CALIFORNIA LEGISLATURE

SENATE BUDGET AND FISCAL REVIEW SUBCOMMITTEE NO. 1 ON EDUCATION AND SENATE COMMITTEE ON EDUCATION

JOINT HEARING

Update and Review of Calbright College

SENATE BUDGET & FISCAL REVIEW SUBCOMMITTEE #1 ON EDUCATION

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FEBRUARY 13, 2020 ▪ 9:30 AM
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Calbright Learner Highlights

Calbright Learner Highlights

Number Highlights: October 1, 2019–January 1, 2020

Learner Path

2625 Applications Started

3262 Support Chats with Concierge

1412 Completed Applications

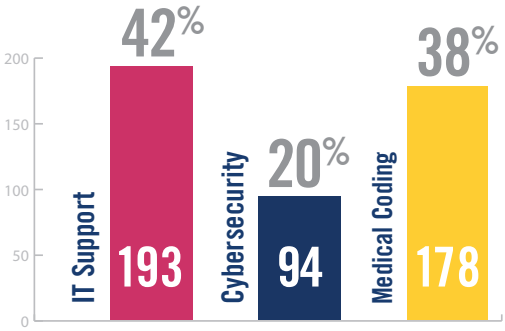
651 Completed Orientation

465 Completed Ed Plan

449 Enrolled in Essentials

20 Enrolled in Program Pathway

- IT Support: 7
- Cybersecurity: 5
- Medical Coding: 8



Program Selection

Upon completion of Essentials, Leaners enroll in IT Support, Cybersecurity or Medical Coding.

32 Chromebooks Needed

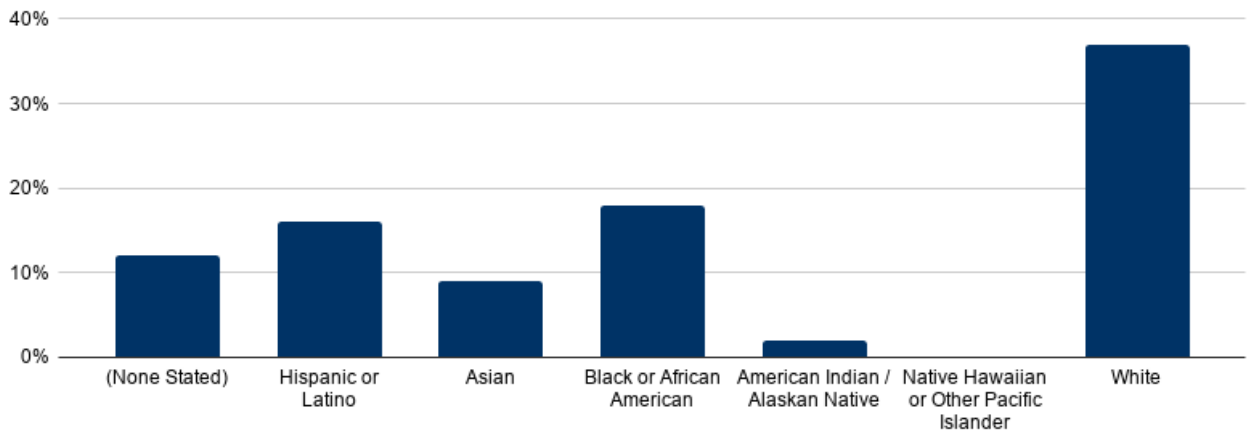
19 MiFis Needed

Our first Chromebook and MiFi numbers are likely an under representation of total need. While a fix is imminent, only learners with access to a computer can complete the application.

CALBRIGHT COLLEGE

Calbright Learner Highlights

Percent of Enrolled Learners Who Identify as the Following



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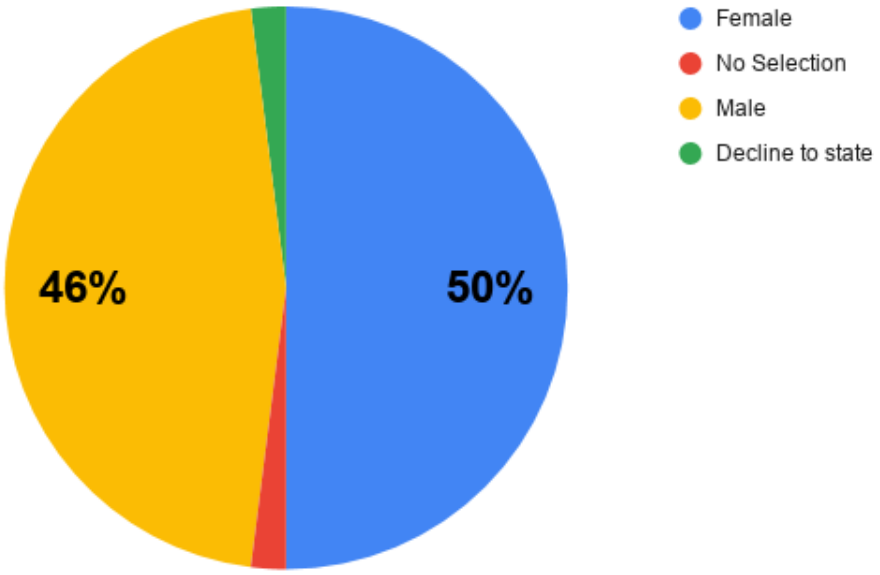
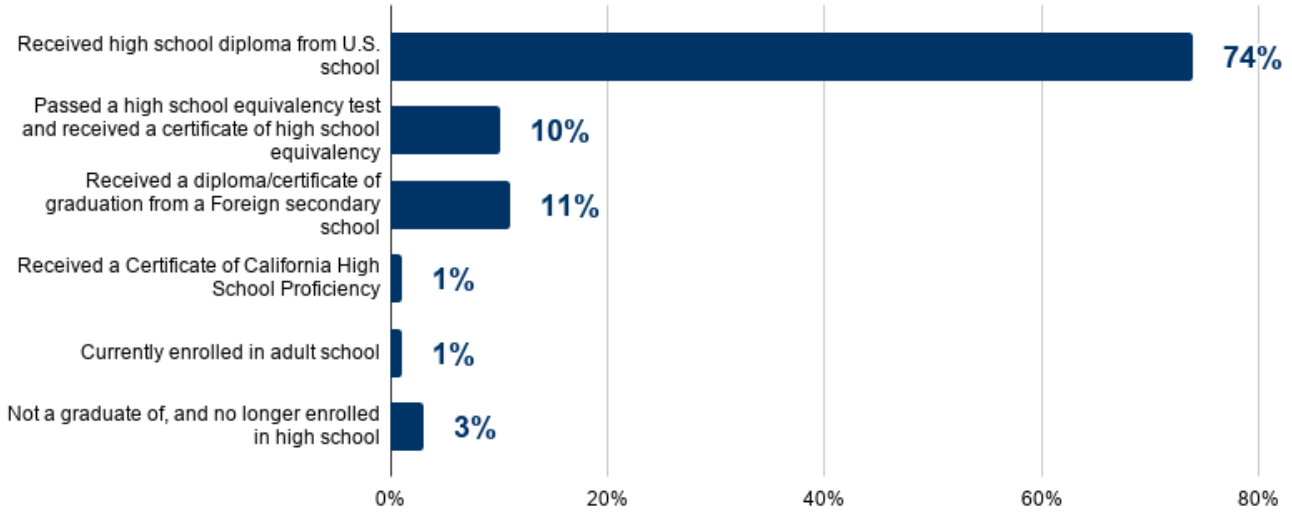


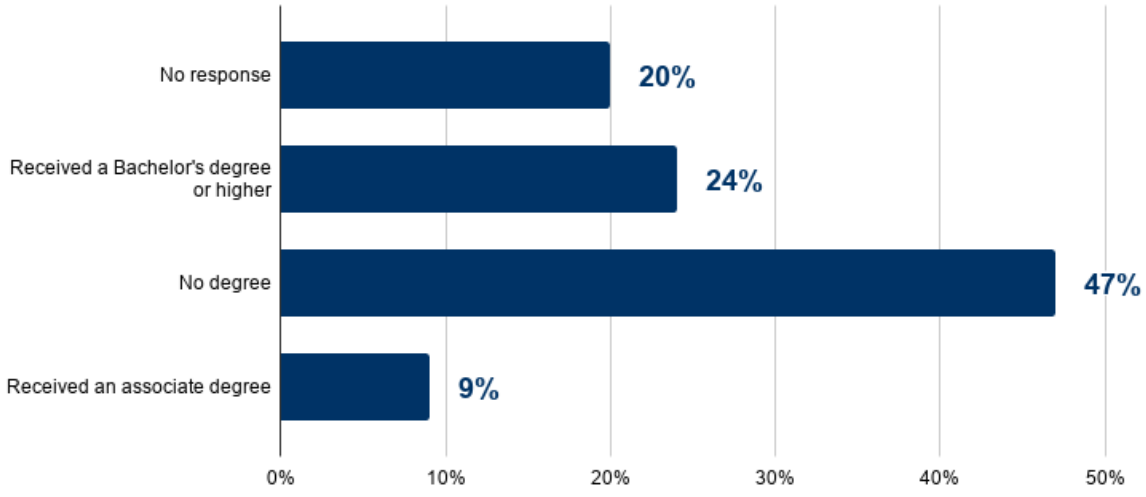
CALBRIGHT COLLEGE

Calbright Learner Highlights

Education Level of Enrollees: Highest High School Level



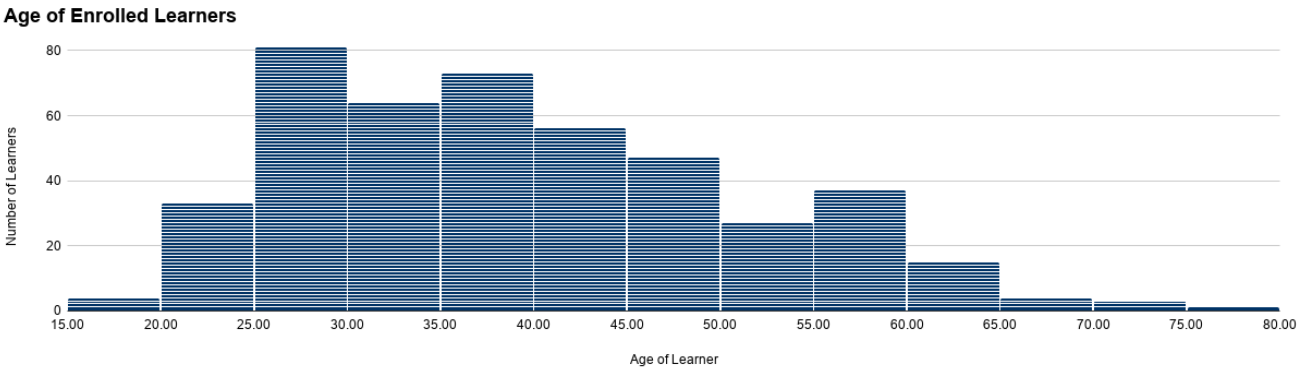
Education Level of Enrollees: Highest College Level



CALBRIGHT COLLEGE

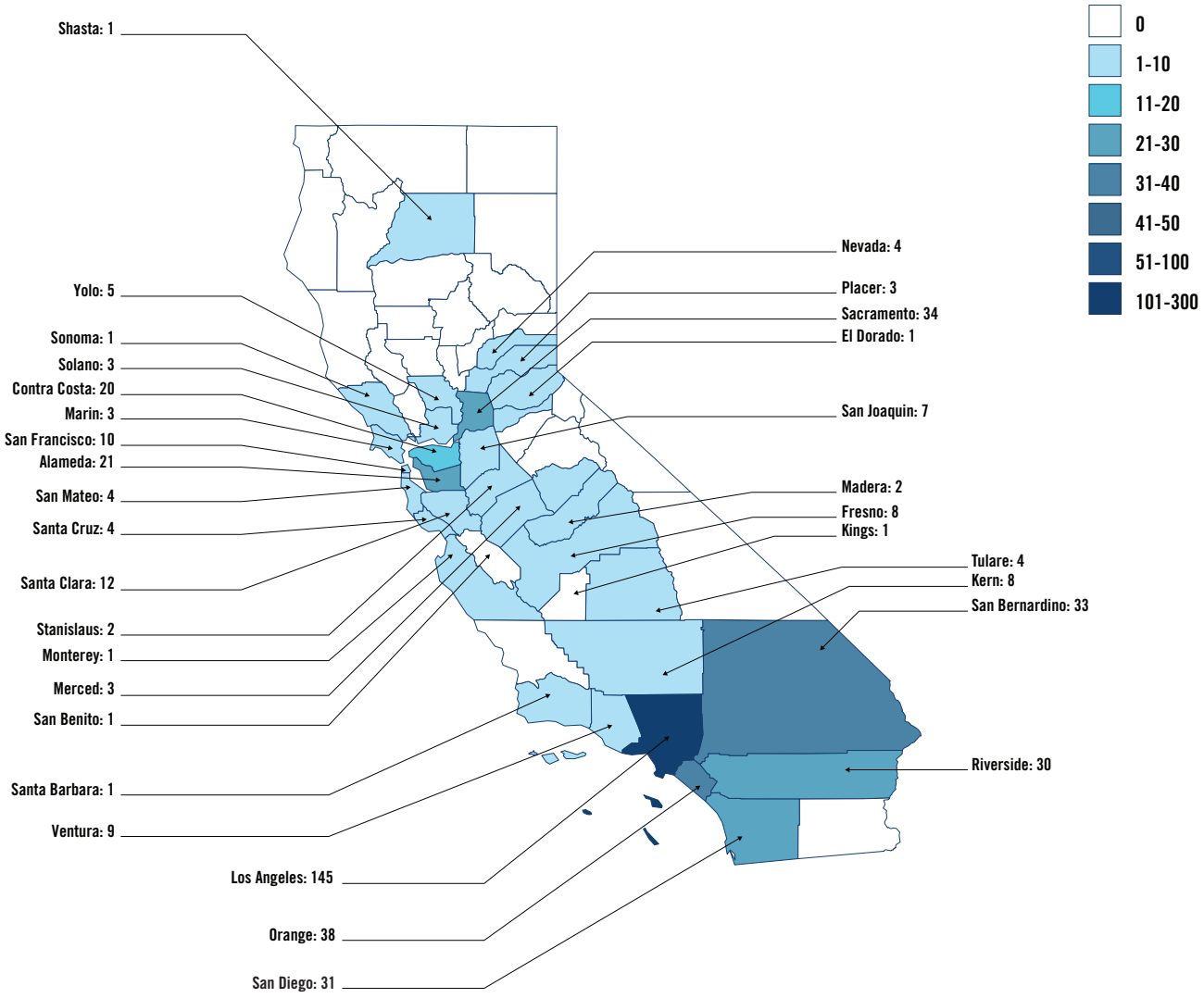
Calbright Learner Highlights

Age of Enrollees



Calbright Learner Highlights

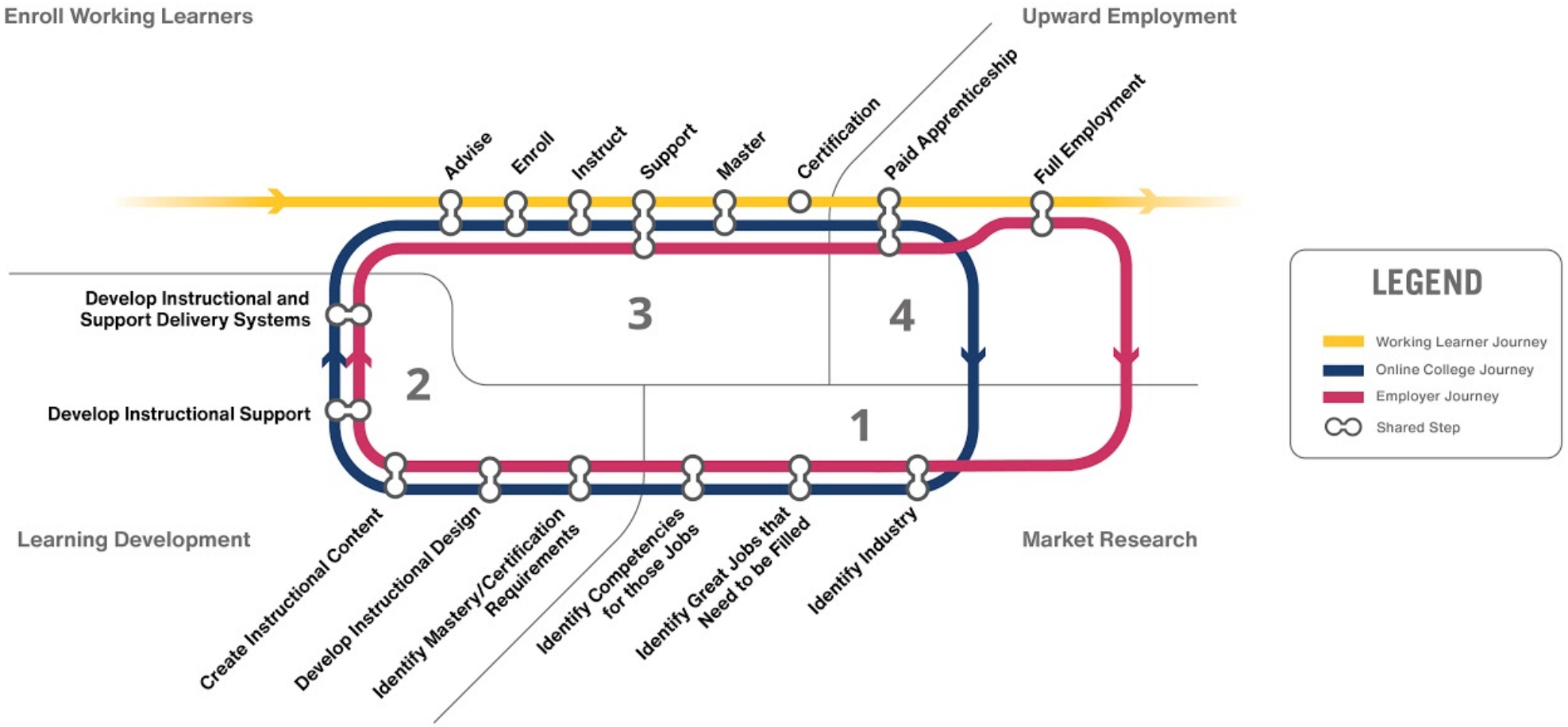
Enrollees by County



CALBRIGHT COLLEGE

The Calbright Program Model

CALBRIGHT COLLEGE: HOW IT WORKS



CALBRIGHT COLLEGE

Calbright College Milestone Report

CALBRIGHT
COLLEGE

MILESTONE REPORT

California Education Code § 75009 (2018)

Submitted by:

Heather Hiles
President & CEO of Calbright College

and

Thomas Epstein
President of the Board of Trustees
California Online Community College District
d|b|a Calbright College

August 1, 2019

California Community Colleges | Online Community College District

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EXECUTIVE SUMMARY

When the legislation that created the California Online Community College District — now Calbright College — was signed into law one year ago, it included a number of performance milestones and associated deadlines. The first of those deadlines, July 1, 2019, included a broad range of deliverables in Education Code 75009 that we are pleased to report have been met.

Most importantly, the work to bring to life the vision embedded in the legislation that created the College remains ever present for us: **to lift up the lives of California's stranded and abandoned workers, and to introduce great companies to a whole new pipeline of qualified, motivated, and dedicated future employees.**

Though much remains to be done to bring California's first statewide online community college to life, we are proud of the progress made in our first year. Significant work has been done to build out the leadership and infrastructure of the new organization, even while comprehensive program planning, budgeting, business planning, and strategy work has taken place.

Uniquely, Calbright College has designed an outreach and support model that engages working adults from pre-registration and enrollment all the way through to post-employment. While we are all about filling great jobs at great companies with great people, we also believe that we can break the cycle of poverty through our training programs and learner success models.

In accordance with our founding legislation, Calbright career training and development programs are "Competency-Based Education / Direct Assessment" that enables working adult learners to progress at their own pace, and which is tracked based on clock hours. Direct Assessment is a type of Competency-Based Education (CBE). In contrast with other forms of CBE, it is defined as a subset of CBE that is not based on semesters (or academic terms). The Direct Assessment approach thus disregards conventional courses and bases both the evaluation of learner achievement and the award of a degree or credential **solely on the demonstration of mastery of required job competencies.**

A careful examination of existing programs in the California Community College system has ensured that these programs are not duplicative of others offered in the system. **This non-duplicative design is based on the Competency-Based Education / Direct**

Assessment regulations that do not currently exist in California Education Code but are defined in the Code of Federal regulations (34 CFR § 668.10). It is also important to note that 5 CCR § 55002.5 (d) states: "For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of 34 Code of Federal Regulations part 600.2." **This stipulation makes our programs unique and non-duplicative as no other California regulations make this provision.**

Additionally, learners are awarded a certificate based on the completion of assessments that demonstrate mastery of industry-defined competencies. These competencies define the learner and program learning outcomes, and do not include additional coursework and components as defined in a traditional model. Unlike brick-and-mortar and converted online courses as defined in Distance Education regulations, **these CBE Direct Assessment Program Pathways lead directly to industry certifications, apprenticeships, and employment with schedules and progressions determined by the learner on a self-paced schedule that complements their personal, family, and work schedules.**

This is a new and innovative approach to meeting the needs of California's stranded workers **without being duplicative of existing programs**, and contributes to the economic resiliency of the State and its diverse residents.

Significant progress has been made toward the goal of achieving accreditation for Calbright. Outreach to regional and national accreditors has been productive and resulted in a clear strategy and path for achieving this important milestone as soon as possible. Based on founding legislation and California's Education Code, we must and shall pursue accreditation with the Accrediting Commission of Community and Junior Colleges (ACCJC), which requires, in part, that we offer an Associate degree. As a result, we have also proposed an Associate in General Studies (AGS) degree, which is a novel and completely unique Associate degree in California.

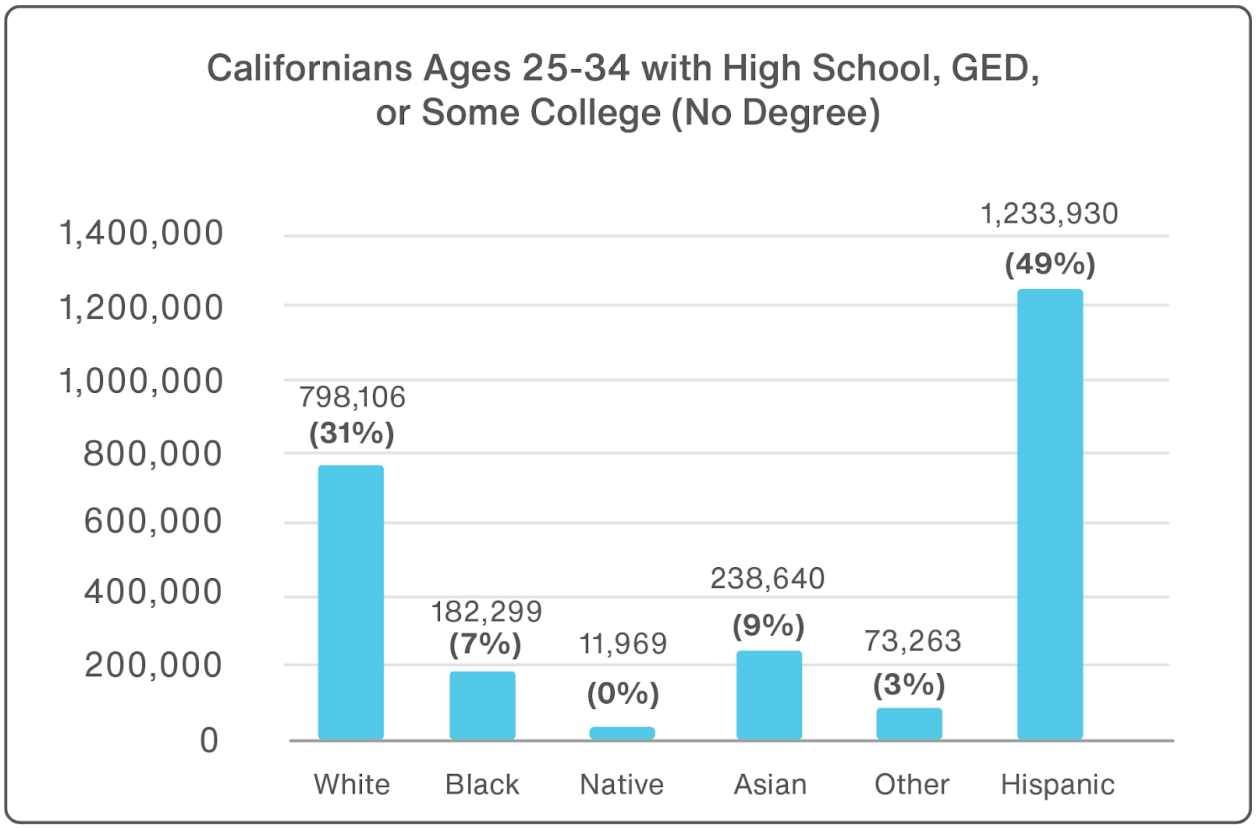
As the advance team composed of leaders from the California Community Colleges Chancellor's Office and the Foundation for California Community Colleges, among others, has passed its founding work over to a new CEO and management team, they in turn have worked to build on that momentum to accelerate the efforts to enroll a Beta cohort of working adult learners in our initial three non-duplicative competency-based direct assessment program pathways by the fall of this year.

