



California Community Colleges

Strengthening the Future of Our Students & California

2023-24 System Budget Proposal

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CALIFORNIA COMMUNITY COLLEGE 2023-24 SYSTEM BUDGET & LEGISLATIVE REQUEST

Introduction

This document presents the California Community Colleges' System Budget Request for fiscal year 2023-24. The proposal describes the funding needed for the 116-community college system to meet the wide variety of student educational needs that exist in this diverse state.

The California Community College (CCC) system is the largest higher education system in the country and the largest workforce provider in California. Nearly two million students attend California Community Colleges each year to receive educational services including general education courses toward a degree, certificate, or transfer to a 4-year institution, career training, basic skills and remedial education, and adult education. The state's community colleges support Californians' social and economic mobility, with students seeking to build career-related skills to enter or advance in their careers, or earn a degree or transfer to a four-year university.

In 2017, the Board of Governors adopted the *Vision for Success (Vision)*, which identifies the North Star our system must follow if we are to meet California's needs. The California Community Colleges' *Vision* guides interrelated reforms that will make higher education more accessible and equitable for millions of Californians at a time when the state needs it most. In 2022, California Community Colleges were met with a new opportunity. As part of the state budget framework, Governor Newsom unveiled a bold goal - that by 2030, 70% of working age Californians would have a degree or credential. To advance this goal, the Governor and State leaders solidified their support for the *Vision for Success* by including the Roadmap for the Future, an aligned agenda to increase equitable student success. State budget resources were provided to support services to students to improve educational outcomes, reduce equity, close achievement gaps, to address basic needs such as food and housing insecurity, and to help increase college affordability. This aligned direction positions the California Community Colleges to deliver on the *Vision for Success* Commitments adopted by the Board of Governors in 2017:

- Focus on students' goals
- Design with students and their experiences in mind

- High expectations and high support
- Foster use of data and evidence
- Own student performance
- Thoughtful innovation and action
- Cross-system partnership

2023-24 Budget Request Overview

Existing law requires the Board of Governors, in consultation with institutional representatives of the California Community Colleges and statewide students, faculty and staff organizations, to develop criteria and standards for the purpose of making the annual budget request for the California Community Colleges to the Governor and the Legislature.

In June, the Chancellor's Office began the process to develop the Board of Governors' budget and legislative request for the 2023-24 fiscal year, with a working session and discussion with members of the Consultation Council about concepts for inclusion in the proposal. During those discussions, members engaged in a review priorities and opportunities to advance the Vision for Success through investments in the 2023-24 budget. In addition to discussions at Consultation Council meetings, Chancellor's Office staff distributed a survey to stakeholders and Consultation Council members requesting a priority ranking of all potential Budget and Legislative Request items. In light of historic world events and changing social dynamics, members of the Consultation Council and stakeholders sought an approach that leverages prior year investments, advances existing commitments, and strengthens students' future success. The Chancellor's Office has incorporated feedback from that consultative process into this document.

The Board of Governors' Budget and Legislative Request for 2023-24 furthers the *Vision* by proposing budget adjustments and policy changes that respond to these clear signals from state leaders about the outcomes necessary to support the state's future. It largely prioritizes additional resources that advance the *Vision* and Roadmap while allowing local level decisions and innovations. The request responds to the input received from educators, advocates, and students themselves about what support is necessary to further the implementation of recent reforms and achieve the *Vision* goals. It also emphasizes the need for continual review of existing laws and policies to determine whether they are advancing—or constraining—colleges' ability to achieve the *Vision*.

Strengthening the Future of Our Students & California

California Community Colleges and the students it serves have endured substantial hardships, many of which were not new but were exacerbated by the multi-year pandemic. These hardships increased basic needs insecurities, caused fluctuations in enrollment, and affected our most vulnerable student communities. Thanks to the substantial recovery of the state’s finances, the 2022-23 Budget Act increased overall funding for community colleges, allowing colleges to pave the road for our students’ and our state’s recovery. These investments position California Community Colleges to advance educational equity and socio-economic mobility. Importantly, the resources allow our system to rethink structures that are not working and to design a new normal that better meets students’ needs.

