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From: Chief Student Services Officers <CSSO-ALL@LISTSERV.CCCCO.EDU> on behalf of Hope, Laura <lhope@CCCCO.EDU>
Sent: Tuesday, December 12, 2017 1:58 PM
To: CSSO-ALL@LISTSERV.CCCCO.EDU
Subject: Guided Pathways Work Plan
Attachments: BuildingCapacityforGP_Dec11Update.pdf; GPWorkPlanWord.pdf; GPWorkPlanWord.docx

STATE OF CALIFORNIA

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DATE: December 11, 2017

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VIA E-MAIL

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents

FROM: Laura L. Hope
Executive Vice Chancellor, Educational Services and Support

SUBJECT: OVERVIEW OF THE GUIDED PATHWAYS WORK PLAN AND INSTRUCTIONS

This memo includes an overview of the Guided Pathways Work Plan instructions. The Work Plan is due on March 30, 2018 through an online portal, in which the Chancellor's Office is working to house all statewide plans. At this time, however, a Word and PDF version of the plan are being released for use in preparation of the online version. The Work Plan, as outlined in Education Code Section 88922(c)(3), represents the final required component before the guided pathways funding can be allocated in April of 2018. This funding demonstrates a commitment from the legislature, Governor, and the Chancellor to support the colleges' efforts to transform using the guided pathways model. This model has shown tremendous promise in other states, and since California educates 25% of all community college students in the nation, the influence of the reform here has the potential to meaningfully impact the experience of many students. As outlined in

the [Vision for Success](#), California's community colleges can lead the way in amplifying completion, transfer, and skills development in support of its students' economic and social mobility, resulting in a better future for the entire state. Moreover, implementation of this framework maximizes a structure to help colleges achieve equitable outcomes for all students.

The Work Plan was designed to be easy to use, revisable, and supportive of change over time. Over the next four months, colleges can expect to be supported in their planning and implementation efforts with a series of IEPI workshops throughout the state, online modules to support the local dialogue and exploration about guided pathways, field notes to support the collaborative and reflective nature of this effort, and guides cataloging resources and exemplars of the use of student voices in design and planning. These resources, as well as the Work Plan, have been the result of a collaborative partnership among college stakeholders and leaders, the Academic Senate, the RP Group, Career Ladders Project, and the Chancellor's Office. Without this collaboration, this important work would not be possible. This memo also includes a visual aid of all of the state's efforts to keep everyone apprised of various efforts.

In addition to the Work Plan, colleges will submit a signature sheet in which both the college President and Academic Senate confirm a commitment to guided pathways implementation and, per Senate Bill 85, commit to integrating other student success efforts into the framework including, but not limited to, Basic Skills Initiative efforts, zero-textbook cost degrees, equity-related activities and planning, and adult basic education reforms. The Work Plan will also request that colleges provide an update on efforts to incorporate high school grades into the placement process, as required per Education Code 88922(c).

If questions arise regarding the Work Plan or other issues related to guided pathways implementation, please use the following email address: guidedpathwaysinfo@cccco.edu. The Chancellor's Office also encourages practitioners throughout the colleges to join the listserv focusing on guided pathways. Directions can be found [here](#). Finally, a monthly newsletter will also be published focusing on practices, approaches, tools, student stories, and information. Look for it in the New Year as the system further embraces this unique time in California's history to chart a better future for students.

Laura L. Hope
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