We're here to improve lives in ways that result in more resilient people, families, communities, and employers. We're here to make a better California for everyone. It is our hope that you'll see that commitment reflected in the pages of this Milestone Report.

THE NEED FOR CALBRIGHT COLLEGE

According to the United States Census Bureau, 2011–15 American Community Survey data, there are 2.5 million Californians between 25 and 34 years of age whose highest educational attainment is either high school or some college.[1] Of this group, 80 percent are working, and nearly half are Latinx.[2] Many of these workers are unserved or underserved by public higher education institutions in California.

Filling that gap are often high-cost online credentials, certificates, and associate degrees from non-public, sometimes unaccredited organizations that can charge 7 to 9 times more per unit than California Community Colleges.[3] Costly options such as these are most often financed by student loans, which can further exacerbate the financial issues facing the people Calbright is designed to serve — forcing them to choose between binary no-risk / no-reward and high-risk / high-reward option sets.



Source: 2011-2015 American Community Survey, U.S. Census Bureau.

[1] US Census Data
[2] NCHEMS research
[3] University of Phoenix and SNHU cost per credit analysis

California and its working adults deserve better. Choosing between a dead-end job and a high-cost education is a dichotomy that Californians should not have to choose between. Our learners could significantly benefit from affordable, accessible, high-quality, and flexible job preparation to develop skills, knowledge, and training for gaining higher economic and social mobility.

California employers deserve better, too. As of April 2019, the U.S. Bureau of Labor Statistics reported 7.4 million jobs were unfilled nationwide. Meanwhile, only about 5.6 million people were looking for jobs. Employers need access to a talent pool that is trained and ready to work in skilled jobs that are also more stable, better paying, upwardly mobile, and which come with health benefits. They need workers whose certifications, indicating work readiness, are universally recognized as valuable, reliable, and credible.

There's a state economic imperative, too. According to a recent Public Policy Institute of California Report, "California's Need for Skilled Workers," if recent trends continue, California is likely to face a shortage of workers with some college education but less than a bachelor's degree by 2025.

Calbright was brought to life to address the needs of California's stranded workers and their future employers. It represents a unique opportunity to create a new kind of workforce development model in which every player in the state's economy wins.

Learn more at calbright.org.

STATUTORY MILESTONES AND DEADLINES

When the California Online Community College District (now Calbright College) was signed into law, the following was included in the statute:

75009. (a) By July 1, 2019, the college shall be expected to, at a minimum, meet the following milestones:

1. Fully develop a seven-year implementation plan; validate a business plan; and develop three program pathways designed in partnership with employers and industry groups.
2. Develop internal business processes and personnel policies, such as hiring, salaries, and evaluations, and establish outcomes goals including the classifications necessary to support instructional development, and activities and other elements of the learner experience.
3. Map the learner experience, including, but not necessarily limited to, recruiting, onboarding, transcriptions, instructional experience, billing, entry into internship if applicable to the learner's programs, and entry into jobs.
4. Develop an accreditation plan.
5. Create a statewide outreach plan, which includes working with immigrant groups and community-based organizations to reach the target population of working learners and help design educational opportunities that work for these learners.
6. Define the duties for instructional support, program development, and other learner experience activities.
7. Establish a process for the recognition of prior learnings into the learner onboarding experience
8. Plan to begin enrolling learners by the last quarter of 2019.

This report outlines the ways in which Calbright College has met these milestones.

MILESTONE 1: BUSINESS PLAN, SEVEN YEAR IMPLEMENTATION PLAN, AND PROGRAM PATHWAYS

Business Plan

Mission

Calbright College is committed to increasing economic mobility for working adults who lack easy access to traditional forms of higher education. Calbright will offer flexible, affordable, skills-based programs that provide tangible economic value for both working adults and hiring managers.

The Problem

More than 8 million working adult Californians are stranded in what they describe as “go nowhere” jobs, often living paycheck-to-paycheck and struggling to move up in their careers.

Meanwhile, employers are struggling to fill living wage, upwardly mobile jobs due to a lack of a qualified workforce.

It’s a classic supply-and-demand problem.

The Solution

Calbright is a whole new approach to workforce development — an emerging national model for lifting the working poor onto the first rung of a ladder of opportunity while providing employers with a previously untapped, highly qualified talent pool of eager and ready new workers.

Our Differentiation

Unlike traditional institutions primarily focused on degrees, Calbright College is primarily focused on jobs. We are a competency-based / direct assessment workforce development institution designed to provide quality training and preparation for specific, well-paid, upwardly mobile jobs with benefits. We’re also charged with assisting in placing upskilled stranded workers in those jobs through agreements with employers and labor unions.

Our vision of service to working adults is summarized as: **Fast, Focused, and Free.** That is, we intend to deliver self-paced instruction (so, no traditional enrollment calendar) leading to

industry-recognized certifications in under nine months, focused only on those competencies needed for the target job, and delivered free to the learner.

Our business model is predicated on the idea that employers should pay for the workforce development from which they benefit, and which they actively inform.

What We're Building

Calbright College is designing and building a learning-to-employment, double-sided platform that creates tangible economic value for Californians. On the one hand, we envision an online platform for working adults that is a better way to prepare for and access upwardly mobile jobs. On the other hand, the platform we are designing will give hiring managers a new, more efficient way to find and retain qualified, job-ready talent at a low overall cost.

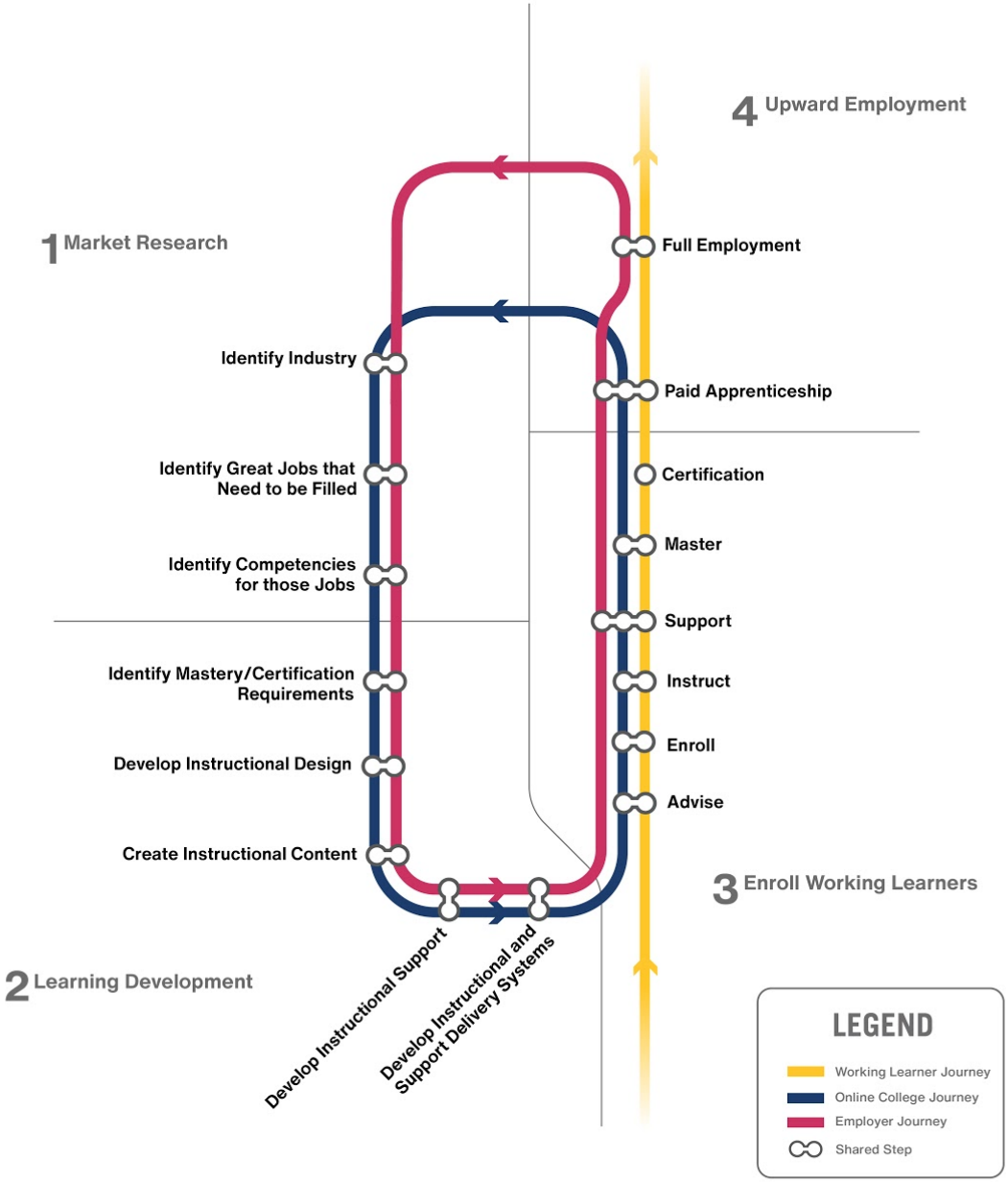
Because our adult learner outreach and support models span from pre-registration and enrollment through to post-employment phases, we not only connect qualified, motivated, and excited workers with great employers offering upwardly mobile jobs, we also break the cycle of poverty. All of this is free to the learner so they can begin a new career without persistent—and often crushing—student loan debt.

The Business Model — How it Works

Though our focus is on our working adult learners, the journey begins and ends with employers.

1. Our process begins with market research, and understanding which industries and employers are struggling to fill large numbers of high-quality jobs in California.
2. Once those jobs have been identified, we work with employers to rapidly detail the required competencies for those jobs.
3. At this point, our Instructional and Learner Success Teams (a|k|a faculty who meet minimum qualifications of California Community Colleges) take over:
    - Identify the mastery / certification requirements
    - Develop the instructional design
    - Create the instructional content (curriculum)
    - Develop the instructional supports
    - Develop and/or apply the delivery mechanisms for both instruction and support
4. Throughout this process, agreements are put in place with employers to ensure subject matter support, apprenticeships, and employment opportunities are available to our learners as they progress through their enrollment and learning journey, demonstrate mastery, and achieve certification.

CALBRIGHT COLLEGE: HOW IT WORKS



CALBRIGHT COLLEGE

Our Target Markets

1. **WORKING ADULT LEARNERS** | Long-term, we will target and serve about 8.5 million Californians without a post-secondary credential, and who are not accessing traditional forms of higher education. Over the immediate term, we will more narrowly target the nearly 2.5 million of those who are 25 - 34 years old through direct marketing and outreach, and via partnerships with labor and trade unions and non-profit workforce development organizations. It's likely our target will be:
    a. Stably employed but "stuck" without advancement opportunity
    b. Holding more than one job / in the gig economy
    c. Unemployed
    d. Veterans
    e. Broadly speaking 25 - 55 years old, initially 25 - 34 years old
    f. In possession of a high school diploma or GED
    g. At an eighth grade reading and comprehension level
    h. Inner-city urban, suburban, exurban, or rural
    i. Female predominantly (about 55%)
    j. About 50% Latinx with Spanish as a first or second language
    k. A single parent with 1-to-2 children at home
    l. Juggling elder care concerns (parent or grandparent)
2. **EMPLOYERS** | Initially we will target large private California employers directly through marketing and business development efforts in a variety of growth industries struggling to fill quality, stable, upwardly-mobile jobs (healthcare, technology, cybersecurity, etc.) We will also employ a "hub-and-spoke" outreach model, where we work with ecosystems such as business software companies whose customers have jobs for people certified in the administration of the software. This will enable us to reach large, mid-size, and smaller employers more efficiently.

Our Value Proposition To and Services for Employers

Our business plan is predicated on becoming the single most reliable source of talent for entry-level and growth careers in California.

Part of this vision is about deeply understanding the competencies of jobs employers are struggling to fill with qualified talent, and developing the curriculum and processes for mastery that result in industry-recognized certifications of work readiness.

The other part is providing employer-of-record services that reduce employment risk and friction for the hiring manager. By acting as the employer of record during the paid apprenticeship phase of workforce preparation, Calbright College eliminates the single biggest barrier to employment our learners will face. Employers will pay Calbright for the workforce services we deliver as the employer of record and our learners will get paid on-the-job training, which enables them to prove their job readiness without any risk to the employer.

In summary, Calbright will provide to employers:

1. A well-prepared talent pipeline ready to work on day one
    a. Trained, tested, and certified
2. Qualified employees who are proven on-the-job
    a. No risk or friction in hiring during the apprenticeship phase
    b. Employer of record service for apprenticeships
        i. Workers comp and other employer-related responsibilities are shouldered by Calbright employer-of-record services
    c. Manager or supervisor supports
3. Support for securing qualifying employer tax credits
4. Support for an Employer Mentorship Program
5. Career and life coaching for apprentices
6. Continuous Calbright Alumni supports post-employment

Our Revenues

Calbright College is supported by State appropriations that include a one-time, start-up fund of $100 million and annual operating funds of $20 million per year for seven years.

As the College begins to achieve scale, it intends to incrementally generate revenues through its employment services in two ways:

1. Employer of Record Service Fees
    a. As employers accept Calbright graduates as apprentices, they will contract for that employment through the College and pay direct and indirect costs.
    b. Target indirect costs will be between 15% and 30% of direct costs.
2. Job Placement Fees
    a. For employers who opt to directly employ a Calbright graduate and bypass the apprenticeship phase, they will pay a 15% placement fee on the first year base compensation for the position.

Our Costs

The Board of Trustees for the California Online Community College District (now Calbright College) approved the draft 2019-20 fiscal year budget, which is summarized as follows:

FISCAL YEAR 2020 BUDGET				
	Annual Fund	**One-Time Fund**	**Capital Outlay Fund**	**Total**
Projected roll-forward balance	$16,500,000	$100,000,000	$0	$116,500,000
Revenue				
Other General Apportionments	$20,000,000			$20,000,000
Other General Categorical Programs	$0	$15,637,397		$15,637,397
Total Revenue	***$20,000,000***	***$15,637,397***	***$0***	***$35,637,397***
Expenses				
Learner-Oriented Personnel - 1000	$7,521,571			$7,521,571
Support-Oriented Personnel - 2000	$4,963,556			$4,963,556
Benefits - 3000	$5,036,305			$5,036,305
Operating Expenses - 5000	$2,354,213	$5,468,000		$7,822,213
Learner Outreach - 5xxx	$0	$2,939,397		$2,939,397
Tech Capital Outlay - 6000	$0	$7,230,000	$14,775,000	$22,005,000
Total Expenses	***$19,875,644***	***$15,637,397***	***$14,775,000***	***$50,288,041***
Transfer to Capital Outlay Fund - 7000	**-$14,775,000**		**$14,775,000**	
Ending Balance	**$1,849,356**	**$84,362,603**	**$0**	

We've developed draft expenditure projections* through June 30, 2026, which contemplates revenues from state appropriations and not other sources, as follows:

CALBRIGHT COLLEGE	**YEAR 0 (Draft Actual)**		**FY2020 (Budgeted)**		**FY2021 (Projected)**		**FY2022 (Projected)**	
EXPENSE CATEGORIES	**Annual**	**1-Time**	**Annual**	**1-Time**	**Annual**	**1-Time**	**Annual**	**1-Time**
Learner-Oriented Personnel	$0.29	0	$7.52	$0.00	$8.30	$0.00	$9.70	$0.00
Support-Oriented Personnel	$0.00	0	$4.96	$0.00	$5.50	0	$6.40	0
Benefits	$0.09	0	$5.04	$0.00	$5.50	0	$6.50	0
Operating Expenses	$3.13	$0	$2.35	$5.47	$4.00	$30	$5.30	$37
Learner Outreach (OpEx)	$0.00	$0	$0.00	$2.94	$0.00	$3.09	$0.00	$3.24
Tech / Physical Capital Outlay	$0.00	$0	$14.78	$7	$0.00	$9	$0.00	$10
Total	**$3.50**	**$0.00**	**$34.65**	**$15.64**	**$23.30**	**$42.09**	**$27.90**	**$50.24**

FY2023 (Projected)		**FY2024 (Projected)**		**FY2025 (Projected)**		**FY2026 (Projected)**		**TOTAL**		
Annual	**1-Time**	**Annual**	**1-Time**	**Annual**	**1-Time**	**Annual**	**1-Time**	**Annual**	**1-Time**	**Total**
$10.19	$0.00	$10.69	$0.00	$11.23	$0.00	$11.79	$0.00	**$49.31**	**$0.00**	**$49.31**
$6.72	$0.00	$7.06	$0.00	$7.41	$0.00	$7.78	$0.00	**$32.37**	**$0.00**	**$32.37**
$6.83	$0.00	$7.17	$0.00	$7.52	$0.00	$7.90	$0.00	**$32.87**	**$0.00**	**$32.87**
$5.57	$38.85	$5.84	$40.79	$6.14	$42.83	$6.44	$44.97	**$27.63**	**$239.92**	**$267.54**
$0.00	$3.40	$0.00	$3.57	$0.00	$3.75	$0.00	$3.94	**$0.00**	**$23.93**	**$23.93**
$0.00	$10.50	$0.00	$11.03	$0.00	$11.58	$0.00	$12.16	**$14.78**	**$71.49**	**$86.26**
$29.30	**$52.75**	**$30.76**	**$55.39**	**$32.30**	**$58.16**	**$33.91**	**$61.07**	**$156.96**	**$335.34**	**$492.29**

** These projections are likely volatile, and accurate expenditure projections will be difficult to determine until completion of our Beta cohort enrollment period.*

Our Staffing Model

The Board of Trustees for the California Online Community College District (now Calbright College) appointed Heather Hiles as President and CEO, who began work on February 17, 2019. She has developed an organizational structure with two major components:

1. **Component One: College Operations**
    a. Chief Finance and Administrative Officer, overseeing:
        i. Finance
        ii. Accounting
        iii. Procurement
        iv. Admin Services
        v. Budget
        vi. Financial Planning & Analysis
    b. Chief People and Culture Officer, overseeing:
        i. Human Resources Information Systems
        ii. Recruiting
        iii. Total Rewards
        iv. Culture
        v. Human Resources Compliance
        vi. Risk Management
        vii. Labor Relations
    c. Chief Operating Officer, overseeing:
        i. Product Management
        ii. Marketing & Outreach
        iii. External Affairs
        iv. Strategy & Impact
        v. Learner Services (Articulation, Evaluation, Records/Registrar, Transcripts, Veterans Support, Disability Support, Financial Support, etc.)

vi. Accreditation, Compliance, and Risk Management (Title 5, Cal Ed Code, FERPA, Title IX, ADA, HIPAA, State and Federal Regulations)

d. General Counsel

e. Government Affairs

2. Component Two: Learner and Employer Success Operations

a. Chief Learning Officer, overseeing:

i. Program Pathway Implementation

ii. Instructional Design

iii. Curriculum Development

iv. Instructional Delivery

v. Assessment, Badging, Certifications, and Credentialing

vi. Degree Program

b. Chief Success Officer, overseeing:

i. Pre-learning Support (Registration and Enrollment)

ii. Tutoring

iii. Mentoring

iv. Career Prep

v. Career Entry

vi. Post-Employment Coaching

c. Chief Partnership Officer, overseeing:

i. Employer Business Development

ii. Trade & Labor Business Development

iii. Future of Workforce

iv. Employer of Record Service

v. Apprenticeship Program

vi. Employment Program Planning & Assessment

Seven Year Implementation Plan

In Year One, Calbright College intends to formally launch instruction with its initial three program pathways in a beta phase limited to between 300 and 400 enrollees total in order to test initial designs and a “minimum viable product” (MVP) cloud-based authoring, hosting, and delivery system. Simultaneously, we will establish our initial learner supports all while designing and seeking approval for a novel Associate in General Studies (AGS) degree, as illustrated below:

Our goal in Year One is to place 300 to 400 of our Calbright Beta cohort graduates into paid apprenticeships and / or upwardly mobile jobs. From Year One, our plan is to be able to secure a total of 44,450 jobs for our adult learners by the end of Year Seven.

Along the way, we will also build a tech stack that will consist of both off-the-shelf and proprietary systems, including a learning management system, course authoring and production systems, and learner information systems; begin authoring and deploying original, proprietary mobile-first instructional content; stand-up synchronous and asynchronous learner supports (the equivalent of academic and non-academic instruction, counseling, and other supports) at scale to support up to tens of thousands of concurrent users, each moving at their own pace; achieve accreditation while also introducing a new AGS degree; and, seek approval from our Board of Trustees to establish parallel organizations (e.g., non-profit, 501[c]3) to support and extend the work of the College and all it serves. The following is a summary chart of major milestones over seven years:

JOBS	350	700	1,400	2,800	5,600	11,200	22,400	44,450
YEAR	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**TOTAL**
	3 Program Pathways	Pre-Accreditation	Accreditation	10 Program Pathways	Establish the new .com	Tech Stack 6.0	Tech Stack 7.0	
	Establish.edu .org	Course Authoring	1st Associates	Tech Stack 4.0	Tech 5.0			
	Administration Established	PEO + Career Supports	Tech Stack 3.0					
	Learner Supports	Financial Aid Eligibility						
	Tech Stack 1.0	Tech Stack 2.0						

(“Tech Stack” refers to both off-the-shelf and proprietary cloud-based systems, including a learning management system, course authoring and production systems, learner information systems, and learner support systems, among others required to deliver on our mission at scale.)

The statute requires that by Year Seven we provide at least 13 program pathways that lead to upwardly mobile employment for our working adult learners, which we anticipate achieving at least by Year Four. As we hope to be highly responsive to employers' changing workforce development needs, we intend to create program development processes that are efficient and which would enable us to launch new programs monthly at scale.

JOBS	0	350	700	1,400	2,800	5,600	11,200	22,400	**44,450**
YEAR	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**TOTAL**
1-TIME FUNDS	$0M	$14M	$39M	$47M	$0M	$0M	$0M	$0M	**$100M**
ANNUAL FUNDS	$20M	$20M	$20M	$20M	$20M	$20M	$20M	$20M	**$160M**
COST PER ENROLLEE	N/A	$97,960	$48,980	$24,490	$12,245	$6,122	$3,061	$1,530	**$5,850**

Initially, the cost per enrollee successfully placed in the job starts out quite high ($98,000 per enrollee) as systems and processes are built and scaled. By Year Seven the cost per enrollee drops dramatically (to $1,530 per enrollee) and the average cost per enrollee placed in a job over seven years is $5,580 per enrollee.

In addition to serving those who are formally enrolled in a program pathway — that is, those whom we serve from pre-enrollment all the way through to post-employment — we also intend to provide lifelong learning opportunities to support the career and life skills development goals of visitors to our website who do not formally enroll, but simply sign up to take a free course. We could potentially serve hundreds of thousands more Californians in this way at little-to-no incremental cost.

