



TPP | STEM | CTE



CALIFORNIA COMMUNITY COLLEGES

**Doing What MATTERS™**

FOR JOBS AND THE ECONOMY

Welcome! Connect, Get  
Food & Get Seated

## DO NOW:

Sit in geographic proximity  
to partners. Note geo-  
reference signage.  
Introduce yourself to  
others in your proximity.

SCALING THE TEACHER PREPARATION PIPELINE DEC 7-8 '17

EDUCATION  
FUTURES





# AGENDA

Welcome, Connect, Get Food & Get Seated

Warm-Up: Sit in geographic proximity to partners. Note geo-reference signage. Introduce yourself to others in your proximity.

Intro to Purpose and Activities for the Day

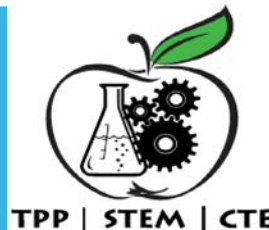
Facilitated Cross-System Data-Based Activity & Discussion:  
Needs, Partnerships & Resources within Each Region

Lunch Event: Tackling California's Teacher Shortage

Facilitated Proposal Review: Consultancy Protocol (3 colleges/table, 30 minutes each, to get feedback from education partners)

Wrap up and adjourn

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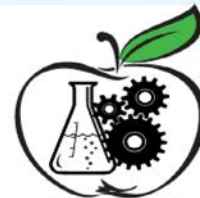
# STATEWIDE LABOR MARKET DATA

- 19 teaching-related occupations; 30,000 openings/year
- Wages \$30,000 to \$75,000
- 21,000 primary and secondary teacher hires 2015-2016

However....

- **Enrollment in Teacher Preparation Programs:  
11,500 since 2013-14**

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# TEACHER SHORTAGES THREATEN QUALITY EDUCATION

40% of math and science teachers enter the field on substandard credentials or permits

64% of new special education credentials authorized in 2015-16 were intern credentials, short-term permits or waivers.

## **Shortages disproportionately impact low-income and minority students:**

Teachers hired on emergency-style credentials:

- twice as likely to teach in high-poverty schools than in low-poverty schools
- three times more likely to teach in high-minority schools than in low-minority schools

# NEW POLICIES ARE EXPANDING DEMAND FOR:

- Bilingual teachers, due to Prop 58
- Dual credentialed teachers as K12 pathways grow, who can teach in both CTE and academic core content areas, especially in high demand fields: health & STEM
- K12 faculty with industry experience, who can connect academic content to career fields and infuse career education, now an indicator of school quality
- **Community college faculty who can teach college courses in the K12 setting that meet a-g and graduation requirements**

# HIGH PRIORITY STUDENT POPULATIONS

High school and college students on transfer pathways

Community college students successful in CTE & STEM

Current education professionals seeking to upgrade their skills and earn new credentials

