



California Community Colleges Board of Governors



Photos: (clockwise from left) Los Medanos College, Riverside City College ophthalmology students, Sierra College

Meeting Agenda

Monday, September 16, 2019

8:30 AM to 5 PM*

Tuesday, September 17, 2019

8:30 AM to 11 AM**

Riverside City College

The Coil School for the Arts

3890 University Ave

Riverside, CA 92501

*Monday, September 16, 2019 meeting will commence with a Campus Tour, and resume at 1:00 p.m.
**Tuesday, September 17, 2019 meeting will commence with a Closed Session, and resume at 9:00 a.m.
All times are approximate and subject to change. Order of items is subject to change.

OFFICERS OF THE BOARD

Tom Epstein

President

Pamela Haynes

Vice President

CHANCELLOR'S OFFICE

Eloy Ortiz Oakley

Chancellor

MISSION STATEMENT

“Empowering Community Colleges Through Leadership, Advocacy and Support.”

VISION FOR SUCCESS GOALS

1. Increase by at least 20 percent the number of California Community Colleges (CCC) students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase by 35 percent the number of CCC students transferring annually to a University of California or California State University.
3. Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
4. Increase the percent of exiting Career Technical Education (CTE) students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within five years and fully closing those achievement gaps within ten years.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within ten years.

VISION FOR SUCCESS CORE COMMITMENTS

1. Focus relentlessly on students' end goals.
2. Always design and decide with the student in mind.
3. Pair high expectations with high support.
4. Foster the use of data, inquiry, and evidence.
5. Take ownership of goals and performance.
6. Enable action and thoughtful innovation.
7. Lead the work of partnering across systems.

ABOUT THE BOARD

The Board of Governors (Board) of the California Community Colleges, by statute, provides leadership and policy direction in the continuing development of the California Community Colleges system. Among its charges are establishing minimum academic and personnel standards; evaluating and reporting on the fiscal and educational effectiveness of the 73 districts; conducting research and providing appropriate information services; and administering fiscal support programs (both operational and capital outlay).

The 17-member board, appointed by the governor, includes 12 public members (two of whom must be current or former elected members of local boards); one voting and one non-voting student member currently enrolled in a community college; two voting tenured faculty members; and one voting classified staff member.

The work of the board is supported by the staff of the California Community Colleges Chancellor's Office.

BOARD OF GOVERNORS MEETING SCHEDULE

2019

January 14, 2019
Sacramento, CA

March 18, 2019
Sacramento, CA

May 20-21, 2019
Sacramento, CA

July 15-16, 2019
Sacramento, CA

September 16-17, 2019
Riverside, CA

November 18-19, 2019
Sacramento, CA

2020

January 13-14, 2020
Sacramento, CA

March 16-17, 2020
Sacramento, CA

May 18-19, 2020
Sacramento, CA

July 20, 2020
Sacramento, CA

September 21-22, 2020
Location to be Determined

November 16-17, 2020
Sacramento, CA

NOTICE OF BOARD OF GOVERNORS MEETING

Notice is Hereby Given that
The Board of Governors of the
California Community Colleges

will meet on

September 16-17, 2019

at

Riverside City College

The Coil School for the Arts

3890 University Ave

Riverside, CA 92501

(951) 222-8793

This agenda is available on the [Chancellor's Office website](http://cocco.edu) (cocco.edu)

Board of Governors Webcast

Watch the live webcast of the meeting of the Board of Governors of the California Community Colleges. The Board of Governors of the California Community Colleges sets policy and provides guidance for the 73 districts and 115 colleges, which constitute the system. The 17-member board, appointed by the state's governor, formally interacts with state and federal officials and other state organizations. Legislation affecting the California Community Colleges is, for the most part, channeled through the Board of Governors and presented to the Legislature. For more information about the Board of Governors, please visit the [California Community Colleges Chancellor's Office website](http://cccco.edu) (cccco.edu).

How to Watch

- Visit the [3C Media Solutions website](http://3cmediasolutions.org/services/CCC-Board-of-Governors) (3cmediasolutions.org/services/CCC-Board-of-Governors) for the link to the webcast and watch from your desktop, iOS or Android devices.
- Captions are provided during the webcast.

For Immediate Assistance

Contact: (760) 744-1150 Ext. 1527

Webcasts are made available through 3C Media Solutions (formerly CCCSAT) and are funded by a grant from the California Community Colleges Chancellor's Office.

Broadcast schedule

Programs are subject to change without notice.

Check the 3C Media Solutions' website for the latest broadcast schedule.

Archives

Past sessions of the Board of Governors may be viewed on the 3C Media Solutions website, or requested by email through the [Chancellor's Office](mailto:info@cccco.edu) (info@cccco.edu).

Board of Governors Meeting General Information

All Board of Governors meetings are held in locations that are wheelchair accessible. Other disability-related accommodations, such as alternate media materials, sign language interpreters, or real time transcription, will be provided to persons with disabilities upon request. Persons requesting such accommodations should notify Christina N. Castro at 1102 Q Street, Sacramento, California, 95811 or ccastro@cccco.edu, (916) 323-5889, no less than five working days prior to the meeting. The Chancellor's Office will make efforts to meet requests made after such date, if possible.

Public testimony will be invited in conjunction with board discussion on each item. A written request to address the board shall be made on the form provided at the meeting. Persons wishing to make a presentation to the board on a subject not on the agenda shall address the board during the time listed for public forum.

Items placed on the consent calendar will be voted on by a single board action, without staff or public presentations, and without board discussion. Any board member may remove an item from consent by informing the president of this intent. A member of the public may request that an item be removed from consent by filling out a request to testify in accordance with section 41 of these Procedures and Standing Orders of the Board of Governors, or by asking a board member to remove an item from consent. The item shall then be removed from consent if any board member exercises his or her authority to remove an item from consent.

BOARD OF GOVERNORS MEMBER AND CHANCELLOR'S OFFICE ADMINISTRATORS

Board of Governors

Hildegarde B. Aguinaldo

Darius W. Anderson

Geoffrey L. Baum

Amy M. Costa

Tom Epstein

Felicia Escobar Carrillo

Colm Fitzgerald

Jolena M. Grande

Pamela Haynes

Kevin J. Holl

Kim Perigo

Jennifer L. Perry

Bill Rawlings

Alma Salazar

Valerie L. Shaw

Blas Villalobos

Alexis Zaragoza

Chancellor's Office

Eloy Ortiz Oakley

Chancellor

Dr. Daisy Gonzales

Deputy Chancellor

Marty Alvarado

*Executive Vice Chancellor of Educational Services
& Support*

Barney Gomez

*Vice Chancellor of Digital Information
& Infrastructure*

Paul Feist

Vice Chancellor of Communications & Marketing

Marc LeForestier

General Counsel

Kelley Maddox

Vice Chancellor of Internal Operations

Laura Metune

Vice Chancellor of Governmental Relations

Rhonda Mohr

Vice Chancellor of Educational Services & Support

Christian Osmeña

Vice Chancellor of College Finance & Facilities Planning

Jeff Spano

*Interim Director of Institutional Effectiveness
& Innovation*

Sheneui Weber

*Vice Chancellor of Workforce &
Economic Development*

Vacant

Vice Chancellor of Educational Services & Support

ORDER OF AGENDA

- Board of Governors Campus Tour of Riverside City College

Standing Orders of Business

- Roll Call
- Pledge of Allegiance
- President's Report
- Chancellor's Report

Consent Calendar

Item 1.1: July 20-21, 2019, Board Meeting Minutes (Dr. Daisy Gonzales)

This item presents the July 15-16, 2019 Board meeting minutes for review and approval by the Board of Governors.

Item 1.2: Request for Waiver of Statutes Related to Lease of Property (Christian Osmeña)

This item requests approval of a request made by the San Bernardino Community College District Board of Trustees to waive public bid auction requirements specified in existing statutes as part of the district's plan to lease portions of the district properties located in the City of San Bernardino.

Action

Item 2.1: Approval of Contracts and Grants (Dr. Daisy Gonzales)

This item recommends that the Board of Governors approve entering into the contracts and grants described in the September 2019 agenda.

Item 2.2: Credit for Prior Learning Regulation Changes (Marty Alvarado)

The Chancellor's Office in partnership with the Credit for Prior Learning Advisory Committee and the California Community Colleges Curriculum Committee is recommending revisions to title 5 Section 55050.

Item 2.3: Proposed Change to Extended Opportunities Programs and Services Regulations (Marty Alvarado)

This item is a second reading and public hearing of a proposed amendment to title 5 regulations related to Extended Opportunity Programs and Services eligibility requirements.

Item 2.4: Regulations Concerning Funding for Districts Experiencing Emergencies (Christian Osmeña)

This item is a second reading of proposed amendments to existing regulations related to funding for districts experiencing emergencies.

Item 2.5: Academic Senate 50 Year Anniversary (Marty Alvarado)

This item recommends the adoption of a resolution recognizing the Academic Senate for California Community Colleges for 50 years of service for the Board of Governors' approval.

Item 2.6: Board Resolution Declaring October 14-18, 2019 as Undocumented Student Action Week (Laura Metune)

This item presents for consideration a resolution to declare October 14-18, 2019, as Undocumented Student Action Week and every third week of October thereafter.

Item 2.7: Proposed Amendments to Board Procedures and Standing Orders Concerning Board Member Conduct (Marc LeForestier)

Board President Epstein has requested a proposal to update the Board Procedures and Standing Orders governing Board member conduct.

Item 2.8: Recommendations from the *Vision for Success* Diversity, Equity and Inclusion Task Force

This item provides the Board of Governors with an update and recommendations from the *Vision for Success* Diversity, Equity and Inclusion Task force.

Item 2.9: Budget and Legislative Request for 2020-21 (Christian Osmeña)

Consider approval of the 2020-21 Budget and Legislative Request for the California Community Colleges.

First Reading

Item 3.1: Nomination of 2020 Board Officers (Dr. Daisy Gonzales)

This item calls for the nomination of the Board of Governors officers for the 2020 calendar year.

Information and Reports

Item 4.1: *Vision for Success* Spotlight: Riverside City College (Dr. Daisy Gonzales)

This item highlights Riverside City College and the regional implementation of guided pathways at Riverside Community College District.

Item 4.2: Fiscal Condition of the Peralta Community College District (Christian Osmeña)

This item follows on items at previous meetings regarding the Board of Governors' responsibilities related to the fiscal condition of community college districts.

Item 4.3: Discussion on Affordable Student Housing (Christian Osmeña)

This item is intended to provide some initial information to support a discussion on issues related to affordable student housing in the California Community Colleges and to hear updates on the work of the Community College League of California Affordability, Food, and Housing Access Taskforce.

Item 4.4: State and Federal Update (Laura Metune)

This item provides the Board of Governors with an update on state and federal policy and advocacy activities, and an overview of bills recommended for Chancellor's Office policy positions.

Item 4.5: Participatory Governance and Statewide Engagement (Dr. Daisy Gonzales)

This item responds to a request by the Board of Governors to report on all statewide participatory governance structures by the Chancellor's Office, including statewide advisory committees, workgroups, and task forces.

Item 4.6: Board Member Reports (Eloy Ortiz Oakley)

Board of Governors members will report on their activities since the July 2019 meeting.

Public Forum

People wishing to make a presentation to the board on a subject not on the agenda shall observe the following procedures:

- A.** A written request to address the board shall be made on the form provided at the meeting.
- B.** Written testimony may be of any length, but 50 copies of any written material are to be provided.
- C.** An oral presentation is limited to three minutes. A group wishing to present on the same subject is limited to 10 minutes.

New Business

Adjournment

Closed Session Agenda

Tuesday, September 17, 2019

8:00 a.m.-8:45 a.m.

Riverside City College

Coil Classroom

3890 University Ave

Riverside, CA 92501

Conference with the General Counsel

Existing Litigation: Under Government Code section 11126(e)(1) the California Community Colleges Chancellor's Office hereby provides public notice that the following pending litigation may be considered and acted upon in closed session (six cases):

- *State of California v. Azar*, Northern District of California Case No. 4:19-CV-02769 HSG.
- *U.S. Department of Homeland Security v. Regents of the University of California*, U.S. Supreme Court, Case No. 18-587.
- *State of California v. Department of Homeland Security, County of Santa Clara v. Trump; City and County of San Francisco v. Trump*, U.S. District for the Northern District of California Case Nos. 3:17-CV-0523, 3:17-cv-0574.
- *People of the State of California v. United States Department of Education*, U.S. District for the Northern District of California Case No. 17-cv-07106-SK.
- *Guildford College v. Kirstjen Nielsen*, U.S. District Court for the Middle District of North Carolina Case No. 18-cv-00891-LCB-JEP.
- *USCIVICLEAGUE.ORG v. Newsom*, First District Court of Appeal Case No. A156698

Personnel Matters: Under Government Code section 11126, subdivision (a), the Board of Governors hereby provides public notice that it may meet in Closed Session to consider the appointment, employment, evaluation of performance, or dismissal of a public employee. Public employees include exempt persons exempt from civil service under article VII, section 4, subdivision (e) of the California Constitution.



California Community Colleges Board of Governors

Item 1.1: July 15-16, 2019 Board Meeting Minutes

Attachments: None

Date: September 16-17, 2019

Category: Executive

Type of Board Consideration: Consent

Recommended By

Dr. Daisy Gonzales, Deputy Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item presents the July 15-16, 2019 Board meeting minutes for review and approval by the Board of Governors. The minutes are intended to provide a brief summary of the items that were discussed at the Board Meeting. If you would like more detailed information, please contact the Chancellor's Office at (916) 323-5889.

Recommendation

It is recommended that the Board of Governors approve the July 15-16, 2019 meeting minutes as presented.

Background

July 15-16, 2019 Standing Orders of Business

- Call to Order. Board of Governors President Tom Epstein called the Board of Governors meeting to order at 1:00 p.m.
- Roll Call. The following Board members were present on July 15-16, 2019: Hildegard B. Aguinaldo, Amy M. Costa, Tom Epstein, Jolena M. Grande, Pamela Haynes, Kevin J. Holl, Dr. Kim Perigo, Bill Rawlings, Blas Villalobos, and Alexis Zaragoza.
- Pledge of Allegiance. Led by Board Member Alexis Zaragoza.
- President's Report. Board President Tom Epstein delivered the President's Report.
- Chancellor's Report. Chancellor Eloy Ortiz Oakley delivered the Chancellor's Report.

Consent Calendar

Item 1.1: May 20-21, 2019, Board Meeting Minutes (Dr. Daisy Gonzales)

This item presented the May 20-21, 2019 Board meeting minutes for review and approval by the Board of Governors.

Amy M. Costa moved approval of the May 2019 Board meeting minutes; Bill Rawlings seconded the motion. The motion passed with a vote of 10-0.

Action

Item 2.1: Approval of Contracts and Grants (Dr. Daisy Gonzales)

This item recommended that the Board of Governors approve entering into the contracts and grants described in the July 2019 agenda.

Bill Rawlings moved approval of entering into the contracts and grants described in the July 2019 agenda; Hildegard B. Aguinaldo seconded the motion. The motion passed with a vote of 10-0.

Board Comments

Hildegard B. Aguinaldo, Tom Epstein

Item 2.2: Chancellor Oakley's Contract (Marc LeForestier)

This item presented a new contract of employment for Chancellor Eloy Ortiz Oakley for Board of Governors' approval.

Alexis Zaragoza moved approval of a new contract of employment for Chancellor Eloy Ortiz Oakley; Hildegard B. Aguinaldo seconded the motion. The motion passed with a vote of 9-0, and one abstention.

Board Comments

Tom Epstein, Alexis Zaragoza, Bill Rawlings, Dr. Kim Perigo, Amy M. Costa, Kevin Holl, Pamela Haynes

Public Comments

Cornelius Burke, Dean Murakami, Deirdre Fruntczak, David Morse, Sadalia King, Katrina Linden, Eric Reed, Karen Frindell Teuscher, Bob Stockwell, Nicky González Yuen, Nikki Hatfield, Marjorie Blen, Denise Castro, Tim Shively, Carley Koz, Carol Cini, Oranit Limmaneepräsört, Helen Diaz, Colm Fitzgerald, Bryan Daley, Danny Thirakul

Item 2.3: Credit for Prior Learning Regulation Changes (Dr. Alice Perez)

The Chancellor's Office in partnership with the Credit for Prior Learning Advisory Committee and the California Community Colleges Curriculum Committee recommended revisions to title 5 Section 55050.

No vote was taken as this item was moved to be heard at the September meeting.

Item 2.4: Noncredit Regulation Changes (Dr. Alice Perez)

The Chancellor's Office and the California Community Colleges Curriculum Committee recommended changes to title 5 Regulations §55150, 55151, 55154, 55155, and 58160.

Jolena M. Grande moved approval of the recommended changes to title 5 Regulation changes §55150, 55151, 55154, 55155, and 58160; Bill Rawlings seconded the motion. The motion passed with a vote of 10-0.

Board Comments

Alexis Zaragoza, Dr. Kim Perigo

Item 2.5: Second Reading: Regulations Concerning Funding for Districts Experiencing Emergencies (Christian Osmeña)

This item was a second reading of proposed regulations amending existing regulations related to funding for districts experiencing emergencies.

No vote was taken as this item was moved to be heard at the September meeting.

Item 2.6: Request by Desert Community College District for Waiver of Statutes Related to Sale of Property (Christian Osmeña)

This item requested approval of a request made by the Desert Community College District Board of Trustees to waive public bid auction requirements enumerated in Education Code section 81365, section 81368, subdivision (a) of section 81370, and section 81374, for purposes of the sale of 119.37 acres of land located at the northwest corner of Indian Canyon Drive and Tramview Road in Palm Springs in Riverside County.

Amy M. Costa moved approval of the request by the Desert Community College District Board of Trustees; Blas Villalobos seconded the motion. The motion passed with a vote of 10-0.

Board Comments

Amy M. Costa

First Reading

Item 3.1: Proposed Change to Extended Opportunities Programs & Services Regulations (Rhonda Mohr)

This item was a first reading and public hearing of a proposed amendment to title 5 regulations related to Extended Opportunities Programs & Services Regulations eligibility requirements.

Board Comments

Amy M. Costa, Alexis Zaragoza, Pamela Haynes

Public Comments

Jake Brymner, Larry Galizio

Information and Reports

Item 4.1: Phone System Contract (Dr. Daisy Gonzales)

The Board of Governors was provided an update on a recent contract approval.

Item 4.2: Vision for Success Spotlight: Student Focused Financial Aid Policies and Procedures (Rhonda Mohr)

This item highlighted the work of the two colleges to design and implement Guided Pathways, student focused policies, and processes in their financial aid offices.

Board Comments

Dr. Kim Perigo, Alexis Zaragoza

Item 4.3: State and Federal Update (Laura Metune)

This item provided the Board of Governors with an update on state and federal policy and advocacy activities, and an overview of bills recommended for Chancellor's Office policy positions.

Board Comments

Kevin Holl, Amy M. Costa, Tom Epstein, Pamela Haynes

Item 4.4: Overview of 2020-21 Budget and Legislative Request Process (Laura Metune)

This item presented an overview of the process currently underway to develop the Board of Governors 2020-21 Budget and Legislative Request.

Board Comments

Amy M. Costa, Tom Epstein, Kevin Holl, Hildegard B. Aguinaldo

Item 4.5: Protocols on Monitoring the Fiscal Condition of Community College Districts (Christian Osmeña)

This item was a presentation on protocols the Chancellor's Office will use to assess the fiscal condition of community college districts and prioritize resources, including funds available for the Fiscal Crisis and Management Assistance Team and the Institutional Effectiveness Partnership Initiative for support and intervention.

Board Comments

Amy M. Costa, Dr. Kim Perigo, Pamela Haynes

Public Comments

Eric Kaljumägi

Item 4.6: Board Member Reports (Eloy Ortiz Oakley)

Board of Governors members reported on their activities since the May 2019 meeting.

Board Comments

Dr. Kim Perigo, Amy M. Costa, Jolena M. Grande, Alexis Zaragoza, Kevin Holl, Hildegard B. Aguinaldo, Bill Rawlings, Pamela Haynes, Tom Epstein

Item 4.7: Board of Governors Training on Collegiality in Action (Dr. Daisy Gonzales)
Board of Governors members received a training on Collegiality in Action.

Board Comments

Bill Rawlings, Amy M. Costa, Alexis Zaragoza, Pamela Haynes

Public Forum

Comments Received During the May 20, 2019 Meeting

Colm Fitzgerald, John Stankas

Comments Received During the May 21, 2019 Meeting

Danny Thirakul, Colm Fitzgerald, Tiffany Dang, Talha Tariq

New Business

No new business.

Adjournment

The meeting adjourned Tuesday, July 16, 2019 at 1:53 p.m.

Attachments

None.



California Community Colleges Board of Governors

Item 1.2: Request for Waiver of Statutes Related to Lease of Property

Attachments: 1

Date: September 16-17, 2019

Category: College Finance and Facilities Planning

Type of Board Consideration: Consent

Recommended By

Christian Osmeña, Vice Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item requests approval of a request made by the San Bernardino Community College District Board of Trustees to waive public bid auction requirements specified in existing statutes as part of the district's plan to lease portions of the district properties located at 550 E. Hospitality Lane, 560 E. Hospitality Lane, and 658 E. Brier Drive, all located in the City of San Bernardino.

Recommendation

It is recommended that the Board of Governors approve waiver of Education Code sections 81365, 81368, 81370 [subdivision (a) only], and 81374, in response to a request submitted by the San Bernardino Community College District, to purposes of a lease, or leases, of the properties identified above. Pursuant to Education Code section 81252, the Board of Governors would make a finding that the waiver would promote efficiency and further the public benefit. A proposed resolution is included as Attachment 1.

Background

The San Bernardino Community College District Board of Trustees adopted a resolution on May 16, 2019, authorizing the request for waiver of the public bid auction requirements for the lease of the properties. The statutes identified in this item relate to the lease of district properties. These statutes generally require that the board specify, in a resolution, the minimum rental; fix a time for a public meeting at which sealed proposals will be received and considered; give notice of that meeting; and, at that meeting, open proposals and accept the highest proposal that conforms to the terms and conditions specified in the board's resolution or reject all bids.

Education Code section 81250 authorizes the governing board of a community college district to, after a public hearing, request the Board of Governors to waive the specified sections.

Analysis

The San Bernardino Community College District Board of Trustees adopted Resolution No. 2019-05-16-FPC-1 on May 16, 2019, authorizing the request for waiver of various statutes. The resolution is available at the [district's board May 2019 agenda](http://www.sbccd.org/~media/Files/SBCCD/District/Board/Agenda/2019/2019-05-16%20Board%20Meeting%20Agenda.pdf) (www.sbccd.org/~media/Files/SBCCD/District/Board/Agenda/2019/2019-05-16%20Board%20Meeting%20Agenda.pdf), starting on page 251. The district's requests includes Education Code sections 81365, 81368, 81370, and 81374, as identified above. The district's waiver request and supplemental documentation will be provided at the meeting and upon request.

As reported by the district, the properties generally consist of commercial buildings. The district indicates an intent to lease unoccupied portions of the properties and enter into new leases for the portions of the properties with existing leases in place. The district asserts that the public bid process hinders the district's ability to maximize the potential value of the properties. Specifically, the district argues that, if required to accept the highest bid, the district would not be able to negotiate on terms that affect economic value, such as the length of the lease, rent abatement, and tenant improvement allowance. The district has committed, to the Chancellor's Office, to providing public notice of the lease and enlisting a commercial broker to ensure a competitive process that maximizes revenues.

The Chancellor's Office has reviewed the request and recommends approval by the Board of Governors. Pursuant to Education Code section 81252, the district has demonstrated all of the following:

- The district provided written notice of the public hearing related to the waiver request on March 25, 2019.
- The waiver will not substantially increase state costs or decrease state revenues. The district argues, and it appears reasonable, that the waiver would allow for use of the property in a way that could generate additional revenues.
- The waiver will further the ability of the district to meet the educational needs of the community. The district has committed, to the Chancellor's Office, use of the revenues for educational programs.

Section 81252 requires that a district demonstrate that it, after making a good faith effort, was unable to reach agreement with any public agency that sought to acquire the site pursuant to Education Code section 81363.5. That code section, though, refers specifically to a "lease with the option of purchase" by a community college district. The district argues this standard does not apply in this case, because the district does not propose such a lease with an option to purchase.

Further, it appears reasonable for the Board of Governors to approve a finding that the waiver would promote efficiency and further the public benefit. The district's basis for the waiver affirms that the process it has committed to following allows them to achieve

greater economic value for the properties than under the existing statute, which could result in furtherance of the public benefit through improved educational opportunities.

Consistent with Education Code section 70901, the recommendation maintains local authority and control in the administration of the California Community Colleges.

Attachments

- 1.** Resolution Number 2019-15 “Resolution to Approve Waiver of Statutes Related to Lease of Property”

Item 1.2, Attachment 1: Resolution to Approve Waiver of Statutes Related to Lease of Property

Resolution of the Board of Governors

California Community Colleges

No. 2019-15

IT IS RESOLVED, that the Board of Governors of the California Community Colleges:

- 1.** Finds that the request made by the San Bernardino Community College District Board of Trustees to waive specific bid auction requirements under the California Education Code promotes efficiency and furthers the public benefit;
- 2.** Approves waiver of Education Code sections 81365, 81368, 81370 [subdivision (a) only], and 81374, in response to a request submitted by the San Bernardino Community College District, to purposes of a lease, or leases, made by San Bernardino Community College District for district properties located at 550 E. Hospitality Lane, 560 E. Hospitality Lane, and 658 E. Brier Drive, all located in the City of San Bernardino; and
- 3.** Directs the Chancellor to take all necessary administrative actions required to give effect to this resolution.

Vote Count:

Dated: September 16, 2019

Tom Epstein, President
Board of Governors California Community Colleges



California Community Colleges Board of Governors

Item 2.1: Approval of Contracts and Grants

Attachments: None

Date: September 16-17, 2019

Category: Executive

Type of Board Consideration: Action

Recommended By

Dr. Daisy Gonzales, Deputy Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item presents contracts and grants to the Board of Governors (Board) for approval.

Recommendation

It is recommended that the Board of Governors approve the contracts and grants described in the September 2019 agenda as [C19-0080].

Background

The Procedures and [Standing Orders Sections 318 and 319](http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/Board/2019/procedures-standing-orders-march-2019-web.pdf#page=40) of the Board of Governors (californiacommunitycolleges.cccco.edu/Portals/0/Executive/Board/2019/procedures-standing-orders-march-2019-web.pdf#page=40) require the chancellor to receive Board approval before entering into contracts or grants (or amendments of contract or grants) which are: in excess of \$100,000; or over three years in duration; or with respect to consulting services, in excess of \$50,000.

For each Board meeting, staff prepares a summary of all currently-proposed contracts and grants that exceed any of the established thresholds. If there are no proposed contracts or grants that exceed the established thresholds, the Board will be so informed at its meeting.

Analysis

The contracts and grants recommended for Board approval are described as follows:

- **Item 1** is a new contract, non-competitive, to hire an Assistant Vice Chancellor for the Workforce and Economic Development Division through an inter-jurisdictional exchange with the Los Angeles Community College District.

Item 1: Workforce and Economic Development Division

Type of Agreement:

Contract (New/IJE/Outgoing Funds)

Contractor or Grantee:	Los Angeles CCD
Contract or Grant Number:	C19-0080
Term:	October 21, 2019 – October 20, 2021
Project Year:	Year One of Two
Amount of Agreement:	\$327,707.68
Bid Process:	Non-Competitive

Purpose:

This contract would authorize the Chancellor’s Office to hire Sandra Sanchez as the Assistant Vice Chancellor of the Workforce and Economic Development Division (WED Division).

Reason for BOG Approval:

Standing Order 318 states that the Board of Governors must approve contracts that exceed the amount of \$100,000.

Accomplishments from prior year:

Not applicable.

Goals for the proposed term:

The Workforce and Economic Development Division bridges the skills and jobs mismatch and prepares California’s Workforce for 21st century careers through career education. The Division serves as the administrator of several streams of state and federal funds including the Carl D. Perkins Technical Education Act of 2018, Proposition 98 dollars for Apprenticeship, Nursing Program Support, Strong Workforce, Strong Workforce K12, Economic and Workforce Development and other funding streams. The Assistant Vice Chancellor will assist the Vice Chancellor of the Workforce and Economic Development Division in the development, implementation and management of the Workforce and Economic Development Division. This role will support policy advancement and strategic planning implementation related to the Chancellor’s Office economic and workforce development mission and related issues.

The WED Division collaborates closely with other divisions across the agency to implement the *Vision for Success*, as well as with employers, organized labor, local communities, community colleges, the California Department of Education and other educational agencies to close the skills gap, enable wage gains, and foster student success and completion. The Assistance Vice Chancellor will be responsible for performing a range of complex assignments which are characterized in their impact as being system-wide, intersegmental, intra-agency, cross-unit, interdisciplinary, legislatively important, and sensitive duties, including in the areas of: budgets, contracts, program development, management, oversight and evaluation, policy, managerial, supervision, technical assistance, task force, and collaboration. Central to this function is supporting the Vice Chancellor in overseeing the day-to-day operations of the WED Division, developing and implementing processes and procedures in line with the Agency’s goals and objectives, ensuring effective program delivery and budget

management; and managing and coaching program staff on a wide range of issues regarding performance of contract and/or grant objectives.



California Community Colleges Board of Governors

Item 2.2: Credit for Prior Learning Regulation Changes

Attachments: 2

Date: September 16-17, 2019

Category: Educational Services and Support

Type of Board Consideration: Action

Recommended By

Marty Alvarado, Executive Vice Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

The Chancellor's Office in partnership with the Credit for Prior Learning Advisory Committee and the California Community Colleges Curriculum Committee (5C) is recommending revisions to title 5 Section 55050.

Recommendation

The proposed title 5 regulation changes are presented to the Board of Governors (Board) for a second reading and approval.

Background

Two 2018 laws indicate the legislature's ongoing interest in Credit for Prior Learning (CPL). One law, Senate Bill (SB) 1071, requires the system to implement a consistent policy to award credit for veteran and military students using their Joint Services Transcripts. This law, while a welcome catalyst for CPL in the system, would impact a limited population. In fall 2017, about 33,000 veterans and active-duty military (any age) were enrolled in a California community college. When looking at the broader potential student population (6.8 million Californians age 25-54 with less than an associate degree), about 272,000 have military experience. This indicates that the legislature's focus on CPL for veterans and military excludes the vast majority of California workers. A second law, Assembly Bill 1786, requires an initiative to expand the use of course credit at the California Community Colleges for students with prior learning, with a report due to the legislature in January 2020.

As demonstrated in approximately 24 other states' higher education systems and affirmed in research, expanding CPL policy and practice can increase the impact of CPL on student success while ensuring quality, integrity, and equity in the award of credit. The Lumina Foundation provided funding to the Success Center at the Foundation for California Community Colleges to create a policy and resource infrastructure to expand CPL in our system. The initiative-led by Vice Chancellor Alice Perez with the support of the Success

Center-convened a statewide CPL Advisory Committee to inform recommendations that will help students have more equitable opportunities to earn CPL. The committee comprised of 24 stakeholders from within the system including appointees from the Academic Senate and representatives of faculty, articulation officers, counselors, Chief Instructional Officer (CIO's) and other roles, and representatives from CSU, UC, and workforce. The initiative produced recommendations of state-level actions to expand CPL and recommended guidance for districts and campuses.

Title 5 Changes

Among other state-level actions, the committee recommends that the system revise title 5 Section 55050 to achieve the following goals:

- Create one umbrella CPL policy that expands types of prior learning assessments available to students beyond credit by exam.
- Create a consistent process to automatically refer eligible students to faculty for prior learning assessment, placing more burden on institutions than students, and creating more equity in process and opportunity.
- Require CPL for general education (GE) or program courses first, and electives as a last resort, as necessary to support the student's goals.
- Require that policies and procedures be accessible to all stakeholders.
- Give students an opportunity to accept or deny credit awards, which helps them protect their financial aid or GI Bill benefits.
- Condense all district policies related to credit for prior learning into one comprehensive policy to simplify CPL for all stakeholders.

On March 14, 2019, 5C approved the draft regulation changes and recommended they move forward to the Consultation Council. 5C makes recommendations and provides guidance to the Chancellor's Office on local and regional implementation of curriculum policy and regulations. 5C is responsible for the development and revision of all title 5 regulations related to curriculum and instruction.

This regulatory change was first presented to the Board during the May 20, 2019 meeting after which followed a 45-day comment period. The Board proposed additional regulatory changes which were incorporated into the proposal and reposted for an additional 15-day comment period which began on August 21, 2019 and ended on September 5, 2019. Comments received during this period will be summarized and presented at the Board meeting on September 16, 2019.

As a joint initiative of the Chancellor's Office and the Academic Senate for California Community Colleges, a pilot will launch Fall 2019 to help operationalize one form of prior learning assessment. Approximately 30 faculty in seven disciplines will create "cross-walks" that result in credit recommendations for students who gained college-level skills and knowledge through related military or industry training or certification programs.

This pilot will result in crosswalks in seven disciplines that can be shared with statewide faculty and used for multiple students with the same training credentials, and a model process that can be applied by faculty across new disciplines.

