

Elementary Teacher Education – AA.T – Associate in Arts for Transfer
LPC Academic Senate Presentation
September 23, 2020

The Early Care and Education Department is seeking approval for the Elementary Teacher Education Associate in Arts Transfer Degree (AA.T) be added into the department offerings beginning Fall 2021. [Narrative](#) and [Course Sequence](#)

Background

In line with the ECE Department Advisory Board recommendations and other local and state community college cohorts, we recognize the importance of teacher program preparation pipelines for students as they begin their educational journey to enter the workforce. This pathway program would provide successful completion of required general education, beginning teacher education, and practicum courses for a seamless 2 year transfer process into the CSU system.

Data shows the high labor demand for ECE and TK-12 classroom teachers in the Bay Region. The [Teacher Occupations](#) publication released by the Bay Area Community College Consortium (BACCC) and the Centers of Excellence Initiative reinforces the critical need for teachers in the community. This degree would allow Las Positas College through its ECE Department to become an inclusive education hub for the community and provide a much needed resource for improving workforce disparity.

Considerations

- *Anticipated Resources/Costs* – no associated costs identified at this time
- *Need/Demand* – [Labor Market Demand for Teachers data](#)
- *Mission Appropriateness* – see [Narrative](#)
- *Curriculum and Course Sequence* – see [Course Sequence](#)
- *FTEF Required* – This new degree will require an additional .2 FTF for new ECE 100 lecture and approximately .70 FTEF for the laboratory component of this course.
- *Implementation Schedule* – Plan to implement Fall semester 2021 using a cohort model; actively seeking funding
- *Outcomes/PSLOs* – 2-3 skills or behaviors that we expect students to have once they graduate the program is under development

Elementary Teacher Education (AA.T - Associate in Arts for Transfer)

Narrative Template - Items 1 & 2

1) Statement of Program Goals and Objectives:

The Associate in Arts in Elementary Teacher Education for Transfer Degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Elementary Teacher Education and related disciplines. The Associate in Arts in Elementary Teacher Education for Transfer Degree is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Elementary Teacher Education and related disciplines.

2) Catalog Description:

The Las Positas College Early Care and Education program offers courses that lead to an Associate in Arts in Elementary Teacher Education for Transfer Degree. The major requirements for the Associate in Arts in Elementary Teacher Education for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Elementary Teacher Education. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Completion Requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - a. The Intersegmental General Education Transfer Curriculum (IGETC) or CA State University General Education - Breadth Requirements.
 - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

Associate Degrees for Transfer (ADT's) also require that students must earn a "C" (or "P") or better in all courses required for the major or area of emphasis.

Elementary Teacher Education - AA.T - Associate in Arts for Transfer

Fall 2021

For AD-T (AA-T and AS-T)

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Course Sequence

Required Core: (48-49 Units)

| | | Units |
|----------|--|-------|
| BIO 10 | Introduction to the Science of Biology | 4 |
| | or | |
| BIO 30 | Introduction to College Biology | 4 |
| CHEM 31 | Intro to College Chemistry | 4 |
| CMST 1 | Fundamentals of Public Speaking | 3 |
| ECE 10 | Introduction to Education | 4 |
| ECE 56 | Child Growth and Development | 3 |
| ENG 1A | Critical Reading and Composition | 3 |
| | or | |
| ENG 1AEX | Critical Reading and Composition Expanded | 4 |
| ENG 4 | Critical Thinking and Writing about Literature | 3 |
| GEOG 5 | World Regional Geography | 3 |
| GEOL 20 | Earth Science for Educators | 4 |
| HIST 3 | World History to 1500 | 3 |
| HIST 7 | US History Through Reconstruction | 3 |
| MATH 27 | Number Systems for Educators | 3 |
| PHYS 10 | Descriptive Physics | 3 |
| PHYS 10L | Descriptive Physics Lab | 1 |
| POLI 7 | Introduction to American Government | 4 |

List A: Select One (3 Units)

| | | Units |
|---------|--|-------|
| ENG 7 | Critical Thinking and Writing Across Disciplines | 3 |
| THEA 53 | Script Analysis | 3 |

List B: Select One (3 Units)

| | | Units |
|---------|-------------------------------|-------|
| ARHS 1 | Introduction to Art History | 3 |
| MUS 1 | Introduction to Music | 3 |
| THEA 10 | Introduction to Dramatic Arts | 3 |

