

VISION 2030 DEMONSTRATION PROJECTS

**Progress & Accomplishments Report
Spring 2026**



California
Community
Colleges

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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 partnering with all 116 California Community College's¹ (CCCs) to maximize impact where it matters most.

This Spring 2026 progress and accomplishments report highlights the outcomes of 13 active demonstration projects, and two recently concluded projects. It also introduces seven emerging projects in evolving and promising priority areas. While each project features distinct characteristics, all are integral to advancing Vision 2030 goals². Further, every project is both activating and impacting the people, policy, systems, and resources necessary to achieve measurable improvements in equitable student access, progression, and completion across the CCC system.

¹ See Appendix A for full list of California Community Colleges participating

² See Appendix B for a Vision 2030 x Demonstration Projects Correlation Map

Active Demonstration Projects

AGTEC

Established Spring 2024, Concluding Summer 2026

Overview

The AgTEC demonstration project is modernizing education for farmworkers by developing flexible, bilingual, competency-based learning pathways that create meaningful opportunities for career and educational advancement. Through a coached learning model, the program supports many first-time community college students while moving away from punitive approaches commonly associated with traditional grading systems. Courses offered in Spanish help remove language barriers and expand access for English Language Learners. AgTEC also works to shift the college-going culture within farm-working communities, a population historically underserved by higher education. By providing flexible, asynchronous coursework through Competency-Based Education (CBE), the program enables adult learners to progress on schedules that accommodate work and family responsibilities. Learners earn stackable micro credentials and achieve early competency milestones that recognize and validate their existing knowledge and skills.

This project correlates with Vision 2030 outcomes 1, 2, and 4.

Progress & Accomplishments

This project advanced the Ag Systems Certificate across partner colleges, emphasizing CBE with transcripts from Merced College documenting student mastery (“mastery” or “mastery +”). Student success and program impact were highlighted in media coverage on Telemundo, CBS, and Marketplace Tech. Regional support expanded with the hiring of a Regional Pathway Navigator and faculty onboarding at Fresno City, Clovis, and other colleges. Curriculum and student support materials were refined through in-person convenings and internal meetings, incorporating peer-led tutoring, culturally tailored outreach, and career pathway guidance. Additionally, the AgTEC website launched as a central hub for students and employers, with Spanish translation coming in April. Stackable credit pathways toward associate degrees are being implemented, and courses are expanding to high schools such as Madera South. Machine Monday sessions at Reedley College and other hands-on learning experiences continue to build technical skills and confidence in students. Lastly, the project strengthened industry engagement and career pathways, with partnerships providing completion incentives, career-readiness workshops, and planning for the AgTEC Career Fair in February 2026. Overall, AgTEC is expanding statewide access to workforce-aligned, flexible, and mastery-based education,

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positioning students for long-term career and educational success. Quantitatively, this project has also accomplished the following:

- More than 400 competency assessments have been completed.
- Seventy-nine percent of students at participating California Community Colleges (CCCs) have persisted semester to semester.
- Thirty-four students have completed a project-aligned program.
- Students are completing within a year on average.

Notable Impact to Date

STUDENTS SERVED 650	PARTNERSHIPS ESTABLISHED 41
INVESTMENT SECURED ~\$35M	COLLEGES PARTICIPATING 9

Participating Colleges

Clovis Community, Coalinga, Hartnell, Imperial Valley, Fresno City, Lemoore, Merced, Reedley, Shasta

APPRENTICESHIP PATHWAYS

Established Fall 2023, Concluding Summer 2026

Overview

The Apprenticeship Pathways demonstration project (APDP) seeks to address the challenges associated with expanding high-quality apprenticeship opportunities across the CCCs system. This demonstration project aims to engage 25 colleges to explore and identify solutions that streamline the integration of apprenticeship programs into academic offerings, ensuring consistency in awarding credit for apprenticeship experience and creating clear pathways to certificates, degrees, and employment. The project will assess best practices for collaborating with industry partners, leveraging credit for prior learning, and aligning academic and workforce outcomes to overcome fragmentation and limited capacity. If successful, the project will deliver a replicable model for systemwide apprenticeship pathways that enhance student mobility, economic opportunity, and California's workforce competitiveness.

This project correlates with Vision 2030 outcomes 1, 2, and 4.

Progress & Accomplishments

This project continued supporting apprenticeship expansion across the CCCs system through training, outreach, and statewide coordination. Project leaders delivered conference sessions, webinars, and panels focused on apprenticeship program design, funding sources, and reporting requirements such as Related and Supplemental Instruction (RSI) and Full-Time Equivalent Students (FTES). Technical assistance also addressed course and student coding for new and innovative apprenticeship models, including pre-apprenticeship pathways and programs that integrate general education courses. The project gathered qualitative feedback from participating colleges through a statewide survey to better understand how APDP participation has strengthened campus apprenticeship capacity and aligned with Vision 2030 goals. To support consistent reporting practices, the team planned and facilitated a data and coding learning lab and developed accompanying guidance materials for colleges. The project also delivered a statewide webinar on Credit for Prior Learning (CPL) and apprenticeship, highlighting examples of how CPL can support traditional and emerging apprenticeship programs. In addition, the team began planning a statewide apprenticeship convening for 2026 and prepared training for Rising Scholars Program staff on connecting justice-impacted individuals to apprenticeship and pre-apprenticeship workforce pathways. Quantitatively, the project has also recently accomplished the following:

- Added a CPL option to 284 apprenticeship courses.

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- Engaged 162 faculty in CPL processes related to apprenticeship.
- Increased the number of CPL credits awarded for project-related apprenticeship programs to 25,275.
- Increased the number of students who received credit for project-related apprenticeship classroom instruction courses to 1,259.
- Increased the number of non-credit or not-for-credit courses converted to credit in project-related apprenticeship programs to 62.
- Increased the number of credit apprenticeship classroom instruction courses created to three.
- Increased the number of CCCs offering CPL for apprenticeship programs to 21.

Notable Impact to Date

STUDENTS SERVED 4,701	PARTNERSHIPS ESTABLISHED 37
FUNDS DISBURSED TO CCCs ~\$4M	INVESTMENT SECURED \$5.75M

Participating Colleges

American River, Bakersfield, Canada, Cerritos, Chabot, Chaffey, College of the Canyons, Crafton Hills, Diablo Valley, El Camino, Foothill, Fresno City, Las Positas, Los Angeles Trade Technical, Marin, Mira Costa, Palomar, Rio Hondo, San Joaquin Delta Community, Santa Ana, Santiago Canyon, Shasta, Taft, West Hills, Lemoore, West Los Angeles

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ASSOCIATE DEGREE FOR NURSING

Established Spring 2024, Concluded Spring 2026

Overview

The Bridging the Nursing Gap – Associate Degree for Nursing (ADN) demonstration project was established to build, foster, and scale successful models that significantly increase the numbers of ADN graduates at CCCs. Through this project, a statewide blueprint to increase ADN degree production was created, emphasizing collaboration with regulatory, labor, and employer partners, and engaging a multifaceted set of key strategies designed to expand program capacities. This project served as a pilot phase for ADN workforce expansion efforts and learnings, and best practices are now being transitioned into the Rebuilding Nursing Infrastructure initiative.

