



PAVE Toolkit: Pathways for Advancing Visionary Educators

Paving the way to grow more
Californian teachers through
intersegmental partnerships.



The CSU prepares half of the state's teachers. One in 25 of the nation's teachers was made in the CSU.

The **PAVE Toolkit: Pathways for Advancing Visionary Educators (PAVE)** is a resource designed to support and grow more educators by enhancing pathways between California Community Colleges and California State Universities (CSU). This toolkit is dedicated to strengthening educator programs across these institutions, creating a more seamless transition for future educators, and promoting a lasting positive impact on the teaching profession in California.

115 California community colleges offer an education pathway, such as elementary education or child development. These programs are transferable to the 22 CSUs that offer educator preparation programs.



GOALS

1. **Expand and Strengthen Partnerships:** PAVE provides resources to expand and fortify successful regional education transfer pathways, partnerships, and local communities of practice by leveraging existing system successes and working to strengthen and sustain these.
2. **Promote Seamless Pathways:** The toolkit aims to streamline educator preparation transfer pathways, ensuring that students progress smoothly from California community colleges to CSUs to increase the number of qualified teachers in California.

OBJECTIVES

- Identify practical partnership components from practitioners.
- Ascertain necessary actions to produce a strong intersegmental program partnership.
- Leverage meaningful real-world engagements that lead to ongoing successful partnerships.
- Identify scalable actions for effective inter-institutional communications.
- Develop a framework of promising practices for an ongoing intersegmental educator pathway toolkit.
- Communicate and disseminate plan/toolkit/resource to sustain and strengthen seamless pathways.

ACKNOWLEDGEMENTS

This toolkit would not have been possible without the collaboration, support, and expertise of many individuals and organizations.

As the primary authors, Hilary Seitz, director of educator and leadership programs at California State University (CSU) Office of the Chancellor, and Kim Anderson, who recently retired as a visiting dean of the transfer, curriculum, and intersegmental coordination unit of Educational Services and Support at the California Community Colleges Chancellor's Office, we are deeply grateful to all those who contributed their time, feedback, and stories throughout the development process.

We extend our sincere appreciation to the CSU Education Deans Subcommittee for Intersegmental Partnerships and the Association of California Community College Teacher Education Programs (ACCCTEP) Board Members for their thoughtful review and valuable insights that strengthened this work.

Special thanks are owed to the many storytellers who brought this project to life. In particular, we recognize and acknowledge the Sonoma State–Mendocino College Teacher Partnership (including their partners and leaders from the local school districts), the CSU Long Beach – Fresno State – College of the Sequoias - Lemoore College - Cerritos College – Santa Ana College Partnership, the Universal Pre-K Literacy Integration For Teachers (UPLIFT) Dialogues leadership team, the Early Childhood Education (ECE) COLLAB community, CalStateTEACH leadership and educators Alia and Megan for your unwavering support, creativity, and dedication to this project.

Your collective efforts have made this toolkit a richer, more meaningful resource. Thank you for making it a reality.



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INTRODUCTION

The PAVE Toolkit (Pathways for Advancing Visionary Educators) is a robust resource created to strengthen and expand the pipeline of future educators across California's community colleges and California State University (CSU) systems. Through cross-system collaboration and the inclusion of practical tools, strategies, and real-world examples, the toolkit supports institutions in developing inclusive, seamless pathways that prepare a diverse and effective teaching workforce. The ultimate goal of the PAVE Toolkit is to ensure students experience a clear, high-quality, and well-supported journey through California Community Colleges and CSU systems—leading them toward successful careers as educators in California.

BACKGROUND

Leaders from the colleges, schools, and departments of education from the California Community Colleges and California State University (CSU) systems came together to address a critical question: how can we create a more seamless transfer pathway to grow and support more teachers across California? In pursuit of this goal, we reviewed a wide range of reports and resources, including studies on California teacher education deserts, the California Community Colleges Teacher Preparation Programs Report, California Community Colleges and CSU transfer collaborations, and other research focused on building educator pathways between systems. We also explored existing tools and organizations such as Teach for California, the California Community Colleges Teacher Preparation Programs, and the California Council on Teacher Education (CCTE) resources and materials.

Through this comprehensive review, we identified recurring themes that consistently support student and educator success. These six common themes became the foundation for the PAVE Toolkit. To make the toolkit actionable and practical, we developed checklists with simple, evidence-based steps aligned with each theme. We then identified current opportunities that institutions can leverage to support these actions. Additionally, the toolkit highlights successful partnerships, regional collaborations, and programs that exemplify these themes in action—offering inspiration and guidance to campuses across the California Community Colleges and CSU systems.

Approximately 55% of students in CSU teacher education programs have transferred in the past decade from California community colleges. This highlights the significant role that California community colleges play in preparing future educators for the state's workforce.

HOW TO USE THE PAVE TOOLKIT

The PAVE Toolkit is designed for California Community Colleges education programs, including early childhood education, CSU teacher preparation programs, community partners, and other interested stakeholders committed to strengthening and expanding teacher pathways across their institutions. It provides the tools, resources, and guidance necessary to develop and enhance partnerships focused on educator preparation.

KEY COMPONENTS OF THE PAVE TOOLKIT INCLUDE:



Themes

Foundational themes identified through research and collaboration that highlight successful transfer pathways.



Pathways to Impact

Real-world stories and narratives from programs, regions, and partnerships that illustrate the application of the themes, offering practical examples and inspiration.



Reports

Summaries and links to foundational research and data that informed the development of the toolkit, offering additional context to guide strategies.



Resources

Collections of practical tools, checklists, and resources to support partnership efforts.

By using the PAVE Toolkit, users can build stronger, more coordinated efforts to prepare future teachers, ensuring a more seamless and supportive experience for students pursuing education careers across the California Community Colleges and CSU systems.



THEME 1: ENHANCING COLLABORATION BETWEEN THE CALIFORNIA COMMUNITY COLLEGES AND CSU



Strengthening partnerships to align goals, share resources, and provide cohesive support structures for students in educator preparation programs. Encouraging cross-institutional collaboration and the sharing of promising practices to create an interconnected network of educators and institutions.

OPPORTUNITIES

- Ongoing meetings ([ACCCTEP](#) and [CCTE](#))
- Local and regional conferences (Teach 4 the Bay, Fresno, Fullerton, etc.)
- Grant Projects (UPLIFT Dialogues, ECE Convenings, etc.)

- ☐ **Establish** collaborative advisory boards to align California Community Colleges and CSU curriculum and support structures.
- ☐ **Combine** state funding for joint professional development focused on educator preparation programs.
- ☐ **Appoint** a key point person, by position, at the CSU and/or the California Community Colleges to manage and build the relationships.
- ☐ **Develop** shared common goals with follow-through actions.
- ☐ **Leverage** local opportunities for California community colleges, CSUs, and local school districts to facilitate communication and resource sharing.
- ☐ **Provide** joint professional development sessions for faculty from both California Community Colleges and CSU to align curriculum and support strategies.
- ☐ **Create** shared digital resources (e.g., curriculum guides, advising materials) accessible to both institutions.
- ☐ **Plan** regular meetings with a shared contact list at each institution.