As we prepared for the 2023-24 request, system leaders recognized one important truth: we must effectively leverage and implement prior year investments to tackle the most stubborn challenges our student face. Specifically, as our system tackles enrollment uncertainties, it is critical to recognize that these are larger symptoms of poverty that can no longer be ignored. As such, the 2023-24 requests centers students and the scaffolding needed to support our students’ educational success, paths out of poverty, and limiting the number of new programs and initiatives that districts and colleges implement.

To reflect an emphasis on funding needs that first and foremost support students’ economic mobility, align with our *Vision for Success* Commitments, and to provide educational equity to our students, the 2023-24 budget request is organized to advance the goals in the Roadmap for the Future:



Reduce time and units to degree



Close statewide equity gaps



Improve educational outcomes



Support intersegmental collaboration and data sharing



Establish clear pathways to transfer and careers

The requested investments focus on a students’ full journey – from enrollment, persistence, and supports along the journey, to student success and economic mobility.

Multi-Year Framework

In crafting this request, it was also important to complement the investments made by the Governor and the Legislature and deliver on their aspirations and goals for the system. In doing so, we outline steps to further strengthen our role in improving economic equity and advancing social mobility – even in the face of economic uncertainty. To accomplish this, the 2023-24 request considers our students’ and system needs for the future and presents a multi-year framework. Our goal in presenting a multi-year framework is to align to key deliverables in the Roadmap for the Future and identify long-term funding needs of our system so that state leaders can partner and design for the future with us.

Overall, the 2023-24 system budget request, *Strengthening the Future of Our Students & California*, which totals over \$700 million in ongoing resources, represents a crucial step in a multi-year framework to equitably reach the state’s goals and support our students’ economic mobility.

2023-24 SYSTEM BUDGET

Strengthening the Future of Our Students & California

The California Community Colleges (CCC) budget request identifies resources necessary for colleges to provide high-quality educational services, to continue strategies to remove structural barriers that inhibit student access, persistence, and completion, and to meet the state's core priorities, including those outlined in the Roadmap for the Future. The CCC system maintains its commitment to dismantling systemic inequities so that colleges can meet the challenges of the state's workforce and educational needs for the 21st century.

This *2023-24 System Budget Proposal* was developed by the Chancellor's Office to ensure that colleges can function at maximum effectiveness to support the equitable success of all students in meeting their educational goals. The proposal identifies core priorities for funding that target gains in key goal areas: reduced time and excess units to degree, closing equity gaps, improving educational outcomes, supporting intersegmental collaboration and data sharing, and establishing clear pathways to transfer and careers. Details of each of these areas are provided below.

Reduce Time and Excess Units to Degree

Incentivizing Bold College Strategies to Reduce Excess Units

(\$23 million one-time)

Over the last five years, state leaders have provided key resources to support colleges' work to reduce institutional barriers and streamline complicated structures that often hinder student success. Such investments include Guided Pathways, Strong Workforce, basic needs, Student Success and Completion, Student Equity and Achievement, Equitable Placement, and numerous categorical funds. With these foundational elements in place, colleges have the opportunity to act. Yet, meaningful progress and impact on our collective goal to decrease time and excess units to degrees begins with understanding the extent of the problem. Colleges are instrumental to understanding unit attainment patterns, to honing in on the barrier students may face, and in leading progress. This proposal seeks to provide incentive awards to colleges that 1) conduct robust analyses of structures and processes that may be leading to excess units to degrees; 2) adopt bold goals to reduce excess units to degree and improve time to degrees and credentials; and 3) implement local strategies that

leverage existing funding structures to ensure students have access to holistic and streamlined supports, guidance that enables equitable success, structured degree and credential pathways designed for timely completion, and deployment of interventions so that no student is lost. Incentive awards will be provided to colleges that take the important step of setting goals and designing bold institutional strategies. Awards will serve as seed money to embed these strategies into the fabric and culture of the institution.

