

Cypress College

Special Programs Quality Review Report

Program: Teacher Preparation, Educational Interpreter Training, and Paraprofessional Certificate Programs

Director: Dennis Davino

Names of those participating in the report: Dennis Davino

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Program Mission:

Cypress College offers a “suite” of educational programs that include the Teacher Preparation Program (TPP), the Educational Interpreter Training Program (EITP), and the Paraprofessional Certificate Program (PCP).

Teacher Preparation, the largest branch of the suite, was established in 2003. The mission of Teacher Preparation is to maximize the future teacher’s total educational experience while preparing candidates for transfer to a university credential program. The program provides comprehensive student support from entry to exit. Its general education courses are specially designed to include a balance of both course content and educational pedagogy. Its instructors incorporate tasks into the required coursework that are a part of the California Teaching Performance Expectations. Students complete mandated fieldwork requirements complementing theoretical perspectives with actual classroom and student interaction. They also participate in the Educational Ambassadors program component, which offers community-based service learning opportunities to supplement the academic fieldwork. Career-focused academic counseling also spans the length of the program. It guides student course selection and provides the most up-to-date information for a successful transfer phase in the teacher preparation process. Over the course of the educational preparation, a seamless transition is put in place from Cypress College to the transfer institution for the final phase of the teacher credentialing process. Upon transfer, Cypress College future teacher candidates are well-prepared and highly-qualified to complete their degree and credential, and to become successful elementary, middle, high school and special educators.

The second branch of the educational suite, added in 2005, is the Educational Interpreter Training Program. The mission of the program is to prepare the members of this highly specialized and employable segment of the broader general sign language interpreting service spectrum. Cypress College offers one of the three available national programs solely dedicated to training educational sign language interpreters for K-12 settings. With the large number of Deaf and Hearing Impaired (DHH) students educated in all levels of local schools and regional programs, educational interpreters and their services are in constant demand. All too often though, the supply of skilled professionals falls far below the number necessary to adequately meet the service needs. The result is that the local students and programs are seriously underserved. Both trainees and seasoned veterans are professionally unattended. They consistently request more specialized training and support to provide the highest level of services to the students with whom they work and to the programs that employ them. In addition, with the mandatory state certification requirement effective January 1, 2007, programs dedicated to the professional preparation of these highly employable individuals are no longer a luxury: they are an absolute necessity. The program currently serves both Cypress College students and students from seven school districts around the state of California via teleconference broadcast. Plans are to add cohorts from Wichita State University and the Children’s Hospital of Seattle in fall 2008.

The newest branch of the suite is the Paraprofessional Certificate Program. Paraprofessionals are school employees who work under the direction of certified or licensed staff members to provide instructional and ancillary services to students and their families. *No Child Left Behind* legislation now requires that each state develop a plan to ensure that all paraprofessionals hired after 2002 who work in Title 1 programs either pass a rigorous test that districts can create, or have two years of college-level courses in order to become “highly-qualified” in accordance with the new federal regulations. Working paraprofessionals who are not yet “highly-qualified” must take courses or they will no longer be employable for the positions they currently hold. With employment opportunities on the rise until at least 2012 and the mandates for training in place, Cypress College now offers an 18-unit certificate program designed specifically to meet the requirements.

This unique suite of programs brings together all the future members of the educational teams for both typical and special needs learners. All three of the programs are growing and gaining renown while serving more and more future educators every semester.

In addition to this suite of programs, it is noteworthy to also mention that a Career Technical Education Teacher Pipeline grant from the State Chancellor’s Office was awarded and has become part of the preparation programs this year. The student focus for the grant is to create a parallel track to the current Teacher Preparation program training students to teach in Career Technical Education programs such as Nursing, Hotel and Culinary Arts, Automotive Technologies, Computer Technologies and Mortuary Science.

Core Measures:

Provide applicable information regarding trends in: unduplicated students, enrollments, FTES, course success rates, and transfer information.

