



ELOY ORTIZ OAKLEY
Chancellor

Consultation Council Agenda

Thursday, February 20, 2020

9:30 a.m. to 1:00 p.m.

Chancellor's Office

Third Floor, Hub Conference Room

1102 Q Street

Sacramento, CA 95811

THE ITEMS ON THIS AGENDA WILL BE DISCUSSED AT THE UPCOMING CONSULTATION COUNCIL MEETING.

- 1.** Chancellor's Office Update
- 2.** Student Senate Update
- 3.** Assembly Bill 705 English as a Second Language Regulations
- 4.** Community College Legal Services Project
- 5.** State and Federal Update
- 6.** Board of Governors Student Leadership Award
- 7.** Assembly Bill 1313 Guidance/Regulatory Change to Section 59410
- 8.** Board Conflict of Interest Code Regulations
- 9.** Other
 - a.** Intersegmental Transfer
 - b.** Announcements from Consultation Council members

FUTURE 2020 MEETING DATES:

March 19, 2020

April 16, 2020

May 21, 2020

June 18, 2020

July 16, 2020

August 20, 2020

September 17, 2020

October 15, 2020

November 19, 2020 (CCLC Annual Convention in San Francisco, CA)

December 17, 2020

Chancellor's Office, Executive Office

1102 Q Street, Sacramento, CA 95811

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[Chancellor Office website](http://www.cccco.edu) (www.cccco.edu)



DIGEST ITEM 2: STUDENT SENATE UPDATE

“Digest” means an item has been through internal review by the Chancellor’s Office and the review entities. The item now has form and substance and is officially “entered into Consultation.” The Council reviews the item and provides advice to the Chancellor.

Contact(s): Danny Thirakul, President, Student Senate for California Community Colleges (SSCCC)
Amine El Moznine, Vice President of Legislative Affairs, SSCCC

Issue

The Student Senate for California Community Colleges will provide the Consultation Council members with an update on the Student Senate for California Community Colleges’ (SSCCC) current initiatives, legislative stances, and system participation as well as the current status of the board.

Background

The SSCCC will present the council with an update on actions taken by the SSCCC Board (Board) since the previous Consultation Council meeting as well as concerns raised by the Board and constituents, including, but not limited to, legislation and the state of the SSCCC.

- Student Senate Priorities
 - Signed Memorandum of Understanding (MOU) with the California Community College Student Affairs Association.
 - Finalizing MOU with the Chancellor’s Office.
 - Calling for partnerships and sponsorships for our 2020 General Assembly April 3 - 5, 2020 in Ontario.
 - ◆ Thank you to the Chancellor’s Office, Community College League of California, Foundation for California Community Colleges, and the Academic Senate for California Community Colleges. Sponsorship information can be found on the [SSCCC website](https://www.studentsenateccc.org/news-events/general-assembly/sponsorship.html) (<https://www.studentsenateccc.org/news-events/general-assembly/sponsorship.html>).
 - Forwarding SSCCC Bylaws, Constitution, and three-year strategic plan to the Delegates for possible adoption at the upcoming General Assembly.

- Secured permits for March in March to be held on March 19, 2020. Asking constituents to help us get students to the event and to sponsor some of the costs of the event.
- Recent Events
 - Participate in Campaign for Opportunity Dean Award Ceremony.
 - Participated in the Intersegmental Basics Needs Summit, sponsored by the Chancellor's Office.

Feedback/Questions for Council

This item is presented to Consultation Council for information and discussion.

Attachments:

- 1.** February Newsletter – SSSCC Connect

Item 2, Attachment 1: February Newsletter – SSCCC Connect

The [February Newsletter – SSCCC Connect](https://bit.ly/2vWPvY0) is available on the SSCCC website (<https://bit.ly/2vWPvY0>).



DIGEST ITEM 3: ASSEMBLY BILL 705 ENGLISH AS A SECOND LANGUAGE REGULATIONS

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Contact(s): Marty J. Alvarado, Executive Vice Chancellor, Educational Services and Support

Issue

Assembly Bill (AB) 705 was signed into law in October of 2017. This new law aimed to address inequities impacting English language learners which begin at the time of placement and continue throughout students’ college journeys. With the implementation date of fall 2020 for AB 705 English as a Second Language (ESL), the Chancellor’s Office has developed regulatory language that reflects and aligns with the work of the past two-years. The proposed revisions to title 5 section 55522.5 English as a Second Language Placement and Assessment have had feedback from the AB .705 ESL Advisory Committee, the California Community Colleges Curriculum Committee (5C) as well as the Chancellor’s Office General Counsel who reviewed and revised the language.

This item provides an update on revisions made in preparation for second-reading of the regulations for presentation and consideration of the Board of Governors at the March 2020 meeting.

Background

After the signing of AB 705, the Chancellor’s Office established two implementation committees which included the AB 705 Implementation Advisory Committee and the AB 705 English as a Second Language (ESL) Advisory Committee. The AB 705 ESL Advisory Committee was convened to discuss the implications of the law and establish a framework for subsequent guidance specifically related to ESL courses. This group, comprised of faculty, researchers, and Chancellor’s Office staff, who met for nearly two years in order to provide guidance and establish a framework for understanding the implications of the bill for ESL students.

The proposed revisions to title 5 section 55522.5 English as a Second Language Placement and Assessment represent an opportunity for the California Community College System to bring assessment for English language learners into alignment with the requirements of

AB 705, more equitably affording English language learners access to similar opportunities as those provided to other students under AB 705 but appropriately adapted for English language learners.

The primary change following first-reading is the addition of a mandatory review clause. This requires the Chancellor's Office to update the regulations following the collection and analysis of ESL placement data following the two-year implementation and validation period.

Feedback/Questions for Council

This item is presented to the Consultation Council for feedback and discussion in preparation for the March Board of Governors meeting where this will be a second-reading action item.

Attachments:

- 1.** Title 5 section 55522.5 English as a Second Language Placement and Assessment

Item 3, Attachment 1: Title 5 section 55522.5 English as a Second Language Placement and Assessment

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

1. Section 55522.5 is added to article 3 of subchapter 6 of chapter 6 of division 6 of title 5 of the California Code of Regulations:

§ 55522.5. ENGLISH AS A SECOND LANGUAGE PLACEMENT AND ASSESSMENT

(a) Scope and intent.