Total Units for the Major

Units
54 - 55

Additional Elective Units

Units
5 - 6

Highly recommended electives:

ECE 62 Child, Family and Community

ECE 79 Teaching in a Diverse Society

Total Units

60

See the Las Positas College California State University General Education-Breadth or the Intersegmental General Education Transfer Curriculum (for CSU) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units are CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

PID 844



C·O·E

CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

TEACHER OCCUPATIONS BAY REGION



August 2019

Prepared by:

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of Excellence for Labor Market Research

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Coordinator, City College of San Francisco



CALIFORNIA COMMUNITY COLLEGES
Teacher Preparation Programs



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FAQs

What is the Teacher Preparation Pipeline (TPP) Regional Collaborative?

The STEM/CTE Teacher Preparation Pipeline (TPP), BACCC Regional Collaborative aims to provide a regional model of contextualized and supported teacher preparation that successfully recruits, trains and supports existing and future Early Childhood Education (ECE), Transitional Kindergarten (TK) – 12 classroom teachers and community college educators throughout the region, especially in Science, Technology, Engineering, and Math (STEM) and Career Technical Education (CTE). The TPP serves all emerging and priority industry sectors within the Doing What Matters for Jobs and the Economy framework, as it responds to the pressing teacher shortage in the San Francisco Bay region.

Why is the TPP Regional Collaborative Important?

The California Community College Chancellor's Office (CCCCO) has designated the STEM/STEAM TPP as one of six priority projects, called "projects in-common," in which all regions are encouraged to invest Strong Workforce Program (SWP) resources. Teacher Preparation Programs are critical to ensuring well-prepared students in every field, especially now, in the midst of a severe teacher shortage. Community colleges play a vital role in preparing the teacher workforce, including preparing approximately 60% of teachers graduating from the CSU system. California Community College Teacher Preparation Programs are growing through regional collaboration across education systems with one mission: to expand and diversify the teacher workforce.

TPP's are currently supported through a blend of CCCCCO, regional SWP and private funding at 26 of the 115 community colleges in the state, representing 10 regions. Funding has been intermittent and largely dependent on the participation of individual colleges. Because community college students bring diversity, local knowledge, dual-language capacity and community commitment to the teaching workforce it is essential that these local resources be cultivated.

What role do dual-enrollment programs play in increasing the number of community college students in the Teacher Preparation Pipeline?

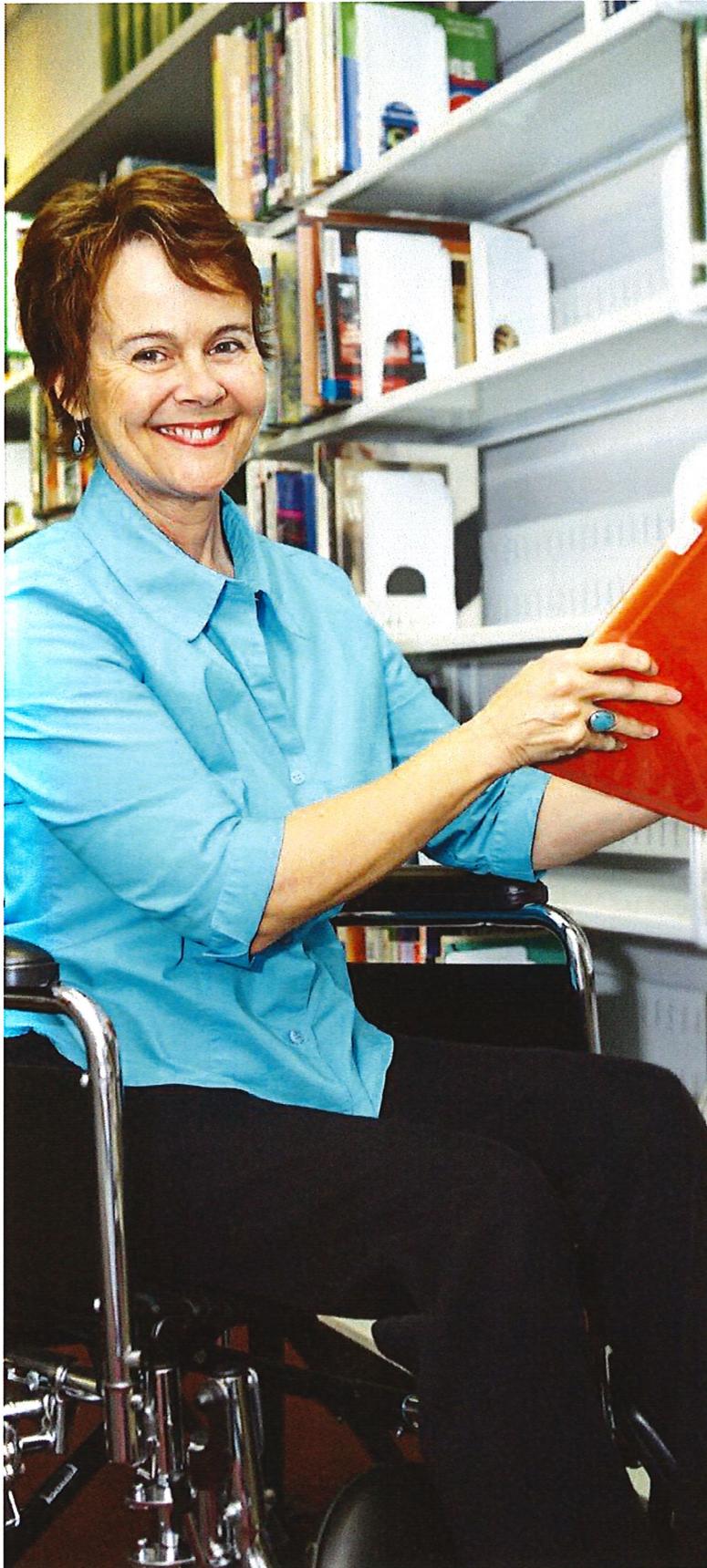
Dual-enrollment offers high school students the ability to complete college courses, engage in career exploration and in the case of teacher education, complete courses that are required for entry-level jobs with children or youth.

