

MULTI-YEAR ROADMAP BETWEEN THE NEWSOM ADMINISTRATION AND THE CALIFORNIA COMMUNITY COLLEGES MAY 2022

This multi-year roadmap between the Administration and the California Community College (CCC) system outlines mutually prioritized goals, expectations, and accompanying outcome measures. These expectations are modeled after the [Vision for Success](#) and shall not be construed to create reimbursable state mandates, but rather propose investments that support or create fiscal, policy, and programmatic incentives.

This roadmap offers the CCCs the Administration's commitment toward investing available Proposition 98 resources to aid the system in meeting the goals and expectations set forth below, and providing additional fiscal resources to the Chancellor's Office to support the state's colleges.

ROADMAP TERM:

From the 2022-23 through 2026-27 fiscal and academic years.

PROGRESS REPORTING:

By August 30 of each year for the term of the agreement, the California Community Colleges Chancellor's Office (Chancellor's Office) will furnish a report to the Administration and the Legislature describing what specific actions are planned to achieve each goal.

- Annual reports from 2023-2026 will describe actions taken, quantify progress in achieving each goal, and describe planned actions for the next year.
- The requested information may be reported as part of the annual State of the System report.
- Community college districts are encouraged to provide timely data as requested by the Chancellor's Office to facilitate statewide assessment and reporting.

PRINCIPLES AND TENETS OF THE ROADMAP:

The roadmap represents an unwavering commitment to continue to increase support and socialize existing reforms—such as Guided Pathways, equitable placement, the Student Centered Funding Formula, and competency-based education, among others—aimed at improving student success and making that success equitable for all students served by the CCCs.

It is recognized that CCCs serve the most diverse students in the state and as such, the roadmap serves as a vehicle to remedy structural and funding inequities that disproportionately affect students of color.

The roadmap includes a commitment to build operational capacity within the Chancellor's Office to effectively advance the agreed upon goals and initiatives.

The roadmap also serves to continue and facilitate implementation of AB 705 (Chapter 745, Statutes of 2017) assessment/placement reforms and to support the transfer reforms enacted pursuant to AB 928 (Chapter 566, Statutes of 2021).

PLANNED INVESTMENTS FOR NECESSARY STATE SUPPORT:

The CCC system plays a critical role in supporting the state's goal of achieving 70-percent postsecondary degree and certificate attainment among working-aged Californians by 2030. With the largest and most diverse student body among California's postsecondary systems, serving approximately 1.8 million students, the ability of the state's 116 community colleges in meeting the annual expected outcomes detailed within this roadmap is pivotal to student success and equity. To achieve these goals, the CCC system needs to advance key reforms designed to transform the structural operations of the colleges to strengthen outcomes for all students. The following elements are critical to achieving the targeted impact:

FUTURE OF WORK/FUTURE OF LEARNING TO SUPPORT SOCIO-ECONOMIC MOBILITY

To ensure California Community Colleges effectively serve working adults and post-traditional learners, the system needs to enable innovations related to instructional delivery modalities that improve support for working adults. These methods include competency-based education, credit for prior learning, and flexible program pathways, and strengthen equitable classroom environments through vehicles such as culturally relevant curriculum and classroom climate audits. The Administration recognizes Calbright College as an essential component of that effort.

STUDENT & EQUITY CENTERED INSTITUTIONS

To ensure that colleges are proactively examining and re-structuring their delivery and operations to maximize equitable student success, the Administration will:

