

CALIFORNIA COMMUNITY COLLEGES
Teacher Preparation Programs

April 4, 2019

As educators and teacher recruiters, we would like to thank you for your continued concern and support for the teacher shortage in California.

Our Teacher Preparation Pipeline/Education Futures program has struggled for several years to support Community College students who have a desire to become teachers. However, due to the exhaustion of funds at the end of 2019, the successes accomplished will most likely not continue. The attached document provides a solution that will support teacher preparation programs regionally. Please review the enclosed teacher preparation program White Paper and consider our proposal.

Thank you for your time and continued support for the Education of future teachers in California.

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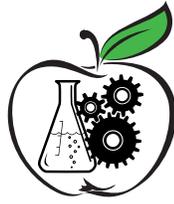
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CALIFORNIA COMMUNITY COLLEGES

Teacher Preparation Programs

2019-2020 California Community Colleges System-wide Budget and Legislative Request for the Teacher Preparation Pathway Program

California Community Colleges are preparing future teachers. In 2019, over 60% of the teaching credential candidates in California had attended a community college. These teachers closely reflect the diversity, language capabilities and ethnicities of the students in California's public schools because they are from the communities they serve. However, the California Community colleges have had modest participation in growing and cultivating programs specifically designed to create and support future teachers. Even though colleges have received funding from the California Community College Chancellor's Office to support future teachers over the past 20 years, funding has been intermittent, and dependent on availability. Supplemental funding has been secured from private and public sources by individual colleges, but opportunities are regional and often specific to an institution. Additionally, the majority of public and private teacher preparation funds in California are available to credential programs, 4-year colleges and universities, and school districts, not community colleges. Currently, 26 of the 115 community colleges identify as hosting an identifiable teacher pathway for future teachers. These colleges have formed a statewide community of practice, and seek to expand this infrastructure to include all California Community Colleges.

California is experiencing a chronic and severe teacher shortage. Throughout the state, there is a shortfall of teachers enrolled in credential programs and early childhood education (ECE) programs, TK-12 school districts and community colleges are all experiencing teacher shortages. Increases in preschool, TK-12 pathways and community college programs proposed in the Governor's 2019 budget will be impacted by the lack of teachers in preparation pipelines in California's training programs. Due to an already established community of practice, California community colleges are in the unique position to stem the tide of the current and future teacher shortage.

The California Community Colleges Teacher Preparation Programs (CCC TPPs) are proposing to establish 10 sub-regional Teacher Preparation Hubs (anchored within a local community college) throughout the state to strengthen, scale and align the community college role in expanding and diversifying the teacher workforce in California. Briefly, the main role of CCC TPPs is to provide support and development of model quality teacher preparation programs at the community college level, which includes career exploration, contextualized learning opportunities, teacher recruitment and retention, development of teacher preparation models of collaboration, and strengthening partnerships with regional CSUs (see link to [CCC/CSU Collaboration Framework](#))

The TPP Hubs will build upon and expand the existing regional collaborations developed within seven community college regions in California. These regional models were cultivated with California Community College Chancellor's Office (CCCCO) Teacher Preparation grants and funds from local regional consortia. Ten sub-regional coordinators would promote cross-segmental, collaborative expansion of CCC TPPs, focused on areas of severe education workforce shortages. Hubs would create a visible, physical

point-of-contact within each sub-region, and would expand regional capacity to support local colleges in developing, sustaining, and strengthening their teacher preparation programs. Local colleges would receive some support to develop curriculum and expand capacity to promote the Education sector.

