

SB 644

Proposed Bill Summary from CSEA webpage: (Source California Legislature)

SB 644, introduced by Burton, will provide Clean-up Legislation for SB 1405 that was enacted in the last session related to K-12 paraprofessional qualifications and the federal No Child Left Behind Act of 2001.

Existing law requires a local educational agency that receives funding pursuant to the federal No Child Left Behind Act of 2001 to ensure that every paraprofessional hired on or after January 8, 2002 has either completed 2 years of study at an institution of higher education, possesses an associate's degree or higher, or after completing a state or local assessment is determined to have knowledge of, and an ability to assist in, instructing reading, writing, and mathematics.

Existing law provides that a paraprofessional who was hired on or before January 1, 2003, and who has previously demonstrated knowledge of, and an ability to assist in reading, writing, and mathematics has satisfied the eligibility requirement for a paraprofessional. This bill would additionally require a paraprofessional who completes a state or local assessment to demonstrate knowledge of, and an ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness. This bill would provide that a paraprofessional who has previously demonstrated knowledge of, and an ability to assist in, reading readiness, writing readiness, and mathematics readiness has satisfied the requirements for a paraprofessional set forth in the No Child Left Behind Act of 2001. This bill would make technical and conforming changes.

Remember, each district must attest to the fact that their previous assessment met the current requirements. If not, districts must reevaluate the qualifications of their existing paraprofessional staff members. CODESP's assessment materials include the "ability to assist component".

NCLB FUNDING SOURCES

Most districts are experiencing a tightening of their budgets and may be looking for alternative funding to pay for CODESP membership. The following options could be possible sources for your district:

Several federal programs provide funds that local school districts may use to provide professional development for paraprofessionals –

1. Title I, Part A funds may be used to support ongoing training and professional development to assist teachers and paraprofessionals working in a program supported with Title I, Part A funds.
2. Title II, Part A (Teacher Quality Program) funds may be used to provide professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals concerning effective instructional strategies, methods and skills and use of challenging content standards to improve teaching practices and student academic achievement (see page 2 for details).
3. Title V, Part A (Innovative Programs) funds may be used to provide professional development for teachers and other school personnel as a part of reform strategies.

Additional information regarding requirements for paraprofessionals may be found in Section 1119 of *the No Child Left Behind Act* and the U.S. Department of Education Paraprofessional Guidance. Check with the appropriate agencies for funding criteria.

CODESP provides member districts with a multiple choice assessment so that paraprofessionals can demonstrate their qualifications per NCLB requirements. Additionally, CODESP provides member districts with an assessment tutorial which provides test-taking tips and step-by-step exercises that allow candidates to practice solving problems similar to those found on the assessment. Some district training programs have used the tutorial as a guide.

IMPROVING TEACHER QUALITY STATE GRANTS

The United States Department of Education's website: <http://www.ed.gov/offices/OESE/reference/2a.html>, offers the following information as a source of funding to improve principal, teacher and instructional aide (paraprofessional) quality:

Purpose

The Improving Teacher Quality State Grants program increases student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. The program uses scientifically based professional development interventions and holds districts and schools accountable for improvements in student academic performance. This program was created because research shows that teacher quality is correlated with student academic achievement (Sanders and Rivers, 1996). Because each community may face a variety of challenges with respect to teacher quality, this program allows funds to be used for a wide array of interventions.

How It Works

States must apply to the U.S. Department of Education for funding, and funds are allocated through a formula based on the school-age population and the number of children in poverty in each state. After reserving 1 percent for administration, states may use 2.5 percent of allotted funds for teacher quality activities. Ninety-five percent are distributed through subgrants to local districts using a formula that takes into account the school-age population and the number of children in poverty in each district. The remaining 2.5 percent of the funds are distributed on a competitive basis through subgrants to partnerships of high-need districts, schools of arts and sciences, and the school or department within institutions of higher education that prepares teachers.

States may undertake nearly 20 different kinds of state-level teacher quality activities including reforming teacher and principal certification and developing innovative teacher pay systems.

Subgrants to districts: School districts must submit an application to the state. Districts may undertake activities that fall into approximately 10 broad categories. These include professional development, recruitment initiatives, tenure reform, and merit pay.

Subgrants to partnerships: The SEA and the state agency for higher education must work together to determine the priorities and award competitive grants to eligible partnerships. Partnerships may use the funds to provide professional development for teachers, principals and **paraprofessionals** or to provide technical assistance to local districts in implementing high-quality professional development.

