

Lessons from the California Community Colleges

State Policy and Funding Levers to Drive Change

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California Community Colleges Snapshot



Challenges Facing California Community Colleges



Most students never complete. California's higher education system is not producing enough graduates to meet workforce needs.



Students who reach a defined educational goal take a long time, accumulating excess credits.



Older and working students are often left behind in the system, lacking services and financial aid that suit their needs.



More expensive—both to students and taxpayers—because of time-to-completion and lack of financial aid to cover students' living expenses.



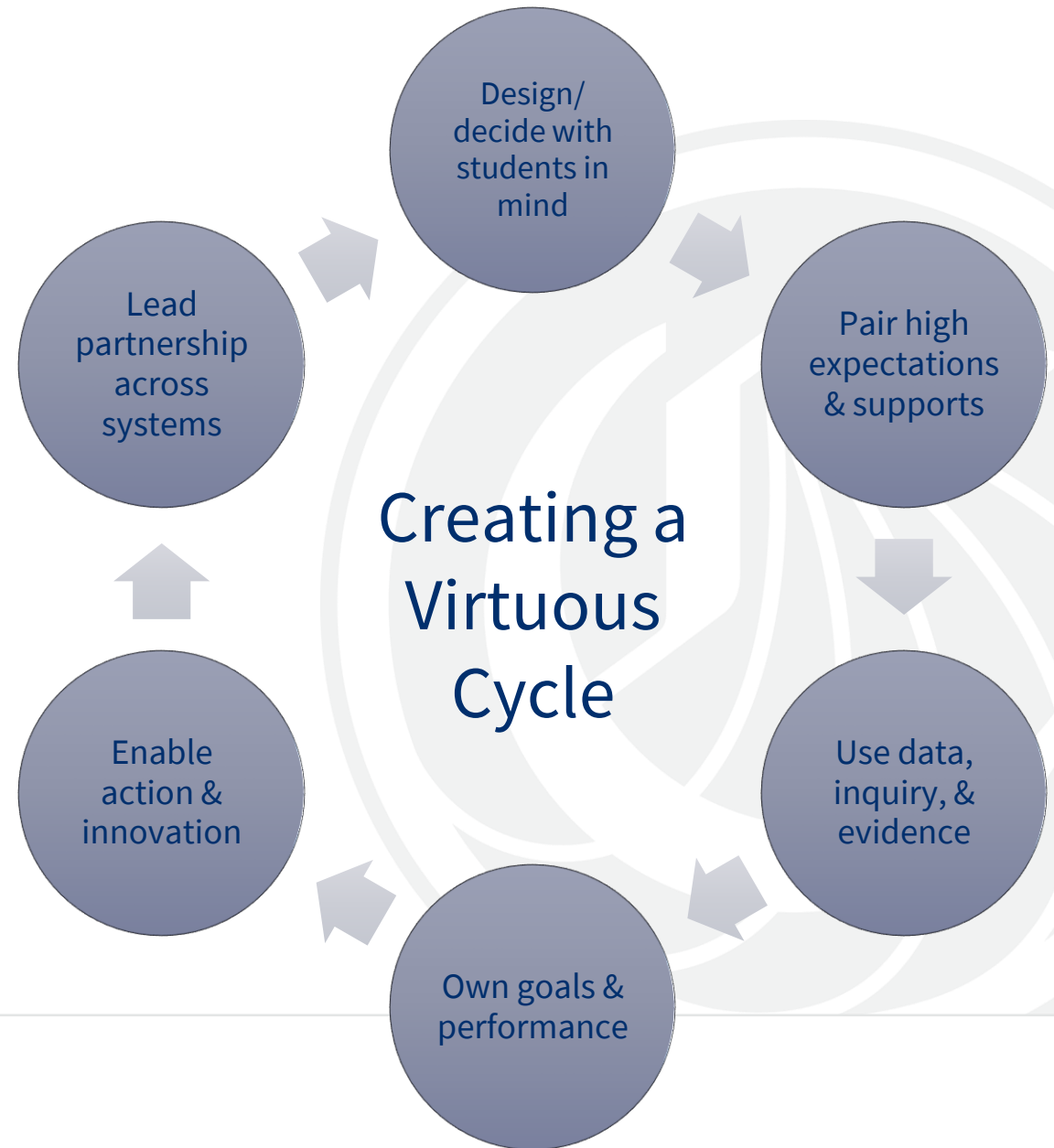
Serious and stubborn achievement gaps persist across the CCCs and high-need regions of the state are not served equitably.



