

# California School Paraprofessional Teacher Training Program



CALIFORNIA  
COMMISSION  
ON TEACHER  
CREDENTIALING

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# **California School Paraprofessional Teacher Training Program Annual Report to the Legislature 2005**

*State of California*  
**Arnold Schwarzenegger, Governor**



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# **California School Paraprofessional Teacher Training Program**

## **Annual Report to the Legislature**

### **EXECUTIVE SUMMARY**

#### **Program Purpose**

The primary purpose of the California School Paraprofessional Teacher Training Program (PTTP) is to diversify the teaching profession by creating 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. Competitive grants to local school districts and county offices of education defray the tuition, fees, and related academic expenses of paraprofessional participants as they complete their bachelor degrees and their professional teacher preparation leading to a California preliminary teaching credential.

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. This report fulfills the statutory requirement.

#### **Program Funding**

The original legislation establishing the PTTP in 1990 provided \$1.475 million in competitive grant funding, with no cap on the funds allowed to be expended per participant. Subsequent expansion legislation in 1997 established an expenditure cap of \$3,000 in state funds per participant per year. The statewide PTTP program was funded at \$6.583 million, and served 1,618 participants during 2004-05 within forty-two local school district/college and university partnerships.

Participants are subject to a payback provision contained in the authorizing legislation that mandates that “any participant who does not fulfill his/her obligations ” (i.e., to graduate from an postsecondary institution with a bachelor’s degree, complete all of the requirements to obtain a multiple subject, single subject, or education specialist teaching credential, and complete one school year of classroom instruction in the district or county office of education for each year that he or she received assistance for books, fees and tuition while attending an institution of higher education under the program) must repay all of the assistance received from the program.

## **Program Outcomes**

As of summer 2005, 1,169 graduates of the School Paraprofessional Teacher Training Program have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 194 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (163 participants), or serving on an emergency permit (31 participants).

In 2004-05, the PTTP program served 1,618 participants who are working on completing their bachelor's degrees and/or their professional teacher preparation. Of the 1,618 PTTP participants, 398 are enrolled at the Community College level; 693 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 529 are enrolled in the teacher preparation program at a California four-year college/university and/or a district or university intern program.

The PTTP program is fulfilling its mandate to increase the diversity of the teaching force. Current program participants represent a range of cultural and linguistic minority groups (including 844 Latino/Hispanic, 152 African-American, and 25 Southeast Asian participants, among others). Seventy percent of program participants are minority group members.

The PTTP program is also addressing legislative intent to serve participants from low-income as well as minority groups. Approximately 31% of participants identified their household annual income range as being either (a) under \$10,000 (127), or (b) between \$10,000 and \$20,000 (374). Approximately 38.9% indicated they are heads of households and 29% pay all or part of their own medical insurance coverage. Twenty-five programs reported that a total of 255 participants have no medical insurance coverage. Eight hundred participants (49%) also indicated that they are the first in their family to attend college.

## **Degree to Which the Paraprofessional Teacher Training Program can Meet Teacher Demand**

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. Since all graduates of the program hold full teacher certification, they meet the definition of "highly qualified teacher" in compliance with the No Child Left Behind (NCLB) federal legislation.

The 1,618 PTTP participants in 2004-05 include 1,222 paraprofessionals (76%) who are enrolled in course work at a four-year college or university. These paraprofessionals currently meet the new employment requirement for paraprofessionals established in the NCLB federal legislation. The remaining 396 participants (24%) of the program are completing course work at the community college level and will meet the NCLB requirement within the next three years. By helping participants in the PTTP program meet these employment requirements for both teachers and paraprofessionals, the program directly facilitates the State of California's compliance with NCLB federal mandates.

## **Program Policy Issues**

### **A. Budgetary Constraints**

Local program budgets have been severely strained by the unprecedented increase in tuition, books and fees at California colleges and universities. Currently, 76% of the 1,618 participants are enrolled in four-year institutions. Consequently, the \$3,000 annual financial assistance provided by the state does not meet the tuition and academic needs of these participants, and results in local budget shortfalls to provide required services to participants. This financial burden is a prime reason why some participants are unable to complete the program in a timely manner.