What teacher related jobs are available to both dual-enrollment and adult college students as they complete their college degrees?

Jobs in Early Childhood Education (ECE), after-school work, and youth work are often open to dual-enrollment students and adult college students after the completion of 6-12 units in related coursework. Employment in related professions provides on-the-job experiences and careers that can be maintained while completing college goals. Working in a job with children or youth, especially at a school site or in a community agency that serves children, youth and families also allows for the development of key professional contacts and supports for future teachers entering the field.

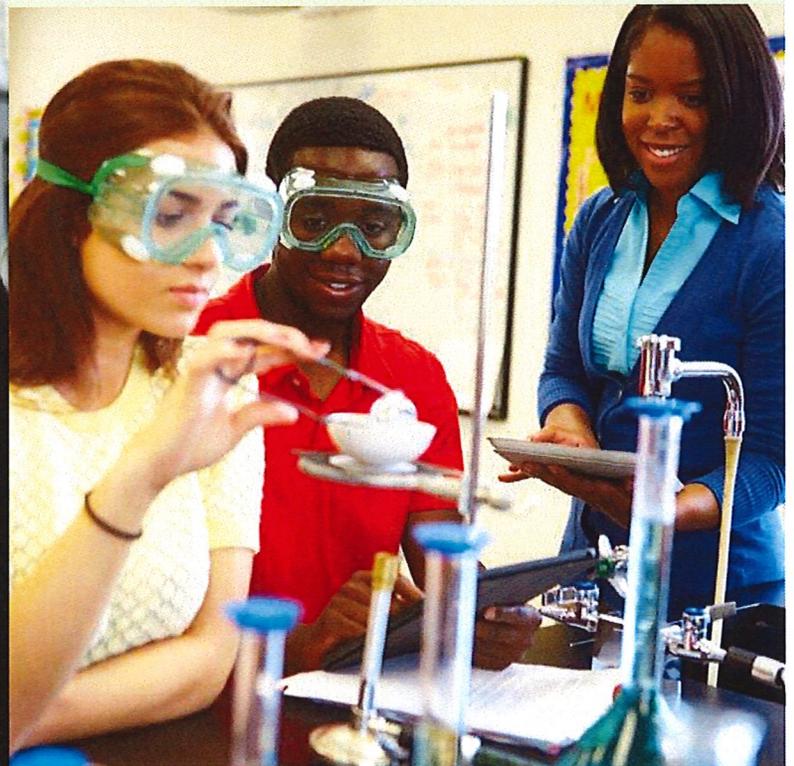


LABOR MARKET DEMAND FOR TEACHERS



Quick Facts

- **80%** of TK-12 districts in California report that teacher shortages continue and in some cases are getting worse (Learning Policy Institute, 2018)
- On average over the next 5 years, there are projected to be over **124,000** openings annually in California for a cluster of 20 teacher occupations.
- On average over the next five years, there are projected to be nearly **28,000** openings annually in the Bay region for these 20 teacher occupations, representing about 20% of all teacher openings in California.
- There are critical teacher shortages in **TK-12 STEM, Special Education, and CTE.**
- Because foundational STEM skills are required for many in demand jobs, teacher shortages in **STEM disciplines** impact the career pathways that prepare students for these jobs.



LABOR MARKET DEMAND FOR TEACHERS

The table below displays the labor market demand for 20 teacher-related occupations in the following clusters: preschool, primary (includes middle school teachers), secondary, and other teaching occupations. Employment estimates, five-year projected growth, demand for replacement workers, and annual wages are included.

Occupations are sorted in descending order by annual openings. These 20 teacher-related occupations are projected to generate nearly 28,000 job openings annually in the Bay region and nearly 139,000 job openings over the five-year period.

What Occupations are in Demand?¹

| Occupational Cluster/ Occupation Title | 2018 Jobs | 5-Yr Change (New Jobs) | 5-Yr % Change | 5-Yr Replacements | Replacements as % of Openings | 5-Yr Openings | Average Annual Openings | 25th %ile Annual Wage | Median Annual Wage |
|--|----------------|------------------------|---------------|-------------------|-------------------------------|----------------|-------------------------|-----------------------|--------------------|
| Preschool/Childcare | | | | | | | | | |