Disciplines were identified according to the following criteria: 1) popularity among veteran/military and adult (age 25+) students, according to the California Community Colleges Chancellor's Office completion data (2015-17); 2) alignment with the priority sectors of the Workforce and Economic Development division, which are based on job growth and wage gains; and 3) alignment with industry certifications and/or standardized workplace training. The disciplines are:

- Administration of Justice
- Automotive Technology
- Business Administration and Management
- Cybersecurity
- Fire Science
- Health
- Information Technology

Attachments

1. Proposed Revisions to title 5 Regulations of Curriculum and Instruction
2. Summary and Response to Comments Received During the Notice Period - **Note: This attachment will be provided at the meeting as the 15-day public comment period runs through September 5, 2019.**

Item 2.2, Attachment 1: Proposed Revisions to title 5 Regulations of Curriculum and Instruction

This document contains strikethrough and underline text which may require adjustments to screen reader settings.

1. Section 55050 of article 5 of subchapter 1 of Chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55050. Credit by Examination. Credit for Prior Learning.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit for prior learning, ~~by examination in accordance with the provisions of this section.~~ The policies shall be transparent and accessible to all stakeholders, published at least in college catalogs. Procedures for students to attain credit for prior learning shall include, but not be limited to credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams.

(b) The governing board may grant credit to any student who satisfactorily passes an ~~examination~~ assessment approved or conducted by proper authorities of the college. ~~Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college. For purposes of this section, “assessment” means the process that faculty undertake with a student to ensure the student demonstrates sufficient mastery of the course outcomes as set forth in the course outline of record. “Sufficient mastery” means having attained a level of knowledge, skill, and information equivalent to that demonstrated generally by students who receive the minimum passing grade in the course.~~

(c) The nature and content of the ~~examination~~ assessment shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the ~~examination~~ assessment adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an ~~examination~~ assessment conducted at a location other than the community college for this purpose.

(d) ~~A separate examination shall be conducted for each course for which credit is to be granted.~~ Credit may be awarded for prior experience or prior learning ~~only in terms of~~ for individually identified courses ~~for which examinations are conducted pursuant to this section.~~ with subject matter similar to that of the individual’s prior learning, and only for a course listed in the catalog of the community college. Colleges shall consider the credit recommendations of the American Council on Education, pursuant to Education Code section 66025.71. Upon a student’s demonstration of sufficient mastery through an examination or assessment, an award of credit should be made, if possible, to California Intersegmental

General Education Transfer Curriculum, California State University General Education Breadth, and local community college general education requirements or requirements for a student's chosen program. Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.

(e) Credit by Examination: The determination to offer credit by examination rests solely on the discretion of the discipline faculty. A separate examination shall be conducted for each course for which credit is to be granted. Credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.

(ef) The student's academic record shall be clearly annotated to reflect that credit was earned by ~~examination~~ assessment of prior learning.

(fg) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

(gh) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

(hi) A district may charge a student a fee for administering an examination ~~or assessment~~ pursuant to this section, provided the fee does not exceed the enrollment fee which ~~that~~ would be associated with enrollment in the course for which the student seeks credit by examination ~~or assessment of prior learning~~.

(j) The policies and procedures adopted by the governing board of a community college district pursuant to this section shall require that a student, upon completion of their educational plan pursuant to California Education Code Section 78212, shall be referred to the college's appropriate authority for assessment of prior learning if the student 1) is a veteran or an active-duty member of the armed forces, 2) holds industry-recognized credentials, or 3) requests credit for a course based on their prior learning.

(k) The policies for assessments adopted by the governing board of a community college shall offer students an opportunity to accept, decline, or appeal decisions related to the award of credit, and in cases of credit by exam, pursuant to sections 55021 and 55025.

(l) The governing board of each community college district shall review the credit for prior learning policy every three years and report findings to the Chancellor's Office. Findings shall include data disaggregated by gender and race/ethnicity including the number of students who received credit for prior learning, the number of credits awarded per student, retention and persistence rates of students earning credit for prior learning, completion data (for certificate, degree, and transfer) for students earning credit for prior learning, and qualitative assessments by students of the policies and procedures.

(m) The governing board of each community college district shall incorporate policies pursuant to section 55052 on College Board Advanced Placement examinations, and any other districtwide policies governing the award of credit for prior learning, to create a comprehensive credit for prior learning policy.

(n) By December 31, 2020, the district shall certify in writing to the Chancellor of the California Community Colleges that the policies required by this section have been adopted and implemented.

Note: Authority cited Sections 66025.71, 66700, and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.



California Community Colleges Board of Governors

Item 2.3: Proposed Change to Extended Opportunities Programs and Services Regulations

Attachments: 1

Date: September 16-17, 2019

Category: Educational Services and Support

Type of Board Consideration: Action

Recommended By

Marty Alvarado, Executive Vice Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item is a second reading and public hearing of a proposed amendment to title 5 regulations related to Extended Opportunity Programs and Services (EOPS) eligibility requirements. The regulatory change would codify in regulations the eligibility of AB 540 for EOPS services and financial aid funds.

Recommendation

The proposed title 5 regulation changes are presented to the Board of Governors (Board) for a second reading and approval.

Background

In 2001 the Legislature enacted Assembly Bill 540, which added section 68130.5 to the Education Code. This legislation allowed certain nonresident students who attended high school in California for three or more years, and received a high school diploma or its equivalent, an exemption from nonresident tuition. In 2011, additional legislation (Assembly Bills 130 and 131) passed allowing AB 540 eligible students to apply for and receive state financial assistance and to participate in state-administered student aid programs for which they are eligible.

The Chancellor's Office legal counsel determined that students who are AB 540 eligible and meet the eligibility requirements for EOPS may receive all EOPS services, as long as the number of financial aid awards received by California resident students from the same financial aid program is not be diminished as a result.

The Chancellor's Office did not update title 5 regulations for the EOPS program when AB 130 went into effect. The attached regulation amendment ensures that the regulations regarding eligibility reflect that AB 540 students are eligible to participate in, and receive financial aid awards from, the EOPS program. The amendment was discussed with

Consultation Council on June 20, 2019 and went before the Board of Governors for first reading on July 15, 2019.

There were no comments received on the proposed regulations during the 45-day public comment period.

Attachments

- 1.** Title 5, Section 56220 – Proposed Language

Item 2.3, Attachment 1: Title 5, Section 56220 – Proposed Language

“This document contains strikethrough and underline text which may require adjustments to screen reader settings.”

- 1.** Section 56220 of article 2 of subchapter 2.5 of chapter 7 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 56220. Eligibility for Programs and Services.

To receive programs and services authorized by this chapter, a student must:

(a) be a resident of California pursuant to the provisions of part 41 commencing with section 68000 of the Education Code., or be exempt from paying non-resident tuition pursuant to section 68130.5 of the Education Code.

(b) be enrolled full-time when accepted into the EOPS program. The EOPS director may authorize up to 10% of EOPS students accepted to be enrolled for 9 units.

(c) not have completed more than 70 units of degree applicable credit coursework in any combination of postsecondary higher education institutions.

(d) qualify to receive a Board of Governors Grant pursuant to section 58620(b)(1) or (2).

(e) be educationally disadvantaged as determined by the EOPS director or designee. In making that determination the EOPS director shall consider one or more of the following factors:

(1) not qualified at the college of attendance for enrollment into the minimum level English or mathematics course that is applicable to the associate degree.

(2) not have graduated from high school or obtained the General Education Diploma (G.E.D.).

(3) graduated from high school with a grade point average below 2.50 on a 4.00 scale.

(4) been previously enrolled in remedial education.

(5) other factors set forth in the district's plan submitted to the Chancellor pursuant to section 56270 of this subchapter.

Note: Authority cited: Sections 66021.6, 69648 and 70901, Education Code. Reference: Sections 69640 et seq., Education Code.



California Community Colleges Board of Governors

Item 2.4: Regulations Concerning Funding for Districts Experiencing Emergencies

Attachments: 3

Date: September 16-17, 2019

Category: College Finance and Facilities Planning

Type of Board Consideration: Action

Recommended By

Christian Osmeña, Vice Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item is a second reading of proposed amendments to existing regulations related to funding for districts experiencing emergencies.

Recommendation

The proposed regulations are presented to the Board of Governors for approval and adoption. It is recommended that the Board of Governors of the California Community Colleges, acting pursuant to Education Code sections 66700, 70901(c), and 70901.5:

- Approve the proposed regulation changes;
- Direct the Chancellor to file the regulations with the Secretary of State and submit the regulations to the Office of Administrative Law for printing unless the Department of Finance determines the regulations would create a state-mandated local program cost and is unable to certify to the Board of Governors and the Legislature that a source of funds is available to reimburse that cost;
- Authorize the Chancellor to take any necessary ministerial action to process these regulations; and
- Adopt the regulations effective 30 days after filing with the Secretary of State and submission of the regulations to the Office of Administrative Law.

Background

Existing law authorizes the Board of Governors to provide leadership and direction and exercise general supervision over the California Community Colleges. In so doing, existing regulations provide the Chancellor the authority to grant an allowance related to apportionments to districts who have experienced an emergency, such as a fire or flood, that would have caused the general apportionment to decrease. These provisions allow the Chancellor to apportion to a district the amount of funds the district would have received had the emergency not occurred.

Existing regulations contemplate the Chancellor's Office making determinations related to the number of full-time equivalent students (FTES) a district would have generated had the emergency not occurred. However, with the enactment of the Student Centered Funding Formula (SCFF), which consists of a base allocation, a supplemental allocation, and a student success allocation, other factors that affect a district's funding may be affected during an emergency. These amendments clarify the Chancellor's authority to make these accommodations in an emergency and enact broader references to allow for interpretations that are consistent with the SCFF.

These amendments were discussed with Consultation Council on April 18, 2019. Official notice of the proposed changes was published on May 10, 2019. The Board of Governors held a first reading and public hearing on May 20, 2019. The proposed text was made available for public comment from May 10, 2019, through June 24, 2019. Comments from three people were heard at the public hearing on May 20, 2019. In addition, two written comments were received during the comment period. A summary of these comments and the Chancellor's Office's responses are included in Attachment 2. Following the comment period, changes were made to the regulation, necessitating a re-notice of the changes on August 14, 2019. The proposed text was made available for public comment from August 14, 2019, through August 29, 2019. One written comment was received. A summary of that comment and the Chancellor's Office's response are included in Attachment 3.

Attachments

- 1.** Text of Proposed Amendments
- 2.** Summary and Responses to Comments Received During the Notice Period from May 10, 2019, through June 24, 2019
- 3.** Summary and Responses to Comments Received During the Notice Period from August 14, 2019, through August 29, 2019

Item 2.4, Attachment 1: Text of Proposed Amendments

This document contains strikethrough, underline, double strikethrough, and double underline text which may require adjustments to screen reader settings.

1. Section 58146 of article 5 of subchapter 2 of chapter 9 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 58146. Emergency Conditions Allowance for Districts Unable to Maintain School College for Prescribed Time; Full-Time Equivalent Student General Purpose Apportionments Materially Decreased.

(a) An emergency conditions allowance may be provided, subject to approval by the Chancellor, A to a district which is prevented from maintaining its schools during a fiscal year for at least 175 days because of affected by an emergency or extraordinary condition, as defined pursuant to subdivision (b). fire, flood, or epidemic, or because of any order of any military officer of the United States or of the state to meet an emergency created by war, or of any civil officer of the United States, of the state, or of any county, city and county, or city authorized to issue such order to meet an emergency created by war, or because of other extraordinary conditions, or because of the inability to secure or to hold an instructor, or because of the illness of the instructor, where the lack of an instructor would close a college, which fact shall be shown to the satisfaction of the Board of Governors by the affidavits of the members of the governing board of the district; The allowance shall be calculated to approximate receive the same general purpose apportionments from the State School Fund as the district it would have received had it not been so prevented from maintaining school for at least 175 days.the emergency not occurred.

(b) ~~Where a community college in a district maintaining more than one community college is closed for a part of a term by order of a city or county board of health or of the State Board of Health, or because of fire, flood, impassable roads, epidemic, or other emergency, or by an order provided for in (a), the full time equivalent student of the community college shall be estimated separately, as provided in (c), and added to the full time equivalent student of the other community colleges of the district.~~

(c)(b) Whenever the full-time equivalent student of any district during any fiscal year has been An emergency or extraordinary condition is defined as one of the following that specifically causes (1) the district to be prevented from maintaining it schools during that fiscal year for at least 175 days and or (2) the general purpose apportionments of a district calculated pursuant to Education Code section 84750.4 or 84750.5 to be materially decreased during any fiscal year because of: in that year or subsequent years:

(1) fire,

(2) flood,

(3) earthquake,

~~(3)~~(4) impassable roads,

~~(4)(5)~~ an epidemic,

~~(5)(6)~~ the imminence of a major safety hazard as determined by the local law enforcement agency,

~~(6)(7)~~ a strike involving transportation services to students provided by a nondistrict entity,

~~(7)(8)~~ the unavailability of classroom facilities leased by the district where the unavailability commences July 1, 2005, or thereafter and is caused by extraordinary factors wholly external to and beyond the control of the district, or

~~(8)(9)~~ an order provided for in (a). The facts demonstrating the applicability of one of the circumstances described in this subdivision shall be established to the satisfaction of the Chancellor by affidavits of the members of the governing board of the district. The funding workload measures of the district for the fiscal year shall be estimated by the Board of Governors in such manner as to credit to the district from the State School Fund approximately the total which would have been credited to the district had the emergency not occurred or had the order not been issued. The provisions of this section shall apply to any funding workload measure which occurs during any part of a fiscal year. any order of any military officer of the United States or of the state to meet an emergency created by war, or of any civil officer of the United States, of the state, or of any county, city and county, or city authorized to issue such order to meet an emergency created by war,

~~(9)~~ earthquake, or

~~(10)~~ an order of a city or county board of health or of the State Board of Health, or

~~(11)~~ another emergency declared by the state government or the federal government.

(c) The facts demonstrating the applicability of one of the circumstances described in subdivision (b) shall be established to the satisfaction of the Chancellor by affidavits of the members of the governing board of the district.

(d) As a condition to receiving the credit under subdivision (c), an emergency conditions allowance, the district must demonstrate to the satisfaction of the Chancellor that it made good faith efforts to seek alternate facilities that were unaffected by the circumstances described in subdivision (c). avoid a material decrease in the general purpose apportionments of a district calculated pursuant to Education Code section 84750.4 or 84750.5.

(e) No credit under subdivision (c) will be allowed for the unavailability of facilities for more than one full term beyond the beginning of the circumstances described in subdivision (c) unless authorized by the Board of Governors.

Note: Authority cited: Sections 66700, and 70901, 84750.4, and 84750.5. Education Code.
Reference: Section 70901, Education Code.

Item 2.4, Attachment 2: Summary and Response to Comments Received During the Notice Period from May 10, 2019 through June 24, 2019.

Official notice of proposed changes to the California Code of Regulations, title 5, section 58146, regarding funding for districts experiencing emergency conditions was published on May 10, 2019. The original proposed text was made available for public comment from May 10, 2019, through June 24, 2019. The notice specified the process to comment on the proposed changes. Two written comments were received during the comment period. A public hearing was held during the Board of Governors meeting on May 20, 2019, at the Chancellor's Office. Three people made comments. Pursuant to Standing Order 206, subdivision (b)(3), the Chancellor's Office has summarized the oral and written comments and proposed responses below for adoption by the board.

Comments Received During the Public Hearing

Joe Wyse, Superintendent/President, Shasta-Tehama-Trinity Joint Community College District

Wyse expressed support for the revisions to the regulations. Wyse stated that Shasta College served as an evacuation center for three weeks following the Camp Fire which occurred in Butte County in November 2018. He highlighted the importance of allowances for districts experiencing emergency conditions, such as fires.

Proposed Response

The comment was received, and the regulations respond to the need described.

Samia Yaqub, Superintendent/President, Butte-Glenn Community College District

Yaqub discussed the impact that the Camp Fire caused in Butte County and to Butte College. Yaqub stated that 870 students and 135 faculty lost their homes in the fire. Yaqub stated that Butte College saw a decrease of 1,000 FTES and \$1.8 million in fee-based programs following the fire.

Proposed Response

The comment was received, and the regulations respond to the need described.

Bill McGinnis, President, Butte-Glenn Community College District Board of Trustees

McGinnis described some of the recent achievements of Butte College in making their campus more sustainable with the conversion to solar power, working toward the Vision for Success, and continuously maintaining good fiscal standing. He also discussed the Butte College Promise Scholarship Program, which the college launched in fall 2018. Bill McGinnis expressed the need for funding protection especially given that their approved bond measure is in jeopardy, given loss in property tax revenues.

Proposed Response

The comment was received, and the regulations respond to the need described.

Written Comments

Andy Suleski, Vice President for Administrative Services, Butte-Glenn Community College District

Suleski asked whether the proposed changes would also give the Chancellor the authority to provide allowances for “categorical apportionments” in light of an emergency because the proposed changes refer to “general purpose” apportionments.

Proposed Response

Although the proposed changes reference general apportionments, the Chancellor’s Office will work to clarify language for a future action by the Board of Governors.

Joe Wyse, Superintendent/President, Shasta-Tehama-Trinity Joint Community College District

Wyse suggested that section (b) be amended so that an emergency or extraordinary condition would be defined as one that either caused the district to be prevented from maintaining its schools for at least 175 days or caused the general purpose apportionments to be materially decreased in that year or subsequent years. The version presented at the Board meeting in May defined an emergency as one that met both of these criteria.

The language proposed at May Board of Governors meeting reads:

(b) An emergency or extraordinary condition is defined as one of the following that specifically causes (1) the district to be prevented from maintaining its schools during that fiscal year for at least 175 days and (2) the general purpose apportionments of a district calculated pursuant to Education Code section 84750.4 or 84750.5 to be materially decreased in that year or subsequent years:

Wyse’s edited language reads:

(b) An emergency or extraordinary condition is defined as one of the following that specifically causes (1) the district to be prevented from maintaining its schools during that fiscal year for at least 175 days and or (2) the general purpose apportionments of a district calculated pursuant to Education Code section 84750.4 or 84750.5 to be materially decreased in that year or subsequent years:

Proposed Response

The Chancellor’s Office agrees with Wyse’s recommendation. It is fairly uncommon for a district to fall below 175 days in a year even if they are closed for a significant period of time due to an emergency. The change would allow for accommodations to a broader set of districts.

Item 2.4, Attachment 3: Summary and Response to Comments Received During the Notice Period from August 14, 2019, through August 29, 2019

A re-notice of the proposed changes to the California Code of Regulations, title 5, section 58146, subdivision (b), regarding funding for districts experiencing emergency conditions was published on August 14, 2019. The notice specified the process to comment on the proposed changes. The proposed text was made available for public comment from August 14, 2019, through August 29, 2019. One written comment was received. Pursuant to Standing Order 206, subdivision (b)(3), the Chancellor's Office has summarized the written comment and proposed a response below for adoption by the board.

Written Comments

Doug Roberts, Acting Vice Chancellor, Chabot-Las Positas Community College District

Roberts stated that enactment of a Public Safety Power Shutdown (PSPS) by a utility provider could result in a college district having to shut down several times during a year. However, this "emergency or extraordinary condition" is not one of the defined causes. Roberts asked that this be added to the list of possible emergency or extraordinary conditions that would allow a district to be eligible for an emergency conditions allowance.

Proposed Response

Section 206, subdivision (c), of the Procedures and Standing Orders of the Board of Governors requires the board to re-notice a proposed regulatory action where the proposed regulations have been previously considered, are being modified, and the modifications are "sufficiently related" to the text of the previously-proposed regulations. This period is used to allow any interested person to submit written comments relevant to the changes to the proposed regulatory action made after the original public comment period. This comment proposes a broader change to the regulation, rather than addressing the proposed changes made during the re-notice's public comment period. More information is needed to determine the impact that Public Safety Power Shutdowns would have on districts' funding. The Chancellor's Office will work with districts to determine whether additional changes should be made to the list of possible emergency or extraordinary conditions included in section (b) of the regulation.



California Community Colleges Board of Governors

Item 2.5: Academic Senate 50 Year Anniversary

Attachments: 1

Date: September 16-17, 2019

Category: Educational Services and Support

Type of Board Consideration: Action

Recommended By

A handwritten signature in black ink, appearing to read 'Marty Alvarado'.

Marty Alvarado, Executive Vice Chancellor

Approved for Consideration

A handwritten signature in black ink, appearing to read 'Eloy Ortiz Oakley'.

Eloy Ortiz Oakley, Chancellor

Issue

This item recommends the adoption of a resolution recognizing the Academic Senate for California Community Colleges (ASCCC) for 50 years of service for the Board of Governors' approval.

Recommendation

It is recommended that the Board adopt Resolution Number 2019-16 commemorating the 50th anniversary of the Academic Senate for California Community Colleges.

Background

For 50 years, the Academic Senate for California Community Colleges has fostered the participation of community college faculty in all statewide and local academic and professional matters and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The service of the faculty leaders of the Academic Senate have contributed to and strengthened the legacy and impact of the California Community Colleges.

The Board commemorates this historic milestone and recognizes the contributions of the Academic Senate for California Community Colleges, under the current leadership of Dr. John Stankas.

Attachments

1. Resolution Number 2019-16 "Academic Senate Resolution"

Item 2.5, Attachment 1: Academic Senate Resolution

Resolution of the Board of Governors

California Community Colleges

No. 2019-16

WHEREAS, the Academic Senate for California Community Colleges has its roots in Assembly Concurrent Resolution No. 48, which passed in 1963 and asked the state Board of Education (which at the time had a junior college bureau) to provide for the establishment of academic senates for the purposes of representing faculty in the formation of policy on academic and professional matters; and

WHEREAS, the Academic Senate for California Community Colleges held its first meeting in April 1969 and was later incorporated as a nonprofit organization created to promote and advance public community college education in California; and

WHEREAS, the Academic Senate for California Community Colleges serves as the voice of the faculty of the community colleges in matters of statewide concern; and

WHEREAS, the Academic Senate for California Community Colleges embodies the system's commitment to participatory governance; and

WHEREAS, the Academic Senate for California Community Colleges has made innumerable contributions for the betterment of students and faculty alike; and

WHEREAS, the Academic Senate for California Community Colleges is a critical and valued partner with the Board of Governors and the state Chancellor's Office in advancing the goals of the Vision for Success.

WHEREAS, the Academic Senate for California Community Colleges is committed to a system where inclusivity is valued and diversity is treasured and equal opportunity is a guiding principle; and

WHEREAS, the Academic Senate for California Community Colleges has advocated on behalf of undocumented students and provided support and guidance to them at a time when prejudice and hate in our nation are on the rise; and

WHEREAS, the Board of Governors desires to recognize the efforts of the Academic Senate for California Community Colleges for its long history of contributions to public education and the state of California;

THEREFORE, BE IT RESOLVED that the Board of Governors of the California Community Colleges commends and congratulates the Academic Senate for California Community Colleges as it commemorates 50 years of strengthening the largest and most important provider of higher education in the nation.

Vote Count:

Dated:

Tom Epstein, President
Board of Governors California Community Colleges



California Community Colleges Board of Governors

Item 2.6: Board Resolution Declaring October 14-18, 2019 as Undocumented Student Action Week

Attachments: 1

Date: September 16-17, 2019

Category: Governmental Relations

Type of Board Consideration: Action

Recommended By

Laura Metune, Vice Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item presents for consideration a resolution to declare October 14-18, 2019, as Undocumented Student Action Week and every third week of October thereafter.

Recommendation

It is recommended that the Board of Governors adopt Resolution Number 2019-17 declaring October 14-18, 2019, and every third week of October commencing with the 2020 academic year, as Undocumented Student Action Week, to support all of the following:

- Working in partnership with other organizations and encouraging the California Community Colleges to engage in activities supporting undocumented students;
- Identifying and sharing best practices for assisting undocumented students, disseminating information to the colleges about how to access funding for immigration defense proceedings and referral to legal service providers, and reinforcing state policies that protect student's rights and privacy; and
- Renewing its commitment to actions that raise awareness about opportunities for all Californians to enroll and succeed in postsecondary education, and is providing information.
- Urging Congressional members to uphold California values and create a pathway to citizenship for undocumented students, which will permit them to achieve their highest potential.

Background

In 2017, the Chancellor's Office, in partnership with the Community College League of California, the Faculty Association of California Community Colleges, the Student Senate of California Community Colleges, and other organizations, sponsored October 16-20 as

DACA Advocacy Week. In 2018, the Chancellor's Office expanded the partnership to include Immigrants Rising and the California Community Colleges Foundation, and sponsored October 15-19 as Undocumented Student Week of Action. The 2017 efforts resulted in local meetings with Congressional leaders, more than 700 letters and postcards sent from students to members of Congress, and a number of colleges conducting weeklong activities to raise awareness of campus-based support for undocumented students and their families. The 2018 efforts included the participation of over 110 community colleges in week-long activities that supported undocumented students. Despite continued efforts by the California Community Colleges and many other individuals and organizations in California and across the nation, the preservation of DACA and the adoption of an effective solution for undocumented students remains elusive. In 2019, Undocumented Student Action Week will focus on encouraging colleges to utilize best practices for assisting undocumented students, disseminate information to about how to access funding for immigration defense proceedings and referral to legal service providers, and reinforce state policies that protect student's rights and privacy.

Attachments

- 1.** Resolution Number 2019-17 "Board Resolution Declaring October 14-18, 2019 as Undocumented Student Action Week"

Item 2.6, Attachment 1: Board Resolution Declaring October 14-18, 2019 as Undocumented Student Action Week

Resolution of the Board of Governors

California Community Colleges

No. 2019-17

WHEREAS, the California Community Colleges comprise the nation's largest postsecondary education system in the country with 115 colleges and 2.1 million students, and is committed to providing an open and welcoming environment for all students; and

WHEREAS, the Trump Administration's decision on September 5, 2017, to rescind the Deferred Action for Childhood Arrivals (DACA) program, placed the safety, security, and educational future of thousands of undocumented students in doubt; and

WHEREAS, California Community Colleges have advocated to Congress and the Administration to preserve DACA and respect the contributions of undocumented immigrants, and on January 26, 2017, the Board of Governors passed a resolution expressing its support for DACA and firm commitment to serving all students who can benefit from a postsecondary education; and

WHEREAS, California Community Colleges stand united as a system where all students can learn, grow, feel supported and safe; and

WHEREAS, on September 18, 2017, the California Community Colleges Chancellor issued a Statement of Values and Commitment to Undocumented Students confirming that the Chancellor's Office will not release any personally identifiable student information without a judicial warrant, including data related to immigration status, will not cooperate with any federal effort to create a registry of individuals based on protected characteristics such as religion, race, immigration status, or sexual orientation, and will urge local governing bodies to do the same; and

WHEREAS, numerous community colleges reflecting the diversity of California have adopted policies and procedures consistent with protecting immigrants students, and created partnerships with community organizations to help our undocumented students access legal assistance and other services in local communities; and

WHEREAS, the Chancellor's Office, in partnership with the Community College League of California, Faculty Association of California Community Colleges, Student Senate of California Community Colleges, and other organizations, sponsored DACA Advocacy Week, on October 16-20, 2017, and provided tools such as Congressional contact lists, sample talking points, resolutions, and communications to mobilize the system in support of DACA,

WHEREAS, the 2017 DACA Advocacy Week efforts resulted in local meetings with Congressional leaders, more than 700 letters and postcards sent from students to members of Congress, and a number of colleges conducted week-long activities to raise awareness of campus-based support for undocumented students; and

WHEREAS, in 2018 the Chancellor’s Office expanded the existing partnership to include, Immigrants Rising and other organizations, and sponsored Undocumented Student Week of Action, October 15–19, to inform undocumented students about all available services on campus and in local communities and empower them to access those services, and support students and allies in advocating to Congress to act quickly and establish a permanent solution for undocumented young people; and

WHEREAS, the 2018 Undocumented Student Week of Action included the participation of 110 community colleges engaged in a week-long program of activities in support of undocumented students, and on September 17, 2018, the Board of Governors passed a resolution reaffirming its commitment to support all California community college students, including undocumented students, which was part of the week-long program of activities and information disseminated systemwide; and

WHEREAS, despite efforts by the California Community Colleges and many other individuals and organizations in California and across the nation, the preservation of DACA and the adoption of an effective solution for undocumented students remains elusive, which places continued economic and emotional weight on students, their families, communities, and the state; therefore be it

RESOLVED that the Board of Governors declare October 14-18, 2019 and every third week of October thereafter, as “Undocumented Student Action Week” to work in partnership with other organizations and encourage the California Community Colleges to engage in activities supporting undocumented students; and be it further

RESOLVED that the Board of Governors supports work by the Chancellor’s Office to identify and share best practices for assisting undocumented students, disseminate information to the colleges about how to access funding for immigration defense proceedings and referral to legal service providers, and reinforce state policies that protect student’s rights and privacy; and be it further

RESOLVED that the Board of Governors urge Congressional members to uphold California values and create a pathway to citizenship for undocumented students, which will permit them to complete their education goals and achieve their highest potential.

Vote Count:

Dated:

Tom Epstein, President
Board of Governors California Community Colleges



California Community Colleges Board of Governors

Item 2.7: Proposed Amendments to Board Procedures and Standing Orders Concerning Board Member Conduct

Attachments: 1

Date: September 16-17, 2019

Category: Office of the General Counsel

Type of Board Consideration: Action

Recommended By

Marc LeForestier, General Counsel

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

Board President Epstein has requested a proposal to update the Board Procedures and Standing Orders governing Board member conduct. This item provides a proposal for the Board's consideration.

Recommendation

It is recommended that the Board of Governors adopt Resolution Number 2019-18:

WHEREFORE, the Board of Governors wishes to adopt new standards of conduct to ensure that members of the Board are aware of the expectations placed upon their service,

Be it Resolved:

The California Community Colleges Board of Governors, acting pursuant to Education Code section 70901, subdivision (c), hereby approves the proposed amendments to the Board of Governors Procedures and Standing Orders, section 6.

Background

The current version of the Board of Governors Procedures and Standing Orders requires Board members to comply with "the standards of ethical conduct for gubernatorial appointees as set forth in Executive Order 66-2." The Executive Order was adopted by Governor Brown in 1966, but was superseded in 1974 with the Political Reform Act's adoption.

The Office of General Counsel conducted a review of codes of conduct from colleges and universities including the California State University and the University of California, college districts, and the Community College League of California's Trustee Handbook.

The proposed standards borrow heavily from the California State University’s Trustee Code of Conduct, and cover issues commonly addressed in the codes we have reviewed.

The proposal also adds provisions explaining how the Board will respond to allegations of a breach of the standards.

Attachments

- 1.** Text of Proposed Amendments to Board Procedures and Standing Orders Concerning Board Member Conduct
- 2.** Resolution Number 2019-18 “Board Resolution Adopting Amendments to Board Procedures Concerning Board Member Conduct”

Item 2.7, Attachment 1: Text of Proposed Amendments to Board Procedures and Standing Orders Concerning Board Member Conduct

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6. Member Conduct ~~Ethical Conduct, Contracts, Honoraria, and Outside Activities.~~

(a) ~~Members of the Board of Governors must comply with the requirements of the Political Reform Act of 1974, and other provisions of state law which establish the ethics rules for state government officials. shall comply with the standards of ethical conduct for gubernatorial appointees as set forth in Executive Order 66-2. These standards include, but are not limited to, the requirement that~~ Members shall also adhere to the following standards of conduct:

(1) Members shall be familiar with and committed to the major responsibilities of the Board. Members shall devote time, thought, and study to gain understanding of the California Community Colleges system, and the Board’s governance responsibilities.

(2) Members shall prepare for, regularly attend, and actively participate in Board meetings and committee assignments.

(3) Members shall base their votes upon all available information, and shall exercise their best judgment to make decisions in the best interests of the California Community Colleges system and its students. Members shall vote according to their individual convictions.

(4) Members may challenge the views of other members in the course of Board deliberations, but must do so in a respectful manner that promotes a culture of collaboration and cooperation. Members shall support the majority decisions of the Board.

(5) Members shall maintain the confidentiality of deliberations in closed session, including any confidential written and verbal communications made during closed session.

(6) The Board acts as a body. Members may not commit the Board to a course of action, and shall avoid acting as a spokesperson for the Board unless specifically authorized to do so.

(7) The Board is a policy-making body. Members must avoid participating in the administration of Board policy unless specifically authorized to do so by the Board. Members commit to respectful and substantive consideration of the views of the Chancellor, the Deputy Chancellor, the Vice-Chancellors, and staff who are charged with administration for the Board and the Chancellor’s Office.

(8) Members shall refrain from accepting duties, incurring obligations, accepting gifts or favors, or engaging in private business or professional activities when there is, would appear to be, a conflict of interest or incompatibility between the member's private interests and the interests of the California Community Colleges. Members who become aware of a conflict or appearance of a conflict shall disclose the conflict and recuse themselves as necessary.

(9) Members shall refrain from using the prestige or influence of their office for private gain or advantage, or the private gain or advantage of another.

(10) Members shall refrain from actions and involvements that might compromise the reputation or public standing of the Board or the California Community Colleges.

(11) Members shall adhere to the highest standards of conduct in their interactions with students, faculty, staff, administrators, and other stakeholders in the California Community Colleges.

(b) In the event of an alleged breach of the standards of conduct described in subdivision (a), the Board will adhere to the following procedure:

(1) Any member who receives evidence or allegations of a breach of the standards of conduct by any other member shall inform the President of the Board. The President shall discuss any evidence or allegation of a breach with the Vice-President, and may request advice from the General Counsel. The President and Vice-President may seek additional information as necessary. If a breach of the standards of conduct is found to have occurred, based on a preponderance of the evidence, the President and Vice-President shall discuss the breach with the member to reach an appropriate resolution.