This project correlates with Vision 2030 outcomes 2 and 4.

Progress & Accomplishments

This project focused on knowledge sharing and collaboration among community college nursing programs to strengthen workforce pathways and expand program capacity. Colleges were surveyed to identify priority topics, which informed several Community of Practice (CoP) sessions where nursing leaders and faculty exchanged strategies related to online and hybrid instruction, mentorship and leadership development, and flexible program models. These convenings highlighted innovative approaches across colleges, including employer partnerships that support incumbent-worker pathways, accelerated nursing programs, faculty mentorship models, and the use of simulation and digital tools to enhance instruction. The project also supported statewide dialogue through webinars and conference presentations that elevated effective practices and encouraged collaboration between community colleges, healthcare employers, and university partners. During this period, planning also began for new professional development initiatives focused on emerging technologies in nursing education, including an AI-focused certificate for nursing apprentices and faculty training on the use of AI and digital tools in the classroom. Quantitatively, the project accomplished the following:

- Increased nursing course term enrollments by approximately 450 students (approx. 300 Fall 2022/Fall 2024 and approx. 150 Spring 2023/Spring 2025).
- Established seven partnerships with healthcare providers, educational institutions, and community organizations.
- Hosted nine statewide webinars on topics of interest to Nursing Programs at CCCs.
- Convened three in-person workshops on the topics of immersive technology and digital literacy of faculty and students.

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Notable Impact

STUDENTS SERVED 1,039	COLLEGES PARTICIPATING 19
ADN ENROLLMENT INCREASE 12% Fall 18% Spring	PARTNERSHIPS ESTBALISHED 7

Participating Colleges

Fall 2024 Cohort: Bakersfield, Butte, Cabrillo, Cuesta, Desert, Golden West, Modesto, Monterey Peninsula, Mt. San Jacinto, Riverside, Saddleback, Ventura

Spring 2025 Cohort: College of the Canyons, College of the Redwoods, Lassen, Los Medanos, Imperial Valley, Cerritos, Palo Verde

BEHAVIORAL AND MENTAL HEALTH

Established Spring 2024, Ongoing

Overview

The Behavioral and Mental Health (BMH) demonstration project aims to address the shortfall in mental health workers by analyzing workforce gaps, working with colleges to develop new mental health curricula and programs, and providing innovative student support and apprenticeship opportunities. Partnerships with Chabot College and a K16 Collaborative are paving the way for scaling a behavioral apprenticeship program statewide and exploring associated dual enrollment options. The primary purpose of this initiative is to support immigrant and refugee workers by providing career advising, accelerated training, and education needed to enter and succeed in the healthcare workforce. Participants gain the skills, credentials, and licenses required to secure employment, advance in their careers, and achieve economic mobility. The project also focuses on building strategic partnerships between community colleges and employer engagement agencies across California to create healthcare pathways that address workforce shortages, particularly for underserved communities, while expanding existing efforts by reducing training costs, leveraging braided funding, and utilizing the expertise of community college faculty, staff, and regional partners. The project will lead to expanded training pathways, increased participation and completion among underserved populations, and a stronger pipeline of qualified mental and behavioral health professionals entering and advancing in the workforce.

This project correlates with Vision 2030 outcomes 1, 2, 3a, 3c, 4, and 6.

Progress & Accomplishments

This project has expanded partnerships with community colleges, K-12 systems as employers, and workforce partners to strengthen the Behavioral Health Wellness Coach Apprenticeship pathway. Outreach and informational interviews were conducted with colleges, county offices of education, and workforce organizations to explore program participation and build the behavioral health workforce pipeline. A regional convening with education, workforce, and employer partners highlighted the role of community colleges in behavioral health career pathways and identified best practices, barriers, and opportunities for collaboration. Implementation efforts have also expanded. Lemoore College was identified as an additional demonstration site, and West Los Angeles College began planning a Wellness Coach apprenticeship program with technical assistance support. New employer partners were secured for the third apprenticeship cohort; recruitment efforts brought in new apprentices, and additional counties and community-

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based organizations joined the initiative. The project also advanced statewide infrastructure for the model. Apprenticeship standards for a three-year Behavioral Health Wellness Coach program were approved by the U.S. Department of Labor and have been submitted for review by the California Department of Apprenticeship Standards, creating a framework that can be adopted statewide. Technical assistance and planning support were provided to colleges, employers, and county agencies interested in launching aligned apprenticeship programs. Apprentices across multiple cohorts continued coursework toward the Associate Degree for Transfer (ADT) in Social Work and Human Services while new apprentices entered the program through employer and county partnerships. Next steps include expanding the apprenticeship model to additional colleges, employers, and public agencies while continuing technical assistance and outreach to strengthen behavioral health workforce pathways across California. Quantitatively, the project accomplished the following:

- Increased program apprentice enrollment to 92.
- Increased the number of apprentices that have completed at least 18 units towards their ADT in Social Work and Human Services to 14.
- Increased the number of students who completed a summer intensive traineeship to create interest and beginning skills in the behavioral health field to 21.
- Increased the number of apprentices at Chabot College receiving living stipends provided by Kaiser Foundation to support retention and reduce financial barriers to completion to 20.
- Supported three CAI grant applications (two colleges and one county office of education) to start a Wellness Coach aligned apprenticeship program.

Notable Impact to Date

STUDENTS SERVED 418	PARTNERSHIPS ESTABLISHED 29
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Participating Colleges

Chabot- Las Positas Community College District, Chabot College, Lemoore College and West LA College

BEYOND BARRIERS | INTEGRATING SERVICES AND SUPPORT TO EMPLOYER LEARNER ECONOMIC MOBILITY

Established Fall 2024, Concluding Fall 2026

Overview

The Beyond Barriers Economic Mobility (BBEM) demonstration project is working in partnership with the California Department of Social Services (CDSS) and the California Health and Human Services Agency (CalHHS) to reduce system barriers and streamline processes to expand student access to CCC and social safety net programs. The demonstration project is designed to intentionally reduce system barriers and streamline processes, expanding access to both higher education and social safety net programs. Strategies will focus on interventions for low-income students and partnerships with other student services programs such as Extended Opportunity Program and Services (EOPS) and Basic Needs Centers to expand reach to students likely eligible for public benefits programs. Efforts will help increase uptake of social services and boost enrollment across CCCs, strengthen coordination between CCCs and CDSS, and support the development of a scalable model that integrates institutional programs with social supports, enabling broader reach over time in alignment with Vision 2030.

