
California School Paraprofessional Teacher Training Program



CALIFORNIA
COMMISSION
ON TEACHER
CREDENTIALING

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California Paraprofessional Teacher Training Program Annual Report to the Legislature 2004

**State of California
Arnold Schwarzenegger, Governor**



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Table of Contents

California Paraprofessional Teacher Training Program Annual Report to the Legislature 2004

Executive Summary	1
Introduction to the Paraprofessional Teacher Training Program	3
Progress Report on the Program Sites	5
Key Program Outcomes	5
Challenges Currently Experienced by the Paraprofessional Teacher Training Program	5
Current Status of the Paraprofessional Teacher Training Program	6
Introduction	6
Ethnic Diversity of Current Participants	8
Total Number of Program Graduates	8
Academic Standing of Paraprofessional Teacher Training Program Participants	9
Certification Goals of Program Participants	9
Program Graduates and Current Program Participants Employed as Teachers	10
Economic Status of Participants	12
Paraprofessional Teacher Training Program Support	13
Degree to Which the Paraprofessional Teacher Training Program Can Meet Teacher Demand	16
Appendix A - Chapter 144 of the Statutes of 1990, which established the California Paraprofessional Teacher Training Program	19
Appendix B - Chapters 737 and 831 of the Statutes of 1997, which authorized expansion of the California School Paraprofessional Teacher Training Program	23
Appendix C - Local Education Agency, California Community College and Four-Year College and University Participants	27
Appendix D –Paraprofessional Teacher Training Program Support Systems	33

Executive Summary

Introduction

The primary purpose of the California School Paraprofessional Teacher Training Program (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. This important program was established by legislation (SB 1636) authored by Senator David Roberti and signed by Governor George Deukmejian in 1990. It became Chapter 1444 of the Statutes of 1990, adding sections 69619 to 69619.3 to the State Education Code. With amendments, these sections appear in Appendix A at the end of this report.

Section 44393 of the Education Code requires the California Commission on Teacher Credentialing to report to the Legislature regarding the status of the California School Paraprofessional Teacher Training Program (Paraprofessional Teacher Training Program.) This report fulfills the Commission’s requirement to report to the Legislature the number of paraprofessionals recruited, the academic progress of participating school paraprofessionals, the number of paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, the degree to which the program or similar programs can meet the demand if properly funded and executed, and other effects of the program on the operation of the public schools.

Progress to Date

As of summer 2003, 475 of the original participants and 468 of the expansion participants of the 1999 cohort have completed the program and are fully credentialed. This brings to 943 the total number of program graduates to 943. In 2002-03 one of the original programs (Glendale Unified School District) served its last paraprofessional of the 1995 cohort. This report describes progress made by the remaining 91 original cohort members of the original program toward the completion of degrees and credentials as well as the progress of 1,785 participants in the expansion program. This report is the Commission’s sixth progress report to the Legislature, pursuant to Section 44393 of the Education Code.

Program History

The Legislature created this teacher development program to respond to teacher shortages, improve the instructional services that are provided by school paraprofessionals, diversify the teaching profession, and establish innovative models for teacher education. Follow-up legislation (Chapter 1220, Statutes of 1991) required that the program focus on the recruitment of paraprofessionals to specialize as bilingual and special education teachers.

This program expands the existing pool of fully-certificated California teachers by recruiting individuals from paraprofessional classifications (e.g., instructional aides and instructional assistants) into the teaching profession. The program core consists of academic scholarships to

defray tuition, books and fee costs for paraprofessionals who earn college degrees and teaching credentials.

Initial program funding in the 1994-95 State Budget contained \$1.478 million in local assistance funds for program implementation, and added \$60,000 to the budget of the California Commission on Teacher Credentialing to administer the program.

Expansion of the Paraprofessional Teacher Training Program

Initial legislation identified the program as a pilot program and required recruitment of a maximum of 600 paraprofessionals from among 12 school districts across the state. The program consisted of 13 program sites from January, 1995 through June, 1999. At its peak in 1997, the pilot program served as many as 581 participants at a funding level of \$1.478 million. The original 13 programs included the participation of 14 California Community Colleges and 14 California State University campuses. Currently, these initial programs continue to support 91 participants.

The 13 programs not only support participants by paying full tuition, all book costs and other institutional fees, but they also provide academic support, test preparation, administrative fees for all state-mandated examinations, credential application and fingerprint processing fees and, in a number of instances, child care.

AB 352 and AB 353, Chapters 737 and 831, Statutes of 1997, re-authorized the program as the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 (Education Code Sections 44390-44393). The Act mandated that as of January 1, 1998 the program must recruit a minimum of 600 candidates from among 24 or more school districts or county offices of education throughout California. Although the law required increased participant numbers, no funding was provided to expand the program. These statutes appear in Appendix B at the end of this report.

The expansion legislation also specified a \$3,000 per year maximum expenditure allotment per participant. As with the original legislation, there is no requirement for local matching funds. Additionally, the 1997 legislation expanded authorized participation beyond the California Community Colleges and the California State University, to also include the University of California and private/independent colleges and universities with approved teacher preparation programs. The list of participating local education agencies, community colleges and four-year colleges and universities can be found in Appendix C.