(2) If the standards of conduct continue to be violated by the member, the President and Vice-President may, after appropriate consultation, place the matter on the Board agenda for appropriate action. The item shall be discussed in open session, and the member shall have an opportunity to explain the conduct. The Board may censure the member by majority vote.

(3) Formal notification of censure shall be communicated to the Governor's Office, as the appointing authority.

(c) Members may consult with the Office of General Counsel for guidance in interpreting the standards of conduct listed in subdivision (a).

Members of the Board of Governors shall refrain from engaging in any employment, activity, or enterprise which might result in, or create the appearance of, resulting in any of the following:

(1) Using the prestige or influence of his or her office for the member's private gain or advantage, or the private gain or advantage of another.

~~(2) — Using state time, facilities, equipment, or supplies for the member’s private gain or advantage, or the private gain or advantage of another.~~

~~(3) — Using confidential information acquired by virtue of the member’s position for his or her private gain or advantage, or the private gain or advantage of another.~~

~~(4) — Receiving or accepting money or any other consideration from anyone other than the State for the performance of an act which the member would be required or expected to render or as a part of his or her duties as a member of the Board of Governors.~~

~~(5) — Performance of an act in other than his or her capacity as a member of the Board of Governors knowing that such an act may later be subject, directly or indirectly, to the control, inspection, review, audit or enforcement by the Board of Governors or the Chancellor’s Office. This paragraph shall not apply to actions of the faculty, trustee, or student members of the Board of Governors which are taken in their capacities as faculty, trustees, or students at a local district.~~

~~(b) — No member may make or enter into any contract on behalf of the Board of Governors.~~

~~(c) — No member may, subsequent to his or her appointment, enter into any contract for gainful employment or other compensation with any California community college district or with any association or organization of California community colleges or of personnel actively engaged with or employed by California community college districts. Upon being appointed to the Board of Governors, each member shall terminate any preexisting contractual relationship he or she may have with a community college district or with any association or organization of California community colleges or of personnel actively engaged with or employed by California community college districts, unless the contract embodies an employee/employer relationship.~~

~~(d) — No member shall apply for reimbursement of expenses or per diem if an honorarium is accepted for participating in a conference, workshop, seminar, or similar presentation. insert Attachment information here. (If there is ~~strikethrough/underline text~~, there needs to be a preface explaining that there is ~~strikethrough text~~.)~~

~~(e) — No member of the Board of Governors shall accept appointment or election to serve with any special interest group or organization any of whose responsibilities are to take positions on which the Board of Governors takes formal action.~~

(Gov. Code, §§ 1090, 81000, et seq.)

Item 2.7, Attachment 2: Board Resolution Adopting Amendments to Board Procedures Concerning Board Member Conduct

Resolution of the Board of Governors

California Community Colleges

No. 2019-18

WHEREAS, the Board of Governors wishes to adopt new standards of conduct to ensure that members of the Board are aware of the expectations placed upon their service.

Now, therefore, be it resolved:

The California Community Colleges Board of Governors, acting pursuant to Education Code section 70901, subdivision (c), hereby approves the proposed amendments to the Board of Governors Procedures and Standing Orders, section 6.

Vote Count:

Dated:

Tom Epstein, President
Board of Governors California Community Colleges



California Community Colleges Board of Governors

Item 2.8: Recommendations from the *Vision for Success* Diversity, Equity and Inclusion Task Force

Attachments: 5

Date: September 16-17, 2019

Category: Executive Office

Type of Board Consideration: Action

Recommended By

Dr. Daisy Gonzales, Deputy Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item provides the Board of Governors with an update and recommendations from the *Vision for Success* Diversity, Equity and Inclusion Task force.

Recommendation

It is recommended that the Board of Governors approve Resolution Number 2019-19:

Be it Resolved, that the Board of Governors of the California Community Colleges,

- Accepts the proposed Diversity, Equity and Inclusion Integration Plan to integrate diversity, equity and inclusion into the *Vision for Success*, and directs the Chancellor's Office to present a preliminary timeline for the Diversity, Equity and Inclusion Integration Plan to the Board of Governors at the January 2020 Board meeting, with a description of the implementation team and a possible recommendation for additional oversight, based upon the 2020-21 Budget outlook;
- Adopts the proposed California Community Colleges Diversity, Equity and Inclusion Statement and directs the Chancellor's Office to propose changes to title V, the mission of the California Community College system, Equal Employment Opportunity plans, and multiple measures certification forms by September 2020; and
- Supports the 2020-21 budget proposal submitted by the Task force, to augment statewide resources that will advance the implementation of the Diversity, Equity and Inclusion Integration Plan.

Background

In November 2018, the Board of Governors (Board) requested that the Chancellor's Office establish a Faculty Diversity Task force (renamed the *Vision for Success* Diversity, Equity and Inclusion Task force, and referenced below as Task force). The creation of the Task

force was sparked by a statewide study by the Campaign for College Opportunity (collegecampaign.org/wp-content/uploads/2018/03/2018-Left-Out-Executive-Summary-Final.pdf) which found that in the California Community College system, the demographics of campus faculty and senior leadership is not representative of the racial and ethnic diversity of the students they serve. Specifically, in 2016-17, while 73 percent of students were students of color, 72 percent of Academic Senate's Leaders were White, 61 percent of tenured faculty were White, 60 percent of non-tenured faculty were White, and 59 percent of College Senior Leadership were White. Recognizing that California Community College districts have made significant improvements to implement and submit equal employment opportunity (EEO) plans, the Board requested that the Chancellor's Office create a task force (separate from the Statewide EEO and Diversity Advisory), focused on addressing faculty diversity and developing a set of recommendations related to:

- The utility of adding an additional statewide goal related to faculty and staff diversity; and
- A set of statewide structural changes, including policies, practices, and tools that the system will need to improve EEO implementation and the recruitment, retention, support of diverse faculty, staff, administrators and students.

Between November 2018 and April 2019, the Chancellor's Office presented at statewide conferences (e.g. Community Colleges League of California (League), Association for Chief Human Resource Offices (ACHRO), Academic Senate for California Community Colleges) to increase awareness of the Board's urgency to see progress towards equal employment opportunities at California Community Colleges. The Chancellor's Office also hosted a Diversity Summit on February 8th-9th, 2019 in partnership with statewide associations to engage statewide stakeholders and present best practices for EEO. Statewide qualitative data was also collected from faculty at the Academic Senate for California Community Colleges (ASCCC) Spring Plenary on April 12, 2019 (See Attachment 1: Faculty Feedback Collected at the ASCCC Spring Plenary April 2019). This statewide engagement, over six months, resulted in system recognition of the need to improve EEO practices and policies.

Task Force Members and Meeting Dates

The Chancellor's Office launched the Task force on April 8, 2019. The Task force is co-chaired by the Chancellor's Office and the ASCCC, and included Presidents/CEO's, faculty, human resource managers, Community College District (CCD) trustees, researchers, students and Chancellor's Office staff. The Task force was composed of 16 members:

- Dr. John Stankas, ASCCC President (Co-Chair)
- Mayra Cruz, ASCCC, DeAnza College
- Dr. Edward Bush, President, Cosumnes River College
- Dr. Martha Garcia, Superintendent/President, Imperial Valley College
- Marisa Perez, Trustee, Cerritos CCD
- Loren Steck, Trustee, Monterey Peninsula CCD

- Irma Ramos, ACHRO, North Orange CCD
- Greg Smith, ACHRO, Shasta College
- Hildegard B. Aguinaldo, Board of Governors Member
- Alexis Zaragoza, Board of Governors Student Member
- Dr. Daisy Gonzales, Chancellor's Office (Co-Chair)
- Fermin Villegas, Chancellor's Office
- Ebony Lopez, Chancellor's Office
- Sandy Fried, Foundation for California Community Colleges Success Center
- Nadia Leal-Carrillo, Foundation for California Community Colleges Success Center
- Dr. Devon Graves, Foundation for California Community Colleges Success Center

The Task force met for six months from April through September of 2019. Specifically, the Task force met on April 8, May 17, June 24, July 19, August 22, and September 4. Throughout the process, the Task force engaged additional statewide stakeholders to learn more about unconscious bias, and policies and practices that support faculty of color retention. The statewide experts who presented to the Task force include:

- Eugene Whitlock. May 17, 2019 meeting presentation on "Addressing Unconscious Bias: Why it Matters for How We Hire and How We Teach."
- Dr. Luke Lara, Mira Costa College. July 19, 2019 panel moderator for "Faculty of Color Retention."
- Dr. Maria Figueroa, Mira Costa College. July 19, 2019 panelist on "Faculty of Color Retention."
- Dr. Karen Chow, DeAnza College. July 19, 2019 panelist on "Faculty of Color Retention."
- Dr. Manuel Velez, San Diego Mesa College. July 19, 2019 panelist on "Faculty of Color Retention."
- Dr. Edward Pohlert, Mira Costa College. July 19, 2019 panelist on "Faculty of Color Retention."

Analysis

The Landscape of Diversity Efforts

With the help of the Success Center at the Foundation for California Community Colleges and Chancellor's Office staff, the Task force reviewed academic literature and a landscape of diversity efforts in private and public worksites. Literature on campus diversity efforts looks at ethnic and racial diversity through the lens of faculty, staff, and students, with consistent themes of recruitment, retention, and support. Three ways in which colleges tend to engage in these efforts is through individual, interactional, or institutional strategies. Individual efforts include faculty and student mentoring, interactional efforts include cultivating buy-in and building an environment conducive to diversity, and institutional efforts include larger scale actions a department or institution takes to reorient itself towards improving diversity.

Colleges and universities around the country are beginning to recognize and invest in diversity. Across worksites institutional leaders are establishing fellowship programs, targeted pilots for hiring, creating institutional diversity offices, and award programs to

reward progress. However, a holistic and integrated approach to diversity is uncommon. At City University of New York (CUNY), their board adopted a Diversity and Inclusion Strategic Plan, which included the adoption of a diversity statement, the creation of an undergraduate fellowship, a faculty diversity career enhancement initiative, a diversity in the classroom series, and the establishment of an Office of Diversity and Equity Programs. The Task force engaged with understanding the strategies used by CUNY, other California segments, and Rutgers University. A clear opportunity to develop an integrated plan that invests in an ecosystem of support to improve diversity, equity and inclusion emerged.

The Task force also focused on learning about the relationship between student diversity and faculty hiring and retention. The empirical studies repeatedly suggested an ethnically diverse faculty has a positive impact on student educational outcomes. Students who benefit from a diverse faculty are “better educated and better prepared for leadership, citizenship, and professional competitiveness” (Taylor, et al., 2010). Retention efforts and a clear commitment to diversity are two ways institutions can meet the needs of their students and addresses the changes in their demographics (Hurtado, 2001). Hiring faculty from diverse populations in itself will not change a campus culture or improve student outcomes; faculty must also be retained and supported.

Robinson et al. (2013) affirms that retention efforts to keep diverse faculty are essential. These efforts can be considered interactional in that they are cultural and environmental, while specific retention efforts are also individual. There can be an additional burden on faculty of color related to tokenism or isolation. By explicitly asking faculty who leave why they leave, campus or departments can lead efforts to remedy any problems (Romero 2017). Using this information, the Task force focused on developing an integrated plan with clear goals to recruit, hire and support a diverse workforce for the largest system of public higher education in the nation.

Developing an Integrated Plan

A system level commitment to faculty, staff, and student diversity ensures we are supporting our students towards completion of their academic goals and closing educational attainments gaps among historically underserved student populations. The *Vision for Success* (vision.foundationccc.org/looking-ahead) commitments represent a set of mindsets that are supported by the *Vision for Success* goals. The commitments are an overarching theory of action, not specific tactics. In order to improve faculty hiring practices, districts and colleges will need additional resources to implement transformational changes to system pre-hiring, hiring, and retention policies and strategies. For this reason, the Task force determined that adding an additional goal to the *Vision for Success* was not an intentional way in which our system could move forward or make progress.

Using the 5th *Vision for Success* goal as an anchor—“reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years”—the Task force recommends the integration of diversity into every commitment in the *Vision for Success* to emphasize

the role of diversity, equity and inclusion throughout the *Vision for Success*. This approach stems from two Task force theory of change affirmations:

1. Faculty and staff diversity is a driver for the educational achievement and social mobility of our students.
2. To be intentional and proactive in addressing faculty and staff diversity, the community colleges and districts must shift from the practice of compliance to partnerships across organizational systems/departments/divisions to design, implement, and reinforce policies, procedures, and individual behaviors that serve to cultivate an inclusive ecosystem focused on equity and mutual respect to recruit, retain, and support a diverse workforce that is responsive to the needs of a diverse student population.

Engaging Statewide Stakeholders

The Task force engaged in collecting feedback from statewide stakeholders in order to improve the recommendations to the Board of Governors and learn about implementation barriers. The Task force co-chairs presented to the Consultation Council on August 15th and to the Chancellor's Office EEO and Diversity Advisory on August 29th. Two other groups requested a special briefing on the Task force recommendations: the Faculty Association of California Community College (FACCC) on September 3rd, and the Chancellor's Office Career Education African American and Black Advisory Committee on September 5th.

Feedback provided was taken into consideration by the Task force at the August 22nd and September 4th Task force meeting. The feedback collected resulted in two key changes to the Task force recommendations:

1. An updated 2020-21 Budget Change proposal that includes resources to support the professional development of part-time faculty and classified staff; and
2. Amendments to recommendation one, in order to address the need to monitor the implementation of the Task force recommendations.

Diversity, Equity and Inclusion Task Force Recommendations

The Task force has three main recommendations for the Board:

Recommendation 1: Accept the proposed Diversity, Equity and Inclusion Integration Plan to integrate diversity, equity and inclusion into the *Vision for Success*, and direct the Chancellor's Office to present a preliminary timeline for the Diversity, Equity and Inclusion Integration Plan to the Board of Governors at the January 2020 Board meeting, with a description of the implementation team and a possible recommendation for additional oversight, based upon the 2020-21 Budget outlook. (See Attachment 2: Diversity, Equity and Inclusion Integration Plan)

Recommendation 2: Adopt the proposed California Community Colleges Diversity, Equity and Inclusion Statement, and direct the Chancellor's Office to propose changes to title V, the mission of the California Community College system, and Equal Employment

Opportunity plan templates, and multiple measures certification forms by September 2020. This will require the Chancellor's Office to collaborate with the Consultation Council and existing statewide advisories. (See Attachment 3: California Community Colleges Diversity, Equity and Inclusion Statement)

Recommendation 3: Support the updated 2020-21 budget proposal submitted by the Task force, to augment statewide resources that will advance the implementation of the diversity, equity and inclusion integration plan. This proposal calls for \$60.4 million in ongoing funding and \$16 million in one-time funding. (See Attachment 4: Updated 2020-21 Faculty and Staff Diversity Budget Change Proposal).

Works Cited

Hurtado, S. (2001). Linking Diversity and Educational Purpose: How Diversity Affects the Classroom Environment and Student Development.

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Romero, Jr. Aldemaro. (2017). Best Practices for Recruiting and Retaining Diverse Faculty for Institutions of Higher Education. Council of Colleges of Arts and Sciences. Retrieved from: https://www.ccas.net/files/public/Publications/Best%20Practices%20CCAS_March%202017_FINAL.pdf

Taylor, Orlando, Apprey, Cheryl B., Hill, George, McGrann, Loretta, and Wang, Jianping. (2010). Diversifying the Faculty. Association of American Colleges and Universities. Retrieved from: <https://www.aacu.org/publications-research/periodicals/diversifying-faculty>

Attachments

- 1.** Faculty Feedback Collected at the ASCCC Spring Plenary April 2019
- 2.** Diversity, Equity and Inclusion Integration Plan
- 3.** California Community Colleges Diversity, Equity and Inclusion Statement
- 4.** Updated 2020-21 Faculty and Staff Diversity Budget Change Proposal
- 5.** Resolution Number 2019-19 "Board Resolution Adopting Recommendations from the Diversity, Equity and Inclusion Task Force"

Item 2.8, Attachment 1: Faculty Feedback Collected at the ASCCC Spring Plenary April 2019

Academic Senate Responses

At the April 12, 2019 Academic Senate for California Community Colleges (ASCCC) Plenary, President Dr. John Stankas and Deputy Chancellor Dr. Daisy Gonzales led a session to collect feedback from Senate Presidents related to diversity and Equal Employment Opportunity (EEO) programs and practices. Over 300 participants were asked to discuss and document responses to a set of four questions. The first two questions aimed at collecting information about their local community concerning diversity. The second set of questions aimed to provide a sense of direction for the Chancellor's Office, the Academic Senate and the Vision for Success Diversity, Equity and Inclusion Taskforce. When reviewing the responses, trends began to emerge. Each trend is broken down into categories and includes a list of responses that appeared at least once. The trends are in order based on the popularity of the response.

Question 1: What Programs or Practices currently exist at your college that should be supported and scaled statewide?

- An Internship Program for underrepresented faculty, new faculty, and prospective employees.
- Training/workshops for faculty (especially those serving on hiring committees), staff, and administrators on the following topics:
 - Unconscious bias/ anti-bias.
 - Diversity.
 - Anti-racism.
- Screening hiring committees for diversity. This is carried out in a number of ways including: placing a trained EEO officer on the committee, screening members that reflect the demographic of the service population, having the senate review hiring committees, and having Human Resources check the hiring committee for diversity before applications are released.
- Mentorship programs in the following capacities:
 - Students (grow your own).
 - Peer mentors (for faculty/staff early in their careers).
 - Part-time/adjunct faculty applying for full-time positions.
- Recruitment efforts geared toward diverse candidates. This is achieved by sending representatives to job fairs/conferences, posting job announcements in diverse publications, and advertising beyond the local area.
- Changing the culture of the interview process by adding questions that address diversity, culture, inclusion, and equity.

Question 2: What are some of the challenges on your campus to promote faculty diversity?

- The cost of living is becoming a hindrance for employees because of their low salaries.
- A rural community with a lack of diversity in the hiring pool. Also, having small hiring pools with a limited amount of qualified candidates.
- Lack of current faculty diversity to serve on hiring committees. The existing administration is primarily composed of white males.
- Inadequate Training and expertise in EEO and Human Resource departments.
- A campus culture that hinders the conversation of diversity. This was expressed in the following ways:
 - Concerns about reverse racism.
 - People are reluctant to discuss racial and ethnic diversity and only use diversity in the broadest sense.
 - Difficulty implementing hiring manual recommendations without unduly burdening existing faculty of color.
 - Lack of opportunity for meaningful dialogue.
 - Faculty backlash for focusing on diversity.
 - Leadership perceives diversity as race alone.

Question 3: What support do you need from the Chancellor's Office and the ASCCC to affect change?

- Training that is done regionally, by district, and by campus for faculty, staff and administration. The types of training include:
 - Improved EEO Training.
 - Training on how to judge/assess a candidate's understanding of and commitment to diversity.
 - Implicit bias training.
 - Identifying qualifications and potentially successful candidates.
- More Funding for:
 - Incentives for faculty, staff, administration, and colleges, especially for those serving on hiring committees.
 - Targeted Advertising.
 - To experiment with approaches.
 - Funding for full-time faculty to be part of job fairs at national conferences.
 - Funding to cover travel expenses for interview candidates.
- Guidance/Guidelines in the following areas:
 - How to increase and improve diversity and how to fund it.

- A transparent rubric to determine baseline institutional diversity.
- Sample diversity questions for job interviews.
- Legal guidance on what kind of language can be used in job postings and interview questions.
- Guidance to senate presidents on appointing hiring committee members.
- Job announcement templates.
- A handbook from the ASCCC on best practices for onboarding as a resource local campuses can adopt.
- Directives that are forcing conversations about racial inequity and a need for faculty diversification.
- Internship/Mentorship Programs in the following capacities:
 - Mentoring new faculty.
 - Create an internship pathway for Master's Degree level students where they start working as an embedded tutor, then an adjunct, and full-time faculty.
 - Fellowship program.
 - Statewide mentor program for California Community College (CCC) students that range from CCC through graduate school and doctorate program to teaching at CCC's.

Question 4: What specific recommendation(s) would you like to see out of the BOG Taskforce?

- Define Diversity.
- Adopt a seventh statewide goal related to system wide diversity to increase full-time faculty.
- Creating best practices that address the entire hiring process. For example:
 - Recruitment strategies: how do we get more underrepresented groups into our applicant pools?
 - A hiring toolkit that includes best practices for interviewing, recruitment and strategies to retain diverse faculty, staff and administration.
 - Creating a how to for revamping job announcements/interview questions.
 - Guidance on proving minimum qualifications compliance.
 - "How to Promote Diversity" checklist for hiring.
- Full time Faculty Obligation (FON) Updates with a revision that includes incentives for diversity and matching student demographics.
- Training in the following ways:
 - To fix/standardize EEO training for faculty, HR, administrators, and facilitators.
 - Large scale training for cultural and diversity inclusivity.

- Trainings in communication that include: conflict resolution, mediation, coalition building.
- Policy Changes that:
 - Make the diversification of faculty, classified staff and administration as a required area of the equity plan.
 - Challenge the legislature to update laws restricting the applicant's self-revealing information such as ethnic background, gender, and cultural identities.
- Resources such as:
 - Disaggregate data by discipline.
 - A list of professional organizations geared toward diverse groups to advertise to.
 - More statistics about the local population versus the faculty/staff at the colleges.

Item 2.8, Attachment 2: *Vision for Success* Diversity, Equity and Inclusion Integration Plan

Background

The *Vision for Success* Diversity, Equity, and Inclusion Task force (Task force) identified a set of diversity strategies based on research and diversity efforts by state and national institutions. The strategies were adopted as recommendations focused on a theory of change. The theory of change states that, if educational achievement and social mobility for California Community College (CCC) students is intrinsic in the *Vision for Success*, then faculty and staff diversity are a key driver for this work. Furthermore, community colleges and districts must be empowered to design, implement and reinforce policies, procedures and individual behaviors that serve to cultivate an inclusive ecosystem focused on equity and mutual respect in order to recruit, retain and support a diverse workforce that is continually responsive to the needs of a diverse student population.

The proposed diversity strategies are part of a system-wide integration plan to address faculty and staff diversity, including full-time and part-time faculty, classified staff, and educational administrators. The plan is an organizational strategy meant to help guide the future work of statewide organizations who will be engaging in the development and implementation of these strategies. The Task force recommends that this Integration Plan be treated as a roadmap that can be continually updated and should be annually revised to account for progress towards the strategies and activities listed, and adapt to the ongoing needs of the California Community College System.

Integrated Strategies

The integration plan assumes the proposed recruitment, retention, and support strategies can be adopted at the system and local level within 1-5 years (in some cases multiyear) to change equal employment opportunity (EEO) policies, procedures, and practices in collaboration with stakeholder associations and the Consultation Council.

These strategies and the related activities fall into three categories:

- 1.** Institutional strategies driven by policy changes.
- 2.** Interactional strategies driven by changes to existing procedures.
- 3.** Individual strategies driven by activities that promote supportive and inclusive behaviors.

In addition, the proposed institutional, interactional and individual strategies are aligned to the *Vision for Success* core commitments. The Task force affirms that because faculty and staff diversity is a driver for the educational achievement and social mobility of our students, the Integration Plan as a whole helps our system achieve the first commitment in the *Vision for Success*—focus relentlessly on students end goals.

Below, every strategy is aligned to a *Vision for Success* commitment. Under every strategy, you will see that the activities are divided into either Tier 1 Activities or Tier 2 Activities. Tier 1 Activities are those we believe can be achieved in a 1-2 year timeline and with existing resources. Tier 2 Activities are those that we believe can be achieved in a 3-5 year timeline and require additional funding. The plan concludes with a list of best practices associated with these activities.

List of Institutional Diversity Strategies

***Vision for Success* Commitment 2: Always design and decide with the student in mind**

Strategy A: Use data to understand present and future local workforce needs.

Tier 1 Activity: Require recordkeeping of hiring process decisions to allow for specialized statistical analysis of key hiring to measure impact and progress towards increasing the diversity of faculty and staff (classified and administrators).

Tier 1 Activity: Human Resources (HR) Information Systems and Research staff to establish a process for identifying criteria to measure adverse impact.

Tier 2 Activity: Expand longitudinal data analysis requirements to include measurement of specific selection criteria for adverse impact.

Tier 2 Activity: Develop a statewide user-friendly data repository.

Tier 2 Activity: Centralize recruitment and application tool for data collection, analysis and reflection (CCC Registry).

Strategy B: The California Community Colleges Chancellor's Office (CCCCO) to engage and collaborate with statewide stakeholders to implement the systemwide integration plan for diversity, equity, and inclusion.

Tier 1 Activity: Board of Governors (BOG) to establish an accountability body to monitor the implementation of the systemwide diversity, equity, and inclusion integration plan.

Strategy C: Develop culturally responsive faculty and staff (classified and administrators) recruitment strategies.

Tier 1 Activity: HR and Academic Senate for California Community Colleges (ASCCC) to establish first-year experience support structures for employees.

Tier 1 Activity: HR and ASCCC to clearly outline required Minimum Qualifications for positions.

Tier 1 Activity: HR and ASCCC to disseminate information on how selection committees may utilize Minimum Qualifications to select candidates.

Vision for Success Commitment 4: Foster the use of data, inquiry, and evidence

Strategy A: Require local boards to publicly review Equal Employment Opportunity (EEO) plans as an action item and encourage local boards to review progress towards activities associated with their district EEO plans.

Tier 1 Activity: CCCCCO to standardize and revise the EEO plan template and multiple measures with an equity lens and geared towards an action plan with accountability and evaluation of implementation.

Tier 1 Activity: CCCCCO to standardize the submission deadlines of all district EEO plans.

Tier 1 Activity: CCCCCO to provide guidance to colleges on longitudinal data analysis to ensure the reported numbers are aligned with diversity strategies and outcomes.

Tier 1 Activity: Districts and colleges to adopt EEO plans as an action item in a public meeting.

Vision for Success Commitment 5: Take ownership of goals and performance

Strategy A: Encourage diversity-focused criteria in employee evaluations and tenure review. Encourage boards to include diversity performance criteria in their self-evaluation.

Tier 1 Activity: ASCCC, HR, and local union to review existing evaluation procedures.

Tier 1 Activity: HR to collaborate with ASCCC to review faculty evaluation procedures using existing consultative structures.

Tier 1 Activity: ASCCC, HR, and local union to create a process where conversations about cultural competencies can happen outside the evaluation process.

Tier 2 Activity: ASCCC and HR to develop a performance evaluation criteria model and professional development opportunities to successfully expand employee's capacity to serve students.

Strategy B: Maintain active EEO committee to ensure continual review of local diversity efforts.

Tier 1 Activity: Chancellor's Office EEO and Diversity Advisory Committee to re-evaluate the activity update process and accountability measures for diversity.

Strategy C: Implement innovative hiring and outreach practices focused on diversity such as advertising faculty openings in websites, publications, professional associations in specific disciplines, and other groups targeted towards underrepresented academic communities.

Tier 1 Activity: HR, individual Department Chairs and Deans, and hiring committees to develop model job description, vacancy announcement, screening criteria, interview questions, and other employee selection procedure language to successfully serve diverse student populations.

Tier 1 Activity: Produce exemplary practices and models to be posted and disseminated on the Vision Resource Center.

Tier 2 Activity: Outreach to industries (for career education) and other institutions (Historically Black Colleges and Universities) for graduate and post-doctoral internship opportunities.

Tier 2 Activity: Create media campaign (specific website, marketing materials, social media) that highlights diversity, equity, inclusion resources, events, and recognition for students, faculty, staff, and communities.

Strategy D: Diversify representation in search committees.

Tier 1 Activity: Districts and colleges, Association of Chief Human Resource Officers (ACHRO), ASCCC, and Chief Instructional Officers (CIO's) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees.

Tier 1 Activity: ACHRO and ASCCC collaborate to create a tool to assess diverse representation.

Strategy E: Require diversity statement and commitment from applicants and statewide leaders.

Tier 1 Activity: EEO and Diversity Advisory Committee and HR to develop new standards to require a diversity statement of applicants.

Tier 1 Activity: BOG and CCCCCO to model this commitment in state hiring process in accordance with California Department of Human Resources policies and procedures.

Strategy F: Adopt a statewide diversity statement and incorporate the diversity statement into the mission of the California Community College System. Encourage colleges to adopt a diversity statement as part of their mission statement.

Tier 1 Activity: BOG to approve systemwide statement on diversity, equity, and inclusion and integrate the language in Title 5 regulations, the California Community Colleges mission, EEO plan templates and multiple measures certification forms.

Tier 2 Activity: Local boards to adopt a statement on diversity, equity, and inclusion publicly.

Vision for Success Commitment 6: Enable action and thoughtful innovation

Strategy A: Revise procedures that address diversity, equity, and inclusion to reduce bias in the hiring process. Ensure every step of the hiring process relates to Minimum Qualifications.

Tier 1 Activity: ASCCC to evaluate the 2nd Minimum Qualification for Faculty.

Tier 1 Activity: ASCCC to look at both the minimum qualifications and preferred qualifications to ensure diversity related experience and skillsets are preferred minimum qualification.

Tier 2 Activity: HR and ASCCC to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations.

Strategy B: Imbed diversity, equity, and inclusion into all faculty and staff (classified and administrators) awards (i.e. Stanback-Stroud Diversity Award, Dr. John Rice Diversity and Equity Award; Hayward Award; CC Classified Employee of the Year Award).

Tier 1 Activity: ASCCC to evaluate the Academic Senate Faculty award application process and imbed diversity, equity, and inclusion criteria.

Tier 1 Activity: Statewide associations take similar actions.

List of Interactional Diversity Strategies

Vision for Success Commitment 2: Always design and decide with the student in mind

Strategy A: Host open houses for prospective candidates with panels of current faculty and deans.

Tier 1 Activity: HR, Administration, Department Chairs and Student Services to collaborate on updating faculty hiring procedures and methods to include open houses.

Tier 1 Activity: CCCCCO to provide guidance on best practice hiring procedures.

Strategy B: Design professional development workshops to increase knowledge and understanding of cultural competency and diversity.

Tier 1 Activity: ASCCC, ACHRO, and Community College League of California (CCLC) to develop a series of modules on cultural humility, equity, diversity, and inclusion.

Tier 1 Activity: Collaborate with the EEO Advisory to create a workshop series model for administrators and managers to understand and see the value of inclusive behaviors.

Vision for Success Commitment 5: Take ownership of goals and performance

Strategy A: Advertise jobs via diversity-oriented channels.

Tier 1 Activity: CCCCCO create a repository of recruitment resources to include advertising and recruitment strategies that can be accessed via the CCC Registry, Vision Resource Center and reported on the EEO plan.

Tier 2 Activity: CCCCCO seek additional funding to support implementation of targeted advertising and recruitment strategies to offset costs of advertising in new places and using differentiated methods to recruit more diverse candidates.

Strategy B: Local HR review supplemental interview materials to ensure they are always job relevant.

Tier 1 Activity: CCCCCO partner with statewide organizations to provide best practices modules for implementing the hiring processes that upholds diversity, equity, and inclusion with the goal of serving students with excellence.

Tier 1 Activity: HR departments and program offices to develop an Employee Diversification component as part of their EEO Plan.

Strategy C: Encourage and facilitate dialogue between ASCCC, Administration, and HR to establish a diversity component in faculty evaluations.

Tier 1 Activity: ASCCC, Unions, Administration, and HR to collaborate to review the faculty evaluation tool.

Tier 1 Activity: ASCCC to provide guidance for evaluation and tenure review committees.

Tier 1 Activity: CCCCCO partner to create a model for performance evaluation criteria with ASCCC and ACHRO that holds all employees accountable for successfully serving diverse student populations.

Strategy D: Conduct exit interviews of faculty who leave.

Tier 1 Activity: CCCCCO and ACHRO to develop model language for exit interviews to assess perspectives on how the prevailing culture impacts diversity, attitudes towards diverse student and employee groups, awareness and success of diversity programs, likelihood of recommending districts to diverse job applicants, impact of current level of diversity on decision to leave.

Tier 1 Activity: Districts and colleges to collect data about those exit interviews to inform strategies for improving retention.

Strategy E: Provide equivalency guidance and professional development.

Tier 1 Activity: CCCCCO and ASCCC to partner to release statewide guidance on equivalency process and policies.

Tier 1 Activity: CCCCCO require that equivalency committees receive the same training as hiring committees.

Vision for Success Commitment 7: Lead the work of partnering across systems

Strategy A: Diversify hiring or screening committees with members of diverse educational background, gender, and ethnicity.

Tier 1 Activity: ASCCC and ACHRO to provide guidance on hiring committees: examples to diversify committee, what these committees should look like, and models for candidate evaluation.

Tier 1 Activity: ACHRO to develop a model to evaluate the composition of local hiring committees with a diversity, equity, and inclusion lens, and partner with CCCCCO and ASCCC to release statewide guidance.

Tier 1 Activity: ASCCC and HR to develop model job descriptions, vacancy announcements, screening criteria, interview questions, and other employee selection procedure language to establish the ability to successfully serve diverse student populations as a true minimum qualification for all positions. Focus on student engagement, retention, and responding to student needs.

