



California Community Colleges

**Powering California's Economy:
Investing in Students, Workforce, and
Innovation**

**2026-27 Board of Governors
Budget and Legislative Request**

September 2025

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INTRODUCTION

The California Community Colleges Chancellor presents the System Budget and Legislative Request for fiscal year 2026-27, our blueprint for the funding and reforms needed to sustain the largest higher education system in the nation, drive economic growth, and empower students to achieve lasting upward mobility.

In 2023, the system adopted Vision 2030: A Roadmap for California Community Colleges (Vision 2030), a framework for systemwide action to advance equity in access, equity in success, and equity in support for current and future students. Vision 2030 urges our 116 colleges to lead with equity and excellence, act with urgency, and serve as a force for economic mobility, environmental stewardship, and community resilience.

In July 2025, the Board of Governors approved a refresh of Vision 2030, not as a change in direction, but as a renewed recommitment to these shared goals. The July 2025 Edition of Vision 2030 reflects what has been learned over the past two years, clarifies the approach to innovation and governance, and expands the framework to incorporate the challenges and opportunities emerging across the state of California, the economy, and the system.

The Board of Governors' Budget and Legislative Request for 2026-27 advances Vision 2030 by proposing targeted investments and policy changes that provide our colleges and students the tools they need to meet California's diverse economic and workforce needs in direct alignment with the Governor's Roadmap for the Future and Master Plan for Career Education. The return on investment is clear: California Community Colleges generate \$173 billion annually and support 1.66 million jobs statewide. Every dollar invested strengthens our communities, fuels innovation, and opens pathways to prosperity for every learner, dismantling cycles of generational poverty and building a brighter future for the state.

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

- Shared Advocacy Request Process (Appendix A);
- 2026-27 System Budget Requests (Appendix B); and
- 2026-27 System Legislative and Policy Requests (Appendix C).

Overall, the 2026-27 Shared Advocacy Request, "Powering California's Economy: Investing in Students, Workforce, and Innovation," includes **\$508.1 million** in ongoing and **\$208.4 million** in one-time Proposition 98 General Fund resources, along with numerous proposed policy reforms, to address longstanding inequities in higher education through the lens of Vision 2030.

2026-27 BUDGET REQUESTS SUMMARY

Equitable Baccalaureate Attainment

A baccalaureate degree remains one of the most powerful drivers of socioeconomic mobility. California’s community colleges are unwavering in advancing the Governor’s goal for 70% of working-age Californians to hold a postsecondary degree or certificate, including the baccalaureate degrees vital for high-wage, high-skill careers in the state’s advanced economy. Strategic investments in **cross-sector partnerships and coordination, targeted supports for focused learner populations, robust financial aid, and resources for faculty and staff** will enable community colleges to unlock economic opportunity at scale and ensure more Californians thrive in a rapidly changing world.

Proposal	Total Request
Cross-Sector Partnerships and Coordination	\$41.7 million one-time Proposition 98 \$2 million ongoing Proposition 98
Targeted Supports for Focused Learner Populations	\$24.2 million one-time Proposition 98 \$105 million ongoing Proposition 98
Robust Financial Aid	\$1.5 million one-time Proposition 98 \$10 million ongoing Proposition 98 \$70 million ongoing General Fund
Faculty and Staff Supports	\$10 million one-time Proposition 98 \$85 million ongoing Proposition 98

Equitable Workforce and Economic Development

Vision 2030 takes a sector approach to workforce development, calling on colleges to partner with industry to invest in skilling up workers for socioeconomic mobility. It prioritizes high-demand careers in health care, climate, STEM and technology, education and early education that are essential to sustaining California’s economic future and meeting the state’s growing demand for trained workers. Through the requested strategic investments, we aim to ensure that every Californian has access to worker-centered and industry-focused education and support that leads to meaningful careers and lasting economic security.

Proposal	Total Request
California Apprenticeship Initiative and Related and Supplemental Instruction	\$15 million one-time Proposition 98 \$69 million ongoing Proposition 98

Proposal	Total Request
Campus-Based Microgrids	\$45 million one-time Proposition 4
Economic and Workforce Development Modernization	\$41.1 million ongoing Proposition 98
Los Angeles Recovery and Rebuild Initiative	\$20 million one-time Proposition 98

The Future of Learning and Generative Artificial Intelligence

The rapid emergence of generative artificial intelligence (AI) offers California community colleges powerful opportunities to streamline operations, expand capacity, and improve the student experience. By reducing the amount of staff time and resources allocated to some routine administrative functions, AI can help colleges and staff further focus their efforts on student success. Across the state, colleges are already experimenting with innovative AI partnerships that enhance local capabilities. The requested investments will accelerate this progress by advancing student learning, extending faculty and staff capacity, and modernizing the approach to some routine administrative functions.

Proposal	Total Request
Common Cloud Data Platform	\$36 million one-time Proposition 98 \$9 million ongoing Proposition 98
California Virtual Campus	\$3.9 million ongoing Proposition 98
Integrated Technology Cost-of-Living Adjustment	\$10.6 million ongoing Proposition 98

Core Resources

Ongoing operational resources that keep pace with evolving demands are essential to advancing the mission of our colleges, meeting the diverse needs of communities across the state, and achieving the student success goals of Vision 2030. Strengthening support for core institutional functions will ensure that no student is turned away and that colleges can continue building the structures and services students need to thrive.

Proposal	Total Request
Student Centered Funding Formula and Strong Workforce Program Base Restorations	\$60 million one-time Proposition 98 TBD ongoing Proposition 98
Enrollment Growth	\$112.5 million ongoing Proposition 98
Deferred Maintenance	\$60 million ongoing Proposition 98

Chancellor’s Office Capacity

The Chancellor’s Office operates with the smallest staff capacity of California’s higher education system offices, despite its broad legislative mandate to provide systemwide leadership, guidance, and accountability for the 116 California Community Colleges and the more than 2.1 million students they serve. With just 203 authorized staff positions, the Chancellor’s Office allocates and oversees more than \$14 billion in Proposition 98 funds, monitors implementation of newly enacted legislation, and ensures compliance and accountability. In addition, the Chancellor’s Office provides critical technical assistance and research support to help colleges advance student success in alignment with the priorities of the Legislature and Administration. To meet these responsibilities and strengthen the role of the community colleges as a statewide leader in workforce education and equity-driven innovation, the budget request includes targeted investments to support Chancellor’s Office capacity.

Proposal	Total Request
Vision 2030 Innovation Catalyst Fund	Budget neutral
Requests for Chancellor’s Office Positions	\$5 million ongoing General Fund
Legislative Mandates and Budget Priorities	To be determined

In total, the budget request reflects \$508.1 million in ongoing Proposition 98 General Fund requests, \$208.4 million in one-time Proposition 98 General Fund requests, approximately \$75 million in General Fund requests, and \$45 million in one-time Proposition 4 bond fund requests.

2026-27 LEGISLATIVE AND POLICY REQUESTS SUMMARY

Proposal	Request
Streamline CalWORKS Program Eligibility	Maximize direct aid and remove employer match requirement.
Streamline Legislative Reporting Requirements	Modernize reporting requirements and alleviate workload burdens.
Update California College Promise Program	Clarify eligibility requirements for students and institutions.

Proposal	Request
Increase Baccaureate Degree Attainment Among Underserved Student Populations	Pursue expanded transfer opportunities and further enable students to pursue baccaureate degree opportunities, and to attain baccaureate degrees with a focus on policies supporting rural and underserved populations.
Strengthen Access to Dual Enrollment	Streamline participation and expand the reach of dual enrollment programs.
Supporting Artificial Intelligence Literacy and Workforce Development	Support AI literacy efforts and AI workforce development opportunities, with an added focus on supporting rural and underserved communities.

