

Date of Hearing: July 8, 2025

ASSEMBLY COMMITTEE ON HIGHER EDUCATION

Mike Fong, Chair

SB 638 (Padilla) – As Amended July 7, 2025

[Note: This bill has been referred to the Assembly Committee on Education and the Assembly Committee on Labor and Employment, and will be heard by those Committees as it relates to issues under their jurisdictions.]

SENATE VOTE: 30-3

SUBJECT: California Education and Workforce Development Coordinating Entity: California Career Technical Education Incentive Grant Program

SUMMARY: Establishes the California Education and Workforce Development Coordinating Entity (Coordinating Entity) within the Government Operations Agency (GovOps) to serve as the statewide planning and coordinating body for career technical education (CTE), career pathways, and workforce development. Modifies the California Career Technical Education Incentive Grant (CTEIG) Program, as specified. Specifically, **this bill:**

- 1) Makes various changes to the CTEIG Program, which include:
 - a) Includes as minimum eligibility standards for CTEIG, programs that integrate academic and career technical education (CTE) and offer opportunities to earn postsecondary credits; as well as those allowing pupils to attain employment upon graduating from high school; collaboration with labor and business to provide work-based learning and apprenticeship opportunities for pupils and address workforce needs; the development of partnerships with higher education to establish partnerships in key emerging industries; and the provision of opportunities for historically underrepresented communities;
 - b) Adds data metrics to be reported annually to include pupils earning dual credit through CTE and pupils participating in work-based learning activities through CTE;
 - c) Requires the California Workforce Pathways Joint Advisory Committee (CWPJAC) to consult with the Coordinating Entity in providing recommendations on appropriate data metrics and changes the date to January 1st each year;
 - d) Requires the CDE to consult with the Coordinating Entity in the development of the request for grant applications; and
 - e) Defines high unemployment and high poverty and adds these as positive considerations for receipt of CTEIG grants.
- 2) Expresses the intent of the Legislature to allocate one-time funding appropriated in the Budget Act for CTE to the CTEIG program.
- 3) Removes a reference to an outdated requirement for the SPI to report to the DOF and the Legislature prior to awarding grants for the 2018-19 fiscal year.

- 4) Removes a limitation on CTEIG awards higher than the amount determined by the allocation formula.
- 5) Creates the Coordinating Entity within GovOps for the purpose of serving as the statewide career technical education planning and coordinating entity, including supporting implementation of the Master Plan for Career Education.
- 6) Requires the Coordinating Entity's membership to include all of the following members, or their designees who report directly to them, and to serve without compensation:
 - a) The President of the University of California (UC) or their designee;
 - b) The Chancellor of the California State University (CSU) or their designee;
 - c) The Chancellor of the California Community Colleges (CCC) or their designee;
 - d) The President of the Association of Independent California Colleges and Universities or their designee;
 - e) The Chief of the Bureau for Private Postsecondary Education (BPPE) or their designee;
 - f) The President of the State Board of Education (SBE) or their designee;
 - g) The Chair of the California Workforce Development Board (CWDB) or their designee;
 - h) The Chair of the Student Aid Commission (SAC) or their designee;
 - i) The Director of the Governor's Office of Business and Economic Development (GO-Biz) or their designee;
 - j) One representative of a local workforce development board, appointed by the Assembly;
 - k) One student enrolled at a CSU, UC, or a CCC campus, appointed by the Assembly;
 - l) One representative of the California Apprenticeship Council, appointed by the Senate;
 - m) One student enrolled in a postsecondary CTE program, appointed by the Senate;
 - n) A labor representative with workforce development experience, appointed by the Governor;
 - o) The Superintendent of Public Instruction or their designee; and
 - p) The Secretary of Labor and Workforce Development or their designee.
- 7) Requires the Governor to appoint one of the members listed in 6) above as the Coordinating Entity's chairperson.

