



COMMISSION ON  
TEACHER CREDENTIALING  

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*Ensuring Educator Excellence*

# California School Paraprofessional Teacher Training Program

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

November 2010

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](mailto:mfairgood@ctc.ca.gov).

November 2010

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

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

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## Executive Summary

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

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.

***In sum, the PTTP continues to meet mandates included in law. The 2009-2010 program realized a reduction in the number of statewide programs and participants but still includes the participation of 32 local programs that support 1,248 participants. As of summer 2010, the PTTP has produced a total of 2,150 fully-credentialed program graduates. An additional 111 program participants are serving as teachers of record while completing a District or University Intern program or serving on an emergency or provisional permit.***

# **The Paraprofessional Teacher Training Program**

## **I. Program Funding History**

### ***Initial Funding and Program Expansion***

Although the initial legislation authorizing the California School PTTP was enacted in 1990 and amended in 1991, funding for program implementation was not provided until the 1994-95 state budget. The PTTP was identified at that time as a pilot program, with a legislative requirement to recruit a maximum of 600 paraprofessional participants. Initial program funding in the 1994-95 state budget was set at \$1.478 million in local assistance funds for program implementation, and \$60,000 in funds was added to the budget of the Commission 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 fourteen 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.

### ***Tier III Funding Designation***

The PTTP began the 2009-2010 fiscal year with a statewide program allocation of \$4.938 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 2010, 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. Even if PTTP funds are reallocated, the LEA is still deemed to be in compliance with program and funding requirements contained in statute, regulatory and provisional language. The PTTP is scheduled to receive funding as a Tier III program through fiscal year 2012-2013. It is anticipated that the program will receive an annual allocation reduction each year the program continues to be funded.

## **II. Program Outcomes**

As of summer 2010, 2,150 graduates of the California School PTTP have successfully completed the program by earning a California Preliminary Teaching Credential. An additional 111 current

program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (84 participants), or serving on an emergency or provisional permit (27 participants).

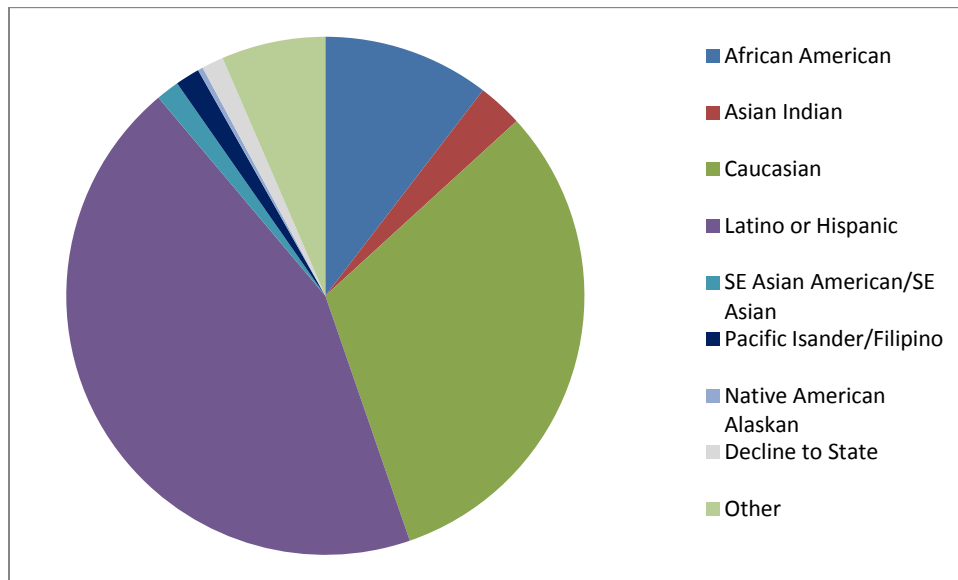
The statewide PTTP served 1,248 participants during 2009-2010 within 32 local school district/college and university partnerships. A complete list of program sponsors and partner colleges and universities can be found in Appendix A.

Of the 1,248 PTTP participants, 222 are enrolled at the community college level; 490 are working on completing their B.A. degrees at a California four-year college/university; and the remaining 536 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 551 Latino/Hispanic, 130 African-American, and 18 Southeast Asian participants, among others). Sixty-one percent (757) of program participants responding to the survey are minority group members. Fifty percent (621) are fluent in another language. Twenty-nine percent of participants responding to the question identified their household annual income range as being either (a) under \$10,000 (97), or (b) between \$10,000 and \$20,000 (261). Forty-one percent (515) indicated they are heads of households and 35% (443) pay all or part of their own medical insurance coverage. Five hundred thirty participants (46%) also indicated that they are the first in their family to attend college. Figure 1 below illustrates the cultural diversity of program participants.

