2006 Member Profile

NACCTEP

National Association of Community College Teacher Education Programs
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NACCTEP Today

The National Association of Community College Teacher Education Programs (NACCTEP) is an organization that promotes the community college role in the recruitment, preparation, retention, and renewal of diverse Pre K-12 teachers. The organization was conceived in partnership by the Maricopa Community Colleges, the League for Innovation in the Community College, and the American Association of Community Colleges.

On March 6, 2001, a Summit for Teacher Education was held at the League for Innovations’ conference in Atlanta, Georgia to begin discussion about the purpose, activities, and League support for a National Association. Several national meetings followed to facilitate planning for the new organization. The first meeting was held September 22, 2001, in Chicago, Illinois with 24 community colleges from 15 different states represented. Dr. George Boggs, President and CEO of the American Association of Community Colleges, served as the keynote speaker, and participants provided input about the organization’s mission, goals, and structure. A video conference meeting was held on November 5, 2001, to finalize the association’s structure.

During 2002, the organization solidified a strategic plan, marketed membership, developed a website (www.nacctep.org) to serve community colleges nationwide, and hosted the first national conference in Phoenix, Arizona.

NACCTEP, currently in its sixth year, continues to thrive. Membership in spring 2007 included 214 member institutions and educational partners from across the country, and one international member from the Republic of the Marshall Islands. NACCTEP currently has 580 individual members representing 41 states, the District of Columbia, and the Marshall Islands.

As NACCTEP grows, it continues to advocate for quality teacher preparation at the community college and improve member benefits offered through the Association.

Current member benefits include:

**Quarterly Newsletters:** A compilation of news regarding membership, upcoming events, community college spotlights, and current educational issues.

**Bi-Monthly Policy Briefs:** A synthesis of the most up-to-date national information specifically affecting community college teacher education programs.

**National Scholarship Program:** Financial assistance for teacher education students from institutional members.

**Membership Learning eXchange:** Electronic sharing of information and programs that promote and support the community college.

**National Consultant Pool:** Expertise to community college professionals to further their institution’s programs, practices, policies, and partnerships.

**Networking:** Opportunities to communicate with other teacher education professionals from across the country.

**Executive Board Involvement:** Opportunities to nominate, vote, and participate.

**National Lobbying Efforts:** Community college teacher education program advocacy.

**Discount Conference Fees:** Discounted fee to the NACCTEP annual conference.

**American Association of Colleges for Teacher Education:** Discount joint membership fee.

**Current initiatives include the following:**

Research on two-year colleges offering baccalaureate degrees in teacher education. Information will be shared via an article called An Exploratory Study of Community College Baccalaureate Teacher Education Programs: Lessons Learned, published in the Community College Review.

Developing an e-learning project including two professional development modules that full- and part-time faculty will be able to access online. The modules focus on creating effective learning environments and engaging students in active learning. Modules will become available in the fall of 2007. Proceeds from this project will help support the National Scholarship Program.

Compiling the results of the 2006 NACCTEP Member Profile Survey (see the report in this document).
Community colleges across the country are examining their role in teacher preparation. Teacher shortages in areas such as science, mathematics, special education, and English as a Second Language (ESL)/bilingual education; the need to address No Child Left Behind Act mandates; state changes affecting certification requirements; and competition from four-year institutions have all impacted the need for ongoing assessment of recruitment, service delivery options, and partnership building. Therefore, there is a need for information about institutional efforts to expand the community college role in providing students with the skills and knowledge they will require in order to be considered highly qualified teachers.

The National Association of Community College Teacher Education Programs (NACCTEP) strives to provide resources for community college administrators and teacher education program faculty to encourage, support, and provide primary research on teacher education programs at the community college; identify and showcase models of teacher education programs; identify national issues; coordinate and support federal and state lobbying efforts; secure funding to support teacher education in the community colleges; and finally, influence and impact teacher education policy development and legislation. One way NACCTEP accomplishes this is by facilitating data collection through the NACCTEP Member Profile Survey.