- 8) Requires the Entity to be subject to the Bagley-Keene Open Meeting Act, as specified.
- 9) Requires the Entity to perform all of the following duties, including:
 - a) Streamlining rules, allocations, and reporting requirements of CTE, career pathways, and workforce development programs administered by statewide or local economic, workforce development programs, or local educational agencies (LEAs), including career exploration, work-based learning, dual enrollment, postsecondary transition, or job placement;
 - b) Evaluating the feasibility of adopting regulations for intersegmental programs, such as dual enrollment, dual admission, and cross-enrollment programs;
 - c) Providing recommendations to the Legislature that encourage streamlining application processes for financial aid, housing, campus support programs, or other public benefit programs;
 - d) Assuming costs and administering and monitoring state-adopted interagency programs and policies;
 - e) Adopting regulations and guidance for state-adopted interagency programs;
 - f) Coordinating learning opportunities across elementary, secondary, and postsecondary systems to enhance access to postsecondary education and workforce training opportunities for traditional students and adult workers seeking to upskill or reskill;
 - g) Developing a state plan regarding CTE, career pathways, and workforce development aligned with the Master Plan for Career Education and which includes segmental plans and other pertinent plans, including those of the CWDB.
 - h) Requires the state plan to address at least all of the following:
 - i) Reducing bureaucratic inefficiencies and improving efficiencies by streamlining CTE, career pathways, and workforce development programs;
 - ii) Addressing the scope of CTE, career pathways, and workforce development programs at each public campus or public postsecondary education system;
 - iii) Assessing the budgetary priorities of all public campuses, each public postsecondary education system, and the CWDB;
 - iv) Evaluating the impact of regional tuition and fee cost variations and students' ability to access and complete CTE, career pathways, and workforce development programs;
 - v) Determining appropriate levels of state-funded student financial aid;
 - vi) Evaluating student access and admission to CTE, career pathways, and workforce development programs; and

- vii) Analyzing CTE, career pathways, and workforce development programs and resources offered by independent institutions of higher education.
- i) Differentiating the functions of the segments of public postsecondary education, the role of the workforce development systems in the state, and regional needs across the state;
- j) Advising the Legislature, Governor, and state agencies on segmental program compatibility during budget processes;
- k) Reviewing CTE, career pathways, and workforce development programs to analyze priorities, coordination, and overlaps;
- l) Establishing processes, adopting regulations, and seeking statutory changes to streamline CTE, career pathways, and workforce development programs;
- m) Reporting annually to the Governor and the Legislature on its findings and recommendations;
- n) Identifying and projecting evolving societal, regional, educational, and workforce needs, and stimulating adaptability of the TK-12 and postsecondary education systems;
- o) Using and disseminating existing research on labor market dynamics;
- p) Assessing the accessibility of CTE, career pathways, and workforce development programs for adult learners, student parents, first-generation students, and other nontraditional students;
- q) Maintaining an inventory of all state CTE, career pathway, and workforce development programs and maintain a comprehensive database that does all of the following:
 - i) Ensures compatibility of data from diverse sources;
 - ii) Supports students as they progress through the programs;
 - iii) Is compatible with the California School Information Services system and the student information systems developed and maintained by the public segments of postsecondary education;
 - iv) Provides internet access data to each educational segment; and
 - v) Provides each educational segment access to the information in the database to support educational research and informational needs.
- r) Sharing student's personally identifiable information only when consistent with state and federal privacy laws;
- s) Entering into a memorandum of understanding (MOU) with the Office of Cradle-to-Career (C2C) Data to access the data and tools in the C2C system;

- t) Developing a strategic plan to guide the performance of its duties within three months of its first meeting;
 - u) Consulting with appropriate representatives of the segments of public, independent, and private postsecondary education in performing its duties; and
 - v) Establishing a diversity, equity, and inclusion standing subcommittee to develop, promote, and guide the implementation of strategic and operational goals regarding underserved populations, and requires the subcommittee to perform all of the following duties:
 - i) Evaluate the development and delivery of CTE, career pathways, and workforce development programs, and provide recommendations to the entity to ensure reporting requirements are aligned across those programs, including reporting on specific populations served;
 - ii) Developing metrics across CTE, career pathways, and workforce development programs, to evaluate program effectiveness in serving underserved populations; and
 - iii) Leveraging existing data analysis and databases to inform the entity and policymakers of patterns and trends regarding how education and workforce programming and policies are mitigating or reinforcing barriers to improved outcomes for underserved populations.
- 10) Performing other duties as determined by the Entity;
- 11) Authorizes the Entity to submit a report to the Governor and the Legislature, if sufficient resources are available, to report on any matter consistent with the Entity's purpose, including recommendations related to the functions, policies, and programs of the segments of public, independent, and private postsecondary education;
- 12) Requires the entity to prioritize its duties, if they are unable to perform any duty outlined due to a lack of funding.
- 13) Makes the following definitions:
- a) "Campus" means a University of California, California Community College, or California State University campus, an independent institution of higher education, as specified, or a private postsecondary educational institution, as specified;
 - b) "Coordinating entity" means the California Education and Workforce Development Coordinating Entity, as specified; and,
 - c) "Segmental plans" means systemwide plans of the California State University, the California Community Colleges, and the University of California related to career technical education, career pathways, and workforce development.