Pathway to Impact: Fresno and Long Beach Collaborations

To strengthen their Liberal Studies and Education programs, teams from Fresno State and Cal State Long Beach, along with their California Community Colleges partners, are embarking on a collaborative journey to learn from each other and build stronger pathways for future educators. This partnership is rooted in shared goals and a commitment to student success. It began at the Association of California Community Colleges Teacher Education Programs (ACCCTEP) conference in November 2024, where faculty and advisors from both universities engaged in meaningful conversations about their respective programs.

At CCTE, representatives from Fresno State and California State University, Long Beach (CSULB) discussed the similarities and differences between their Liberal Studies programs, including their Integrated Teacher Education Programs (ITEP), diverse student populations, enrollment, connections with California Community Colleges partners, and other opportunities. This initial dialogue sparked a series of essential questions about curriculum alignment, student support, transfer pathways, and, ultimately, stronger relationships. Recognizing the value of these discussions, the teams decided to extend the conversation by involving their California Community Colleges partners and organizing a two-day meeting in Long Beach.

[Click Here to read the whole story](#)

Pathway to Impact: ECE COLLAB Bridges California Community Colleges and CSU to Strengthen Early Childhood Educator Preparation

A statewide collaboration is co-constructing early math curriculum and aligning PK-3 pathways across systems to uplift future educators and support California's youngest learners.

The Early Childhood Education COLLAB is a statewide initiative rooted in collaboration, inclusion, and equity. Its primary goal is to co-construct early literacy and early mathematics curriculum modules aligned with California's new PK-3 educator preparation standards, specifically Standard 7 (Literacy) and Standard 8 (Mathematics).

Designed to promote best practices for all children—linguistically, developmentally and culturally—these modules are a resource for Child Development, Early Childhood, and Early Education faculty across the state. But the effort goes beyond the curriculum.

The COLLAB is also advancing Theme 1: Enhancing Collaboration Between the California Community Colleges and CSU, by fostering deep, cross-institutional partnerships that align goals, share resources, and provide cohesive support structures for students.

[Click Here to read the whole story](#)

THEME 2: PROVIDING EQUITY, ACCESS AND AFFORDABILITY



Prioritizing equitable opportunities for all students, especially those from historically underserved communities, to pursue a career in education.

OPPORTUNITIES

- Dual Enrollment
- Apprenticeships
- Educator Rising (Stanislaus State)
- Open Education Resources
 - [Curriculum Alignment Project – CAP 8](#)
 - [Early Literacy COLLAB](#)
 - [Merlot](#)
 - [Multilingual Learning Toolkit](#)
- Development and Research in Early Mathematics Education ([DREME](#))
- [ARRAYA](#)

- ☐ **Cultivate** shared vision and collective action.
- ☐ **Build** community, relationships and shared language.
- ☐ **Center** accessibility in the educator preparation pathway.
- ☐ **Develop** equity-focused grants and scholarships to support underrepresented students in educator preparation programs.
- ☐ **Expand** dual enrollment options for high school students in diverse communities to get an early start in educator preparation pathways.
- ☐ **Coordinate** California community colleges to CSU campus contacts with students.
- ☐ **Promote** summer transition programs.
- ☐ **Offer** transfer-specific orientations.
- ☐ **Provide** transfer and transition centers at the CSU campuses.
- ☐ **Offer** targeted scholarships and financial aid for students from underrepresented backgrounds in educator preparation programs.
- ☐ **Provide** targeted recruitment strategies.
- ☐ **Develop** outreach programs in high schools and community colleges to encourage students from diverse backgrounds to pursue teaching careers.

- ☐ **Create** flexible pathways, including part-time options and online courses, to accommodate working and nontraditional students.
- ☐ **Identify** admissions officers who can send instructors a notification each semester identifying the transfer students to support a welcoming environment.
- ☐ **Integrate** culturally relevant and sustaining practices that reflect and honor students' lived experiences.

Pathway to Impact: UPLIFT DIALOGUES: A Story of Partnership, Purpose and Possibility

In a state as diverse and dynamic as California, creating a seamless, inclusive path into the field of early childhood education is both a challenge and a calling. That's where the **UPLIFT Dialogues** initiative found its spark—born out of a shared vision to uplift not just future educators, but the communities they serve.

Across 12 CSUs and their California Community Colleges partners, faculty from child development, early childhood education, and education departments came together—not as isolated programs, but as a collective force. Through six powerful sessions held this past year, these intersegmental teams came together around a shared commitment to transforming early educator preparation. Their collaboration was driven by clear, purposeful objectives: to center accessibility, strengthen alignment and continuity across the educator pipeline, cultivate a shared vision and collective action, and build relationships, community, and a shared language. Together, they worked to ensure that equity, access, and quality are not just ideals—but lived, tangible experiences for the next generation of early childhood educators.

The Dialogues were grounded in a deep commitment to prioritizing equitable opportunities, including high-quality clinical practice across California for the students in ECE who bring diverse backgrounds and a wide range of experiences and motivations into the field. Many of these students are first-generation college students, predominantly women of color; many are bilingual or multilingual, reflecting the linguistic diversity of California, which often mirrors the linguistic needs of the children and families they will serve. Recognizing this, the Dialogues worked to break down barriers, build bridges, and center accessibility in educator preparation at every level of their programs and pathways.

What set the UPLIFT Dialogues apart was their innovative, holistic approach.

[Click Here to read the whole story](#)

THEME 3: STRENGTHENING TRANSFER PATHWAYS



Identifying and addressing barriers to teacher preparation, such as financial obstacles, accessibility, and lack of support, to create a more inclusive, integrated, and efficient pathway for future educators.

OPPORTUNITIES

- ADT Review teams
- [Transfer Planner Tool](#)
- Ongoing meetings ([ACCCTEP](#) and [CCTE](#))
- [Cal State Apply](#)
- [CSU Counselor Conference](#)
- [Program Pathway Mapper \(PPM\)](#)
- [California Community Colleges Teacher Preparation Programs](#)

- ☐ **Establish** Transfer Success Pathways and CSU Transfer Planner tools to clarify transfer options.
- ☐ **Examine** the student journey holistically, engaging both faculty and advising staff at California community colleges and CSUs.
- ☐ **Offer** transfer-specific advising and mentorship programs that connect community college students with faculty and peers at receiving institutions.
- ☐ **Establish** clear pathways and communications about certification requirements, testing, and licensure processes from day one of enrollment.
- ☐ **Pilot** and expand accelerated programs that allow students to complete prerequisite courses while pursuing their degrees and credentials.
- ☐ **Standardize** course articulation agreements between California community colleges and CSUs at the system level to ensure transfer credits are recognized: “one to all” articulation.
- ☐ **Expand** Associate Degree for Transfer (ADT) programs specific to educator preparation, ensuring courses and course sequences are accepted by participating partner institutions.
- ☐ **Establish** teaching apprenticeship and residency programs.
- ☐ **Map** the current credentials within the intersegmental pathway and their associated labor market outcomes and work-based learning opportunities.

Pathway to Impact: A Teacher in the Making: How Alia Navigated the California Community Colleges to CSU Pathway

When I met Alia, I was immediately struck by her passion and determination. A single mom from a Latina/Middle Eastern background and a multilingual speaker, Alia always knew she wanted to be a teacher. Her journey began at Long Beach City College, inspired by a discouraging experience in high school math that fueled her desire to become the kind of educator who empowers and uplifts students.