Measures	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Unduplicated students	287	507	697	N/A
Enrollments	338	597	795	921
FTES	38.0	58.5	85.7	94.8
Success Rates	65%	69%	64%	N/A
Transfer-level math	95	164	181	N/A
Transfer-level English	187	323	390	N/A
Both math & English	87	150	148	N/A

These numbers reflect only the students in the Teacher Preparation Program. Data has begun to be collected for the EITP and will begin to be collected for the PCP in the fall of 2008.

Budget Trends. Provide trend information regarding the allocated budget / actual expenditures for the past several years of the program. Note any special circumstances below the table.

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Allocated	Data not available	\$65,464.00	\$86,676.00	\$83,848.00	\$81,815.00
Actual Expenditures	Data not available	\$70,198.00	\$60,067.00	\$81,630.00	NA

I was new to the position in the Spring of 2005, but I find it quite hard to believe that the program was under spent by \$20,000. I would suggest that the amounts be double checked. The Teacher Prep Program has always been operated with One Time Funding requests. There are no funds allocated for the Educational Interpreter

Training Program or for the Paraprofessional Program, but all the responsibilities for the combined programs falls under the direction of the Teacher Preparation Director. In the 2007 year, limited funds were allocated to Teacher Preparation from the CTE Grant.

Narrative: Strengths and challenges.

Strengths: *Use this section to briefly reflect upon major accomplishments of the program.*

Each of the three programs has both strengths and challenges.

The greatest strength of the TPP is that every year it has been funded; it has grown in several ways. First, the enrollments have increased from 65% (338 in 2004) to 86% (921 in 2007) over the previous year. This yields a significant increase in FTES as well (38.0 in 2004, 94.8 in 2007). As a result of this growth, the number of courses offered to students has also increased from 13 sections to the current level of 24 sections. Course offerings have expanded to include evening classes, online courses, and broadcast classes. All of the Teacher Preparation courses are part of the 45 unit general education statewide agreement. The courses are fully articulated with the CSU system ensuring a seamless transfer process for our candidates. One of the full-time Humanities counselors has 20% of her time dedicated to counseling candidates of the TPP. The *Future Teacher's Club* has evolved into the *Educational Ambassadors*, a program that now offers student candidates interaction with local students, classrooms, and schools through a community-service model. The TPP has just been invited to make a presentation at the National Association of Community College Teacher Preparation Programs annual conference in Denver, CO in February 2008.

The strength of the EITP is that it provides the kind of specialized training which assists the candidates to sit for and to pass the state certification test that is mandatory for educational interpreters to secure employment. The program began with seven students in 2005, and has grown to 52 unduplicated students in 2007. The program began solely with Cypress College campus students and has now grown to also include seven school districts around the state of California with more districts indicating interest each semester as the information and reputation of the program reaches more Offices of Special Education. There is interest from other states now that have similar testing requirements and even fewer training programs in place. The program has been presented as a model at state interpreting conferences and conventions in Texas, Washington and Kansas. One unexpected positive outcome of the program is that currently employed educational interpreters, some of whom already possess state certification, have attended courses for additional training. This makes it possible to apply to the national certifying board for maintenance units.

The strength of the PCP is that it not only prepares assistants to work as effective members of educational teams, but it offers candidates an early entry to a paid "first phase" career in education. Paraprofessionals are in continual demand and labor market trend data shows that the demand will continue to be strong well into 2012. Four of the six courses for the PCP are classes that have traditionally been offered every semester for several years. The two remaining courses are being offered beginning in the spring of 2007. Another program strength is that very often paraprofessionals go on to become classroom teachers. The courses in the certificate program then become part of the candidate's transferable coursework as part of Teacher Preparation.

Challenges: *Please provide any insight into significant challenges or obstacles that may have curtailed the success of the program. Identify the types of changes necessary for improvement.*

Each program has had either challenges or obstacles that have in one way or another affected some aspect of success, but the overarching challenge is the year-to-year funding that Teacher Preparation depends upon for its very survival. At any time the program(s) could simply “go away” if the funding became unavailable.

