

# VISION 2030 DEMONSTRATION PROJECTS

## Accomplishments Executive Brief | Spring 2026

### Introduction

Vision 2030 is driving bold, forward-thinking innovation by championing local design and active participation in developing scalable solutions that can transform the future of education. At the heart of this effort are the *demonstration projects*, which are dynamic, exploratory initiatives that build, test, refine, and continuously improve ideas to create proven blueprints for success. Through these strategically designed projects, the Chancellor's Office is teaming with California Community Colleges (CCCs) to maximize impact where it matters most.

This Spring 2026 Accomplishments Executive Brief cumulatively highlights how demonstration projects are not only testing innovative approaches and elevating best practices, but also forging powerful, outcome-driven partnerships across the CCC system. Through mobilizing talent, expanding resources, and delivering scaled solutions, these projects advance Vision 2030 goals and address the most pressing challenges facing students and institutions.

### Scope of Implementation

Since the deployment of Vision 2030, there have been 24 demonstration projects in total, engaging with all 116 CCCs<sup>1</sup> throughout the state. There are currently 13 active projects, seven emerging, two under-refinement/transitioning, and two that have concluded. As conditions and opportunities evolve, so do the projects, adapting to continuously identify, deepen, and elevate local efforts. This is evidenced through the variety of subject matter focus, activities, and stakeholders found across all projects.

Complementing the range of demonstration projects, there is also consistency across all projects to advance the system toward Vision 2030. The following table shows how integral the projects are within Vision 2030, mapping the correlation between the active/ concluded\* projects and Vision 2030 goals and outcomes<sup>2</sup>.

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<sup>1</sup> See Appendix A for the list of California Community Colleges participating

<sup>2</sup> See Appendix B for the list Vision 2030 goals and outcomes and visit <https://vision2030.cccco.edu/section-iii/> for more detail

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Vision 2030 Goals and Outcomes								
Demonstration Projects	Goal 1/ Outcome 1	Goal 2/ Outcome 2	Goal 2/ Outcome 3a	Goal 2/ Outcome 3b	Goal 2/ Outcome 3c	Goal 2/ Outcome 4	Goal 3/ Outcome 5	Goal 4/ Outcome 6
AgTEC	✓	✓				✓		
Apprenticeship	✓	✓				✓		
ADN Expansion*		✓				✓		
Behavioral and Mental Health	✓	✓	✓		✓	✓		✓
Beyond Barriers: Economic Mobility	✓	✓					✓	
Common Cloud Data Platform	✓	✓		✓				
Credit for Prior Learning	✓	✓	✓		✓			✓
Central Valley Transfer Project*		✓			✓			✓
Foster Youth College Access	✓	✓			✓		✓	
Inland Empire Healthcare Access	✓	✓					✓	
Open Education Resources	✓	✓	✓					
Rising Scholars	✓	✓	✓		✓		✓	✓
Rural College Transfer Collaborative	✓	✓	✓	✓	✓	✓	✓	✓
United Domestic Workers	✓	✓				✓		
Veterans Mental Health	✓	✓	✓		✓			

Figure 1 Vision 2030 and Demonstration Project Correlation Map

In addition to the listed projects, the newly emerging projects will further spread the breadth of topics being addressed through demonstration projects to include artificial intelligence, internships, teacher preparation, international education, and climate.

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### Demonstration of Impact

Broad impact is being achieved through the demonstration projects and the coordinated activation of four interconnected spheres of engagement: people, policy, systems, and resources, each reinforcing the others to drive sustainable change. By mobilizing diverse stakeholders and practitioners (people), aligning and advancing enabling regulations and guidance (policy), building interoperable infrastructure and data-driven tools (systems), and strategically securing and deploying funding and supports (resources), the following shows how the demonstration projects are moving initiatives from innovation to scale.

### People

Demonstration projects continue to expand cross-sector engagement, bringing together system leaders, practitioners, and partners to support implementation and scale.

