

FIRST MONDAY

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR BRICE W. HARRIS

Memorandum

DATE: June 1, 2015
TO: California Community College CEOs
FROM: Brice W. Harris, State Chancellor
SUBJECT: First Monday – June 2015

Colleagues,

The following are items of interest and importance for our system, and are provided for your information. If you have comments or concerns on any of these items, feel free to email me at bharris@cccco.edu, or call me at (916) 322-4005.

1. **Governor's May Budget Revision:** It goes without saying that the Governor's revised budget proposal for our system is the best budget we have seen in many years. It is certainly the largest increase proposed during my nearly 25 years in California. At the Board of Governor's (BOG) meeting in May, the Board heard details on the proposal and also took public testimony on the topic. In coming weeks we will hear more from our constituent groups through the consultation process and numerous proposed changes in our budget, emerging from both internal and external stakeholders, will be debated in the Legislature. Experience tells us that the final budget is likely to look very much like the Governor's proposal, but that the Legislature will make some changes. We will be making clear to the Legislature our strong support of the Governor's proposal, as well as our continued support for restoration of categorical programs, increased support for adjunct faculty, and improved funding for Adult education. Although we have discussed this on numerous occasions, I feel compelled to remind everyone of two important issues. First, is the fact that there will be many who believe we are being treated too well and that some of the Proposition 98 resources should be transferred to other state priorities. We need to continually remind those people that our system has still not recovered the purchasing power we lost during the recession. Second, is to remind all our stakeholders that there are significant financial headwinds facing our system with the increasing cost of STRS and PERS for our colleges. We must use these increased revenues to prepare for those near-term cost increases.
2. **All Fifteen Bachelor's Degree Pilot Programs Approved by the Board of Governors:** At their meeting last week, the Board of Governors (BOG) approved the final three proposed Bachelor's degree pilot programs bringing the total to fifteen as authorized by SB 850 (Block). We were very fortunate to have Governor Brown in attendance at the Board meeting during the discussion of this item. As part of the presentation and public comments, the continued concerns expressed by the California State University (CSU) about curriculum duplication were discussed. Although the BOG has approved the pilots, we have committed to CSU that we will continue to work to reduce or eliminate their concerns. This has been an historic change in our system and I have enclosed a copy of the press release that announces these three approvals and includes the entire list of all the approved programs. We also learned this week that the first four colleges to submit Substantive Change Proposals to the Accrediting Commission for Community and Junior Colleges (ACCJC) have had those proposals approved. Those proposals include:
 - San Diego Mesa - Bachelor of Science in Health Information Management
 - Santa Ana College – Bachelor of Science in Occupational Studies
 - Skyline College – Bachelor of Science in Respiratory Care
 - Foothill College – Bachelor of Science in Dental Hygiene

For these programs, a site visit by the ACCJC will be required, and for the Mesa and Santa Ana programs, the



approval is pending specific subject-level accrediting by those accreditors. The other eleven programs will likely be seeking their substantive changes from the ACCJC later this year.

