

CCCCO Educator Pipeline, ECE/EDU Demonstration Project
Vision 2030
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The **Educator Pipeline, ECE/EDU Demonstration Project** concluded Phase 1 on December 31, 2025, and is transitioning into its next phase. Led by Kathleen C. White, BACCC, the project focused on strengthening teacher preparation pathways and addressing California's significant teacher shortage.

Rationale for Close-Out

- **Shift in Management:** The California Community Colleges Chancellor's Office (CCCCO) decided to transition the project to Phase 2 to assume internal control and project management.
- **Geographic Focus:** This project was inclusive of the BACCC region in the SF Bay area and supportive of practices that could be utilized statewide in CA ECE/EDU programs. The state next anticipates shifting toward the implementation of specific models in targeted geographic locations.
- **Funding Expiration:** The project relied on BACCC regional joint venture SWP funds, which are diminishing and scheduled to expire in June 2026.

Key Achievements and Outcomes

- **113 Community Colleges offer ECE/EDU Coursework in CA:** 125,990 students enrolled in ECE/EDU sector courses and programs in the CCC's in 20'-23' (3-year average). 16,320 CA CCC students obtained a degree or certificate in the sector in the same period. 20,957 students in the SF Bay region enrolled in ECE/EDU coursework during the same period and of those, 2,910 received related certificates or degrees. Sector ranks number #6 in CTE program enrollment in CA and serves the most women. 6,503 CTC CDEV Permits and 5,409 Permit Renewals were issued in CA in 23'-24'. Community college coursework comprises the most subject area courses for CA permit-holders.
- **Stakeholder Engagement:** The project engaged 1,747 stakeholders through conference presentations and technical assistance. Monthly email blasts with resources, funding opportunities and technical assistance sent to 389 individuals each month. All resources posted and maintained on the [ECE/EDU RJV website](#).
- **Conferences and Training:** Organized the "[Teach for the Bay](#)" virtual conference, which served 1,100 students and the "[Teach for the Bay for Professionals](#)" which served 225 professionals.
- **Apprenticeship Growth:** Non-traditional ECE/EDU apprenticeships in the SF Bay region increased by 70%, and student apprentices increased by 40%. Established the BRIDGE Teacher Aide Standards with three colleges (SJCC, Hartnell, Cabrillo) and LAUNCH Network which are now available for utilization by colleges statewide. Continued to support the growth of college-led programs as well as those led by ECEPTS

and other intermediaries in the sector. 15 new sets of DAS/DOL regulations developed in sector during the 24-25' period.

- **Dual Enrollment:** Dual enrollment students increased by 110% in the ECE/EDU sector to 825 DE students in the region.
- **Publications:** Contributed to the first statewide [Education Sector LMI and Needs Report](#) (May 2025) and developed a [Teach for the Bay "Playbook"](#) for replicating virtual CTE sector conferences. Contributed to, ["Earning by Learning, a Toolkit for Developing, Launching and Sustaining Registered Apprenticeship Programs \(RAPS\) in PK-12 Teaching in California"](#).
- **Policy and Advocacy:** Secured an updated [California Academic Senate \(ASCC\) Resolution](#) to strengthen systemic support for the ECE/EDU sector in alignment with Vision 2030.
- **BACCC Advisory Committee:** The ECE/EDU sector received funding to support technical assistance and communities of practice in a range of topics, including the use of AI in teacher education programs and building faculty skills in AI. Project to begin in 2026.

Alignment with Vision 2030

The project met several Vision 2030 goals, including:

- Increasing equity in student enrollment and completion of meaningful educational outcomes.
- Increasing financial aid opportunities through earn and learn apprenticeships in sector.
- Reviewing Credit for Prior Learning (CPL) opportunities, in sector and apprenticeships.
- Expanding "learn and earn" models and address faculty shortages through recommendations and support for developing stackable and transferable credentials.
- Modernizing system infrastructure to support online education and faculty access to emergent technology like Generative AI.

Budget Insights & Financial Challenges

The financial summary reveals significant hurdles in sustaining the project's momentum:

- **Lack of Direct Funding:** The project received no designated Vision 2030 funding. Instead, it was sustained entirely by an existing BACCC ECE/EDU Regional Joint Venture (RJV) grant of \$189,000 spread over two years.
- **Reversed Budget Request:** A highly anticipated \$10 million CCCCO budget request—intended to support Teacher Preparation Programs (TPP) at 60 community colleges—was initially approved in 2024 but subsequently reversed due to California state budget shortfalls.
- **The "Pipeline" Funding Gap:** The report highlights a major systemic inequity: 85% of the ECE workforce and 55% of California teacher credential applicants start at a community college, yet no designated state recruitment dollars currently flow directly to community college teacher preparation programs.