**Figure 1**

**Ethnicities of Program Participants**



### **III. Program Policy Issues**

#### **A. Increased Cost Pressures on Program Sponsors and Participants**

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. If a LEA chooses to exercise the flexibility option they may choose to reallocate all PTTP funds but continue to fully support participants. This will result in no negative effect on the local program and its participants. The LEA may also choose to reallocate all PTTP funds and provide partial financial support to PTTP participants. This action will typically require participants to seek additional financial support through student loans. Program sponsors may also choose to dedicate all reallocated PTTP funds to support other educational efforts, no longer support its participants and terminate its participation in the statewide PTTP.

#### **College and University Costs**

Increases in tuition and 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 2009-2010, the average annual undergraduate tuition and student fees were \$9,896 for the University of California, \$4,893 for the California State University, and \$26 per unit for the California Community Colleges.<sup>1</sup> Average graduate fees for enrollment in teacher preparation programs offered by the University of California were \$11,463 and \$5,829 at the California State University. The CSU website estimates that books and supply costs can range an additional \$1,386 to \$1,734, resulting in a cost range for a CSU undergraduate from \$6,279 to \$6,627. PTTP participants enrolled in a teacher preparation program at the CSU paid costs ranging from \$7,215 to \$7,563. Tuition and fees listed for one of the PTTP private university partner's website were significantly higher and identified tuition costs for a full-time undergraduate student completing 12 to 18 semester units of coursework as \$23,898.

Currently, 82% (1,026) of the 1,248 participants are enrolled in four-year institutions. Fifty-two percent (536) of these participants are enrolled in teacher preparation programs. Participants enrolled in teacher preparation programs and those attending private institutions typically pay significantly higher fees and higher out-of-pocket costs. Figure 2 shows the increase in tuition and IHE fees in California's public systems of higher education from 2007-2008 through 2009-2010.

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<sup>1</sup>Data source: California Community College, California State University and University of California websites



**Figure 2**

**Public College and University Tuition and Fee Increases**



***Participant and Program Sponsor Funding Shortfalls***

To address participant funding shortfalls, program sponsors urge participants to take advantage of available grants, scholarships and loans. 2009-2010 program sponsors that continue to support their participants fund them at a reduced level to ensure that all participants receive some fiscal program support. Programs continue to report that participants receive loans to cover out-of-pocket costs. One program sponsor reported that their 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. PTTP participants enrolled in graduate teacher preparation programs and who apply for Stafford Loans may receive a loan for as much as \$20,500.

Many PTTP participants have taken out significant amounts of educational loans which must be repaid at a time when employment as a teacher has become less and less secure. If a participant fails to earn a teaching credential and has incurred substantial debt through the loan process s/he must not only reimburse the State of California and the PTTP as required in law but must also repay their student loans. The continued practice of obtaining student loans has heavy financial implications on participants and can result in financial devastation. In extreme cases, some individuals have chosen to seek debt relief through legal channels and filed bankruptcy.

For many years, program sponsors regularly used other sources of funding, including other grants and surplus funds, in support of the PTTP and its participants. In 2009-2010 few LEAs have surplus funds that can be reallocated in support of their local PTTP. Of the 2009-2010 program sponsors only one (1) stated that their LEA planned to use 2009-2010 federal stimulus dollars in support of their PTTP participants but could not provide a dollar amount that was to be provided. Three program sponsors reported that their programs received State Fiscal

Stabilization Funds (SFSF) that were used in support of their PTTP participants. Of the three, one program sponsor could identify the SFSF dollar amount invested in their program.

With the exception of the per capita that is included in law, all other provisions of the PTTP authorizing statues, Education Code Sections 44390-44393, remain intact and in force. Commission staff understands the flexibility option that is provided in law related to Tier III funding but will continue to request limited fiscal data from program sponsors so that the Commission can satisfy mandated state agency reporting requirements. While current economic times present a great challenge to every agency, many program sponsors persevere and continue to administer effective local PTTPs that meet legislative mandates. It is anticipated that additional substantial local budget shortfalls and an urgent demand to provide additional financial support for PTTP participants will increase through 2012-2013.

### **B. 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 (RIF) and for participants who suffer from a serious illness.

Although the PTTP has been successful in producing 2,150 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 PTTP participants who fail to earn a teaching credential and do not qualify for one of the reimbursement deferrals identified in law. Recovered state funds are reverted back to the Proposition 98 reversion account.

### **C. Classified and Certificated Personnel Layoffs**

#### ***Participant Layoffs***

Program sponsors began to express concern about classified and certificated personnel layoffs in 2004. In 2009-2010, layoffs of both classified and certificated employees continue to be a grave concern for PTTP participants and program graduates. Although four program sponsors each reported that they lost one participant to a reduction in force, or RIF, one additional program sponsor reported that their LEA does not issue RIF notices. Instead, the LEA chooses not to renew a paraprofessional’s contract. As a result of the contract non-renewal process the program sponsor lost 34 paraprofessionals who were PTTP participants. In total, 38 paraprofessionals were lost to reductions and force and through the contract non-renewal process during 2009-2010.