This project correlates with Vision 2030 outcomes 1, 2, and 5.

Progress & Accomplishments

The Beyond Barriers Economic Mobility demonstration project advanced planning, partnerships, and pilot activities to increase student access to public benefits. A Boston Consulting Group (BCG) design sprint refined the project's scope, implementation roadmap, and long-term strategy, while the Kai Partners Group supported the CalFresh workstream concluded active Enrollment Party events at 14 community colleges and transitioned to data collection and reflection to capture lessons learned for potential scaling. CalWORKs efforts progressed through engagement with colleges and regional partners, including Region 8, and the development of a statewide toolkit with a template MOU and webinar planned for 2026. These efforts were shaped by shifting partner capacity in response to recent federal H.R. 1 work requirement changes, with the team identifying opportunities to adjust interventions, support colleges, county offices, and mitigate potential impacts on part-time students. Quantitatively, this project is targeted to accomplish the following:

- Identify more students who are eligible for CalFresh and CalWorks.
- Increase CalFresh and CalWorks student approval rates.

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- Increase the number of CalWorks recipients enrolling in CCCs.

Notable Impact to Date

STAKEHOLDERS ENGAGED 273	PARTNERSHIPS ESTABLISHED 8
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Participating Colleges:

CalFresh - Berkeley City, Compton, Crafton Hills, Irvine Valley, Laney, Los Angeles City, Merced, Mt. San Antonio, Mt. San Jacinto, Orange Coast, San Bernardino Valley, San Diego City, San Diego Mesa, and Santa Barbara City

CalWORKs - Fullerton, Irvine Valley, Saddleback and Santa Ana

COMMON CLOUD DATA PLATFORM

Established Fall 2023, Concluding Summer 2026

Overview

The Common Cloud Data Platform (CCDP) demonstration project represents a transformative shift in how the CCC system manages, shares, and utilizes data to enhance student success and continuous improvement. The project seeks to address a key data shortcoming among colleges, specifically the inability to share data across a common platform, by providing an opportunity to chart the challenges and assess the benefits of establishing a shared data infrastructure and data governance principles across multiple districts. To enable near real-time data access, supporting smarter and more timely decision making, specific areas of interest include streamlining Management Information System (MIS) and 320 reporting, security, student support, and analytics. Upon full implementation, CCDP will provide near real-time student analytics to improve program mapping and pathways, support completion with fewer excess units, enable an automated application and transfer pipeline, streamline MIS and attendance reporting, enhance data security, and strengthen data-driven student services and programs.

This project correlates with Vision 2030 outcomes 1, 2, and 3b.

Progress & Accomplishments

This project advanced multiple implementation milestones in collaboration with vendor partners Ellucian and Invoke Learning. The project team completed the 12-month milestone deliverables, including a live demonstration for districts and stakeholders and the launch of the initial version of the Chancellor's Office Dashboard in production. Data integration efforts progressed through the loading of historical and current MIS files, enabling near real-time enrollment data and trend reporting in the dashboard. Cohort 2 implementation moved forward with kickoff meetings, executed contracts, system provisioning, and completion of required Insights trainings for participating districts. System functionality and performance were strengthened through user acceptance testing with districts, continued MIS beta testing, and improvements identified through district feedback. Infrastructure enhancements included implementation of federated single sign-on (SSO) for the CCDP environment and updated data crosswalks to align with statewide reporting structures. The project also began formal data governance review with participating districts while planning for future expansion through Cohort 3 recruitment and additional system modernization efforts. Additionally, the project has recently accomplished the following:

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- Increased the number of districts participating in the CCDP project to 18 total, with another three positioned to engage.
- Increased the number of districts in progress having completed required Ellucian systems training to 13 districts plus nine on the waitlist.
- Loaded three years of historical MIS data and additional current MIS files to support dashboard reporting.
- Continued the development of the Ellucian Regulatory Manager (ERM) to become the modernized MIS/320 reporting system.
- Launched Version 1.0 of the Chancellor’s Office Dashboard in production using PowerBI.

Notable Impact to Date

STAKEHOLDERS ENGAGED ~172	DISTRICTS ENGAGED 22
INVESTMENT SECURED ~\$22M	SYSTEMS DEVELOPED/UPDATED 3

Participating Districts

Cohort 1 Districts - Cerritos Community College District, Coast Community College District, Foothill-De Anza Community College District, Kern Community College District, Santa Clarita Community College District, Siskiyou Joint Community College District

Cohort 2 Districts - Glendale Community College District, Hartnell Community College District, Mendocino Lake Community College District, Pasadena Area Community College District, State Center Community College District, Ventura County Community College District, West-Valley Mission Community College District

Cohort 3 Waiting List: San Bernardino Community College District, Sierra Joint Community College District, Cabrillo Community College District, Victor Valley Community College District, West Kern Community College District, Yosemite Community College District, Santa Barbara Community College District, South Orange County Community College District, San Luis Obispo County Community College District

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CREDIT FOR PRIOR LEARNING

Established Fall 2023, Concluding Spring 2026

Overview

The Credit for Prior Learning – Mapping Articulated Pathways (CPL-MAP) demonstration project expands a technology infrastructure that enables faculty to equitably and consistently award credit for common prior learning experiences, such as military and workforce training. The project scales a current MAP pilot to provide technical assistance, planning, and regular convenings to additional colleges. Additionally, the CPL efforts are embedded throughout multiple other demonstration projects as a strategy for increasing educational access and mobility across the system. With growing participation, strong statewide infrastructure, and demonstrated outcomes, the initiative has scaled and is intended to transition beyond the demonstration phase toward sustained systemwide implementation.

This project correlates with Vision 2030 outcomes 1, 2, 3a, 3c, and 6.