3. **University of California Initiatives Involving Community Colleges:** The University of California (UC) made two important commitments in recent weeks related to community colleges. First, it has committed to meeting an annual goal of having one third of their new admissions come from community colleges. Although the UC has had this goal for some time, President Napolitano has made clear her intention for the UC to increase transfer enrollment. Second, the UC has also committed to bringing on line twenty new transfer pathways for the most sought-after majors over the next two years. These pathways will be built on our Associate Degree for Transfer program with the California State University, in some cases adding a course or two to the degrees and in some cases requiring fewer courses. These developments are a major step forward and should result in an increasingly smooth transition for students between California community colleges and the UC. Although I have personally thanked President Napolitano, I encourage you to reach out to your local UC Chancellor to acknowledge these important commitments and to pledge to work with them to support the achievement of these goals.
4. **Student Success Update:** Enclosed is an updated matrix on the Chancellor's Office implementation of the 22 Student Success Task Force recommendations approved by the Board of Governors (BOG) in January 2012. We began implementing these recommendations that year, and as you will see in the chart, expect to have the Chancellor's Office portion of the implementation completed by year end. It is important that you understand that we know the implementation of these activities by the colleges will continue for some time, and that the enclosed matrix does not reflect your ongoing work. However, for the purpose of reporting to the BOG and in preparation for their retreat later this year, we expect to transition into the next BOG initiative in early 2016.
5. **Campus Safety and Prevention of Sexual Assault:** During their May meeting, the Board of Governors received an update on recent Chancellor's Office activities aimed at improving the safety of our students, faculty, and staff and preventing sexual assaults on our campuses. While the problem of sexual assault at colleges and universities is not a new one, there's currently a heightened public awareness of the problem and expanded efforts to combat it. In July 2014, the Chancellor's Office administered a survey of our colleges to identify potential needs for technical assistance to support campus climate and safety efforts. Further, we convened a task force consisting of Chief Student Services Officers with extensive experience implementing awareness and education initiatives on campus climate and safety. The task force examined the survey results, legislative mandates, and other materials and developed a set of recommendations. Included among the recommendations were requests for a model campus climate survey, a manual of best practices, and continuation of the task force to better inform system-wide efforts to foster and maintain healthy campus climates. All of these activities are extremely timely as we continue to see increased interest on the part of state and federal policy makers to impose harsher penalties on students accused of sexual assault and more stringent requirements on colleges and universities to investigate and adjudicate these acts when they occur on or near our campuses, or involve our students regardless of where they take place. While student safety is paramount, these policies must be balanced and appropriate for educational institutions. I encourage all of you to engage in the discussions regarding this critically important issue and share your thoughts and suggestions with me and my colleagues in the Chancellor's Office.
6. **High Speed Rail:** The Chancellor's Office staff recently participated in a briefing for state education and labor agencies about the High Speed Rail Authority (HSR). The briefing, which was hosted by Wade Crowfoot, Deputy Cabinet Secretary & Senior Advisor to Governor Brown, was organized to raise awareness of HSR and to generate discussion among education and labor groups on how to maximize the economic benefits of this mammoth project. HSR CEO Jeff Morales and other key project staff led the briefing, providing an overview of project goals and timelines and sharing an update on progress. Deputy Chancellor Erik Skinner, along with staff from both our Workforce and Economic Development Division and Academic Affairs Division attended the event. It was clear from the briefing, and the conversation that followed, that the implications of this project for the California Community Colleges are huge, beginning with the need to train thousands of individuals to assist in the design and construction of the new infrastructure system. The subsequent opportunities for economic development in the Central Valley and elsewhere, and the need to train a skilled workforce to fuel that growth, will be an even greater opportunity for our colleges to contribute to this historic infrastructure expansion. We are following up on contacts made at the meeting in order to coordinate with other agencies on this important project. The attached fact sheet provides some additional information. The Board of Governors has asked that we invite the High Speed Rail staff to attend one of their meetings in the near future to brief the Board on this historic project. Although this project will not impact all our colleges, those of you who have programs related to the project's workforce, and those along the line itself, will want to track this activity carefully.



CALIFORNIA High-Speed Rail Authority

JOB OPPORTUNITIES • APRIL 2015

Creating Jobs Through High-Speed Rail

California's high-speed rail program will do more than provide an efficient, economical, environmentally-friendly and safe way to travel around the state. Building and operating the high-speed rail system will directly employ thousands of Californians while indirectly providing more job opportunities throughout the larger economy.

CONSTRUCTION JOBS NOW

Construction on the high-speed rail initial operating section (IOS) started in 2014, and is putting Californians to work, especially in the Central Valley. This area of the state recently faced challenges to economic recovery, including an unemployment rate in the construction industry of over 30 percent. High-speed rail construction will create 20,000 construction jobs annually for the next five years. These jobs will go to the people who need them most, providing a significant boost California's economy as a whole.

CONSTRUCTION JOBS AND MULTIPLIERS BY STEP, SPREAD OVER THE IMPLEMENTATION SCHEDULE

STEPS	TOTAL EMPLOYMENT
First Leg of Initial Operating Section	20,000 Jobs Annually for 5 Years
Initial Operating Section	57,000 Jobs Annually for 9 Years
Bay to Basin	62,000 Jobs Annually for 13 Years
Phase 1 Blended	67,000 Jobs Annually for 15 Years

Source: 2014 Business Plan, Exhibit 2.3

TREMENDOUS OPPORTUNITIES AS SYSTEM EXPANDS

As high-speed rail continues to expand service from the Bay Area to the Los Angeles area, it will generate an additional estimated 67,000 jobs annually for 15 years. Expansion will continue to create jobs in the construction industry, but will also promote growth in several other sectors of the economy.