APPENDIX A: SHARED ADVOCACY REQUEST PROCESS

The California Community Colleges is the largest higher education system in the nation, serving over 2.1 million students in every community in the state. California's 116 community colleges serve the most diverse student body of any California higher education system, and as such, are uniquely positioned to help residents of all backgrounds improve their social and economic mobility and build a better future for themselves, their communities, and the state. The California Community Colleges system is a critical partner in achieving state higher education priorities by supporting baccalaureate degree attainment through transfer to four-year institutions—and meeting its workforce needs by providing opportunities for upskilling and workforce preparation for all Californians, particularly working adults.

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 July, the Chancellor's Office began the process to develop the Board of Governors' Budget and Legislative Request for 2026-27 by asking Consultation Council partners, system constituents, and Executive leadership to submit concepts for inclusion. On August 26, the Chancellor's Office invited Consultation Council members to attend a working session to discuss the proposals. 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. In the context of fiscal uncertainty, this final Shared Advocacy Request presents a forward-thinking approach that focuses on advancing the three Strategic Directions of Vision 2030:

- Equitable Baccalaureate Attainment;
- Equitable Workforce and Economic Development; and
- Generative Artificial Intelligence and the Future of Learning.

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: 2026-27 SYSTEM BUDGET REQUEST DETAILS

Equitable Baccalaureate Attainment

A baccalaureate degree remains one of the most powerful drivers of socioeconomic mobility. California’s community colleges are unwavering in advancing the Governor’s goal for 70% of working-age Californians to hold a postsecondary degree or certificate, including the baccalaureate degrees vital for high-wage, high-skill careers in the state’s advanced economy. Strategic investments in **cross-sector partnerships and coordination, targeted supports for focused learner populations, robust financial aid supports, and resources for faculty and staff** will enable community colleges to unlock economic opportunity at scale and ensure more Californians thrive in a rapidly changing world.

Strengthen Cross-Sector Partnerships and Coordination

Credit for Prior Learning

Vision 2030 prioritizes implementing credit for prior learning (CPL) as a mainstream opportunity available for our veterans, working adults, and apprentices. CPL gives Californians a jumpstart of up to one year on completing their degree and entering the workforce while reducing debt and preserving benefits for higher degree completion. As of July 2025, our colleges have processed 24,487 students for CPL and awarded 96,109 units of credit—generating up to \$63.7 million in savings and preserved benefits and a projected \$399.9 million in 20-year economic impact.

Currently, CPL is applied at the margins of our operations. While systemwide infrastructure, policy, and technology are increasingly in place, more than half of our 116 colleges have yet to begin offering and documenting CPL. Many cite the absence of dedicated staffing, consistent training, and operational resources as the primary reasons. Because CPL responsibilities—such as transcript evaluation, student guidance, and faculty-led credit recommendation—are not typically included in existing job descriptions, most colleges lack the internal capacity to sustain CPL as a regular, equitable student service. The gap between systemwide success and local implementation capacity represents our greatest opportunity for expansion. The idea here is not to treat job training and college as mutually exclusive enterprises.

Building off the investments included in the 2024-25 and 2025-26 State Budgets, we request **\$35 million one-time Proposition 98 General Fund** and **\$2 million ongoing Proposition 98 General Fund** to further scale and institutionalize CPL through a strategic outcomes-based funding model over the next three academic years that advances student

success, equity, and workforce readiness. Under this model, colleges will receive funding based on the number of certificate- and degree-applicable CPL units awarded and transcribed, incentivizing local implementation, policy development, and proactive identification of eligible learners. One-time funds will enable colleges to invest in CPL coordination, convene faculty workgroups, create student-centered CPL pathways, and integrate critical technologies and systems, addressing the significant upfront costs required to launch CPL services before revenue offsets can be realized. This model also supports the development of sustainable, equity-centered systems by tying funding to verified student outcomes, enabling colleges to demonstrate impact and preparing CPL for potential integration into the Student Centered Funding Formula (SCFF), pending successful pilot results and equity analysis. We also request support for legislative policies that will further enable veterans to benefit from CPL opportunities.

These investments will ensure that all 116 colleges can maintain and institutionalize CPL as a core service, supporting local staffing, faculty engagement, continuous professional development, and system-level coordination. Sustained resources will also allow for the regular updating of tools, staff training, and continuous improvement of CPL procedures, ensuring consistency and quality across institutions while meeting the unique needs of local communities. Based on current growth trajectories and local college capacity expansion, this investment is projected to serve a minimum of 100,000 additional students over the next three years, generating significant student cost savings while accelerating degree completion and workforce entry.

Title IX Policies and Practices Report

California law guarantees every student the right to participate fully in education, free from discrimination and harassment. The Legislature adopted a package of Title IX related bills in 2024 with a clear goal of ensuring discriminatory-free campus environments that are free from sex, race, color, religion, or national origin bias. Addressing sex discrimination does not just protect students—it actively contributes to their academic success, emotional well-being, and future opportunities.

The enacted Title IX package included Assembly Bill (AB) 2048 (Fong), which required the Chancellor's Office to develop recommendations for preventing, detecting, and addressing sexual harassment on community college campuses. The Chancellor's Office assembled a 17-member Gender Equity Workgroup to guide the development report's recommendations, which will be formally submitted to the Legislature later this fall.

Given the final report will not be released until late this fall, we request the authority to pursue a budget investment to address the findings in the report, once publicly available. Potential investments could include support for full-time Title IX coordinators at each

campus, developing external resources to provide colleges with support for investigations, hearings, and compliance actions, and providing opportunities to access training.

Native American Graves Protection and Repatriation Act Compliance

The Native American Graves Protection and Repatriation Act (NAGPRA) is a state and federal law requiring government agencies to return Native American human remains and cultural items to tribal nations. California’s community colleges are committed to honoring this responsibility through respectful, consultative processes with local tribes. It has come to our attention that several community college archaeology programs possess Native American items that are subject to NAGPRA. Ensuring the repatriation of Indigenous ancestors to their tribal lands is not only a legal obligation, but also a vital equity initiative that seeks to bring healing and closure to historic harms.

We request **\$3 million one-time Proposition 98 General Fund** for the Chancellor’s Office to establish a NAGPRA Compliance Grant Program. Funds would enable colleges to inventory their collections, develop and implement protocols for handling remains and repatriation, and provide release time for faculty experts to lead this work. Priority would be given to colleges with archaeology programs. By supporting NAGPRA compliance, consultation, and repatriation, community colleges can help restore dignity, correct historic wrongs, and strengthen relationships with tribal communities.

College of Adaptive Arts

The College of Adaptive Arts, located on the West Valley College Campus, offers programs designed to meet the lifelong learning needs of adults with intellectual and developmental disabilities. Among the college’s goals is contributing to the development of a workforce that reflects the strength and resilience of adults who historically have not had access to college education. Consistent with the mission of community colleges to provide students with the knowledge and skills necessary to compete in today’s economy, we request **\$2.5 million one-time Proposition 98 General Fund** for the College of Adaptive Arts to partner with West Valley College to continue providing lifelong learning opportunities to adults with intellectual and developmental disabilities through their inclusive learning model, which includes vocational training, independent life skills, and day programs.

Rural Transfer Collaborative

The Rural College Transfer Collaborative demonstration project supports increased access to transfer pathways for students in rural and underserved communities through

the creation of a multi-college collaborative that is focused on improving access to Associate Degrees for Transfer (ADTs) in STEM and high demand fields, establishing seamless transitions to four-year institutions, and developing more robust transfer support systems tailored to rural students' unique needs. The Rural Transfer Collaborative project will assist colleges in bridging equity gaps in access to baccalaureate degree attainment by providing rural and place-bound students with greater access to transfer pathway courses, both through in-person and virtual platforms. To support students in rural areas of the state through this project, we request **\$1.2 million one-time Proposition 98 General Fund**.