Vision for Success

Goals

- ↑ credential attainment by 20%
- ↑ transfer by 35% to UC and CSU
- ↓ unit obtainment for a degree
- ↑ employment for CE students
- ↓ and erase equity gaps
- ↓ regional gaps



ALIGNED RESOURCES AND PROGRAMS TO PUT STUDENTS FIRST

THE WHY

Our Students and Communities



THE WHAT

Vision for Success

Increase certificates and degrees

Increase transfer to CSU and UC

Decrease units to complete

Increase employment in field of study

Close equity gaps

Close regional achievement gaps

GOALS

THE HOW

Guided Pathways

Clarify the path

Enter the path

Stay on the path

Ensure students are learning

PILLARS

THE TOOLS

System-level Support

Developmental Ed. Reform (AB 705)

California Promise (AB 19)

Associate Degrees for Transfer

Regulatory Reform

Student Centered Funding Formula

Guided Pathways allocations

Student Equity and Achievement Program

Student Success Metrics

Vision Resource Center

Investment in staff and faculty

Regional support strategy

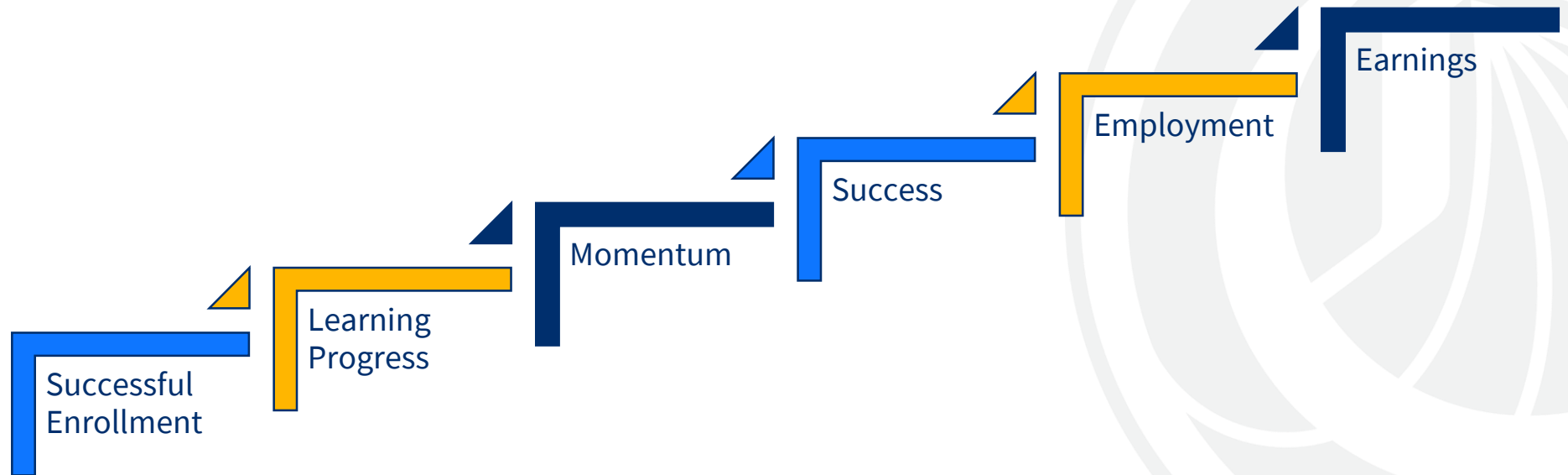
Local Board goals (AB 1809)

PROGRAM ALIGNMENT AND SUPPORT

FISCAL REFORM

POLICY CONNECTIONS

Six Major Progression Steps



Student Success Metrics

Student Types Based on Goals

Adult Ed/ESL

- Improve basic skills in English, reading, or math
- Complete credits for high school diploma or GED
- Move from noncredit to credit

Short-Term Career Ed

- Discover/formulate interests, plans, goals
- Prepare for a new career
- Advance in current job/career
- Maintain certificate/license
- Earn a career technical certificate without transfer

