

To: CCCAOE Board & SCCRC
From: Robert Cabral, CCCAOE Advocacy Chair and Immediate Past President
RE: **Consultation Council Report**

Date: January 23, 2025

Background and Council Representation:

The Chancellor's Office (CO) presented updates on relevant developments and time-sensitive changes since the previous Consultation Council meeting, as well as digest items previously presented that may require additional consultation.

Consultation Council Members

Mario Rodriguez, Association of Chief Business Officers (ACBO)

Willy Duncan, Association of California Community College Administrators (ACCCA)

Julianna Mosier, Association of Chief Human Resources Officers/Equal Employment Officers (ACHRO/EEO)

Cheryl Aschenbach, Academic Senate for California Community Colleges (ASCCC)

LaTonya Parker, Academic Senate for California Community Colleges (ASCCC)

Eric Kaljumägi, Community College Association/California Teachers Association (CCA/CTA)

Jim Mahler, Community College Council/California Federation of Teachers (CCC/CFT)

Robert Cabral, California Community College Association for Occupational Education (CCCAOE)

Omar Torres, California Community Colleges Chief Instructional Officers (CCCCIO)

K. Frindell Teuscher, California Community College Independents (CCCI)

Andra Hoffman, California Community College Trustees (CCCT)

Pamela Ford, Council of Classified Employees/California Federation of Teachers (CCE/CFT)

Larry Galizio, Community College League of California (CCLC)

Roger Schultz, Chief Executive Officers of the California Community Colleges (CEOCCC)

Manuel Payan, California School Employees Association (CSEA)

Christopher Sweeten, Chief Student Services Officers (CSSO)

Wendy Brill-Wynkoop, Faculty Association of the California Community Colleges (FACCC)

Ivan Hernandez, Student Senate for California Community Colleges (SSCCC)

Annie Koruga, Student Senate for California Community Colleges (SSCCC)

Chancellor's Office Administrators

Sonya Christian, Ph.D., Chancellor

Rowena Tomaneng, Ed.D., Deputy Chancellor

Erik Cooper, Vice Chancellor, Workforce and Research

Anthony Cordova, Vice Chancellor, Workforce and Economic Development

Paul Feist, Vice Chancellor, Communications and Marketing

Craig Hayward, Visiting Executive, Research and Strategic Initiatives

John Hetts, Ph.D., Executive Vice Chancellor, Innovation, Data, Evidence, and Analytics Office (IDEA)

Valerie Lundy-Wagner, Ph.D., Vice Chancellor, Digital Innovation and Infrastructure

Kathy Lynch, Interim General Counsel

David O'Brien, Vice Chancellor, Government Relations

Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support

Ernest Shih, Vice Chancellor, Information Security and Technology

John Stankas, Ph.D., Vice Chancellor, Educational Services and Support

Meeting Notes:

Chancellor Christian

- Mentioned the students in the fire program in Lake Tahoe went down to Los Angeles to assist with the Fires.
- Chancellor shared the Chancellor's Emergency Authority and which Los Angeles Colleges that were assisting with Fire Evacuees.
 - Glendale Community College
 - Pasadena City College
 - LA Mission College
 - Santa Monica College
 - LA Pierce College (Handled all Animal Evacuations)
- Governor Newsom's Executive Summary for the Master Plan we need to focus on Item 3, because that is the area that focuses on Community Colleges.
- Chancellor gave a brief Introduction to Vision 2030 RoadMap for California Community Colleges July 2025 Edition.

- The Chancellor explained that this is a living document, and they will always adjust where needed, while sticking to their main goals.
- There will also be a focus on CPL.
- The goal is to have a working draft by March 2025 and then complete the 2025 Edition by June 2025, with a role out starting July 2025.
- Focuses in the July 2025 Edition include Section II to further focus on:
 - Dual Enrollment
 - Veterans
 - Justice Involved
 - Justice Impacted
 - Students
 - Fostering Youth
 - Low Income Adults
- Focusses in the July 2025 Edition include Section III (Leading with Equity) to further focus on:
 - Goal 1 – Equity in Success
 - Goal 2 Equity in Access
 - Goal 3 – Equity in Support

Vice Chancellor Cordova

- Update for Governor’s Newsome Executive Summary Master Plan
 - Identified some challenges
 - Limited Access
 - Hiring Practices
 - UDL – Infrastructure to support UDL
- There will be a need to strengthen our Statewide Body
 - Start by strengthening our Collaborations with industry partners and internal community colleges
 - Supporting Career Passport
 - Align the Career Pathways (Dual Enrollment)
 - Strengthening the workforce with young adults and foster youth
 - Increase affordability and access
- The Chancellor’s Office is working closely with Stewart Knox to accomplish these tasks.

Other things:

- March of March is March 4th, 2025 – this will occur the morning before CCCAOE Policy Summit Event.
- Board of Governors Advocacy Day April 1st, 2025

- Discussion of worry with new administration starting on Monday January 20, 2025

Next Scheduled Meetings:

Consultation meets **virtually and in-person** on the 3rd Thursday of every month.

~~January 16~~
February 20
March 20
April 17
May 15
June 29
July 17

California's Master Plan for Career Education Brief

INTRODUCTION

This briefing document reviews the key themes and recommendations outlined in California's Master Plan for Career Education, released in December 2024. The plan aims to address the evolving needs of California's economy and workforce, acknowledging the growing misalignment between educational pathways and economic opportunity, particularly for historically underserved populations.