### ***Certificated Employee Layoffs and Its Effect on PTTP Graduates and Interns***

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 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 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 local 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. In 2009-2010, 15 program sponsors reported that 78 fully-credentialed PTTP graduates had not been hired to serve in certificated assignments and were still seeking employment.

Declining student enrollment and the surplus of fully-qualified credential holders also adversely impact the need for internship credential holders. 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 2009-2010 12 program sponsors reported that they could not place 50 prospective interns within their LEA. Of the 50 candidates, 13 are seeking multiple subject certification, 7 single subject certification and 30 are identified as education specialists. Program sponsors report that two (4%) of the 50 prospective interns have been accommodated in a neighboring LEA. The others are pending interviews. If no internship position is available, the remaining 48 paraprofessionals will 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.

### ***Redesign and Refocus of Local PTTPs***

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. PTTP administrative staff also counsel their participants to explore the possibility of adding another full teaching authorization (e.g., the holder of a Multiple Subject credential adding a Single Subject credential pursuant to California Code of Regulations, Title 5, Section 80499) so that they may be more competitive in today's market. Program sponsors 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.

#### **D. 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. Current increases in tuition costs coupled with the fact that some LEAs have no discretionary funds to support professional development activities such, as the PTTP, makes PTTP financial support a welcomed opportunity for those who are in pursuit of a teaching credential.

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 are flexible and LEAs have the authority to reallocate the funds for other purposes. Program sponsor and participant concerns about future funding of the PTTP and whether participants will be able to complete degree and certification requirements have been partially realized as a result of the new funding designation.

#### ***Reallocation of Funds***

Inclusion of the PTTP program into the block grant Tier III process has produced a variety of effects on the program and its ability to continue to meet California teacher shortage needs in a timely manner. Funds reallocated in 2009-2010 more than doubled the amount reported in the 2009 legislative report with LEAs reallocating \$363,365 in support of other efforts.

Of the seven program sponsors reporting that their LEA reallocated PTTP funds, one program reported that reallocated funds were used to fully support their participants and there was no negative impact to their program. Another program sponsor reported that all PTTP funds were reallocated and then disbursed to LEA programs on a priority basis. Participants of the program are allowed to complete no more than six units of coursework per school term and provided a book stipend of \$200 per school term. The program sponsor can no longer cover the cost for summer classes and for participants to take the state-mandated California Subject Examinations for Teachers (CSET). This change may result in delayed academic progress and the opportunity to have the PTTP cover the cost of the participant completing the CSET. A third program sponsor reported that all PTTP funds were reallocated and that no funding was provided for its participants. Because the program sponsor is a large LEA, it was able to support its participants through other LEA programs that generate funds. The other four programs reported that funds were redirected to support the LEA's general fund and professional development activities.

It is anticipated that 2010-2011 reallocated PTTP funds will surpass the 2009-2010 amount and that the number of local programs and program participants will continue to decrease through 2012-2013. Due to the uncertain economic environment, there can be no assumption that funding generated through other sources as in 2009-2010 will be available through those same sources during 2010-2011.

#### ***Termination of Local Programs***

Three program sponsors terminated their participation in the statewide PTTP in 2009-2010. Commission staff has been officially notified that one additional program will cease operation effective fiscal year 2010-2011. Additionally, one district that serves as a partner in a two district consortia elected to only serve its participants who are enrolled in teacher preparation programs. Funding for the remaining participants who are completing program requirements at

the lower division level was discontinued. Participants of a program that chooses to terminate its participation in the statewide PTTP do not have to reimburse the PTTP funds expended on their behalf by the program even though the participants have not completed all degree and certification requirements.

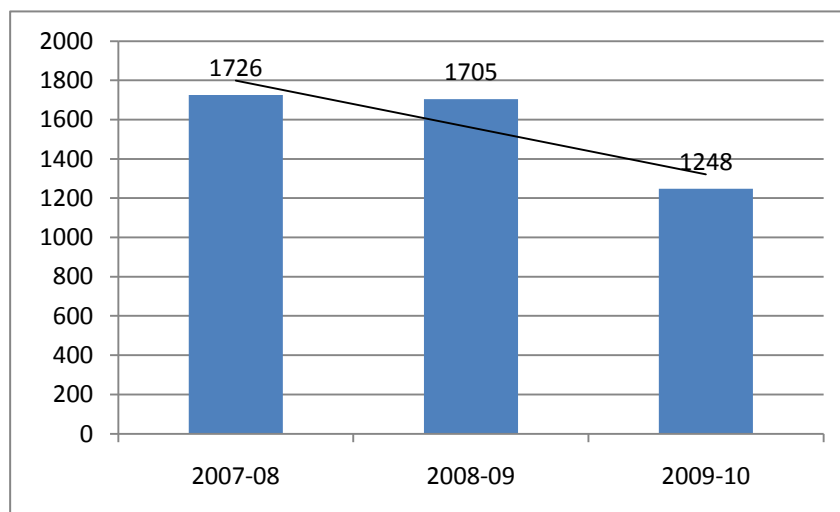
### ***Participant Enrollment***

The 2009-2010 PTTP served 457, or 28%, fewer participants than in 2008-2009. Program participants identified by the program partners that terminated their statewide PTTP program participation in 2009-2010 total 94. Many prospective program participants are reluctant to begin the program, given the fiscal constraints on support for their participation in the program along with the necessity to incur significant loan debts coupled with the specter of job insecurity once the program has been completed. This situation has a negative effect on the ability of some program sponsors to recruit participants and to replace program graduates.