Close Statewide Equity Gaps

Supporting Students with Dependent Children

(\$150 million one-time, \$80 million ongoing)

At the core of our efforts to enroll and retain students must be our recognition of the barriers students face, and a lack of safe, dependable, affordable, accessible childcare is a key impediment for many community college students and potential students. Recent [Strata Education](#) research and national surveys reinforce these points - many students are interested in enrolling, but require financial and other resources, such as child care, to help them prioritize education. Expanding childcare options for community college students could help increase degree and certificate attainment, increase transfers to four-year institutions, and close equity gaps.

California is currently experiencing a shortage of childcare providers, but even in the best of times, many parents are prevented from attending college because they lack affordable options for supervising their children while they attend classes. And breakdowns in childcare plans are a common cause of students dropping out of classes or college altogether. Many community colleges provide some access to childcare already, but these programs are often much too small and inflexible to meet the needs of our students.

This proposal would establish a Childcare Expansion Fund with an initial investment of \$150 million one-time funds for upgrading and expanding facilities and enhancing partnerships dedicated to childcare on college campuses and \$80 million in ongoing funds to cover staffing and other ongoing costs. Drop-in daycare centers with afterschool programming could help increase enrollment, not only by supporting working parents to attend afternoon, evening, and/or weekend classes but also by connecting students to their local community colleges in a positive way.

Advance Accessibility and Universal Design

(\$60 million ongoing, \$20 million one-time)

Across California Community Colleges, college leaders are prioritizing accessibility and universal design as a strategy to create welcoming learning environments and educational experiences for students with disabilities. Importantly, while universal design promotes access for individuals with disabilities, it also benefits all students. Universal design improves access and outcomes for everyone through a variety of strategies.

Funding is necessary to increase colleges' capacity to increase access to critical instructional and support services for students with disabilities, including Deaf and Hard of Hearing, and to support innovations in teaching and learning in alignment with the system equity priorities. This proposal requests an ongoing increase of \$60 million to the Disabled Student Programs and Services (DSPS) Program and a one-time investment of \$20 million to strengthen the support infrastructure for students with disabilities. With an increase in ongoing funding, DSPS programs could reach students that could benefit from their services but are not currently being served. One-time funding would be utilized to implement the recommendations of the California Community Colleges Universal Design Learning (CCC UDL) Task Force, which include structural redesign concepts that maximize existing system resources or universal design-based instructional practices, equitable student support services, and low- or no-barrier accommodations.

Supporting Foster Youth

(\$2 million ongoing)

This proposal would provide additional funding to sustain, enhance, and expand the Foster and Kinship Care Education (FKCE) Program, a program offered at 53 community colleges. To support the effectiveness of this program, this request would also update statute to reflect the current terminology in Child Welfare services and broaden the population served by the FKCE program to include biological parents with children at risk of out-of-home placement.

A \$2 million ongoing commitment of Proposition 98 dollars would leverage a federal match, bringing approximately an additional \$3 million dollars to FKCE programs and allow for a transformation of the funding formula used to allocate funds. Additional funding is critical in the short-term to increase the program capacity to serve families, meet the demand for training, reduce the negative impacts that social determinants of educational success have on foster youth, and broaden the enrollment pipelines of foster youth and adult learners into community colleges.