| Childcare Workers | 33,863 | 385 | 1% | 24,491 | 95% | 25,761 | 5,152 | \$17,354 | \$21,701 |
| Preschool Teachers | 18,636 | 1,419 | 8% | 9,266 | 87% | 10,706 | 2,141 | \$32,766 | \$38,069 |
| Administrators, Preschool and Childcare Center/Program | 3,245 | 208 | 6% | 1,237 | 85% | 1,458 | 292 | \$44,200 | \$52,758 |
| Special Education Teachers, Preschool | 244 | 60 | 25% | 95 | 61% | 155 | 31 | \$35,583 | \$47,301 |
| Total Preschool/Childcare | 55,988 | 2,072 | 4% | 35,089 | 92% | 38,080 | 7,616 | \$32,476 | \$39,957 |
| Primary | | | | | | | | | |
| Elementary School Teachers | 37,867 | 2,468 | 7% | 13,653 | 85% | 16,133 | 3,227 | \$60,954 | \$76,049 |
| Middle School Teachers | 12,232 | 1,008 | 8% | 4,444 | 81% | 5,459 | 1,092 | \$57,778 | \$72,076 |
| Kindergarten Teachers | 3,959 | 268 | 7% | 1,960 | 88% | 2,229 | 446 | \$45,073 | \$59,683 |
| Special Education Teachers, Kindergarten & Elementary | 2,972 | 247 | 8% | 1,080 | 81% | 1,328 | 266 | \$59,380 | \$72,186 |
| Special Education Teachers, Middle School | 1,252 | 108 | 9% | 455 | 81% | 564 | 113 | \$58,757 | \$71,108 |
| Career/Technical Education Teachers, Middle School | 46 | 12 | 26% | 18 | 60% | 30 | 6 | \$44,836 | \$60,061 |
| Total Primary | 58,328 | 4,111 | 7% | 21,610 | 84% | 25,743 | 5,150 | \$54,463 | \$68,527 |
| Secondary | | | | | | | | | |
| Secondary School Teachers | 18,899 | 1,511 | 8% | 6,663 | 81% | 8,185 | 1,637 | \$59,354 | \$74,956 |
| Special Education Teachers, Secondary | 1,954 | 171 | 9% | 711 | 81% | 883 | 177 | \$57,186 | \$76,702 |
| Career/Technical Education Teachers, Secondary | 1,384 | 90 | 7% | 484 | 84% | 574 | 115 | \$41,177 | \$68,304 |
| Total Secondary | 22,237 | 1,772 | 8% | 7,858 | 81% | 9,642 | 1,929 | \$52,572 | \$73,321 |
| Other Education Occupations | | | | | | | | | |
| Teacher Assistants | 34,373 | 2,541 | 7% | 17,955 | 88% | 20,515 | 4,103 | \$29,508 | \$35,924 |
| Substitute Teachers | 23,035 | 1,183 | 5% | 12,735 | 91% | 13,947 | 2,789 | \$36,054 | \$42,319 |
| Teachers and Instructors, All Other | 16,613 | 1,482 | 9% | 9,356 | 86% | 10,839 | 2,168 | \$34,352 | \$47,183 |
| Postsecondary Teachers | 35,844 | 2,496 | 7% | 13,854 | 84% | 16,442 | 3,288 | \$47,677 | \$75,395 |
| Instructional Coordinators | 5,417 | 459 | 8% | 2,479 | 84% | 2,938 | 588 | \$53,605 | \$67,755 |
| Special Education Teachers, All Other | 714 | 90 | 13% | 265 | 74% | 356 | 71 | \$50,292 | \$73,021 |
| Audio-Visual and Multimedia Collections Specialists | 300 | 19 | 6% | 136 | 88% | 155 | 31 | \$36,791 | \$45,445 |
| Total Other Education | 116,296 | 8,270 | 7% | 56,780 | 87% | 65,192 | 13,038 | \$41,183 | \$55,292 |
| Total All Education Occupations | 252,849 | 16,225 | 6% | 121,337 | 88% | 138,657 | 27,733 | \$45,174 | \$59,274 |