Tier 2 Activity: Districts and colleges to revise their policies and procedures every 5 years and include cross-functional staff in hiring and screening committees (i.e. including staff from other disciplines, departments, divisions, classified staff, etc.).

Tier 2 Activity: CCCCCO and ACHRO create modules that outline a process for improving and diversifying screening and hiring committees to provide guidance to the field.

List of Individual Diversity Strategies

Vision for Success Commitment 2: Always design and decide with the student in mind

Strategy A: Provide campus-wide cultural competency and implicit bias training.

Tier 1 Activity: CCCCCO create an online module on cultural competency, implicit bias, and longitudinal analysis to upload to the Vision Resource Center and any relevant websites.

Tier 2 Activity: ACHRO, Association of California Community College Administrators (ACCCA), Association of Chief Business Officers (ACBO), ASCCC, classified senate leaders, and union leaders to develop principles to integrate cultural competency into all existing statewide association certificate programs.

Strategy B: Provide professional support for classified staff to build capacity and career growth with an emphasis on equity and diversity.

Tier 1 Activity: CCCCCO to evaluate how the caring campus pilot program can be scaled and the resources that would be needed.

Tier 2 Activity: CCCCCO to advocate for additional systemwide professional development support with an equity and diversity lens for classified staff in 2020-21.

Strategy C: Encourage and facilitate dialogue between ASCCC and Administration on faculty evaluation processes to demonstrate continued commitment to diversity.

Tier 1 Activity: CCCCCO collaborate with the ASCCC, CCLC, ACHRO, and unions to facilitate this dialogue at statewide conferences.

Tier 2 Activity: BOG to create a workgroup with a set timeline to require CCCCCO, ASCCC, ACHRO, and unions to develop model performance evaluation criteria and procedures to hold all employees accountable for successfully serving diverse student populations.

Vision for Success Commitment 3: Pair high expectations with high support

Strategy A: Establish pipeline programs to diversify the faculty applicant pools.

Tier 1 Activity: ASCCC and CCCCCO partner to provide statewide guidance and clarity on minimum qualifications (preferred vs required).

Tier 2 Activity: CCCCCO to secure funding to create a statewide internship program and pipeline for graduate students to teach at California Community Colleges.

Strategy B: Provide faculty and staff (classified and administrators) mentoring opportunities at colleges.

Tier 1 Activity: ASCCC and CCLC collaborate to educate districts, colleges, trustees, and CEO's on the impact of mentoring programs.

Tier 2 Activity: CCCCCO to secure new funding for EEO plans and flexibility to fund mentoring programs to be implemented statewide.

Vision for Success Commitment 5: Take ownership of goals and performance

Strategy A: Celebrate the diversity of the California Community College System.

Tier 1 Activity: BOG to adopt a multi-cultural awareness week to celebrate the diversity of our system. Encourage CCLC, Student Senate for California Community Colleges (SSCCC), ASCCC, ACHRO, and Chief Business Officers (CBO) to publicize the accomplishments of our system.

Strategy B: Elevate the work of community college system associations and external organizations that provide mentoring and professional development to diverse populations.

Tier 1 Activity: CCCCCO align requirements to the Rice Awards and allow system non-profit associations to nominate community college stakeholders (i.e. faculty, administrators, staff (classified) and students).

Strategy C: Foster open lines of communication on campuses for constructive feedback including dialogues, summits, town halls, and forums.

Tier 1 Activity: CCCCCO to continue Chancellor's Listening Tour and Black and African American Advisory Town Halls to elevate dialogue on diversity, equity, and inclusion.

Tier 1 Activity: CCCCCO to partner with system stakeholders to host annual diversity, equity, and inclusion summit.

Tier 2 Activity: ASCCC and ACHRO to create guidelines to develop local forums for dialogue.

***Vision for Success* Commitment 6: Enable action and thoughtful innovation**

Strategy A: Recognize and support faculty and staff (classified and administrators) contributions to diversity through their mentoring efforts and community involvement.

Tier 1 Activity: CCCCCO collaborate with ASCCC and CCLC to develop a best practices approach for mentoring and add it to the EEO best practices manual.

Best Practices

- Host a job fair focused on underrepresented/marginalized groups; likewise, attend Historically Black Colleges and Universities (HBCU's), Native American colleges, Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), and Hispanic-serving colleges' job fairs.
- Colleges may target recruitment efforts towards local master's degree programs focusing on final year candidates and establish partnerships with local higher education institutions that create a long-term pipeline of candidates.
- CCCCCO can partner with HBCU's, Native American colleges, professional associations/organizations, mentorship or coalitions, and other affinity groups for underrepresented minority groups (e.g. Latina Leadership Network, Asian Pacific Islanders in Higher Education, etc.) to facilitate recruitment and advertising for districts and colleges. The partnerships may leverage CCC Registry as a vehicle for streamlining recruitment more systematically to those audiences.
- ASCCC and HR can establish the review of supplemental material as a component/step in the process via EEO plan.
- Include diverse stakeholders on hiring committees and screening processes (i.e. students, community members, classified staff, etc.).
- Set principles of engagement or behavioral level best practices to guide districts/colleges in effectively implementing the new diversity, equity, and inclusion focused processes. Provide EEO training to districts and colleges for implementing these processes with a diversity, equity, and inclusion lens.
- Create an environment of inclusion with on-going state and institutional-level recognition of faculty and staff efforts and commitment to diversity, equity, and inclusion and successfully serving students.
- Establish a peer-to-peer strategy for recognition.

- Identify models that have a systemic approach to recognizing and affirming diversity, equity, and inclusion. (Example: Palomar College trustees created a policy putting diversity at the forefront).
- Encourage behaviors from administrators that lead to recognition at every level where diversity, equity, and inclusion and student success efforts happen (i.e. team recognition, part-time staff recognition, admin, etc.).
- Districts and colleges to review and strengthen the college and district policy and procedures to make the hiring and screening committees representative of the students and communities served (include students and part-time faculty representation).
- Provide compensation and credit for students participating in hiring or selection committees.
- Use section of EEO plan that allows CCCCO to collect data on the composition of hiring committees to understand the progress colleges and districts are making.
- Districts and colleges support the development of a workshop series for administrators and managers designed to understand and see the value of inclusive behaviors (i.e. cultural competency, accessibility).
- CCCCO encourage the development of intern programs that provide training to diverse applicants to meet minimum qualifications by highlighting them in the EEO best practices handbook (Example: Project MATCH).
- ACHRO and CBO's can partner to develop a checklist to implement college mentorship programs.
- Trustees and CEO's encourage college partnerships with community-based organizations to solicit feedback on strategies to create a more inclusive work environment and identify barriers to inclusion.
- Promote the collaboration between colleges and local organizations to offer joint research, training, and educational opportunities and experiences for faculty and staff by encouraging the development of a directory of multicultural organizations.
- California Community Colleges Classified Senate (4CS), CBO's, CCLC, and ACHRO can partner to create a checklist to lead a statewide education campaign to encourage classified staff to discuss and champion equity and diversity.
- ASCCC can collaborate with local senates, faculty, and staff to promote campus dialogue related to diversity, equity and inclusion.

Item 2.8, Attachment 3: California Community Colleges Diversity, Equity and Inclusion Statement

With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future. Embracing diversity means that we must intentionally practice acceptance and respect towards one another and understand that discrimination and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others. In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those vestiges from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an environment that offers equal employment opportunity for all.

As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation. We acknowledge that the concept of diversity and inclusion is ever evolving, thus we create space to allow for our understanding to grow through the periodic review of this statement.

Item 2.8, Attachment 4: Updated 2020-21 Faculty and Staff Diversity Budget Change Proposal

California Community College Chancellor's Office 2020-21 Budget and Legislative Request Form

The Finance and Facilities Planning and Governmental Relations Divisions are seeking input into the development of the 2020-21 California Community Colleges Budget and Legislative Request. To submit a budget or statutory request, please upload this completed form at [Dropbox](http://tinyurl.com/yy4v9k97) (<http://tinyurl.com/yy4v9k97>) by June 21, 2019. For consideration, proposals should advance the [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/vision-for-success.ashx) (<https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/vision-for-success.ashx>). The Chancellor will make the final determination regarding items included in the proposed 2020-21 Budget and Legislative Request. While submissions will not receive individual responses from the Chancellor's Office, items selected for potential inclusion will likely require completion of a [Budget Change Proposal](http://www.dof.ca.gov/budget/resources_for_departments/budget_forms/documents/D46.doc) (http://www.dof.ca.gov/budget/resources_for_departments/budget_forms/documents/D46.doc) and/or submission of additional background information.

Proposal summary and alignment to the *Vision for Success*

In November 2018, the Board of Governors (Board) requested that the Chancellor's Office establish a Faculty and Staff Diversity Task force (Diversity Task force). The creation of the Task force was sparked by a statewide study that found that in the California Community College system, the demographics of campus faculty and leadership is not representative of the student's they serve. Specifically in 2016-17, while 73% of students were students of color, 72% of Academic Senates Leaders were White, 61% of tenured faculty were White, 60% of non-tenured faculty were White, and 59% of College Senior Leadership were White. Recognizing that California Community College districts have made improvements to implement and submit equal employment opportunity (EEO) reports, the Board requested that the Faculty and Staff Diversity Task force present a set of recommendations to integrate faculty and staff diversity as a part of the Vision for Success and present a set of statewide recommendations on structural changes, including policies, practices, and tools that the system will need to make to improve system EEO implementation and better support diversity.

Faculty and staff diversity is a driver for educational achievement and social mobility. Faculty and staff diversity is important to ensure students can identify with our faculty/staff and our faculty/staff to connect effectively with students of diverse backgrounds. As a driver, faculty and staff diversity directly supports the Vision for Success goals. This proposal requests additional statewide resources that have been identified by the Diversity Task force to help colleges and districts implement the recommendations that will be adopted by the Board of Governors at their September or November 2019 meeting.

Description of the Problem

The *Vision for Success* commitments represent a set of mindsets. The commitments are an overarching theory of action, they are not specific tactics. In order to improve faculty and staff hiring practices, districts and colleges will need additional resources to implement transformational changes to system pre-hiring, hiring and retention policies and strategies.

It has been challenging to operate robust EEO programs at the local level. Currently, colleges receive \$50,000 in EEO funds to support EEO efforts and comply with reporting requirements. Outside of this state allocation, HR offices and partnerships between the Chancellor's Office, Academic Senate, League and ACHRO have to be pieced together to provide technical assistance, trainings and tools for the largest system of public higher education in the nation. The California Community College system also hosts an outdated job board (called the CCC Registry) that is in need of improvements to better serve job seekers who are committed to educational excellence as faculty members or administrators in our districts and colleges. Improving this online database of job opportunities will be critical to improving the pre-hiring process. Additionally, we envision a more modern and robust CCC Registry which would evolve beyond its current status as a simple job board to become a streamlined and efficient tool for applying to multiple jobs. This common application would allow for the easy collection and analysis of demographic data, which would support our EEO mission by providing current and readily available data on EEO performance at the college, district, regional, and system-wide level.

Background of the problem

The lack of faculty and staff diversity is not unique to the California Community College system. Our worksite is a microcosm of the rest of society. Significant improvements have been made to improve the EEO Plan submission rate and multiple methods certification form. In 2017, the Statewide EEO and Diversity Advisory Committee held statewide meetings to develop the nine multiple methods to certify and receive EEO funds, and in 2016 a best practices handbook was developed. These improvements have been thwarted due to limited resources, not system support. The Diversity Task force will present for Board consideration changes that will make system wide investments an urgency.

Describe how the proposed solution addresses the problem

The proposed solution would begin to build the capacity for California's 115 colleges and support at the state Chancellor's Office. To accomplish the statewide recommendations, the Chancellor's Office is requesting state investments in California Community College diversity and EEO efforts as a part of the 2020-21 budget request process. The Diversity Task force proposes augmenting existing funding and two new funding gaps that will advance statewide diversity efforts. The investments below total: **\$76.4 million**.

- **\$20 million** ongoing to expand district EEO implementation. This includes \$10 million ongoing for professional development **for full-time faculty, part-time faculty and classified staff to drive individual and systemic cultural change to improve the**

equal educational opportunity for all students. This is an augmentation to the existing EEO fund allocation.

- \$15 million one-time to establish a Statewide Pilot Fellowship program to improve faculty diversity hiring. This program has been proposed by the Consultation Council for several years. Establishing a statewide fellowship program has been proven nationally as a successful strategy to diversify worksites in the public and private sector.
- \$1 million one-time to modernize the CCC Registry and add system-wide online trainings such as cultural competency and unconscious bias training.
- \$40 million ongoing for full-time faculty hiring.
- \$407,699 ongoing general fund to provide additional support for Chancellor’s Office positions that will provide leadership in statewide best practices and closely monitor EEO plan implementation and district reporting obligations. (1 Vice Chancellor-Exempt position, 1 Specialist, 1 Staff Services Analyst)

Analyze all feasible alternatives

The only alternative to a budget investment is continuing to use existing limited resources to piece together trainings and tools with external stakeholders and focusing on compliance to submit a state report. Without resources, our colleges and districts will only be able to report how they have attempted to comply and make improvements without resources. This approach is unsustainable, and greatly impacts the system's ability to enact and advance the large-scale reforms required by the *Vision for Success*.

Strongest arguments in support of proposed solution

California Education Code section 87100 requires “a workforce that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.” Maintaining a richly diverse workforce is not only required by law, but these policies provide our students with the educational benefits of a diverse workforce. The investments requested represent the best thinking across system-wide stakeholders who are experts in our system’s policies and practices, and have engaged in a taskforce convening over a period of 6 months.

Fiscal analysis and justification

This proposal calls for **\$60.4 million** in ongoing funding and \$16 million in one-time funding. These structural investments are only one part of the institutional changes needed to provide colleges and districts resources, support and guidance. While the proposal can be phased-in over 1-2 years, the need for ongoing funding will be critical to these efforts. The largest investment is needed to diversify the faculty in our system through full-time positions. A strong partnership with the Academic Senate for California Community Colleges will need to be ongoing and address major hiring processes such as equivalency and hiring committee trainings. This request includes \$40 million ongoing for

full-time faculty positions because without connecting future hiring to statewide diversity efforts, the system will continue to play catch up to fill limited vacancies with diverse candidates.

Describe previous state or federal legislation, policy or fiscal efforts, or hearings on the subject

EEO statutes are codified in California Education Code sections 87100-87108, and implementing regulations are found at title 5, California Code of Regulations sections 53000- 53034. The State legislature has been interested in this topic across segments over the last decade, and a proposed Assembly hearing is planned for Fall 2019.

Additional Information

This proposal will require statewide system support as significant Proposition 98 dollars will be needed to prioritize increasing faculty and staff diversity in our system. Additionally, the issue of part-time faculty and staff was not addressed in this proposal.

The Task force is Co-chaired by the Chancellor's Office and the Academic Senate for California Community Colleges (ASCCC) and includes presidents/CEO's, faculty, HR managers, trustees, researchers, students and Chancellor's Office staff. The Task force met between April and September 2019 and will present to the Board a systemic plan to improve faculty and staff diversity at the September and November 2019 Board meetings. Task force Roster:

- Dr. John Stankas, ASCCC President (Co-Chair)
- Mayra Cruz, ASCCC, DeAnza College
- Dr. Edward Bush, President, Cosumnes River College
- Dr. Martha Garcia, Superintendent/President, Imperial Valley College
- Marisa Perez, Trustee, Cerritos CCD
- Loren Steck, Trustee, Monterey Peninsula CCD
- Irma Ramos, ACHRO, North Orange CCD
- Greg Smith, ACHRO, Shasta College
- Hildegard B. Aguinaldo, Board of Governors Member
- Alexis Zaragoza, Board of Governors Student Member
- Dr. Daisy Gonzales, Chancellor's Office (Co-Chair)
- Fermin Villegas, Chancellor's Office
- Ebony Lopez, Chancellor's Office
- Sandy Fried, Foundation for California Community Colleges Success Center
- Nadia Leal-Carrillo, Foundation for California Community Colleges Success Center
- Dr. Devon Graves, Foundation for California Community Colleges Success Center

Contact Information

Proposal Primary Contact: Dr. Daisy Gonzales

Division/Organization/College: CCCC

Email Address: dgonzales@cccc.edu

Approval for Submission

To be considered for inclusion in the 2020-21 Budget and Legislative Request the proposal must be approved by one of the following, as appropriate: Chancellor's Office Division Executive Vice Chancellor, Vice Chancellor or Chief Counsel, Consultation Council representative, or district/college Chief Executive Officer or General Counsel.

Approved By: Dr. Daisy Gonzales

Title: Deputy Chancellor

Email this completed form to Imran Majid and Hilary Thomson by June 28, 2019.

Please email [Imran Majid](mailto:imajid@cccc.edu) (imajid@cccc.edu) or [Hilary Thomson](mailto:hthomson@cccc.edu) (hthomson@cccc.edu) with any questions or comments.

Item 2.8, Attachment 5: Board Resolution Adopting Recommendations from the Diversity, Equity and Inclusion Task Force

Resolution of the Board of Governors

California Community Colleges

No. 2019-19

WHEREAS, the California Community Colleges comprise the nation's largest postsecondary education system in the country with 115 colleges and 2.1 million students, who together include the full spectrum of diversity represented by the population of California; and

WHEREAS, the diversity of faculty, classified staff and administrators employed by the California Community Colleges does not adequately reflect the diversity of the student body; and

WHEREAS, community college students of all backgrounds will benefit educationally from improved diversity among faculty, classified staff, and administrators, and improving diversity has become an urgent priority for the California Community Colleges; and

WHEREAS, the Chancellor of the California Community Colleges convened a Diversity, Equity and Inclusion Task force to develop recommendations for the Board to advance our efforts to diversify the population of community colleges employees.

IT IS RESOLVED, that the Board of Governors of the California Community Colleges:

Accepts the proposed strategies outlined in the Diversity, Equity and Inclusion Integration Plan to integrate diversity, equity and inclusion into the *Vision for Success*, and directs the Chancellor's Office to present a preliminary timeline for the Integration Plan to the Board of Governors at the January 2020 Board meeting, with a description of the implementation team and a possible recommendation for additional oversight, based upon the 2020-21 state budget outlook;

Adopts the proposed California Community Colleges Diversity, Equity and Inclusion Statement and directs the Chancellor's Office to propose changes to title V, the mission of the California Community College system, Equal Employment Opportunity plan templates, and multiple measures certification forms by September 2020; and

Supports the 2020-21 budget proposal submitted by the Task force, to augment statewide resources that will advance the implementation of the proposed Diversity, Equity and Inclusion Integration Plan.

Vote Count:

Dated:

Tom Epstein, President
Board of Governors California Community Colleges



California Community Colleges Board of Governors

Item 2.9: Budget and Legislative Request for 2020-21

Attachments: 1

Date: September 16-17, 2019

Category: College Finance and Facilities Planning Division, Governmental Relations

Type of Board Consideration: Action

Recommended By

Handwritten signature of Christian Osmeña in black ink.

Christian Osmeña, Vice Chancellor
Laura Metune, Vice Chancellor

Approved for Consideration

Handwritten signature of Eloy Ortiz Oakley in black ink.

Eloy Ortiz Oakley, Chancellor

Issue

This item presents the Board of Governors (Board) with the 2020-21 Budget and Legislative Request for the California Community Colleges for discussion and approval.

Recommendation

It is recommended that the Board of Governors approve the Board of Governors' Budget and Legislative Request for 2020-21, which is included as Attachment 1.

Background

Existing law requires the Board of Governors, in consultation with institutional representatives of the California Community Colleges and statewide faculty and staff organizations, develop criteria and standards for making the annual budget request for the California Community Colleges to the Governor and the Legislature.

Similarly, existing law requires the California Community Colleges Chancellor's Office (Chancellor's Office) to prepare a five-year capital outlay plan identifying the statewide needs and priorities of the California Community Colleges. To allow the Chancellor's Office to meet this requirement, existing law also requires the governing board of each community college district to both prepare and submit to the Board of Governors of the California Community Colleges a system-wide five-year plan for capital construction annually. These district five-year capital outlay plans are typically due to the Chancellor's Office by July 1 of each year. The Chancellor's Office reviews and approves the districts' five-year capital outlay plans as part of the annual capital outlay grant application process. The California Community Colleges Five-Year Capital Outlay Plan is compiled using information from the districts' approved plans.

Finally, the standing orders of the Board of Governors also require the Chancellor to seek the advice of the Consultation Council regarding positions on state legislation.

In this item, the Board of Governors is presented with a single request that would guide major budget and policy advocacy in 2020, as part of the state's processes to approve the annual budget for the 2020-21 fiscal year and enact other legislation. If adopted by the board, the Budget and Legislative Request would be presented to the Department of Finance, the Legislature, and the system's stakeholders.

The Budget and Legislative Request intends to further the *Vision for Success* by encouraging colleges' continued design around the Guided Pathways framework. The request prioritizes programs that target resources for high-needs groups and give districts discretion to design plans that respond to local conditions. Finally, it aims to support insights gained through the Chancellor's Office's ongoing review of existing laws and policies to determine whether they are advancing—or constraining—colleges' ability to achieve the *Vision for Success*.

In May, the Chancellor's Office began the process to develop the Board of Governors' budget and legislative request for the 2020-21 fiscal year, with a request to the system to submit concepts for inclusion in the proposal. From that request, the Chancellor's Office received nearly 50 proposals. The Board of Governors received an update at the July meeting. On August 14, the Chancellor's Office invited stakeholders to attend a workshop to discuss the requests. On August 15, the Consultation Council discussed how the proposals might be prioritized as part of the system's request, with several members noting how critical it is for the system to commit to shared priorities. The Chancellor's Office has incorporated feedback from that consultative process into this document.

In using the proposals to generate recommendations, the Chancellor's Office aimed to determine:

- The extent to which a proposal furthers the *Vision for Success*.
- Whether the proposal is statewide in nature.
- Whether the justification for state intervention is compelling.
- The extent to which available evidence suggests that the proposal would be effective in addressing an identified problem.
- The extent to which the proposal is consistent with prior statements of Board of Governors policy.
- The extent to which the proposal aligns with interests of the Governor and legislators.

In his first year, Governor Newsom has promoted a policy agenda focused on creating a California for All. Further, he has signaled his interest in responding to the future of work. At the same time, state budget analysts continue to warn about a coming economic downturn that could constrain state revenues even further. The Budget and Legislative Request aims to situate the California Community Colleges as critical in responding to these challenges and opportunities.

Attachments

- 1.** Budget and Legislative Request for 2020-21

Item 2.9, Attachment 1: Budget and Legislative Request for 2020-21

Introduction

The California Community Colleges is the largest system of higher education in the nation, made up of 73 districts and 115 colleges that serve 2.1 million students annually. The state's community colleges provide a range of educational needs aimed at supporting Californians' social and economic mobility, with students seeking to build foundational skills, gain career-related skills to enter or advance in their careers, or earn a degree or transfer to a four-year university.

In 2017, the Board of Governors embraced the *Vision for Success (Vision)*, which identifies the North Star our system must follow if we are to meet California's needs. The California Community Colleges' *Vision* guides interrelated reforms that will make higher education more accessible and equitable for millions of Californians at a time when the state needs it most.

Specifically, to intensify the focus on students' end goals, the Board of Governors adopted the following systemwide goals, which were built off the most recent data when the *Vision* was initially developed:

- Increase by at least 20 percent the number of students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs.
- Increase by 35 percent the number of students transferring annually to a University of California (UC) or a California State University (CSU).
- Decrease the average number of units accumulated by students earning an associate degree, from approximately 87 total units to 79 total units.
- Increase the percentage of exiting CTE students who report being employed in their field of study, from 60 percent to an improved rate of 69 percent.
- Reduce equity gaps across all of the above measures by 40 percent by 2022 and closing those achievement gaps for good by 2027.
- Reduce regional achievement gaps across all of the above measures, with the ultimate goal of closing regional achievement gaps for good by 2027.

We have initiated innovative and, some would say, disruptive changes that are focused on achieving these goals. California is restructuring the way community colleges are funded to reward community colleges that improve outcomes for low-income students; phasing out high-stakes placement exams and develop for-credit alternatives to remedial classes; expanding access to structured academic and career pathways; and establishing an online community college to provide education and workforce training for adults who cannot access classes at fixed times at a brick-and-mortar campus.

The Board of Governors' Budget and Legislative Request for 2020-21 furthers the *Vision* by proposing budget adjustments and policy changes that respond to these clear signals from state leaders about the outcomes necessary to support the state's future. It largely prioritizes additional resources in programs that leave discretion at the local level for districts to determine spending needs. The request responds to the input received from educators, advocates, and students themselves about what support is necessary to further the implementation of recent reforms and achieve the *Vision* goals. It also emphasizes the need for continual review of existing laws and policies to determine whether they are advancing—or constraining—colleges' ability to achieve the *Vision*.

This request also recognizes that per-student resources for the California Community Colleges has long been far too low, even as costs increase oftentimes faster than inflation, making it more difficult for colleges to even maintain existing programs. Historically, the Governor and the Legislature have not appropriated resources above the minimum guarantee of appropriations to schools and community colleges enacted in Proposition 98 and related laws. The impacts are real: for each student enrolled, the California Community Colleges receive less funding than the UC and the CSU do, even though the community colleges are likelier to enroll students who have faced the greatest barriers to educational attainment, including students from low-income families, first generation students, and black and Latinx students. State leaders must grapple with what this budget reality means for California's future. As a system, we strongly request both adequacy and equity. The state can make progress incrementally. It can expand support for programs that have historically been funded outside of the minimum guarantee, including financial aid for students, districts' retirement costs, and infrastructure.

This request also aims to build on the work Governor Newsom and the Legislature have advanced to create a California for All and strengthen the state's long-term budget resiliency. Today, too many Californians have faced systemic barriers to postsecondary educational attainment, and they now face greater risks as the state grapples with a future of work characterized by rapid change and instability. The California Community Colleges have always enrolled the most vulnerable Californians, and this request is designed to better support that work. At the same time, we recognize that our colleges must be bettered for coming budgets in which revenues will be more constrained. This request asks that existing obligations be preserved first and that the Governor and Legislature give the Board of Governors and the Chancellor's Office the tools to provide support most effectively.

Process

The California Constitution specifies that money may be drawn from the state treasury only through an appropriation made by law. The annual budget act is a bill that serves as the primary authority for expenditures (accounting for about two-thirds of appropriations). Other bills providing for appropriations related to the budget act (often referred to as trailer bills) are typically enacted with the budget. Existing law requires the Board of Governors, in consultation with institutional representatives of the California

Community Colleges and statewide faculty and staff organizations, to develop criteria and standards for the purpose of making the annual budget request for the California Community Colleges to the Governor and the Legislature.

Similarly, existing law requires the Chancellor's Office to prepare a five-year capital outlay plan identifying the statewide needs and priorities of the California Community Colleges. To allow the Chancellor's Office to meet this requirement, existing law also requires the governing board of each community college district to both prepare and submit to the Board of Governors of the California Community Colleges a systemwide five-year plan for capital construction annually. The Chancellor's Office reviews and approves the districts' five-year capital outlay plans as part of the annual capital outlay grant application process. The California Community Colleges Five-Year Capital Outlay Plan is compiled using information from the districts' approved plans.

Outside of the budget process, the Legislature also makes policy through bills and resolutions considered in the legislative process, with bills enacted by the Legislature presented to the Governor for consideration. The standing orders of the Board of Governors also generally require the Chancellor to seek the advice of the Consultation Council regarding positions on state legislation.

In May, the Chancellor's Office began the process to develop the 2020-21 Budget and Legislative Request by asking system constituents to submit concepts for inclusion in the proposal. From that call, the Chancellor's Office received nearly 50 proposals. The Board of Governors received an update at the July meeting. On August 14, the Chancellor's Office invited stakeholders to attend a workshop to discuss the proposals, and, on August 15, the Consultation Council discussed how the proposals might be prioritized as part of the system's request. When the Consultation Council discussed these issues, several members noted how critical it is for the system to commit to shared priorities. The Chancellor's Office has incorporated feedback from that consultative process into this document, with the intent that this request can be the basis for coordinated advocacy on the part of the California Community Colleges.

In using the proposals to generate recommendations, the Chancellor's Office aimed to determine:

- The extent to which a proposal furthers the *Vision*.
- Whether the proposal is statewide in nature.
- Whether the justification for state intervention is compelling.
- The extent to which available evidence suggests that the proposal would be effective in addressing an identified problem.
- The extent to which the proposal is consistent with prior statements of Board of Governors policy.
- The extent to which the proposal aligns with interests of the Governor and legislators.

The table on the following pages summarizes categories and specific proposals included in the 2020-21 Budget and Legislative Request. Appendix 1 articulates existing challenges and opportunities motivating the requests and the specific details of the requested actions. Appendix 2 shows the changes in funding in 2020-21 for programs included in the California Community Colleges Proposition 98 budget, assuming adoption of all of the proposals.

Although the Chancellor's Office's aim is that this proposal represent the focus of the system's advocacy over the next year, the Governmental Relations Division will also continue to update the Board of Governors on other policy proposals and seek Board consent to take positions on pending legislation aligned to the *Vision*.

Request Summary

Key: SO=State Operations, LA=Local Assistance, CO=Capital Outlay, Pos.=Positions Requested, GF=General Fund, 98=Proposition 98, BB=Budget Bill, TB=Trailer Bill, CCC=California Community Colleges, CCCCC=California Community Colleges Chancellor's Office

Foundational Resources

Monetary denominations in the following chart are in thousands.

Proposals	SO	LA	CO	2020-21	Pos.	2021-22	Pos.	GF	98	BB	TB
Funding to Meet Current Obligations and Provide Cost Adjustments	N	Y	N	\$278,000	0	\$278,000	0	Y	Y	N	N
Support for Pension Contributions	Y	N	N	\$100,000	0	\$0	0	Y	N	Y	Y
Board of Governors' Capital Outlay Program	N	N	Y	\$649,707	0	\$366,739	0	N	N	Y	N

Focus on College Affordability

Monetary denominations in the following chart are in thousands.

Proposals	SO	LA	CO	2020-21	Pos.	2021-22	Pos.	GF	98	BB	TB
Financial Aid Reform	Y	Y	N	\$250,579	3	\$500,390	3	Y	N	Y	Y
Textbook Affordability	N	Y	N	\$10,000	0	\$0	0	Y	Y	Y	Y
Annual Survey of Students' Basic Needs	Y	N	N	\$350	0	\$350	0	Y	N	Y	N

Focus on Faculty and Staff

Monetary denominations in the following chart are in thousands.

Proposals	SO	LA	CO	2020-21	Pos.	2021-22	Pos.	GF	98	BB	TB
Implementation of Faculty and Staff Diversity Taskforce Recommendations	Y	Y	N	\$76,408	3	\$60,408	3	Y	Y	Y	N
Professional Development to Improve Teaching and Student Support	N	Y	N	\$15,000	0	\$15,000	0	Y	Y	Y	N
Part-Time Faculty Support	N	Y	N	\$10,000	0	\$10,000	0	Y	Y	Y	N

Targeted Resources to Address Student Needs

Monetary denominations in the following chart are in thousands.

Proposals	SO	LA	CO	2020-21	Pos.	2021-22	Pos.	GF	98	BB	TB
Augmentations for the Student Equity and Achievement Program	N	Y	N	\$20,000	0	\$20,000	0	Y	Y	N	N
Expansion of Mental Health Services	N	Y	N	\$10,000	0	\$10,000	0	N	N	Y	Y
Expansion of Educational Program for Incarcerated Students	N	Y	N	\$10,000	0	\$10,000	0	Y	Y	Y	Y

Expansion of State Supports to Serve System Needs

Monetary denominations in the following chart are in thousands.

Proposals	SO	LA	CO	2020-21	Pos.	2021-22	Pos.	GF	98	BB	TB
Establishment of System of Support for CCC	N	Y	N	\$0	0	\$0	0	Y	Y	Y	Y
Expansion of CCCCCO Research and Planning Unit	Y	N	N	\$945	6	\$945	6	Y	N	N	N
Establishment of CCCCCO Housing Unit	Y	N	N	\$200	2	\$200	2	Y	N	N	N
Establishment of CCCCCO Energy and Environmental Sustainability Unit	Y	N	N	\$200	2	\$200	2	N	N	N	N
CCC Library Services Platform	N	Y	N	\$4,000	0	\$4,000	0	Y	Y	N	N
Systemwide Awareness and Outreach	N	Y	N	\$2,500	0	\$0	0	Y	Y	N	N
Core Support for CCCCCO Operations	Y	N	N	\$2,300	13	\$2,300	13	Y	N	N	N

Appendix 1—Request Narrative

Foundational Resources

Funding to Meet Current Obligations and Provide Cost Adjustments

Across the system, there appears to be near-universal recognition of the insufficient level of funding provided to the California Community Colleges, even as faculty, staff, and other leaders work to do the vital work of preparing millions of students for active participation in our society and our economy. To achieve the *Vision*, colleges must be able to access greater levels of resources.

The Century Foundation, in a report released in 2019, noted the need for greater discussions around adequacy of community college funding. The report notes:

“Today, higher education tends to shower the greatest resources on wealthy and high-achieving students with the fewest educational needs, and devotes the fewest resources to economically disadvantaged students with the greatest educational needs. At the most selective four-year colleges, students from the wealthiest socioeconomic quartile outnumber those from the poorest quartile by 14 to 1, yet at community colleges disadvantaged students outnumber those from the richest quarter by 2 to 1...”