Provide Targeted Supports for Focused Learner Populations

Student Equity and Achievement Program

The Student Equity and Achievement (SEA) Program is a cornerstone initiative designed to move the needle on student success with equity by eliminating longstanding disparities in educational access, retention, and completion. In response to growing demand for wraparound support services and offset inflationary cost pressures, we request an additional **\$62.3 million ongoing Proposition 98 General Fund** for the SEA Program, which reflects the aggregate 11.6% cost-of-living adjustment (COLA) provided to other categorical programs over the past three budget cycles. In light of recent federal budget uncertainties, this investment is critical to sustaining the program's role in closing opportunity gaps and empowering all students to succeed.

Dual Enrollment Expansion

Dual enrollment creates seamless pathways from high school to community college, serving as a powerful tool to close equity gaps, expand opportunity, and accelerate completion of degrees and credentials. Under Vision 2030's ninth-grade strategy, every California high school student would be on a clear path—whether toward transfer, a career, or an apprenticeship—and graduate with at least 12 units of college credit. To continue scaling dual enrollment opportunities to all ninth-graders statewide, we request **\$24.2 million one-time Proposition 98 General Fund** for the Chancellor's Office to support a California Community Colleges College and Career Access Pathways (CCAP) Grant Program. This program would provide a source of funding for all community colleges to develop or expand dual enrollment partnerships with local educational agencies. We further request a 5% set-aside to support the Chancellor's Office in processing, managing, and administering more than 1,000 new agreements that will be generated by this initiative in partnership with a district. We estimate that an additional 463,000 high school students could be served annually as a result of this investment. We

also request support for legislative policies that will enable more high school students to access dual enrollment opportunities.

Dreamer Resource Liaisons and Immigration Legal Services

Since the passage of AB 1645 (Rubio) in 2019, Dreamer Resource Liaisons have been essential in increasing the enrollment and retention of AB 540 and undocumented students across California, offering personalized, culturally responsive services that are adaptive to the evolving needs of this underserved population. While some community colleges have invested in full-time Dreamer Resource Liaisons, others meet the statutory requirement with part-time staff or by assigning the role to existing employees with competing responsibilities, limiting the program's impact. We request an increase of **\$15 million ongoing Proposition 98 General Fund** and the addition of an ongoing 3% Chancellor's Office set-aside for technical assistance to incentivize districts to hire dedicated dreamer resource liaisons devoted to guiding students through their higher education journey, strengthening campus collaboration, and leading implementation of best practices to better serve undocumented students.

We further request an additional **\$10 million ongoing Proposition 98 General Fund** for the Immigration Legal Services program, which has experienced rising demand in recent months. Additional program funds would be used to provide more timely assistance, remove existing restrictions on the types of services offered to also include removal defense, asylum applications, and student and employment-based visas, and provide support for legal filing fees. Strengthening this investment is consistent with the state's goal to provide every faculty, staff, and student with free legal consultations regarding available immigration relief options. Associated resources, an Attorney V position and an Attorney IV position, are requested to support the Chancellor's Office legal response capacity and are reflected within the Chancellor's Office Capacity section.

Serving our Student Veterans

California is home to approximately 1.8 million veterans, and each year more than 70,000 veterans, active-duty members, and their families enroll in our colleges seeking CPL, priority registration, mental health services, and tailored career guidance. Yet current program funding falls short of meeting the unique needs of student veterans who are transitioning to life after military service. We request an additional **\$14.2 million ongoing Proposition 98 General Fund** for Veterans Resource Centers (VRCs) to better support veterans and active-duty service members as they transition from military service to academic life and pursue their educational goals. Of this amount:

- \$10.5 million would strengthen staffing capacity at local VRCs. Combined with the current \$10.8 million program allocation, this investment will enable colleges to hire dedicated directors, expand outreach, coordinate more effectively with the California Department of Veterans Affairs (CalVet), and leverage health and wellness services to meet the unique needs of veteran and active-duty students.
- \$1 million would support the deployment of an AI-enabled platform to analyze Joint Services Transcripts (JSTs) military training, occupational experience, and academic transcripts to identify potential course equivalencies and map articulated pathways more efficiently. The tool will provide colleges with a user-friendly platform to evaluate CPL opportunities, reducing administrative barriers and increasing consistency across institutions.

We also request a 5% program set-aside, equivalent to \$1.2 million, for the Chancellor’s Office to retain two consultants who can provide timely administrative and technical support. The CPL Veterans Liaison will lead outreach efforts with County Veteran Services Officers and the CalTAP (CalVet Transition Assistance Program) to support transitioning service members, as well as provide in-reach to colleges through technical assistance and guidance on CPL implementation. The Mental Health Veterans Liaison will systematize student veteran mental health services and also support colleges in developing coordinated strategies and resources to address the unique mental health needs of student veterans, ensuring comprehensive and sustainable support systems. This set-aside will also allow the Chancellor’s Office to facilitate statewide convenings to share best practices and finalize updates to the VRC funding formula to ensure resources are distributed equitably and effectively.

A²Mend

The African American Male Education Network and Development (A²MEND) program works to close persistent racial equity gaps by providing culturally responsive mentorship, academic support, and leadership development for African American male students in California’s community colleges. Funded at \$1.1 million annually, the program is currently limited by statute to serving no more than 50 colleges, despite growing interest from campuses statewide. Several colleges have sought to launch A²MEND charters, citing the program’s proven ability to foster belonging, boost academic achievement, and improve outcomes. We request an increase of **\$2.5 million ongoing Proposition 98 General Fund** for A²MEND and the removal of the participation cap to equitably scale the program and satisfy systemwide demand.

Umoja

Umoja community programs are culturally responsive learning communities that provide academic counseling, mentoring, and identity-affirming support for African American and Black students. Research consistently shows that Umoja participation results in higher persistence, academic achievement, and transfer rates. We request **\$1 million ongoing Proposition 98 General Fund** to launch 10 new Umoja programs, covering staffing, program coordination, culturally responsive curriculum development, faculty training, and initial student engagement. We also request budget bill changes to remove the 1% set-aside requirement, which would provide an additional \$55,000 in available grant funds.

Improve Student Access to Robust Financial Aid

Affordable Student Housing Lease Revenue Bond

California's affordable housing crisis forces far too many community college students to choose between pursuing their education and securing basic necessities. Nearly three in five community college students have experienced housing insecurity, and one in four have faced homelessness—more than any other higher education segment. Students from marginalized communities are disproportionately impacted, often delaying or abandoning their educational goals in search of housing stability. Affordable student housing is essential to both student success and California's long-term economic vitality.

The Affordable Student Housing Construction Program was established through Senate Bill (SB) 169 (2021) to address the critical need for affordable community college housing and later transitioned to a statewide lease-revenue bond structure through SB 155 (2024). While 11 projects are advancing under SB 155, we estimate that 35 additional housing applications remain unfunded, representing \$2.14 billion in unmet need and \$2.45 billion in total costs after local contributions.

To help address the needs of our significant homeless/housing insecurity student population, we request **\$1.1 billion in additional support for the statewide lease-revenue bond** approach adopted in the 2024-25 State Budget to enable colleges to construct affordable student housing projects. This request would likely require a future ongoing General Fund investment of between **\$60 to \$70 million General Fund annually** to reflect the rents needed to support the associated bond capacity. We estimate that this investment could support between 15 and 20 additional projects. We also request the full deployment of all resources initially allocated to the program, with priority given to shovel-ready proposals that will create jobs, stimulate local economies, and, most importantly, ensure students have access to safe, affordable housing.

Financial Aid Office Administration

The Student Financial Aid Administration (SFAA) funding has not received specific COLA adjustments 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, respond to new state and federal reporting obligations, and serve significantly more students. Since the inception of the SFAA, Pell Grant recipients have increased by 100%, and California College Promise Grant (CCPG) recipients have increased by 250%. Additionally, the challenges and delays with implementing the revised Free Application for Federal Student Aid (FAFSA) have placed new workload burdens.

To meet Vision 2030's goal of increasing the share of community college students receiving state and federal aid by 10%, financial aid offices must be adequately resourced. We request an additional **\$10 million ongoing Proposition 98 General Fund** for the SFAA, representing an aggregate 11.6% COLA over the past three budget cycles. This investment will help ensure that every student receives the full financial aid they deserve—especially student parents, who need additional support to cover their true costs of college. Additionally, we request a 3% set-aside, or approximately \$1.6 million, to provide guidance and technical assistance to community college districts that complement and build upon the Chancellor's Office existing capacity.

