California Community Colleges

# Advancing Career Opportunities for Students: A Framework for California's Future 2025-26 Shared Advocacy Request

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## INTRODUCTION

The California Community College Chancellor presents the System Budget and Legislative Request for fiscal year 2025-26. The proposal describes the funding needed for the 116-community college system to meet the wide variety of student educational needs in this diverse state. See Appendix A for the annual process adopted by the Chancellor's Office that informs the priorities recommended to the Board of Governors.

In 2023, the system adopted Vision 2030: A Roadmap for California Community Colleges (Vision 2030), a framework for action to advance access and success with equity for all Californians. Vision 2030 seeks to improve completion, transfer, efficiency, and employment and, most importantly, close equity gaps and regional attainment gaps to meet the needs of today's students and tomorrow's workforce. California Community Colleges' commitment to equity is at the core of Vision 2030. It is embodied in Vision 2030's three goals: Equity in Access, Equity in Support, and Equity in Success.

The Board of Governors' Budget and Legislative Request for 2025-26 furthers Vision 2030 which includes the goals set forth by the Governor in the Roadmap for the Future by proposing budget adjustments and policy changes that advance the outcomes necessary to support the state's future. As such, the 2025-26 requests focus on ensuring that state investments are sufficient to sustain and advance our work to support students' educational success, and that state policies ensure access to the financial and other supports students need.

**$249.2 million** in ongoing and **$225.1 million** in one-time resources, along with numerous proposed policy reforms, to address longstanding inequities in higher education through the lens of Vision 2030.

The request is organized as follows, with explanatory and supporting information included in the attached appendices:

- 2025-26 System Budget Request (Appendix B),
- 2025-26 System Legislative Request (Appendix C),
- System Climate and Energy Projects (Appendix D),
- 2024 Unfunded Legislative and Budget Actions (Appendix E), and
- System Legislative Clean-Up Requests (Appendix F).

Overall, the 2025-26 Shared Advocacy Request, "Advancing Career Opportunities for Students: A Framework for California's Future," includes $249.2 million in ongoing and $225.1 million in one-time resources, along with numerous proposed policy reforms, to address longstanding inequities in higher education through the lens of Vision 2030.

## 2025-26 SYSTEM BUDGET REQUEST SUMMARY

The 2025-26 System Budget Request advances the state goals for achieving better aligned and effective career education pathways. For additional details, see Appendix B.

| Proposal | Total Request |
|---|---|
| **Proposition 98** | |
| Fully Fund Enrollment Growth | $68.37 million ongoing (estimated) |
| Inflationary Adjustments for All Categorical Programs | To be determined |
| Provide Additional Funding for Financial Aid Office Administration | $10 million ongoing |
| Establish a Systemwide Common Data Platform (Phase 1) | $162.5 million one-time<br>$29 million ongoing |
| Expand Career Pathways through the California Apprenticeship Initiative | $60 million ongoing |
| Expand Credit for Prior Learning Policies | $50 million one-time<br>$7 million ongoing |
| Expand Rising Scholars Network | $10 million ongoing |
| Increase Support for Burden-Free Instructional Materials | $875,000 ongoing |
| **TOTAL REQUEST:** | $212.5 million one-time<br>$185.2 million ongoing |
| **Non-Proposition 98** | |
| Continue Investments in Affordable Student Housing | $1.1 billion state-issued lease revenue bond |
| Exempt the Chancellor’s Office from Funding Reduction and Build Capacity | $9 million ongoing |
| **Multi-Year Requests** | Empty Cell |
| Complete the Statewide Technology Transformation (Phase 2) | To be determined |
| Commence Initial Implementation of the Cal Grant Equity Framework | To be determined |

| Proposal | Total Request |
|---|---|
| Increase Support for Part-Time Faculty Health Insurance Program | To be determined |

## 2025-26 SYSTEM LEGISLATIVE REQUEST SUMMARY

The legislative portion of the 2025-26 Shared Advocacy Request is focused on closing equity gaps and ensuring that students can afford the total cost of attending by providing students with equitable access to financial aid, academic services, and student supports. For additional details, see Appendix C.

| Proposal | Request |
|---|---|
| Streamline CalWORKS Program Eligibility | Expand eligibility to include CalWORKs families, maximize direct aid, and remove employer match requirement. |
| Implement CalFresh Data MOU | Authorize the establishment of a master, statewide MOU between the Chancellor's Office and CDSS. |
| Eliminate Structural Barriers to Residency | Engage in an ongoing review of all nonresident statutes and structures. |
| Clarify Systemwide Academic Renewal Policies | Create a uniform Academic Renewal policy by amending existing Title 5 regulations. |
| Authorize the Chancellor’s Office to Impose Research Fees for Time-Intensive Data Requests | Provide a revenue source for the Chancellor’s Office to offset workload costs for the release of data for research purposes. |

## SYSTEM CLIMATE AND ENERGY PROJECTS SUMMARY

If passed during the 2024 November General Election, the California Climate Bond (Proposition 4), as added by SB 867 (Allen), could serve as a potential funding source that aligns with Vision 2030. Vision 2030 emphasizes three key areas for funding: Clean Energy Training Facilities, Climate and Fire Management Training, and Microgrids for Community Resilience. These initiatives aim to enhance the resilience and sustainability of California's community colleges, prepare the workforce for a rapidly evolving economy, and address critical environmental challenges. For additional details, see Appendix D.

| Proposal | Request |
|---|---|
| Clean Energy Training Facilities | $10 million for offshore wind generation development training and education. |
| Climate and Fire Management Training | $75 million for improving local fire prevention capacity and forest health through education. |
| Microgrids for Community Resilience | Request funding to enhance community resilience during power outages and natural disasters. |

## 2024 UNFUNDED LEGISLATIVE AND BUDGET ACTIONS SUMMARY

While this Shared Advocacy Request generally focuses on our system’s allocation of resources and removing policy barriers for students, this Request also highlights the need for critical investments to build capacity within the Chancellor’s Office and community colleges to facilitate the implementation of recently enacted legislation and satisfy the Governor’s and Legislature’s intended deliverables. While we await the Governor’s final decisions regarding 2024 legislation, the California Community Colleges intend to pursue resources to implement the following new policies and educational reforms, if they are signed into law. For additional details, see Appendix E.

| Proposal | Request |
|---|---|
| Increase Support for Part-Time Faculty Office Hours Program | Ongoing increase of $64 million to accommodate the newly enacted 90% reimbursement rate. |
| Model Anti-Hazing Policies and Supports (AB 2193) | One-time appropriation of $150,000 for the Chancellor’s Office to develop evidence-based anti-hazing policies for consideration by community colleges. |
| Disability Access and Compliance Training Program (AB 2821) | One-time appropriation of $300,000 to develop a systemwide training program for practitioners working with students with disabilities. |
| Student Parents Act Model Policy (AB 2458) | One-time appropriation of $2.15 million to support implementation and for the Chancellor’s Office to develop the policy guidance and model instructions. |
| Equitable Implementation of Title IX Policies (AB 1575, AB 1905, and SB 1491) | One-time appropriation of $4 million for the system to implement recent Title IX legislation and policies. |

| Proposal | Request |
|---|---|
| Program Length Requirements for Title IV Eligibility | One-time resources of $6 million for the system to engage in a comprehensive review of clock hour programs. |
| **TOTAL REQUEST:** | $12.6 million one-time<br>$64 million ongoing |