Program Pathways

As required by our founding legislation, Calbright College has developed three unique program pathways in consultation with the populations we're designed to serve, and with organized labor and employers. Program pathways at Calbright may seem similar to those offered in the California Community College system, but they are indeed unique as they are completely competency-based / direct assessment, self-paced, no-term enrollment calendar, and focused on preparing working adult learners for a specific job opportunity. Pathway curricula are designed within a mobile-first framework and will be delivered in approximately 30 minute segments to accommodate the life demands of our working adult learners.

Our goal is "fast, focused, and free." That is, adult learners complete high-quality, self-paced instruction and achieve certification in months, not years, for a specific job placement

opportunity, all at no cost to the learner. Again, this is distinct and different from the standard academic approaches used by the traditional 114 California Community Colleges.

While our focus is primarily preparing learners for achievement of industry-recognized certifications and associated jobs, we are required by statute to obtain accreditation for Calbright College. Our understanding of the California Education Code is that we are required to seek accreditation from our regional accreditor, which is the Accrediting Commission of Community and Junior Colleges (ACCJC), and we've begun working with them on our application. This process requires that we offer an Associate degree, and our legislation directs that we introduce an Associate degree that is not duplicative of those offered by the traditional 114 California Community Colleges. As such, we also introduce our proposed Associate degree in this section — an Associate in General Studies, or AGS degree, that is wholly unique in California.

21st Century Foundational Skills Contextualized by Pathway

In every pathway program to be offered by Calbright College, employers have defined the need for robust training in four foundational areas: (a) literacy, (b) numeracy, (c) digital skills, and (d) soft skills. This foundational curriculum is tailored and contextualized to each pathway program, both in terms of the level of competency required and in the actual content of the curriculum used with learners.

a. Literacy

Competency in reading, writing, speaking, and listening are organized in levels defined by the Comprehensive Adult learner Assessment Systems (CASAS), which is supported by a national consortium of education and workforce professionals. There's a good map from CASAS to California's English as a second language (ESL) framework, into the National Reporting System levels.

b. Numeracy

Foundational skills in math focus on the specific job requirements, and quantitative reasoning, on a footing that includes arithmetic, fractions and ratios, including percentages, decimals, and (where appropriate) basic geometry and statistics.

c. Digital

Workers in nearly every career now require at least some digital skills, as technology continues to be deployed in more places. Although digital skills are sometimes included in soft skills frameworks (e.g., New World of Work or NWoW), Calbright as an online college breaks these out on their own.

d. Soft Skills

Interpersonal, teamwork, organizational, and persistence skills instruction are organized along the lines of the NWoW Framework.

Medical Coding Pathway

Medical coding represents a key entry point to higher paying healthcare careers. Accurate coding of medical services for insurance billing is a critical need within the healthcare billing services (HBS) sector, and medical coders are in especially high demand, with an estimated 11,000 new total jobs added between 2017 and 2024[3]. Medical coding also represents an ideal program within the HBS pathway. It demands a fairly modest time commitment by adult learners, requires a high school diploma, and provides skills that are foundational to career advancement within HBS (when crossing over to Allied Health or Patient Care positions within the healthcare industry, and for related occupations in other industries.)

Within medical coding, there is a progression of positions based on the training and experience level of the worker. The Service Employee International Union (SEIU) United Healthcare Workers (UHW) Education Fund has defined four levels of medical coding[4], as outlined below:

Job Title Experience:

- Trainee Certified Professional Coder (CPC)—Apprentice or greater
- Ambulatory Coder: Completed American Academy of Professional Coders (AAPC) and/or American Health Information Management Association (AHIMA) accredited coding program, or one (1) year coding/abstracting
- Hospital Coder: Two (2) years of continuous professional or hospital coding/abstracting experience in the last five (5) years
- Inpatient Coder – Three (3) years of continuous hospital coding experience within the last five (5) years
- Outpatient Specialty Coder – Five (5) years of continuous inpatient hospital coding experience in last seven (7) years
- Lead Coder – Five (5) years of continuous inpatient hospital coding experience in last seven (7) years

The average pay for a Certified Professional Medical Coder is about $44,000 per year according to Payscale.com data. AAPC provides curriculum, training, and certifications primarily in different types of coding, but employer preferences will ultimately determine a certification and accreditation strategy for this program.

Medical Coding Curriculum:

- Competency-based foundational curriculum covering 21st Century Essentials in literacy, numeracy, digital skills, and soft skills will be provided, contextualized to the healthcare industry.
- Medical terminology, along with basic anatomy, pathophysiology, and healthcare law form the technical core of healthcare content.
- Insurance and reimbursement procedures, International Classification of Diseases (ICD) Diagnostic and Procedure Coding, Current Procedural Terminology (CPT) Coding.
- A practicum completes a sequence designed to prepare adult learners to pass the Certified Professional Coding (CPC) exam.

Learning Outcomes:

Upon completion, learners will be able to:

- Abstract health data from medical records, assign a code to each diagnosis and procedure documented in the patient's record.
- Demonstrate competence in the use of computerized encoders and groupers.
- Explain the relationship between accurate coding and reimbursement.
- Design and implement a coding monitoring program to ensure coding quality and reduce fraud and abuse.
- Prepare a case mix analysis for health care facilities/providers.
- Apply ethical coding principles

Information Technology (IT) Pathways

Last year, there were more than 400,000 technology jobs posted in California. Workers who enter the IT Support Pathway acquire key skills and knowledge that are directly applicable to other career pathways in the technology industry, including coding and programming, cybersecurity, artificial intelligence (AI), the Internet of Things (IoT), and others.

Industry Certifications

Employers value workers who have earned relevant, widely-recognized certifications. The IT world has a wide range of certifications that can be earned. For example, CompTIA offers a comprehensive certification portfolio that is vendor-neutral and widely recognized by industry. IBM is also implementing a range of certifications that are recognized by many employers. In the networking area, Cisco is the most widely known standard, with their NetAcademy

certifications representing the current gold standard for industry recognition, while other networking companies (Aruba, etc.) have developed product specific certifications, often delivered through intensive, weeklong “boot camps” provided to their customers’ employees. Google has created a program of study for IT Support Technicians, with learning outcomes relevant for a worker in a User Support Specialist position.

Like certifications in other fields, learners earn their certification by taking a comprehensive exam on the field being certified, in a controlled and proctored testing center. The specific certifications for the IT Support pathway are selected and developed in consultation with technology industry and labor leaders alongside employers of the people who support that technology.

IT Technical Support: CompTIA A+ Pathway

Information Technology (IT) is a cornerstone sector in California’s economy and a natural fit for Calbright. Technical support functions are the home of many entry-level positions and the foundation of a professional career. Technical support continues to be a growing field and an essential role in all companies and organizations.

IT Information Security: Security+ Pathway

Information Security (a.k.a. cybersecurity) is currently the hottest IT sector and the job market does not have enough qualified candidates to fill positions. This job trend makes Security+ a good choice for the first program offered by the college in its initial Information Security offerings.

IT Labor Market

The IT Support employment outlook is strong over the next several years. There are currently around 100,000 Network and User Support Specialists in California, with over 10,000 new openings projected per year through 2024, with median wages above $28/hour. These entry level jobs as Support Specialists are also a viable stepping stone, with further training, to higher paying IT Support jobs, as outlined below:

Standard Occupational Classification (SOC) Description 2017 Jobs

SOC	Annual Openings	Hourly Median (Payscale.com)
15-1151 Computer User Support Specialists	79,906	$27.94
15-1152 Computer Network Support Specialists	22,126	$35.39
TOTAL, IT Support Specialists	**102,032**	**$29.48**
15-1122 Information Security Analysts	8,530	$52.16
15-1141 Database Administrators	13,145	$45.21
15-1142 Network and Computer Systems Admin.	45,199	$44.00
15-1199 Computer Occupations	2,881	$44.08
TOTAL, Other IT Support Occupations	**8,651**	**$45.02**

Curriculum

Both initial IT programs will include foundational curriculum in literacy, numeracy, digital skills, and soft skills with instruction contextualized to the IT workplace. In addition, the Network Support program, with details developed by the Instructional Team in consultation with industry and employer partners, will include relevant technical content and extended digital skills. The User Support program will include relevant technical content and extended soft skills, particularly around communication and problem solving skills.

Pathway Growth Potential

Growth will come from expanding into additional IT Support skills beyond the entry level, as well as into other Information Technology Pathways (programming; artificial intelligence; internet of things; etc.).

Apprenticeship Program Placement — Industry Site / Hybrid Course

The Apprenticeship is a combination of on-the-job training (OJT) and related online instruction. The apprenticeship takes place under the supervision of an industry mentor/supervisor on the job-site, in which workers learn the practical and theoretical aspects of a highly skilled occupation. The faculty member of record interacts with both the industry supervisor and learner to facilitate and track learner progress. The learner is required to post weekly reports online with industry feedback. Additional modules in the online portion of the hybrid course include career skills, professional development, and activities that facilitate a successful transition from college to career.

The program includes partnerships developed with the US Department of Labor, industry-sector unions, and the Foundation for California Colleges, Workforce Development and Training.

Proposed Associate in General Studies (AGS) Degree

The Associate in General Studies (AGS) degree is customized to meet the unique needs of working adult learners with objectives that are different than those of the transfer or occupational degrees in the California Community College System and is non-duplicative of those degree programs. The AGS degree offers maximum flexibility to apply Advanced Standing and prior-learning assessment (PLA) resulting from a learner's prior accumulation of credit from different undergraduate programs or experiential learning.

The Associate in General Studies is not designed to guarantee admission for transfer to a four-year college or university and is not an Associate Degree for Transfer (ADT) to California State University (CSU) and will not guarantee admission to a CSU or participating independent non-profit university in California. The general education requirements for the Associate in General Studies do not fulfill the Historical Black Colleges and Universities (HBCU) Admissions guarantee, the Intersegmental General Education Transfer Curriculum (IGETC), or the University of California's Transfer Admission Guarantee (TAG). While other universities may accept units earned toward the AGS degree, there are no articulation agreements guaranteeing that the learner will be admitted with junior standing if they chose to apply later. learners planning to transfer to a four-year college or university should consider a major area of concentration at one of the 114 California Community Colleges in either the Associate in Arts or the Associate in Science transfer degrees. For those learners who decide to continue their education upon completion of the Calbright AGS, counseling support is available to help them pursue their ultimate degree objective.

Associate In General Studies Program Learning Outcomes

By completing the Associate in General Studies, adult learners will be able to:

- Communicate effectively in writing so that one may advance professionally and apply to BA programs.
- Comprehend, analyze, and interpret texts in a variety of disciplines.
- Present orally one's own thoughts and plans.
- Recognize a problem and devise a plan of action to solve it.
- Show mastery of several disciplines within an academic area of concentration.
- Demonstrate an ethical mindset and exercise professional responsibility in a global context.

Enrollment Agreement

Learners are required to meet with a College Counselor for assistance in identifying courses that will satisfy their academic goals and must complete an enrollment agreement with the Pathway program's Instructional Team member.

The Total Requirements for an Associate General Studies Degree (AGS) | 60 units

1. A minimum of 60 degree-applicable units
2. The required courses for a Specific Calbright Pathway - 20 units (Medical Coding, Information Technology, Information Security - includes 4 units for apprenticeship)
3. General education - 20 units
4. 21st Century Skills (Interpersonal, Academic, Workplace) - 4 units
5. Electives (Advanced standing transfer units, Prior Learning Assessment) - 16 units
6. Apprenticeship/Internship - 4 units
7. Minimum cumulative grade point average of 2.00
8. Good academic standing
9. A minimum of 12 units completed in residency at Calbright College

SECTION 1 | General Education Course Requirements | 20 units

- Language and Rationality (minimum of 6 semester units with a grade of C or higher)
    - English Composition
    - Communication/Analytical Thinking
- Math and Natural Sciences (minimum of 3 semester units)
- Social Science (minimum of 3 semester units)
- Humanities and Fine Arts (minimum of 3 semester units)
- Diversity (minimum of 3 semester units)
- Counseling/Career (minimum of 2 semester units)

The courses listed in Section I, General Education Requirements, are transferable courses either through PLA approval, articulation agreements, or they satisfy equivalency status in compliance with California Community Colleges Chancellor's Office (CCCCO) guidelines.

SECTION 2 | 21st Century Employability Skills | 4 Units

21st Century Skills (Interpersonal, Academic, Workplace) (4 semester units)

SECTION 3 | REQUIRED PROGRAM PATHWAY MODULES | 20 Units

Learners must be registered in an approved Calbright Competency-based Education (CBE) Pathway. The Apprenticeship is required for all Pathway Modules and a minimum of four units are awarded upon satisfactory completion.

SECTION 4 | General Electives | 16 Units

The General Studies program applies units for Advanced Standing transfer coursework, Prior Learning Assessment, and credit by exam. Clock-to-credit hour conversions for excess units from Competency Based Education module Assessments will apply toward electives.

Minimum Total Units Required for AGS: 60 Units

Milestone 2: Internal Business Processes

The Board of Trustees of Calbright College approved Board Policy Chapters 1 and 2, four policies from Chapter 6, and Chapter 7 on January 14, 2019. The Board approved the rest of the policies of Chapter 6 on March 18, 2019. The Board Executive Committee approved Chapters 3 - 5 at its meeting on June 27, 2019.

Draft Administrative Procedures, which flow from these Board Policies, were submitted to the Board of Trustees at its regularly scheduled full Board of Trustees meeting on July 15, 2019 as an information item and continue to be refined through public comment and Calbright team input.

The Board Policies, as approved, are included in the appendix of this document. Both will be available via the Calbright website at calbright.org.

In addition, a formal agreement has been established and approved by our Board with the Solano County Office of Education, where an account has been set up in our name to receive State funds, which have been transferred. Banking relationships are being established and we're in the process of finalizing our agreements with CalPERS and CalSTRS.

Also, a financial auditor has been engaged. After an RFP process, CliftonLarsonAllen (CLA) was selected and approved by our Board of Trustees as the auditor for Calbright College.

Finally, the Chancellor of the California Community Colleges, as required by statute, identified South Orange County Community College District as the partner to assist Calbright College for the purposes of collective bargaining and a memorandum of understanding has been approved by the boards of both college districts.

Milestone 3: Working Adult Learner Experience

Online Self-Paced Competency-Based Education / Direct Assessment Modules

Competency-based education (CBE) is an innovative approach in higher education that organizes academic content or delivery according to competencies – what a learner knows and can do — rather than following a more traditional scheme, such as by course.

A "Direct Assessment" program is another form of CBE program. Learner progress in a direct assessment program is measured solely by assessing whether the learner can demonstrate that they have a command of a specific subject, content area, or skill, or can demonstrate a specific quality associated with the subject matter of the program. Therefore, unlike a CBE program measured in credit hours, a direct assessment program does not specify the level of educational activity in which a learner is expected to engage in order to complete the program. However, the program must provide a learner with sufficient educational resources, including substantive interaction with instructors, for learners to develop each competency required for completion. See 34 CFR 668.10.

Direct assessment programs may be as short as 10 weeks of instructional time in duration if other applicable requirements are met.. The regulatory requirements for program length are provided in the Code of Federal Regulations at 34 CFR 668.8. Because, as discussed above, direct assessment programs do not measure learner progress using credit hours, the competencies in the program must be the equivalent, **in terms of content,** to a program of at least the minimum number of credit hours required for Title IV eligibility, and the institution must document that mastery of program content typically **requires at least 10 weeks of academic engagement.**

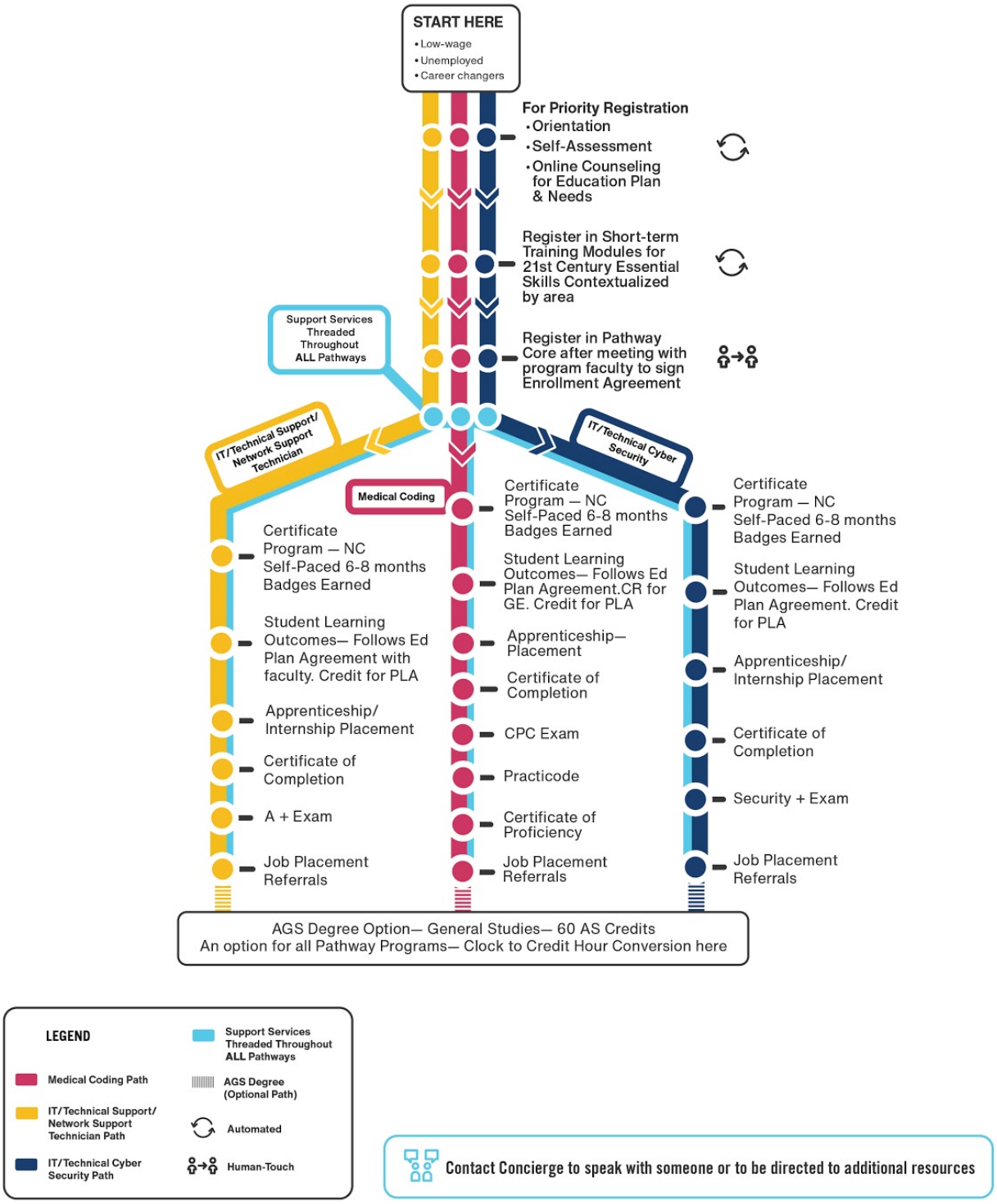
While it is expected that learners will generally be academically engaged throughout an educational program, there is no requirement that the college be able to document academic engagement for each learner for every week of instructional time.

However, institutions must ensure that the instructional materials and instructional support necessary for academic engagement are available to learners every week that the institution counts toward its definition of a payment period or an academic year.

For direct assessment programs only, educational activity also includes development of an academic action plan developed in consultation with a qualified faculty member that addresses competencies identified by Calbright.

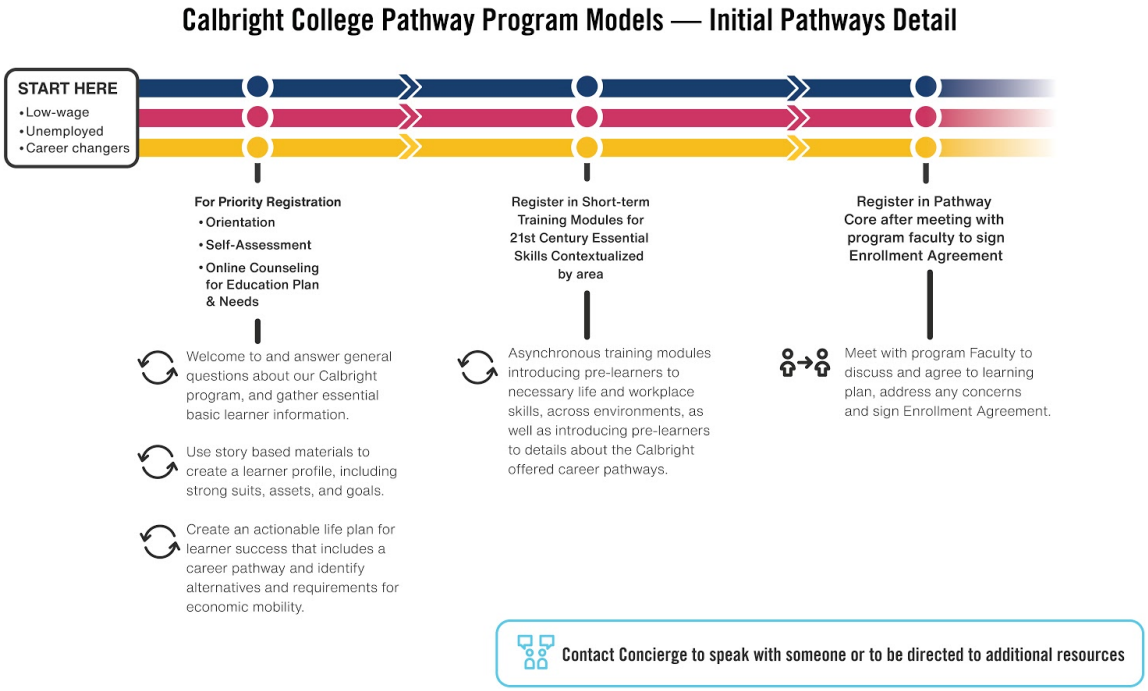
The chart below, maps the learner's path through the program. Support services are threaded throughout the program.

Calbright College Pathway Program Models — Initial Pathways 2019



Potential learners may arrive at the onboarding process through the website or via recruitment by community advocates. We expect to be actively involved in recruiting our initial cohort, targeting specific communities of learners that we can help be successful and who, indeed, may be able to go through the Calbright College adult learner experience together.

We hope to engage, excite, and educate potential learners during our onboarding process. Our goal is to provide strong value to all pre-learners, regardless of whether they make the decision to formally enroll. By providing useful information and resources to all visitors, we further support economic growth and upward mobility for all targeted individuals, as well as contribute to the overall success of all stakeholders.



The three components of our onboarding program, which we define as what occurs prior to enrollment in a specific Calbright College Career pathway are:

1. Following registration, a self assessment that allows us to understand and remind pre-learners of their current skills and assets;

2. A process to seek out and gather any earned education credits that may already exist for the particular pre-learner; and,

3. An opportunity to complete the 21st Century Skills Essentials curriculum, which will provide a solid foundation not only for academic but also career success.

During the self assessment, users work with an interactive module to identify skills and strengths that they may not have previously identified. It will also be an opportunity to define preferred and recommended work environments and interests. This process allows us to identify meaningful pathways that can lead to successful career development. In addition, we hope to help pre-learners identify credits that they may have available and are not aware of, to identify not only pathways to successful careers, but also opportunities for educational degrees that the learner may not be aware of. This information will allow both our pre-learners and Calbright College Instructional Teams and staff to have a common understanding of the current status of each pre-learner, and provide guidance to Calbright College Instructional and Success Teams for those that make the decision to enroll in Calbright College Career Ready Pathways.

We recognize that not all pre-learners may (immediately) choose one of the Calbright College Career Ready Pathways. Our self-assessment is designed to build a life plan for these pre-learners and guide the pre-learners to a plan and available resources to support them. This approach will enhance the experience and lives of all of those who choose to engage with Calbright in this way.

The final stage of the pre-learning process is the completion of the training modules for Essential 21st Century Skills. Our program follows the California New Worlds of Work (NWoW) and provides training in literacy, numeracy, digital skills and soft skills. While learners are completing the Essentials modules, we will have an opportunity to create a profile for users, identify potential group learning opportunities (for those that choose to enroll), and to provide on-going pre-enrollment support, as necessary to pre-learners

After completing the training modules for 21st Century Essential Skills, the learner will be eligible to enroll in a specific Career Ready Pathway core. This stage formally involves enrolling in a Calbright College Adult Learner Career Pathway and beginning the training and development journey. During this stage, the learner will also complete certain administrative tasks, have an opportunity to access additional support services, and, finally, be provided with some on-going resources that will support the learner throughout their journey.