1999-2000 Enhancing Professional Quality Allocation

In January, 1999, Governor Gray Davis identified the Paraprofessional Teacher Training Program as an important element of his education initiative, *Enhancing Professional Quality*, and included a \$10 million dollar augmentation for program expansion in the 1999-2000 California State Budget.

In August, 1999, the Commission issued a Request for Proposals (RFP) which invited all district and county superintendents to compete for participation in the newly expanded program. Districts and county offices of education could apply singularly or as consortia. Thirty-five proposals were received, and of these, 31 were recommended for funding.

As a result of the increased funding level, the program has grown significantly since 1999, with the number of program participants increasing from 522 in 1999-2000 to 1,876 in Spring, 2004. It is anticipated that remaining original program participants will attain full certification within the next 12 to 24 months.

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 Paraprofessional Teacher Training Program funding allocation was reduced from \$11.478 million to \$6.583 million. Although program funding was decreased interest in the program has not decreased and the program continues to serve over 1,800 participants. This report and all future reports will focus on participants included in the expansion program and will include information about those who have graduated from the program since 1995.

I. Introduction to the Paraprofessional Teacher Training Program

Since 1994-95, the Paraprofessional Teacher Training Program has produced 943 fully-credentialed program graduates and has enabled 1,785 other paraprofessionals to approach their goal of becoming certificated teachers. The program has achieved these successes by creating local career ladders that reward successful paraprofessionals with increasing responsibilities and compensation.

The Legislature and Office of the Governor established the program to address several key issues and challenges in California's public schools. These include the shortage of teachers, the value of improving instructional services to K-12 students, the need to diversify the teaching profession, and the opportunity to explore innovative models for teacher education. The authorizing statute called for the Commission to realize these goals by awarding grants, through a competitive process, to several school districts and/or county offices of education who would implement the Paraprofessional Teacher Training Program at local sites.

The Commission adopted a plan for implementing the Paraprofessional Teacher Training Program in August 1994. Four months later the Executive Director selected and the Commission confirmed 13 sites statewide to receive grants. In September 1996, the Commission elected to allow local project directors to fill program vacancies with new paraprofessionals entering at academic levels that paralleled those of the current continuing program participants. This decision maximizes program productivity without prolonging unnecessarily the duration of local assistance grant awards.

The Legislature's enactment of Assembly Bills 352 and 353 (Scott, Wildman, et al.) re-authorized the program under the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997. Among other changes, the Act authorized program expansion to serve a minimum of 600 participants but provided no funding to do so. However, since Governor Davis identified the program as an important element of his education initiative, *Enhancing Professional Quality*, an additional \$10 million was allocated for program expansion in the 1999-2000 State Budget. In June, 2000 the Commission confirmed 29 additional sites to receive grants and these programs have been operational since July 2000. A total of 41 programs serve 1,876 participants, who will ultimately serve in 90 California public school districts and county offices of education.

The Paraprofessional Teacher Training Program is a teacher recruitment, preparation, and certification program. Paraprofessionals are expected to earn preliminary certification within the timelines established by their programs and approved by the Commission.

At its inception in 1995, there were 567 program participants. Since then, the number of individuals participating in the program has fluctuated, normally and predictably, during various points of program development. Currently, the program includes 261 male and 1,615 female paraprofessionals. The goal of each paraprofessional is to attain certification by earning a baccalaureate degree and completing a teacher preparation program. A full-time student with no prior collegiate coursework would typically complete the baccalaureate and teacher preparation requirements in five years of full-time study.

Since the program began, the range of prior academic experience of program participants has varied from completion of little or no postsecondary coursework (0 - 6 units) to completion of extensive prior coursework (90 or more units). As a result, the participants enter the program at different levels of academic attainment. The typical teacher preparation and certification path for paraprofessionals begins with completion of community college coursework that articulates with a four-year college or university course of study for completion of the subject matter requirement for a teaching credential and a baccalaureate degree. After the degree is awarded, the individual enters a university or district internship program and completes professional preparation coursework and experiences. A preliminary credential is issued at the conclusion of the internship. To maximize the productivity of the program, the Commission requires that local sponsors admit participants in *cohorts* such that all members of a cohort begin with approximately equal levels of prior coursework. This requirement also fosters the success of the program participants by emphasizing the important role of *peer support* as the participants progress through their collegiate and professional studies.

All participants must continue to work as part-time paraprofessionals during enrollment in the program. To remain in the program, they must also adhere to its academic standards, including completion of a minimum number of units per quarter/semester, and maintenance of a minimum grade point average. Most of the participants have families, and many function as the heads of their households. Because of these professional, academic and personal requirements, almost all program participants are part-time students. Taking all of these factors into consideration, it may take as many as seven years of part-time study for a participant who has little or no prior coursework to earn a baccalaureate degree and complete a teacher education program.

Since July, 2000, four years after program expansion, 26 of the expansion programs have produced a total of 468 graduates. This swift production of fully-credentialed teachers is a result of local recruitment of paraprofessionals with advanced levels of academic training and/or who already held baccalaureate degrees. The Commission anticipates that the additional 641 participants currently enrolled in teacher preparation programs will graduate with full teacher certification within the next 12 to 24 months.