EXISTING LAW:

- 1) Establishes the Career Technical Education Incentive Grant Program (CTEIG) to support high-quality CTE programs in grades 7 to 12, inclusive, through ongoing state funding, in partnership with LEAs and regional consortia. (Education Code (EDC) Sections 53070–53076)
- 2) Establishes the K-12 Strong Workforce Program (SWP) to expand high-quality CTE in K-12 schools through regional planning and funding aligned with California’s community college SWP. (EDC Section 88827)
- 3) Establishes the Golden State Pathways Program to promote college and career readiness by funding partnerships between K-12 schools and community colleges that integrate academic coursework with college credit and workforce preparation. (EDC Section 53010 et seq.)
- 4) Establishes the Teacher Residency Grant Program, which provides funding to LEAs to develop and implement teacher residency programs in partnership with institutions of higher education. These programs support teacher candidates in completing coursework while receiving intensive mentoring in a school setting. (EDC Section 44393)
- 5) Establishes the School Counselor Residency Grant Program, modeled after the teacher residency framework, which provides grants for LEAs to develop and support school counselor preparation programs that integrate academic coursework with on-site training. (EDC Section 44394)
- 6) CWDB as the state’s primary workforce policy board, responsible for developing, implementing, and overseeing California’s workforce development strategy. (Unemployment Insurance Code Section 14010 et seq.)
- 7) Creates the California Community Colleges Chancellor’s Office (CCCCO) to provide leadership and technical assistance to the state’s 116 community colleges and administer programs that enhance access to higher education and vocational training. (EDC Sections 78015–78017)
- 8) Creates the California State University (CSU) and University of California (UC) systems, as California’s two public university systems, providing undergraduate, graduate, and professional education across dozens of campuses. Both systems offer CTE-aligned programs, particularly in fields such as education, health care, and engineering, and participate in efforts to expand access to applied learning and workforce training. (EDC Section 66010 et seq.)
- 9) Creates the Bureau for Private Postsecondary Education (BPPE), within the Department of Consumer Affairs, to license and regulate private postsecondary institutions in California. (EDC Section 94800 et seq.)
- 10) Creates the California Cradle-to-Career Data System to link educational, social service, and workforce data to support student success, policy analysis, and program improvement. (EDC Sections 10850–10889)
- 11) Creates GovOps, responsible for improving government efficiency, effectiveness, and accountability. (Government Code Section 12803.2)

- 12) Establishes the California Postsecondary Education Commission (CPEC) composed of 17 members representing the higher education segments, the State Board of Education, and nine representatives appointed by the Governor, Senate Rules Committee, and Assembly Speaker to coordinate public, independent, and private postsecondary education in California (EDC Section 66900, et seq.).

FISCAL EFFECT: According to the Senate Committee on Appropriations:

- 1) While the establishment of the CTE and Career Pathways Grant Program would be contingent upon an appropriation, it could result in significant Proposition 98 General Fund cost pressures for the state to fund it. The bill does not specify the size of the grant amounts nor the number of grants to be awarded, so it is difficult to quantify the range of costs for the new program. However, based on the size of the existing Career Technical Education Incentive Grant Program (CTEIG) and K-12 Strong Workforce Program, it could be in the tens of millions to low hundreds of millions of dollars each year.
- 2) The California Department of Education (CDE) estimates General Fund costs of \$1.35 million and 9.0 positions to administer the program. This estimate is based on the program structure of the CTEIG and the Golden State Pathways Program and includes the costs necessary for changes to the California Longitudinal Pupil Achievement Data System and the development of an MOU with the Cradle-to-Career Data System.
- 3) The Government Operations Agency estimates General Fund costs ranging from \$2 million to \$5 million to operate the new California Education and Workforce Development Coordinating Entity. Staff notes that when the California Postsecondary Education Commission (CPEC) was defunded in 2011, it had an operating budget of about \$1.9 million.
- 4) The Chancellor's Office estimates General Fund costs of up to \$20,000 each year to participate in the California Education and Workforce Development Coordinating Entity.