CONTEXT

California's economy has undergone a significant transformation since the adoption of the Master Plan for Higher Education in 1960. The demand for highly skilled workers has surged, while well-paying jobs for those without a degree have dwindled, leading to a widening economic divide. This necessitates a fresh approach to education and workforce training that equips all Californians with the skills needed to thrive in the 21st-century economy.

KEY-CHALLENGES

The Master Plan identifies several key challenges that impede California's ability to prepare its workforce for the future:

- **Unaligned systems:** California's education and workforce training systems operate in silos, leading to fragmented funding streams, inconsistent requirements, and difficulty navigating diverse programs.
- **Limited access and affordability:** Many learners face barriers to accessing and completing education and training programs due to financial constraints, lack of support services (housing, childcare, transportation), and complex eligibility requirements for public benefits.
- **Degree-centric hiring practices:** An overemphasis on academic degrees in hiring limits opportunities for individuals who have gained valuable skills through non-traditional pathways like apprenticeships and workforce training programs.

CORE PRINCIPLES

The Master Plan advocates for two fundamental principles to guide the development of a more equitable and effective career education system:

- **Collaboration:** Strengthening interagency coordination at both state and regional levels is crucial for aligning programs, resources, and funding streams to better serve learners.
- **Universal design:** Redesigning systems to be inherently accessible to all learners, regardless of their background or circumstances, will benefit diverse populations and allow for targeted support where needed.

KEY RECOMMENDATIONS

The Master Plan outlines six strategic areas for action.

1. Create a State Coordinating Body

- Establish a dedicated entity to oversee and coordinate efforts across education segments, workforce training providers, and employers.
- Facilitate seamless transitions for learners moving between providers by offering shared tools and resources (e.g., universal transcript platform).
- Improve labor market information and align programs with in-demand skills.

"There are so many unaligned initiatives at the state level. It is hard to create synergy with so many varied expectations." - Participant at a Master Plan for Career Education regional convening

2. Strengthen Regional Coordination

- Expand successful regional coordination models to foster collaboration among educators, workforce training providers, and employers.
- Assess regional assets and challenges to inform action planning for strengthening collaboration.
- Emphasize employer engagement in regional planning and prioritize work-based learning opportunities.
- Coordinate funding mechanisms to simplify access for educators and ensure resource sustainability.

3. Support Skills-Based Hiring through a Career Passport

- Develop a Career Passport to document and validate academic and non-academic skills, enabling employers to make informed hiring decisions.
- Prioritize the use of the Career Passport in state hiring practices.
- Engage industry stakeholders to ensure alignment with hiring practices in specific sectors.
- Develop a comprehensive skills framework validated by both academics and employers.

"California needs to develop a statewide learning and education record to support common standards, assessments, and digital badging." - Participant at a Master Plan for Career Education regional convening

4. Align Career Pathways for High School and College Students

- Establish clear career pathways that begin in high school and extend through postsecondary education and workforce training.
- Provide built-in opportunities for high school students to earn college credit and industry-recognized credentials.
- Create aligned pathways for work in specific sectors, integrating work-based learning opportunities.
- Implement support systems and advisory structures to guide students' academic and career journeys.
- Adopt competency-based methods for documenting skill mastery.

“You taught me how to walk, and to run, and to climb, and then you threw me in a pool.” - Student participant at a Master Plan for Career Education regional convening

5. Strengthen Workforce Training for Young People and Adults

- Create a "no wrong door" approach to accessing education and workforce training opportunities through a regional service delivery network.
- Strengthen coordination between agencies to deliver joint programs tailored to specific populations.
- Expand opportunities for earn-and-learn experiences that provide immediate economic security and pathways to career advancement.
- Promote the adoption of competency-based approaches to education and credit for prior learning.

"People have trouble identifying the starting point for career transitions." - Participant at a Master Plan for Career Education regional convening

6. Increase Access and Affordability

- Address non-tuition barriers to participation by expanding access to support services and streamlining eligibility for public benefits.
- Improve communication and outreach regarding financial aid and public benefit options.
- Develop targeted interventions and support programs to address the needs of specific populations.
- Increase opportunities for paid work-based learning experiences, such as service learning and apprenticeships.

CONCLUSION

California's Master Plan for Career Education presents a comprehensive roadmap for building a more equitable and effective education and workforce training system. By prioritizing collaboration, universal design, and targeted interventions, the plan aims to empower all Californians to acquire the skills and knowledge they need to succeed in the evolving economy. Successful implementation will require sustained commitment and collaborative action from state agencies, educational institutions, employers, and community stakeholders.

State and Federal Policy Update

This document is prepared by the California Community Colleges Chancellor's Office as part of its regular monthly and bimonthly updates for the Consultation Council and the Board of Governors, respectively. The information presented herein is current as of January 3, 2025. The latest information will be provided to the Consultation Council and the Board of Governors at the time of the presentation.

STATE ADVOCACY OVERVIEW

The Legislature convened for the first year of the 2025-26 Legislative Session on December 2, 2024. The new class of legislators includes a total of 24 Assemblymembers and 12 Senators that did not serve in that same role during the 2023-24 Legislative Session. Of these 36 new members, at least eight of them attended a California Community College, and eight of them have identified as a first-generation college student. At least five members have previously served as faculty, and 12 new members have identified higher education access and affordability as a top policy priority.