A total of 111 colleges or college systems, equaling more than 66% of NACCTEP’s college affiliates, responded to the 2006 NACCTEP Profile Survey. This response rate represents an increase in the percentage of member institutions that responded from 30% in 2005 to 66% in 2006. Results have allowed NACCTEP to formulate some general conclusions about teacher education and early childhood programs at community colleges, including trends in student enrollment and current issues facing community colleges.
Introduction

The 2006 NACCTEP Profile Survey was created to profile the numerous teacher education programs existing at community colleges nationwide. The purpose of the survey was to identify and showcase models of teacher education programs at member colleges, identify state and national issues and trends, and provide a resource for community colleges to use in their efforts to create and/or improve their own teacher education programs.

This report includes a comprehensive overview of the respondents’ community college teacher education programs, as well as information on enrollment; articulation and transfer; collaboration; professional development; teacher education student demographics; and current issues facing community college teacher preparation programs.

The survey results also provide a snapshot of what is happening in teacher education, including supply of and demand for new teachers. According to data from the U.S. Census Bureau (2007), the 50 fastest-growing metro areas were concentrated in the west and south between April 1, 2000, and July 1, 2006. The following areas experienced high numerical growth.

- The Atlanta metro area gained almost a million residents (Georgia has five NACCTEP member colleges).
- Both Houston and Dallas Fort-Worth had growth of over 800,000 (Texas has 14 NACCTEP member colleges).
- The Phoenix area gained three-quarters of a million residents (Arizona has 19 NACCTEP member colleges).
- Los Angeles, Long Beach, and Santa Ana had growth of over 500,000 (California has 15 NACCTEP member colleges).

Though the fastest growing metro areas are concentrated in the west and south, many eastern and mid-western cities are also experiencing population growth.

- Northern Virginia and Washington D.C. gained almost half a million residents (Virginia has seven NACCTEP member colleges; Washington D.C. has two).
- Miami, Fort Lauderdale, and Miami Beach gained almost half a million residents (Florida has 11 NACCTEP member colleges).
- Chicago gained 400,000 residents (Illinois has 15 NACCTEP member colleges).

The 2006 NACCTEP Profile Survey results show that in order to fill the need for more teachers in these and other areas throughout the nation, member colleges are offering a diversity of program options, and working hard to develop partnerships with universities in their states.

Methodology

In 2005, 49 NACCTEP member colleges and four community college systems responded to the first NACCTEP Profile Survey. In fall 2005, NACCTEP circulated the second iteration of the Member Profile Survey to its entire membership. An email was sent to each member with instructions on how to complete and submit the survey, and avoid duplication of data submission by collaborating with other NACCTEP members at their institution. Due to a low survey response rate, a second email was sent in September 2006 with instructions for how to complete the survey online via SurveyMonkey.com, and a link to the online survey was posted on the NACCTEP website. In addition, NACCTEP administrators called institutions that did not reply during the first administration and encouraged members to complete the survey for the benefit of all members and the Association as a whole.

One hundred nine community colleges and two college systems responded to the survey, of which 93 were member colleges and 18 were pending member colleges. A range of college representatives, from paraprofessionals to presidents, completed the survey. Although all respondents did not answer every question, the survey response rate represented 66% of NACCTEP member colleges at that time.
The NACCTEP member colleges that responded to the 2006 Member Profile Survey were located in 33 states, from Hawaii to Florida. Ninety-seven percent were public colleges and 3% were private colleges. Ninety-six percent were two-year colleges, and 4% were community colleges that offer four-year degrees.

Seventy-one percent of NACCTEP member institutions indicated an increase in the number of teacher education students enrolled. Nineteen percent of responding institutions’ enrollment numbers stayed the same, and 10% decreased. Of those that indicated a percentage of increase, 37% reported an increase of 25% or more. Figure 1 depicts enrollment trends for the last two years.

Fifty-six percent of survey respondents offered dual enrollment, and 40% offered concurrent enrollment. Dual enrollment allows high school students to earn college credit for courses taken through a postsecondary institution on a high school campus, a college campus, or through distance education. Concurrent enrollment allows high school students to enroll in higher education coursework for credit. A total of 66% of member colleges who responded to this survey offered dual credit, concurrent credit, or both to high school students in local school districts.

