# Vision 2030 — Level 3

Advancing the Goals and Strategic Directions Through Actions and Activities

Vision 2030 has three goals — **Equity in Success, Equity in Access** and **Equity in Support** — and three strategic directions: **Equitable Baccalaureate Attainment, Equitable Workforce and Economic Development, and Generative Artificial Intelligence (AI).**

As the California Community Colleges advances Vision 2030, we continue to build out and develop activities to guide field practice, remove barriers, foster policy reform and support implementation across our 116 community colleges. The Chancellor's Office is focusing on providing colleges with support through four spheres of engagement: **people, systems, policy and resources.**
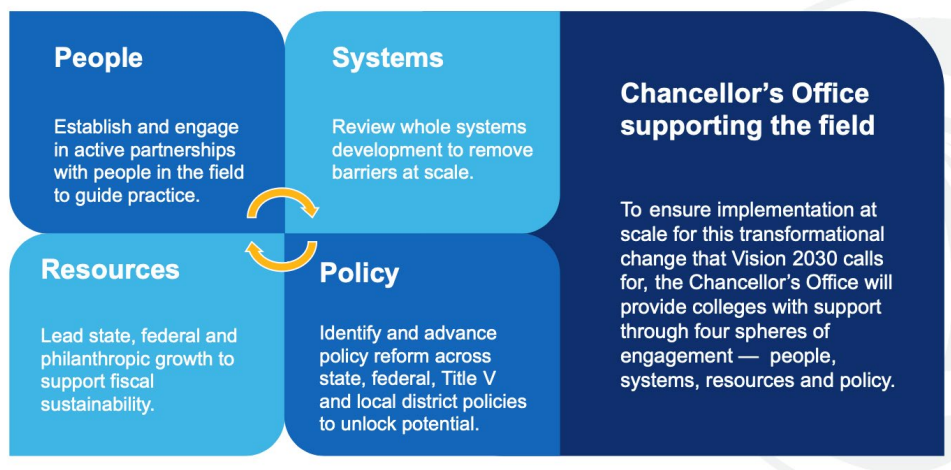
This document provides additional descriptions and details of activities that are already under way or that will be phased in to support successful implementation of the Vision 2030 framework that the California Community Colleges Board of Governors approved in September 2023. Level 3 signals at a high level the intended policy reforms, regulatory changes, innovations, and other strategies and tactics needed for Vision 2030 to achieve the transformational changes envisioned for our students and the well-being of our state. It will serve as a reference point for detailed implementation with the input from partners in the participatory governance process. The document is not intended to exhaustively reflect all the programs and efforts colleges have undertaken to advance the values and goals of the Vision 2030 framework.

Vision 2030 Demonstration Projects:

To foster innovation, community colleges across the state are partnering with the Chancellor's Office to launch demonstration projects, which will begin bringing these resources to students. These living examples of Vision 2030's impact have already started to expand pathways for more credit opportunities through apprenticeships, access for students earning lower incomes, veterans and more. The statewide demonstration projects include:

- Central Valley Transfer Demonstration Project.
- Credit for Prior Learning (CPL).
  - Mapping Articulated Pathways (MAP).
  - Scaling Credit for Prior Learning.*
- Mental Health Veterans.*
- Common Cloud Data Platform Demonstration Project.
- Pathways for Adults with Low Incomes.
  - United Domestic Workers.
  - United Healthcare Workers.*
  - AgTec Workforce Initiative.*
- Apprenticeship Pathways Demonstration Projects.
- Rising Scholars Pathways Demonstration Project.*
- Educator Pipeline.*
- Health Care Demonstration Project.
  - Nursing Workforce Development.*
  - Mental Health Workforce Development.*

(* indicates pending)

Many activities to advance Vision 2030 are already under way, while at the same time we continue to plan for phased implementation over the next three to four years. Ongoing evaluation of demonstration projects will provide insights into the potential for broader implementation of programmatic successes through increased investments, policy changes, partnerships and innovations.