## SYSTEM LEGISLATIVE CLEAN-UP REQUESTS SUMMARY

Every year, the Administration and Legislature introduce a set of bills that make technical and nonsubstantive changes to statute, consistent with the intent of previously signed legislation and budget actions. Known as omnibus bills and budget trailer bills, this legislation can be used as a vehicle to enact simple policy changes that result in a positive impact to student access and success. The California Community Colleges will work with budget and legislative leaders to explore the following concepts for inclusion in the annual higher education omnibus bill and budget trailer bill(s). For additional details, see Appendix F.

| Proposal | Request |
|---|---|
| California College Promise Program (AB 19) | Clarify eligibility requirements for students who previously earned a degree or certificate. |
| Systemwide Reporting Requirements | Streamline reporting requirements and alleviate workload burdens. |
| California General Education Transfer Curriculum | Replace or remove outdated references to other general education pathways. |
| Foster and Kinship Care Education (FKCE) | Align statute with a new interagency agreement and updated systemwide terminology. |
| Cross-Enrollment for California Virtual (CVC) Campus Courses | Amend the CVC statute to remove barriers to access. |

## APPENDIX A: SHARED ADVOCACY REQUEST PROCESS

The California Community College system is the largest higher education system in the country and the largest workforce provider in California. Nearly two million students attend California Community Colleges each year to receive educational services including general education courses toward a degree, certificate, or transfer to a four-year institution, career training, basic skills and remedial education, and adult education. The state's community colleges support Californians' social and economic mobility, with students seeking to build career-related skills to enter or advance in their careers, earn a degree, or transfer to a four-year university.

Existing law requires the Board of Governors, in consultation with institutional representatives of the California Community Colleges and statewide student, faculty and staff organizations, to develop criteria and standards for the purpose of making the annual budget request for the California Community Colleges to the Governor and the Legislature.

In June, the Chancellor's Office began the process to develop the Board of Governors' Budget and Legislative Request for 2025-26 by asking Consultation Council partners, system constituents, and Executive leadership to submit concepts for inclusion. On August 27, the Chancellor's Office invited Consultation Council members to attend a working session to discuss the proposals received. During the workshop, members engaged in a review of priorities and opportunities to advance Vision 2030 in the upcoming budget and legislative cycle. In addition to discussions at Consultation Council meetings, Chancellor's Office staff sought written feedback and a priority ranking of all potential Budget and Legislative Request items. In the context of a multi-year budget deficit, this final Shared Advocacy Request presents an approach that focuses on appropriate base resources, critical supports for faculty, and flexible academic and career pathways for students.

The Chancellor's Office has incorporated feedback from the consultative process into this document, with the intent that this Request can serve as the basis of coordinated advocacy for California's community colleges.

# APPENDIX B: 2025-26 SYSTEM BUDGET REQUEST DETAILS

## Base Resources

### Fully Fund Enrollment Growth within the Student Centered Funding Formula

($68.37 million ongoing Proposition 98 estimated)

Districts have experienced incredible success in rebuilding enrollment since the pandemic and have a demonstrated need for flexible funds to continue to support student access. Insufficient growth funding results in no funding for actual enrollment increases that colleges have worked so hard to achieve and disincentivizes future efforts to include growth in strategic enrollment management plans. This ultimately hurts students and their ability to meet their educational goals. For example, at the 2023-24 second principal apportionment, only $26.4 million in growth funding was available. After the available dollars were applied, $36.37 million in full-time equivalent students (FTES) for 15 districts was left unfunded due to insufficient growth funding and the 10% growth cap. All enrollment growth should be funded so that all potential students can be served by way of more seats in classes, additional support services including counseling, tutoring, and career guidance, and expanded online offerings. Furthermore, Student Centered Funding Formula (SCFF) projections based on 2023-24 Annual FTES data for 55 districts and 2024-25 FTES projections from 17 districts indicate a higher need for growth funding of $91.22 million in total, which would leave $63.12 million in unfunded FTES for 23 districts due to insufficient growth funding in 2024-25 of $28.09 million and the 10% growth cap. As such, we are requesting two actions to ensure that enrollment growth is fully funded within the SCFF, at an estimated cost of $63.12 million ongoing in SCFF growth funding and $5.24 million for the SCFF (exact amount depends on annual enrollment and projected estimates).

- ***Part I, Growth Formula and Funding***: This proposal requests elimination of the 10% cap on funded full-time equivalent students (FTES) growth and requests funding of growth at a minimum of 1.5% annually, or approximately $91.22 million total. This represents an increase of $63.12 million over growth funding provided for fiscal year 2024-25 at 0.5%.
- ***Part II, Recognition of Credit FTES***: The proposal also requests modification of the SCFF calculation to recognize credit FTES at the higher of the three-year average or the amount reported in the current year. The SCFF calculation uses a three-year average for traditional credit FTES, which results in gradual funding decreases during periods of enrollment decline but does not provide sufficient and timely funding

increases in periods of enrollment growth. The estimated ongoing annual cost of this change is approximately $5.24 million.

The total estimated cost of funding 1.5% enrollment growth is $91.22 million. This represents an increase of $63.12 million compared to the fiscal year 2024-25 growth budget of $28.09 million, or 0.5%. $63.12 million is the projected amount of unfunded growth in fiscal year 2024-25 based on 2023-24 Annual FTES data for 55 districts and 2024-25 FTES projections from 17 districts. Under the proposed change to the calculation of credit FTES, districts would have been eligible to receive an additional $5.24 million in SCFF funding based on analysis of data used to calculate the 2023-24 second principal apportionment in June 2024.

The exact cost of these changes to SCFF funding is dependent on updated systemwide enrollment numbers and projections. But together, the elements of this proposal would maintain the inherent protections of the current SCFF formula and remove disincentives and penalties for districts that have successfully engaged in strategic enrollment management resulting in growth.

## Inflationary Adjustments for All Categorical Programs

(To be determined, based on statutory cost-of-living calculations and requirements)

The California Community Colleges administer more than 40 categorical programs that are critical to achieving the student success goals outlined in Vision 2030, many of them intended to support historically underserved student populations. Districts and colleges have put in place infrastructures to implement and administer these programs, including employees who are paid from these funds. In recent years, some categorical programs have received cost-of-living adjustments (COLA) while others have not, posing challenges to maintaining adequate staffing and other infrastructure in an environment of increasing costs and high inflation. Districts have limited capacity to absorb cost increases and budget reductions at the same time. When possible, districts absorb the lack of COLA for some of the categorical programs. However, in most cases it is not possible to do so, particularly for large programs such as the Student Equity and Achievement Program. Not providing a COLA weakens the purpose of investing in categorical programs, leaving districts with difficult decisions as to how to continue to provide the programs' intended services while keeping up with rising costs and inflation.

We must ensure that current programs intended to support the most vulnerable student populations are funded appropriately, which includes providing COLA. Therefore, we request a COLA for all categorical programs that were not established through legislation as one-time funding. Importantly, we emphasize the need for a COLA for technology-related programs and services, to address the rapid advances and adoption of artificial intelligence within the classroom and campus environment and guard the system against potential fraud.