- Over 1.1 million students served and 5,700+ stakeholders engaged across all projects
- 354 new partnerships established spanning colleges, workforce partners, community-based organizations, and state agencies
- Broad student impact, including 195,000+ students earning CPL across participating colleges
- A wide variety of system expertise has been engaged including representation from faculty, counselors, admissions and records, Veterans Resource Centers, technology, research, government relations, fiscal, and executive leadership

### Impact Spotlight | Apprenticeship

The Apprenticeship Pathways demonstration project has served nearly 5000 students through apprenticeship expansion. Notably, the project has added credit for prior learning options to 284 apprenticeship courses and increased the number of credit for prior learning credits awarded for project-related apprenticeship programs to 25,275.

Additionally, 75% of apprenticeship programs now include at least one credit-bearing course. This demonstration project, in concert with other related efforts, continues to grow the number of apprenticeships throughout the state, with a goal to increase the number of students in apprenticeship by 15%.

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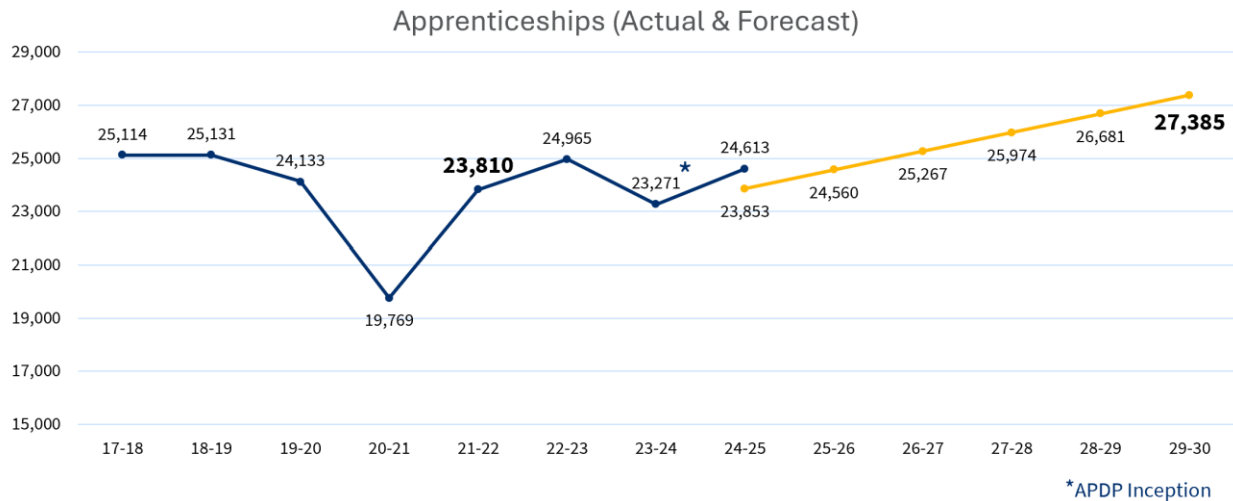


Figure 2 Apprenticeship Annual and Forecasted Growth

## Policy

Demonstration projects are actively identifying and responding to policy and associated practice barriers at the federal, state, and local levels to improve student access, affordability, and success.

- 22 policy actions advanced, including 15 pieces of legislation initiated (3 passed) and 7 regulatory changes (3 new, 4 updated)
- Responsive policy alignment to federal changes, including H.R. 1 work requirements, to mitigate impacts on CalWORKs and CalFresh student eligibility
- Development of local and regional MOUs to strengthen alignment between colleges, K-12 systems, and county agencies (e.g., Foster Youth, CalWORKs)
- Implementation of Title 5 CPL regulations (Section 55050) and advancement of faculty-driven policy guidance through the ASCCC Pathways to Credit Framework

## Impact Spotlight | Rising Scholars

The Rising Scholars demonstration project underscores that sustained policy alignment and deep cross-system collaboration are essential to expanding equitable higher education access for justice-impacted students. The project has coordinated complex policy frameworks across community colleges, correctional systems, and state agencies to address barriers related to access, transfer, and reentry, while enabling consistent implementation across diverse facility types. Additionally, the project built upon pre-existing momentum to pair policy and practice toward accelerating and scaling impact at the student, facility, college, and system levels.

