



2026 REPORT

Credit for Prior Learning (CPL) Initiative

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor



California
Community
Colleges

SONYA CHRISTIAN
Chancellor

June 12, 2026

Secretary of the Senate
Erika Contreras
State Capitol, Room 305
Sacramento, CA 95814

RE: Credit for Prior Learning (CPL) Initiative Legislative Report

Dear Secretary Contreras,

Pursuant to AB-123 Higher education budget trailer bill, the California Community Colleges Chancellor's Office is pleased to release this Credit for Prior Learning (CPL) Initiative Legislative Report.

The CPL Initiative — funded with \$6 million in 2024 and \$20 million in 2025 — awards college credit for skills gained outside the classroom. The Chancellor's Office infrastructure now supports 115 credit colleges and four noncredit campuses in managing CPL and tracking outcomes. As of March 1, 2026, 42,820 students participate, generating an estimated \$269 million in savings and \$1.09 billion in projected 20-year economic impact.

For any questions regarding this report, please contact Chris Ferguson, Executive Vice Chancellor of Finance and Strategic Initiatives, at chris.ferguson@cccco.edu.

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian".

Sonya Christian, Chancellor

Enclosure: Report

CC: Sue Parker, Chief Clerk of the Assembly
Office of Legislative Counsel
Department of Finance
Legislative Analyst's Office

Chancellor's Office

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CREDIT FOR PRIOR LEARNING (CPL) INITIATIVE

Prepared By

California Community Colleges Chancellor's Office

California Community Colleges Chancellor's Office

Educational Services Division

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EXECUTIVE SUMMARY

The California Community Colleges Credit for Prior Learning (CPL) Initiative, funded by Provision 2 of Item 6870-488 of Section 2.00 of the Budget Act of 2024 (as amended by

AB 123 (2025)), awards college credit for validated skills gained outside traditional coursework. This report details expenditures to date and outlines the funding plan necessary to sustain and scale the initiative.

CPL FUNDING EXPENDITURES

The 2024 \$6 million appropriation was fully allocated for systemwide CPL infrastructure. The \$26 million (2024–2029), along with the proposed \$37 million (2026–2029), will support ongoing operations and grants for local implementation based on measurable outcomes. Progress includes enhancements to the Chancellor’s Office Mapping Articulation Pathways (MAP) platform, platform, CPL landing pages at all 116 colleges, the CPL Dashboard, convening 11 of 25 statewide faculty workgroups, and development of AI-assisted CPL tools.

OUTCOMES

As of March 1, 2026, outcomes include: 42,820 students are documented on the platform with faculty-approved CPL opportunities, including 20,845 military (92,000 eligible units), 22,045 non-military (101,000 units), and 692 apprentices (6,000 units), for an average of 4.3 units per student. 93,000 units have been transcribed (12,000 military; 82,000 non-military; and 6,000 apprentices), with an average of 2.1 units. Based on a [2024 Beacon Economics study of savings and economic impact](#) for CPL recipients, this is estimated to result in \$269 million in immediate savings and \$1.06 billion in projected 20-year economic impact based on eligible units.

Despite these successes, barriers to scaling and achieving equitable access to CPL remain, including staffing, data silos, data interoperability, transfer uncertainties, funding uncertainties, CPL misconceptions, and local procedural capacity.

The initiative aligns with [Vision 2030 and the CPL \(Credit for Prior Learning\) Workplan](#), and, once scaled to 250,000 beneficiaries, could generate an estimated statewide economic impact of \$32.5 billion by 2030. Continued investment will accelerate equitable completion, workforce alignment, and integration with related systems, including Program Pathways Mapper, California Virtual Campus (CVC), California Community Colleges Common Cloud, Chancellor’s Office Curriculum Inventory (COCI), Chancellor’s Office Management Information System (COMIS), modernized eTranscript, California Credential Registry, Career Passport, and other supporting systems and procedures.