II. Progress Report on the Program Sites

Program sites have utilized various approaches to implement the state law. There are, however, some common components among the programs, including the support provided to the participants as mandated by law. Besides the Commission-provided financial support, personal support comes from the local education agency, participating colleges and universities, and cohort members. A description of the various support structures is included in Appendix D.

III. Key Program Outcomes

A major success of the PTTTP is the program's high retention rate, which is due, in part, to the fact that participants have experience in classroom settings and are motivated by that experience to complete the program. In most instances participants have served in a classroom environment for more than eight years. Of the 943 fully-credentialed graduates trained through the program, 893 are still employed in California public schools.

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

- The type and level of support, guidance and assistance provided to participants
- Funding available to assist participants with tuition, other institutional fees, and book costs
- Access to key staff and support personnel at each local education agency, each community college, and each four-year college and university campus

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

IV. Challenges Currently Experienced by the Paraprofessional Teacher Training Program

One budgetary challenge experienced by local programs is the increase in tuition at colleges and universities. Currently, 75% of the 1,876 participants are enrolled in four-year institutions.

Consequently, the \$3,000 annual financial assistance provided by the state does not meet the needs of these participants resulting in local budget shortfalls. As a means to cover the deficit paraprofessionals are encouraged to seek additional funding sources. For example, the Orange County Teachers Federal Credit Union has worked out a plan to provide low interest loans based on tuition overages for Orange County program participants.

Another challenge is the state-wide reductions in force. These reductions result in fewer available positions for internship credential holders and new teachers. Program administrative staff continues to work with their human resource divisions to secure employment for participants who graduate from the program.

An additional challenge is that while reviewing participant records the Commission has identified 3.5% of program participants who have not yet earned a credential. Commission staff continues to work with program administrators to determine why these individuals have not met certification requirements identified in law.

V. Current Status of the Paraprofessional Teacher Training Program

Introduction

Since the inception of the program, each PTPP local site has been required to report to the Commission on an annual basis. Each local program is asked to provide the following information:

- (1) The number, by racial and ethnic classification, of school paraprofessionals participating in the program.
- (2) The number by racial and ethnic classification, of school paraprofessionals who have successfully completed the program.
- (3) The total annual cost per person participating in the ‘pilot program,’ based upon all state, local, federal and other sources of funding.
- (4) The economic status of individuals participating in the program, including
 - (a) The income range of the family:
 - Under \$10,000
 - \$10,000-\$20,000
 - \$20,000-\$30,000
 - \$30,000-\$40,000
 - \$40,000-\$50,000
 - over \$50,000

- (b) Whether the paraprofessional is the head of the household and the number of household members.
 - (c) Whether the paraprofessional pays for his/her own medical benefits.
- (5) A description of financial and other resources made available to the program by participating school districts, county offices of education, California Community Colleges, California State University campuses, and other participating organizations.
 - (6) A budget that accounts for the grant funds used to date and projected expenses to the end of the calendar year.
 - (7) The status of each participant in the program (units completed, projected time to degree, credential area, attending school full-time or part-time, courses taken in the last year.)
 - (8) A narrative description of the successes and challenges experienced to date in the implementation of the program, including any anticipated modifications to the program.
 - (9) The status of the career ladder at the local educational agency.

The information for the data tables on the following pages came from Annual Reports provided by the 41 local programs. In addition, information is included from other sources such as participant consent forms and meetings with program directors and coordinators. All data sources are indicated at the top of each data table.

Data Table 1: Ethnic Diversity of Current Participants

One purpose of the PTTTP is to diversify the teaching profession. Table 1 indicates that the program is serving a culturally and linguistically diverse population of current participants.

Table 1 includes the ethnic groups represented by the program participants who responded to the Spring, 2004 survey question regarding ethnicity. All 1,876 of the current participants responded and, of those, 69% are members of ethnic minority groups.

Data Table 1: Current Participants by Ethnicity Program Year 2003-04

(Data Source: 2003-2004 Participant Consent Forms)

Ethnicity	Numbers
African American	172
Asian (Chinese, Korean and Japanese)	46
Pacific Islander/Filipino	25
Mexican American/Hispanic	997
Native American/American Indian	20
Southeast Asian (Hmong, Cambodian, Lao, Mien, and Vietnamese)	44
White Non-Hispanic	524
Other	48
TOTAL:	1,876

Data Table 2: The Total Numbers of Program Graduates As of Spring 2004

Since becoming fully funded in January 1995, the Paraprofessional Program has grown just under 300% with the number of program participants increasing from 522 in 1999-2000 to 1,876 in Spring 2004. From 1995 through 1999 the program consisted of 13 local programs. In 1999 following program expansion, 29 additional programs were added. Since January 1995, the program has produced a total of 943 fully credentialed graduates. Of the 943 graduates, 893 or 94% continue to serve in California public schools. Table 2 includes the total numbers of graduates of the original and expansion programs.