### **B. Declining K-12 Enrollment and Effects of Class Size Reduction**

The Class Size Reduction legislation resulted in a shortage in the numbers of qualified teachers available to districts. Thus, some paraprofessionals completed the program but were unable to immediately find a teaching job in the local area. Recently, however, local education agencies are also faced with diminishing numbers of student enrollees and at the same time many districts have also reduced the scope of their class size reduction programs. This situation further increased the potential oversupply of multiple subject credentialed teachers in certain areas of the state. The surplus of fully-qualified multiple subject credential holders continues to be an obstacle for many recent paraprofessional program graduates who are seeking employment. The recent oversupply of elementary teachers, however, is likely to change in the near future with the anticipated retirement of thousands of veteran teachers.

Declining enrollment and oversupply of certain staff also adversely impact internship credential holders. Entering an internship program after completion of the B.A. degree is a popular option for many PTPP participants, since serving on an internship credential also allows the holder to earn a salary while serving as a teacher of record. Due to the currently available supply of elementary teachers, however, districts frequently make the decision to employ a fully-credentialed teacher instead of an intern. When an internship option is not available in a school district or county office of education local program directors search for neighboring districts through which their paraprofessionals may complete their teacher preparation program. If, however, a paraprofessional does not qualify for issuance of an internship credential the paraprofessional may sometimes be forced to make the difficult decision of requesting a leave of absence to complete traditional student teaching. This outcome presents a staffing hardship for the employer and at the same time places a financial hardship on the participant because no salary is earned while the paraprofessional is on leave.

### **C. Hardship Resulting from Lengthy Program Enrollment**

Since the PTPP program began in 1994-95, 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). During their time in the PTPP program, however, all participants must continue to work as part-time paraprofessionals. 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 could take as many as seven years or more 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 the journey from program entry to program graduation may take a paraprofessional more than seven years to complete, the paraprofessionals incur a significant and daunting repayment burden upon earning a preliminary credential (see also Hardship D, below).

#### **D. Hardship Resulting From Payback Requirements**

As outlined above, many paraprofessionals enter the PTTP with few applicable college credits. It may take these individuals a significantly longer time to complete the program and, in some instances, paraprofessionals who entered the program with full intention to become a certificated California teacher are ultimately unable to continue due to family or health reasons. Even if the participant does successfully complete the program, he/she may face extensive years of consecutive employment in the public schools in order to meet the mandated payback requirements, regardless of the personal situation of the participants. Nonetheless, current law requires these individuals to repay the support received if they are unable for any reason to complete the program in a timely manner and to serve as a K-12 teacher for the equivalent number of years that they received support. This requirement adds further financial hardship and stress to the low-income paraprofessionals the program was intended to assist, and adversely affects the ability to recruit paraprofessionals into the program. The requirement also places a significant mandated burden on the original program sponsor, who must track the participant over seven or more years even after he or she attains a credential even if the participant moves from the local area in order to obtain a teaching position. This may be difficult or impossible for the local program sponsor to accomplish, as California does not have a uniform database to allow for tracking credential holders who move from the location where the credential was obtained.

An additional hardship resulting from the payback requirement occurs when the paraprofessionals who successfully complete the PTTP program are unable to obtain a teaching job in their local area. PTTP program participants are typically long-time residents who are invested in their local communities and are unable to uproot themselves and their families to search for a teaching position elsewhere even if one were available. If, due to labor market circumstances beyond their control, program graduates are unable to obtain a teaching position in the local district or area after successfully completing the program and all of its requirements, these participants may face the prospect of having to pay back of thousands of dollars which they cannot afford.