### Institutional Characteristics

![Figure 1. Enrollment trends in the last two years.](image-url)
Profile of Programs

The 2006 Profile Survey asked member colleges to indicate what types of teacher education programs they were currently offering. Table 1 details the programs and different emphases offered by responding institutions, as well as degrees and/or credentials offered for each course of study. In addition to the courses of study outlined in Table 1, NACCTEP member colleges offered options such as: paraprofessional certificates of completion and degrees, individual education courses without a formalized program, Teachers of English to Speakers of Other Languages (TESOL), professional development for local school district and community college personnel, and continuing education courses and/or endorsements for certified teachers.

As a whole, statistics show that from the 2005 survey to the 2006 survey, there was an increase in the percentage of institutions offering courses of study in every area. The most significant increases are demonstrated in the percentage of responding colleges offering special education and substitute teacher courses of study. Member colleges that offered special education programs increased from 26% to 53%; those offering substitute teacher programs increased from 9% to 19%.

Survey results also indicate an increase in post-baccalaureate coursework offered in all courses of study. Post-baccalaureate elementary programs doubled, secondary education programs increased by 30%, and special education programs jumped from 4% to 9%. Most significant, however, is the increase in the percentage of colleges offering early childhood courses from 2% to 13%.

The early childhood field is a rapidly developing one. Many states have implemented new certification standards for Pre K-3 teachers, and are promoting advanced degrees for teachers and community college faculty. Furthermore, post-baccalaureate programs in all courses of study attract non-traditional candidates, often mid-career professionals, who enter teaching already competent in the subject they want to teach. By offering this option, survey respondents are providing an effective alternative route to certification, thus further addressing the increased need for more teachers nationwide.

Student Profile

Survey respondents stated that they, for the most part, did not have the data or the time available to complete the student demographics sections of the 2006 NACCTEP Profile Survey. It can be difficult to identify teacher education students within community college systems, as they are not required to declare a major, and often develop an interest in becoming a teacher as they take general education coursework. However, information from the approximately 18% of responding institutions that were able to answer questions about the age, gender, and ethnic makeup of their student population may provide some insight into early childhood and teacher education community college students as a whole.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>CREDENTIAL/DEGREE TYPE</th>
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<tbody>
<tr>
<td>Type</td>
<td>% Offer</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>94%</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>85%</td>
</tr>
<tr>
<td>Middle School Education</td>
<td>39%</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>62%</td>
</tr>
<tr>
<td>Special Education</td>
<td>53%</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>23%</td>
</tr>
<tr>
<td>Substitute Teacher Education</td>
<td>19%</td>
</tr>
</tbody>
</table>

Table 1. Teacher Education Courses of Study
According to survey respondents who were able to provide student demographic information, early childhood and teacher education students continue to be largely female (93% in early childhood programs and 80% in teacher education programs). Most are Caucasian (non-Hispanic) women, with a higher distribution of Caucasian females in the teacher education courses of study (80%) than in the early childhood coursework (58%). In early childhood programs, the highest percentage of females are 18 to 20 years old (39%), while 53% of females in teacher education programs are ages 21 to 40. Males in early childhood and teacher education courses of study follow this same trend, with 45% in early childhood programs being 18 to 20 years old, and 53.5% in teacher education programs between ages 21 to 40.

Figures 2, 3, 4, and 5 represent student demographic information submitted for early childhood and teacher education courses of study.
EARLY CHILDHOOD EDUCATION: RACE/ETHNICITY BY GENDER
TOTAL OF 2,181 STUDENTS REPORTED

Teacher Education: Race/Ethnicity by Gender
Total of 8,605 Students Reported

Figure 4. Early Childhood Education: Age by Gender: Race/Ethnicity by Gender

Figure 5. Teacher Education: Age by Gender: Race/Ethnicity by Gender
The Education Commission of the States (ECS) suggests several reasons why improving the transfer of education majors from community colleges to baccalaureate programs is important (Shkodriana, 2004). First and foremost, community colleges may offer the only technology training and most of the general content area courses future teachers will receive. ECS indicates that four out of 10 teachers complete some of their math and science courses at community colleges. Secondly, community colleges have the ability to increase the diversity of the teacher workforce as they have higher percentages of minority, low-income, and non-traditional students than four-year institutions. Finally, community colleges serve their communities by responding quickly to changing social and economic trends, and addressing resulting education and workforce needs.