Data Table 2: Program Graduates

(Data Source: 2003-2004 Annual Reports)

Program Sites	Total Numbers of Graduates
13 Original Programs	475
29 Expansion Programs	468
TOTAL:	943

Data Table 3: Academic Standing of Paraprofessional Program Participants

The primary purpose of the PTTP is to create local career ladders that enable school paraprofessionals to become certificated classroom teachers. Table 3 shows that 1,431 are currently enrolled in coursework at participating campuses of four-year colleges and universities. 641 program participants are enrolled in teacher preparation programs, and the other 790 are enrolled in bachelor's degree programs. Participants who are currently enrolled in teacher preparation programs can attain full certification within the next 12 to 24 months. To the extent possible, participants enrolled in a bachelor's degree program are supported and guided through either completion of a subject matter program or passing the California Subject Examinations for Teachers (CSET).

Data Table 3: Academic Standing of Paraprofessional Program Participants, Spring 2004

(Data Sources: 2003-2004 Annual Reports and Participant Consent Forms)

Paraprofessional Program Participants		Academic Standing of Program Participants		
Program Sites	Total Number of Participants	Attending Community Colleges	Attending 4-Year Colleges/Universities: Enrolled in B.A. Degree	Attending 4-Year Colleges/Universities: Enrolled in Credential Program
12 Original Programs	91	4	35	48
29 Expansion Programs	1,785	441	755	593
TOTALS	1,876	445	790	641

Data Table 4: Certification Goals of Program Participants

The law requires the PTTP to focus on recruiting teachers for bilingual education, special education, K-3 teachers to facilitate class size reduction, and teachers to fulfill a local education agency's own specific teacher needs. Table 4 shows that 882 paraprofessionals are pursuing either a special education or a Bilingual Crosscultural Language and Academic Development (BCLAD) teaching credential. It is worth noting that participants of two programs (Antelope Valley Union High School District and Riverside County Office of Education, 68 total) are seeking special education certification exclusively.

Data Table 4: Participant Certification Goals and Totals

(Data Source 2003-04 Annual Reports and Participant Consent Forms)

Program Sites	Total Numbers of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD)	Crosscultural Language and Academic Development		Special Education	Multiple Subject	Single Subject
			MS	SS			
12 Original Programs	91	50	19	1	19	1	1
29 Expansion Programs	1,770	461	630	54	352	211	62
TOTALS	1,861	511	649	55	371	212	63

Data Table 5: Program Graduates and Current Program Participants Employed As Teachers

(Data Sources: 2003-2004 Annual Reports)

Table 5 shows how many program graduates and program participants are currently serving in California public school classrooms. Since its inception, the program has produced a total of 943 fully-certificated program graduates. Of these, 893 continue to serve in California public schools. Of the current 1,876 paraprofessionals participating in the program, 177 are currently serving in classrooms as teachers of record: on university internship credentials (77), on district internship credentials (23), on individualized internship certificates (1), on pre-intern certificates (10), and, because the Commission's policies and laws do not prohibit emergency permits in this program, on emergency permits (66). This brings to 1,071 the total number of program graduates and participants who are serving as teachers in California public schools.

The typical certification path for paraprofessionals is completion of baccalaureate degree requirements and subject matter coursework, followed by entry into a university or district internship program. Therefore, it is important for participating districts to have an internship program in place. Data Table 5 identifies 66 emergency permit holders because 12 of the 41 participating local education agencies do not yet have university or district internship programs.

**Data Table 5: Current Program Participants and Program Graduates
Who are Employed as Teachers: Original 12 Programs**
(Data source 2003-04 Annual Reports and Participant Consent Forms)

Programs Original Program Sites	Numbers of Current Participants Serving as Teachers of Record and Certification Held				Numbers of Program Graduates Serving as Teachers of Record	Grand Totals Numbers Serving as Teachers of Record
	University and District Internships		Pre-intern Certificate	Emergency Permit		
	District	IHE				
Anaheim High School District	1	0	1	0	16	18
Azusa Unified School District	0	0	0	0	21	21
Chula Vista Elementary School District	0	0	0	0	16	16
Fresno/Clovis Unified School District	0	0	0	0	79	79
Glendale Unified School District	0	0	0	0	30	30
Lodi Unified School District	0	1	0	1	21	23
Los Angeles Unified School District	0	0	0	0	34	34
Merced Unified School District	0	0	0	0	40	40
Oakland Unified School District	6	0	0	0	11	17
San Francisco Unified School District	0	0	0	0	97	97
San Jose Unified School District	0	1	0	0	14	15
Stockton Unified School District	0	0	0	0	21	21
Ventura Consortium	0	0	0	0	58	58
Totals	7	2	1	1	458	462
Programs Expansion Program Sites	Numbers of Current Participants Serving as Teachers of Record and Certification Held				Numbers of Program Graduates Serving as Teachers of Record	Grand Totals Numbers Serving as Teachers of Record
	University and District Internships		Pre-intern Certificate	Emergency Permit		
	District	IHE				
Anaheim High School District	1	2	0	0	6	9
Antelope Valley Union	0	6	0	0	1	7
Azusa Unified School District	0	1	0	0	0	1
Bellflower Unified School District	0	1	0	0	3	4
Chula Vista Unified School District	0	0	0	0	2	2
Clovis/Fresno Unified School District	0	0	0	11	45	56
Fresno County Office of Education	1	0	0	10	40	51
Glendale Unified School District	0	1	0	0	17	18
Hayward Unified School District	0	0	0	1	1	2

