

## **Spring 2021 - Resolution Number: XXX**

### **Contact: Kathleen White - Category: Career Technical Education**

Whereas, The Governor's Master Plan for Early Learning and Care: California for All Kids, released on December 1, 2020, contained sweeping recommendations related to the broad expansion of childcare and expanded learning and the provision of Transitional Kindergarten (TK) services for all of California's 4 year old's, resulting in significant impacts on ECE/EDU courses and the pivotal role California Community College programs hold in recruiting, preparing, graduating, transferring, and supporting over 85% of the ECE workforce and 54% of credentialed TK-grade 12 teachers in CA complete our classes;

Whereas, The Education and Human Development [EHDS] Sector enrolled 146,716 students at a California Community College in 2018-2019 (ranking **5th** in enrollment and **5th** in degree and certificate completion of the 10 priority CTE Career Sectors listed in CCCCCO CALPASS Metrics) and is a sector that directly addresses issues of equity by providing college pathways leading to employment to the highest percentage of female students at 83%, (with 67% of students being non-white) and has the second highest percentage of economically disadvantaged students at 78%, of all 10 sectors listed;

Whereas, The COVID crisis has destabilized the EHDS sector, disrupted ECE and TK-12 teacher preparation pipelines and has resulted in significant impacts on working and single parents (especially essential, low-moderate wage, displaced workers and women) such that the state of California will not experience economic recovery without supporting the replacement of teachers at all levels (ECE, TK, K-12). The loss of childcare (ECE, after-school, etc.) and remote TK-12 classrooms have created an educational, economic and supervision crisis for California's families as well as learning loss and significant social/emotional needs for California's children, (conditions that demand high quality and skilled teachers);

Whereas, Prior to the pandemic, 80% of TK-12 districts in California were reporting serious teacher shortages (Learning Policy Institute, 2018) that, on average, over the next 5 years were projected to be over 124,000 openings annually in California for a cluster of 20 teacher occupations including preschool, elementary, secondary, and special education. Related occupations (infant care, after-school care, family childcare, etc.) are experiencing acceleration of retirements and job loss (Center for the Study of Child Care Employment, 2020) due to 62% of open childcare centers with staff who are not working due to concerns about the health risks and 48% of open centers with staff who are unable to work because they are taking care of their own children.

Resolved, The Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the CA Commission on Teacher Credentialing, the governor, and his Early Childhood Policy Committee, to advocate for support and funding for increased community college pipelines, student pathways and transfer support for the Education and Human Development sector, (ECE and EDU) to meet the twin labor demands of the expansion of programs outlined in the Governor's plan and recovery from the pandemic;

Resolved, The Academic Senate for California Community Colleges support the prioritization of the Education and Human Development Sector (with the Sector Director and Technical Assistance Provider structure under the CTE area of the California Community College Chancellor's Office) as one of the Strong Workforce Program identified Priority Industry Sectors, to guide Career Technical Education (CTE) priorities and to address this statewide labor crisis in ECE, TK, K-12, after school and community college teacher preparation, the changing regulations outlined in the governor's plan, critical child and family needs due to the COVID pandemic and economic recovery;

Resolved, The Academic Senate for the California Community Colleges advocate that this critical sector be provided relevant, timely professional support (website hosting, sector specific meetings, conferences, data sharing, training, etc.) utilizing the collective expertise of discipline faculty actively involved in teacher preparation and capitalizing on the most recent work of dozens of faculty-led, volunteer regional and statewide EDU and ECE communities of practice which emerged in response to the impacts of the COVID pandemic on courses, students, training, recruitment, pathways, articulation, and transfer support and the increased structure and prominence of sector specific leadership at the state level.