### Provide Additional Funding for Financial Aid Office Administration

($10 million ongoing Proposition 98 and policy changes, $170,000 ongoing non-Proposition 98)

The Student Financial Aid Administration (SFAA) funding has not received a COLA adjustment since 2003, leaving financial aid offices struggling to keep up with rising costs, while taking on more responsibilities. Staff administer a growing number of financial aid programs and respond to new state and federal reporting obligations. Additionally, the challenges and delays with implementing the revised Free Application for Federal Student Aid (FAFSA) have placed new workload burdens on college financial aid offices. The challenges faced by financial aid offices are real, but we also understand that to increase student access to financial aid, we need high impact strategies and solutions.

Currently, the Department of Finance uses a separate formula for SFAA that accounts for the number of colleges in our system. At the time that the policy was created, we had 108 colleges. Today, we have 116 community colleges, and yet the formula has not changed. We are funded at an overall 6% deficit. Additionally, the funding formula only considers California College Promise Grant (CCPG) fee waiver data, but the number of students applying for and receiving all forms of financial aid has grown significantly. Since the inception of the SFAA, Pell Grant recipients have increased by 100%, and CCPG recipients have increased by 250%. To achieve Vision 2030's goal of increasing the number of community college students receiving state and federal aid by 10%, financial aid offices need adequate resources. Therefore, we are requesting structural changes to the Student Financial Aid Administration and Board Financial Aid Programs (SFAA-BFAP) formula. Specifically, we propose the following:

- Updating the SFAA funding criteria to incorporate additional data points to accurately capture the support necessary for student financial aid administration;
- Implementing a recurring COLA to the SFAA base and capacity funding;
- Mandating the same fund restrictions on the BFAP 2% fund category as those applied to the SFAA fund to ensure adequate support for financial aid; and
- Permitting the use of up to 1% of the Student Success Completion Grant funding allocation for administrative costs.

Additionally, in order to achieve the Vision 2030 goal of increasing the number of community college students receiving state and federal aid by 10%, the Chancellor's

Office is requesting a full time Community College Specialist position dedicated to addressing the unique financial aid needs of working adults, such as through our partnership with the United Domestic Workers (UDW) or the “Ability to Benefit” program for working adults without a high school diploma or equivalent. This position will also provide expanded technical assistance to support improved local operations, regarding financial aid processing, cost of attendance, and satisfactory academic progress.

## Academic Pathways and Career Education

Governor Newsom signed an executive order to develop a “Master Plan for Career Education.” This plan seeks to identify opportunities for alignment and coordination of public and private sectors to ensure more career and skill-building opportunities for students and workers, strengthen career pathways, and prioritize hands-on learning and real-life skills. The following proposals will advance that effort by improving infrastructure and expanding programs that serve students’ career education goals.

### Establish a Systemwide Common Data Platform (Phase 1)

($162.5 million one-time Proposition 98, $29 million ongoing Proposition 98)

The Chancellor’s Office requests $162.5 million in Proposition 98 funds to advance our statewide common technology transformation including: supporting statewide data governance initiatives, scaling a common student data platform across the entire system, and launching a collaborative, opt-in common ERP.

The California Community Colleges need a transformative shift in technology infrastructure to support a robust and unified approach to managing resources, data flows, and operations across all colleges. Vision 2030 emphasizes that it will take interconnected reforms to achieve bold student-centered goals, yet across California’s 73 districts, there are vast inefficiencies in data and operations because of outdated or disconnected enterprise resource planning (ERP) systems. An integrated suite of business applications, ERP tools share a common process and data model, covering broad and deep operational end-to-end processes, such as those found in finance, HR, distribution, manufacturing, service, and the supply chain.

Notably, ERP systems in higher education also include student information systems (which track student information, grades, attendance, outcomes, and more) as well as financial aid management, academic advising, student communication, and, in many cases, alumni management/tracking software. Across the 116 colleges, there are currently three major ERP systems in use (with different versions implemented at different institutions), with a wide and diverse array of customizations, integrations, and kluges. The share of the ERP systems across colleges are approximately: 38% of colleges using

Colleague, 36% using Banner, 22% using PeopleSoft, and 4% on other, including locally developed systems.

Our system's initial investments in an electronic transcript platform (eTranscript CA), improvement of our application system (Reimagine Apply), robust development of systemwide credit for prior learning (Mapping Articulated Pathways: MAP), a intersegmental program planning tool (Program Pathways Mapper), and the foundations of a potential cloud-based data platform for the system (the Common Cloud Data Platform Demonstration Project) have begun to lay the foundation for this transformative shift and have placed the system at the forefront of building the critical technical infrastructure that will form the foundation of the Career Passport. The California Community Colleges seek an investment to start the next stage of this work to transition from individual technology projects and isolated systems at each of our districts, with thousands of potential vulnerability points, to a common systemwide technology platform and potential ERP that will accelerate positive change for our system and the students of California.

A collaborative, opt-in ERP would develop an integrated and holistic technological foundation for the system, including improved and more equitable technology experiences for students, streamlined and vastly more efficient processes and reporting, consistent systemwide data management, real-time information availability, efficiencies of scale and uniformity including in purchasing, and a robust data platform for advanced analytics, AI-enhanced student support, and a uniform robust technology and information security strategy across institutions. This project would standardize technology applications and administrative systems that handle student enrollments, human resources, finance, and financial aid by moving the system in its entirety from a collection of aging and unconnected systems to a singular cloud-based software as a service system that is locally configurable yet centrally managed. For districts, systemwide integration would provide real opportunities to improve outcomes and completion, supporting fiscal health and resilience.

Over the last year, the Chancellor's Office launched the initial phase of this work, working with a statewide taskforce to bring the entire system into alignment. The task force concluded landing on a three part approach – engaging in collective work to develop strong statewide data governance and gather, align, and improve key institutional processes, scale a common student data platform across all of the colleges, and develop a collaborative, opt-in common ERP to support districts with the greatest need.

Last year, the Chancellor's Office launched the pilot phase of the common student data platform with a $10 million commitment in the Common Cloud Data Platform demonstration project. This initial investment was sufficient to prototype the platform and roll it out across six districts and 11 colleges. The Common Cloud Data Platform is designed to work with any of the existing college data and transactional enterprise resource systems. However, bringing the benefits of a next generation data infrastructure to the entire system requires a substantial investment. The next phase of the work involves implementation of a new data module focused on maximizing financial aid; inclusion of a data connection to CCCApply data to improve proactive student support, system integrity, and fraud mitigation; support for the expansion to all districts, maintenance, and operation through 2030; integration with other key statewide technology projects including Program Pathways Mapper, eTranscript California, the Mapping Articulated Pathways (MAP) platform, the CSU Transfer Planner, and other key third party data platforms (e.g., educational planners, Cradle to Career) selected by the field to improving student support and analytical capabilities.

This proposed 2025-2026 request seeks $162.5 million one-time and $29 million ongoing starting in 2026-2027 to move beyond the pilot phase and fully launch Phase 1 of the California Community Colleges statewide common technology work. This phase is the first of a two-phased project to systematically collect requirements, design and build the common student data platform with comprehensive data management and the integration of the technology tools and platforms already developed into a Career Passport prototype in support of the Career Education Master Plan, and designing and building an opt-in cloud-based common enterprise system available to all 116 colleges that can fully support and integrate all of these tools across our system and with four-year systems and institutions. To achieve the complex tasks for a system as large as the California Community Colleges, the Phase 1 foundation portion of Phase 1 will be mapped out over two years.