(1) Instruction in credit English as a Second Language (ESL) is distinct from remediation in English.

(2) Students enrolled in ESL coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both.

(3) ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal.

(4) Credit ESL placement methods should minimize disproportionate impacts on students.

(b) Placement Methods

(1) Districts shall place students who are English language learners using evidence-based multiple measures from the placement methods for ESL identified below:

(A) Any Chancellor's Office ESL placement method published by the Chancellor's Office to implement Education Code section 78213.

(B) An evidence-based district placement method collected from local research using high school performance data, including self-reported high school performance data.

(C) A district placement method based upon guided placement, including self-placement.

(D) Methods based on articulation agreements between the district and partners as defined in **section 55003**.

(2) Students who have acquired a United States high school diploma or the equivalent shall be placed according to **section 55522**.

(3) Placement methods authorized by this section shall be designed to maximize the probability that transfer- or degree-seeking students enrolled in credit ESL will enter and complete a transfer-level English composition or an equivalent ESL course within a three-year timeframe.

(4) Districts adopting a district placement method under subparagraph (b)(1)(B) or (b)(1)(C) shall, by July 1, 2020, provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method, **the evidence to be collected, and why the district believes it will be effective, and the evidence the district has demonstrating that it will be effective.** Within two years of the adoption of a district placement method, the district shall report to the Chancellor on the method's

efficacy. The Chancellor may order the district to relinquish the district placement method and adopt a placement method published by the Chancellor's Office under any of the following circumstances:

(A) the district's failure to report within two years of adoption;

(B) the district's failure to demonstrate that the local placement method meets or exceeds the credit ESL throughput rate(s) of a placement method once published by the Chancellor's Office.

(5) Districts must inform students placed into credit ESL coursework prior to fall 2020 of their right to access the newly adopted placement processes that comply with this section and students who have completed a United States high school diploma or the equivalent shall be placed according to **section** 55522. Districts shall disclose their plans to implement retroactive placement recommendations as part of the adoption plan described in subparagraph (b)(4).

(6) Any placement for the fall semester or quarter of 2020 must comply with this section and California Education Code section 78213.

(c) Assessment

The Chancellor shall establish and update, at least annually, a list of the approved assessment tests and instruments for use in placing students in credit ESL courses and guidelines for their use by community college districts. When using an ESL assessment test for placement into credit ESL coursework, it must be used with one or more other measures to comprise multiple measures.

(1) Districts and colleges are required to use the Chancellor's guidelines for the validation of all assessment tests used for placement to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based on this evaluation, the district or college shall determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district or college shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(2) The Chancellor may identify other measures of a student's college readiness that community college districts may use for student placement into the college's curriculum.

(d) Each community college district utilizing approved assessment tests or instruments shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test.

(e) Community college districts shall not, except as provided in subdivision (g), do any of the following:

(1) use an assessment test for placement which has not been approved by the Chancellor pursuant to this section, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment tests;

(2) use any assessment test in a manner or for a purpose other than that for which it was developed or has been otherwise validated;

(3) use any assessment test process to exclude any person from admission to a college, except that a college may determine the admission of special part-time or full-time students under Education Code section 76002 based on an assessment which involves multiple measures and complies with other requirements of this subchapter;

(4) use any assessment test, method, or procedure to exclude students from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to sections 55002 and 55003; or

(5) use any Student Success and Support Program practice which has the purpose or effect of subjecting any person to unlawful discrimination prohibited by subchapter 5 (commencing with section 59300) of chapter 10.

(f) Colleges or districts that receive funding from the Student Equity and Achievement Program shall do the following pursuant to Education Code section 78213:

(1) Inform students of their rights, pursuant to Education Code section 78213, to access transfer-level coursework in English or in credit academic ESL and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;

(2) Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;

(3) Annually report to the Chancellor's Office, in a manner and form described by the Chancellor's Office;

(A) The college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support or transfer-level or credit ESL coursework, disaggregated by race and ethnicity; and

(4) Publicly post the college's placement results. Colleges shall include the number of students assessed and the number of students placed into transfer-level English composition or ESL equivalent, transfer-level English composition or ESL equivalent with concurrent support, or transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

(g) The Chancellor shall provide districts with notice and an opportunity to cure actions found to be out of compliance with this section. The Chancellor may use any means authorized by law to obtain compliance in the event of a failure or refusal to cure.

(h)The Chancellor's Office shall collect and analyze all placement methods and their impact on throughput rates for ESL students with a goal of transfer to a four-year institution or an associate degree, and produce a report for the Board of Governors by January 30, 2022. This report will inform a re-evaluation of ESL placement methods by the Chancellor's Office, and whether this section should be amended.



DIGEST ITEM 4: COMMUNITY COLLEGE LEGAL SERVICES PROJECT

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Contact(s): Lizette Navarette, Vice Chancellor, College Finance and Facilities Planning

Issue

The Chancellor’s Office will provide the Consultation Council members with an update regarding the Community College Legal Services Project. The purpose of the Project is to provide free immigration legal services, including education and outreach services, to students, staff, and faculty on California Community College campuses statewide.

Background

The 2018-19 State Budget included a \$10 million appropriation to provide immigrant legal services at California community colleges. The funds were appropriated to the Board of Governors of the California Community Colleges for allocation to a community college district to contract with the California Department of Social Services (CDSS) for the provision of such services. CDSS worked in partnership with the California Community Colleges Chancellor’s Office and the Foundation for California Community Colleges (Foundation) to establish a process to ensure these resources would reach students and colleges.

With input from stakeholders, the Foundation prepared a Request for Information (RFI) and sent it to community college districts to gather information regarding their capacity to host legal services. The lead contact at a college was responsible for (a) submitting the RFI, (b) securing resources (providing in-kind secure and private space, providing parking pass, access to Wi-Fi, phone and printer), (c) ensuring that students and the campus community are aware of the project, and (d) executing an MOU with the legal service provider if selected as a host campus. These criteria, in addition to a college’s potential to reach as many undocumented students as possible, were considered in the selection of potential host campuses.

After a thorough review of 101 RFI responses received, paired with the capacity of nine selected legal services providers, 65 colleges were identified to host legal services on their campuses in this initial pilot phase. The Guided Pathways framework provided a base for

these support services to become available in each of the seven regions, making it easier for students to get the much-needed legal support during these critical times.

