2025-26 DISTRICT AREA PROGRAM REVIEW

DEPARTMENT: Educational Services and Student Success (ESSS)
ADMINISTRATOR: Dr. Theresa Fleischer Rowland, Vice Chancellor
November 3, 2025

1. **Provide a brief summary of your department's operations and any significant changes since the last Program Review. Highlight the major duties and responsibilities of your staff in servicing the district and the colleges, along with the number and types of staff in your office. State how your department supports other administrative and academic units. Include a link to your department's current organization chart.**

The Educational Services and Student Success (ESSS) department serves as a district support center for the Chabot-Las Positas Community College District (CLPCCD), providing leadership and coordination for instructional, learning support, and student services across the district. Operating under the direction of the Chancellor and in collaboration with the College Presidents, ESSS advances district-wide planning, innovation, and accountability in alignment with the District's mission and Board priorities.

The Vice Chancellor of Educational Services and Student Success (VCESSS) oversees a broad portfolio that includes educational and strategic planning, accreditation, research, enrollment management, and workforce and economic development. The department also manages grant development, community and contract education programs (through Economic Development and Contract Education, EDCE), and district-wide educational technology initiatives. While the District currently does not oversee international programs, ESSS leads multiple intersegmental and statewide partnerships that support equitable student outcomes.

ESSS guides district-wide efforts to ensure compliance with state and federal education codes, Board policies, and new legislative mandates. The VCESSS facilitates academic calendar development, enrollment target setting and FTEF recommendations; oversees accreditation coordination functions at a district level; and conducts economic impact studies and planning analyses. Additional functions include driving resource allocation and prioritization with both colleges to achieve Master Plan goals, providing oversight for intersegmental grants with partner institutions, and supporting the Chancellor's learning agenda for the Board of Trustees and senior leadership.

Compared to peer community college districts, ESSS operates with a lean staffing model that requires high levels of cross-functional collaboration and prioritization. Continuity in leadership from 2019-2025 has enabled growth, innovation, and stability, though staffing capacity continues to constrain expansion. The department strengthens structures that elevate district-wide priorities.

Direct reports to the Vice Chancellor include:

- Executive Assistant – Provides administrative and operational coordination for ESSS functions.
- Executive Director, Economic Development & Contract Education (EDCE) – Leads contract education, workforce development, and apprenticeship programs.
- Executive Director, Bay Area K–16 Collaborative *(grant-funded)* – Oversees regional pathways initiatives and intersegmental systems change.
- Director of Educational Support Systems (vacant) –provides leadership for provides leadership for integrating and aligning technologies that enhance student success, collaboration, and data-informed decision-making.
- Through this structure, oversight for three large scale grants are provided: the local East Bay College Agile Network (EBCAN), the regional Bay Area K–16 Collaborative, and the state Chancellor's Transfer Counselor Website (TCW).

Staffing is strategically located across two district sites: the main District Office at 7600 Dublin Boulevard, Dublin, and an EDCE satellite office at 5860 Owens Drive, Pleasanton, which is fully funded through EDCE and ESSS grant revenue. The Pleasanton site houses core grant operations for the Bay Area K–16 Collaborative and the Transfer Counselor Website, enabling direct oversight and collaboration with project staff.

The ESSS Administrator organizational chart is available on the District Educational Services webpage. The EDCE organizational chart further completes the picture of the ESSS district support center. In 2026 EDCE will add a grant-funded Director of Social Services Workforce Development to support the expanded focus by the State of California on college and career pathways for Behavioral Health professionals with Associates, Bachelors, and Masters degrees.

2. **Discuss generally the way in which the department serves and contributes to achievement of the District Mission and Vision, including academic excellence and student success (directly and/or indirectly).**

The Educational Services and Student Success (ESSS) department provides the connective framework between district-wide planning and college implementation. ESSS ensures that instructional, student services, and workforce programs are aligned with the District Mission to *"offer innovative educational opportunities and support services to prepare students to succeed in a diverse global society by challenging them to think critically, to engage socially, and to acquire workplace knowledge and educational skills."*

Through district-wide coordination, ESSS fosters coherence, equity, and innovation across colleges and administrative units. The department leads educational planning and compliance, ensures alignment with Board Priorities and the 2021–2026 District-wide Strategic Plan (DSP), and supports the colleges' Educational Master Plans (EMPs)—a process initiated under the Vice Chancellor's leadership in 2019–20 and extended through December 2027 per AP 3250. ESSS also anchors the District's accreditation, policy development, and data-informed decision-making processes, linking strategy with operational implementation.

