



Office of Government Relations

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

November 2014 Newsletter

Upcoming Events:

Legislature adjourned for fall recess – returns December 3.

CASFAA Conference

November 2-4, 2014
Marriott, Anaheim, CA

CCCAA Conference

November 5 – 7, 2014
DoubleTree Hotel
Sacramento, CA

Academic Senate Fall Plenary Session

November 13 – 15, 2014
Marriott, Irvine, CA

Board of Governors

November 17-18, 2014
Foothill-DeAnza CCD
Los Altos Hills, CA

League Convention

Westin Mission Hills
Rancho Mirage, CA
November 20-22, 2014

League Legislative Conference

January 25-26, 2015
Sheraton Grand
Sacramento, CA

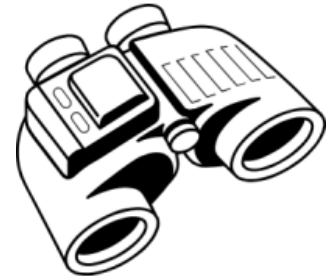
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*Have an event you would like
to highlight? Send event info
to: lizette@ccleague.org or
ryan@ccleague.org.*

Looking Towards 2015: Proposals on the Horizon

With the conclusion of the 2013-14 legislative session, the League is now focusing efforts on upcoming legislative issues affecting community colleges in 2015. Over the last month, League staff met with various stakeholders and legislators to determine that the following list of issues are likely proposals for the 2015 legislative session:



Adult Ed – In the 2013-14 budget, Governor Brown proposed that community colleges should be responsible for all adult/noncredit education programs in California. Currently, adult education is delivered to areas by either school districts or the local community college. In an effort to minimize disruption of the programs, Governor Brown provided grant funding for community colleges and school districts to jointly plan how to link their two systems together and serve all regions within the state. The Governor will respond with an implementation proposal in his January budget proposal.

Audit Fee Equalization – Currently, colleges charge \$46 per unit for credit classes, while they are only allowed to charge \$15 per unit for student-auditors. Equalizing these fees (as well as the credit and auditing fees for nonresident students) will provide colleges with some new (although still limited) funding. In addition, the Academic Senate has supported this change in light of recent Education Code provisions regarding repeatable courses, the need to maintain access and the importance of providing alternative curricular solutions.

Cal Grant Reform – It is widely agreed upon that the Cal Grant system fails to serve community college students. Only six percent of the money awarded by the Cal Grant program goes towards students at a community college despite having two-thirds of the higher education students in California. Reform is a possibility and the specifics of a proposal are still under consideration.

Career Development and College Preparation (CDCP) Rate Equalization Implementation –

The 2014-15 budget changes the CDCP to be equal to the credit rate. This change will likely eliminate one of the many existing disincentives for community colleges to create and maintain noncredit programs and will enable them to help students reach their educational goals more efficiently. Governor Brown's January budget proposal is expected to reveal the details regarding which classes can be offered under this new rate.

Concurrent Enrollment – This year the California Community College Chancellor's Office sponsored AB 1451 (Holden), which would have reformed the way colleges offer concurrent enrollment courses to high school students. While it failed to pass this year, research shows that concurrent enrollment is one of the most crucial means of helping community colleges students complete their education more efficiently. A proposal, with details still undecided, is likely to surface in 2015.

Funding of State Facilities – California community colleges, along with other segments of education, are in need of new facilities. While Governor Brown has expressed concerns regarding a state bond measure raising funds for community college buildings; we anticipate a proposal is likely to surface in 2015.

Increased CTE Funding – Career technical education (CTE) programs are vital for preparing an educated workforce, but can be more costly than "academic" programs. Due to severe cuts of the program in recent years, stakeholders will attempt to restore funding and find new sources of revenues.

Parcel Tax Reform – A proposal reducing the threshold to pass a parcel tax from two-thirds to 55% (similar to local general obligation bonds) is likely in 2015. No guarantee can be made on the proposal because a super-majority vote in the Legislature is required.

Restoring Three-Year Stability – Last year, California community colleges joined together to support three-year stability for City College of San Francisco due to its accreditation issues. After a review, it became clear other community college districts also were experiencing unforeseen events affecting their ability to reach enrollment caps. Legislation will be proposed in 2015 to provide similar three-year stability to other districts giving them greater predictability in planning the ability to "smooth out" any year-to-year sharp enrollment changes created by external sources. If approved, this would supersede the current one-year stability in the Education Code.

If you have questions about these issues or would like to suggest other proposals, please contact Ryan McElhinney at ryan@cleague.org or Lizette Navarette at lizette@cleague.org.

Governor Brown Seeks to Reward Innovation

In yet another illustration of how Governor Brown is looking for higher education to change the status quo of their operations, the Budget Act of 2014 has appropriated \$50 million in one-time resources from the General Fund for *Awards for Innovation in Higher Education*. The program is centered on the belief that innovation creates competitive advantage and directly builds student success. The *Awards for Innovation in Higher Education* will recognize California community colleges, California State University (CSU) campuses, and University of California (UC) campuses that change existing policies, practices, or systems to achieve the following three priorities:

- Significantly increase the number of bachelor's degrees awarded.
- Allow students to complete bachelor's degrees within four years after beginning higher education.
- Ease transfer through the state's education system by better recognizing learning that occurs across the state's education segments and elsewhere.

The Department of Finance (DOF), the agency with authority to choose the grantees, has indicated that the *Awards for Innovation in Higher Education* are not grants. Unlike grants that reward strategies, the awards will be directed to campuses with initiatives already in place at the time of application. DOF is recognizing that innovation is an on-going process, and this will help build best practices. Any California community college, CSU campus, or UC campus may submit, individually or as part of a group, an application for an award to the Director of Finance until January 9, 2015.