Permanent public and private sector employees will be responsible for operating and maintaining the high-speed rail system. From train operators and maintenance yard workers to station managers and operations planners, high-speed rail will create permanent California jobs that will always remain in the state.



Martinez Steel

Martinez Steel is a certified Hispanic Owned Micro-Business (MB) and certified Disadvantaged Business Enterprise (DBE) based in Fontana owned by husband and wife, Joe and Debbie Martinez. Their company has been contracted to provide rebar for Construction Package 1. They currently employ 40 to 50 people and will be adding more as the program progresses.



The IOS, once fully operational, will directly create an estimated 1,450 jobs. Most employees will work aboard the trains and at stations, while many others will be located at the heavy maintenance facility currently planned for the Central Valley. The full Phase 1 system will directly employ an estimated total of 3,400 people.

INDIRECT JOB CREATION

The high-speed rail system will provide greatly improved connectivity between California's major economic regions while reducing congestion in ports, on freight lines and along our highway system. As a result, the Golden State's economy will become more efficient and competitive as goods move more freely and less time is wasted in cars and at airports. The increased economic activity associated with the development and implementation of the high-speed rail system could indirectly generate up to an additional 400,000 long-term, permanent jobs statewide.

CREATING JOB OPPORTUNITIES FOR DISADVANTAGED WORKERS

The Authority has taken steps to ensure that the jobs created by the high-speed rail program will benefit disadvantaged populations through its Community Benefits Agreement. This agreement, along with ensuring 30 percent small business participation in the program, also contains a Targeted Worker Program. This program ensures that 30 percent of all project work hours are performed by National Targeted Workers and at least 10 percent of those work hours shall be performed by Disadvantaged Workers.

A Targeted Worker is an individual whose primary place of residence is within an Economically Disadvantaged Area or an Extremely Economically Disadvantaged Area in the United States, or a Disadvantaged Worker.

A Disadvantaged Worker is an individual who, prior to commencing work on the high-speed rail project, meets the income requirements of a Targeted Worker and faces at least one of the following barriers to employment:

- ➔ Being a veteran;
- ➔ Being a custodial single parent;
- ➔ Receiving public assistance;
- ➔ Lacking a GED or high school diploma;
- ➔ Having a criminal record or other involvement with the criminal justice system;
- ➔ Suffering from chronic unemployment;
- ➔ Emancipated from the foster care system;
- ➔ Being homeless; or
- ➔ Being an apprentice with less than 15 percent of the required graduating apprenticeship hours in a program.



Valverde Construction, Inc

Valverde Construction is a certified Hispanic Owned Small Business based in Santa Fe Springs in Los Angeles County contracted to perform utility relocation and geo-technical work within the Construction Package 1 area. A family business, Mr. Valverde's two sons are leading the Fresno operations for high-speed rail.









Are you looking for a job in the construction industry? The Fresno Workforce Investment Board is helping to connect people with pre-apprenticeship programs where you can learn about a number of construction crafts and get connected with labor and trade organizations in the Central Valley and around the state. Visit their website at www.hsrjobs.com.

If you are interested in a career with the California High-Speed Rail Authority, visit our Human Resources webpage at <http://www.hsr.ca.gov/About/Careers/index.html>.