The Vice Chancellor ensures robust dialogue between Academic and Student Services, guiding district-wide efforts to advance equity, fiscal sustainability, and institutional effectiveness. ESSS contributes directly and indirectly to the District Mission in the following ways:

I. Offer innovative educational opportunities and support services

- Serves on the Chancellor's Senior Leadership Team, Cabinet, IPBM Planning and Budget Committee, and supports Board of Trustees actions related to Academic and Student Services (4.0 and 7.0 items).
- Leads District-wide Strategic Planning, coordinates EMP integration, and serves as Accreditation Liaison Officer, ensuring continuous improvement and compliance with ACCJC standards.
- Oversees the Economic Development and Contract Education (EDCE) enterprise, generating external revenue and partnerships that strengthen the District's fiscal health and regional presence.
- Administers district-wide intersegmental grants—including EBCAN, the Bay Area K–16 Collaborative and the Transfer Counselor Website for the CCC Chancellor's Office—advancing innovation and student access.

II. Prepare students to succeed in a diverse global society

- Leads the District Enrollment Management Committee (DEMC) and collaborates with College Enrollment Management Committees (CEMCs) to achieve FTES and productivity targets.
- Designed external grant funds to increase dual enrollment enrollments in the district by funding college staffing and educational technology to absorb start up effort costs and allow for learning to then sustain the effort with college and district funds.
- Coordinates policy development and facilitates district-wide discussions on data, equity, and student success metrics.
- Supports reaccreditation and Board-approved reporting processes; provides education on emerging standards and regulatory shifts.
- Advances planning and research initiatives that inform equitable practices and foster student success in a rapidly changing global and technological context.

III. Prepare students to acquire workplace knowledge and educational skills

- Oversees workforce and apprenticeship partnerships that expand access to career and technical education pathways.
- Leads the Comprehensive Labor Needs Assessment and workforce alignment initiatives to inform degree and certificate programs responsive to regional demand.
- Manages regular Economic Impact Study for the district, quantifying the return on investment to students and the local economy.
- Strengthens interagency partnerships, such as the Alameda County Sheriff's Office training agreements, ensuring continued workforce relevance and FTES generation.

Through these functions, ESSS serves as the bridge between vision and execution—aligning planning, compliance, and innovation to sustain academic excellence and equitable student outcomes across the District.

3. **State how your department has supported the Board Priorities.**
ESSS supports the six [2022-25 Board Priorities].

Continue to support a culture that fosters diversity, equity, inclusion, accessibility, and belonging. ESSS examples:

- deliver inclusive anti-racist academic and student service policy and practice alignment between the Colleges; overseeing complex constituency review of more than one hundred and twenty-four (124) Chapter 4 and 5 Board Policies and Administrative Procedures, forming recommendations to the Chancellor ensuring BPs and APs support the culture of diversity, equity, inclusion, accessibility, and belonging;
- lead district-wide conversations to develop improved services and program approaches to enrollment management that support student success disaggregated by equity populations;
- sustain regular dialogue and contribute tools and expertise to student equity planning; support accountability strategies to address disproportional impact;
- model leadership that leads with accountability to all actions that foster diversity, equity, inclusion, accessibility, and belonging.

Expand opportunities that support workforce development. ESSS examples:

- approved registered apprenticeship programs grew from 11 to 21 over the past three years; in 2024-25, 4 additional programs are expected to bring total to 25 in 2025-26.
- apprentices (headcount) served increased 104% from 2,406 to 4,902
- new apprenticeship programs will produce greater numbers of apprentices attending the colleges as they get established, with planned headcount growth in 2025-26 to 5,497.
- in 2023-24, ESSS realized state and national apprenticeship grant increases to benefit both colleges and EDCE. Revenue increased from $1,188,502 to $3,698,905 - more than double.
- the district's Apprenticeship Program Growth chart can be found at this link.
- grant fund investment strategy in Behavioral Health pathways and infrastructure to support in-demand area and engage statewide interests as well as major regional health employers; this is an area with great potential and ESSS is positioning the district to be in a position of recognized leadership and prepare students for key careers aligned to fully developed K-16 pathways.
- hosted the Second Annual Bay Area K-16 Convening (Sept 2025) with 150+ participants and led 3-4 Communities of Practice per pathway annually, including new groups in Computer Science and Behavioral Health, to strengthen equitable access and representation across high-demand sectors.
- through the Bay Area K-16 Collaborative, engaged over 15 regional employers through three Steering Committee meetings at employer worksites, partnering with the Silicon Valley Leadership Group to expand work-based learning activities and initiatives across K-12, community college, and universities
- in partnership with the CCCCO, completed and released the redesigned Transfer Counselor Website 2.0