# **California School Paraprofessional Teacher Training Program**

## **Annual Report to the Legislature**

### **I. Program Purpose and Rationale for this Report**

The primary purpose of the California School Paraprofessional Teacher Training Program (PTTP) is to diversify the teaching profession by creating 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 pathway to teaching program was established in 1990 by Chapter 1444 of the Statutes of 1990 (SB 1690, Roberti) and added sections 69619 to 69619.3 to the State Education Code (see Appendix A). The PTTP program was subsequently expanded in by Chapters 737 and 831 of the Statutes of 1997 (The Wildman-Keeley-Solis Exemplary Teaching Training Act of 1997). which added sections 444391 to 44393 to the State Education Code (see Appendix B).

Section 44393 of the Education Code requires the California Commission on Teacher Credentialing (Commission) to report to the Legislature regarding the status of the California School Paraprofessional Teacher Training Program. This report fulfills the Commission’s requirement to report to the Legislature the following information: the number of paraprofessionals recruited, the academic progress of participating school paraprofessionals, the number of paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, 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.

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

The California School Paraprofessional Teacher Training Program (PTTP) provides academic scholarships and other related academic support services to individuals recruited from paraprofessional job classifications seeking a preliminary California teaching credential as a K-12 teacher (with special emphasis on individuals seeking to become bilingual, special education, K-3, or teacher in another field of identified district need). PTTP programs are sponsored by local school districts and/or county offices of education, who apply to the Commission for program funding based on a competitive grant application process. Although there is no legislative requirement for expenditure of matching local funds by program sponsors, program sponsors are nonetheless 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, and expending the state program funds in accordance with the approved program budget. Participants do not directly receive program funds or reimbursement; instead, the program sponsor expends state program funds on behalf of the participants for the tuition,

fees, books and other services at an IHE while the participant is completing his/her education and/or teaching credential preparation.

## A. Number, Ethnicity and Economic Status of Paraprofessionals Recruited

In 2004-05, the PTTP enrolled 1,168 paraprofessionals. As the data table below shows, the PTTP is fulfilling its legislative intent to diversify the teaching profession. Seventy percent of program participants are minority group members.

**Current Participants by Ethnicity**  
**Program Year 2004-05**  
 (Data Source: 2004-2005 Participant Consent Forms)

<i>Ethnicity</i>	<b>Numbers</b>
African American	152
Armenian	15
Asian American (Chinese, Korean and Japanese)	38
Caucasian	439
Latino/Hispanic	844
Middle Eastern	4
Native American/American Indian	20
Pacific Islander/Filipino	20
Southeast Asian (Hmong, Cambodian, Lao, Mien, and Vietnamese)	25
Unknown/declined to state	61
<b>TOTAL:</b>	<b>1,618</b>

The PTTP program is also addressing legislative intent to include participants from low-income as well as minority groups, as shown in the data table below. Of the 1,591 participants responding to this question in the annual participant data collection, 31% identified their household annual income range as being either (a) under \$10,000 (127), or (b) between \$10,000 and \$20,000 (374).

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

(Data Source: 2004-2005 Participant Consent Forms)

<b>Program Sites</b>	<b>Total Participants</b>	<b>Under \$10,000</b>	<b>\$10,000 - \$30,000</b>	<b>\$30,000 and Over</b>	<b>Total Responses</b>
13 Original Programs	17	0	2		19
29 Expansion Programs	1,601	127	713	707	707

<b>Program Sites</b>	<b>Total Participants</b>	<b>Under \$10,000</b>	<b>\$10,000 - \$30,000</b>	<b>\$30,000 and Over</b>	<b>Total Responses</b>
<b>TOTALS</b>	<b>1,618</b>	<b>127</b>	<b>715</b>	<b>722</b>	<b>722</b>

\* Not all respondents provided information for all of the questions on the Participant Consent Forms.

It should also be noted that 1,606 participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 38.9% indicated they are heads of households and 29% pay all or part of their own medical insurance coverage. Twenty-five programs reported that a total of 255 participants have no medical insurance coverage. Participants were also asked if they are first-generation college students. Of the 1,485 participants who responded to this question, 800 (49%) indicated that they are the first in their family to attend college.

