



2026 REPORT

California STEM Pathways Grant Program

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



California
Community
Colleges

SONYA CHRISTIAN
Chancellor

March 17, 2026

Department of Finance
Assembly Committee on Budget
Senate Budget and Fiscal Review Committee
Senate Education Committee
Assembly Committee on Higher Education

RE: California STEM Pathways Grant Program

Dear Fiscal and Policy Committee Staff,

Pursuant to California Education Code section 88671, the California Community Colleges Chancellor's Office is pleased to release the California STEM Pathways Grant Program report. The report summarizes grant implementation, progress toward statutory objectives, and available student outcome data. Certain required long-term outcomes disaggregated by student subgroups were not available at the conclusion of the grant program due to system limitations and timing constraints.

For any questions regarding this report, please contact Vice Chancellor of Academic Affairs James Todd at jtodd@cccco.edu.

Sincerely,

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

Sonya Christian, Chancellor

Enclosure: Report

STEM PATHWAYS GRANT PROGRAM

Prepared By

California Community Colleges Chancellor's Office
Educational Services and Support Division

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STUDENT OUTCOMES AND DATA AVAILABILITY

California Education Code section 88671, subdivision (h), requires the Chancellor to report specified long-term student outcomes for participants in the California STEM Pathways Grant Program, including degree attainment, credential completion, employment outcomes, earnings, and transfer to four-year institutions, with results disaggregated by student subgroup as identified in section 52052.

Due to system limitations and the structure of College and Career Access Pathways (CCAP) dual enrollment, the Chancellor's Office is currently unable to report complete long-term outcome data for most required measures. CCAP students are simultaneously enrolled as California Community College students and K–12 high school students, which presents challenges in tracking outcomes over four-, five-, and six-year timeframes. Many statewide post-completion tracking methods rely on Social Security Numbers or postsecondary-only data sources, which are not consistently available for this population. In addition, several required demographic indicators (e.g., English learner status, socioeconomic status, disability status, foster youth status, and homelessness) are maintained by partner K–12 local educational agencies and are not systematically captured in community college data systems.

STUDENT SUBGROUP REPORTING AND OUTCOME MEASURE AVAILABILITY

Education Code section 52052 identifies specific student subgroups for which outcome data should be disaggregated. While these subgroups are defined in statute, the Chancellor's Office does not currently have sufficient data to report long-term outcomes for these populations within the required timeframes. As a result, the outcome measures required under section 88671(h)(2) through (h)(7) are not available at the subgroup level.

The following student subgroups are identified in statute but are not reportable currently:

- Socioeconomically disadvantaged pupils
- English learners and long-term English learners
- Pupils with disabilities
- Foster youth
- Homeless youth

Table 1 summarizes the availability of required outcome measures across four-, five-, and six-year reporting periods.

Table 1 - Program Outcome Measures

Outcome Measure	4 Years	5 Years	6 Years
Number and percentage of students enrolled in the program who earned a two-year associated degree	Not Available	Not Available	Not Available
Number and percentage of students enrolled in the program who earned an industry-recognized certificate or credential	Not Available	Not Available	Not Available
Number and percentage of students enrolled in the program who gained full-time employment in their area of study or training upon completion of the program	Not Available	Not Available	Not Available
Range of the starting salaries of program graduates that gained full-time employment	Not Available	Not Available	Not Available
Number and percentage of students enrolled in the program enrolled in a four-year degree program upon completion of the program	Not Available	Not Available	Not Available

AVAILABLE OUTCOME DATA BY ETHNIC SUBGROUP

Although comprehensive long-term outcome measures are not available, limited data can be reported for select outcomes by race and ethnicity. Specifically, the Chancellor’s Office can report associate degree attainment and transfer to a four-year institution for some cohorts and academic years. To protect student privacy, small cell sizes are suppressed in accordance with established data suppression standards.

Table 2. Program Outcomes Measures by Ethnic Subgroup

Academic Year	Race/Ethnicity	Associates Earned	Transfer to Any 4 Year
Unreported	Unknown	0	0
2019-20	Unknown	0	*
2019-20	Hispanic/Latino	39	60
2019-20	All suppressed values	0	*
2020-21	Unknown	0	11
2020-21	Hispanic/Latino	32	31

Academic Year	Race/Ethnicity	Associates Earned	Transfer to Any 4 Year
2020-21	All suppressed values	*	*
2021-22	Asian	*	*
2021-22	Filipino	0	0
2021-22	Hispanic/Latino	0	*
2021-22	Unreported	0	0
2021-22	All Suppressed values	*	*
2022-23	Asian	0	*
2022-23	Hispanic/Latino	0	*
2022-23	White	0	0
2022-23	All Suppressed values	0	*
2023-24	Asian	0	0
2023-24	Hispanic/Latino	0	0
2023-24	White	0	0
2023-24	All Suppressed values	0	0

ASSESSMENT OF GRANT RECIPIENT PROGRESS TOWARD STATUTORY OBJECTIVES

In accordance with California Education Code section 88671, subdivision (a), the California Community Colleges Chancellor’s Office reviewed annual reports submitted by all California STEM Pathways Grant Program recipients. This review assessed the extent to which grantees implemented required program components and made progress toward the statutory objectives of the grant. Findings below summarize statewide implementation patterns, areas of compliance, and common challenges reported by grantees.

OBJECTIVE 1: CCAP PARTNERSHIP COMPLIANCE

All grant recipients submitted a College and Career Access Pathways (CCAP) agreement at the time of application. This ensured that each grantee met the foundational statutory compliance requirement prior to program implementation.

OBJECTIVE 2: 9–14 CURRICULUM AND PATHWAYS TO POSTSECONDARY COMPLETION

Grant recipients reported offering multiple pathways that support student participation and completion within a six-year 9–14 framework. These pathways included high school diploma attainment, certificate or degree completion, and/or transfer readiness.

Grantees further reported that CCAP STEM academies were designed to prepare students for college-level coursework, with the goal of reducing or eliminating the need for remedial coursework upon entry into postsecondary education.

OBJECTIVE 3: INDUSTRY PARTNERSHIP MEMORANDA OF UNDERSTANDING

Grant recipients reported varied experiences establishing formal Memoranda of Understanding (MOUs) with industry partners. While some grantees developed strong industry partnerships supported by MOUs, others encountered challenges securing formal agreements. In several cases, industry partners were willing to provide letters of intent but not formal MOUs.

Grantees also cited COVID-19–related disruptions that limited industry engagement. Activities such as guest speakers and facility tours were shifted to virtual formats. Some pathways experienced additional constraints because certain industries do not employ interns under the age of 18 or restrict internships to college-level students.

OBJECTIVE 4: SINGLE-CAMPUS MODEL FOR GRADES 9-14

Grant recipients implemented key components aligned with a 9–14 pathway model, including establishing CCAP partnerships with local high school districts, forming three student cohorts, and engaging industry partners in STEM-focused pathways. These efforts expanded dual enrollment access and supported pathway alignment across secondary and postsecondary education.

However, these components did not constitute a fully integrated single-campus 9–14 school model. Full implementation of a 9–14 model would require comprehensive school redesign. Grant recipients were not expected to undertake such restructuring and were therefore considered to have met this objective.

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