INTRODUCTION

BACKGROUND ON CREDIT FOR PRIOR LEARNING INITIATIVE

Credit for Prior Learning recognizes validated skills from military service, industry certifications, apprenticeships, and workplace experience per [Title 5 §55050](#). The CPL initiative, integrated into the Chancellor’s Office in 2024, supports [Vision 2030](#), the [CPL Workplan](#), and the [2025 California Master Plan for Career Education](#), targeting 250,000 (500,000 stretch goal) beneficiaries by 2030.

BREAKDOWN OF 2024 \$6 MILLION EXPENDITURES

The \$6 million reappropriated under Provision 2 of Item 6870-488 supported statewide CPL pathway mapping. All funds have been allocated as of March 1, 2026, as shown in Table 1.1.

Table 1.1 Statewide CPL Pathway Mapping Funding

Project	Amount	Status	Description
ASCCC Pathways to Credit (V0718, 2024-2028)	\$1,563,900	Underway	Statewide credit recommendations & crosswalks
AI Skills to Course Alignment (V0515, 2024-2026)	\$200,000	Underway	107 certifications across 33 disciplines
RP Group Field CPL Survey (V0639, 2025)	\$57,275	Completed	Systemwide implementation survey
CPL Credential Registry – WestEd (V0719, 2025-2026)	\$200,000	Underway	Skills taxonomy & CTDL tagging
California Community Colleges Foundation Regional Trainings (2024-2025)	\$233,589	Completed	North, South, Central in-person trainings
MAP Team Operations & Technology (GFA0164, 2025-2026)	\$2,400,000	Underway	Platform, sprints, demonstrations
MAP Addendum – N2N Lightleap AI (2026)	\$1,345,236	Underway	Apprenticeship CPL tools
Total	\$6,000,000		

Source: Chancellor’s Office contract records

PROGRESS TOWARD MEETING OBJECTIVES

SYSTEMWIDE PROCESS FOR STUDENT IDENTIFICATION AND NOTIFICATION

The CPL infrastructure provides integrated solutions that support student identification and notification at each step of the CPL process. Dynamic [CPL landing pages](#) and the [MAP CPL Dashboard](#) automatically display approved CPL opportunities to the public based on prior learning credentials, allowing prospective students to identify CPL opportunities at their college of choice. The new CCCApply integration further supports this effort by identifying military students and facilitating their authorization for colleges and the system to obtain their Joint Services Transcripts (JSTs) for CPL evaluation. Training on how to embed CPL screening within the student educational planning process contributes to a seamless identification and notification workflow. The forthcoming Student CPL Portal, scheduled for May 2026 release, will expand public access to CPL screening and review tools, as further described in the Systemwide Technology Infrastructure section. Building on the success of the Veteran Sprint, which saw more than 20,000 JSTs uploaded to the MAP platform, the Apprenticeship Sprint is making progress toward documenting all California community colleges registered apprentices on the platform, supported by the Division of Apprenticeship Standards (DAS). A key goal is to display college apprenticeship progress and CPL opportunities by college, trade, and region. For example, the California Joint Apprenticeship Committee (Cal-JAC) is an early partner, and the MAP team is developing outreach procedures for about 14,000 first responder trainees; new agency CPL landing pages will provide Cal-JAC with a curated page to support public access to eligible CPL pathways throughout the system.

SYSTEMWIDE PROCESS TO AWARD CREDITS

The Chancellor's Office MAP platform serves as a systemwide, one-stop resource enabling colleges to create and share faculty-determined CPL articulations based on prior learning credentials and documentation. Following the 2024 statewide credit recommendations for Emergency Management Technician/Services (EMT/EMS), for example, 15 out of 24 colleges have already adopted these recommendations for their specific courses and first responder pathways. Miramar College's Darren Hall, co-chair of the fire statewide faculty workgroup and a faculty member at Miramar College, highlights the impact:

“One clear example of Credit for Prior Learning in action is recent students who returned to college to complete the requirements for an Associate of Science degree, enabling them to become eligible to apply for San Diego Miramar College’s newly approved Bachelor’s Degree in Public Safety Management. By recognizing prior training and professional experience, CPL creates an efficient and meaningful pathway from workforce achievement to advanced higher education opportunities.”