## **B. Program Funding Levels**

The table below shows the state funding level for each local PTP program site for the 12-month period from July, 2004 through June, 2005. Although the use of state funds for expansion site participants is capped at a maximum of \$3,000 per participant per year, the actual annual cost per participant and the distribution of program resources per participant vary, depending on the following factors:

- (1) The numbers of participants who attend a community college (lower tuition and fee costs), and the numbers who attend a four-year college or university campus (higher tuition and fee costs)
- (2) The numbers of participants who complete the program and exit 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

As indicated above, all program sponsors (including the sponsoring district/county office of education and collaborating colleges and universities) provide in-kind support to participants in addition to the state funding allocations. The level of in-kind support for the program varies from locality to locality due to variations in local resources.

### **Paraprofessional Teacher Training State Funding Allocations**

(Data Source: 2004-05 Expenditure Reports)

<b>Original 13 Program Sites</b>	<b>Grant Awards: FY 2004-05</b>	<b>Total Numbers of Participants</b>
Anaheim High School District	\$11,600	3

Azusa Unified School District	\$0	0 <sup>1</sup>
Chula Vista Elementary School District	\$12,000	3
Clovis/Fresno Consortium	\$0	0
Glendale Unified School District	\$0	0 <sup>2</sup>

**Paraprofessional Teacher Training State Funding Allocations**  
(Data Source: 2004-05 Expenditure Reports) continued

<b>Original 13 Program Sites</b>	<b>Grant Awards: FY 2004-05</b>	<b>Total Numbers of Participants</b>
Lodi/Redding Consortium	\$10,140	2
Los Angeles Unified School District	\$10,028	3
Merced Area Consortium	\$12,000	4
Oakland Unified School District	\$0	4 <sup>3</sup>
San Francisco Unified School District	\$0	0
San Jose Unified School District	\$13,400	1
Stockton Unified School District	\$0	0
Ventura Consortium	\$0	0
<b>TOTALS</b>	<b>\$80,259</b>	<b>17</b>

Note: State grant funds were used by the original PTPP program sponsors to support paraprofessional participants by paying tuition, book costs and other institutional fees, additional academic support, test preparation, administrative fees for state-mandated examinations, credential application and fingerprint processing fees and, in some instances, child care while the paraprofessional is attending college/university classes. The law specified no maximum mandated expenditure per participant for the original 13 funded program sites.

<b>Expansion Program Sites</b>	<b>Grant Awards: FY 04-05</b>	<b>Total Numbers of Participants</b>
Anaheim Union	\$24,000	8
Antelope Valley Union	\$108,000	36
Azusa Unified School District	\$84,000	28
ABC/Bellflower Unified School District	\$54,000	18
Chula Vista Unified School District	\$63,000	21
Clovis/Fresno Consortium	\$270,000	90

<sup>1</sup> These programs served their last funded participants in 2003-04.

<sup>2</sup> Glendale served its last funded participant in 2002-03.

<sup>3</sup> All 4 participants were financially supported by the Oakland program. No State funds were used.

<b>Expansion Program Sites</b>	<b>Grant Awards: FY 04-05</b>	<b>Total Numbers of Participants</b>
Fresno County Office of Education	\$297,000	99
Glendale Unified School District	\$54,000	18
Hayward Unified School District	\$63,000	21
Kings County Office of Education	\$165,000	55
Lennox Unified School District	\$102,000	34
Lodi Unified School District	\$45,000	15
Long Beach Unified School District	\$0	0 <sup>1</sup>
Los Angeles Unified School District	\$1,185,000	395
Merced Area Consortium	\$312,000	104
Monterey County Office of Education	\$231,000	77
Napa Unified School District	\$30,000	10
Oceanside Unified School District	\$36,000	12
Ontario-Montclair Unified School District	\$72,000	24
Orange County Office of Education	\$420,000	140
Palmdale Unified School District	\$129,000	43
Riverside County Office of Education	\$57,000	19
Riverside Unified School District	\$51,000	17
San Francisco Unified School District	\$177,000	59
San Jose Unified School District	\$54,000	18
Stockton Unified School District	\$84,000	28
Sweetwater High School District	\$36,000	12
Ventura County Office of Education	\$462,000	154
West Contra Costa County Office of Education	\$138,000	46
<b>Expansion Programs</b>	<b>\$4,803,000</b>	<b>1,601</b>
<b>Original Programs</b>	<b>\$80,259</b>	<b>17</b>
<b>TOTALS</b>	<b>\$4,883,259</b>	<b>1,618</b>