Kings County Office of Education	0	1	0	0	1	2
Lennox Unified School District	0	6	0	1	13	20
Lodi Unified School District	0	0	0	0	5	5
Long Beach Unified School District	3	0	0	0	14	17
Los Angeles Unified School District	1*	21	4	12	167	205
Merced Unified School District	0	0	0	0	10	10
Monterey County Office of Education	0	0	0	0	6	6
Napa Unified School District	0	0	0	0	4	4
Oceanside Unified School District	0	0	0	0	2	2
Ontario Montclair Unified School District	3	0	0	0	0	3
Orange County Office of Education	2	5	1	1	18	27
Palmdale Unified School District	0	4	0	0	5	9
Riverside County Office of Education	2	0	0	4	0	6
Riverside Unified School District	0	4	0	0	2	6
San Francisco Unified School District	1	0	2	2	13	18
San Jose Unified School District	0	9	0	2	3	14
Stockton Unified School District	2	0	1	0	5	8
Sweetwater High School District	0	3	0	0	4	7
Ventura County Office of Education	0	11	1	21	46	79
West Contra Costa Unified School District	2	0	0	0	2	4
Expansion Programs	17	75	9	65	435	602
Original Programs	7	2	1	1	458	469
TOTALS	24	77	10	66	893	1,071

* Service is on an Individualized Internship Certificate

**Data Table 6: Economic Status of Participants: Income Range Per Household
(Data Source: 2003-04 Participant Consent Forms)**

Among the questions included in each local program's annual survey is a request, required by law, for information regarding the participants' economic status. Of those responding, 34% identified their household annual income range as being either (a) under \$10,000 (158), or (b) between \$10,000 and \$20,000 (485).

It should also be noted that all participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 40% indicated

they are heads of households and 34% pay all or part of their own medical coverage. Twenty-five programs reported that a total of 299 participants have no medical coverage. Participants were also asked if they are first-generation college students. Of the 1,704 participants who responded to this question, 922 indicated that they are the first in their family to attend college.

Data Table 6: Economic Status of Participants in Terms of Income Range Per Household:

(Data Source Participant Consent Forms)

Original Program Sites	Total Numbers of Participants	Under \$10,000	\$10,000 - \$20,000	\$20,000 - \$30,000	\$30,000 - \$40,000	\$40,000 - \$50,000	Over \$50,000	Total Numbers of Responses
12 Original Programs	91	0	0	0	0	0	0	0
29 Expansion Programs	1,785	158	485	413	285	232	303	1,862
TOTALS	1,876	158	485	413	285	232	303	1,876

Data Table 7: Teacher Training Program Support

In addition to the financial support provided by the State through program grants, additional support for program participants comes from three primary sources: a local education agency, a postsecondary institution, or other cohort members.

Table 7 includes information on the amount each local program has invested in tuition, books, and other educational fees charged for program participants and in-kind support provided by participating agencies and organizations. Table 7 shows that 60% of grant funds are used to cover essential college costs. Totals identified in this chart do not equal 100% of each grant award amount and may actually exceed the amount of the grant due to use of in-kind funds.

Table 7 also shows the total amount awarded to each program for the 12-month period from July, 2003 through June, 2004. From program to program, the actual annual cost per participant varies greatly, and depends on the following factors:

- (1) The numbers of participants who attend a community college, and the numbers who attend a four-year college or university campus
- (2) The numbers of participants who complete the program during the year
- (3) The amounts of local resources that are invested as in-kind contributions to the program
- (4) The availability of local resources to support program administrative costs, and the percentage of state funding that support these costs
- (5) The percentages of each grant used for the indirect costs of local education agencies

The Commission asks all programs to provide some in-kind support to foster the success of each program. The level of in-kind support for the program varies from locality to locality and is provided by the local education agency and the postsecondary institutions. While some agencies have access to few resources for the program, many other sponsors of local programs provide extensive in-kind support to provide participants with additional incentives to complete the program.

**Data Table 7: Paraprofessional Teacher Training Program Support:
Original 12 Programs**

(Data Source 2003-04 Expenditure Reports)

Original Program Sites	Grant Awards: July 2003 - June 2004	Tuition, Books, and Other IHE Fees	In-Kind Support Provided	Total Numbers of Participants
Anaheim High School District	\$50,688	\$15,619	\$22,691	6
Azusa Unified School District	\$43,692	\$6,225	\$11,268	3
Chula Vista Elementary School District	\$24,000	\$10,592	\$34,765	6
Clovis/Fresno Unified School District	\$0	\$0	\$0	4 ¹
Glendale Unified School District	\$0	\$0	\$0	0 ²
Lodi/Redding Consortium	\$52,013	\$21,632	\$21,020	9
Los Angeles Unified School District	\$24,510	\$24,700	\$0	4
Merced Consortium	\$62,863	\$19,683	\$0	12
Oakland Unified School District	\$105,975	\$47,822	\$21,000	21
San Francisco Unified School District	\$0	0	0	2 ³
San Jose Unified School District	\$26,544	\$2,367	\$0	1
Stockton Unified School District	\$41,208	\$8,224	\$3,143	17
Ventura Consortium	\$38,969	\$28,386	\$9,437	6
TOTALS	\$470,462	\$185,250	\$123,324	91

¹ All four participants were financed by the Clovis/Fresno program. No state funds were used.