- since the release of the updated TCW 2.0 in January 2025, with the new search engine and updated resources, we have seen an increase of 48% of engaged sessions, classified as a session lasting longer than 10 seconds, having at least one conversion event or at least two pageviews.
- expanded reach and users for the TCW through marketing efforts, presentations at regional meetings (Fall 2024 and Spring 2025), and mailing list announcements, there has been a 25% increase in new users, 35% increase in returning users and 145 new subscribers to the TCW listserv.
- launched a Tri-Valley Behavioral Health Community of Practice in partnership with Innovation Tri-Valley and healthcare partners to address local workforce shortages and develop regional "grow-your-own" strategies that reflect community and cultural needs.
- the EDCE Child Welfare Training program now includes 10 Northern California counties. For AY2024-25, we utilized $9.7M in contracts, with over 54,000 training participants.
- Contract Education offered by the District has grown significantly to include employers such as four unified school districts and Tesla, who are utilizing Chabot College classes to upskill their employees.
- the Tri-Valley Career Center (TVCC) offered workforce trainings in Transportation, Delivery and Logistics and Certified Nursing Assistance, for a total of 94 clients. TVCC won over $1.2M in grants for FY25 and was awarded a 2-year, $4M grant to work with reentry clients in Summer 2025.

<u>Advance and support plans that meet the basic needs of all students.</u> ESSS examples:

- educational and strategic planning informed by six primary evidence-based research projects:
    - 2020 EBCAN Analysis with EAB Consultants
    - 2021 Through the Gate CLPCCD transfer study with RP Group
    - 2022-23 Equity-Driven Enrollment Assessment with Kennedy & Company
    - 2023 Alternative Academic Calendar surveys and student focus groups with KNow Research
    - 2024 Economic Impact Study with Lightcast
    - 2024 Comprehensive Local Needs Workforce Assessment with WestEd
- guide operational agreements and local policy on issues related to CCCCO guidance, Department of Education guidance, and Bargaining Unit agreements that pertain to educational and student services;
- lead and negotiate the Academic Calendar;
- coordinate with VC Facilities on student housing planning, student surveys, and college planning.
- cultivate a current Resources and Research Studies section on the ESSS webpage to address best practices, peer-reviewed evidence, state and federal research, and trends in higher ed pertaining to student success.

<u>Provide effective management and equitable allocation of district fiscal resources.</u>
<u>Support strategies to attract and retain students.</u> ESSS examples:

- established an integrated ESSS framework aligning grants, initiatives, and self-sustaining programs and services, including EDCE, TCW, EBCAN, and the Bay Area K-16 Collaborative, under a cohesive structure to enhance coordination, fiscal accountability, and impact reporting.
- sustain regular dialogue with DEMC and senior leaders on the importance of productivity as a consideration in college and district fiscal health and accomplishment of mission;
- facilitate across Colleges the submission of district reports, determine split of categorical funds;
- develop and secure new grants and distribute increased grant revenue to the colleges and district operations
- funds secured supported college priorities through expanded programs and services, increasing capacity on both campuses to serve students;
- continue to generate apprenticeship revenue to support faculty reassigned time and classified positions at both colleges
- secured transfer equity focused grants over $21,500,000 to include new distinct partnerships and elevate CLPCCD’s visibility as a strong committed leader in the area of transfer, alignment with state priorities and Vision 2030 goals.
- Allocated more than $800,00 to Chabot and Las Positas Colleges to launch scaling of dual enrollment through staffing and software until the return on investment in terms of enrollment increases and equity impact could be realized in 2025-26.
- through the Bay Area K-16 Collaborative, produced 6+ demonstration briefs, 3-4 newsletters, and presented at 8+ conferences statewide; completed all state reporting and hosted a K-16 Site Visit (June 2025) with the Governor’s Office and State team.
- secured two Industry-Driven Regional Collaborative (IDRC) grants totaling $675,000+ to expand student access to advanced manufacturing and AI/digital media pathways.
- leverage the following large-scale grants to meet priorities of colleges:
    - East Bay College Agile Network (EBCAN) Since 2019 - CSUEB, CLPCCD, Chabot College, Las Positas College have formed an innovative partnership focused on system changes
        - $1,000,000 Federal Earmark, approved by the CLPCCD Board on August 15, 2023. Final report submitted October 27, 2025. Sustainable practices and future momentum details are provided in the report.
        - Previous funding for EBCAN since 2020 was secured from the Koret Foundation, ECMC Foundation, Lumina Foundation and the College Futures Foundation.
    - Bay Area K-16 Collaborative California funded Planning Grant 2022-23; Five-county Implementation Grant building equity-centered pathways to baccalaureate and careers.
        - $479,000 January 2025 approved by the CLPCCD Board.
        - $18,130,000 November 3, 2023 – June 30, 2026 approved by the CLPCCD Board on December 12, 2023.
        - Planning Grant: $250,000 November 3, 2022 – November 3, 2023 approved by the CLPCCD Board on December 13, 2022.
        - Community College districts are leads for six of the thirteen total K-16 awards – others are three UCs, two CSUs, and two County Offices of Education.
    - Transfer Counselor Website (TCW) Starting in 2023 - CLPCCD manages the CCCCO statewide site to optimize transfer counselor support and information; an updated 2.0 TCW was achieved in year two of the grant, continuous improvements in

design and accessibility lead the value and use by a growing number of users.