### C. Participant Payback Provisions

The initial PTPP program legislation contained a payback provision for program participants that requires each participant to “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 a community college or a campus of the California State University under the program.” Subsequent legislation expanded and clarified the payback requirement for participants to encompass repayment of the assistance “to the extent that any participant does not fulfill his or her obligations” (i.e., to graduate from a postsecondary institution with a bachelor’s degree, complete all of the requirements to obtain a multiple subject, single subject, or education

specialist teaching credential, and complete one school year of classroom instruction in the district or county office of education for each year that he or she received assistance for books, fees and tuition while attending an institution of higher education under the program).

### **III. Program Outcomes**

#### **A. Academic Progress of Participating School Paraprofessionals**

The PTTP program is currently serving 1,618 paraprofessional participants who have not yet completed the program and earned a California Preliminary Teaching Credential. Of the 1,618 current PTTP participants, 398 are enrolled at the Community College level; 693 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 529 are enrolled in a teacher preparation program at a California four-year college/university.

A notable program success is the effective collaboration between school districts and postsecondary institutions. The purpose of these partnerships was to strengthen the relationships between local school districts and the postsecondary institutions that prepared teachers who typically were hired by these districts. The partnerships assured the smooth operation of the program as the participants enrolled in their bachelor's degree and/or teacher preparation coursework. Programs also established Advisory Councils comprised of school district administrators, college and university administrators, teacher representatives and program participant representatives to facilitate communications and program operations.

#### **B. Meeting the Demand for Bilingual and Special Education Teachers**

The data table below shows the degree to which the 1,618 current PTTP participants are preparing to earn bilingual or special education certification.

#### **Certification Goals of Current PTTP Participants**

(Data Source: 2004-05 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 (Not including BCLAD or CLAD)	Multiple Subject (Not including BCLAD or CLAD)	Single Subject (Not including BCLAD or CLAD)
		MS	SS	MS	SS			
13 Original Programs	17	6	0	3	0	6	1	1
29 Expansion Programs	1,601	398	44	505	47	342	198	127
<b>TOTALS</b>	<b>1,618*</b>	<b>404</b>	<b>44</b>	<b>508</b>	<b>47</b>	<b>348</b>	<b>199</b>	<b>128</b>

\* Although there are 1,618 current participants, the numbers in this table add to more than 1,618 because the count is duplicative (e.g., a candidate may be counted as a Multiple Subject and as a Education Specialist participant, or may be counted as a Single Subject and a Education Specialist participant, etc.)

It should also be noted that participants of two programs (Antelope Valley Union High School District and Riverside County Office of Education, comprising a total of 55 participants) are seeking special education certification exclusively.

### **C. Numbers of Participants Employed as Teachers in the Public Schools**

As of summer 2005, 1,169 graduates of the School Paraprofessional Teacher Training Program have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 194 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (163 participants), or serving on an emergency permit (31 participants).

### **IV. Degree to Which the Paraprofessional Teacher Training Program can Meet Teacher Demand**

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 2005 and 2007, graduation and full certification of an additional 529 program participants are anticipated. Since all graduates of the program hold full teacher certification, they meet the definition of “highly qualified teacher” in compliance with the No Child Left Behind (NCLB) federal legislation.

The 1,618 PTPP participants in 2004-05 include 1,222 paraprofessionals who are enrolled in course work at a four-year college or university. These paraprofessionals currently meet the new employment requirement for paraprofessionals established in the NCLB federal legislation. The remaining 396 participants of the program are completing course work at the community college level and will meet the NCLB requirement within the next three years. By helping participants in the PTPP program meet these employment requirements for both teachers and paraprofessionals, the program directly facilitates the State of California’s compliance with NCLB 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 will positively impact teacher shortages particularly in the areas of bilingual education, English language learner education, special education and hard to staff elementary education schools during the 2005-2006 school year.