The actual participation status of six of the remaining 32 local programs (Hayward Unified School District, Ontario-Montclair Unified School District, Riverside Unified School District, San Jose Unified School District, Sweetwater High School District and Tri-County Consortium) is unknown. Although the programs were asked to provide information about program and participants' status Commission staff has not received notification that the programs remain operational or if they have exercised the funds flexibility option and are no longer serving participants. If these programs terminate their participation in the PTTP in 2010-2011 it will mean a loss of 6 additional program sponsors and 59 additional participants. Figure 3 shows the decline in program enrollment over the past three years.

**Figure 3**

### **PTTP Participant Enrollment**



### ***Loss of Participants with Advanced Academic Training***

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 has a negative effect on the participant, program sponsor and State

of California. 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.

#### ***Continued Effective LEA and IHE Collaboration***

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.

While some program sponsors are large LEAs that administer a number of programs that generate funds, many of the LEAs participating in the PTTP are small and have no additional resources that allow them to fill local budget shortfalls. 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.

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

The California School PTTP provides academic scholarships and other related academic support services to individuals, recruited from paraprofessional job classifications, 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 support of participants' certification goals. Participants do not directly receive program funds. Instead, the program sponsor expends state program funds on behalf of the participants for the tuition, fees, books and other services at an IHE while the participant is completing his/her education and/or teaching credential preparation.

#### ***Senate Bill 193 and Common Program Entry Requirements***

In October 2007, Senate Bill 193 (Scott) was signed into law and became effective January 1, 2008. The bill 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. 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.

### ***Typical Certification Path for PTTP Participants***

The typical certification path for a PTTP participant is to be accepted into the PTTP, complete degree and subject matter requirements and complete an internship program which culminates in full teacher certification. The PTTP graduate would then enter the Beginning Teacher Support and Assessment (BTSA) 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. Twenty-nine out of 32 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.

## **V. Participant Demographics and Local Program Funding**

### **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 2009-2010, the PTTP enrolled 1,248 paraprofessionals. Sixty-one percent of program participants responding to the question are minority group members. One thousand two hundred thirty-nine 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 illustrated earlier in the report in Figure 1 and described in Table 1 below, the 2009-2010 PTTP served a culturally and linguistic diverse group of participants.

**Table 1**  
**Current Participants by Ethnicity**  
**Program Year 2009-2010**  
**(Data Source: 2009-2010 Participant Consent Forms)**

| Ethnicity                       | Numbers      | Percentage  |
|---------------------------------|--------------|-------------|
| African American                | 130          | 10%         |
| Asian American/Asian Indian     | 35           | 34%         |
| Caucasian                       | 393          | 32%         |
| Latino/Hispanic                 | 551          | 44%         |
| Native American/American Indian | 4            | 0%          |
| Pacific Islander/Filipino       | 19           | 2%          |
| Southeast Asian                 | 18           | 1%          |
| Other                           | 81           | 6%          |
| Declined to State               | 17           | 1%          |
| <b>Total</b>                    | <b>1,248</b> | <b>100%</b> |

**B. Economic Status of Participants**

Of the 1,248 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 (97), or (b) between \$10,000 and \$20,000 (261). Table 2 identifies the income range for those paraprofessionals who responded to this question.

**Table 2**  
**Economic Status of Current PTP Participants**  
**in Terms of Income Range per Household**  
**(Data Source: 2009-2010 Participant Consent Forms)**

| 28<br>Program<br>Sites | Total<br>Participants | Under<br>\$10,000 | \$10,000<br>-<br>\$20,000 | \$21,000<br>-<br>\$40,000 | \$40,000<br>and<br>Over | Total<br>Responses |
|------------------------|-----------------------|-------------------|---------------------------|---------------------------|-------------------------|--------------------|
| <b>TOTALS</b>          | <b>1,248</b>          | <b>97</b>         | <b>261</b>                | <b>428</b>                | <b>462</b>              | <b>1,248</b>       |

One thousand two-hundred forty-eight (1,248) 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 35% pay all or part of their own medical insurance coverage. Participants were also asked if they are first-generation college students. Of the 1,142 participants who responded to this question, 530 (46%) 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 PTP program site for the 12-month period from July, 2009 through June, 2010. As a result of the 2008-2009 mid-year budget negotiations, program funding was reduced and LEAs 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), 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 2009-2010 allocation.

