
California Community Colleges (CCC) & California State University (CSU) Collaboration in Teacher Preparation

Introduction

California like much of the nation has a persistent teacher shortage crisis. [A recent report by the Learning Policy Institute](#) indicates that 4/5ths of districts report that the shortages continue and in some cases are getting worse. The California State University (CSU) system prepares the majority of teachers in California and the California Community Colleges are an important partner in this work. Across the CSU system, half of the undergraduate students are community college transfers; on several campuses this figure exceeds 60%. Community college transfers system wide in teacher education programs have averaged 65% over the past decade.

Given this context, this brief describes a number of significant historical events, projects, and legislation both in California and at the national level, that have led teacher preparation program leaders in both systems to prioritize work to strengthen and support CCC/CSU teacher preparation pathways. We are interested in supporting regional communities of practice through which, key stakeholders from across systems collaborate to enhance teacher preparation pathways, based on regional priorities and capacity. The outcomes we anticipate are increases in the numbers and diversity of students who transfer efficiently and the numbers and diversity of candidates prepared for careers in teaching across fields, particularly in high shortage areas.

This collaborative work is in support of major student success initiatives in the two systems: i.e., [Graduation Initiative 2025](#), in the CSU and [Vision for Success](#) and [Guided Pathways](#) in the CCC. This work also reflects our collective vision for equity and excellence in educator preparation. This vision forms the basis for coordination in recruiting and preparing excellent new teachers reflective of the state's P-12 student diversity, from both urban and rural communities, who are prepared to advance success among all students.

History: Foundations of Our Community of Practice

In 1999, California State University, Long Beach (CSULB) piloted the first Integrated Teacher Education Program (ITEP) for prospective K-8 teachers in collaboration with Cerritos Community College. Faculty from both campuses worked in partnership with the common goal of aligning their courses with the California Standards for the Teaching Profession (CSTP). Both the ITEP program and the 20-year partnership continue to flourish and serve as a model community of practice.

In 2000, the California Community College Chancellor's Office released the Teacher Reading Development Grant. Over 40 community colleges partnered with teacher education programs at

California State Universities (CSU) and local school districts to encourage students to pursue a career in teaching, often including Americorp as a central component.

In 2002, the Legislature declared its' intent to create a larger pool of potential teachers in California by establishing a teacher preparation curriculum in the California Community Colleges (Education Code 78275), expanding financial incentives for community college students who wish to become teachers, and guaranteeing the transfer of students who successfully complete the community college teacher preparation curriculum to appropriate status in teacher preparation programs of the CSU. In this same year, [The National Association of Community College Teacher Education Programs \(NACCTEP\)](#), emerged out of the growing need for a clearinghouse for national advocacy, and as a convergence point of community college momentum. Currently, over 42 States, including California, are active in this national organization.

During the period of 2004-07, Lower Division Transfer Pathways, (required by SB 1785, Scott) were developed. The Lower-Division Transfer Pattern (LDTP) consists of a CSU statewide pattern of coursework plus campus-specific coursework. The purpose was to facilitate the major preparation and smooth transition to the CSU, with comparable transfer pathways across campuses. The LDTP was the foundation from which the Associate Degree for Transfer in Elementary Teacher Education derived.

The Teacher Preparation Pipeline (TPP) was established by the California Community Colleges Chancellor's Office to address the statewide shortage of teachers (2006-present). Now known as CCC Teacher Preparation Programs, the CCC TPPs support community college students and industry professionals to obtain the education, experience, and credentials needed to become a teacher. Most recently, TPP involvement with the Strong Workforce Initiative and Education Futures grants continues to move teacher preparation partnerships forward in the community colleges to enhance collaboration with CSU and P-12 partners.

SB 577 (Dodd, 2018) was signed by the Governor ([Chapter 603, Statutes of 2018](#)) in September 2018. It establishes the California Community College Teacher Credentialing Partnership Pilot Program under which three grants of up to \$500,000 each would be funded for the purpose of offering accredited teacher credential coursework remotely at a participating community college or colleges, in partnership with at least one accredited institution of higher education. The bill authorizes priority for the receipt of grants to be given to a collaborative that is located in areas of the state with low rates of K–12 credentialed public school teachers (such as certain rural areas). The grants require funding from the Annual Budget.

Regional Communities of Practice (CoP)

We encourage college leaders from both systems to meet regionally and regularly to determine specific actions based on regional priorities and capacity from among the following framework of essential areas for collaboration.

1. Publicizing the opportunity to complete an articulated program of preparation toward a teaching credential that begins with lower-division preparation at the

community college or through a career pathway in middle/high schools, and is completed through upper division and credential program enrollment at the CSU.

2. Supporting community college students by providing academic advising and financial aid information to encourage students to pursue teaching careers, through electronic resources utilized across systems.
3. Supporting intentional, seamless, and robust teacher pathways, including: (a) outreach, recruitment, and coordinated and joint advising for community college students; (b) collaborating on academic/credential preparation requirements that support seamless transition and completion for community college students, thus increasing participation in Associate Degrees for Transfer; and (c) facilitating application and admission to CSU for diverse community college students in teacher preparation pathways.
4. Conducting joint regional needs assessment to determine teacher need among school districts in the region, including a focus on key shortages and district priorities.
5. Sharing data on teacher preparation relevant to local and regional CSU and community college planning and program delivery.
6. Identifying needs for specific CSU teacher preparation courses regionally and planning delivery of them on or close to community colleges.
7. Implementing strategies to enhance the diversity of teacher candidates, such as through targeted recruitment and student support; and to improve retention and completion among those students, such as through advising, counseling and mentoring across systems.
8. Conducting coordinated outreach to TK12 Local Educational Agencies (LEAs) to advance interest in and preparation for teaching among both TK12 staff and students.
9. Exploring models for program alignment that support teacher pathways from community college majors that serve as lower division preparation for a teaching credential.
10. Supporting faculty collaboration through local and regional CoPs across systems.

It is intended that this framework will encourage and support the sharing of effective practices in community college/CSU regional collaboration and pathways to teaching credentials. At the regional level, points of contact for CSU are the [Deans of Education](#) (see Campus Colleges and Schools of Education).

At the system level, for more information, please contact:

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