The 2025-26 Legislative Class also achieved a new record in gender equity in representation. Of the 120 legislative seats, women comprise 59 seats, or 49 percent. For the first time in the state's history, women will comprise a majority of the 40-member Senate. Democrats retained their supermajority in both the Assembly (60 Democrats-19 Republicans) and Senate (30 Democrats-9 Republicans). As part of the new session ceremonies, the Senate re-elected Mike McGuire (D-San Rafael) as President pro Tempore; the Assembly re-elected Robert Rivas (D-Salinas) as Speaker.

Speaker Rivas announced the Assembly committee chairperson appointments for the 2025-26 Legislative Session, which are similar to the assignments from the 2023-24 Legislative Session. Assemblymember Mike Fong (D-Alhambra) will continue to chair the Assembly Higher Education Committee and Assemblymember David Alvarez (D-Chula Vista) will remain as chair of the Assembly Budget Subcommittee No. 3 on Education Finance. Assembly committee members have not been announced and there are no additional updates regarding Senate committee assignments.

STATE LEGISLATION OVERVIEW

178 Assembly Bills (AB) and Senate Bills (SB) have been introduced in the Legislature. Of those, the Chancellor's Office is tracking 7 Tier 1 bills, which are most likely to have a direct impact on the community colleges, our faculty, and our students. The last day to introduce legislation is February 21, 2025.

High-Priority Legislation

A full Legislative Matrix with bill descriptions and bill status can be found by visiting the [State Relations page on the Chancellor's Office website](http://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Government-Relations-Policy-in-Action/Policy-in-action/State-Relations/Tracked-Legislation) (www.cccco.edu/About-Us/Chancellors-Office/Divisions/Government-Relations-Policy-in-Action/Policy-in-action/State-Relations/Tracked-Legislation).

Academic Pathways, Instruction, and Transfer

1. AB 9 (Quirk-Silva) University of California: California State University: transfer students.

Basic Needs

1. AB 79 (Arambula) Public social services: higher education.

Facilities

1. AB 48 (Alvarez) College Health and Safety Bond Act of 2026.

Undocumented Students

1. AB 49 (Muratsuchi) Schoolsites and day care centers: entry requirements: immigration enforcement.
2. AB 85 (Essayli) Law enforcement: cooperation with immigration authorities.
3. SB 48 (Gonzalez Immigration enforcement: schoolsites: prohibitions on access, sharing information, and law enforcement collaboration.

Labor and Employment

1. AB 65 (Aguiar-Curry) School and community college employees: paid disability and parental leave.

Budget Bills

1. ABX1 (Gabriel) Budget Act of 2024.
2. SBX1 (Weiner) Budget Act of 2024.

Other potential themes we anticipate in 2025 legislation:

- Affordability
- Nursing and healthcare
- Student equity
- Student safety and protection
- Workforce and career education

CONGRESSIONAL UPDATE

The 119th United States (U.S.) Congress convened on January 3rd, 2025, with Republicans maintaining their majority in the U.S. House of Representatives and taking control of the U.S. Senate. As reported in our December report, Republicans will attain a federal government trifecta for the first time since 2017. Three incoming members to the Congressional delegation formerly served as state Assemblymembers or Senators (Assemblymember Luz Rivas, Assemblymember Laura Friedman, and Senator Dave Min).

In the first round of voting, Speaker of the House Mike Johnson fell short on his attempt to remain speaker of the 119th Congress. With a thin margin, he was able to secure the remaining two votes to win the speakership.

Prominent Leadership for the 119th Congress

House Committee on Appropriations

- Representative (Rep.) Tom Cole (R-OK), Chair
- Rep. Rosa DeLauro (D-CT), Ranking Member

House Committee on the Budget

- Rep. Jodey Arrington (R-TX)
- Rep. Brendan Boyle (D-PA), Ranking Member

House Committee on Education and the Workforce

- Rep. Tim Walberg (R-MI), Chair
- Rep. Bobby Scott (D-VA), Ranking Member

House Committee on Energy and Commerce

- Rep. Brett Guthrie (R-KY), Chair
- Rep. Frank Palone (D-NJ), Ranking Member

House Committee on Homeland Security

- Rep. Mark Green (R-TN), Chair
- Rep. Bennie Thompson (D-MS), Ranking Member

House Committee on the Judiciary

- Rep. Jim Jordan (R-OH), Chair
- Rep. Jamie Raskin (D-MD), Ranking Member

House Committee on Natural Resources

- Rep. Bruce Westerman (R-AR), Chair
- Rep. Jared Huffman (D-CA), Ranking Member

House Committee on Veterans Affairs

- Rep. Mike Bost (R-IL), Chair
- Rep. Mark Takano (D-CA), Ranking Member

Senate Committee on Appropriations

- Senator Susan Collins (R-ME), Chair
- Senator Patty Murray (D-WA), Ranking Member

Senate Committee on the Budget

- Senator Lindsey Graham (R-SC), Chair
- Senator Jeff Merkley (D-OR), Ranking Member

Senate Committee on Energy and Natural Resources

- Senator Mike Lee (R-UT), Chair
- Senator Martin Heinrich (D-NM), Ranking Member

Senate Committee on Health, Education, Labor, and Pensions

- Senator Bill Cassidy (R-LA), Chair
- Senator Bernie Sanders (I-VT), Ranking Member