At LBCC, Alia’s path wasn’t always linear. She began as a child development major before switching to elementary education after receiving a call from a counselor at LBCC about the Associate Degree for Transfer (ADT). There, Professor Kaplinsky connected with her early on, providing guidance and encouragement that continues to influence her path today.

While the process took longer than she expected, she left LBCC feeling profoundly prepared. She was a member of the Future Teacher Club, actively engaged in student and peer leadership, and benefited from a strong mentor program. Through the LA Regional Collaborative’s “Teach LA” initiative, she connected with a community of practice that emphasized shared best practices and clear pathways for transfer into teaching.

[Click Here to read the whole story](#)

Pathway to Impact: Opportunity

The Program Pathways Mapper (PPM) empowers students with a dynamic and user-friendly visual roadmap of their academic journey. PPM provides clear, step-by-step guidance from California community colleges to California State University (CSU) or University of California (UC) campuses and beyond. In addition to streamlining transfer pathways, the PPM offers students opportunities for career exploration, enabling them to connect their academic plans with future professional goals. This innovative tool exemplifies the strength of intersegmental collaboration, seamlessly connecting educational opportunities between California Community Colleges and CSU or UC institutions. By increasing transparency and accessibility in transfer and career pathways, the PPM underscores the shared dedication of UC, CSU and California Community Colleges institutions to fostering student success. PPM offers grant funding opportunities that aid institutions in its effective implementation. For more information about the Program Pathways Mapper, visit programmapper.org.

THEME 4: ADDRESSING TEACHER SHORTAGES AND “TEACHER DESERTS”



Tackling California’s teacher shortages by providing resources and support to cultivate and retain a robust, diverse educator workforce.

OPPORTUNITIES

- Learn from successful partnerships
 - Sonoma State and Mendocino College partnership
 - San Diego State and Imperial Valley
 - Fresno State and the College of the Sequoias
- Provide online teacher preparation pathways, courses and programs.
- [CalStateTEACH](#)

- ☐ **Implement** recruitment campaigns targeting teacher deserts.
- ☐ **Provide** tuition reimbursement for educator preparation students who commit to working in underserved areas.
- ☐ **Establish** regional support networks to connect and support teachers in isolated regions.
- ☐ **Promote** coordinated regional marketing campaigns.
- ☐ **Support** seamless collaboration and communication across high schools, California Community Colleges, and CSUs.
- ☐ **Enhance** communication platforms for biannual in-person engagement and sharing of digital information.
- ☐ **Expand** teacher preparation program pathways across California community colleges and CSUs, particularly in underserved areas.
- ☐ **Offer** incentives such as scholarships, stipends, or loan forgiveness for teachers willing to work in high-need regions.
- ☐ **Partner** with local P-12 districts to build a pipeline for students interested in teaching, especially in rural and underserved areas.
- ☐ **Promote** success stories to inspire students.
- ☐ **Develop** and **expand** delivery options for credential programs and education pathways.
- ☐ **Expand** state-funded online bachelor’s degrees for major degree programs that automatically meet subject matter competency for high need areas (PK-3, Special Education, and Science Technology Engineering Mathematics (STEM)).

Pathway to Impact: “None of This Is One of Us”

Through the quiet charm of small Northern California towns, past the valleys and forests, to the river-carved canyon to Covelo, a quiet but powerful movement is growing—a collective effort to transform local education by nurturing the next generation of teachers from within. During a recent trip to Santa Rosa, Ukiah, Willits, and Covelo, the depth and strength of an intersegmental partnership was front and center.

The partnership—including Sonoma State University, Mendocino College, Redwood Coast K-16 Educational Collaborative, P-12 school districts, and tribal communities—is showing what’s possible when systems align with purpose: building pathways for local students to become the next educators, leaders, and changemakers. These collaborations are deeply rooted in the needs and strengths of the communities they serve.

[Click Here to read the whole story](#)

Pathway to Impact: CalStateTEACH Is Addressing Teacher Deserts

Many small and remote districts across California face significant challenges in recruiting qualified teachers. These “teacher desert” regions, where there is a critical shortage of educators, directly impact student success and community stability. CalStateTEACH is helping to address this issue through a robust online program that provides accessible and flexible pathways for aspiring teachers, ensuring that even the most underserved communities can develop and retain their educators.

A key component of this effort is fostering strong intersegmental partnerships. By collaborating with County Offices of Education, local school districts, and community colleges, CalStateTEACH helps create seamless pathways from higher education to the teaching workforce. These partnerships allow candidates—many of whom begin their higher education journey at community colleges—to continue their education and obtain their teaching credentials without having to relocate, ultimately keeping educators in the communities where they are most needed.

[Click Here to read the whole story](#)



THEME 5: LEVERAGING DATA FOR DECISIONS AND EVALUATION



Promoting transparency and data-sharing practices across institutions to improve tracking, establish workforce needs, program evaluation, and decision-making, ultimately enhancing program outcomes.

OPPORTUNITIES

- [EdQ DataView Dashboards and Listening Sessions](#)
- [CSU Data Dashboards](#)
- [Transfer Planner Tool](#)
- [CTC Roadmap to Teaching](#)
- [CSU Think BIG Dashboards](#)
- [Cradle-to-Career dashboard on Teacher Training and Retention](#)
- [California Community Colleges Single Metric Data Dashboard](#)
- [California Community Colleges Cohort Metric Data Dashboard](#)

- ☐ **Promote** Intersegmental local/regional data sharing (transfer student outreach, application, admission, enrollment, persistence, retention, and academic success).
- ☐ **Communicate** shared milestones and target outcomes between California Community Colleges and CSU related to unmet regional workforce needs and goals.
- ☐ **Develop** a feedback loop with students and faculty to refine and improve transfer pathways continuously.
- ☐ **Develop** a data-sharing agreement that is in compliance with Family Educational Rights and Privacy Act (FERPA) to share transcript information to support educator pathways.
- ☐ **Implement** a statewide data-sharing system between California Community Colleges, CSUs, and K-12 districts to track student progress and outcomes.
- ☐ **Conduct** regular program evaluations and collect feedback from students (from both California community colleges and CSU) to inform adjustments and improvements.
- ☐ **Publish** annual reports on partnership outcomes to identify promising practices and highlight successful models for replication.
- ☐ **Implement** annual reports on the outcomes of the California Community Colleges-CSU partnership pilot programs to measure progress.

- ☐ **Utilize** existing data dashboards (see opportunities box) and [recent reports](#) to learn about recommendations, areas for improvement, and successes to leverage.

Pathway to Impact: Registered Apprenticeship Programs

Registered Apprenticeship Programs (RAPs) in teaching have emerged as a promising pathway to address PK-12 educator labor shortages. RAPs offer a high-quality, rigorous path into a profession through an “earn-and-learn” model. Apprentices earn a living wage while learning on the job. Due to their success in bolstering skilled, high-quality workforces in occupations like plumbing, welding, nursing, and early childhood education, a movement is growing nationally to apply the principles and methods of RAPs to the PK-12 education profession.

Earning by Learning: A Toolkit for Developing, Launching, and Sustaining

Registered Apprenticeship Programs (RAPs) in PK-12 Teaching in California equips school districts, county offices of education, teacher preparation programs, labor unions, and other interested partners with the tools, resources, and guidance necessary to develop RAPs in teaching in California. Rooted in data-informed principles and practices, key components include the guiding principles for program design and quality, practical tools and resources, case studies, and a glossary of essential terms. By leveraging this toolkit, stakeholders can create RAPs in teaching that align with California’s existing teacher preparation pathways and contribute to a diverse and effective education workforce.