Student CPL plans facilitate and document college and counselor procedures to ensure CPL is offered and accepted by students (per Title 5 §55050(k)), applying to students' degree pathways and transfer destinations, adjustable if academic goals change, and properly transcribed by the college. Additionally, the CPL request process allows the public and

college personnel to seek articulation for prior learning credentials not yet evaluated by the college. Technical assistance to the field supporting implementation is provided through the [CPL Implementation Guide](#), regional CPL training events (South, Central, North), by-request CPL technical assistance (e.g., Los Angeles Regional Consortium (LARC), Inland Empire/Desert Regional Consortium (IEDRC), Orange County Regional Consortium (OCRC), Bay Area Community College Consortium (BACCC), State Center Community College District (SCCCD), and Los Angeles Community College District (LACCD).

The MAP team provides support through [office hours](#), regular convenings of the CPL [Statewide](#), counselor, coordinator, and apprenticeship workgroups, and integrates support from the Institutional Effectiveness and Partnership Initiative (IEPI) Partnership Resource Team (PRT). This includes PRT CPL assistance and funding for colleges such as West Los Angeles, Palomar, Bakersfield, Coalinga, East Los Angeles, and Los Angeles Trade Tech.

SYSTEMWIDE TECHNOLOGY INFRASTRUCTURE

The Chancellor’s Office MAP platform supports all stages of the CPL lifecycle. For public outreach, the platform encompasses college CPL Landing sites, the MAP CPL Dashboard, CPL on the Program Pathways Mapper, CVC course offerings, the forthcoming Student CPL Portal, and the planned California Credential Registry. The CPL request workflow serves both current and prospective students, while AI-enabled document ingestion processes JSTs, industry certifications, portfolios, credit by exam records, and standardized exam records.

The CPL Student Plan documents the offer, acceptance, application to degree pathways, and transcription in a cohesive process, and CPL exhibit creation documents outcomes, skills, credit recommendations, and local course articulations for all non-college credentials and documentation.

The CPL Student Portal, scheduled for May 2026 production release, will provide the public with an AI-assisted site to document prior learning, explore CPL options, request CPL review, explore career pathways, and connect with colleges, financial aid opportunities, and veteran services. Phase 2 (planned for December 2026) will integrate related academic planning and career tools such as the Program Pathways Mapper, California Virtual Campus (CVC) course, and a resume analyzer and builder based on relevant prior learning skills as well as academic and career achievements.

User design and functionality feedback continues to support ongoing platform development and automation. College resource guides include the College [CPL Implementation and Sustainability Guide](#), the [Counselor Quick Reference](#) featuring CPL policies and top 10 Private and Out-of-State Transfer Institutes, and a comprehensive [CPL Training Resource Library](#). Real-time chat assistance is available on the MAP CPL Dashboard, College Landing Pages, and the MAP platform.

Two AI-assisted projects are underway:

- 1. AI certification-to-course matching:** Phase 1 is complete, covering 117 industry certifications in priority sectors. Phase 2 beta will expand the certification pool, with production release planned for June 2026.

- 2. AI apprenticeship CPL tools:** Phase 1 is in progress to support apprenticeship and journey worker CPL, degree-progress reports, and outreach, beginning with construction trades and electricians at Santiago Canyon College and Norco College. Phase 2 will scale statewide in collaboration with trade partners.

The statewide faculty workgroup portal, planned for May 2026, will enable Academic Senate of the California Community Colleges (ASCCC) [Pathways to Credit](#) faculty discipline workgroups to develop statewide credit recommendations, validate skills and credentials, and create common course crosswalks for courses without a C-ID or Common Course Number.