Senate Committee on Homeland Security and Governmental Affairs

- Senator Rand Paul (R-KY), Chair
- Senator Gary Peters (D-MI), Ranking Member

Senate Committee on the Judiciary

- Senator Chuck Grassley (R-IA), Chair
- Senator Dick Durbin (D-IL), Ranking Member

Senate Committee on Veterans Affairs

- Senator Jerry Moran (R-KS), Chair
- Senator Richard Blumenthal (D-CT), Ranking Member

FEDERAL LEGISLATION

The United States Senate and U.S. House of Representatives have passed legislation reauthorizing the Commerce Department's Economic Development Administration (EDA) for the first time in two decades. On December 26, 2024, the legislation was presented to President Biden for his signature. Key components of the EDA reauthorization include:

- Codifies EDA's role in establishing industry-led workforce training partnerships that invest in innovative approaches to workforce development.
- Aligns EDA to better support other key Commerce Department priorities in supply chain and manufacturing, and broadband.

- Establishes an EDA Office of Disaster Recovery and Resilience

JUDICIAL BRANCH ACTIVITY

On December 6, the U.S. District Court for the District of Maryland ruled that the United States Naval Academy can continue using race in its admissions practices. Rejecting Students for Fair Admissions v. President & Fellows of Harvard Colleges (SFFA) argument that the Naval Academy has “no justification for using race-based admissions,” Judge Richard Bennett ruled that “The Academy has tied its use of race to the realization of an officer corps that represents the country it protects and the people it leads...[the] admissions program is narrowly tailored to meet that interest.” He also affirmed the Naval Academy’s argument that “the racial diversity of the Navy and Marine Corps..has enhanced national security by improving the Navy and Marine Corps' unit cohesion and lethality, recruitment and retention, and domestic and international legitimacy.” On December 10, SFFA sued the U.S. Air Force Academy over its admissions practices. As in the complaints against the U.S. Military Academy and the U.S. Naval Academy, SFFA argues that the United States Air Force Academy has “no justification for using race-based admissions.”

ADVOCATES

If you have not already subscribed to the Government Relations listserv, where information is routinely distributed, you are welcome to join. To subscribe, send an e-mail to LISTSERV@LISTSERV.CCCNEXT.NET and put SUBSCRIBE ADVOCATES in the body of a BLANK, NON-HTML e-mail. NO SUBJECT OR SIGNATURES.

Vision 2030 Demonstration Projects Biannual Update - January 2025

INTRODUCTION

The following Vision 2030 biannual update is focused on demonstration projects designed to test innovative approaches, elevate best practices, and develop scalable solutions to address critical challenges faced by students and institutions. Vision 2030 demonstration projects serve as an essential tool for the California Community College (CCC) system – bolstering unique and outcomes-driven partnerships between the California Community College Chancellor’s Office (Chancellor’s Office) and system stakeholders to rapidly mobilize talent, expand resources, and deliver impactful solutions that can be implemented systemwide to achieve Vision 2030 goals.

This update is organized in two sections: the first section provides a summary of outcomes from across all demonstration projects organized by the four spheres of engagement - people, policy, systems, and resources; the second section provides detailed progress and outcomes organized by existing projects and then introduces new and emerging projects.

SECTION 1

ACROSS DEMONSTRATION PROJECTS SUMMARY

As the Chancellor's Office works toward realization of Vision 2030 goals, outcomes and metrics, demonstration projects are designed to lead action and maximize impact in the areas of people, policy, systems, and resources.

People

Four new demonstration projects have been designed and/or launched since the last biannual update, incorporating focus on student financial resources, foster youth, open educational resources, and transfer for rural populations. Key engagement highlights from across all active projects include:

- Over 216,100 students, stakeholders, and partners have been engaged and/or impacted in the projects through direct services, memorandums of understanding, webinars, etc.
- 90 California Community Colleges (CCCs) are currently engaged in one or more active demonstration projects.
- Approximately 10,200 students have earned over 43,977 units in credit for prior learning.

Policy

Demonstration projects are actively identifying policy changes at both state and local levels to remove barriers for students in areas of success, access, and support. These changes range from:

- Working with individual colleges to modify board policies (e.g., AgTec project efforts to change technology lending policies for non-credit students).
- Developing comprehensive action plans that incorporate stakeholder feedback to address policies affecting justice-impacted students (e.g., Rising Scholars project).

Systems

To remove barriers at scale, many demonstration projects are exploring optimal ways to utilize and implement technologies, data systems, and intersegmental alignment approaches:

- **Large-scale and widespread adoption:** Projects such as the Central Valley Transfer Project and Common Cloud Demonstration Project are developing and implementing full-scale technology systems to support students and colleges.
- **Innovative use of current systems:** Multiple projects are finding novel ways to utilize and enhance existing systems to support students such as the use of vision-aligned reporting (VAR) that allows projects to access previously unavailable data.
- **Innovative technologies:** Implementation of new tools like Vet Net Ally (Veterans Mental Health project) and the California Clinical Placement System (Associate Degrees in Nursing Expansion project) provides students with direct support for mental health and career services.

Resources

Demonstration projects continue to explore innovative ways to leverage existing resources while advocating for support at both local and state levels. These efforts align with Vision 2030's focus on equity and educational access, exhibiting an unwavering commitment to secure resources for sustainable, impactful educational initiatives.