If the entire $162.5 million cannot be funded in 2025-26, **at a minimum we request $35 million one-time to fund the expansion of the demonstration project from six districts to 23 districts and support continuing the work of developing the underlying statewide governance necessary for this work to be successful.**

Once this systemwide technology is implemented, the Chancellor's Office will work with California Community Colleges to adopt universal free transcripts for all students.

## Expand Career Pathways through the California Apprenticeship Initiative

($60 million ongoing Proposition 98)

As the state's primary engine for social and economic mobility, California's community colleges are the nation's top innovator in apprenticeships, where 22% of its programs are new and innovative industries—far more than the national average of well under 5%. Indeed, apprenticeship programs are the perfect form of student financial aid for community colleges, taking down decades-long barriers between learning and work. The student is trained by the employer in either a nontraditional or traditional industry through on-the-job training while community colleges provide critical classroom instruction. The student earns a wage, and the employer receives a skilled worker whom they helped to instruct. Most importantly, the student, at the end of their pre-apprenticeship or apprenticeship, receives a job that pays family-sustaining wages. Creating and expanding these work-based learning opportunities is a lever for improving student engagement and success and providing equitable access to workplaces and professional networks.

To further expand workforce pathways to rewarding careers, the California Apprenticeship Initiative (CAI) was launched in 2016 to provide grants to community colleges, school districts, and their partners to create new and innovative apprenticeship opportunities in priority and emerging industry sectors, such as biotechnology and advanced manufacturing. Since the program was originally initiated, there has been growing interest from community colleges and business partners to provide flexible workforce training and education and support high-skill/high-wage employment. CAI is currently funded at $30 million and in the most recent grant cycle, the Chancellor’s Office received 209 applications for almost $115 million, resulting in nearly two-thirds of candidates being turned away. Additional funding will be needed to meet the Governor’s ambitious goal of serving 500,000 earn-and-learn apprenticeships by 2029.

The California Community Colleges request an ongoing increase of $60 million to $90 million to truly scale the growth of registered apprenticeships through CAI, in alignment with the Governor’s goal. This investment is urgently needed to advance equitable economic outcomes for the 6.8 million low-income Californians who have not completed a postsecondary degree by helping them attain the skills, knowledge, and experience through innovative apprenticeship opportunities. These funds will incentivize closer collaboration with our labor and economic development partners to ensure that our programs are well designed to meet their needs and support the state’s ever-changing economy. Additionally, we seek changes to the budget bill control sections for CAI funds to authorize those dollars to be used toward the purchase of instructional materials and grant the Chancellor’s Office additional flexibility in the use of the funds, to ensure we are meeting students’ basic and instructional needs. Together, this additional funding and policy changes will bring true economic mobility for millions of low-income Californians in alignment with Vision 2030.

## Expand Credit for Prior Learning Policies and Infrastructure

($50 million one-time Proposition 98, $7 million ongoing Proposition 98, $150,000 ongoing non-Proposition 98)

Across California's community colleges, over 61% of students are working learners, many of whom arrive at colleges with extensive experience and training. The California Community Colleges seeks to expand its efforts to provide credit for prior learning (CPL) to students who have gained skills and knowledge outside the classroom. CPL gives students a jumpstart on completing their degree and entering the workforce, with some students saving an average of six to 10 months.

To accomplish scaling of CPL, the California Community Colleges request $50 million one-time and $7 million ongoing to institutionalize the awarding of credit for prior learning within our system, provide professional development opportunities, and ensure compliance. The funding will be used to develop and beta test an outcomes-based funding model that will provide an allocation to colleges for awarding and transcription CPL. This will require an additional full-time Community College Program Analyst (CCPA) position in the Chancellor's Office to strengthen subject matter expertise for Admissions & Records and provide technical assistance to colleges. The goal is to ensure seamless integration of CPL into the enrollment process, including the scaling of awarding and transcripting CPL, streamlining application support, and coordinating with faculty.

The outcomes-based funding model is envisioned to incentivize colleges transcripting CPL as course equivalents and ensuring that CPL helps student meet timely completion of degrees and certificates. In order to accomplish this, the Chancellor's Office will integrate three critical technology platforms—Common Data Cloud, MAP, and eTranscript.

## Expand Rising Scholars Network for Adult Justice-Involved Students

($10 million ongoing Proposition 98)

The California Community Colleges are committed to serving students who have been impacted by the criminal justice system. Colleges supporting these students proudly form the Rising Scholars Network (RSN). Through RSN, our colleges provide degree-granting programs in correctional facilities and on-campus support for students who have experienced the criminal justice system. The programs currently serve over 90 facilities across the state, including youth facilities, state prisons, county jails, and federal prisons. In Spring 2022, our programs served 15,667 students and facilitated 33,372 enrollments. Our goal is to expand the program to provide educational opportunities to all incarceration facilities in California, and we are requesting two actions toward that goal:

- An increase of $10 million in the annual allocation for the RSN, with the additional funds specifically dedicated to supporting adult justice-involved students; and
- Removal of the cap that currently limits participation in the RSN to 50 colleges.

With over 200,000 people currently incarcerated in California, there is a critical need for educational support for this population. Expanding the number of colleges served by the RSN Program will significantly enhance the program's reach and impact, fostering a stronger culture of academic support and success for incarcerated and formerly incarcerated students, and contributing to a more equitable and inclusive higher education landscape. These changes will enable more colleges to access the grant and facilitate the institutionalization and sustainability of the program, expanding educational opportunities for justice-impacted students across the state in alignment with Vision 2030.

### Increase Support for Burden-Free Instructional Materials

($875,000 ongoing Proposition 98, $164,000 ongoing non-Proposition 98)

The Chancellor's Office is requesting $1.039 million of ongoing yearly funds to support the coordination and work of systematic Open Education Resources (OER) development, curation, and maintenance, which will reduce or eliminate student textbook costs. Each year, this will provide $875,000 funding for the Academic Senate for California Community Colleges (ASCCC) Open Education Resources Initiative (OERI), as well as a specialist position ($164,000) in the Chancellor's Office directly responsible for OER support and infrastructure, enabling the statewide wide growth, expansion, and updating of general education and program course OER materials. This collaborative work includes coordinating OER activities in the community colleges, including content curation, review, modification, and development; curating and developing ancillary resources; supporting a statewide OER platform and infrastructure for ease of use and data utilization; and providing support to address copyright, accessibility, technical, and other related issues. This effort also includes supporting a network of local OER Liaisons (OERLs) as advocates who have served to connect local colleges with the OERI and centrally hosted support systems across the state. This funding will support a necessary, sustainable infrastructure for OER materials development. Without continued OERI funding, ASCCC-coordinated efforts will end by June 2025 and the financial benefit to students will be greatly diminished.