Additionally, a contract has been established for the next two years with the Immigrant Legal Resource Center to develop up-to-date information to support immigrant and undocumented communities, including informational sheets and webinars that students and faculty will be able to access via the CCCCCO website.

On November 7, 2019, host colleges and providers were notified of their selection for the Community College Legal Services Project. The Foundation is currently conducting regional meetings for host colleges in each of the Guided Pathway regions. The host colleges will have an opportunity to meet the legal service providers, address questions, and share promising practices. The Foundation, CDSS, and the legal service providers are actively exploring options for students at non-host colleges to access these critical services. The Chancellor's Office website will include updates as services begin on host campuses, in addition to other pertinent information related to the Project.

This month, colleges and legal service providers are in the final stages of finalizing their MOUs in order for services to begin. We expect colleges to have the MOUs finalized by early March. The delivery of services will begin on a rolling basis with the aim for all host colleges to have legal services available to all students, faculty and staff during the 2019/2020 academic year.

Feedback/Questions for Council

This item is presented to Consultation Council for information and discussion.

Attachments:

None.



California
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DIGEST ITEM 5: STATE AND FEDERAL UPDATE

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Contact(s): Lizette Navarette, Vice Chancellor, College Finance and Facilities Planning

Issue

The Chancellor's Office will provide Consultation Council with a State and Federal Update.

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 Procedures and Standing Orders provide guidance to the Chancellor in representing the California Community Colleges on matters pending before the California Legislature and Governor, 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 2020-21 Board of Governors Budget and Legislative Request, and 2020 Legislative Principles. The Governmental Relations division seeks feedback from the Consultation Council and the Board of Governors prior to taking positions on pending policy matters.

The attached documents provide additional details on current state and federal policy and advocacy matters:

Federal Legislative Update - provides an overview of recent federal advocacy activities and Congressional and Administrative actions. The Governmental Relations division is not proposing policy positions on any federal matters at this time.

State Legislative Update - provides an overview of recent state advocacy activities, summarizes the topic and status of a number of recently introduced high priority bills.

State Legislative Matrix - provides a comprehensive list of all state legislation identified by the Governmental Relations division affecting the Chancellor's Office, California Community Colleges and/or California students.

Analyses for Discussion – An analysis is provided on current bills the Chancellor's Office is reviewing.

- a) SB 860 (Beall)- Proposed Support position
- b) AB 2019 (Holden)- Proposed Support position
- c) AB 897 (Medina)- Consultation Council discussion

Feedback/Questions for Council

The Chancellor's Office will seek feedback on any legislation proposed for support.

Attachments:

- 1.** State Policy and Advocacy Update
- 2.** Legislative Matrix
- 3.** Proposed Bill Position and Analysis: SB 860
- 4.** Proposed Bill Position and Analysis: AB 2019
- 5.** Proposed Bill Position and Analysis: AB 897

Item 5, Attachment 1: State Policy and Advocacy Update

State Policy and Advocacy Overview

Since the Legislature reconvened in January, the Government Relations Division has added 24 bills to the tracking matrix. Those bills are being analyzed by Government Relations to determine their impact on community colleges.

As the legislative cycle progresses, the following represent key deadlines:

- February 21: Last day for bills to be introduced
- March 3: Assembly Higher Education Committee will hold its first hearing for bills introduced in 2020
- March 18: Senate Education Committee will hold its first hearing for bills introduced in 2020

The section below provides an update on pending high priority bills. For details, visit the [Legislative Counsel's website](http://leginfo.legislature.ca.gov/) (<http://leginfo.legislature.ca.gov/>). A full Legislative Matrix is available from [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.

Priority Legislation

AB 302 (Berman) Community Colleges Overnight Parking

Position: Watch

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 for facilities within 250 feet from an elementary school, or if they provide hotel vouchers, rapid rehousing or 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.

Status: Approved by the Assembly Floor (60-8), Senate Education Committee (7-0) and Senate Judiciary Committee (7-1) and Senate Appropriations Committee (5-2). Currently held in the Senate Inactive File.

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 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.

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.

California Community Colleges Chancellor's Office 2019 Legislative Tracking Matrix (Last Updated: 02/07/2020)

HOUSE	BILL	AUTHOR	SUBJECT	Position	1st Policy Cmte	1st Fiscal Cmte	1st Floor	2nd Desk/Rules	2nd Policy Cmte	2nd Fiscal Cmte	2nd Floor	Concurrence	STATUS
TIER 1: Direct Effect on California Community Colleges or Priority Issue Area													
AB	302	Berman	Overnight Parking: homeless students.	SA	x	x	x	x	x	x			Senate Floor
AB	376	Stone	Student loans	S	x	x	x	x	x				Sen. Approps. HELD
AB	897	Medina	Community colleges: part-time faculty (85% load cap)	UR	x	x	x						Senate Rules
AB	1314	Medina	Cal Grant Reform Act	UR	x	x	x	x					Senate Education
AB	1343	Eggman	Private postsecondary education: tuition revenue	S	x	x	x	x					Senate B&P
AB	1460	Weber	CSU: graduation requirements	UR	x	x	x	x	x	x			Senate Floor
AB	1512	Carrillo	Community colleges: course credit for International Baccalaureate	UR	x	x							Assembly Floor
AB	1839	Bonta	Green New Deal	UR									Introduced
AB	1845	L. Rivas	Homelessness: Office to End Homelessness (CCC representative)	UR	x								Introduced
AB	1862	Santiago	California State University: tuition: California Promise Program	UR									Introduced
AB	1911	Maienschein	State agencies: veterans hiring (Chancellor's Office)	UR									Introduced
AB	1930	Medina	UC and CSU student eligibility policy: intersegmental coordination	UR									Introduced
AB	1970	Jones-Sawyer	Pilot program for free tuition and fees: working group	UR									Introduced
AB	2003	C. Garcia	Community college: restrooms: feminine hygiene products	UR									Introduced
AB	2009	Cunningham	Commercial trucking education: human trafficking awareness training	UR									Introduced
AB	2016	Calderon	Personal income tax: returns: financial aid	UR									Introduced
AB	2019	Holden	College and Career Access Pathways partnerships: county offices of education	PS									Introduced
AB	2023	Chiu	Educational equity: student records: name and gender changes	UR									Introduced
SB	3	Allen	Office of Higher Education Coordination, Accountability, and Performance	UR	x	x	x	x	x				Asm. Approps. HELD
SB	45	Allen	Wildfire Prevention and Flood Protection Bond Act of 2020 (\$5 million for CCC)	UR	x	x	x						Assembly Rules
SB	291	Leyva	California Community College Financial Aid Program	SP	x	x	x	x					Assembly Higher Ed.
SB	297	Pan	School facilities: approval of plans	UR	x	x	x	x					Asm. Education
SB	493	Jackson	Education: sex equity: sexual harassment policies	UR	x	x	x	x	x				Asm. Approps. HELD
SB	563	Roth	Community Colleges: College and Career Access	UR	x	x	x	x					Assembly Education
SB	776	Skinner	College admissions: criminal history inquiry: prohibition	UR	x	x	x						Assembly Rules
SB	777	Rubio	Community colleges: full-time instruction (75% law)	W	x	x	x	x					Asm. Higher Ed
SB	860	Beall	Foster Youth Services Coordinating Program: financial aid applications	PS									Introduced
SB	874	Hill	Community college districts: baccalaureate degree pilot program	UR									Introduced
TIER 2: Direct Effect on State or Local Agency Operations													

