

<b>AGENDA</b> <b>Chancellor's HSI Advisory Committee</b>	<b>Monday, November 14</b> <b>1:00 p.m. – 2:00 p.m.</b> <b>District Board Room</b>	
Present:		
<b>TOPIC</b>	<b>DISCUSSION – Notes from prior meeting</b>	<b>FURTHER ACTION</b>
Introductions		
Updates: <ul style="list-style-type: none"> <li>• Outreach positions for both campuses/district</li> <li>• HACU Conference</li> <li>• Latino Heritage &amp; Hispanic Heritage events from Sept/Oct.</li> <li>• Dreamer retention numbers from SBVC &amp; CHC</li> <li>• Status on the videos intended for Latino community outreach.</li> <li>• Cultural Competency training &amp; EEO</li> <li>• Foster program positions</li> <li>• Sustainability for HACU next year.</li> <li>• Diversity events &amp; budget</li> </ul>		
Governor signed bills and HACU LEI initiative – Angel Rodriguez		
Annual Roster of Conferences – Marco & Rebeccah	Continue to review this issue. More students/staff attended HACU than ever before.	
Arts, Lecture, and Diversity Committee	Concerns about organization of this group versus Professional Development. Staffing of Committee.	
Other Topics	Student success for students who are neediest. “Professional search committee members”. Diversity reflected in classroom. Chief Diversity Officer.	

	Equity-based outcomes research Bi-literate stipend and Increase of Bi- lingual stipend	
Schedule Upcoming Meetings		



Date: September 26, 2016

To: Chancellor Bruce Baron

From: Angel Rodriguez, District Director of Marketing, Public Affairs and Government Relations

RE: Legislation signed by Governor Brown impacting California’s higher education – September 21, 2016

To help keep you informed of recent state legislation that could have an impact on the San Bernardino Community College District, I am pleased to provide you the enclosed briefing materials.

As you know, the two-year legislative session adjourned on August 31 and Governor Brown has until September 30 to sign or veto bills passed by the Legislature. On September 21, 2016, Governor Brown signed seven bills that directly impact college completion, financial aid and students from disadvantaged backgrounds. These bills take effect January 1, 2017 unless otherwise noted.

Should you need additional insight, please don’t hesitate to contact me at [arodriguez@sbccd.edu](mailto:arodriguez@sbccd.edu) or (909) 382-4012.

Bill	Subject and Author	Page
AB 1741	<b>California College Promise Innovation Grant Program</b> <i>Assemblymember Freddie Rodriguez (D-Pomona)</i>	2
AB 526	<b>Pupils: Attendance at Community College</b> <i>Assemblymember Chris Holden (D-Pasadena)</i>	2
AB 801	<b>Postsecondary education: Success for Homeless Youth in Higher Education Act</b> <i>Assemblymember Richard H. Bloom (D-Santa Monica)</i>	3
AB 1449	<b>Student financial aid: California Community College Transfer Cal Grant Entitlement Program</b> <i>Assemblymember Patty Lopez (D-San Fernando)</i>	3
AB 2164	<b>Public postsecondary education: Tuition and Fees</b> <i>Assemblymember Patrick O’Donnell (D-Long Beach)</i>	3
SB 906	<b>Public postsecondary education: priority enrollment systems</b> <i>Senator Jim Beall (D-San Jose)</i>	4
SB 1314	<b>Cal Grant Program: Middle-Class Scholarship Program: community college baccalaureate degree program students</b> <i>Senator Marty Block (D-San Diego)</i>	4

## **AB 1741: California College Promise Innovation Grant Program**

**Author:** Assemblymember Freddie Rodriguez (D-Pomona)

**Current Version:** Chaptered: 9/21/2016

**Status:** Signed by Governor Brown. 9/21/2016-Chaptered by Secretary of State

**Summary:** This bill would use the \$25 million from the innovation award grants to fund local college promise grants. The bill is based on the Long Beach Promise and includes provisions that are consistent with that program.