- Address the Student Centered Funding Formula (SCFF) hold harmless provision, which ends after 2024-25, by proposing amendments to create a funding floor for community college districts that allows them to transition to the core formula over time. Specifically, the 2022-23 Governor's Budget includes proposed language to eliminate the ongoing cost-of-living adjustment applied to the SCFF hold harmless provision after 2024-25, thereby establishing a new funding floor for community college districts and allowing the SCFF to operate as intended, with all CCCs inevitably transitioning to the core formula.
- Propose fiscal resources to districts to help weather increased operating costs, including to accommodate long-term shifts in student learning modality demand. Specifically, the May Revision proposes a base increase for the SCFF of \$375 million ongoing Proposition 98 General Fund, consisting of an increase of \$250 million to increase the SCFF's funding rates for the base, supplemental, and success allocations, and an increase of \$125 million to augment the SCFF's basic allocation within the base allocation. In addition, the May Revision proposes \$750 million one-time Proposition 98 General Fund for discretionary block grants to address issues related to the pandemic and to reduce long-term obligations.
- Address the deferred maintenance backlog and help to modernize CCC campuses. Specifically, the May Revision includes \$1.1 billion one-time Proposition 98 General Fund to support deferred maintenance and energy efficiency projects. Combined with the Governor's Budget investments, this augmentation proposes over \$1.5 billion for this purpose.
- Propose resources to support part-time faculty. Specifically, the Governor's Budget includes \$200 million ongoing Proposition 98 General Fund to augment the Part-Time Faculty Health Insurance Program to expand healthcare coverage for part-time faculty.
- Propose support for community college classified employees. Specifically, the May Revision includes \$10 million ongoing Proposition 98 General Fund to establish the Classified Employee Summer Assistance Program.
- Subject to the availability of a stable and reliable data source, consider including the use of an unduplicated first-generation student metric within the SCFF's supplemental allocation, as recommended by the Student Centered Funding Formula Oversight Committee.

- Continue to support the implementation of Guided Pathways, common course numbering, and AB 705 (Chapter 745, Statutes of 2017) reforms and direct system investments toward services supporting underserved and disproportionately impacted students.
- Continue support for equity-focused categorical programs. Specifically, building off the Governor's Budget proposal of \$10 million, the May Revision proposes an additional \$10 million ongoing Proposition 98 General Fund for the NextUp program—for a total proposed investment of \$20 million—to expand the availability of foster youth support services offered at community colleges. In addition, the May Revision proposes \$25 million ongoing Proposition 98 General Fund for an approximately five-percent increase to the Student Equity and Achievement Program.
- Expand support for apprenticeship programs. Specifically, the May Revision provides \$45 million one-time Proposition 98 General Fund to support the implementation of the California Healthy School Meals Pathway Program, which is a pre-apprenticeship, apprenticeship, and fellowship workforce training pipeline pilot program for school food service workers. Additionally, the May Revision includes \$16.9 million ongoing Proposition 98 General Fund to align the apprenticeship program Related and Supplemental Instruction rate with the SCFF credit rate, as opposed to the noncredit rate.
- Continue support for the system's Diversity, Equity and Inclusion Integration Plan.
- Continue support for the CCC Board of Governors' Resolution Declaring Support for Student Basic Needs, and the Call to Action agenda.

The Administration's commitments will have a particular focus toward investments that align with the February 2021 Recovery with Equity Report:

INTERSEGMENTAL EQUITY AND COLLABORATION

To ensure equitable outcomes for historically under-represented students and regions, the Administration will strive to equitably improve transfer and pursue student-centric measures that require intersegmental collaboration with TK-12 local educational agencies, the California State University (CSU), the University of California (UC), and other state agencies, with the intent to make the navigation of intersegmental transitions far easier and more transparent to students, parents, and their communities. As part of this work, the Administration will support efforts for all public segments of postsecondary education to implement the Associate Degree for Transfer (ADT), common General Education components required by AB 928 (Chapter 566, Statutes of 2021), and upon implementation of a common course numbering system across the Community College System, support cross-segment collaboration to facilitate the consideration of a

common course numbering system across all general education courses and transfer pathway courses. The Governor's Budget includes \$65 million one-time Proposition 98 General Fund for community colleges to implement the transfer reform provisions required by this legislation. Additionally, the Administration supports enhanced student-level data sharing among the public segments of postsecondary education to facilitate seamless transfers of students between segments.

- **Systemwide Common Data System and Degree Mapping Technologies:** Subject to the availability of Proposition 98 General Fund resources, the Administration will collaborate with the Chancellor's Office to develop a phased approach to implement a common data collection system that can be used by each community college to submit data to the Chancellor's Office and to the Cradle-to-Career Data system. Additionally, the Governor's Budget includes \$25 million one-time Proposition 98 General Fund to assist community colleges with implementing a cohesive systemwide approach that maps intersegmental curricular pathways to help students choose their pathway, facilitate streamlined transfer between segments, and reduce excess units taken on the path to degree or program completion.
- **Transformational Leadership:** To ensure that there is consistent and effective leadership to carry out the intent of this agreement, the Administration will propose additional non-Proposition 98 General Fund support for the Chancellor's Office. Specifically, building off the Governor's Budget investment, the May Revision includes \$2.6 million ongoing non-Proposition 98 General Fund to support shifting 10 positions proposed in the Governor's Budget for 2023-24 to 2022-23, as well as 7 additional positions to support the implementation of the Cradle-to-Career Data System, assist colleges with affordable student housing, and build capacity to accommodate the increase in contracts and reporting requirements. Combined with the Governor's Budget investments, these augmentations provide the CCC Chancellor's Office a total of \$3.9 million ongoing non-Proposition 98 General Fund for 26 positions in 2022-23, bolstering capacity to support the system, including to support curriculum-related reforms, technology modernization, data analysis, research, legal affairs, districts' fiscal health monitoring, and government relations.