### **V. Program Funding History**

Although the initial legislation authorizing the California School Paraprofessional Teacher Training Program was enacted in 1990 and amended in 1991, funding for program implementation was not provided until the 1994-95 state budget. 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 added to the budget of the California Commission on Teacher Credentialing to administer the program. The PTTP was identified at that time as a pilot program, with a legislative requirement to recruit a minimum of 600 paraprofessional participants.

Subsequent expansion legislation in 1997 did not provide funding for the required expansion. Additional funding became available in the 1999-2000 state budget through a \$10 million allocation. The expansion legislation required the PTTP to recruit an additional minimum of 600 paraprofessionals, and set an expenditure cap of \$3,000 per participating paraprofessional per year.

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. Nonetheless, the PTTP program continues to serve over 1,600 participants.

## **VI. Program Policy Issues**

### **A. Budgetary Constraints**

Local program budgets have been severely strained by the increases in tuition, books and fees at California colleges and universities. Currently, 76% of the 1,618 participants are enrolled in four-year institutions. Consequently, the \$3,000 annual financial assistance provided by the state does not meet the tuition and academic needs of these participants, and results in local budget shortfalls to provide required services to participants. As a means to cover the shortfall, paraprofessionals are encouraged to seek additional funding sources, a situation that puts increased financial and emotional stress on low-income and minority individuals who are already seeking to balance their work responsibilities, education responsibilities, and family responsibilities while participating in this demanding educational teacher preparation program. This financial burden is a prime reason why some participants are unable to complete the program in a timely manner.

### **B. Declining K-12 Enrollment and Effects of Class Size Reduction**

Another PTTP program challenge arises from declining K-12 school enrollments and a surplus of qualified teachers in some areas. At the time the PTTP program was initially established, districts had a strong need for additional credentialed teachers. Subsequently, however, while PTTP participants were working on their undergraduate education at local colleges and universities, teacher training programs increased the production of new teachers to meet the demands of the class size reduction initiative. This resulted in an unexpected increase in the numbers of qualified multiple subject teachers available to districts. Thus, some paraprofessionals completed the program in the late 1990's but were unable to immediately find a teaching job in the local area. More recently, however, local education agencies are faced with diminishing numbers of student enrollees and at the same time many districts have also reduced the scope of their class size reduction programs. This situation further increased the potential



oversupply of multiple subject credentialed teachers in certain areas of the state. The surplus of fully-qualified staff continues to be an obstacle for recent paraprofessional program graduates who are seeking employment. Although local program administrative staff continues to work with their human resource divisions to secure employment for participants who graduate from the program, some participants are left with no alternative but to seek employment outside of their local education agency when no employment slots are available. The recent oversupply of elementary teachers, however, is likely to change in the near future with the anticipated retirement of thousands of veteran teachers.

Declining enrollment and oversupply of certain staff also adversely impact internship credential holders. Entering an internship program after completion of the B.A. degree is a popular option for many PTPP participants, since serving on an internship credential also allows the holder to earn a salary while serving as a teacher of record. Due to the currently available supply of elementary teachers, however, districts frequently make the decision to employ a fully-credentialed teacher instead of an intern. When an internship option is not available in a school district or county office of education local program directors search for neighboring districts through which their paraprofessionals may complete their teacher preparation program. If, however, a paraprofessional does not qualify for issuance of an internship credential the paraprofessional may sometimes be forced to make the difficult decision of requesting a leave of absence to complete traditional student teaching. This incurs a staffing hardship for the employer and at the same time places a financial hardship on the participant because no salary is earned while the paraprofessional is on leave.

