



California School Paraprofessional Teacher Training Program

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

December 2009

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

December 2009

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

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814
(916) 445-7254
(916) 445-7256
(888) 921-2682 (toll free)

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

Commission on Teacher Credentialing



1900 Capitol Avenue
Sacramento, CA 95811

(916) 445-0184

Dale Janssen
Executive Director

Blackburn, Constance	Teacher Representative	2012
Calderon, Josie	Public Representative	2009
Cheung, Caleb	Teacher Representative	2009
Dean, Steven	Teacher Representative	2011
Evans, Marlon	Public Representative	2012
Gahagan, Charles	Teacher Representative	2012
Gaston, Margaret	Public Representative	2009
Littman, Leslie	Designee, Superintendent of Public Instruction	Ongoing
McInerney, Carolyn	School Board Member	2012
Oropeza-Enriquez, Irene	Administrative Services Representative	2011
Pearson, P. David	Faculty Member	2009
Sun, Ting	Public Representative	2011
Vacant	Non-Administrative Services Credential Representative	
Vacant	Teacher Representative	
Vacant	Teacher Representative	
Ex-Officio Members		
Martin, Shane	Association of Independent California Colleges and Universities	
Perry, Janis	California Postsecondary Education Commission	
Sloan, Tine	University of California	
Young, Beverly	California State University	

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

Table of Contents

I.	Program Purpose and Rationale for this Report.....	1
II.	Program Funding History	1
III.	Program Outcomes.....	2
IV.	Program Policy Issues	3
	A. Budgetary Concerns.....	3
	B. Classified and Certificated Personnel Layoffs.....	4
	C. Effects of Public Education Policy	5
	D. Reimbursement Requirement.....	6
V.	Program Description.....	6
	A. Number, Ethnicity and Economic Status of Paraprofessionals Recruited.....	7
	B. Economic Status of Participants.....	8
	C. Program Funding Levels.....	9
	D. Academic Progress of Participating School Paraprofessionals.....	11
	E. Meeting the Demand for Bilingual and Special Education Teachers.....	11
	F. Numbers of Program Graduates and Service.....	11
VI.	Degree to Which the Paraprofessional Teacher Training Program Can Meet Teacher Demand	12

Appendix

Appendix A:	Local Education Agency, California Community College and California Four-Year College and University Program Partnerships.....	14
-------------	---	----

Section 1: The Paraprofessional Teacher Training Program

I. Program Purpose and Rationale for this Report

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

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

- the number of paraprofessionals recruited;
- the academic progress of participating school paraprofessionals;
- the number of paraprofessionals recruited who are subsequently employed as teachers in the public schools;
- the degree to which the program meets the demand for bilingual and special education teachers as well as meeting teacher needs in shortage areas as determined by the school district or county office of education;
- the 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.

This report also includes the economic status of participants and information about the annual cost per participant based upon all state, local, federal and other funding sources.

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

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

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

The PTTP began the 2008-2009 fiscal year with a statewide program allocation of \$5.213 million. As part of the 2008-2009 mid-year budget negotiations, the Governor and Legislature changed how funds for Proposition 98 programs are allocated. Senate Bill X3 4, Chapter 12, Statutes of 2009, identified the PTTP as a Tier III program and the total program allocation was reduced. The Tier III status provides a school district or county office of education the flexibility to reallocate funds intended to be used in support of paraprofessionals for other educational purposes. Local education agencies (LEA) that use the flexibility provision must hold a local public hearing prior to reallocation of funds. If PTTP funds are reallocated, the LEA is deemed to be in compliance with program and funding requirements contained in statute, regulatory and provisional language. The PTTP is scheduled to receive funding as a Tier III program through fiscal year 2012-2013 and will receive an annual allocation reduction each year the program is funded.

The statewide PTTP served 1,705 participants during 2008-2009 within 36 local school district/college and university partnerships. A complete list of program sponsors and partner colleges and universities can be found in Appendix B.

III. Program Outcomes

As of summer 2009, 1,851 graduates of the California School Paraprofessional Teacher Training Program have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 159 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (127 participants), or serving on an emergency or provisional permit (32 participants).

Of the 1,705 PTTP participants, 358 are enrolled at the community college level; 713 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 634 are enrolled in a teacher preparation program at a California four-year college/university and/or a district or university intern program.

Current program participants continue to represent a range of cultural and linguistic minority groups (including 781 Latino/Hispanic, 170 African-American, and 25 Southeast Asian participants, among others). Sixty-eight percent of program participants are minority group members. Fifty percent (851) are fluent in another language. Approximately 29% of participants responding to the question identified their household annual income range as being

either (a) under \$10,000 (136), or (b) between \$10,000 and \$20,000 (366). Forty-one percent indicated they are heads of households and 36% pay all or part of their own medical insurance coverage. Seven hundred twenty-four participants (47%) also indicated that they are the first in their family to attend college.

