

To: CCCAOE Board
From: Robert Cabral, Immediate Past President
RE: **Consultation Council Report**

Date: June 10, 2024

Background and Council Representation:

The Chancellor's Office (CO) presented updates on relevant developments and time-sensitive changes since the previous Consultation Council meeting, as well as digest items previously presented that may require additional consultation.

Consultation Council Members:

Aaron Brown, Association of Chief Business Officers (ACBO)
Eric Ramones, Association of California Community College Administrators (ACCCA)
Julianna Mosier, Association of Chief Human Resources Officers/Equal Employment Officers (ACHRO/EEO)
Cheryl Aschenbach, Academic Senate for California Community Colleges (ASCCC)
Manuel Vélez, Academic Senate for California Community Colleges (ASCCC)
Eric Kaljumägi, Community College Association/California Teachers Association (CCA/CTA)
Jim Mahler, Community College Council/California Federation of Teachers (CCC/CFT)
Robert Cabral, California Community College Association for Occupational Education (CCCAOE)
Kuni Hay, California Community Colleges Chief Instructional Officers (CCCCIO)
K. Frindell Teuscher, California Community College Independents (CCCI)
Andra Hoffman, California Community College Trustees (CCCT)
Pamela Ford, Council of Classified Employees/California Federation of Teachers (CCE/CFT)
Dr. Larry Galizio, Community College League of California (CCLC)
Dr. Julianna Barnes, Chief Executive Officers of the California Community Colleges (CEOCCC)
Manuel Payan, California School Employees Association (CSEA)
Manuel Alejandro Pérez, Chief Student Services Officers (CSSO)
Wendy Brill-Wynkoop, Faculty Association of the California Community Colleges (FACCC)
Cassandra Flandre-Nguyen, Student Senate for California Community Colleges (SSCCC)
Chanelle Win, Student Senate for California Community Colleges (SSCCC)

Recent Meeting Topics:

1.4 Proposed Regulatory Action: Burden Free Access to Instructional Materials

California community colleges have a long-standing policy of full and open access, with intentionality in ensuring that higher education is available and affordable for everyone. While existing infrastructure successfully delivers comparatively low tuition rates, generous tuition waivers, and some financial aid, these measures are outmatched by ever-increasing non-tuition expenses. In particular, the burden associated with accessing instructional materials required for course and program participation—textbooks, supplemental materials, and supplies—weighs heavily on students, particularly on the most marginalized, exacerbating inequity in their access to and success in higher education.

As an important strategy to advance the July 2023 Board of Governors' Resolution related to Instructional Material Affordability, this regulatory action aims to prioritize "the alleviation of student financial, administrative and psychological burdens related to acquiring required instructional materials before they begin the term" and institutionalizing student-centered best practices across the system. The regulatory

action proposes to create a new section, 54221, under Subchapter 4, Student Equity, to mandate local governing boards to adopt policies to ensure student burden-free access to instructional materials prior to the first day of a course, to the maximum extent feasible using available resources. To support implementation, the regulation also highlights best practices that are already happening across the system, including the implementation of the Zero-textbook-cost Degree Program, maximizing open educational resource adoption, student-centered financial aid disbursement practices, etc.

The Chancellor's Office is partnering with the Academic Senate for California Community Colleges, California Community Colleges Chief Instructional Officers and Chief Student Services Officers Association in developing the regulatory language.

1.5 Proposed Regulatory Action: Extended Opportunity Programs and Services

In partnership with the California Community Colleges Extended Opportunity Association (CCCEOPSA), the Chancellor's Office is reviewing the existing EOPS regulations to identify changes that would remove unnecessary administrative burdens for students and increase local flexibility to better implement evidence-based practices and support equitable student outcomes. This item represents the first set of changes that are ready to move forward.

Background and purpose of proposed revisions to Sections 56254, 56295, and 56298 of Title 5 of the California Code of Regulations related to the Extended Opportunity Programs and Services (EOPS).