Additionally, as part of this request, the Chancellor’s Office proposes statutory language changes to the Zero-Textbook Cost (ZTC) program established in 2021 to effectively guide the remaining ZTC resources. This change would establish permissions for the Chancellor's Office to contract with organizations to create a statewide, sustainable, systematic OER infrastructure in the context of emergent technologies in AI, the proliferation of OER materials coordinated through the ASCCC OERI, and the success of coordinated ZTC grant efforts. This amendment will support community college baccalaureate degree pathways in receiving ZTC funding, and eliminating the nonduplication clause will remove barriers to expanding OER pathways across similar degree programs statewide. Lastly, we are requesting statutory updates to align the definition of course materials established by AB 607 (Kalra, 2023) with the definition included in proposed Burden-Free Instructional Materials regulations.

## Student Supports

### Continue Investments in Affordable Student Housing

(A $1.1 billion state-issued lease revenue bond for up to 35 affordable student housing projects)

Housing is the largest cost of attending a postsecondary institution and, for many students, it exceeds the cost of tuition. According to a 2023 Food and Housing Survey by the California Student Aid Commission, more than half of all survey respondents indicated they were housing insecure. These students were most likely to be Black or Latinx, older, low-income, and have dependent children. Housing insecurity is most dire for community college students where nearly three in five students reported experiencing housing insecurity and 24% reported being homeless—more than any other segment.

The Affordable Student Housing Construction Program was established through Senate Bill 169 (2021) to address the critical need for affordable housing across California's three public higher education segments. The Chancellor's Office received Affordable Student Housing Construction Program applications over three submission cycles, which are referred to as Rounds 1-3. Each round of applications was evaluated and prioritized, and the highest-prioritized projects were submitted for consideration within the annual state budget. Over the three rounds, the Chancellor's Office received 75 applications:

- Round 1 (2022-23 CA Budget): 24 applications – 12 approved, 12 not approved
- Round 2 (2023-24 CA Budget): 21 applications – 7 approved, 14 not approved
- Round 3 (2024-25 CA Budget): 30 applications – None approved

Currently, $1.1 billion in state funds have been awarded to 19 projects from Rounds 1 and 2, supporting the construction of affordable student housing facilities. Due to budget constraints, no projects were funded in Round 3. After accounting for duplicate district project applications, there are 35 unfunded applications, reflecting an unmet need of $2.14 billion and a total cost of $2.45 billion after accounting for local funding.

To fully address the needs of our significant homeless/housing insecurity student population, the California Community Colleges requests that the state leverage the statewide lease-revenue bond approach adopted in the 2024 State Budget to provide an additional $1.1 billion for affordable student housing projects. Under this structure, community college districts would enter into agreements with the state to secure lease revenue bonds, achieving economies of scale and preserving the program's goal of affordability.

## Chancellor's Office Capacity

### Exempt the Chancellor's Office from Funding Reduction and Build Capacity

($9 million ongoing non-Proposition 98)

This Request also highlights critical non-Proposition 98 investments to build capacity within the Chancellor's Office, which is responsible for supporting the largest and most diverse higher education system in the country. The Chancellor's Office functions include leadership to advance equitable student outcomes, support, and guidance to nearly 90,000 system faculty and staff, and accountability for state and federal laws and regulations. Of specific importance to California's economic goals is the ability for the Chancellor's Office to advance equitable educational reforms and workforce pathways and partnerships that will help students thrive and succeed.

The 2024 State Budget included a 7.95% across-the-board decrease to the Chancellor's Office operational budget, translating to roughly a $7.3 million cut. This estimate includes state resources that are primarily intended for community colleges, such as affordable student housing. A reduction of this magnitude inhibits the ability of the system office to support colleges in implementing student-centered, equity-driven policy change. Major new legislation related to remedial education, transfer pathways, expansion of financial aid eligibility to underserved student populations, and more, have all required significant guidance and oversight from the Chancellor's Office. This workload will not simply go away if the reduction is implemented—it will simply have to be absorbed and performed by fewer staff, who will also be responsible for implementing any new program mandates passed by the Legislature in future years.

The California Community Colleges call for a restoration of the Chancellor's Office operational budget to ensure it has the resources and staffing capacity to implement programs and policies with fidelity. Additionally, the California Community Colleges support the addition of new staff positions for the Chancellor's Office to implement the Vision 2030 priorities and advance the state's Career Education Master Plan.

### Vice Chancellor of Information Technology and Digital Transformations

The Chancellor's Office requests a Vice Chancellor of Information Technology and Digital Transformations position who would be responsible for developing the infrastructure using emerging technologies to advance the goals of the state's Career Education Master Plan and Vision 2030. Particularly as it relates to the Common Student Data Platform implementation as well as the new Digital Center for Innovation, Transformation and Equity approved by the Board of Governors in July 2024. Support the systems preparation to address the impacts of artificial intelligence. The Director will support the system to have the tools, resources, and policies necessary to benefit from artificial intelligence, but also help to protect against its potential harms. Ongoing workload to shape the future of ethical, transparent, and trustworthy AI, while remaining the world's AI leader, is critical to the implementation of Vision 2030 and the future of higher education in California.

### Vice Chancellor of Innovation and Strategic Partnerships

The Chancellor's Office is seeking a Vice Chancellor of Innovation and Strategic Partnerships to work with public and private sector organizations to enhance the outcomes for Vision 2030. A key aspect of achieving these outcomes involves establishing agreements and sharing data with state agencies, county organizations, nonprofits, and businesses. For example, to meet the changing workforce in the Technology sector, the Chancellor's Office is establishing MOUs with Technology companies to help train our faculty through a "train the trainer" model as well as provide internship opportunities for our students. This collaboration will help create system-level solutions that bring innovations—such as basic needs support and social safety nets—from the margins to the mainstream, enabling scalable and equitable solutions. This position will report directly to the new Chancellor who is focused on rapidly expanding partnerships, anticipating where the puck is going to be and ensuring that the California Community Colleges are promptly meeting the workforce needs to keep the California economy strong.

### Assistant Vice Chancellor of Workforce Development

The Chancellor's Office requests an Assistant Vice Chancellor of Workforce Development to support the implementation of Vision 2030. The position will play a key role in leading apprenticeship program expansion, and implementing the Carl D. Perkins Technical Education Act of 2018, nursing program support, Strong Workforce, and economic and workforce development. The role will be essential for the coordination of career education program activities with other educational segments, and maintaining liaison with educational, governmental, and private officials and organizations. They will help lead compliance with related standards, state and federal laws, rules, regulations, Board of Governors actions, and Agency policies and procedures. Importantly, they will be key to scaling proven field practices and demonstration projects to ensure systems change.

### Assistant Vice Chancellor of Operations and Special Initiatives

The Chancellor's Office requests a Director of Operations and Special Initiatives to support the implementation of Vision 2030. The position will play a critical role in coordinating the actions and goals of Vision 2030, and specifically the demonstration projects.

### Security and Infrastructure Engineer

The position would be responsible for security, infrastructure, and cloud architecture. Responsible for implementation and management of security and infrastructure systems necessary to maintain IT operations and capabilities outlined in the Cal-Secure roadmap. The position would support Independent Security Assessment (ISA) activities of the CalSecure Oversight LifeCycle. The position analyzes incident-related data and determine the appropriate response; design new architectures, and solutions that will support security requirements; develop change management standards or requirements; create backup and recovery strategies; conduct disaster and recovery analysis, planning, implementation, and administration for systems.

