AICCU Education Deans and Directors Council
2022 Policy and Advocacy Priorities

The AICCU Education Deans and Directors Council (EDC) is comprised of the 43 schools and programs of education in the Association of Independent California Colleges and Universities (AICCU). The schools and programs of education prepare teachers, school leaders, and other education professionals. AICCU institutions are committed to educating and producing high quality California teachers and administrators that are dedicated to student learning and reflect the diversity of our state.

- 45% of new teacher credentials were awarded at independent California colleges and universities (ICCU) in 2019-20.
- 46% of students are enrolled at ICCUs’ full-time and part-time programs.
- 57% of students enrolled in teacher preparation programs at ICCU are of non-Caucasian ethnic background.

AICCU institutions have created unique and rigorous learning environments that serve the needs of all students, while also providing flexibility and innovation in program delivery. This ability to deliver programs in a variety of ways and to utilize active pools of qualified students allows institutions to be nimble and expand enrollment and capacity to serve an increase in demand. The EDC supports policy and budget proposals that help the state meet the short and long-term teacher and administrator workforce demands.

Supporting access and decreasing barriers to increase diversity
It is important for a state as diverse as California to have educators that reflect this richness and its students. The EDC first and foremost support policies that provide equitable access to higher education and financial aid as the first step toward a career in education and that eliminate barriers to the attainment of a teacher credential.

- **Support equity in financial aid access.** The EDC supports SB 851 (Portantino), which will bring equity back to the Cal Grant program and will increase college access and improve affordability for all low-income California students. Specifically, SB 851 will 1) stabilize and strengthen the maximum Cal Grant award so there is growth over time; 2) extends the supplemental support offered to students with dependent children ($6,000) and current and former foster youth ($6,000) to those in the ICCU; and 3) restore portability and fairness to transfer students who now receive a Cal Grant transfer entitlement award under expanded eligibility parameters and extend this support to students transfer to an ICCU.

- **Remove barriers to the teaching profession.** The EDC expect and require the highest standards from students and understand the need for the Commission on Teacher Credentialing (CTC) to measure student progression and success. However excessive, unnecessary testing can be a barrier for candidates, and can constrain the teacher workforce pipeline, particularly if the state wants to diversify its teachers.

- **Remove cost as a barrier to high quality teacher preparation.** The EDC support efforts to lower the cost of a teacher credentialing program to students that want to enter the field.
This includes supporting grant programs and loan assumption programs. At a time when there is a teacher shortage in many local communities and in aggregate statewide, these types of programs would help new qualified teachers repay their student loans and incentivize more to enter the profession. This would particularly help districts that face a lack of teachers.

**Increasing the recognition of ICCU’s contributions to the teacher workforce:**
ICCU schools and programs of education credentials the highest number of new teachers in the state, more than the California State University system. Additionally, their education program students reflect the rich diversity of California. To better speak about these and other contributions of the ICCU schools and programs of education, the EDC supports:

- **Separate nonprofit from for-profit higher ed:** The EDC supports requesting the CTC to separate independent, nonprofit colleges and universities and for-profit (or proprietary) colleges and universities in their data and reports. While both segments may be “private,” the organizational and financial structures are vastly different, as are the missions. Separating ICCU from the for-profit institutions in the CTC data and reports will allow policymakers, prospective students, and the public to see and understand the difference.

- **Organize a lobby day for students and administrators.** Students make the strongest advocates. A lobby day would bring them and campus leaders to meet directly with legislators and provide a platform to discuss the policy priorities and offer solutions to challenges facing the state.

- **Host informational briefings in the Capitol.** The EDC will organize legislative briefings in the Capitol for legislative staff and stakeholders. The goal is to highlight important initiatives that institutions are conducting and the impact they are having and bringing this information directly to policymakers.

**Addressing the teacher shortage**
The EDC supports the development of innovative programs and partnerships with local districts and community colleges to strengthen the transfer pipeline for teacher program students to address the teacher shortage in California.

- **Support new ITEP.** The EDC supports the 2022-23 State Budget proposal to provide $10 million in grants to schools and programs of education to develop integrated teacher education programs. In a previous iteration, ICCU teacher ed programs successfully used the grants to build and strengthen four-year integrated programs.

- **Increase the support for internship programs.** If we are to meaningfully address the shortages our K-12 schools are facing, the EDC recognizes that multiple pathways into the profession are necessary. Additionally, the EDC recognizes the strong investment the state has made in residency programs to address the state’s shortages. To complement the residency investment, the EDC would support a state investment to support intern teachers. School districts and organizations could immediately place interns in classrooms. A state investment would allow LEAs and higher education institutions the ability to support an intern by offsetting preparation costs, in addition to supporting a robust clinical support system to foster success of interns in our K-12 school classrooms.