² Glendale served its last participant in 2002-03.

³ Both participants were financed by the San Francisco program. No state funds were used.

Data Table 7 (Continued): Expansion Programs

Expansion Program Sites	Grant Awards: July 2003 - June 2004	Tuition, Books, and Other IHE Fees	In-Kind Support Provided	Total Numbers of Participants
Anaheim Union	\$39,000	\$11,803	\$22,691	12
Antelope Valley Union	\$111,000	\$60,052	\$52,252	37
Azusa Unified School District	\$96,000	\$53,841	\$11,368	32
ABC/Bellflower Unified School District	\$60,000	\$41,194	\$24,938	20
Chula Vista Unified School District	\$75,000	\$42,583	\$30,122	25
Clovis/Fresno Unified School District	\$330,000	\$88,433	\$0	110
Fresno County Office of Education	\$381,000	\$264,336	\$0	127
Glendale Unified School District	\$87,000	\$69,950	\$43,100	29
Hayward Unified School District	\$75,000	\$62,137	\$31,490	25
Kings County Office of Education	\$201,000	\$77,658	\$46,120	67
Lennox Unified School District	\$72,000	\$61,409	\$19,682	24
Lodi Unified School District	\$75,000	\$38,995	\$35,500	25
Long Beach Unified School District	\$12,000	\$1,998	\$3,185	4
Los Angeles Unified School District	\$1,086,000	\$838,997	\$33,000	362
Merced Unified School District	\$459,000	\$190,069	\$42,354	154
Monterey County Office of Education	\$297,000	\$123,191	\$0	99
Napa Unified School District	\$39,000	\$23,579	\$18,771	13
Oceanside Unified School District	\$39,000	\$24,660	\$13,500	13
Ontario-Montclair Unified School District	\$93,000	\$42,970	\$0	31
Orange County Office of Education	\$420,000	\$278,346	\$52,001	140
Palmdale Unified School District	\$135,000	\$72,153	\$0	45
Riverside County Office of Education	\$96,000	\$71,967	\$87,000	31
Riverside Unified School District	\$63,000	\$24,290	\$36,015	21
San Francisco Unified School District	\$177,000	\$86,091	\$310,475	59
San Jose Unified School District	\$84,000	\$88,500	\$0	27
Stockton Unified School District	\$96,000	\$36,963	\$7,736	32
Sweetwater High School District	\$39,000	\$15,079	\$60,000	13
Ventura County Office of Education	\$525,000	\$448,571	\$201,355	175
West Contra Costa County Office of Education	\$93,000	\$58,642	\$8,750	33
Expansion Programs	\$5,355,000	\$3,303,767	\$1,191,405	1,785
Original Programs	\$470,462	\$183,225	\$123,324	91
TOTALS	\$5,825,462	\$3,489,017	\$1,314,729	1,876

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

The recently reauthorized Elementary and Secondary Education Act of 2001 (ESEA) requires that, beginning 2002-03, all new teachers hired with Title 1, Part A, Section 1119 funds be “highly qualified.” All other teachers have until the end of school year 2005-2006 to comply with ESEA teacher requirements. ESEA also requires that all paraprofessionals compensated with Title 1 funds must have completed at least two years of higher education or meet a rigorous standard of quality established by the employing school district or county office of education. This new provision for paraprofessional hiring is in effect now. Those paraprofessionals currently employed who do not meet the new employment requirements must do so within the next three years.

The Commission anticipates that remaining participants of the original programs will complete their program and become fully certified teachers within the next 12 to 24 months. Between 2004 and 2006, graduation and full certification of an additional 641 program participants are anticipated. Since all graduates of the program hold full teacher certification, they meet the definition of “highly qualified teacher” as described in the ESEA.

The 1,876 PTTP participants include 1,431 paraprofessionals who are enrolled in course work at a four-year college or university. These paraprofessionals currently meet the new employment requirement identified in Federal legislation. The remaining 445 participants of the program are completing course work at the community college level and will meet the new requirement within the next three years. By helping paraprofessionals in the program meet these employment requirements for both teachers and paraprofessionals, the program directly facilitates the State of California’s compliance with the new Federal mandates.

Taking into consideration the focus of the program, the number of successful graduates from the program, their areas of certification, the retention rate in the education profession, and the impact the number of program graduates has made to satisfy local employer needs, full funding and operation of the program could impact teacher shortages in the areas of bilingual education, special education and hard to staff elementary education schools during the 2004-2005 school year.

Data Sources:

(a) California Basic Educational Data System

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

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

(d) 2003-2004 Local Paraprofessional Teacher Training Program Annual Reports

(e) 2003-2004 Local Paraprofessional Teacher Training Program Expenditure Reports

Appendix A

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

Senate Bill No. 1636

CHAPTER 1444

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

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

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

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

Article 6.7. California School Paraprofessional Teacher Training Program

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

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

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

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

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

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

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

(d) The school district or county office of education shall recruit and organize groups, or "cohorts," of school paraprofessionals, of not less than 30 paraprofessionals in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the district or county office of education. The members of each cohort shall enroll in the same campus, and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies. Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will complete one school year of classroom instruction in the district county office of education for each year that he or she received assistance for books, fees, and tuition while attending a community college or a campus of the California State University under the program. To the extent possible, members of each cohort shall proceed through the same waiver and credential programs. "teacher training program," for the purposes of this article, means any undergraduate program of instruction conducted at a campus of the California Community Colleges, or undergraduate or graduate program conducted at a campus of the California State University, that is designed to qualify students enrolled in the program for a teaching credential authorizing instruction in kindergarten and grades 1 to 12, inclusive.