### Risk Management Specialist

The position would be responsible for identifying cybersecurity threats and privacy-related issues and implementation of the information security program policies, procedures, and standards as outlined in Government Code 11549.3. The position manages technologies necessary to increase the Chancellor's Office information security program compliance.

### Staff Services Specialist

The position would be responsible for methodically planning, organizing, and coordinating the Chancellor's Office outreach activities, including in-person and virtual events, inter-agency collaborations, and stakeholder meetings, with a special focus on Vision 2030 and engaging executive cabinet leaders. This employee will collaborate with district administration, groups, and individuals in connection with the coordination of Chancellor's Office Executive Cabinet activities.

## Multi-Year Requests

### Complete the Statewide Technology Transformation (Phase 2)

The California Community Colleges requests funding for Phase 2 of the Common ERP transition to support implementation, college and district transition costs, and product testing and updates during the implementation period. Completion of this transformation will forge the foundation of our system's support of the Career Passport and the Career Education Master Plan, allowing the automated transfer of student data as they move between institutions, both within the California Community Colleges and when students transfer to four-year institutions. Additionally, standardizing and streamlining data collection would lead to fewer errors, consistent reports, and reduce data knowledge gaps and provide a powerful platform for the development of real-time student-facing tools and supports as well as statewide accountability measures. Further, it will help provide all students, staff, and faculty to have a shared, standard, robust, and secure technology experience across the state and support their seamless transition between institutions, enhancing student and faculty experiences as they only need to learn and interact with one system rather than multiple systems used across the colleges. Moving to a more robust and secure statewide system will have positive impacts systemwide, but especially for small and rural colleges, as well as low-income students and students of color, mitigating their unequal access to technology. However, meaningful benefits in reduced workload, reduced operating costs, heightened information security, and improved user experiences for students, faculty, and staff will be felt systemwide.

This proposed request would seek to complete the California Community College technology transformation. Phase 2 is the second of a two-phased project to build, test, implement and train staff statewide on cloud-based common enterprise system across 116 colleges to complete full implementation systemwide, building upon the work of Phase 1 but moving funds to increased testing, implementation support, and district transition costs as the foundational informational initiatives and development completes in Year 3.

### Commence Initial Implementation of the Cal Grant Equity Framework

The Cal Grant Equity Framework, included in the 2022-23 State Budget, would have streamlined the Cal Grant program, removed barriers for low-income students, expanded access awards to foster youth and parents, enabled more students to apply for CalFresh, and more. The Framework was targeted for implementation in 2024-25 but was left out of the budget due to the projected deficit. We urge the Legislature and the Governor to prioritize the modernization and expansion of the Cal Grant program for all low-income community college students, starting with the 2025-26 State Budget. Implementing the Cal Grant Equity Framework would significantly increase the number of community college students receiving aid. It would ensure that student parents, low-income students, foster students, and others with financial need could focus on their academic goals, ultimately increasing completion rates.

### Increase Support for Part-Time Faculty Health Insurance Program

The Community College Part-Time Faculty Health Insurance Program is intended to encourage community college districts to offer health insurance for part-time faculty. Variable participation across the system creates inequitable treatment of part-time faculty, especially of those working in multiple districts. This proposal seeks to increase support for the program to encourage greater participation and provide adequate funding. Without state action, disparities in healthcare access for part-time faculty will persist, potentially affecting faculty retention and student outcomes. The Chancellor's Office is currently engaged in a study that will provide detailed recommendations for implementation of a sustainable and reliable statewide pool for community college part-time faculty health insurance. The study is expected to be completed in October 2024; therefore, this proposal is considered a multi-year request to allow time to consider the study's recommendations and further engage with system stakeholders.

## APPENDIX C: 2025-26 SYSTEM LEGISLATIVE REQUEST DETAILS

### Student Supports

### Streamline California Work Opportunity and Responsibility to Kids (CalWORKs) Program Eligibility

The CalWORKs program helps community college students prepare for employment by providing vital services such as work study, job placement, childcare, skills training, and case management support. These services help students reach self-sufficiency and economic mobility. Yet, certain program requirements limit the effectiveness of the program.

First, students are only eligible for CalWORKs if they are currently receiving the cash-aid portion of the CalWORKs program administered by the county. In California, cash aid under CalWORKs is restricted to a 60-month lifetime limit for most adults; however, children under the age of 18 years old may be eligible for cash-aid. Restricting CalWORKs access to adults who have timed out of cash-aid disproportionately impacts adult community college students and limits their access to crucial services at a time when they need it the most. The compounded effect of losing cash-aid benefits and being ineligible for the CalWORKs program results in an overwhelming disruption to their family stability and chances of academic success.

Second, only the Temporary Assistance for Needy Families (TANF) portion of funding for the CCC-CalWORKs program can be used to provide direct aid to CCC-CalWORKs students. The current legislative language does not provide the same kind of flexibility for the Proposition 98 portion of the program funding. This severely limits colleges' ability to provide adequate resources to CCC-CalWORKs students. Funds can help students pay for technology and equipment that are essential for their academic studies, including laptops, internet access, and software applications. CCC-CalWORKs students are typically single parents with childcare needs who may be unable to visit the college computer lab during evenings and weekends.

A final challenge is the requirement that employers provide a 25% match for work study wages, which serves as a disincentive for employers to participate in the program. There is no such match requirement for federal work study, and aligning to federal requirements would provide a greater incentive for off-campus employers to participate. This will increase the number of students who are placed in work study opportunities that align with their educational and career goals. Therefore, we are proposing several actions to address these challenges and make the program more effective, including legislative changes to:

- Expand program eligibility to include CalWORKs recipient families, specifically adults who have timed out of CalWORKs cash-aid but have dependents who are currently receiving CalWORKs cash-aid and services;
- Allow the Proposition 98 portion of the CCC-CalWORKs program funding to be used for direct aid; and
- Remove the employer match requirement for work study funds.

These changes to the CCC-CalWORKs program would promote Vision 2030 outcomes by increasing access to critical educational supports for low-income parenting students in need, strengthening the financial supports provided to program participants, and expanding participants' opportunities for experiential and work-based learning to enhance social and economic mobility.

### Implement CalFresh Master Memorandum of Understanding

Data sharing between community colleges and social service agencies can facilitate student access to basic needs that are essential to their retention and academic success. This proposal would authorize the establishment of a master, statewide memorandum of understanding (MOU) between the Chancellor's Office and the California Department of Social Services (CDSS) to share data regarding the number of California community college students applying for and receiving CalFresh benefits. A statewide MOU would streamline the process of gathering Basic Needs program (CalFresh) data, eliminate duplicative work across systems, minimize potentially inaccurate data reporting, and reduce the student burden to access basic needs services. Provisions of AB 2627 (Bauer-Kahan, 2022) allow community college districts to establish data sharing MOUs with their local county CalFresh agencies to share electronically collected personal information regarding student CalFresh uptake and potential eligibility, and this proposal seeks to expand the same authorization to the Chancellor's Office and CDSS. The Chancellor's Office currently has an existing, longstanding data sharing MOU with CDSS, which could easily be amended to include CalFresh data.