Sixty-three percent of survey respondents, representing 27 states, reported having a statewide Associate’s degree specific to early childhood or teacher education that transferred to the major universities in their state. Many member colleges also had teacher education articulation agreements in place. Seventy-seven percent of respondents had formal, or written, program articulation agreements with four-year colleges and universities. For example, Arkansas, Florida, Louisiana, Maryland, North Carolina, and Oregon had statewide formal articulation agreements in place. Other states had formal articulation agreements in place, though they were college or university specific and not statewide. Colleges in Alabama, California, Ohio, and Texas were in the process of establishing formal articulation agreements.

Fifty-four percent of NACCTEP members reported having informal articulation agreements in place with four-year institutions. Informal articulation agreements exist without a signed agreement, usually at a programmatic level, with both the NACCTEP member colleges and in-state universities working to provide education students with a Bachelor’s degree. Some examples included:

- 2 + 2 + 2 programs with local Pre K-12 districts,
- NACCTEP member colleges, and in-state universities,
- Courses at NACCTEP member colleges that satisfy prerequisites at the universities,
Collaboration with Local Schools

Eighty-four percent of NACCTEP member colleges collaborated with local Pre K-12 schools. Seventy-five percent collaborated with teachers for the purposes of arranging field experiences and student observations, providing continuing education for school district staff, and participating on advisory boards. Fifty percent collaborated with superintendents and 69% with administrators, for the purposes of developing written agreements for field placement and dual enrollment; providing professional development for district personnel; recruiting students; and ensuring participation on advisory or steering committees. Responding colleges also collaborated with curriculum specialists (32%) and other school district representatives (21%), including guidance and career counselors, human resources personnel, paraprofessionals, and Head Start program administrators.

Professional Development

In order to address the No Child Left Behind Act’s mandate for teachers and instructional aides to be highly qualified, community colleges across the nation offered a variety of professional development opportunities to school district employees. According to 2006 Profile Survey results, 60% of NACCTEP member colleges delivered professional development to teachers and paraprofessionals in local school districts through traditional, hybrid or online courses, on site or online workshops, full- and half-day conferences, and summer institutes. Professional development was provided in many different focus areas, including science, mathematics, technology, special education, continuing education or recertification, classroom management, and ESL or Structured English Immersion.

Partnerships

The 2006 NACCTEP Profile Survey asked members to report what agencies they partnered with in the area of teacher education. According to the 72 member colleges who responded to this question, community and education agencies included the following:

- Pre K-12 public, private, and charter schools and districts
- Public and private four-year institutions
- Other community colleges
- Community service agencies, councils, and advocacy groups
- A variety of child development, child care, and preschool programs
- Departments of education
- Higher education councils and commissions
- Professional associations and organizations
- Businesses
- Teachers unions
- Tribal communities

<table>
<thead>
<tr>
<th>PROFILE OF PARTNERS</th>
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<tbody>
<tr>
<td>Local Schools/Districts</td>
<td>63%</td>
</tr>
<tr>
<td>4-Year Institutions/Other Community Colleges</td>
<td>46%</td>
</tr>
<tr>
<td>Community Agencies/Councils/Advocacy Groups</td>
<td>28%</td>
</tr>
<tr>
<td>Child Development/Child Care/Pre-School Programs</td>
<td>22%</td>
</tr>
<tr>
<td>Departments of Education</td>
<td>15%</td>
</tr>
<tr>
<td>Professional Associations/Organizations</td>
<td>14%</td>
</tr>
<tr>
<td>Higher Education Commissions/Councils</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>13%</td>
</tr>
</tbody>
</table>

Table 2: Profile of Partners
The 58% of Profile Survey respondents who answered the question regarding program accreditation indicated that they had institutional accreditation through five of the six regional associations: Western Association of Schools and Colleges (WASC), Southern Association of Colleges and Schools (SACS), Middle States Commission on Higher Education (MSA), North Central Association Commission on Accreditation and School Improvement (NCA), and New England Association of Schools and Colleges (NEASC). Thirteen colleges also indicated their programs had state approval through their department of education, and one had obtained National Association for the Education of Young Children (NAEYC) accreditation. In addition, three colleges stated that their teacher education programs were National Council for Accreditation of Teacher Education (NCATE) approved.