Improve Educational Outcomes

Effective Local Financial Aid Support Services

(\$10 million ongoing and policy changes)

The 2022-23 state budget presented current and prospective community colleges students with several new or expanded financial aid programs designed to provide greater affordability and an opportunity to enroll at a greater unit intensity. Maximizing access to financial aid requires high-engagement strategies and the support of financial aid professionals. Currently, the formula used by the Department of Finance for Student Financial Aid Administration (SFAA) is based on the 108 community colleges in existence in 2003, creating a 6% deficit in funding statewide over the past 18 years. Additionally, the funding formula used only considers California College Promise Grant (CCPG) fee waiver data. Many of the legislative and budget changes in the last 7-10 years provided funding for additional student awards and payments but provided little or no resources to colleges for the required additional financial aid administration. While the 2022-23 state budget provided critical resources to begin to close existing gaps in the financial aid administration programs, structural reforms are still needed. Such reforms can ensure students are effectively connected to all available financial aid resources, supporting increased student access, persistence, and completion during a time of stagnant enrollment.

To address this problem, we are proposing three solutions:

- A revision to the Student Financial Aid Administration and Board Financial Aid Programs (SFAA-BFAP) allocation funding formula used by the Department of Finance to include additional data points such as total headcount and counts of low-income students (Pell Grant recipients);
- A cost-of-living adjustment (COLA) to the Student Financial Aid Administration base and capacity funding; and
- Ensuring the BFAP 2% allocation is directed to support financial aid administration.

Of the resources provided, 5% will be utilized by districts and colleges for professional development focused on strategies to braid supports together for students, advancement of culturally competent practices, and holistic student onboarding. Our goal is to leverage the talent and skills contained in financial aid offices to actively in reaching out to students that can benefit from financial and basic needs supports. Professional development can also bring

attention to student populations that face exceptional barriers and the role financial aid can play in preventing student from stopping-out.

We believe the *Vision for Success* goals cannot be achieved without sufficient student financial aid administration capacity. Financial aid plays a significant role in successfully closing educational and equity gaps, and it is critical that the funding needs of the administration of financial aid programs be prioritized at both the state and institutional level.

Supporting Implementation of Equitable Placement

(\$70 million ongoing)

In 2018, AB 705 advanced equitable placement and completion to help students enter and complete transfer-level coursework in English and math within a year. By ensuring that students aren't stuck in remedial courses, this helps more students reach their goals sooner. This proposal would appropriate resources to ensure districts receive timely resources to advance equitable placement and implement AB 705 support courses, including through implementation of [corequisite support models](#) that effectively meet students learning needs. Models include embedded tutors, paired courses, extended instructional time, academic support services, and technology mediated support, supervised tutoring, and other evidence-based innovations. Ongoing funding for corequisite supports can help achieve the goal of maximizing completion of transfer-level coursework in English. Funding would be contingent on the use of strategies with strong evidence of effectiveness and minimum eligibility criteria. Importantly, the \$70 million ongoing investment would ensure that every student receives the help they deserve to succeed in transfer-level courses and beyond.

Robust Faculty Supports

(\$50 million ongoing)

Structured investments in an array of faculty supports, including full-time faculty, part-time office hours, and professional growth, can create the conditions for student success, student unconditional belonging, and increasing diversity among our faculty so that they may reflect the rich diversity of our students. As such, for 2023-24, to support this effort, we are requesting \$50 million to support faculty hiring, parity, curriculum development, and office hours, while also encouraging colleges to use Equal Employment Opportunity (EEO) best practices when hiring. The proposed investments in full-service faculty supports will help create the institutional capacity for progress in closing equity gaps and improving student outcomes. These resources can also create opportunities for improving curriculum to make sure it is culturally responsive and up to date. Our goal is to transform our colleges to be

institutions where faculty can fully participate in creating the conditions for the equitable academic success of their students.

Funding Rate Increases to Support District Capacity and Transformation

(\$400 million ongoing)

Community colleges are an essential partner in meeting the bold and necessary goal of supporting 70% of working age Californians in earning a degree or credential. Ongoing operational resources that reflect growing cost and provide inflationary adjustments are critical to advancing the community college missions, serving the diverse needs of each community throughout the state, and to achieving the student success goals outlined in the *Vision for Success*.