Specifically, the CCC TPP Hubs would provide the following to support and reinforce the intersegmental relationships crucial for teacher preparation:

- Physical spaces for regional and cross-regional education partners to support development of inter-regional infrastructure for existing teacher centers and those developing in community colleges throughout the state;
- Cross-system alignment with TPP courses, certificates and degrees, and expansion of dual enrollment;
- A focal point for growing collaborations (K-12 SWP, Middle College etc.) for dual-enrollment high school students attending community college and exploring a teaching career;
- Professional development in high quality contextualized instructional practices;
- Data development, utilization of LMI data sharing, and dissemination of data sources;
- Ongoing collaboration between K-12, community colleges, CSUs, UCs, and other institutions of higher education to develop an “intersegmental” approach to California educator teacher preparation;
- Coordination of regionally-aligned curriculum development for the education field, including expansion of ADTs and stackable certificates;
- Resources for regional college TPP program development;
- Regional recruitment/outreach activities; for example, joint college visits, job fairs, and job placement resources;
- An identifiable location where students, faculty and staff can be directed to the local teacher preparation resources, programs, professional development, courses or pathways that best meet their needs.

Description of the Problem

While statute established CCC TPPs in community colleges, no legislation has yet addressed the need for expansion statewide, particularly given the dramatic increase in teacher shortages.

At a 2017 legislative Joint Informational Hearing, the following labor market information was presented:

- stagnant teacher supply is insufficient to meet growing teacher demand;
- enrollment in teacher preparation remains near historic lows;
- there have been significant increases in substandard credentials and permits: in 2015-16, California issued more than 10,000 intern (not fully qualified) credentials, permits, and waivers, more than double the number in 2012-13;
- more special education teachers are entering the classroom on substandard credentials or permits than are entering with full teaching credentials;
- the pipeline of prepared math and science teachers continues to shrink;
- shortages disproportionately impact low-income and minority students;

- California may be unprepared to meet the expected increase in demand for bilingual education teachers as schools develop and expand bilingual programs under Proposition 58.

Current efforts are insufficient to address the severity of this crisis in the Education sector, which affects all industry sectors across all colleges, as well as all segments of California’s education system, with severe consequences for students who are already the most underserved. The viability of ALL sectors and ALL career pathways are dependent on a supply of well-prepared, diverse and enthusiastic teachers in the classroom. California is especially lacking bi-lingual and ethnically diverse teachers like those enrolled in local community colleges. This is true for ECE, TK-12 and community college classroom teachers.

Additional Background

Despite the lack of continuous funding, California Community College Teacher Preparation Programs have made great strides in scaling over the past few years as a response to California’s shrinking teacher pipeline. In 2011, TPP programs were located at only 10 of the 114 community colleges across the state. In February 2018, CCC TPP grants expanded CCCCO support for TPPs to 26 campuses, across 7 regions. This expansion has been helpful in expanding teacher preparation opportunities, particularly where regional and local college supports are also in place. However, the current scale is not meeting teacher workforce needs throughout the state and throughout the community college system. The current funding from the CCCCO sunsets in November 2019.

California Community College TPP Hubs will keep the doors open at the existing participating colleges and move community college teacher preparation into expanded areas in the state, therefore having a much larger impact on efforts throughout California. CCC TPP Hubs will help to fix California’s teacher shortage. Supporting this proposal will help to create regional CCC teacher preparation “Hubs” across California and will create a place for teacher preparation within the California Community College system that is accessible and available.

Proposed Budget Summary:

New Sector Navigator for Education to represent the sector within the California Community College system – \$146,000 + Benefits @ 30% = \$43,800 = **\$189,800**

Deputy Sector Navigators to promote the EDUCATION Sector within the CCC structure – 2 (SOCAL/NORCAL) @ 123,000 each = \$ 246,000+ Benefits @ 30% = \$73,800 = **\$319,800**

Regional Hub Coordinators – 10@ \$100,000/ HUB = 1,000,000 + Benefits @ 30% = \$300,000 = **\$1,300,000**

Funds to individual Community Colleges to expand TPP capacity and participation (from 26) to 52 participating colleges @ \$25,000/college = **\$1,300,000**

Materials and Supplies to Support Regional Hubs = 10 @ 20,000 per hub = **\$200,000**

Other Operating Expenses (Marketing, Regional Travel, Technical Workshops, etc.) = **\$140,000**

Sub-total = \$3,449,600

Indirect @ 4% = \$137,984

Total = \$3,587,584