The proposed MOU would promote Vision 2030 outcomes by bringing financial support to students through policy reform (e.g., Cal Grant, Pell, work-study, basic needs) and aligning the flow of data across systems of education and public social services to remove barriers that hinder access and persistence. It would also allow the Chancellor's Office to meet the reporting requirements established in SB 117 (Budget, 2023) and gain critical insights to inform strategies to actively support students to apply for and receive CalFresh.

### Eliminate Structural Barriers to Residency

Our 2024-2025 System Budget Proposal included a commitment to review all nonresident laws and structures that may be impeding college access for nonresident students. The Chancellor's Office has identified 20 policies that automatically entitle students to California residency and 19 laws that provide students with an exemption from the payment of nonresident tuition. An early review of these laws shows potential areas of duplication and confusion for students, potentially creating challenges for both practitioners and students. While our analysis may not result in a formal policy change, it is important to share our findings and start a discussion about ways we can address any challenges. We will continue to explore ways to streamline these policies to ensure they are truly providing equitable access to higher education for students who may not satisfy the narrow requirements for residency and eligibility for nonresident tuition exemptions. We will work collaboratively with the other higher education segments to ensure these benefits are transferable across academic and degree pathways.

## Academic and Career Pathways

### Clarify Systemwide Academic Renewal Policies

Academic Renewal policies enable students to alleviate the impact of past substandard grades by disregarding them in grade point average (GPA) calculations, thereby improving academic standing and facilitating progress toward graduation, certification, or transfer to four-year institutions. Despite their potential benefits, Academic Renewal policies vary widely across colleges in the amount of coursework that can be alleviated, the required GPA, and the elapsed time since the substandard grades were earned. This variability creates inequities and hinders the effectiveness of Academic Renewal as a tool for student success. It can negatively affect completion and transfer rates. The wide range of procedures and practices across the state create significant burdens for students, especially those who have attended multiple institutions. This proposal aims to create a uniform Academic Renewal policy across all California Community Colleges by amending Title 5 regulations. The proposal is unlikely to result in new legislation, as the issue can be resolved by amending the existing Title 5 regulations to require a more uniform and consistent policy. To achieve this outcome, the California Community Colleges will leverage participatory governance processes to reach consensus on the necessary regulatory changes.

## Chancellor’s Office Capacity

### Authorize the Chancellor’s Office to Impose Research Fees for Time-Intensive Data Requests

The Chancellor's Office provides critical data management services to facilitate community college district and system compliance with federal and state requirements. The Chancellor’s Office conducts limited independent research about the system and state goals like Vision 2030 and the Governor’s Roadmap for Higher Education. Additionally, the Chancellor’s Office engages in regular data sharing with multiple state agencies and external partner organizations annually to facilitate high-impact research on more than 50 categorical programs, initiatives, and other special projects. Due to the disproportionate size of the California community college system in higher education nationally, there is significant interest in data sharing to explore critical topics related to education and employment outcomes. For example, the Chancellor’s Office has memorandums of understanding (MOUs) with researchers at the University of California, Davis’s California Education Lab, the Public Policy Institute of California’s Higher Education Center, and the University of California, Berkeley’s California Policy Lab to conduct research on affordability, developmental education reform, and transfer among other topics. These research projects are not required by state law, yet they require extensive time and resources from the Chancellor's Office. Our capacity is insufficient to explore these critical issues while balancing all other required workload and on-demand needs to support the agency, districts, legislature, and public needs.

Currently, the Chancellor's Office has neither the authority to impose research fees nor the mechanisms and processes to collect and allocate these funds. Under Education Code Section 49079.7, the California Department of Education is allowed to charge reasonable fees upon researchers seeking to access individually personally identifiable information in order to cover costs of responding to time-intensive requests. These fees cannot exceed the actual costs incurred by the department in responding to the applicant's request and only applies to the release of data for research purposes.

The California Community Colleges seek to mirror this same authorization for the Chancellor's Office, providing an additional revenue source to offset increasing workload costs and provide staff professional development.

# APPENDIX D: CONTEXT FOR SYSTEM CLIMATE AND ENERGY PROJECTS

## Clean Energy Training Facilities

The purpose of the Clean Energy Training Facilities initiative is to construct facilities that will train prospective workers in clean energy, including offshore wind energy. As California continues to lead in renewable energy, the demand for skilled workers in clean energy sectors, particularly offshore wind, is increasing. The Vision 2030 plan recognizes the importance of equipping community colleges with the necessary infrastructure to provide this training. There are several barriers to advancing clean energy education, including outdated infrastructure and insufficient funding for specialized programs. Addressing these barriers is essential to ensure that all students, especially those from marginalized communities, can participate in and lead California's green economy.

Relevant sections of SB 867 include $475 million for offshore wind generation development, administered by the State Energy Resources Conservation and Development Commission. The California Community Colleges requests $10 million from this allocation and will discuss the specifics with the administering agency. Additionally, the bond includes $325 million for clean energy transmission projects, administered by the California Infrastructure and Economic Development Bank and the State Energy Resources Conservation and Development Commission. The Chancellor's Office aims to ensure direct appropriation of funds to itself upon allocation and plans to engage with the Governor's Office for allocation discussions.

## Climate and Fire Management Training

The Climate and Fire Management Training initiative aims to renovate or construct facilities and purchase equipment to train workers in forest and wildfire management, climate-smart agriculture, home hardening, fire-resistant landscaping, and water treatment. With increasing wildfire incidents and climate impacts, there is a critical need for specialized training in climate and fire management. Community colleges play a pivotal role in providing this education. However, existing barriers such as restrictive enrollment criteria and limited access to career counseling services hinder progress. The Vision 2030 plan emphasizes removing these barriers to provide equitable access to all students.

Relevant sections of SB 867 include $1.2 billion for improving local fire prevention capacity and forest health, administered by the Natural Resources Agency. We will coordinate with the administering agency to request $75 million from the allocation. Additionally, there is $870 million for grant programs to protect and enhance fish and wildlife resources, administered by the Wildlife Conservation Board, and $50 million for technologies to improve wildfire detection and assessment, administered by the Department of Forestry and Fire Protection. The Chancellor's Office will engage with the administering agencies to determine partnership and funding opportunities for our colleges.

## Microgrids for Community Resilience

The purpose of the Microgrids for Community Resilience initiative is to install microgrids at community colleges to enhance community resilience during power outages and natural disasters. Microgrids are essential for maintaining power during emergencies, thereby supporting community resilience. The Vision 2030 plan includes microgrid installations at community colleges to ensure they can serve as critical hubs during crises. Overcoming barriers such as insufficient funding and technological gaps is crucial to implement these projects effectively.

Relevant sections of SB 867 include $325 million for clean energy transmission projects, administered by the California Infrastructure and Economic Development Bank and the State Energy Resources Conservation and Development Commission.

Additionally, there is $50 million for projects reducing the impact of extreme heat, urban heat island effect, and building community resilience, administered by the Office of Planning and Research's Extreme Heat and Community Resilience Program. Moreover, there is $60 million for creating community resilience centers, administered by the Office of Emergency Services and Strategic Growth Council. The Chancellor's Office will discuss partnership and funding opportunities with the administering agencies and the Governor's Office.