COMMENTS: *Purpose.* According to the author, “too many Californians are struggling to access a high quality job. 70 percent of Californians think that when children in California today grow up, they will be worse off financially than their parents. At the same time, if current trends continue, about 40% of jobs in California will require at least a bachelor’s degree by 2030. It is expected that one out of every three jobs in California will require some college but less than a bachelor’s degree, a trend expected to hold steady in the future. There is an enormous need for an educated workforce that can meet the needs of California’s economy.”

“Although the need for more education and training is clear, accessing education and training is difficult because of California’s complex workforce development and career educational training programming. California spends billions of dollars on workforce development but many of these programs are administered by multiple agencies and postsecondary institutions with various goals, eligibility criteria, spending rules, and administrative and implementation complexities. There are multiple programs, funding streams, and state and federal requirements. In order to improve outcomes for Californians, more coordination and alignment between our education and workforce system is needed to ensure Californians are getting the education and training necessary to meet the workforce needs of our economy.”

“In order to improve outcomes for Californians and meet the need of our rapidly changing economy, California needs to break down silos, improve efficiencies, and address bureaucratic hurdles.”

Background on CPEC. As noted in the “Existing Law” section of this analysis, CPEC was established to coordinate postsecondary education in California and to provide independent policy analyses and recommendations to the Legislature and the Governor on postsecondary education issues. However, CPEC's budget and responsibilities were reduced over time, casting doubt on its effectiveness and triggering calls for its restructuring. In the 2011-12 Budget Act, Governor Brown vetoed funding for CPEC citing the agency's ineffectiveness in higher education oversight. In his veto message, the Governor acknowledged the well-established need for coordinating and guiding state higher education policy and requested that stakeholders explore alternative ways these functions could be fulfilled.

In fall 2011 CPEC shut down, transferring its federal Teacher Quality Improvement grant program to the California Department of Education (CDE) and extensive data resources to the CCC Chancellor's Office. Currently no coordinating entity for higher education in California exists.

Post-CPEC. Statewide higher education goals and objectives have been considered by the Legislature for over a decade; in recent years, despite the absence of CPEC, some progress has been made on this front. The 2013-14 Budget Act education trailer bill (AB 94, Chapter 50) required UC and CSU to report annually on specified performance measures, in order to inform budget and policy decisions and promote effective and efficient use of resources. SB 195 (Liu, Chapter 367, Statutes of 2013), established general statewide goals for higher education, and legislative intent to identify specific metrics for measuring progress toward statewide goals.

The 2014-15 Budget Act (SB 852, Chapter 25) required UC and CSU to approve three-year "sustainability plans" that use funding projections to establish projections of enrollment and the university's goals for the performance measures that are required to be adopted pursuant to AB 94; this requirement was continued in the 2015-16 and 2016-17 Budget Acts. The CCCs were required, pursuant to the 2014-15 Budget higher education trailer bill (SB 860, Chapter 34), to adopt goals and targets for student performance by June 30, 2015, and to establish and report on Student Equity Plans designed to ensure equal educational opportunities and to promote student success for all students.

More recently, the UC and CSU entered into multi-year formal Compacts with the Governor's Office, and the CCC and the Governor's Office multi-year roadmap between the Administration and the CCC system outlines mutually prioritized goals, expectations, and accompanying outcome measures. Each of these agreements include reporting requirements and set goals across a variety areas through the 2026-27 fiscal and academic years.

Need for a statewide higher education coordinating body? According to the March 2019, California Competes report, *The Case for a Statewide Higher Education Coordinating Entity*, California is one of two states without a central organizing body to guide the unique challenges the postsecondary institutions of higher education face. The report finds that in the absence of coordination, each of the state's public higher education segments (the CCC, CSU, and UC) function in siloes. Further, the report finds that the lack of a statewide coordinating body for higher education has resulted in no authority for statewide goal-setting, no comprehensive strategic planning, no longitudinal education data system, and inadequate mechanisms to assist

students' progress as they matriculate through and between systems. Additionally, the report contends that, without a coordinating entity:

- 1) California will continue to lag in degree production;
- 2) Planning for the future will continue to be clumsy and inadequate;
- 3) Higher education data systems will remain fragmented and incomplete; and,
- 4) Students will continue to slip through the cracks.