¹ Source: EMSI 2018.4, Bay Region includes: Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

LABOR MARKET DEMAND FOR TEACHERS

Most in Demand Teacher Occupations, by Job Postings (2018)²

| Occupation | Number of Job Postings in 2018 | Time to Fill |
|---|--------------------------------|--------------|
| Special Education Teacher | 2,851 | 56 days |
| Elementary School Teacher | 2,623 | 44 days |
| Elementary and Secondary School Administrator | 2,310 | 46 days |
| Tutor | 2,242 | 60 days |
| Teacher Assistant | 2,204 | 45 days |
| Coach | 1,986 | 46 days |
| Middle / High School Teacher | 1,828 | 49 days |
| Preschool / Childcare Teacher | 1,537 | 47 days |
| Science Teacher | 956 | 44 days |
| English / Language Arts Teacher | 876 | 39 days |
| Academic / Guidance Counselor | 816 | 40 days |
| Math Teacher | 802 | 45 days |
| Bilingual / ESL / Foreign Language Teacher | 770 | 58 days |
| Substitute Teacher | 467 | 60 days |
| Music Teacher | 402 | 49 days |
| History / Social Studies Teacher | 369 | 41 days |
| Curriculum and Instructional Designer / Developer | 359 | 41 days |
| Physical Education Teacher | 294 | 40 days |
| Vocational Education Instructor | 285 | 60 days |
| Librarian | 268 | 45 days |



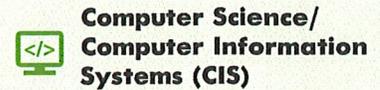
² Source: Burning Glass, 2018

LABOR MARKET DEMAND FOR TEACHERS

Demand for Community College Teachers

Based on a 2018 survey of Bay Region Community College Human Resources Directors, community colleges are experiencing significant faculty hiring challenges. The following are key findings from the survey results:

Community colleges are experiencing faculty hiring challenges in the following CTE areas (n=11):



of Community College **Part-time** Faculty Needed Over the Next 3 Years

175 - 400

(n=9)

of Community College **Full-time** Faculty Needed Over the Next 3 Years

80 - 295

(n=9)

of Community College **Full-time and Part-time** Faculty Needed Over the Next 3 Years

255 - 695

(n=9)

Eight community colleges provide professional development on teaching and/or pedagogy to faculty (n=11). Of these eight colleges, two colleges provide this professional development in partnership with TPP programs at the college.

TEACHER SUPPLY: THE TEACHER PREPARATION PIPELINE (TPP)

Quick Facts

- In 2016-17, the California Commission on Teacher Credentialing reports that about **16,500** new teacher credentials were issued in California, which includes the California Institution of Higher Education-Prepared, District-Prepared and Out of State/Out of Country-Prepared pathways. The number of credentials awarded annually falls far short of the number of annual openings for teachers across the state.
- About **60%** of students who earn a teaching credential at a California State University (CSU) begin their path to teaching at a community college.
- **22 of the 23** CSUs in California have teacher education programs that work closely with California Community Colleges to prepare future teachers, with over half of students graduating from CSUs completing their lower-division work at a community college.