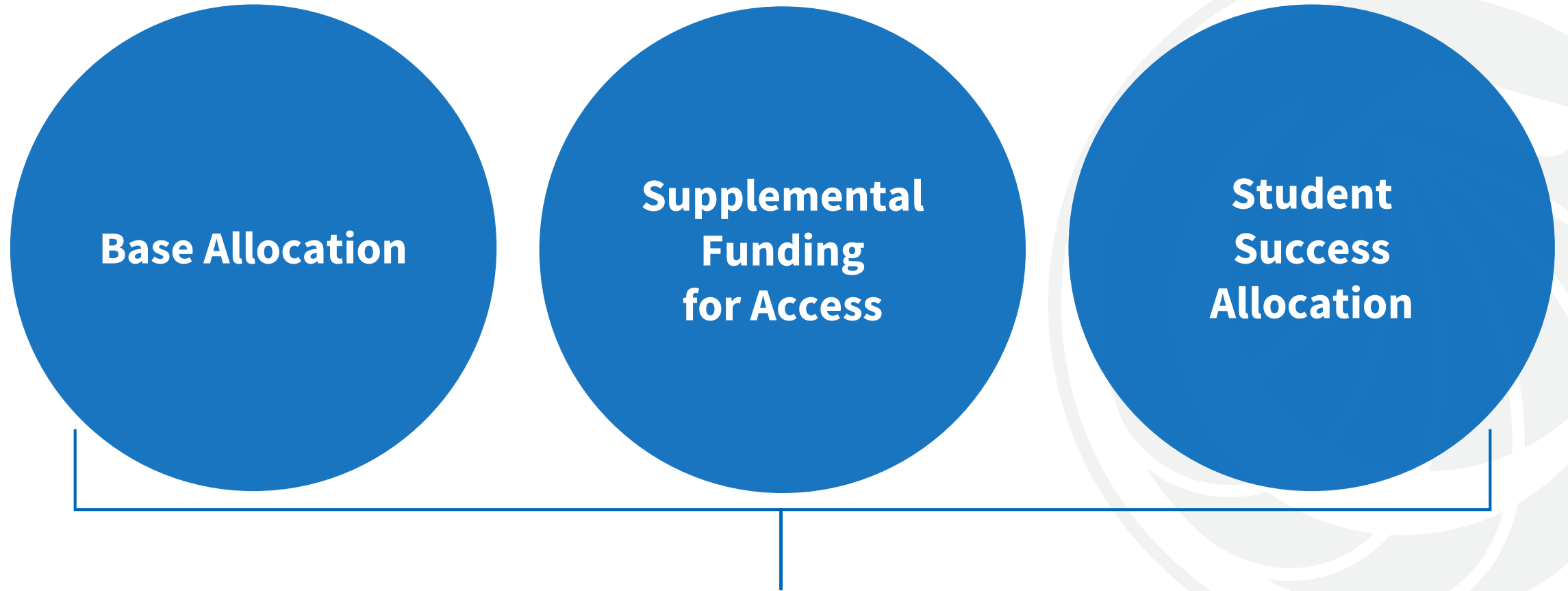
Degree/Transfer

- Obtain an associate degree and transfer to baccalaureate granting institution
- Transfer to a baccalaureate granting institution with an associate degrees
- Obtain an associate degree without transfer

Undecided/Other

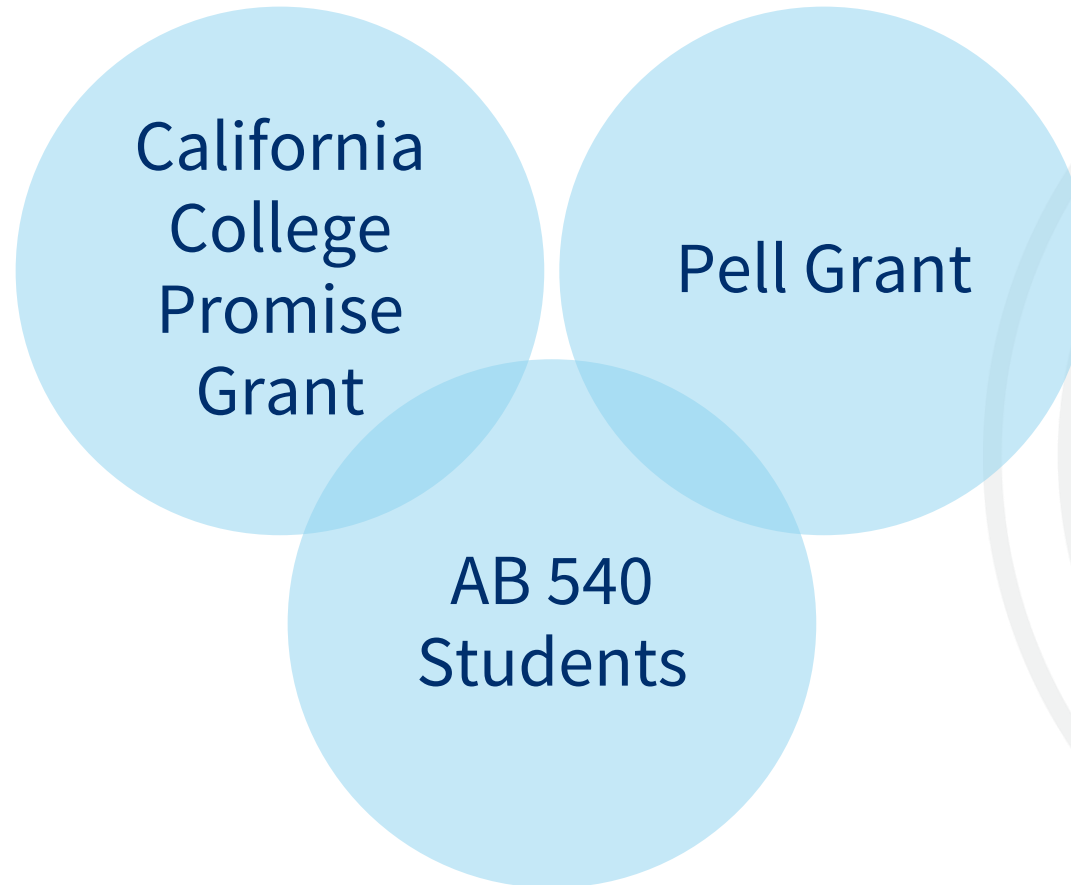
- Undecided Goal
- Pursue educational development
- University/4-year college student taking courses to meet requirements
- No goal data