Progress & Accomplishments

The Credit for Prior Learning Mapping Articulated Pathways (CPL-MAP) Initiative continued expanding CPL opportunities across the CCCs, focusing on veterans, working adults, apprentices, and justice-impacted learners. Participation in the MAP platform grew to 21,173 military-connected students, 21,518 working adults, and 679 apprentices, resulting in 192,000 eligible CPL units identified and 97,000 units transcribed. A major milestone of the Veteran Sprint is the ongoing effort — now 62% complete — to ensure all 34,063 enrolled veteran JSTs are uploaded to MAP; 78 of 100 target colleges have uploaded five or more JSTs, and 45 colleges have achieved "Star" status by uploading 75% or more of their enrolled veterans' transcripts. The sprint continues to drive credit conversion and institutional accountability to ensure military learning is transcribed, with 13,000 military units transcribed to date and college procedures still maturing. Faculty discipline workgroups developed 281 statewide credit recommendations this academic year — 576 adopted cumulatively — aligned to military training, industry credentials, and professional experience, including CPL pathways for Wildland Firefighting and other disciplines through 11 active workgroups. Technology enhancements further strengthened the MAP platform as statewide CPL infrastructure, including improved articulation tools, reporting dashboards, AI-assisted JST parsing, and development of an AI-enabled CPL Student Portal launching in April 2026, a new MAP Exhibit module, and integrations with statewide student planning tools such as Program Pathways Mapper and CA Virtual Campus. Work advanced

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apprenticeship articulation and the Apprenticeship Sprint, including a \$1.4M investment in AI-assist tools for construction trades and IBEW electricians at Santiago Canyon and Norco colleges. Statewide engagement continued through professional development and convenings, including the 6th Annual Credit for Prior Learning Summit with nearly 900 registrants, and regional trainings supporting colleges in strengthening CPL implementation — with 1,000+ staff, faculty, and administrators trained through 25 technical training opportunities. Recently, the project has also accomplished the following:

- Increased estimated savings for students to approximately \$270M (\$166M Military, \$98M Workforce, \$6M Apprenticeships).
- Increased stakeholder engagement through 11 faculty workgroups, producing 281 statewide credit recommendations this academic year and 576 adopted cumulatively, spanning Welding, Corrections, Construction Technology, World Languages, Kinesiology/Health, Fire Technology, Administration of Justice, Automotive Technology, Computer Information Systems, Emergency Medical Services, and Real Estate.
- Expanded professional development opportunities through 25 technical training opportunities, including regional trainings, bi-monthly CPL statewide meetings, the annual CPL Summit (Fall 2025, ~900 registrants), the CPL Implementation and Sustainability Guide, regional Strong Workforce trainings, and college and district trainings.
- Launched a new CPL demonstration project with Twentynine Palms Marine Corps Base and Copper Mountain College to create CPL across 42 training areas, enabling service members to access CPL at Copper Mountain and throughout the state.

Notable Impact to Date

STUDENTS SERVED 42,620	ELIGIBLE CPL UNITS ~192,000
VETERAN SPRINT 45 Star Colleges	UNITS TRANSCRIBED ~97K (Avg. 2.3)
INVESTMENT ADVOCACY ~\$91M	ESTIMATED STUDENT SAVINGS ~\$270M

Participating Colleges

All 116 CCCs including four noncredit campuses (NOCE, SDCCE, Mt. SAC, and Calbright)

FOSTER YOUTH COLLEGE ACCESS

Established Spring 2025, Ongoing

Overview

The Foster Youth College Access (FYCA) demonstration project aims to strengthen the community college pathway for foster youth by focusing on high school students and providing tailored support to promote their academic success and seamless transition into higher education. This project is leveraging CCC NextUp program financial, social, and academic resources to provide a holistic support system. Central to this effort is creating a sense of unconditional belonging, empowering foster youth to fully engage and excel in their educational journey and future pursuits. The project aims to support high school foster youth by establishing formal MOUs between CCCs and local high school districts to provide holistic services, increase dual enrollment participation and college credit accumulation, and improve FAFSA/CADAA completion rates. It also seeks to boost CCC enrollment among foster youth and increase the number of students receiving financial aid, including Pell Grants, Cal Grants, Foster Youth Awards, and Chafee Grants, while ensuring eligible students receive comprehensive support services.

This project correlates with Vision 2030 outcomes 1, 2, 3c, and 5.

Progress & Accomplishments

This project initiated with participating CCC's with a convening that introduced the project scope, deliverables, funding, data expectations, and provided colleges the opportunity to complete a self-assessment. In partnership with the John Burton Advocates for Youth (JBAY), the team conducted multiple rounds of direct technical assistance to assess college readiness, address early implementation questions, and troubleshoot challenges, particularly related to staffing, data tracking, and service delivery. Six colleges submitted letters of commitment and have received approximately \$180,000 each to support project implementation, primarily to hire staff dedicated to foster youth outreach and services. To support partnerships with local K-12 districts, the team developed an MOU guiding document and action plan template, both required for colleges to receive project funding and designed to strengthen the transition from high school to college for foster youth. The team also launched tailored action plans for each participating college to map implementation strategies and key activities. In parallel, the Chancellor's Office continued coordinating with its research team to develop metrics, benchmarks, and a secure data reporting process to track project outcomes. Ongoing implementation support included quarterly meetings with colleges and partners, professional development and peer learning sessions, development of a budget and expenditure reporting template, and planning for

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technical assistance webinars focused on data collection and reporting. The project has now moved into its second year, with full disbursement of year two funding to participating colleges and continued collaboration with JBAY and external partners to support implementation, strengthen high school partnerships, and advance services for foster youth students. Once MOUs are established between CCC's and partnering K-12 districts, this project intends to impact the following metrics:

- Increase the number of high school foster youth dual enrollment participation rate.
- Increase the number of college credits completed by high school foster youth.
- Increase the percentage of Free Application for Financial Student Aid (FAFSA)/California Dream Application Act (CADAA) by high school foster youth (financial aid uptake).
- Increase four-year college and two-year CCC enrollment rate by high school foster youth.
- Increase the number of CCC foster youth receiving financial aid (e.g. Pell, CalGrant B, Foster Youth Award, and Chafee Grant).

Notable Impact to Date

COLLEGES PARTICIPATING 6	FUNDING DISBURSED TO CCCs \$1.08M
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Participating Colleges

Butte, Chabot, Los Angeles Pierce, Mt. San Antonio, Rio Hondo, Riverside City

INLAND EMPIRE EQUITABLE HEALTHCARE ACCESS

Established Summer 2024, Ongoing

Overview

The Inland Empire Equitable Healthcare Access demonstration project is designed to ensure equitable healthcare access and transform the healthcare landscape across CCC, ultimately enhancing student wellbeing and academic success. With a strong focus on improving health outcomes and reducing healthcare disparities, Inland Empire Health Plan (IEHP) provides comprehensive services, including medical, dental, vision, and behavioral health care while connecting students to essential community resources and support programs that address their holistic needs. Recognizing the critical role of collaboration in addressing complex healthcare challenges, the project also forges strategic partnerships within the communities served by CCCs. By leveraging collective expertise, shared resources, and data infrastructure, the Inland Empire Equitable Healthcare Access demonstration project creates a sustainable model for advancing equity in student health and success. The intended outcomes of this work include successfully enrolling every uninsured student in Medi-Cal or Covered California, strengthening campus infrastructure to deliver Medi-Cal eligible services, and enhancing community data partnerships through bi-directional data sharing to reduce and remove barriers to care.