First, the learner will meet with a Calbright Program Instructional Team member who will review the career plan with the learner. The goal of this meeting is to ensure that the learner understands the Career Ready Pathway, including the curriculum, the format, the suggested timeframe, and the career outcomes from the Pathway, and will enable the learner to meaningfully engage with Calbright College Instructional and Success Teams regarding plans, outcomes and concerns in their progress toward one of the Calbright College Pathways careers. At the completion of this meeting, and the formal enrollment in one of three Career Ready Pathways, Calbright College will create a learner Personal Journey Map (PJM), a persistent resource to enable the learner to see their progress, including acknowledgement of significant milestones, toward completing the Pathway. The PJM will allow Calbright to quickly identify learners who may be falling behind in progress, and proactively offer resources, both

academic and otherwise, to assist the learner. Finally, the PJM will create a portfolio of learner assets that is digital, portable, and proprietary.

In addition, this will be an opportunity for the Learner to engage with the many learner supportive services available throughout. In particular, the learner may meet with various learner support functions, including Financial Aid, Disabilities Support Services, Veterans Support Services, EOPS (Extended Opportunity Programs and Services), and have access to programmatic support for Calbright target populations.

Finally, during this process learners will be integrated into a variety of resources to support the asynchronous learning process. Learners will be placed in group learning teams who will meet regularly to learn together and support one another. In addition, we support learners through Calbright Learning Success infrastructure, which will provide access to the Online Library, tutors, and leverage other supports available through the Online Education Initiative. In addition, Instructional Coaching will support learners who have specific needs to learn via different methodologies.

During this process, we will also support learners through Career Readiness support. This will include 1:1 support such as career/industry mentors as well as peer career learning opportunities including career workshops and webinars. During this time, we will also include a refresher on the 21st Century Essentials to further hone their skills.

Toward the end of the process, Calbright College will help learners in obtaining paid apprenticeships with partner organizations as well as independent apprenticeship opportunities. Apprenticeship is the bridge between learning, certification, and full time employment. The organizations that we partner with will benefit from an up-skilled workforce and learners will benefit by gliding into an upwardly mobile career, achievement of industry-recognized certification, and the practical application of their 21st Century Skills. Once the learner completes his or her apprenticeship, and passes all required coursework and tests, the learner will receive a Calbright Certificate of Completion (“Calbright Certified”). Calbright College will assist learners in identifying and obtaining employment opportunities. We intend to continue our ongoing relationship with Calbright College alumni to not only help them on their journey, but to enable them an opportunity to help the next set of Calbright College learners.

Milestone 4: Accreditation Plan

INTRODUCTION | The California Online Community College District, d|b|a Calbright College, is required by the California Education Code to seek accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC). The college offers, in addition to one unique Associate Degree, certificates of completion and/or certificates of proficiency for all program pathways.

It is also required that the College seek ACCJC accreditation in order to offer its programs in compliance with California Code criteria required for learner licensure and certification. Examples include but are not limited to:

> **California Code, Military and Veterans Code — MVC § 981.2** For purposes of this section, "educational institution" shall be defined as any school or college of the collegiate level accredited by the **Western Association of Schools and Colleges** (now additionally known as ACCJC), including a community college, and shall include a vocational school or any other school approved by the State Department of Education for the purpose of receipt by a learner of educational benefits afforded by the United States Department of Veterans Affairs.
>
> **Business And Professions Code — BPC 10153.5.** As used in Sections 10151, 10153.2, 10153.3, and 10153.4, "**accredited institution"** shall mean a college or university that either: (a) Is accredited by the **Western Association of Schools and Colleges**, or by any other regional accrediting agency recognized by the United States Department of Education.
>
> **Welfare And Institutions Code — WIC. Division 9. Public Social Services — 11008.10.** To the extent permitted by federal law the value of any loan or grant to any undergraduate learner made or insured under any program administered by the State Scholarship and Loan Commission or a college accredited by the **Western Association of Schools and Colleges** shall not be considered in determining eligibility or the amount of the grant.

MISSION AND PRINCIPLE POLICIES | Calbright College is committed to increase economic mobility for working adults who lack easy access to traditional forms of higher education. The College will offer flexible, affordable skills-based programs that provide tangible economic value for both working adults and hiring managers. The College's educational mission is clearly defined, adopted, and published. The mission statement defines institutional commitment to learner development and achievement and was adopted by the Board of Trustees at its January 2019 meeting.

GOVERNING BOARD | The California Community Colleges Board of Governors serves as the Calbright College District Board of Trustees, the college's official governing body. Calbright

College is the 115th California community college, offering a flexible and affordable career training, development, and educational options for working adults. Enrollment will begin in fall 2019.

ADMINISTRATIVE CAPACITY | The College has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purpose.

EDUCATIONAL PROGRAMS | The College's principal programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the certificates and Associate Degree offered, and culminate in identified learner outcomes.

PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT | Calbright College is committed to increasing economic mobility for working adults who lack easy access to traditional forms of higher education. The College established competency-based direct assessment educational (CBE) opportunities that recognize learners' prior learning and help learners advance toward a credential and job opportunity. The programs and curricula shall be evaluated regularly through Program Review in a continuous cycle of quality review. Educational activities in all CBE Direct Assessment program pathways include (but are not limited to):

- Participating in regularly scheduled learning sessions (where there is an opportunity for direct interaction between the learner and the Instructional Team member);
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial, and computer-assisted instruction;
- Attending a study group that is assigned by the institution;
- Participating in an online discussion about academic matters;
- Consultations with Instructional and Support Team mentors to discuss academic course content; and
- Participation in instructionally-guided independent study (as defined in 34 CFR 668.10(a)(3)(iii)).
- Capstone Apprenticeships are consistent with academic and professional standards based on commonly accepted higher education practices and any applicable relevant professional organizations. Capstone Apprenticeship learning outcomes are clearly stated.

- Development of an academic action plan in consultation with a qualified Instructional Team member that addresses competencies identified by the institution is required of all learners.

The President and Chief Executive Officer (CEO) shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance. These procedures shall include: appropriate involvement of the Instructional Team and its Senate in all processes; regular review and justification of programs and course descriptions; opportunities for training for persons involved in aspects of curriculum development; and industry/job market.

All new programs, program modifications, and program discontinuances shall be approved by the Board. All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required. Non-degree-applicable credit and degree-applicable courses must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board. All noncredit courses and noncredit certificates shall be approved by the Board.

Consistent with federal regulations applicable to federal financial aid eligibility, the College shall assess and designate each of its CBE programs as direct assessment. Because a direct assessment program does not utilize credit or clock hours as a measure of learning, the President and CEO must establish a methodology to reasonably equate the direct assessment program to convert clock to credit hours for the purpose of complying with applicable regulatory requirements. The President and CEO shall establish a procedure which prescribes the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts. The President and CEO shall establish a procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

The California Online Community College Act [75000 75012] (Part 46.5 added by Stats. 2018, Ch. 33, Sec. 18.) 75009 stipulates that by July 1, 2019, the college shall be expected to, at a minimum, meet the following milestones: (1) Fully develop a seven-year implementation plan, validate a business plan, and develop three program pathways designed in partnership with employers and industry groups. The three program pathways are:

1. Healthcare / Business Systems / Medical Coding

2. IT Technical Support / CompTIA A+

3. IT Information Security / CompTIA Security+

A careful examination of existing programs in the California Community College system has ensured that these programs are not duplicative of others offered in the system. This

non-duplicative design is based on Competency-Based Education Direct Assessment regulations that do not currently exist in California Education Code but are defined in the Code of Federal Regulations, 34 CFR § 668.10. It is also important to note that 5 CCR § 55002.5 (d) states “For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of 34 Code of Federal Regulations part 600.2.” This stipulation makes our programs unique and non-duplicative as no other California regulations make this provision.

ACADEMIC CREDIT | The College awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The College provides appropriate information about the award of academic credit and grants credit for prior learning, Advanced Standing Transfer credit, and course credit for all sectors/all pathways/all programs and for the required 21st Century Employability Essentials Modules that cover industry-valued interpersonal, academic, and workplace skills.

LEARNING AND LEARNER ACHIEVEMENT | The College clearly defines standards for learner achievement and assesses its performance against those standards. The College publishes for each program the program’s expected learning and any program-specific learner achievement outcomes. Through regular and systematic assessment, it demonstrates that learners who complete the CBE Direct Assessment Online Programs achieve the identified outcomes and that the standards for learner achievement are met.

GENERAL EDUCATION | The College offers one Associate degree program and defines and incorporates a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The Associate in General Studies (AGS) degree is customized to meet the unique needs of working adult learners with objectives that are different than those of the transfer or occupational degrees in the California Community College system and is non-duplicative of those degree programs.

PROPOSED ASSOCIATE IN GENERAL STUDIES (AGS) DEGREE | The Associate in General Studies (AGS) degree is customized to meet the unique needs of working adult learners with objectives that are different than those of the transfer or occupational degrees in the California Community College System and is non-duplicative of those degree programs. The AGS degree offers maximum flexibility to apply Advanced Standing and prior-learning assessment (PLA) resulting from a learner’s prior accumulation of credit from different undergraduate programs or experiential learning.

The Associate in General Studies is not designed to guarantee admission for transfer to a four-year college or university and is not an Associate Degree for Transfer (ADT) to California State University (CSU) and will not guarantee admission to a CSU. The general education requirements for the Associate in General Studies do not fulfill the Historical Black Colleges and Universities (HBCU) Admissions guarantee, the Intersegmental General Education Transfer Curriculum (IGETC), or the University of California’s Transfer Admission Guarantee (TAG). While

other universities may accept units earned toward the AGS degree, there are no articulation agreements guaranteeing that the learner will be admitted with junior standing if they chose to apply later. Learners planning to transfer to a four-year college or university should consider a major area of concentration at one of the 114 California Community Colleges in either the Associate in Arts or the Associate in Science transfer degrees. For those learners who decide to continue their education upon completion of the Calbright AGS, counseling support is available to help them pursue their ultimate degree objective.

Associate In General Studies Program Learning Outcomes

By completing the Associate in General Studies, adult learners will be able to:

- Communicate effectively in writing so that one may advance professionally and apply to BA programs.
- Comprehend, analyze, and interpret texts in a variety of disciplines.
- Present orally one's own thoughts and plans.
- Recognize a problem and devise a plan of action to solve it.
- Show mastery of several disciplines within an academic area of concentration.
- Demonstrate an ethical mindset and exercise professional responsibility in a global context.

Enrollment Agreement

Learners are required to meet with a College Counselor for assistance in identifying courses that will satisfy their academic goals and must complete an enrollment agreement with the Pathway program's Instructional Team member.

The Total Requirements for an Associate General Studies Degree (AGS) | 60 units

1. A minimum of 60 degree-applicable units
2. The required courses for a Specific Calbright Pathway - 20 units (Medical Coding, Information Technology, Information Security - includes 4 units for apprenticeship)
3. General education - 20 units
4. 21st Century Skills (Interpersonal, Academic, Workplace) - 4 units
5. Electives (Advanced standing transfer units, Prior Learning Assessment) - 16 units
6. Apprenticeship/Internship - 4 units
7. Minimum cumulative grade point average of 2.00
8. Good academic standing

9. A minimum of 12 units completed in residency at Calbright College

SECTION 1 | General Education Course Requirements | 20 units

- Language and Rationality (minimum of 6 semester units with a grade of C or higher)
    - English Composition
    - Communication/Analytical Thinking
- Math and Natural Sciences (minimum of 3 semester units)
- Social Science (minimum of 3 semester units)
- Humanities and Fine Arts (minimum of 3 semester units)
- Diversity (minimum of 3 semester units)
- Counseling/Career (minimum of 2 semester units)

The courses listed in Section I, General Education Requirements, are transferable courses either through PLA approval, articulation agreements, or they satisfy equivalency status in compliance with California Community Colleges Chancellor's Office (CCCCO) guidelines.

SECTION 2 | 21st Century Employability Essentials | 4 Units

21st Century Skills (Interpersonal, Academic, Workplace) (4 semester units)

SECTION 3 | Required Program Pathway Modules | 20 Units

Learners must be registered in an approved Calbright Competency-based Education (CBE) Pathway. The Apprenticeship is required for all Pathway Modules and a minimum of four units are awarded upon satisfactory completion.

SECTION 4 | General Electives | 16 Units

The General Studies program applies units for Advanced Standing transfer coursework, Prior Learning Assessment, and credit by exam. Clock-to-credit hour conversions for excess units from Competency Based Education module Assessments will apply toward electives.

Minimum Total Units Required for AGS: 60 Units

ACADEMIC FREEDOM | The College's Instructional and Support Teams and adult learners are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic / educational community in general. Regardless of institutional affiliation or sponsorship, the College maintains an atmosphere in which intellectual freedom and independence exists.

INSTRUCTIONAL TEAM (FACULTY) | The College has a sufficient number of qualified instructional team members (faculty), which includes full time and part-time / adjunct members, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the College's educational programs. A clear statement of instructional team responsibilities includes development and review of competency-based education curriculum as well as assessment of learning online. Education Code section 75001(g): "Upon the establishment of an Academic Senate for the Calbright College, the faculty shall review the Online Education Initiative Protocols for online content and adopt as appropriate."

LEARNER SUPPORT SERVICES | The College provides for all of its adult learners appropriate learner support services that foster learning and development within the context of the institutional mission.

ADMISSIONS | The College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of learners appropriate for its programs.

INFORMATION AND LEARNING SUPPORT SERVICES | The College provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and online instructional programs in all program pathways.

FINANCIAL RESOURCES | The College documents a funding base, financial resources, and plans for development adequate to support learner learning programs and services, to improve institutional effectiveness, and to assure financial stability.

INSTITUTIONAL PLANNING AND EVALUATION | The College systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of learning outcomes.

INTEGRITY IN COMMUNICATION WITH THE PUBLIC | The College provides an online catalog for its constituencies with precise, accurate, and current information.

INTEGRITY IN RELATIONS WITH THE ACCREDITING COMMISSION | The College provides assurance that it will adhere to the Eligibility Requirements, Accreditation Standards and Commission policies, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities.

Milestone 5: Outreach Plan

MILESTONE DELIVERABLE | Create a statewide outreach plan, which includes working with immigrant groups and community-based organizations, to reach the target population of working learners and help design educational opportunities that work for these learners.

PLAN OUTLINE | Calbright has designed a wholly unique outreach and engagement plan that ranges from pre-registration to post-employment. Our goal is to not only to prepare Californians for jobs in more upwardly mobile careers at great companies, but to also break the cycle of poverty. Many of these plans are outlined in other sections of this report. In this section, we focus on the effort to identify, engage with, and excite interest in California's more than 8 million stranded workers, most of whom are traditionally marginalized and underserved. In an effort to reach our target adult learners and the hiring managers at great companies in their communities, Calbright will engage in an outreach plan detailed as follows:

> Meeting People Where They're At. Our governing philosophy for outreach is to meet people where they are in their lives — online and in the real world. This will include a multi-lingual approach and culturally sensitive and appropriate communications. Outreach and marketing strategies will be tightly integrated with the programs and services provided by the Success Team, which provides high-touch engagement with working adults from pre-enrollment through to post-employment (see Milestones 6 and 8, which follow this section.) We will work directly to connect with our targets and through a variety of organizations that are already doing work with our potential working adult learners in their local communities.
>
> For example:
>
> - We are producing a statewide strategy that focuses on local tactics. We plan to divide the state into quadrants (NW, NE, SW, SE) and partner with non-profit and other agencies working within those quadrants to engage locally in ways that are reflective of local community dynamics.
> - We are identifying non-profit, community-based, government, and non-governmental organizations that are already engaged in workforce development in their local communities. These include:
>
> 1. Regional deputy sector navigators and local workforce boards
> 2. Labor and trade unions, and their partner employers (SEIU, SEIU-UHW, CSEA, UniteHere, etc.)
> 3. Veterans organizations (i.e., Army PAYS)
> 4. Organizations working with economically disadvantaged communities (i.e., Alliance for San Diego, Oakland Reach, ParentChild+, CAUSE/Pueblo, etc.)
> 5. Organizations working within communities of color

6. Organizations working to close equity and accessibility gaps for women and those with disabilities
7. Organizations working with the formerly incarcerated
8. The California Employment Development Department
9. Labor and workforce data producers and aggregators (both governmental and non-governmental)
10. Faith-based and local business leaders

- We'll organize local outreach and informational sessions in partnership with these local resources.
- We'll also identify useful incentives and arm them with materials that will help them promote our model to their community members.
- We also intend to work with employers seeking to upskill workers in jobs in which those workers are otherwise unable to advance.

Ambassadors / *Promotores.* Similar to "Train the Trainer," we'll send out our own adult learners, offering them equitable pay to go out into the communities and hold events locally at libraries, elementary schools, veterans affairs centers, job fairs, festivals, farmers markets, county fairs, etc.

Growth Marketing. We will leverage professional growth marketing strategies designed to strategically engage our audiences online. Tactics will be refined through rigorous A/B and multivariate testing in order calibrate messaging, positioning, and artwork to achieve maximum impact and desired results (i.e., conversions). This will include:

- Organic Search Engine Optimization (SEO)
- Paid Search Engine Marketing (SEM)
- Paid Social Media Marketing Campaigns (Facebook, Instagram, Twitter, LinkedIn, Pinterest)
- Organic Social Marketing Campaigns, including original content marketing designed with virality in mind (YouTube, podcasts, Instagram, Facebook, LinkedIn, Pinterest, Calbright.org, hashtag strategies)
- Broadcast (spot cable, radio, podcasts, pre-roll, etc.)
- Direct marketing (snail mail, email, SMS text messaging, and newsletter campaigns)

Finally, we will test and invest in traditional out-of-home (OOH) strategies that include:

- Outdoor (billboards, digital billboards, etc.)

- Transit / Transit Shelter / Transit Subway / Taxi / App Transit (Uber + Lyft)

Infographics and Supporting Stories. Telling and illustrating the stories of people we're designed to serve and the results we seek / produce, and translating those into high impact testimonial stories and shareable infographics that convey the benefits of Calbright, will be key to our outreach success.

Campaigns & Collateral

- Events marketing (street fairs, county fairs, county and city meet-and-greets, local ambassador / promotores events; EventBrite; scheduled live webinars and podcasts with Q&A)
- Calbright.org content (blog posts, videos, infographics, promotions, archived webinars and podcasts), online store for branded merchandise, and campaign-specific landing pages
- Brochures, posters, flyers, annual reports, catalogs for distribution through events, direct marketing, and via our community-based partnership network
- Trade shows, labor union meetings / conventions, and influencer vents
- Seminar-in-a-box (for ambassadors and promotores)

METRICS | We intend to rigorously measure and evaluate the success of outreach, communications, and marketing campaigns with a variety of metrics:

- Media coverage, including content analysis or summary of the way key messages were expressed, audience size, geographic reach, and audience interaction online
- Digital performance of ads, including impressions, click-through rate, video view rate, influenced views, etc.
- Visits to a landing page, time spent on landing page, time spent on website, navigation patterns
- Conversions (that is, those that complete a desired action, up to and including completing an enrollment)
- Social media presence, amplification, and interactivity
- Qualitative (ethnographic) interviews with stakeholders (target audience members, policymakers, funders, employers) and analysis of insights/findings
- Focus groups and surveys

Milestone 6: Definition of Duties Supporting the Learner Experience

Learner Journey — From Pre-Enrollment to Post-Employment

Learner Success — Calbright College Instructional and Support Teams will ensure the end-to-end success of Calbright learners by monitoring the process and overall learner success within the program, and directly engaging where instructional designs indicate. We will also ensure meaningful peer-to-peer interactions where instructional designs indicate that's required and appropriate. We will identify and address points of attrition, challenges with handoffs, and opportunities for greater efficiency and improved learner outcomes. We will also report on learner success metrics and work with individual pathway success components to increase overall learner success via a data-driven approach.

Concierge Program — Calbright will introduce a concierge program for learners. Using a combination of artificial intelligence (AI), chat and phone support, we will meet learners where they are, and provide 24/7 resources to ensure learners feel seen, heard, and valued, and are meaningfully supported throughout their learning journey by the Instructional and Success Teams.

Tech Support — We will also provide multi-channel technical support to learners who will vary by technical skill, hardware/software capabilities, and language skills. We will ensure learners are able to access and effectively use resources (hardware, software, bandwidth), provide guidance to learners regarding additional technical requirements, and provide guidance on additional technical resources available to learners (for example, local libraries or learning centers).

Community Advocate Partnerships — With the marketing and outreach teams, we will establish partnerships with community (geographic, demographic, sociographic and behavioral) organizations, and cultivate relationships to identify needs, communicate opportunities, promote success, and enable our alumni to give back to their communities.

Career Services

Career Readiness — In parallel to a learner's instruction, we will work to ensure career readiness. We will identify the general needs of working adult learners, as a whole as well as individual learner needs during a self-assessment phase in our engagement with them. Our Instructional Teams are determining required and optional (higher level) Soft Skills training, including both universal and pathway-specific resources. We will provide resources for learners to develop additional employment resources (e.g., resume development, LinkedIn profile optimization); offer on-going career information resources by pathway that may include seminars, webinars, 'day in the life' videos, etc.; develop and implement an industry mentor program, including identifying mentors, pairing processes, and evaluation metrics.

Apprenticeships — We will support learners in obtaining paid apprenticeships following the achievement of a certificate of competency mastery, including our own employer-of-record service. We will provide both synchronous and asynchronous coaching to our graduates as they navigate integration into a professional work environment (interviewing for success, dressing for success, the importance of being on time, conflict resolution, appropriate workplace communications, etc.)

Academic Services

Learning Center — Manage all resources to support user learning. Oversee Online Library. Resolve issues with learner access, identify additional resources required, as well as external resources available to learners. Implement and oversee online learning support resources that may include message centers, peer-to-peer and near-peer tutoring, industry tutor program, and other resources.

Instructional Support and Coaching — Includes instructional supports by qualified Instructional and Support Team members as indicated in the instructional design of modules and courses; coaching for learners who need special instruction, whether to address physical disabilities or additional special learning needs; and, work around learner-driven initiatives and peer-to-peer interaction and mutual support (both synchronous and asynchronous).

Group Learning — Develop, implement, and monitor group learning programs for learners. Leverage community-based learning that integrates both synchronous and asynchronous learning. Work with registration process to cultivate learner interest and obtain information for appropriate grouping, launch learners into learning success groups, facilitate and monitor learning group success.

Learner Services

Life Skills Mentoring — Provide general life mentoring support, including required services (e.g., counseling), as well as additional life services that will be useful to our target learners (e.g., budgeting).

Programmatic Support for Calbright Target Populations — Provide additional services targeted to specific Calbright target populations, including immigrants, veterans, disabled, low income, previously incarcerated, and recently displaced workers. Programmatic support will include both outreach services to our learners, as well as additional on-demand resources as needed. Monitor and improve on services based on learner progress, learner career success, and learner satisfaction by target population.

Administrative Support Services — Provide administrative support services as required by all California Community Colleges, including, but not limited to enrollment support, financial aid, disability services, veteran's services, etc.

Milestone 7: Recognition of Prior Learning

Many nontraditional learners can demonstrate college-level knowledge and competencies. Such learning—gained from experiences outside postsecondary education—often merits academic credit. Credit for Prior Learning (CPL) provides a range of options from recognition of military and workforce training to national examinations and portfolio development.

The Calbright Credit for Prior Learning plan is based on the American Council of Education (ACE) recommendations. ACE has credibility in the higher education community and conducts quality reviews for newer course formats, newer providers, and newer credentials (e.g., badges, certificate programs, and competency-based programs) that complement ACE's strengths and quality in course evaluations.