Shifting Needs and Policies

Thirty percent of respondents indicated that local, state, and national needs and policies impacted their ability to serve the community. Several college representatives mentioned a teacher shortage and rapid population growth, while others indicated a teacher surplus and subsequent layoffs. Others felt that rising tuition and limited secondary education options at local universities offered challenges to students and the colleges that serve them. No Child Left Behind Act requirements and shifting state criteria were cited as challenges in offering a consistent, quality program. Additionally, the need to develop alternative certification routes, and a need for local schools as field experience sites were mentioned as areas of concern.

Articulation and Transfer

Articulation and transfer continue to be a challenge for many colleges. Twenty-eight percent of 69 respondents indicated issues surrounding articulation efforts with four-year institutions. Specifically, members cited a lack of articulation agreements (formal or informal) with local universities, nonexistent or inconsistent course transferability, credit limitations, and battling with four-year institutions over the role of the community college in teacher preparation.

Program and Funding Issues

NACCTEP members also indicated internal program development and funding issues. Twenty-three percent of respondents felt that their biggest challenges included: securing funding for their programs to maintain at a current level or grow according to local needs; lack of support by college administration; a lack of resources, faculty and staff; and budget instability.

Data Collection

Finally, several respondents were concerned that there was no clear and consistent way to collect and manage data about teacher education and early childhood students. Not only was this an issue while students attended community colleges, but members indicated that there was also no system in place to track students as they moved to four-year institutions, thus allowing for student performance assessment after they leave the community college.
2006 Member Profile Survey results allow NACCTEP to make some general statements regarding the provision and development of community college teacher education and early childhood programs.

**Student Data Collection**

One hundred eleven colleges or college systems, representing 66% of NACCTEP member institutions, felt it was important to assist NACCTEP in its effort to collect data and provide a summary of teacher education trends and issues by responding to the 2006 Profile Survey. However, the 18% response rate for questions regarding student characteristics highlights the fact that many community colleges find it difficult to track student progress and define ultimate success.

The need to collect up-to-date and accurate student data has become more and more critical, as the number of students enrolling in community colleges continues to rise, the role of community college teacher preparation programs continues to change, and the community college student success rate is challenged. According to the Community College Survey of Student Engagement (2006), “better educational outcomes do not just happen.” They are the result of focused efforts over a period of time, and of using data to identify where, when, and how to distribute resources. The task of developing a system firmly rooted in objective, relevant, rock-solid data at a community college is one that faces challenges, including open admissions policies, non-traditional students, and resource constraints. However, it is an attainable goal, and one that is vitally important to our society. NACCTEP strongly encourages member institutions to adopt a culture of evidence in which teacher education and early childhood programs systematically collect and track student data for the purpose of evaluating and improving program options.

In order to assist member colleges with the often difficult process of developing systems for tracking students, NACCTEP will encourage proposals highlighting data collection models at NACCTEP conferences and on the website. The Association will also continue to administer the Profile Survey in an effort to provide up-to-date data and resources for member reference.

**Enrollment**

Community college teacher education and early childhood programs are seeing an increase in enrollment numbers, and are thus playing a more important role in teacher preparation. As the nation continues to face a critical shortage of teachers, NACCTEP believes it is important for community colleges to persist in the development of partnerships with local school districts and businesses. In this way, community colleges can utilize and build upon resources that are already in place, recruit students that represent the local community (in terms of ethnicity, age, and gender), and continue to demonstrate their ability to serve an ever changing world.

**Dual and Concurrent Enrollment**

According to the Community College Research Center, a growing number of policymakers, education reform groups, and researchers argue that high school students, particularly those who are middle- or low-achieving, may benefit from participation in credit-based transition programs, such as dual and concurrent enrollment (Hughes, 2006). These enrollment options provide students with the advantages of experiencing college level coursework and the college environment, and gaining college credit prior to high school graduation. Such students exit high school with a more thorough knowledge of the higher education process and their career pathway, both of which can play a major role in student success.

According to 2006 Profile Survey data, 66% of member colleges offer dual and/or concurrent enrollment opportunities for students. Based upon what we know about the advantages of these options, NACCTEP encourages members to continue to explore and expand opportunities for incoming high school students in an effort to increase persistence.