Student Centered Funding Formula



Phase-In/Hold Harmless

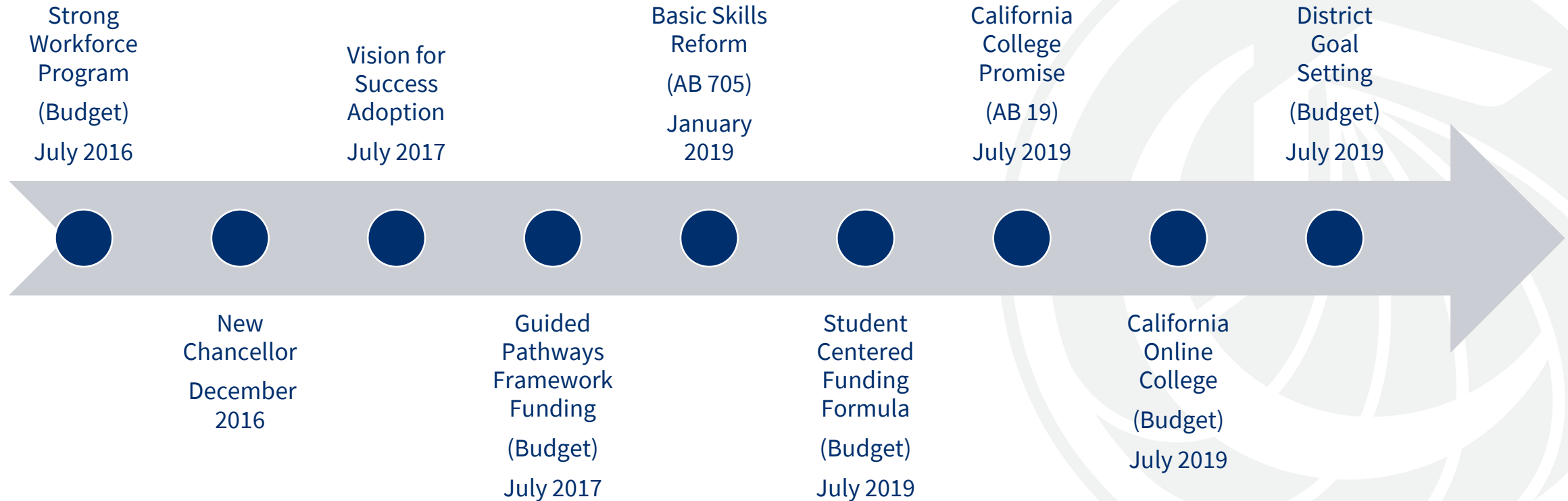
Supplemental Funding for Access



Supplemental Funding for Success Allocation

Success Metric	Point Value	+ Points Promise Grant	+ Points Pell Grant
Completion of transfer math/English in year 1	2	2	3
Completion of 9+ CTE units	1	1	1.5
Associate degree/Baccalaureate degree	3	3	4.5
Associate degree for transfer	4	4	6
Credit certificates requiring 16+ units	2	2	3
Transfer to a 4-year institution	1.5	1.5	2.25
Attainment of regional living wage	1	1	1.5

Timeline of State-Level Reform



The Big Picture

“These changes may feel overwhelming in number, scope and pace. Viewed one way, they can be seen as a series of unconnected initiatives that need to be separately implemented... I urge us all to take a broader view – these reforms are all connected to and depend on, one another. It is only when taken together, that they truly form the fabric of transformational change intended to improve student outcomes as envisioned in the Vision for Success.”

– Chancellor Eloy Ortiz Oakley