1.7 Vision 2030: ADN Expansion Demonstration Project

This demonstration project has strategic foundations that acknowledge the shared responsibility of multiple state agencies in the training of California's nurses. We have established MOUs with (1) The Board of Registered Nurses, the state agency that approves all pre-licensure nurse training programs in California (2) Health Care Access and Information, a department within California Health and Human Services Agency charged with identifying healthcare workforce shortage areas and projecting future workforce needs and (3) The Education Fund, a collectively bargained training fund that supports incumbent healthcare workers transition into the nursing occupation. With these partners, we will highlight and support select California Community College ADN programs that are growing in admission capacity to fill the nursing shortage.

1.8 Generative AI Educational Session 4

Artificial intelligence is a rapidly evolving, multi-purpose technology that is altering how a wide array of fields and disciplines operate. These changes have profound and potentially transformative implications for institutions of higher education and our students and communities. AI is already affecting both individuals and systems, teachers and students. It is critical that we adapt and expand our capacities, partnering widely to provide professional development to faculty, guidance to our students, and access to the best, cutting edge technologies for all. These technologies, properly vetted and qualified to meet our standards and values, allow for a wide array of new interventions that help students access our opportunities, persist, and succeed both in their educational journeys and in their careers. As the largest system of higher education in our nation, we have not only an opportunity but an obligation to create space, develop resources, and provide leadership in this domain.

Chancellor Christian's bold Vision 2030 prioritizes both generative AI and demonstration

projects that drive us to serve learners in greater scale and depth. This educational series will help us better understand the opportunities that AI presents so that we can identify AI opportunities that support our priorities and promote collaboration across industries, educational systems, and organizations to realize the goals of Vision 2030. This series will help us match opportunities in AI with the needs of our system, enabling us to support and empower students, faculty, administrators, and stewards of community and state leadership. Through this work as well as developing partnerships, pilots, advisory groups, and panels, we will bring together researchers and thought leaders, technology leaders, and higher educational practitioners in our system and across our nation to support the next generation of access, teaching, and learning.

Under Current Discussion:

The Chancellors Office has reached out to the Council to determine how to best manage the upcoming June 20th and July scheduled meetings. Currently all meetings have primarily been hosted in person. Due to the June/July vacation months, members were provided a recent survey to complete to determine if these meetings will be held in-person or via zoom.

Handouts Attached:

April Meeting Minutes
Chancellors Office Analysis on High Priority Legislation

Next Scheduled Meetings:

Consultation meets on the 3rd Thursday of every month.

June 20
July 18
August 15
September 19
October 17
November 21
December 19

April 18, 2024, Consultation Council Meeting Minutes

“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 Consultation Council reviews the item and provides advice to the Chancellor.

General Counsel LeForestier called the meeting to order at 9:35 a.m.

The following Consultation Council (Council) members were present:

Aaron Brown (ACBO), Eric Ramones (ACCCA), Julianna Mosier (ACHRO/EEO), Eric Kaljumägi (CCA/CTA), Robert Cabral (CCCAOE), Kuni Hay (CCCCIO), K. Frindell Teuscher (CCCI), Andra Hoffman (CCCT), Pamela Ford (CCE/CFT), Larry Galizio (CCLC), Julianna Barnes (CEOCCC), Manuel Payan (CSEA), Elizabeth Coria as proxy for Manuel Alejandro Pérez (CSSO), Wendy Brill-Wynkoop (FACCC), Cassandra Flandre-Nguyen (SSCCC)

CONSULTATION COUNCIL ACRONYMS AND INITIALISMS

ACBO	Association of Chief Business Officers
ACCCA	Association of California Community College Administrators
ACHRO/EEO	Association of Chief Human Resources Officers/Equal Employment Officers
ASCCC	Academic Senate for the California Community Colleges
CCA/CTA	Community College Association/California Teachers Association
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CCCAOE	California Community College Association for Occupational Education
CCCCIO	California Community Colleges Chief Instructional Officers
CCCI	California Community College Independents
CCCT	California Community College Trustees
CCE/CFT	Council of Classified Employees/California Federation of Teachers
CCLC	Community College League of California
CEOCCC	Chief Executive Officers of the California Community Colleges
CSEA	California School Employees Association
CSSO	Chief Student Services Officers
FACCC	Faculty Association of the California Community Colleges
SSCCC	Student Senate for California Community Colleges

AGENDA DIGEST ITEMS

Digest Item 1.2: Chancellor's Office Update

(Chancellor Christian)

The Chancellor’s Office (CO) presented updates on relevant developments and time-sensitive changes since the previous Consultation Council meeting, as well as digest items previously presented that may require additional consultation.

