

Fireflies Summary - Statewide CCC-TPP Meeting - March 2026

- **Pre-Apprenticeship Pathway Launch:** Starts this fall, targeting 20 Kings County students to earn part of an AA degree.
- **Strategic Collaboration:** Increased faculty input aligns courses with apprenticeship goals, enhancing quality and relevance for students.
- **Dual Enrollment Strategy:** Initially targets non-dual enrolled students; mentorship roles begin in earlier years for better engagement.
- **PK3 Credential Requirements:** Candidates need a bachelor's degree or specific coursework and must pass two Teaching Performance Assessments.
- **Clinical Practice Hours:** Minimum of 600 hours required in various educational settings for the PK3 credential.
- **Community Proposal:** Aiming to create a collaborative online space for California Community Colleges, enhancing resource sharing and engagement.

Notes

Pre-Apprenticeship and Apprenticeship Program Development

The team is advancing a pre-apprenticeship program at Lamour College aligned with Fresno State's apprenticeship track to create a clear education pathway for high school students.

- **Launch of Pre-Apprenticeship Pathway for High School Students** led by **Shannon Turmon** details a program starting this fall, targeting a small cohort of **20 students** in Kings County (10:43)
 - Students complete 18-week and 8-week courses over two years to earn part of an AA degree.
 - The program integrates work experience through Pro Youth after-school employment and summer programs.
 - The pathway is designed to align with Fresno State's apprenticeship program for a seamless transition to credentialing.
 - Emphasis on hands-on experience and earning hours required for apprenticeship during summer and after-school work.
- **Strategic Collaboration and Curriculum Mapping** occurred after faculty involvement was added late in the process to align coursework with apprenticeship goals (10:43)
 - Initial development faced challenges due to red tape and lack of faculty input.
 - Now includes targeted course sequencing fitting semester and 8-week formats.

- Faculty involvement ensures courses meet apprenticeship and credential requirements.
- **Dual Enrollment and Student Selection Strategy** clarifies the program targets non-dual enrolled high school students initially, with plans for dual enrollment as the program grows (17:31)
 - The cohort is hand-selected to manage size and ensure program quality.
 - Students start with mentorship roles in freshman/sophomore years and take on more responsibility later.
 - Program fills a gap where dual enrollment typically starts later and requires students to be 18 for certain credentials.
- **Long-Term Vision for Full Apprenticeship** includes hopes to expand from pre-apprenticeship to a fully recognized apprenticeship program at Lamour College (17:15)
 - Success of initial cohorts will inform scaling.
 - Collaboration with Fresno State and community partners is key to ongoing development.
 - The model aims to be shared with other community colleges in the region for wider implementation.

CTE Faculty Support and Student Engagement Initiatives

Rio Hondo College leads efforts to support CTE faculty onboarding and student engagement through targeted webinars and student panels.

- **CTE Faculty Industry to Classroom Webinar Series** spearheaded by **Lea Martinez** features a seven-part virtual series with three sessions completed and good attendance, addressing faculty onboarding needs (22:11)
 - Focuses on classroom management and teaching skills for industry-expert faculty.
 - Upcoming session on April 24 titled “Measuring what Matters” covers assessment and compliance.
 - Flyers and QR codes are shared for broad faculty outreach.
 - The series fills a gap in traditional onboarding for CTE instructors.
- **Teach for LA Student Engagement Program** designed to connect students interested in teaching with professional development and events (22:11)
 - Application for student presenters closed; additional applications may open for those passionate about presenting.
 - Events include workshops offering professional development hours accepted by some universities.

- Program aims to support student pathways into teaching careers.
- **Cross-College Collaboration and Resource Sharing** encourages sharing event info and applications among colleges, with leaders like **Yadira SheHerElla** actively participating (25:19)
 - Coordination helps amplify student participation and engagement.
 - Programs provide certification or verification for attendance to support student requirements.
 - Efforts support bridging between community colleges and universities.
- **Recognition of Evolving Student Support Needs** highlights the importance of professional workshops and student panels to enrich future teacher preparation (26:47)
 - Workshops are well-received and offer practical learning.
 - Collaboration with credentialing bodies like CTC enhances program credibility.
 - These initiatives help address gaps created during the pandemic in student professional development.

PK3 Credential Program Overview and Updates

The Commission on Teacher Credentialing (CTC) provides detailed guidance on the newest PK3 credential, including requirements, clinical practice, and approved programs.

