

Welcome!!!

The Community College Role in Diversifying the Teacher Workforce

**Kathleen White, CDEV Dept., TP Coordinator & Gina Peterson, College of the
Canyons, TPP Coordinator, Luis Chavez, Career Ladders project**



Child Development
and Family Studies
Mission Statement

**Program Student
Learning Outcomes:**

Upon Completion of the
Associate of Science Degree,
Students will be able to:

Understand and describe stages of child
growth and development, including gross
motor, cognitive, language, physical,
and social-emotional development.

Examine the role of families and
communities in the lives of children and
youth, including social interactions,
community resources, and the influence
of culture, including the development
of a culturally competent to work
force.

Describe developmentally appropriate
practices and describe the importance
of play in the development of children
and youth.

Evaluate and demonstrate knowledge and
skills in the field of child development,
including the importance of play in the
development of children and youth.

Design and apply critical thinking skills and
knowledge to develop a curriculum
plan for children and youth, including
the importance of play in the
development of children and youth.

Compare and apply practices that promote
positive development and learning among
children, families, staff and colleagues,
including effective practice, collaboration
and research in the field.



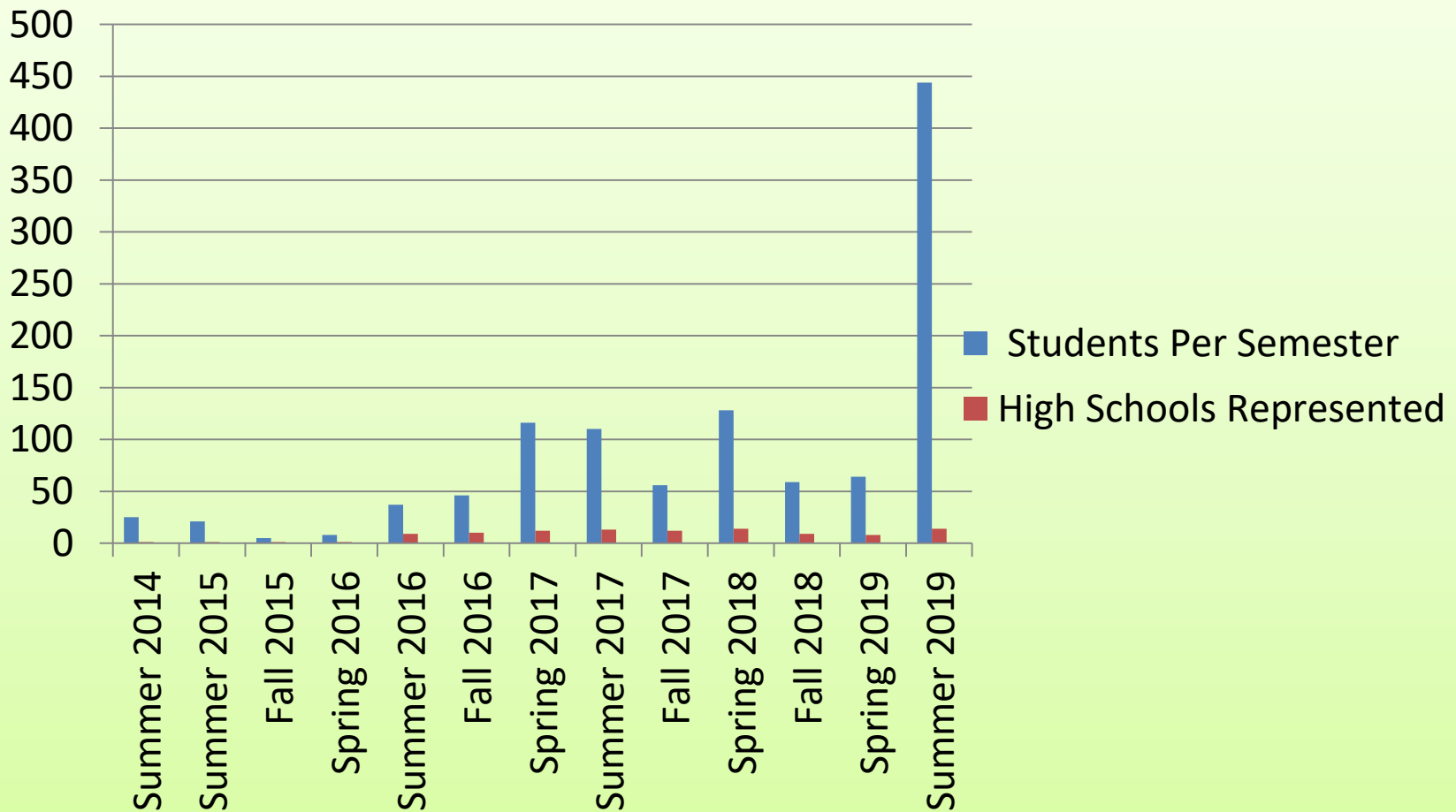
Needs and Presentation

- TPP Pathways stem from students interested in careers with children and /or youth in a variety of settings, including ECE, after-school, youth-work, TK-12 teaching, community college instruction, and related professions
- All pathways are all experiencing staffing shortages. An estimated 30,000 openings in teaching and related professions are projected annually in California through 2021. This includes 19 teaching related professions (elementary school teachers, preschool teachers, special education and secondary teachers, etc.) Of the 30,000 annual openings, almost 8,000 are in ECE related areas. Wages range from 10th percentile (\$30,000) to median (\$75,000) in most teaching – related occupations, with ECE areas (child care workers, preschool teachers, etc.) being the lowest.
- Only 50% of the future TK-12 teachers needed in California are currently in the preparation pipeline (credential and related programs). Competition for teachers in all areas is significant and salaries, benefits and working conditions, retirement packages and job security are all career considerations for incoming students, especially in high – cost areas like the San Francisco Bay Area.
- 14,000 ECE jobs were available in CA this year and only 7,600 completers were in the CCCC pipeline. With projected growth at 7% and increasing demand for AA/AS degrees and BA/BS degrees in the field, the shortfall is significant.
- CCSF and College of the Canyons each offer a range of programs that support a diverse student population.
- Career Ladders was formed to address equity and diversity in the community college system.

CCSF Data and History

- FREECCSF (funded by the City & County of SF) allows for all San Francisco residents to enroll at CCSF for free.
- A resource center is available at CCSF within the Child Development & Family Studies Dept. to serve future teachers. The Professional Development Project operates within the CDEV Dept. to support the ECE workforce (since 1994)by providing CDEV permits and support services. The Teacher Prep Center has operated within the CDEV Dept. since 1998 and it has supported future K-12 teachers since 1998. They both provide advising, coursework, counseling, transfer support and resources.