IMPLEMENTATION OF STUDENT SUCCESS TASK FORCE RECOMMENDATIONS






Recommendations approved by Board of Governors in January 2012	Type of Action Required	Action Initiated	Status and Next Steps	Expected Implementation Date
Increase College and Career Readiness				
1.1 Collaborate with K-12/ Common Core Standards	Statewide Policy	Yes	Chancellor's Office, with faculty engagement, worked with K-12, CSU, UC and the Smarter Balanced Assessment Consortium to implement new 11th grade college and career readiness assessments. The College and Career Readiness and Common Core Advisory Committee implemented a communications plan to increase CCC awareness and understanding of the new K-12 standards. SB 490 was enacted, authorizing transition of the Early Assessment Program to the new 11th grade standards-based assessment. The California Community Colleges partnered with California higher education and the California Department of Education to facilitate transition to the Common Core through work supported by a National Governors Association grant.	 Complete
Strengthen Support for Entering Students				
2.1 Develop & Implement common centralized assessments	Budget and Statute	Yes	Funding provided in 2013-14 budget to implement common assessment and multiple measures data warehouse. RFP was issued for the common assessment platform and assessments in the areas of English, Math and ESL. Vendors were interviewed and evaluated and the steering committee made its recommendations to the grantee and the contracts were awarded. Software and assessment development is underway and pilot schools will be testing the platform and assessments in Fall of 2015 with system-wide release scheduled for Spring/Fall of 2016.	September 2015
2.2 Diagnostic assessment, orientation & educational plan	Regulation	Yes	BOG-approved regulations: 1) provide enrollment priority to students who have participated in assessment, orientation and developed an education plan; and 2) implement provisions of SB 1456 to require all new students to complete core services.	 Complete
2.3 Technology applications to better guide students	Budget	Yes	Funding provided in 2013-14 budget to develop education planning tools and common course management system platform and services. Development has commenced on the education planning tools and common course management system. Pilot schools have been chosen and testing will commence in the Fall of 2015. The system wide release is scheduled for the Fall of 2016.	September 2015
2.4 Support resources for students lacking college readiness	Budget and Regulation	Yes	Research and identify multiple measures that can be used to develop a college readiness indicator, along with effective practices to assist students demonstrating a lack of college readiness. Workgroups have been developing a variety of readiness indicators. Pilot schools have been chosen and will begin utilizing the multiple measures in the Fall of 2015. A system-wide release is scheduled for Fall of 2016 to coincide with the common assessment project.	September 2015
2.5 Declare a program of study	Statute and Regulation	Yes	The California Community Colleges Board of Governors adopted regulations to implement the Student Success Act of 2012 requirement that students declare a course of study by the time they complete 15 degree-applicable units or their third semester.	 Complete

Recommendations approved by Board of Governors in January 2012	Type of Action Required	Action Initiated	Status and Next Steps	Expected Implementation Date
Incentivize Successful Student Behaviors				
3.1 System-wide enrollment priorities	Regulation	Yes	BOG adopted enrollment priorities in 2012. Districts required in Spring 2013 to notify students that accumulating 100 or more degree-applicable units or being on academic or progress probation for two consecutive terms will result in the loss of enrollment priority in Fall 2014. New students who complete orientation, assessment and have a student education plan will receive higher enrollment priority.	 Complete
3.2 Board of Governors Fee Waiver requirements	Statute and Regulation	Yes	The Student Success Act of 2012 provided authority to the BOG to establish and implement academic standards for fee waivers. BOG adopted regulations in January 2014.	 Complete
3.3 Promote benefits of full-time attendance	Best Practice	Yes	Financial aid policies that promote full-time attendance identified and discussed with community college financial aid community. Chancellor's Office has disseminated model policies and strategies throughout the system.	 Complete
3.4 Begin Addressing Basic Skills deficiencies in first year	Best Practice and/or Regulation	Yes	Best practice strategies to put this recommendation into action were published in Basic Skills Completion: the Key to Student Success in California Community Colleges. This resource, developed under the leadership of the Chancellor's Office, was disseminated in electronic and hard-copy formats in September 2013. Data-supported descriptions of effective practices are found in the sections on the California Acceleration Project (page 37) and Contextualized Teaching and Learning: A Faculty Primer (page 41).	 Complete
Align Course Offerings to Meet Student Needs				
4.1 Base course offerings & schedules on student needs	Best Practice and/or Regulation	Yes	Chancellor's Office convened committee of administrators, faculty, and students to develop strategies to improve alignment of course offerings with student needs. Resulting report will be developed and presented to the colleges.	Fall 2015
Improve the Education of Basic Skills Students				
5.1 Alternative basic skills curriculum	Best Practice and Budget	Yes	Chancellor's Office led Basic Skills summit in July 2012 and published <i>Basic Skills Completion: The Key to Student Success in California Community Colleges</i> in early 2013 to guide colleges on successful practices.	 Complete
5.2 Statewide strategy for Non-Credit & Adult Education in California	Statute and Budget	Yes	The 2013-14 State Budget launched an initiative to build a more unified Adult Education system consisting of K-12 schools, community colleges, community based organizations, and other providers. The Chancellor's Office distributed \$25 million in grants to fund regional planning efforts to support the transition to the new Adult Education model and provided oversight and direction to grantees. A full report on progress and recommendations was jointly submitted by the Chancellor's Office and the California Department of Education in March 2015. The Governor's proposed 2015-16 budget includes \$500 million to support Adult Education based on AB 86 planning.	 Complete