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Metric	2020–21	2024–25	Percent change*
<b>Formerly Incarcerated Enrollment Headcount</b>	5,063	13,965	175.8%
<b>Formerly Incarcerated Completions</b>	2,612	8,124	211.0%
<b>Currently Incarcerated Enrollment Headcount</b>	19,743	23,488	19.0%
<b>Currently Incarcerated Completions</b>	5,328	9,536	79.0%
<b>Juvenile Justice Enrollment Headcount</b>	0	990	n/a (starts at 0)
<b>Juvenile Justice Completions</b>	0	208	n/a (starts at 0)
<b>Rising Scholar Network Colleges</b>	45	104	131.1%
<b>Facilities Served</b>	38	147	286.8%

Figure 3 Rising Scholars Impact by Metric

## Systems

To support operational efficiencies and continuous improvement, the demonstration projects continue to build and refine systems that support statewide implementation, data visibility, student access, and progress monitoring.

- 44 system improvements delivered, including 27 new systems implemented and 17 existing systems enhanced
- Expansion of the MAP platform as statewide CPL infrastructure, supporting credit mobility, articulation, and student tracking
- Expansion of systemwide data infrastructure, including the Common Cloud Data Platform to improve cross-college data access, reporting, and decision-making capacity
- Integration with key system tools, including Program Pathways Mapper (PPM) and CVC-OEI, embedding CPL into student-facing platforms
- Implementation of coordinated sprint implementation models, including the Veterans Sprint (45 colleges) and Apprenticeship Sprint (launched February 2026)
- Advancements in interoperability and data systems, including alignment with MIS, COCI, Credential Engine, and early AI-enabled functionality

## Impact Spotlight | Common Cloud

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The Common Cloud Data Platform demonstration project represents a transformative shift in how the CCC system manages, shares, and utilizes data to enhance student success and continuous improvement. Notably, this project is advancing a platform that will increase operational efficiencies in MIS and attendance reporting, strengthen data security, and provide near real-time student analytics to improve pathways development and student mobility across institutions. There has been a steady increase in platform adoption since the inception of this project, with a total of 24 colleges participating at the conclusion of 2025. Full system adoption is anticipated to occur by 2028.