During 2008-2009, program participants and fully credentialed graduates of the PTTP continue to advance their professional careers and succeed in the field of education. One graduate of the first Clovis/Fresno PTTP (est. 1995) was named Administrator of the Year during the October, 2009 Fresno County Educator of the Year Awards. A graduate of the Los Angeles Unified School District (LAUSD) original program was appointed as assistant principal during 2008-2009. Other PTTP graduates currently serve as mentor teachers, Support Providers, school administrators and in other leadership roles within their employing school districts and county offices of education.

IV. Program Policy Issues

A. Budgetary Concerns

Education Code Section 44393 mandates that each participant shall receive no more than \$3,500 in annual financial assistance through the grant. Costs that exceed the annual \$3,500 expenditure cap must be paid by the participant. While the per capita remains in statute, funding changes that went into effect as a result of 2008-2009 mid-year budget negotiations allow program sponsors to financially support program participants at any dollar level. Program sponsors may choose to reallocate all PTTP funds but continue to support participants. This will result in no negative impact for the local program. Program sponsors may also choose to reallocate funds, use some funds to support participants and reallocate the remaining funds for another purpose, or dedicate all reallocated PTTP funds to support other education efforts.

Increases in undergraduate student fees at all three public systems of higher education in California continue to have a direct impact on participants and local program budgets, resulting in budget shortfalls to provide required services to participants. In 2008-2009, the average annual undergraduate student fees were \$8,058 for the University of California, \$3,849 for the California State University, and \$20 per unit for the California Community Colleges. Currently, 79% (1,347) of the 1,705 participants are enrolled in four-year institutions. Participants enrolled in teacher preparation programs and those attending private institutions typically pay significantly higher fees and higher out-of-pocket costs.

To address participant funding shortfalls, program sponsors urge participants to take advantage of available grants, scholarships and loans. 2008-2009 program sponsors that continue to support their participants fund them at a reduced level to ensure that all participants will receive some fiscal program support. One program sponsor reported that participants received loans to cover out-of-pocket costs that ranged from \$6,000 for those attending public institutions to as much as \$15,000 for participants who attend a private university. Additionally, program sponsors regularly use other sources of funding in support of the PTTP, including other grants and surplus funds, to relieve fiscal cost pressures. It is unknown if federal stimulus dollars received by the LEAs were used in support of PTTP participants. Commission staff will investigate how federal stimulus dollars were used during the fiscal year 2008-2009 and report findings in the 2010 legislative report.

B. Classified and Certificated Personnel Layoffs

In 2004, program sponsors began to express concern about classified and certificated personnel layoffs. Since that time Commission staff has carefully monitored the employment of PTTP participants and graduates. Layoffs of both classified and certificated employees became an even greater concern in 2008-2009. Six program sponsors reported that 19 PTTP participants were released from employment during the year.

Each PTTP Report to the Legislature has cited certificated employee layoffs as a program challenge since 2005. Also reported are the effects of Class Size Reduction (CSR) legislation and its implementation, the resulting oversupply of elementary teachers and other circumstances that affect the PTTP. Another challenge is that local education agencies continue to face diminishing numbers of student enrollees, resulting in a reduction of certificated staff. This further increases the oversupply of multiple subject credentialed teachers in certain areas of the state.

Because employers must rehire fully-credentialed, experienced teachers prior to making a contract offer to a newly credentialed teacher, recent program graduates can no longer look forward to and easily obtain immediate employment within their communities. This results in a number of paraprofessionals who complete the program but then must leave their community to find certificated employment. This is an undesirable consequence, especially since a success of the program is that the majority of PTTP graduates remain employed within their communities following full teacher certification.

Declining student enrollment and the surplus of fully-qualified credential holders also adversely impact the need for internship credential candidates. Entering an internship program following completion of the B.A. degree is the preferred employment option for PTTP participants, since serving on an internship credential also allows the holder to earn a salary while serving as a teacher of record. When an internship option is not available in a school district or county office of education local program directors search for partner or neighboring districts through which their paraprofessionals may complete their teacher preparation program.

During 2008-2009 nine program sponsors reported that they could not place 24 prospective interns within their LEA. Of the 24 candidates, 5 are seeking multiple subject certification, 3 single subject certification and 16 are identified as education specialists. Of the 24 interns, four (17%) have been accommodated in a neighboring LEA. The others are pending interviews. If no internship position is available, the remaining 20 paraprofessionals may 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 places a financial hardship on the participant since no salary is earned while the paraprofessional is on leave.