Revitalize and Re-Envision Professional Development

6.1 Enhanced professional development opportunities for faculty, staff, and administrators	Statute, Regulation, Budget and Best Practice	Yes	In Fall 2012, the Chancellor's Office established the Professional Development Committee to develop options for implementing SSTF recommendations 6.1 and 6.2. In addition, the BOG sponsored AB 2558 (Williams) to broaden statewide professional development programs to include faculty, staff, and administration. This legislation was signed by the Governor and took effect January 1, 2015.	 Complete
6.2 Improved use of professional development resources to spur improvements in Basic Skills	Budget and Best Practices	Yes	The Chancellor's Office will promote the use of state and local professional development resources provided in the State Budget, to support improvements in Basic Skills instruction and services. In addition, the Chancellor's Office will target technical assistance resources to support dissemination of effective practices related to Basic Skills (see Recommendation 7.1).	 Complete

Enable Efficient Statewide Leadership & Increase Coordination Among Colleges

7.1 Stronger community colleges system office	Statute and Budget	Yes	2013-14 State Budget added five positions to CCCC to assist with implementation of adult education reform, online education, and apprenticeship programs. Additionally, the 2014-15 State Budget added 9 positions and \$2.5 million to the CCCO to support an expanded role for the office, monitoring performance of the state's colleges and providing proactive technical assistance to promote institutional effectiveness.	 Complete
7.2 State and local student success goals	Statute/BOG Policy	Yes	Draft goals framework developed by Scorecard Advisory Committee January 2014. Final goals framework approved for implementation by BOG July 2014	 Complete
7.3 Accountability scorecard	Statute/BOG Policy	Yes	Chancellor's Office in consultation with an advisory committee developed a college scorecard that measures persistence (3-terms); 30 units completed; remedial course progression rate; combined graduation and transfer rates; and CTE rates. Scorecard was deployed in first quarter of 2013. Salary Surfer application, showing graduates' wage outcomes, developed, and implemented Spring 2013.	 Complete
7.4 Longitudinal student record system	Inter-segmental Policy	Yes	California Community Colleges, UC and CSU, along with EDD and CDE, have completed a draft "federated" database design that allows for segmental management of data, but promotes ease of data sharing, and also creates a common data element dictionary among the segments.	September 2015

Align Resources with Student Success Recommendations

8.1 Categorical program streamlining and cooperation	Best Practice	Yes	<p>Annual review of Student Services categorical program guidelines and forms. Cross-training provided for EOPS, CARE, CalWORKS, DSPS, and Financial Aid program directors.</p> <p>Policy unification of Economic and Workforce Development, SB 1070, and Perkins 1c under the Doing What MATTERS for Jobs and Economy framework. "Braid" resources for these programs in the Request for Applications process.</p>	 Complete
8.2 Invest in Student Support Initiative	Statute and Budget	Yes	<p>SB 1456 refocused funding for existing matriculation programs under the new Student Success and Support Program for orientation, assessment, counseling and advising to develop student education plans, and follow-up for at-risk students. The 2013-14 budget included an augmentation of \$50 million for Student Success and Support Program (SSSP), as well as some restoration of funding for other categorical support programs. The approved budget for 2014-15 includes a \$100 million augmentation for student support, bringing total program funding to nearly \$200 million. Regulations for SSSP have been adopted by the BOG. In addition, the 2014-15 State Budget provides \$70 million to support implementation of Student Equity Plans aimed at closing achievement gaps for disadvantaged groups using both student support and instructional strategies.</p>	 Complete
8.3 Alternative Basic Skills funding model	Budget and Regulation	Yes	<p>Recommendation has been referred to the Chancellor's Advisory Work Group on Fiscal Affairs for review and policy development. Basic Skills Advisory Committee and other expert stakeholders will partner in developing a proposal that will be considered for inclusion in the BOG's 2016-17 System Budget proposal.</p>	September 2015