The bill would require a local promise program to include the following:

- Partnership with K-12 district
  - Support high school preparation for college through small learning communities, concurrent enrollment & other proven initiatives
  - Utilize placement and assessment indicators that include multiple measures of student performance, including grades in high school courses, overall grade point averages, results from common assessments and input from counselors
- Provide access to full-time course schedules
- Provide outreach to students regarding ADT and the transfer entitlement program
- Partnership with one or more public higher education institution

**Full text:** [http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab\\_1701-1750/ab\\_1741\\_bill\\_20160921\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab_1701-1750/ab_1741_bill_20160921_chaptered.pdf)

## **AB 526: Pupils: Attendance at Community College**

**Author:** Assemblymember Chris Holden (D-Pasadena)

**Current Version:** Chaptered: 9/21/2016

**Status:** Signed by Governor Brown. 9/21/2016-Chaptered by Secretary of State

**Summary:** Would require the Chancellor of the California Community Colleges to annually report to the Department of Finance the number of high school pupils who enrolled and received a passing grade in a community college summer session course. This bill contains other related provisions.

**Full text:** [http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab\\_0501-0550/ab\\_526\\_bill\\_20160921\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab_0501-0550/ab_526_bill_20160921_chaptered.pdf)

**AB 801: Postsecondary education: Success for Homeless Youth in Higher Education Act**

**Author:** Assemblymember Richard H. Bloom (D-Santa Monica)

**Current Version:** Chaptered: 9/21/2016

**Status:** Signed by Governor Brown. 9/21/2016-Chaptered by Secretary of State

**Summary:** Would enact the Success for Homeless Youth in Higher Education Act. The bill would extend a specified priority requirement, at the California State University and community college districts, and would extend the request for the granting of priority, to the University of California, to include homeless youth and formerly homeless youth, and extend this provision until January 1, 2020. Additionally, this bill would require qualifying institutions, other than the University of California, which would be requested to do so, to designate a Homeless and Foster Student Liaison within the institution's financial aid office and to inform current and prospective students of the institution about student financial aid and other assistance available to current and former homeless youth and current and former foster youth. To the extent that this provision would impose new duties on community college districts, it would constitute a state-mandated local program.

**Full text:** <http://www.ccleague.org/i4a/pages/index.cfm?pageID=3416>

**AB 1449: Student financial aid: California Community College Transfer Cal Grant Entitlement Program**

**Author:** AB 1449 by Assemblymember Patty Lopez (D-San Fernando)

**Current Version:** Chaptered: 9/21/2016

**Status:** Signed by Governor Brown. 9/21/2016-Chaptered by Secretary of State

**Summary:** Would permit a California resident who does not have a high school diploma but is otherwise transfer ready to qualify for a Cal Grant transfer entitlement award.

**Full text:** <http://www.ccleague.org/i4a/pages/index.cfm?pageID=3416>

**AB 2164: Public postsecondary education: tuition and fees**

**Author:** Assemblymember Patrick O'Donnell (D-Long Beach)

**Current Version:** Chaptered: 9/21/2016

**Status:** Signed by Governor Brown. 9/21/2016-Chaptered by Secretary of State

**Summary:** Current law prohibits the Board of Directors of the Hastings College of the Law, the Trustees of the California State University, the governing boards of each community college district, and, if they adopt an appropriate resolution, the Regents of the University of California from collecting mandatory systemwide tuition and fees from any surviving spouse or surviving child of a deceased person who was a resident of the state and employed by or contracting with a public agency, whose principal duties consisted of active law enforcement service or active fire suppression and prevention, and who died as a result of his or her duties, as specified. This bill would extend the application of those provisions to the surviving spouse or surviving child of a person who died as a result of an industrial injury or illness arising out of and in the course of active

law enforcement or fire suppression and prevention duties, and who otherwise met the above-referenced requirements.

**Full text:** [http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab\\_2151-2200/ab\\_2164\\_bill\\_20160921\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab_2151-2200/ab_2164_bill_20160921_chaptered.pdf)

**SB 906: Public postsecondary education: priority enrollment systems**

**Author:** Senator Jim Beall (D-San Jose)

**Community College League of California position:** Support

**Current version:** Chaptered: 9/21/2016

**Status:** Signed by Governor Brown. 9/21/2016-Chaptered by Secretary of State

**Summary:** This bill would repeal provisions set to sunset in 2017 which give priority enrollment to foster youth, EOPS, and disabled students. Current law requires the California State University and each community college district to grant priority for registration for enrollment to foster youth or former foster youth. The current law repeals these requirements on January 1, 2017. This bill would also revise the definition of foster youth or former foster youth.