MAP CPL data interoperability with related systems is being implemented through support Credential Engine’s Credential Transparency Development Language (CTDL) tags for courses, programs, credentials, credential issuing agencies, skills, course outcomes, and common course crosswalks. *(Note: Current CTDL tags are applied to skills and certifications while additional course and program data elements are in development.)*

CONVENING FACULTY DISCIPLINE WORKGROUPS

The Chancellor’s Office and the MAP team have partnered with ASCCC to convene statewide faculty workgroups to achieve the goals stated in the CPL Workplan, which include the analysis of certifications and documented training experiences in 40 discipline sectors to produce 1000 credit recommendations which are being adopted by local colleges statewide. In addition to the work of articulating certifications with college courses, workgroups will identify and validate the certification skills that align with course outcomes and produce common course crosswalks for courses that do not have a California community college Course Identifier (C-ID) or Common Course Number (CCN). This strategy leverages the CPL academic process already underway to catalog and validate skills, which are to be listed on the forthcoming California Credential Registry and students’ Career Passports—all to support career attainment and economic mobility for working learners.

MAP and ASCCC workgroups have evaluated (and are continuing to evaluate) 11 of the 25 targeted disciplines (with 40 disciplines planned by 2030), documenting 235 of the 1,000 Vision 2030 CPL Workplan goal statewide credit recommendations across 101 credential exhibits that have been approved or are pending approval. College CPL Landing Pages, the MAP Dashboard, and the MAP website provide the public and college staff ready access to [existing statewide credit recommendations](#). AI-assisted skills matching course outcomes is also underway to support faculty evaluation of certifications; release timelines are provided in the Systemwide Technology Infrastructure section.

LEVERAGING PARTNERSHIPS

The Chancellor’s Office and MAP team are engaged in numerous partnerships to advance this work. Ongoing collaboration with the California Labor and Workforce Development Agency, California Workforce Development Boards, and Cradle to Career supports the development of the Career Passport and Credential Registry, as well as industry- and employer-engagement tools and procedures aimed at increasing workforce readiness and credential transparency. The Department of Apprenticeship Services is contributing apprenticeship data to advance

the Apprenticeship Sprint goal of documenting every recent and current California community college apprentice by trade, union, CPL awarded, college program, and strong workforce region. Futuro Health is partnering on Behavioral Health CPL for alumni and current trainees focused on credentialing in behavioral health pathways, while the Public Works Alliance EMS Corps is providing CPL pathways for EMT and Paramedic training that leads directly to healthcare careers and baccalaureate pathways in Emergency Management Services at California community colleges. Cal-JAC is partnering to expand and formalize certification-based credit recommendations for first responder apprentices, enabling faster degree attainment and improved career advancement through aligned CPL across California community colleges. The Iron Workers union is an emerging partner, aligning apprenticeship competencies with coursework at Cerritos College to create degree pathways and advancing CPL development and statewide adoption for journey workers. The Department of Developmental Services is working to improve training outcomes in Adult Care for individuals with Intellectual Disabilities by reviewing training content for credit recommendations and trainee pathways.

Credential Engine supports the development of CPL data to be integrated with Credential Registry infrastructure and, through the Credential Transparency Description Language (CTDL), enables data interoperability. WestEd provides interagency coordination and planning for CPL infrastructure, skills, and credential cataloging and validation, as well as Credential Registry development, eTranscript integration, and Career Passport integration. The California Department of Education is engaged in skills alignment with the California Advanced CTE Framework.

INTERSEGMENTAL COLLABORATION

The Chancellor's Office and MAP team regularly communicate with intersegmental partners to discuss transfer issues associated with CPL. Exploratory meetings with California State University (CSU) leadership have explored MAP functionality and potential system utilization, and the Chancellor's Office provides ongoing support to California community college field staff regarding current CSU policy for accepting transcribed CPL, local campus practices, and the impact of California General Education Transfer Curriculum (Cal-GETC) policy, which currently accepts only credit by examination. Discussions with the University of California Office of the President and select University of California (UC) campuses have taken place (with more planned), regarding UC CPL policy, Cal-GETC, and potential data-share agreements. The Chancellor's Office also collaborates with private transfer institution partners and the field on CPL transfer policies and procedures. The [Counselor Resources Hub](#) provides intersegmental transfer resources and a listing of policies for the top 10 out-of-state and private universities. Alignment with CSU for transfer credit inclusion in pathways is being pursued through integration with the Program Pathways Mapper and local college published pathways. Currently, transfer acceptance of CPL varies by segment and method of assessment, with Cal-GETC recognizing only credit by examination without secondary review on admission.