This project correlates with Vision 2030 outcomes 1, 2, and 5.

Progress & Accomplishments

This project advanced partnerships between community colleges and healthcare providers to expand student access to health coverage. An important milestone included the public launch of the initiative through a districtwide MOU signing and enrollment drive, where students received direct assistance enrolling in Medi-Cal and Covered California.

Additional districts initiated similar data-sharing agreements, modeling the implementation approach. Implementation expanded across participating colleges through outreach events, enrollment drives, and coordinated marketing efforts. A student outreach toolkit and *College Care* website were developed to help students navigate the enrollment process, while reporting systems were established to track outreach, leads, and enrollments. Project infrastructure also advanced through the development of data-sharing agreements and a centralized data transmission process to connect colleges and IEHP. Seven colleges completed implementation blueprints outlining their campus outreach strategies, and one college has recently committed to joining the initiative by beginning their implementation blueprints and data-sharing agreement. As of quarter 1 reporting, 57 applications have been submitted via enrollment drives, the *College Care*

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website, and other outreach methods. Next steps include advancing the next phase of the project, which will focus on connecting students to preventative care services and strengthening long-term healthcare partnerships that support student success. This project further intends to have the following impact:

- Increase the number of Medi-Cal and/or Covered California enrollments for currently uninsured, eligible students.
- Utilize application data to identify insurance eligibility, including any gaps or needed improvements in the referral process.
- Improve systems for tracking student insurance coverage, including penetration rates and the full lifecycle from enrollment to service utilization.
- Enhanced tracking of insurance coverage lifecycle metrics, including enrollment, and utilization of services.

Notable Impact to Date

COLLEGES PARTICIPATING 8	PARTNERSHIPS ESTABLISHED 5
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Participating Colleges

Barstow, Copper Mountain, Crafton Hills, Moreno Valley, Norco College, Riverside, San Bernardino Valley, Victor Valley

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OPEN EDUCATION RESOURCES

Established Spring 2025, Ongoing

Overview

The Open Education Resource (OER) demonstration project aims to address the cost of commercial textbooks as these expenses present a significant barrier to college access and often influence the number of classes students can carry in a given semester. Specifically, the project will implement Zero Textbook Cost (ZTC) degree pathways statewide by expanding the use of Open Educational Resources (OER). Additionally, OER pathway materials will be developed based on the Transfer Model Curriculum (TMC) for high-enrollment transfer programs, enabling colleges to adopt or adapt these resources. Further, a system-wide OER repository will be developed to allow materials to be remixed, adapted, and updated, while remaining easily searchable for discipline-specific content. The intended outcomes of this work include increasing the number of ZTC courses developed statewide, expanding the number of graduates from ZTC pathways, and generating greater total cost savings for students. Additional outcomes include increased access to OER materials by students, growth in the number of fully OER-resourced pathways available statewide, and a higher percentage of CalGETC area courses that are resourced with OER.

This project correlates with Vision 2030 outcomes, 1, 2, and 3a.

Progress & Accomplishments

This project has advanced statewide adoption and scaling of OER through multiple initiatives. The OER Project Management Course celebrated ZTC grantee successes, shared best practices, and explored emerging topics such as AI and Rising Scholars support. Two ZTC Degree Grant Program rounds of Progress and Expenditure Reports have been collected demonstrating significant use of OER for courses, reaching 7,128 sections specifically due to the ZTC Degree Grant Program in the 2024-2025 year. A 30-faculty IDEA assessment team completed training and initial reviews of high-use OER textbooks, informing improvements and standardizing future evaluations. ZTC TAP professional development delivered six courses to 300 participants, while monthly OER/ZTC office hours engaged over 200 attendees, providing targeted support on librarianship, open licensing, and publishing. The OER Project Dashboard streamlined submission and updates of new projects, and webinars, including the Cool4Ed OER data submission session and “Introduction to LibreTexts Remixing and Editing” guided colleges in data reporting and resource development. The OER Platform RFP concluded with a vendor selected, pending Board of Governors approval. Advisory and coordinating council

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meetings focused on intersegmental collaboration, AI attribution FAQs, sustainability tools, and public-facing ZTC pathway pages. Additional professional development included an Intro to ZTC Leadership webinar for faculty leads, deans, and directors, while asynchronous courses reached 97.5% of enrolled seats, demonstrating ongoing demand. Lastly, data analysis from the recent ZTC Progress and Expenditure Reports and MIS XB12 reporting informed strategies for accurate statewide tracking, supporting integration of new and adapted OER into colleges’ pathways and curriculum planning. Quantitatively, the project has recently accomplished the following:

- Eighty-six new OER materials uploaded to Cool4ED repository.
- Provided 25 OER resourced ADT pathways statewide.
- Seven thousand one hundred twenty-eight OER course sections offered due to the ZTC Degree Grant Program.
- Increased the number of course sections providing OER or Mixed (OER +) to 33,136.
- Launched one state-wide system: LibreTexts OER Platform
- Influenced one new regulation creation for Title 5: Regulation 54221

Notable Impact to Date

STUDENTS SERVED 597,189	COLLEGES PARTICIPATING 115
SYSTEMS CREATED 1	INVESTMENT SECURED \$115M

Participating Colleges

115 California Community Colleges – the exception is CalBright College due to the accreditation status of the institution at the time of the ZTC Degree Grant Program being activated.

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RISING SCHOLARS

Established Spring 2024, Concluding Spring 2026

Overview

The Rising Scholars (RS) demonstration project is founded on three strategic goals: maximizing students on Guided Pathways to completion, increasing associate degree attainment, and expanding baccalaureate transfer opportunities for justice-impacted Californians. Through key partnerships with statewide agencies and CCC's, this project aims to develop a robust community of practice, design and deliver comprehensive professional development, and create replicable models for equity-driven instruction and support. The project served students across four distinct facility types (California Department of Corrections and Rehabilitation state prisons, county jails, juvenile justice facilities, and on-campus programs for formerly incarcerated students) each requiring its own approach to college partnership, student support, and technical assistance. California's technical assistance model was designed in this project to flow from direct college support through regional coordination to statewide infrastructure to national co-leadership, ensuring that learning at every level strengthens the whole system. The intended outcomes of this work included maximizing the number of incarcerated students who are on a Guided Pathway to degree completion, increasing associate degree completion, and expanding access to baccalaureate opportunities and transfer pathways. With key tools, partnerships, and statewide coordination structures now established, the Rising Scholars demonstration project is concluding its pilot phase and is transitioning beyond demonstration status to support broader statewide implementation and scaling of Rising Scholars strategies. The network has grown from 45 funded colleges to 102 and moved from partnering with 38 correctional facilities to 147 across California.