Finally, the report finds that California needs an independent, statewide coordinating entity to uphold a public agenda for higher education that links the needs of the state's economy to experiences and outcomes of California's students.

According to the March 2019, Public Policy Institute of California (PPIC) report, *Coordinating California's Higher Education System*, receiving postsecondary education continues to become increasingly important to California's economy and quality of life. The PPIC report suggests that in order to help state leaders determine how to best design a more effective coordinating body (to note, PPIC contends a coordinating body is definitely needed in this state), it is important to understand the struggles CPEC faced. The report finds that effective coordination must reflect the reality of higher education in the state – the governance challenges, campus and segment incentives, and other factors that influence institutional decisions. Further, the report finds that, several factors reduced CPEC's ability to effectively coordinate the state's higher education system, in part:

- 1) A lack of clear state goals for higher education;
- 2) A lack of a clear mission in CPEC's statutory charter; and,
- 3) It was designed for consensus, not leadership.

Further, the report finds that an effective coordinating body needs to be a part of state government, subject to all state rules and procedures regarding transparency and accountability. Finally, the report finds that the best approach to a new higher education coordinating body is to have such a body that operates independently and advises both the Governor and the Legislature; this would strengthen the Legislature's capacity to address important higher education issues and having an independent entity could provide the Legislature an objective view on current issues and assist in developing solutions to resolving the issues.

New Council. AB 130 (Low, 2019), was vetoed by Governor Newsom. In his veto message, Governor Newsom wrote that "I have long been concerned that our state's higher education systems operate in silos to the detriment of our state's long-term educational and economic health. California must set statewide goals in the areas of access, affordability and success in higher education. To that end, I launched the Governor's Council for Post-Secondary Education to encourage collaboration between systems and to make recommendations to the administration in an advisory capacity. The Council is charged with examining issues relating to future capacity, enrollment, planning, community college transfers, and general education and coordination at the state and regional levels."

Committee Staff notes that, since Governor Newsom's veto, the Governor's Council for Post-Secondary Education has been rebranded as the Governor's Council for Career Education. This change more closely aligns with the Governor's 2023 Master Plan for Career Education Executive Order, which directed state agencies to align and integrate the implementation of programs supported by billions of dollars in recent state funding to prepare students and workers for high-paying careers.

Master Plan for Career Education. In April of 2025, the Governor's Office published California's Master Plan for Career Education, a work that began with the Governor's 2023 Executive Order. The report noted that "in the 1960s, California's Master Plan for Higher Education created a strong foundation for learning by delineating roles across various postsecondary education segments, including the [CCC], [CSU], and [UC] systems. This plan was predicated on a labor market that predominantly featured jobs requiring minimal formal education. Yet, as the 21st century unfolds, California's economy and workforce have transformed. Schools, colleges, and workforce training providers need to create new strategies that allow systems to evolve and be more responsive to rapidly changing workforce needs, particularly with the advent of artificial intelligence and the recognition that learners should have the ability to upskill throughout their careers."

The Master Plan for Career Education contained six major courses of action, which are:

- 1) Create a State Planning and Coordinating Body;
- 2) Strengthen Regional Coordination;
- 3) Support Skills-Based Hiring Through a Career Passport;
- 4) Develop Career Pathways for High School and College Students;
- 5) Strengthen Workforce Training for Young People and Adults; and,
- 6) Increase Access to and Affordability of Education and Workforce Training.

The Master Plan for Career Education recommended that this new statewide planning and coordinating body that brings together the state's education segments, workforce training providers, and employers. The coordinating body should evaluate changing economic needs and demand for skills, develop sector-based and cross-sector strategies, create statewide goals, align federal and state plans, coordinate efforts to maximize funding, coordinate implementation of specific federal and state programs, co-design programs to address workforce opportunities, and connect with regions.

Governor's 2025-26 Budget. AB 101 (Gabriel, Chapter 5, Statutes of 2025), appropriated \$1.5 million dollars to the Secretary of Government Operations for an Education and Workforce Development Coordinating Council. This funding was originally proposed as \$5 million dollars in the Governor's January 2025 Budget proposal, and was subsequently removed in the May Budget Revise. Trailer bill language had been proposed in conjunction with the original budget proposal, but there is not currently trailer bill language associated with this \$1.5 million dollar appropriation.