Programs that include an asterisk (\*) re-directed 2009-2010 funds. Funds disbursed to these programs were not expended exclusively for PTPP participants and the allocation may not accurately reflect the actual dollar amount expended in support of participants. The three programs that fully terminated their participation in the program during 2009-2010 (Merced Area Consortium, Oceanside Unified School District and Lennox School District) are reflected in the table below because each one of the programs will continue to receive PTPP funding through 2012-2013. Although advance notice was provided and follow-up requests made, eight programs, Hayward Unified School District, Kern County Superintendent of Schools, Napa Unified School District, Ontario-Montclair School District, Riverside Unified School District, San Jose Unified School District, Sweetwater School District and the Tri-County (Sutter County) programs did not submit their annual report.

**Table 3**  
**Paraprofessional Teacher Training State Funding Allocations**  
**(Data Source: 2009-2010 Expenditure Reports)**

| <b>Paraprofessional Program Sites</b>  | <b>Grant Awards:<br/>FY 09-10</b> | <b>Total Numbers of<br/>Participants</b> |
|--|-----------------------------------|--|
| Alameda County Office of Education     | \$399,205.68                      | 108                                      |
| Antelope Valley Union                  | \$78,105.44                       | 22                                       |
| Azusa Unified School District          | \$23,142.36*                      | 6  |
| ABC/Bellflower Unified School District | \$14,463.97                       | 4  |
| Chula Vista Unified School District    | \$14,463.97                       | 3  |
| Clovis/Fresno Consortium               | \$303,743.41*                     | 89                                       |
| East Side Union High School District   | \$26,035.15                       | 8  |
| Enterprise/Shasta Consortium           | \$75,212.65*                      | 21                                       |
| Fresno County Office of Education      | \$260,351.50*                     | 74                                       |
| Glendale Unified School District       | \$8,678.39                        | 0 <sup>2</sup>                           |
| Hayward Unified School District        | \$17,356.76                       | 0  |
| Imperial County Office of Education    | \$164,889.28                      | 49                                       |
| Kern County Superintendent of Schools  | \$341,349.74                      | 77                                       |
| Kings County Office of Education       | \$78,105                          | 22                                       |
| Lennox Unified School District         | \$57,855.88                       | 0 <sup>3</sup>                           |
| Los Angeles County Office of Education | \$66,534.27*                      | 20                                       |

<sup>2</sup> Glendale served its last participant in 2008-2009. The program will receive continued funding through 2012-2013

<sup>3</sup> Lennox terminated its program in January 2010. The program will receive continued funding through 2012-2013

| <b>Paraprofessional Program Sites</b>     | <b>Grant Awards:<br/>FY 09-10</b> | <b>Total Numbers of<br/>Participants</b> |
|---|-----------------------------------|--|
| Los Angeles Unified School District       | \$746,340.95                      | 210                                      |
| Merced Area Consortium                    | \$159,103.69                      | 0 <sup>4</sup>                           |
| Merced County Office of Education         | \$173,567.66                      | 62                                       |
| Monterey County Office of Education       | \$127,282.95                      | 29                                       |
| Napa Valley Unified School District       | \$11,571.17                       | 1  |
| Oceanside Unified School District         | \$17,356.76                       | 3 <sup>5</sup>                           |
| Ontario-Montclair Unified School District | \$11,571.17                       | 0  |
| Orange County Office of Education         | \$329,778.56                      | 85                                       |
| Palmdale Unified School District          | \$52,070.30*                      | 16                                       |
| Riverside County Office of Education      | \$57,855.88                       | 16                                       |
| Riverside Unified School District         | \$63,641.48                       | 0  |
| San Francisco Unified School District     | \$179,353.25*                     | 53                                       |
| San Joaquin County Office of Education    | \$407,884.01                      | 110                                      |
| San Jose Unified School District          | \$11,571.17                       | 0  |
| Santa Clara County Office of Education    | \$80,998.24                       | 26                                       |
| Sonoma County Consortium                  | \$144,639.72                      | 41                                       |
| Sweetwater High School District           | \$5,785.59                        | 0  |
| Tri-County Paraprofessional Program       | \$54,963.09                       | 0  |
| Ventura County Office of Education        | \$312,421.79                      | 83                                       |
| West Contra Costa Unified School Dist     | \$60,748.68                       | 10                                       |
| <b>Paraprofessional Programs Totals</b>   | <b>\$4,938,000</b>                | <b>1,248</b>                             |

Programs report IHE costs of as much as \$7,000 per year for their participants. Programs reported that 46% of grant funds disbursed (\$2,295,687) 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 \$639,724 of in-kind support for paraprofessionals participating in the PTPP. 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. PTPP reallocated funds totaled \$363,365.

#### **D. Program Status Unknown**

Table 4 identifies the funds disbursed in support of PTPP participants in six programs for which participants' program and academic status are unknown. The program sponsors confirmed

<sup>4</sup> Merced Area Consortium terminated its participation in the program effective 2009-2010. The program will receive continued funding through 2012-2013.