Vision 2030 Actions and Activities

The following activities further Vision 2030 actions that will help achieve the goals of greater equity and academic accessibility for our students and communities.

1. Enacting equity-centered policies, procedures and actions

The foundation of a successful, impactful experience for our students begins with their ability to access all that our colleges have to offer. That has not always been the case for specific student communities, and we can and will work to ensure that we enact all Vision 2030 actions, policies and procedures centering equity and inclusion and dismantling prejudice and racism. We will continue or begin the following activities over time:

1A. Implement the Diversity Equity Inclusion and Accessibility Strategic Plan, which continues work on faculty diversification — a key student equity strategy focused on empowering our faculty and staff.

1B. Expand representation matters professional development webinar series for a broad range of affinity-based system stakeholders.

1C. Update Equal Employment Opportunity (EEO) handbooks and toolkits every three years.

1D. Showcase high-impact EOO Innovative Best Practices and Culturally Responsive pedagogy and practices awardees.

1E. Support alignment of district and college Equity Plans with EEO Plans to advance equitable student access and success.

1F. Modernized California Community Colleges Registry.

1G. Host systemwide annual Diversity, Equity, Inclusion and Accessibility Institute.

2. Increase equitable success, access and support

Our system knows that it is not enough to name and acknowledge the disproportionate share of obstacles or unique barriers that specific student groups face. Through Vision 2030, we intend to engage in meaningful, tailored activities that increase equitable access, success and support for students including but not limited to the following communities:

2A. Dual-enrollment in degree pathways.
- Leverage the state's allocation of $200 million for dual-enrollment programs, which expose students, regardless of whether their preferred pathway at the time requires a college degree, to campus college experiences and enable high school seniors to graduate with 12 college credits.

- Revise Title 5 regulations and education code related to dual enrollment to expand access and success for California students.

- Provide District/College Strategic Planning & Technical Assistance Workshops, partnering with outside experts to continue to scale best practices.

- Rollout and implementation of 9th Grade-to-Baccalaureate/12 Units by 12th Grade strategy.

- Develop a college/district dual-enrollment funding resource guide.

Leverage the state's allocation of $500 million for Golden State Pathways, which enable young people — by no later than 10th grade — to discover and explore college and career pathways, particularly in fields requiring specialized technical training.

Accelerating Outcomes through Demonstration Projects:

2B. Rising Scholar Pathways Demonstration Project

Rising Scholar Pathways. Accelerate our system's ability to facilitate enrollment, increase certificate and degree completion, facilitate transfers to baccalaureate programs, and support the completion of community college baccalaureate degrees among justice-involved and justice-impacted Californians.

- Revise Title 5 Rising Scholars regulations to maximize face-to-face opportunities and resources for justice-involved students to engage in higher education.
- Expand the use of instructional materials funding for all Rising Scholars.
- Design and implement technology integration for coordinated advisement and transcript sharing.
- Secure resources needed to sustain Rising Scholars Network grants post 2024-2025.

2C. Foster youth in degree pathways.
- Draft NextUp regulations to provide clarity and ensure expanded program access to eligible students with foster care experiences.

- Support the successful implementation of SB 117 — Increase the Student Success Completion Grant for current and former foster youth.

- Support systemwide expansion of the NextUp Program, focusing on developing an ecosystem approach to strengthen partnerships across various student support programs and maximize impact.

2D. Veterans.
- Strengthen credit for prior learning policies and practices to enable baccalaureate degree completion and high-demand, high-wage career attainment for veterans.

- Strengthen intersegmental collaboration by hosting an annual Veterans Symposium in partnership with California State University (CSU).

- Revise minimum standards for veterans' resource centers, making them more student-centered and outcomes-based.

3. Increase and improve access, success and support to quality online programs of study.

Our society is increasingly online, and the same goes for our students and faculty. Increasing access means that we have to find where our learners need us to be and meet them as best we can. This requires crafting action plans that increase and improve access, success, and support for quality online programs of study.

3A. Provide ongoing funding to support professional development infrastructure in distance education.