Discussion Summary:

- CCA/CTA inquired about the structure of the Chancellor’s Office.

Digest Item 1.3: Student Senate Update

(SSCCC President Flandre-Nguyen and VPLA Win)

This digest item presented updates on the SSSCC current initiatives, legislative stances, system participation, and the status of the SSSCC Board of Directors.

Discussion Summary:

- CCCT voiced support for the work on this digest item.

Digest Item 1.4: Generative Artificial Intelligence Landscape Review: Impacts on the Workforce, Teaching & Learning

(Visiting Executive Hayward)

This digest item provided members of the Consultation Council with an update on the Chancellor's Office work on generative artificial intelligence (GenAI).

Discussion Summary:

- CCCI expressed concerns regarding AI teaching assistants.
- CCA/CTA echoed CCCI and expressed concerns with the role of AI.
- Chancellor's Office clarified the role of AI.
- CEOCCC raised discussion on the principles and values.
- CCCT expressed concerns on student enrollment numbers with the increase in AI-related higher education degrees.
- CCLC expressed concerns about the impact of AI in education.
- CSEA advocated for human in education.

Digest Item 1.5: Building the Foundation for a Systemwide Approach to Enterprise Resource Planning: Common Enterprise Resource Planning Update

(Vice Chancellor Hetts)

This digest item provided updates regarding progress on the system's reimagining of CCCApply and on working toward the potential of a statewide common technology platform, with attention to updates from the recent task force meetings.

Discussion Summary:

- CCCT inquired about the desired outcomes.
- CCA/CTA inquired about implementation costs and funding sources.
- CCCIO raised discussion on legislative initiatives.

Digest Item 1.6: State and Federal Update

(Vice Chancellor O'Brien)

This digest item provided Consultation Council with a State and Federal Update

Discussion Summary:

None.

Digest Item 1.7: Consultation Council Orientation

(Deputy Chancellor Gonzales)

This digest item provides new Council Members with the opportunity to familiarize themselves with their role and gain a clear understanding of business standards and responsibilities.

Discussion Summary:

- CCA/CTA inquired about the process surrounding the enforcement of regulations.
- CCA/CTA inquired about the budgeting around marketing and outreach to students.
- CCA/CTA inquired about the onboarding and offboarding expectations of member.

Digest Item 1.8: Other

(Deputy Chancellor Gonzales)

This digest item provided members of the Council an opportunity to make announcements or seek collaborations that will help our system better serve students.

Discussion Summary:

None.

ADJOURNMENT

The meeting adjourned at 1:17 p.m.

Chancellor's Office Analyses on High-Priority Legislation

(Provided by the California Community Colleges Chancellor's Office. Information current as of May 3, 2024).

OVERVIEW

This document provides brief bill analyses on high-priority legislation that have a direct effect on the community colleges. These assembly bills (AB) and senate bills (SB) may have previously been presented to Consultation Council through bill summaries, analyses, and presentations. Given the volume of legislation this year and a recent influx of amendments, this comprehensive document provides a brief analysis of Tier 1 legislation. We anticipate that many of these bills will receive amendments following the first house appropriations deadline on May 17, 2024. While the Chancellor's Office has not yet adopted a formal position on the following bills, we anticipate issuing formal positions in the next month as the bills advance to the second house. We intend to continue meeting with relevant stakeholders, including legislative staff and bill sponsors, about legislation.

BILL SUMMARIES AND ANALYSES

AB 1796 (Alanis) Pupil instruction: course offerings: parental notification.

Bill Summary: Would require a school district, county office of education, or charter school serving pupils in any of grades 7 to 12 to annually inform parents about specified course offerings that may be available at their child's school, including dual enrollment.

