



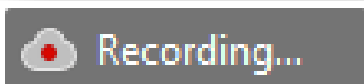
California Community Colleges

Fiscal & Policy Webinar

A Monthly Webinar Series by the Office of
Institutional Supports & Success

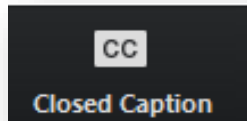
September 29, 2022

Housekeeping Announcements

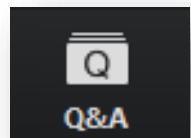


This presentation is being recorded.

Located on the tool bar at the bottom of your screen:



Read live captions.



Enter questions for the presenters and read their responses.

September 2022 Webinar Agenda

- Equal Employment Opportunity Handbook
- Updates on Zero Textbook Cost
- September edition of the Compendium of Allocations and Resources



EEO Handbook

Dr. Abdimalik Buul
Alina Quintana, M.S.

Special Thanks to

thank you!

EEODAC

DEIA Implementation
Committee

Highlights

- Pre-Hiring
- Hiring
- Post-Hiring strategies
- Innovative DEIA focused initiatives
- Over 30 Districts/Institutions represented

Pre-Hiring: Mentorship

Mentorship both formal and informal contribute to the professional development and vitality of employees. From recruitment to retention as well as professional advancement opportunities the benefits of mentorship programs are numerous.

Pre-Hiring: Mentorship



**SAN DIEGO
COMMUNITY COLLEGE
DISTRICT**

San Diego Community College District and Grossmont Cuyamaca Community College District M&M: Mentors and Mentees is a mentorship program, developed and sponsored by the American Federation of Teachers (AFT). It works with the professional development programs at each campus to provide the resource and individual mentoring that prepares faculty and staff for a successful and rewarding professional life. This program is for both faculty and classified employees.

(P. 23)

Pre-Hiring: Internships



LOS RIOS
COMMUNITY
COLLEGE DISTRICT

- Since it first began in 1989, the **Los Rios Community College District** Faculty Diversity Internship Program (FDIP)—a teaching and learning experience—has provided high quality learning opportunities for diverse faculty interns and students alike. The program is instrumental in developing a talented and dynamic pool of community college instructors who mirror the diversity of our student population which encompasses people with different cultural, ethnic, gender, gender identity, sexual orientation, physical ability, academic preparation, learning style and socioeconomic backgrounds.
- To date, 936 interns have completed the Los Rios Community College District FDIP in the past 22 years. Approximately 29% were hired as adjunct faculty and 14% as tenure track faculty by the district. The Los Rios Community College District FDIP has a track record of successful outcomes and continues to thrive each year.

(P.14)

Hiring

Practices that focus on ensuring DEI is embedded throughout the hiring process begins with the diversity of the hiring committee and the discussion and if necessary, revision of the job announcement prior to moving to the next step in the process.

(P. 24)



Hiring - Ohlone

Ohlone Community College District In addition to requiring committee members to go through EEO Training “Hiring the Best While Developing Diversity in the Workforce” (offered at least once a year for all employees, particularly available to faculty who are part of hiring committees), Ohlone College also:

Provides training with Screening Committees as well during the recruitment orientation.



Holds monthly “Lunch and Learn” for managers. A main topics for managers is “Ohlone’ Recruitment Process – DEI Focus.”

Hiring - Ohlone

Developed a screening tool which assesses applicant's diversity
(i.e. response to diversity question on the application, demonstration of meeting minimum qualifications of "responsiveness to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, as these factors relate to the need for equity-minded practices) etc.



Requires that at least one interview is related to DEI and/or experience relating to DEI
(i.e. experience teaching and mentoring racially minoritized students, leadership experience in creating/leading initiatives designed to improve the environmental conditions for minoritized groups, experience using culturally relevant pedagogies, etc...)