3B. Support large-scale adoption of competency-based education to create greater access for adult learners.

4. Increase the number of eligible students who apply for and receive federal, state and local financial aid grants, including the federal Pell Grant, the state Cal Grant and the California College Promise Grant, among others.

Access to college also means being able to access the financial resources to pay for college. That's why we will increase the number of eligible students who apply for and receive federal, state and local financial aid grants, including the federal Pell Grant, the state Cal Grant and the California College Promise Grant, among others. We know that one of the primary barriers for many current and potential learners is cost, but that should not be a reason they put their dreams on hold. To advance educational equity, we must achieve the following activities:

4A. Increase the number of students receiving Pell grants and Promise grants by supporting student services programs to reach more students who are eligible to receive financial aid as well as participate in advocacy initiatives to remove barriers to access and redefine funding for financial aid offices. Also support colleges to implement flexibility related to satisfactory academic progress allowed under federal law to maximize students' ability to keep their financial aid (AB 789).

4B. Expand access to social safety nets that the state and the county provide, including CalFresh, CalWorks and other social service programs that can reduce basic needs insecurity.

4C. Advocate to fully implement the Cal Grant Equity Framework, a transformative initiative for our students of low income who are left behind by the current financial aid structure.

Accelerating Outcomes through Demonstration Projects:

4D. Mental Health Veterans Demonstration Project.

[HOLD FOR CONTENT]

---

5. Increase flexible term structures, flexible schedules and credit for prior learning opportunities to support working adult learners increasing their full-time course intensity.

Our learners come from all walks of life, and they need equitable systems and structures that fit their changing lives. New priorities, less time and other shifts in a student's ability to take courses should not exclude a student from the opportunity to easily attain degrees or certificates. That's why Vision 2030 includes actions that increase flexible term structures, flexible schedules and credit for prior learning (CPL) opportunities to support working adult learners increasing their full-time course intensity.

5A. Strengthen CPL policies and practices to enable baccalaureate degree completion and high-demand, high-wage career attainment for working learners.

5B. Develop a structural model that colleges can use to develop and refine credit and noncredit-to-credit pathways for workers with low wages that allow them to build on prior learning and create customized learning experiences aligned with individual learner goals.

Accelerating Outcomes Through Demonstration Projects:

5C. Mapping Articulated Pathways for Credit for Prior Learning (MAP-CPL). Providing enhanced support for six colleges to implement a MAP team focused on implementing local procedures, capacity, expertise and support to embed CPL on pathways to provide greater access for working adults, apprentices, veterans, active-duty military, dual-enrolled high school and Regional Occupation Program students, and justice-involved and justice-impacted Californians toward high-demand, high-wage careers. Colleges will receive a grant to establish campuswide practices in awarding CPL or develop a comprehensive framework to institutionalize awarding CPL. The MAP Initiative is scaling to serve all California community colleges by streamlining the CPL process and helping colleges offer CPL to veterans and adult learners on the front end and adjust it along the way based on program, transfer and career goals.

---

6. Increase credit mobility and transfer opportunities within the California Community Colleges and to the California State University (CSU), University of California (UC), and Association of Independent California Colleges and Universities (AICCU) institutions.

One of our system's strengths is the foundational role our courses and education plays in the overall learning journey. For some learners, they move from our colleges into other systems, and we want to make sure they can do that as seamlessly as possible — because when they succeed, we know we've kept our word to them. That's why Vision 2030 embeds actions that will help increase credit mobility and transfer opportunities within the California Community Colleges and to the CSU, UC and AICCU institutions.

6A. Implement key transfer reform policies including implementation of the California General Education Transfer Curriculum, Common Course Numbering and Assembly Bill (AB) 928 Recommendations.

6B. Provide customized and reform-aligned professional development for new/continuing transfer practitioners (i.e., articulation officers, transfer center directors).

6C. Lead partnerships to advance automatic California Community Colleges-to-CSU and CSU-to-California Community Colleges admission processes and support the flow of data and transcripts from the California Community Colleges to the CSU.