**Full text:** [http://www.leginfo.ca.gov/pub/15-16/bill/sen/sb\\_0901-0950/sb\\_906\\_bill\\_20160921\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/15-16/bill/sen/sb_0901-0950/sb_906_bill_20160921_chaptered.pdf)

**SB 1314: Cal Grant Program: Middle-Class Scholarship Program: community college baccalaureate degree program students**

**Author:** Senator Marty Block (D-San Diego)

**Community College League of California position:** Support

**Current version:** Chaptered: 9/21/2016

**Status:** Signed by Governor Brown. 9/21/2016-Chaptered by Secretary of State

**Summary:** This bill would clarify that a student enrolled in one of the 15 BA degree pilot programs at a California community college could qualify for a Cal Grant A, the Middle-Class Scholarship or the Cal Grant A Transfer Entitlement Award if he or she met all of the other eligibility requirements.

**Full text:** [http://www.leginfo.ca.gov/pub/15-16/bill/sen/sb\\_1301-1350/sb\\_1314\\_bill\\_20160921\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/15-16/bill/sen/sb_1301-1350/sb_1314_bill_20160921_chaptered.pdf)

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*The Atlantic*


# A Social-Justice Agenda for Community College

Eloy Oakley sees expanding access to traditionally underserved communities as an economic imperative for the state and nation.



Courtesy of the California Community College Chancellor's Office

**EMILY DERUY** | **SEP 30, 2016** | **EDUCATION**

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LONG BEACH, Calif.—Eloy Oakley isn't shy about his plans to be much more “proactive” than previous chancellors when he takes over California's mammoth community-college system in December.

“We're going to take on a much more aggressive agenda with a clear lens on social justice and equity,” Oakley, who is in his final weeks as head of the Long Beach Community College District, told me during an interview at his office on the Long Beach City College campus.



Understanding the opportunity and achievement gaps in U.S. universities  
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Oakley, who is himself a product of the system and a first-generation college student who grew up in a family where higher education was not the expectation, is under no illusion that California's community colleges alone can close the racial and socioeconomic educational attainment gaps that plague the

state. But Oakley, who will be the first Latino to hold the position, wants California's 113 community colleges to see eliminating the inequity and opportunity disparities that create those divides as part of their shared responsibility.

“I don't think there is a greater equalizer than California community colleges in terms of the ability to take someone from a community where college hasn't even been thought of and transform that individual and give them the opportunity to create a family that now thinks about college as an expectation,” he said.

And where some other higher-education leaders, particularly at the baccalaureate level, have been reluctant to characterize their work in economic terms, Oakley is intent on spreading the message that community colleges are a crucial driver of the state's economic growth. "California is not going to prosper like it once did unless we have more people participating in and getting a credential from higher-ed institutions," he said.

Oakley, who will actually take a slight pay cut with the new role, is particularly optimistic about the prospect of getting not only more Californians, but also a more diverse array of Californians, into postsecondary schools, and it was a driving reason for accepting the position. While about 43 percent of the state's [community-college students](#) are Latino, and they make up approximately 39 percent of the state's residents, degree completion is low. Only around 16 percent of Latinos over 25 in California [have an associate's degree](#) or higher, compared with about 38 percent of adults in the state. When I asked why he wanted the job, Oakley said, "This is a very interesting time for our state, for our colleges, and for our nation ... I feel that our colleges are poised to really have a major impact on the future of California, and at no point in time in my career as a community-college educator have I felt that colleges are as important and as recognized as they are now."

There are likely to be some challenges. Not everyone is thrilled with Oakley's [record at Long Beach](#). And he acknowledges that getting 113 college leaders to agree on how much the system should change in the coming years will be tricky, noting that the system has often

responded to issues instead of anticipating them. The level of “engagement” will be “a point of discussion” among the colleges, he said, choosing his words carefully.

With that in mind, the chancellor-to-be plans to spend his first weeks in the role listening to community-college leaders, faculty, businesses, and economic-development organizations before he puts together a team to outline a new agenda. “The first priority, for me personally, is really to meet with and hear from the various constituent groups that not only make up the community-college system, but really rely on the California community-college system,” he said. “I want to take a moment to hear from everybody.”

