



# ***THE LEAGUE LEGISLATIVE UPDATE***

**MARCH 1, 2010**

ON THE WEB: [WWW.CCLEAGUE.ORG](http://WWW.CCLEAGUE.ORG) > GOVERNMENT RELATIONS

## ***IN THIS UPDATE:***

- Legislation..... 1
- Upcoming Legislative Hearings ..... 1
- February Hearings on the Master Plan for Higher Education..... 2
- Select Committee on Career Technical Education and Workforce Development..... 4
- Jobs, Jobs, and More Jobs..... 5
- UC Commission on Future (UCCF) ..... 6
- Open Educational Resources Center (OERC) at Foothill..... 7
- Budget Update ..... 7
- Governor Schwarzenegger names Secretary of Education..... 7
- BOG News ..... 8
- Staffing Changes..... 8

### **Legislation**

February 19th was the deadline for the introduction of new legislation for 2010. To date, the Assembly has introduced 2760 bills for the 2009/2010 2-year session, comprised of 1170 introduced in 2010 plus 1590 in 2009. In 2008, the second year of the 2-year session, there were 3047 Assembly Bills introduced. There were an additional 12 Assembly bills introduced for the Eighth Extraordinary Session (XXXXXXXX), called by Governor Schwarzenegger in early January 2010 to address the on-going fiscal crisis.

On the Senate side, 1476 bills were introduced for the 2009/2010 2-year session, with 643 bills introduced in 2010 and 833 in 2009. The Senate introduced 1775 bills in the previous 2-year session. There were 70 senate bills introduced for the Eighth Extraordinary Session. League staff is currently reviewing the newly introduced or amended legislative measures to identify those bills affecting community colleges and students. The League Advisory Committee on Legislation meets Friday, March 26th to review bills and provide advice to League boards for action on bills.

The next deadlines for action on bills are April 23rd (policy committees must complete action on fiscal bills) and May 7th (policy committees must complete action on non-fiscal bills).

### **Upcoming Legislative Hearings**

- **March 2** – Joint Committee hearing of the Assembly Jobs, Economic Development and Economy and Veterans Committees – Workforce Training and Development Services for Veterans
- **March 6** – Assembly Higher Education

- AB 1713 (Furutani): Public Higher Education: reporting requirements (CCCCO Legislative Program)
- AB 1761 (Fong): Cal Grant B awards: award amount
- **March 10** – Joint Committee on the Master Plan for Higher Education – Eligibility, Articulation, and Coordination

### **February Hearings on the Master Plan for Higher Education**

During February, the Joint Committee on the Master Plan for Higher Education held two hearings – on “universal access” and on “affordability and financial aid.” The next hearing will be March 10th on “Eligibility, Articulation, and Coordination.”

During the hearing on access, speakers provided economic, demographic, and statistical information that access is seriously at risk, as more students are entering or transferring to private colleges due to restrictions on public university admission. Members were also reminded of the need for increased college-going and degree completion rates (the latter especially at CSU which is far behind its comparison group), and transfer rates.

Speakers stressed the recent poll data which reveals that higher education is viewed positively, that citizens are concerned about budget cuts as well as costs and fees, and they recognize that while higher education is important for the state, they lack confidence in the state’s ability to fix the system.

The state’s difficulties have been exacerbated due to the fact that, for the first time in our history, those retiring are better educated than those who will replace them; and the Master Plan never produced sufficient college graduates, so California has always relied on in-migration – however, many other states are suffering the same fate.

Recommendations included: a pre-K through university workforce data system; creation of a system where high school graduates are work-force and college ready; creation of incentives for students with STEM degrees to enter high-need occupations; assurance that teacher education programs at CSU are robust since most of our teachers come from CSU, and calls for a fair share of federal funding for California.

When past MPHE committees met, they included long sessions and, in the case of the 1986 review, were preceded by thirty-six monthly two-day meetings of a citizens’ commission. Thus, it is very difficult to determine the recommendations that this committee may adopt since the time frame is so short and many of the members are newly-elected. However, the following is a sampling of legislators’ comments to provide some “flavor” of the variety of opinions:

- There is a need to generate widespread dialogue about the future of the Master Plan and also develop a needs-based assessment of the higher education system given the needs of the state.
- The committee must focus on essential elements of the plan due to the short time span.
- The transfer rate needs to be increased; we need to determine where the roadblocks are.
- The private colleges and universities have an advantage because there is less need for students to fight for classes at these institutions.
- We must get away from assuming that the Master Plan can’t change.