- From January to December 2024, projects collectively advocated for approximately \$114.82 million in funding across various initiatives.
- The Veterans Mental Health demonstration project received \$1.7 million to advance their projects goals.
- The Apprenticeship Pathways demonstration project secured \$748,000 for subject matter experts and consultants, as well as distributed \$3.9 million to 27 participating colleges across two rounds of funding.

- \$5 million was secured in this fiscal year to support the United Domestic Workers demonstration project and the development of seamless pathways for low-income income workers.

SECTION 2

INDIVIDUAL DEMONSTRATION PROJECT SUMMARIES

Demonstration Projects in Progress

Central Valley Transfer

First introduced to Board of Governors on January 18, 2024.

Summary & Progress

The Central Valley demonstration project connects Central Valley community colleges with California State Universities (CSU) and University of California (UC) institutions via clear, streamlined transfer pathways in the Program Pathways Mapper (PPM). These clear program maps help students to reduce excess units and serve as a statewide model for other regions. The Program Pathways Mapper (PPM) has set the standard for transfer mapping and is driving progress in aligning transfer pathways between Central Valley community colleges and universities. In addition to the 11 CCC's that have already published transfer maps in the PPM, Taft College and Cerro Coso College have committed to its use as well as two intersegmental partners, Fresno State and CSU Stanislaus, who have committed to align transfer pathways within PPM as UC Merced and CSU Bakersfield already have. These efforts are further supported by the development of Google Analytics dashboards to track PPM usage.

Additional Highlights

- The inaugural Strategic Transfer Summit (STS) drew in 121 in-person participants and 155 virtual participants.
- A 60-unit engineering certificate was developed to streamline STEM transfer and degree completion.
- The success of CVTP has led to multiple colleges outside of the Central Valley asking to implement the PPM.
- In the first half of the year, 166,449 students were served by CCCs in the Central Valley with live Program Pathways Mapper sites. In the second half of the year, that number had increased to 172,820.

Looking Ahead (SP 2025)

- PPM implementation in the Central Valley region is on track to be completed in 2025-2026.

- An intersegmental plan for real-time exchange of ADT completer data with the CSU is under development.
- Efforts are being made to increase the presence of Central Valley colleges on the Common Cloud to provide infrastructure for the ADT completers data flow.

Credit for Prior Learning

First introduced to Board of Governors on October 19, 2023.

Summary & Progress

The Credit for Prior Learning (CPL) demonstration project focuses on expanding a technology infrastructure to award common credit for prior learning experiences like military and workforce training. The project will serve all 116 CCC's and currently, 76 of the 116 have begun implementation and the remaining 40 are in planning stages. The project continues to offer extensive technical assistance, planning, and periodic convenings to all colleges to support both planning and implementation. Notably, automatic CPL awarding for apprenticeships was successfully tested at Norco College, and customizable CPL landing pages were introduced for all colleges. Finally, new professional development programs were created for faculty, 14 Cyber/Computer Information Systems credit exhibits were finalized to standardize credit alignment, and a statewide dashboard was launched to track CPL adoption and impact systemwide.

Additional Highlights

- Number of CPL units awarded to students has increased from 30,000 units in July 2024 to 43,977 units in December 2024.
- Students earning CPL through Mapping Articulated Pathways (MAP) has increased from 7,800 students in July 2024 to 10,200 in December 2024.
- Professional development has been delivered to over 500 participants across educational institutions, including CCCs, CSUs, UCs, private colleges, and national partners.
- 300 college participants from 43 colleges were hosted in the first in-person, one-day regional CPL training event in Orange County.
- CCCs have received training to assist 30,000+ student veterans by uploading Joint Service Transcripts (JST) to MAP and awarding course credit for basic training and JST recommendation.

Looking Ahead (SP 2025)

- Building out the current MAP team to support college success with Vision 2030 CPL goals and the Veteran's Sprint 2024-2025.

- Development of MAP 3.0 will continue, adding new AI components and real-time CPL metrics.
- Formalizing partnerships with Academic Senate for California Community Colleges (ASCCC) leadership to facilitate faculty workgroups for statewide credit recommendations.
- Providing technical assistance to remaining colleges for MAP implementation and CPL capacity building.

Veterans Mental Health

First introduced to Board of Governors on November 13, 2023.

Summary & Progress

The Veterans Mental Health (VMH) demonstration project continues to ramp up working towards strengthening institutional policy and practice to enhance support for student veterans through mental health services, staff training, and peer networks. With vendor agreements in place and data collection processes streamlined, the project launched to the 10 grantees with an informational webinar in November of 2024. To support ongoing collaboration, a centralized resource hub was established for communication and document sharing. Grantees have also been trained in the Veterans Resource Centers (VRC) Self-Assessment, equipping them with the tools to evaluate and enhance their services.

Additional Highlights

- Created project engagement process, recruited colleges, and selected 10 colleges to join the project.
- Established project infrastructure that allows for grantee collaboration, implementation support with technical assistance and disbursement of funds to colleges.
- A social media toolkit will be under development to assist grantees with outreach to transitioning service members and student veteran campus engagement.

Looking Ahead (SP 2025)

- Grantees will continue project implementation, focusing on mental health partnerships, outreach, and peer engagement.
- Two grantee quarterly meetings are planned for February and May 2025.
- Technical assistance meetings will be conducted to review VRC Minimum Standards Self-Assessment.

- A student veteran "Listening Session" is planned during the Veterans Symposium in June 2025.
- Grantees will engage faculty and staff in VET Net Ally professional development training.