- $1,125,000 July 1, 2023 – June 30, 2028 approved by the CLPCCD Board on June 20, 2023.
- Positioning district counselors and our college Transfer Centers for greater impact and on “the cutting edge” through insider intelligence and influence.

- $1,092,011 total indirect funds brought to the district over these three grants

Grant funds brought in by ESSS support an increased level of visibility for CLPCCD across higher education, business and industry, government, and the community. As a result, the District benefits from increased confidence and trust of major stakeholders, expanding opportunities for students, partnerships, and relevancy in the region and state.

<u>Maintain a focus on student academic vision for success and excellence.</u> ESSS examples:

- strengthen district approaches to increase student success and reduce equity barriers, working with Presidents and Vice Presidents to support college objectives as well as unify collaborative direction and strategy adoption. One example of this is the district-led capacity-building at the campuses to serve transfer students earlier and with more clarity.
- moved beyond the conventional FTES enrollment management strategies to multi-year planning focused on SCFF funding metrics. ESSS supports this work with advancing work on prioritized metrics (FTES continues with added tracking to measure Student Educational Plan completions, Financial Aid participation, and college application numbers).
- provide clarification, information, assistance to college administrators on issues on request, such as following up on contracts, payments, categorical reporting, technology concerns, public relations/marketing, timely submission of CCCCO and ACCJC forms;
- organize one Board Retreat each year; in addition, oversee reports to the Board of Trustees, provide advice to presenters on content and organization (Accreditation, AB705, District Partnerships and resulting grants, Master Plans, Student Housing feasibility, EDCE);
- work with stakeholders to identify key metrics and reporting needs to guide improvements in district output to inform planning and decision-making, including recent work with the Counseling Data Dashboard, Standardized Attendance Accounting, and Common Course Numbering.
- interpret and ensure compliance with federal and state statutes and regulations, Board policies, and directives of the Chancellor as related to educational services and student services; recommend changes in organizational and operating policies and procedures that affect District educational and student services; review legislation affecting student support and academic affairs and advise the Chancellor and Board of Trustees; direct and oversee continuous review and audit of District policies and procedures related to functional area of responsibility;
- liaison with CCCCO on Vision 2030 data sets for the district and leading the foundation for successful participation at the CCCCO regional workshop taking place on April 16-17, 2025.
- hosted annual statewide Transfer Conference for Counselors held in Spring 2024 and 2025 giving visibility to CLPCCD through the TCW. 2025 statewide attendance: 703

attendees and 9 sessions total. Attendees responded after the conference that 96.51% were either very satisfied or satisfied with the overall event, and 96.4% were likely to recommend the conference to a colleague.

4. **Identify key internal and external environmental factors and expectations, including those from funders and regulators, which impact the department's operations.**

The span and breadth of mandates for a multi-college district continue to center ESSS in a leadership role to guide priorities established by the Chancellor and the Board of Trustees. This work is carried out through multi-college committees, work groups, Board policy and administrative procedure updates, technical assistance, subject matter expertise, developing resources, and developing external partnerships, and agreements. ESSS also contributes to and informs college-level committees, ensuring alignment across institutions and with system-wide expectations.

Accreditation Role

The district's colleges were last visited in the Fall 2022 and reaccredited in January 2023. The VCESSS serves as the District Accreditation Liaison Officer (ALO) leading district-wide coordination and interactions with the visiting team and ACCJC Vice President Kevin Botenbal. ESSS executed this responsibility with strong integration with college ALOs, Presidents, and the District Executive Team. The district process was stated to be the smoothest in recent years with no recommendations and a district commendation on Standard III for Total Cost of Ownership.

In 2025, the colleges are preparing the required Midterm Reports focused on progress and updates on outcomes and institutional planning in alignment to the new ACCJC 2024 standards. The VCESSS and the VPs of Academic Services along with team members from both Chabot and Las Positas Colleges attended an April 2025 event hosted by the ACCJC and focused on the new standards, storytelling and transparency in reporting.

In 2022, the VCESSS shared a district-wide Strategic Planning Cycles chart, working with the college IR managers Rajinder Samra and Brian Goo. This guided the Board's Spring 2022 Retreat agreement to align internal timelines for the Educational Master Plans (EMPs), the District-wide Strategic Plan, and related planning processes. The most recent Cycles chart can be found here.

The VCESSS leads the following committees.