This project was developed from a multi-stakeholder initiative with leaders in education, labor, research and policy sectors to design, launch and scale PK-12 RAPs in teaching across California. A Working Group of these stakeholders, facilitated by EducationFirst, developed a system for RAPs in teaching that is aligned to a clear vision for PK-12 RAPs in the state: to bolster the existing PK-12 teacher preparation landscape and to reduce the financial burden of earning a teacher certification by layering apprenticeship into the existing teacher preparation pathways: residency, traditional, integrated undergraduate and intern.

[Click Here to read the whole story](#)

THEME 6: EXPANDING STUDENT SUPPORTS AND SERVICES



Establish an active partnership through student service supports at both the California Community Colleges and CSU, incorporating comprehensive advising to coordinate efforts and address barriers from application through enrollment phases.

OPPORTUNITIES

- [Transfer Planner Tool](#)
- [Cal State Apply](#)
- [CSU Counselor Conference](#)

- ☐ **Develop** a centralized advising system that provides clear guidance on pathway requirements, milestones, and timelines.
- ☐ **Develop** intentional advising and student support structures that go across the California Community Colleges and CSU.
- ☐ **Create** and nurture a cohesive resources transfer admission process that includes the [Transfer Planner Tool](#), scheduled messaging, and enrollment support throughout the hand-off process.
- ☐ **Develop** a “tagging” system to identify students interested in educator preparation programs for counselor and advisor notifications and follow-through.
- ☐ **Provide** opportunities for California Community Colleges and CSU counselors and advisors to foster a culture of collaboration between systems.
- ☐ **Promote** supportive pathways with peer mentorship programs, “program navigators,” and other student success personnel to help guide students across systems.
- ☐ **Review** advising structures for transfer students to streamline the process.
- ☐ **Expand** and integrate Transfer Centers at both the California Community Colleges and CSU with a full repository of required matriculation and program information.

Pathway to Impact: “None of This Is One of Us”

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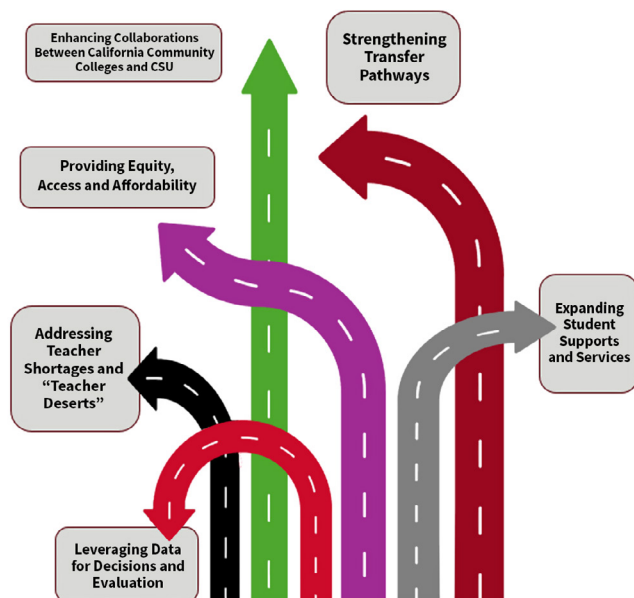
People and Relationships Powering the Work

The heart of this initiative’s success lies in its dedicated team. Paula Lane, a longtime advocate and leader in the Sonoma State Liberal Studies and credential programs, brings continuity, connection, and passion to the project. Everywhere she goes, people come up to her and hug her with a smile on their faces. Rhianna Henry Casesa leads both the residency and bilingual education efforts, fostering a warm and encouraging environment by connecting with residents in Spanish about their teaching. Rebecca Montes of Mendocino College helps build seamless transfer pathways from community college to university, smiling as she shares stories of students’ successes.

[Click Here to read the whole story](#)



GETTING STARTED



I AM INTERESTED, WHAT SHOULD I DO FIRST?

- Review the Six Themes and think about how they might apply to your program, your community, and your local and regional partners.
- Reach out to potential local and regional partners and have informal meetings about the possibilities for a consortium or partnership.
- Brainstorm your assets and deficits.
- Think about ways the entities could work together.

I HAVE AN IDEA FOR A PARTNERSHIP

- Have a second or third meeting with partners to nourish the relationship.
- Learn about opportunities.
- Identify and plan for potential barriers.
- Examine existing partnerships to strengthen this initiative.
- Identify key positions for each partner and build relationships.
- Determine the goals of a partnership collaboratively.
- Develop a shared mission.
- Select one of the themes from the toolkit and work on two or three of the related items.

THE PARTNERSHIP IS GROWING, AND THE RELATIONSHIPS ARE GETTING STRONGER

- Bring internal key players into the conversation: (e.g., include involvement of and review by staff in institutional effectiveness, transfer centers, articulation, instruction, and student services to flag potential process and implementation issues, not just program faculty, senior administration and/or legal/finance representatives).
- Identify a key point person on both campuses (California community colleges and CSU) to track success and navigate barriers (identify by position).
- For a regional consortium model invite external stakeholders to partner and participate (e.g., regional and county economic development departments and groups, local unified school districts and county office of education, perhaps California Competes, an organization focused on higher education and workforce development in the state).
- Research existing data sources to drive a regional needs assessment for a collective understanding of the workforce situation.
- Identify advisors and counselors for all the partners.
- Revisit the theme and the checklist.
- Add more items from another theme.

SUSTAINING THE PARTNERSHIP

- Complete a landscape scan: identify the in-demand pathway of focus and the specific student population(s) you want to bring into the pathway by understanding and analyzing your local community, labor market, and data.
- Map the current credentials within the pathway and their associated labor market outcomes, work-based learning opportunities, and holistic supports to identify gaps and assets.
- Share ideas that are action-oriented—listen to the partners.
- Formalize a pathway plan with a Memorandum Of Agreement (MOA)/Memorandum Of Understanding (MOU): including an evaluation plan (qualitative and quantitative data to inform future iterations).
- Identify audiences, outreach, and marketing options; communicate the value proposition and possible on- and off-ramps to the pathway.
- Implement a communication plan.
- Plan and share responsibility for ongoing meetings.
- Revisit the six themes regularly to support a continuous improvement cycle.

REPORTS

These reports and resources were used to guide themes and opportunities.