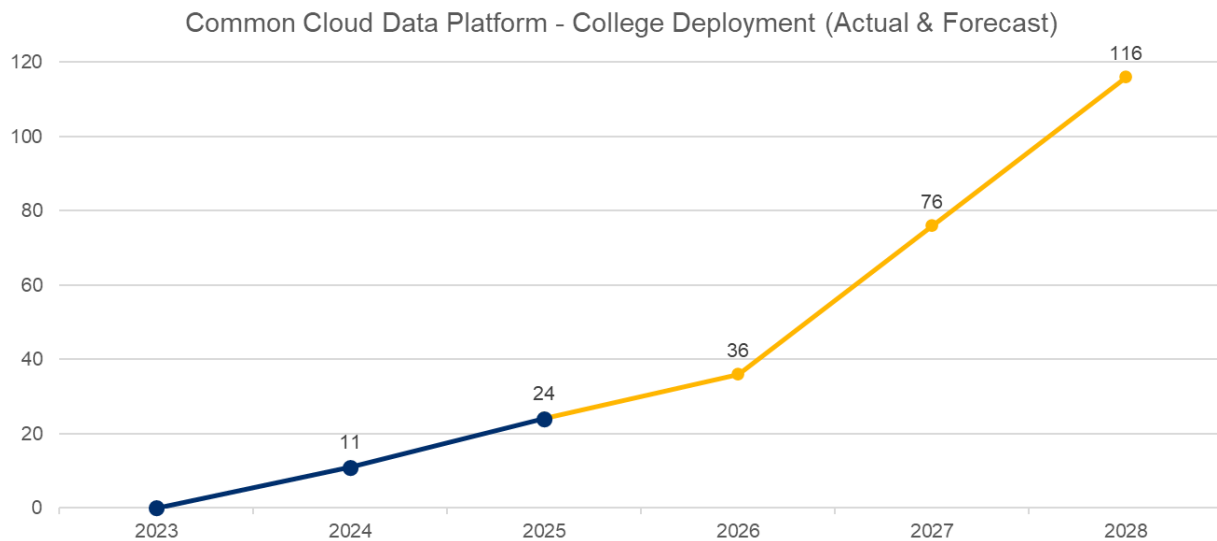


Figure 4 Common Cloud Deployment Annual and Forecasted Growth

### Resources

Demonstration projects continue to secure and deploy resources to support scale, sustainability, and equity-focused outcomes.

- \$380.6 million advocated for, with \$325.3 million secured and approximately \$106 million disbursed to colleges
- Direct investments in colleges, including \$1.08M for Foster Youth College Access, \$1.7M for Apprenticeship, \$5.9M for Credit for Prior Learning, \$250K for Central Valley Transfer, \$1.5M for Veterans Mental Health, and \$95.7M for Open Education Resources
- Strategic investment in technology and infrastructure, including MAP platform expansion, system integrations, and AI exploration
- Sustained technical assistance and professional development, including regional trainings, office hours, and large-scale convenings

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- Development of implementation tools and resources, including MOUs, action plans, reporting templates, and statewide toolkits to support adoption and scale

### Impact Spotlight | Credit for Prior Learning

The Credit for Prior Learning (CPL) demonstration project has advocated for and secured significant one-time and ongoing investments for CPL expansion across the state, totaling approximately \$91M and serving more than 42,000 students. Specifically, the project recently ushered in a \$1.4M investment in AI-assist CPL technology for construction trades and International Brotherhood of Electrical Workers union electricians at Santiago Canyon and Norco community colleges. Additionally, CPL efforts have yielded estimated student savings of approximately \$166M for military students, \$98M for workforce/other students, and \$6M for apprenticeship students. Resource development and deployment for implementation coupled with generating savings for students continues to contribute toward exponential growth in the number of students positively impacted by the project.