6D. Integrate and align with AICCU via Program Pathways Mapper and memoranda of agreements.

6E. Streamline California Community Colleges to CSU and UC course review and articulation, program development and determinations of similarity.

6F. Explore development and design of a new Chancellor's Office Curriculum Inventory and the technology needed for systemwide Common Course Numbering.

Accelerating Outcomes Through Demonstration Projects:

6G. Central Valley Transfer Pathways Demonstration Project. The Central Valley Higher Education Consortium is building on successful pilot programs to bring together faculty and staff from community colleges and universities to develop streamlined and efficient transfer pathways to colleges both within and beyond the Central Valley that have resulted in large increases in Central Valley students' transfer applications to the UC. This project will integrate with and leverage other demonstration projects, such as the Central Valley Transfer Pathways (Program Pathways Mapper) and Common Cloud Data Platform (CCDP); identify Central Valley colleges that are on CCDP; develop program progression statistics; and promote roll out.

---

7. Increase educational access for prospective learners of low income to enhance their socioeconomic mobility by developing a high-tech/high-touch system that brings customized educational and training opportunities to them, including apprenticeships and work-based learning, and incorporates Learning-Aligned Employment Programs.

California Community Colleges will enhance the socioeconomic mobility for learners of low income by developing robust workforce development initiatives and customized educational and training opportunities. By harnessing learners' diverse, untapped potential, California Community Colleges play a pivotal role in developing California's workforce while strengthening the state's society and economy. As part of our implementation phase, California Community Colleges will:

7A. Increase enrollment among workers of low wages by giving colleges a roadmap on how to partner with statewide nonprofits, community- and faith-based organizations, and local workforce development boards.

7B. Create a customizable, statewide model for employer engagement that aligns multiple systems working on employment engagement collectively and scale paid work-based learning.

Accelerating Outcomes Through Demonstration Projects:

7C. Apprenticeship Demonstration Projects. The Apprenticeship Pathways Demonstration Project will increase apprenticeship enrollment, identify effective practices for credit for prior learning and create additional credit-bearing pathways for students, which in turn will help colleges expand their apprenticeship portfolios by creating a more financially viable model. The project will do this by developing

---

> flexible educational pathways that are tailored to the goals and schedules of learners of low income and working learners.

7D. Expand apprenticeship pathways to students by partnering with key state agency partners, providing ongoing capacity-building to practitioners to implement apprenticeship programs and integrating apprenticeship pathways into college offerings by offering credit. The Chancellor's Office will help colleges access and braid resources from other workforce development agencies and funding streams, such as Federal Workforce Innovation and Opportunity Act and those from state partner agencies like the Employment Training Panel, local Workforce Development Boards and the High Road Training Partnerships initiative.

7E. Leverage the governor's allocation of $200 million for California Youth Apprenticeships and the Apprenticeship Innovation Fund to establish abundant pre-apprenticeship and apprenticeship opportunities that are accessible to learners spanning high school through older adults seeking new careers.

7F. Launch a statewide noncredit data infrastructure and identify a list of qualified short-term programs that lead to promising career pathways with clear on-ramps to additional credentials and degrees.

Accelerating Outcomes Through Demonstration Projects:

7G. Pathways for Learners of Low-Income Demonstration Project.
California Community Colleges are at the forefront in combating income inequality and becoming trailblazers in supporting socioeconomic mobility. To connect Californians of low-income to educational opportunities, three connected populations are encompassed in the implementation of the Learners of Low-Income Demonstration Project:

- United Domestic Workers (UDW) has a diverse untapped potential of over 90,000 members and dependents, the majority of whom are seeking upward socioeconomic opportunities. As outlined in Vision 2030, we are eager to bring college to this population of potential adult learners. The Pathways for Learners of Low-Income Demonstration Project is a partnership to support the development of educational pathways for UDW working learners by leveraging data analysis to identify UDW adult learners' educational goals and relevant certificates and degrees at California community colleges, with the flexible modalities and student supports that learners of low income need. This partnership will dismantle barriers and construct statewide educational pathways for working learners.