(e) The commission shall contract with an independent evaluator with a proven record of experience to assessing career advancement teacher training programs to determine the success of the recruitment programs established pursuant to subdivision (b). The evaluation shall be made on an annual basis and shall include, but shall not be limited, all of the following-

- (1) The number and racial and ethnic classifications of school paraprofessionals participating in the pilot program who successfully complete the teacher training program each year.
- (2) The number and racial and ethnic classifications of school paraprofessionals participating in the pilot program who successfully complete the teacher training program each year.
- (3) The total cost per person participating in the pilot program who successfully obtains a teaching credential, based upon all state, local, federal, and other sources of funding.
- (4) The economic status of persons participating in the pilot program.
- (5) A description of financial and other resources made available to each recruitment program by participating school districts or county offices of education, the California Community Colleges, the California State University, and other participating organizations.

(f) Each selected school district or county offices of education shall report to the commission regarding the progress of each cohort of school paraprofessionals, and other information regarding its recruitment program as the commission may direct.

(g) No later than January 1, 1993, and again by January 1, 1994, and by January 1, 1995, the commission shall report to the Legislature regarding the status of the pilot program, including, but not limited to the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed " teachers in the public schools, and other effects upon the operation of the public schools.

(h) "Teaching paraprofessional," for the purposes of this article, includes the following job classifications: teacher associate, teacher assistant, teacher aide, pupil services aide, and library aide.

(i) "Local education agency" for the purposes of this article includes county offices of education that can participate in the pilot programs.

69619.3 The Commission on Teacher Credentialing shall conduct a survey of classified employees in each school district or county office of education maintaining kindergarten and any of grades 1 to 12, inclusive, that has 300 or more classified employees here at least 40 % of the paraprofessionals employed by the district or county office are members of racial and ethnic minority groups. The survey shall be addressed to those classified employees of each of those districts or county offices who express the desire to, enroll in a postsecondary education program in order to obtain a teaching credential authorizing instruction in kindergarten and grades 1 to 12,

inclusive, and shall determine the educational attainment of each of those classified employees, and the approximate coursework that would be required in order for the classified employee to obtain that teaching credential. The survey shall be designed to determine the extent to which the need exists, in the 1992-93 fiscal year and thereafter, for the pilot program described in Section 69619.1. The survey shall include the views of the management employees of the local school districts or county offices of education regarding their participation in the pilot program. The commission shall submit draft recommendations based on the results of the survey to the Legislature no later than May 1, 1991. The commission shall submit the results of the survey to the Legislature no later than July 1, 1990.

SECTION 2. The sum of eighty-five thousand dollars (\$85,000) is hereby appropriated from the Teacher Credentials Fund to the Commission on Teacher Credentialing for the purpose of conducting the survey pursuant to Section 69619.3 of the Education Code.

Appendix B

Chapters 737 and 831 of the Statutes of 1997, which authorized expansion of the California School Paraprofessional Teacher Training Program

EDUCATION CODE SECTION 44390-44393

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

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

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

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

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

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

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

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

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

(b) 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 from 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 C

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

State law mandates that participating local education agencies enter into articulation agreements with participating campuses of the California Community Colleges and/or the California State University, the University of California and private institutions of higher education that offer accredited teacher training programs. Table 3 shows that the 42 local programs have entered into formal written articulation agreements with 35 campuses of the California Community Colleges, 20 California State University campuses, 2 campuses of the University of California and 4 independent colleges and universities. These partnerships with postsecondary institutions contribute to the program's goal of creating innovative teacher education models. It should also be noted that program participants are being trained for service in 90 school districts and county offices of education.

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Anaheim Program	Anaheim City School District Centralia School District Cypress School District Magnolia School District	Cypress Community College	California State University, Long Beach
Azusa Program	Azusa Unified School District Charter Oak School District	Citrus Community College	California State University, Los Angeles
Chula Vista Program	Chula Vista Elementary School District	Southwestern Community College	San Diego State University
Clovis/Fresno Program	Clovis Unified School District Fresno Unified School District	Fresno City College	California State University, Fresno
Glendale Program	Glendale Unified School District	None	California State University, Los Angeles
Lodi/Redding Program	Lodi Unified School District New Hope Elementary School District Galt Joint Union School District Enterprise School District Shasta County Office of Education	San Joaquin Delta Community College Shasta Community College	California State University, Stanislaus California State University, Chico
Los Angeles Program	Los Angeles Unified School District	None	California State University, Dominguez Hills
Merced Program	Merced City School District Atwater Elementary School District Livingston Union School District Planada Elementary School District Weaver Elementary School District Winton Elementary School District	Merced Community College	California State University, Stanislaus