What Do Community Colleges Offer?

- Community colleges offer courses and programs for students interested in pursuing a career in teaching at any level, as well as internships, tutoring opportunities, field experiences and entry-level job training.
- Students completing TPP coursework, certificate or degree programs at a community college can enter occupations such as childcare worker, preschool teacher, ECE administrator, youth worker, after-school or recreational program assistant and some special education teacher positions. These occupations enable community college students to be employed in the education field to gain experience, while pursuing further education to earn a teaching credential.
- Many community colleges offer content in Child Development, general education, world languages, Special Education, STEM content and educational pathways that students can engage in while earning a degree or transfer eligibility.
- Students can complete all of the lower division courses required of future teachers at a community college and then transfer with many general education requirements completed.
- Community colleges also provide test preparation courses for future teachers; content specific subjects (sign language, US History, computer skills, etc.) for current teachers; and pedagogy, fieldwork and preparation courses for career changers.
- Growing numbers of high school students are beginning their college careers in dual enrollment classes and starting career exploration earlier.



TEACHER SUPPLY: THE TEACHER PREPARATION PIPELINE (TPP)

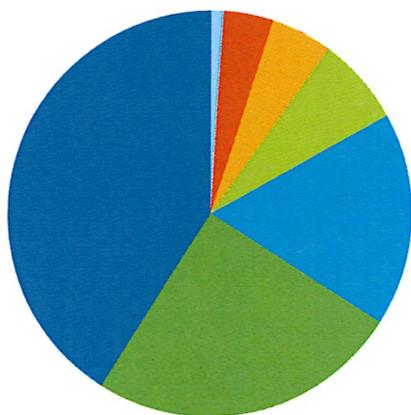
A Program Spotlight: Child Development/Early Care and Education Pathway

Child Development/Early Care and Education (ECE) is by far the largest program area within the Education sector at Bay region community colleges and is one of many pathways to teaching. On average annually there are 1,640 certificates and degrees awarded across the region and over 1,560 students who took non-introductory courses or completed a CCCCO award in 2015-16 transferring to four-year colleges the following year.



The diversity of students enrolled in Child Development/ECE programs closely matches the profile of students enrolled in Bay region TK-12 public schools.

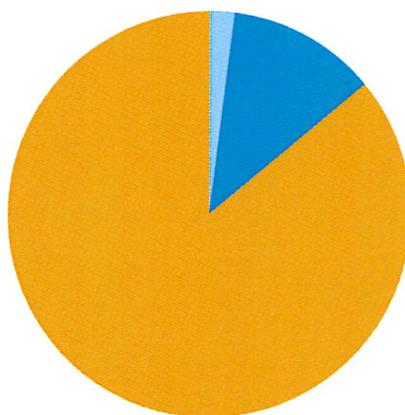
Race/Ethnicity



- Other
- Filipino/a
- Two or More Races
- African American
- Asian
- White
- Hispanic

The vast majority of students enrolled in Child Development/ECE programs are female.

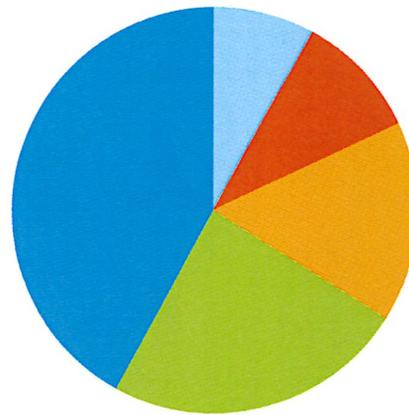
Gender



- Unreported
- Male
- Female

Two-thirds of students enrolled in Child Development/ECE programs are under 30 years old.

Age Groups



- Unreported
- 30 - 39
- 40 and older
- 19 and younger
- 20 - 29

³ 3 year average of awards for 2014-15, 2015-16, 2016-7

⁴ Students who took non-introductory courses or completed a CCCCO award in the selected TOP code in 2015-16, who subsequently enrolled for the first time in a four-year institution the following year.