OUTCOMES OF THE INITIATIVE

The MAP Platform is initiating, collecting, and transparently displaying all CPL articulations and student outcome data for the first time in California’s history. Although some CPL in the platform was established before the initiative, it was created in silos and not adoptable by other colleges. Most CPL and student CPL offers now reflected in MAP are newly created.

The MAP platform currently reflects 42,820 students with recorded CPL opportunities, totaling 189,000 units across the military, working, and apprentice categories, with an average of 1,630 units per location (see Table 1.2). The estimated student savings and 20-year economic impact associated with these CPL units are summarized in Table 1.3. Student headcount and eligible units by CPL type are detailed in Table 1.4.

Table 1.2 MAP CPL Student Participation and Units Summary

Military		Working		Apprentice		Total Student	Total Units	Average Units Per Location
Student	Units	Student	Units	Student	Units	42,820	189,000	1,630
20,845	91,657	22,045	100,586	678	6,338			

Table 1.3 Estimated Savings and 20 Year Economic Impact of CPL

Unit Status	Military		Working		Apprentice		Total Saving	Total Impact	Total Saving Impact
	Saving	Impact	Saving	Impact	Saving	Impact			
Eligible	\$159M	\$556M	\$97M	\$477M	\$6M	\$28M	\$262M	\$1.06B	\$1.322B
Transcribed	\$21M	\$72M	\$385M	\$72M	\$6M	\$30M	\$105M	\$485M	\$590M

Note1: Eligible or awarded units are those that have been articulated by the college and offered to the student.

Note2: Transcribed units are the units that have been marked by the college as transcribed.

Note3: Few colleges have begun marking their units in MAP as transcribed. While the process is not new, the process for counselors to meet with students and offer them the opportunity to accept, deny, or appeal (per [Title 5, § 55050\(k\)](#)) and check that the units on the student’s CPL Plan are ready for transcription is a new local practice we are training on this year. We expect to see an increase in transcribed units by the end of 2026. Currently, eligible units are a more reliable indicator of the units students have likely received.

Table 1.4 Student Head Count and Eligible Units by CPL Type

CPL Type	Military		Working		Apprentice		Total	Total Units	Avg Units
	Student	Units	Student	Units	Student	Units			
Military	20,774	91,657	47	500	3	13	20,824	92,170	4
Industry	47	240	1,120	11,125	39	408	1,206	11,773	10
Portfolio	3	12	27	15,401	468	6,039	498	21,452	43
Std Assess	3	16	5	46,952	178	15	186	46,983	253
Credit by Exam	21	113	39	28,264	20	30	80	28,407	355
Other	0	0	3	33	0		3	33	11
TOTAL	20,848	92,038	1,241	102,275	708	6,505	22,797	200,818	1,731

Note: Student totals vary slightly from other totals because some students are eligible for more than one CPL type.

DISAGGREGATION BY ACADEMIC FIELD AND METHOD OF ASSESSMENT

By CPL type, utilization is nearly evenly split between workforce/industry certifications and military JSTs (48% each), with apprenticeships comprising the remaining 4%. By academic field, 40% of articulations fall in CTE/health/business, 35% in general education, and 25% in electives. By method of assessment, 60% involve certifications or licenses, 25% military transcripts, 10% portfolios and exams, and 5% other methods. Table 1.5 provides the full distribution of approved articulations by discipline.

Table 1.5 Distribution of Approved Articulations by Discipline

Category	Articulations	%
CTE/Health/Business	17,207	85.4%
General Education	2,035	10.1%
Elective	917	4.5%

CPL INFRASTRUCTURE IMPLEMENTATION

For purposes of this report, colleges are considered to be at the implementation stage when they have five or more approved articulations, 10 or more documented students in the platform, and a configured CPL landing page listing approved articulations and primary CPL contact.