California Community Colleges Chancellor's Office 2019 Legislative Tracking Matrix (Last Updated: 02/07/2020)

HOUSE	BILL	AUTHOR	SUBJECT	Position	1st Policy Cmte	1st Fiscal Cmte	1st Floor	2nd Desk/Rules	2nd Policy Cmte	2nd Fiscal Cmte	2nd Floor	Concurrence	STATUS
AB	123	McCarty	California Preschool Teacher Qualifications Program	UR	x	x	x	x					Senate Education
AB	125	McCarty	Early childhood education: reimbursement rates	UR	x	x	x	x	x				Sen. Appropriations
AB	324	Aguiar-Curry	Childcare services: state-subsidized childcare	UR	x	x	x	x	x				Sen. Approps. HELD
AB	499	Mayes	Personal Information: SS Numbers: State Agencies	UR	x	x	x						Senate Rules
AB	628	Bonta	Employment: victims of sexual harassment: protections	UR	x	x							Assembly Floor
AB	805	Obernolte	Reports submitted to legislative committees	UR	x	x	x						Senate Rules
AB	843	Rodriguez	Student financial aid: Assumption Program of Loans for Education	UR	x	x	x	x	x	x			Senate Education
AB	992	Mullin	Open meetings: local agencies: social media	UR	x	x							Assembly Floor
AB	1599	Cunningham	Peace officers: release of records	UR	x	x	x						Senate Rules
AB	1961	Patterson	Whistleblower protection (complaints to Legislature)	UR									Introduced
AB	2020	Low	State government: travel	UR									Introduced
AB	2028	Aguiar-Curry	State agencies: meetings	UR									Introduced
AB	2093	Gloria	Public records: writing transmitted by electronic mail: retention	UR									Introduced
SB	794	Jackson	Emergency services: telecommunications	UR									Introduced
SB	931	Wieckowski	Local government meetings: agenda and documents	UR									Introduced
SB	937	Hill	State agencies: web accessibility.	UR									Introduced
TIER 3: No Direct Effect on California Community Colleges (Chancellor's Office generally does not take positions)													
AB	6	Reyes	Office of Early Childhood Education	UR	x	x	x	x	x	x			Senate Floor Inactive
AB	70	Berman	California Private Postsecondary Education Act of 2009.	UR	x	x	x						Senate Rules
AB	1155	Rodriguez	Campus Affiliated Sorority and Fraternity Transparency	UR	x	x							Assembly Floor
AB	1274	Salas	California Partnership for the San Joaquin Valley	UR	x	x	x						Senate Rules
AB	1836	Quirk-Silva	California State University: reporting	UR									Introduced
AB	1858	L. Rivas	California Youth Empowerment Commission	UR									Introduced
AB	1926	Gonzalez	University of California: employees: collective bargaining agreements	UR									Introduced
AB	1967	L. Rivas	California Computer Science Project (UC)	UR									Introduced
AB	2022	McCarty	Advanced Placement Test Fee Reimbursement Program	UR									Introduced
SB	148	Glazer	California Promise: Student Success + On-time Completion Fund (CSU)	UR	x	x	x	x					Asm. Approps
SB	174	Leyva	Early childhood education: reimbursement rates	UR	x	x	x	x	x				Asm. Appropriations
SB	444	Umberg	UC Berkeley and Irvine law schools: Pro Se Indigent Litigant Pilot Project	UR	x	x	x						Assembly Rules
PLACEHOLDER LEGISLATION (SPOT)													

California Community Colleges Chancellor's Office 2019 Legislative Tracking Matrix (Last Updated: 02/07/2020)

HOUSE	BILL	AUTHOR	SUBJECT	Position	1st Policy Cmte	1st Fiscal Cmte	1st Floor	2nd Desk/Rules	2nd Policy Cmte	2nd Fiscal Cmte	2nd Floor	Concurrence	STATUS
SPOT bills are placeholders, often containing intent language or nonsubstantive statutory changes, to give legislators time to research issues of													
AB	2030	Rubio	CalGrants (spot)	UR									Introduced
AB	2114	Rodriguez	Higher Education Employer-Employee Relations Act (UC/CSU)	UR									Introduced
Notes and Key													
Contact: Justin Salenik, Governmental Relations - jsalenik@cccco.edu; (916) 324-2547													
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines.													
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.													
<i>(SP) Sponsor = Approved for Sponsorship by the Board of Governors.</i>													
<i>(S) Support = Aligns with Board priorities and CCCCO has taken formal support position.</i>													
<i>(SA) Support if Amended = Requires amendment(s) to secure CCCCO support.</i>													
<i>(PS) Proposed Support = Identified for support, pending in review and approval process.</i>													
<i>(UR) Under Review = CCCCO is gathering information before recommending a position.</i>													
<i>(W) Watch = CCCCO has determined insignificant impact on the system and does not warrant an official position.</i>													
<i>(C) Concern = Potentially negative impacts on the system and may require amendments.</i>													
<i>(OA) Oppose unless Amended = Negative impacts on the system and requires amendments; this is a formal Oppose position.</i>													
<i>(O) Oppose = Negative impact on the system and no amendments will alleviate; this is a formal Oppose position.</i>													

Item 5, Attachment 3: Proposed Bill Position and Analysis: SB 860

CALIFORNIA COMMUNITY COLLEGES LEGISLATIVE BILL ANALYSIS

Bill Number:

SB 860: Foster Youth Services Coordinating Program: postsecondary education financial aid applications.