- We must deal with the opportunity gap, including both K-12 and higher education. We therefore need to make recommendations that will assure access for all students.
- We need to assure access, excellence and better coordination with the high schools. Community colleges have so many missions; we need to reaffirm (or not) those missions.
- Accountability is important, especially in the areas of retention and completion.
- We need to expand EOPS, hire more counselors, and provide more education plans, especially at community colleges and CSU.
- Community colleges should eliminate sports since “there are plenty of PE/sports programs at the high schools.”
- UC and CSU should not be given any advantage over private universities such as National and Phoenix.
- Eligible community college students should be admitted to CSU/UC over freshmen when there is limited access.
- The Master Plan should be changed to allow community colleges to award the baccalaureate degree; however, another member felt that this is a short-term problem which will be resolved in the future so community colleges should just offer some upper-division classes without awarding the full baccalaureate degree.
- “Do not ask us for more money or tell us not to cut higher education; instead tell us about further efficiencies you can adopt.”
- The faculty does not want to work nights or weekends so colleges are wasting space at those times; there are also too few classes from 2 – 5 p.m. on most campuses during the week.
- There are no common course titles or numbers at the colleges.
- Colleges are building “arts and gym buildings” instead of buildings for health-related classes.
- There is sufficient capacity remaining at the colleges and they should be better utilized, since the private colleges are utilizing their facilities better than public institutions.

Dr Brian Murphy, president of DeAnza College and chief consultant to the 1986 Master Plan Committee presented compelling testimony that emphasized that the “genius” of the Master Plan was access for so many and “framed by the contradiction between the need for higher education and the capacity of the systems to deliver it.” The order of magnitude of the capacity problem dwarfs the capacity of all five systems (community colleges, CSU, UC, private non-profit colleges, and for-profit colleges.) The three public systems are dependent upon one another as the Master Plan combines two radically different concepts: the most narrow and elite access to a public research university in the United States, with the most broad and democratic access in the entire world to the community colleges – and CSU with access similar to comparable public state colleges in the country.

Murphy also warned that all the discussion of increased access, equity in access and articulation cannot change the fundamental mathematics if the seats are not available. In the midst of debate with legislators who believe that campus facilities can be better used, Murphy urged that a study be conducted to determine how many seats are actually available at public and private institutions; and further asserted that we should not be “romantic” about this but should face the reality that funding needs should be determined for the amount of long-term investment to meet capacity, without which we will be violating the core of the Master Plan, institutions will remain too elite, and tensions in the social fabric will accelerate.

The second hearing, on Affordability and Financial Aid, included speakers with the following comments/recommendations:

- There is a disconnect between the Cal Grant and fees.
- The total cost of a degree is more important than the fees per se, and cost for a degree has increased significantly due to higher fees and longer time-to-degree.
- Fees should be raised so that the fees from those able to afford them can support students with financial need.
- California needs clear philosophy and measurable goals regarding financial aid.
- Financial aid should be aligned with other state financial policies, including the level of fees.
- Because of the fees and financial aid structure in California, it is actually less expensive for a financially-needy student to attend CSU or UC than a community college.
- California should change the Cal Grant as the Pell Grant changes -- currently, California “leaves too much federal money on the table.”
- The federal tuition tax credit refunds 40% of the fees and California loses federal money because we give the BOG waiver. (CCC Student Senate President Reid Milburn countered this in her testimony as she explained that community college students can’t wait 7 months for refunds.)
- California needs to adopt clear metrics for goals, a profile of recipients and applicants, and a measure of the success of financial aid students.
- California’s financial aid programs need to be more transparent; there are too many confusing messages at present and these programs are good for traditional students but not for nontraditional or older students.
- Once California’s economy rebounds, California must restore funding to all higher education segments at the pre-recession level, at a minimum.
  - UC students receive four times the funding for financial aid assistance when compared with community colleges, although community colleges have both far more students and more needy students.
- Concern was expressed about the threat of eliminating Competitive Cal Grants; currently 158,000 are eligible to receive them; only 22,500 actually do.

Legislators’ responses primarily involved requests for help and follow-up on the suggestions made at this hearing. At the conclusion of the hearing, however, one member advised the audience that, “In my district, everyone wants more education, but nobody wants to release prisoners. We don’t plan to hurt education or students, but we don’t have money.”