Beyond Barriers Demonstration Project

Data sharing between community colleges and social service agencies can help students access basic needs essential to their retention and academic success. The Beyond Barriers Demonstration Project is a pilot initiative designed to increase student uptake of social support programs, such as CalFresh, thereby promoting educational attainment and workforce readiness. Led by the Chancellor's Office, the California Department of Social Services (CDSS), and the California Health and Human Services Agency (CalHHS), the project strengthens cross-system coordination and accelerates economic mobility by integrating higher education with social safety-net programs. The goal is to pair student-centered services with integrated technology planning.

While progress has been made, additional resources are needed to support the intensive cross-system planning and technical validation needed to achieve the goal of increasing student uptake of existing social support programs. We request **\$1.5 million one-time Proposition 98 General Fund** to scale and strengthen the pilot over the next three years through a dual-track approach: 1) provide targeted outreach and enrollment support using CCCApply indicators to identify likely-eligible students and deliver proactive enrollment assistance; and 2) conduct a technical feasibility study to design and test data integration between CCCApply and BenefitsCal. The outreach pilot alone could reach up

to 60,000 CalFresh-eligible students that are not currently enrolled in the program. Investing in this initiative will expand access to essential supports, advancing educational equity and student success across California’s community colleges. Reducing out-of-pocket expenses for students is critically needed at a time when federal support for food assistance programs has declined.

Faculty and Staff Supports

Part-Time Faculty Office Hours

Part-time faculty teach 70% of courses in the California Community Colleges, making investments in paid office hours essential to ensuring equitable student support across all campuses. The 2024-25 State Budget increased the allowable state reimbursement for part-time faculty office hours from 50% to 90% of college costs, but funding has not yet been provided to cover that higher reimbursement level on an ongoing basis. Additional state funding will enable districts to sustain more paid office hours for part-time faculty, improving student access to academic support and addressing faculty equity issues.

We request an additional **\$55 million ongoing Proposition 98 General Fund** to fully fund the 90% reimbursement rate for the Part-Time Faculty Office Hours Program. Without additional investments, reimbursements for the estimated 51 districts currently participating in the program will be constrained, as previously available one-time funds have been depleted. The proposed investment directly supports student success by increasing opportunities for one-on-one academic support and mentoring and improves working conditions and compensation for part-time faculty.

Innovative Teaching and Artificial Intelligence Professional Development

Professional development for faculty, classified professionals, and administrators is instrumental to student success. Unfortunately, it has too often been treated as a one-time investment rather than a sustained commitment to upskilling our workforce. Ongoing opportunities for learning and skill-building enable educators and staff to adapt to evolving student needs, implement innovative teaching and support strategies, respond to climate-related challenges, and advance equity-driven practices.

We request **\$25 million ongoing Proposition 98 General Fund** to ensure faculty, classified professionals, and administrators have access to timely, high-quality professional development that strengthens their capacity to improve student outcomes in alignment with Vision 2030 goals. This investment will support a broad range of professional learning priorities, including climate action and sustainability training, equity-driven teaching, leadership development, affordability and burden free access,

inclusive on-ramps for diverse learners, workforce-aligned program innovation, data fluency, and evidence-based practices.

In addition, we request **\$10 million one-time Proposition 98 General Fund** to launch AI professional development and literacy efforts, paired with **\$5 million ongoing Proposition 98 General Fund**, to sustain and scale access to widespread, high-impact AI training for educators, students, and community members, including business partners and entrepreneurs. AI is not just a technology issue—it is a literacy issue, a workforce issue, and an economic mobility and social justice issue. California’s community colleges must lead in preparing Californians for the everyday ethical uses and practical realities of AI. In order to realize the promise of generative AI, it is essential that high-quality, low-cost and free AI training materials be curated and made easily accessible to all Californians.

This investment would:

- Support scalable training programs, literacy workshops, and microcredentialing for faculty across disciplines, enabling a train-the-trainer model that multiplies impact.
- Develop accessible, equity-centered AI literacy modules embedded in general education and career pathways.
- Enable the Chancellor’s Office to convene cross-segmental working groups to set statewide standards, identify priorities, and guide pilot programs and professional development cohorts.

Equitable Workforce and Economic Development

Vision 2030 takes a sector approach to workforce development, calling on colleges to partner with industry to invest in skilling up workers for socioeconomic mobility. It prioritizes high-demand careers in health care, climate, STEM and technology, education and early education that are essential to sustaining California’s economic future and meeting the state’s growing demand for trained workers. Through the following strategic investments, we aim to ensure that every Californian has access to worker-centered and industry-focused education and support that leads to meaningful careers and lasting economic security.

California Apprenticeship Initiative and Related and Supplemental Instruction

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, which is well under

5%. Apprenticeships pair on-the-job training with classroom instruction, allowing students to earn wages while gaining skills and giving employers a direct role in developing their future workforce. Creating and expanding these work-based learning opportunities is a lever for improving student success and providing equitable access to workplaces and professional networks, a key workforce strategy of the Governor’s Master Plan for Career Education.

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. The California Apprenticeship Initiative (CAI) provides 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. CAI is currently funded at \$30 million and in the most recent grant cycle, the Chancellor’s Office received 209 applications requesting almost \$115 million, resulting in more than a quarter of applications being turned away. Between fiscal years 2021-22 and 2024-25, we have funded less than half of all grant applications, representing a loss of 4,278 apprenticeships. Similarly, the Related and Supplemental Instruction (RSI) program, which reimburses colleges for providing classroom instruction to apprentices, faces ongoing shortfalls due to rising demand, requiring current-year funds to backfill prior-year deficits.

Increased funding for CAI and RSI would foster stronger collaboration between educational institutions and employers while bolstering economic resilience. We request an additional **\$60 million ongoing Proposition 98 General Fund** for CAI to expand access to high-quality apprenticeship opportunities, **\$15 million one-time Proposition 98 General Fund** to address projected RSI shortfalls in 2024-25 and 2025-26, and an increase of **\$9 million ongoing Proposition 98 General Fund** for RSI to prevent future disruptions. These investments are urgently needed to meet the Governor’s ambitious goal of serving 500,000 earn-and-learn apprenticeships by 2029 while strengthening California’s economy and workforce pipeline.

Campus-Based Microgrids

California’s community colleges are trusted, locally rooted institutions that often serve as vital lifelines during crises. As climate change drives more frequent and severe natural disasters, colleges are uniquely positioned to support emergency response and recovery efforts, but they are not formally integrated into the state’s disaster response system. With the right investments in renewable energy sources, our campuses can serve as natural community hubs during emergencies, providing shelter, power, and essential services.

We request **\$45 million one-time from Proposition 4 (2024)** to establish a grant program that supports the development of microgrids on California Community Colleges' campuses. Microgrids are localized energy systems that can operate independently from the main grid during power outages, increasing energy efficiency, reducing greenhouse gas emissions, and integrating renewable energy sources. Colleges equipped with microgrids can serve as community resilience hubs, offering shelter, power, and essential services during emergencies, an important step in advancing community engagement and enabling colleges to lead by example in the clean energy transition. These systems also offer hands-on learning opportunities for students in high-demand fields such as clean energy technology, engineering, and environmental science, preparing students for the green and blue economy jobs of the future.

Economic and Workforce Development Modernization

The Economic and Workforce Development (EWD) Program provides grants to colleges for education, training, and services that contribute to continuous workforce improvement, creating strategic capacity to innovate with industry, respond to emerging workforce needs, and leverage public-private partnerships. EWD is a core program designed to directly link education, economic development, and regional labor market needs. As California advances the goals of the Governor's Master Plan for Career Education, stronger collaboration between community colleges, labor, and economic development partners is essential to ensure career training programs are well aligned with local workforce needs.