Author:

Senator Jim Beall (D-San Jose)

Status:

Introduced

Committee/Floor Votes:

Not applicable

Bill Summary:

This bill clarifies the role of Foster Youth Services Coordinating Programs (FYSCPs) to include coordination of efforts to support Free Application for Federal Student Aid (FAFSA) completion among foster youth who are high school seniors.

Bill Detail:

Specifically, this bill:

- Requires FYSCPs to describe how the program will coordinate efforts to ensure completion of the FAFSA or the California Dream Act Application for foster youth pupils who are in grade 12 as part of the FYSCP's coordinating plan.
- Requires FYSCPs to include the number and percentage of pupils in foster care who successfully complete a FAFSA or California Dream Act Application while in grade 12 as part of their bi-annual reporting requirement.

Discussion:

The county administered FYSCPs provide support services to foster youth who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. They are responsible for coordination of services across agencies and ensuring that school districts are providing services to foster youth pupils with the purpose of ensuring positive educational outcomes for these students.

Financial aid plays a key role in student's success, yet for foster youth attending community college in California, just 40 percent of foster youth receive the Pell Grant and 11 percent receive the Cal Grant, despite meeting income eligibility criteria for financial aid. Between Pell, Cal Grant and Chafee grants, a foster youth attending a community college is eligible for a maximum of \$12,687 per year.

One of the barriers that foster youth students face is that many do not complete the FAFSA. Despite the fact that virtually all foster youth meeting income eligibility requirements to receive a federal Pell grant, 2017/2018 data confirms that only 49% of first-time students in community college who identified as foster youth received a Pell grant. This compares to 78% of these same students who received a community college fee waiver. The key difference in eligibility between these two sources of aid is that the completion of a FAFSA is required in order to obtain a Pell grant.

Fiscal Impact:

State Operations: No additional costs to the Chancellor's Office.

Local costs: No additional costs to community colleges.

Supporters:

John Burton Advocates for Youth (Sponsor)

GR Recommendation and Rationale:

Support. This bill will increase access to financial aid for foster youth.

Item 5, Attachment 4: Proposed Bill Position and Analysis: AB 2019

CALIFORNIA COMMUNITY COLLEGES LEGISLATIVE BILL ANALYSIS

Bill Number:

AB 2019: Pupil instruction: College and Career Access Pathways partnerships: county offices of education

Author:

Assemblymember Chris Holden (D-Pasadena)

Status:

Assembly Committee on Higher Education

Committee/Floor Votes:

Not applicable

Bill Summary:

This bill authorizes a county office of education (COE) to enter into College and Career Access Pathways (CCAP) partnership with a community college district.

Bill Detail:

Specifically, this bill

- provides a county office of education with the same access to a CCAP partnership with a local community college district as is currently available to a school district, continuation high school, and charter school; and
- identifies a juvenile court school, under the administration of a county office of education, as a local education agency eligible to participate with CCAP.

Discussion:

Why County Offices of Education? Education is vital for the rehabilitation of California's youth with juvenile justice system involvement and is a key component in reducing justice-system recidivism. Yet most youth in the juvenile justice system experience educational instability and have often been overlooked as "college material." To support their future success, they need access to quality high school and postsecondary education programs. Current law governing the CCAP dual enrollment program does not include students in juvenile court schools or other county office of education schools, yet including this vulnerable population of students is consistent with the goals of the CCAP program. State law requires COEs to ensure that students at county jails receive an education, and to this end, they receive state funding to operate "juvenile court schools." COEs also serve students at "county community day schools" and regional career technical education programs.

What is Dual Enrollment? Dual enrollment enables high school students to take college courses, which gives them credits for a future college degree and exposure to college

experiences. Historically dual enrollment has been effective at accelerating degree attainment for college bound students. The specific pattern of course taking has been enrollment in one-off courses rather than an aligned pathway. Research data shows that students who participate in dual enrollment are more likely to graduate from high school and persist in college.

According to a recent policy brief prepared by the Policy Analysis for California Education (PACE) and the Wheelhouse Center for Community College Leadership and Research, Latinx, African American, and socioeconomically disadvantaged (SED) students are underrepresented in community college course taking compared to their share of overall high school students. Recognizing the inequity in dual enrollment, the CCC Chancellor's Office and CCC Board of Governors sponsored a dual enrollment reform bill in 2014, AB 1425 (Holden). AB 1425 did not pass legislature, but the following year the Chancellor's Office sponsored a similar bill, AB 288 (Holden) Chapter 618, Statutes of 2015, and it was signed by the governor.

AB 288 expands dual enrollment to a broader range of students by creating the CCAP partnership program. Formal partnerships between secondary schools and community colleges are established through board approved CCAP Agreements. Program goals include serving lower achieving students, reducing post high school remediation needs, decreasing time to degree, and stimulating interest in higher education among high school students who are not on a college track. CCAP course taking patterns create aligned pathways to college degrees, certificates, or transfer rather than a series of disconnected individual courses. Under CCAP rules a community college can offer courses, which are closed to the general public, on a high school campus and collect reimbursement for students in those classes. Academic benefits for students include a higher enrollment priority to register for classes, the option to take up to 15 units per term, and free enrollment and textbooks.

Fiscal Impact:

Local Operations: Increased cost pressure for colleges to provide free textbooks to CCAP students. Decisions regarding textbook costs are left up to local CCAP partners.

State Operations: No additional costs to the Chancellor's Office.

Supporters:

Youth Law Center/Quality Parenting Initiative (Sponsor)

GR Recommendation and Rationale:

Support. AB 2019 would encourage COEs to establish CCAP partnerships and give COE students a new opportunity to experience the unique benefits associated with CCAP participation. The bill would also permit campuses to claim reimbursement for CCAP students. Finally, AB 2019 supports Vision for Success goals to reduce statewide and regional student equity gaps.