The report continues with an important caution, based on a large body of evidence on education finance, that we hope will motivate policy discussions moving forward:

“The current approach—inequitable investments in low-income and low-achieving students—creates powerful inefficiencies, in that it leads far too many students to drop out before completion. It simply is inefficient to enroll students in programs that are not adequately supported with institutional resources.”

As noted earlier, the system recognizes that increases in state revenues are expected to be relatively modest moving forward. From that lens, the Board of Governors requests that, at a minimum, the state fund the costs of existing obligations, including by providing funding for the cost-of-living adjustments (COLA) and other workload adjustments that are typically made for community college apportionments as part of the budget process. For the Student Centered Funding Formula (SCFF), this request assumes the need for about a 1-percent increase in funding above the COLA, though this figure will be revised at the end of the year based on revised data submitted by districts. The Board of Governors also requests a cost-of-living adjustment for financial aid administration. The Governor and Legislature have recognized that making sure community college students receive the aid to which they are entitled is critical to improving student success. This COLA would help make sure this program can keep pace with growing costs. In total, this request requires an additional \$278 million in Proposition 98 resources.

Further, the Board of Governors continues to request that the Governor and Legislature enact statutes to authorize adjustments of state General Fund appropriations for the SCFF

to account for revised estimates of costs and offsetting revenues. That is, if costs are higher than budgeted, General Fund appropriations would increase. Further, if offsetting revenues are lower than budgeted, General Fund appropriations would also increase. This change would provide districts with necessary stability in their budgets and avoid mid-year changes that disrupt programs in the short-term and create challenges for a district's fiscal health over a longer term.

In approving this request, the state would recognize increases in the districts' operating expenses while providing them with discretionary resources to meet their students' needs.

Support for Pension Contributions

Although the 2019-20 budget provided support for districts' pension costs, the ongoing increases in districts' pension contribution rates for both the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) continues to strain community college budgets. With these cost increases, it is even more difficult for districts to maintain current program levels, even with the cost-of-living adjustments provided for certain programs, or oftentimes necessitating erosion of reserves that otherwise would help districts prepare for revenue declines in future years.

Under state law and estimates produced by the Department of Finance, community college districts employer contribution rates for 2020-21 would be 18.4 percent of covered compensation for CalSTRS (a year-over-year increase of 1.3 percent compared to the employer contribution rate of 17.1 percent in 2019-20) and 22.7 percent for CalPERS (an increase of 2.98 percent compared to the rate of 19.72 percent in 2019-20). The Board of Governors requests that the state "buy down" districts CalSTRS and CalPERS rates in 2020-21 (consistent with the actions taken with the 2019-20 budget), so that the districts' rates in 2020-21 would be equal to their rates in 2019-20. Using recent estimates of covered compensation, it appears such a proposal would require \$100 million (which does not include the costs for the state to do the same for K-12 school employers).

Board of Governors' Capital Outlay Program

The state's 73 community college districts are responsible for properties that include more than 25,000 acres of land, 5,956 buildings, and 87 million gross square feet of space, including 54 million assignable square feet (ASF) of space available for educational programs. In addition, many districts operate off-campus outreach centers not included in the system's facilities counts.

The Five-Year Capital Outlay Plan, covering 2020-21 through 2024-25, projects facilities needs of \$22 billion for the system. Of this amount, \$8.6 billion is for construction of new facilities and \$13.4 billion is for modernization of existing facilities. Taken together, addressing this need would require construction of an additional 5.3 million ASF for new facilities and 29.3 million ASF for modernization of existing facilities.

The plan includes individual projects submitted by districts for all five years of the plan, with some systemwide facilities needs also noted. Specifically, needs created by enrollment growth are determined by converting the estimated enrollment needs (after assuming some needs will be addressed by alternative delivery methods) to space needs based on space standards previously adopted by the Board of Governors. The modernization needs for the system are established based on the need to modernize existing buildings that are over 40 years old. Approximately 62 percent of the California Community Colleges facilities are 25 years or older, with 49 percent more than 40 years old.

For the 2020-21 plan cycle, the proposed spending plan for the California Community Colleges consists of 64 projects—39 continuing and 25 new start projects—with approximately \$650 million in proposed state funding and \$507 million in local contributions. Proposition 51 (approved in 2016) authorizes \$2 billion in state bonds for community college projects. This request seeks an appropriation of bond funds that would be issued pursuant to this authority.

The proposal expects local funds to be used to complement the state support. For context, since the passage of Proposition 39 in November 2000, which lowered the threshold for voter approval of local bonds to 55 percent, 70 of the 73 districts have passed local bonds, with a total amount of \$42.8 billion authorized. This total includes \$14.3 billion authorized between 2016 and 2018.

Focus on College Affordability

Financial Aid Reform

A postsecondary education is key for Californians to unlock social mobility and economic prosperity. Students' ability to afford college plays a major role in their decision to attend and their ability to graduate. California policymakers have worked hard to ensure that tuition is not a barrier for community college students. The California College Promise Grant (formerly the BOG Fee Waiver) pays tuition for all students with financial need in our system. The California College Promise provides tuition coverage for up to two years for students who do not meet the income threshold for the Promise Grant, and who are first-time and attending full-time. For those students who do not qualify for either the Promise Grant or the Promise program, they pay, by far, the lowest fees in the nation: less than \$1,400 annually. However, the total cost to attend a community college is much more than tuition. Costs like food, housing, and textbooks can exceed \$19,000 annually. Because so little grant aid is available to cover those non-tuition costs, it can be less affordable for low-income students to attend the community colleges than to attend the University of California in their region.

This inequity exists largely because the Cal Grant program, the state's primary financial aid program, is not designed to serve students who begin their educational journeys in the California Community Colleges. Under the existing structure, the Cal Grant program provides entitlement awards only to recent high school graduates who meet certain age, income, and high school performance eligibility requirements. Many community college students come to our system several years after high school. More than 40 percent of California's community college students are over the age of 25, making them ineligible for a Cal Grant entitlement award. Students who are ineligible for the entitlement award may be eligible for a competitive award, but the demand for those awards far exceeds the supply. These constraints in the Cal Grant program mean that, although nearly half of all community college students meet the low-income standard to receive the system fee waiver, only about 5 percent receive a Cal Grant. Further, for those community college students that do receive a Cal Grant, the actual dollar value of that grant is significantly less than for students attending the CSU, UC, or nonprofit universities.

In approving the 2019-20 Budget and Legislative Request, the Board of Governors recognized the inequities in the existing Cal Grant program structure and adopted a proposal to reform financial aid based in the following principles:

- All California Community College students with financial need should be eligible to receive financial aid regardless of their age, time out of high school, or high school academic performance.
- A student's financial aid should be linked to the total cost of attendance—not just tuition and fees, but also housing, food, transportation, and supplies.
- A student should have access to financial aid regardless of whether the student seeks a degree, certificate, or high-quality, short-term career program.

To further this priority, the Board of Governors sponsored Senate Bill 291 to create the California Community College Financial Aid Program. As proposed, the program would provide a community college student with a new grant linked to the cost of attendance that accounts for the gift aid the student already receives and the resources the student has to contribute. This aid would help students eliminate loan debt and reduce excessive work obligations, giving them the support they need to complete their programs on time. In order to participate, colleges would also be required to implement evidence-based practices that support successful student outcomes. These include dual enrollment, early outreach to high schools, basic skills program reforms, and implementation of Guided Pathways. SB 291 requested appropriations phased in over six years, eventually totaling \$1.5 billion. The program outlined in SB 291 would establish a financial aid structure for low-income California Community College students that closely mirrors the model currently provided for low-income students who begin in the UC. SB 291 was approved by the California Senate and is now pending in the Assembly Higher Education Committee. The Assembly also approved a proposal to redesign the state's financial aid structure, Assembly Bill 1314, which is currently pending in the Senate Education Committee.

The strong coalition of students, college leaders and educators, and advocates who came together to support SB 291 and AB 1314 helped pave the way for the record commitment to the Cal Grant program contained in the 2019-20 budget, including more than 15,000 new competitive Cal Grants and new financial aid for student parents. The 2019-20 budget provided a strong down payment for students. Still, more work needs to be done. In June, Chancellor Oakley joined Senator Leyva, Assembly Member McCarty, and Assembly Member Medina in outlining a collaborative negotiation that could occur during the fall legislative recess to achieve a single financial aid reform proposal based on three principles:

- Financial aid eligibility should be expanded so that all students with financial need are eligible to receive financial aid at California's public postsecondary institutions, regardless of their age, time out of high school, or high school academic performance.
- Award amounts to cover non-tuition costs should increase over the current Cal Grant B Access Award amount and should be linked to a student's total cost of attendance, including housing and food, transportation, textbooks, and supplies.
- All students in California's public higher education systems, whether they are seeking career education or a degree, should be eligible to receive the financial aid they need to achieve their goals.

The Board of Governors is requesting reform to California's financial aid programs to achieve these goals. The Board of Governors continues to support and advocate for the changes proposed in SB 291, as well as changes and investments in the Cal Grant program that increase both the number of grants available to community college students and the amount of those grant awards to offset the total cost of attendance.

Textbook Affordability

Today, on average, community college students pay more for textbooks (\$1,791) than for full-time tuition (\$1,380). This financial burden often requires students to make difficult choices between working more hours, taking fewer courses, and extending time to graduation. Students sometimes report not purchasing textbooks altogether, which can negatively affect their learning and, ultimately, success in their courses. Since the late 1990s, state and federal policymakers have worked to rein in the rising costs of textbooks. Early legislative efforts established requirements on textbook publishers and college bookstores. Colleges also began working to combat textbook costs through lending libraries and textbook grants, among other efforts, to offset student costs. More recently, efforts have largely focused on “free textbooks” for students, through the creation and adoption of openly licensed (open educational resources, or OER) and free resources (“Zero Textbook Cost,” or ZTC) for students. Both efforts are intended to address overall college affordability and reduce the reliance on copyrighted materials produced by traditional publishers and to reduce and eliminate costs borne by students.

OER refers to educational materials that are in the public domain or introduced with an open license and intended to support research, teaching, and learning. ZTC materials, on the other hand, may be openly licensed or traditionally copyrighted but are free to students. California has experimented with both OER and ZTC. In 2007, the Community College Consortium for Open Educational Resources was founded at Foothill-DeAnza Community College District. The collaborative worked to train faculty and administrators on the use development and use of OER and catalog existing open textbooks and other materials available to faculty within the community college system. In 2012, California approved two bills aimed at increasing access to OER: SB 1052 established the California Open Education Resources Council (Council) and tasked the Council with developing new OER materials, and SB 1053 established the California Digital Open Source Library to support the use of the Creative Commons attribution license to make resources widely available to students and faculty. In 2016, pursuant to the provisions of AB 798, the work of the Council transitioned to the California Open Online Library for Education (COOL4Ed) within the CSU. While these efforts had a statutory structure and some associated funding, participation from the California Community Colleges was largely ad hoc from faculty and administrators passionate about OER.

In the 2016 Budget Act, an appropriation of \$5 million one-time supported the creation of a systemic approach to eliminating textbook costs for students. The California Community College Zero Textbook Cost Degree Program supported the development of degrees or career education certificates that could be earned entirely by completing courses that eliminate conventional textbook costs. Under the program, the Chancellor’s Office distributed grants in two phases to community college districts to develop and implement the pathways. A total of 23 colleges received 25 implementation awards to develop 23 degrees and 14 certificates. Based on data received from phase-one grantees, the estimated textbook savings cost for the 23,373 students served is over \$42 million

(amounting to \$1,836 per student). This impact will continue to increase as the second round of grantees begin to implement their ZTC pathways to students in fall 2019.

In 2017-18, the Legislature invested \$6 million one-time to support the Academic Senate for California Community Colleges (ASCCC) Open Education Resource Initiative. The initiative builds upon the state's previous investments by filling gaps in OER availability by discipline and addressing barriers to OER adoption through increased awareness and support. Based on preliminary feedback from the ASCCC, the interest in the field to develop and expand access to OER and ZTC significantly exceeds the amount of resources currently available in the program.

The Board of Governors requests \$10 million one-time to provide grants to community college districts to continue to develop OER and ZTC degree pathways across the system. These funds would be issued by the Chancellor's Office, in coordination with the ASCCC, to expand OER resources, where necessary, including assessments, where practicable; to maintain and update existing resources; and to support faculty understanding of and student participation in OER and ZTC programs.

Annual Survey of Students' Basic Needs

As discussed, the total cost to attend a California community college is much more than tuition, and a growing body of evidence shows community college students are struggling to pay for expenses like food and housing. When students are unable to meet their basic needs, there is a direct impact on educational performance. These students struggle to persist year-to-year and ultimately complete. To address the food security needs of community college students, the Legislature appropriated \$10 million in the 2018-19 budget to support food security programs and services across the system. A portion of the funding was allocated to the Chancellor's Office to commission a one-time systemwide study to help the Chancellor's Office and college districts better understand student basic needs. In collaboration with the Hope Center for College, Community, and Justice based at Temple University, the first California Community College #RealCollege Survey was released in March 2019.

By better understanding the scope of food and housing insecurities and other unmet basic needs that affect community college students, our system can design more effective interventions. Further, ongoing survey data can also help us understand if the interventions funded by the Legislature, such as rapid rehousing and hunger free campus funding, are having the intended results. Finally, understanding the changing needs of students allows for better communication with policymakers about the policies and resources needed to address these challenges.

The Board of Governors requests \$350,000 ongoing to conduct an annual review of students' basic needs, including at minimum, a survey of students' housing, transportation, and food needs. The annual review would also contain recommendations for system- and college-level interventions to support students.

Focus on Faculty and Staff

Implementation of Faculty and Staff Diversity Taskforce Recommendations

California's community college students attend campuses across a diverse system in which 73 percent of students are students of color, immigrants, or both, yet the majority of college faculty and staff are white. Improving faculty and staff diversity is vital to ensure that students can identify with faculty and staff, and faculty and staff can connect with students from diverse backgrounds to help them succeed.

In November 2018, the Board of Governors requested that the Chancellor's Office establish a Faculty and Staff Diversity Taskforce (Taskforce) in response to a statewide study that found that the demographics of campus faculty and leadership are not representative of the students they serve. The Taskforce has presented a set of statewide recommendations on structural changes, including policies, practices, and tools that will improve system equal employment opportunity (EEO) implementation and support diversity initiatives. Concurrent to the work of the Taskforce, the California Community Colleges Dreamers Project, a collaborative effort between the Chancellor's Office, Immigrants Rising, and the Foundation for California Community Colleges, released a report outlining six challenges institutions face in effectively serving undocumented community college students. One specific challenge was the need for guidance from the Chancellor's Office in effectively building institutional capacity for supporting undocumented students' academic success.

Currently, colleges receive \$50,000 annually in EEO funds to support efforts and comply with reporting requirements. However, additional funding would support stronger integration of faculty and staff diversity initiatives into the *Vision* and integrate the recommendations made by the Taskforce and Dreamers Project into Chancellor's Office and local practice.

Therefore, the Board of Governors requests \$60.4 million ongoing and \$16 million one-time to implement the diversity, equity, and inclusion integration plan that would support colleges in their ongoing efforts to meet diversity goals and promote student success. The funding would be used for full-time faculty hiring, EEO implementation, and professional development, including a statewide fellowship program to improve faculty diversity hiring, the modernization of the CCC registry, implementation of Dreamers Project recommendations for faculty and staff support, and staffing at the Chancellor's Office to provide leadership in statewide best practices and EEO plan implementation and reporting.

Professional Development to Improve Teaching and Student Support

Ongoing professional development is a fundamental component of supporting the faculty and staff that directly support students and ensure student success. A sustained and focused approach to professional development will assist the California Community

Colleges in responding to faculty and staff turnover and in supporting our system in implementing the Guided Pathways framework and achieving the goals of the *Vision*.

Professional development should create opportunities for pedagogical improvement, including access to teaching techniques and research in educating California's diverse student population. Professional development should also include training that helps our system better serve traditionally underserved students—including low income students, undocumented immigrants, reentry students, and other populations—as well as identify and respond to students who may be struggling with basic needs such as food and housing insecurity. In discussing the current states of professional development in the system, the Chancellor's Office has noted specific need for opportunities for classified staff. The work of classified staff is critical in supporting students in meeting their educational goals.

The Board of Governors requests \$15 million ongoing to provide professional development, including \$10 million for professional development targeted to faculty and \$5 million targeted to classified employees.

Support for Part-Time Faculty

In 2018, the Faculty Association of California Community Colleges (FACCC) published a literature review titled, "Why Faculty Matter: The Role of Faculty in the Success of Community College Students" pointing to "the importance of full-time tenured faculty as an essential and necessary component for student success." Equally important, as the research collected in that publication shows, part-time faculty, in order to be fully effective in helping students reach their goals, "must be included more fully in all aspects of institutional work and the faculty/student support network." Similar conclusions around the link between part-time faculty support and student success have been reached by the Academic Senate of California Community Colleges, the Accrediting Commission for Community and Junior Colleges, the American Association of University Professors, the American Federation of Teachers, the National Education Association, as well as dozens of independent researchers.

The annual budget includes \$38 million for three programs targeted at part-time faculty—for compensation, office hours, and health benefits—and the 2018-19 budget included an additional \$50 million one-time for the office hours program; that funding was not continued.

The Board of Governors requests \$10 million ongoing to support programs for part-time faculty, which will help these faculty be included in college efforts to implement the Guided Pathways framework and achieve the goals of the *Vision*.

Targeted Resources to Address Student Needs

Augmentations for the Student Equity and Achievement Program

Historically, the Legislature and the Board of Governors have attempted to address the needs of special populations through narrow categorical or grant funds that often specify restrictions on program design and expenditures. The *Vision* calls on the Chancellor's Office and the system to change this approach and provide a greater focus on student journeys and outcomes. Under the approach outlined in the *Vision*, the Chancellor's Office works to ensure colleges have the ability to use data to identify equity gaps among students and the resources necessary to target evidence-based interventions to close those gaps for students.

Consistent with this approach, the 2018-19 budget consolidated three previous categorical programs (the Student Success and Support Program, Student Equity Plans, and the Basic Skills Initiative) into a single Student Equity and Achievement Program. This program is intended to provide districts with adequate flexibility to support students—especially those with the greatest needs—in meeting the outcomes included in the Student Centered Funding Formula.

During the 2020-21 budget and legislative request development process, the Chancellor's Office received several individual requests to expand funding for specific programs, including:

- \$2.5 million ongoing for Umoja to provide grants to each of the 66 Umoja Affiliated programs across the system. Umoja currently receives \$2.5 million ongoing; the request would bring annual funding to \$5 million ongoing.
- \$3.8 million ongoing to NextUp foster youth program to expand eligibility. NextUp is currently funded at \$20 million ongoing; the request would bring total funding to \$23.8 million ongoing.
- \$10 million ongoing for the Extended Opportunity Programs and Services (EOPS). EOPS is currently funded at \$133 million ongoing; the request would bring total funding to \$143 million annually.
- \$50 million ongoing to establish a new category of funding to help colleges comply with federal Title IX requirements, including by setting aside funds for each college to have a Title IX office with appropriate staffing.

Consistent with the approach outlined in the *Vision*, the Board of Governors requests an increase in funding for the Student Equity and Achievement Program of \$20 million ongoing to support services to students who face barriers to their success in the community colleges. This proposal adds to the program's current funding of \$475 million ongoing. Under this alternative to the various requests received, districts would determine the best investments of resources. These local decisions could choose to prioritize the programs and services identified above. Alternatively, they might aim to

better support groups of students for whom data has found disproportionate negative impacts of existing structures.

Expansion of Mental Health Services

Nearly half of community college students report suffering from at least one mental health condition. For many young adults enrolling in the California Community Colleges, the campus represents their best, and perhaps only, access point for mental health services. In 2011, in an effort to provide students with mental health services, the Chancellor's Office and the Foundation for California Community Colleges collaborated to obtain \$10.1 million in one-time funding from the Mental Health Services Act (Proposition 63) to implement a statewide effort focused on prevention and early intervention strategies to address the mental health needs of students and advancing the collaboration between community colleges and county behavioral health departments.

In 2017, SB 85 appropriated \$4.5 million one-time for mental health services, which ultimately funded 15 community college districts, comprised of 27 individual colleges, to expand student mental health services, provide training to staff and students, and develop stronger relationships with county behavioral health departments. In 2018, AB 1809 provided \$10 million one-time with the same objectives as outlined in SB 85. Ultimately, the resources funded 114 community colleges. In 2019, AB 74 provides \$7 million one-time from Mental Health Service Act (Proposition 63) funds for colleges to improve access to mental health services and early identification or intervention programs.

While these one-time funds have been beneficial in supporting mental health services at California Community Colleges, challenges remain with the ability to hire staff and continue to provide a consistent level of service without the guarantee of ongoing funding. While colleges have put these prior allocations to good use and have leveraged previously established systems and structures to optimize student services and support, the mental health needs of community college students continue to persist.

The Board of Governors requests \$10 million ongoing from Proposition 63 funds to provide students with quality mental health services. These resources would allow colleges to make the commitment to hiring the staff necessary to provide students with high-quality mental health services on an ongoing basis.

Expansion of Educational Programs for Incarcerated Students

In response to a growing body of evidence that educational opportunities for incarcerated and formerly incarcerated persons significantly reduces recidivism, California has made a number of investments in recent years in education programs for incarcerated students. In 2014, SB 1391 expanded access to face-to-face community college courses for incarcerated students through collaboration between the California Community Colleges and the California Department of Corrections and Rehabilitation. Under the initial policy and funding framework of SB 1391, four pilot colleges were selected to offer instruction

inside prisons. Subsequently, other colleges were able to leverage resources to provide courses inside state prisons in their local areas. In total, 19 colleges piloted credit-bearing, face-to-face, degree-building education programs at 34 of the 35 CDCR state prisons. Over 5,000 students are enrolled each semester in these courses. The 2018-19 budget also provided new resources (\$5 million one-time) to the California Community Colleges to support the creation and expansion of reentry programs for formerly incarcerated persons.

The resources provided in recent years have allowed colleges to provide services over the period of the funds. However, without the assurance of ongoing resources to continue these programs, many programs are at risk of not being sustainable, especially because this kind of education can be more expensive to offer and, due to policies affecting the prisons, more difficult to run.

The Board of Governors requests \$10 million ongoing for these programs. These funds would support hiring local coordinators, streamlining the student application process, collaborating with the Department of Corrections and Rehabilitation, and supporting other local needs, including access to textbooks, classroom space and technology, and faculty training.

Expansion of State Supports to Serve System Needs

Establishment of System of Support for California Community Colleges

The Board of Governors expects the Chancellor’s Office to take a stronger—and proactive—role in guiding the California Community Colleges, particularly with regard to the relationship between the state and the community college districts and to the relationship between the community colleges and the other education segments.

Currently, the state budgets several statewide activities through direct “local assistance” appropriations or through “set-asides” in various categorical programs. In general, those funds are administered through contracts and grants between the Board of Governors and particular community college districts. Those districts often use a percentage of the set-asides for their own administrative costs associated with these services.

Further, the Chancellor’s Office administers several programs that are for statewide purposes—often with goals that are similar to the goals of the set-asides. The Institutional Effectiveness Partnership Initiative is intended to provide technical assistance and professional development to help colleges support student success—just as many of the set-asides do.

Because these statewide programs are budgeted separately, they are difficult to manage in support of the *Vision*. Specifically:

- Many of the set-asides are for similar purposes. For example, several programs specify that funds are to be used for program accountability. Others authorize funds to be used for administration. Those activities could be performed more efficiently if they were performed in coordination.
- Some programs have set-asides, while others do not—with available funding not necessarily reflective of the system’s priorities for support. Oftentimes, programs created without appropriations do not come with sufficient funds to support colleges in their implementation. The system could benefit from a more consistent approach to these statewide activities.
- The set-asides, under current law, must be allocated to a community college district, or a local education agency (LEA), which then either provides the service, or, as is most common, contracts with another entity to provide the service. The LEA in the process uses some of the funds for its own administration. With better coordination, the state could minimize these administrative costs.
- The current approach to funding statewide programs, and its dependence upon multiple fiscal agencies, has created a needlessly complex and inefficient system of oversight and monitoring, which unduly burdens the Chancellor’s Office, is confusing for the system, and is difficult to align with the *Vision*.

- The system’s needs change over time, but the appropriations are not as nimble. The Board of Governors is best positioned to determine priorities and support for colleges/districts each year.

The Board of Governors requests the establishment of the State System of Support for the California Community Colleges in trailer bill, with funds appropriated specifically for this program in the Budget Act of 2019 and the elimination of authority for other “set-asides.” This amount represents the current appropriations used for “set-asides” and other statewide purposes. The program would authorize the amounts appropriated for it to be used for the purposes described in the existing statutes, including:

- State administrative activities associated with California Community Colleges programs.
- Activities related to institutional effectiveness and improvement.
- Outreach and awareness campaigns that target primarily historically under-represented students.
- Technology services.
- Deployment of the Online Education Initiative.

These funds would help the Board of Governors and the Chancellor provide expanded guidance around the *Vision* and the implementation of the Guided Pathways framework.

Expansion of the Chancellor’s Office Research and Planning Unit

The Chancellor’s Office does not currently have the capacity to support or advance a comprehensive research agenda and data infrastructure needed by the California Community Colleges. This has resulted in substantial delays in developing technical changes to the system’s internal dashboards and data definitions, capturing college planning and reporting, and maintaining the data necessary to accurately understand the impact of newly implemented education reforms, including the Student Centered Funding Formula, AB 705, and Guided Pathways. The statewide Academic Senate for California Community Colleges (ASCCC), RP Group, chief instructional officers, and chief executive officers have publicly voiced their concerns over the lack of resources at the Chancellor’s Office to help the system undertake high-quality research, planning, and assessments that will improve evidence-based decision making, institutional effectiveness, and success for all students.

To improve the processes and outcomes for the institutions and students the Chancellor’s Office serves, the Board of Governors requests \$945,000 ongoing to develop a research and planning unit within the Chancellor’s Office, fill six positions, and support general operations, including conferences, travel, and supplies. A functioning research and planning unit is a critical component of any state higher education segment and this proposal would begin to build that requisite department for the California Community College system.

Establishment of Chancellor's Office Housing Unit

The Board of Governors has led the state's ongoing discussion around college affordability, including raising significant concerns to policymakers and others about students' basic needs. As discussed earlier, the Hope Center for College, Community, and Justice survey of basic needs of students in the California Community Colleges found that, of those students surveyed, 60 percent were housing insecure in the last year, and 19 percent were homeless in the last year.

The Community College League of California's Affordability, Food, & Housing Access Taskforce, chaired by Keith Curry, President of Compton College, and Pamela Luster, President of San Diego Mesa College, made recommendations earlier this year around student housing facilities. Specifically, the taskforce calls for state policymakers to:

- Commit new resources to build student residential housing on CCC campuses to address the needs of the homeless-student population.
- Provide substantial one-time funding for colleges to begin the initial planning.
- Establish baseline ongoing funding for deferred maintenance, and allow CCC to utilize scheduled maintenance funding to support ongoing maintenance costs for student residential housing.

The Chancellor's Office is working with the League and this taskforce on proposals that should be included in the 2020-21 budget or in legislation considered next year, with the intent that this evaluation would be completed by January 31, 2020. To complement those proposals, the Board of Governors also intends to build capacity to support districts in implementing a range of strategies to improve affordable student housing, including on-campus housing and partnerships with third parties. Therefore, the Board of Governors requests \$200,000 ongoing and two positions for the establishment of a Student Housing Unit in the Chancellor's Office.

Establishment of Chancellor's Office Energy and Environmental Sustainability Unit

Consistent with California's broader climate change efforts, the Board of Governors—in May 2019—adopted goals and policies consistent with the Climate Change Strategy Pillars identified in the California Climate Change Scoping Plan. In doing so, the intent is to guide the California Community Colleges' climate change strategy and environmental sustainability efforts by creating goals that can guide system actions and future alignment of other system policies.

Specifically, this resolution adopts goals (to be achieved by 2025 and 2030) and a new Climate Change and Sustainability Policy to align with those goals. This work is guided by several existing state laws and directives related to energy conservation, reduction of greenhouse gas emissions, and environmental sustainability, including the California Global Warming Solutions Act of 2006 (AB 32), the California Climate Change Scoping Plan, and Governor Brown's Executive Order B-30-15. Additionally, the resolution requests that the governing board of each community college district also adopt a local resolution.

Notably, the vision of the California Climate Change Scoping Plan is to reduce greenhouse gas emission to 40 percent below 1990 levels by 2030. To achieve this vision, the plan describes a set of pillars:

- Reducing current petroleum use in cars and trucks by up to 50 percent (as of 2017).
- Increasing from one-third to 50 percent electricity derived from renewable sources.
- Doubling the efficiency savings achieved at existing buildings and making heating fuels cleaner.
- Reducing the release of methane, black carbon, and other short-lived climate pollutants.
- Managing farm and rangelands, forests, and wetlands so they can store carbon.

To align the efforts of the California Community Colleges with these pillars, the resolution and the Climate Change and Sustainability Policy establishes eight goals for 2030, with incremental progress expected by 2025. As one lever to encourage progress toward the goals, all capital projects starting design in 2019 would need, at a minimum, to outperform by at least 15 percent the current energy standards for new construction, and all major renovation projects would need, at a minimum, to outperform the current standards by at least 10 percent.

The Board of Governors requests \$200,000 ongoing from the Greenhouse Gas Reduction Fund and two positions to establish an Energy and Environmental Sustainability Unit to 1) monitor and report on the system's progress toward these goals; 2) link efforts across the system, including those related to educational programs, workforce development, and business and administration (e.g., facilities management); and 3) provide technical assistance on complex projects.

CCC Library Services Platform

The 2017 Budget Act appropriated \$6 million one-time for the Library Services Platform to create a stronger systemwide technology platform and operational approach that would allow the libraries in the California Community Colleges to better manage and deliver digital information to support teaching and learning. Those funds were used for the selection of a vendor and the beginning phases of implementation of the new system. The project is now midway through a one-year implementation with 110 colleges. In addition to improve educational quality, the project creates the opportunity for cost savings by leveraging the system's size and reducing duplicative procurements.

The Board of Governors requests \$4 million ongoing for the continuing costs of the Library Services Platform.

Systemwide Awareness and Outreach

The Chancellor's Office is committed to expanding existing outreach and marketing efforts to increase awareness about community college opportunities for specific groups of historically underrepresented students, other prospective students, and their

influencers. The California Community Colleges have three effective, but separate, statewide awareness and outreach campaigns focused on financial aid, streamlined transfer, and career education. Although these campaigns are successful in reaching many target groups, the Chancellor's Office has identified groups it must more effectively reach: older adults, speakers of languages other than English, and black and African American students. The Chancellor's Office wants to move to full integration of separate campaigns to better link messages around access (financial aid) and pathways, but faces capacity constraints to execute them.

To close achievement gaps and increase awareness of California Community College financial aid and increase transfer rates for these groups, the Board of Governors requests \$2.5 million one-time for marketing and outreach efforts. Funding would be used for the development and implementation of messaging for the consolidated brand, statewide media buys with a special emphasis on underrepresented markets and markets where colleges are struggling with enrollment, and the development and distribution of multi-language targeted marketing materials.

Core Support for Chancellor's Office Operations

The Chancellor's Office needs additional capacity to maintain core operations given the many reforms the system is undertaking and recent changes in state government aiming to improve operations. Notably:

- The Chancellor's Office must reach a range of stakeholders across the state. It uses websites and social media to communicate broad messages but only has one person to manage this digital communication workload. This Chancellor's Office webmaster manages 20 public-facing websites. This presents the Chancellor's Office with a challenge of keeping web products on point with trends. Further, with the implementation of AB 434, workload around web accessibility has increased significantly. AB 434 requires the chief information officer of each state agency to post on the home page of its public website a signed certification that it is in compliance with specified accessibility standards. They must also provide a phone number for any inquiries. Additionally, state agency directors and their chief information officers are required to self-certify their websites are within compliance. These certifications must be signed and published by July 1, 2019, and every other year thereafter.
- The Chancellor's Office continues to implement the new state's accounting systems—Fi\$CAL. Fi\$CAL, in creating more transparency, requires numerous additional accounting procedures. With limited staffing compared to similarly sized and funded departments, the Chancellor's Office has struggled to build a cohesive internal system that works well in Fi\$CAL. Specifically, the Accounting Office needs to build capacity, determine and document procedures and processes to quicken payments to districts and other funds, and perform core functions.
- The Chancellor's Office issues significant numbers of grants and contracts compared with similarly-sized agencies. Given the risks associated with large amounts of funds,

the Chancellor's Office needs additional capacity to support the development of these agreements and to provide oversight.

To improve the Chancellor's Office's operations, which ultimately have an impact on colleges and the students they serve, the Board of Governors requests \$2.3 million ongoing to support 13 positions and to fund related operating expenses.

Appendix 2—Changes in CCC Proposition 98 Programs

Monetary denominations in the following chart are in millions.