Over time, available EWD funding has limited the program's potential reach and impact. We request an additional **\$41.1 million ongoing Proposition 98 General Fund** for the EWD Program to expand opportunities for sector-based workforce training that are skills-based and connect more youth, high school students, students of color and low-income learners to career technical education pathways. We also request statutory changes to modernize the EWD Program by enhancing regional coordination through more responsive employer engagement, identifying and focusing on priority regional sectors, and improving credit mobility for students. This modernization would support the establishment of a regional priority sector representative in each part of the state to align efforts with California Jobs First, the K-16 Education Collaboratives, and local workforce development boards. A reconstituted economic and workforce development advisory committee would provide the forum for stronger collaboration on program planning and strategies for regional coordination. This request also intends to grow our Centers of Excellence to become a primary provider of labor market information across the state. These investments and updates would better align EWD with the Strong Workforce Program's mission to expand economic opportunity and help low-wage workers secure living-wage jobs.

Los Angeles Recovery and Rebuild Initiative

The devastation of the Palisades and Eaton Fires in early 2025 deepened the severe construction and skilled trades workforce shortage in the Los Angeles region. The existing labor force in Los Angeles supports about 20,000 to 25,000 construction jobs annually, which is woefully inadequate to meet the demand for the estimated 40,000 to 50,000 jobs needed for rebuilding the structures lost in the wildfires. The Palisades and Eaton fires destroyed over 17,000 structures and displaced thousands of Californians, many of whom were already economically vulnerable, including undocumented workers, service-sector employees, and small business owners.

In the months immediately following the wildfires, the Chancellor's Office partnered with the Los Angeles Regional Consortium's (LARC) 19 community colleges, as well as labor unions, employers, and community-based organizations, to develop the Rebuild Initiative, an equity-centered approach to workforce development, infrastructure restoration, and community revitalization. The 2025–26 State Budget provided \$5 million to launch the revamp of programs at five key colleges, expanding access and building regional capacity. However, high program costs, limited training facilities, and instructor limitations constrain the scale needed to meet demand. All the colleges in the Los Angeles region must participate if we are to build back stronger and equitably.

We request **\$20 million one-time Proposition 98 General Fund** for the Rebuild Initiative to create a robust pipeline of skilled workers over the next two years ready to drive the accelerated rebuilding of affected communities, focusing on the essential skills needed for clean-up and reconstruction. A special focus will be placed on developing a construction-ready workforce by removing barriers to access, expanding credit for prior learning opportunities (including opportunities to support learning by Service Corps members), and bolstering curricular pathways, getting students into the workforce sooner. With short-term training, wraparound supports, and curriculum innovation, the Rebuild Initiative will connect fire-impacted communities to living-wage careers while closing the critical workforce gap left in the wake of these disasters.

The Future of Learning and Generative Artificial Intelligence

The rapid emergence of generative AI offers California community colleges powerful opportunities to streamline operations, expand capacity, and improve the student experience. By reducing the amount of staff time and resources allocated to some routine administrative functions, AI can help colleges and staff further focus their efforts on student success. Across the state, colleges are already experimenting with innovative AI partnerships that enhance local capabilities. The following investments will accelerate

this progress by advancing student learning, extending faculty and staff capacity, and modernizing the approach to some routine administrative functions.

Common Cloud Data Platform

The Common Cloud Data Platform (CCDP) is designed to address the fragmented data infrastructure across California’s community colleges. By centralizing integrations and analytics into a single, cloud-based platform, CCDP streamlines reporting, strengthens fraud mitigation through AI-enabled tools, and delivers near real-time insights to improve student success tracking. These capabilities directly advance our core educational mission by enabling more sophisticated program mapping and pathway development. Students can complete their programs with fewer excess units thanks to improved visibility into course sequencing, transfer requirements, and student enrollments across multiple districts. This comprehensive view enables counselors and support staff to intervene proactively when student challenges arise, boosting completion rates and reducing time-to-degree.

As CCDP onboards the second cohort of colleges and districts, its systemwide benefits will continue to grow. The \$12 million investment provided in the 2025–26 State Budget lays the foundation for broader deployment, but the current landscape—73 technology platforms with widely varying capabilities—remains inefficient, inequitable, and costly. A unified approach will improve institutional performance, strengthen accountability, and enhance the public’s return on investment in community colleges.

We request **\$36 million one-time** and **\$9 million ongoing** to expand CCDP and develop a shared technology infrastructure, with the goal of all districts onboarded by 2030. The one-time investment, inclusive of a 5% contingency, will support the deployment of core infrastructure components, establish the systemwide data lake, and enable additional integrations. Ongoing funding will be leveraged to operate, maintain, and administer the platform. These investments will generate efficiency gains, stronger student outcomes, and robust operational capabilities that far exceed the initial cost.

While CCDP is not required to follow the state’s Project Approval Lifecycle (PAL), the Chancellor’s Office has aligned its work with PAL best practices—conducting business and alternatives analyses, demonstrating technical feasibility through milestone reviews, and documenting readiness with Memorandums of Understanding (MOUs), onboarding protocols, and third-party evaluations. The proposed investment for CCDP includes clear progression from initial pilot to full systemwide adoption, with specific focus areas and participation targets for each fiscal year to ensure equitable benefits for all 73 districts.

Timeline	Intended Outcomes
Year 1	Full infrastructure support for all districts. Reporting functionality for first 20 onboarded districts.
Year 2	Additional 20 districts onboarded, implement fraud detection pilot, and activate data governance protocols.
Year 3	Onboard final 20 districts onboard. Provide full lifecycle integration. Continue to deploy analytical tools.
Year 4	Expansion, scaling of analytics features, final evaluations, and contingency resolution.

California Virtual Campus

The California Virtual Campus (CVC) enables students to seamlessly enroll in online courses offered by other community college districts, advancing equity by removing barriers to course access for historically underrepresented and underserved students. Through its searchable catalog of more than 100,000 fully online courses in 2024-2025, CVC empowers students to find the right course at the right time, whether that means fewer excess units, zero-textbook cost options, or courses with quality badging.

CVC experienced more than 33,000 student cross-enrollments in 2024-25 and is on track to significantly exceed that target in 2025-26. The number of teaching colleges participating has expanded from 16 in fiscal year 2021-22 to a projected 100 in fiscal year 2025-26, bringing exponential increases in technology inventory, Application Programming Interface (API) integrations, platform support, faculty training, help desk requests, and health checks of systemwide technology. To keep pace with rising technology costs and to integrate additional updated functionality for students, we request an additional **\$3.9 million ongoing Proposition 98 General Fund** for CVC. This investment will sustain critical infrastructure, support the development of student-facing AI tools, and expand capacity for innovation. Stable, multi-year funding will also allow CVC to strengthen long-term planning, scale equity-driven initiatives, and expand AI-enabled tools for course access, student support, and institutional analytics.

Integrated Technology Cost-of-Living Adjustment

To keep pace with the rapid adoption of AI in classrooms and campus operations, while continuing to safeguard our systems against potential fraud and support existing technology functions, we request **\$10.6 million ongoing Proposition 98 General Fund** for the Integrated Technology categorical program, representing an 11.6% COLA over the

past three budget cycles. The growing ubiquity of machine learning and AI, combined with increasing security threats, requires our system to continuously review and update our system infrastructure to support online education, enhance learning services, and expand faculty access to emerging technologies. This investment will ensure our colleges can maintain secure, high-quality, and future-ready technology environments.

Core Resources

Ongoing operational resources that keep pace with evolving demands are essential to advancing the mission of our colleges, meeting the diverse needs of communities across the state, and achieving the student success goals of Vision 2030. Strengthening support for core institutional functions will ensure that no student is turned away and that colleges can continue building the structures and services students need to thrive.