Another challenge is that the three programs are under one full-time, temporary director and one part-time clerical TEA. The director was initially hired to manage the Teacher Preparation program, upon which the job description and salary are based. As a temporary employee, the director is not privy to the benefits of permanent employment such as step increases, access to health care, as well as other regular benefits. Currently, the EITP and PCP have grown as natural extensions of the TPP, but with no further funding or personnel. The director has been operating all three programs, but the multiple, concurrent tasks and responsibilities of the “suite” are very challenging to carry out effectively. The program needs on-campus management, face-to-face interaction with students and instructors, and attention paid to the courses themselves. It needs representation at various Teacher Preparation organizations, with program partners, representations at events, and presentations at conferences. It also needs community outreach and marketing to the local feeder high schools and service organizations, but so do the other two programs. There is minimal contact overlap because each program really addresses different students, staff and administrators and has related but unique educational and career goals. Sometimes, there is just not enough of either time or personnel to go around. There is a clerical TEA who is very helpful during the thirteen weeks she is working, but all of her responsibilities additionally fall to the director for the nine weeks that she is gone. Additionally, the program has had to suffer nearly a complete “restart” each time the person in charge has changed. Since the program’s inception in 2003, there have been three previously “reassigned” or “part-time” coordinators prior to the assignment of the current temporary director. With each change, the program and the students have had to wait for the vision and mission of the new leadership to emerge for direction to take hold. Permanence of leadership will lead to more stable programs, more growth, and more tangible outcomes and greatly benefit a wide array of students at Cypress College. Due to the growth trend experienced over the last three years in the TPP, the current growth with the EITP, and the projected growth of the PCP, it would build greater success serving students if there were a permanent director to oversee the programs, an outreach coordinator to share the programs and to recruit students from the local schools and other sites, and a full-time clerical TEA or two part-time clerical TEAs (working in 13 week cycles so that there is no gap in service) to handle the day-to-day office operations.

Long-range Plan and Objectives

In the following section, identify general goals and specific, measurable objectives your area plans to achieve within the next three years. Programs should identify 3-5 goals, with at least one goal per year. Goals set for next year that require fiscal resources must also be submitted as a Budget Request and Action Plan (separate form).

Teacher Preparation Program:

I. Goal: **Introduce new courses into the Teacher Preparation Program.**

Supports Strategic Direction: Direction 1

1. Objective: Identify and select additional general education courses that are part of the 45 unit CSU articulation agreement to add to the existing Teacher Preparation Program.

1.1. Person(s) responsible: Dennis Davino

1.2. Timeframe: Fall 2008

1.3. Fiscal resources needed: N/A

2. Objective: Identify and select additional general education instructors to receive training in the California Performance Teaching Expectations necessary to become new instructors in the Teacher Preparation Program.

2.1. Person(s) responsible: Dennis Davino

2.2. Timeframe: Spring 2009

2.3. Fiscal resources needed: N/A

II. Goal: **Expand outreach and recruitment of the Teacher Preparation Program to additional feeder high schools.**

Supports Strategic Direction: Direction 5

1. Objective: Expand annual visits from top five feeder high schools to top ten feeder high schools to provide outreach and to recruit candidates to the Teacher Preparation Program.

1.1. Person(s) responsible: Dennis Davino (and Outreach Coordinator)

1.2. Timeframe: Fall 2008

1.3. Fiscal resources needed: N/A

2. Objective: Identify and select additional general education instructors to receive training in the California Performance Teaching Expectations necessary to become new instructors in the Teacher Preparation Program.