- [California's Teacher Education Deserts \(PDF\)](#)
- [California's Teacher Education Deserts \(website\)](#) University of California Los Angeles (UCLA) School of Education Center for the Transformation of Schools, May 7, 2024. This study profiles nine rural border counties in California that have limited access to Teacher Education Programs.
- [California Community Colleges Teacher Preparation Programs](#) Building regionally aligned teacher preparation programs to recruit, train, and support teachers, and ameliorate critical teacher shortages in high need areas.
- [California Community Colleges and CSU Collaboration in Teacher Preparation](#) Document/letter from February 2019
- [California Community Colleges-CSU Transfer Collaborative \(CSU San Marcos\)](#) The California Community Colleges-CSU Transfer Collaborative aspires to develop a national model for transfer success. In partnership with K-12, the Collaborative aims to make transfer to a CSU an attainable option for all California students.
- [California Community Colleges ADT - Associate Degrees for Transfer](#) California Community Colleges page
- [California Community Colleges-CSU - Associate Degree for Transfer](#) CSU page
- [CSU TMC list](#) CSU Transfer Model Curriculum Information
- [College Futures Foundation Supported California State University - California Community College Transfer Partnerships: A Retrospective Look](#), February 2024
- [Legislative Analyst Office](#) Report March 29, 2024 Evaluation of the California Community College Teacher Credentialing Partnership Pilot Program.
- [Policy Analysis California Education \(PACE\) Intersegmental Partnerships and Data Sharing Brief](#) This brief shares lessons and highlights promising practices from intersegmental partnerships across California.
- [The PACE Intersegmental Data Partnership Resource Guide](#) The guide presents the critical components of effective regional efforts around data sharing and use, with tools to dive deeper into specific factors within each of these components.
- [Strengthening California's Transfer Pathway](#) California's higher education system depends heavily on community colleges. California enrolls a much larger share of recent high school graduates in community colleges than other states—but is near the bottom when it comes to enrolling in four-year colleges and universities. Transferring to four-year institutions thus plays a vital role in boosting the number of bachelor's degree holders in the state

and strengthening the economic security of California workers. In this study, we analyze current transfer trends and identify opportunities for improving transfer rates.

- [What makes a college welcoming to transfer students?](#) September 30, 2024

RESOURCES



California Community Colleges Teacher/Educator Pathway Groups and Intersegmental Partnership Opportunities

- [AACTE](#) American Association of Colleges for Teacher Education
- [ACCCTEP](#) Association of California Community Colleges Teacher Education Programs
- [California Community Colleges TPP](#) California Community Colleges Teacher Preparation Programs
- [California Community Colleges ECE](#) California Community College Early Childhood Educators
- [CCTE](#) California Council on Teacher Education
- [CSU Counselor Education Conferences](#)
- [CSU Equity and Excellence Certificate Program](#) offered through CTEPP (Center for Transformational Educator Preparation Programs)
- [CalStateTEACH](#) CSU's systemwide online teacher preparation program
- [Earning by Learning](#) A Toolkit for Developing, Launching, and Sustaining Registered Apprenticeship Programs (RAPs) in PK-12 Teaching in California
- [PEACH](#) Partnerships for Education, Articulation, and Coordination through Higher Education
- [Promising Models for Preparing a Diverse, High-Quality Early Childhood Workforce in California](#) This brief offers practitioners and policymakers an opportunity to learn from promising programs that recruit and prepare racially, ethnically, culturally, and linguistically diverse cohorts of educators to teach in programs serving children birth to age five in California—a state that is actively considering investments to further develop its ECE workforce.
- [Teach for California](#) The **TEACH California** website is the California Department of Education's (CDE) primary web effort for recruiting individuals to the teaching profession.
- [Teach for the Bay](#) Teach for the Bay is a consortium of community college-based Teacher Preparation Programs in the San Francisco Bay Area. Our primary goal is to increase the number of future teachers transferring from a community college through the provision of resources, courses, and support. This regional joint venture is funded by the Bay Area Community College Consortium with Strong Workforce funds from the California Community College Chancellor's Office.

- [Teacher Preparation Programs in California](#) California Community Colleges are building and expanding teacher preparation programs. Through constructing regionally aligned teacher preparation programs the system aims to recruit, train, and support teachers and ameliorate critical teacher shortages in high-need areas.

OPPORTUNITIES

- ADT Review teams
- Apprenticeships
- [ARRAYA](#)
- [California Community Colleges Teacher Preparation Programs](#)
- [Cal State Apply](#)
- [CalStateTEACH](#)
- [California Community Colleges Cohort Metric Data Dashboard](#)
- [California Community Colleges Single Metric Data Dashboard](#)
- [Cradle-to-Career Dashboard](#)
- [CSU Counselor Conference](#)
- [CSU Data Dashboards](#)
- [CSU Think BIG Dashboards](#)
- [CTC Roadmap to Teaching](#)
- [Curriculum Alignment Project - CAP 8](#)
- [DREME](#)
- Dual Enrollment opportunities
- [Early Literacy COLLAB](#)
- [EdQ DataView Dashboards](#)
- Grant Projects
- Learn from other successful partnerships
- Local and regional conferences [Merlot](#)
- [Multilingual Learning Toolkit](#)
- Ongoing meetings and conferences ([ACCCTEP](#) and [CCTE](#))
- Open Education Resources
- [Program Pathway Mapper](#)
- Provide online teacher preparation pathways, courses, and programs
- [Transfer Planner Tool](#)

AMPLIFY GREAT WORK (ARTICLES, NEWS ITEMS, AND MORE)

[25-year CSU and Community College Partnership Helps Prepare More Teachers for California's Workforce](#)

By Hazel Kelly
1/21/2025

[CSULB, community colleges build on 25-year partnership to tackle shortage of nurses, teachers](#) (Cal State Long Beach)

By Wendy Thomas Russell
1/23/2025

[Sonoma State nets more than \\$5 million in federal education grants](#) (Sonoma State)

October 3, 2024

[Record number of high schoolers enroll in SSU Education class](#) (Sonoma State)

February 18, 2025

[National Conference Reinforces Commitment for Aspiring Educators](#) (Stanislaus State)

August 09, 2024



PATHWAYS TO IMPACT

Pathways to Impact are compelling stories and narratives that illustrate how a particular theme comes to life in real-world contexts by highlighting a partnership, a student story, or a process. They showcase tangible ways to address key aspects of a theme, demonstrating actionable steps and progress toward meaningful change. In the context of intersegmental partnerships between California Community Colleges and California State Universities (CSU), these narratives highlight successful strategies for growing and supporting future educators. These Pathways to Impact serve as an idea generator for building stronger teacher pipelines and fostering impactful partnerships.



FRESNO AND LONG BEACH COLLABORATIONS: HIGHLIGHTING THEME 1



CSULB: Nat Hansuvadh and Rebecca Bustamante, Gabriel Rodriguez, and Nancy De Haro, **CSU Fresno:** Fred Nelson, Selena Van Horn and Patricia Lane, **Santa Ana College:** Steve Bautista, **College of the Sequoias:** Victoria Rioux, **Lemoore College:** Shannon Turmon, **CSU Chancellor's Office:** Hilary Seitz

To strengthen their Liberal Studies and Education programs, teams from Fresno State and Cal State Long Beach, along with their California Community College partners, are embarking on a collaborative journey to learn from each other and build stronger pathways for future educators. This partnership is rooted in shared goals and a commitment to student success. It began at the California Council on Teacher Education (CCTE) conference in November 2024, where faculty and advisors from both universities engaged in meaningful conversations about their respective programs.

At CCTE, representatives from Fresno State and California State University, Long Beach (CSULB) discussed the similarities and differences between their Liberal Studies programs, including their Integrated Teacher Education Programs (ITEP), diverse

student populations, enrollment, connections with California Community Colleges partners, and other opportunities. This initial dialogue sparked a series of essential questions about curriculum alignment, student support, transfer pathways, and, ultimately, stronger relationships. Recognizing the value of these discussions, the teams decided to extend the conversation by involving their California Community Colleges partners and organizing a two-day meeting in Long Beach.