The Calbright Credit for Prior Learning review process includes:

- Application of the "federal definition" of academically-engaged time rather than time in a classroom. As the federal definition evolves with potentially greater adoption of a competency-based or mastery model, the review processes will adapt to these as well.
- Apply credit for prior learning based on individual and third party institutional evaluations as classified and outlined below.
- Apply credit for prior learning for 21st Century Skills Competencies (New World of Work, Google Digital Applied Skills, applied skills, cross-disciplinary skills, transferable skills, employability skills, and soft skills).
- Apply program evaluation of sponsored learning (i.e., military training).
- Evaluate formal courses and occupational specialties within the military and recommend college-level credit.
- Develop and utilize a rubric to assist course evaluators in defining content, scope, rigor, breadth, and depth of learning, and provide a summary of this guidance to the public as a means to communicate the rigor of the American Council for Education's process as they apply to the Calbright plan.
- Develop a pool of qualified and effective faculty course evaluators to include faculty with experience reflecting online learning and competency-based approaches.
- Develop the evaluator pool to reflect geographic and sector diversity.
- Orient, train, calibrate, and evaluate Instructional Team course reviews.

Milestone 8: Plan to Enroll First Cohort of Working Adult Learners

Calbright will recruit learners through a variety of different channels, including through our website, direct outreach programs, marketing campaigns, labor partners, and partnerships with community organizations (including those who support our target populations). The success of the Beta cohort will be critical to proving the realization of Calbright's promise, establishing better relationships with both community and career provider partners, and attracting future learners. We have proposed the following plan to allow us to not only launch the first cohort on time, but also deliver the best possible outcome for our learners, their career aspirations, and their future employers.

Milestones

Communicate with the Public

Even as we continue to develop our materials for the first cohort, we want to communicate key information and milestones with the public as soon as possible through our website at https://www.calbright.org. This will serve two critical purposes: building interest and building trust. By publishing information earlier, we can begin to build interest organically, as well as allowing key partners to refer others to our website for further information. Additionally, transparency around information, as well as open communication, will allow us to continue to not only answer questions, but also learn in an on-going fashion. During this process, we will:

- Indicate our target start date (October 1, 2019);
- Indicate target date to begin registration and enrollment; and,
- Enable users to sign up to receive information once registration and enrollment has opened.

Identify, Map and Refine Enhanced Information Regarding Learning Pathways for the Beta Cohort Program

In order to successfully recruit individuals and partners, as well as prepare necessary systems, we are identifying, assessing, and communicating key program requirements, and have created a timeline and map of the learner pathway. This process also allows us to see what programmatic, learning, and support components are due when. Many, if not most, of the initial process of identifying and mapping these components has been done, but we will be responsive to increased information, concerns, and questions as we go through the development process. This process includes, but is not limited to:

- Identifying both synchronous and asynchronous learning components;

- Identifying general program requirements and supplies (e.g., technology hardware, software, Internet access levels, etc.), as well as potential resources to assist learners; and,
- Providing an easy-to-read high-level learner path, including basic timelines, apprenticeship guidelines, and career goals.

Partner with Labor Unions and Employers to Identify and Draft a List of Possible Participants for the Beta Cohort

In order to enroll sufficient users for the Beta cohort, provide the best opportunity of success for the Beta cohort, and provide the greatest value to the community of learners, we are taking a targeted recruitment approach for the Beta cohort. Calbright plans to partner with labor unions and employers to identify and draft a list of possible participants for the Beta cohort. We believe that by targeting specific groups of learners, we can best understand the particular support needs of this group, be incredibly responsive to needs and inputs, recruit learner groups who will help support each other through the learning process, and, finally, be better able to collect and measure information that will help us with the ongoing development of both academic programs and support services. During this process, we will:

- Work with union and employer partners to identify additional needs (including language, Section 508, etc.) of union partners;
- Identify special concerns and needs of learners as a group, including but not limited to life mentoring, learning tools (including hardware, software, and bandwidth access solutions), and technical support; and,
- Provide a working session to identify and address specific concerns of union working partners.

Prepare a Public-facing Minimum Viable Product (MVP) for Registration and Enrollment

In addition to defining the processes, supports, and information necessary for successfully registering and enrolling learners, we will need an actual system to register and enroll learners. This initial system will allow us to support the Beta cohort as well as collect key information to help us further refine a solution that can scale for tens of thousands of concurrent learners. We have defined several key requirements for a Minimum Viable Product (MVP) or version 1.0 for an enrollment process. A successful MVP will:

- Collect the personal information to identify the learner and create a unique identifier for the learner that will be used throughout the learner journey;
- Provide information to the learner about the enrollment process;
- Provide information to the learner regarding support including global learner support (e.g, learner information system, administrative support, Section 508 services), Calbright learner support (e.g, coaching, career pathway

development), and need-based support for the Calbright target populations (e.g., life coaching);

- Be accessible in multiple languages (e.g, English and Spanish) and through multiple touchpoints (e.g, web, mobile);
- Be accessible to learners with different abilities;
- Meet or exceed all state and federal information security requirements for personal data; and,
- Be consistent with California Community Colleges processes, rules, and guidelines, especially Title 5 requirements.

Seek Accreditation

Addressed in this document is the plan for accreditation, as well as information regarding the specific learner pathways. Information about our current status as to accreditation is available on the Calbright website at calbright.org/accreditation.

Build Self-assessment Module

The self-assessment module is an interactive tool that will enable us to help define learner strengths and assets that the learner may not realize that they have. This process will also allow us to best define a suggested pathway for the learner and what additional supports the learner might need to succeed. We are already working with a storyteller to build the content for this module. We will build the minimum viable product to support the interaction with the learners, ensuring that the process is accessible, in multiple languages, and meets all required data security standards.

Build and Launch Short Term Training Modules for 21st Century Essentials Skills

After initial registration and assessment, but prior to beginning formal enrollment into a particular pathway, each learner will complete training modules for 21st Century Essentials Skills, contextualized by area. To build and launch these modules, the Instructional Team will:

- Identify key content for the training modules;
- Define measurement criteria to indicate successful completion of material and learning of necessary content;
- Build a minimum viable product to deliver asynchronous learning and test for successful completion of necessary learning;
- Enable learners to request support as necessary with completing the Essential Skills Training modules; and,
- Identify a process to alert the learner and Calbright staff about the successful completion of learning, passage of any required measures, and the ability to

move on to the next step in the enrollment process (enrolling in a specific pathway).

Build Career Learner Pathways Modules

Calbright has identified three learner pathways for the initial launch of Calbright College. Our Instruction Team is actively working on the design of the training and development curriculum. Prior to launch, we will:

- Develop pedagogy and curriculum for each of the three Calbright learner pathways;
- Build online, asynchronous training modules for each of the three Calbright learner pathways; and,
- Build a process to map learner progress through a given pathway.

Identify, Map, Connect, and Build Initial Learner Services

A critical component of the Calbright learner pathways will be learner services, including both synchronous and asynchronous learner support. This support will supplement the curriculum of the modules to increase the success of the learners through the process. Whenever possible or applicable, we will work with and leverage existing academic support services, however, we also recognize that we will need to create additional services specific to Calbright College. During this process we will:

- Launch an online learning center to provide access to an online library and CCC-wide Online Education Initiative supports
- Build a plan for on-going peer-to-peer learner support
- Provide a plan for instructional support, including needs for learners with disabilities and learners with unique needs
- Construct an initial version of a group learning support program, and begin to develop learning groups as learners enroll
- Define a plan to measure and improve learning support services

Plan Career Services Support for the Learner Pathways

One of our priorities is to place learners with apprenticeships and ensuring success during that process. The apprenticeship program will be ready for our first cohort as a service when they are set to take that step. We are currently working on a high-level plan for identifying apprentice opportunities, including our employer of record program. We believe that this high level plan will be valuable in working with union partners and employers during recruiting and in enrolling the first learner cohort.

In addition, we will define career mentor needs, and begin the process of recruiting career mentors who can support learners during their study.

Plan for All Required Resources and Other Learner Support Services; Build Concierge-style Process to Connect Learners with Resources

We recognize that there are many learner Resource Services, such as financial aid, disability resources, veteran supports, and counseling that a learner may require during the initial enrollment process, as well as during their journey through Calbright College. Many, if not all, of these services are already clearly defined. We want to ensure a plan to provide information and access to all learners, so that they know the resources that are available, so that we can refer as appropriate when the learners do have questions, and so that we can proactively engage potential learners and learners who may have needs, but are not aware that we have support services available. We are calling this a Concierge service to reflect the level of care and support that we will strive for in getting our pre-learners and learners to the correct support systems. In order to provide these services to learners in the most effective manner possible, we will:

- Identify necessary and available resources, ensuring compliance with all California Community Colleges, Section 508 and Title 5 requirements
- Map resources for learners along with easy to understand learner facing definitions of the support available
- Create initial tools for 24/7, on demand information about support services that may include digital content, automated and human chat services and phone support to appropriately guide learners to the right resources at the right time

Define and Ensure Need-based Support for the Calbright-specific Target Populations

Calbright has five specific target populations, each of which may need supports specific to that target population. For instance, our immigrant learners may need additional language support or recently displaced workers may need assistance in securing additional financial resources to cover general cost of living expenses. Calbright College may provide some of these support services, and in some cases, we may leverage existing federal, state, and community resources to help our learners, acting simply as a resource repository to help guide learners. While we plan to develop resources for each of these specific target populations, we recognize that this will generally be an ongoing process of resource identification and development, and also that our initial cohort, recruited through union partners may align within specific target population segments. By the launch of the first cohort, we plan to:

- Nominally identify currently available resources for each of the Calbright target populations
- Create a consolidated view of identified resources

- Integrate with our Concierge service (above) to be able to effective communicate available resources to the first set of pre-learners and learners
- Create a process for gaining ongoing feedback regarding currently available systems and identify service gaps

Enroll Individuals

The deliverable and milestones above reference recruitment and the development of the initial pathways and supports for the learners. Ultimately, will also need a process and system to actually enroll the learners. This initial system should support the enrollment of the initial cohort as well as allow us to further identify needs to build and/or refine a long term scalable solution. During the actual enrollment process we will:

- Contact union and employer partner-recommended learners in order to gauge each individual's interest in and readiness for one of our first three programs
- Identify special concerns and needs of individual learners, including but not limited to language, disability, life mentoring, learning tools (including hardware and software solutions), Internet access and technical support
- Ask all individuals who have been selected for the first cohort to confirm their intent to participate
- Assist learners in completing the enrollment process, as well as connect pre-learners and learners to learner administrative services as needed for additional support, such as veteran's services, financial aid, etc.
- Implement the process to obtain, identify and recognize prior learning
- Assist learners in completing the self-evaluation to identify assets
- Confirm successful completion of the initial enrollment process, and explain the ongoing next steps
- Move pre-learners into the next stage, the Short Term Training Modules for Essential 21st Century Skills, Contextualized by Area

Summary of Plan to Enroll Learners

Calbright College seeks to positively impact our working adult learners and their future employers. We are acting as a high-velocity organization that's trying to move fast but not break things. And to succeed, we continue to build partnerships with the existing California Community College system, businesses, community-based organizations, and unions. We believe our above plans will allow us to meet and exceed our goals for our Beta cohort. We also expect to continuously refine and improve our plans as we learn from our partners and our learners to relentless deliver value to our learners, our partners, and the state of California.

Statutory Milestone Update

#	STATUTORY MILESTONE UPDATE	
1	Develop a seven-year implementation plan, validate a business plan and develop three program pathways. The college must also develop an accreditation plan and create an outreach plan.	**COMPLETED** • Developed mission and business plan with target markets, business partners, revenue projections, and staffing model • Established college administration and website • Worked with organized labor, employers, and target populations to establish three initial program pathways: Medical Coding, Information Technology (IT) Technical Support, and IT Information Security • Developed 7-year implementation plan with key annual milestones **IN PROGRESS** • According section 75009 of the Education Code, Calbright is required to meet a number of milestones with regard to the development of job training programs (i.e., the first three in 2019; another three by 2021; another ten by 2023; etc.), and Calbright is working with our academic, employer, and labor partners on the development of new job training programs to meet these milestones. • Continuous build-out of "Tech Stack" (off-the-shelf and proprietary cloud-based systems) to deliver on our mission at scale • Developing lifelong learning opportunities to support the full job training program pathways
2	Develop internal business processes and personnel policies, such as hiring, salaries, and evaluations, and establish outcomes	**COMPLETED** • Board Policies approved by Board of Trustees • Established formal agreement and account with Solano County Office of Education for transfer of state funds

	goals including the classifications necessary to support instructional development, and activities and other elements of the student experience.	• Chancellor identified South Orange County Community College District as partner for collective bargaining; MOU approved by both boards • The Calbright Board of Trustees has established the College's main accounts in the Solano County Treasury.
		IN PROGRESS
		• Drafts of 37 Administrative Procedures have been completed. Calbright is in the process of forming a policy committee comprised of administrator, faculty, classified staff, and learner representatives to review and provide input on the procedures before they are adopted. Additional draft procedures are under development in the Academic Affairs, Student Services, Business Services and Fiscal Affairs, and Human Resources areas. • Calbright has been approved by both the CalPERS and CalSTRS systems. The Foundation for California Community Colleges currently acts as the employer of record for all Calbright staff, as authorized by Calbright's implementing legislation, and all Calbright staff are currently enrolled in the Foundation's CalPERS plan. Calbright is currently working with the Foundation to use its payroll system on an interim basis so that Calbright employees can be entered into Calbright's CalPERS and CalSTRS accounts. Calbright is also in the process of procuring its own payroll and financial systems.
3	Map the student experience, including, but not necessarily limited to, recruiting, onboarding, transcriptions, instructional experience, billing, entry into internship if applicable to the student's programs, and entry into jobs.	**COMPLETED** • Developed learner communication and onboarding process, including a timeline and map of the learner pathway from pre-registration to post-employment • Designed the learner services supports (registrar, admissions, financial aid, disability and veterans services, bursar, etc.) and are working to staff those roles
		IN PROGRESS

		• Refining onboarding process and program, including building self-assessment and training modules for 21st Century Essential Skills • Working on the design of the apprenticeship program in partnership with labor and employers
4	Develop an accreditation plan.	**COMPLETED**
		• February 2019, DEAC Commission agreed that Calbright can continue to add programs during the initial accreditation process as required to meet legislated requirements for college growth, and to allow programs to be included in the accreditation review after one year of enrollments (instead of the usual two years). • February 2019, DEAC Commission agreed to include the Title IV (Student Financial Aid) review to be conducted concurrently with the comprehensive initial on-site review. • Presented as an informational item to the Board on 1/13/2020.
		IN PROGRESS
		• The U.S. Dept of Education scope of recognition for DEAC is: an accreditation of postsecondary institutions in the United States that offer degree and/or non-degree programs primarily by the distance or correspondence education method up to and including the professional doctoral degree, including those institutions that are specifically certified by the agency as accredited for Title IV purposes, enabling students' access to financial aid. • Calbright is in the initial stages of preparing to submit an application for eligibility to pursue national accreditation with the Distance Education Accrediting Commission (DEAC). Calbright is eligible to submit an application to DEAC any time after October 2020. Regional accreditation will be pursued at a later date. • DEAC is able to accredit institutions not offering degrees.

5	Create a statewide outreach plan, which includes working with immigrant groups and community-based organizations to reach the target population of working learners and help design educational opportunities that work for these learners.	**COMPLETED** • We're working with community-based organizations, labor, NGOs, and business/trade associations to partner with us on communications, host local events, and engage with potential learners that may or may not access more traditional marketing outreach. • At its January 13, 2020 meeting, the Calbright Board of Trustees approved a contract with Sensis, a marketing services firm with extensive experience developing outreach campaigns to diverse communities. Through this contract, Calbright will begin the next phase of its outreach process, which will be further informed by the market research work completed by LRW to enable strategies that have the best chance at connecting with our intended audiences. • In parallel with building this outreach infrastructure, we've executed a search and social marketing strategy and collateral that reflects the faces and voices of our learners for use at conferences, community-based events, and in other on-the-ground outreach. • Our three beta cohort job training programs are only available in English. As such, our marketing efforts are also in English. We didn't want to mislead potential learners that they would be able to learn on our platform in any language other than English at this time. • In the interim, we've conducted extensive statewide market research with our partners at LRW to better understand our diverse populations of learners and how best to connect with them through outreach and marketing strategies. • Our student support team is multilingual and currently supporting learners in the following languages: English, Spanish, Vietnamese and American Sign Language (ASL).

IN PROGRESS

Outreach Engagement. While traditional marketing will reach the largest swath of potential learners, we want to ensure we have relationships and engagement strategies with local organizations throughout the state to ensure inclusive awareness and access to our programs.

- We are identifying and are in various stages of communication with a variety of organizations. These include but are not limited to:
  1. Regional deputy sector navigators and local workforce boards
  2. Organizations working with immigrant communities
  3. Labor and trade unions
  4. Veterans organizations
  5. Organizations working with economically disadvantaged communities
  6. Organizations working within communities of color
  7. Organizations working to close equity and accessibility gaps
  8. Organizations working with the formerly incarcerated
  9. The California Employment Development Department
  10. Labor and workforce data producers and aggregators (both governmental and non-governmental)
  11. Faith-based organizations
  12. Business and trade association
  13. Organizations working in workforce, economic development, employment, etc.
- We'll organize local outreach and engagement efforts in partnership with these local resources.
- We'll also seek feedback from our community partners on ways we can better promote Calbright and achieve desired outcomes

Growth Marketing. We will leverage professional growth marketing strategies designed to strategically engage our audiences online. Tactics will be refined through rigorous A/B and multivariate testing in order calibrate messaging, positioning, and artwork to achieve maximum impact and

		desired results (i.e., conversions). Our strategies remain evergreen, as we work to ensure enrollment outcomes with a specific lense to inclusion and equity. We aim to adjust strategies early on in the funnel to reduce the risk of negative trends further down the pipeline. Infographics and Supporting Stories. Telling and illustrating the stories of people we're designed to serve and the results we seek / produce, and translating those into high impact testimonial stories and shareable infographics that convey the benefits of Calbright, will be key to our outreach success. Digital Storytelling. Short videos designed for social and digital media, telling the story of what a career in each of our pathways looks like - helping learners imagine themselves in the job.
6	Define the duties for instructional support, program development, and other student experience activities	**COMPLETED** • Defined a comprehensive program of learner supports related to Learner Journey, Career Services, Academic Supports, and Learner Services • Defined and hired full-time program directors (similar to deans) to lead the instructional support of our program pathways • Contracted instructional staff to design and develop the three program pathways • Contracted instructional staff to support our learners through our program pathways **IN PROGRESS** • Developing a new process and procedure with the Academic Senate for the California Community Colleges to enable the hiring of full-time instructors and counselors to develop and support learners through job training programs and apprenticeships. • Meeting our milestones to be in full compliance with learner accessibility services

		• Developing a learner association / student association • Hiring program development support
7	Establish a process for the recognition of prior learnings into the student onboarding experience	**COMPLETED**
		Established Calbright Credit for Prior Learning review process based on American Council of Education (ACE) recommendations
		IN PROGRESS
		Calbright hired a Registrar and Director of Admissions & Records to work with faculty and key administrators on an Administrative Procedure to review and award credit for Prior Learning which will include the American Council on Education for military credit. Additionally, within the online Learning Management System (LMS), learners are provided with the opportunity to demonstrate competency of skills through adaptive learning.
8	Plan to begin enrolling students by the last quarter of 2019.	**COMPLETED**
		Enrolled more than 400 working adult learners by the last quarter of 2019

Letter from the Academic Senate for California Community College to the Legislature

Letter from the Academic Senate for California Community College to the Legistature

Academic Senate
for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

President
John Stanskas
San Bernardino Valley College

Vice President
Dolores Davison
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Moreno Valley College

North Representative
Carrie Roberson
Butte College

North Representative
Stephanie Curry
Reedley College

South Representative
Sam Foster
Fullerton College

South Representative
Anna Bruzzese
Los Angeles Pierce College

Representative at Large
Silvester Henderson
Los Medanos College

Representative at Large
Nathaniel Donahue
Santa Monica College

Executive Director
Krystinne Mica

October 7, 2019

Honorable Anthony Rendon
Speaker of the Assembly
State Capitol, Room 219
Sacramento, CA 95814

Honorable Jose Medina, Chair
Assembly Higher Education Committee
1020 N Street, Room 173
Sacramento, CA 95814

Honorable Toni Atkins
Senate President Pro Tempore
State Capitol, Room 205
Sacramento, CA 95814

Honorable Holly Mitchell, Chair
Senate Budget Committee
State Capitol, Room 5019
Sacramento, CA 95814

Honorable Connie Leyva, Chair
Senate Education Committee
State Capitol, Room 2083
Sacramento, CA 95814

Honorable Phil Ting, Chair
Assembly Budget Committee
State Capitol, Room 6026
Sacramento, CA 95814

RE: Calbright Community College's Duplication of Programs

In light of the "Calbright Community College New Program Non-Duplication Notice" issued by the California Community Colleges Chancellor's Office on September 30, 2019, the Academic Senate for California Community Colleges (ASCCC) is once again compelled to convey our deep concern with the trajectory that Calbright has taken. The three programs currently planned for Calbright do indeed duplicate existing programs offered by established, accredited California community colleges. Furthermore, the method through which the programs are offered is not unique to Calbright, and Calbright has chosen to ignore explicit statutory requirements of the California Online Community College Act, including the use of the Online Education Initiative's course management system, Canvas.

The ASCCC has acted in good faith to support and develop the online college by providing faculty to serve regarding all academic and professional matters the new Calbright District may require. In spite of this cooperative relationship, repeated attempts to dialogue about duplication have done little to clarify the issue of duplication of programs. In our August 5 correspondence, the ASCCC requested the intervention of the legislature to clarify these issues and agreed that the trajectory of offering noncredit courses via contract education to the initial cohort of students provided time for the legislature to clarify these concerns. However, recent assertions that minimal lag time can exist between cohort one and cohort two in enrollment and aspirations to broaden Calbright's service beyond noncredit contract education with specific statewide employers lend urgency to our initial request.

Furthermore, the recent certification of nonduplication—as required by California Education Code §75001(f)—by the Chancellor's Office in its Sept. 30 correspondence has compelled the ASCCC to respond more directly than we might have otherwise felt was warranted. With the limited enrollment model proffered initially through contract education with statewide employers, less urgency seemed necessary regarding the

programs selected, and the endeavor could be thought of as an experiment to perfect broader access. With contract education, official program certification is not required. However, the request by Calbright for the Chancellor's Office to certify these three programs implies that the intent is to offer programs beyond contract education in the very near future.

Faculty across the state have understood that the restriction on duplication was intended to prevent Calbright from being in direct competition with the existing California community colleges. As all 114 colleges currently have extensive online offerings and comprehensive support structures, online and in person, to assist students in attaining their goals, the introduction of a fully online entity has no viable rationale unless it offers credentials that are not presently available to community college students.

The Non-Duplication Notice published by the Chancellor's Office on September 30 presents overarching methods of delivery that apply to all three of Calbright's duplicated programs. The Chancellor's Office asserts that "the combination of the new Calbright programs' design elements . . . establish that the programs are not duplicative." This conclusion does not meet the clear and specific requirements of the California Online Community College Act nor Title 5 of the California Code of Regulations. Even if the design elements were original, the logic presented by the Chancellor's Office would allow Calbright to establish a program in any educational discipline and claim that is not duplicative—not only in career-technical education, but also in sciences, liberal arts, and all other areas. If the only requirement to avoid duplication was the method of course delivery and program content was completely irrelevant, Calbright would be free to offer programs in any discipline. The Chancellor's Office assertion is even further flawed, as the program design elements listed in the Non-Duplication Notice all currently exist at community colleges throughout the state. Established California community colleges offer the planned Calbright programs as fully online as well, and in some cases as noncredit, competency-based programs with flexible start and stop times and through the statewide online platform that has been adopted by all of the colleges. Thus, the programs themselves duplicate existing programs within our system, as do the program design elements. This free rein for Calbright to offer programs that already exist in the community college system does not match the ASCCC's understanding of the intent of the legislature.

As the ASCCC indicated in our August 5 letter to the legislature, noncredit programs in the California Community Colleges are competency-based in nature and allow for self-paced learning. Apprenticeship opportunities exist throughout our system. Canvas is the statewide online platform that the majority of the California community colleges use and which the Education Code directs Calbright to use, as Canvas is the "technological infrastructure" of the California Virtual College Online Education Initiative. Calbright instead chose to utilize a different online platform, the Strut Course Management System, making Calbright almost the only college in the system not to use Canvas despite being the only entity that statute dictates must use it.