A committee has been convened to set the parameters for the application process and select which campuses receive awards. The committee includes two members of the California community colleges family — Board of Governors member Arnold Avalos, and San Diego CCD Chancellor Constance Carroll.

Innovation requires collaboration across a wide range of constituencies, including faculty members, and students, community, business leaders, and public officials. To meet this goal, the committee is seeking applications that address the following:

- *Alignment:* Achieve the state's priorities at a lower cost than existing practices without requiring students to pay increased tuition or fees.
- *Scale:* Other campuses can replicate these innovative practices. Also, involve broad participation, including UC campuses, CSU campuses, community colleges, and local education agencies.
- *Commitment:* Campuses show commitment to achieving the state's priorities, as demonstrated by changes made on or after January 10, 2014. In addition, the awards are not intended to cover ongoing costs.

The *Awards for Innovation in Higher Education* are an excellent opportunity to showcase and inspire colleges' excellent practices. By highlighting our efforts in transfer,

baccalaureate degree preparation, or initiatives to reduce time to completion, among others, colleges are demonstrating that they are a strategic investment for California.

League Happenings

Annual Convention

The League's premier event of the year is less than a month away. Join us at the Westin Mission Hills in Rancho Mirage, November 20-22 for an "Oasis of Opportunity." This year's Annual Convention will once again impress with:

- High-impact and thought-provoking breakouts, focus sessions and workshops;
- An Educational Marketplace featuring the latest in services and products;
- Vibrant, energetic opportunities to network with peers and colleagues; and
- Entertainment highlighting local college student talent.

Online registration is available through November 7, 2014.

Register today at: <http://leagueconvention.wordpress.com>.

Annual Legislative Conference

Mark your calendars for the League's Legislative Conference! The 2015 conference will be held January 25 & 26 at the Sheraton Grand Sacramento. Online registration is now available. Register today and book your hotel by January 9, 2015. A schedule-at-a-glance is posted online at www.ccleague.org/legconf.

A New *Center for the Analysis of Postsecondary Readiness* (CAPR) Established

The White House formally launched the *Center for the Analysis of Postsecondary Readiness* ("The Center"), funded with a grant from the U.S. Department of Education's Institute of Education Sciences. The co-principal investigators will be Thomas Bailey, director of the Community College Research Center at Teachers' College, Columbia University and Lashawn Richburg-Hayes of MDRC.

The Center, which has a five-year grant, will focus on reforms to improve outcomes for remedial students and assess the effects of various instructional practices on student outcomes. *The Center* staff plans to conduct three major studies:

- A national study to survey the characteristics of developmental students, the dominant remedial practices in two- and four-year colleges, and the nature and extent of recent reforms.
- A randomized control trial to test the effectiveness of an assessment and placement system that relies on more information, including high school records, than the traditional methods of placing students in remedial education.
- A randomized control trial comparing a new program at the University of Texas with the traditional remedial and introductory college math sequence.

In addition, *The Center* will conduct small-scale studies of innovative approaches to remediation including California's Early Start program, which requires CSU students who are not proficient upon graduation from high school to complete remediation in the summer before their freshman year. Finally, *The Center* staff will study a Tennessee program of developmental math instruction that "modularizes" the curriculum and incorporates online learning and other innovative practices.

Must Reads – Rita M. Mize, Director, State Policy and Research

Examining the Status of Men of Color in California Community Colleges: Recommendations for State Policymakers. Frank Harris III and J. Luke Wood.

<http://interwork.sdsu.edu/sp/m2c3/wp-content/blogs.dir/2/files/2014/02/Harris-and-Wood-2014-CCCs-Policy-Brief.pdf>

This report by two San Diego State University professors cites the research regarding men of color and their completion, achievement, and transfer levels which, on virtually all measures, are lower than for white males as well as the overall male population. Given these data, this report makes the following recommendations for policymakers:

- Require student outcomes data on the Community College Student Success Score Card to be disaggregated by gender within race/ethnicity.
- Require community colleges to assign an increased percentage of full-time faculty to gatekeeper and basic skills courses.
- Require the California community colleges to implement a statewide early alert system.
- Redirect resources that are invested in corrections to postsecondary education.
- Reduce funding inequities in the State's postsecondary institutions so that institutions that serve high proportions of students of color receive adequate resources.
- Require federally designated minority-serving colleges and universities to include the statement, "Serving historically underrepresented and underserved students" in their institutional mission and/or strategic plan with stated student success goals.
- Create a statewide educational initiative for men of color.
- Create programs to reclaim "near completers" – those who have completed a substantial proportion of college units but have not completed their degrees.
- Ensure that men of color are equitably represented among students who transfer to CSUs via Associate Degrees for Transfer (ADTs).

Summer Melt: Supporting Low-Income Students through the Transition to College. Benjamin L. Castleman and Lindsay C. Page. Harvard Education Press, 2014.

This book reports on a previously-undiscussed point at which students "get lost" to the system, i.e., the "summer melt" in which students (especially those from low-income families) complete high school and are accepted to college but fail to enter any

postsecondary institution in the fall following high school. Among the complex factors cited in this report to account for this phenomenon are the following: the absence of school support, confusion over paperwork, lack of parental guidance, and the teenage tendency to procrastinate.

This report also reports on methods that schools and districts can develop that are effective, low-cost, and scalable, including counselor outreach, peer mentoring, and using text messages and social media to help students stay on track over the summer.

For more information, contact the League's Government Relations staff:

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