This request seeks an ongoing funding rate increase to address districts' growing inflationary cost-drivers, such as salaries and wages, pensions, energy, and healthcare, in ways that compliment districts efforts to support student learning, campus experiences, and equitable success. As such, California Community Colleges request \$400 million in ongoing resources to increase Student Centered Funding Formula rates and continue to support districts' important local transformation. Such an investment, and the accountability to make progress on Vision goals, supports further implementation of institutional structures students demand and provides resources to improve the outcomes of our most underserved students.

Analysis of Online Learning Innovations

(\$231,000 one-time)

Online education in community colleges in California has been steadily increasing, and even before the pandemic, student enrollment in online courses increased by 154% from 2002 to 2016. While enrollments in online courses have increased significantly over time, the improvement of course success rates (proportion of students who earn a letter grade C or better) in online courses has been slower. Prior research on online education in different states has found a positive relationship between online course offerings and completion with slight reductions in time-to-degree and transfer. While a positive link has been found between taking online courses and completion measures such as graduation at the university level – very few studies have focused on community colleges and the linkages between online course taking and graduation.

With the onset of the pandemic, online educational offerings exponentially increased, with many colleges planning to continue offering more online courses and support services for students as they look ahead. With colleges planning for and implementing expanded academic and non-academic offerings and supports, it will be critical now more than ever, to understand and identify practices that promote equitable and successful online learning experiences for students.

This proposal seeks funding to support a research study to understand and elevate effective online learning practices. Findings from this study can be used to inform distance education practices and policies, professional development related to online teaching and learning, and student services that fully support online students. The proposed budget of \$231,500 one-time would support the design and implementation of a statewide survey of online learners; data analyses of student-level outcomes by college and discipline area; virtual student focus groups; virtual interviews with practitioners; dissemination of findings to a variety of stakeholder groups; and project coordination activities.

Support Intersegmental Collaboration and Data Sharing

Technology Capacity to Support the Future of Teaching & Learning | Categorical Program

(\$30 million ongoing)

In today's environment where pandemics and the effects of climate change are likely to occur, colleges cannot always provide in-person education—making the case for investing in education technology. Prior to COVID-19, distance education served a limited role in comparison to brick-and-mortar environments. Moving forward, many of our students will continue to expect and demand flexible learning modalities, technology supported classrooms, and online support services, the extent of which were not contemplated before the pandemic.

Further, malware and ransomware attacks have significantly increased in the last decade and the level of sophistication of attacks is expected to increase. In 2022-23, state lawmakers provided an important investment in technology modernization and security that recognizes the changing nature of education. To support the continuity of classroom modernization through the use of technology and continued improvements in data security management, this proposal requests an ongoing \$30 million technology capacity categorical program. A

modest, yet sustained investment in technology can build the capacity to integrate technology in the instructional process in a manner that is safe, sustainable, and effectively supports teaching and learning.

Streamline Reporting Process

(\$200,000 ongoing and \$2.2 million one-time)

The Chancellor's Office requests funds and statutory changes to support the development and statewide scaling of a streamlined reporting process and tool that enables colleges to more effectively use data integrated with budgeting and planning efforts to inform program decisions and improve student outcomes. The new process is designed to be consistent with Guided Pathways, the system's chief framework for achieving the *Vision* goals.

This proposal is the Chancellor's Office's direct response to *Vision for Success* Commitment Two, where system leaders pledged to review reporting and budgeting processes to identify and eliminate unnecessary or duplicative requirements. In addition, it creates the infrastructure necessary to achieve the requirement in the trailer bill language that created the Student Centered Funding Formula (AB 1809, 2018), which was for each "community college district to align its comprehensive plan with the adopted local goals and align its budget with the comprehensive plan."

The proposal requests \$200,000 ongoing to develop the streamlined reporting process, and \$2,226,000 one-time to support the creation of the reporting tool. This proposal reimagines the approach to meet legislative reporting requirements that both simplifies for colleges and districts and is designed with alignment to the *Vision for Success* and Roadmap in mind.