The meeting brought together key stakeholders from Fresno/Tulare County (Fresno State, Fresno City College, College of the Sequoias, and Lemoore College), Long Beach area (Cerritos College, Golden West College, and Long Beach City College), and Santa Ana College. The meetings were held at a variety of locations, including Cerritos College, Golden West College, and CSULB. Each location supported meals and conversations, questions, and idea generation. The Fresno team's travel was made possible through funding from the Fresno President's Commission. The discussions centered on key topics such as the GE and Major Course Pathway, Dual Enrollment, ITEP pathways and partnerships, Liberal Studies coursework, California Community Colleges - CSU partnerships, and the PAVE Toolkit (Pathways for Advancing Visionary Educators) - a toolkit to support California Community Colleges and CSU partnerships with actionable themes to create a more seamless transition for future educators and to promote lasting positive impacts on the teaching profession in California.

A significant outcome of the meeting was the deepened relationship between Fresno and Long Beach State teams, which includes their California community college partners. The teams recognized the importance of working together rather than in competition, fostering a collaborative environment where all voices are valued. As Selena Van Horn (CSULB Liberal Studies Chair) noted, "When we work together, we grow." Victoria Rioux echoed this sentiment, emphasizing the importance of ongoing conversations: "These meetings need to be ongoing—we feel valued, and everyone has a voice. We are able to have depth in our conversations, discuss regular practices, and we aren't competitive."

Looking ahead, the teams wondered about ways to sustain and systematize these conversations. Potential next steps include:

- Formalizing regular meetings with defined topics and themes
- Keeping groups small to ensure active participation
- Identifying partners with shared areas of focus
- Establishing a monthly listserv for communication
- Developing Memoranda of Understanding (MOUs) to solidify commitments
- Creating a Community of Practice (CoP) or Networked Improvement Community (NIC) to foster ongoing collaboration

This partnership between Fresno State, Long Beach State, and their California Community Colleges partners is a powerful example of how institutions can work together to improve education pathways. By continuing to share ideas, build relationships, and advocate for future educators, they are laying the groundwork for a stronger, more connected teacher preparation system in California.

ECE COLLAB BRIDGES CALIFORNIA COMMUNITY COLLEGES AND CSU TO STRENGTHEN EARLY CHILDHOOD EDUCATOR PREPARATION: HIGHLIGHTING THEME 1



Cal Poly Pomona: Marisol Diaz, Fresno City College: Raquel Ochs, CSU Channel Islands: Aura Pérez-González, Cañada College: Kristina Brower, CSU Sonoma: Ayesha Rabadi-Raol, CSU Fresno: Lindsay Meeker, CSU Chancellor's Office: Hilary Seitz, CSU Fullerton: Christa Greenfader and Madeleine Mejia, CalStateTEACH: Rebecca Chirchick, El Camino College: Janice Jefferis

A statewide collaboration is co-constructing early math curriculum and aligning PK-3 pathways across systems to uplift future educators and support California's youngest learners.

The Early Childhood Education COLLAB is a statewide initiative rooted in collaboration, inclusion, and equity. Its primary goal is to co-construct early mathematics curriculum modules aligned with California's new PK-3 educator preparation standards, specifically Standard 7 (Literacy) and Standard 8 (Mathematics).

Designed to promote best practices for all children—linguistically, developmentally, and culturally—these modules are a resource for Child Development, Early Childhood, and Early Education faculty across the state. But the effort goes beyond curriculum.

The COLLAB is also advancing Theme 1: Enhancing Collaboration Between California Community Colleges and CSU, by fostering deep, cross-institutional partnerships that align goals, share resources, and provide cohesive support structures for students.

Key efforts include:

- **Collaborative advisory boards** that bring California Community Colleges and CSU faculty together to align curriculum and support strategies.
- **Appointing point people** at both California Community Colleges and CSUs to build and manage relationships between institutions.
- **Developing shared goals** with actionable next steps to create sustainable pathways.
- **Facilitating communication and resource sharing** between California Community Colleges, CSUs, and local school districts.
- **Hosting joint professional development** sessions to align pedagogy and support strategies.
- **Creating shared digital tools** such as curriculum guides and advising materials for use across both systems.

MOVING FORWARD

The ECE COLLAB is more than a project—it's a model for cross-system collaboration that uplifts educators, aligns standards, and ensures California's youngest learners receive high-quality, culturally responsive instruction from the very start.

As these curriculum modules and partnerships continue to grow, the COLLAB invites more California Community Colleges and CSU campuses to join the movement—**co-creating a future where every early childhood educator is supported, and every child is seen, valued, and ready to thrive.**

UPLIFT DIALOGUES: A STORY OF PARTNERSHIP, PURPOSE, AND POSSIBILITY: HIGHLIGHTING THEME 2

In a state as diverse and dynamic as California, creating a seamless, inclusive path into the field of early childhood education is both a challenge and a calling. That's where the **UPLIFT Dialogues** initiative found its spark—born out of a shared vision to uplift not just future educators, but the communities they serve.

Across twelve CSUs and their California Community College partners, faculty from child development, early childhood education, and education departments came together—not as isolated programs, but as a collective force. Through six powerful sessions held this past year, these intersegmental teams came together around a shared commitment to transforming early educator preparation. Their collaboration was driven by clear, purposeful objectives: to center accessibility, strengthen alignment and continuity across the educator pipeline, cultivate a shared vision and collective action, and build relationships, community, and a shared language. Together, they worked to ensure that equity,



Front row: Marie Jones, Megan Pronovost, Lindsay Meeker, Elaine Correa, Annie Watson, **Second row:** Vanessa Kern, Raquel Ochs, Ana Soltero Lopez, Pei-Ying Wu, Edan Haywood-Bird, Anna Catalan, Alice Hale, Hilary Seitz, Pia Wong, Nicki Backlar, Lasisi Ajayi, Gail Walton, Lisa Jackson, Reshon Moutra, **Back row:** Heather Horsley, Maria Fusauro, Megan Kaplinsky, Becky Roth, Jenn Pierson, Denise Kennedy, Rosie Ordonez-Jasis, Laura Keisler, Ruth Piker, Christina Laney, Michelle Gallo, Jenny Chiappe, Katina Edwards, Kim Radmacher, Char Moffit, **UPLIFT Team members:** CSU Bakersfield, Butte College, Cal Poly Pomona, CSU Chico, CSU Fresno, Fresno City, College Chabot College, El Camino College, CSU Long Beach, CSU Fullerton, Cerritos College, San José State, CSU Dominguez Hills, Taft College

access, and quality are not just ideals—but lived, tangible experiences for the next generation of early childhood educators.

The Dialogues were grounded in a deep commitment to prioritizing equitable opportunities, including high-quality clinical practice across California for the students in ECE who bring diverse backgrounds and a wide range of experiences and motivations into the field. Many of these students are first-generation college students, predominantly women of color; many are bilingual or multilingual, reflecting the linguistic diversity of California, which often mirrors the linguistic needs of the children and families they will serve. Recognizing this, the Dialogues worked to break down barriers, build bridges, and center accessibility in educator preparation at every level of their programs and pathways.

What set the UPLIFT Dialogues apart was their innovative, holistic approach. Participants engaged in play-based learning as both a method and a metaphor—embracing early childhood pedagogy not only as content to be taught, but also as a model for how adults can learn, connect, and grow.