<sup>5</sup> Oceanside began the year with three participants but then terminated its participation in the program effective July 2009. The program will receive continued funding through 2012-2013.

program participants in 2008-2009 but did not confirm any participants in 2009-2010. Each of the program sponsors will continue to receive funding through 2012-2013.

**Table 4**  
**State Funding Allocations:**  
**2009-2010 Program and Participant Status Unknown**

| <b>Paraprofessional Program Sites</b>     | <b>Grant Awards:<br/>FY 09-10</b> | <b>Total Numbers of<br/>Participants</b> |
|---|-----------------------------------|--|
| Hayward Unified School District           | \$17,356.76                       | 0  |
| Ontario-Montclair Unified School District | \$11,571.17                       | 0  |
| Riverside Unified School District         | \$63,641.48                       | 0  |
| San Jose Unified School District          | \$11,571.17                       | 0  |
| Sweetwater High School District           | \$5,785.59                        | 0  |
| Tri-County Paraprofessional Program       | \$54,963.09                       | 0  |
| <b>Programs Totals</b>                    | <b>\$164,889.26</b>               | <b>0</b>                                 |

**E. Academic Progress of Participating School Paraprofessionals**

The PTTP program currently serves 1,248 paraprofessional participants who have not yet completed the program and earned a California preliminary teaching credential. Table 5 reflects the academic progress of current participants. A complete list of the participating districts and universities can be found in Appendix A.

**Table 5**  
**Academic Progress of Current PTTP Participants**  
**(Data Source: 2009-2010 Annual Reports and Participant Consent Forms)**

| <b>36<br/>Paraprofessional<br/>Programs</b> | <b>Total Number<br/>of Participants</b> | <b>Enrolled in<br/>Community<br/>College</b> | <b>Enrolled in<br/>BA Program</b> | <b>Enrolled in<br/>Teacher<br/>Preparation<br/>Program</b> |
|---|---|--|-----------------------------------|--|
| <b>TOTALS</b>                               | <b>1,248</b>                            | <b>222</b>                                   | <b>490</b>                        | <b>536</b>   |

**F. Meeting the Demand for Bilingual and Special Education Teachers**

Table 6 below shows the degree to which the current PTTP participants are preparing to earn bilingual or special education certification. A total of 676 (54%) 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 SB 2042 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 6**

**Certification Goals of Current PTTP Participants  
(Data Source: 2009-2010 Annual Reports and Participant Consent Forms)**

| <b>28<br/>Paraprofessional<br/>Programs</b> | <b>Total Number<br/>of Participants</b> | <b>Bilingual<br/>Crosscultural<br/>Language and<br/>Academic<br/>Development<br/>(BCLAD)<br/>MS &amp; SS</b> | <b>Special<br/>Education</b> | <b>Multiple<br/>Subject and<br/>Single Subject</b> |
|---|---|--|------------------------------|--|
| <b>TOTALS</b>                               | <b>1,248</b>                            | <b>240</b>   | <b>436</b>                   | <b>572</b>   |

**G. Numbers of Program Graduates and Service in Public Schools**

As of summer 2010, 2,150 graduates of the School PTTP have successfully completed the program by earning a California preliminary teaching credential. An additional 111 current program participants are presently serving as a teacher of record in K-12 public schools while completing a District or University Intern program (84 participants), or serving on an emergency or provisional permit 27 participants).

The PTTP is in its fifteenth year of operation and the majority of the graduates of the original 13 programs and some graduates of the current 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. The frequency with which participants have had to move from their local community to seek certificated employment has increased. The current employment crisis has also had an impact on program sponsors resulting in numerous changes in local program administration and or the addition of other duties to the PTTP administrator. This makes it challenging for program sponsors to monitor the employment paths of program graduates.

The 2009-2010 annual reports from program sponsors include data about 2009-2010 program graduates and their employment in the public schools. In the past, program graduates could look forward to swift placement in certificated positions. During 2009-2010, 78 program graduates are waiting to be placed in certificated assignments. It is our hope that these fully-credentialed graduates will gain certificated employment as quickly as possible.

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. 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 and California Longitudinal Teacher Integrated Data Education System, or CalTIDES, when it becomes operational. Commission staff will also continue to work with program sponsors who can identify those program graduates who are currently employed in the California public schools.

## **VI. Degree to Which the Paraprofessional Teacher Training Program Meets Teacher Demand**

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 and their areas of certification demonstrate 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 in critical need areas during the 2010-2011 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 32 funded PTP sites. These partnerships include written articulation agreements with 55 campuses of the California Community Colleges, 21 California State University campuses, 4 campuses of the University of California and 15 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 243 school districts and/or county offices of education.

#### CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAMS 2009-2010

| PROGRAM SITES          | PARTICIPATING LOCAL EDUCATION AGENCIES  | PARTICIPATING CALIFORNIA COMMUNITY COLLEGES  | PARTICIPATING UNIVERSITIES   |
|------------------------|---|--|--|
| Alameda County Program | Alameda County Office of Education<br>Alameda Unified School District<br>Albany Unified School District<br>Berkeley Unified School District<br>Castro Valley Unified School District<br>Dublin Unified School District<br>Emery Unified School District<br>Fremont Unified School District<br>Hayward Unified School District<br>Livermore Joint Unified School District<br>New Haven Unified School District<br>Newark Unified School District<br>Pleasanton Unified School District<br>San Leandro Unified School District<br>San Lorenzo Unified School District | Chabot Community College<br>Los Positas Community College                                    | California State University, East Bay<br>National Hispanic University<br>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<br>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<br>Fresno Unified School District  | Fresno City College<br>Reedley College<br>State Center Community College - Clovis and Madera | California State University, Fresno<br>Fresno Pacific University                                     |

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

| <b>PROGRAM SITES</b>  | <b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>  | <b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>   | <b>PARTICIPATING UNIVERSITIES</b>   |
|---|--|--|---|
| Kings County Program<br>(continued)                             | Hanford Joint Union High School District<br>Island Union Elementary School District<br>Kit Carson Union School District<br>Lemoore Elementary School District<br>Lemoore Union High School District<br>Pioneer School District<br>Reef-Sunset Union School District  |  |   |
| Los Angeles Program<br>* Now divided into Districts A through K | Los Angeles Unified School District  | East Los Angeles College<br>Los Angeles City College<br>Los Angeles Southwest College<br>Los Angeles Mission College<br>Los Angeles Valley College<br>Pasadena Community College<br>Santa Monica Community College<br>Pierce Community College<br>West Los Angeles College | California State University, Los Angeles<br>California State University, Dominguez Hills<br>California State University, Dominguez Hills<br>California State University, Northridge<br>University of California, Los Angeles  |
| Los Angeles County Program                                      | Los Angeles County Office of Education   |  | California State University, Dominguez Hills<br>California State University, Long Beach<br>California State University, Los Angeles<br>California State University, Northridge<br>California State Polytechnic University, Pomona<br>Azusa Pacific University<br>Point Loma Nazarene University |
| Merced County Program   | Merced County Office of Education<br>Atwater Elementary School District<br>Delhi Unified School District<br>Dos Palos-Oro Loma Joint Unified School District<br>El Nido Elementary School District<br>Hilmar Unified School District<br>Le Grand Elementary School District<br>Livingston Union School District<br>Los Banos Unified School District<br>McSwain Union Elementary School District<br>Merced City School District<br>Merced River Union Elementary School District<br>Merced Union High School District<br>Planada Elementary School District<br>Winton Elementary School District | Merced Community College   | California State University, Fresno<br>California State University, Stanislaus<br>University of California, Merced  |
| Monterey County Program   | Monterey County Office of Education<br>Alisal Unified School District<br>Gonzalez Unified School District<br>Greenfield Union School District<br>King City High School District<br>Monterey Peninsula Unified School District<br>North Monterey County Unified School District<br>Salinas City Elementary School District  | Cabrillo College<br>Hartnell Community College<br>Monterey Peninsula College   | California State University, Monterey Bay<br>CalStateTEACH<br>Chapman University  |



| <b>PROGRAM SITES</b>      | <b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>   | <b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>  | <b>PARTICIPATING UNIVERSITIES</b>  |
|---------------------------|---|---|--|
|                           | Salinas Unified High School District<br>San Ardo Union School District<br>San Lucas Union School District<br>Soledad Unified School District  |   |  |
| Napa Program              | Napa Valley Unified School District   | Napa Valley Community College   | Pacific Union College<br>Chapman University<br>Sonoma State University   |
| Ontario-Montclair Program | Ontario-Montclair School District   | Chaffey Community College<br>Mt. San Antonio Community College  | Cal State Polytechnic University, Pomona<br>Azusa Pacific University<br>University of Redlands   |
| Orange County Program     | Orange County Department of Education<br>Brea Olinda Unified School District<br>Capistrano Unified School District<br>Cypress School District<br>Magnolia School District<br>Newport Mesa Unified School District<br>Orange Unified School District<br>Saddleback Valley Unified School District<br>Santa Ana Unified School District   | Cypress Community College<br>Irvine Valley Community College<br>Santa Ana Community College<br>Saddleback Community College   | California State University, Fullerton<br>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<br>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<br>University of San Francisco  |
| San Joaquin Program       | San Joaquin County Office of Education<br>Banta Elementary School District<br>Calaveras County Office of Education<br>Ceres Unified School District<br>Elverta School District<br>Escalon Unified School District<br>Jefferson Elementary School District<br>Lincoln Unified School District<br>Linden Unified School District<br>Lodi Unified School District<br>Manteca Unified School District<br>New Jerusalem School District<br>North Sacramento School District<br>Oak View School District<br>Oakley Union School District<br>Paradise Unified School District<br>Placer County Office of Education<br>Plumas Elementary School District<br>Rio Linda Unified School District<br>Sacramento City Unified School District<br>Stanislaus Union School District<br>Stockton Unified School District<br>Tracy Unified School District<br>Turlock Unified School District<br>Yuba County Office of Education | American River College<br>Cosumnes River College<br>Folsom Lake College<br>Sacramento City college<br>Modesto Junior College<br>San Joaquin Delta College<br>Yuba College | California State University, Chico<br>California State University, Sacramento<br>California State University, Stanislaus<br>Chapman University<br>National University<br>University of the Pacific |
| San Jose                  | San Jose Unified School District  | San Jose Community  | San Jose State University  |