Establish Clear Pathways to Transfer and Careers

Intersegmental Transfer Success Collaborative

(\$2.7 million one-time)

Much progress has been made on smoothing the transfer process among the segments, with the Associate Degree for Transfers between the CCC and CSU systems and the UC Transfer Pathways between the CCC and UC systems serving as two primary examples. However, further collaboration and work is necessary to assess and coordinate the transfer pathways across all three segments of higher education, particularly within disciplines where there are currently differences in preparatory lower division pathway curriculum. Coordination and

closer alignment is possible and worthy of further exploration. Effective communication of this information to CCC students is also a priority that merits close examination by disciplinary faculty and their respective admissions teams. The California Community Colleges seek funding to support the creation of an Intersegmental Academic Senate Task Force on Transfer to improve the transfer process by: 1) identifying the 20 most popular majors among transfer students and determine the degree of alignment in these majors across the CSU and UC systems; and 2) determining how best to communicate this information to CCC students.

Specifically, the request seeks \$2.7 million to be spent primarily over two fiscal years (2023-24 and 2024-25). Each segment would receive \$450,000 per year to fund 15-20 disciplinary faculty from their segment and jointly fund any necessary travel, facilitation, or convening costs, including instructional release time and summer stipends.

One-Time Funding Requests | Proposition 98

Deferred Maintenance & Instructional Equipment

(\$150 million one-time)

This year's one-time deferred maintenance augmentation was a substantial boost in addressing the approximately \$1.1 billion in deferred maintenance backlog. The need to maintain and upgrade our facilities and equipment, particularly as we seek to reengage and support welcoming campus experiences for students is paramount to both campus operations and student success. As such, the California Community Colleges seek a one-time investment of \$150 million in deferred maintenance and instructional equipment.

Non-Proposition 98

Continue Investments in Affordable Student Housing

(\$900 million one-time)

The 2021 and 2022 state budget acts set into motion historic investments in student housing, changing the paradigm from seeing student housing as college and university enterprise services to basic needs, affordability, and completion strategies. California Community Colleges across the state have responded with enthusiasm to this new direction, with over 70 colleges preparing plans and conducting feasibility studies. In support of these efforts, the

California Community Colleges, thanks to the support of the Governor and legislature, are launching an affordable student housing program and unit to assist colleges' successful implementation. To ensure continued momentum around affordable student housing, we request \$900 million one-time for construction grants to address the needs of our homeless/housing insecure student population.

Pension Relief

AB 1469 (2014) set in place a plan stipulating that CalSTRS costs will be shared, with the state paying approximately 20 percent toward the amount unfunded, teachers paying 10 percent, and the remaining 70 percent is the responsibility of schools and community colleges. Under AB 1469, the CalSTRS employer contribution rate has been increasing each year since 2013-14 resulting in millions of dollars in additional annual costs to districts, beginning in FY 2015-16. CalPERS also faces a long-term deficit. While employer rates are set by the CalPERS Board rather than by statute, colleges face significant CalPERS contribution increases each year. As the CalSTRS and CalPERS contribution rates continue to rise, districts must often forego spending on student services, infrastructure, faculty, and program improvements.

For 2023-24, we are requesting a one-time allocation to provide relief around increases to CalPERS and CalSTRS retirement contributions. This request would permit colleges to redirect resources toward the student success goals outlined in the *Vision for Success*. We are supportive of these important retirement systems and the benefit they provide our employees; however, the mandated rate increases are significantly affecting district budgets.