Senator Steinberg held a web discussion on fees and financing higher education last week and indicated that he expects the outcome of this committee to be “a comprehensive review of how to finance higher education so it is not dependent on current fiscal problems.” Meanwhile, MPHE committee members have introduced several spot bills (i.e., placeholders to meet legislative deadlines); the League will be monitoring them and providing further information as substantive amendments are inserted.

### **Select Committee on Career Technical Education and Workforce Development**

On February 17th, the Select Committee on CTE and Workforce Development, chaired by Assembly Member Warren Furutani, held an informational hearing on Jobs and Economic Recovery Opportunities within community colleges. The hearing included several presentations on (1) meeting the demands of the 21<sup>st</sup> century, (2) Student Aid and Fiscal Responsibility Act

(SAFRA) and federal funding for the community colleges, workforce development, and job training development in California; and (3) recommendations of practitioners.

League President/CEO Scott Lay provided an overview of federal programs, SAFRA, and “Stimulus II.” Mr. Lay remarked that student success is the civil rights issue of our time. He also spoke about the League’s Commission on the Future which was established to explore policy and practice changes for student success. Several speakers mentioned the need for students to attain the basic skills necessary to enter the workforce. Barbara Baran of the California Budget Project spoke of the “blind spot,” with policy related to basic skills education and policy for career technical education developed in isolation from one another. While many Californians need and want to upgrade their vocational skills, they simply do not have the basic English and math competencies to succeed in any high quality postsecondary education or training program. A Kaiser representative expressed frustration with the difficulty health care students experience when transferring between community colleges reinforcing that common course numbering or course articulation agreements are needed.

In closing, Furutani questioned whether SB 70 funds were spent on administration rather than classroom and educational programs. He also called for better coordination of the multiple programs and delivery systems, and restated issues identified by the LAO’s Paul Steenhausen who suggested the following issues for concern:

- considerable overlap among grant categories; and
- the difficulty for policy makers to evaluate program’s effectiveness and cost efficiency because of the mismatch between grant categories in spending plan and the initiative’s evaluation; key accountability measures are not defined; and there is incomplete reporting of program activities by many grantees.

Furutani also called for greater collaboration between education and business entities providing jobs and questioned whether educational systems provide a clear path from basic skills education to higher education to jobs and working. Furutani said it might be necessary to have a separate system to collaborate between education and business to ensure that basic skills remediation is connected to specific pathways in education preparing people to move directly into jobs and stated he will continue to focus on workforce preparation.

### **Jobs, Jobs, and More Jobs**

Legislative caucuses in both houses introduced competing proposals with differing approaches to improve California’s job picture.

The Senate Democratic Caucus introduced a 27-bill package, including several bills pertaining to job training and the community colleges. They are as follows:

- SB 964 (Alquist): Appropriates \$25 million in High-Speed Rail bond funds (Proposition 1A) to finance the first phase of a workforce training program jointly managed by the rail authority and the state’s community colleges to construct, maintain, and operate a high-speed rail system in California.

- SBX8 35 (Lowenthal/Hancock): Redirects \$80 million in Proposition 1D bond funds stalled in the bureaucracy to expedite shovel-ready “green school” energy efficiency projects which will create 1,680 jobs.
- SBX8 31 (Cedillo): Moves \$20 million in unspent ARRA funds at the California Energy Commission (CEC) to the California Community Colleges for energy efficiency projects that reduce energy consumption, increase skills training opportunities, and increase the sustainability of community college campuses. This bill will create 488 jobs. This bill passed the Senate and is pending in the Assembly.
- SB 957 (Price): Refocuses Cal Grant C awards, which are used to pursue short-term occupational or technical training, to students training for high-need, high-growth or high-wage industries in California. Prepares 8,000 students for high-growth jobs.
- SB 956 (Romero): Redirects a portion of federal workforce training funds to expand training to the California Paraprofessional Teacher Training Program (PTTP for recruitment of school paraprofessionals (commonly referred to as classroom aides) to participate in local career ladders for certification as public school teachers.
- SB 974 (Steinberg): Swaps out Enterprise Zone tax credits with new tax credits to encourage California businesses to invest resources, time and expertise in middle and high school “career pathways” to train students for their future careers.
- SB 968 (Negrete-McLeod): Prohibits EDD from eliminating an individual’s UI benefits solely because that individual is pursuing additional education or training at a community college or four-year institution.
- SB 675 (Steinberg): Uses existing Public Interest Energy Research (PIER) funds for the construction or reconfiguring of facilities or schools for career technical education that prepares students for employment related to clean technology, renewable energy, or energy efficiency and will create 7,500 jobs.
- SB 969 (Florez): Establishes student fee structure at UC, CSU, and Community Colleges to establish predictable fee levels by setting baseline fees and capping the extent to which student fees could rise in any one year to no more than 5%.