Community college students underrepresented in teaching professions

Second career and retired industry professionals

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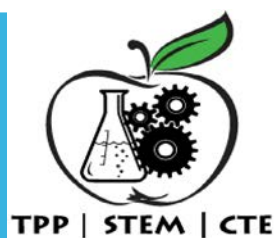
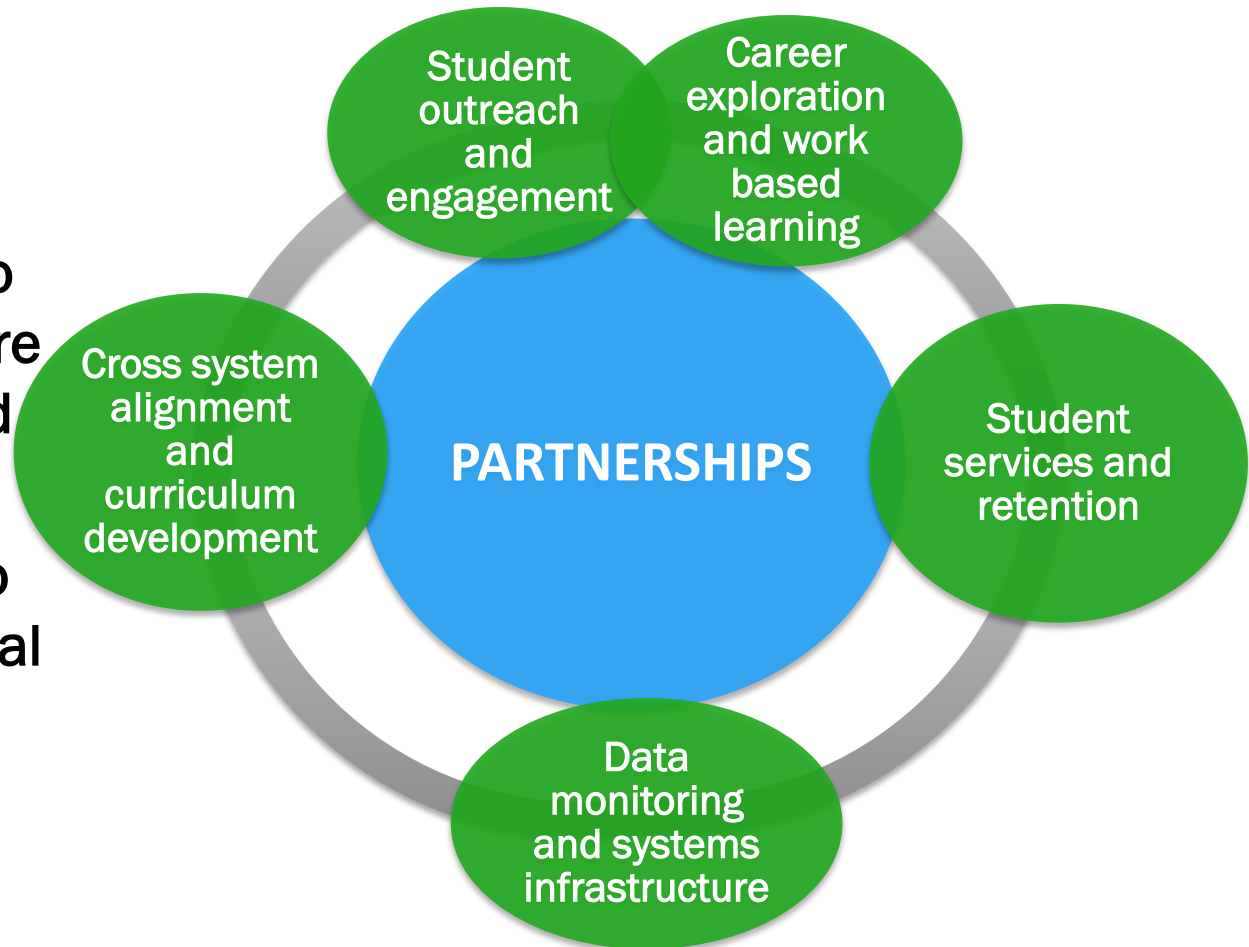
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# TEACHER PREPARATION PIPELINE MODEL STRATEGIC COMPONENTS

Support for TPP  
Planning

AM: Data-based  
conversations to  
investigate where  
to build first and  
why

PM: Consultancy to  
provide individual  
feedback to  
colleges from  
education  
partners





# USE PERSONAL LAPTOPS TO ACCESS REGIONAL MAPS: [HTTPS://KUMU.IO/DASHBOARD](https://kumu.io/dashboard)

## Break into regional teams

- Work with facilitators to review data
- Use the Notice and Wonder Protocol
- Break at 11:30
- Return to Plenary Session 11:40

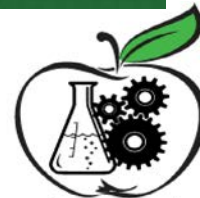


# REPORT OUT FROM REGIONS NORTHERN CALIFORNIA DECEMBER 7

Each region share  
one or two key  
insights from the  
data review.



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# REPORT OUT FROM REGIONS SOUTHERN CALIFORNIA DECEMBER 8



Each region share one or two key insights from the data review.

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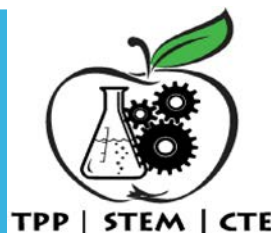
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# DEC 7: TACKLING CALIFORNIA'S TEACHER SHORTAGE

- Welcome to our luncheon guests, introductions
- History and value of TPPs for the CCCCCO; Vice Chancellor Van Tan-Quinlivan
- Education Futures Initiative to Expand Teacher Preparation Pipelines; Annie Johnston
- Regional Ecosystem Map of Teacher Preparation Pipeline Regional Partnerships

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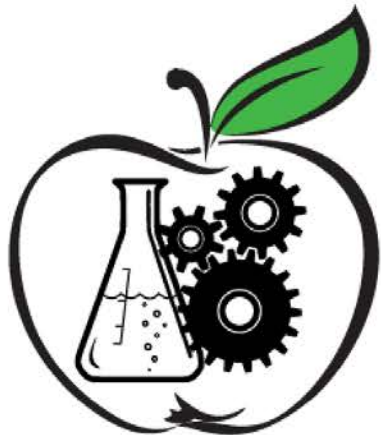