Together, the teams:

- **Refined recruitment and retention strategies** to help ensure that early childhood educators from all backgrounds could see themselves—and thrive—within CSU and California community college programs.

- **Designed a detailed framework for high-quality PK–3 clinical practice**, emphasizing robust support for multilingual learners and continuity across various educational settings.
- **Built a statewide PK–3 ECE Teacher Education Network**, creating space for the vibrant exchange of ideas, tools, and innovations across regions and institutions.

Perhaps most significantly, UPLIFT Dialogues nurtured something both subtle and powerful: meaningful relationships, a unified sense of purpose, and a common language. By building stronger alignment throughout the preparation pipeline and fostering lasting connections among faculty, the initiative laid the groundwork for enduring change that extends beyond any individual campus, college, or semester.

Ultimately, the UPLIFT Dialogues became more than a series of meetings. They are emerging as a powerful catalyst for change—a model of how intersegmental collaboration can create a more inclusive, coherent, sustainable, and inspiring future for early childhood education in California.

It reminded us that when we come together with clarity of purpose and openness of heart, we don't just build better programs—we build pathways, communities, and futures worth uplifting.

A TEACHER IN THE MAKING: HOW ALIA NAVIGATED THE CALIFORNIA COMMUNITY COLLEGES TO CSU PATHWAY: HIGHLIGHTING THEME 3



Alia and Megan

When I met Alia, I was immediately struck by her passion and determination. A single mom from a Latina/Middle Eastern background and a multilingual speaker, Alia always knew she wanted to be a teacher. Her journey began at Long Beach City College (LBCC), inspired by a discouraging experience in high school math that fueled her desire to become the kind of educator who empowers and uplifts students.

At LBCC, Alia's path wasn't always linear. She began as a child development major before switching to elementary education after receiving a call from a counselor at LBCC about the Associate Degree for Transfer (ADT). There, Professor Kaplinsky connected with her early on, providing guidance and encouragement that continues to influence her path today.

While the process took longer than she expected, she left LBCC feeling profoundly prepared. She was a member of the Future Teacher Club, actively engaged in student and peer leadership, and benefited from a strong mentor program. Through the Los Angeles Regional Collaborative's "Teach LA" initiative, she connected with a community of practice that emphasized shared best practices and clear pathways for transfer into teaching.

That seamless collaboration continued at California State University, Long Beach (CSULB), where Alia enrolled in the Urban Teaching Academy (UTEACH) through the UTEACH pathway. Though life circumstances caused a brief delay, she persisted, majoring in Liberal Studies and completing her multiple subjects credential.

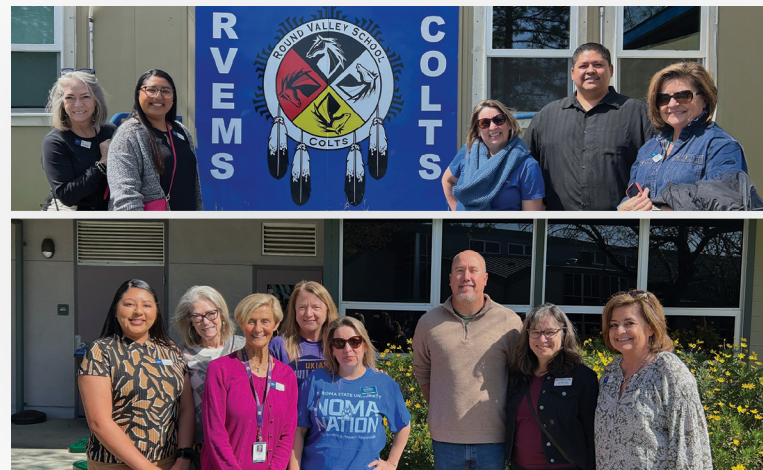
As a student ambassador, Alia played an active leadership role and benefited from the support of the Teacher Preparation Advising Center (TPAC), now the College of Education (CED) Student Success and Advising Center. This one-stop resource provided advising, credential guidance, and placement support—many of its advisors even made regular visits to LBCC and local high schools, facilitating a smoother transition to CSULB.

Despite challenges, including financial strains when the Golden State Teachers Grant was cut and barriers posed by state testing, Alia never lost sight of her goals. Today, she works at Disneyland, supporting educational STEM field trips for K-12 students—a full-circle moment in her lifelong dream to inspire young learners.

Her story is a testament to how aligned pathways, proactive advising, and cross-campus collaboration between California Community Colleges and CSU can empower future educators, particularly those from diverse and non-traditional backgrounds.

"NONE OF THIS IS ONE OF US": HIGHLIGHTING THEMES 4 AND 6

Through the quiet charm of small Northern California towns, past the valleys and forests, to the river-carved canyon to Covelo, a quiet but powerful movement is growing—a collective effort to transform local education by nurturing the next generation of teachers from within. During a recent trip to Santa Rosa, Ukiah, Willits, and Covelo, the depth and strength of an intersegmental partnership was front and center.



Sonoma State: Paula Lane and Rhianna Casesa and Elise Green, Jen Bevington Round Valley, **Principal:** Joe Dukepoo, **Ukiah Elementary School Sonoma State:** Paula Lane and Rhianna Casesa and Elise Green, Jen Bevington, **Ukiah School District Superintendent:** Deb Kubin, **Principal:** Jim Evans, **Ukiah District Board Member and Sonoma State Residency Supervisor:** Carolyn Johnson, **CSU Chancellor's Office:** Hilary Seitz

The partnership—including Sonoma State University, Mendocino Community College, Redwood Coast K-16 Educational Collaborative, P-12 school districts, and tribal communities—is showing what's possible when systems align with purpose: building pathways for local students to become the next educators, leaders, and changemakers. These collaborations are deeply rooted in the needs and strengths of the communities they serve.

People and Relationships Powering the Work

The heart of this initiative's success lies in its dedicated team. Paula Lane, a longtime advocate and leader in the Sonoma State Liberal Studies and credential programs, brings continuity, connection, and passion to the project. Everywhere she goes, people come up to her and hug her with a smile on their faces. Rhianna Henry Casesa leads both the residency and bilingual education efforts, fostering a warm and encouraging environment by connecting with residents in Spanish about their teaching. Rebecca Montes of Mendocino College helps build seamless transfer pathways from community college to university, smiling as she shares stories of students' successes.

The K-16 Collaborative plays a central role, Dean Laura Alamillo-Education, Counseling and Ethnic Studies, and Dean Elizabeth Wade-College of Science, Technology and Business, are both Co-PIs for the Redwood Coast K-16 Collaborative and Jen Delgadillo Bevington, director, serving as a connector, supporting and nurturing relationships, coordinating experiences, and aligning funding. The K-16 Collaborative helps facilitate accessible classes (offered in the evenings and on Saturdays locally), supports teacher residencies, and streamlines braided funding, including state-supported teacher grants, to make education more accessible

for aspiring teachers. This approach ensures that those who already know the students, culture, and language of their communities are the ones leading classrooms.

Round Valley Indian Reservation Schools: Growing Teachers from the Heart of the Community

In Covelo, centered in the heart of Round Valley, home of the Mustangs and Colts, the mission is clear: grow teachers who know the culture, the people, and the land. In the elementary school, teacher residency students are not just learning, they're helping to preserve the Yuki and Wailacki languages, working hand-in-hand with the principal and superintendent to support students and help strengthen the community.