FA contractual committees

1. District Enrollment Management Committee and related Work Groups
2. Academic Calendar Committee

Integrated Planning and Budget Modeling Committee

3. Educational Support Services (ESS) Committee (suspended in Oct 2021)

District-wide Committees

4. District-wide Comprehensive Planning Guidance & Coordinating Committee
5. District-wide Accreditation Coordinating Committee

External Partnerships and Resource Development Committees

6. EBCAN Steering Committee
7. Bay Area K-16 Collaborative Co-PI Council

One-time district funds enabled the addition of the Director of Educational Support Systems in July 2023. This role has expanded the District's capacity to integrate tools such as Ad Astra and CRM Advise into operational practice—strengthening student success, optimizing scheduling, and supporting progress toward data dashboards. The position has improved collaboration around data verification, analysis, continuous improvement, and reporting.

The Chancellor has set expectations for a more unified district approach, calling for increased alignment across the Colleges—especially in Academic and Student Services—guided by the Senior Leadership Team. One driver of this alignment is the CCCCO's emphasis on integrated planning to improve student metrics through state-administered categorical funds. While CLPCCD colleges have historically operated with strong local autonomy, the state now requires greater coordination within districts, regions, and across the state to maximize funding and outcomes.

The District-wide Strategic Plan (2021–2026/7) was jointly led by the Chancellor, VCESSS, and the two College Presidents to define district identity and culture in alignment with Board priorities. Measuring progress on these goals remains a challenge with current ESSS staffing levels. Related discussions in the Planning and Budget Committee (PBC), led by the Vice Chancellor of Business Services, indicate growing interest in district-wide Integrated Planning and Budget Modeling (IPBM) committee work.

CLPCCD has transitioned beyond conventional FTES-based enrollment strategies to multi-year planning centered on Student-Centered Funding Formula (SCFF) metrics. ESSS supports this shift by tracking additional metrics such as Student Educational Plan completions, Financial Aid participation, and college application trends.

The appointment of Director David Reed filled a key need identified by the Senior Leadership Team using one-time district funds. This position continues to be vital as the District expands its functional user technologies and builds sustainable infrastructure to support student success and data-informed decision-making.

The district's Economic Development and Contract Education (EDCE) department, led by Executive Director Julia Dozier, reports to the VCESSS and continues to serve as the district support for community and contract education programs, workforce, and economic development. EDCE is a self-supporting department, ensuring external revenue covers all staff, facility, and related expenses. When possible, EDCE contributes to the district Other Post-Employment benefits (OPEB) account. The pandemic years and delays in recovering revenue through first floor office rental of 7600 Dublin Boulevard are an area of watch. EDCE's reserve account and new grants and programs are helping with a positive year-end balance. Since 2020 EDCE leases the third floor at 5860 Owens Drive in Pleasanton and is responsible for expenses.

The Bay Area K-16 Executive Director, Dr. Agustin Cervantes, is an additional asset to the district leading infrastructure growth for dual enrollment and work-based learning through K-16 grant funded positions at Chabot and Las Positas Colleges, as well as piloting software to scale our high school student enrollments. This position has expanded external partnerships for CLPCCD, especially strengthening the relationship with the Silicon Valley Leadership Group (SVLG) and member employer partners to grow onramps for our students to fieldwork and employment in STEM, Education, and Healthcare careers.

The CLPCCD operates in a highly regulated system of public higher education, requiring reporting, certifications, and coordination at an increasing rate. While many reports focus primarily on college-level operations, certifications often are required from the district on behalf of both Colleges. Synchronizing sharing and gathering of information is time intensive and can be better met with an additional direct report to the VCESSS.

<u>ESSS strengths, effectiveness and opportunities</u>

The following SWOT summary captures key insights on ESSS's role within the District, highlighting both its strengths and strategic challenges amid shifting system demands.

Strengths

- Students experience a strong return on investment: for every $1 invested, they gain $8.10 in lifetime earnings.
- Sustained enrollment growth, with a 12% increase in credit FTES in 2023–24 and 8% in 2024–25; continued momentum positions the district to fully benefit from SCFF funding by 2026–27.
- CLPCCD is recognized regionally and statewide for excellence in transfer and student success outcomes.
- Apprenticeship RSI conversion to FTES, while maintaining the funding EDCE needs to continue to develop and secure further apprenticeships (actual expenses plus growth funds).
- The Economic Development and Contract Education (EDCE) unit maintains strong community impact and a set of respected programs.
- The district continues to secure significant grant awards, including high-profile state and congressional recognitions.
- Strong partnerships with universities, K–12 districts, adult education consortia, and regional employers.
- Effective and productive working relationships with the California Community Colleges Chancellor's Office (CCCCO).