# DEC 8: TACKLING CALIFORNIA'S TEACHER SHORTAGE

- Welcome to our luncheon guests, introductions, Annie Johnston
- History and value of TPPs for the CCCCCO; Dean Matthew Roberts
- Education Futures Initiative to Expand Teacher Preparation Pipelines; Annie Johnston
- Key Collaborative Partners:
  - CSU Director of Teacher Education: Joan Bissell
  - Center for Powerful Public Schools: Talma Shultz

# INVESTING IN TEACHER PREPARATION PIPELINE PROGRAMS SINCE 2006

- Funded the development of model programs
- Documented the strategic components of the model to provide a framework for colleges to incorporate into their core operations
- Creating a statewide support structure to refine and disseminate resources
- Tapping regional and local resources and forming regional collaborative partnership structures



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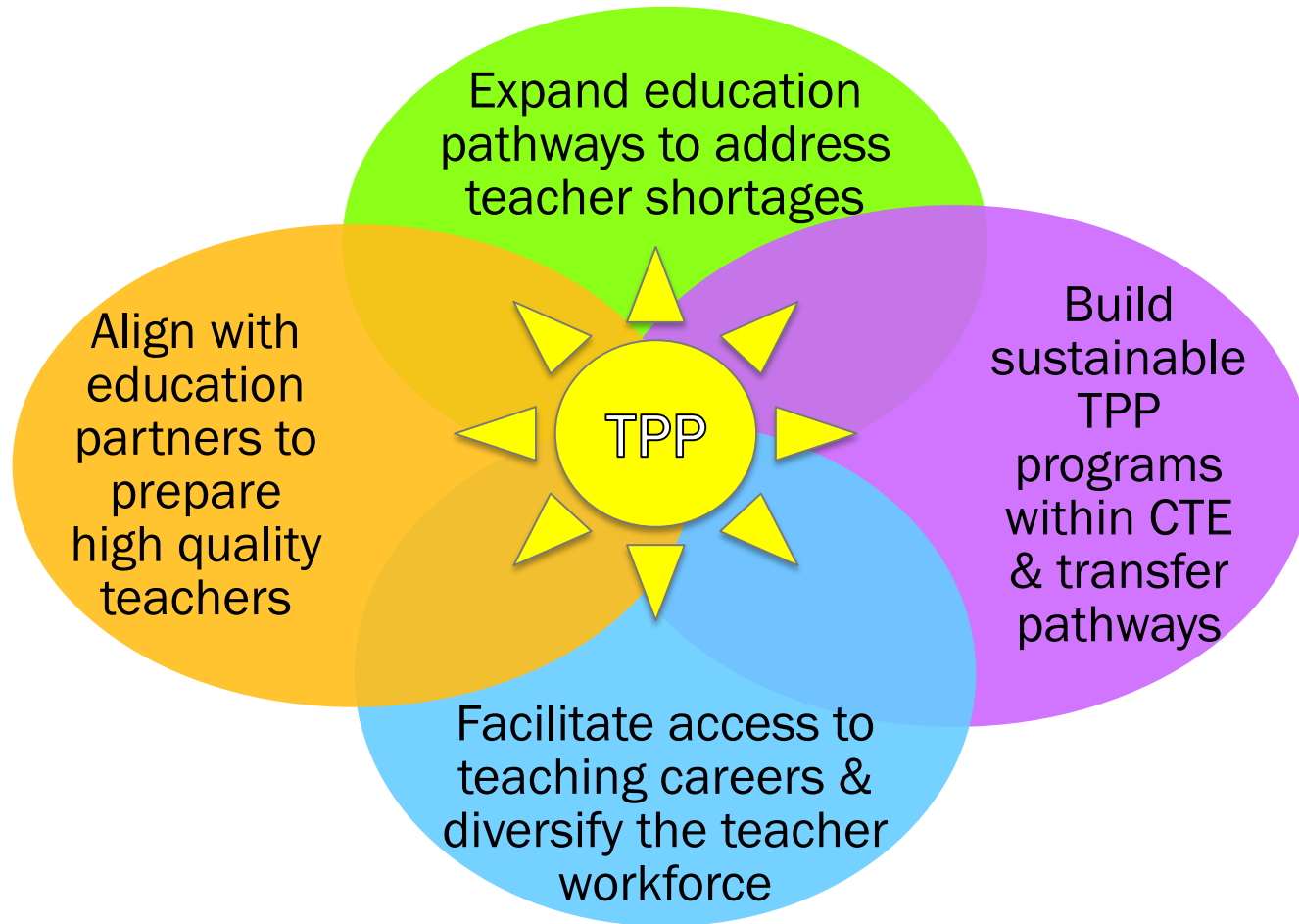


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# GOALS OF THE EDUCATION FUTURES INITIATIVE



# STRATEGY FOR SCALING UP

## THE TEACHER PREPARATION PIPELINE MODEL

### Vision

- Build TPPs into college core mission:  
We do teaching. Teaching is OUR Pathway.