SHARED GOALS:

The Administration and the CCC system mutually agree to prioritize advancement of student-focused, shared goals over the five-year term of this roadmap. The shared goals articulated herein are designed to build upon the system's Vision for Success goals, indicated below, to close equity gaps and promote student success; expand opportunities for transfer students; increase intersegmental collaboration to benefit students; and support workforce preparedness and high-demand career pipelines.

VISION FOR SUCCESS GOALS	THE GOVERNOR'S CCC ROADMAP
<p>Increase completion of degrees, credentials, certificates, and job-specific skill sets by 20% by 2022</p> <p>Baseline: 145,218 (Source: 2019-20)</p>	<ul style="list-style-type: none"> • Increase the percentage of students earning degrees, certificates and specific skill sets for in-demand jobs by 20% by 2026; • Increase the percentage of TK-12 students who graduate with 12 or more college units earned through dual enrollment by 15%; • Focus on establishing or expanding programs that address workforce needs in healthcare, climate action, education and early education.
<p>Increase transfers to UC and CSU by 35% by 2022</p> <p>Baseline: 91,584 (Source: 2019-20)</p> <p>ADT: 58,471 (2019-20)</p>	<ul style="list-style-type: none"> • Increase the number of transfers to the UC or CSU in proportion to enrollment growth in those systems; • Annually publish, for all colleges, the 2-year associate degree graduation rate and the share of first-time students who have successfully completed at least 30 units before entering their second year, disaggregated for underrepresented and Pell students; • Establish pathways in those fields from high school through university, including development of Associate Degree for Transfer and transfer pathways along with dual enrollment opportunities that ensure transfer of community college credits toward degree programs.
<p>Decrease the average number of units accumulated by associate degree earners to 79 units by 2022 (down from an average of 87 units in 2017)</p> <p>Baseline: 83 units (2019-20)</p>	<ul style="list-style-type: none"> • Decrease the median units to completion in excess of 60 by 15% of the units, and establish systemwide stretch goals regarding the number of students completing or transferring within the minimum amount of time necessary.
<p>Increase the number of exiting CTE students employed in their field of study to 76% by 2022 (up from 60% in 2017)</p> <p>Baseline: 70% (2019-20)</p>	<ul style="list-style-type: none"> • Establish a baseline for credit for prior learning (CPL) offerings and increase these offerings annually. Increase systemwide access and enrollment into direct-assessment competency based education (CBE) programs by 15 percent.
<p>Reduce equity gaps by 40% across all the above measures by 2022, and fully close those gaps by 2027; including regional gaps</p> <p>Baseline varies by group, see the Student Success Metric dashboard for the 2019-20 data.</p>	<ul style="list-style-type: none"> • Improve systemwide graduation rates, transfer rates, and time to completion among underrepresented, Pell Grant recipients, and disabled students to meet the average of all students by 2026; • Close equity gaps in access to dual enrollment programs • Increase the percentage of completing students who earn a living wage by 15%.

IMPROVING EDUCATIONAL OUTCOMES FOR CCC STUDENTS:

The Administration and the CCCs share the following goals to significantly improve degree and credential attainment, time to completion, and transfer rates between now and 2026:

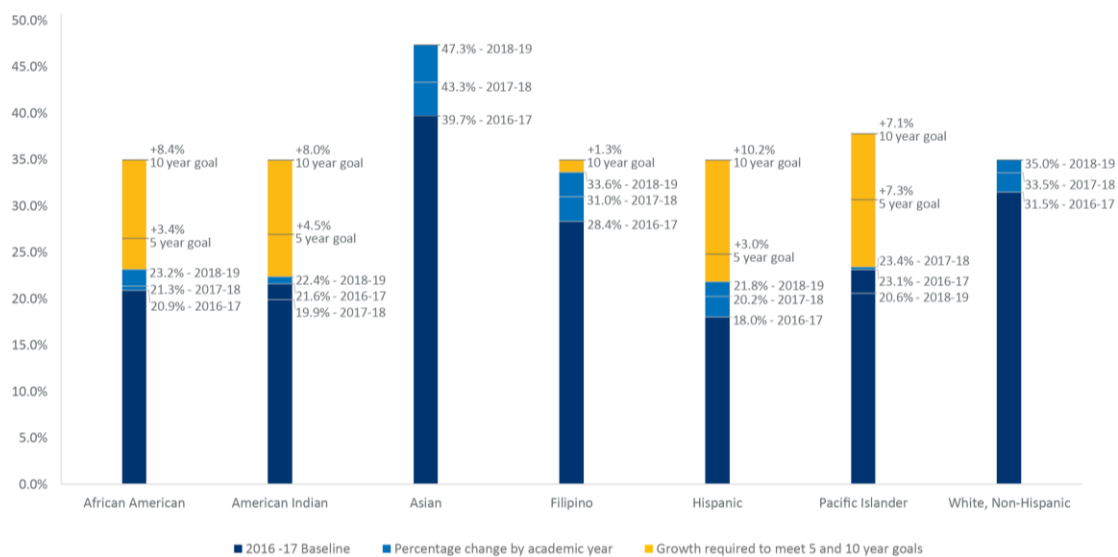
- Increase the percentage of CCC students who acquire associate degrees, credentials, certificates, and specific skill sets that prepare them for an in-demand job by 20 percent by 2026.
 - Baseline: 145,218 (Source: 2019-20, Student Success Metrics)
- Decrease the median units to completion in excess of 60 by 15 percent and establish systemwide stretch goals regarding the number of students completing their educational program or transferring to a four-year institution within the minimum amount of time necessary (e.g., completion of an associate degree within two years).
 - Baseline: 83 units (Source: 2019-20, Student Success Metrics)
- Improve the placement and completion of students into transfer-level mathematics and English that satisfies a requirement of the student's intended certificate, degree, or intended major of transfer within one-year.
- Proportionally increase the number of CCC students transferring annually to a UC or CSU by 35% or relative to enrollment growth at the UC and CSU. (Vision Goal: Increase the number of CCC students transferring to UC and CSU by 35%)
 - Baseline: 91,584 (Total, Reporting Year: 2019-20, Source: Student Success Metrics)
- Beginning with the 2023 annual report, annually publish the two-year associate degree graduation rates for all community colleges, the average units to degree for those graduating with an associate degree, and the percentage of first-time students who have completed at least 30 units prior to entering their second year, disaggregated to reflect underrepresented students, Pell Grant recipients, and disabled students to facilitate evaluations of equity gaps. This data will be published on the Student Success Metrics dashboard and annually updated in the State of the System report issued each May.

IMPROVING STUDENT SUCCESS AND ADVANCING EQUITY:

The Administration and the CCCs share the following goals to improve student success and advance equity:

- As aligned with the Vision for Success, improve systemwide completion rates, transfer rates, and units to degree completion among Pell Grant recipient, underrepresented minority, and disabled students such that they meet the average of all students by 2026.

- Baseline: (Vision Goal 5, 2018-19)



- Detailed baseline is available on the Student Success Metrics dashboard.
- The CCC Chancellor's Office will work with colleges to compile reasonable baseline data regarding any existing equity gaps between the types of students able to access a dual enrollment program, and will include this information and annual metrics for improvements to close any such equity gaps in the 2023 annual report.

INCREASE INTERSEGMENTAL COLLABORATION TO BENEFIT STUDENTS:

The Administration and the CCCs share the following goals to improve intersegmental collaboration to support seamless student experiences across the UC, CSU, and CCC campuses:

- Fully participate in implementation of the Cradle-to-Career Data System, including support for the System's proposed California College Guidance Initiative (CCGI) operating tool.
- Continue efforts for CCCs to adopt a common learning management system with the CSU and UC systems.
- Using systemwide data collected for purposes of the Cradle-to-Career Data System, collaborate with the CSU and the UC to utilize the CSU Student Success Dashboard, or a similar tool, to identify granular equity data trends that can be used to address equity gaps.
- Support efforts to establish an integrated admissions platform common to the UC, CSU, and CCCs. Such a platform should be integrated with, and informed by, the Cradle-to-Career Data System.
- The CCC system will collaborate with the UC and CSU to redesign data sharing agreements as needed to more comprehensively uphold the commitment to enable, sustain, increase, and seamlessly support transfer students; to create standards, processes, and conditions to facilitate analysis of transfer data and understand CCC successes and improvement points. Such data is critical to meaningfully fulfilling the promise of the Associate Degree for Transfer (ADT) and the intent of Chapter 566, Statutes of 2021 (Assembly Bill 928). Specifically, the CCC system will collaborate with the UC and CSU to redesign data-sharing agreements, as needed, to facilitate the provision of information on CCC transfer students, including but not limited to the following:
 - Student-level data on CCC students who upon matriculation indicate intent to transfer, and students who matriculate into and complete an Associate Degree for Transfer or the Intersegmental General Education Transfer Curriculum (IGETC) pathway.
 - Student-level data on CCC applicants to UC and CSU annually, including academic and demographic profiles, and admissions decisions by campus per year.
 - Student-level data on CCC students enrolled at UC and CSU, including academic profiles, and academic persistence and performance.

SUPPORTING WORKFORCE PREPAREDNESS AND HIGH-DEMAND CAREER PIPELINES:

The Administration and the CCCs share the following goals to better align with TK-12 and workforce needs:

- Increase the percentage of TK-12 students who graduate with 12 or more college units earned through dual enrollment by 15 percent. In the 2023 annual report, the CCC Chancellor's Office will detail how it will establish a reliable dataset and infrastructure for dual enrollment reporting. In the 2024 annual report, the CCC Chancellor's Office will include baseline information and the timeline, including annual targets, and approach for meeting this goal.
- In partnership with local educational agencies and the California Department of Education, the Chancellor's Office will work with districts to establish consistent guidance and practices to support districts in closing any existing equity gaps between the types of students able to access a dual enrollment program.
- Establish a baseline for credit for prior learning (CPL) offerings and increase these offerings annually. Increase systemwide access and enrollment into direct-assessment competency based education (CBE) programs by 15 percent. In the 2023 annual report, the CCC Chancellor's Office will detail how it will establish a reliable dataset and infrastructure for CPL and CBE reporting. In the 2024 annual report, the CCC Chancellor's Office will include baseline information and the timeline, including annual targets, and approach for meeting this goal.
- Increase by 15 percent the percentage of exiting students who earn a living wage (attained the district's county living wage for a single adult following the year of exit using the Insight Center for Community Economic Development).
 - Baseline: 179,656 (Reporting Year: 19-20, Source: Student Success Metrics)
- Within these increases, the Chancellor's Office should focus the CCCs toward establishing or expanding programs that address California's workforce needs in healthcare, climate action, education and early education.
- Establish coordinated educational pathways from high school through four-year institutions in the high-need fields of education, healthcare, technology, and climate action. These pathways should include collaborating with UC and CSU to develop Associate Degree for Transfer pathways and transfer pathways for transfer students entering these fields and encouraging a greater number of campuses to offer these pathways. Dual enrollment opportunities should

ensure that CCC course credits earned by high school students are accepted for transfer credit and apply toward degree programs. Investments included in the 2022-23 Governor's Budget for common course numbering, and systemwide software enabling campuses to design degree maps from high school through a four-year institution, could assist with this endeavor.

ANNUAL TARGETS AND REPORTING REQUIREMENTS:

By August 30 of each year, the Chancellor's Office will furnish a report to the Administration and the Legislature describing the progress the system has made toward the Vision for Success and each roadmap target. The annual report may be provided as part of the State of the System report, and shall include the following:

- Progress attained on each of the performance metrics, including baseline metrics, reporting year outcomes, and updated targeted annual projections for meeting the 2026 goals.
- Summary overview of the key implementation strategies deployed, including how they contributed to advancing the performance outcomes, how they will be adapted or leveraged for further improvements, and select college implementation examples that illustrate promising practices and lessons learned.
- Summary updates on strategic collaborations with intersegmental partners, including how the partnerships contributed to advancing the performance outcomes, structural or process changes achieved and needed, and projected annual priority focus areas for collaboration.
- It is expected that the CCC systemwide budget request will include requested support for achievement of the goals articulated in the roadmap.