Post-Hiring

Campus Climate surveys allow a college to gauge the organizational culture and how diverse, equity focused, and inclusive the employees really are based on their feedback. This assessment allows the organization to measure trends, perceptions, and concerns at a different level. In addition, it allows for honest and open constructive critique of the organization in an anonymous format. Analysis the climate survey results with the campus community and committing to comparing past results to the current results helps make the campus a welcoming environment where employees can feel a sense of belonging. **(P. 27)**



Post Hiring: Professional Development



Chabot Las Positas Community College District Classified Leadership Institute Program (CLIP) was created by classified professionals with the strong support of the chancellor and districtwide executive administrators with the intention of building the next generation of classified professional leaders. CLIP was created to be a living, growing educational institute that encourages the pursuit of career development opportunities for the Classified Professionals working at: Chabot - Las Positas Community College District (CLPCCD). The CLPCCD is proud of its CLIP program, which is on its sixth cohort (**P. 28**)

Post Hiring: Employee Resource Groups

Employee Resource Groups (ERGs) also known as affinity groups have emerged as a promising practice for many companies and institutions in creating and sustaining a more diverse and inclusive environment. Studies have shown that nearly ninety percent of companies who have ERG's assisted in creating a welcoming environment in the onboarding and retention efforts of its employees. ERGs are typically constructed around similarities that employees share such as race, ethnicity, religion, gender, sexual orientation amongst other protected groups. **(P. 29)**

Post Hiring

- African American Employee Council
- African American Faculty and Staff Association
- Asian and Pacific Islander Americans Staff Association
- Asian Pacific Islander
- Asian American Faculty And Staff Association
- Black Faculty and Staff Association
- Comunidad
- La Raza Employee Association
- Latino Faculty and Staff Association
- LGBTQIA

Post Hiring

Cluster Hiring has emerged as an innovative cross collaborative hiring practices that fosters diversity and ingenuity resulting in educational excellence for many institutions. Amongst the benefits of clustering hiring are:

- Opportunity to breakdown silos across the institution
- Research demonstrates that this practice positively contribute to diverse hiring and retention efforts
- Cluster hiring impacts institutional climate as many faculty or staff could be hired in a cohort model going through the tenure and probationary period together

Post Hiring



“Choosing to come to Bakersfield College as a first generation college student to earn a bachelor’s degree in industrial automation has been one of the best decisions in my life. Not only has it given me affordable access to a bachelor’s degree, but the staff here have supported me every step of the way. I am especially grateful to Professor Manuel Fernandez who gave me the opportunity to work alongside him as a lab assistant and taught me and all my peers that working hard is a necessity, but work ethic is important to achieve the impossible.” —Jose Manriquez

Continued Engagement

- Equal Employment Opportunity (EEO) Online Community is now available for everyone in the Vision Resource Center

Continued Engagement

Events	Location	Dates
Professional Development and Leadership Training	San Francisco, CA	Friday, September 30
The Road to Transformation: Creating and Sustaining Meaningful Professional Development for Diversity, Equity, Inclusion and Access	Claremont, CA	Wednesday, October 12 – Friday, October 14
ACHRO/EEO Fall Training Institute Conference	Lake Tahoe, CA	Tuesday, October 25 – Friday, October 28
Colegas 2022 Annual Conference	Long Beach, CA Renaissance Hotel	Wednesday, November 2 – Friday, November 4
ASCCC Conference 2022 Fall Plenary	Hybrid Event Sacramento, CA Sheraton Hotel	Thursday, November 3 – Saturday, November 5 8:00am - 5:00pm



Zero Textbook Cost

Vice Chancellor Rebecca Ruan O'Shaughnessy

2021-2022 ZTC Appropriation

*(a) For the 2021–22 fiscal year, the sum of one hundred fifteen million dollars (**\$115,000,000**) is hereby appropriated from the General Fund to the Board of Governors of the California Community Colleges for **providing grants to community college districts to develop zero-textbook-cost degrees, which may include specified low-cost degrees, using open educational resources** pursuant to the Zero-Textbook-Cost Degree Grant Program established pursuant to Article 4 (commencing with Section 78050) of Chapter 1 of Part 48 of Division 7 of Title 3 of the Education Code. Funds appropriated pursuant to this section **may also be used for the curation of open educational resources** for courses.*