Analysis: AB 1796 is a small but important step that local education agencies (LEAs) can take to increase communication with their students and parents/guardians about courses available to available and what is beneficial to their future success. This bill aligns with Vision 2030's ninth grade strategy that works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.

AB 2150 (Arambula) Public social services: higher education.

Bill Summary: Would require the California Department of Social Services (CDSS) to convene a workgroup that includes all county staff liaisons and representatives from segments of postsecondary education to identify barriers to enrollment and actions to resolve them.

Analysis: Access to CalFresh benefits is an ongoing struggle for college students. While outdated federal law still treats college students as undeserving of benefits, California must do all it can to expand access. This workgroup will build on AB 1326 (Arambula, 2022) which required each county to have a liaison that colleges can work with. It will provide an opportunity for county liaisons, college basic needs coordinators, Chancellor's Office, CDSS and other stakeholders together to share best practices on increasing student access to CalFresh.

AB 2179 (Davies) Pupil services: local apprenticeship programs.

Bill Summary: Would require a school district to, at the beginning of the first semester or quarter of each school year, provide information on local apprenticeship and pre-apprenticeship programs to pupils in grades 11 and 12.

Analysis: An apprenticeship program is a formal system of occupational training from one to five years, that combines paid employment, on-the-job training, and job-related college instruction to develop skilled workers. Registered Apprenticeship programs are a cooperative effort between employers, the Division of Apprenticeship Standards, and a community college. Pre-apprenticeship services and programs are designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. Apprenticeship work is paid employment and can expand the participant's career pathway opportunities.

The Chancellor's Office has signaled its commitment to expanding apprenticeship opportunities in several ways, including to the Governor's Master Plan for Career Education to develop apprenticeship programs in new and emerging industry sectors or areas where apprenticeship training is not fully established or does not exist. Consistent with this goal, the Chancellor's Office has also launched the Apprenticeship Pathway Demonstration Project to increase apprenticeship enrollment, identify effective practices for credit for prior learning, and create additional credit-bearing pathways for students. AB 2179 is consistent with these priorities.

AB 2500 (M. Fong) Student financial aid: application deadlines: postponement.

Bill Summary: Would authorize the California Student Aid Commission (CSAC) to automatically grant deadline extensions for financial aid programs due to certain qualifying events, including but not limited to a natural disaster, state of emergency, or labor action.

Analysis: AB 1887 (Cervantes, 2024) provided a one-month extension for financial aid applications due to problems associated with the launch of the new Free Application for Federal Student Aid (FAFSA). By expanding CSAC's authority to grant extensions it will avoid having to introduce and fast track legislation. This will allow CSAC the ability to quickly respond to future, urgent situations that require an extension.

AB 2936 (Jackson) Higher Education Reconciliation Act.

Bill Summary: Would require the Chancellor's Office to convene stakeholder workgroups that include representatives from specified stakeholders, including faculty, staff, and students, for the purpose of developing recommendations to promote reconciliation in response to cultural and political conflicts that arise on campuses.

Analysis: The intent of this bill is to provide ways to move forward while healing and mending tensions on college and university campuses. The author has noted that the legislation is not intended to be a preventive measure for these tense situations on college campuses but lay the foundation for de-escalation in a trauma informed way. While the workgroup is well-intended, it is not clear what the outcomes of the workgroup are. Additionally, the legislation does not guarantee any funding to help the Chancellor's

Office be successful in convening the workgroup and producing a report with recommendations.

AB 3240 (Calderon) California Ban on Scholarship Displacement Act of 2021: Cal Grant awards.

Bill Summary: Would, commencing July 1, 2025, prohibit each institution of higher education from reducing a students' Cal Grant award below their financial need except under certain circumstances.

Analysis: This bill builds off AB 288 (Bonta, 2021) which banned scholarship displacement for students receiving a Pell Grant. Since community colleges offer far less institutional aid than 4-year universities, the practice of scholarship displacement is rare. However, this could have a positive effect for community college students as they transfer to 4-year universities.