Student Centered Funding Formula Support and Strong Workforce Program Base Restorations

The 2025-26 State Budget defers two months of general apportionment payments from 2025-26 to 2026-27. While we remain appreciative of the overall budget package, we note that the deferrals come with increased risks, particularly in emergency situations where districts may need to make withdrawals from their financial reserves. The Chancellor's Office will continue to provide proactive fiscal health support and closely monitor district fiscal health indicators to promote resiliency, strengthen cash flows, and avoid deficit spending. To ensure fiscal stability amid ongoing economic uncertainty, we request current community college deferrals be repaid and retired as expeditiously as possible. This investment would provide districts with the predictability they need to remain focused on advancing access, equity, and student success. Additionally, we request the COLA be applied to the SCFF consistent with existing statutory requirements.

We further request **\$60 million one-time Proposition 98 General Fund** over the next three fiscal years to fully restore the Strong Workforce Program to its base funding level from the 2023-24 State Budget. The 2024-25 State Budget established the Rebuilding Nursing Infrastructure (RNI) Grant Program with a five-year, \$60 million carveout from the Strong Workforce Program, enabling colleges to expand nursing programs and partnerships. While the RNI Grant Program will help address California's severe nursing shortage, the reduced level of resources available for the core Strong Workforce Program creates some geographic and demographic inequities due to the distributional effects associated with program resource availability in different regions of the state. Each college has received approximately a 20% reduction in Strong Workforce grant funding, despite rising costs and varying regional workforce demands. Restoring the Strong

Workforce Program to its current level and separately funding the RNI program will empower colleges to be agile and responsive to their communities and learners, support equitable workforce development across the state, and foster the collaboration necessary to advance the Governor’s Master Plan for Career Education.

Enrollment Growth

Districts have made remarkable progress in rebuilding enrollment since the pandemic and continue to demonstrate a strong need for flexible funding to sustain this momentum. The 2025-26 State Budget provided \$140 million across the 2024-25 and 2025-26 fiscal years to support a combined enrollment growth of 2.35%. As our system continues to reimagine the concept of access through the lens of Vision 2030, we cannot turn away Californians who are seeking a program of study to advance their economic standing or reduce their ability to access courses and programs. If we do not create space for our future learners, then our role as open access institutions is not being achieved.

To ensure that colleges do not place a cap on their enrollments or “ration” access, we request **\$62.9 million ongoing Proposition 98 General Fund** to fund 1% enrollment growth in 2026-27. 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. 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.

We further request two policy changes that would provide sufficient and timely funding increases in periods of enrollment growth:

- **Part I, Recognition of Credit FTES:** We request modification of the SCFF calculation to recognize credit full-time equivalent students (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 cushions districts in decline but delays funding increases during periods of growth. This adjustment would provide more timely resources to support enrollment growth at an estimated cost of **\$24.3 million ongoing Proposition 98 General Fund**.
- **Part II, Growth Formula and Funding:** We also request elimination of the 10% cap on funded FTES growth, an arbitrary limit that prevents districts from fully serving students. The growth provided in previous budgets reduced districts’ growth needs and unfunded FTES but removing the cap ensures flexibility in future periods of rapid

enrollment demand. Based on the growth need that occurred during the 2024-2025 Second Principal Apportionment, we estimate that this change could result in an annual cost of **\$25.3 million Proposition 98 General Fund**.

Scenario	Ongoing Cost Impacts
Fund 1% enrollment growth for 2026-27.	\$62.9 million
Fund 1% enrollment growth for 2026-27 and allow the calculation of credit FTES using the greater of three-year average.	\$87.2 million
Fund 1% enrollment growth for 2026-27 and remove the 10% growth cap.	\$88.2 million
Fund 1% enrollment growth for 2026-27, allow the calculation of credit FTES using the greater of three-year average, and remove 10% growth cap.	\$112.5 million

Lastly, similar to actions taken in the 2025-26 State Budget, we request that the state fully fund all enrollment growth in the current budget year. The Chancellor’s Office will provide data on unmet enrollment growth during the 2025-26 First Principal Apportionment in February 2026.

Deferred Maintenance

The need to maintain and upgrade community college facilities and equipment grows each year, with the 2025-26 Five-Year Capital Outlay Report indicating systemwide deferred maintenance needs exceeding \$2 billion. To address this growing need, we request **\$60 million ongoing Proposition 98 General Fund** to reestablish an ongoing Deferred Maintenance and Instructional Materials Program.

Chancellor’s Office Capacity

The Chancellor’s Office operates with the smallest staff capacity of California’s higher education system offices, despite its broad legislative mandate to provide systemwide leadership, guidance, and accountability for the 116 California Community Colleges and the more than 2.1 million students they serve. With just 203 authorized staff positions, the Chancellor’s Office allocates and oversees more than \$14 billion in Proposition 98 funds, monitors implementation of newly enacted legislation, and ensures compliance and accountability. In addition, the Chancellor’s Office provides critical technical assistance and research support to help colleges advance student success in alignment with the priorities of the Legislature and Administration. To meet these responsibilities and

strengthen the role of the community colleges as a statewide leader in workforce education and equity-driven innovation, we request the following targeted investments.

Vision 2030 Innovation Catalyst Fund

To fulfill our systemwide mission at scale, the Chancellor’s Office not only administers funds and monitors compliance, but also drives systemwide innovation and continuous improvement. Vision 2030 has already demonstrated the power of this approach by launching 16 large-scale demonstration projects to test, refine, and scale district-level innovations. To date, the projects have directly impacted more than 222,000 students across 101 colleges. These efforts have revealed both the promise of equity-driven reforms and the systemic barriers that must be addressed for them to succeed.

Establishing the Vision 2030 Innovation Catalyst Fund provides the Chancellor’s Office with the dedicated, flexible capacity it currently lacks to:

- Seed and scale transformative practices beyond the pilot stage.
- Activate statewide learning by evaluating models and documenting outcomes and address implementation barriers.
- Align resources and policy by integrating innovative approaches into system infrastructures.

Funded through a modest 1% set-aside from existing large categorical programs, this fund would generate **\$14.3 million ongoing Proposition 98 General Fund** resources for the Chancellor’s Office. This would further position our office to move away from managing compliance and toward its focus of serving as an engine for innovation and capacity-building. In doing so, it strengthens the Chancellor’s Office ability to lead the largest higher education system in the nation, ensuring that every investment of public dollars produces measurable, equity-centered outcomes for students.

Categorical Program	1% Set-Aside
Student Equity and Achievement Program	\$4,977,819
Strong Workforce Program	\$2,758,800
Extended Opportunity Programs and Services (EOPS)	\$1,891,480
Disabled Student Programs and Services (DSPS)	\$1,777,860
Integrated Technology	\$743,128

Categorical Program	1% Set-Aside
California Work Opportunity and Responsibility to Kids (CalWORKs)	\$569,220
Mathematics, Engineering, Science Achievement (MESA)	\$394,230
Cooperating Agencies Resources for Education (CARE)	\$346,140
Rising Scholars Network	\$327,570
California Apprenticeship Program	\$300,000
Economic and Workforce Development	\$206,361
TOTAL	\$14,292,608

Requests for Chancellor’s Office Positions

Under Vision 2030, the Chancellor’s Office is mobilizing an urgent call to action to make higher education more inclusive for all Californians than ever before and ensure equity in access, equity in support, and equity in success to meet the state’s future economic needs. We ask for an additional 27 staffing positions for the Chancellor’s Office to address an urgent capacity gap and advance our ambitious Vision 2030 agenda.

Contracts Oversight Unit

(\$813,000 ongoing General Fund)

The Chancellor’s Office oversees approximately 600 contracts, agreements, and MOUs. Given the risks associated with entering into contracts and agreements covering large amounts of funds, the Chancellor’s Office requests additional capacity to support the development and execution of these contracts and agreements. We request the following six (6) positions to provide upfront assistance and consistency in our contracting processes and enhance oversight of each of our contracts and agreements. Establishing a Contracts Oversight Unit would also provide incremental workload relief to current Chancellor’s Office program staff that are tasked with developing, reviewing, and overseeing contracts within their programmatic areas and enable better contracting consistency and oversight.