To continue to meet local employer needs and remain an effective teacher development program, PTTP sponsors have redesigned their local projects to place a focus on recruitment of paraprofessionals seeking science, mathematics and special education certification. Program sponsors also report that local program administrative staff continues to work with their human resource divisions to not only secure employment for PTTP participants but for program graduates as well.

C. Effects of Public Education Policy

The PTTP is a multi-year program that requires multi-year commitments from participants, program sponsors and the State of California. Many program participants cannot afford to personally finance their educations and rely on the financial support received through the PTTP to partially finance their education. Pursuant to Senate Bill X3 4, the PTTP is now a Tier III funded program. Funds disbursed in support of participants for the fiscal years 2009-2010 though 2012-2013 will receive an annual allocation reduction, are flexible and LEAs have the authority to reallocate the funds for other purposes. These circumstances have led to program sponsor and participant concerns about future funding and whether participants will be able to complete degree and certification requirements.

Of the 36 programs, 7 reported that some or all of their funds were reallocated during 2008-2009. One program (Bellflower) reported that reallocated funds were used to support their participants and there was no negative impact to their program. A second program (Merced Area Consortium) reported that funds were reallocated but all participant costs were covered. The other programs reported that funds were redirected to support the LEA's general fund and professional development activities. Reallocated funds reported in 2008-2009 total \$158,572. It is anticipated that PTTP funds reallocated in 2009-2010 will exceed \$158,572 and that the number of program participants will decrease over the next several years so that programs can continue to meet participant costs.

Participants preparing to enter an internship credential program or complete traditional student teaching are typically at the post-baccalaureate degree level with college and university fees charged accordingly. Reallocation of PTTP funds that results in the termination of local program funding for these participants will have a negative effect. In these cases, the participant may be faced with the decision to either postpone program advancement or terminate their participation in the PTTP. The loss of participants at such an advanced level of academic training may also result in the loss of funds invested by the State of California and the loss of future California public school teachers.

A notable program success is the effective collaboration between school districts and postsecondary institutions. Some of these relationships have been established since 1995 and the trust that has been cultivated between program partners allows postsecondary institutions to enroll PTTP participants each school term without concern about tuition payment. The 2008-2009 mid-year funding reduction resulted in one program sponsor's shortfall of \$67,871. These were funds obligated as payment to a CSU to cover participant tuition costs. The program sponsor was able to fill the budget shortfall because their LEA provided the needed funds. A second program sponsor reported a mid-year shortage of \$41,658. That program sponsor reported that their LEA also provided the additional required funds.

The program sponsors referenced above are large LEAs that administer a number of programs that generate funds. Currently, these LEAs can fill their budget shortfalls. However, many of the LEAs participating in the PTTP are small and will not have additional resources that allow them to fill shortfalls. It is anticipated that additional local budget shortfalls in excess of the \$109,529 reported in 2008-2009 will be reported in 2010-2011.

If the shortfalls cannot be filled by the LEA participants may not be able to complete coursework, further delaying their academic progress. Local budget shortfalls coupled with the

scheduled annual program reductions may stress program sponsors' relationships with partner institutions of higher education (IHE). If program sponsors cannot meet their obligation to pay participant tuition and other institutional fees, IHEs may have to begin to reconsider how or if they will be able to support continuing participants.

D. Reimbursement Requirement

Participants are subject to a reimbursement provision contained in Education Code Section 44393(d)(4) that mandates that "any participant who does not fulfill his/her obligations" (i.e., to graduate from an postsecondary institution with a bachelor's degree, complete all of the requirements to obtain a multiple subject, single subject, or education specialist teaching credential, and complete one school year of classroom instruction in the district or county office of education for each year that he or she received assistance for books, fees and tuition while attending an institution of higher education under the program) must repay the financial assistance received while participating in the program. Included in the same subsection of the law are provisions for deferral of reimbursement for PTTP participants who are released from employment due to reductions in force and for participants who suffer from a serious illness.

Although the PTTP has been successful in producing 1,851 fully certificated teachers for California public schools, there are some participants who do not earn a teaching credential due to various reasons and must reimburse the state of California. In September 2007, the Commission entered into a partnership with the California Franchise Tax Board and the State Controller's Office to implement the Interagency Intercept Collections Program. Through this process, state funds are recovered from dropped participants who fail to earn a teaching credential and do not qualify for one of the deferrals identified in law. Recovered state funds are reverted back to the Proposition 98 reversion account.

