Thursday, 11-13-14

Session I: 10-11:10am

I'm Just a Bill: The Legislative Agenda for 2015

Presenters: Kale Braden, Stacey Searl-Chapin, David Morse, Vince Stewart

I. Presenters gave an overview of how legislation is passed and what the ASCCC's role in the process is.
   a. ASCCC does not typically sponsor bills, but works with entities who do
   b. Legislative agenda is developed following these directives:
      i. Standing orders for the BOG to act on past requests
      ii. Legislative principles: determines whose area the action must come from
      iii. Fall: Legislative Program Task Force (LPTF): they bring ideas forward and ask different bodies to sponsor legislation in accordance with legislative principles
      iv. Fall: Consultation Council: follows LPTF process to determine that the issues have met the criteria and are appropriately sponsored (like the UN in structure, with all constituents)

II. What local senates can do to be involved in the legislative process
   a. ASCCC will be putting together "push" briefs to send out to local senates to better enable them to talk about critical legislation as it moves through the process
   b. FACCC tracks legislation via their list at http://www.facc.org/legislative-priorities/
   c. Local senates can sign up for the CCCCO advocates listserv – listserv@listserv.cccnext.net – "subscribe advocates" in body of email with no subject or signature
   d. Encourage local senates to create a legislation liaison position on the senate
   e. CCCCO web site under Government Relations – shows legislation being tracked by CCCCO: http://californiacommunitycolleges.cccco.edu/PolicyInAction.aspx

Session II: 11:20 – 12:30pm

Adult Basic Education Course Development and New CDCP Funding: Hopes, Dreams, and Concerns

Presenters: Michelle Grimes-Hillman, Candace Lynch-Thompson, Ginni May

I. SB 361 (2006) permanently increased funding for Career Development and College Preparation (CDCP)
b. Programs must be sequenced in 2 or more courses and lead to a certificate
c. Many of these courses are in noncredit, so are in a separate funding allocation category
   i. Credit - $4565 per FTE
   ii. CDCP noncredit - $3232 per FTE
   iii. regular (non-CDCP) noncredit - $2745 per FTE

II. SB 860 will equalize funding of CDCP noncredit courses and credit courses in 2015
   a. This may incentivize colleges to create noncredit where there was none
   b. Noncredit courses are required to be approved by the CCCC0 in the same way that credit courses are
   c. Local districts make the determination of allocation to credit and noncredit via their choice to offer classes in those categories

Session III: 1:20 – 1:45 pm Keynote Panel Presentation: Adult Education at a Crossroads

Presenters: Leigh Anne Shaw, ASCCC Noncredit Committee; Donna Burns, Mt. SAC Continuing Ed; Debra Jones, CCCC0; Chantee Warner, CCCC0

I. AB 86 updates and progress; revelations and concerns
   a. Many colleges have prevented faculty from having any meaningful input into AB 86
   b. Several colleges have had deep and meaningful input and have created strong plans
   c. Adult Ed faculty are painfully aware that their original funding disappears in 2015
   d. Collaborations have revealed equal professionalism, commitment and knowledge between CCC and adult ed
   e. Concerns: difference in how credit and noncredit faculty are viewed by each other, their respective systems, and ultimately their community

II. Hearing from state that funding will be added to and maintained for at least one more year, with the fiscal agent being the CCC

III. Final plans will be submitted on Dec 31 and it’s unknown as to whether more time will be allotted to pilot and implement plans

Session IV: 3:00-4:15pm Exploring New Possibilities for Student Success Through Noncredit

Presenters: Leigh Anne Shaw, Diane Edwards-Lipara

I. Opportunities for creating noncredit
   a. Repeatability workarounds – students can gain skills in noncredit to earn placement in credit programs without repeatability barriers
   b. Flexible scheduling at multiple locations
   c. Flexible delivery that can impart instruction without the constraints of the Carnegie Unit
   d. No cost for tuition
   e. Accessible education for students who do not qualify for financial aid

II. Challenges
a. Faculty inequities: pay, workload, min quals
b. Students in noncredit cannot qualify for financial aid to assist life needs while in college
c. Support services are limited compared to credit

Friday 11-14-14

Session V: Sacred Cows or Obstacles to Progress: Reconsidering Statutory and Regulatory Restrictions on Budget Allocation – Can We Do Better?

Presenters: David Morse, ASCCC President; Bonnie Ann Dowd, Executive Vice-chancellor, Sand Diego CCD

I. FON and 50% Law were essentially random numbers in that they were created in the infancy of the CCC system and never changed
   a. FON is based on numbers that are not comparable to present day
   b. 50% law defines "instructional" in ways that do not dovetail with modern view of education
      i. Critical elements required for instruction wind up on the "wrong side" of the 50% law and cannot be funded due to restrictions
      ii. 50% law has no penalty – do colleges know this? Violation of it only requires a justification for violating it
      iii. FON has a penalty that is occasionally waived or not enforced; most colleges can request deferrals and get them.

II. Things that are NOT included in 50% Law (Instruction) but should be
   a. SB 1456 Student Success (it focuses on counseling and matriculation)
   b. Instructional technology
   c. Many "other duties as assigned" that relate to instruction and student success (often in the form of reassigned time)

III. Where the conversation needs to be started
   a. NOT "let's change the number"
   b. Let's redefine what "instruction" means

Session VI: 9:45-10:45 Student Success Initiative Implementation: Goals for the CCC System

Presenter: Patrick Perry, Executive Vice-chancellor, CCCCO

I. Slow progress is being made
II. Data on the scorecard looks at 6-year cohorts, so the only data we have now is students who began 6 years ago. It looks at new students who entered the system
III. Latinos/Hispanics making slow but steady progress – the only ethnic group whose numbers continue to rise.

Session VII: 2:30-3:45 pm Chancellor’s Office Discussion: Brown Act Compliance

Presenters: Kale Braden, Wheeler North
I. As a body created by charter or legislative process, the Senate is subject to Brown Act
   a. Cannot have secret elections, whether informal or formal
      i. This means every election, whether on an issue in a meeting, or an election of
         an officer, must be recorded with the name of the person who voted and how
         they voted
      ii. For a senate of the whole, this means every single faculty member, not just the
          governing council, is subject to this.
          1. For the record, Skyline College is a senate of the whole
          2. If Skyline College were a representative body, the governing council only
             would be subject to these rules, and election for officers could be
             protected.

II. Unions are not subject to the Brown Act, nor are
   a. Advisory committees
   b. Ad hoc committees

III. Agendas and votes
   a. Must post agendas physically, in a public place, 72 hours in advance of the meeting
   b. Teleconferencing is permitted, but a roll-call vote must be taken

IV. A strict reading says that any standing committee of that committee is also subject to the
    Brown Act
   a. Curriculum Committee
   b. Accreditation Committee
   c. Questions:
      i. Equivalency committees?
      ii. Tenure committees?