- **Introduction and Requirements for PK3 Credential** presented by **Bronwyn Kennedy**, emphasizing the need for a bachelor's degree plus specific coursework or approved majors (28:54)
 - Candidates must have a BA or higher in one of nine exact majors or complete 24 units in Early Childhood Education.
 - Credential requires completion of an approved PK3 program including theory, pedagogy, and clinical practice.
 - Candidates must pass two PK3-specific Teaching Performance Assessments (TPA) in different placements.
 - There are currently **541 PK3 credential holders** in California.
- **Clinical Practice Hour Requirements and Equivalency Options** specify a minimum of **600 hours** split as **200 hours in PKTK, 200 hours in K3, and 200 hours in PK-3** (32:24)
 - Equivalency for PKTK hours can be granted for candidates with six or more years of qualifying teaching experience or credit-bearing practicum.
 - No partial credit is given for experience under six years.
 - Programs may require more than minimum hours; 600 is the state minimum.

- Clinical practice emphasizes hands-on, supervised experience in age-appropriate settings.
- **Approved Programs and Resources** listing includes **17 programs** statewide such as San Jose State, CSU campuses, UC Merced, and several County Offices of Education (34:59)
 - Programs vary in format: intern, residency, ITEP, online options (e.g., Iowa and Vanguard offer online).
 - CTC website provides detailed program info and contact options.
 - Monthly newsletters and office hours support ongoing communication and questions.
- **Ongoing Support and Communication** includes ECE Office Café and Community Circles for open discussion and feedback on policies and programs (36:21)
 - CTC encourages ongoing questions to clarify nuances of the credential.
 - Staff aims to respond within 24 hours to inquiries.
 - Resources include handbooks, technical assistance, and dedicated certification teams to support candidates and programs.

Vision Resource Center Community Proposal

A proposal is underway to create a statewide community space on the Chancellor's Office Vision Resource Center for teacher preparation professionals.

- **Proposal Initiated by Bobby Becka** to establish a TPP-focused community on the Vision Resource Center platform for California Community Colleges (41:15)
 - Modeled after a successful grant professionals community with Chancellor's Office support.
 - The community would allow resource sharing, discussion, and collaboration in one accessible space.
 - The platform reduces email and firewall issues, improving communication flow.
- **Volunteer Moderators and Community Management** are needed to help run the space (43:34)
 - Bobby seeks volunteers to assist in moderation to distribute workload.
 - Community members could post and share resources directly without gatekeepers.
 - The community would supplement, not replace, existing meetings and websites.

- **Potential Migration and Expanded Reach** discussed with **Kathleen White** highlighting benefits of moving some TPP functions to the Vision Resource Center (44:40)
 - The platform's wide accessibility increases engagement.
 - Decentralizing posting and discussion enhances participation and reduces bottlenecks.
 - The community supports ongoing collaboration statewide with official Chancellor's Office backing.
- **Next Steps and Community Interest** include drafting the request form and soliciting feedback from members before submission (44:33)
 - Bobby will share draft with interested members via chat.
 - The initiative awaits community buy-in and volunteer support to launch.
 - This development aims to strengthen statewide TPP collaboration infrastructure.

Upcoming Events and Conferences

Several upcoming events aim to support future teachers and faculty with professional learning and networking opportunities.

- **Teach for Central Valley Future Teacher Virtual Conference** announced by **Megan Bennett** at Clovis Community College targeting dual enrollment and community college students (47:23)
 - Event features keynote speaker Renee Marshall and multiple breakout sessions.
 - Includes sessions on PK3 credential updates and child development permit changes led by CTC staff.
 - Offers verification of attendance certificates for student use.
- **Promotion and Cross-Posting of Events** actively done by participants like **Shannon Turmon** who posted conference info in education classes (48:20)
 - Broad sharing enhances student and faculty participation.
 - Events support engagement and professional development pathways.
 - Collaboration between colleges leverages regional resources and expertise.
- **Ongoing Communication and Resource Sharing** supported by posting flyers and links in chat for easy access (48:11)
 - Encourages continuous awareness of opportunities.
 - Helps build a community of learners and educators preparing for teaching careers.

- Events contribute to sustaining teacher pipeline development efforts.

Action items

Bobby Becka

- Fill out and submit the form to establish a CCC-TPP community on the Chancellor's Office Vision Resource Center and share draft with participants for feedback (41:46)
- Post Bronwyn Kennedy's PK3 credential PowerPoint and resources with clickable links in chat after the meeting (40:53)
- Add Yadira to Otter note taker account if possible (05:16)

Lea Martinez

- Share Teach for LA application with Yadira for student panel participation (25:28)
- Open application again for Teach for LA student panel if requested by other participants with relevant topics to present (22:11)

Bronwyn Kennedy

- Share PK3 credential information, answer follow-up questions, and provide PowerPoint to Bobby for distribution (39:44)
- Continue outreach for questions regarding PK3 credential process and programs (37:42)

Megan Bennett

- Share Teach for Central Valley Future Teacher virtual conference details and promote to students including verification certificates (47:23)

Participants

- Review Assembly Bill 2206 and monitor legislative progress for impact on teacher preparation programs (08:40)
- Express interest or volunteer to moderate the proposed CCC-TPP community on the Vision Resource Center (41:46)