2.1 Person(s) responsible: Dennis Davino (and Outreach Coordinator)

2.1. Timeframe: Spring 2009

2.2. Fiscal resources needed: N/A

III. Goal: **Develop and expand Educational Ambassadors Program**

Supports Strategic Direction: Directions 2 and 5

1. Objective: Develop the Educational Ambassadors Program from the existing Future Educator's Club.
 - 1.1 Person(s) responsible: Dennis Davino and Bryan Seiling
 - 1.2 Timeframe: Spring 2009
 - 1.3 Fiscal resources needed: N/A
1. Objective: Develop the Educational Ambassadors Program to include four fall and four spring activities in local elementary, middle, and high schools.
 - 2.1 Person(s) responsible: Dennis Davino (and Outreach Coordinator) and Bryan Seiling
 - 2.2 Timeframe: Fall 2010
 - 2.3 Fiscal resources needed: N/A

Educational Interpreter Training Program:

I. Goal: **Introduce new courses into the Educational Interpreter Training Program.**

Supports Strategic Direction: Direction 1

1. Objective: Identify and recruit eligible students into ENGL 254 (Language Structure and Use).
 - 1.1. Person(s) responsible: Dennis Davino and Language Arts Division
 - 1.2. Timeframe: Fall 2008
 - 1.3. Fiscal resources needed: N/A
2. Objective: Develop Externship/Mentorship course to complete curricula for the EITP.
 - 2.1. Person(s) responsible: Dennis Davino
 - 2.2. Timeframe: Spring 2009
 - 2.3. Fiscal resources needed: N/A

II. Goal: **Expand outreach and recruitment of the Educational Interpreter Training program to elementary, middle, and high school programs with Deaf and Hard of Hearing (DHH) populations in both Orange and Los Angeles counties.**

Supports Strategic Direction: Direction 5

1. Objective: Identify and visit programs that serve DHH students to recruit future interpreter candidates and to invite current educational interpreters to receive additional training.
 - 1.1 Person(s) responsible: Dennis Davino (and Outreach Coordinator)
 - 1.2 Timeframe: Fall 2008
 - 1.3 Fiscal resources needed: N/A

2. Objective: Expand and develop additional broadcast sites for videoconference of EITP courses.
 - 2.1 Person(s) responsible: Dennis Davino
 - 2.2 Timeframe: Spring 2009
 - 2.3 Fiscal resources needed: N/A

III. Goal: **Update and expand EITP website to become more interactive.**

Supports Strategic Direction: Directions 2 and 5

1. Objective: Update website to make all practice materials available as downloadable video and MP3 files.
 - 1.1 Person(s) responsible: Dennis Davino
 - 1.2 Timeframe: Spring 2009
 - 1.3 Fiscal resources needed: N/A
2. Objective: Establish mentorships with currently working educational interpreters to support interpreting candidates from the EITP.
 - 2.1 Person(s) responsible: Dennis Davino
 - 2.2 Timeframe: Fall 2010
 - 2.3 Fiscal resources needed: N/A

Paraprofessional Certificate Program:

I. Goal: **Expand advertising and recruitment of students for the Paraprofessional Certificate Program.**

Supports Strategic Direction: Directions 2 and 5

1. Objective: Create an updated PowerPoint presentation to educate classes, departments, and divisions that host future paraprofessional candidates
 - 1.1. Person(s) responsible: Dennis Davino and Language Arts Division
 - 1.2. Timeframe: Spring 2008
 - 1.3. Fiscal resources needed: N/A
2. Objective: Identify and make presentations to local school districts that are employing paraprofessionals.
 - 2.1. Person(s) responsible: Dennis Davino (and Outreach Coordinator)
 - 2.2. Timeframe: Fall 2008
 - 2.3. Fiscal resources needed: N/A

II. Goal: **Create fieldwork sites for Paraprofessional candidates.**

Supports Strategic Direction: Directions 1, 2, and 5

1. Objective: Establish parallel list of fieldwork sites from the Teacher Preparation Program for Special Education classrooms utilizing paraprofessionals.
 - 1.1 Person(s) responsible: Dennis Davino, Velia Lawson
 - 1.2 Timeframe: Fall 2008
 - 1.3 Fiscal resources needed: N/A

2. Objective: Build partnerships at the local school districts to create a pipeline for both new candidates as well as working candidates.
 - 2.1 Person(s) responsible: Dennis Davino
 - 2.2 Timeframe: Spring 2009
 - 2.3 Fiscal resources needed: N/A

Reminder: If fiscal resources are needed for next year's goals, submit a separate **Budget Request and Action Plan** for budget unit review.