Common Cloud Data Platform

First introduced to Board of Governors on September 26, 2023.

Summary & Progress

The Common Cloud Data Platform (CCDP) demonstration project is actively working to resolve a critical data challenge among CCCs: the lack of a unified platform for data sharing. The intended outcomes are meant to help colleges define program pathways and improve transfer rates. In the last 6 months CCDP has established daily data flow from three Management Information System (MIS) modules, enabling it to support the Chancellor's Office dashboard with real-time enrollment data. In November, preparations for cohort two colleges started, with outreach efforts sent to CCC leadership and recruitment webinars were scheduled in December. As the team prepares to onboard cohort two in January 2025, they continue to refine dashboard designs and began gathering data from districts to populate the Chancellor's Office dashboard.

Additional Highlights

- All six "cohort one" districts in the Common Cloud have successfully uploaded their historical MIS data for Chancellor's Office reporting ahead of the December deadline.
- Across all six districts that have uploaded their data, 11 colleges can now use the platform to inform decisions, engage with, and support 151,853 students.
- Engagement with CTO and CEO stakeholders grew from 15 in July 2024 to 146 by December 2024.
- \$96 million budget prepared for systemwide expansion request.

Looking Ahead (SP 2025)

- The project will kick off cohort two districts and conduct trainings from January to June 2025.
- Data pipeline architecture for cohort two will be established and put in place for data flow.
- A beta version of the Modernized MIS/320 reporting tool will be released in April 2025.
- The project will demonstrate the end-to-end process for California Regulatory data management.
- Districts will be enabled to use new tools for MIS and 320 data reporting.

Apprenticeship Pathways

First introduced to Board of Governors on September 26, 2023.

Summary & Progress

The Apprenticeship Pathways Demonstration Project (APDP) gives students on-the-job training and classroom instruction in high-demand industries, guaranteeing wages during their education and employment afterward through the deployment of credit for prior learning to award credit for apprenticeships. Progress in the last six months includes engaging colleges in finalizing work plans, hosting a webinar on credit curriculum conversion, and launching in-person apprenticeship training during the California Community College Association for Occupational Education (CCCAOE) preconference to support curriculum approval. Regular webinars, virtual office hours, and training workshops were established to address colleges' needs, with additional sessions planned through December 2025.

Additional Highlights

- An enhanced data collection system was implemented to track outcomes, complemented by smooth fiscal operations and ongoing data analysis.
- 2.6 million dollars was distributed to 13 Round One demonstration project colleges and 1.4 million was distributed across 12 Round Two colleges.
- A project extension for Round Two colleges, set to expire in December 2024 was extended to December 2025.
- 13 meetings were organized and presented to provide direct support to project colleges including office hours, webinars, and trainings.

Looking Ahead (SP 2025)

- Work with college and trade faculty to establish articulations between Noncredit apprenticeship coursework and credit coursework; and Certifications/licensures and college credit.
- Establish and clarify college curriculum so that apprentices can earn college credit for their apprenticeship learning that leads to a certificate or associate degree.
- Create an Apprenticeship category on the MAP CPL Dashboard.
- Work with trade representatives and colleges to select and promote college pathways and embedded apprenticeship CPL.
- Recruit and launch cohort of students to enroll in new apprenticeship pathways program at each of the participating colleges.

United Domestic Workers

First introduced to Board of Governors on September 26, 2023.

Summary & Progress

The United Domestic Workers (UDW) demonstration project is building seamless educational pathways for the union's 72,691 members and their families by supporting low wage adult learners to acquire the education necessary to secure upward economic mobility. The project had a successful start in Fall 2024, launching its first cohorts at North Orange and Southwestern colleges. A thorough needs assessment led to the creation of a community of practice, where colleges gather monthly to share best practices. Frameworks to support adult education were established, including a non-credit to credit pipeline, and conversations have progressed toward launching statewide virtual non-credit courses in 2025.

Additional Highlights

- 253 members enrolled in cohort one and 24 members in cohort two for a total of 283 students/members across fourteen colleges.
- Facilitated a successful in-person summit at Saddleback College including 18 institutions focused on human-centered design for program development and outreach strategies to meet adult learners' needs.
- 14 colleges currently engaged in recruitment, enrollment, and support for incoming SP 2025 student cohorts.
- College presenters engaged at the Diversity, Equity, Inclusion, and Access (DEIA) Institute, where they shared best practices and success stories from current cohorts.

Looking Ahead (SP 2025)

- The project will provide disaggregated data on UDW member outreach, enrollment, and persistence.
- Partnerships between UDW and 21 representing San Diego, Riverside, Orange, Placer and Los Angeles counties will be established.
- To aid in recruitment the development of a UDW demo project website and launch of UDW text campaign will take place.
- Colleges will continue to engage in planning and implementation around, Credit for Prior Learning (CPL), Work-Based Learning Opportunities, and Non-Credit to Credit Pathways to create seamless transitions for learners.

Agriculture Technology

First introduced to Board of Governors on January 18, 2024.

Summary & Progress

The Agriculture Technology (AgTec) demonstration project has developed an Agriculture Systems certificate program that incorporates competency-based education with a carefully designed classroom curriculum to develop a skilled, next-generation agricultural workforce. Over the past six months, the project has expanded its reach by launching Canvas course shells in Spanish and English and hosting community outreach events that attracted a diverse group of non-traditional students. Additionally, thanks to technology donations, non-credit students received laptops to enhance their learning experience. Over 100 students enrolled in the first cohort, and media coverage, coupled with local outreach, led to strong sign-ups for the second cohort, which launched in November. During the Reedley Ag Conference, the AgTec team awarded certificates to industry and community college partners, shared enrollment resources, and highlighted a student who earned a promotion after starting AgTec courses. Additionally, AgTec welcomed new industry partners and completed a draft of the program website, set to launch soon.