This project correlates with Vision 2030 outcomes 1, 2, 3a, 3c, 5, and 6.

Progress & Accomplishments

The project strengthened cross-system collaboration with correctional partners at the state and county level to advance strategies focused on education access, reentry planning, and workforce pathways. The project launched the California Higher Education in Prison Consortium as the first formalized intersegmental coordination body operating inside California's state correctional system, bringing 24 community colleges, 7 universities, and one private college to a shared coordinated table aligned on transfer pathways, CalGETC implementation, and advising for students pursuing education inside California Department of Corrections and Rehabilitation (CDRC). The project expanded the Correspondence College Work Group, a coordination mechanism among community

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colleges offering correspondence courses inside CDCR facilities that enabled more than 150 students to complete degrees by filling gaps in graduation as students are transferred between correctional facilities.

The state’s technical assistance model was designed and launched operating through four interconnected layers: direct college support, regional coordination, statewide infrastructure, and national co-leadership. At the direct college level, a statewide technical assistance team deployed a documented methodology across all eight California regions. At the regional level, coordinators led consortiums and peer learning networks organized by facility type. At the statewide level, seven active professional development spaces served 104 colleges monthly. At the national level, the project established California's position in various Communities of Practice and research.

Specific tools developed in these spaces include the completion of Phase I of the Rising Scholars Counselor Toolkit, developed through engagement with more than 80 colleges, which provides guidance on advising practices, intake processes, and academic planning for incarcerated and formerly incarcerated students. The Safer LA Initiative was launched expanding education in fire camps for incarcerated firefighters and planning began for new resources to support student transitions, including development of a Transition Academy model designed to help students prepare for reentry prior to release.

Notable Impact to Date

STUDENTS SERVED 73,909	PARTNERSHIPS ESTABLISHED 110
INVESTMENT SECURED \$34.8M	LAPTOPS TO STUDENTS 11,000
FORMERLY INCARCERATED COMPLETION GROWTH 211%	CURRENTLY INCARCERATED COMPLETION GROWTH 79%

Participating Colleges

First 6 months: Bakersfield, Cerro Coso, Columbia, Merced, Southwestern

Second 18 months: Moved to statewide infrastructure and engagement

RURAL COLLEGE TRANSFER COLLABORATIVE

Established Summer 2025, Ongoing

Overview

The Rural College Transfer Collaborative (RCTC) demonstration project is designed to strengthen and increase access to transfer pathways for students in rural and underserved communities by developing a multi-college collaborative focused on establishing course-sharing agreements to increase access to ADTs and other pathways in high demand fields, establishing seamless transitions to four-year institutions, and developing robust transfer support systems tailored to rural students' unique needs. The project aims to bridge 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. The intended outcomes for this project include increasing the number of rural students who complete an ADT and transfer to four-year institutions or complete a CCC baccalaureate degree; strengthening virtual coursework and regional partnerships to create clearer, more seamless transfer pathways; and closing equity gaps by providing targeted support to first-generation and underrepresented rural students to support successful transfer and degree completion.

This project correlates with Vision 2030 outcomes 1, 2, 3abc, 4, 5, and 6.

Progress & Accomplishments

The Rural College Transfer Collaborative demonstration project advanced planning and early implementation activities following approval of project funding. The project was incorporated into the Vision 2030 Transfer Workplan and presented to the Board of Governors in May 2025 as one of five priority activities focused on improving transfer outcomes, particularly for rural colleges. Invitations were sent to ten targeted colleges to participate in the collaborative, and eight colleges ultimately joined the project. While the initial plan proposed funding five colleges, additional funds were later secured, allowing all eight participating colleges to receive \$50,000 grants to support local implementation. In parallel, the Chancellor's Office established partnership agreements with the California Virtual Campus (CVC) and with the Academic Senate for California Community Colleges (ASCCC) to provide faculty leadership and engagement. During this period, statements of work and grant agreements were developed and routed, with all agreements now fully executed. The project was also introduced through presentations at the Strategic Transfer Summit, the League Convention, the ASCCC Plenary Session, and several participating colleges were visited during the Chancellor's Office North and Far North College Tour. Implementation has now begun with a kickoff meeting for participating colleges, where

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timelines, grant milestones, and a regular meeting cadence through June 2026 were established. Quantitatively, this project intends to track the following metrics:

- Increase in the number of new ADTS based on course sharing agreements
- Increase in the number of course sharing agreements
- Increase in the number of MOUs with transfer institutions and CCCs
- Increase in reciprocity with institutions that border California in Oregon and Nevada

Notable Impact to Date

INVESTMENT SECURED \$600K	COLLEGES PARTICIPATING 8
-------------------------------------	------------------------------------

Participating Colleges

Feather River, Lake Tahoe Community, Shasta, Butte, Lassen Community, Mendocino, College of the Redwoods, Woodland Community

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UNITED DOMESTIC WORKERS

Established Fall 2023, Concluding Winter 2026

Overview

The Pathways for Low-Income Workers United Domestic Workers (UDW) demonstration project aims to strengthen the capacity of participating colleges to build pathway programs that support low wage adult learner upskilling and utilize existing learner credentials and certifications. The colleges/districts involved will enroll at least two cohorts of United Domestic Workers members into pathway programs through Spring 2026 and develop cohort-based models tailored to their needs. These programs offer short-term credentials with clear pathways, incorporate strong student supports, and provide flexible instruction for working participants while integrating basic skills and leveraging institutional and partner resources. Colleges also collaborate closely with United Domestic Workers, participate in technical assistance, and designate a project team with identified leadership to support implementation. The project's goal is to strengthen the capacity of participating colleges to build pathway programs that support low wage adult learner upskilling and utilize existing learner credentials and certifications. The project should move learners from non-resilient occupations to resilient, high-value career pathways with opportunities for wage and career advancement.

This project correlates with Vision 2030 outcomes 1, 2, and 4.