#### RELATED STORY



[The Missing Piece in the Debate Over College Costs](#)

That the system—which, at 2.1 million students, is the nation’s largest higher-education apparatus—touches so many facets of the state makes it an unwieldy behemoth to wrangle by nature. But that’s also why Oakley was tapped for the job in the first place. He has a history of forging the connections and links that he, and those who selected him for the job, see as crucial for

success. He was one of the main developers of the nationally recognized [Long Beach Promise](#), which guarantees local students a tuition-free year at the city college and preferred admission to California State University Long Beach. Oakley, who spends his

limited spare time reading about politics and traveling (preferably “someplace with a beach and lots of sun”) with his partner, Terri, has also facilitated local partnerships with Goldman Sachs that helped small businesses launch and grow, in part by funding community-college students and graduates. California’s governor, Jerry Brown, appointed him to the University of California Board of Regents, and he has a solid working relationship with both the governor and Janet Napolitano, who heads the UC system.

Oakley hopes he can use that experience to make the path from high school to community college to either a four-year college or the workforce smoother for the state’s students, something he already devotes time to doing for his own four children, who range in age from the early teen years to adulthood. The community-college system is designed to educate “the top 100 percent of students,” he pointed out, regardless of how old they are or where they come from. It’s supposed to serve both as a pipeline to the California State University and University of California systems, and as a place for people to earn credentials or certificates that open doors immediately to jobs. It’s seen, where it works well, as a facilitator of community growth and business development. “I think [the system] gives us the greatest opportunity to impact our communities,” Oakley said.

Yet right now, not all of those things are happening around all of the state’s community colleges. Transfer rates to four-year universities remain low. The UC system boasts some of the best public universities in the nation, and, especially in times of tight budgets

where interest from stellar students willing to pay out-of-state tuition is ample, convincing schools to invest in transfer students can be tricky. “I think my role [on the UC Board of Regents] has been to help the UC really look back downstream at the Californians it serves and see the California community colleges as an asset to serve more Californians,” he said. “And I think, for the most part, that’s been embraced ... I think over the last eight years or so of recession and difficult budgets, I think we’ve lost some of that, but I think there’s been a huge embrace of changing that equation.”

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**"I think we've gotten lost in this conversation about what free college means."**

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The recession also forced community colleges to scale back course offerings, delaying graduation for some students and effectively forcing others out altogether. Some of the schools, including Oakley’s alma mater, Golden West College, have been mired in [accreditation controversies](#). Not all have done a good job of working with local K-12 schools and businesses to create a smooth pipeline into the workforce for graduates, or of reaching out to unemployed adults who might benefit from more workforce training.

“We’re going to really work on continuing to build those pathways,” Oakley said of his role as chancellor. But, perhaps interestingly for a deeply blue state that is not necessarily averse to top-down

approaches, he favors a bottom-up tactic. The state has some 23 college-promise initiatives right now, and Oakley isn't in any rush to consolidate or streamline them. And he's fed up with the idea that making college free will solve access issues. "I think we've gotten lost in this conversation about what free college means," he said. "When I talk about college-promise programs, that's not what I'm talking about. What I'm talking about is using financial incentives as one arrow in the quiver to improve college completion."

To Oakley, it's not the free year that makes the Long Beach Promise work best, it's the clear pathway to a degree and spreading the idea that college is a realistic prospect for local students and their families; it's the local-business involvement and academic partnerships. He's open to looking at a statewide program, like the [Tennessee Promise](#), at some point in the future, but thinks that with so many different regional economies and dispersed regional leadership, he'll be better off finding ways to promote innovation and experimentation that will let local leaders create their own thriving programs. It's a path he seems to truly believe in, but also the path with the least resistance. "I just simply don't think California is in a place right now where you can have a governor as dynamic and as committed as [Republican Tennessee Governor Bill Haslam] to just drive that through the legislature in California," he said.

He sees the fact that Brown recently backed a \$15 million grant program to incentivize the creation of more regional promise programs as a positive sign, and thinks the governor expects to hear more about such programs, given Oakley's background.