- Funded by CCSF, Strong Workforce Programs, Regional Joint Venture (SWP), Teacher Preparation Pipeline (CCCCO), various grants and pathway projects (NSF, SF OECE, SFUSD, etc.)
- Since 1998, almost 45,000 individuals have enrolled in CDEV coursework in San Francisco
- (almost 18% of the City population)
- 38% of the teacher credential candidates at SFSU started at CCSF and 54% of California Credential applicants begin at a community college.
- The San Francisco Bay Region produced the first sector brochure with the Centers of Excellence on Teaching Careers in April 2019.

Dual-enrollment SFUSD Students Enrolled in CDEV Coursework at CCSF





Profile of a CCSF Dual – enrollment SFUSD Collaboration - 1998 - 2019

- Abraham Lincoln Teacher Academy – **Dual –Enrollment** – 3-6 units, Summer College Program – 3-4 units, Credit by Exam for 3 units – Since 2006
- Institutions of Higher Education Quarterly Meetings – 2006 - Current
- AEBG & Middle College Partner with San Francisco International High School, Academy, Hilltop – 2016 - Current
- **SFUSD Board member, Shamann Walton introduces “Grow Your Own “ resolution allowing for paid internships for SFUSD students enrolled in CDEV coursework and interning in SFUSD classrooms or after school programs. – 2014 - Current**
- Excel/First Source Partner with Dual-Enrollment - Partnership with Credit Recovery and After-school programs –2016 - Current
- **Paid internships for 275 students in 2019 (65-120 hours @ 16.00/hour) = \$250,000/ year – SFUSD - \$100,000 / DCYF**
- **FREECCSF since 2018 – Free tuition for SF residents**
- **Links to jobs that match with college attendance in teaching, as paraprofessionals, in youth work, in after-school , in ECE)**



CCSF Demographic Data

- Student demographics have changed slightly over the last 5 years. Male student enrollment in the Department has increased to 13%. Asian students are the largest ethnic group (41%) with African American students declining. Over 24% of students have a previous higher education award or degree and over 43% are over the age of 30 years old. Financial aid restrictions and repeatability rules limit students from taking elective and non-essential courses when on a degree pathway. African American, Latino/a and Asian Pacific Islander students are affected disproportionately at CCSF. College success mirrors disproportionate impacts documented in SFUSD. 85% of CDEV students attend college part time. The CDEV Dept. hosts 4,000 students each semester, offers 65 degrees each year, 150 certificates and issues 500 CDEV Permits.

Data and History at CCSF

- In 2016-2017, 748 students received Educational Plan counseling appointments (of these, 148 were transfer plans), in the CDEV Dept. and 1,972 received career advising and permit application appointments in the CDEV Dept.
- 64.7% of visitors responding to an outcome survey administered by the CDEV Dept. offices reported that securing a CDEV Permit was the main reason for the visit
- 60% seeing a CDEV counselor reported that learning what courses in CDEV they should take was their reason for visiting
- 40% indicating that a certificate, degree or transfer was their goal
- 35% requested an Educational Plan from a counselor
- 30% needed to see a counselor for academic progress issues related to college.



