



Credit for Prior Learning Workplan

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Across California, millions of adults—veterans, working professionals, apprentices, caregivers, first responders, and rising scholars—carry college-level knowledge gained through experience, service, and training. Yet, too few have access to the formal credit that can accelerate their path to a degree or career advancement. Vision 2030 calls for bold action to close this gap, expanding college access, completion, and economic mobility by scaling Credit for Prior Learning (CPL) opportunities statewide.

While the California Community Colleges Chancellor’s Office is setting a clear direction and providing critical support in the form of infrastructure, policy, and technical assistance, the real transformation will happen through local leadership and implementation. This work plan reflects our shared commitment to expanding access and honoring the lived experience of learners throughout California.

The Vision 2030: Credit for Prior Learning Workplan activities will contribute to accomplishing the following Vision 2030 actions:

Action 1a: Scale Credit for Prior Learning opportunities with a focus on military service, apprenticeships, and technical industry certifications, including service corps programs.

Action 5: Provide flexible course scheduling and credit for prior learning opportunities to optimize working learners’ abilities to reach their educational goals in an efficient timeline.

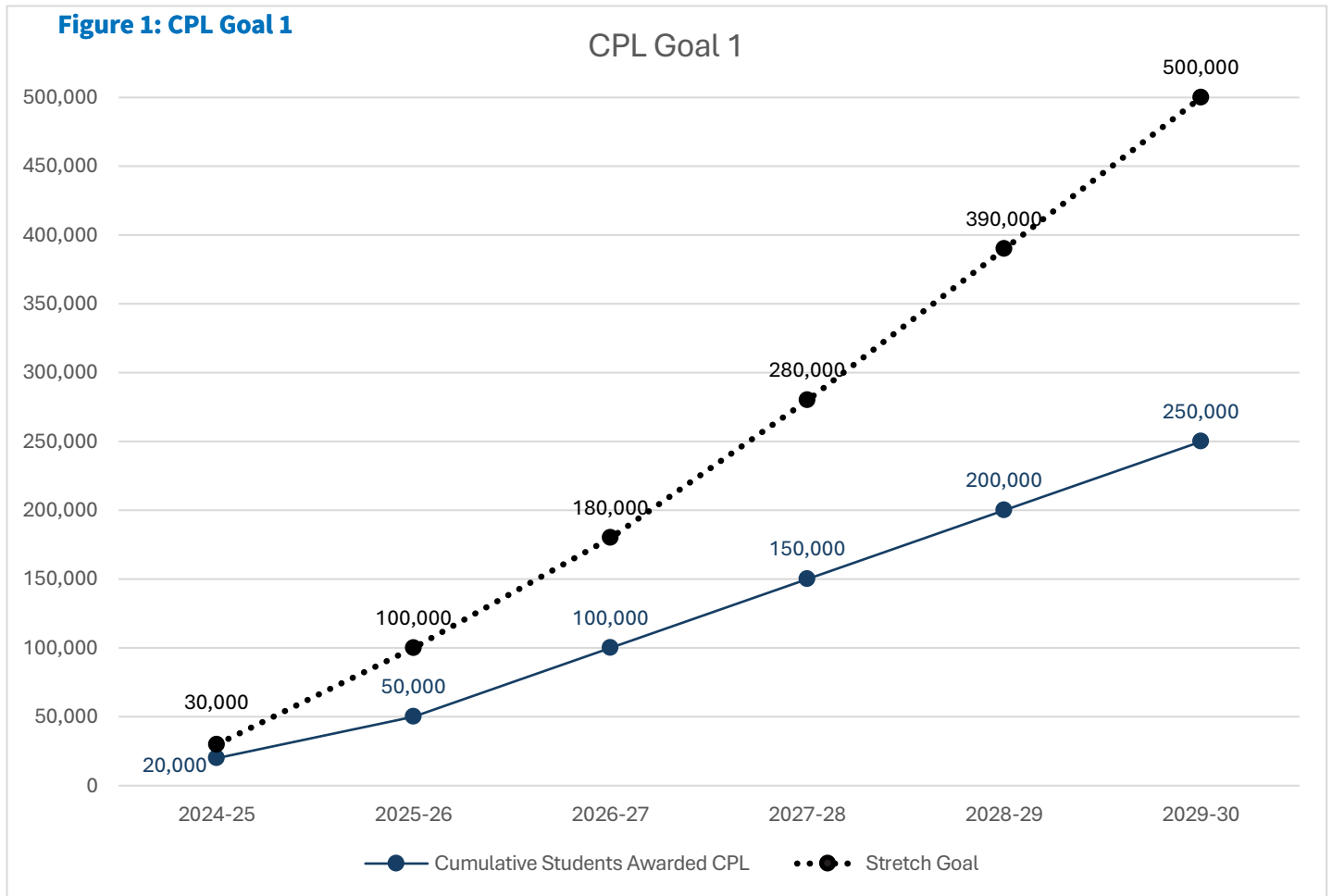
The Vision 2030: Credit for Prior Learning Workplan additionally aims to achieve three [Credit for Prior Learning Goals](#):

CPL Goal 1: Expand Equitable Access and Boost Student Success Through CPL. By 2030, provide meaningful Credit for Prior Learning opportunities to at least 250,000 Californians, including:

- 220,000 working adults and apprentices, and
- 30,000 veterans and military-connected learners.

