local intern, BTSA/Induction and SELPA programs. This additional support facilitates participant success in fulfilling degree and certification requirements.

II. Program Funding History

Initial Funding and Program Expansion

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

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

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

Tier III Funding Designation

The PTTP began the 2008-2009 fiscal year with a statewide program allocation of \$4.940 million. As part of the 2008-2009 mid-year budget negotiations, the Governor and Legislature changed how funds for Proposition 98 programs are allocated. Senate Bill X3 4 (Chap. 12, Stats. 2009) identified the PTTP as a Tier III program and the total program allocation was reduced. Tier III status provides a school district or county office of education the flexibility to reallocate funds intended to be used in support of paraprofessionals for other educational purposes. Local Education Agencies (LEAs) that use the flexibility provision must hold a local public hearing prior to reallocation of funds. Even if PTTP funds are reallocated, the LEA is still deemed to be in compliance with program and funding requirements contained in statute, regulatory and provisional language. Due to the 2008-2009 Tier III funding designation and uncertainty of program continued funding, in March 2011 Commission staff no longer enrolled new PTTP participants.

2013-2014 Local Control Funding Formula

During 2013 budget negotiations, legislation was enacted that changed the way LEAs are funded. The 2013-2014 Budget Act includes legislation that changes school finance funding from a tiered categorical funded programs system to a system focused on equity, transparency and performance through the Local Control Funding Formula (LCFF). According to the California Department of Education website, the goal of the LCFF is to significantly simplify how state funding is provided to LEAs. Among the changes, LCFF allows LEAs greater flexibility to use funds to improve student outcomes. Additionally, most state categorical programs that were included in the previous tiered categorical program funding system have been included in the LCFF.

III. Program Policy Issues

Funds Recovery Efforts - §44393 (d)(4)

PTTP funds are provided through the Proposition 98 local assistance fund. These are taxpayer dollars. The PTTP has served as a valued teacher recruitment and development program since 1995 and includes the successful recruitment and full teacher training and certification of more than 2,200 program graduates. Although the program was successful, some PTTP participants did not satisfy certification requirements and have not provided required certificated service pursuant to §44393 (d) (3). Section §44393 (d) (4) requires dropped participants who did not fulfill their certification and service obligations to reimburse the State of California.

Commission staff continues to collect funds from dropped participants who failed to meet certification and employment requirements. Funds recovered through these efforts are reported annually to the California Department of Finance pursuant to Education Code section 44393 (h) (2).

IV. Conclusion

The PTTP was established to address local employer needs and teacher shortages, particularly in the areas of bilingual education, English language learner education, and special education. Over the past eighteen years the PTTP has produced more than 2,200 educators for the State of California. The number of successful, fully-credentialed program graduates and their areas of certification demonstrate a dedication and commitment to the education of California's children.

Identification of the PTTP as part of the LCFF has created a new reality for an effective teacher development program that has previously met its legislative mandates. Due to the recent changes in program status and funding, and given that local program sponsors may choose to use dollars previously intended for the PTTP for unrelated yet important purposes, it has become increasingly problematic for Commission staff to collect the required data regarding program operation and program participants so that complete data can be reported to the legislature as required in law.