**Program Development**

Profile Survey data shows a 27% increase in member colleges that offered special education programs from 2005 to 2006 (from 26% to 53%).
This increase indicates that community colleges are responding to the severe shortage of special education teachers by implementing programs that specifically meet this need. NACCTEP encourages member institutions to be thoughtful about continuing to grow programs that fulfill not only special education teacher preparation needs, but those in other high need areas such as mathematics, science, and ESL/bilingual education.

**Post-Baccalaureate Programs**

By offering alternative certification routes, specifically post-baccalaureate programs, community colleges are providing a viable non-traditional pathway to teacher certification. Not only do post-baccalaureate programs pull from a non-traditional pool of potential students, they provide ways for experienced professionals to enter a meaningful career utilizing the skills they have developed in the workforce.

NACCTEP Profile Survey data demonstrates the increased emphasis that community colleges have placed on alternative certification routes for teacher education and early childhood students. Most notably, survey data shows that from 2005 to 2006 colleges offering early childhood post-baccalaureate programs rose from 2% to 13%, special education programs rose from 4% to 9%, and elementary education programs rose from 8% to 14%. This data confirms that member colleges are attempting to address the increased need for teachers by expanding upon alternative pathway opportunities.

**Articulation and Transfer**

Community colleges continue to have difficulty developing quality articulation agreements with four-year institutions. Qualitative data from survey responses indicate that barriers such as a lack of state leadership, varying entrance requirements for four-year institutions, and territorialism all impact the ability of member colleges to facilitate effective partnerships. NACCTEP recognizes this as a significant challenge, and will assist member colleges in their efforts by providing research based policy briefs, and addressing this issue at annual conferences, and on the website.

**Professional Development**

Community colleges typically respond to the needs of their local communities by providing services to address a variety of issues, including teacher retention and No Child Left Behind Act highly qualified teacher requirements. According to Profile Survey results, 60% of respondents offered professional development opportunities to local school districts, utilizing a variety of delivery options. As this is a way in which community colleges can greatly impact the quality of teaching in local schools, NACCTEP encourages member institutions to continue to develop and strengthen their Pre K-12 partnerships, and to be creative in providing professional development to instructional staff.
NACCTEP SUPPORT

NACCTEP is committed to supporting its member institutions in their efforts to provide quality teacher education programs to the communities they serve. In order to assess affiliate needs, members were asked in the 2006 NACCTEP Member Profile Survey what programs, activities, services, or support the Association can provide to assist or enhance member teacher education and early childhood programs. Member responses focused on four key areas of support: information sharing; funding; community college teacher education program advocacy; and research.

First and foremost, members asked NACCTEP to take a more prominent role in facilitating information sharing between members, and about national and regional issues and trends. Examples of information requested by respondents included:

- Best practices in areas such as program design and evaluation, delivery options, distance learning, and lower division fieldwork,
- Solutions for in-house problems such as advising, remedial education, and marketing,
- Current trends in preparing community college students,
- Up-to-date information regarding curriculum uses and data collection methods,
- Credentials and courses being offered nationwide,
- Transfer and articulation policies and models,
- Course equivalency systems,
- How federal, state, and local policies affect community college teacher education programs,
- Implementation and/or operation of a four-year program within a two-year environment, and
- Improving recruitment from under-represented populations.

In particular, members felt the NACCTEP website should be utilized more fully to assist in the exchange of information. Suggestions included online sharing in the form of webcasts, web-based seminars, and threaded discussions.

Respondents requested that NACCTEP continue with notification and support of NACCTEP scholarship opportunities, but specifically asked for information about additional grants, scholarships, and funding opportunities for teacher education students and programs. In particular, members asked for NACCTEP to nurture more scholarship opportunities for students, and partner with member institutions in funding opportunities where appropriate.

Members also requested that NACCTEP continue to advocate for community college teacher education and early childhood programs nationally. Beyond advancing the quality and importance of community college-based programs, respondents specifically requested national advocacy for the acceptance of occupational early childhood degrees for transfer, the contribution that teachers make to our society, and the role of NACCTEP as a viable partner for four-year institutions.

Finally, respondents requested the continuation and expansion of research-based information provided by NACCTEP. Specific requests included research about best practices and national trends, issues currently affecting teacher preparation, and recruitment and retention.