Additional Highlights

- Over 100 industry partners have been engaged to share program progress and build connections.
- Over 1,000 farmworkers and 150 students across 7 colleges have been engaged.
- Enrollment continues to grow, with cohort two reaching 143 students—a 20-student increase from cohort one.
- Four students from Coalinga College completed the certificate in its entirety at the end of December, which is faster than expected.
- AgTec Demo project was a featured plenary at the 2024 C-BEN (Competency based Education Network) Conference in Colorado Springs. 71 CCC attendees representing eleven colleges, including nine CEOs were in attendance.

Looking Ahead (SP 2025)

- The project will continue to target widespread implementation of Competency Based Education across colleges and the region.
- Access to for-credit courses for undocumented students will be an area of focus moving forward.
- Media coverage, including radio and TV, will be expanded for the program.
- A celebration will be hosted for the first group of students completing the Ag systems certificate.

Bridging the Nursing Gap: Associate Degree in Nursing

First introduced to Board of Governors on March 25, 2024.

Summary & Progress

The Associate Degree in Nursing (ADN) expansion project is actively tackling the nursing shortage by identifying program gaps, developing new curricula, supporting students in earning ADN degrees, offering counseling and job placement, and expanding the Licensed Vocational Nurse-to-Registered Nurse apprenticeship program. Twelve colleges have completed their readiness assessments, establishing a solid foundation for onboarding and alignment with the Rebuilding Nursing Infrastructure (RNI) grant. Additionally, the project partnered with Department of Healthcare Access and Information (HCAI) to analyze RN shortage data, hosted workshops showcasing immersive nursing education technology, and organized webinars to support DEI strategies for English Language Learners.

Additional Highlights

- The project launched in August 2024 with 12 participating colleges successfully completing their readiness assessments and onboarding.
- 839 students were successfully enrolled in an ADN program across the 12 participating colleges from July to December 2024.
- Seven partnerships were established with healthcare providers, educational institutions, and community organizations.
- Nine statewide webinars on topics of interest to Nursing Programs were presented to colleges.
- Three in person workshops were conducted on the topics of immersive technology and digital literacy of faculty and students.

Looking Ahead (SP 2025)

- Intent to enroll additional CCCs into the SP 2025 ADN Expansion Demonstration Project.
- Develop strong network of colleges that understand the state agencies (BRN/HCAI) supporting them in efforts to support growth of nursing programs in nursing shortages in CA.
- Continue to share best practices of ADN Expansion Demonstration Project Colleges through the use of the Nursing Demonstration Project webpage.

Behavioral & Mental Health Workforce Development

First introduced to Board of Governors on January 18, 2024.

Summary & Progress

The Behavioral and Mental Health (BMH) demonstration project continues to address the shortfall in mental health workers by analyzing workforce gaps, working with colleges to develop new mental health curricula and programs, and providing innovative student support and apprenticeship opportunities. Two cohort programs at Chabot College* were launched, each enrolling 20 students, and provided a specialized program designed for justice-involved youth. Additionally, Kaiser approved a proposal to provide apprentices with living stipends of up to \$17,000 for one year, benefiting three cohorts of apprentices. Advocacy and engagement with the County Welfare Directors Association (CWDA) and engagement with over 20 stakeholders across 10+ counties are further advancing educational and employment opportunities in rural communities. Partnerships with Chabot College and a K16 Collaborative are paving the way for scaling a behavioral apprenticeship program statewide and exploring dual enrollment options.

Note: This project is currently limited to Chabot College as it awaits funding to include additional colleges.

Additional Project Highlights

- Five county-based wellness scholars, 12 summer behavioral health interns, and 1 justice involved youth enrolled in the program.
- 300 student interactions achieved through various outreach activities, including career fairs, presentations, and informational sessions.
- 22 students received light touch services, such as academic counseling and career coaching.
- Four information sessions held for the County Wellness Scholars program in rural counties.
- 20+ stakeholders across more than 10 counties were engaged to discuss expansion of program for upskilling and retention.

Looking Ahead (SP 2025)

- Planning for the second cohort of the Justice, System Involved Youth Program will be undertaken.
- Department of Apprenticeship (DAS) approval for 3-year apprenticeship standards aligned with State Wellness Coach Certification will be sought.
- An intern program will be implemented in the SP 2025 semester.

Rising Scholars

First introduced to Board of Governors on January 22, 2024.

Summary & Progress

The Rising Scholars demonstration project promotes certificate and degree completion for justice impacted students, providing technical assistance, resources, and support to enhance partnerships between five colleges and three correctional institutions. Over the past six months, the Rising Scholars Demonstration Project has expanded access to education for justice-impacted students by improving counselor internet at 30+ sites, rolling out laptops in correctional facilities, and creating a policy framework to sustain learning during disruptions. The team introduced credit for prior learning (CPL) through a new partnership, tailored strategic recommendations for colleges, and celebrated a major graduation at Donovan State Prison. Students also shared their stories at a legislative hearing, earning positive responses and highlighting programmatic impact.