- In addition to UDW, other partners in this work include United Healthcare Workers and Central Valley AgTec Workforce Development.

---

8. Health care: Expand access to health care pathway programs with particular attention to nursing and mental and behavioral health.

California Community Colleges will expand access to health care pathway programs; advance engagement in climate action; increase success, access and support in science, technology, engineering, and math (STEM) disciplines; as well as grow colleges' capacity to decrease faculty shortages in key sectors. As part of our implementation phase, California Community Colleges will:

8A. Collaborate with Centers of Excellence statewide to evaluate workforce shortages in the state by economic region.

Accelerating Outcomes Through Demonstration Projects:

8B. Health Care Demonstration Project.

- **Nursing Workforce Development:** This demonstration project will address workforce shortages in nursing by increasing access to affordable programs for students of lower incomes by leveraging an increase of a $60 million one-time Proposition 98 General Fund to expand nursing programs and Bachelor of Science in Nursing partnerships to develop, educate and maintain the next generation of registered nurses through the community college system.

- **Mental Health Workforce Development:**
[HOLD FOR CONTENT]

---

9. Climate action: Advance community college engagement with the four fields of climate practice — facilities, workforce and curriculum, community engagements and benefits, and resource development.

9A. Promote and support colleges' efforts to meet the 2025 benchmarking goals outlined in the Board of Governors Climate Action and Sustainability Framework.

9B. Facilities: Advance microgrids on multiple campuses. Scope campuses for microgrid potential using an agreement with the National Renewable Energy Laboratory/California Renewable Energy Laboratory for technical assistance.

9C. Workforce and curriculum:

- Advance climate curriculum beyond workforce initiatives by working with the Academic Senate and the Center for Climate Change Education at West Los Angeles College to integrate climate themes into more subjects.

- Combine analysis from the climate landscape and industry with students' interest to develop sustainability-focused and industry-recognized curriculum and toolkits.

9D. Community engagement and benefits:

- Host events to raise awareness about climate action at community colleges, including thematic events held at colleges, webinars and state/national summits.

- Provide technical assistance to colleges to develop a Community Benefits Plan for state and federal grants partnering with the California Renewable Energy Lab located at the Kern Community College District.

- Partner with the Center for Climate Futures on rigorous landscape analysis and join its climate summit and events to inform approaches to curriculum and federal engagement.

- Collaborate with organizations providing climate-related apprenticeships, such as Climate Corps.

9E. Resource development: Secure federal grants for colleges engaged in climate-relevant workforce development.

10. STEM: Expand success, access and support in STEM disciplines for historically underrepresented students.

10A. Expand the qualified STEM workforce by supporting colleges in increasing paid STEM internships statewide, especially those aligned to Associate Degree for Transfer (ADT) pathways, and helping them to align with other state work-based learning initiatives, such as California Student Aid Commission's Learning-Aligned Employment Program.

- Leverage existing MESA, Umoja and Puente projects to address increasing access and success in STEM programs. Partner with ADT STEM faculty and colleges with existing STEM pathways to identify internship opportunities and mechanisms to facilitate work-based learning.

- Connect intersegmental STEM faculty to increase internship and research opportunities and partnerships with four-year research institutions.

- Identify funding sources, such as those available through the Learning-Aligned Employment Program for colleges to support their students through internships.

10B. Leverage $500 million for Golden State Pathways, which enable young people, by no later than 10th grade, to discover and explore college and noncollege career pathways, particularly in fields requiring specialized technical training.

10C. Increase the pipeline of health care workers, teachers and STEM graduates by collaborating with intersegmental partners (CSU/UC) on expanding baccalaureate degree pathways in these sectors. This includes exploring collaborative educational pathways that are accessible to more students and holding stakeholder workshops with California Community Colleges, CSU and industry to address workforce shortages and create a shared vision to identify solutions.