Based upon on the results of this survey and member feedback, NACCTEP will begin to formulate strategic goals for 2007-2008.
Forty-six responding colleges reported participation in the following teacher education and/or early childhood grants.

- Fifteen federal grants [including Carl Perkins, Transition to Teaching, Title II, Title III, Title V, PRISM, Early Learning Opportunities Act (ELOA), Troops to Teachers, Child Care Access Means Parents in School (CCAMPIS), Fund for the Improvement of Postsecondary Education (FIPSE) grant]
- Fourteen Department of Education/Early Childhood grants [including Preparing Tomorrow's Teachers to Use Technology (PT3), alignment, vocational education/education professions, New Mexico Higher Education, early childhood education Building Careers, Florida EPI and SUCCEED Florida, Statewide Teacher Pathway Consortium, teacher staff development, Early Childhood Educators scholarship, Arizona State Improvement (SIG)]
- Eight NSF grants [including NSF/A TE, PTK/NSF, NSF technology, NSF professional continuum, NSF living science]
- Three League for Innovation Vocational Education College and Career Transition Initiative (CCTI) grants
- Two Arizona Proposition 301 grants
- National Center for Science and Civic Engagement’s Science Education for New Civic Engagements and Responsibilities (SENCER) grant
- Arizona Department of Economic Security (DES) grant for early childhood educators
- AmeriCorps grant for literacy and math tutoring
- The PARAprofessional Resource and Research Center's Comprehensive Training Opportunities for Paraprofessionals (COTOP-ELA) grant
- National Council for Community and Education Partnerships (NCCEP) grant
- American Association of Community Colleges (AACC) Teaching by Choice grant
- Shodor Education Foundation National Computational Science grant
- Carnegie grant
- Boeing grant
- Integrated Basic Education Skills Training (IBEST) Opportunity grant
- Building Careers in Early Childhood Education Pathway Project
- West Virginia partnerships for Teacher Quality grant
- 2+2 E-Learning Initiative
- Catholic Diocese/Virginia E. Piper Foundation preschool evaluation grant
- Office of Vocational and Adult Education (OVAE) Pathways grant
- Merrimack Valley federal partnership grant
- Various additional grants, including a paraprofessional training grant, partner grants with universities and school boards, early childhood professional development grants, teacher training and alternative certification grants, a technology education academies grant, an advancing the field grant, and a Grow Your Own recruitment and retention grant
Institutions that Responded to the 2006 Survey