Weaknesses

- Risk of budget shortfall if SCFF targets are not achieved.
- Infrastructure and systems require modernization to meet evolving state and federal requirements.
- Structural inequities in staffing within ESSS limit the VCESSS's capacity to fulfill core responsibilities and create ambiguity for colleges about ESSS's role and scope.

- Enhancing data infrastructure and analytical staffing remains essential to ensure the division can provide consistent, actionable insights for strategic decision-making and continuous improvement.

Opportunities

- Expand dual enrollment through integrated technology and staffing support. Strengthen use of data tools and cross-district coordination to scale access for high school students, ensuring equitable participation and smoother transitions into college-level pathways.
- Continue focused investment in SCFF metric improvement projects. Build on enrollment momentum and metric-driven planning to sustain funding stability and support the district's long-term fiscal health through 2026–27 and beyond.
- Deepen alignment between EDCE and the colleges to advance the district mission and expand community impact. Focus on growing apprenticeship, OTIEC, and TVCC programs, linking them more intentionally to credit and noncredit enrollment growth.
- Leverage philanthropic, grant, and external funding partnerships to expand innovation and reduce reliance on the general fund for pilots, technology implementation, and workforce development.
- Advance regional collaboration through EBCAN and the Bay Area K–16 Collaborative to strengthen shared educational pathways, workforce alignment, and intersegmental data systems that position CLPCCD as a regional leader.
- Expand Credit for Prior Learning (CPL) and adult re-engagement initiatives to attract working, underemployed, and re-entry adults, aligning district workforce programs with regional economic needs.
- Implement and institutionalize Comprehensive Planning to promote cross-district collaboration, unify planning timelines, and embed accountability for strategic outcomes within the IPBM framework.

Threats

- Limited ESSS data capacity reduces visibility of its strategic value, leaving district planning often driven by a business services lens. Strengthening analytical infrastructure would ensure academic and student success perspectives are equally represented in district-wide decision-making.
- As the district transitions RSI to FTES, maintaining sustainability for employer partnerships and EDCE operations will be critical. Without mechanisms to offset overhead and developmental costs, there is risk to the long-standing community and industry relationships that underpin the district's workforce and apprenticeship programs.
- Competition for students and workforce partnerships may intensify as neighboring districts expand dual enrollment, apprenticeship, and adult re-engagement efforts. Maintaining CLPCCD's reputation as a collaborative, high-performing regional partner will be key to sustaining growth.

5. **Identify areas for improvement, and any areas of change or growth.**

The Educational Services and Student Success (ESSS) District Support Center continues to play a central role in guiding district-wide educational priorities and aligning them with the goals established by the Chancellor and the Board of Trustees. The Chancellor and VCESSS work to advance district-wide goals, leverage the innovations of a two-college district, and connect local priorities to the state's Vision 2030, the Student-Centered Funding Formula (SCFF), and the systemwide recovery from COVID-19 disruptions. Through this work, ESSS collaborates extensively with the College Presidents, other Vice Chancellors, the Chief Technology Officer (CTO), and the Director of Public Relations, Marketing, and Government Relations (PRMG) to ensure alignment and coherence across all major initiatives.

As ESSS continues to evolve in scope and complexity, it faces the ongoing challenge of meeting increasing regulatory, reporting, and coordination requirements while operating within limited infrastructure. The division's capacity for district-wide data analysis and strategic planning remains a core area for improvement. Without strengthened analytical support, ESSS's ability to demonstrate its value through student success and institutional effectiveness outcomes remains constrained, and district decision-making risks being viewed primarily through a business services lens. Building ESSS's data infrastructure will create a more balanced framework where fiscal, academic, and student success evidence are equally visible in district-wide planning.

Clarifying ESSS's role and structural alignment is another important area of growth. As district and college responsibilities have expanded, clearly defining ESSS's leadership and support roles will help streamline operations, improve communication, and enhance confidence in cross-district collaboration. Building on the Chancellor's leadership in articulating district-wide goals, continued clarification of ESSS responsibilities will enable the area to contribute more strategically to initiatives such as enrollment management, workforce development, and educational technology advancements.

Building on the Chancellor's leadership for goal clarity and on Vice Chancellor leadership for major district initiatives, defining the ESSS role across various efforts will be valuable. There are opportunities for ESSS to assume a more explicit role in areas that have not been clearly stated but would benefit from ESSS coordination and expertise—particularly where work supports equitable access, persistence, and completion. These include:

1. True cost of instructional schedules. The current practice of balancing budgets primarily through reductions can mask underlying structural costs and limit the district's ability to make informed, strategic decisions. A deeper ESSS role in analyzing instructional cost drivers would improve transparency and planning accuracy.
2. District transition to a compressed calendar and new academic year structures. Through deliberate integration of instructional and student services functions, ESSS can help ensure that these changes reimagine scheduling, intersessions, and pathways to support student success. The transition provides an opportunity to pilot models that strengthen enrollment and accelerate student progress.

