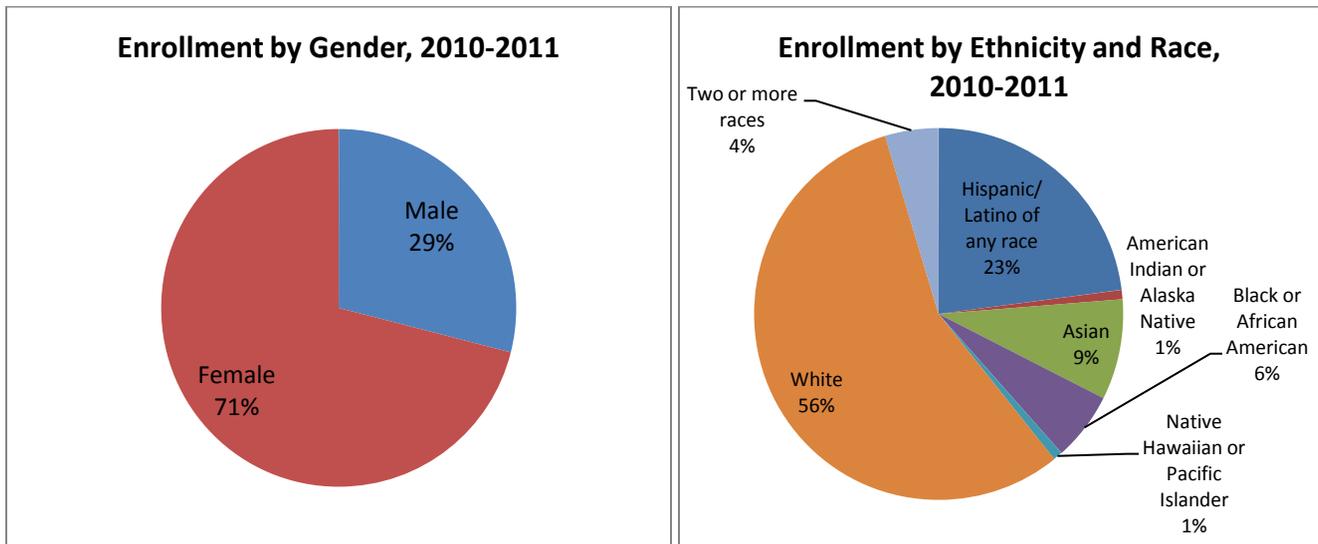




## Teacher Preparation Enrollment by Gender, Ethnicity and Race, 2010-2011

In 2010-2011, nearly 35,000 teacher candidates enrolled in one of 89 approved teacher preparation programs. These teacher preparation programs offer teaching credentials in multiple subject, single subject, and education specialist credentials through two different routes: the "traditional" route and "alternative route." According to the federal definition of alternative route, the intern program in California is considered the alternative route. There are 56 IHE-based (University Intern) and 8 non-IHE-based (District) intern programs in California. Total enrollment in initial teaching credential programs in 2010-2011 reflected about 89 percent in the traditional route, 8 percent in the university intern route, and 3 percent in the district intern program route.

Of the total enrolled teacher candidates, more than two-thirds (71 percent) of those enrolled in the teacher preparation program were female and less than one-third (29 percent) were male. More than half (56 percent) identified themselves as White and almost one-fourth (23 percent) as Hispanic/Latino of any race. Asian enrollees consisted of 9 percent, Black or African American 6 percent, 1 percent Native Hawaiian or Other Pacific Islander, and another 1 percent American Indian or Alaska Native. Individuals can belong to one or more racial groups and these candidates are reported under the "two or more races" category. This category comprised the remaining 4 percent of the enrollment.



Please note: Teacher preparation programs were asked to report the number of candidates by ethnicity and race separately, although providing this information is optional. Individuals who are non-Hispanic/Latino are reported in one of the race categories. Teacher Preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity may not necessarily add up to total number of students enrolled. For Title II, only enrollment data in the initial teaching credentials is reported.

In summary, the gender and ethnic/race distributions of teacher candidates enrolled in the teacher preparation programs have been becoming slightly more diverse over the past three years. In 2008-09, the proportion of male teacher candidate was 28 percent and in 2010-11 it was 29 percent. Similarly, the ethnicity/race distribution followed the same pattern: in 2008-09, the enrolled teacher candidates were 57 percent White, 39 percent non-White, and 4 percent two or more races. In 2010-11, 56 percent White, 40 percent non-White, and 4 percent two or more races. This reflects an increase of 1 percent in male and 1 percent in non-White teacher candidates in the past three years.

Source: Source: Annual Report Card on California Teacher Preparation Programs for the Academic Year 2010-2011 as Required by Title II of the Higher Education Act.