Classification	Description
1.0 Staff Services Manager II (Supervisory)	This position would oversee the Contracts Oversight Unit and organize, direct, and review staff activities to ensure that contracting and grant policies and procedures are correctly adhered to. The

Classification	Description
	position will develop, facilitate, and release solicitations and agreements, manage processes, workflows, and best practices to ensure compliance with the State Contracting Manual, and prepare contracts and grants for the Office of General Counsel to present to the Board of Governors for final approval.
1.0 Staff Services Manager I	This position will be independently responsible for developing and preparing contract agreements, grants, and other solicitation documents, in collaboration with program staff, the Office of General Counsel, and external vendors. The position will assess and create amendments, renewals, or new contracts, as required or recommended by division staff, to execute changes before the contract expires or funds are depleted in order to prevent a lapse in service and the allocation of Proposition 98 funds.
2.0 Associate Governmental Program Analysts 2.0 Staff Services Analysts	These positions will review and prepare hundreds of contract and agreements annually. They will create scopes of work, specifications, and solicitation documents, including contract provisions, scopes of work, technical requirements, completion dates, benchmarks, timelines, estimated quantities, dollar amounts, and final products, in collaboration with division staff and the Office of General Counsel. They will secure internal and external approvals and monitor the approval process through department and control agencies as appropriate to ensure final approval and execution.

Educational Services and Support

(\$793,000 ongoing General Fund)

The Educational Services and Support Division helps ensure students access high-quality curriculum, support, and instructional services. We request the following four (4) positions to provide additional leadership and staff support for Vision 2030 priorities.

Classification	Description
2.0 Community College Administrator II	We request two Assistant Vice Chancellors (AVCs) for the Educational Services and Support Division. AVCs plays a critical role in strengthening our division’s leadership structure by creating a clear succession ladder between the Dean and Vice Chancellor (VC). These positions ensure continuity of leadership, support professional development, and provide a pathway for internal talent growth. With a strong internal focus, an AVC can dedicate time to supporting deans, staff, and the VC by streamlining operations, coordinating

Classification	Description
	<p>priorities, and addressing emerging needs promptly. This added leadership layer enhances efficiency and communication while enabling the VC to focus on broader strategic initiatives and ensuring day-to-day functions run smoothly.</p>
<p>1.0 Community College Administrator I</p>	<p>The position will lead ongoing CPL policy development, provide technical assistance, and support colleges in building high-impact CPL infrastructure. It would be responsible for advancing policies, practices, and partnerships that expand equitable student access to CPL opportunities and managing the implementation of CPL policies, working closely with faculty, administrators, and system partners to support consistent and student-centered practices. The position would support data collection, reporting, and evaluation of CPL outcomes to assess student impact and inform continuous improvement.</p>
<p>1.0 Community College Specialist</p>	<p>The Community College Specialist for CPL will lead ongoing statewide coordination to seamlessly integrate CPL early in the application and enrollment process, including increasing student awareness, support, and guidance. To scale the effort, the CPL Specialist will bring together college faculty, staff and administrators to create more CPL opportunities that validate students’ skills, competencies, and credentials earned. The CPL Specialist will develop guidance for consistent practices the evaluation, counseling, and awarding of CPL on transcripts and the Career Passport.</p>

Program Operations and System Initiatives

(\$693,000 ongoing General Fund)

Vision 2030 calls on our system to build the necessary systems to dismantle administrative barriers, reform policies to unlock student potential, and bring resources for action through strategic partnerships and collaboration. The following three (3) positions are intended to support the Chancellor’s Office in building out the systems, policies, and practices to directly advance Vision 2030.

Classification	Description
<p>1.0 CEA</p>	<p>We request 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,</p>

Classification	Description
	county organizations, nonprofits, and businesses. 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.
1.0 Community College Administrator II	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.
1.0 Staff Services Manager (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.

Information, Security, Technology and Innovation

(\$692,000 ongoing General Fund)

The Chancellor’s Office Information, Security, Technology and Innovation Division plays an instrumental role in Vision 2030 by helping to ensure that community colleges have access to the technology, research, and data needed to enable students from all backgrounds to succeed in reaching their goals. The following three (3) positions will assist in building out the technology infrastructure to deploy smart solutions for our existing students and future learners. There is a dire need to ensure data system modernization and protection efforts, particularly in light of recent attempted admissions, enrollment, and financial aid fraud incidents.

Classification	Description
1.0 CEA	We request 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. The Director will support the system to have the tools, resources, and policies necessary to benefit from AI, but also help to protect against its potential harms.

Classification	Description
1.0 IT Specialist II	The position would be responsible for security, infrastructure, and cloud architecture. They would be 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.
1.0 IT Specialist II	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 would manage the technologies necessary to increase the Chancellor’s Office information security program compliance.

Workforce and Economic Development

(\$670,000 ongoing General Fund)

The Chancellor’s Office Workforce and Economic Development Division (WEDD) advances Vision 2030 by overseeing career education and entrepreneurial development programs grounded in real-time employer data and labor market intelligence. The Governor’s Master Plan for Career Education further underscores the importance of employer collaboration, recognizing that effective workforce development requires coordination across multiple segments to maximize student and employer outcomes. To meet these demands, the following four (4) positions are essential to strengthening WEDD’s capacity to support local programs and grants, and to ensure colleges remain agile and responsive to evolving workforce needs.

Classification	Description
1.0 Community College Administrator II	The Assistant Vice Chancellor of Workforce and Economic Development 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.

Classification	Description
1.0 Community College Specialist (Regional Coordination)	The position will advance the agency’s regional collaboration, coordination, and strategic sector efforts across the system. The position will monitor and facilitate regional, intersegmental, and cross-agency partnerships, ensuring alignment between community colleges, K–12, regional consortia, state and local agencies, workforce boards, industry partners, Jobs First, and other key stakeholders to scale regional development of high-quality career pathways. The position will assume the administrative duties related to the increased regional collaboration and partnerships with outside agencies and departments, as well as engage in interagency collaboration.
1.0 Community College Specialist (Education)	This position will assume administrative responsibilities and provide statewide coordination for the Chancellor’s Office education sector strategy. It will lead efforts to expand, align, and strengthen pathways into high-demand education careers, particularly early childhood, career technical education, and special education, through cross-sector and industry partnerships and statewide system coordination. This position will coordinate implementation of the agency’s strategic framework, assess and map existing assets, identify regional gaps, and promote scalable, sustainable solutions to increase credential attainment and grow the education workforce.
1.0 Community College Specialist (Nursing)	This position will provide critical support to the Nursing Education and Workforce Development Unit, which is currently managing two nursing grant programs totaling nearly \$74 million. The requested position will enhance the unit’s capacity to administer funding, ensure compliance, coordinate with stakeholders, and support nursing program expansion.

Office of Civil Rights

(\$607,000 ongoing General Fund)

To support the development of systemwide, centralized model policies and procedures that ensure compliance, consistency, and accessibility with Title IX requirements, we seek an investment for the Chancellor’s Office to establish a new Office of Civil Rights with four (4) positions.