TEACHER SUPPLY: THE TEACHER PREPARATION PIPELINE (TPP)

Benefits of Teaching

- A 10 month work calendar is unique to many public TK-12 teaching positions
- The total compensation package for teachers, when benefits are included, is competitive with some higher paying occupations that don't provide benefits, especially in public TK-12 classrooms.
- Negotiated retirement benefits are available to many TK-12 classroom teachers through the California State Teachers Retirement System.
- Teaching is a family friendly occupation; work-life balance for many teachers is better than for other occupations.
- Teachers have the opportunity to transform the lives of their students on a daily basis, thus contributing to society in a meaningful way.
- Teaching can provide a career pathway to administrative positions and other education related occupations.
- There are student loan forgiveness programs available to prospective teachers.
- Child care benefits are sometimes available to ECE teachers with young children.
- After-school, part-time, substitute and shared and short-term positions can often be combined with other school and family responsibilities.

Data Gaps and Opportunities

- Labor market data lags the reality of the job market and in some cases uses occupational titles that are too general and/or that group several job titles together.
- There is a lack of accurate data on the number of students at regional community colleges who are interested or may be interested in becoming a teacher. For example, students who receive a certificate or degree in STEM fields such as math or science may be interested in teaching, but there is no way to identify these students in the current community college data information systems.
- There are opportunities to establish new data systems and/or data sharing agreements that if implemented would provide better on-going data to support Teacher Preparation Pipeline efforts. Better data would enable community colleges to respond in a more targeted manner, by gearing up to meet the demand for the teaching occupations with the greatest need.
- One way to identify students who are or who may be interested in teaching is to establish a half unit "Introduction to Teaching Careers" course at all 28 Bay region colleges. This would enable colleges to document the number of students enrolled in this course and thereby enable regional TPP leaders to better understand how many students are potentially interested in pursuing teaching.
- Receiving job openings data directly from regional TK-12 school districts annually, through data sharing agreements, would provide better data about the actual number of teachers needed by occupation and sub-region. The same is true for establishing data sharing agreements with the 28 community colleges in the region, to receive annual data on the actual number of teacher openings by subject area.



TPP RESOURCES

Teacher Preparation Program – Bay Region Lead Colleges



City College of San Francisco

Kathleen White

 (415) 239-3891

 kwhite@ccsf.edu

Other Resources

The California Community Colleges Teacher Preparation Programs

 www.teacherprepprogram.org

California Center on Teaching Careers – General Information

 www.teachcalifornia.org

More About TPP

The mission of the California Community Colleges Teacher Preparation Programs (CCCTPP) is to engage in developing successful teacher preparation programs by facilitating access to strategies, tools and resources that can boost the number and diversity of students entering the education field.

Addressing California's severe teacher shortage is a top priority for California Community Colleges as we align our education systems to develop pathways and recruit teacher candidates in high-demand fields such as science, technology, engineering and math (STEM), career technical education (CTE), bilingual education, early childhood, and special education.

CCCTPP supports regional efforts to align systems, develop infrastructure, and disseminate resources needed for colleges to grow their own teacher preparation programs. CCCTPP emphasizes regional teacher preparation communities of practice, where key partners from TK-12, CSUs, and other Institutions of Higher Education collaborate to recruit and prepare a diverse education workforce dedicated to all students' success.



MORE ABOUT THE CENTERS OF EXCELLENCE

The Centers of Excellence (COE) for Labor Market Research deliver regional workforce research and technical expertise to California Community Colleges for program decision making and resource development. This information has proven valuable to colleges in beginning, revising, or updating economic development and Career Education (CE) programs, strengthening grant applications, assisting in the accreditation process, and in supporting strategic planning efforts.

The Centers of Excellence Initiative is funded in part by the Chancellor's Office, California Community Colleges, Economic and Workforce Development Program. The Centers aspire to be the leading source of regional workforce information and insight for California Community Colleges. More information about the Centers of Excellence is available at www.coecc.net.

For more information on this study, contact:

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Important Disclaimer

All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. Efforts have been made to qualify and validate the accuracy of the data and the reported findings; however, neither the Centers of Excellence, COE host District, nor California Community Colleges Chancellor's Office are responsible for applications or decisions made by recipient community colleges or their representatives based upon components or recommendations contained in this study.

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CALIFORNIA COMMUNITY COLLEGES
Teacher Preparation Programs