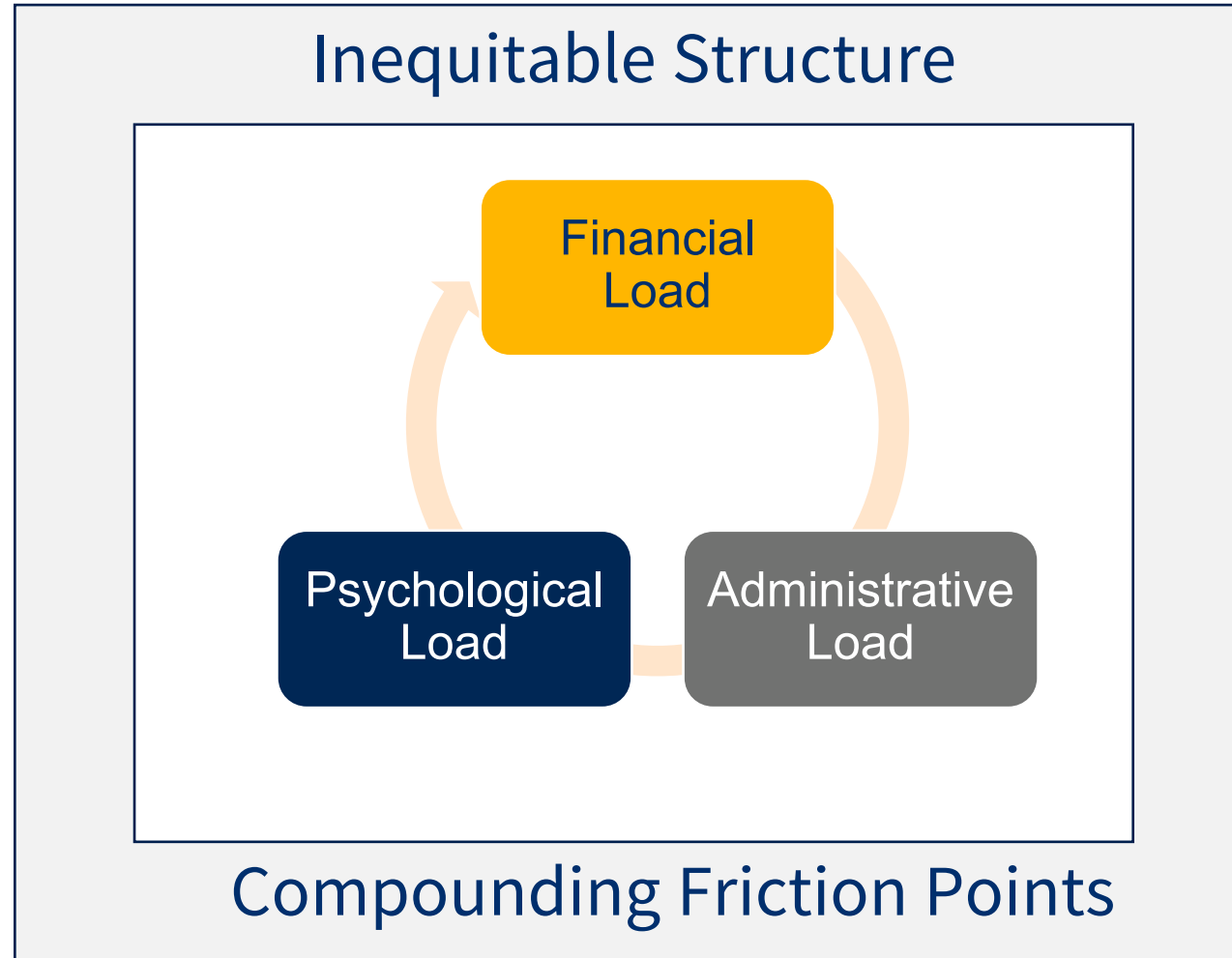
Legislative Intent:

Reduce the overall cost of education

Decrease time to completion

Student Experience

Accessing Required Instructional Materials



Foundational Elements

Required
Instructional
Materials

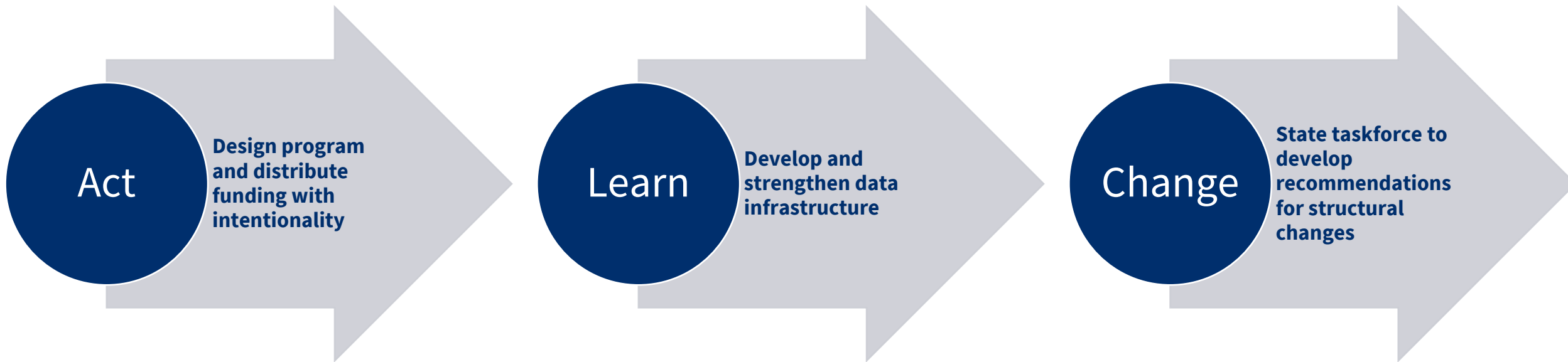
Zero-Textbook
Cost Program

Open Educational
Resources



Student-centered ZTC Strategy Design and Program Implementation

Student-centered ZTC Implementation Plan



Guiding Principles for Funding Design

Ensure systemwide implementation

Streamline process and minimize administrative burdens

Maximize local control and support local advancements

Make data-informed funding decisions and focus on student-centered deliverables

Improve clarity to the understanding of program constraints



Act: ZTC investment for program implementation in every college

Phase 1

- \$20,000/college
- Certify commitment to ZTC program requirements
- Identify a ZTC program for development



Phase 3

- \$180,000/college
- Develop work plan for ZTC program
- implementation after Fall 2024



Act: Additional ZTC investment to support accelerated program implement in early adopter colleges



Learn: new XB12 data element

- Report on how colleges are making instructional materials available to students.
- Begin to understand the various strategies institutions utilize to make course sections no or low cost.

DED#	DATA ELEMENT NAME	FORMAT
XB12	INSTRUCTIONAL-MATERIAL-COST	X
This element indicates the cost of instructional material for the section.		

Coding	Meaning
A	Section has no associated instructional material
B	Section uses only no-cost digital instructional material
C	Section has instructional material costs none of which are passed on to students
D	Section has low instructional material costs (as defined locally)
Y	Section does not meet no-cost or low-cost instructional material criteria

Change: statewide ZTC/Required Course Materials taskforce focus



INFORM THE DEVELOPMENT OF A **SYSTEM-WIDE APPROACH** TO ALLEVIATING THE ADMINISTRATIVE, FINANCIAL, AND PSYCHOLOGICAL BURDENS OF ACCESSING TEXTBOOKS THAT STUDENTS CURRENTLY CARRY.



PROVIDE RECOMMENDATIONS ON BASELINE POLICIES AND REGULATIONS THAT **STRENGTHEN EQUITABLE ACCESS** TO REQUIRED INSTRUCTIONAL MATERIALS.