Furthermore, the regional accreditation standards for California's community colleges require that the achievement of competencies is an element in career technical education programs. (ACCJC Standard II.A.14). Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. In addition, a recent funding opportunity that focused on expanding the availability of online career-technical education opportunities has resulted in

many colleges improving and expanding upon their career-technical educational programs in these three areas. Calbright's focus is therefore in direct competition with local efforts to serve the same populations using the same methods to offer the same curriculum.

The Chancellor's Office has "concluded that the combination of the new Calbright programs' design elements involving competency-based learning, asynchronous self-paced learning, applied learning, and statewide online platform, establish that programs are not duplicative of programs offered at other community colleges." This conclusion simply indicates that the duplicated programs abide by other requirements of the California Online Community College Act. To a great extent, California Education Code dictates that the programs be delivered in the manner described in the quotation above, as §75001(b)(1) requires that Calbright's offerings be competency-based, §75001(b)(2) requires that Calbright provide "flexible course scheduling, start and stop-off times," and §75001(d)(2)(A) requires applied learning. Essentially, the Chancellor's Office distinction of how the programs are not duplicative argues that because Calbright's programs have been designed to meet other individual requirements of the California Online Community College Act, these design elements taken together would make any program Calbright should choose to offer non-duplicative of existing online programs in the community college system. The ASCCC does not share this reading of the Education Code, nor is it consistent with the definition of a program as established by Title 5 of the California Code of Regulations.

California Code of Regulations Title 5 defines an "educational program" as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education" (§55000(m)). In order for a program to be "non-duplicative," the program must consist of unique content, regardless of how that content is delivered. Any program that currently exists at any community college, regardless of mode of delivery, would be a duplicative program. Calbright is currently planning to offer programs in medical coding for professional services, introduction to information technology support, and introduction to cybersecurity. All three of these programs duplicate existing programs. Medical coding, a wide range of information technology programs, and cybersecurity already exist across the state. While a full list of colleges that offer the three programs that Calbright's offerings duplicate is too extensive to include in this letter, some highlighted examples are appended to the end of the letter.

The only aspect of Calbright's delivery of its programs that significantly differs from online programs throughout the California Community Colleges is its "statewide online platform," which is in fact a different course management system from that of the rest of the California Community Colleges and that which the California Online Community College Act directs Calbright to use (California Education Code §75001(d)(3)(B). Calbright's decision not to use Canvas but to instead adopt Strut as its course management system not only violates California Education Code but also runs counter to the direction from the legislature that the new online college's "newly developed" programs "lead to a pathway at a traditional community college" (§75001(d)(3)(A)). An important consideration around the adoption of Canvas as the common course management system was that asking students to learn multiple interfaces of different course management systems created a barrier for students, who typically enroll in online courses at a variety of colleges in the system. While the statute directs Calbright to create pathways to the rest of the California Community Colleges, students who enter the system through Calbright and become proficient in Strut will have to face a unique hurdle if they do transition to another California

community college, where they will interact with their instructors, classmates, and course materials through Canvas. The use of a different course management system thus appears to violate the requirements specified in the legislation. Furthermore, expending Calbright's budget to utilize a unique course management system appears wasteful when California has a contract with Instructure for Canvas for the entire System.

In addition, California Code of Regulations Title 5 § 55000.5 indicates that the California Community Colleges Program and Course Approval Handbook delineates criteria and procedures for approval of courses and programs. The handbook states, "A proposed new program must not cause harmful competition with an existing program at another college." All colleges in the community college system must abide by this rule. Additionally, the California Online Community College Act specifically requires Calbright to abide by the same curricular approval processes that apply to existing districts (California Education Code §75007(e)). The minimization of destructive competition is explicitly built into the approval processes for the existing colleges when new career-technical education programs are introduced. If Calbright is to introduce curricular elements that are a duplication of those already in place, some mechanism needs to be established to protect all of the colleges, as many rely heavily on their online programs.

If Calbright is to exist as an option for students in California and serve as an entry point into higher education, it must be the unique opportunity it was proposed to be, offering something not currently available at the community colleges and aligning with the colleges as appropriate. Thus far, Calbright has functioned in a manner more aligned with for-profit entities that benefit from extensive resources dedicated to marketing and without consideration of the cost implications of their choices.

Fiscal responsibility alone should prohibit condoning Calbright's use of resources to offer programs that duplicate existing programs and methodologies, violate the education code, and potentially impede progress towards the system-wide goal of completion by using a course management system that is different from that used by the rest of the system. The ASCCC feels a responsibility to inform you of the deep concerns expressed by faculty across the state regarding the actions and activities of this expensive and potentially harmful endeavor. Therefore, the ASCCC urges the legislature to clearly define the mission and scope of Calbright, identify the expectations for accreditation, and clarify the non-duplication clause of the law. Until such a time, we are truly at a loss as to how to provide clarity and advice to the CEO and trustees of Calbright regarding the implementation of the will of the legislature. Please feel free to contact us if we can provide further clarity or be of service.

Respectfully,

John Stanskas
President

CC: Joey Freeman, Chief Deputy Legislative Affairs Secretary for Policy

Chris Ferguson, Department of Finance
Edgar Cabral, Legislative Analyst's Office
Monica Henestroza, Special Assistant to Assemblymember Rendon
Jeanice Warden, Chief Consultant, Assembly Committee on Higher Education
Meagan Baier, Educational Consultant, Senator Atkins
Olgalilia Ramirez, Consultant, Senate Committee on Education
Anita Lee, Consultant, Senate Budget and Fiscal Review Committee
Mark Martin, Consultant for the Budget Committee on Higher Education
Tom Epstein, President, CCC Board of Governors
Eloy Ortiz Oakley, Chancellor, California Community Colleges Chancellor's Office
Laura Metune, Vice Chancellor of Government Relations
Heather Hiles, CEO, Calbright College
Pamela Haynes, Vice President, CCC Board of Governors
Hildegarde Aguinaldo, CCC Board of Governors
Darius Anderson, CCC Board of Governors
Geoffrey Baum, CCC Board of Governors
Amy Costa, CCC Board of Governors
Kevin Holl, CCC Board of Governors
Jolena Grande, CCC Board of Governors
Jennifer Perry, CCC Board of Governors
Kim Perigo, CCC Board of Governors
Bill Rawlings, CCC Board of Governors
Valerie Lynne Shaw, CCC Board of Governors
Blas Villalobos, CCC Board of Governors
Alexis Zaragoza, CCC Board of Governors
Colm Fitzgerald, CCC Board of Governors

APPENDIX: PARTIAL LIST OF CALIFORNIA COMMUNITY COLLEGE PROGRAMS THAT WOULD BE DUPLICATED IN CALBRIGHT'S PLANNED IMPLEMENTATION

(Note: Many of these programs also share elements of the methods of delivery that Calbright plans to employ.)

Medical Coding:
North Orange Continuing Education—Fully online, competency noncredit program using competency-based education with flexible scheduling. Available to all students statewide and featured as fully online certificate of achievement through California Virtual Campus – Online Education Initiative
Santa Barbara City College—Fully online program, available to all students statewide and featured as fully online certificate of achievement through California Virtual Campus – Online Education Initiative

Cybersecurity:
Merritt College – online degree and certificate program.
San Diego Continuing Education—Competency Based, noncredit program
Cosumnes River College, Fresno City College, Pierce College, and Cerro Coso College—Fully online programs, available to all students statewide and featured as offering fully online certificates of achievement through California Virtual Campus – Online Education Initiative

Introduction to Information Technology Support:
Cerro Coso College—Fully online program, available to all students statewide and featured as fully online certificate of achievement through California Virtual Campus – Online Education Initiative
San Diego Continuing Education—Interactive Competency-Based Online Microcredentialing Academy is free, fully online, and offered with flexible scheduling. Set to launch in fall of 2020.

Non-Duplication Notice by the Community Colleges Chancellor's Office

California Community Colleges

MARTY ALVARDO
Executive Vice Chancellor
Educational Services and Support

September 30, 2019

Department of Finance
State Capitol
Sacramento, CA 95814

Secretary of the Senate
State Capitol, Rm 3044
Sacramento, CA 95814

Chief Clerk California Assembly
State Capitol, Rm 3196
Sacramento, CA 95814

To: Department of Finance, Secretary of the Senate, and Chief Clerk California Assembly,

Calbright Community College New Program Non-Duplication Notice

This communication provides notice to the California Legislature and the Department of Finance, as required by the California Online Community College Act, that three new programs of Calbright Community College are not duplicative of programs offered by other California community colleges, based upon the information available to the Chancellor's Office. These programs are Medical Coding for Professional Services, Introduction to Cybersecurity (Security+), and Introduction to Information Technology Support (A+).[1]

Background:

Assembly Bill 1809 (2018) established the California Online Community College, now known as Calbright Community College, to create "an organized system of accessible, flexible, and high-quality online content, courses, and programs focused on providing industry-valued credentials compatible with the vocational and educational needs of Californians who are not currently accessing higher

[1] Each of these programs meets the Education Code's definition of an educational program as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." (Cal. Code Regs., tit. 5, § 55000, subd. (m).)

education." (Ed. Code § 75001, subd. (a)(3).) The Legislature specified that Calbright "create unique content and deliver it in a manner that is not duplicative of programs offered at other local community colleges," and required the Chancellor's Office to notify the Legislature and Department of Finance regarding how each new Calbright program meets the "not duplicative" requirement. (Ed. Code § 75001, subd. (f)(2).)

The Chancellor's Office has reviewed the information provided by Calbright and concluded that the combination of the new Calbright programs' design elements involving competency-based learning, asynchronous self-paced learning, applied learning, and statewide online platform, establish that the programs are not duplicative of programs offered at other community colleges.

Calbright's Three New Programs:

Calbright has successfully submitted three new programs for state approval:

- Medical Coding for Professional Services;
- Introduction to Cybersecurity (Security+); and
- Introduction to Information Technology Support (A+).

Medical Coding for Professional Services

This competency-based, noncredit, program pathway prepares adult learners for employment in the medical coding field. Learners will progress through the program pathway by mastering entry-level competencies in 11 domains including medical law and ethics as related to medical billing and coding; medical terminology; pharmacology; anatomy and physiology for healthcare coding; disorders of the human body; diagnostic tests; treatment modalities; and CPT (Current Procedural Terminology), ICD-10-CM (International Classification of Diseases, Tenth Revision, Clinical Modification), and HCPCS (Healthcare Common Procedure Coding System) Level II coding. Upon mastery of these competencies, learners will take the national medical coding exam, the American Academy of Professional Coders Certified Professional Coder (AAPC CPC) and be placed into a paid internship.

Medical coding represents a key entry point to higher paying healthcare careers. Accurate coding of medical services for insurance billing is a critical need within the healthcare billing services (HBS) sector, and medical coders are in especially high demand, with an estimated 11,000 new total jobs added between 2017 and 2024. The average pay for a Certified Professional Medical Coder is about $44,000 per year according to payscale data.

Introduction to Information Technology Support (A+)

Information Technology (IT) is a cornerstone sector in California's economy. Technical support functions are the home of many entry-level positions and the foundation of a professional career. Technical support continues to be a growing field and an essential role in all companies and organizations

This competency-based, noncredit, program pathway is designed to prepare learners to successfully complete the CompTIA A+ certification exams, which is an industry-recognized certification. The 11 learning competency domains include hardware, operating systems, software, mobile devices, basic networking, basic security, operational procedures, printers, networking, security forensics, and troubleshooting. Learners will gain a working familiarity with the concepts of documentation, safety procedures, and Small Office/Home Office (SOHO) technologies. Learners will understand how to assemble components based on customer requirements, and also master the installation, configuration, and maintenance of PCs and Mobile devices. Following certifications is a 3-month paid apprenticeship.

In 2018, there were more than 400,000 technology jobs posted in California. Workers who enter the IT Support Pathway acquire key skills and knowledge that are directly applicable to other career pathways in the technology industry, including coding and programming, cybersecurity, artificial intelligence (AI), the Internet of Things (IoT), and others.

Introduction to Cybersecurity (Security+)

This competency-based, noncredit program pathway prepares adult learners for employment in the Information Security field. Learners will progress through the program pathway by mastering 9 competency domains including knowledge of the fundamental principles and topics of information security, and diagnostic, risk management, and solution application at the organizational level including hardware, software, processes, communications, applications, and policies and procedures with respect to organizational cybersecurity. Learners will complete the CompTIA Security+ certification exams (SY0)-501, an industry recognized certification, and a 3-month paid apprenticeship. The IT Support employment outlook is strong over the next several years. There are currently around 100,000 Network and User Support Specialists in California, with over 10,000 new openings projected per year through 2024, with median wages above $28/hour.

Program Elements:

These three new Calbright programs are delivered in a manner that does not duplicate existing programs at the community colleges given the comprehensive instructional design of each program which contains the core elements identified below. While each of these individual elements may currently be implemented within existing college programs, the system does not currently have a single program that is designed to include all of these elements. It is the comprehensive structural design of these instructional programs that makes these non-duplicative.

Competency-Based Learning. Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on learners demonstrating mastery of the knowledge

and skills they are expected to learn as they progress through their educational program. Calbright programs are entirely designed as a competency-based curriculum.

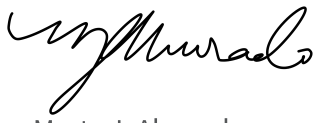
Asynchronous, Self-Paced Learning. Programs are offered via ongoing, rolling enrollment that allows students to start the program at any time and progress at a flexible pace that meets their skill levels, capacity, and schedule. Individual progress to completion may also be accelerated through demonstrated mastery of competencies achieved through prior learning.

Applied Learning. Upon certified mastery of required learning competencies, all students take a related industry-recognized certification examination that is aligned to the respective program and then enter the applied learning phase which is structured around a paid 3-month apprenticeship within industry. Industry recognized certifications are a credential recognized by business and industry at the local, state or national level. Post-apprenticeship all students receive job placement support.

Statewide Online Platform. Each program is available online meaning all of the program instruction is delivered through an online format. Programs are available statewide to all California residents.

For further information or questions regarding this review and approval process please contact Executive Vice Chancellor, Marty J. Alvarado via email at malvarado@cccco.edu.

Sincerely,



Marty J. Alvarado
Executive Vice Chancellor, Educational Services
California Community Colleges

California Community Colleges

MEMORANDUM
January 10, 2020

TO: Board of Governors

FROM: Marty Alvarado
Executive Vice Chancellor, Educational Services & Support

RE: CALBRIGHT COMMUNITY COLLEGE NON-DUPLICATION ANALYSIS

During the November 18th Board of Governor's meeting agenda item *4.5: Chancellor's Office Oversight of the Calbright Community College District*, the Board requested additional information regarding the following two items:

- Clarification on the structural barriers that informed the non-duplication analysis, and
- Details on the Chancellor's Office analysis of the programs identified by the ASCCC as duplicative.

The purpose of this memorandum is to provide additional clarification on these two follow-up items.

Structural Difference

As part of the non-duplication analysis the Chancellor's Office reviewed the structural differences between Calbright's current start-up environment and the historical policy environment of the 114 established community colleges. That work was seeded by the Calbright program approval process, which prompted the evaluation of current terms and constructs that did not naturally fit the program design of the new online college. The information available through the Chancellor's Office inventory of statewide curriculum is limited and prompted a parallel analysis of whether or not a college *could* offer a program designed in the same way as the proposed programs. As a result, the Chancellor's Office identified the following structural differences that informed the non-duplication finding.

Competency-Based Education Funding Structures. The new online college programs are designed to employ competency-based education using the direct-assessment approach. This approach involves self-paced learning in which the evaluation of student achievement and the award of a degree or credential is based on acquisition of competencies rather than passage of time (such as traditional semesters or quarters). In the current funding structure of the California Community Colleges, direct assessment competency-based education does not fit within the current apportionment funding model given that this method of

delivery is not bound by a traditional course or "credit-hour" construct with pre-set start and end dates, estimated contact hours, or consistently required interactions between students and faculty. Additionally, programs that operate outside of an academic term or credit hour, without establishing equivalency or some proxy to the credit-hour construct, would be ineligible for federal financial aid. This would effectively bar financial aid access for all students enrolling in the program. Calbright programs currently operate at no cost to students and provide direct resources to students to mitigate the impact of this ineligibility for federal financial aid.

Asynchronous, Self-Paced. The new Calbright programs conduct enrollment on a rolling basis, unconstrained by a term or traditional academic year construct. As part of the approval process they were required to provide an estimated time to completion for the instructional modules and program; however, they are operating on a flexible schedule that allows enrollment that is independent of any term configuration. While established colleges can also request the option to operate independent of term configurations, they cannot operate outside of the traditional course structure that includes defined start and end dates. Enrollment must occur within these time-bound constraints and is not customized based on the individual student learning progress, as it is in direct assessment competency-based education

Statewide Service Area. Calbright College has a statewide service area as part of its legislative mandate. At this time, established colleges have geographically-bound target service areas that focus on serving communities in relative proximity to the brick-and-mortar college campuses. Calbright programs must be designed to be accessible to all California residents statewide. This requirement for statewide access inherent in the design of a program does not apply to the established colleges.

These structural differences will likely have a significant impact on how the new online college can operate and innovate in its instructional delivery versus how the 114 established colleges can operate. And with respect to the review of Calbright's first three programs, these structural considerations were significant elements of the non-duplication findings.

We anticipate that policy challenges may surface as Calbright matures and moves beyond the current start-up phase. This may require future legislative involvement to, among other things, reduce structural barriers for all colleges. The Chancellor's Office is monitoring these issues as they ripen within the California Community Colleges system, and will bring forward proposals when appropriate.

Program Analysis

For the non-duplication analysis the Chancellor's Office conducted a search of active Cybersecurity and Health Care related program offerings available within the state online curriculum inventory system. The CO evaluated these programs against the four program elements, as outlined in the Sept. 30th letter to the Legislature. Reviewers identified proxy markers that could indicate program delivery designs that were potentially comparable to the proposed Calbright programs. The chart below provides a listing of these proxy markers for each of the program elements.

Non-Duplication Evaluation Criteria Table		
Program Element	**Proxy Marker**	**Rationale**
Competency Based Education	Non-Credit	Existing programs would need to be non-credit to be comparable to the proposed new programs given that Calbright's programs are not credit-based
	Certificate Option	The Career Development and College Preparation (CDCP) Certificate of Competency would potentially denote instruction that was intentionally aligned to a recognized course-based approach to competency-based education
Asynchronous, Self-Paced	Open Entry/Open Exit	While course start times are static, this method assumes that students have the ability to complete course content prior to the end of term
Applied Learning	Industry Certification	Comparable programs would have an identified industry-recognized certification that was aligned to the instructional program
Statewide Online Platform	Fully Online	A fully online instructional option would open up access to the full program beyond the limits of traditional geographical proximity

The ASCCC subsequently asserted that 10 programs in the initial evaluation were duplicative of the Calbright programs. The CO evaluated each of these programs against the four program elements and proxy markers identified in the table above.

Of the 10 identified programs in question, only one was confirmed as non-credit. Two programs did not have any record in the statewide database and a search of the college's respective websites and online catalogs were inconclusive regarding the programs that were being referenced. For clarification, the missing record means that this program has not been chaptered at the state and would not have been included in the initial review. The programs were subsequently not included in this second review given the unreliability of information relative to the referenced programs. None of the eight programs reviewed offer a CDCP Certificate of Competency or offer an open entry/open exit option for the full program offerings. Additionally, none of the programs identify an industry recognized credential as required for their programs or reference them within their submitted program narratives. Six programs are fully accessible online and two are offered as hybrid online programs.

While some programs met a few of the criteria, ultimately the analysis resulted in no findings of duplication. For reference, the summary data by college is provided in the chart below.

College	Program	Non-Credit Status	Certificate Option	Open Entry/Exit	Industry Certification	Fully Online
North Orange Adult	Medical Coding	n/a	n/a	n/a	n/a	n/a
Santa Barbara City	Medical Coding	For-credit	Cert. of Achievement	No	Not required	**Yes**
Cerro Coso	Cyber Security	For-credit	Cert. of Achievement	No	Not required	**Yes**
Consumnes River	Cyber Security	For-credit	Cert. of Achievement	No - Cohort Based	Not required	**Yes**
Fresno	Cyber Security	For-credit	Cert. of Achievement	No – Cohort Based	Not required	**Yes**
LA Pierce	Cyber Security	For-credit	Cert. of Achievement	No – Cohort Based	Not required	**Yes**
San Diego Continuing Ed.	Cyber Security	**Yes**	Cert. of Completion	No	Not required	**Yes**
Merritt	Application Security	For-credit	Cert. of Achievement	No	Not required	No Hybrid
Cerro Coso	Information Technology	For-credit	Cert. of Achievement	No	Not required	No Hybrid
San Diego Continuing Ed.	Information Technology	n/a	n/a	n/a	n/a	n/a

Recommendations to Encourage Development of Competency-Based Programs

2020 REPORT

Recommendations to Encourage the Use and Development of Competency-Based Courses and Programs and Review of the Statewide Approval Process to Offer Online Courses Under a Flexible Calendar

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor

RECOMMENDATIONS TO ENCOURAGE THE USE AND DEVELOPMENT OF COMPETENCY-BASED COURSES AND PROGRAMS AND REVIEW OF THE STATEWIDE APPROVAL PROCESS TO OFFER ONLINE COURSES UNDER A FLEXIBLE CALENDAR

Prepared By

California Community Colleges Chancellor's Office

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REPORT PURPOSE

The California Online Community College Act (2018) established the online college now known as Calbright College. In the Act, the Legislature declared (in part) that, *"to ensure the future economic resiliency of California's communities, the existing higher education infrastructure must be augmented with learning options that are focused on working learners, including options that are affordable, designed to be flexible for the schedule of working adults, and competency-based to facilitate portability of employable skills". In the Act, the Legislature charged the new college with establishing competency-based educational opportunities that recognize students' prior learning and help students advance toward a credential. The Act defines competency-based education as "systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education."*

The Act also directed the Chancellor's Office to present recommendations to the Board of Governors related to policies that could encourage competency-based courses and programs and online courses, and recommendations related to the statewide approval process for offering online courses under a flexible calendar, as follows (California Education Code §75012):

> (a) The chancellor's office shall conduct a review of the process used to calculate noncredit and career development college preparation rates, and make recommendations to the board of governors on or before January 1, 2019, on how that process may be modified to encourage the use and development of competency-based courses and programs.
>
> (b) The chancellor's office shall conduct a review of the statewide approval process to offer online courses under a flexible calendar, and make recommendations to the board of governors on or before January 1, 2019.

The purpose of this report is to respond to California Education Code §75012, providing an analysis and recommendations to the California Community Colleges Board of Governors. Overall the findings highlight that competency-based education is possible in the non-credit world under a course/credit based model. However, substantial barriers exist that impede implementation of a direct assessment approach. Until recently, with the launch of Calbright, assessing and adapting our state policies to facilitate the direct assessment approach has not been a focus for the system. Eliminating these policies barriers will require regulatory and policy changes, and the Chancellor's Office recommends a series of actions to undertake the policy work that is needed to support this change.

BACKGROUND

In general, competency-based education (CBE) is an outcomes-based approach to earning a college degree or other credential. Competencies are statements of what students can do as a result of their learning at an institution of higher education. *While competencies can include knowledge or understanding, they primarily emphasize what students can do with their knowledge. Students progress through a degree or credential program by demonstrating competencies specified at the course level and/or program level. The curriculum is structured around the specified competencies, and satisfactory academic progress is expressed as*

the *attainment or mastery of the identified competencies. Because competencies are often anchored to external expectations, such as those of employers, students must generally perform at a level considered to be very good or excellent to advance.*[1]

Competency-based education combines an ***intentional and transparent approach*** *to curricular design with an academic model in which the* ***time it takes to demonstrate competencies varies*** *and the expectations about* ***learning are held constant.***

Students acquire and demonstrate their knowledge and skills by ***engaging in learning exercises****, activities and experiences that align with clearly defined programmatic outcomes. Students receive* ***proactive guidance and support from faculty and staff****.*

Learners earn credentials by ***demonstrating mastery*** *through multiple forms of assessment, often at a personalized pace.*[2]

In response to the requirements laid out in California Education Code §75012 the Chancellor's Office team conducted a preliminary review and analysis of relevant policy and current processes in the areas of apportionment rates, community college funding, course approval, distance education, and schedule configurations or flexible instructional calendars. This analysis, conducted in partnership between the Fiscal Services and Educational Services and Support units, attempts to highlight the elements of our current system that both support and impede the adoption and scale of competency-based educational offerings.