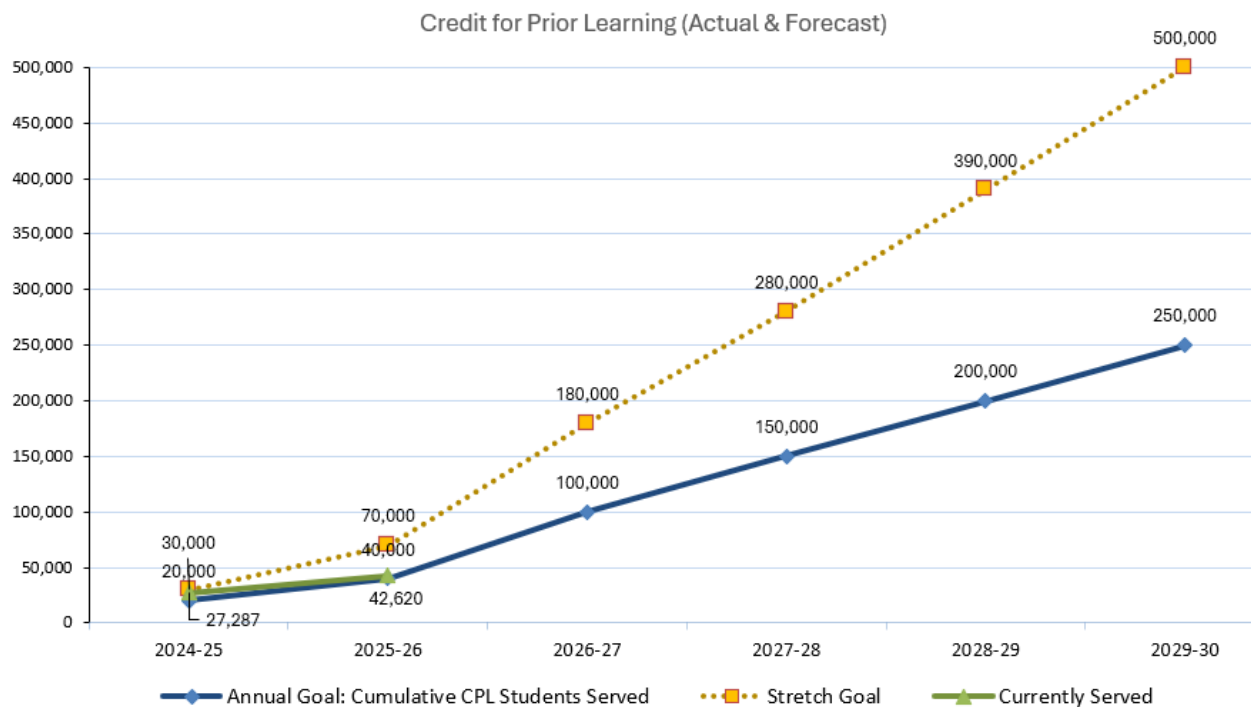


Figure 5 Credit for Prior Learning Students Served Annually and Forecasted Growth with Stretch Goals

### Learnings and Recommendations

The collective accomplishments of the demonstration projects have shown that system-transforming initiatives require intentional coordination across the interdependent levers of people, policy, systems, and resources. The projects have also provided further

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understanding regarding the need to operate with both strategic coherence and adaptive responsiveness, ensuring that innovation is not isolated but translated into actionable, sustainable, and scalable change. The following recommendations are derived from the learnings across projects and elevate core practices necessary to successfully advance systemic impact:

- **Center people as the primary drivers of change** by cultivating cross-functional leadership teams, elevating practitioner voice, and investing in continuous professional learning and stakeholder engagement.
- **Align policy proactively with innovation goals** by identifying regulatory barriers early, advancing enabling legislation or guidance, and leveraging pilot efforts to inform broader policy reform.
- **Design systems for scale from inception** by prioritizing interoperability, user-centered design, and data visibility to ensure innovations can be adopted consistently across institutions.
- **Strategically deploy and braid resources** by aligning funding streams, securing sustained investment, and linking financial resources to measurable outcomes and scaling milestones.
- **Balance innovation and standardization** by creating space for local experimentation while establishing clear frameworks, toolkits, and models that support replication and fidelity.
- **Leverage data for continuous improvement** by embedding real-time feedback loops, tracking implementation and outcomes, and using evidence to refine and scale effective practices.
- **Foster cross-sector partnerships** that integrate education, workforce, and community systems, ensuring solutions are responsive to both student needs and labor market demands.
- **Plan for sustainability and institutionalization early** by embedding successful practices into policy, infrastructure, and funding models to move beyond time-limited pilot phases.

Together, these practices enable leaders and practitioners to move beyond remote innovation toward coordinated, equity-driven transformation at scale.

### Additional Information

For more detailed information about each demonstration project and individualized project progress to date, please access the full [Vision 2030 Demonstration Projects Spring 2026 Progress and Accomplishments Report](#).