V. 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, county offices of education and/or consortia that apply to the Commission for program funding based on a competitive grant application process. Participating districts are responsible for local efforts in terms of recruiting and enrolling participants in the program, monitoring the progress of participants in accordance with each participant's individual education plan, providing supplementary academic support services as needed by participants and assigning mentors or "buddies" to facilitate continued progress and expending state program funds in accordance with the approved program budget. Participants do not directly receive program funds. Instead, the program sponsor expends state program funds on behalf of the participants for the tuition, fees, books and other services at an institution of higher education (IHE) while the participant is completing his/her education and/or teaching credential preparation.

In October 2007, Senate Bill 193 (Scott) was signed into law and became effective January 1, 2008. The bill includes, among other things, common program entry requirements for new PTTP participants that mirror the paraprofessional employment criteria included in the No Child

Left Behind Act of 2001. Prior to participation in the PTTP, participants must provide verification of: 1) possession of an associate or higher level degree or, 2) completion of at least two years of study at a postsecondary education institution or, 3) a passing score on a formal academic assessment, based upon a job analysis for validity purposes, that demonstrates knowledge of, and the ability to assist in the instruction of reading, writing, and mathematics. Additionally, SB 193 requires that new PTTP participants must obtain a Certificate of Clearance prior to participation in the program. This character and identification clearance is the same clearance that is required for student teachers and other certificated staff prior to working with children in the public schools.

The typical certification path for a PTTP participant is to be accepted into the PTTP, complete degree and subject matter requirements and complete an internship program which culminates in full teacher certification. The PTTP graduate would then enter the Beginning Teacher Support and Assessment (BTSA) program to complete an induction program that builds upon the skills of the newly credentialed teacher and supports them through the first two years of certificated employment. Thirty out of 36 program sponsors not only administer the PTTP but are also responsible for administration of local intern and BTSA programs. PTTP program sponsors that place a focus on recruitment of paraprofessionals seeking special education certification also have a relationship with their Special Education Local Plan Area (SELPA). PTTP program administrators report that these programs offer PTTP participants the opportunity to participate in some of their seminars and trainings at no cost to the participant. These collaborative relationships result in enrichment for PTTP participants as the skills and knowledge paraprofessionals already possess are enhanced by the academic support and professional development activities offered by the local intern, BTSA and SELPA. This additional support facilitates participant success in fulfilling degree and certification requirements.

A. Number, Ethnicity and Economic Status of Paraprofessionals Recruited

Each year, through its web-based consent form process, the Commission collects data about the participants in the PTTP. These data are collected to assure accountability in funding and to provide information about those who participate in the program. In 2008-09, the PTTP enrolled 1,705 paraprofessionals. Sixty-eight percent of program participants responding to the question are minority group members. One thousand six hundred ninety-seven participants responded to the question asking if they are fluent in a second language. Of those, 50% stated that they are fluent in a second language. As described in this report, and as Table 1 shows, the PTTP serves a culturally and linguistic diverse group.

Table 1
Current Participants by Ethnicity
Program Year 2008-09
(Data Source: 2008-2009 Participant Consent Forms)

Ethnicity	Numbers	Percentage
African American	170	10%
Asian American/Asian Indian	51	3%
Caucasian	508	30%
Latino/Hispanic	781	45.8%
Native American/American Indian	9	.5%
Pacific Islander/Filipino	25	1.4%
Southeast Asian	25	1.4%
Other	62	3.6%
Declined to State	74	4.3%
Total	1,705	100%

B. Economic Status of Participants

Of the 1,703 participants responding to this question in the annual participant data collection, 29% identified their household annual income range as being either (a) under \$10,000 (136), or (b) between \$10,000 and \$20,000 (366). Table 2 identifies the income range for those paraprofessionals who responded to this question.

Table 2
Economic Status of Current PTPP Participants
in Terms of Income Range per Household
(Data Source: 2008-2009 Participant Consent Forms)

36 Program Sites	Total Participants	Under \$10,000	\$10,000 - \$20,000	\$21,000 - \$40,000	\$40,000 and Over	Total Responses
TOTALS	1,705	136	366	591	610	1,703

One thousand seven-hundred three (1,703) participants responded to questions asking if they are the head of the household and if they pay for their medical benefits. Of those respondents, 41% indicated they are heads of households and 36% pay all or part of their own medical insurance coverage. Participants were also asked if they are first-generation college students. Of the 1,554 participants who responded to this question, 724 (47%) indicated that they are the first in their family to attend college.