MULTI-YEAR INVESTMENTS

Supporting California's Diverse Teacher Workforce

(\$10 million ongoing)

The current teacher workforce crisis requires mobilizing around intentional strategies to meet these urgent sector needs. California Community College prepare 85% of the early childhood education (ECE) workforce in California and over 60% of current K-12 credential teacher applicants attended a California Community College. These statistics reinforce the fact that we are the workforce preparation engine for this sector and as such, need an organized response to addressing our state's teacher workforce crisis. This proposal seeks funding to support the creation a CCC Teacher Preparation Program to strengthen college-level teacher preparation programs within the CCC system and to assist California in meeting

the significant workforce needs in the areas of early care and education, transitional kindergarten, after-school, special education, bilingual education, and STEM areas. Funding will be used for technical assistance providers, work-based learning in teacher preparation programs, and development of dual enrollment and transfer pathways in these fields. The goal of this proposal is to strengthen, scale, and align the community college role in diversifying the teacher workforce and meeting workforce demands in education throughout California.

Platform for Digital Innovation | Common Enterprise Resource Planning (Common ERP)

(\$92M ongoing, \$300M one-time)

While many of our system reforms are interconnected, each district is left to their own devices when it comes to implementing technology reforms, each making different decisions about how to structure data, how to leverage existing systems, how to introduce new technology, etc. creating enormous inefficiencies and multiplying the opportunity for error in development and submission of all reporting. To date, all districts have independently selected and operated their own administrative systems that collect, store, and manage student and campus data; this data is provided months after the end of the term or academic year to perform these ongoing analyses. Historically, the collection has been slow, sometimes non-uniform, and suffered from both omission of data and noncompliance. Aside from the regulation-required analysis represented by MIS or 320 reports, the decentralization of administrative systems precludes real-time data-driven decision-making at the CCCCCO; contributes to the inability to answer reasonable questions from the Board of Governors, legislators, or the Governor's administration; and lends the appearance that the CCC system overall does not have a grasp on the cybersecurity or fraud protection elements required by ED 70901(b) (2) and (3).

Importantly, the *Vision for Success* embraced the notion that it will take interconnected reforms to achieve bold student-centered goals, and yet the technological underpinning is such that the state leader and the CCCCCO do not have access to timely or consistent data across the 73 districts, the 73 districts themselves are forced to fit the reforms into their specific technology environment, and the students are left with a fractured student experience that remains district-centric rather than student-centric.

This proposed 2024-25 request would seek one-time and ongoing funding to centrally operate the Platform for Digital Transformation. The Platform would support: 1)

enhanced systemwide information security and increased support for intercollege enrollment and employment; 2) real-time, actionable data to drive continuous improvement and information-based intervention; and 3) district and system level institutional resilience. This project would extend the domain of centralized and standardized technology applications to the administrative systems that handle student enrollments, human resources, finance, and financial aid by moving the system in its entirety from a collection of aging and unconnected on-premise systems to a singular cloud-based software as a service (SaaS) system that is locally configurable yet centrally managed and free of today's burdensome accumulated technical debt. For districts, systemwide integration would provide real opportunities to improve outcomes and completion, supporting fiscal health and resilience.

Modernize Grant Tracking Accountability Platforms

(\$900,000 ongoing)

The NOVA platform was initiated in 2016 to track plans, outcomes, and funding for the Strong Workforce Program. Since then, NOVA has expanded to include additional programs such as Adult Education, Perkins, Nursing, Guided Pathways, and Apprenticeship. Now, NOVA supports over two dozen Chancellor's Office programs across divisions. Currently, funding for NOVA comes through a variety of grant set-asides and has largely relied on professional services vendors. State operations budget and staffing has been insufficient to establish the necessary structure to effectively support and operate the NOVA system in-house. Efforts to address ongoing and increasing challenges include transfer of management of the NOVA platform to the Digital Innovation and Infrastructure (DII) Division to increase agency oversight of NOVA to align with State of California standards for information systems. Simultaneously, the Chancellor's Office has begun investing in reusable functionality and self-service tools to reduce development costs and over-reliance on the development vendor for basic changes. This proposal requests \$963,000 in ongoing General Funds to support five additional staff within the Chancellor's Office. By bringing the system into Chancellor's Office control, the agency will achieve improved compliance with State of California regulations for information systems, improved oversight and responsiveness to business needs, and overall cost savings to the state compared to the vendor-hosted and operated scenario currently in place. This proposal could generate cost savings in future years of between \$800,000 and \$1.2 million annually compared to the current operational approach.