Arguments in support. California Competes wrote in support, stating that “Our state is at a critical juncture – more Californians need access to a pathway that leads to a quality job, and our economy needs a workforce ready to meet the needs of a rapidly changing labor market. In the 1960s, California developed the Master Plan for Higher Education, which provided an inter-segmental roadmap for our higher education system. Similarly, California’s workforce development system historically has focused on training that leads to quick job placement. Today’s needs are vastly different. Californians need more education and training to access jobs that provide a decent standard of living with minimal formal education.”

California Competes continues that, “in order to improve outcomes for Californians and meet the needs of our rapidly changing economy, California needs to break down silos, improve efficiencies, and address bureaucratic hurdles. The California Master Plan for Career Education calls for the development of a state planning and coordinating body to bring together the state’s education segments, workforce training providers, and employers. Similarly, the California Youth Apprenticeship Committee calls for ‘statewide system and resource alignments to make work-based learning and youth apprentice opportunities widely available for in-school and out-of-school youth.’ California Competes also calls for the reestablishment of a higher education coordinating entity. Improving coordination can improve the effectiveness of programming by reducing inefficiencies, increasing access by reducing bureaucratic hurdles, increasing the number of career pathways, and improving the evaluation of education and workforce development programming.”

Other Policy Committee comments. In their Committee Analysis of SB 638 (Padilla), the Assembly Committee on Education questioned if the coordinating entity was duplicative. “At the K-14 level, the [CWPIAC] is formed through a MOU between the SBE and the Board of Governors of the [CCC] to provide recommendations to the [State Board of Education] on the California State Plan for CTE, the Federal Perkins V State Plan, and other K-14 CTE issues and programs.”

The Assembly Committee on Labor and Employment provided comments for this analysis, in which they note that some of the mandates for this coordinating entity overlap with work tasked to the CWDB. Existing law specifies that the CWDB is “the body responsible for assisting the Governor in the development, oversight, and continuous improvement of California’s workforce investment system and the alignment of the education and workforce investment systems to the needs of the 21st century economy and workforce.” (Unemployment Insurance Code Section 14010)

The Assembly Committee on Labor and Employment notes that, “existing law requires the CWDB and specified entities – including the Chancellor of the [CCC], the State Department of Education, other appropriate state agencies, and local workforce development boards – to develop California’s Unified Strategic Workforce Development Plan (State Plan) to serve as a framework for the development of public policy, fiscal investment, and operation of the state workforce and education system. The most recent edition of the State Plan was released last year and covers 2024-2027.”

The CWDB is also required to do all of the following to support the requirements of the State Plan:

- 1) Identify industry sectors and industry clusters that have a competitive economic advantage and demonstrated economic importance to the state and its regional economies, as specified.
- 2) Identify new dynamic emergent industry sectors and industry clusters with substantial potential to generate new jobs and income growth for the state and its regional economies, as specified.
- 3) Provide a skills-gap analysis enumerating occupational and skills shortages in the industry sectors and industry clusters identified as having strategic importance to the state's economy and its regional economies, as specified. (Unemployment Insurance Code Section 14020(d)).

Committee Staff notes that in conjunction with developing the State Plan, the CWDB is also responsible for policy development, workforce support and innovation, and performance assessment, measurement and reporting. The CWDB manages multiple grants and initiatives that support these efforts.

Committee Staff notes that the range of duties assigned to the Coordinating Entity is broad, including program oversight, regulatory action, stakeholder consultation, data infrastructure, and student access analysis. Although this bill allows prioritization of duties in the event of limited funding, successfully carrying out even a portion of these responsibilities will require significant resources, staffing, and interagency cooperation. Without sustained support and clearly defined authority, the Coordinating Entity may struggle to move beyond high-level planning to operational impact.

Committee Staff notes that, on April 29, 2025, the Assembly Committee on Higher Education unanimously passed AB 95 (Fong), which would have established, in GovOps, the California Education Interagency Council (CEIC), composed of specified state officers for purposes of evaluating workforce and economic changes in the state, integrating and aligning education and employment systems, maximizing funding impact, supporting adult skill development, coordinating regional education and workforce needs, and serving as a forum for discussions of intersegmental and cross-sector policy issues.