This goal advances Vision 2030’s call to re-engage adult learners, accelerate time-to-degree, and ensure that prior experience is recognized as a valuable asset in postsecondary pathways.

Figure 1: CPL Goal 1



CPL Goal 2: Build a Unified, Interoperable, and Student-Centered CPL System. By 2030, design and implement a statewide CPL ecosystem that:

- Embeds CPL into student outreach, onboarding, and advising;
- Integrates CPL with related platforms, including educational planning, student records, and Guided Pathways systems;
- Enables comprehensive CPL data tracking and reporting to monitor equity, effectiveness, and impact.

This goal supports systemwide consistency, transparency, and accountability, ensuring CPL is embedded across the student journey and scalable for all 116 colleges.

CPL Goal 3: Establish Sustainable CPL Policies, Resources, and Professional Learning. By 2030, create a sustainable policy and practice environment for CPL by:

- Adopting clear, faculty-driven CPL policies aligned with systemwide standards;
- Investing in ongoing professional development for faculty, staff, and administrators;
- Supporting scalable tools, repositories, and partnerships to promote replication and continuous improvement.

This goal ensures CPL is not a one-time project, but a long-term, integrated commitment to recognizing learning in all its forms.

CONNECTING ACTIONS AND CPL GOALS TO ACTIVITIES

The following activities in this workplan are designed to bring these Actions and CPL Goals to life—through targeted projects, AI-enhanced tools, cross-sector partnerships, professional development, and a data infrastructure that supports learning, equity, and innovation at scale.

ACTIVITY 1: BUILD AI-ENHANCED CREDIT FOR PRIOR LEARNING INFRASTRUCTURE

To accelerate and scale Credit for Prior Learning (CPL) across the California Community Colleges system, the Chancellor’s Office will develop and deploy AI-enhanced infrastructure that simplifies and expands access to CPL for students, faculty, and colleges. This technology will be designed to:

- Streamline and automate CPL workflows, from credential-matching to faculty review and approval;
- Integrate with existing student-facing systems, including CCCApply, MyPath, educational planning tools, and Guided Pathways-related platforms;
- Ensure equity, consistency, and transparency in CPL decisions across colleges and regions.

Key components of this effort will include:

- An AI-enabled CPL Student Portal or platform that allows students to search for, match with, and request CPL for eligible experiences—serving at least 20,000 students annually;
- A CPL Credential Registry that includes at least 250 validated credentials, mapped to CCC courses and programs, enabling students and counselors to clearly identify credit-worthy industry certifications, military training, and other prior learning;
- AI tools for faculty and counselors to review, approve, and guide CPL requests with efficiency;
- Interoperability with digital learner records, including the Career Passport and student information systems, ensuring CPL is seamlessly recognized and applied.

This activity supports Vision 2030’s call to increase access, accelerate completion, and align education with real-world outcomes—especially for working adults, veterans, apprentices, and learners with prior training and life experience. By building an intelligent, student-centered infrastructure, California’s community colleges can meet students where they are—digitally and experientially—and help them translate prior learning into progress toward degrees, credentials, and careers.

Outcome: This activity drives Vision 2030 Actions 1a and 5 and CPL Goals 2 and 3.

ACTIVITY 2: CONVENE FACULTY-INDUSTRY WORKGROUPS TO DEVELOP CREDIT RECOMMENDATIONS, VALIDATE SKILLS, AND BUILD COMMON COURSE CROSSWALKS

To scale Credit for Prior Learning (CPL) with academic integrity and workforce relevance, the Chancellor’s Office—in partnership with the Academic Senate for California Community Colleges—will convene at least 40 faculty-industry workgroups. These cross-sector teams will:

- Generate 1,000 statewide CPL credit recommendations aligned with discipline standards and labor market needs;
- Validate and document skills associated with at least 250 college courses and corresponding prior learning experiences, including military, apprenticeship, licensure, and workplace training;
- Create at least 250 common course crosswalk descriptors to support consistent and equitable credit awarding across colleges.