A total of 96 colleges show some level of effort in the platform, engagement in training, and team development. Of these, 53 are at the implementation stage, 13 are showing growth, and the remainder are either beginning to engage or not yet engaged.

For the 53 colleges at the implementation stage, 16,831 articulations have been created or adopted and approved, averaging 354 articulations per college, resulting in eligible units per student systemwide.

For all colleges, 20,158 articulations, excluding default Basic Training military credit, are available to the 42,820 students documented in MAP, resulting in 189,000 units, averaging 4.3 units per student systemwide.

OBSERVATIONS

CPL infrastructure has facilitated credit pathways representing 59,230 total eligible credit units across 2,223 unique course titles in 403 subject areas (with local subject area consolidation estimated at 250 distinct areas). A key finding is the inverse relationship between articulation volume and student impact: while military articulations comprise 78.2% of all records, they account for only 17.6% of students served (7,226), whereas standardized assessments account for just 5.6% of articulations but drive 34.4% of student volume (14,156 students). The majority of this inversion is due to goal 1 of the Veteran Sprint, where we focused on supporting the colleges to obtain and upload service member JSTs to the platform—a new procedure for the colleges that sets them up to accomplish goals 2 and 3 this year, which focuses on articulating and offering CPL based on the uploaded JST credit recommendations.

Industry certifications and credit-by-exam pathways similarly show strong student-to-articulation efficiency, together serving 18,909 students across 2,941 articulations. While the system demonstrates significant scale and breadth, this analysis also identifies areas for growth: 22 of 117 participating colleges report zero student utilization, and only 11.9% of all articulations have been activated by students—findings that point to both the transformative potential of the MAP platform and the opportunity for deeper adoption and student engagement across the system.

PLAN FOR IMPROVING DATA COLLECTION

CPL data collection relies on college and district-level reporting. Historically, CPL transcription and linking with existing data elements were not a priority; however, with Title 5 changes in 2020 and investments in technical training through MAP, reconciliation between MAP and MIS CPL data is necessary. MIS is a trailing metric for our system, yet plans are in place to fully align these two data sets by 2027.

The MIS Data Element Dictionary [SY domain](#) was revised this academic year to ensure that CPL data being submitted statewide was up to date with the latest CPL practices and definitions, aligning with Title 5 policy changes and Vision 2030. In addition, MIS held system-wide training webinars and professional development sessions to ensure that reporting procedures and data definitions were clear and provided. Data availability/quality within MAP has improved significantly as more schools have been onboarded through individual college meetings and 8 large-scale regional and statewide trainings in the last 2 academic years, with over 1,500 faculty, staff, and administrators introduced to new CPL procedures and trained to use CPL infrastructure. With visibility of MIS data for Veterans on our dashboard, several schools have reviewed and corrected their reporting as well.

As we continue to train and support the colleges, we expect the quality and visibility of that data to continue improving. In addition, the following actions are underway:

- MIS and MAP reconciliation procedures and tools to support data integrity and interoperability, scheduled for release at the end of 2026.
- Enhanced technical assistance to the field through the Institutional Effectiveness Partnership Initiative Partnership Resource Team process.
- Development of additional guidance and tools supporting revised MIS reporting procedures, while the MAP team continues to provide direct assistance to colleges through regional and local training events. Data alignment and integration with the Common Cloud will further support these improvements.

REMAINING BARRIERS TO SYSTEMWIDE EXPANSION

Scaling CPL systemwide requires overcoming several interconnected barriers. At the institutional level, dedicated staffing shortages, misconceptions about CPL and professional development and training gaps for counselors, articulation officers, and admissions and records evaluators continue to slow full adoption. Local investments in proprietary CPL systems integrated into Student Information Systems (SIS) must be connected to MAP to enable systemwide transparency, equitable access to articulations, and public visibility of CPL opportunities. Inconsistent or absent CPL transcription procedures—compounded by differing SIS systems across colleges—further hinder implementation, and local implementation funding gaps persist alongside a lack of sustainable funding for CPL within the Student-Centered Funding Formula.