Progress & Accomplishments

The UDW–CCC partnership advanced adult learner pathways through leadership coaching, technical assistance, and cross-sector collaboration. Coaching sessions supported college design administrators in strengthening implementation strategies, institutional capacity, and long-term sustainability. The project also finalized the Adult Learner Toolkit, organized around the “People, Programs, and Jobs” framework, which provides colleges with guidance on pathway design, inclusive onboarding, non-credit to credit transitions, credit for prior learning, industry aligned programs and use of career services and holistic case management. Digital infrastructure expanded with the launch of the UDW Project Hub website, providing centralized access to project resources, tools, and technical assistance materials. Program development progressed with the launch of the Mt. SAC online noncredit pilot, beginning with a Digital Literacy course for non-native English speakers and a planned Introduction to Healthcare course. Regional expansion planning advanced with the selection of Bakersfield College and Merced College for future implementation pending the future funding resources. The project also refined logic models, established baseline success metrics, and strengthened data systems to track enrollment, persistence, and completion across colleges. In addition, the team hosted the UDW Pathways and

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Workforce Partnership Summit, convening more than 80 partners to strengthen collaboration between colleges, workforce partners, and community organizations.

Notable Impact to Date

STUDENTS SERVED 1,069	PARTNERSHIPS ESTABLISHED 20
INVESTMENT ADVOCACY ~\$5M	COLLEGES PARTICIPATING 20

Participating Colleges

Coastline, Cuyamaca, Golden West, Grossmont, Imperial Valley, Irvine Valley College, Moreno Valley, Mt. San Antonio, Mt. San Jacinto, NOCE, Norco College, Orange Coast, Palomar, Riverside City, Saddleback, San Diego City, Santa Ana, Santiago Canyon, Sierra College, Southwestern College

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VETERANS MENTAL HEALTH

Established Fall 2023, Ongoing

Overview

The Veterans Mental Health (VMH) demonstration project offers an opportunity to identify and assess effective institutional practices for supporting student veterans in CCCs. This initiative focuses on developing a scalable framework for strengthening campus partnerships that provide mental health services, expanding professional development opportunities for faculty and staff to better support student veterans, and establishing peer-to-peer mentorship networks both on and off campus. Through targeted collaboration across ten colleges, this field-driven effort will yield a template for system-level policies and practices designed to promote student veteran success, with the potential for statewide adoption across the CCC system. The intended outcome of the project is to strengthen institutional structures that provide a continuum of support, including accessible, low-barrier mental health services, to support the wellbeing of student veterans throughout their educational journey. This includes their transition out of military service, enrollment in a CCC, and successful completion of postsecondary degrees and certificates.

This project correlates with Vision 2030 outcomes 1, 2, 3a, and 3c.

Progress & Accomplishments

This project established core infrastructure by developing reporting forms, action plan templates, and distributing \$750,000 in year one grant funding across ten participating CCCs. All colleges completed Veterans Resource Center minimum standards self-assessments and technical assistance meetings, resulting in campus action plans and a statewide gaps analysis. Grantee collaboration was supported through quarterly meetings and a joint presentation with three colleges at the 2025 Veterans Symposium. Student veterans shared feedback through an in-person listening session and experience survey focused on transitions from military service to community college and university pathways. VET NET Ally seminars expanded campus awareness of veteran needs, with eight out of ten trainings completed to date. Additional activities included developing regional student veteran resource profiles, building a VRC resource catalog, conducting statewide outreach to County Veteran Services Offices, and launching a partnership with 50strong to pilot a peer mentorship platform. Quantitatively, the project has recently accomplished the following:

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- Increased student veteran enrollment (transition from service to CCC) from 6,495 in 2023–24 to 6,796 in 2024–25, representing a 4.6% increase at the 10 participating CCCs.
- Increasing the number of mental health service partners/providers is in process, with 26 new providers/partners now identified.
- Expanded local partnerships with CSU, UC, and private colleges with a total of 18 new partnerships initiated and on target to be formalized over the next year.
- Engaged 406 faculty and staff with the VET NET Ally training at eight out of ten participating CCCs.
- Increased peer student veteran networks both on and off campus with a total of 358 student veteran engagement activities (including peer to peer) across all ten participating CCCs.
- Increased the number of Joint Services Transcripts (existing and new) uploaded into MAP from a starting amount of 368 to 2,641, representing a 618% gain.
- Systematized outreach to transitioning service members through partnership with regional military-centered partners with 8,250 ICAN Veterans and CPL materials being distributed to 55 county veteran services offices.

Notable Impact to Date

STUDENTS SERVED 6,796	PARTNERSHIPS ESTABLISHED 49
INVESTMENT SECURED ~\$1.7M	COLLEGES PARTICIPATING 10

Participating Colleges

Cabrillo, Citrus, East Los Angeles, Fullerton, Lemoore, Los Angeles Valley, Riverside, San Diego City, Shasta, Ventura

Emerging Demonstration Projects

AI FOR OPERATIONS

Led by Foothill-De Anza Community College District in partnership with the California Community Colleges Chancellor's Office, the AI for Operations demonstration project is focused on exploring practical, scalable applications of artificial intelligence to enhance district and college operational effectiveness. As part of the initial project scoping and rollout, Foothill-De Anza has engaged an initial vendor partner to pilot an AI-enabled support platform across student technical services and human resources functions, including phone, email, chat, and knowledge base interactions.

Foundational project governance has been established, including defined roles and responsibilities across Foothill-De Anza, the Chancellor's Office, and supporting partners. In collaboration with the Chancellor's Office, Foothill-De Anza is finalizing the formal scope of work and detailed work plan documentation as part of the project kickoff, ensuring alignment on objectives, deliverables, timelines, and evaluation criteria for the demonstration phase.

The project is intentionally structured as a scalable demonstration, with plans to expand participation across additional colleges and districts to support broader feedback, proofs of concept, and iterative innovation. Future phases will extend functionality into additional operational domains such as purchasing, business services, and facilities, as well as student-facing departments including admissions and records and financial aid.

This demonstration effort is designed to inform a pathway toward systemwide adoption and investment, providing actionable insights to support advocacy for shared resources, expanded deployments, and continued platform development across the CCC system.

AGENTIC AI

The Agentic AI demonstration project is a system-level innovation initiative designed to transform how CCCs recruit, support, and retain students by shifting from reactive, labor-intensive service models to proactive, AI-enabled "systems of action." While current technologies (e.g., CRM, SIS, LMS) primarily function as systems of record, this project explores how Agentic AI—systems capable of reasoning, planning, and executing multi-step tasks—can proactively guide students through their educational journey at scale.

Through a research-first approach, the project will conduct a statewide and national landscape analysis to identify emerging best practices, institutional use cases, and technology capabilities. Building on these findings, the project will design and implement a

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three-part pilot model: (1) institution-facing AI to improve enrollment and engagement workflows, (2) a student-facing personal AI agent to provide continuous, personalized guidance across the student lifecycle, and (3) faculty-facing AI tools to support course design, instructional quality, and the expansion of zero-cost educational resources.