C. Program Funding Levels

Table 3 shows the state funding level for each local PTTTP program site for the 12-month period from July, 2008 through June, 2009. As a result of the 2008-2009 mid-year budget negotiations, program funding was reduced and LEA’s were granted the authority to re-direct program funds. The actual annual cost per participant and the distribution of program resources per participant vary, depending on many factors, including the numbers of participants who attend a community college (lower tuition and fee costs), and the numbers who attend a four-year college or university campus (higher tuition and fee costs) and the numbers of participants who complete the program and exit during the year. Each program lists the number of participants served and the 2008-2009 allocation. Programs that include an asterisk (*) re-directed 2008-2009 funds. Funds disbursed to these programs were not expended exclusively for participants and the allocation may not accurately reflect the actual dollar amount expended in support of participants. It should be noted that the Lodi and Stockton programs ended their program participation in 2008-2009 due to a local staffing shortage. Continuing participants of these programs will be supported by the San Joaquin County program. Although advance notice was provided and follow-up requests made, three programs, Hayward Unified School District, Lennox School District and Ontario-Montclair School District, failed to submit the required reports.

Table 3

**Paraprofessional Teacher Training State Funding Allocations
(Data Source: 2008-09 Expenditure Reports)**

Paraprofessional Program Sites	Grant Awards: FY 08-09	Total Numbers of Participants
Alameda County Office of Education	\$511,000	138
Antelope Valley Union	\$80,500	27
Azusa Unified School District	\$45,500	8
ABC/Bellflower Unified School District	\$24,500*	5
Chula Vista Unified School District	\$17,500	5
Clovis/Fresno Consortium	\$308,000*	105
East Side Union High School District	\$31,500	9
Enterprise/Shasta Consortium	\$73,500*	26
Fresno County Office of Education	\$283,500	90
Glendale Unified School District	\$17,500	3
Hayward Unified School District	\$49,000	6
Imperial County Office of Education	\$199,500	57
Kern County Superintendent of Schools	\$402,500	118
Kings County Office of Education	\$98,000	27
Lennox Unified School District	\$87,500	20
Lodi Unified School District	\$17,500	5
Los Angeles County Office of Education	\$59,500*	23
Los Angeles Unified School District	\$955,500	258

Paraprofessional Program Sites	Grant Awards: FY 08-09	Total Numbers of Participants
Merced Area Consortium	\$245,000*	55
Merced County Office of Education	\$189,000*	60
Monterey County Office of Education	\$185,500	44
Napa Valley Unified School District	\$10,500	4
Oceanside Unified School District	\$21,000	4
Ontario-Montclair Unified School District	\$28,000	4
Orange County Office of Education	\$441,000	114
Palmdale Unified School District	\$77,000	18
Riverside County Office of Education	\$80,500	20
Riverside Unified School District	\$31,500*	22
San Francisco Unified School District	\$231,000	62
San Joaquin County Office of Education	\$406,000	129
San Jose Unified School District	\$21,000	4
Santa Clara County Office of Education	\$80,500	28
Sonoma County Consortium	\$175,000	50
Stockton Unified School District	\$31,500	7
Sweetwater High School District	\$17,500	2
Tri-County Paraprofessional Program	\$58,024	19
Ventura County Office of Education	\$378,000	108
West Contra Costa Unified School Dist	\$126,500	21
Paraprofessional Programs Totals	\$5,213,000	1,705

Program sponsors report costs of more than \$6,000 per school year for undergraduates attending a public four-year institution. Programs reported that 50% of grant funds disbursed (\$2,590,979) were expended for tuition, books, and other college/university fees. All program sponsors (including collaborating colleges and universities) provide in-kind support to participants in addition to the state funding allocations. Program sponsors provided \$1,960,404 of in-kind support for paraprofessionals participating in the PTP. In-kind expenses range from program sponsors contribution for books to space costs and computers. When in-kind costs are factored into the equation, educational costs prove to be even higher. It should be noted that the level of in-kind support for the program varies from locality to locality due to variations in local resources.

D. Academic Progress of Participating School Paraprofessionals

The PTPP program currently serves 1,705 paraprofessional participants who have not yet completed the program and earned a California preliminary teaching credential. Table 4 reflects the academic progress of current participants. A complete list of the participating districts and universities can be found in Appendix A.