11. Education: Increase system capacity to decrease faculty shortages in key sectors including nursing, early childhood pathways and education.

11A. Create pathways for Early Childhood Education (ECE) teachers and day care workers to move to transitional kindergarten teaching positions in elementary schools by leveraging existing models of ECE pathway development, building relationships with the California Commission on Teacher Credentialing to clarify K-12 pathways and scaling to other colleges in the state. The Chancellor's Office will develop clear guidance for colleges on education pathways, support outreach to former ECE students that encourages them to return to college to engage in long-term pathways, and support the development of more ECE direct-assessment competency-based education programs to clear the way for more participation from those currently working in ECE settings.

Accelerating Outcomes Through Demonstration Projects:

11B. Educator Pipeline Demonstration Project:

A statewide Demonstration Project extends the Teacher Preparation Pipeline to tackle the critical shortage of teachers in ECE and secondary education, aiming to enhance career and educational outcomes, especially for women's workforce participation and success. At its core, California Community Colleges is instrumental, supporting over 85% of the ECE workforce and a significant number of secondary teachers. This support is crucial for cultivating a competent teaching workforce. The project emphasizes diversity in developing a qualified teaching body for both ECE and secondary education, highlighting the importance of inclusive and representative learning environments. Responding to post-COVID challenges, the project provides customized support and innovative approaches in teacher education. In alignment with the Governor's Master Plan, it promotes seamless educational pathways for community college graduates pursuing teaching roles in ECE and secondary education.

Central to this project is a dedication to the "Grow Your Own" (GYO) framework and the ASCCC 2021 resolution. GYO programs commence at the high school level and extend support to aspiring teachers throughout their educational journey. GYO tackles the challenges of diversity and interest in the sector while providing essential support for success. Beyond the high school STEM pathways, it's crucial to establish community college STEM pathways for teachers. The coordination of faculty across different systems, particularly in understanding the qualifications required to teach in a career and technical education pathway, remains a significant hurdle to fluid movement between systems. Finally, recognizing prior learning credits, along with linking community college apprenticeships to teacher residency programs, will be instrumental in creating cost-free and supportive pathways for teacher development.

---

12. Generative AI and the Future of Teaching and Learning

Actively engaging with the risks and benefits of generative AI will help our system — and consequently our students — stay ahead of this powerful tool's accelerated rate of

change. California Community Colleges recognize that this technology can both undermine and enhance learning. It can also replicate biases by deepening the digital divide. At the same time, it also has the potential to help eliminate equity gaps.

As part of our implementation phase, California Community Colleges will:

12A. Improve the student experience with the use of generative AI as well as smart analytics applied to the big data systems (e.g., Student Information System, Learning Management System). The Chancellor's Office will establish projects to leverage AI's value toward student success, including identifying and collaborating with key vendor partners to establish new functionality that leverages AI in innovative ways.

12B. Develop an analysis of the impact of generative AI technology and take the necessary action in policy reform, systems development and practices to advance success, access and support for our students. The Chancellor's Office will develop an AI model building data sets, including a large de-identified data set to be used for statistical modeling.

12C. Share learnings among the California Community Colleges community by amplifying the Generative Artificial Intelligence webinar series and foster continuous learning by the Board of Governors to inform future activities.

12D. Collaborate with the Academic Senate and relevant partners to make available a free AI micro-credential learning experience (e.g., in Canvas).

Accelerating Outcomes Through Demonstration Projects:

12E. Common Cloud Data Platform Demonstration Project. This project leverages partnerships across college districts to establish a shared, multidistrict data infrastructure by creating a Common Cloud Data Platform (CCDP). The CCDP will develop a core data model, architecture and plan, along with data governance principles. The model will be able to scale as needed, laying the foundation for statewide adoption. As part of the implementation phase, districts representing the three most prevalent enterprise resource planning systems in California will establish a CCDP Work Group to lead the technical work and flesh out use cases for CCDP, such as leveraging near real-time data on student engagement to trigger live as well AI-driven communications to answer student questions and proactively increase student retention and success.