PROVIDE GUIDANCE ON **MAXIMIZING, LEVERAGING, OR ADJUSTING EXISTING SYSTEM RESOURCES** TO SUPPORT A STUDENT-CENTERED, ZERO-COST TEXTBOOK PRIORITY

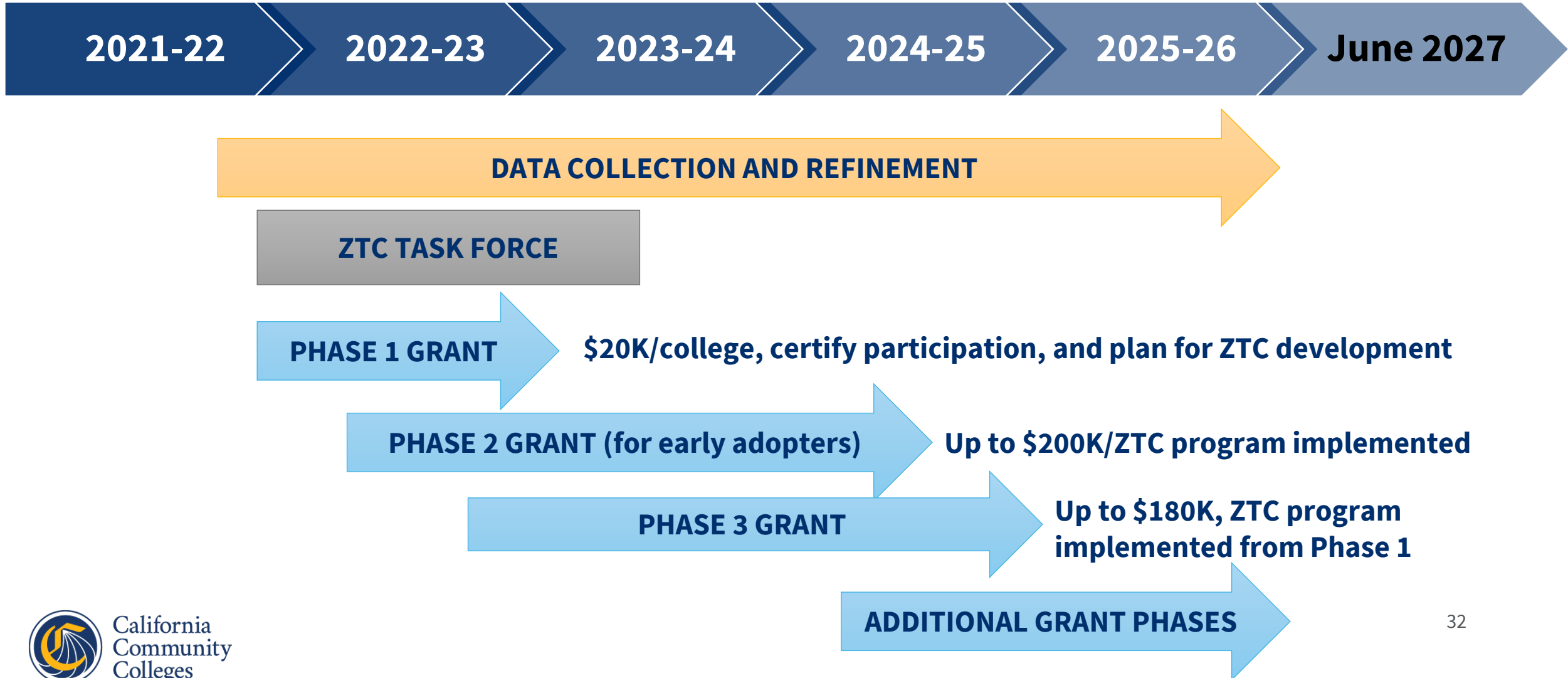


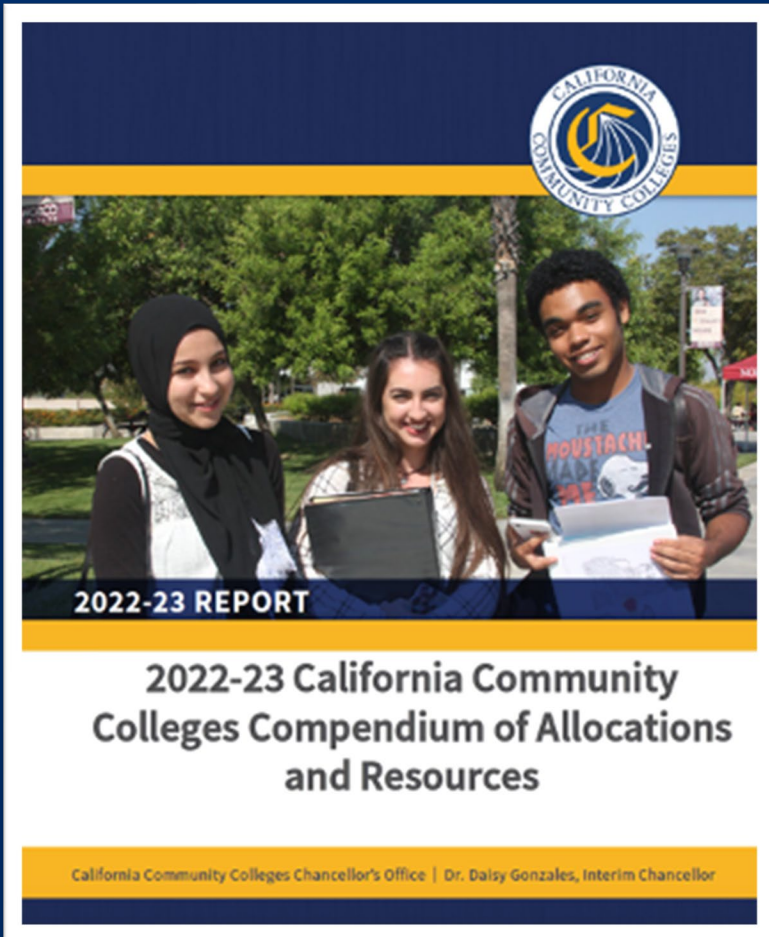
PROVIDE RECOMMENDATIONS FOR ESTABLISHING A ROBUST AND SUSTAINED **OPEN EDUCATIONAL RESOURCE SUPPORT INFRASTRUCTURE.**



INFORM **STRATEGIES FOR STATE-LEVEL SUPPORT AND RESOURCES** NEEDED TO ENHANCE CAMPUS EFFORTS TO ADOPT ZERO-COST TEXTBOOK POLICIES AND PRACTICES.

ZTC Implementation Timeline





September 2022 Compendium

Vice Chancellor Wrenna Finche

September Updates to the Compendium

Updates to the Compendium will be released each month through February 2023

The September 2022 Compendium can be accessed by visiting the Budget News section of our website:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News>

September Updates – New Guidance

- 2022-23 Emergency Financial Aid (Supplemental)
- Strong Workforce Program
- Maintenance Allowance
- Retention and Enrollment Outreach

September Updates – Clarifications

- Memo ESS 22-100-004: Impact of the Policy Regarding Effective Use of Proposition 98 Funds
 - removed language that “Colleges are still required to report final expenditure annually in the SSARCC” from the impact column for the Veterans Resource Center (VRC)
- Memo DII 22-300-01: Preparation for Allocation of FY 22-23 Information Technology and Security Funding
 - updated number of colleges that have completed the inventory and clarifies that funding is directed to districts
- MIS Data Element resource added to Zero Textbook Costs (ZTC)

September Updates – Appendices

- "Connect with US" moved to the end of the volume, after Appendix B
- Appendix A
 - Covid Recovery Block Grant Revenue Control Account updated to Restricted 8690
 - Maintenance Allowance due date revised to August 15
- Appendix B
 - Joint Analysis corrected to clarify that language included in the Budget Act modifies eligibility for NextUP (not EOPS)

September Updates – Expected Release of Guidance Changes

- Classified Employee Summer Assistance Program – November
- Equal Employment Opportunity – November*
- Part-Time Faculty Health Insurance Program - November

** September revision states October,
but EEO guidance will be incorporated in November.*



**Enter
Questions into
the Q&A Box**



California Community Colleges

Thank you!

SAVE THE DATE

Fiscal & Policy Webinar Series

December 8, 2022

www.cccco.edu