1. Aims Community College (Greeley, CO)
2. Anne Arundel Community College (Arnold, MD)
3. Arizona Western College (Yuma, AZ)
4. Borough of Manhattan Community College (New York, NY)
5. Brookdale Community College (Lincroft, NJ)
6. Butler Community College (El Dorado, KS)
7. Butler County Community College (Butler, PA)
8. Central Arizona College (Coolidge, AZ)
9. Century Community and Technical College (White Bear Lake, MN)
10. Cerritos College (Norwalk, CA)
11. Chandler Gilbert Community College (Chandler, AZ)
12. Chesapeake College (Wye Mills, MD)
13. City College of San Francisco (San Francisco, CA)
14. Cleveland Community College (Shelby, NC)
15. Coe College (Douglas/Sierra Vista, AZ)
16. College of Lake County (Grayslake, IL)
17. College of the Mainland (Texas City, TX)
18. College of the Redwoods (Eureka, CA)
19. Collin County Community College (Allen, TX)
20. Community College of Southern Nevada (Las Vegas, NV)
21. County College of Morris (Randolph, NJ)
22. Dalton State College (Dalton, GA)
23. Darton College (Albany, GA)
24. Dutchess Community College (Poughkeepsie, NY)
25. Edmonds Community College (Lynnwood, WA)
26. Elizabethtown Community and Technical College (Elizabethtown, KY)
27. Erie Community College (Buffalo, NY)
28. Estrella Mountain Community College (Avondale, AZ)
29. Florida Community College at Jacksonville (Jacksonville, FL)
30. Georgia Highlands College (Rome, GA)
31. Glendale Community College (Glendale, AZ)
32. Great Basin College (Elko, NV)
33. Green River Community College (Auburn, WA)
34. Guilford Technical Community College (Jamestown, NC)
35. HACC Central Pennsylvania’s Community College (Harrisburg, PA)
36. Heartland Community College (Normal, IL)
37. Highline Community College (Des Moines, WA)
38. Hocking College (Navan, OH)
39. Illinois Central College (East Peoria, IL)
40. Illinois Valley Community College (Oglesby, IL)
41. Indian River Community College (Fort Pierce, FL)
42. Inver Hills Community College (Inver Grove Heights, MN)
43. Jackson Community College (Jackson, MI)
44. James Sprunt Community College (Kensawville, NC)
45. Jameson Community College (Jamestown, NY)
46. John A. Logan College (Carterville, IL)
47. Kapiolani Community College (Honolulu, HI)
48. Kingswood College (Kingswood, TX)
49. Lackawanna College (Scranton, PA)
50. LaGuardia Community College (Queens, NY)
51. Lane Community College (Eugene, OR)
52. Lansing Community College (Lansing, MI)
53. Leeward Community College (Pearl City, HI)
54. Lorain County Community College (Elyria, OH)
55. Louisiana Community and Technical College (Baton Rouge, LA)
56. Macomb Community College (Warren, MI)
57. Massasoit Community College (Brookton, MA)
58. MassBay Community College (Wellesley/Framingham, MA)
59. Maui Community College (Kahului, Maui, HI)
60. Mercer County Community College (Trenton, NJ)
61. Mesa Community College (Mesa, AZ)
62. Metro Community College (Omaha, NE)
63. Metropolitan Community College (Omaha, NE)
64. Miami Dade College (Miami, FL)
65. Mid South Community College (W. Memphis, AR)
66. Milwaukee Area Technical College (Milwaukee, WA)
67. Middlesex County College (Edison, NJ)
68. Moraine Valley Community College (Palos Hills, IL)
69. Mott Community College (Flint, MI)
70. Murray State College (Tishomingo, OK)
71. Nassau Community College (Garden City, NY)
72. North Carolina Community College System (Raleigh, NC)
73. New Hampshire Community Technical College (Berlin, NH)
74. Niagara County Community College (Sanborn, NY)
75. Normandale Community College (Bloomington, MN)
76. Northern Essex Community College (Haverhill and Lawrence, MA)
77. Northwest Vista College (San Antonio, TX)
78. Nunez Community College (Chalmette, LA)
79. Oklahoma City Community College (Oklahoma City, OK)
80. Olympic College (Bremerton, WA)
81. Paradise Valley Community College (Phenix, AZ)
82. Pellissippi State Technical Community College (Knoxville,TN)
83. Pensacola Jr. College (Pensacola, FL)
84. Phoenix College (Phoenix, AZ)
85. Pikes Peak Community College (Colorado Springs, CO)
86. Pima Community College (Tucson, AZ)
87. Reid State Technical College (Evergreen, AL)
88. Rio Salado College (Tempe, AZ)
89. Rockland Community College (Suffern, NY)
90. San Diego Mesa College (San Diego, CA)
91. Santa Fe Community College (Santa Fe, NM)
92. Santa Monica College (Santa Monica, CA)
93. SAU Tech (Camden, AR)
94. Scottsdale Community College (Scottsdale, AZ)
95. Seattle Central Community College (Seattle, WA)
96. Seminole State College (Seminole, OK)
97. South Arkansas Community College (El Dorado, AR)
98. Spokane Falls Community College (Spokane, WA)
99. Spoon River College ( Canton, IL)
100. St. Louis Community College-Meramec (St. Louis, MO)
101. Stevens Institute of Technology (Hoboken, NJ)
102. Suffolk County Community College (Selden, NY)
103. Sussex County Community College (Newton, NJ)
104. Tidewater Community College (Norfolk, VA)
105. Tomblin College (Tomblin, TX)
106. Tompkins Cortland Community College (Dryden, NY)
107. Tri-County Community College (Murphy, NC)
108. Warren County Community College (Washington, NJ)
109. West Virginia University at Parkersburg (Parkersburg, WV)
110. Westchester Community College (Valhalla, NY)
111. Yavapai College (Prescott, AZ)
Sources


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