Through the Sonoma State/Mendocino College/Round Valley Unified School District partnership, there will soon be classes offered in Covelo in a dedicated classroom, making it possible for students like Stephanie (online CSU learner) to learn without leaving home. "Having Mendo on campus here in Covelo is amazing," she says. Next year, a cohort from Covelo will take some classes at the school and will travel by van together to Ukiah on Saturdays to complete their programs—another sign of how access is being reimagined.

Key to this work is Otaka Redhawk, a beloved community member and K-16 Collaborative staff member who supports local students every step of the way. Redhawk also works for Mendocino College, hosting cultural events to connect students with Zoom classes and dual enrollment opportunities. She serves as a vital bridge. "People like to be in person," she says. "They don't really use email. I'm here to help." She is the heart of the intersegmental pipeline in Covelo.

Angelica, a future resident teacher, puts it best: "I grew up here. I used to hide behind my mom... Now I'm a leader, and I couldn't have done it without all of their help."

Ukiah and Mendocino College: A Model of Seamless Support

The community affectionately refers to Mendocino College in Ukiah as "Mendo." A decades-long partnership with Sonoma State has produced a robust pipeline—from associate degrees to Liberal Studies Bachelor of Arts (B.A.) to Multiple Subject Credentials—all offered on-site in Ukiah. Key to this segment of the partnership is Rachel Donham, a Sonoma State University and Mendo college faculty member who also serves as Advisor to the Liberal Studies program and an instructor in the credential program.

The residency program is thriving: in its first year, 100% of residents were hired by local schools, many

in classrooms where credentialed teachers had long been absent. Ukiah Unified Superintendent Deb Kubin reflected on how significant this is: "In the past, some students didn't see a credentialed teacher until 3rd or 4th grade."

The team visited Grace Hudson Bilingual School, where Principal Jim Evans shared his journey. A product of the local system himself, Jim attended Mendo, completed his degree at Sonoma State in Ukiah, and now leads the school where his children attended. "We're not bringing the expertise here—we're leveraging the expertise we already have here," he says.

Residency students don't just learn—they inspire. Mentor teachers rediscover best practices, often "relearning" through collaborative work on Teaching Performance Assessments. "It's a give and take," says one mentor teacher. "We work together at our school."

Culturally Rooted, Locally Grown

The impact is especially clear when students from local communities enter the teacher pipeline and remain in the regions they call home. They bring more than credentials—they bring cultural understanding, language proficiency, and a strong sense of belonging. Many are also earning bilingual authorizations, reinforcing a culturally sustaining pedagogy that reflects and respects their students' identities.

These partnerships are doing more than preparing teachers—they are nurturing a new generation of community leaders.

This is not just a story about growing teachers—it's a story of **growing hope**, right where it's needed most. Through authentic, intersegmental partnerships, these communities are building an educator workforce that reflects, understands, and uplifts the people it serves.

CalStateTEACH IS ADDRESSING TEACHER DESERTS: HIGHLIGHTING THEME 4

Many small and remote districts across California face significant challenges in recruiting qualified teachers. These "teacher desert" regions, where there is a critical shortage of educators, directly impact student success and community stability. CalStateTEACH is helping to address this issue through a robust online program that provides accessible and flexible pathways for aspiring teachers, ensuring that even the most underserved communities can develop and retain their educators.

A key component of this effort is fostering strong intersegmental partnerships. By collaborating with County Offices of Education, local school districts, and community colleges, CalStateTEACH helps create seamless pathways from higher education to the teaching workforce. These partnerships allow candidates—many of whom begin their higher education journey at community colleges—to continue their education and obtain their teaching

credentials without having to relocate, ultimately keeping educators in the communities where they are most needed.

A review of CalStateTEACH's candidate demographics further highlights its impact. Approximately 25% of new candidates have attended a California community college, demonstrating the program's ability to support students transitioning from two-year institutions to teacher credentialing pathways.

CalStateTEACH's recruitment efforts are multifaceted. Beyond job fairs, the program reaches out directly to superintendents of small districts, strengthening word-of-mouth referrals from principals who recognize the value of the program. These districts are always in search of dedicated teachers, and personal connections and relationships play a significant role in guiding individuals toward these opportunities.

Looking ahead, CalStateTEACH is eager to expand its reach. The program is open to participating in additional recruitment events across California's most remote regions, ensuring that no community is left without access to high-quality teacher preparation.

Through strategic engagement and relationship building with intersegmental partners, targeted outreach, and a commitment to educational equity, CalStateTEACH continues to play a vital role in addressing teacher shortages across California's most underserved areas. By providing accessible and flexible online pathways to teaching, the program is helping to transform teacher deserts into thriving educational landscapes where students have the opportunity to succeed, and local communities can grow their own educators.

REGISTERED APPRENTICESHIP PROGRAMS (RAPs): HIGHLIGHTING THEME 5

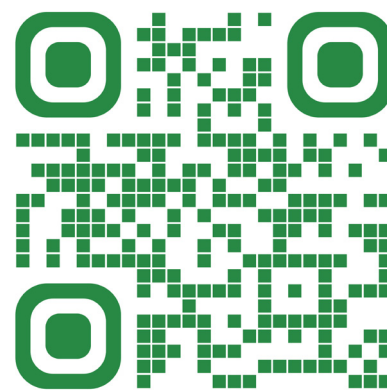
Registered Apprenticeship Programs (RAPs) in teaching have emerged as a promising pathway to address PK-12 educator labor shortages. RAPs offer a high-quality, rigorous pathway into a profession through an "earn-and-learn" model. Apprentices earn a living wage while learning on the job. Due to their success in bolstering skilled, high-quality workforces in occupations like plumbing, welding, nursing and early childhood education, a movement is growing nationally to apply the principles and methods of RAPs to the PK-12 education profession.

[Earning by Learning: A Toolkit for Developing, Launching and Sustaining Registered Apprenticeship Programs \(RAPs\) in PK-12 Teaching in California](#) equips school districts, county offices of education, teacher preparation programs, labor unions and other interested partners with the tools, resources and guidance necessary to develop RAPs in teaching in California. Rooted in data-informed principles and practices, key components include the guiding principles for program design and quality, practical tools and resources, case studies, and a glossary of essential terms. By leveraging this toolkit, stakeholders can create RAPs in teaching that

align with California's existing teacher preparation pathways and contribute to a diverse and effective education workforce.

This project was developed from a multi-stakeholder initiative with leaders in education, labor, research and policy sectors to design, launch and scale PK-12 RAPs in teaching across California. A Working Group of these stakeholders, facilitated by EducationFirst, developed a system for RAPs in teaching that is aligned to a clear vision for PK-12 RAPs in the state: to bolster the existing PK-12 teacher preparation landscape and to reduce the financial burden of earning a teacher certification by layering apprenticeship into the existing teacher preparation pathways: residency, traditional, integrated undergraduate and intern.

- Consider this impactful opportunity to add a PK-12 RAP to an existing teacher preparation program.
- Consider the opportunity to leverage the employees of the unified school district who might be interested in upskilling to a teaching credential through a PK-12 RAP.
- Consider the community college's expansive adult learner population as an opportunity to expand the current intersegmental pathway's talent pool through a PK-12 RAP.



Visit the Website

[CSU Educator and Leadership Programs](#)

[Chancellor's Office Education Sector Programs](#)