Item 5, Attachment 5: Proposed Bill Position and Analysis: AB 897

CALIFORNIA COMMUNITY COLLEGES LEGISLATIVE BILL ANALYSIS

Bill Number:

AB 897: Community colleges: part-time employees

Author:

Assemblymember Jose Medina (D-Riverside)

Status:

Senate Rules Committee

Committee/Floor Votes:

Passed Assembly Higher Education Committee 11-0 on April 2, 2019

Passed Assembly Appropriations Committee 18-0 on January 23, 2020

Passed Assembly Floor 76-0 on January 27, 2020

Bill Summary:

This bill would increase the maximum amount of instructional hours that a part-time California Community College faculty member may teach at one community college district from 67 percent to 85 percent of a full-time faculty assignment.

Bill Detail:

This bill requires community college districts, as a condition of receiving funds allocated for the Student Success and Support Program, to negotiate with the bargaining representative for part-time, temporary faculty as follows:

- A community college district that does not have a collective bargaining agreement with part-time, temporary faculty in effect as of January 1, 2021, shall commence negotiations upon the effective date of this section.
- A community college district that has a collective bargaining agreement with part-time, temporary faculty in effect as of January 1, 2021, shall commence negotiations no later than the expiration date of the collective bargaining agreement.
- The negotiated rights for reemployment preference for part-time faculty assignments shall be based on the minimum standards not exceeding the range of 80-85 percent (current law stipulates a range of 60-67 percent) of a full-time faculty member's equivalent load. The district shall not restrict the negotiated terms to less than the range of 80-85 percent, unless explicitly agreed upon for an individual part-time, temporary faculty member by that faculty member and the district.

Further, this bill increases the maximum amount of instructional hours that a part-time faculty member may teach at one community college district from 67 percent to 85 percent of a full-time faculty assignment. If this provision conflicts with an existing

collective bargaining agreement in effect on or before January 1, 2021, then this provision will go into effect upon expiration of that agreement.

Discussion:

Currently, the "67% law" limits the teaching load of part-time temporary faculty to 67 of the hours that constitute a full-time faculty assignment for a particular community college district. (A full-time teaching load, which varies according to the teaching discipline is defined as the number of in-class hours that a contract/full-time faculty member must fulfill in order to earn a full salary, benefits, and tenure.) A full-time teaching load for each discipline is determined at the district level through collective bargaining; however, on average a full-time load is 15 units. This bill would increase that maximum amount of instructional hours that a part-time faculty member may teach at any one community college district.

Fiscal Impact:

Proposition 98 General Fund cost pressures for community college districts to update or create collective bargaining agreements with part-time faculty. Increased cost pressures for districts to provide salary increases and benefits to part-time faculty.

Supporters:

California Federation of Teachers (Sponsor)

California Part Time Faculty Association (Cosponsor)

The Faculty Association of CA Community Colleges (Cosponsor)

GR Recommendation and Rationale:

Watch. The 2020 Legislative Principles states the Chancellor's Office shall maintain neutrality on legislation that affects matters typically part of local collective bargaining agreements.



California
Community
Colleges

Consultation
Council

DIGEST ITEM 6: BOARD OF GOVERNORS STUDENT LEADERSHIP AWARD

“Digest” means an item has been through internal review by the Chancellor’s Office and the review entities. The item now has form and substance and is officially “entered into Consultation.” The Council reviews the item and provides advice to the Chancellor.

Contact(s): Dr. Daisy Gonzales, Deputy Chancellor

Issue

The Chancellor’s Office will provide information on the planning and establishment of a Board of Governors Student Leadership Awards.

Background

The Board of Governors (Board) is interested in establishing the Board of Governors Student Leadership Awards. The awards would recognize and celebrate student leaders throughout the community college system that exemplify the *Vision for Success* in their community.

The Board currently recognizes two annual awards. Established May 2008, the Classified Employee of the Year Awards are presented annually to honor community college classified employees who demonstrate the highest level of commitment to the *Vision for Success*, the mission of the California community college system and their local district. Similarly, the Board annually recognizes the Hayward Award for Excellence in Education. The Hayward Award was established in 1989 to honor community college faculty members who are selected by their peers for demonstrating the highest level of commitment to their students, college, and profession. Both awards are financially supported by the Foundation for California Community Colleges.

The California Community Colleges serve over 2.1 million students at 115 colleges. Student Board of Governors member, Alexis Zaragoza inquired about the gap in recognizing and celebrating the achievements of student leaders who serve their communities in a local and/or statewide capacity. As proposed, the Student Leadership Awards would recognize three community college student leaders annually, who demonstrate the highest level of commitment to student excellence and the *Vision for Success*.

At the March Board meeting, the Board will consider a resolution to establish the award. Students with a minimum 2.0 GPA, enrollment for at least one semester, could be eligible for nomination by their college, district or peers. Award winners would be selected by a panel composed of: a student representative from the Board of Governors, one additional Board of Governors member, the President of the Student Senate for California Community Colleges, and two Chancellor's Office staff members. The selection panel would review all completed applications and make final recommendations to the Chancellor and the Board President.

The award process may include a nomination packet with the following items:

- A nominee application completed by the nominator (including three essay style responses noting the nominee's dedication to the *Vision for Success* and serving their community).
- Two letters:
 1. One letter (on letterhead) from a local CEO or Administrator (Chancellor, President, Vice Chancellor, Dean) verifying the students enrollment and GPA.
 2. One additional letter from a mentor, advisor, or peer.

Beginning in 2021, the three recipients will be announced and honored at the Student Senate for California Community Colleges' Spring conference, where they will receive a \$750 cash award and a commemorative award.

Feedback/Questions for Council

This item is presented to Consultation Council for information and discussion. Specifically, the Chancellor's Office seeks feedback on:

- the semester requirement for eligibility;
- the method to verify GPA; and
- how to treat nominations for students who have transferred or graduated.

Attachments:

None.



DIGEST ITEM 7: ASSEMBLY BILL 1313 GUIDANCE/REGULATORY CHANGE TO SECTION 59410

“Digest” means an item has been through internal review by the Chancellor’s Office and the review entities. The item now has form and substance and is officially “entered into Consultation.” The Council reviews the item and provides advice to the Chancellor.

Contact(s): Rhonda Mohr, Vice Chancellor, Educational Services and Support

Issue

The Chancellor’s Office will review necessary regulation changes as prompted by the passage of Assembly Bill (AB) 1313, which prohibits districts from withholding transcripts if a student owes a debt to the district/college, creates a need for title 5 regulation revisions. The current regulations allow a district to withhold transcripts, as well as other privileges, from students who owe a debt to the district.