AB 95 (Fong) closely mirrored the Governor's trailer bill language, which at the time was designed with the expectation of five million dollars of ongoing funding proposed in the Governor's January 2025 budget. Committee staff notes that the CEIC proposed in AB 95 (Fong) was significantly more limited in operational responsibilities and regulatory authorities than the Coordinating Entity proposed in SB 638 (Padilla).

The Committee may wish to consider if, in light of the reduced funding available to stand up a Coordinating Entity, it is prudent for this measure to be enacted. The author may wish to consider narrowing the entity's mandates and/or more formally integrating the work of the CWDB and other workforce planning efforts to avoid duplication.

The Committee may also wish to consider if their prior support of the CEIC model proposed AB 95 (Fong) is consistent with the entity being proposed in SB 638 (Padilla).

Committee amendments. The Committee has recommended amendments that would remove the Coordinating Entity from the provisions of SB 638 (Padilla). This would, in effect, remove Section 8 of the bill, and any other references to the Coordinating Entity in the legislation.

Related and prior legislation. AB 95 (Fong) of the 2025-26 Session, would require the establishment of the California Education Interagency Council within the GovOps for the purpose of aligning educational attainment with California workforce goals and needs and integrating efforts across elementary, secondary, and postsecondary education by providing a forum for discussion of issues and proposals with impacts across educational and workforce sectors. This bill was made a two-year bill in the Assembly Committee on Appropriations.

AB 1142 (Fong) of 2023, would have established the Coordinating Commission for Postsecondary Education in California (CCPEC) as the independent statewide postsecondary education oversight, coordination, and planning agency. AB 1142 (Fong) was amended to instead extend by five years the authorization for a community college district (CCD) governing board to allow the use of any civic center or other district property by the community and organizations without charge or with charge not to exceed the specified direct costs or fair market rent value depending on the activity as prescribed.

AB 130 (Low) of 2019, established the Higher Education Performance, Accountability and Coordination Commission as the state's independent postsecondary education coordination and agency, was vetoed by Governor Newsom.

SB 3 (Allen) of 2019, established the Office of Higher Education Coordination, Accountability and Performance as California's independent coordination, oversight and planning entity for postsecondary education. It was held on suspense in Assembly Appropriations.

AB 1936 (Low) of 2018, which was held on Suspense in Assembly Appropriations, is similar in nature to AB 130.

AB 217 (Low) of 2017, which was held on Suspense in Assembly Appropriations, was virtually identical to AB 130.

AB 1038 (Bonta) of 2017, which was held on Suspense in Assembly Appropriations, in part, established a Blue Ribbon Commission on Public Postsecondary Education to provide research and recommendations regarding California higher education.

AB 1837 (Low) 2016, which was held on Suspense in Senate Appropriations, was virtually identical to AB 130.

AB 2434 (Bonta) of 2016, which was held on Suspense in Assembly Appropriations, was substantially similar to AB 1038.

SB 42 (Liu) of 2015, would have established the Office of Higher Education Performance and Accountability as the statewide postsecondary coordination and planning entity, outlines its responsibilities, functions and authorities, and establishes an advisory board to the office (comprised of legislative appointees) to examine and make recommendations regarding its functions and operations, and to review and comment on the office's recommendations to the Governor and Legislature. The bill was vetoed, with Governor Brown stating, in part, "While

there is much work to be done to improve higher education, I am not convinced we need a new office and an advisory board, especially of the kind this bill proposes, to get the job done."

AB 1348 (John A. Pérez) of 2014, which was held on Suspense in Senate Appropriations, established the California Higher Education Authority, its governing board, and its responsibilities.

AB 2190 (John A. Pérez) of 2012, which was held on Suspense in Assembly Appropriations, established a new state oversight and coordinating body for higher education.

REGISTERED SUPPORT / OPPOSITION:

Support

Association of Independent California Colleges & Universities (AICCU)
CA Edge Coalition
Calbright College
California Competes: Higher Education for a Strong Economy
Grace Institute - End Child Poverty in CA
Just Equations
Long Beach Community College District
The California Alliance for Student Parent Success
United Ways of California (UWCA)

Opposition

None on file.

Analysis Prepared by: Kevin J. Powers / HIGHER ED. / (916) 319-3960