Assembly Concurrent Resolution (ACR) ACR 147 (Alvarez) California's First-Generation College Celebration Day.

Bill Summary: This resolution would designate November 8, 2024, as "California's First-Generation College Celebration Day" and urge all higher education institutions to recognize the significant role of first-generation college students in developing the state's future workforce.

Analysis: ACR 147 builds upon the 2023 U.S. Senate Resolution 500 by establishing the first "California First-Generation College Celebration Day" beginning on November 8, 2024. It does not create a holiday for the purposes of a day off from work or school, but rather raises awareness of the importance of equity and access by highlighting programs that help first-generation students succeed in postsecondary education.

An array of programs have been established in our California community colleges to support first-generation college students achieve their higher education goals. This includes Extended Opportunity Programs and Services (EOPS), Puente Project, Umoja and the Asian American, Native American, and Pacific Islander (AANHPI) Student Achievement Program. These programs are aligned with ACR 147.

SB 995 (Padilla) High-Quality Teacher Recruitment and Retention Act.

Bill Summary: Would require the CSU, in consultation with the community colleges, to develop a five-year pilot program commencing with the 2025–26 school year to recruit high-quality teaching candidates at three CSU campuses in partnership with three community college campuses.

Analysis: California is experiencing a labor shortage in P-12 education, exacerbated by the COVID-19 pandemic. The Learning Policy Institute estimates the state will need between 11,900 and 15,600 lead teachers to implement Universal Transitional Kindergarten. According to the California Department of Education (CDE), there were more than 10,000 teacher vacancies during the 2021-22 school year, particularly concentrated in rural communities, communities of color, and low-income communities. For the first time in nearly a decade, there was also a 16% reduction in new teacher credentials.

Community colleges play a significant role in helping grow the state’s teacher workforce. Fifty-five percent of students who earn a teaching credential at CSU begin their path at a community college. Approved Associate Degree for Transfer (ADT) pathways exist for community college Liberal Studies programs. These are closely aligned with the California State University (CSU) Elementary Subject Matter programs that prepare candidates for a Multiple Subject or Education Specialist teaching credential. As of today, 70 community colleges offer an ADT in Elementary Teacher Education, and 99 CCCs have an ADT in Early Childhood Education. This bill offers an opportunity to strengthen those degree and career pathways and does not require us to create a new program but instead, leverage out existing ADT infrastructure.

SB 1122 (Seyarto) Peace officers: educational requirements.

Bill Summary: Would specify that a bachelor’s or an associate degree required for employment as a peace officer may be after completion of the Peace Officer Standards and Training program and within 36 months of employment as a peace officer.

Analysis: AB 89 (Jones-Sawyer, 2021) required the Chancellor’s Office, with the Commission on Police Officers Standards and Training (POST) and other stakeholders serving as advisors, to develop a modern policing degree program. Recommendations regarding implementation were submitted to the Legislature in October 2023, and the Academic Senate for California Community Colleges (ASCCC) is close to finalizing a model curriculum for the degree. As part of its deliberations, the Task Force carefully considered the desire to add additional education requirements as preparation for being a peace officer, with the concern that adding any new requirements will exacerbate the current recruitment crisis, particularly for smaller agencies that struggle to compete with larger agencies. This bill would create flexibility to the timeline for completion, allowing officers to secure employment and establish their career before being required to complete the degree.

SB 1183 (Hurtado) Community colleges: registered nursing programs.

Bill Summary: Would add living within a medically underserved area or population to the list of life experiences or special circumstances that must be included in a multicriteria screening process and extend the authorization for multicriteria screening to January 1, 2030.

Analysis: The Legislature authorized multicriteria screening in 2007 to allow community college nursing programs, which have limited enrollment slots, to utilize additional factors in selecting students for admissions. Multicriteria screening allows colleges to give additional consideration, or “weight,” to students with prior academic accomplishments, who have lived experiences such as first-generation or low-income, and who speak multiple languages. This bill adds to that list of criteria whether the student “lives in a medically underserved area or population.” According to the bill’s sponsors, these students may offer a unique perspective based on where they live and experience accessing health care that could help serve communities lacking adequate services.