Background

The Donahoe Higher Education Act requires public higher education entities to adopt regulations to withhold institutional services, including the withholding of transcripts, upon notice to students that they are in default of their student loans.

AB 1313, signed into law October 4, 2019, would, notwithstanding those provisions, prohibit a school, as defined, from refusing to provide a transcript for a current or former student on the grounds that the student owes a debt, conditioning the provision of a transcript on the payment of a debt, charging a higher fee for obtaining a transcript, providing less favorable treatment of a transcript request because a student owes a debt, or using a transcript issuance as a tool for debt collection.

Furthermore, in 2019, the Legislature enacted the Educational Debt Collection Practices Act to prohibit colleges from withholding student transcripts as a debt collection practice. The Legislature declared that this practice causes “severe hardship” and is “unfair and contrary to public policy. (Civil Code, § 1788.90, subd. (a).)

Civil Code Section 1788.93 specifically prohibits the following practices:

- Refusing to provide a transcript to current or former students on the grounds that the student owes debt;

- Conditioning the provision of a transcript on the payment of a debt, other than a fee charged to provide the transcript;
- Charging a higher fee for obtaining a transcript, or providing less favorable treatment to a transcript request, because a student owes debt; and
- Using transcript issuance as a tool for debt collection.

Under the Act, “debt” is broadly defined to include “any money, obligation, claim, or sum, due or owing, or alleged to be due or owing.” (Civil Code, § 1788.92, subd. (b).) Accordingly, to the extent a student has an “obligation” to return borrowed equipment, or the college has a “claim” to property in a student or former student’s possession, this would constitute a debt for which a college may not leverage a transcript in its collection efforts.

Feedback/Questions for Council

The Chancellor’s Office is seeking additional input on the proposed regulatory language before presenting the changes to the Board of Governors for first reading.

Attachments:

- 1.** Text of Proposed Regulatory Change, section 59410

Item 7, Attachment 1: Text of Proposed Regulatory Change, Section 59410

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

Board of Governors of the California Community Colleges
Proposed Revisions to Title 5 Regulations: Student Financial Obligations

Section 59410 of subchapter 7.5 of chapter 10 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 59410. Withholding Grades, Transcripts, etc., for Nonrepayment of Financial Obligations. District Debt Collection Activities.

~~The governing board of a community college district may provide by appropriate rules and regulations that grades, transcripts, diplomas and registration privileges, or any combination thereof, shall be withheld from any student or former student who has been provided with written notice that he or she has failed to pay a proper financial obligation due to the district or a college. Any item or items withheld shall be released when the student satisfactorily meets the financial obligation.~~

Any activity by a district to collect a debt from a student must commence with written notice to the student or former student that they have failed to pay a financial obligation due to the district. The governing board of a community college district may not withhold grades or transcripts from students or former students in an effort to collect a debt. All debt collection activities must promptly end when a student satisfactorily meets their financial obligations to the district.

Note: Authority cited: ~~Sections 66700 and 70901, Education Code. Section 1788.93, Civil Code.~~
Reference: Section 70901, Education Code.



DIGEST ITEM 8: BOARD CONFLICT OF INTEREST CODE REGULATIONS

“Digest” means an item has been through internal review by the Chancellor’s Office and the review entities. The item now has form and substance and is officially “entered into Consultation.” The Council reviews the item and provides advice to the Chancellor.

Contact(s): Marc LeForestier, General Counsel

Issue

The Political Reform Act and its related regulations require every state agency to have a conflict of interest code which identifies all agency officials and employees who make or participate in making governmental decisions. An agency’s conflict of interest code must reflect the current structure of the organization and identifies the officials and employees who must file Statements of Economic Interests (Form 700) and the disclosure categories applicable to each.

Background

Every two years during odd-numbered years, state agencies must review their conflict of interest code and determine whether it must be updated due to the elimination or addition of positions, changes in duties of particular positions, or a modification in the agency’s organizational structure. If such an update is necessary, agencies must work with the Fair Political Practices Commission (FPPC) to amend and adopt the modified code. In 2019, the Chancellor’s Office conducted such a review and found that its conflict of interest code needed to be updated. After obtaining preliminary approval of its draft amended conflict of interest code from the FPPC, the Chancellor’s Office is now ready to present it for review by the Consultation Council prior to bringing it before the Board of Governors for a first reading at the March 2020 meeting.

Feedback/Questions for Council

The Consultation Council is asked to please review and present any questions or concerns regarding the draft Conflict of Interest Code.

Attachments:

1. Text of Board of Governors of the California Community Colleges—Proposed Revisions to Title 5: Conflict of Interest Code (5 C.C.R. § 50500)

Item 8, Attachment 1: Text of Board of Governors of the California Community Colleges—Proposed Revisions to Title 5: Conflict of Interest Code (5 C.C.R. § 50500)

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

Additions to the prior conflict of interest code are underlined and deletions are in strikethrough.

Section 50500 of Subchapter 2 of Chapter 1 of Division 6 of title 5 of the California Code of Regulations is Amended to Read:

§ 50500. General Provisions.

The Political Reform Act, Government Code sections 81000, et seq., requires state and local government agencies to adopt and promulgate Conflict of Interest Codes. The Fair Political Practices Commission has adopted a regulation, California Code of Regulations, title 2, section 18730, which contains the terms of a standard Conflict of Interest Code, which can be incorporated by reference, and which may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act after public notice and hearings. Therefore, the terms of California Code of Regulations, title 2, section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, along with the attached Appendix in which officials and employees are designated and disclosure categories are set forth, are hereby incorporated by reference and constitute the Conflict of Interest Code of the Board of Governors of the California Community Colleges.

The Board of Governors and the Chancellor must file their statements of economic interests electronically with the Fair Political Practices Commission. All other individuals holding designated positions must file their statements with the Board of Governors of the California Community Colleges. All statements must be made available for public inspection and reproduction under Government Code Section 81008.