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### Appendix A – California Community College (CCC) Participation in Demonstration Projects

Participation in demonstration projects is widespread, with all districts and colleges engaged in at least one, largely due to CPL and OER. A strong level of deeper engagement is also evident, with 59 districts and 89 colleges participating in three or more projects. While district comparisons are influenced by size, several multi-college districts stand out for consistent involvement across their campuses: Los Angeles Community College District has six of its nine colleges participating in at least three projects; State Center has all four of its colleges at that level, with three of them participating in five projects; Coast and Kern each have all three of their colleges participating in at least three projects, with Bakersfield College involved in seven. At the college level, Riverside and Bakersfield are tied for the highest participation, each involved in seven demonstration projects, followed closely by Shasta, Merced and Lemoore with six. Overall, this suggests not only broad participation, but a strong level of sustained engagement and partnership across many districts and colleges.

The following table maps participation by CCC.

	AGTEC	APDP	ADN	BMH	BBEM	CCDP	CPL	CVTP	FYCA	IEHP	OER	RS	RCTC	UDW	VMH
Alameda							✓				✓				
Allan Hancock							✓				✓				
American River		✓					✓				✓				
Antelope Valley							✓				✓				
Bakersfield		✓	✓			✓	✓	✓			✓	✓			
Barstow							✓			✓	✓				
Berkeley City					✓		✓				✓				
Butte			✓				✓		✓		✓		✓		
Cabrillo			✓				✓				✓				✓
CalBright							✓								
Canada		✓					✓				✓				
Canyons		✓	✓			✓	✓				✓				

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	AGTEC	APDP	ADN	BMH	BBEM	CCDP	CPL	CVTP	FYCA	IEHP	OER	RS	RCTC	UDW	VMH
Cerritos		✓	✓			✓	✓				✓				
Cerro Coso						✓	✓				✓	✓			
Chabot		✓		✓			✓		✓		✓				
Chaffey		✓					✓				✓				
Citrus							✓				✓				✓
Clovis	✓					✓	✓	✓			✓				
Coastline						✓	✓				✓			✓	
Coalinga	✓						✓	✓			✓				
Columbia							✓				✓	✓			
Compton					✓		✓				✓				
Contra Costa							✓				✓				
Copper Mountain							✓			✓	✓				
Cosumnes River							✓				✓				
Crafton Hills		✓			✓		✓			✓	✓				
Cuesta			✓				✓				✓				
Cuyamaca							✓				✓			✓	
Cypress							✓				✓				
Deanza						✓	✓				✓				
Desert			✓				✓				✓				
Diablo Valley		✓					✓				✓				
East LA							✓				✓				✓
El Camino		✓					✓				✓				
Evergreen Valley							✓				✓				
Feather River							✓				✓		✓		

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	AGTEC	APDP	ADN	BMH	BBEM	CCDP	CPL	CVTP	FYCA	IEHP	OER	RS	RCTC	UDW	VMH
Folsom Lake							✓				✓				
Foothill		✓				✓	✓				✓				
Fresno City	✓	✓				✓	✓				✓				
Fullerton					✓		✓				✓				✓
Gavilan							✓				✓				
Glendale						✓	✓				✓				
Golden West			✓			✓	✓				✓			✓	
Grossmont							✓				✓			✓	
Hartnell	✓					✓	✓				✓				
Imperial	✓		✓				✓				✓			✓	
Irvine					✓		✓				✓			✓	
LA City					✓		✓				✓				
LA Harbor							✓				✓				
LA Mission							✓				✓				
LA Pierce							✓		✓		✓				
LA west							✓				✓				
LA Trade		✓					✓				✓				
LA Valley							✓				✓				✓
Lake Tahoe							✓				✓		✓		
Laney					✓		✓				✓				
Las Positas		✓					✓				✓				
Lassen			✓				✓				✓		✓		
Lemoore	✓	✓					✓	✓			✓				✓
Long Beach							✓				✓				