In both areas, ESSS plays a central role in ensuring that educational and student success priorities remain the foundation for financial and operational decisions.

Strengthening the division's planning and analytical capacity remains a high priority. While the VCESSS collaborates with the college Institutional Research offices, these teams are already at capacity and face challenges meeting district-level reporting needs. Establishing a dedicated district planning and research position would provide essential support for managing multiple district plans, monitoring implementation, and producing timely, data-informed insights. This position would also facilitate leadership dialogue across the colleges and generate cost efficiencies through centralized coordination of reporting and accountability. Prior VCESSS leadership identified this need through an Institutional Effectiveness Partnership Initiative (IEPI) project led by former California Community Colleges Chancellor Dr. Helen Benjamin, whose recommendations remain relevant today. Posted here for reference: research area of focus_CLPCCD IEP Plan signed_submitted071117 (1)

This added capacity would empower the district to more effectively track progress across multiple institutional plans and initiatives, including:

- District-wide Strategic Plan
- Educational Master Plans
- Enrollment Management insights, including access, registration, and persistence data
- Work Experience Education Plan
- Comprehensive Local Needs Assessment Plan
- District Facilities and Technology Plans
- Equal Employment Opportunity and Emergency Preparedness Plans
- EOPS, Student Equity, Success & Support Program Plans
- Transfer Center Plans

Improving infrastructure modernization and technology integration is an additional area of change and growth. The creation of the Director of Educational Support Systems role has strengthened the district's coordination between ITS and functional users, particularly through the adoption of Ad Astra and CRM Advise. Continued investment in system integration and data dashboards—such as the Counseling and K–16 Collaborative dashboards—will support evidence-based planning and enhance the district's ability to meet SCFF performance goals.

Programmatic growth areas include expanding dual enrollment, Credit for Prior Learning (CPL), and adult re-engagement strategies to reach new populations and strengthen equitable access. The Bay Area K–16 Collaborative Executive Director continues to lead efforts that align high school-to-college pathways through technology-enabled enrollment management systems and improved data tracking. ESSS should continue developing frameworks for partnership evaluation to ensure measurable outcomes and alignment with district goals.

The Economic Development and Contract Education (EDCE) department remains a cornerstone of the district's workforce mission. As the district transitions RSI to FTES funding, ESSS will continue guiding EDCE to sustain operations, secure new funding sources, and deepen integration with academic and student services areas. Building stronger linkages between apprenticeship, OTIEC, and TVCC programs and both credit and noncredit pathways will reinforce the district's role as a regional workforce leader.

In summary, ESSS's areas for improvement and growth focus on:

- Strengthening data infrastructure and planning capacity to elevate the district's value and strategic influence;
- Clarifying roles and aligning cross-district communication structures for coherence and efficiency;
- Innovating educational technology systems to advance district-wide priority outcomes;

- Expanding dual enrollment, CPL, and workforce education initiatives to serve more students;
- Ensuring sustainable operations with the colleges and funding models that meet the operational needs for EDCE to continue to grow apprenticeship during and after the RSI-to-FTES transition.

6. **Discuss two or three projects/activities that you are planning to undertake that promote innovation and productivity, and overall service improvements. Briefly outline the steps you are going to take to get there, and how these projects consider best practices associated with improved quality.**

Continuous Improvement Project 1: Strengthening Enrollment Management through Tools and Collaboration; The following strategic initiatives are underway:

- advance a district-wide, student-centered approach to enrollment metrics and decision-making.
- enhance data tools by expanding dashboards, refining key metrics, and improving visualizations to support enrollment growth, student success, and productivity.
- align FTES targets more closely with the Budget Allocation Model (BAM) to strengthen fiscal planning.
- deepen collaborative planning with CEMC and DEMC to align both colleges around shared district-wide goals and outcomes.
- measure course scheduling improvements to support increased productivity using Ad Astra.
- foster a culture of shared accountability for enrollment outcomes across the district.
- guide implementation of CRM Advise Phases 2 and 3 in collaboration with ITS and PRMG, with a focus on student access and achievement.
- expand functional use of the Counseling Data Dashboard by engaging frontline users and transitioning to a dynamic dashboard platform to enable deeper analysis.
- build dual enrollment capacity at both colleges by leveraging Bay Area K-16 grant funds; launch the identified technology platform pilot, fund key college positions to maximize scale-up efforts, map workflows, and measure growth in the headcount of high school special admit students.