Constructing Guided Pathways to Support TK-12 Partnerships

Clarify the Pathway and Create a Seamless System

- Are courses aligned and clearly mapped out from a student's perspective?
- Do we have a pathway that leads to employment opportunities in education?
- Do we have a pathway that allows students to seamlessly transfer and continue their education?

College of the Canyons



CALIFORNIA COMMUNITY COLLEGES
Teacher Preparation Programs



Constructing Guided Pathways to Support TK-12 Partnerships

Enter the Pathway with Dual Enrollment

- Have we minimized the barriers to meet the needs of the students?
- Are we outreaching to the next generation of learners?
- Are we connecting with our diverse student population?



Constructing Guided Pathways to Support TK-12 Partnerships

Stay on the Pathway and Get Immersed

- Are we providing authentic fieldwork opportunities so students can “test drive”?
- Are we engaging students with community-based learning?
- Are students interacting with industry professional and education leaders?



Constructing Guided Pathways to Support TK-12 Partnerships

Ensure Learning

- Are we providing useful resources and professional development opportunities?
- Are we promoting workforce skill sets and developing professional skill sets?
- Are we tracking student success and completion?



TEACH Academy

*Cooperative Work Experience Education (CWEE)

*Community –Based Learning

*Industry Partnerships

*Mentorships with High School Districts

Goal: Paraprofessional / Non-credit Coursework / Upskills



The Future Educators Club

*Professional Develop Workshops with Industry Experts

*Annual Future Educators Conference and Resource Fair

*Field trips / Move Nights / Fundraisers

*Career Exploration Activities

*Volunteer Opportunities and Community Service

Goal: Develop Clubs on High School Campuses / Scholarships

Grow-Your-Own High School Teachers

- Expose students in all pathways to CTE and single subject teaching career options
- Find internships specifically for potential teachers of the subject
- Document internship hours; HS experience counts!
- Create structures to nurture potential teachers: student clubs, mentor teachers, dual enrollment courses
- Partner with teacher preparation programs at community colleges and CSUs to align PoS, & provide advising, supports, career exploration and work experience placements

Enter the Path: Dual Enrollment

Question:

1. Are we meeting the needs of our diverse student population?

Resolve:

*Pilot ZTC and OER in key courses

*Partnership with Hart School District and teaching selected coursework at Golden Valley High that supports CTE



Strategies for Creating Diverse Teachers at CCSF

- Provide internship, fieldwork, work experience courses and paid employment with children and youth in a variety of settings throughout the dual-enrollment and community college period. Students need to work!
- Choose the “high hanging fruit”. Students in credit recovery, with academic challenges, in basic skills classes and disconnected from school know what that feels like. They can make authentic and relevant teachers.
- Do not screen for GPA, past academic performance or test scores. Screen for desire and passion.
- Secure external and internal funds to create paid employment opportunities (SFUSD, DCYF and CCSF (work –study/lab-aide) pays GYO students enrolled at CCSF in dual-enrollment to work in school sites)
- Provide easy access to individual counseling and advising for teacher pathway support from staff with career and pathway expertise.
- Utilize academic counselors to provide workshops, class visits in key courses and outreach events
- Understand that students often “discover” teaching and that teaching finds them – they need to be exposed to careers in education and at school sites.
- Offer teaching as a career. We do not do enough to replicate ourselves. Tell your story. Sell our career choice.
- Discuss the benefits of teaching: reduced school year, medical and dental benefits, retirement systems, work-life balance, summer employment opportunities, autonomy in the classroom, social justice
- Students committed to social justice and helping their community make potential future teachers – understand the youth voice
- Engage in Teacher Training (Makerspace, Test Prep, Language, US History, STEM skills, TK certifications) for credentialed teachers.

Strategies for Creating Diverse Teachers at CCSF

- Work to establish GYO Programs at the TK-12 level and the community college level.
- Work with site based after –school and extended learning programs to develop “ junior counselor “ or ‘CIT” training pathways.
- Ensure that faculty are trained to work with youth, dual – enrollment and disproportionately impacted students. Ensure that faculty model good pedagogy and reflect the diversity in the classrooms themselves.
- Hire diversity: racial, ethnic, cultural, gender, sexual orientation, economically diverse and GYO
- Offer classes and clear pathway materials:
- ECE Teachers – CDEV 65, 53, 66, 67 and 72
- Elementary Teachers – CDEV 53, 67, 120, 71, 150 and LERN 53 (A,B,C,D)
- High School Teachers – CDEV 53, 67, 75, 150
- Ensure that counselors and academic advisors know the teacher pathway!
- Pre-Teacher Certificates, AS-T, AA-T, Special Needs Certificates, youth Worker Certificates
- Link Early Childhood Education and Teacher Preparation efforts. Students often want to try on a variety of classroom settings and age groups.
- Encourage pathways to teaching from after school, youth work, extended learning settings.
- Outreach to parents, especially as their children enter formal education. Parents are motivated by matching schedules, interests and family balance.