Classification	Description
1.0 Community College Administrator II	The Director of Civil Rights and Title IX will lead the statewide Office of Civil Rights and serve as the Chancellor’s Office liaison on all matters related to Title IX and other civil rights compliance. This role provides systemwide leadership, ensuring colleges have the guidance, tools,

Classification	Description
	and accountability structures needed to meet federal and state requirements. The Director will provide ongoing legal and policy updates and oversee annual reporting and accountability processes. By convening and supporting campus leaders, the Director will ensure a consistent and equitable approach to civil rights compliance across all colleges.
1.0 Community College Specialist	The Compliance and Policy Analyst will monitor and track campus civil rights and Title IX policies, reports, and compliance data to strengthen accountability across the system. This position will coordinate periodic external or peer reviews, leveraging contractors or district staff where appropriate, and provide technical assistance to campuses in addressing findings or improving compliance practices. The Analyst will play a central role in ensuring that colleges’ civil rights obligations are met consistently, while also supporting the development of best practices and systemwide standards.
1.0 Community College Program Assistant	The Training and Communications Coordinator will design and deliver comprehensive training programs to ensure colleges are equipped with up-to-date knowledge and tools to meet their Title IX and civil rights obligations. This role will manage communication channels such as newsletters, webinars, and compliance alerts, ensuring colleges have timely and accessible information. The Coordinator will also build and maintain a systemwide resource library and toolkits to support campus leaders and practitioners. By fostering knowledge-sharing and continuous professional development, this role strengthens systemwide capacity for equity and compliance.
1.0 Associate Governmental Program Analyst	The Program Support role will provide essential coordination and organizational support to the Office of Civil Rights. This position will manage scheduling, logistics, and meeting coordination for systemwide work, while also supporting contract administration and general office operations. By ensuring smooth day-to-day functioning of the office, this role enables professional staff to focus on their policy, training, and compliance responsibilities.

Office of General Counsel

(\$551,000 ongoing General Fund)

The Office of General Counsel provides advice to the Chancellor’s Office and Board of Governors on public and educational law matters, reviews student unlawful discrimination appeals, and is responsible for the regulatory, contracting, and privacy programs for the Chancellor’s Office. New statewide community college programs in

support of Vision 2030 and substantial changes at the federal level have significantly increased the need for legal advice and resources both within the Chancellor’s Office.

Classification	Description
1.0 Attorney V	This position would monitor changes to federal laws, regulations, and policy to discern the impacts of federal policy adjustments on the California Community College system. This position would engage in highly complex legal work and litigation arising from recent federal guidance memos and directives. It would be responsible for analyzing, appraising, and applying legal principles, facts, and precedents to respond to properly advise districts on a course of action to ensure they remain compliant with federal directives. This position will also liaise with the Attorney General’s Office on litigation matters and work with federal agencies on education law and policy.
1.0 Attorney IV	This position would provide advice on education and public law issues for the Board of Governors and all divisions within the Chancellor’s Office; contract negotiations; regulatory drafting; liaising with the Attorney General’s Office on litigation matters, and with the Department of Finance and the State Auditor on matters of common interest; working with federal agencies on matters of education law and policy; consulting on management and human resources issues; reviewing and drafting of Chancellor’s Office policies; and providing guidance on legal matters to community college districts; and participating in consultation with community college stakeholders.

College Finance and Facilities Planning

(\$150,000 ongoing General Fund)

The College Finance and Facilities Planning Division oversees policies that determine the distribution of local assistance and capital outlay funds. We request the following position for the Fiscal Standards and Accountability Unit to support the implementation of recent state audit recommendations.

Classification	Description
1.0 Community College Specialist	This position would be responsible for monitoring statewide compliance with the 50% Law, reviewing exemption requests and district compliance plans, assisting in the issuance of determinations with fiscal and potentially future legal implications, and serving as a liaison with auditors, districts, and other stakeholders. This work

Classification	Description
	requires deep subject-matter expertise in fiscal reporting, regulatory interpretation, and risk management. It also requires advanced consultative skills to train districts and auditors, update guidance manuals, respond to audit findings, and implement corrective actions.

Resources for Implementation of Legislative Mandates and Budget Priorities

While this Shared Advocacy Request generally focuses on our system’s allocation of resources, it also highlights the need for critical investments to build capacity within the Chancellor’s Office to facilitate the implementation of recently enacted bills. As we await the Governor’s final decisions on 2025 state legislation, the Chancellor’s Office intends to pursue the resources necessary to carry out any new policies and educational reforms.

In addition, the Chancellor’s Office will submit a request for positions to ensure sufficient capacity to implement the priorities outlined in this Request and in the Governor’s January budget proposal. Without these resources, the essential work of driving innovation, transformation, and continuous improvement across the system will be absorbed into existing staff responsibilities, risking uneven implementation and potential misalignment with the Administration’s core objectives. As we finalize our positions requests for budget and legislative implementation, we request the Administration consider setting aside \$2 million General Fund in the Governor’s Budget for additional Chancellor’s Office capacity.

APPENDIX C: 2026-27 POLICY AND LEGISLATIVE REQUEST DETAILS

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

The CalWORKs program provides critical supports, such as childcare, work-study, job placement, and case management, that help community college students, particularly parenting and single-parenting students, achieve self-sufficiency and economic mobility. However, restrictions on the use of funds and the employer match requirement for work-study wages limit the program's effectiveness. Removing the 25% employer match requirement and expanding the use of funds for direct student aid would ease financial burdens, increase access to meaningful work-study opportunities, and better align with students' academic and career goals. These reforms would strengthen CalWORKs' role in advancing Vision 2030 by promoting equitable financial supports and expanding work-based learning opportunities that foster long-term social and economic mobility.

Streamline Legislative Reporting Requirements

Currently, the Chancellor's Office must submit multiple dual enrollment annual reports with overlapping data requirements, making timely and complete annual reporting operationally unfeasible. Annual one-year snapshots also limit the ability to measure long-term student outcomes or program impact. We seek a legislative path to consolidate dual enrollment reporting requirements under Education Code Sections §48800, §76002, and §76004 and replace the annual reporting mandate with a triennial cycle. Shifting to a triennial report will allow for more complete data collection and meaningful trend analysis.

Update California College Promise Program

Current interpretation of AB 19 disqualifies students once a certificate is awarded, which discourages stackable career education pathways and penalizes students for achieving meaningful milestones. By clarifying that AB 19 eligibility is only lost if a student earned a degree or certificate prior to initial enrollment, this proposal aligns with the original intent of AB 19, supports student progress toward employment and degree completion. Additionally, we will seek changes to remove or suspend the requirement for community colleges to participate in the Higher Education Act Title IV federal student loan program as a condition of receiving Promise Program funds due to concerns about the resumption of loan defaults and anticipated high cohort default rates.

Increase Baccalaureate Degree Attainment Among Underserved Student Populations

California’s community colleges play a vital role in advancing educational and career opportunities by bringing baccalaureate and workforce pathways directly to underserved, underrepresented, rural, and marginalized communities. By offering career-focused certificates, associate degrees, transfer pathways, and approved workforce-oriented baccalaureate degrees, our colleges are expanding access to programs that align with the needs of students, employers, and communities alike. These opportunities serve diverse populations—including recent high school graduates, underemployed and unemployed adults, workers seeking career advancement or retraining, veterans, and justice-involved individuals—by providing clear, affordable pathways to rewarding careers.

The California Community Colleges will continue to champion legislation that expands transfer opportunities and enables students to pursue baccalaureate degree opportunities, and to attain baccalaureate degrees with a specific focus toward addressing the needs of place-bound populations, including rural and underserved populations. These efforts will improve economic mobility and reduce equity gaps for minoritized groups.

Strengthen Access to Dual Enrollment

Dual enrollment is a proven strategy for closing equity gaps, expanding pathways, and accelerating the completion of degrees and credentials. It strengthens students’ economic mobility while addressing California’s workforce needs, yet significant disparities in access—particularly for Black and Latino high school students—remain. To address these inequities, we will continue to advocate for legislative solutions that streamline participation and expand the reach of dual enrollment programs, which are essential to improving college access and affordability. We further urge the state to ensure universal access to dual enrollment opportunities for all high school students, with a targeted emphasis on the Golden Four courses that form the foundation of college success.

Supporting Artificial Intelligence Literacy and Workforce Development

California’s economic competitiveness increasingly depends on workforce preparation for an AI-enabled economy, positioning community colleges as critical infrastructure for both individual student success and statewide economic development. Coupled with the proposed budget investment to launch AI professional development and literacy efforts

and sustain and scale access to widespread, high-impact AI training for educators, students, and community members, including business partners and entrepreneurs, we request corresponding legislation to support AI literacy efforts and AI workforce development opportunities, with an added focus on supporting rural and underserved communities, through innovative approaches such as course taking opportunities through the California Virtual Campus.