## APPENDIX E: 2024 UNFUNDED LEGISLATIVE AND BUDGET ACTIONS DETAILS

### Increase Support for Part-Time Faculty Office Hours Program

(SB 155, $64 million ongoing Proposition 98)

Part-time faculty teach 70% of courses in the California Community Colleges, so investments to allow these faculty to hold office hours are essential to providing equitable support for students across all colleges. Budget trailer bill legislation in 2024 increased the allowable state reimbursement from 50% to 90% of college costs for part-time faculty office hours, but funding for that level of reimbursement has not yet been provided. This request seeks to increase state funding for the Community College Part-Time Faculty Office Hours Program to fully fund the 90% reimbursement to colleges.

Increasing state funding to 90% of program costs will enable districts to offer more paid office hours for part-time faculty, improving student access to academic support and addressing faculty equity issues. Research shows that student-faculty interaction outside the classroom is a key factor in student retention and success. The proposed investment will help create the institutional capacity for progress in closing equity gaps and improving student outcomes. It directly supports student success by increasing opportunities for one-on-one academic support and mentoring. It also advances faculty equity by improving working conditions and compensation for part-time faculty.

### Model Anti-Hazing Policies and Supports

(AB 2193, $150,000 one-time non-Proposition 98)

AB 2193 (Holden) requires educational institutions to take reasonable steps to prevent student hazing, including the development of a comprehensive prevention and outreach program that informs students of the campus's anti-hazing policy. This bill is intended to protect a student's well-being, allowing them to remain safe from harmful practices that can deter their long-term educational success. The California Community Colleges request a one-time budget investment of $150,000 for the Chancellor's Office to develop model anti-hazing training programs and procedures that are responsive to local conditions and needs, while providing flexibility for colleges to tailor them for their specific student populations.

## Disability Access and Compliance Training Program

(AB 2821, $300,000 one-time non-Proposition 98)

AB 2821 (Grayson) requires the Chancellor's Office, in collaboration with community college districts, to establish a Disability Access and Compliance Training Program that informs practitioners of reasonable accommodations and supportive services available to students with disabilities, broadening their access to these supports. The California Community Colleges request a one-time budget investment of $300,000 for the Chancellor's Office to create a systemwide training program, in collaboration with campus stakeholders, that includes the legal, professional, and procedural responsibilities of college staff to create equitable educational opportunities for students with disabilities.

## Greater Accessibility, Information, Notice, and Support (GAINS) for Student Parents Act Model Policy

(AB 2458, $2.15 million one-time Proposition 98)

In 2022, California policymakers enacted AB 2881 (Berman) to remove certain policy barriers to academic success and degree attainment for student parents. AB 2458 (Berman) builds on AB 2881 to strengthen access to financial aid for student parents by requiring the Chancellor's Office to disseminate policy guidance that provides information regarding the actual cost of attendance for student parents. This policy guidance must also include model instructions on how to: 1) identify student parents for financial aid purposes; 2) update cost of attendance information using student-friendly language; and 3) explain the financial aid and affordable childcare options available to student parents. Upon receipt, AB 2458 requires community colleges to implement the policy guidance and model instructions.

The California Community Colleges seek a one-time budget allocation of $150,000 for the Chancellor's Office to develop the policy guidance and model instructions, in consultation with a broad range of practitioners and stakeholders. This investment will help ensure student parents receive financial aid awards that reflect their true cost of college.

## Equitable Implementation of Title IX Policies

(AB 1575, AB 1905, and SB 1491, $4 million one-time Proposition 98)

Introduced during the 2024 Legislative Session, the Title IX Call to Action includes a package of seven bills that are intended to provide all students with an educational environment that is free from discrimination based on sex, race, color, religion, or national origin. By creating the conditions for a safe, inclusive, and non-discriminatory environment and offering appropriate supports and resources, community colleges can foster an equity-centered culture that provides students with academic success and career readiness.

To address the urgent need to strengthen Title IX policies, the California Community Colleges request ongoing budget resources for the Chancellor's Office to provide technical assistance, develop best practices consistent with the intent of the Title IX legislative package, and monitor compliance through reporting and audits. The Chancellor's Office will support the equitable implementation of three bills included in the Title IX package: AB 1575 (Irwin), AB 1905 (Addis), and SB 1491 (Eggman). These bills require community colleges to create new trauma-informed policies, and additional guidance from the Chancellor's Office will enable the effective development of these reforms across all institutions.

### Program Length Requirements for Title IV Eligibility

($6 million one-time Proposition 98)

Recent federal regulations on program length restrictions for Gainful Employment (GE) programs represent a significant shift in ensuring educational programs align with state licensure requirements. These changes, part of a broader effort to improve student outcomes and reduce unnecessary costs, restrict GE program lengths to 100% of the state's minimum educational requirements for licensure, a departure from the previous 150% allowance. Although a preliminary injunction currently halts the enforcement of these regulations, it remains crucial for institutions to review and streamline their programs in anticipation of future compliance and support equitable student success.

The California Community Colleges seek a one-time budget investment for the system to engage in a comprehensive review of all clock hour programs in collaboration with Curriculum Chairs, Career and Technical Education deans and faculty and modify curriculum to better align with the state's minimum educational requirements. This will enable improved program outcomes and lower student completion time.

## APPENDIX F: SYSTEM LEGISLATIVE CLEAN-UP REQUESTS DETAILS

### California College Promise Program (AB 19)

The California College Promise Program authorizes colleges to waive enrollment fees for first-time or returning students who are enrolled full time for up to two academic years. Students are prohibited from receiving a fee waiver if they previously earned a degree or certificate from a postsecondary educational institution, which conflicts with the system's goals to expand stackable credentials. The California Community Colleges will pursue clarifying changes to the Promise Program to specify that students who earned a degree or certificate from a postsecondary educational institution prior to their initial application for the fee waiver must remain eligible.

## Systemwide Reporting Requirements

As originally described in the 2024-25 System Budget Proposal, the Chancellor's Office is mandated to submit more than 50 reports to the Legislature on an ongoing basis, most of them annually. Some of these reports require a summary of each college's efforts to implement a specific policy, which requires significant time and resources to compile. This year, the Chancellor's Office worked closely with legislative leaders to consolidate and streamline requirements for several reports, some of which were included in AB 176 (Budget), but more work remains. We will continue working with the Legislature and Administration to streamline reporting requirements and alleviate workload burdens.

## California General Education Transfer Curriculum

AB 928 (Berman, 2021) requires the Intersegmental Committee of the Academic Senates (ICAS) to establish a singular general education transfer pattern. Known as the California General Education Transfer Curriculum (Cal-GETC), all three segments will implement this pathway commencing with the 2025-26 academic year. The California Community Colleges will pursue statutory changes to replace or remove outdated references to other general education pathways.

## Foster and Kinship Care Education

The Foster and Kinship Care Education (FKCE) Education Program provides foster parents with educational opportunities to develop parenting and caregiving skills. We seek changes to the FKCE Program to align with a new interagency agreement between the Chancellor's Office and the California Department of Social Services and updated systemwide terminology.

## Cross-Enrollment for California Virtual Campus Courses

The California Virtual Campus (CVC) allows students to enroll in online courses offered by another community college district. The California Community Colleges requests changes to the CVC statute to remove access barriers, thereby allowing more students to reach their educational goals more quickly.