Critical Challenges & Recommendations

- **Funding Deficits:** The report strongly recommends renewing a \$10 million budget request to the CCCCCO for 2026-2027 to establish regional "hubs" and support Teacher Preparation Programs (TPP) at 60 community colleges to adequately fund these critical early-pipeline programs.
- **Supporting the Teacher Preparation Project (TPP) website updates and statewide linkages:** The website found at <http://www.teacherprepprogram.org/> was developed because of Education Futures CCCCCO funding. Providing funds to maintain this website will allow for programs and colleges to access resources and peer support opportunities.
- **Data Tracking Issues:** Significant data gaps exist, particularly the inability to accurately track community college students through the Commission on Teacher Credentialing (CTC) process and the misclassification of family child care, after-school (EXL), summer program and domestic worker job codes. This results in undercounting of the sector.
- **Systemic Representation:** The California Community Colleges require a dedicated seat at statewide teacher preparation tables (e.g., CDE, CTC, CDSS) to ensure early pipeline efforts are supported and funded alongside four-year institutions and to ensure the needs of community college-level future teachers are considered when designing recruitment and support programs.
- **Technical Support Needs:** Individual colleges continue to need targeted technical support for apprenticeship coding, data retrieval, grant applications, and employer outreach. Need additional RSI funds for non-traditional apprenticeships such as ECE/EDU and need post-CAI grant funds.
- **Phase 2 ECE/EDU Demonstration Project Goals Need Funding:** Implementation of model programs in CA and enacting the recommendations found in the PAVE Toolkit will need targeted funding for ECE/EDU Teacher Preparation programs in CA to implement. While colleges understand regional needs and have articulation agreements with both high schools and 4-year institutions, local, region specific funding is needed to ensure that local expertise and best practices can be implemented to meet specific needs.
- **Prioritizing Seamless Public Education Pathways:** As apprenticeships expand into 4-year colleges, community college inclusion and expanded public college pathways need to be prioritized. Need to integrate lower division CC coursework in CSU/UC pathways to ensure seamless transitions for future teachers at all public transfer colleges. ACCCTEP's work on the TMC and the C-ID in the sector needs to be supported.

Recommendations and Next Steps

- **Funding Advocacy:** The report recommends a \$10 million CCCCCO budget request to support Teacher Preparation Programs (TPP) at 60 community colleges for advising, faculty release, and student outreach.
- **Technical Support:** Ongoing need for technical assistance for grant applicants and the formation of communities of practice both regionally and statewide.

- **Systemic Representation:** Designation of sector-specific experts at the CCCCCO to improve inter-agency communication and representation in statewide teacher preparation efforts. Regional TAPS and sector experts are needed for ongoing TA to faculty, staff and college administrators. Organizations such as ACCCTEP can fulfill this role if supported and additional supports to the sector at the CCCCCO.
- **Data Improvements:** Better data is needed to track high school and dual enrollment pathways, as well as student success and pathways from community college through CTC teaching credentials. To assess the impacts of community college teacher preparation programs, community colleges need to be identified, and students tracked to transfer, credential and career.
- **CTC Program Approval:** CA Community Colleges need to be approved as CTC eligible teacher preparation programs to allow for CTC program support and inclusion in funding opportunities. This is especially true for the new P3 credential and the candidates that complete significant CCCC coursework in the pathway. Currently no teacher recruitment dollars are available to community colleges due to a lack of preparation program approvals.
- **Teacher Shortages in CTE Areas Impact Program Growth:** Aligning minimum qualifications between high school and community college faculty in CTE areas will allow for increased program articulation and faculty utilization between systems and decrease faculty shortages in high demand areas such as STEM, healthcare, etc.
- **“High Wage Only” Job Creation Disadvantages the Sector:** The focus in CTE of supporting the development of only “high wage jobs” impacts the prioritization of the ECE/EDU sector. The sector ranks in the top 6 in CA and in the top 5 terms of job availability, student enrollment and workforce demands. It is front and center in the creation of direct educational opportunities for students. The CCCCCO and CDE need to ensure that teacher recruitment efforts are funded within the community college and TK12 systems. Solutions to suppressed wages in the sector are complicated and will take system – level shifts.
- **Ensuring Teacher Availability When Expanding CTE Programs:** A strategy for funding CTE projects should include a simple question when developing new programs, certificates, courses and pathways at both the community college and high school level.
 - o Are there sufficient teachers to create this program at your institution?
 - o Is there existing STEM, CTE, or other teacher shortages currently?
 - o How will you staff the classrooms in your proposed projects and what strategies are in place to meet these needs?

A link to complete December 20254, Vision 2030, ECE/EDU report and recommendations can be found at: https://drive.google.com/file/d/18zQtZn_GBlNaU2Qwqo7MyifcEn6cdAAm/view?usp=sharing