Additional Highlights

- 132 correctional institutions served statewide.
- 4192 students served from January 2024 - July 2024, awaiting data for August-December 2024.
- 35 stakeholders engaged from January 2024 - December 2024.
- 25 justice-impacted students were enrolled in their final course to complete their education program.
- 39 students graduated from Donovan State Correctional Facility in October 2024.
- Developed strategic recommendations-tailored to college needs in response to Legislative Analysts Office (LAO) findings.
- Secured \$150,000 to bring in subject matter experts and consultants, aligning project activities with Vision 2030's focus on equity and educational access.
- Secured an additional \$2 million in funding for colleges through adult education grants, some of which will directly support demonstration project activities at the five participating colleges.

Looking Ahead (SP 2025)

- Policy alignment and advocacy efforts will continue.
- The data collection process will be refined, and benchmarking metrics will be established.
- Key artifacts for stakeholders will be developed and disseminated.
- Engagement with trustees and statewide stakeholders will be expanded.
- Collaboration with California Department of Corrections and Rehabilitation (CDCR) and colleges will focus on expanding online and hybrid course offerings.

Inland Empire Health Plan Equitable Support

First introduced to Board of Governors on May 20, 2024.

Project Summary & Progress

The Inland Empire Health Plan (IEHP) Equitable Support demonstration project continues to ensure that every CCC student in the Inland Empire region has health insurance. The project has made strong progress, completing a comprehensive discovery survey to shape its direction and identifying local champions to develop tailored strategies. A plan was finalized to support mass student enrollment in Medi-Cal, while Memorandums of Understanding (MOU) between IEHP, the Chancellor's Office, and San Bernardino Community College District (SBCCD) advanced, enabling data sharing for targeted outreach efforts.

Additional Project Highlights

- The Empowering Futures project kick-off event in late September achieved all seven objectives, including introducing the Blueprint Workbook to assist colleges in crafting implementation workplans.
- 50% of the colleges have already scheduled their Blueprint working sessions, while efforts are underway to engage the rest and drive progress on blueprint completion in the new year.
- SBCCD is nearing approval of an MOU focused on Medi-Cal and Covered California outreach, laying the groundwork for replication across the region.

Looking Ahead (SP 2025)

- Implementation blueprints for all 12 participating colleges will be finalized and completed.
- A Chancellor's Office MOU for system-level data sharing will be finalized and signed.
- Soft launches for six of twelve colleges will be initiated.

NEW AND EMERGING DEMONSTRATION PROJECTS

Beyond Barriers: Integrating Services and Support to Empower Learner Economic Mobility

First introduced to Board of Governors on November 18, 2024.

CCCs in partnership with the California Department of Social Services (CDSS) and California Health and Human Services (CalHHS) are advancing a demonstration project focused on optimizing and expanding student services and support. This project will uncover structural barriers to accessing safety net programs and test best practices to remove these barriers systemically. By refining a service delivery model that integrates

institutional offerings and social support, this partnership is designed to create a scalable model that can over time reach broader populations.

This project will have two pillars of partnership focused on expanding pathways to economic mobility for California Work Opportunity and Responsibility to Kids (CalWORKs) and Extended Opportunity Programs and Services (EOPS) students:

1. Increase centralized access to bundled institutional offerings and social supports for county CalWORKs participants.
2. Streamline access and enrollment for safety net programs for CCC students with an immediate focus on improving access to CalFresh and CalWORKs.

Foster Youth College Access

The Foster Youth College Access Demonstration Project aims to strengthen college pathways for high school foster youth by integrating a case management support model to ensure a seamless transition into higher education and academic success, particularly at CCCs. The focus of this project is critical as students with a history in foster care are among those least likely to both enroll in and complete college. Additionally, only 44% of foster youth enroll in college within one year of high school graduation, compared to 62% of all students and 54% of low-income students. When foster youth do pursue higher education, 75% elect to enroll in community college – positioning CCC’s as a critical figure in impacting the educational success for this population.

Open Educational Resources

The Open Educational Resource (OER) demonstration project aims to dramatically expand zero-textbook-cost (ZTC) degree pathways and open educational resources (OER) adoption across California's community colleges. The core practices of the demonstration project include an assemblage of efforts: facilitating the ZTC Degree Grant Program, collaborating and contracting with the ASCCC OERI and the Chancellor’s Office Technical Assistance Provider, supporting a ZTC/OER Leadership Community of Practice, recommending student-centered regulations enhancing ZTC and OER pathways, and engaging the Burden-Free Instructional Materials Implementation Task Force.

Rural College Transfer Collaborative

The Rural College Transfer Collaborative demonstration project will strengthen transfer pathways for students in rural and underserved communities by developing a multi-college collaborative focused on improving access to Associate Degrees for Transfer (ADTs) in STEM and high demand fields, establishing seamless transitions to four-year institutions, and developing more robust transfer support systems tailored to rural students’ unique needs. The project will bridge equity gaps in access to baccalaureate degree attainment by providing rural and place-bound students with greater access to transfer pathway courses, both through in-person and virtual platforms. By fostering partnerships among rural-serving colleges, the California Virtual Campus, and regional four-year institutions, the project will develop new strategies to remove geographic and

systemic barriers to transfer. This project aligns the Vision 2030 goal of increasing equitable baccalaureate degree attainment and advancing equity in access, focusing specifically on improving transfer outcomes for underserved rural and place-bound students.