2023-24 LEGISLATIVE REQUEST

The legislative portion of the 2023-24 System Budget and Legislative Request is focused on closing equity gaps and ensuring that students can afford the total cost of attending and succeeding in college. Thanks to the courageous leadership and advocacy of California Community Colleges student leadership, the Board of Governors, and our allies, and the partnership of the California Student Aid Commission, the 2022-23 State Budget enacted a new “Cal Grant Equity Framework” that will provide equitable access to State financial aid for all community college students for the first time.

This year’s legislative proposals also aim to address the total cost of attendance, for specific populations of students too often overlooked by large-scale, expansive efforts – student leaders serving at the system office level, and undocumented adult learner students seeking to transfer to a four-year university and earn a bachelor’s degree.

Provide Sufficient Cost of Attendance Coverage for Student Board of Governors Members

Student members of the Board of Governors receive no compensation for their service, other than a modest per diem and coverage of travel and other expenses. This often forces student Board members to work multiple jobs to support their total cost of attendance, requiring them to balance their academic studies, work, and their service to the State and their fellow students as a Board of Governors member. In order to ensure that student Board members can focus on their studies and their Board service, this proposal would automatically award them a Student Success and Completion Grant (SSCG) for the duration of their service on the Board.

The SSCG, established in the 2017-18 budget, is a supplemental financial aid program designed to support community college students who can attend full time. Students already receiving a Cal Grant B are eligible, as of the enactment of the 2022-23 state budget, for additional aid of up to \$8,000 per year if they are taking 15 units or more. This proposal would remove those eligibility provisions for student Board of Governors members, automatically providing them with the award in lieu of compensation for their service to the State of California and their fellow students as Board members.

Expand Eligibility for AB 540 Nonresident Tuition Exemption

In the more than 20 years since its passage, Assembly Bill 540 has successfully expanded opportunities for a college education and reduced opportunity gaps among the 72,000 undocumented students attending a California community college by removing the burden of out-of-state tuition. However, a key equity gap remains in place. Adult Dreamer students seeking to transfer from a community college to a four-year institution must have three combined years of prior high school or college experience earned in California, which forces many undocumented students to attend community college for a third, superfluous year even after they have earned the units they need to transfer.

Senate Bill 1141 (Limón, 2022), sponsored by the Chancellor's Office, addressed one component of the inequities that remain for AB 540 students, by allowing the third required year to be taken as credit courses, rather than noncredit, as has long been the case. However, in order to fulfill the goals of the Vision for Success and the Roadmap of reducing excess unit accumulation and increasing time to completion, this proposal would provide that a community college student who has completed 60 units or earned an Associate Degree for Transfer is automatically eligible for the AB 540 nonresident tuition exemption when they transfer to a four-year university.

Modernize workforce education programs to meet the needs of the 21st-century economy

The Economic and Workforce Development (EWD) program was established in the 1990s, and although the program has been renewed several times since then, the core language has not been updated in nearly 30 years. This proposal would generally recast and revise the provisions governing the EWD program and remove the sunset date. The reauthorization would integrate the lessons learned from prior program models and emphasize regional collaboration, coordination, and innovation necessary to support a student centered approach that expands work-based learning for students. The reauthorization would streamline the statute, place greater emphasis on key data collection that aligns with *Vision for Success* goals and metrics, and eliminate references to outdated programs since the introduction of the Strong Workforce program.

The purpose of this proposal is to update the legislative language for the Economic and Workforce Development (EWD) program. Assembly Bill 183 (Statutes of 2022) extended operation of the program by two years to be repealed on January 1, 2025. The updated legislative language would increase the focus on student success as advances are made for California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.