At the systemic level, data silos among Chancellor’s Office systems, related agency systems, and intersegmental partners impede coherent data flow, while MIS reporting procedures for general education area credit and elective awards require new system-wide procedures and clear tracking metrics (historically, these have been awarded locally without transcription). Transfer inconsistencies and uncertainties across intersegmental partners remain unresolved. Additional technology functionality is needed to streamline procedures for long-term interoperability and integration with systems such as eTranscript, CCCApply, the Credential Registry, and the Career Passport.

Finally, systemwide student identification codes are not yet integrated in MAP, and MAP and MIS student data must be aligned to support integration into the forthcoming California Credential Repository and Career Passport, both of which will require alignment with Labor and Workforce identifiers to enable tracking of career attainment and earnings improvement.

EXPENDITURE PLAN FOR APPROPRIATED FUNDS

In the section titled “Breakdown of 2024 \$6 Million Expenditures,” the expenditures are summarized. For the 2025-26 budget, the legislature allocated \$5 million in ongoing funding and \$15 million in one-time funding for CPL. Of this \$15 million, \$5.9 million was distributed in February 2026 as \$50,000 local implementation grants to 118 colleges and noncredit programs. College of Sequoias was the only campus to decline funding. To qualify, colleges

committed to the stated purpose and goals in Chancellor’s Office Memorandum [ESS 25-82 Credit for Prior Learning Funding \(2025-2026\)](#):

“PURPOSE OF FUNDS

This funding opportunity advances Vision 2030 by prioritizing progress on systemwide Credit for Prior Learning outcomes. It directly supports veterans, apprentices, working learners, and anyone with prior learning that may qualify for college credit.

The funding is distributed with the expectation that colleges make meaningful, measurable progress in offering CPL opportunities. In addition, colleges are expected to document CPL activity and to increase the number of students who successfully apply prior learning toward program applicability and completion.

These outcomes reflect the state’s expectation that this investment will increase access, accelerate credential completion, and improve economic mobility for Californians.

As a further requirement of this statewide investment, each college must commit to using these funds to advance the three systemwide Credit for Prior Learning priorities described below.

The funds are structured around three systemwide CPL priorities. The first focuses on advancing the Veteran Sprint goals by uploading JSTs into the MAP platform for at least the number of enrolled veterans reported to MIS for the 2024–25 academic year, and by awarding and transcribing both Basic Training credit and additional JST-based credits that align with each student’s program of study and transfer destination. The second priority promotes implementation of statewide credit recommendations developed through MAP and the ASCCC Pathways to Credit initiative, encouraging institutions to adopt or adapt applicable statewide recommendations on the MAP website to support equitable and consistent CPL opportunities throughout the system. The third priority emphasizes proactively establishing or strengthening local procedures to identify and screen incoming and continuing students who may be eligible for CPL, and documenting CPL opportunities offered and credits transcribed in the MAP platform based on each student’s program of study and intended transfer pathway.”

The remainder of the \$9.1 million one-time funding has been expended or budgeted as follows:

- \$54,764 was allocated to the proof-of-concept pilot project, AI Tools for Apprentices in the construction and electrician trades at Santiago Canyon College and Norco College. This supplements the \$1,345,236 project funding, which is part of the \$6 million one-time appropriation. The project aims to scale statewide if it proves effective and sustainable during the beta phase.
- The remaining \$9,045,236 is allocated for fiscal years 2026-2029 to cover the anticipated \$2M in additional annual funding and \$5M ongoing support for CPL

infrastructure operations, technology development, sprints, projects, and systemwide technical assistance. This allocation is precautionary in case the additional \$2M in ongoing funding is not approved for 2026. The estimated annual cost for CPL infrastructure, college support, and public access is approximately \$7-7.5M, varying with the scale of special projects. (If the \$2M in ongoing funds is approved, these funds will be repurposed to accelerate local implementation and fast-track CPL demonstration projects.)