Key Requirements

When implementing Title II, Part A, states must:

- Ensure that activities are aligned with state standards, and based on a review of scientifically based research and contribute to improvements in student academic achievement;
- Coordinate the program with other professional development programs;
- Develop professional development activities in a collaborative fashion and seek the input of teachers, principals, parents, administrators, **paraprofessionals**, and other school personnel;
- Use funds to meet the requirement that all teachers be "highly qualified" by the end of the 2005-06 school year, develop annual objectives for measuring progress toward this requirement; and
- Use funds to ensure that all current **paraprofessionals** with instructional duties in any program supported with Title I, Part A, funds (other than translators and parent-involvement liaisons) have, by January 2006, completed at least two years of study at an institution of higher education, obtained an associate's (or higher) degree, or met a rigorous standard of quality and can demonstrate academic skills and knowledge.

UPCOMING CONFERENCES

WRIPAC

**Fish Camp/Yosemite Area
Western Regional Intergovernmental
Personnel Assessment Council
Preconference Training: Sept. 2 - 3
Conference: Sept. 4 - 5**

There will be a choice of two training workshops during the preconference training:

Job Analysis is a two day program and will be presented by Mike Willihnganz, Ph.D., and Karen Coffee. This interactive workshop will focus on the WRIPAC Job Analysis Method. This comprehensive method is designed to identify the essential job tasks and associated knowledge, skills and abilities required to perform the tasks in a satisfactory manner. This method is flexible enough to be used in any jurisdiction and for a variety of classifications. It is compliant with the 1978 Federal Uniform Guidelines on Employee Selection Procedures and the ADA.

Assessment Center is a one day workshop and will be presented by Aaron Morgan and Julie Paholke. Well-designed assessment centers can provide one of the most direct and accurate measurements of a candidate's particular work products. They generally have a high candidate acceptance and typically result in significantly less adverse impact than most paper and pencil tests. This workshop is designed to provide concepts, methodologies, techniques, and practical examples.

The cost of each workshop is \$100 for WRIPAC members and \$120 for Non-Members.

Hotel accommodations can be made by calling the Tenaya Lodge at Yosemite at (888) 514-2167. To register for the training contact Julie Paholke at jpaholke@mail.co.washoe.nv.us. There are no registration fees to attend the conference.

School Personnel Commissioners Association/Northern California

Santa Rosa, October 10 -12, 2003

Information and registration forms are available at:

[http://www.smcoe.k12.ca.us/cspca/
cspca.html#CONFERENCE](http://www.smcoe.k12.ca.us/cspca/cspca.html#CONFERENCE)

EMAIL SPAM

Some districts have installed "spam blockers" which blocks mail sent from our email address, tests@codesp.com. Since we send our test materials to members through password protected email, it is important that we do not have our address blocked. Check with your computer departments so that we can continue sending your district important emails.

MEMBERSHIP

It is that time of year again. We have been calling and emailing districts to determine membership status for 2003 - 2004. Send in an Intent to Rejoin, or payment, so that you will not experience an interruption in service. The necessary paperwork is available on our website under JOIN CODESP .

NEW MEMBERS

**Madera COE
Magnolia SD
Natomas USD
Solano COE
Tulare City ESD
Tulare Joint Union HSD
Visalia USD
Western Placer USD**

CODESP TRAINING

CODESP staff will provide a "hands-on" workshop on ***How to Develop Job-Related Tests***. This will include discussions on legal requirements, job analysis, job description review, and selecting job-related test items. Attendees will participate in an exercise where they will "build" a test.

September 19th 10:00 a.m. - 12 noon

San Bernardino City USD
1535 W. Highland Ave
San Bernardino, CA
RSVP to marcodesp@aol.com

INSTRUCTIONAL AIDE SURVEY UPDATE

On June 17, we conducted an email survey of our members regarding Instructional Aide (IA) testing. Since the last newsletter we received survey information from several more districts. The California Department of Education has not yet posted the recent decision by the State Board of Education that should clarify local options. We will keep you informed. The results below offer a glimpse of what 70 members are currently doing and what they anticipate doing.

| | <u>YES</u> | <u>NO</u> |
|---|------------|------------|
| Does your district offer a prep class for IA candidates prior to testing? | 16% | 84% |
| Does your district offer the CODESP Tutorial? | 46% | 54% |
| Does your district currently test veteran IAs? | 34% | 66% |
| If yes, does the district provide them with the CODESP Tutorial? | 24% | 10% |
| If yes, does the district provide them with an alternate prep course? | 14% | 20% |
| If given a choice, which type of test would your district offer to veteran IAs? | | |
| Multiple-Choice. | 40% | |
| Observation/Evaluation. | 25% | |
| A Choice Between the Two. | 35% | |

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