The U.S. Department of Education identifies three approaches to competency-based programs: a course/credit-based approach, a direct assessment approach, and a hybrid approach. Central to this analysis is the distinction between the **course/credit-based approach** to implementing competency-based education and the **direct assessment approach**. The analysis conducted confirms that the system is currently capable of offering a non-credit version of competency based-education via the course/credit-based approach. It is also clear that the current structures significantly impede the system's ability to implement the direct assessment approach.

In a **course/credit-based approach**, as described by the Council of Regional Accrediting Commissions (C-RAC), the demonstration of competencies is embedded into a conventional curriculum comprising courses to be completed to earn credits toward a degree or credential. Course/credit-based programs generally enroll students in traditional academic terms (typically, semesters or quarters) and award credits for courses successfully completed. Students may accelerate their learning and receive credit for the course when they have demonstrated mastery of the competencies by passing a summative assessment. Institutions may elect to create two academic transcripts, one that displays the credits earned (and grade point average or GPA) and one that specifies the competencies attained. (C-RAC, Common Framework for Defining & Approving CBE Programs, 2015). Within the course/credit-based model, institutions primarily adhere to traditional credit-hour based policies and structures including course and program approval, schedule configurations, and funding apportionment structures.

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1 Definition quoted from the C-RAC, Common Framework for Defining & Approving CBE Programs, 2015

2 Definition quoted from Competency-Based Education Network, C-BEN 2016

The option to implement a course/credit-based approach to competency-based education for select non-credit programs is currently allowable through the California Code of Regulations (CCR) Title 5, section §55151 Career Development and College Preparation (CDCP). Through the CDCP designation for non-credit offerings, California community colleges have had the option to offer non-credit Certificates of Competency, which appears to align to the course/credit-based model for offering competency-based education. Specifically, within section §55151 the term certificate of competency is defined as a document confirming that a student enrolled in a non-credit educational program of non-credit courses has demonstrated achievement of a set of competencies that prepares him or her to progress in a career path or to undertake degree-applicable credit courses. The document must include the name of the certificate and the date awarded, be identified by a Taxonomy of Programs (TOP) Code number and program discipline, and list the relevant competencies achieved by the student. The certificate of competency is distinguished from the CDCP designated certificate of completion as follows: the latter requires the completion of non-credit courses and the former requires only enrollment in non-credit courses and demonstrated achievement of competencies. In both designations the assumed vehicle of delivery is the existing course offering structures, which do not necessarily require adjustments to existing state policies or practices of the institutions.

The **direct assessment approach**, according to C-RAC, represents competency-based education that is not based on academic terms, such as semesters and quarters, or credit hours. The direct assessment approach thus disregards conventional courses and bases both the evaluation of student achievement and the award of a degree or credential solely on the demonstration of competencies. Direct assessment programs allow students to proceed at their own pace rather than to progress through courses offered in a traditional academic term. Because conventional grades are not necessarily assigned and no term length is imposed, the transcript reflects competencies attained rather than grades or credit hours earned. As with all competency-based education, students are expected to demonstrate the competency at a high level of achievement. Students demonstrate the competencies while they are enrolled in the program; transfer credit or prior learning assessment is not permitted in direct assessment programs or in the direct assessment portion of a "partial direct assessment" program. Direct assessment programs establish "credit-hour equivalencies" for the student learning outcomes they evaluate and may choose to provide a transcript indicating course/credit equivalencies in addition to the competency transcript.

The following section lays out a preliminary analysis of the limitations of our current policies and practices relative to the direct assessment approach. It is this approach that presents structural barriers for colleges interested in implementing CBE and most closely aligns with the request from the Legislature regarding the interest areas of non-credit apportionment rates and approval processes for online courses offered under a flexible calendar.

ANALYSIS AND RECOMMENDATIONS

NONCREDIT & CAREER DEVELOPMENT COLLEGE PREPARATION RATE

This section provides an overview and analysis of the apportionment process for non-credit and non-credit CDCP offerings and the respective funding rates. The primary vehicles for

college funding allocations, or apportionment, have been structured around the traditional credit hour and standardized academic terms. This actually also holds true for the apportionment structures for non-credit offerings, as the analysis below will highlight.

In-Person Non-Credit Offerings. Per CCR title 5, section §58003, all non-credit courses meeting in person must be calculated using the actual hours of attendance procedure. The actual hours of attendance procedure requires that Full Time Equivalent Students, or FTES, is calculated as the "total student contact hours of actual attendance" divided by 525. The calculation of FTES does not distinguish between CDCP non-credit and all other non-credit offerings.

Distance Education Non-Credit Offerings. Per CCR title 5, section 58003.1(f)(2), distance education courses for non-credit must use the alternative attendance accounting procedure. To calculate FTES for a noncredit distance education course, a weekly student contact hour (WSCH) factor is first calculated as the total number of hours of instruction, study, and meetings multiplied by the number of weeks and divided by the instructional measure of 54. Basically, WSCH is the assumption or estimation of contact hours and enables colleges to move away from the practice of positive daily attendance. Next, the number of student contact hours is determined at two census dates by multiplying the number of students actively enrolled by the WSCH factor and the calculation factor 17.5. To determine FTES, the average of the student contact hours at both census dates is divided by 525. Again, the calculation of FTES does not distinguish between CDCP non-credit distance education offerings and all other non-credit distance education offerings.

The analysis of these non-credit apportionment structures indicates that the current models do not allow for a direct assessment approach to competency-based education. Irrespective of the rates for non-credit courses, the structural design of the funding allocation process for non-credit creates substantial barriers for colleges interested in modifying their delivery models for non-credit. In order for colleges to be compensated for their non-credit instructional offerings they must adhere to the established time-bound constructs that are counter to the direct assessment approach. The actual hours of attendance procedure for non-credit offerings places the burden of tracking positive class attendance on students and faculty, requiring an operational infrastructure and culture that monitors and polices the daily logging of class attendance. This compliance-and time-oriented approach reinforces the historical credit-hour standard of progress and compensation. A funding structure that compensates colleges for effective and efficient student progress and demonstrated mastery of skills is currently unavailable.

This analysis also elevated the finding that the rates for non-credit and CDCP course or program offerings did not seem to pose an immediate barrier to offering the course/credit - based approach to competency-based education. With the passage of Senate Bill (SB) 860, the funding rates for CDCP offerings were increased to establish funding parity with the credit offerings funding rates. As the FTES Funding Rates Changes table illustrates, the funding rates for CDCP increased by approximately $1,631 per FTES. This successful effort to enact funding equalization between credit and career and college preparation non-credit presumably mitigated any potential funding barriers for expanding non-credit CDCP offerings. However, as the section on the apportionment process highlighted, the funding rates are only one variable among many factors that would potentially influence the uptake and

implementation of either approach to competency-based education.

The interplay between rates and formulas is important to note as the state moves forward with implementing the new Student-Centered Funding Formula. With the passage of Assembly Bill (AB) 1809, and the subsequent amendments via the 2019 Senate Bill (SB) 77, the state funding formula for the California community colleges has been in a state of transition.

The Student-Centered Funding Formula (SCFF), per CCR title 5 section 84750.5, consists of three main components: 1) a 70% base allocation, 2) a 20% supplemental allocation, and 3) a 10% student success allocation. The base allocation relies primarily on current year enrollment measures or FTES. The Supplemental Allocation and Student Success Allocation rely primarily on prior year performance data for financial aid awards and targeted student outcomes. For the 70% base allocation, a three-year average for the credit FTES was established that excluded the non-credit, CDCP, special admit credit and incarcerated credit. The exclusion of these categories of offerings then required that the legislation set the funding rates, which are noted in the table below in the 18-19 rates column and the 19-20 rates column. While the general non-credit rates were approximately $453 less than credit rates in 18-19, the CDCP rates were more than $1,700 higher than the credit rates. The rate comparison for 19-20 is pending due to rates being recalculated for the credit formula, yet it is anticipated that CDCP rates will remain competitive with the credit funding rates. Again, the data does not suggest that the non-credit CDCP funding rates, as currently enacted through the new Student-Centered Funding Formula, present a substantial financial barrier to offering non-credit CDCP courses, including programs that offer certificates of competency. These rates also have no bearing on a college's ability to offer the direct assessment approach as it does not overcome the structural barrier that exists via the apportionment infrastructure.

FTES Funding Rate Changes

FTES	2006-07 Rates	2015-16 Rates	2018-19 Rates	2019-20 Rates, increased by 3.26% (COLA)
Credit	$4,367	$4,723.60	$3,727	Credit rate is pending P1 calculations
CDCP, Non-Credit	$3,092	$4,723.60	$5,444.45	$5,621.94
Non-Credit	$2,626	$2,840.43	$3,273.90	$3,380.63
Special Admit Credit	N/A	N/A	$5,444.45	$5,621.94
Incarcerated Credit	N/A	N/A	$5,444.45	$5,621.94

It is, however, important to note that the SCFF oversight committee appointed by the Legislature and Department of Finance is slated to review the formula, and a report from the oversight committee is due June 2021. The Chancellor's Office anticipates that the committee will consider whether to incorporate non-credit instruction and instructional service agreements as part of the base and supplemental allocations of the SCFF.

While there is still substantial work to be done to figure out a viable funding model for direct

assessment competency-based education, *the SCFF performance-based funding model moves the system closer to the paradigm shift needed to effectively compensate colleges for outcomes,* such as supporting personalized student learning and enabling students to demonstrate mastery of competencies; essentially creating options to fund colleges beyond the traditional credit-hour construct.

STATEWIDE APPROVAL PROCESSES FOR ONLINE COURSES & FLEXIBLE CALENDAR

This section provides an overview and analysis of the statewide course approval process and the policies governing schedule configuration requirements.

Effective 2019, the statewide course and program approval process has fully transitioned to a "streamlined approval process" for both credit and non-credit courses and programs, excluding non-credit CDCP certificate programs in the instructional domain of Short-term Vocational. Education Code section 84760.5 (a)(3) requires approval of short-term vocational programs by the Chancellor's Office and thus prohibits the CDCP offerings from local and automatic approval. The streamlined process is designed to account for faculty review and approval through the local curriculum committee processes and a subsequent annual compliance review process at the state level. The local curriculum committee processes vary across institutions, and information detailing these local processes is not currently collected in aggregate at the state level. The current annual compliance review process conducted by the Chancellor's Office identifies a random sampling of courses and programs for a routine quality control compliance review focused on required content areas per CCR title 5, section §55002. The review encompasses 1) verifying calculations for determining total course units, 2) confirmation of compliance with the 48-hour minimum requirement detailed in section 55002.5, 3) confirmation of valid data elements, and 4) compliance with the Course Outline of Record detailed in section 55002 and provided below for reference. The review and approval process for CDCP offerings evaluates the same criteria and follows the same requirements as described for the state review process.

Degree Applicable Credit Course. Per section 55002(a)(3), the course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

Non-Degree Applicable Credit Course. Per section 55002(b)(3), the course outline of record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

Non-Credit Course. Per section 55002(c)(2), the course outline of record shall specify the

number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.

The state course approval process does not require colleges to identify whether a course may be offered online or via a flexible calendar. Courses have historically been defined and structured around the traditional credit hour. This is another barrier that makes it difficult to apply a direct assessment approach to existing courses. *An alternative process for course approval, designed specifically for direct assessment approaches, should be developed and documented in policy and regulations.* Additionally, given the emergent nature of this mode of instructional delivery, it is recommended that the state oversight of direct assessment structures be clearly defined and comprehensive at the onset with structured research and review processes that provide the option for a future streamlined approval process.

While offering courses via a flexible calendar is not part of the formal course approval process, the policies and practices governing flexible instructional calendars were also included in this review. Overall, it is clear that the current flexible calendar policies do not prohibit the course/credit-based approach; however, it is unclear whether these policies are sufficient to support the direct assessment approach. The schedule configuration policies (§§ 55722 and 55724), or the options and approvals for a flexible calendar, are contingent upon the policies that define the college and academic year (§55701), as well as reference back to the policies governing the credit-hour definitions (§55720).

Section 55701 sets a minimum of 175 instructional days for the academic year and a minimum of 32 weeks of instruction. It also goes on to prohibit the adoption of an academic calendar year that would violate the credit-hour requirements in section 55720. These academic calendar policy constraints do not enable direct assessment approaches to competency-based education. Further research is required to understand the modifications required.

It is valuable to point out that within the current flexible schedule policy, section 55722, there are a few options that could provide openings to support the direct assessment competency-based education approach.

Flexible Calendar. A flexible calendar is a community college calendar and course scheduling plan which may include, but is not limited to, the following scheduling configurations:

(a) 4-1-4 calendar comprised of two 16-week semesters with an intersession;

(b) traditional semester or quarters with some or all courses scheduled irregularly with respect to the number of times the course meets per week or the number of hours the courses meet during the scheduled days;

(c) modular scheduling for all or part of the courses within the traditional semester, quarter, or academic year;

(d) courses scheduled for student enrollment on an open entry-open exit basis:

(e) courses scheduled independently of any term configuration; or

(f) a combination of any one or more of the configurations in subdivisions (a) through (e).

The option for modular scheduling and the option for course scheduling independent of any term configuration should be further researched to understand how they might be leveraged to support expanded offerings of direct assessment competency-based education. While these may hold some promise, the previous constraints relative to course structures and credit hours yet remain as structural barriers.

Important to note is that flexible schedules require formal approval by the Chancellor's Office per section 55724, and the current process requires that colleges conduct a thorough analysis of supporting documentation for the requested change. The requests received to-date have exclusively focused on transitioning from a traditional academic calendar to a compressed calendar. Currently approximately half of all districts are on a compressed calendar with the other half on a traditional calendar. In recent years, no colleges have requested to transition from quarters to semesters or vice versa.

CONCLUSION AND RECOMMENDATIONS SUMMARY

The information presented throughout this report highlights the substantial dependencies on the traditional credit-hour structures that undergird the current instructional delivery system. When we have a better understanding of what we want to accomplish with direct assessment competency-based education, we can further examine barriers to identify possible policy changes. There are currently two efforts underway that can inform this effort: the work of the California Community College Curriculum Committee (5C), and the launch of the new online college, Calbright.

1. 5C will spend the next six months examining the policies that govern instructional design and curriculum. The committee will recommend policy, regulation, and state approval process changes to support and facilitate direct assessment competency-based education in California community colleges.

2. The policies that enacted the new online community college specifically called out the need for the higher education infrastructure to be augmented with learning options that are designed to be flexible and competency-based and that generate innovative ways to deliver instruction, scheduling, supports, transcripts, and technology. This has enabled the new college to begin piloting programs that are designed to deliver a direct assessment model for competency-based education. This process will highlight tension points with current policy that can inform future changes.

As a result of our analysis, we recommend that the Chancellor's Office take the following actions:

- **Convene a cross-sector workgroup** to recommend a funding structure that would compensate colleges for direct assessment competency-based education offerings. This workgroup would be complemented by the SCFF Oversight Committee, which is expected to recommend integrating non-credit programs within the new funding formula.

- **Design an alternative approval process for direct assessment competency-based education offerings**, and specify policies and regulations to govern this process. This work should build from the foundational 5C process and recommendations.
- **Further research the academic calendar policy constraints** to understand the modifications required to enable direct assessment approaches to competency-based education.
- **Further research the options for modular scheduling and course scheduling independent of any term configuration.**
- **Follow Calbright's development of competency-based education to learn** from their experiences and to identify policy and regulation barriers and possible modifications.

Front cover photo: Moreno Valley College

Photo at right: Consummes River College

Back cover photo: Diablo Valley College

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California Online Community College Act

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Code Text

EDUCATION CODE - EDC

TITLE 3. POSTSECONDARY EDUCATION [66000 - 101060] *(Title 3 enacted by Stats. 1976, Ch. 1010.)*

DIVISION 7. COMMUNITY COLLEGES [70900 - 88933] *(Division 7 enacted by Stats. 1976, Ch. 1010.)*

PART 46.5. California Online Community College Act [75000 - 75012] *(Part 46.5 added by Stats. 2018, Ch. 33, Sec. 18.)*

75000. (a) This part shall be known, and may be cited, as the California Online Community College Act.

(b) The Legislature finds and declares all of the following:

(1) According to the United States Census Bureau, 2011–15 American Community Survey data, there are 2.5 million Californians between 25 and 34 years of age whose highest educational attainment is either high school or some college. Of this group, 80 percent are working, and nearly half are Hispanic. The public segments of higher education have traditionally not offered courses that are readily accessible to these Californians. Working adults should have access to high-quality, affordable, and flexible opportunities to pursue postsecondary education that does not conflict with their work and familial obligations.

(2) California recognizes the dedication of every faculty member, classified staff member, manager, and administrator in the Community College system toward supporting the success of California's community college students. As dedicated leaders, innovators, and educators, faculty will be integral to the success of the California Online Community College and improving the economic prosperity of numerous Californians.

(3) Flexible educational options are also critical to those displaced by job loss triggered by recessions. Californians have generally had a difficult time recovering from the Great Recession, but those with an associate's degree earned higher wages and fared better in the recovery than those with only a high school degree or some college. Labor force participation remains low among the working age population, and economists believe this is partially due to a skills mismatch. Furthermore, according to the Economic Policy Institute, 60 percent of jobs created during the economic recovery from 2010 to 2014 went to men versus 40 percent of jobs that went to women.

(4) Immigrants, military veterans, and incarcerated or formerly incarcerated individuals could also benefit from the flexibility created by an affordable, high-quality online education that would allow them to improve their skills and advance their employment opportunities or stay relevant in their careers.

(5) Online education is showing a trend of improving course success rates over time. Research indicates the importance of institutional factors, such as

course design, institutional support, effective student orientation and support services, and the development of strategies to promote regular interaction, in contributing to online course success. Studies also indicate that older students generally perform better in online courses than younger students.

(6) The cost for Californians to access online credentials, certificates, and associate's degrees at nonpublic or out-of-state institutions is typically much higher—as much as seven to nine times higher per unit—than at a California community college. An affordable, high-quality, and flexible public online college provides an important alternative to other nonpublic online education options.

(7) According to the Public Utilities Commission, approximately 95 percent of California households have wired broadband availability. Recent legislation authorized additional funding for broadband and establishment of regional goals intended to reduce urban-rural disparities in broadband access. Additionally, the budget provides funding for public libraries to expand access to broadband.

(8) To ensure the future economic resiliency of California's communities, the existing higher education infrastructure must be augmented with learning options that are focused on working learners, including options that are affordable, designed to be flexible for the schedule of working adults, and competency-based to facilitate portability of employable skills. With an open access mission, the California Community Colleges are positioned to work with a diverse population to increase wages and improve economic and social mobility in a rapidly changing economy.

(Added by Stats. 2018, Ch. 33, Sec. 18. (AB 1809) Effective June 27, 2018.)

75001. (a) (1) The California Online Community College is hereby established.

(2) The California Online Community College shall be under the administration of the board of governors.

(3) The California Online Community College shall fulfill the purposes of this part, which includes the creation of an organized system of accessible, flexible, and high-quality online content, courses, and programs focused on providing industry-valued credentials compatible with the vocational and educational needs of Californians who are not currently accessing higher education. These courses and programs shall lead to a pathway offered at a traditional community college.

(4) The college shall be considered a district and community college within the California Community Colleges system and the state's public system of higher education.

(5) For purposes of Section 14 of Article IX and Sections 8 and 8.5 of Article XVI of the California Constitution, "community college districts" shall include the California Online Community College established pursuant to paragraph (1).

(b) The college shall be guided by principles and procedures developed by the chancellor's office and established by the board of governors. These guiding

principles shall include all of the following:

(1) Offering working adults additional access to affordable, quality higher education opportunities with labor market value, especially industry-valued credentials based on competencies leading to employment, earnings gain, or upward mobility in the workplace, and not just courses leading to degrees and certificates.

(2) Providing working adults with the necessary conditions for success with flexible course scheduling, start and stop-off times, technology-enabled support communities to deepen engagement and foster social belonging, and short-term credentials as demonstrations of academic progress.

(3) Supporting student success by developing and implementing innovative teaching and student support methodologies and technologies, including leveraging student data to improve teaching and learning and to support individual student progression, providing quality onboarding of students to support their career exploration, goal-setting, educational planning, and support needs, and leveraging relevant technology resources where possible.

(4) Enhancing systemwide student success efforts by using the college's innovative teaching and student support methodologies and technologies to inform professional development opportunities available to the rest of the community college system.

(5) Ensuring faculty roles are based on the skills needs of the college, such as online instructors, course developers, assessment developers, student mentors, reviewers, and 24-hour virtual classroom support, and ensuring flexible hiring processes that emphasize use of part-time and full-time faculty with field expertise to support emerging programs and shifts in labor market demand.

(6) Addressing barriers faced by working adult students to access higher education, including, but not necessarily limited to, financial aid support, dealing with working learners' prior educational debts that may impede release of transcripts and credits, pathway navigational help, contextualized academic preparation, navigation of family needs and other supports, and coaching and mentoring.

(7) Aligning the college's efforts with the broader goals outlined in the California Community Colleges system's Vision for Success, or other strategic visions outlined by the board of governors, and holding the college accountable for its students' outcomes and ensuring improved data collection on employment outcomes.

(8) Offering working adults additional access to affordable, high-quality higher education opportunities with labor market value that lead to additional educational opportunities provided by either the California Online Community College or by another California community college.

(c) The college may collaborate and work closely with other agencies, industry partners, and experts to ensure the success of the college, including, but not necessarily limited to, all of the following:

(1) Students the college serves, to ensure the college meets their needs.

(2) Community-based organizations, to provide student outreach to working

learners across California.

(3) Statewide public agencies, such as the State Department of Social Services, the California Labor and Workforce Development Agency, and the Department of Corrections and Rehabilitation, to incorporate strategies to provide immigrants and other groups with barriers to employment with educational opportunities.

(4) Representatives from the labor community, to provide higher wage jobs for journey-level workers or augment apprenticeship training.

(5) Industry and employer partners, including statewide public agency employers, state associations, large employers, and regional consortia of employers, to inform content that is driven by the demands of the labor market and relevant to regional workforce needs.

(6) The California Community Colleges, to leverage their existing career technical education regional consortia, the Strong Workforce Program regional consortia, and adult education regional consortia.

(7) Two-year and four-year institutions or a consortia, to promote recognition of student skills and knowledge toward degree pathways as well as a way to increase student access and transfers to additional higher educational opportunities.

(d) The college shall conduct all of the following activities:

(1) The college shall offer at least three program pathways within the first three years of program implementation, developed exclusively to serve the population of students not yet accessing postsecondary education or without their first industry-valued credential. The college shall create new programs that are not duplicative of programs offered at other local community colleges.

(2) To ensure student success, the college shall also do all of the following:

(A) Establish competency-based educational opportunities that recognize students' prior learning and help students advance toward a credential. Competencies shall be established with the advice of appropriate faculty and employers, and shall be focused on knowledge and skills a student must demonstrate to pass a course and to earn a credential. Examples of prior learning include prior military service, registered apprenticeship training, industry-recognized certifications, or experience from other careers. Assessments shall be developed to enable students to demonstrate mastery and shall be mapped to the competencies.

(B) Supplement registered apprenticeship programs and the California Apprenticeship Initiative training as appropriate, and create apprenticeship instructor upskilling training, courses, and programs that are valued by the labor and employer communities.

(C) Identify opportunities to develop short-term, stackable credentials and industry certifications with labor market value. The college shall also leverage existing articulation agreements and develop new articulation agreements with other California Community Colleges, the California State University, the University of California, and other accredited public and independent institutions to facilitate stackability into credit-bearing courses and pathways.

(D) Develop, adapt, or apply technology to meet the ongoing needs of students.