### Leadership

- Fund **leadership** for Regional Communities of Practice, & disseminate model TPP resources

### Augment

- Augment & spur local college and regional commitments toward sustainable programs

### Model

- Support robust TPP program development based on successful TPP **model components**

### Partners

- Build TPP partnerships: K12, CSUs, other IHEs, Community Based Orgs & Industry Workforce Developers

### Target

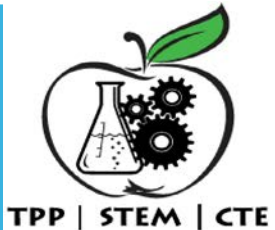
- Focus on high priority student populations to maximize program impact



# THE ORANGE COUNTY TEACHER PATHWAY PARTNERSHIP DEMONSTRATES POTENTIAL OF REGIONAL COLLABORATION

Metric	Year 1 (2014-15)	Year 3 (2016-17)
Number of Students <b>enrolled</b> in the Pathway	453	1245
Number of Students <b>completing degrees/certificates</b>	49	149
Number of Students who <b>transferred to the University</b>	59	163
Number of Students who <b>acquired a job related to field of study</b>	20	86

Data Aggregated from Santiago Canyon College, Santa Ana College & Saddleback College



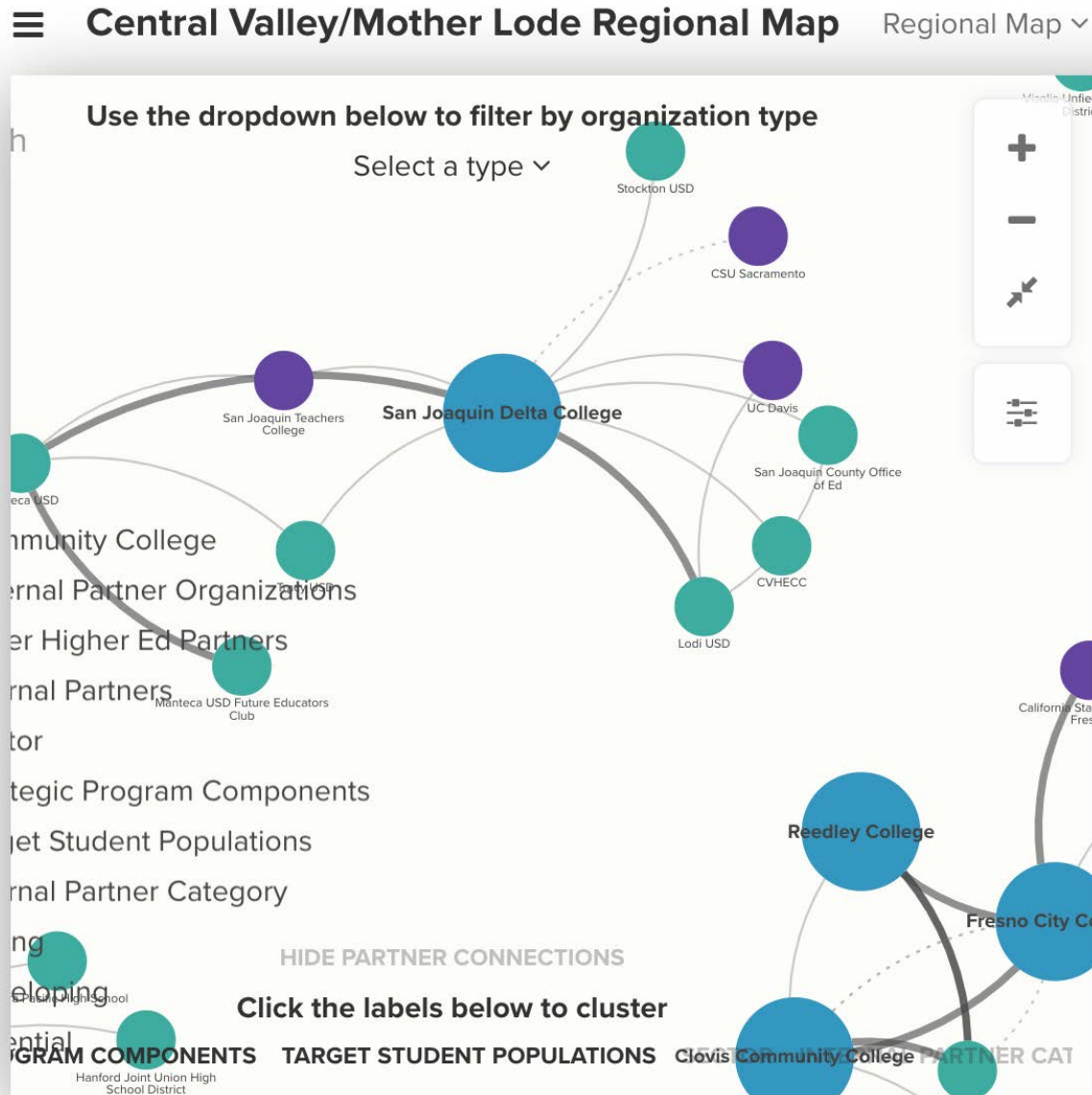


# REGIONAL COMMUNITIES OF PRACTICE

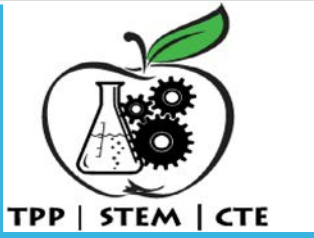
- Monthly with key education partners, twice a year in person.
- Facilitated by Regional Leads using BaseCamp
- Model Grantees share resources, plan joint activities, support regional alignment and program development
- Connected to Statewide Community of Practice through Regional Network Leads and New Website
- Open to all colleges regardless of funding status
- Collaborative space to work with education partners

# REGIONAL ECOSYSTEM MAPPING

- Identify productive partnerships and what's already working
- Inventory local and regional actors in the Teacher Preparation Pipeline ecosystem
- Gap analysis: find areas of opportunity to align & expand education pathways
- Support collaboration and strategic planning



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Website:

Key Resource for scaling up

Available to all colleges building TPPs without regard to funding sources

Heart of a Statewide Community of Practice:

Resources, Samples, and Templates

Based on TPP Model Components

Will eventually serve students

[https://projects.invisionapp.com/share/3FDVBUYAJ#/screens/25746](https://projects.invisionapp.com/share/3FDVBUYAJ#/screens/257460380)