~~Designated employees shall file their statements with the California Community Colleges Chancellor's Office, which will make the statements available for public inspection and reproduction. (Gov. Code, § 81008). Upon receipt of the statements for the Board of Governors and the Chancellor, the agency shall make and retain a copy and forward the original to the Fair Political Practices Commission. Statements for all other designated employees will be retained by the agency.~~

Appendix

Designated Employees

Disclosure Category

Board of Governors

Members..... 1,4

Executive Office

Chancellor 1,4

Deputy Chancellor..... 1,4

Executive Vice Chancellor 1,4

Director 1,4

Specialist/Employment and Certification 2,4

Consultants/New Positions..... *

Communications and Marketing Division

Vice Chancellor..... 1,4

Director 2,41,4

Information Technology Specialist I 2

Consultants/New Positions..... *

Office of the General Counsel ~~Legal Affairs Division~~

Vice Chancellor and General Counsel..... 1,4

Attorney (All levels) ~~Staff Counsel, all levels~~ 1,4

Consultants*/New Positions *2

Governmental Relations Division

Vice Chancellor..... 1,4

Assistant Vice Chancellor 1,4

Director 1,4

Administrator/Academic Planning and Development..... 1

Specialist in/Academic Planning and Development 2

Specialist/Employment and Certification 2,4

Consultants*/New Positions *2

Digital Innovation and Infrastructure Division ~~Technology, Research, and Information Services Division~~

Vice Chancellor..... 1,4

Administrator/Academic Planning and Development..... 1

Data Processing Manager II 1

Information Technology Manager (All levels)..... 2

Specialist in/Information Systems and Analysis 2

Senior Information Systems Analyst (Specialist) 3

Staff Information Systems Analyst (Supervisor) 3

Staff Information systems Analyst (Specialist)..... 3

Senior Programmer Analyst (Specialist) 3

Staff Programmer Analyst (Specialist) 3

Systems Software Specialist II (Technical)..... 3

Information Technology Specialist (All levels) 3

Research Data Specialist (All Levels)..... 3

Systems Software Specialist III (Technical).....	3
Systems Software Specialist III (Supervisor).....	3
Consultants*/New Positions	*2

College Finance and Facilities Planning Division

Vice Chancellor.....	1,4
Assistant Vice Chancellor	1,4
Director	1,4
Administrator/Fiscal Planning and Administration.....	1
Education Administrator (All levels).....	1,4
Administrator/Facilities Planning and Utilization.....	1
Specialist in/Fiscal Planning and Administration.....	2
Specialist in/Facilities Planning and Utilization.....	2
Consultants*/New Positions	*1

Educational Services Division Student Services and Special Programs Division

Executive Vice Chancellor	1,4
Vice Chancellor.....	1,4
Administrator/Student Services Planning and Development	1
Administrator for Academic Planning & Development.....	2,4
Education Administrator (All levels).....	2,4
Specialist in/Student Services Planning and Development	2,4
Specialist in Academic Planning & Development.....	2,4
Specialist/General Vocational Education.....	2
Community College Program Assistant II.....	2,4
Consultants*/New Positions	*2

Workforce and Economic Development Division Economic Development and

Workforce Preparation Division

Vice Chancellor.....	1,4
Administrator for /Vocational Education	21,4
Specialist in/General Vocational Education	2,4
Staff Services Manager I (Supervisory).....	2,4
Community College Program Assistant II.....	2,4
Consultants*/New Positions	*2

Academic Affairs Division

Vice Chancellor.....	1,4
Administrator/Academic Planning and Development.....	1,4
Specialist/Academic Planning and Development	2
Specialist/General Vocational Education.....	2
Consultants*.....	2

Institutional Effectiveness Division

Vice Chancellor.....	1,4
Administrator for Academic Planning & Development.....	2,4
Staff Services Manager I (Specialist)	2,4
Consultants/New Positions.....	*

Human Resources and Internal Operations Division

Vice Chancellor Director	1,4
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Accounting Administrator (All levels) II (Supervisor)	3
Associate Business Management Analyst	3
Business Services Officer I (Specialist)	3
Business Services Assistant (Specialist)	3
Staff Services Manager II (Supervisor)	3
Staff Services Manager I	3
Associate Governmental Program Analyst (Business Services) ..	3
Consultants*/New Positions	^{*2} -2

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation:

The Chancellor may determine in writing that a particular consultant or new positions, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to comply with the disclosure requirements described in this section. Such determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chancellor’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

~~Note: With respect to consultants, the Chancellor may determine in writing that a particular consultant, although a “designated person,” is hired to perform a range of duties that is limited in scope and thus is not required to comply with the disclosure requirements described in this section. Such determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chancellor’s determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code. (Gov. Code, § 81008.) Nothing herein excuses any such consultant from any other provision of the Conflict of Interest Code.~~

Disclosure Categories

1. Designated employees in Category 1 must report the following:

- (a) All interests in real property in the State of California.
- (b) Any investment or business position in a business entity, or any source of income (including gifts, loans, and travel payments), if the business entity or source of income is engaged in publishing, manufacturing, selling, or leasing:
 - (1) Instructional materials;
 - (2) Equipment; or
 - (3) Services, including training or consulting services; when such materials, equipment or services are of the type utilized by community college districts or the Board of Governors or Chancellor’s Office.
- (c) Any investment or business position in a business entity, or any source of income (including gifts, loans and travel payments), if the business entity or source of income is engaged in selling or leasing real estate which is utilized by community college districts or the Board of Governors or Chancellor’s Office.

2. Designated employees in Category 2 must report the following:

(a) Any investment or business position in a business entity, or any source of income (including gifts, loans, and travel payments), if the business entity or source of income is engaged in publishing, manufacturing, selling or leasing:

(1) Instructional materials;

(2) Equipment; or

(3) Services, including training or consulting services; when such materials, equipment or services are of the type utilized by community college districts or the Board of Governors or Chancellor's Office.

3. Designated employees in Category 3 must report the following:

(a) Any investment or business position in a business entity, or any source of income (including gifts, loans, and travel payments), if the business entity or source of income is engaged in publishing, manufacturing, selling or leasing:

(1) Instructional materials;

(2) Equipment; or,

(3) Services, including training or consulting services; when such materials, equipment or services are of the type utilized by the Board of Governors or Chancellor's Office.

4. Designated employees in Category 4 must report the following:

(a) Any investment or business position in a business entity, or any source of income (including gifts, loans, and travel payments), if the business entity or source of income provides education, training, or experience to persons toward meeting minimum qualifications for employment in a community college district.

Note: Authority cited: Sections 87300 and 87307, Government Code. Reference: Sections 89503, 89505 and 87300 et seq., Government Code.