Program	2019-20	2020-21	Δ (\$)	Δ (%)
Student Centered Funding Formula	\$7,430	\$7,727	\$297	4%
Student Equity and Achievement Program	\$475	\$475	\$0	0
Strong Workforce Program	\$248	\$241	-\$7	-2.8
Student Success Completion Grant	\$150	\$150	\$0	0
Adult Education Program	\$135	\$139	\$4	3
Disabled Students Programs and Services (DSPS)	\$124	\$128	\$4	3
Extended Opportunity Programs and Services (EOPS)	\$116	\$119	\$3	3
California College Promise (AB 19)	\$85	\$85	\$0	0
Financial aid administration	\$76	\$78	\$2	3
Full-time faculty hiring	\$50	\$50	\$0	0
CalWORKs student services	\$47	\$48	\$1	3
Apprenticeship (CCC districts)	\$44	\$45	\$1	3
Integrated technology	\$42	\$52	\$10	23.8
Mandates Block Grant and reimbursements	\$34	\$35	\$1	3
Institutional effectiveness initiative	\$28	\$28	\$0	0
Part-time faculty compensation	\$25	\$25	\$0	0
Online education initiative	\$23	\$23	\$0	0

Program	2019-20	2020-21	Δ (\$)	Δ (%)
Economic and workforce development	\$23	\$23	\$0	0
NextUp (foster youth program)	\$20	\$20	\$0	0
Calbright College (online college)	\$20	\$20	\$0	0
Cooperative Agencies Resources for Education (CARE)	\$17	\$18	\$1	3
Lease revenue bond payments	\$16	\$16	\$0	0
Deferred maintenance and instructional equipment	\$14	\$0	-\$14	-100
Nursing grants	\$13	\$13	\$0	0
Part-time faculty office hours	\$12	\$12	\$0	0
Veterans Resource Centers	\$10	\$10	\$0	0
Student housing program	\$9	\$9	\$0	0
Foster Parent Education Program	\$6	\$6	\$0	0
Childcare tax bailout	\$4	\$4	\$0	0
Equal Employment Opportunity Program	\$3	\$3	\$0	0
Umoja	\$3	\$3	\$0	0
Mathematics, Engineering, Science Achievement (MESA)	\$2	\$2	\$0	0
Puente Project	\$2	\$2	\$0	0
Middle College High School Program	\$2	\$2	\$0	0
Other	\$3	\$3	\$0	0
CCC Library Services Platform	\$0	\$4	\$4	N/A

Program	2019-20	2020-21	Δ (\$)	Δ (%)
College-specific allocations	\$11	\$0	-\$11	-100
One-time program funding	\$9	\$38	\$29	322
K-12 passthroughs (adult ed, K-12 apprenticeship, workforce)	\$606	\$617	\$11	1.8

The program titled "Other" includes Survey of Students Basic Needs, Academic Senate, transfer, FCMAT, and part-time faculty health insurance. The program titled "One-time program funding" for 2019-20 includes basic needs programs, re-entry grant program, teacher credentialing partnerships, and assessment of college-based food programs. The program titled "One-time program funding" for 2020-21 includes systemwide marketing and outreach.



California Community Colleges Board of Governors

Item 3.1: Nomination of 2020 Board Officers

Attachments: None

Date: September 16-17, 2019

Category: Executive

Type of Board Consideration: First Reading

Recommended By

Dr. Daisy Gonzales, Deputy Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item calls for the nomination of the Board of Governors (Board) officers for the 2020 calendar year.

Recommendation

Members of the Board may nominate candidates for the office of president and vice president of the Board for the 2020 calendar year.

Background

With regard to the nomination and the election of officers, the Procedures and Standing Orders of the Board of Governors state:

62. Nominations and Elections. At the next to the last regular meeting of the calendar year, the president shall solicit from other board members nominations for president and vice president. A board member may be nominated for more than one office. Additional nominations may be made in writing to the chancellor, or from the floor, provided that any such nomination must be made prior to the conduct of the election for the particular office occurring at the last regular meeting of the year.

The election of new Board officers will take place at the November 2019 meeting.

Attachments

None.



California Community Colleges Board of Governors

Item 4.1: *Vision for Success* Spotlight: Riverside City College

Attachments: None

Date: September 16-17, 2019

Category: Executive

Type of Board Consideration: Information

Recommended By

A handwritten signature in black ink that reads "Daisy Gonzales".

Dr. Daisy Gonzales, Deputy Chancellor

Approved for Consideration

A handwritten signature in black ink that reads "Eloy Ortiz Oakley".

Eloy Ortiz Oakley, Chancellor

Issue

This item highlights Riverside City College and the regional implementation of guided pathways at Riverside Community College District.

Recommendation

This item is presented for Board of Governors information and discussion.

Background

The September Board of Governor's meeting will take place at Riverside City College, one of three colleges in the Riverside Community College District (RCCD). Established in 1916, Riverside City College (RCC) is the state's seventh community college. The Chancellor of Riverside Community College District is Dr. Wolde-Ab Issac and the President at RCC is Dr. Gregory Anderson. RCC's strategic goals, build upon a deep and abiding commitment to transforming equitable opportunity with a focus on student success, student access, institutional effectiveness, resource and learning environment development, and community engagement.

The RCC mission makes a commitment to: "provide a high-quality affordable education and engage with a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking; develops information competency and technological literacy; expands communication skills, and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning."

The college is dedicated to continuous improvement, serving nearly 30,000 students from diverse backgrounds. During a century of service, RCC has established academic, career technical, athletic, and arts programs that consistently earn state, national, and worldwide recognition, bringing honor to the faculty, the college, and the community. This spring's graduation class consisted of nearly 3,300 students who earned over 4,500 associate degrees and nearly 700 certificates. The class included the graduation of 75 Veterans, 35 foster youth, and over 600 students who earned a distinction or great distinction honors.

With the strong support of the community, the College campus has been transformed, with the creation of new classrooms, state-of-the-art labs, and the completion of Centennial Plaza in downtown Riverside. The Plaza houses the College's Culinary Arts program, offering students professional quality demonstration and teaching kitchens, a bakery, classrooms and a public dining room. The Plaza's centerpiece is the world-class Henry W. Coil, Sr. and Alice Edna Coil School for the Arts, which houses instrumental labs, recording rooms, and classrooms as well as a soaring two-story, pitch-perfect space that seats 450 guests.

Analysis

RCC's dedication to provide the best educational experience for students from application to completion is supported by a regional guided pathways framework led by Chancellor Issaac and the three campus presidents.

RCC has redesigned the college to better support students and the community. In 2018-2019, RCC's primary goal in guided pathways implementation was to restructure its five academic engagement centers. The centers support students in academic pathways by:

- Creating access to relevant technological, academic, and career resources.
- Fostering relationships through collaborative learning by strengthening student, staff and faculty engagement.
- Providing space to study, collaborate, and nurture a sense of belonging.

A key distinguishing feature of the engagement centers is the RCC student success teams. These teams are assigned to each student based on the student's academic pathway before the first term. Student success teams include a center coordinator, counselors, faculty liaisons, advisors, peer mentors, and tutors. Through collaborative efforts, the roles and responsibilities of the success teams were developed to holistically support students and connect them to resources.

RCC understands that student engagement, access to resources, proactive monitoring, and a sense of belonging are essential to the development and success of all students. Academic engagement centers and student success teams were intentionally designed to ensure that students enter and stay on the path while also promoting and advancing their economic and social mobility. Similar activities are ongoing in RCCD at Moreno Valley College and Norco College as part of scaling guided pathways districtwide. Additionally, RCCD is engaged at a regional level with the scaling guided pathways.

The Board will learn more about this implementation from Chancellor Isaac and the President of RCC, Dr. Anderson.

Attachments

None.



California Community Colleges Board of Governors

Item 4.2: Fiscal Condition of the Peralta Community College District

Attachments: None

Date: September 16-17, 2019

Category: College Finance and Facilities Planning

Type of Board Consideration: Information

Recommended By

Christian Osmeña, Vice Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item follows on items at previous meetings regarding the Board of Governors' (Board) responsibilities related to the fiscal condition of community college districts. It is intended to support a discussion specifically on the fiscal condition of the Peralta Community College District (Peralta), with presentations from Fiscal Crisis and Management Assistance Team (FCMAT) staff and the president of the Board of Trustees and acting chancellor of Peralta.

Recommendation

This item is being presented for Board information and discussion.

Background

Board of Governors' Responsibilities

As discussed at the Board of Governors' July 2019 meeting, existing law requires the Board to adopt criteria and standards for the periodic assessment of the fiscal condition of community college districts. The Chancellor's Office has established standards for sound fiscal management and a process to monitor and evaluate the financial condition of community college districts. In monitoring the fiscal condition of community college districts, the office's goal is to prevent cases where it would be necessary to appoint a special trustee or seek an emergency appropriation. The office's analyses generally use existing data (e.g., budget and financial reports and audit data). The office aims to provide support proactively in cases where data suggests risks in a district's viability.

FCMAT Review

At the request of the former chancellor of the Peralta Community College District, the Chancellor's Office supported a management assistance study of the district, with a specific focus on the district's fiscal health.

The Peralta Community College District consists of four colleges serving northern Alameda County, together enrolling about 51,000 on a headcount basis, with about 20,000 full-time equivalent students enrolled. Those colleges are Berkeley City College, College of Alameda, Laney College, and Merritt College. The district is governed by a seven-member Board of Trustees, and an acting chancellor is currently in place.

The FCMAT [report](http://fcmat.org/wp-content/uploads/sites/4/2019/07/Peralta-CCD-final-report.pdf) (<http://fcmat.org/wp-content/uploads/sites/4/2019/07/Peralta-CCD-final-report.pdf>) identifies significant problems that necessitate immediate, and sustained, responses. The report notes:

“Following a comprehensive review of the Peralta Community College District using FCMAT’s Fiscal Health Risk Analysis, a study team identified serious concerns about the district’s fiscal condition. Without fundamental changes, these concerns may result in a high risk that the district would become insolvent or require emergency appropriations from the state.”

The presentation at this meeting will focus on this report. FCMAT will present first and provide a general overview of the report. The Chancellor’s Office has asked that Peralta’s Board of Trustees president and acting chancellor then identify any recommendations with which the leadership disagrees and specify the implementation plan, including a timeline, to which the district is committed. Given the ongoing chancellor search, Peralta’s Board of Trustees is also expected to discuss how the chancellor search is being integrated into that implementation plan.

Peralta’s Board of Trustees president indicates that the Board of Trustees will discuss the FCMAT report, as well as the implementation plan, at their Board of Trustees meeting on September 10, 2019. An initial response to the Chancellor’s Office has been posted to the district’s [website](https://peralta4-my.sharepoint.com/:b/g/personal/markjohnson_peralta_edu/EbtxdBWAljJoap79SU4nllBCW4LOCRV-Fk-fFYdHssfDg?e=EHa8nh) (https://peralta4-my.sharepoint.com/:b/g/personal/markjohnson_peralta_edu/EbtxdBWAljJoap79SU4nllBCW4LOCRV-Fk-fFYdHssfDg?e=EHa8nh). Additional materials will be provided to the Board of Governors following that Board of Trustees meeting.

Further Context

In July, the Board of Governors considered the analysis the Chancellor’s Office will begin performing more systematically to understand districts’ financial conditions. The analysis will rely primarily on two measures calculated from data submitted by districts in their annual financial reports:

- The “ending balance ratio” is the district’s unrestricted General Fund ending balance, divided by the district’s unrestricted General Fund expenditures in that year.
- The “surplus ratio” is the district’s unrestricted General Fund revenues less the unrestricted General Fund expenditures, with that difference divided by the unrestricted General Fund expenditures.

Using the most recent projection of 2018-19 revenues, expenditures, and fund balances submitted by Peralta to the Chancellor’s Office, which shows an ending balance ratio of 9

percent and a deficit ratio of less than 1 percent, the office assesses the immediate risk of insolvency as moderate, consistent with the FCMAT report. The Chancellor's Office will formalize this assessment when districts have submitted their final 2018-19 reports.

The district's 2017-18 audit, the most recent available, reinforces some of the concerns identified in the FCMAT report, with the external auditor providing a qualified opinion on the district's state compliance and including a management letter identifying deficiencies in internal controls.

In achieving greater budget stability, the district will need to implement changes in ways that further the district's resources under the Student Centered Funding Formula (SCFF). As of the second principal apportionment for 2018-19, the district received \$117.8 million, which represents their 2017-18 total revenues adjusted by the cost-of-living adjustment for 2018-19 (2.71 percent). The SCFF calculation for that year is \$114.5 million. Therefore, the district will need to achieve increases in the SCFF factors (i.e., enrollment, counts of low-income students, and student outcomes) to support long-term fiscal health.

Attachments

None.



California Community Colleges Board of Governors

Item 4.3: Discussion on Affordable Student Housing

Attachments: None

Date: September 16-17, 2019

Category: College Finance and Facilities Planning

Type of Board Consideration: Information

Recommended By

Christian Osmeña, Vice Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item is intended to provide some initial information to support a discussion on issues related to affordable student housing in the California Community Colleges and to hear updates on the work of the Community College League of California (League) Affordability, Food, and Housing Access Taskforce.

Recommendation

This item is presented for Board of Governors (Board) information and discussion.

Background

The Board of Governors has led the state's ongoing discussion around college affordability, including raising significant concerns to policymakers and others about students' basic needs. In conjunction with the Chancellor's Office, the Hope Center for College, Community, and Justice conducted a survey of basic needs of students in the California Community Colleges (CCC). Of those students surveyed, 60 percent were housing insecure in the last year, and 19 percent were homeless in the last year.

The Board's Budget and Legislative Request for 2019-20 established financial aid reform as a necessary priority for the achievement of the *Vision for Success*. As noted in the item on this agenda concerning the 2020-21 request, the total cost to attend a community college often exceeds \$19,000 annually, when tuition, housing, food, textbooks, and other costs are considered. Because so little grant aid is available to cover non-tuition costs for community college students, it can be less affordable for low-income students to attend a community college than to attend the University of California campus in the region. In addition to financial aid reform, the Chancellor's Office and many system constituents are interested in strategies to reduce student costs, such as opportunities for colleges to build, operate, and maintain affordable student housing facilities or to partner with other parties for these purposes.

The League's Affordability, Food, and Housing Access Taskforce is chaired by Dr. Keith Curry, President of Compton College, and Dr. Pamela Luster, President of San Diego Mesa College. In their [recommendations](https://cclleague.org/affordability-taskforce) (cclleague.org/affordability-taskforce) released earlier this year, the taskforce noted several items related to student housing facilities.

Specifically, the League's taskforce calls for state policymakers to:

- Commit new resources to build student residential housing on CCC campuses to address the needs of the homeless-student population.
- Provide substantial one-time funding for colleges to begin the initial planning.
- Establish baseline ongoing funding for deferred maintenance, and allow CCC to utilize scheduled maintenance funding to support ongoing maintenance costs for student residential housing.

The Chancellor's Office is working with the League and the League's taskforce to determine whether proposals should be included in the 2020-21 budget or in legislation considered next year, with the intent that this evaluation would be completed by January 31, 2020. Because these discussions are ongoing, no related proposals are included in the proposed 2020-21 request. (The proposed request does seek funding for an annual basic needs survey.) In reviewing policies related to student housing facilities, the Chancellor's Office expects to consider the following:

- What standards or definitions would the Board of Governors use to determine whether student housing is sufficiently affordable?
- What land is currently available across the California Community Colleges that could be used for affordable student housing?
- What land-use models and partnerships can colleges access to provide affordable student housing?
- How can a college's costs for these facilities (e.g., construction, operations, and maintenance) be sustained and kept sufficiently low?
- What funds, including other public programs, are available to offset any rent paid by students, with a clear intent that such programs not be funded from within the Proposition 98 minimum guarantee?
- How would eligibility for student housing be determined, given the intent specifically to address students' housing insecurity?
- How do the costs and benefits of student housing compare to those other policy alternatives intended to address housing insecurity?

At this meeting, President Curry, along with other college leaders, will share some of the perspective gained through the taskforce's ongoing work and the plan to review alternatives to develop proposals for consideration by the Governor and legislature next year.

Attachments

None.



California Community Colleges Board of Governors

Item 4.4: State and Federal Update

Attachments: 2

Date: September 16-17, 2019

Category: Governmental Relations

Type of Board Consideration: Information

Recommended By

A handwritten signature in black ink that reads "Laura Metune".

Laura Metune, Vice Chancellor

Approved for Consideration

A handwritten signature in black ink that reads "Eloy Ortiz Oakley".

Eloy Ortiz Oakley, Chancellor

Issue

This item provides the Board of Governors (Board) with an update on state and federal policy and advocacy activities, and an overview of bills recommended for Chancellor's Office (CCCCO) policy positions.

Recommendation

This item is presented for Board information and discussion.

Background

California law (Ed Code § 70901(b)(4)) requires the Board to provide representation, advocacy and accountability for the system before state and national legislative and executive agencies. The Board's Procedures and Standing Orders provide guidance to the Chancellor in representing the California Community Colleges on matters pending before the California Legislature and Governor, and Congress and the President. The Procedures and Standing Orders also authorize the Chancellor to take positions on pending legislation on behalf of the Board, as specified (Procedures and Standing Orders § 317).

The Governmental Relations division represents the Chancellor and the Board on state and federal policy and advocacy matters. The California Community Colleges *Vision for Success*, the Board of Governors Budget and Legislative Request, and prior Board positions guide the activities of the division. In general, the Governmental Relations division seeks feedback from the Consultation Council and the Board of Governors prior to taking positions on pending policy matters.

Attachments

1. State Policy and Advocacy Update
2. Federal Policy and Advocacy Update

Item 4.4, Attachment 1: State Policy and Advocacy Update

State Policy and Advocacy Overview

During the Legislature's month-long Summer Recess, the Chancellor's Office conducted a number of outreach and engagement activities with members and legislative staff, including:

- On July 22, 2019, during the Chancellor's Office Northern California Budget Workshop, the Chancellor's Office moderated a panel of key staff from the Department of Finance, and the Assembly and Senate Budget Committees to talk about the goals and intent of the major actions in the 2019-20 Budget Act.
- On July 25, 2019, during the Southern California Budget Workshop, the Chancellor's Office hosted Senator Holly Mitchell, Chair of the Senate Budget Committee, for a lunchtime keynote. Senator Mitchell discussed the importance of our system to the State of California, and strongly encouraged our system to speak with one voice about our budget priorities when engaging with the Legislature.
- On July 29, 2019, the Chancellor's Office conducted a Legislative Staff Briefing to display the Student Success Metrics website, and to begin a discussion with Legislative Staff about the possibility of transitioning from the current practice of individual program-level reporting on expenditures to an accountability and oversight system that looks more holistically at the student journey, achievements and outcomes.

The Summer Recess concluded on Monday, August 12, 2019. The next major deadline in the 2019 Legislative year is August 30, 2019, when the Appropriations Committees will be required to take action on bills containing state costs. The Legislature will begin Interim Study Recess on September 13.

The section below provides an update on high priority bills, divided into three sections: (1) Board of Governors sponsored legislation; (2) Chancellor's Office supported legislation; (3) Legislation proposed for Chancellor's Office policy positions. For bill details, please visit the [Legislative Counsel's website](http://leginfo.legislature.ca.gov/) (<http://leginfo.legislature.ca.gov/>). A full Legislative Matrix is available by sending an email to [Justin Salenik](mailto:jsalenik@cccco.edu) (jsalenik@cccco.edu).

Sponsored Legislation

SB 291 (Leyva) California Community College Financial Aid Program

Would create a new financial aid program targeted to community college students, linked to the total cost of college and accounting for existing aid and student/family resources. Status: Status: Approved by the Senate (31-5) and pending in the Assembly Higher Education Committee. 2 Year-Bill.

AB 239 (Salas) Registered Nursing Programs: Multi-criteria Screening Tool

Would extend the authorization for nursing programs to use a multi-criteria screening tool in student admissions to nursing programs from 2020 to 2025.

Status: Chaptered. Approved by Governor.

AB 806 (Bloom) Priority Enrollment for Homeless Students

Existing law (AB 801, Bloom, 2016) requires colleges to grant priority enrollment to students who are homeless youth. This provision is set to expire January 1, 2020. This bill would remove the sunset date and change the definition of "homeless" to include students who become homeless while enrolled in college.

Status: Chaptered. Approved by Governor.

AB 1051 (Smith) Clinical Nursing Faculty Load Cap Exemption

Would allow part time clinical nursing faculty full time employment on a temporary basis for up to four consecutive semesters at one district and require each district and the Chancellor's Office to report specified information annually.

Status: Approved by the Assembly Floor (78-0) and the Senate Floor (39-0). Pending Governor's signature.

Supported/Opposed Legislation

AB 23 (Burke) Small Business Advocate

Proposed Position: Support

This bill would require the Office of the Small Business Advocate to collaborate and coordinate with the Labor and Workforce Development Agency, Department of Education, and California Community Colleges Chancellor's Office to determine to what extent existing workforce development efforts and programs address the labor needs of small businesses across industry sectors and regions in the state.

Status: Approved by the Assembly Floor (76-0) and Senate Business, Professions and Economic Development Committee (8-0). Pending in the Senate Appropriations Committee.

AB 30 (Holden) Community Colleges: College and Career Access Pathways

Position: Support

Would encourage greater community college participation in the Career and College Academic Pathways (CCAP) partnership program, established by AB 288 (Holden) of 2015, by reducing the administrative challenges related to program implementation. It also requires the Chancellor's Office to prepare a CCAP summary report every 5 years.

Status: Approved by the Assembly Floor (76-0) and the Senate Education Committee (7-0). Pending in the Senate Appropriations Committee.

AB 302 (Berman) Community Colleges Overnight Parking

Position: Support If Amended

Would require a community college campus that has parking facilities on campus to grant overnight access to those facilities to any homeless student who meets specified requirements. Colleges would be exempt from the requirement if they provide hotel

vouchers, rapid rehousing and emergency aid to students. The Chancellor's Office would be required to report on the implementation of the bill. The law would sunset in 2022. Chancellor's Office is requesting amendments to remove the mandate or provide funding. Status: Approved by the Assembly Floor (60-8), Senate Education Committee (7-0) and Senate Judiciary Committee (7-1). Pending in the Senate Appropriations Committee.

AB 376 (Stone) Student Loan Servicing

Proposed Position: Support

This bill would provide definitions for an abusive act and other terms and conditions; require the Department of Business Oversight (DBO) to monitor for risks to consumers in the provision of student loan servicing; and, require the Commissioner of Business Oversight to designate a Student Borrower Advocate to provide timely assistance to student loan borrowers and to receive and review complaints.

Status: Approved by the Assembly Floor (59-15), Senate Banking Committee (4-1), and Senate Judiciary Committee (7-1). Pending in the Senate Appropriations Committee.

AB 540 (Limón) Service Incentive Grant Program

Position: Support

Would create the Service Incentive Grant Program, commencing with the 2020–21 academic year, under the administration of the California Student Aid Commission for community or volunteer service to community college students who qualify for the exemption from nonresident tuition established by AB 540 (Firebaugh, Chapter 814, Statutes of 2001).

Status: Approved by the Assembly Floor (59-17) and Senate Education Committee (5-1). Pending in the Senate Appropriations Committee.

AB 595 (Medina) Community Colleges: Apprenticeship Programs

Position: Support

Would authorize a student enrolled in a community college class or classes pursuant to an apprenticeship program or an internship program, who does not have a social security number to use an individual tax identification number for purposes of any background check required by the class or program.

Status: Approved by the Assembly Floor (62-0) and Senate Floor (31-0). Pending Governor's signature.

AB 612 (Weber) CalFresh: Restaurant Meals Program

Position: Support

Would allow the California Department of Social Services to enter into a memorandum of understanding with California Community Colleges Chancellor's Office in order to enable qualifying food facilities located on the campus to participate in the Restaurant Meals Program.

Status: Approved by the Assembly Floor (66-5), Senate Education Committee (7-0) and Senate Human Services Committee (6-0). Pending in the Senate Appropriations Committee.

AB 695 (Medina) Authority to Use Design Build Contracts

Position: Support

The law authorizing California Community College districts to use design build contracts is set to expire on January 1, 2020. AB 695 extends the authorization for community college districts to enter into design-build contracts to January 1, 2030, and adopts the same "skilled and trained workforce" requirements applicable to the design-build authority of state agencies and local governments to community colleges.

Status: Approved by the Assembly Floor (70-0) Approved by the Senate Education Committee (7-0) and Senate Appropriations Committee (6-1). Pending on the Senate Floor.

AB 751 (O'Donnell) Pupil Assessment: Pathways to College Act

Proposed Position: Oppose

This bill requires the Superintendent of Public Instruction to approve one or more nationally recognized high school assessments, such as the SAT or ACT, a local education agency may administer in lieu of the 11th grade Smarter Balanced Assessment, commencing with the 2021-22 school year. While this bill attempts to standardize an ongoing school district function and reduce the overlap between nationally recognized exams and the Smarter Balanced Assessment, it conflicts with the Chancellor's Office recent policies on assessment and placement. Specifically, the Chancellor's Office, consistent with several academic studies, concurs that there is a weak relationship between standardized test scores and later academic achievement. These exams can disproportionately affect underrepresented populations, including English-learners and low-income individuals, who may be unaware that their test performance will affect their college career.

Status: Approved by the Assembly Floor (75-0) and Senate Education Committee (6-1). Pending in Senate Appropriations Committee.

AB 943 (Chiu) Community Colleges: Student Equity Plans

Position: Support

Would authorize Student Equity and Achievement program funding to be used for the provision of emergency student financial assistance and other basic needs to eligible students to overcome food and housing insecurity.

Status: Approved by the Assembly Floor (75-0) and Senate Education Committee (7-0). Pending in the Senate Appropriations Committee.

AB 1313 (Rivas) Transcript Withholding Practices

Position: Support

Would prohibit public or private postsecondary educational institutions from using transcript issuance as a tool for debt collection. Colleges would be authorized to utilize other forms of debt collection practices, including utilizing the existing partnership with the Chancellor's Office and the Franchise Tax Board to withhold past due debts from tax returns.

Status: Approved by the Assembly Floor (78-0) and Senate Education Committee (5-0). Pending in the Senate Appropriations Committee.

AB 1314 (Medina and McCarty) Cal Grant Reform Act

Proposed Position: Support in Concept

This proposal aims to increase financial aid opportunities and award levels for students in order to achieve several state policy goals focused on college accessibility and affordability. As currently drafted, there is very little detail as to how the non-tuition costs portion of the grant would operate. Details are necessary to ensure that California Community Colleges students benefit from the new program.

Status: Approved by the Assembly Floor (63-0). Pending in the Senate Education Committee. 2 Year-Bill.

AB 1340 (Chiu) California Gainful Employment Rule

Position: Support

Would require private postsecondary institutions to report the student loan debt information of each graduate to the Bureau of Private Postsecondary Education (BPPE). Also requires the Bureau to publish program and institution aggregate debt-to-income information on its website based on information matched with wage data provided by the Employment Development Division (EDD).

Status: Approved by the Assembly Floor (60-12) and Senate Business and Professions Committee. Pending in the Senate Appropriations Committee.

AB 1343 (Eggman) California 85/15 Rule

Position: Support

Would prohibit, beginning January 1, 2021, a private postsecondary educational institution from enrolling residents of California, unless the institution meets either the requirement that no more than 85% of the institution's tuition revenue is derived from student financial aid and loans, or not less than 50% of the institution's revenue is dedicated to student instruction.

Status: Approved by the Assembly Floor (66-5). Pending in the Senate Business and Professions Committee at request of author. 2 Year-Bill.

AB 1345 (McCarty) Recruitment Practices

Position: Support

Would revise existing restrictions on private postsecondary school enrollment recruitment compensation to prohibit institutions from providing direct or indirect financial incentives, compensation, bonus or payment contingent upon quotas based on student enrollment, admissions, financial aid award to a student, or sales of educational materials directly to a student.

Status: Approved by the Assembly Floor (69-0) and the Senate Business and Professions Committee (5-0). Pending in the Senate Appropriations Committee.

AB 1346 (Medina) Student Tuition Recovery

Position: Support

Would expand the definition of economic loss, as it pertains to the Student Tuition Recovery Fund (STRF) to include all amounts paid by a student to the institution, any amounts paid in connection with attending the institution, and all principal, interest, and charges of any kind for any loan incurred by the student to pay these amounts.

Status: Approved by the Assembly Floor (77-0). Approved by the Senate Business and Professions Committee (8-0) and Senate Education Committee (7-0). Pending in the Senate Appropriations Committee.

AB 1364 (Rubio) Nursing: Schools and Programs: Exemptions

Position: Oppose

Would exempt nursing programs, that meet certain specified “quality” criteria from Board of Registered Nursing regulations and rules that oversee education programming and require ongoing program approval. The board has used its authority to attempt to maintain balance in enrollments between public and private colleges to prevent clinical displacement and to ensure that the supply of nurses meets regional labor market demands. This bill would remove board authority and could lead to unregulated growth of expensive for profit nursing programs that will continue to displace community college programs from clinical settings.

Status: Held in the Assembly Appropriations Committee.

AB 1504 (Medina) Student Representation Fee

Position: Support

Would require the California Community College (CCC) to collect, if a student body association (SBA) has been established, a student representation fee (SRF) of \$2, at the time of registration per semester or quarter. One dollar of the fee would be expended to establish and support the operation of a statewide community college organization for all SRFs collected. Per existing law, students may opt out of the fee for various reasons.

Status: Approved by the Assembly Floor (58-0) and Senate Education Committee (5-0). Pending on the Senate Floor.

AB 1689 (McCarty) College Mental Health Services

Position: Support

Would create the College Mental Health Services Program, a grant program for colleges and universities to support on campus mental health services and appropriate \$40 million from Proposition 63 funds, with \$20 million to California Community Colleges.

Status: Held in the Assembly Appropriations Committee.

AB 1774 (Bonta) Cal Grant Deadline Extension

Position: Support

Would authorize the California Student Aid Commission to extend the Cal Grant application deadline up to an additional 30 calendar days due to natural disasters and other emergencies, and outlines a process to guide postsecondary education institutions and the Commission.

Status: Approved by the Assembly Floor (78-0) and Senate Education Committee (7-0). Pending on Senate Floor.

SB 150 (Beall) Chaffee Grant Program

Proposed Position: Support

This bill provides for more flexible satisfactory academic progress standards for the Chaffee Educational and Training Voucher Program, as compared to the existing

Satisfactory Academic Progress state benchmarks. It requires public postsecondary institutions to offer academic counseling for struggling students and an appeals process to account for the unique circumstances of foster youth. The bill also authorizes the California Student Aid Commission to award up to 200% of the Chafee ETV allocation amount during the first award cycle; thereby, allowing a greater number of students to receive funds at the beginning of the school year when they are needed the most. Status: Approved by the Senate Floor (38-0) and Assembly Higher Education (11-0). Pending in the Assembly Appropriations Committee.

SB 173 (Dodd) CalFresh: Postsecondary Student Eligibility: Work-study

Position: Support

Would require the California Department of Social Services to create a standardized form for use by community colleges and universities to verify the work-study eligibility of approved students who anticipate participating in state or federal work-study, for determining eligibility for CalFresh benefits.

Status: Chaptered. Approved by the Governor.

SB 575 (Bradford) Cal Grants: Incarcerated Student Eligibility

Position: Support

Under existing law, the Cal Grant program prohibits an incarcerated student from being eligible to receive a Cal Grant award. This bill would repeal that prohibition and make conforming changes.

Status: Approved by the Senate Floor (35-2) and the Assembly Higher Education Committee (11-0). Pending in the Assembly Appropriations Committee.

ACR 1 (Bonta) Immigration: Public Charges

Position: Support

Condemns regulations proposed by the Department of Homeland Security to determine the inadmissibility of an immigrant based on more expansive public charge grounds, and urges the federal government to roll back the proposed changes.

Status: Approved by the Assembly Floor and Senate Human Services Committee (5-0). Pending on the Senate Floor.

ACR 14 (Limón) Dual Enrollment Week

Position: Support

This resolution recognizes March 17, 2019 to March 23, 2019, as Dual Enrollment Week. Encouraging colleges and universities to visit high schools and take action to help students register in dual enrollment courses.

Status: Chaptered. Approved by the Assembly Floor (72-0) and Senate Floor (37-0).

ACR 31 (Limón) California Community College Month

Position: Support

This resolution declares April as California Community College month and highlights the benefits of a community college education, including low fees, open access, and the system's versatility in meeting student needs for transfer, career technical education, and assistance with skill development.

Status: Chaptered. Approved by the Assembly Floor and Senate Floor (38-0).

ACR 64 (McCarty) SAT and ACT Tests

Proposed Position: Support

This measure would request the California State University and University of California to conduct a study on the usefulness, effectiveness, and need for the SAT and ACT to determine student admissions.

Status: Approved by the Assembly Floor and pending in the Senate Appropriations Committee.

AJR 2 (Vopel) Federal Pell Grant Program Awards

Position: Support

This measure asks the Congress and the President of the United States to immediately take action to increase the maximum annual amount of the federal Pell award from \$6,095 to at least \$7,500, or an additional \$1,405.

Status: Chaptered. Approved by the Assembly Floor (78-0) and Senate Floor (40-0).

Advocates

If you have not already subscribed to the Government Relations listserv, where information is routinely distributed, you are welcome to join. To subscribe, send an e-mail to LISTSERV@LISTSERV.CCCNEXT.NET and put SUBSCRIBE ADVOCATES in the body of a BLANK, NON-HTML e-mail. NO SUBJECT OR SIGNATURES.

