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## **NEARLY HALF OF TEACHERS FROM ALTERNATIVE CERTIFICATION PROGRAMS ARE UNDER- REPRESENTED MINORITIES**

*CA's alternative certification programs placed twice the percentage of African Americans and 50 percent more Latinos than are currently teaching in the broader public school system*

**Sacramento, CA** – The California Teacher Corps, the statewide organization representing California's alternative certification programs, today announced that nearly 50 percent of teachers placed in the classroom from Teacher Corps programs for the 2010-11 school year were under-represented minorities, according to data from the California Commission on Teacher Credentialing. This marks a steady increase over the last five years in under-represented minorities being recruited into the teaching profession by alternative route to certification programs.

“California's alternative certification programs are the pathway of choice for under-represented minorities to come into the teaching profession,” said Catherine Kearney, founding president of the California Teacher Corps. “It continues to be one of the highest priorities of the California Teacher Corps to recruit and place diverse teachers who are representative of the student population, and communities, they are teaching. By providing a successful pathway for under-represented minorities, we are able to ensure positive role-models are at the head of the classroom and reflect the community they teach in.”

For the 2010-2011 school year, over nine percent of teachers from Teacher Corps programs were African American, compared to four percent within the state's overall teaching workforce, according to the California Department of Education (CDE). Similarly, approximately 25 percent of teachers from Teacher Corps programs were Hispanic, compared to 17 percent of the broader teaching workforce.

One example is California State University *Fullerton's On Track Scholars Transition to Teaching* program, where nearly 80 percent of its teacher candidates are Hispanic. Recruiting directly from the Santa Ana community, teacher candidates include bilingual Spanish speakers who are committed to serving the diverse, low-income Santa Ana community. By deeply understanding the needs of a low-income, high-poverty community, CSU Fullerton's teacher preparation program drives the goal of raising student achievement and academic success by focusing on recruiting diverse teachers.

A 2011 state-by-state analysis of teacher diversity compiled by the Center for American Progress, *Teacher Diversity Matters*, reports that over the next decade, students of color (students not classified as non-Hispanic whites) will represent more than half of the nation's public schools. At the same time, teacher diversity has not reflected the changing student population. In California, students of color account for 72 percent of students, but only about 29 percent of teachers. By placing under-represented minorities at the head of the classroom, these students have positive real-life examples of possible career paths. What's more, the study reported that alternative route to certification programs help ensure diversity by historically recruiting more minorities into teaching than traditional routes.

"Teach Tomorrow Oakland uses alternative certification programs to prepare local, diverse community members who will commit to teaching for at least five years and who will have a profound positive impact on our students," Dr. Rachelle Rogers-Ard, Program Manager for the Teach Tomorrow Oakland program said. "In the past, our district has relied heavily on national recruitment programs which have led to a drastic decrease of teachers of color. Through programs such as California Teacher Corps and Transition to Teaching, we can successfully increase the number of diverse, local, permanent teachers in Oakland's classrooms."

Teacher Corps programs have historically met the varying needs of public schools, including attracting talented individuals and second-career professionals from within the community who bring with them deep content expertise and professional experience. Over the past seven years, Teacher Corps programs have placed more than 55,000 highly-qualified teachers in California public schools, with over 70 percent of Teacher Corps teachers still in the classroom after five years.

### **About the California Teacher Corps**

The California Teacher Corps is a nonprofit organization established in 2009 with the goal of placing 100,000 highly-qualified teachers in California's communities by 2020. The Teacher Corps provides a unified voice for the state's alternative certification programs, effectively and proactively addresses teacher preparation issues facing California and recruits the best and the brightest professionals to teach in the public schools that need them most. CA Teacher Corps membership trains second-career teachers, and others committed to working in hard-to-staff schools, who have deep subject-area expertise and who remain in the teaching profession. For more information, visit the California Teacher Corps at [www.cateacher corps.org](http://www.cateacher corps.org)

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