Each workgroup will bring together faculty subject matter experts and industry practitioners to ensure that CPL credit is both academically rigorous and aligned with real-world competencies. This collaborative approach will:

- Standardize CPL processes statewide while preserving local faculty oversight;
- Promote equitable recognition of prior learning across institutions and regions;
- Accelerate credit portability, especially for learners engaged in career education and high-demand sectors;
- Serve as a catalyst for faculty engagement, academic integrity, and workforce relevance;
- Enable colleges to use CPL as a strategic outreach and equity tool, particularly for veterans, working adults, apprentices, and system-impacted learners.

These workgroups will also inform the development of systemwide CPL repositories, program maps, and the Career Passport, providing ongoing value beyond their initial output.

Outcome: This activity drives Vision 2030 Actions 1a and 5 and CPL Goal 1.

ACTIVITY 3: BUILD ROBUST CREDIT FOR PRIOR LEARNING DATA INFRASTRUCTURE FOR EQUITY AND IMPACT

To measure, strengthen, and scale the impact of Credit for Prior Learning (CPL), the Chancellor's Office will develop a robust CPL data infrastructure that ensures transparency, consistency, and systemwide learning. This work includes:

- Finalizing CPL MIS codes and reporting standards for consistent local data entry and statewide tracking;
- Defining and implementing key performance indicators that measure CPL's impact on student access, completion, time-to-degree, cost savings, and wage outcomes;
- Ensuring that CPL units awarded are clearly and accurately reflected on student records, transcripts, and Chancellor's Office datasets;
- Providing colleges with dashboards and reports to monitor CPL trends, equity gaps, and areas for expansion;
- Recognizing and reporting college-level performance and innovation in CPL adoption and student outcomes.

By institutionalizing CPL data practices, this activity will:

- Empower colleges to make data-informed decisions about CPL expansion and process improvement;
- Ensure that CPL progress is visible, measurable, and tied to student success.

Outcome: This activity drives Vision 2030 Actions 1a and 5 and CPL Goal 2.

ACTIVITY 4: COORDINATE CPL SPRINTS, TARGETED PROJECTS, PROFESSIONAL LEARNING, AND STRATEGIC PARTNERSHIPS

To accelerate and expand Credit for Prior Learning (CPL) across diverse learner groups and sectors, the Chancellor's Office will lead a coordinated statewide effort that activates colleges, communities, and industry partners through focused CPL Sprints, equity-driven demonstration projects, faculty and staff development, and strategic partnerships. This work will:

- Target high-impact populations with 15 CPL Projects
- Design and implement at least 15 CPL demonstration projects that center the needs and experiences of underrepresented learners, including:
 - Veterans and military-connected students
 - Apprentices and journey-level workers
 - First responders and allied health professionals
 - Rising scholars (formerly incarcerated or justice-involved students)
 - Noncredit, adult education, and workforce training participants
 - Individuals with professional licensure, certifications, or employer-recognized training

These projects will build replicable models for CPL outreach, assessment, and credit transcription tailored to community needs.

Respond Rapidly to Emerging CPL Opportunities. Deploy a CPL Rapid Response Team to support colleges in developing CPL options for emerging industries, economic recovery efforts, and local/regional workforce demands. This team will provide hands-on guidance for aligning prior learning with high-demand programs and credentials.

Provide Professional Development and Technical Assistance. Deliver local, regional, and statewide training on effective CPL policies, faculty-led assessment, crosswalk development, and implementation practices. Professional development will be co-created with the Academic Senate, regional consortia, and key partners to ensure alignment with academic standards and labor market realities.

Build and Strengthen 20+ Strategic Partnerships. Establish at least 20 new or expanded partnerships with:

- Industry associations and employers
- State agencies and licensing boards
- Labor unions and apprenticeship programs
- Public and private institutions across education segments

These partnerships will fuel crosswalk development, credential validation, and sustained CPL adoption across sectors.

Outcome: This activity drives Vision 2030 Actions 1a and 5 and CPL Goal 1.

CONCLUSION: RECOGNIZING LEARNING, REALIZING POTENTIAL

The Vision 2030: Credit for Prior Learning Workplan reflects a bold, equity-centered commitment to transforming how learning is recognized across California. By meeting learners where they are—honoring military training, industry credentials, work-based learning, and lived experience—this plan positions the California Community Colleges to unlock potential at scale.

With baseline targets to serve 250,000 Californians and stretch goals reaching 500,000, this workplan lays the groundwork for an integrated, AI-enhanced, and faculty-led CPL system that is inclusive, rigorous, and actionable. It brings together infrastructure, data, partnerships, and professional development to create a future where:

- Every student can clearly see a path from prior learning to college credit;
- Every college has the tools, policy guidance, and training to implement CPL equitably and effectively;
- Every region benefits from partnerships that align education with workforce needs and economic opportunity.

Whether we reach our baseline or stretch goals, success will be measured by the real impact on students: the veteran who completes a degree faster, the apprentice who earns credit for years of experience, the adult learner who sees their path forward clearly for the first time.