Senate Republicans introduced 24 of their job creation bills in the 8th Extraordinary Session. The Senate Republicans’ focus is on private sector job growth, cutting regulatory red-tape and getting people working again.

Assembly Republicans propose to lower costs for businesses; reform or suspend unnecessary mandates; create tax incentives or cuts; and make efficient use of government funds. Among these bills are two job training proposals:

- Assembly Bill 816 (Hagman): Employment Training Fund.
- Assembly Bill 492 (Conway): California Community Colleges: part-time nursing faculty.

### **UC Commission on Future (UCCF)**

The UCCF, composed of 26 members and co-chaired by UC Board of Regents Chair Russell Gould and UC President Mark Yudof, held another hearing in early February. Since its formation last July, the commission has held several public meetings and visited campuses, but and is now just getting down to a detailed study of issues. A public forum was scheduled in January for Southern California, but may be rescheduled in spring once “solid proposals” are on the table.

The commission's working groups, comprised of 80 members -- mainly UC faculty, along with some students and outside experts on finance and education -- serve with regents and campus chancellors on those subcommittees. They are meeting behind closed doors and UC attorneys have refused to allow reporters to attend on the grounds that public access is not required for UC advisory groups that don't include a quorum of regents. The working groups include the following areas:

- Changes in education and curriculum;
- Funding strategies;
- Ways to ensure student access and affordability; and
- Reforms in research policies.

Among the proposals to date are the following:

- 1) Abolition of student fees and, in exchange, requiring graduates to pay the university a percentage of their income for a set period after college (recommended by Robert Reich, former US Secretary of Labor);
- 2) Increase use of online classes;
- 3) Allow bachelor's degrees to be earned in three years;
- 4) Eliminate small departments that are duplicated elsewhere within the UC system;
- 5) Enroll more out-of-state students to raise revenue; and
- 6) Boost research ties with private industry.

### **Open Educational Resources Center (OERC) at Foothill**

The OERC has launched a new website at: <http://grou.ps/oercenter/> which provides information on free and open source textbooks and course materials. This is a useful information for anyone trying to find learning materials in the public domain.

AB 2261/2008 authorized the center as a statewide pilot program, which is managed at Foothill College, for California's 112 community colleges "to provide faculty and staff from community college districts around the state with information, methods, and instructional materials for developing their own open education resource centers." The site currently links more than 400 open textbooks and peer reviews of open textbooks, as well as instructions on their use.

### **Budget Update**

For the most recent updates on the governor's proposed 2010-11 budget, including talking points and budget charts, please click on the link below.

<http://www.ccleague.org/i4a/pages/index.cfm?pageid=3320>

### **Governor Schwarzenegger names Secretary of Education**

Governor Schwarzenegger has appointed Bonnie Reiss Secretary of Education. Since 2007, Reiss has served as operating advisor to Pegasus Capital Advisors, a private equity firm committed to investing in and developing scarce resources, commodities and sustainable

companies. Previously, she served as senior advisor to Governor Arnold Schwarzenegger from 2003 to 2007, where she advised the Governor on all major policy initiatives, including education, the environment and children's issues. Reiss has served on the University of California's Board of Regents since 2007. From 2004 to 2006, Reiss served on the California State Board of Education.

Ms. Reiss replaces Glen W. Thomas who stepped down as the Secretary of Education in order to care for his ailing mother.

### **BOG News**

At their March meeting, the CCC Board of Governors officially recognized Moreno Valley College of the Riverside CCD as the 111<sup>th</sup> campus of the California Community College and Norco College of the Riverside Community College Districts as the 112<sup>th</sup> campus of the California Community Colleges.

- Peter MacDougall, superintendent/president of the Santa Barbara Community College District from 1981 to 2002, has been appointed to the California Community Colleges Board of Governors.

### **Staffing Changes**

- Bruce Baron is the acting chancellor at San Bernardino CCD, replacing Noelia Vela.
- Gil Stork, vice president of student services when he retired in 2004 (although he has subsequently taught math annually at the college), is the interim superintendent/president of Cuesta College, replacing David Pelham who took a college position in the United Arab Emirates.
- Doug Treadway is the interim president at San Jose City College, replacing Michael Burke who is now president of Milwaukee Area Technical College.