CPL INFRASTRUCTURE SUMMARY BUDGET

Table 1.6 shows existing allocations and proposed CPL infrastructure and initiative funding sources through 2029-2030 to accomplish the Vision 2030 CPL Workplan goals and the larger Vision 2030 and California Master Plan for Career Education outcomes and actions. Column two is shaded in orange and lists the current year expenditure plan, whereas the remaining columns show budgeted expenditure totals.

Table 1.6 CPL Infrastructure and Initiative Funding Sources

2025-26 Budget	2025-26 Expense*	2026-27 Budget	2027-28 Budget	2028-29 Budget	2029-30 Budget	TOTAL
Funding Source: Scale MAP Initiative CPL Statewide -- one-time \$6M Prop 98 (2024-2026) CO Admin						
6,000,000	6,000,000	0	0	0	0	6,000,000
Funding Source: CPL Operations -- ongoing \$5M Prop 98						
5,000,000	4,976,848	5,000,000	5,000,000	5,000,000	5,000,000	25,000,000
Funding Source: CPL Infrastructure and Scaling -- one-time \$15M Prop 98 (2025-2028)						
5,954,764	5,954,764	2,665,621	2,179,615	2,100,000	2,100,000	15,000,000
Funding Source: CPL Operations -- ongoing \$2M Prop 98 (GO proposed budget)						
0	0	2,000,000	2,000,000	2,000,000	2,000,000	8,000,000
Funding Source: CPL Local Implementation Support -- one-time \$35M Prop 98 (2026-2028) (GO proposed budget)						
0	0	15,000,000	15,000,000	5,000,000	0	35,000,000
TOTAL						
16,954,764	15,021,694	24,665,621	24,179,615	14,100,000	9,100,000	89,000,000

*Expenses as of report date and will increase through the end of the academic year on June 30, 2026.

CONCLUSION

The California Community Colleges Credit for Prior Learning Initiative has made substantial and measurable progress since the 2024 appropriation of \$6 million in one-time funding. The full allocation of those funds toward statewide CPL infrastructure—including the MAP platform, faculty workgroups, AI-assisted tools, regional trainings, sprints and projects, and technical assistance—has laid a durable foundation for systemwide expansion. As of March 1, 2026, 42,820 students are documented in the MAP platform with faculty-approved CPL opportunities, representing an estimated \$269 million in immediate savings and a projected

\$1.09 billion in 20-year economic impact based on Beacon Economics modeling.

Progress across all six statutory objectives is evident, with 53 of 116 colleges now at implementation stage, 11 of 25 targeted faculty discipline workgroups completed or underway, and 235 of 1000 statewide credit recommendations documented. The \$50,000 local implementation grants distributed in February 2026 to 118 of 119 colleges and noncredit programs signal a broadening commitment to CPL adoption at the institutional level. Platform enhancements scheduled for 2026—including the Student CPL Portal, the statewide faculty workgroup portal, and expanded AI functionality for skills to course matching and apprenticeship pathways—will further accelerate student access and equitable outcomes.

Notwithstanding this progress, significant barriers remain. Dedicated staffing shortfalls, data silos, inconsistent transcription procedures, regulatory constraints, and transfer uncertainties continue to limit the pace and equity of systemwide scaling. Addressing these barriers will require sustained investment, continued intersegmental collaboration, and the full realization of the technology integrations currently underway across MAP, MIS, CCCApply, the California Credential Registry, and the Career Passport.

The Chancellor’s Office is confident that the proposed \$2 million ongoing and \$35 million one-time funding for 2026 will be critical to achieving the Vision 2030 goal of 250,000 CPL beneficiaries and the projected \$32.5 billion statewide economic impact by 2030. The initiative is positioned to serve as a national model for equitable recognition of prior learning, and Legislature’s continued investment will be essential to realizing that potential for veterans, apprentices, working learners, and all Californians with skills and experience that deserve recognition.

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