Item 4.4, Attachment 2: Federal Policy and Advocacy Update

Federal Policy and Advocacy Overview

At the beginning of August, the Senate passed and the President signed into law the House-passed Bipartisan Budget Act of 2019 that increases spending limits for FY2020 and FY2021 and raises the national debt ceiling through July 31, 2021. The House now must revise the ten FY2020 appropriations bills it has passed, as well as the two appropriations outstanding, to bring them into compliance with the levels set forth in the Act. The Senate has taken no action on appropriations bills but, during this August Congressional recess, the Senate Appropriations subcommittees will be given their topline spending levels – 302(b) allocations – from which they will draft their respective appropriations bills.

It is expected that those subcommittees will begin markups the week of September 9, when the Senate returns from the recess. The fiscal year ends on September 30. If the House and Senate do not agree on and pass final appropriations by that date, a Continuing Resolution (CR) will be needed to keep the government running.

Congressional Update

The House and Senate have recessed and will return on September 9.

On August 13, House Education and Labor Committee Chairman Bobby Scott (D-VA), House Financial Services Chairwoman Maxine Waters (D-CA), and House Oversight Committee Chairman Elijah Cummings (D-MD) sent a letter to U.S. Department of Education (USED) Secretary Betsy DeVos outlining their concerns with the Department's oversight of student loan servicers. Specifically, the chairpersons expressed their concern that student loan servicers influenced the Department's decision to block state agencies, including law enforcement, from overseeing servicers.

On August 6, Senate HELP Committee Ranking Member Patty Murray (D-WA) and Senate Minority Whip Richard Durbin (D-IL) led a letter signed by 30 Democratic and Independent Senators to U.S. Department of Education (USED) Secretary Betsy DeVos urging her to fulfill her responsibility to help students impacted by sudden closures of for-profit colleges. The letter states “[we are] extremely concerned by the U.S. Department of Education's inadequate response to the recent abrupt closures of multiple institutions of higher education... The Department has a duty to help students impacted by school closures... The Department must, therefore, ensure that every closing institution of higher education carries out its regulatory requirement to provide all enrolled students with a closed school discharge application and a written disclosure, describing the benefits and consequences of a closed school discharge as an alternative to completing their educational program.” The Senators also called on USED to examine more broadly the closed school loan discharge process.

On August 2, Senator Maggie Hassan (D-NH) led a letter signed by 10 Democratic and Independent Senators raising concerns with how changes to simplify the 1040 tax form could cause a disruption in the functionality of the IRS Data Retrieval Tool, which allows

students to fill in their family's tax information on the Free Application for Federal Student Aid (FAFSA). "It is imperative that the Department of Education and IRS work together collaboratively to fix the problems created by Treasury's changes to the 1040 tax form," states the letter. The letter also requests that USED outline what will be done to ensure that students who misreport information because of the changes will not be subject to additional arduous information reporting that could discourage students from completing the financial aid process.

Administrative Update

On July 22, the United States Department of Education (USED) announced that it would begin to implement Obama-era "state authorization" rules related to the governing of online colleges. State authorization refers to the requirement that states must have a process for reviewing and taking appropriate action on student complaints about online programs that enroll students of the state, even if the online degree program is not physically located within the state. Secretary DeVos attempted to delay the rule but was prevented from doing so by a federal judge. The Department warned that implementation of the rule would have a negative impact on students in California, resulting in the loss of Pell Grants and federal student loans, because the state did not have a process for accepting student complaints regarding out-of-state public and nonprofit colleges. On July 26, California responded to USED, outlining a complaint process that the state intends to use to achieve compliance with the regulation.

On August 13, the Department of Homeland Security published a final rule regarding the inadmissibility of immigrants on "public charge" grounds, which refers to whether a person is likely to be dependent on certain public benefits programs. The final rule expands the public benefits programs that can be considered when determining admissibility to include cash benefits for income maintenance, Supplemental Nutrition Assistance Program (SNAP), most forms of Medicaid, Section 8 Housing Assistance under the Housing Choice Voucher (HCV) Program, Section 8 Project-Based Rental Assistance, and certain other forms of subsidized housing. Previously, only cash assistance programs such as state and local programs, Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), and long-term institutional medical care (e.g. Medicaid) were considered when making a public charge determination. A proposed rule was originally published in October 2018 and received over 200,000 comments. The rule will take effect on October 13.

On August 16, the Consumer Financial Protection Bureau (CFPB) announced Robert G. Cameron has been appointed to serve as the CFPB private education loan ombudsman. Cameron previously was with the Pennsylvania Higher Education Assistance Agency, a student loan servicer. While at the agency, Cameron was responsible for litigation, compliance, and risk mitigation efforts.



California Community Colleges Board of Governors

Item 4.5: Participatory Governance and Statewide Engagement

Attachments: 1

Date: September 16-17, 2019

Category: Executive

Type of Board Consideration: Information

Recommended By

Dr. Daisy Gonzales, Deputy Chancellor

Approved for Consideration

Eloy Ortiz Oakley, Chancellor

Issue

This item responds to a request by the Board of Governor's to report on all statewide participatory governance structures by the Chancellor's Office, including statewide advisory committees, workgroups, and task forces.

Recommendation

This item is presented for Board information and discussion.

Background

In August of 2018, the Board President and Vice President requested that the Chancellor's Office provide a report of all statewide participatory governance structures, and to begin to consolidate or conclude committees and working groups that reproduce silos or are duplicative. Between September 2018 and August 2019, the Chancellor's Office determined that unnecessary duplication existed in 10 statewide advisories and committees, and concluded the work of the following:

- Basic Skills Advisory Committee
- Foster and Kinship Care Education Regional Coordinators
- Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators Workgroup
- IEPI Professional Development Workgroup
- IEPI Advisory Committee
- IEPI Data Disaggregation Advisory Committee
- IEPI Integrated Planning Project Advisory Committee
- IEPI Technical Assistance Workgroup
- Student Services Advisory Committee
- School Employer Advisory Committee

To date, the Chancellor's Office operates 38 statewide task forces, workgroups or committees (referred to collectively as statewide working groups).

Additional Context

In addition to existing Chancellor's Office statewide working groups, the Board of Governors is required to maintain a consultation process at the state level to ensure local community college district participation in system wide policy decisions. Title 5 requires the Board of Governors to "provide general supervision" over community college districts "in consultation with" community college districts and their institutional representatives, to allow community college organizations and interested individuals and parties an opportunity to review and comment on proposed policy before it is adopted by the Board. (Ed. Code, § 70901, subs. (b), (e).)

The Board of Governors Standing Orders outline the process and guiding principles for the Consultation Council. The Consultation Council is comprised of 18 representatives of institutional groups such as trustees, executive officers, students, administrators, business officers, student services officers, and instructional officers, and representative organizations, such as faculty and staff unions and associations. As a condition for participation on the Consultation Council, the Board of Governors Standing Orders state that each group participating as either an institutional or organizational member is required to make the following commitments:

"(1) Each group, insofar as it participates in Consultation, will commit to promote the development of policy which is in the best interests of students, the system, and the State; (2) Each group will commit to first attempt to use the Consultation Process for pursuing recommended policy changes or recommended policy that can be dealt with in the Consultation Process; (3) Each group will commit to strive to accept and accommodate the consensus reached in Consultation, although each group will retain the ultimate right to excuse itself from Consultation on a particular issue or the ultimate right to take an issue to a different arena; and (4) Each group will agree to attend Consultation meetings, complete any work it agrees to undertake, and communicate with and involve the constituency it represents."

The Consultation Council is the primary vehicle for participation by community college districts in the development of statewide community college policy in order to ensure that the best interests of the students, the system, and the state are served. The Consultation Council is chaired by the Deputy Chancellor and meets once per month to review and evaluate new policy proposals, necessitated either by legal requirements or local need, to review and provide advice on policy issues currently in development, and provide feedback on the work of standing committees developing annual system proposals. This formal consultation process allows the entire community college system to advise the Chancellor, who makes recommendations to the Board of Governors on matters of policy.

Two other groups have special recognition in the Board of Governors Standing Orders as constituents with distinct status in the participatory governance process.

- Consistent with the intent of Section 53206 of title 5 of the California Code of Regulations, the Board of Governors recognizes the Academic Senate of the California Community Colleges (ASCCC) as the representative of community college faculty on academic and professional matters. The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the system wide level shall be made by the Academic Senate.
- Pursuant to the Board of Governors standing orders on the participation of students in governance, the Board recognizes the Student Senate of the California Community Colleges (SSCCC). The Board of Governors recognizes the SSCCC as the representative of community college students in the Consultation Process and before the Board of Governors and Chancellor's Office.

Participatory Governance and Statewide Engagement

Since the request to consolidate statewide working groups, the Chancellor's Office currently engages statewide representatives through 38 advisory committees, workgroups or task forces (referred to collectively as statewide working groups). Across all statewide working groups a total of 738 statewide representatives are currently engaged, and 9 vacancies exist as of June 1, 2019.

A brief review of each statewide working group is summarized below and organized into three categories. (Attachment 1 provides a membership roster for each working group.) The categories below denote the origins of the statewide working group, which impacts the responsibility of the Chancellor's Office to operate and engage statewide representatives.

- Category A: the committee, workgroup or task force is required by legislation or Title 5 regulations and is recognized in the Board of Governors standing orders. This category requires meetings to be compliant with the Bagle-Keene Act and the membership may be outlined in statute.
- Category B: the committee, workgroup or task force was created by the Chancellor's Office and can be extended, integrated or dismantled.
- Category C: the committee, workgroup or task force is convened in partnership with a statewide association, the Foundation for California Community Colleges or another California State agency.

In general, state funds are expended in convening these groups through staff time, travel reimbursements and meals provided at working group meetings. Where travel reimbursements, lodging or meals are provided, the description provides this information and details of the funding source that is expended.

Analysis

Category A: Required by legislation or regulations

- 1.** Assessment Workgroup. Required by California Education Code section 78213. Originally formed to review and approve standard assessment tests, the committee is on hold as a result of AB 705 and is currently engaged in the review and approval of local placement models under AB 705. Travel expenses, including meals and occasional lodging, are paid for by the set-aside for the Student Equity and Achievement Program authorized by legislation.
- 2.** Distance Education and Educational Technology Advisory Committee (DEETAC). Required by Board of Governors Standing Orders 409 to provide advice to the Chancellor's Office on distance education and educational technology. DEETAC meets quarterly in person and through video conferences. The Chair and Vice-Chair are elected from the membership.
- 3.** Economic Development Program Advisory Committee (EDPAC). An advisory body established to fulfill the statutory requirements of Education Code sections 88600 et. seq, one of the workforce funding streams administered by the Chancellor's Office Division of Workforce & Economic Development. This body advises the Chancellor's Office on overall program development, recommend resource deployment, and strategies for regional coordination. The advisory committee meets three times per year. Committee members are reimbursed for travel and meals are provided using SB 1402 funds.
- 4.** Foster and Kinship Care Advisory Committee. Required by California Education Code section 79420, and listed as a requirement in the interagency agreement in place with the Department of Social Services. The committee meets to facilitate communication among stakeholders and partners to provide guidance on policy development. The committee also provides a forum for service delivery consultation and collaboration. Travel expenses, including meals and occasional lodging, are paid for by the Chancellor's Office and reimbursed by the Department of Social Services.

Category B: Created by the Chancellor's Office

- 5.** AB 705 ESL Implementation Group. Convened by the Educational Services and Supports Division to review AB 705 legislation as it pertains to ESL and provide clear guidance for implementation to the field. The group will meet quarterly through December 2019. Meals are covered by the set-aside authorized by legislation.
- 6.** AB 2098 California Adult Education Program Committee. Convened by the Workforce and Economic Development Division to develop recommendations regarding the implementation of immigrant education measures. The committee meets monthly through 2019.

- 7.** Accessibility Standards Workgroup. Convened by the Institutional Effectiveness Partnership Initiative (IEPI) Division to develop recommendations on accessibility principles for the Chancellor's Office. The workgroup meets monthly to review information and communication technology and instructional material accessibility policies. Travel expenses, including meals and occasional lodging are covered by the set-aside funds.
- 8.** Basic Needs Advisory Group. Convened by the Educational Services and Supports Division to share information on student basic needs and seek input on legislation. The Basic Needs Advisory Group meets 2 to 3 times per year and is chaired by a Chancellor's Office staff person. Travel expenses, including meals and occasional lodging are paid for by the set-aside for the Student Equity and Achievement Program authorized by legislation.
- 9.** California College Promise Grant Workgroup. Convened by the Communications Division to develop messaging and materials that would allow colleges and the Chancellor's Office to coordinate and harmonize student facing communications with the renaming of the fee waiver and align it with state and local Promise partnerships. The workgroup includes communications and marketing professionals, Chancellor's Office staff and contractors, and meets as necessary.
- 10.** California Community Colleges Curriculum Committee (5C). Convened by the Educational Services and Supports Division to provide advice on policy and guidance on all matters related to curriculum, including creation, implementation and endorsement of curriculum through the California Community College system. 5C is co-chaired by the faculty representative appointed by the ASCCC President and a Chief Instructional Officer (CIO) appointed by the CCCCIO Executive Board. 5C meets monthly and as needed. Travel expenses, including meals and occasional lodging are paid through set-aside funds authorized by legislation.
- 11.** CalWorks State Advisory Committee. Convened by the Educational Services and Supports Division to provide guidance on policy development, program implementation, best practices, and identify needs of students/college CalWORKs programs. The representatives also disseminate CalWORKs information within their region, association or constituency. The advisory committee meets four times per year. The Committee is chaired by a Chancellor's Office staff person. Travel expenses, and meals are paid for through set-aside funds authorized by legislation.
- 12.** Career Education African American/Black Advisory Committee. Convened by the Communication Division to tap into expertise and networks of African American/black leaders from different backgrounds to assist with outreach to students about the opportunities available at Community Colleges. The Committee informs the Communications and Marketing Division on effective outreach to potential African American students and influencers. The advisory committee meets every month. Travel expenses and meals are paid for through set-aside funds authorized by legislation.

- 13.** Career Education Marketing Regional Consortia Leads. Convened by the Communications Division to align and coordinate statewide and regional Career Education marketing activities to ensure brand alignment and responsible use of state resources. This group helps tailor and leverage the statewide Career Education brand to amplify and be responsive to local and regional needs. The regional consortia leads host bi-weekly calls.
- 14.** Cooperating Agencies Foster Youth Educational Support Advisory Committee (CAFYES). Convened by the Educational Services and Supports Division to provide the Chancellor's Office with advice and support on CAFYES policy and program implementation. The advisory committee meets 3 to 4 times per year. Travel expenses including meals and occasional lodging are paid for through set-aside funds authorized by legislation.
- 15.** Currently and Formerly Incarcerated Advisory Committee. Convened by the Educational Services and Supports Division to provide advice to the Chancellor's Office on policies and practices with programs serving currently and formerly incarcerated students. The advisory committee meets every semester.
- 16.** Disabled Students Programs and Supports Regional Coordinators. Convened by Educational Services and Supports Division to provide input and feedback on the resources and guidance provided to the field. The regional coordinators meet three times per year. A Chancellor's Office staff person chairs the committee. Travel expenses and meals are covered through set-aside funds authorized by legislation.
- 17.** Diversity Task force. A short-term task force to make recommendations on the efficacy of adding a faculty and staff diversity goal to the Vision for Success and to make subsequent recommendation on the regulatory and technical assistance that will be necessary to make progress. The Task force is Co-chaired by the Deputy Chancellor and the President of the ASCCC. The task force meets monthly starting April 2019 and is expected to conclude its work September 2019. Meals are provided through Foundation for California Community College gift funds.
- 18.** Equal Employment Opportunity (EEO) and Diversity Advisory Committee. Established by the Chancellor's Office as an advisory body to help fulfill the requirements of title, sections 53000 et seq. The EEO and Diversity Advisory Committee is a forum for the exchange of information to drive the promotion, creation and implementation of effective EEO and diversity programs. The Committee develops resources such as samples and best practices which can be shared with districts throughout the state. The Committee consists of a diverse representation of community college constituency group leaders and human resource professionals. The advisory committee meets quarterly and is Co-Chaired by the Deputy Chancellor and a system HR Manager. Meals are provided through Foundation for California Community College gift funds.

- 19.** Extended Opportunity Programs and Services (EOPS) Regional Coordinators. Convened by the Educational Services and Supports Division to provide a communication tool between the college EOPS programs and the Chancellor's Office. The EOPS regional coordinators meet four times per year to provide input to the Chancellor's Office regarding Title 5 and other EOPS and CARE state requirements. Travel expenses, including meals and occasional lodging are covered through set-aside funds authorized by legislation.
- 20.** Financial Aid Regional Representatives (FARR). Convened by the Educational Services and Supports Division to provide information to the colleges through the 10 regional representatives. The FARR also provides feedback on proposed policies and program processes. The FARR meets four times per year, and is chaired by a Chancellor's Office staff member. Travel expenses, including meals and occasional lodging are covered through set-aside funds authorized by legislation.
- 21.** Foster Youth Initiative Advisory Group (FYSI). Convened by the Educational Services and Supports Division to bring information from college FYSI liaisons regarding issues affecting over 20,000 foster youth currently enrolled in California Community Colleges. The FYSI advisory also provides feedback on pending legislation, and changes to financial aid that might affect foster youth students. The advisory meets four times per year. A Chancellor's Office staff member chairs the committee. Travel expenses, including meals and occasional lodging are covered by the Student Equity and Achievement Program set-aside authorized by legislation.
- 22.** Guided Pathways Advisory Committee. Convened by the Educational Services and Supports Division to discuss strategies and provide guidance for the implementation of Guided Pathways. The Guided Pathways Advisory Committee meets monthly. Stakeholders were invited from across college departments and campuses and provide a diverse representation of practitioners. Meals are covered by the set-aside authorized by legislation.
- 23.** Guided Self-Placement Workgroup. Convened by the Educational Services and Supports Division to create AB 705 Guided Self-Placement Templates for the Field. The product of this workgroup will assist the Chancellor's Office fulfill AB 705 requirements. This is a short-term workgroup meeting as necessary.
- 24.** IEPI Executive Committee. Convened by the Institutional Effectiveness Partnership Initiative (IEPI) Division to provide direction in the overall coordination of IEPI in order to advance institutional effectiveness and the Vision for Success. It also assists the Chancellor's Office in the implementation of policies and procedures related to IEPI, and reviews IEPI products, such as technical assistance and professional development. The committee meets monthly. Travel expenses, including meals and occasional lodging are covered through set-aside funds authorized by legislation.

- 25.** In-House General Counsel Group. Meeting of community college in-house general counsel for professional development and to exchange information informally. The group meets twice a year.
- 26.** Library and Learning Resources Advisory Committee (LLRPAC). Convened by the Educational Services and Supports Division to provide advice to the Chancellor's Office on policies and practices of libraries, tutoring, learning resources, and supplemental learning assistance. The LLRPAC meets quarterly in person and through video conferences.
- 27.** Strategic Enrollment Management (SEM) Advisory Committee. Convened by the Institutional Effectiveness Division, this committee provides input on the development of the SEM Program, an intensive and comprehensive enrollment management curriculum for the California Community Colleges encompassing several coordinated efforts to provide technical assistance and professional development resources. The advisory committee meets biannually.
- 28.** Student Attendance Accounting and Reporting (StAAR) Committee. Convened by the Finance and Facilities Planning Division to provide advice to the Chancellor's Office on updates to the 2001 Student Attendance & Accounting Manual (SAAM), the primary reference tool for districts on topics related to student attendance accounting and student residency classification, as well as related subjects such as academic calendars, course scheduling and other conditions potentially affecting apportionment eligibility. The committee consists of experts in accounting and residency who meet quarterly and as needed.
- 29.** Student Equity and Achievement Workgroup. Convened by the Educational Services and Supports Division to provide the Chancellor's Office advice and support on SSSP and Student Equity policy and program implementation. The workgroup meets four times per year. A Chancellor's Office staff member chairs the committee. Travel expenses, including meals and occasional lodging are covered through set-aside funds authorized by legislation.
- 30.** Telecommunications and Technology Advisory Committee (TTAC). Convened by the Digital Innovation and Infrastructure Division, this committee develops technology hardware and software standards that are interoperable and used by community colleges districts and colleges. TTAC meets quarterly. Travel expenses, including meals and occasional lodging are covered through set-aside funds authorized by legislation. The Committee is chaired by two system wide stakeholders, currently a Chief Executive Office and an Academic Senate designee.
- 31.** Veterans Services Advisory Committee. Convened by the Educational Services and Supports Division to facilitate communication, identify student veteran needs, and encourage the exchange of innovative ideas and effective practices throughout the system. The advisory meets 2 to 3 times per year. A Chancellor's Office staff person chairs the committee. Travel expenses, including meals and occasional lodging are

covered by the Student Equity and Achievement Program set-aside authorized by legislation.

- 32.** WEDPAC Strong Workforce Implementation Advisory Committee (WEDPAC). Convened by the Workforce and Economic Development Division to advise on the execution of the Division's programs which calls for the braiding of workforce-related incentive funds under a unified framework, as well as on the implementation of the 25 strong workforce recommendations approved by the Board of Governors. The WEDPAC meetings have been conjoined with those of EDPAC, which meets three times per year.

Category C: Convened in partnership with another statewide entity

- 33.** ACBO Advisory Workgroup on Fiscal Affairs. A subcommittee of the ACBO Board to provide the Chancellor's Office ongoing advice and counsel on fiscal related matters, such as issues surrounding state budget proposals, statutory and/or regulatory funding provisions, and any other matters relating to fiscal and business issues concerning the state's community colleges. The workgroup meets monthly. Meals are provided through Foundation for California Community College gift funds.
- 34.** ACBO Facilities Task force. A subcommittee of the ACBO Board to assist the Chancellor's Office in the advocacy, planning and policies related to community college facilities and the capital outlay process in order to best represent every community college district. The ACBO Facilities Task force also consults with the California Community Colleges/Investor-Owned Utility Partnership, the FUSION Steering Committee, and other State agencies as part of their duties to best serve the community college system. Meals are provided through Foundation for California Community College gift funds.
- 35.** ACBO Standards and Accountability Committee. A subcommittee of the ACBO Board that provides the Chancellor's Office with input on accounting and reporting issues as they develop and take appropriate action to enhance uniform reporting and reliability of fiscal data. Actions by the Committee include, but are not limited to, the development of Accounting Advisories, updating of the Budget and Accounting Manual, modifications of the reporting system, and ongoing advisement on accounting and reporting issues. The committee meets quarterly.
- 36.** California Investor Owned Utilities Energy Efficiency Partnership. The California Community Colleges-California Investor Owned Utilities Energy Efficiency Partnership advocates, promotes and supports energy efficiency in the California Community College system by leveraging resources from the community college districts, the Chancellor's Office, the State of California and the four California Investor Owned Utilities (IOU), including Pacific Gas & Electric (PG&E[®]), Southern California Edison (SCE[®]), Southern California Gas (SCG[®]) and San Diego Gas & Electric (SDG&E[®]).
- 37.** Dreamers Advisory Group. The Dreamers Advisory Group was established as part of the Dreamers Project, funded through a grant provided by the James Irvine Foundation

and coordinated by the Foundation for California Community Colleges. The Dreamer Advisory Group was formed to identify the most pressing concerns and challenges facing undocumented students and colleges; resources for eligible students; and effective strategies for college implementation. The 14-member advisory group was comprised of a college president, two student advocates, a Dream Resource Center consultant, two Dream Resource coordinators, an UndocuAlly trainer, members of the Chancellor's Office governmental relations team, an immigrant rights activist, an immigration legal expert, and the Director of Higher Education from Immigrants Rising. The group convened on three occasions between September 2018 and October 2019 to guide work, advise on priorities, analyze survey and regional meeting data, and champion the final recommendations and report.

- 38. FUSION Subcommittee.** A subcommittee of the ACBO Board that provides advice and reports to the ACBO Facilities Task Force. Their decisions on key issues require approval from the ACBO Facilities Task force. Meets quarterly.

Considerations for the Board of Governors

The Board of Governors may consider the need for further information on the duplication, frequency, effectiveness and membership of the 38 statewide working groups. The Board may also wish to direct the Chancellor's Office to provide a future update with information that summarizes:

- a mission and defined charter for all statewide working groups;
- 2020-21 goals for each working group that align to progress towards the Vision for Success goals,
- an analysis/proposed changes to the existing structure and membership of working groups in order to advance integrated planning and holistically serve our students; and
- opportunities to coordinate support for the Board of Governor's 2020-21 Budget and Legislative request.

Attachments

- 1. Statewide Working Groups**

Item 4.5, Attachment 1: Statewide Working Groups

Communications Division

California College Promise Grant Workgroup

Members: 16

Alma Rodriguez, Ventura Community College
Amanda Davis, I Can Afford College Campaign
Angel Rodriguez, San Bernadino Community College District
Bryan Dickason, California Community Colleges Chancellor's Office
Corral Nohel, Long Beach City College
Dyrell Foster, Moreno Valley College
Gabe Ross, Los Rios Community College District
Geoff Green, Santa Barbara City College Foundation
Jeff Heyman, Peralta Community College District
Karen Micalizio, Butte College
Paige Marlatt Dorr, California Community Colleges Chancellor's Office
Peter Griggs, Shasta College
Rhonda Mohr, California Community Colleges Chancellor's Office
Rianne Connor, College of the Redwoods
Richard Rojo, College of San Mateo
Ruby Nieto, California Community Colleges Chancellor's Office

Career Education African American and Black Advisory Committee

Members: 34

Carla Javits, Roberts Enterprise Development Fund
Cassandra H.B. Jennings (Co-Chair), Greater Sacramento Urban League
Christian Uriarte, T&T Public Relations
Eneida Talleda, T&T Public Relations
Gilles Djomani Fomben Sylvain, YI Advisors
Gillie Miller, Solano County Program Manager
Gregg Irish, Los Angeles Workforce Development Board
Gregg Irish (Co-Chair), City of Los Angeles Workforce Development Board
Holly J. Mitchell, California State Senate
Janet Clark, JClark Enterprises
Joseph Williams, Youth Action Project of San Bernardino
Kristin Warren, California Legislative Black Caucus
L. Dee Slade, African American Network of Kern County
Linda Dent, SEIU Local 721
Mark Perry, Career Education
MC Townsend, Regional Black Chamber of Commerce of San Fernando
Michael Dolphin, The Dolphin Company
Michael Lawson, Los Angeles Urban League
Misha Gutierrez, Ogilvy Public Relations
Oliver L. Baines III, Fresno City Council

Paige Marlatt Dorr, California Community Colleges Chancellor's Office
Pamela Haynes, Board of Governors Chancellor's Office
Paul Feist, California Community Colleges Chancellor's Office
Paul L. Binion II, Westside Church of God
Peter Kavadeles, Ogilvy Public Relations
Phyllis Tucker, T&T Public Relations
Ray King, San Diego Urban League
Rebecca Miller, SEIU United Healthcare Workers
Sam Cobbs, Tipping Point Community
Sarah Pollo, Ogilvy Public Relations
Stephen Baiter, Oakland Workforce Development Board
Steven L. Boyd, American River College

Career Education Marketing Regional Consortia Leads

Members: 22

April Farkas, Cosumnes River College
Ashley Etchison, IE/Desert Region
Becky Barabe, Federal Communications Commission/Cosumnes River College
Blaine Smith, North/Far North Region
Carrie Smith, Interact Communications
Diann Thursby, IE/Desert Region
Eric Harnish, South Central Coast Region
Gustavo Chamorro, Los Angeles/Orange County Regional Consortium/Orange County Region
Janine Kaiser, North & East Bay Region
Jessica Sorensen, Chancellor's Office Career Education Campaign
Julie Pehkonen, IE/Desert Region
Karri Hammerstrom, Central/Mother Lode/Cosumnes River College
Kristen Foster, COS/Cosumnes River College
Luann Swanberg, South Central Coast Region
Mark Perry (Chair), Chancellor's Office Career Education Campaign
Matt Roberts, California Community Colleges Chancellor's Office
Miguel Orozco, Orange County Region
Molly Ash, San Diego/Imperial
Peter Kavadeles, Ogilvy Public Relations
Richard Verches, Los Angeles/Orange County Regional Consortium/LA Region
Sharon Turner, SW Bay Region
Tessa Miley, North/Far North Region

Digital Innovation and Infrastructure Division

Telecommunications and Technology Advisory Committee (TTAC)

Members: 35

Barney Gomez, California Community Colleges Chancellor's Office
Ben Seaberry, Ed.D, San José Evergreen Community College District
Bryan Miller, Foundation for California Community Colleges

Char Perlas, Chief Student Services Officer
Cheryl Aschenbach (Co-Chair), Academic Senate for California Community Colleges
Craig Rutan, Academic Senate for California Community Colleges
Deb Barker-Garcia, California Community Colleges Chancellor's Office
Dr. Rudy Besikof, Mt. San Jacinto College
Dr. William Scroggins (Co-Chair), Mt. San Antonio College
Elaine Kuo, RP Group
Gary Bird, California Community Colleges Chancellor's Office
Gary Moser, Chief Information Officer/Kern Community College District
Geoffrey Dyer, Academic Senate for California Community Colleges
Gregg Atkins, California Community Colleges Council of Chief Librarians
Howard Irvin, Chief Student Services Office/Los Angeles Southwest College
Jennifer Coleman, California Community Colleges Tech Center
Joanne Schultz, Merced College
Joe Moreau, Chief Information Officer/Foothill-De Anza Community College District
Joseph Quintana, Foundation for California Community Colleges
Laurie Vasquez, Academic Senate for California Community Colleges
LeBaron Woodyard, California Community Colleges Chancellor's Office
Michael Tuitasi, Santa Monica College
Mojdeh Mehdizadeh, Contra Costa Community College District
Paul Bishop, Chief Information Systems Officers Association
Rhonda Mohr, California Community Colleges Chancellor's Office
Rick Snodgrass, California Community Colleges Tech Center
Rico Bianchi, California Community Colleges TechConnect
Robert Coutts, California School Employees Association
Russell Grant, California Community Colleges Chancellor's Office
Sandra Mayo, Chief Student Services Officer
Susan Cheu, Foothill-De Anza Community College District
Tim Calhoon, California Community Colleges Tech Center
Tim Kyllingstad, Cerritos College
Todd Hoig, California Community Colleges Chancellor's Office
William Rawlings, Board of Governors Chancellor's Office

Educational Services and Support Division

AB 705 ESL Implementation Group

Members: 26

Alice Perez (Chair), California Community Colleges Chancellor's Office
Bryan Miller, Foundation for the California Community Colleges
Chantee Guiney, California Community Colleges Chancellor's Office
Craig Hayward, RP Group/Multiple Measures Assessment Project Researcher/Bakersfield College
Craig Rutan, Academic Senate for California Community Colleges/Santiago Canyon College
Gregory Keech, City College San Francisco
Jennifer Vega LaSerna, Chief Instructional Officer/College of the Sequoias
John Hetts, Educational Results Partnership

Kathy Wada, Academic Senate for California Community Colleges/Cypress College
Katie Hern, California Acceleration Project/Chabot College
Leigh Ann Shaw, San Mateo Community College District
Lisa Saperston, West Los Angeles College
Mallory Newell, RP Group
Manuel Mancillas Gomez, Grossmont-Cuyamaca Community College District
Melissa Reeve, Chief Student Services Officer/Cerritos College
Myra Snell, California Acceleration Project/Los Medanos College
Nadia Leal-Carrillo, Foundation for California Community Colleges Student Success Center
Nancy Frampton, State Center Community College District
Nancy Pryor, Foundation for California Community Colleges
Rachel Berliner, Foundation for California Community Colleges Student Success Center
Randal Tillery, WestEd
Rebecca Martinez Beck, Academic Senate for California Community Colleges/Irvine Valley College
Stacy Fisher, Foundation for California Community Colleges Student Success Center
Sydney Rice, Academic Senate for California Community Colleges/Imperial Valley
Terrence Willett, RP Group/Cabrillo College
Tracey Walker, San Diego Community College District

Basic Needs Advisory Group

Members: 18

Ajani Byrd, Mission College
Amy Springmeyer, Center for Applied Research Solutions
Chad Thompson, Skyline College
Christina Borbely, Center for Applied Research Solutions
Colleen Ganley (Chair), California Community Colleges Chancellor's Office
Debbie Raucher, John Burton Advocates for Youth
Heather McClenahan, Foundation for California Community Colleges
Iiyshaa Youngblood, Student Senate for California Community Colleges
Javier Romero, California Community Colleges Chancellor's Office
Jeanne Harris-Caldwell, Saddleback College
Jessica Smith, Foundation for California Community Colleges
Karen Baker, California Community Colleges Chancellor's Office
Martha Garcia, Imperial Valley College
Mia Keeley, California Community Colleges Chancellor's Office
Michael Tuitasi, Santa Monica College
Rosa Estrada, California Community Colleges Chancellor's Office
Ryan Cornner, Los Angeles Community College District
Stacy Fisher, Foundation for California Community Colleges Student Success Center

California Community Colleges Curriculum Committee (5C)

Members: 16

Alice Perez, California Community Colleges Chancellor's Office
Carol Farra, California Community Colleges Chancellor's Office
Carrie Roberson, Academic Senate for California Community Colleges

Cheri Fortin, Academic Senate for California Community Colleges
Cheryl Ashenbach (Co-Chair), Academic Senate for California Community Colleges
Eric Shearer, Chief Instructional Officer
Jan Young, Academic Senate for California Community Colleges
Jennifer Johnson, Academic Senate for California Community Colleges
Kim Harrell, Academic Senate for California Community Colleges
Leandra Martin, Academic Senate for California Community Colleges
Marilyn Perry, Academic Senate for California Community Colleges
Mayra Cruz, Academic Senate for California Community Colleges
Melinda Tran, Academic Senate for California Community Colleges
Raul Arambula, California Community Colleges Chancellor's Office
Sylvester Henderson, Academic Senate for California Community Colleges
Virginia Guleff (Co-Chair), Vice President of Instruction/Butte College
Virginia May, Academic Senate for California Community Colleges