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# AFTERNOON WORKSHOP

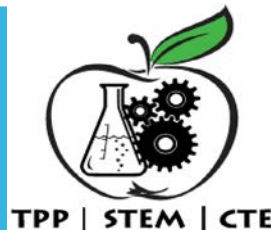
## Consultancy

Within regional subgroups, each applicant college will share proposed TPP development objectives and plans

Feedback from other local colleges and key education partners to inform applicant planning

THANK YOU FOR  
COMING!

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# CONSULTANCY: 3 COMMUNITY COLLEGES PER TABLE

## Overview by Presenter(s) (10)

- Briefly describe your TPP program's strengths.
- Describe the objectives you identified for the two years of grant funding you are seeking.
- What program components do you plan to develop in order to engage high priority student populations to address regional teacher shortages?
- What partnerships do you see as critical to meeting your objectives and how do you plan to work with them?
- What challenges do you expect to face in accomplishing these objectives?

## Clarifying Questions (3)

## Probing Questions (3)

## Feedback/Discussion (12)

- Community of Practice provides feedback (warm and cool) based on what they heard
- Presenters JUST listen and take notes, they DO NOT respond.

## Takeaways (2)

- Presenters articulate aspects of the conversation that may have helped to push their thinking.



# WRAP UP

On a 3x5 card select three of the following to complete:

- I learned that...
- I was surprised that...
- I was reminded...
- I especially enjoyed...
- Some things I wish had been different were...
- I never knew....
- I plan to change...

Take turns going around the table with each person selecting one to share.

# FINAL WORDS

Send emailed application to Cynthia McFarland by 5:00 pm on Monday, December 18.

Late applications will not be accepted.

Two copies of the application with “wet” signatures must be received via “snail mail” by January 1, 2018

Notices of award will be out the second week of January.

Mini-grant start date: February 1, 2018



# QUESTIONS?

Send additional questions that arise during your planning discussions to: Cynthia McFarland [cmcfarla@cccco.edu](mailto:cmcfarla@cccco.edu)

We will respond to all questions in the FAQ section of the website at:

[TeacherPrepPipeline.net](http://TeacherPrepPipeline.net)

THANK YOU FOR  
COMING!



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