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Oakland Program	Oakland Unified School District	Laney Community College	California State University, Hayward
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University
San Jose Program	San Jose Unified School District	San Jose City College	San Jose State University
Stockton Program	Stockton Unified School District	San Joaquin Delta Community College	
Ventura County Program	Hueneme School District Ventura Unified School District Oxnard Elementary School District Rio School District	Ventura Community College Oxnard Community College Moorpark Community College	California State University, Northridge (Ventura Campus)
TOTAL : 13	30	14	14

Expansion Programs

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

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

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
	Monterey Peninsula Unified School District North Monterey County Unified School District Salinas City School District San Lucas Union School District Soledad Unified School District		
Napa Program	Napa Valley Unified School District	Napa Valley Community College	Pacific Union College Chapman University Sonoma State University
Oceanside Program	Oceanside Unified School District	Mira Costa Community College	CSU San Marcos
Ontario-Montclair Program	Ontario-Montclair School District	Mt. San Antonio Community College	Cal State Polytechnic University, Pomona
Orange County Program	Orange County Department of Education Brea Olinda Unified School District Capistrano Unified School District Cypress School District Magnolia School District Orange Unified School District Saddleback Valley Unified School District Santa Ana Unified School District	Santa Ana Community College Saddleback Community College	California State University, Fullerton
Palmdale Program	Palmdale School District	Antelope Valley Community College	California State University, Bakersfield
Riverside County Program	Riverside County Office of Education	Riverside Community College College of the Desert	California State University, San Bernardino
Riverside School District Program	Riverside Unified School District	Riverside Community College	California State University, San Bernardino University of California, Riverside
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University
San Jose Program	San Jose Unified School District	San Jose Evergreen Community College District	San Jose State University
Stockton Program	Stockton Unified School District	San Joaquin Delta Community College	California State University, Stanislaus
Sweetwater Program	Sweetwater Union High School District	Southwestern Community College	San Diego State University
West Contra Costa Program	West Contra Costa Unified School District	Contra Costa Community College	California State University, Hayward
Ventura County Program	Ventura County Schools Conejo Valley School District Fillmore Unified School District Hueneme Elementary School District	Ventura Community College Oxnard Community College Moorpark Community College	California State University, Northridge California State University, Channel Islands Campus California Lutheran University University of California, Santa Barbara

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
	Las Virgines Unified Moorpark Unified School District Ocean View Elementary School District Ojai Unified School District Oxnard Elementary School District Oxnard Union High School District Pleasant Valley Elementary School District Rio Elementary School District Santa Paula Union High		
TOTAL: 29	90	35	26*

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

Appendix D

Paraprofessional Teacher Training Program Support Systems

Local Education Agency Support

Local education agencies are the first sources of career-ladder support for paraprofessionals. Support by school districts takes many different forms, including tutoring and mentoring, along with in-kind contributions from local agency personnel and resources, as well as preparation training for examinations such as the California Basic Educational Skills Test (CBEST), California Subject Examination for Teachers (CSET), and the Multiple Subject Assessment for Teachers (MSAT).

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

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

Success for paraprofessionals can also be attributed to the mentoring programs that the projects provide. Many program sites select a teacher to serve as a Support Provider or Mentor for the cohort. The duties and responsibilities of the Support Provider include, but are not limited to: guiding paraprofessionals along the career path, assisting paraprofessionals in training opportunities, teaching activity demonstrations, and helping navigate the district bureaucracy.

Local education agencies also demonstrate support with in-kind contributions that include office space for study groups or cohort meetings, consumable supplies, equipment rental, staff time, and release time for paraprofessionals. Programs have also enjoyed the support of their local classified and certificated employee unions.

College and University Support

The second source of program and paraprofessional support is the college or university. All sites offer both degree advisors and teaching credential advisors. This provides participants with resources to plan and complete their degree and credential programs. Such close proximity of the advisors makes them readily available to the paraprofessionals. All projects include college and

university staff and administrators as members of their advisory councils, which gives the program visibility on the respective campuses.

Cohort Support

In discussions with the paraprofessionals, the source of support most often mentioned is the mutual support provided by the paraprofessionals themselves. This peer support takes many forms. Most of the local programs hold monthly or bimonthly cohort meetings where the paraprofessionals can discuss, with their fellow paraprofessionals, challenges they may be confronting in college or challenges in the classrooms in which they are working. Hearing how others have approached similar challenges gives the paraprofessionals encouragement, and fosters a supportive and collegial environment within the cohort.

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

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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December 2004:

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Ex Officio Members

Karen Symms Gallagher, Association of
Independent California Colleges and
Universities

Marilyn T. McGrath, California
Postsecondary Education Commission

Athena Waite, Regents, University of
California

Bill Wilson, California State University

Executive Director

Dr. Sam W. Swofford

Functions of the Commission

The Commission:

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

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

Operation of the Commission

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

Recent Commission Reports

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

2003

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

2001-2002 Annual Report: Emergency Permits and Credential Waivers

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

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

Paraprofessional Teacher Training Program--2002 Report to the Legislature

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

2002

Preliminary Report on Teacher Retention in California

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

2000-01 Annual Report: Emergency Permits and Credential Waivers

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

1999-2000 AB 471 Report