| <b>PROGRAM SITES</b>  | <b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>  | <b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>                                  | <b>PARTICIPATING UNIVERSITIES</b>   |
|---|--|---|---|
| Program   |  | College   |   |
| Santa Clara County Program  | Santa Clara County Office of Education<br>Milpitas Unified School District<br>Oak Grove School District  | None  | National Hispanic University  |
| Sonoma County Program<br><br>Sonoma County Program<br>(continued) | Sonoma County Office of Education<br>Del Norte County Office of Education<br>Humboldt County Office of Education<br>Lake County Office of Education<br>Mendocino County Office of Education<br>Nevada County Office of Education<br>Alexander Valley Unified School District<br>Arcata School District<br>Arena Union Elementary School District<br>Dunham School District<br>Ferndale Unified School District<br>Fieldbrook School District<br>Forestville Union School District<br>Fort Bragg Unified School District<br>Fortuna Union Elementary School District<br>Fortuna Union High School District<br>Freshwater School District<br>Garfield School District<br>Healdsburg Unified School District<br>Horicon Elementary School District<br>Klamath-Trinity Joint Unified School District<br>Lakeport Unified School District<br>Loleta Union Elementary School District<br>Mattole Unified School District<br>McKinleyville Union School District<br>Mendocino Unified School District<br>Middletown Unified School District<br>Monte Rio Unified School District<br>Northern Humboldt Union High School District<br>Novato Unified School District<br>Oak Grove Union School District<br>Petaluma School District<br>Piner-Olivet Union School District<br>Point Arena Joint Union High School District<br>Potter Valley School District<br>Rohnerville School District<br>Round Valley Unified School District<br>Santa Rosa City Schools<br>Southern Humboldt Unified School District<br>Ukiah Unified School District<br>Upper Lake Union Elementary<br>Waugh School District<br>West Side Union High School District<br>West Sonoma County Union High School District<br>Willits Unified School District<br>Wilmar Union School District<br>Windsor Unified School District | College of the Redwoods<br>Mendocino Community College<br>Santa Rosa Junior College | Humboldt State University<br>Sonoma State University<br>Dominican University of California<br>University of San Francisco |
| Sweetwater Program  | Sweetwater Union High School District  | Southwestern Community College  | San Diego State University  |
| Tri-County Program  | Butte County Office of Education<br>Maxwell Unified School District<br>Sutter County Superintendent of Schools   | Yuba Community College  | Chapman University  |

| <b>PROGRAM SITES</b>               | <b>PARTICIPATING LOCAL EDUCATION AGENCIES</b>  | <b>PARTICIPATING CALIFORNIA COMMUNITY COLLEGES</b>  | <b>PARTICIPATING UNIVERSITIES</b>   |
|------------------------------------|--|---|---|
|                                    | Yuba County Office of Education  |   |   |
| Ventura County Program             | Ventura County Schools<br>Santa Barbara County Office of Education<br>Briggs Elementary<br>Conejo Valley Unified School District<br>Fillmore Unified School District<br>Golden Valley Charter School<br>Hueneme Elementary School District<br>Las Virgines Unified<br>Mesa Union School District<br>Moorpark Unified School District<br>Mupu Elementary School District<br>Oak Park Unified<br>Ocean View Elementary School District | Alan Hancock College<br>Cuesta Community College<br>Community College<br>Moorpark Community College<br>Santa Barbara City College<br>Ventura Community College District | California State University, Los Angeles<br>California State University, Northridge<br>California State University, Channel Islands Campus<br>Azusa Pacific University<br>California Lutheran University<br>Chapman University<br>National University<br>University of California, Santa Barbara<br>University of LaVerne |
| Ventura County Program (continued) | Ojai Unified School District<br>Oxnard Elementary School District<br>Oxnard Union High School District<br>Pleasant Valley Elementary School District<br>Rio Elementary School District<br>Santa Clara Elementary<br>Santa Paula Union High<br>Simi Valley Unified School District<br>Somis Union School District<br>Ventura Unified<br>Vista Real Charter School   |   |   |
| West Contra Costa Program          | West Contra Costa Unified School District  | Contra Costa Community College  | California State University, East Bay   |
| <b>TOTAL:<br/>32</b>               | <b>247</b>   | <b>56</b>   | <b>40</b>   |