

**Modesto Junior College  
Academic Senate  
Resolution: SP21-C  
Education and Human Development Sector Support**

**Proposed by: Danielle Preciado, Gisele Flores and Jessica Brennan**

**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 expansion of childcare and expanded learning and the provision of Transitional Kindergarten (TK) services for all of California's four-year-olds, 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-12 grade 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-19 crisis has destabilized the EHDS sector, disrupted ECE and TK-12 grade 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 grade classrooms have created an educational, economic, and supervision crisis for California's families as well as learning loss and significant social and emotional needs for California's children (conditions that demand high-quality and skilled teachers); and

**Whereas,** Prior to the pandemic, 80% of TK-12 grade districts in California were reporting serious teacher shortages (Learning Policy Institute, 2018) that, on average, over the next five 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.

**Therefore, Be It Resolved,** that the Academic Senate of MJC supports 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;

**Therefore,** the Academic Senate of MJC supports 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.

**Therefore, Be It Further Resolved** that the Academic Senate for the California Community Colleges also provide the critical Education and Human Development (ECE/EDU) sector relevant, timely professional support (website hosting, sector specific meetings, conferences, data sharing, training, etc.) utilizing the collective expertise of sector specific state leadership and discipline faculty actively involved in teacher preparation and capitalizing on the 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.

**First Reading:        April 15, 2021**

**Final Reading:        April 15, 2021**

**Disposition:         Carried**