Integral to Vision 2030 priorities, the project focuses on increasing equitable access, improving student outcomes, and expanding institutional capacity—particularly for underserved populations such as first-generation, low-income, and working adult learners. Early evidence from higher education demonstrates that Agentic AI can significantly increase student engagement, improve enrollment yield, and reclaim staff time for high-touch support.

Ultimately, the Agentic AI demonstration project positions the CCC system at the forefront of AI-driven transformation—enabling more personalized, proactive, and equitable student support while modernizing institutional operations for the future of learning.

CREDIT FOR PRIOR LEARNING @ COPPER MOUNTAIN

This project proposes a Military Base CPL demonstration as a direct extension of the 2025–2026 CCCs Veterans Sprint—the Chancellor's initiative to ensure all 34,066 enrolled veterans and approximately 10,000 active duty and reservists have their Joint Services Transcripts (JSTs) processed for college credit. The demonstration project partners with MCAGCC Twentynine Palms, the largest Marine Corps base in the country, with Copper Mountain College (CMC), which already operates a dedicated on-base counseling office and has served active-duty service members for many years.

Building on completed statewide credit recommendations and CMC's established student relationships, the project will upload JSTs for all enrolled military students, award Basic Training CPL to every eligible veteran, and develop faculty-reviewed CPL pathways for the 42 Military Occupational Specialties (MOS) trained at MCAGCC. Initial demonstrable outcomes are targeted by July 1, 2026; meaningful progress through Fall 2026; and a fully documented, scalable model ready for replication across all 34 California military bases by March 2027. Outcomes will serve as the evidentiary foundation for future state and federal funding requests and position the CCC system as the national leader in military CPL.

BLUE ECONOMY AND CLIMATE ACTION PATHWAYS

An important ingredient to promote the growth of the blue economy in the region is the availability of a trained workforce with the knowledge and skills to fill blue economy positions. The Blue Economy and Climate Action Pathways (BECAP) Consortium, an innovative alliance of 14 Los Angeles community colleges, AltaSea at the Port of Los

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Angeles, and the Los Angeles Economic Development Corporation (LAEDC), is developing a novel workforce training and placement program to prepare students for the next generation of ocean economy occupations. The Consortium is leveraging existing resources and innovative workforce opportunities to establish post-secondary certificate and degree programs focused on four blue economy industry sectors: Regenerative Aquaculture, Renewable Energy, Bluetech & Underwater Robotics, and Ecosystems Conservation and Restoration.

INTERNSHIPS

A demonstration project centered on expanding internship opportunities is currently in design and aiming to advance a bold, system-level shift: all Career Technical Education (CTE) programs will adopt internships as a default component of program design. Building on the momentum of existing work-based learning efforts, this project will intentionally integrate internships into the student journey from entry to completion. It will focus on strengthening employer partnerships, embedding experiential learning into curriculum design, and ensuring that every CTE student has access to meaningful, paid, and structured workplace experience aligned with their field of study. Potential primary workstreams will include employer engagement, curriculum design, and framework design. The project will also engage three demonstration districts - Riverside, San Diego, and Foothill-De Anza.

STUDY ABROAD AT HOME PROGRAM

The Study Abroad at Home (SAH) Program demonstration project aims to bring the richness of global education directly to students where they are, eliminating barriers while preserving the depth and impact of international and intercultural experiences. This project will strengthen educational equity by making global learning a core component of the community college experience. Through curated academic content, virtual cultural immersion, and partnerships with institutions around the world, students will engage deeply with global histories, worldviews, and problem-solving approaches. These experiences will strengthen skills that support academic success and contribute to inclusive learning environments: critical thinking, cultural humility, and empathy. A key element of the SAH model will be the Collaborative Online International Learning (COIL), a globally recognized instructional approach in which faculty from two or more countries design shared assignments, discussions, or projects that bring their students into meaningful virtual collaboration. COIL will allow CCC faculty to integrate authentic intercultural experiences into their courses without requiring travel and without adding units or costs for students. Further, by engaging in COIL-based virtual exchange, project-based learning with international peers, and culturally informed coursework, students will develop precisely the competencies such as intercultural communication, digital

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collaboration, global awareness, and cross-cultural problem solving, that modern workplaces demand.

TEACHER PREPARATION PIPELINE

The Teacher Preparation Pipeline demonstration project has completed phase one, which spanned a variety of activities aimed at informing pathway priorities for the next phase of the project currently, which is currently in development. Notably, phase one was advanced through a partnership with the Bay Area Community College Consortium and deliverables included a sector landscape analysis and a statewide labor market profile. Additionally, best and promising practices were identified and bolstered in the areas of apprenticeship, professional development, and policy advocacy. Phase two of the project will be aimed toward growing the teacher workforce in career technical education pathways. The intended impact of phase two will be to increase the number and diversity of credentialed professionals and increase students' educational and career mobility.

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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							✓				✓		✓		
Folsom Lake							✓				✓				

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	AgTec	APDP	ADN	BMH	BBEM	CCDP	CPL	CVTP	FYCA	IEHP	OER	RS	RCTC	UDW	VMH
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							✓				✓				
Los Medanos			✓				✓				✓				
Madera						✓	✓	✓			✓				

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	AgTec	APDP	ADN	BMH	BBEM	CCDP	CPL	CVTP	FYCA	IEHP	OER	RS	RCTC	UDW	VMH
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						✓	✓	✓			✓				
Redwoods			✓				✓				✓		✓		
Reedley College	✓					✓	✓	✓			✓				
Rio Hondo		✓					✓		✓		✓				

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	AgTec	APDP	ADN	BMH	BBEM	CCDP	CPL	CVTP	FYCA	IEHP	OER	RS	RCTC	UDW	VMH
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							✓				✓			✓	
Siskiyou						✓	✓				✓				
Skyline							✓				✓				
Solano							✓				✓				
Southwestern							✓				✓	✓		✓	

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	AgTec	APDP	ADN	BMH	BBEM	CCDP	CPL	CVTP	FYCA	IEHP	OER	RS	RCTC	UDW	VMH
Taft		✓					✓				✓				
Ventura			✓			✓	✓				✓				✓
Victor Valley							✓			✓	✓				
West LA		✓					✓				✓				
West Valley						✓	✓				✓				
Woodland							✓				✓		✓		
Yuba							✓				✓				

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Appendix B – Vision 2030 x Demonstration Project Correlation Map

Vision 2030 Goals and Outcomes								
Active/Closed* 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	✓	✓	✓		✓			

Visit <https://vision2030.cccco.edu/section-iii/>
for more detail on Vision 2030 Goals and Outcomes