CalWORKs State Advisory Committee

Members: 28

Anne Pattison, Region 9 Representative
Annetter Gutierrez, Region 4 Representative
Brian Heinemann, Financial Aid
Brienne Holland, CalWORKs Association
Christina McKinney, Region 10 Representative
Christine Thomas, Child Care Representative
Claudia Velasco, Region 7 Representative
Colleen Ganley, California Community Colleges Chancellor's Office
Damian Ladd, California Department Social Services
David Allee, County Welfare Directors Association of California
Delia Orosco, CalWORKs Association
Hector Duarte, Region 5 Representative
Javier Romero, California Community Colleges Chancellor's Office
Karen Baker*, California Community Colleges Chancellor's Office
Kim Johnson, Department of Child Support Services
Lily Hunnemeder-Bergfelt, Region 3 Representative
Linda Vann, California Community Colleges Chancellor's Office
Mia Keeley, California Community Colleges Chancellor's Office
Michelle Kiefer, Child Care Representative
Mike Herald, Western Center on Law & Poverty
Nadia Elwood, Region 1 Representative
Nick Mata, Region 7 Co-Representative
Patricia Servin, California Community Colleges Chancellor's Office
Priscilla Jones-Foster, Region 2 Co-Representative
Ramona Cobian, Region 2 Co-Representative
Rhonda Mohr, California Community Colleges Chancellor's Office
Tim Wiley, Region 6 Representative
Vickie Hay, Region 8 Representative

Cooperating Agencies Foster Youth Educational Support Advisory Committee (CAYFES)

Members: 16

Anafe Robinson, LA Pierce College
Arron Cobb, Reedley College
Colleen Ganley (Chair), California Community Colleges Chancellor's Office
Danita Scott, San Joaquin Delta College
Debbie Raucher, John Burton Advocates for Youth
Flo Charlie, Sierra College
Julissa Lopez-Vega, Gavilan College
Mercedes Lezama, Diablo Valley College
Michelle Love, Alameda County Social Services Agency
Natalie Timspson, Golden West College
Rebecca Levelle, Santa Rosa Junior College
Sam Leach, Calaveras Probation Department
Sandra Hamilton-Slane, Shasta College
Sara Davis, California Department of Social Services
Thomas Gaxiola-Rowles, Fresno City College
Tracye Jones, LA Harbor College

Currently and Formerly Incarcerated Advisory Committee

Members: 19

Alice Perez (Chair), California Community Colleges Chancellor's Office
Brant R. Choate, California Department of Corrections and Rehabilitation
Celia Esposito-Noy, Superintendent/President of Solano Community College District
Debbie Mukamal, Stanford Criminal Justice Center
Dolores Davison, Academic Senate for California Community Colleges
James Todd, Vice President of Student Services
James Tompkins, Student Senate for California Community Colleges
Keith Curry, President/Chief Executive Officer of Compton College
Kelly Fowler, Chief Instructional Officer/Merced College
Martha Garcia, Superintendent/President of Imperial Valley College
Martin Griffin, California Department of Corrections and Rehabilitation
Natalie Wagner, California Community Colleges Chancellor's Office
Raul Arambula, California Community Colleges Chancellor's Office
Rebecca Silbert, The Opportunity Institute
Shannon M. Swain, California Department of Corrections and Rehabilitation
Silvester Henderson, Academic Senate for California Community Colleges
Tammy Robinson, Vice President of Instruction/Cañada College
Troy Fennel, California Department of Corrections and Rehabilitation
Whitney Yamamura, President of Folsom Lake College

Distance Education and Educational Technology Advisory Committee (DEETAC)

Members: 18 / 1 Vacant Seat

Asusena Ramirez, Student Senate for California Community Colleges
Cheryl Aschenbach, Academic Senate for California Community Colleges
Carrie Roberson, Academic Senate for California Community Colleges
Corey Marvin, Chief Informational Officer/Cerro Coso Community College
Erin Larson, California Community Colleges Chancellor's Office
Gabriel Alfaro, Student Senate for California Community Colleges
Heather Schmidt, California Community Colleges Tech Connect
Heidi Kolen, Academic Senate for California Community Colleges
James Todd, RP Group
Jenni Abbott, Chief Student Service Administrators Association
Joanna Miller (Co-Chair), California Community Colleges Distance Education Coordinators
Jodie Steeley, Online Education Initiative
Joe Moreau, Chief Information Systems Officers Association
Kathy O'Connor, Academic Senate for California Community Colleges
Lisa Beach (Co-Chair), California Community Colleges Distance Education Coordinators
Susan Hines, Council of California Community Colleges Chief Librarians/San Jose City College
Tammeil Gilkerson, President/Chief Executive Officer of Laney College
Thad Selmants, California Association for Postsecondary Education and Disability
Vacant, California Community Colleges Trustees Board Member

Disabled Student Program and Services Regional Coordinators (DSPS)

Members: 13

Ann Burdett, Region 4 Representative
Ardith Lynch, Region 8 Representative
Greg Ferrer, Region 9 Representative
Jana Garrett, Region 6 Representative
Jeff Higginbotham, Region 10 Representative
Linda Vann (Chair), California Community Colleges Chancellor's Office
Mia Keeley, California Community Colleges Chancellor's Office
Nicole Smith, California Association for Postsecondary Education and Disability
Sheryl Fernandez, Region 2 Representative
Stephanie Schlatter, Region 7 Representative
Stormy Miller, Region 3 Representative
Sunny Greene, Region 1 Representative
Terri Goldstein, Region 5 Representative

Extended Opportunity Programs and Services Regional Coordinators (EOPS)

Members: 10

Angeles Abraham, Region 7 Representative
Carina Cisneros, Region 4 Representative
Carol Montgomery, Region 1 Representative
Christina Calderon, Region 9 Representative

Cristina Sanchez, Region 2 Representative
Hector Duarte, Region 5 Representative
Jillian Luis (Chair), California Community Colleges Chancellor's Office
Lorraine Barrales-Ramirez, Region 3 Representative
Pamela Brogdon-Wynne, Region 6 Representative
Sara Gonzales-Tapia, Region 8 Representative

Financial Aid Regional Representatives (FARR)

Members: 15 / 2 Vacant Seats

Becky McCall, Region 10 Representative
Britney Slates, Region 2 Representative
Bryan Dickason (Co-Chair), California Community Colleges Chancellor's Office
Dennis Schroeder, Region 7 Representative
Fabio Gonzalez, California Community College EOPS Association/San Jose City College
Gina Browne (Co-Chair), California Community Colleges Chancellor's Office
Jana Cox, Region 3 Representative
Jason Judkins, Region 9 Representative
Ken Lira, Region 8 Representative
Lisa Mandy, Region 4 Representative
Patti Larkin, Region 10 Representative
Ruby Nieto (Co-Chair), California Community Colleges Chancellor's Office
Tammera Shinar, California Community College Student Financial Aid Administrators
Association/Butte College
Tina Lent, Region 5 Representative
Vacant, Region 1 Representative
Vacant, Region 6 Representative
Yvonne Glashan, California Community College Student Financial Aid Administrators
Association/Sierra College

Foster and Kinship Care Education Advisory Group (FKCE)

Members: 17

Angie Schwartz, Alliance for Children's Rights
Anne Loyola, Region 4 Representative
Baljit Hundal, Past-President
Barbara Wojtach, Region 8 Representative
Cherie Schroder, Region 1 Representative
Jillian Luis (Chair), California Community Colleges Chancellor's Office
Juline Aguilar, Region 2 Representative
Kimberly Wrigley, California Department of Social Services
Margie Wiebusch, Region 5 Representative
Maria Granados, Region 7 Representative
Marisa Green, County Welfare Directors Association of California
Mia Keeley, California Community Colleges Chancellor's Office
Mimi Feliciano-Hix, Region 6 Representative
Nick Lawrence, Region 3 Representative

Rochelle Trochtenberg, Foster Youth Ombudsperson
Tricia Knight, California Department of Social Services
Valerie Early, California Department of Social Services

Foster Youth Initiative Advisory Group (FYSI)

Members: 17

Alexis Ayala, Region 10 Representative
Catherine Nichols, California Department of Social Services
Colleen Ganley (Chair), California Community Colleges Chancellor's Office
Debbie Raucher, John Burton Advocates for Youth
Fidelia Flores, Region 6 Representative
Flo Charlie, Region 2 Representative
Gina Browne, California Community Colleges Chancellor's Office
Jessica Boyle, Region 3 Representative
Jessica Smith, Foundation for California Community Colleges
Karen Micalizio, Region 1 Representative
Katy Fitzgerald, Region 4 Representative
Marison Ramirez, Region 7 Representative
Mia Keeley, California Community Colleges Chancellor's Office
Natalie Chavez, Region 5 Representative
Tia Holiday, John Burton Advocates for Youth
Veronica Lehman, Region 9 Representative
Yvette Tafoya, Region 8 Representative

Guided Pathways Advisory Committee

Members: 69

Alison Nakishima, Career Ladders Project
Alyssa Nguyen, RP Group
Angelica Garcia, Chief Student Services Officer/Skyline College
Ann Ransford, Glendale College
Anniqua Rana, Cañada College
Ariane Ahmadian, Cuyamaca College
Barbara Lezon, California Community Colleges Chancellor's Office
Beth Kay, Foundation for California Community Colleges
Brad Trimble, RP Group
Brandice Mello, Crafton Hills College
Bryan Reece, Norco College
Carrie Roberson, Academic Senate for California Community Colleges
Cesar Jimenez, El Camino College
Chase Fischerhall, Career Ladders Project
Cheryl Harris, Mira Costa College
Connie Tan, Sacramento State University
Cynthia Schrager, Education Insights Center
Daisy Gonzales, California Community Colleges Chancellor's Office
Darla Cooper, RP Group Executive Director

David Brown, Design Media
David DeGroot, Allan Hancock College
Daylene Meuschke, College of the Canyons
Deborah Harrington, California Community Colleges' Success Network
Delia Monica Galvan, Hartnell College
Dolores Davison, Academic Senate for California Community Colleges
Elizabeth Weber, Rancho Santiago Community College District
Hilda Martinez, Interact Communications
Janet Fulks, Bakersfield College
Jeff Spano, California Community Colleges Chancellor's Office
Jeremy Brown, Yuba College
Josh Mata, Student Senate for California Community Colleges
Joshua Elizondo, Santa Monica College
Julie Bruno, Academic Senate for California Community Colleges
Justin Hunt, College of the Canyons
Kellie Nicole, Student Trustee/Los Angeles Community College District
Kelly Karandjeff, RP Group
Kevin Wutke, Foundation for California Community Colleges Student Success Center
Kris Palmer, Career Ladders Project
Krystinne Mica, Academic Senate for California Community Colleges
Laura Lara-Brady, Guided Pathways Regional Coordinator
Linda Collins, Founder/Executive Director of the Career Ladders Project
Linda Rose, Chief Executive Officer/Santa Ana College
Liuz Chavez, Career Ladders Project
Marty Alvarado, California Community Colleges Chancellor's Office
Michael Quiaoit, California Community Colleges Chancellor's Office
Michele Haggar, Skyline College
Michelle Hua, Student Senate for California Community Colleges/Vice President of Student Affairs
Michelle Pilati, Rio Hondo College
Michelle Simotas, Career Ladders Project
Misty Burrue, Chaffey College
Monica Carreon, Antelope Valley College
Naomi Castro, Career Ladders Project
Pamela May, Design Media
Pat Setzer, Chief Instructional Officer/Cuyamaca College
Philip Crawford, San Jose City College
Rachel Antrobus, RP Group
Rhonda Mohr, California Community Colleges Chancellor's Office
Robert Gabriner, San Francisco State University
Robert Rundquist, California Community Colleges Chancellor's Office/Visiting Senior Executive of Guided Pathways
Rochelle Olive, College of Alameda
Rosa Fuller, Academic Senate for California Community Colleges
Sandy Fried, Foundation for California Community Colleges Student Success Center

Sarah Farnell, College of the Canyons
Shelley Blair, Coastline College
Stephanie Curry, Reedley College
Taylor Fiehler-Roose, Cuyamaca College
Thais Winsome, Mission College
Tram Kumamoto, Chief Instructional Officer/Saddleback College
Ulises Velasco, Chief Student Services Officer/Mendocino College

Guided Self-Placement Work Group

Members: 6

Alice Perez, California Community Colleges Chancellor's Office
Craig Howard, Multiple Measures Assessment Project Alternate
Latoya Parker, Academic Senate for California Community Colleges
Mia Keeley (Chair), California Community Colleges Chancellor's Office
Rhonda Mohr, California Community Colleges Chancellor's Office
Terence Willet, Multiple Measures Assessment Project
Virginia May, Academic Senate for California Community Colleges

Library and Learning Resource Advisory Committee (LLRPAC)

Members: 12

Alejandro Lomeli, Student Senate for California Community Colleges
Dan Crump (Chair), Academic Senate for California Community Colleges
Edward Pohlert, Association of Colleges for Tutoring & Learning Assistance
Fred Harris, Association of Chief Business Officials/Gavilan College
George Railey, Chief Instructional Officer
Herbert English, Chief Student Services Officers Association
Leslie Tirapelle, Chief Instructional Officer/Pasadena City College
Pearl Ly, Council of California Community Colleges Chief Librarians
Shelley Blackman, Academic Senate for California Community Colleges
Van Rider, Academic Senate for California Community Colleges
Walter Butler, Academic Senate for California Community Colleges
Wei Zhou, Chief Executive Officer

Student Equity and Achievement Workgroup

Members: 50 / 2 Vacant Seats

Amparo Diaz, Foundation for California Community Colleges
Amy Nevarez, Region 9 Representative/Chaffey College
Arthur Lopez, Region 9 Representative Alternate/Victor Valley College
Barbara Lezon, California Community Colleges Chancellor's Office
Brady Reed, Region 1 Representative/Lassen College
Chantee Guinee, California Community Colleges Chancellor's Office/Basic Skills Advisory Committee Liaison
Clinton Slaughter, At-large/Butte College

Craig Rutan, Academic Senate for California Community Colleges/Santiago Canyon College/Executive Representative
Dan Miho, Academic Senate for California Community Colleges/Mt. San Antonio College/Basic Skills Representative
David Martin, Chief Business Officer/Monterey Peninsula
Delecia Robertson, Region 5 Representative/San Joaquin Delta College
Denise Whisenhunt, Chief Student Services Officer/San Diego City College
Dipte Patel, Region 7 Representative/El Camino College
Dr. Lucinda Over, Region 8 Representative/Citrus College
Georgina Guy, Psy.D., Student Equity Representative/Saddleback College
James Todd, Chief Instructional Officer/San Joaquin Delta
Jeremy Brown, At-large/Yuba College
John Means, At-large/Kern Community College District
Jospeh Almeida, Academic Senate for California Community Colleges/Laney College
Kevin Lovelace, California Community Colleges Chancellor's Office
Kimberly McDaniel, Region 2 Representative/Sacramento City College
LaTonya Parker, Academic Senate for California Community Colleges/Counseling Representative/Moreno Valley College
Li Collier, Region 3 Representative/Santa Rosa Junior College
Madelyn Arballo, Non-Credit Representative/Mt. San Antonio College
Maggie Baez, Classified Senate Representative/Cañada College
Mandy Liang, California Community Colleges Assessment Association
Melissa Cervantes, Region 4 Representative/Foothill College
Mia Keeley, California Community Colleges Chancellor's Office
Michael Quiaoit (Chair), Community Colleges Chancellor's Office
Michelle Stricker, Community Colleges Chancellor's Office Regional Coordinator/Guided Pathways Representative
Miguel Fuentes, Student Senate Primary
Molly Springer, At-large/Sacramento City College
Nadia Leal-Carillo, Foundation for California Community Colleges Student Success Center
Newin C. Orante, At-large/Diablo Valley College
Nicole Jones, Region 10 Representative/Cuyamuca College
Nohel Corral, Region 8 Representative Alternate/Long Beach City College
None Available, Chief Information Security Officer
Rachel Berlinger, Foundation for California Community Colleges Student Success Center
Raymond Ramirez, At-large/Fresno City College
Regina Smith, Region 7 Representative/LA City College
Rhonda Mohr, California Community Colleges Chancellor's Office
Rick Trevino, Region 6 Representative/Ventura College
Robert Nakamoto, At-large/Chabot College
Sandra Hamilton Slane, Student Equity Representative/Shasta College
Stacy Jones, California Community Colleges Assessment Association/Santa Monica College
Sue Gochis, Chief Student Services Officer/Cabrillo College
Tadael Emiru, At-large/Cosumnes River College
Terrence Giugni, Chief Instructional Officer/Pasadena City College

Thomas Ponik, California Community Colleges Chancellor's Office
Tonette Salter, Joint Special Populations Advisory Committee
Vacant, California Association of Community College Registrars & Admissions Officers
Vacant, Research and Planning Representative

Veterans Services Advisory Committee

Members: 12 / 1 Vacant Seat

Amy Kennedy, Mental Health Representative
Ashley Martinez, Region 5 Representative
Dan Torres, Region 1 Representative
Daniel Avegalia, Region 2 Representative
Erin Larson (Chair), California Community Colleges Chancellor's Office
Jennifer Lenahan, Region 3 Representative
Lizette Tonorio, Region 9 Representative
Nicole Smith, California Association for Postsecondary Education & Disability
Patricia D'Orange-Martin, Region 7 Representative
Rebecca Morgan, Region 10 Representative
Terence Nelson, Region 8 Representative
Todd Stefan, Region 4 Representative
Vacant, Region 6 Representative

Executive Office Division

Diversity Taskforce

Members: 14

Alexis Zaragoza, Board of Governors Chancellor's Office
Daisy Gonzales (Co-Chair), California Community Colleges Chancellor's Office
Edward Bush, Cosumnes River College
Fermin Villegas, California Community Colleges Chancellor's Office
Greg Smith, Association of Chief Human Resources Officers/Shasta College
Hildy Aguinaldo, Board of Governors Chancellor's Office
Irma Ramos, Association of Chief Human Resources Officers/North Orange Community College District
John Stankas (Co-Chair), Academic Senate for California Community Colleges
Loren Steck, Monterey Peninsula Trustee
Marisa Perez, Cerritos College
Martha Garcia, Imperial Valley College
Mayra Cruz, Academic Senate for California Community Colleges/DeAnza College
Sandy Fried, Foundation for California Community Colleges Student Success Center

College Finance and Facilities Planning Division

ACBO Facilities Taskforce

Members: 23

Ann-Marie Gabel (Chair), South Orange County Community College District

Christian Osmeña, California Community Colleges Chancellor's Office
Ed Maduli, West Valley-Mission Community College District
Eric Mittlestead, Kern Community College District
Eric Thorson, California Community Colleges Chancellor's Office
Erik Skinner, Sierra College
Fred Diamond, Citrus College
George Estrada, Shasta College
Harold Flood, California Community Colleges Chancellor's Office
Hoang Nguyen, California Community Colleges Chancellor's Office
Jim Schrage, College of the Canyons
Jose Nunez, San Mateo Community College District
Lan Yuan, California Community Colleges Chancellor's Office
Lyndsay Maas, Santa Barbara City College
MacAdam Lojowsky, Mendocino College
Pablo Manzo, Los Rios Community College District
Peter Hardash, Rancho Santiago Community College District
Rick Williams, North Orange County Community College District
Robert Parker, Napa Valley College
Ron Beeler, Facilities Planning & Program Services, Inc
Ronnie Slimp, California Community Colleges Chancellor's Office
Susan Yeager, Yosemite Community College District
Tim Flood, MiraCosta College

ACBO Fiscal Standards and Accountability Committee

Members: 13

Adam O'Connor, Rancho Santiago Community College District
Debbie Martin, Kern Community College District
Eileen Cichocki, Mendocino College
Felipe Lopez (Chair), Cerritos College
Frances Parmelee, California Community Colleges Chancellor's Office
Jeanette Gordon, Los Angeles Community College District
Kim McCord, South Orange County Community College District
Linda Fisher, Sierra College
Rosalinda Buchwald, Citrus Community College
Russi Egan, Lake Tahoe Community College
Sara Schrader, Yosemite Community College District
Steve Haigler, Compton College
Wrenna Finche, California Community Colleges Chancellor's Office

Advisory Workgroup on Fiscal Affairs

Members: 20

Aaron Brown, Riverside Community College District
Andy Suleski, Butte-Glenn Community College District
Ann-Marie Gabel, South Orange County Community College District
Bonnie Ann Dowd (Co-Chair), San Diego Community College District

Christian Osmeña (Co-Chair), California Community Colleges Chancellor's Office
David Morse, Academic Senate for California Community Colleges
Erik Skinner, Sierra Joint Community College District
Jeanette Gordon, Los Angeles Community College District
Kathleen Moberg, Gavilan College
Kelly Fowler, Merced College
Kindred Murillo, Southwestern College
Lauren Sosenko, Compton College
Lizette Navarette, Community College League of California
Mario Rodriguez, Los Rios Community College District
Morris Rodrigue, Shasta-Tehama-Trinity Joint Community College District
Peter Hardash, Rancho Santiago Community College District
Ron Gerhard, Chabot-Las Positas Community College District
Sharlene Coleal, Santa Clarita Community College District
Sue Rearic, Grossmont/Cuyamaca Community College District

CCC/IOU Partnership

Members: 10

Christine Miktarian, State Center Community College District
Fred Diamond, Citrus College
Hoang Nguyen, California Community Colleges Chancellor's Office
Jose Nunez, San Mateo Community College
Kim Jones, Butte College
Medhanie Ephrem, Long Beach City College
Peter Hardash, Rancho Santiago Community College District
Ron Beeler, Facilities Planning & Program Services, Inc
Tim Flood, Mira Costa College
Tom Macias, MiraCosta College

FUSION Subcommittee

Members: 9

Dan McKechnie, Los Rios Community College District
Eric Mittlestead, Kern Community College District
Fred Diamond, Citrus College
Hoang Nguyen, California Community Colleges Chancellor's Office
Medhanie Ephrem, Long Beach City College
Peter Hardash (Chair), Rancho Santiago Community College District
Ron Beeler, Facilities Planning & Program Services, Inc
Shirley Singh, Foundation for California Community Colleges
Tim Flood, MiraCosta College

Student Attendance Accounting and Reporting Committee (StAAR)

Members: 17

Chay Yang, California Community Colleges Chancellor's Office

Craig Justice, RP Group
Felipe Lopez, Cerritos College
Frances Parmelee, California Community Colleges Chancellor's Office
Jean Shankweiler, El Camino College
Jennifer Vega La Serna, College of the Sequoias
Lynn Neault, San Diego Community College District
Michael Quiaoit, California Community Colleges Chancellor's Office
Michelle Peña, Bakersfield College
Natalie Wagner, California Community Colleges Chancellor's Office
Paul Jarrell, Santa Barbara City College
Rita Grogan, West Hills Community College District
Ron Gerhard, Chabot-Las Positas Community College District
Steve Erwin, College of the Canyons
Susan Bricker, Pasadena City College
Todd Hoig, California Community Colleges Chancellor's Office

Governmental Relations Division

DREAMERS Advisory Group

Members: 14

Abraham Eli Bedoy, The Immigrant Legal Resource Center
Andrea Mora, Student Advocate/Irvine Valley College
Dr. Tammeil Gilkerson, Laney College President
Elena V. Macias, AB 540 Ally Training Project
Justino Mora, Immigrant Rights Activist
Laura Metune (Chair), California Community Colleges Chancellor's Office
Louise P, Student Advocate/Pasadena City College
Madeleine Villanueva, Immigrants Rising
Michelle Segura Padilla, East Los Angeles College
Nancy Jodaitis, Immigrants Rising
Pamela Ortiz Cerda, Skyline College
Pedro L. Ramirez, Bakersfield College
Rosa de Anda, California Community Colleges Chancellor's Office
Sylvia Juarez-Magana, Undocumented Resources Consultant/Juarez Consulting

Institutional Effectiveness Division

Accessibility Standards Workgroup

Members: 19

Alan Moloney, Long Beach City College
Angela Baucom, California Community College Tech Center
Ari Eisenstadt, Third Plateau
Cindy McCartney, California Community College Tech Center
Daniel Kaufman (Chair), Third Plateau
Gary Bird, California Community Colleges Chancellor's Office

James Glapa-Grossklag, College of the Canyons
Jeff Baugher, Text Production Center/Alternate
Jeff Spano, California Community Colleges Chancellor's Office
Kathleen Stumbo, California Community College Tech Center
Keith Ellis, Cosumnes River College
Kimberly McDaniel, Cosumnes River College
Krista Rindell, California Community Colleges Chancellor's Office
Laurie Vasquez, Santa Barbara City College
Lene Whitley-Putz, Online Education Initiative
Linda Vann, California Community Colleges Chancellor's Office
Paul Bishop, Santa Barbara City College
Russell Grant, California Community Colleges Chancellor's Office
Sean Keegan, California Community College Tech Center

IEPI Executive Committee

Members: 17

Andrew LaManque, Foothill College
Barry Gribbons, College of the Canyons
Beth Kay, Foundation for California Community Colleges
Brian Sanders, Columbia College
Cheryl Broom, Interact Communications
Daylene Meuschke, College of the Canyons
Dianne Van Hook, College of the Canyons
Daisy Gonzales, California Community Colleges Chancellor's Office
Greg Nelson, College of Marin
Jeff Spano (Chair), California Community Colleges Chancellor's Office
John Stanskas, Academic Senate for California Community Colleges
Julia Dozier, Chabot-Las Positas Community College District
Linda Fontanilla, Irvine Valley College
Marty Alvarado, California Community Colleges Chancellor's Office
Matthew C. Lee, Project Director for Institutional Effectiveness Partnership Initiative
Sandy Fried, Foundation for California Community Colleges Student Success Center
Virginia May, Foothill College

Strategic Enrollment Management (SEM) Advisory Committee

Members: 19

Anneliese Mondorf, California Community Colleges Chancellor's Office
Bill Garrett, Board of Trustees/Grossmont-Cuyamaca Community College District
Brian Murphy, Butte College
Deborah Knowles, Sacramento City College
Doralí Pichardo-Díaz, Rio Hondo College
James Todd, San Joaquin Delta College
Jeff Spano (Chair), California Community Colleges Chancellor's Office
Kathleen Moberg, Gavilan College
Kathy Blackwood, San Mateo Community College District

Lizette Navarette, Community College League of California
Marvin Martinez, East Los Angeles College
Melissa Richerson, Cuesta College
Pedro Mendez, Yosemite Community College District
Rosa Fuller, Antelope Valley Community College District
Rudy Besikof, Mt. San Jacinto College
Tabitha Romero, Student Trustee/Los Medanos Associated Student Government
Tamika Brown, Peralta Community College District
Thais Winsome, Mission College
Tim Leong, Contra Costa Community College District

Office of the General Counsel

Equal Employment Opportunity and Diversity Advisory Committee

Members: 23 / 3 Vacant Seats

Albert Moore (Co-Chair), Bay Area Region/West Valley Mission Community College District
Arturo Ocampo, Southern CA Region/North Orange Community College District
Beth Au, Registry Representative/Yosemite Community College District
David Betts, Association of California Community College Administrator / Chabot-Las Positas Community College District
Daisy Gonzales (Co-Chair), California Community Colleges Chancellor's Office
Elnora Webb, Chief Executive Officers/Peralta Community College District
Fermin Villegas, California Community Colleges Chancellor's Office
Greg Smith, Data Analysis Expert/Shasta College
Hildy Aguinaldo, Board of Governors Chancellor's Office
James Todd, Chief Instructional Officer/San Joaquin Delta
Jo Palkowitz, Southern California Region Representative/San Diego Community College District
KaneEsha K. Tarrant, Association of California Community College Administrator/Los Angeles Trade Tech College
Kelley Maddox, California Community Colleges Chancellor's Office
Marisa Perez, Board of Trustees/Cerritos Community College District
Mayra Cruz, Academic Senate for California Community Colleges/Foothill-De Anza Community College District
Nancy Lopez-Martinez, Classified Senate Representative/CSEA
Primavera Arvizu, Chief Student Services Officer/Porterville College
Secret Brown, Southern California Region Representative/Mt. San Jacinto College
Silvester Henderson, Academic Senate for California Community Colleges/Los Medanos College
Stacy Zuniga, Central California Region Representative/State Center Community College District
Sussanah Sydney, Northern California Region Representative/Santa Rosa Junior College
Terri Pyer, Central CA Region Representative/Hartnell Community College District
Theresa Richmond, Northern California Region Representative/College of the Siskiyous
Vacant, Southern California Region Representative
Vacant, Bay Area Region Representative
Vacant, Southern California Region Representative

In-House General Counsel Group

Members: 15

Anne Diga, Los Angeles Community College District
Christopher Hine, Kern Community College District
Eric Kim, Los Angeles Community College District
Fermin Villegas, California Community Colleges Chancellor's Office
Jeffrey Prieto, Los Angeles Community College District
JP Sherry, Los Rios Community College District
Kathy Lynch, California Community Colleges Chancellor's Office
Kevin Jeter, Los Angeles Community College District
Leilani Battiste, San Francisco City College
Ljubisa Kostic, San Diego Community College District
Marc LeForestier (Chair), California Community Colleges Chancellor's Office
Matthew Besmer, State Center Community College District
Mia Robertshaw, Marin Community College District
Peter Khang, California Community Colleges Chancellor's Office
Steven Bruckman, San Francisco City College

Workforce and Economic Development Division

AB 2098 California Adult Education Program Committee

Members: 20

Bob Harper, South Bay Consortium for Adult Education
Carmen Martinez-Calderon, California Department of Education
Carolyn Zachry (Co-Chair), California Department of Education
Diana Batista, California Adult Education Program Technical Assistance Program
Gina da Silva, Office of the Governor
Holly Clark, California Adult Education Program Technical Assistance Program
Jacques LaCour, Facilitation Team
Janeth Manjarrez, North Orange Continuing Education
Javier Romero (Co-Chair), California Community Colleges Chancellor's Office
Jennifer Hernandez, California Labor and Workforce Development Agency
John Werner, Sequoias Adult Education Consortium
Laura Chardiet, Los Angeles Unified School District
Liza Becker, Mt. San Antonio College
Marcela Ruiz, California Department of Social Services
Neil Kelly, California Community Colleges Chancellor's Office
Paul Downs, Facilitation Team
Santosh Seeram-Santana, Chinese for Affirmative Action
Sasha Feldstein, California Immigrant Policy Center
Sofia Ramirez Gelpi, Allan Hancock College
Veronica Parker, California Adult Education Program Technical Assistance Program

EDPAC Strong Workforce Implementation Advisory Committee

Members: 23

Bernie Kotlier, Sustainable Energy Solutions
Bill Scroggins, San Antonio College
Brandi Asmus, Woodland College
Brian McKeown, Kiva Industry/Business & Entrepreneurship
Carole Goldsmith, West Hills College Coalinga
Cathy Martin, California Hospital Association
Chris Flask, Genentech Inc.
Dave Toole, Outhink/MediaMobz
Dianne Van Hook, Santa Clarita Community Colleges District
Douglas Houston, Yuba Community Colleges District
Ed Knudson, Antelope Valley College
Frank Chong, Santa Rosa College
James Mayer, California Forward Action Fund
Joyce Johnson, Mt. San Jacinto College
Judy Miner, Foothill-DeAnza Community Colleges District
Leigh-Anne Elizondo, Ohlone College
Mary Kimball, Center for Land Based Learning
Raul Rodriguez, Rancho Santiago Community Colleges District
Richard Swanson, U.S. Department of Commerce
Rob Sanger, California Manufacturing & Technology Association
Sheneui Weber (Co-Chair), California Community Colleges Chancellor's Office
Sunita Cooke (Co-Chair), MiraCosta Community Colleges District
Tim Rainey, State Agencies on Workforce Innovation and Opportunity Act

WEDPAC Strong Workforce Implementation Advisory Committee

Members: 13

Aarti Kohli, Advancing Justice Asian Law Caucus
Barbara Baran, EDGE Coalition
Dolores Davison, Academic Senate for California Community Colleges
Gustavo Herrera, Young Invincibles
Jack Buckhorn, BEW Local 551
Jamey Nye, Los Rios Community College District
Kimberly Hoffman, Ventura College
Kuldeep Kaur, American River College
Linda Wah, Pasadena Community College District
Patricia de Cos, California Department of Education
Rebecca Miller, SEIU United Healthcare Workers-West
Roslyn Payne, Street Partners Ltd.
Susan Hackwood, California Council on Science and Technology



California Community Colleges Board of Governors

Item 4.6: Board Member Reports

Attachments: None

Date: September 16-17, 2019

Category: Executive

Type of Board Consideration: Information

Recommended By

A handwritten signature in black ink, appearing to read 'EOO'.

Eloy Ortiz Oakley, Chancellor

Approved for Consideration

A handwritten signature in black ink, appearing to read 'EOO'.

Eloy Ortiz Oakley, Chancellor

Issue

Board of Governors (Board) members will report on their activities since the July 2019 meeting.

Recommendation

This item is presented for Board information and discussion.

Background

Not applicable.

Attachments

None.