Table 4

**Academic Progress of Current PTPP Participants
(Data Source: 2008-09 Annual Reports and Participant Consent Forms)**

36 Paraprofessional Programs	Total Number of Participants	Enrolled in Community College	Enrolled in BA Program	Enrolled in Teacher Preparation Program
TOTALS	1,705	358	713	634

E. Meeting the Demand for Bilingual and Special Education Teachers

Table 5 below shows the degree to which the current PTPP participants are preparing to earn bilingual or special education certification. A grand total of 905 (53%) are seeking bilingual or special education authorizations. It should be noted that with the implementation of Senate Bill 2042 in 2001 and SB 1059 in 2002, all Multiple or Single Subject credentials include an English learner authorization. Due to current market trends, the demand for special education trained teachers remains high and most programs have placed a focus on recruitment and training of paraprofessionals seeking Education Specialist teaching authorizations.

Table 5

**Certification Goals of Current PTPP Participants
(Data Source: 2008-09 Annual Reports and Participant Consent Forms)**

36 Paraprofessional Programs	Total Number of Participants	Bilingual Crosscultural Language and Academic Development (BCLAD) MS & SS	Special Education	Multiple Subject and Single Subject
TOTALS	1,705	382	523	1,182

F. Numbers of Program Graduates and Service in Public Schools

As of summer 2009, 1,851 graduates of the School Paraprofessional Teacher Training Program have successfully completed the program by earning a California preliminary teaching credential. An additional 159 current program participants are presently serving as a teacher of

record in K-12 public schools while completing a District or University Intern program (127 participants), or serving on an emergency or provisional permit (32 participants).

The PTTP is in its fourteenth year of operation and the majority of the graduates of the original 13 programs have fulfilled their certificated service requirement. Many are no longer in contact with program sponsors, have moved from the area and are serving in another local education agency or are now retired. This makes it challenging for program sponsors to monitor the employment paths of graduates who have fulfilled their obligation to the program. The frequency with which participants are required to move from their community to seek certificated employment has increased. The current employment crisis has also had an impact on program sponsors and there have been numerous changes in local program administration or the current administrator has additional LEAs responsibilities between which they must provide attention.

The 2008-2009 reports include partial data about program graduates and their employment in the public schools. The current widespread layoffs of certificated staff and their employment status in the public schools makes it unclear if data provided is for graduates over the life of the program, as one program sponsor indicated, or for 2008-2009 only. Therefore, these data are not reliable and need further investigation.

Senate Bill 1614 (Chapter 840, Statutes of 2006), requires the Commission to assign a Statewide Educator Identifier (SEID) to each educator to whom it has issued a document. In March 2008, the Commission began to implement the SEID project and as of the end of fiscal year 2008-2009, 85% of SEIDs had been disseminated to school district and county offices of education. It is anticipated that fully credentialed graduates of the PTTP and their continued employment within the public schools of the State of California will be monitored through the SEID system. Commission staff will also work with program sponsors to identify those program graduates who are employed in the California public schools.

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

The 1,705 PTTP participants in 2008-09 include 1,347 paraprofessionals (79%) who are enrolled in course work at a four-year college or university or in a credential program. These paraprofessionals currently meet the employment requirement for paraprofessionals established in the NCLB federal legislation. NCLB requirements include completion of at least 2 years of study at an institution of higher education, possession of an associate's or higher degree, or completion of a formal local assessment through which the paraprofessional can demonstrate the ability to assist in instructing reading, writing and mathematics. The remaining 358 participants (25%) of the program are completing course work at the community college level and have completed a local assessment demonstrating their ability to provide reading, writing and mathematics instruction. With the passage of SB 193 (Scott) in 2007, all new participants of the program must also meet NCLB paraprofessional employment criteria prior to participation in the program. By helping participants in the PTTP meet these employment requirements for both teachers and paraprofessionals, the program directly facilitates the State of California's compliance with NCLB federal mandates.

The PTTTP was established to address local employer needs and teacher shortages, particularly in the areas of bilingual education, English language learner education, and special education. The number of successful program graduates from the program, their areas of certification and their retention rate in the education profession demonstrates a dedication and commitment to the education of California's children. Taking these factors into consideration, continued full funding and operation of the PTTTP will positively impact teacher shortage areas during the 2009-2010 school year.

Appendix A

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

State law mandates that participating local education agencies enter into articulation agreements with participating campuses of the California Community Colleges and/or the California State University, the University of California, and private institutions of higher education that offer accredited teacher training programs. The table below identifies the collaborative partnerships of the 36 funded PTP sites. These partnerships include written articulation agreements with 57 campuses of the California Community Colleges, 22 California State University campuses, 4 campuses of the University of California and 16 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 246 school districts and/or county offices of education.

CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAMS 2008-2009

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Alameda County Program	Alameda County Office of Education Alameda Unified School District Albany Unified School District Berkeley Unified School District Castro Valley Unified School District Dublin Unified School District Emery Unified School District Fremont Unified School District Hayward Unified School District Livermore Joint Unified School District New Haven Unified School District Newark Unified School District Pleasanton Unified School District San Leandro Unified School District San Lorenzo Unified School District	Chabot Community College Los Positas Community College	California State University, East Bay National Hispanic University University of San Francisco
Antelope Program	Antelope Valley Union High School District	Antelope Valley Community College	California State University, Bakersfield, Antelope Valley Campus
Azusa Program	Azusa Unified School District		California State University, Los Angeles
Bellflower Program	Bellflower Unified School District ABC Unified School District	Cerritos Community College	California State University, Long Beach
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 Reedley College State Center Community College - Clovis and Madera	California State University, Fresno Fresno Pacific University
East Side Union High School Program	East Side Union High School District		National Hispanic University

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Enterprise/ Shasta Program	Shasta County Office of Education Anderson Union High School District Cascade Elementary School District Columbia School District Enterprise Elementary School District Gateway Unified School District Grant School District North Cow Creek Elementary School District Redding School District Igo, Ono, Platina Elementary School District Shasta Union Elementary School District Whitmore Elementary School District		
Fresno County Program	Fresno County Office of Education	Fresno City College Reedley Community College State Center Community College - Clovis and Madera Centers	California State University, Fresno Fresno Pacific University
Hayward Program	Hayward Unified School District	Chabot Community College	California State University, East Bay
Imperial County Program	Imperial County Office of Education Brawley Elementary School District Brawley Union High School District Calexico Unified School District Calipatria Unified School District Central Union High School District El Centro Elementary School District Holtville Unified School District San Pasqual Valley Unified School District Seeley Union School District	Imperial Valley College	San Diego State University, Imperial Valley Campus
Kern County Program	Kern County Superintendent of Schools Arvin School District Bakersfield City School District Delano Elementary School District Delano High School District Edison School District Elk Hills Elementary School District Fruitvale School District General Shafter Elementary School District Kernville School District Lamont School District Mojave Unified School District Muroc Unified School District Pond School District Sierra Sands School District South Fork School District Taft City School District Tehachapi Unified School District	Bakersfield Community College Cerro Coso Community College West Kern Community College	California State University, Bakersfield Fresno Pacific University
Kings County Program	Kings County Office of Education Armona Union Elementary School District Central Union Elementary School District Corcoran Joint Unified School District Hanford Elementary School District Hanford Joint Union High School District Island Union Elementary School District Kit Carson Union School District	West Hills Community College College of Sequoias	California State University, Fresno Fresno Pacific College Chapman University National University

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
	Lemoore Elementary School District Lemoore Union High School District Pioneer School District Reef-Sunset Union School District		
Lennox Program	Lennox School District	El Camino Community College West Los Angeles Community College	California State University, Dominguez Hills California State University, Long Beach California State University, Los Angeles Loyola Marymount University
Lodi Program	Lodi Unified School District	San Joaquin Delta Community College	California State University, Stanislaus/Stockton
Los Angeles Program * Now divided into Districts A through K	Los Angeles Unified School District	East Los Angeles College Los Angeles City College Los Angeles Southwest College Los Angeles Mission College Los Angeles Valley College Pasadena Community College Santa Monica Community College Pierce Community College West Los Angeles College	California State University, Los Angeles California State University, Dominguez Hills California State University, Dominguez Hills California State University, Northridge University of California, Los Angeles
Los Angeles County Program	Los Angeles County Office of Education		California State University, Dominguez Hills California State University, Long Beach California State University, Los Angeles California State University, Northridge California State Polytechnic University, Pomona Azusa Pacific University Point Loma Nazarene University
Merced Area Consortium	Merced City School District Atwater Elementary School District Delhi Unified School District Dos Palos-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
Merced County Program	Merced County Office of Education Atwater Elementary School District Delhi Unified School District Dos Palos-Oro Loma Joint Unified School District El Nido Elementary School District Hilmar Unified School District Le Grand Elementary School District Livingston Union School District Los Banos Unified School District McSwain Union Elementary School District	Merced Community College	California State University, Fresno California State University, Stanislaus University of California, Merced