(E) Develop a Research and Development Unit that utilizes current and future learning sciences technology, assesses data metrics within the college's technological infrastructure to gauge student progress in a course or pathway, informs instructional and support strategies, and improves the functionality of the underlying technology used by the college.

(F) Redesign transcripts in a digital, verifiable format that links coursework, credentials, and competencies to track a student's entire body of learning in one document. Any redesigned transcript technology shall be a part of the integrated technology portfolio of the chancellor's office and made available to any campus of the California Community Colleges.

(G) Identify shortcomings in the student experience for unserved and underserved students and develop technological and programmatic solutions to address the gap.

(H) Distribute gains in data and learning science and effective technology-enabled tools and resources throughout the California Community Colleges.

(3) The college shall utilize and leverage, where appropriate, the programs and activities of the chancellor's office, including the Online Education Initiative and the Zero-Textbook-Cost Degree Grant Program and Open Educational Resources, the Strong Workforce Program, and the Guided Pathways Program framework. This shall include both of the following activities and practices:

(A) Organize newly developed content, courses, programs, and students supports, consistent with the Guided Pathways Program framework, that lead to a pathway at a traditional community college.

(B) Utilize the Online Education Initiative's existing social and technological infrastructure for students, instructors, and administrators, including all of the following:

(i) Contribute to the Initiative's common course management platform for online content and classes.

(ii) Utilize and develop comprehensive, specialized student supports that are technology-enabled for scale and focused on the student experience, including, but not limited to, pathway navigation, online tutoring, online mentoring, and online help desk support. These supports, as well as the instructional delivery, shall be made available during nontraditional working hours to promote student success for the focus population.

(iii) Leverage free or low-cost, high-quality online educational materials for students through Open Educational Resources and the Zero-Textbook-Cost Degree Grant. The college shall ensure any open educational resources that are developed are available for use by any California community college through the system's common learning management platform.

(iv) Enhance systemwide student success efforts by using the college's innovative teaching and student support methodologies and technologies to inform professional development opportunities available to the rest of the system through the Online Education Initiative and the Institutional

Effectiveness Partnership Initiative.

(e) The college shall not enter into College and Career Access Pathways partnerships pursuant to Section 76004.

(f) (1) It is the intent of the Legislature that the California Online Community College create unique content and deliver it in a manner that is not duplicative of programs offered at other local community colleges.

(2) For each new program created, the chancellor's office shall notify the Legislature and Department of Finance on how the program is not duplicative of programs offered at other community colleges.

(g) Upon the establishment of an Academic Senate for the California Online Community College, the faculty shall review the Online Education Initiative Protocols for online content and adopt as appropriate.

(Amended by Stats. 2019, Ch. 497, Sec. 85. (AB 991) Effective January 1, 2020.)

75002. For purposes of this part, the following terms have the following meanings:

(a) "Board of governors" means the Board of Governors of the California Community Colleges.

(b) "Chancellor's office" means the Office of the Chancellor of the California Community Colleges.

(c) "College" means the California Online Community College established under this part.

(d) "Competency-based education" means systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

(e) "Guided Pathways Program" means a program that includes the activities and practices established pursuant to Section 88921.

(f) "Industry" means trade associations or those firms that produce similar products or provide similar services using somewhat similar business processes.

(g) "Stackable credential" means a part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder.

(Added by Stats. 2018, Ch. 33, Sec. 18. (AB 1809) Effective June 27, 2018.)

75003. (a) The California Online Community College established pursuant to subdivision (a) of Section 75001 shall be under the administration of the board of governors.

(b) In furtherance of subdivision (a), the board of governors shall do all of the following:

(1) Establish policies for, and approve, current and long-range academic and facilities plans and programs and promote orderly growth and development of

the California Online Community College. In so doing, the board of governors shall, as required by law, establish policies for, develop, and approve comprehensive plans.

(2) Establish policies for and approve courses of instruction and educational programs.

(3) Establish academic standards, probation, dismissal, and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors.

(4) Employ and assign all personnel not inconsistent with the minimum standards adopted by the chief executive officer appointed pursuant to subdivision (d) of Section 75005, and establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state.

(5) To the extent authorized by law, determine and control the college's operational and capital outlay budgets.

(6) Manage and control the college's property. The board of governors may contract for the procurement of goods and services as authorized by law.

(7) Establish procedures that are consistent with minimum standards otherwise established by the board of governors to ensure faculty, staff, and students have the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in college governance, and to ensure the right of the college's academic senate to make recommendations in the areas of curriculum and academic standards. The California Online Community College may establish procedures enabling the use of a digital format, or formats.

(8) Establish rules and regulations governing student conduct.

(9) Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law.

(10) In its discretion, receive and administer gifts, grants, and scholarships.

(11) Provide auxiliary services as deemed necessary to achieve the purposes of the community college.

(12) Within the general framework provided by law, determine the college's academic calendar, including the holidays it will observe. Notwithstanding Section 84890, the college may enable the offering of courses under a flexible calendar. Notwithstanding any other law, in recognition of the ability to adopt a flexible academic calendar, the board of governors shall also have the flexibility to utilize an alternative definition of "academic year" for purposes of this part.

(13) Hold and convey property for the use and benefit of the college.

(14) Participate in the consultation process otherwise established by the board of governors for the development and review of policy proposals.

(c) In carrying out the powers and duties specified in subdivision (b) or other provisions of statute, the board of governors shall have full authority to adopt

rules and regulations that are necessary and proper to executing these prescribed functions and may, as applicable, use a digital format, or formats. Any action taken pursuant to this subdivision by the board of governors is exempt from the Administrative Procedure Act, as defined in Section 11370 of the Government Code.

(d) Wherever in this section or any other statute a power is vested in the board of governors, the board of governors, by majority vote, may adopt a rule delegating the power to the college's chief executive officer or any other employee or committee as the board of governors may designate. However, the board of governors shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of the delegation.

(Added by Stats. 2018, Ch. 33, Sec. 18. (AB 1809) Effective June 27, 2018.)

75003.1. (a) It is the intent of the Legislature that all students with disabilities enrolled in the California Online Community College be entitled to receive support services and educational accommodations so that they can participate in and benefit from the California Online Community College equal to those students without disabilities. It is the further intent that all support services and educational accommodations made available to students with disabilities at the other community colleges be made equally available to students with disabilities enrolled in the California Online Community College.

(b) The board of governors shall do all of the following:

(1) Ensure the college is in compliance with statutory provisions regarding access for individuals with disabilities, including, but not necessarily limited to, Chapter 14 (commencing with Section 67300) of Part 40 of Division 5, and Section 84850. This duty shall include, but not necessarily be limited to, the creation of a Disabled Students Programs and Services program within the California Online Community College with staff able to assist students with disabilities who are eligible for academic adjustments, auxiliary aids, services, and instruction that may be necessary for equal access to the general activities, programs, and classes offered by the California Online Community College and any other services specified in Section 67311.

(2) Ensure the California Online Community College's use of electronic technology is in compliance with the accessibility requirements of state and federal electronic and information technology policy and statutes, including Sections 7405 and 11135 of the Government Code; Section 508 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d), as amended and the regulations implementing that act set forth in Part 1194 of Title 36 of the Code of Federal Regulations and Appendices A, C, and D of that part; and the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), no later than December 31, 2020. In carrying out this duty, the board of governors shall ensure electronic technology used by the California Online Community College has undergone user testing by persons with disabilities for the purpose of assessing compliance with the aforementioned requirements.

(3) Ensure that the California Online Community College's use of instructional resources, including, but not necessarily limited to, textbooks and other digital

or printed course materials, is in compliance with Sections 66406, 66406.7, 66406.9, 67302, and 67302.5, and any other provisions regarding the accessibility, availability, and affordability of such materials.

(4) Establish a complaint procedure for disabled California Online Community College employees, students, and members of the public to register complaints about accessibility services required pursuant to this section and for resolving the complaints. In any case where a complaint is founded on the failure of the California Online Community College to meet the compliance requirements of this section, the California Online Community College shall provide, upon request of the complainant, an immediate accommodation to meet the needs of the complainant caused by the compliance failure. The California Online Community College shall maintain a summary of the complaints received and the resolution of the complaints including any accommodations made due to the lack of compliance.

(5) Report to the Legislature and the Department of Finance on compliance with this section at each reporting interval specified for startup milestones specified in subdivision (b) of Section 75011.

(c) This section does not limit the rights of any person to pursue any remedies or causes of action that they may have under any state or federal law to enforce compliance with those laws or the obligations stated in subdivision (b).

(Amended by Stats. 2019, Ch. 497, Sec. 86. (AB 991) Effective January 1, 2020.)

75004. (a) Notwithstanding Section 72000, the California Online Community College may sue and be sued, and shall act in accordance with Section 75003.

(b) Notwithstanding Section 72000, the name of the California Online Community College is the property of the board of governors. No person shall, without permission of the board, use the name, or any abbreviation of the name, or any name of which these words are a part, in any of the following ways:

(1) To designate any business, social, political, religious, or other organization, including, but not necessarily limited to, any corporation, firm, partnership, association, group, activity or enterprise.

(2) To imply, indicate or otherwise suggest that any organization, or any product or service of the organization is connected or affiliated with, or is endorsed, favored or supported by, or is opposed by one or more California community colleges, the board of governors, or the chancellor's office.

(3) To display, advertise, or announce these names publicly at or in connection with any meeting, assembly, or demonstration, or any propaganda, advertising, or promotional activity of any kind which has for its purpose or any part of its purpose the support, endorsement, advancement, opposition or defeat of any strike, lockout, or boycott or of any political, religious, sociological, or economic movement, activity, or program.

(c) Nothing in this section shall interfere with or restrict the right of any person to make a true and accurate statement in the course of stating his or her experience or qualifications for any academic, governmental, business, or

professional credit or enrollment, or in connection with any academic, governmental, professional or other employment whatsoever.

(d) Meetings conducted by the board of governors on items that are related to the California Online Community College shall be conducted separately from the other statutory functions of the board of governors, and shall be subject to the same public meeting requirements as apply to community college districts.

(Added by Stats. 2018, Ch. 33, Sec. 18. (AB 1809) Effective June 27, 2018.)

75005. (a) The requirements of Article 3 (commencing with Section 72022) of Chapter 1 of Part 45 shall not apply to the board of governors in fulfilling its duties related to the California Online Community College.

(b) The Legislature declares that the board of governors, in carrying out its duties pursuant to Section 70901 and Article 2 (commencing with Section 71020.5) of Part 44, is expressly determined to not have a conflict of interest in the administration of the California Online Community College.

(c) Notwithstanding Chapter 1.5 (commencing with Section 78100) of Part 48, the board of governors may instead provide access to internet-based library services and materials or by contractual arrangements with other entities.

(d) (1) Notwithstanding any other law, the board of governors may authorize the chancellor, or designate members with the appropriate skills and experience, including those necessary to guide the formation of a new entity, to exercise any powers or responsibilities or to take any official actions with respect to the management of the college, including any of the college's assets, contracts, expenditures, facilities, funds, personnel, or property.

(2) If the board of governors exercises this authority, the chancellor, or the designees of the board of governors, may appoint a chief executive officer to manage the California Online Community College. The chief executive officer shall have served in a similar capacity prior to the establishment of the California Online Community College and shall have expertise in the development and operation of online offerings at a public or nonprofit institution, or shall have relevant qualifications to serve as the chief executive officer of the California Online Community College. The chief executive officer shall meet the minimum qualifications for service as an academic administrator in the California Community Colleges.

(3) A chief executive officer appointed under this subdivision shall serve at the pleasure of the board of governors.

(4) A chief executive officer appointed pursuant to this section is authorized to do all of the following:

(A) Develop fiscal policies and practices for the operation of the California Online Community College.

(B) Enter into agreements on behalf of the California Online Community College.

(C) In consultation with the Chancellor of the California Community Colleges, establish an advisory council process to advise the chief executive officer on

issues related to the California Online Community College. The advisory process shall involve representatives from boards of trustees of community college districts, represented employees of the California Online Community College, and students attending the online college. A participant in the advisory process shall not receive any compensation or benefits for the participant's services.

(D) Consistent with the requirements of the terms of the contract established pursuant to subparagraph (A) of paragraph (2) of subdivision (f) of Section 70901, hire sufficient staff, with appropriate preparation and experience, to provide the functions necessary to support the college's mission and purpose.

(E) Hire sufficient numbers of qualified faculty that meet the minimum qualifications established by the college, with appropriate preparation and experience to provide online instructional design and technology-supported student supports to achieve the college's mission and purpose.

(F) Manage and control the operations of the college.

(5) In the event of a vacancy in the chief executive officer position, the chancellor shall temporarily assume all of the powers and duties of the chief executive officer until another chief executive officer can be appointed pursuant to this section.

(6) The board of governors, or its authorized designees, may contract with the Foundation for California Community Colleges for the purpose of providing administrative support for the college's startup functions.

(Amended by Stats. 2019, Ch. 497, Sec. 87. (AB 991) Effective January 1, 2020.)

75007. (a) The college shall be developed and guided by principles and procedures established by the chancellor's office, as referenced in Section 75001.

(b) (1) The college shall seek accreditation and meet requirements for students to become eligible for federal and state financial aid.

(A) The college shall provide the Department of Finance and the Legislature with all of the following:

(i) An accreditation plan that, at a minimum, identifies an accrediting agency recognized by the United States Department of Education from which the college will seek accreditation, and outlines the process by which the college will achieve accreditation candidacy or preaccreditation by April 1, 2022, and full accreditation by April 1, 2025. This plan shall be provided on or before April 1, 2021.

(ii) Evidence of having achieved accreditation candidacy or preaccreditation from an accrediting agency recognized by the United States Department of Education on or before April 1, 2022.

(iii) Evidence of having obtained full accreditation from an accrediting agency recognized by the United States Department of Education on or before April 1, 2025.

(2) While the college is seeking accreditation, the Workforce Development Board and the Employment Development Department shall determine

whether the programs offered by the online college have job market value to California industries by utilizing existing programmatic review processes.

(3) The college shall explore a process for allowing students to retroactively obtain credit units upon demonstrated mastery of competencies for programs completed while the college was seeking accreditation. It is the intent of the Legislature that the college reimburse students for any fees charged if the college fails to meet accreditation standards.

(4) The college shall inform potential and enrolled students regarding the implications of taking courses prior to accreditation and how the college will help students rectify this issue in the future.

(c) In meeting the requirements of paragraph (4) of subdivision (b) of Section 75003, the California Online Community College shall comply with collective bargaining pursuant to paragraph (2) of subdivision (f) of Section 70901. It is the intent of the Legislature that faculty recruitment efforts for the college will focus on California residents who meet the minimum qualifications to be employed at a California community college, or individuals with experience within the California Community Colleges system.

(d) The college shall be subject to the same competitive bidding and state contracting requirements that apply to California community college districts.

(e) Curricular issues, such as establishment of enrollment caps for courses, shall be subject to the same approval processes that apply to California community college districts. The curriculum developed by the California Online Community College and its faculty shall have the same protections granted to all curriculum developed by other California Community Colleges.

(f) It is the intent of the Legislature that any general-purpose apportionment apportioned to the college be subject to the regulatory frameworks of shared governance pursuant to paragraph (7) of subdivision (b) of Section 70902 and the Full-Time Faculty Obligation Number established in Section 51025 of Title 5 of the California Code of Regulations.

(Added by Stats. 2018, Ch. 33, Sec. 18. (AB 1809) Effective June 27, 2018.)

75008. (a) The college shall develop a Research and Development Unit that is student-centered and focused on the science of learning to ensure that the technology used by the college is working for the communities it is intended to serve.

(b) The Research and Development Unit shall be focused on leveraging current and future learning sciences technology, assessing data metrics within the technological infrastructure to gauge student progress in a course or pathway, informing instructional and support strategies, and improving on the functionality of the underlying technology.

(c) The Research and Development Unit shall focus on using technology, data science, behavioral science, machine learning, and artificial intelligence to build out student supports, such as, but not limited to, a virtual help desk which uses technology to respond to commonly asked questions from students at any hour of the day and week.

(d) The Research and Development Unit shall share the data, metrics, and

findings with the college's faculty, administrators, and technologists to inform and evolve better teaching and student support practices.

(e) The Research and Development Unit shall regularly collaborate with the Digital Innovation and Infrastructure Division of the chancellor's office to ensure integration, interoperability, and, where possible, use open standards.

(f) Insights from the Research and Development Unit shall be shared across the California Community Colleges through existing professional development channels to support campuses in accelerated adoption of demonstrated advancements in teaching, learning, and student supports throughout the system.

(Added by Stats. 2018, Ch. 33, Sec. 18. (AB 1809) Effective June 27, 2018.)

75009. (a) By July 1, 2019, the college shall be expected to, at a minimum, meet the following milestones:

(1) Fully develop a seven-year implementation plan, validate a business plan, and develop three program pathways designed in partnership with employers and industry groups.

(2) Develop internal business processes and personnel policies, such as hiring, salaries, and evaluations, and establish outcomes goals including the classifications necessary to support instructional development, and activities and other elements of the student experience.

(3) Map the student experience, including, but not necessarily limited to, recruiting, onboarding, transcriptions, instructional experience, billing, entry into internship if applicable to the student's programs, and entry into jobs.

(4) Develop an accreditation plan.

(5) Create a statewide outreach plan, which includes working with immigrant groups and community-based organizations to reach the target population of working learners and help design educational opportunities that work for these learners.

(6) Define the duties for instructional support, program development, and other student experience activities.

(7) Establish a process for the recognition of prior learnings into the student onboarding experience.

(8) Plan to begin enrolling students by the last quarter of 2019.

(b) By July 1, 2021, the college shall be expected to, at a minimum, meet all of the following milestones:

(1) Incorporate student feedback to improve the college's instruction, technology, and student support services.

(2) Design and validate at least three additional program pathways, including coordinating the creation of new content.

(3) Apply for accreditation from an accreditor recognized by the United States Department of Education.

(c) By July 1, 2023, the college shall be expected to, at a minimum, meet all

of the following milestones:

(1) Enroll students into the college's program pathways.

(2) Incorporate student feedback to improve the college's instruction, technology, and student support services.

(3) Design and validate at least 10 additional program pathways, including coordinating the creation of new content.

(4) For every 10 pathways offered by the college, at least one pathway shall be developed in collaboration with a traditional community college.

(d) By July 1, 2025, the college shall be expected to, at a minimum, meet the following milestones:

(1) Enroll students into the college's program pathways.

(2) Incorporate student feedback to improve the college's instruction, technology, and student support services.

(Added by Stats. 2018, Ch. 33, Sec. 18. (AB 1809) Effective June 27, 2018.)

75010. (a) Notwithstanding any other law, the college may establish an affordable fee structure. The college shall establish a fee structure that is equivalent to or less than the fees charged by traditional community colleges. The chief executive officer of the college shall notify, in writing, the Director of Finance and the Legislature, not less than 60 days prior to the effective date of any fee structure established under this subdivision. The notification shall contain, but not necessarily be limited to, the amount or amounts of the fees proposed to be charged. Notification to the Legislature under this subdivision shall comply with Section 9795 of the Government Code.

(b) (1) Regardless of the college's fee structure, enrolled students shall be eligible for fee waivers that are consistent with the fee waiver goals of the California College Promise Grants authorized pursuant to Article 1 (commencing with Section 76300) of Chapter 2 of Part 47 and California College Promise fee waivers authorized pursuant to Article 3 (commencing with Section 76396) of Chapter 2 of Part 47.

(2) Regardless of the college's fee structure, students exempt from nonresident tuition pursuant to Article 9 (commencing with Section 76140) of Chapter 1 of Part 47 shall be eligible for tuition and fee waivers pursuant to paragraph (1).

(c) It is the intent of the Legislature that students enrolled in the college be eligible to participate in the Cal Grant program if the student otherwise meets the applicable statutory and regulatory requirements of the program.

(d) (1) One-time funds appropriated in Section 2.00 of the Budget Act of 2018 in support of the college shall be expended to support the college's start-up costs. Start-up costs may include support for activities, including, but not necessarily limited to, all of the following:

(A) Roadmap development and capital investments for scalable technology infrastructure development to support the college's instruction, technological support, continuous improvement modeling, and administrative functions.

(B) Design and development of the Research and Development Unit that may include fully-supported virtual and mobile labs in order to assess learning science, as well as demonstration pilots to test and refine technology and program development to ensure greater effectiveness and scalability.

(C) Establishment of key partnerships with entities with physical presence to provide in-person supports, such as libraries and community college labs and facilities.

(D) Support for the development of core functions, such as mapping the student experience, developing and testing a new and experimental fee model, establishing a student outreach plan, and establishing key employer partners.

(E) Development of a seven-year business plan with key milestones, indicators, and outcomes.

(F) Preparation for and development of applications to seek accreditation.

(G) Establishment of business processes, legal support, development of initial and long-term staffing plan, personnel policies and procedures, establishment of responsive metrics, and indicators driving student success to inform design.

(H) Scaling efforts over the seven-year startup period.

(2) Ongoing funds appropriated in the annual Budget Act in support of the college shall be expended to support the college's ongoing operations. Ongoing costs may include support for activities, including, but not necessarily limited to, all of the following:

(A) Licensing and maintenance for use of technology and related tools.

(B) Professional development and training, particularly for faculty and staff in student-facing support roles.

(C) Continued assessment of student program pathways, including validation, content development and improvements, and partnership development.

(D) Ongoing costs associated with salaries and benefits, facilities, supplies, and incidentals.

(E) Other administrative functions of the college.

(e) The California Online Community College shall be eligible to claim general apportionment funding pursuant to the formula established in Section 84750.5 or any successor section.

(1) Consistent with the Student-Focused Funding Formula established pursuant to Section 84750.4, the district would be eligible for supplemental grants and student success incentive grants.

(2) For the first three years in which the district claims apportionments funding, the district's student success incentive grant metrics may be based on the statewide average for all other community college districts.

(3) For purposes of computing the District's apportionments funding, growth in enrollment for the district will be computed separately from the other California Community Colleges. It is the intent of the Legislature that apportionments for enrollment growth funding for the district be appropriated separately from apportionments enrollment growth funding appropriated in

support of all other California Community Colleges.

(f) Of the funds appropriated in support of the college, no Proposition 98 General Fund moneys shall be used to support the state operations of the Chancellor's Office.

(Added by Stats. 2018, Ch. 33, Sec. 18. (AB 1809) Effective June 27, 2018.)

75011. (a) The college shall be held to at least the same accountability measures and key performance indicators developed by the Board of Governors of the California Community Colleges and the Chancellor's Office of the California Community Colleges that are applicable to all other campuses of the California Community Colleges.

(b) In addition, the college shall report to the Legislature and the Department of Finance on all of the following measures:

(1) The college shall report on startup milestones, including the number of designed program pathways, by August 1, 2019.

(2) The college shall report on startup milestones, including student enrollment and the number of designed program pathways, by August 1, 2020.

(3) The college shall report on startup milestones, including student enrollment, the number of designed program pathways, and student outcomes, by August 1, 2021. This report shall serve as a comprehensive status report on the college's activities and outcomes, including information on student employment and earning gains after completion of programs, other student success metrics identified by the Research and Development Unit, the number of faculty and staff employed by the college, and a qualitative description of the college's efforts and progress to reach and serve working adults.

(4) The college shall report on startup milestones, including student enrollment, the number of designed program pathways, student outcomes, progress on transition planning for the scaling phase, and a qualitative description of any innovative teaching and student support practices and technologies developed by the college's faculty and staff, by August 1, 2022, and August 1 of each year thereafter.

(c) By January 1, 2026, the college shall also be assessed by an independent evaluator contracted by the board of governors. The independent evaluator shall assess the progress of program production, relationships with industry partners, student success, and the like.

(Added by Stats. 2018, Ch. 33, Sec. 18. (AB 1809) Effective June 27, 2018.)

75012. (a) The chancellor's office shall conduct a review of the process used to calculate noncredit and career development college preparation rates, and make recommendations to the board of governors on or before January 1, 2019, on how that process may be modified to encourage the use and development of competency-based courses and programs.

(b) The chancellor's office shall conduct a review of the statewide approval

process to offer online courses under a flexible calendar, and make recommendations to the board of governors on or before January 1, 2019.

(Added by Stats. 2018, Ch. 33, Sec. 18. (AB 1809) Effective June 27, 2018.)