### **C. Hardship Resulting from Program Enrollment Requirements**

Since the PTPP program began in 1994-95, 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 starts with completion of community college coursework, continues with the transfer to a four-year college or university to complete the bachelor's degree, and ends with a final one-year professional teacher preparation program or with a one- to two-year internship program that leads to a preliminary teaching credential.

During this time, however, 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 could take as many as seven or even more 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. Furthermore, to accomplish the student teaching requirement, the paraprofessional may need to request a leave of his/her position in order to be in the classroom as a student teacher, thus incurring severe financial strain due to loss of salary and benefits during this time. Since the journey from program entry to program graduation may take

a paraprofessional more than seven years, the paraprofessional may incur a significant and daunting burden of a repayment debt of seven years' work or longer upon earning a preliminary credential (see also Hardship D, below).

#### **D. Hardship Resulting From Payback Requirements**

As outlined above, many paraprofessionals enter the PTTP with few applicable college credits. Others may have the equivalent of an AA degree upon program entry, but needed coursework may not be available in a timely manner due to over enrollment at the IHE, budget reductions at the IHE resulting in limited numbers of courses, and inconvenient course scheduling such as courses only available during work hours. In addition, low-income participants may also struggle with health challenges, family issues, job reductions, and other circumstances that affect their ability to progress rapidly through the PTTP program. As a result of circumstances beyond their control, it may take these individuals a significantly longer time to complete the program and, in some instances, paraprofessionals who entered the program with full intention to become a certificated California teacher are ultimately unable to continue. Even if the participant manages to successfully complete the program, he/she may face extensive years of consecutive employment in the public schools in order to meet the mandated payback requirements, regardless of the personal situation of the participants. Nonetheless, current law requires these individuals to pay back thousands of dollars if they are unable to complete the program for any reason in a timely manner and to serve as a K-12 teacher for the equivalent number of years that they received support. This requirement adds further financial hardship and stress to the low-income paraprofessionals the program was intended to assist, and adversely affects the ability to recruit paraprofessionals into the program. The requirement also places a significant mandated burden on the original program sponsor, who must track the participant over seven or more years even if the participant moves from the local area in order to obtain a teaching position. This may be difficult or impossible for the local program sponsor to accomplish, as California does not have a uniform database to allow for tracking credential holders who move from the location where the credential was obtained.

An additional potential hardship resulting from the payback requirements occurs when there is a local oversupply of fully credentialed teachers, and the paraprofessional who successfully completes the PTTP program is unable to obtain a teaching job in the area. PTTP program participants are typically long-time local residents who are heavily invested in the local community and are unable to uproot themselves and their families to search for a teaching position elsewhere even if one were available. If, due to labor market circumstances beyond their control, program graduates are unable to obtain a teaching position in the local district or area after successfully completing the program and all of its requirements, these participants may face the prospect of having to pay back of thousands of dollars which they simply cannot afford.

# 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 or 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 school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as 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 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 C

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

State law mandates that participating local education agencies enter into articulation agreements with participating campuses of the California Community Colleges and/or the California State University, the University of California, and private institutions of higher education that offer accredited teacher training programs. The table below identifies the collaborative partnerships of the 42 funded PTP sites, including 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/or county offices of education.

### ORIGINAL PROGRAMS

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/Stockton 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
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

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
Stockton Program	Stockton Unified School District	San Joaquin Delta Community College	CSU Stanislaus/Stockton
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)
<b>TOTAL : 13</b>	<b>30</b>	<b>14</b>	<b>14</b>

### EXPANSION PROGRAMS

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
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 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	West Hills Community College College of Sequoias	California State University, Fresno Fresno Pacific College Chapman University
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/Stockton

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
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 Monterey Peninsula Unified School District North Monterey County Unified School District Salinas City School District San Lucas Union School District Soledad Unified School District	Hartnell Community College Monterey Peninsula College	California State University, Monterey Bay California State University, Sacramento
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

<b>PROGRAM SITES</b>	<b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>	<b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>	<b>PARTICIPATING UNIVERSITIES</b>
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 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	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
<b>TOTAL: 29</b>	<b>90</b>	<b>35</b>	<b>26</b>