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Merced County Program (continued)	Merced City School District Merced River Union Elementary School District Merced Union High School District Planada Elementary School District Winton Elementary School District		
Monterey County Program	Monterey County Office of Education Alisal Unified School District Gonzalez Unified School District Greenfield Union School District King City High School District Monterey Peninsula Unified School District North Monterey County Unified School District Salinas City Elementary School District Salinas Unified High School District San Ardo Union School District San Lucas Union School District Soledad Unified School District	Cabrillo College Hartnell Community College Monterey Peninsula College	California State University, Monterey Bay CalStateTEACH Chapman University
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	Chaffey Community College Mt. San Antonio Community College	Cal State Polytechnic University, Pomona Azusa Pacific University University of Redlands
Orange County Program	Orange County Department of Education Brea Olinda Unified School District Capistrano Unified School District Cypress School District Magnolia School District Newport Mesa Unified School District Orange Unified School District Saddleback Valley Unified School District Santa Ana Unified School District	Cypress Community College Irvine Valley Community College Santa Ana Community College Saddleback Community College	California State University, Fullerton California State University, Irvine
Palmdale Program	Palmdale School District	Antelope Valley Community College	California State University, Bakersfield
Riverside County Program	Riverside County Office of Education	College of the Desert Riverside Community College	California State University, San Bernardino
Riverside Unified Program	Riverside Unified School District		California State University, San Bernardino
San Francisco Program	San Francisco Unified School District	City College of San Francisco	San Francisco State University University of San Francisco
San Joaquin Program	San Joaquin County Office of Education Banta Elementary School District Calaveras County Office of Education Ceres Unified School District Elverta School District Escalon Unified School District Jefferson Elementary School District Lincoln Unified School District Linden Unified School District Lodi Unified School District Manteca Unified School District New Jerusalem School District	American River College Cosumnes River College Folsom Lake College Sacramento City college Modesto Junior College San Joaquin Delta College Yuba College	California State University, Chico California State University, Sacramento California State University, Stanislaus Chapman University National University University of the Pacific

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
San Joaquin Program (continued)	North Sacramento School District Oak View School District Oakley Union School District Paradise Unified School District Placer County Office of Education Plumas Elementary School District Rio Linda Unified School District Sacramento City Unified School District Stanislaus Union School District Stockton Unified School District Tracy Unified School District Turlock Unified School District Yuba County Office of Education		
San Jose Program	San Jose Unified School District	San Jose Community College	San Jose State University
Santa Clara County Program	Santa Clara County Office of Education Milpitas Unified School District Oak Grove School District	None	National Hispanic University
Sonoma County Program	Sonoma County Office of Education Del Norte County Office of Education Humboldt County Office of Education Lake County Office of Education Mendocino County Office of Education Nevada County Office of Education Alexander Valley Unified School District Arcata School District Arena Union Elementary School District Dunham School District Ferndale Unified School District Fieldbrook School District Forestville Union School District Fort Bragg Unified School District Fortuna Union Elementary School District Fortuna Union High School District Freshwater School District Garfield School District Healdsburg Unified School District Horicon Elementary School District Klamath-Trinity Joint Unified School District Lakeport Unified School District Loleta Union Elementary School District Mattole Unified School District McKinleyville Union School District Mendocino Unified School District Middletown Unified School District Monte Rio Unified School District Northern Humboldt Union High School District Novato Unified School District Oak Grove Union School District Petaluma School District Piner-Olivet Union School District Point Arena Joint Union High School District Potter Valley School District Rohnerville School District Round Valley Unified School District Santa Rosa City Schools Southern Humboldt Unified School District Ukiah Unified School District Upper Lake Union Elementary	College of the Redwoods Mendocino Community College Santa Rosa Junior College	Humboldt State University Sonoma State University Dominican University of California University of San Francisco

PROGRAM SITES	PARTICIPATING LOCAL EDUCATION AGENCIES	PARTICIPATING CALIFORNIA COMMUNITY COLLEGES	PARTICIPATING UNIVERSITIES
Sonoma County Program (continued)	Waugh School District West Side Union High School District West Sonoma County Union High School District Willits Unified School District Wilmar Union School District Windsor Unified School District		
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, East Bay
Ventura County Program	Ventura County Schools Santa Barbara County Office of Education Briggs Elementary Conejo Valley Unified School District Fillmore Unified School District Golden Valley Charter School Hueneme Elementary School District Las Virgines Unified Mesa Union School District Moorpark Unified School District Mupu Elementary School District Oak Park Unified Ocean View Elementary School District Ojai Unified School District Oxnard Elementary School District Oxnard Union High School District Pleasant Valley Elementary School District Rio Elementary School District Santa Clara Elementary Santa Paula Union High Simi Valley Unified School District Somis Union School District Ventura Unified Vista Real Charter School	Alan Hancock College Cuesta Community College Community College Moorpark Community College Santa Barbara City College Ventura Community College District	California State University, Los Angeles California State University, Northridge California State University, Channel Islands Campus Azusa Pacific University California Lutheran University Chapman University National University University of California, Santa Barbara University of LaVerne
TOTAL: 36	246	57	42