Continuous Improvement Project 2: Apprenticeship Growth; The following strategic goals are in progress:

- position apprenticeship as a key area for post–Hold Harmless enrollment growth, while identifying sustainable funding models to support necessary program management costs.
- attract new and existing programs as a Local Educational Agency (LEA) with a reputation as a high performing district and national recognition to increase reported RSI and thus push over some apprenticeship to FTES reporting.

- enhance data collection and analysis systems to ensure targets are met and program growth is in development with fiscal modeling tools to guide resources and decision-making
- align apprenticeship expansion efforts with district-wide workforce development strategies to maximize participation in statewide initiatives and leverage new funding opportunities.

Personnel Resource Request [Acct. Category 1000 and 2000]
Use this section only to request new or augmented personnel resources for administrative or classified professionals. Do not include requests for professional development, contract services, or other non-personnel costs.

Purpose: Identify and explain additional staffing needs to advance your service area's goals and improve service delivery beyond current funded levels.

1. **Position Request and Rationale: Provide details, including job title, classification, percentage of FTE, whether the request is new or an augmentation of existing resources, and the relative cost of the position.**

2. **How does your request align with the information provided in your Departmental Program Review? Explain how this request supports your program goals, student success, service delivery, or other outcomes noted in your Program Review.**

None requested for 2025-26.

Supplies Augmentation Request [Acct. Category 4000]

Please list additional/augmented funding requests for categories 4000. Do NOT include conferences and travel, which are submitted in the next section. Justify your request and explain in detail the need for any requested funds beyond those you received this year.

NOTE: Only use this form to add new requests to augment the current department budget.

1. **Supplies Request and Rationale:**

2. **How does your request align with the information provided in your Departmental Program Review?**

None requested for 2025-26.

Contract Services, Conference & Travel Augmentation Requests [Acct. Category 5000]

Use this section to request augmented funding for contracts & services and conference attendance. List or describe proposed contracts and services. For conferences/training programs, include available specific information on the name of the conference and location. Your rationale should discuss connection to the District Strategic Plan goal.

NOTE: Do not include existing Contract Services, Conference & Travel within your department budget on this form. Only use this form to add new requests to augment the current department budget.

1. **Listing/Description and Rationale for Contracts and Services:**

2. **Listing and Rationale for Conferences and Travel:**

3. **How do these requests support the results and future directions in your departmental program review?**

None requested for 2025-26.

Technology Requests [Acct. Category 6000]

Please list computer and technology hardware and software requests including instructional technology and infrastructure, as relevant.

IN ADDITION TO THE TECHNOLOGY PURCHASE COSTS FOR THE HARDWARE AND SOFTWARE, INCLUDE ANNUAL MAINTENANCE COSTS AS A SEPARATE LINE ITEM TO PROVIDE THE “TOTAL COST OF OWNERSHIP” (TCO).

NOTE: Do not include existing Technology within your department budget on this form. Only use this form to add new requests to augment the current department technology, infrastructure, and budget.

1. **Summary of request and rationale. Explain how this request correlates with the findings of your departmental program review:**

   None requested for 2025-26.

Appendix A

ESSS History, 2012-2025

ESSS History

Over time, VCESSS vacancies and combined assignments contributed to a range of effectiveness and ability to fulfill the support center's purpose.
During the 2012 - 2019 period, there was a high turnover of CLPCCD Chancellors, and turnover in VCESSS became the norm. Through this period, the ESSS staff comprised of the Vice Chancellor, an executive assistant, and the EDCE Executive Director.

Estella Sanchez was hired in 2006 as a Senior Administrative Assistant to the Director of Facilities. In 2008, she was reclassified as the Executive Assistant to the Vice Chancellor of Facilities. In September 2012, the Vice Chancellor of Facilities expanded to Educational Services, Planning, and Facilities. In June 2014, Facilities was separated from Educational Services and Estella remained with the newly created VCESSS.

In 2019, Chancellor Gerhard (interim at the time before becoming permanent) ensured the VCESSS role was integrated and stabilized in definition and assignment. As a result, collaborative district-wide efforts were realized with the College Presidents including through college President transitions (President Roanna Bennie to Dr. Dyrell Foster and President Susan Sperling to Dr. Jamal Cooks).

2025-26 Direct reports to VC Rowland include: Executive Assistant Sanchez, Executive Director Dozier, Director Education Support Systems (vacant), grant-funded Bay Area K-16 Collaborative Executive Director Cervantes.

Please see the Educational Services and Student Success organization chart at this link.

VCESSS History

- June 2019 – December 2025
  Dr. Theresa Fleischer Rowland
- January – May 2019
  Vacant
- May 2016 - December 2018
  Ms. Krista Johns
- January 2015 - December 2015
  Dr. Celia Esposito-Noy
- July 2014 - January 2015
  Vacant
- September 2012 - June 2014 *Jeff Kingston, Vice Chancellor of Facilities and Educational Services*