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	AGTEC	APDP	ADN	BMH	BBEM	CCDP	CPL	CVTP	FYCA	IEHP	OER	RS	RCTC	UDW	VMH
Los Medanos			✓				✓				✓				
Madera						✓	✓	✓			✓				
Marin		✓					✓				✓				
Mendocino						✓	✓				✓		✓		
Merced	✓				✓		✓	✓			✓	✓			
Merritt							✓				✓				
MiraCosta		✓					✓				✓				
Mission						✓	✓				✓				
Modesto			✓				✓	✓			✓				
Monterey			✓				✓				✓				
Moorpark						✓	✓				✓				
Moreno Valley							✓			✓	✓			✓	
Mt San Antonio					✓		✓		✓		✓			✓	
Mt. San Jacinto			✓				✓				✓			✓	
Napa							✓				✓				
Norco College							✓			✓	✓			✓	
North Orange Adult							✓				✓			✓	
Ohlone							✓				✓				
Orange Coast					✓	✓	✓				✓			✓	
Oxnard						✓	✓				✓				
Palo Verde			✓				✓				✓				
Palomar		✓					✓				✓			✓	
Pasadena						✓	✓				✓				
Porterville						✓	✓	✓			✓				

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	AGTEC	APDP	ADN	BMH	BBEM	CCDP	CPL	CVTP	FYCA	IEHP	OER	RS	RCTC	UDW	VMH
Redwoods			✓				✓				✓		✓		
Reedley College	✓					✓	✓	✓			✓				
Rio Hondo		✓					✓		✓		✓				
Riverside			✓				✓		✓	✓	✓			✓	✓
Sacramento City							✓				✓				
Saddleback			✓		✓		✓				✓			✓	
San Bernardino					✓		✓			✓	✓				
San Diego Adult							✓				✓				
San Diego City					✓		✓				✓			✓	✓
San Diego Mesa					✓		✓				✓				
San Diego Miramar							✓				✓				
San Francisco							✓				✓				
San Joaquin Delta		✓					✓	✓			✓				
San Jose City							✓				✓				
San Mateo							✓				✓				
Santa Ana		✓			✓		✓				✓			✓	
Santa Barbara					✓		✓				✓				
Santa Monica							✓				✓				
Santa Rosa							✓				✓				
Santiago Canyon		✓					✓				✓			✓	
Sequoias							✓				✓				
Shasta	✓	✓					✓				✓		✓		✓
Sierra							✓				✓			✓	

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	AGTEC	APDP	ADN	BMH	BBEM	CCDP	CPL	CVTP	FYCA	IEHP	OER	RS	RCTC	UDW	VMH
Siskiyou						✓	✓				✓				
Skyline							✓				✓				
Solano							✓				✓				
Southwestern							✓				✓	✓		✓	
Taft		✓					✓				✓				
Ventura			✓			✓	✓				✓				✓
Victor Valley							✓			✓	✓				
West LA		✓					✓				✓				
West Valley						✓	✓				✓				
Woodland							✓				✓		✓		
Yuba							✓				✓				

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### Appendix B – Vision 2030 Goals and Outcomes

#### **Goal 1: Equity in Access (Outcome 1)**

**Outcome 1:** Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians

#### **Goal 2: Equity in Success (Outcomes 2, 3a-3c, 4)**

**Outcome 2:** Increase with equity the number of California community college students who complete a meaningful educational outcome.

**Outcome 3a:** Increase with equity the number of California community college students who earn an associate degree for transfer (ADT).

**Outcome 3b:** Increase with equity the number of California community college students who earn a California community college baccalaureate degree.

**Outcome 3c:** Increase with equity the number of California community college students who transfer to the California State University (CSU), University of California (UC), or non-profit private/ independent/out-of-state four-year institutions.

**Outcome 4:** Increase with equity the number of California community college students who earn a living wage.

#### **Goal 3: Equity in Support (Outcomes 5, 6)**

**Outcome 5:** Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.

**Outcome 6:** Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

For more information visit <https://vision2030.cccco.edu/>