This bill would also extend the sunset date authorizing multicriteria screening, thereby avoiding any disruptions for the 53 community college nursing programs that have

implemented this admissions process. The Chancellor's Office is sponsoring AB 1891 (Weber) to allow allied health programs to also use multicriteria screening.

SB 1244 (Newman) College and Career Access Pathways partnerships.

Bill Summary: Would authorize a community college district to enter into a College and Career Access Pathways (CCAP) partnership within the service area of another community college district if the community college district in the service area has declined a request, or has failed to take action within 60 calendar days of receiving a request.

Analysis: Under current law community college districts are prohibited from entering into CCAP partnerships with high schools located in the service area of another community college district unless there is an agreement in place between the two community college districts which authorizes such a partnership. If a high school requests to enter into a dual enrollment partnership with a neighboring community college, the nature of current law gives community college districts effective veto power over the high school's request. This potentially limits options for the high school and for its students, thereby limiting opportunities. SB 1244 establishes a process for high school districts to request a CCAP agreement with another community college outside of their service area. This bill aims to ensure that students are not denied dual enrollment opportunities.

SB 1348 (Bradford) California Seal of Excellence in Serving Black and African American Postsecondary Students.

Bill Summary: Would establish the California Seal of Excellence in Serving Black and African American Postsecondary Students to recognize public higher education institutions that excel at supporting Black students.

Analysis: College enrollment and success for Black students in colleges and universities in California and nationally is low and declining. The legislature has provided community colleges with funding to increase outreach and recruitment to students who were most impacted from the COVID-19 pandemic. Additionally, through programs like Umoja and A2MEND, community colleges have developed strategies to engage and support Black student success. SB 1348 provides an opportunity to recognize higher education institutions for their successful strategies to support Black student success. It is also a mechanism for prospective students or their parents to identify colleges and universities that have created environments where Black students are embraced, enriched and empowered.

SB 1375 (Durazo) Workforce development: poverty-reducing standards: funds, programs, reporting, and analyses.

Bill Summary: Would create the Equity, Climate Resilience, and Quality Jobs Fund and authorize the California Workforce Development Board to use funds to develop high road training partnerships and high road construction careers, and other workforce programs that drive poverty-reducing standards and reach communities with the highest barriers to employment and economic equity, among other specified purposes.

Analysis: This bill would provide additional funding for high road training partnerships, a significant need given that grant funding is limited, and employer demand has increased

substantially. Community colleges already play an important role in partnering with industry to skill up workers, advancing their socioeconomic mobility. High road training partnerships are industry-based, worker-focused training partnerships of employers, workers, and worker representatives that build workers' skills and loyalty. The model targets individuals who have barriers to employment, those who are underemployed, and/or those who have historically earned the lowest wages. The initiative places equity, climate resilience, and job quality at the center of the state's workforce development system by leveraging labor and management partnerships. It recognizes that, to advance equity, California's industries must offer quality jobs at the local level for all who want them, but especially for those in California's most disadvantaged communities.

SB 1388 (Archuleta) Education finance: community colleges: general fund balance.

Bill Summary: Would prohibit, commencing with the 2025–26 fiscal year, a community college district's annual unrestricted general fund balance for a fiscal year from exceeding 16.7% of its unrestricted general fund expenditures for that year unless specified conditions are met, and would require excess funds to be proportionally distributed to nonsupervisory and nonmanagement employees.

Analysis: A sufficient unrestricted reserves balance is critical to a district's ability to operate effectively and maintain fiscal resiliency. The Chancellor's Office recommends that districts maintain sufficient unrestricted reserves with a suggested minimum of two months of total general fund operating expenditures or revenues. This threshold is deemed essential for mitigating cash flow challenges, addressing unexpected cost escalations, and navigating fiscal uncertainties. Importantly, maintaining this minimum level enables districts to sustain operations and forestall layoff notices for approximately eight weeks during emergencies. For the 2022-23 fiscal year, all districts met the minimum reserve recommendations. It is unlikely that districts will be able to maintain sufficient reserves under the policies required by this bill.