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## **"That took a lot of luck, and a lot of years, and a lot of mistakes."**

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Oakley said he plans to deliver on that expectation, spending time lobbying policy makers in Sacramento and Washington, D.C., to roll back regulations that he think stifle innovation and on reforming the way financial aid is distributed to California's community-college students. "We haven't done a very good job of packaging aid for our community-college students," he said, adding that while tuition is relatively low, the cost of living in places like San Francisco and Los Angeles is high. "You have bureaucracy and barriers that we in higher education created, that have nothing to do with academic quality," Oakley said. "We're going to continue to focus on those barriers and reduce them as much as possible." That, he hopes, will help more students who don't have the baked-in advantage of growing up in a family accustomed to the college-going process work their way through the system toward degrees and jobs that will drive the state's economy.

He knows those students well. Oakley was one. As a kid in Southern California, he took a bus an hour and a half to a Catholic high school, a move he said was the "right decision given the direction I was going in my local neighborhood." After high school, he joined the military. Upon returning several years later and at the encouragement of military colleagues and mentors, he enrolled at Golden West and eventually transferred to UC Irvine, earning both

bachelor's and master's degrees at the school. "But that took a lot of luck, and a lot of years, and a lot of mistakes," he said. "So because of that, I then was an exception to what happens in most of our communities, and I'd love to change that equation ... Kids coming out of communities like I did and going to college shouldn't be the exception, it should be the norm."

And while Oakley becomes somewhat demure when I mention the fact that he's the first Latino to be chancellor ("It's odd to think about as the person walking into that."), he sees his selection as the evolution of a demographic shift that has been happening in California for years. And he acknowledges that because of his upbringing, similar in many ways to that of the students on community-college campuses across the state, he relates culturally to the students more than a lot of other people. "I come from that perspective and that's the perspective that has shaped the way I look at higher education, the way I look at California community colleges," he said. "That's the bias I come with and that is the experience that's going to shape my agenda."

In some ways, that agenda will be molded by the election this November. While it's not yet clear whether Donald Trump or Hillary Clinton will become president, Oakley is preparing, either way, for a political environment in which community colleges may have to fight harder for attention. "We've been very blessed with the attention and support—rhetorical support—we've received from the Obama administration ... I am keenly aware that that focus will probably not be the same from either candidate," he said, pausing occasionally to



consider his word choice. The best colleges can do, he continued, is “take the attention and support we’ve received and continue carrying it forward ourselves.” Oakley would like to see California, in particular, be “front and center” in the conversation.

And Oakley, who will split his time between Sacramento and a satellite office in Southern California, thinks that the state is in a unique position to successfully demand the attention. Without California’s participation, he suggested, proposals that have [been outlined by major foundations like Lumina](#) to help more students complete college won’t come to fruition. “I think the importance of California has never been greater in terms of the future of the nation,” he said. “None of those predictions can happen without California.”

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#### ABOUT THE AUTHOR

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**EMILY DERUY** is a senior associate editor at The Atlantic, where she covers education.

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From The Web



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## Baron, Bruce

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**From:** Bosquez, Imelda <imelda.bosquez@hacu.net>  
**Sent:** Thursday, November 03, 2016 8:51 AM  
**To:** Baron, Bruce  
**Subject:** E-mail from Antonio Flores-HACU (RE: Local Engagement Initiative)

November 3, 2016

Bruce Baron  
Chancellor  
San Bernardino Community College District  
San Bernardino, California

Dear Mr. Baron:

At our 30<sup>th</sup> Annual Conference, HACU launched the Local Engagement Initiative (LEI). This initiative will strengthen your advocacy work in your own Congressional district and state, and integrate it within HACU's national Hispanic higher education strategy.

HACU's LEI goal is two-fold:

- 1) To upgrade existing government relations efforts at member institutions with support for legislative action on concerns and needs specific to Hispanic-Serving Institutions (HSIs).
- 2) To optimize new or under-utilized member institution government relations efforts with guidance on the legislative process and outreach and engagement with elected and appointed government officials.

To coordinate these efforts, we have launched the "*HACU Advocacy Center*" [[HACUadvocates.net](http://HACUadvocates.net)]. This online tool provides timely updates and action alerts about federal policies affecting HSIs and allows you to communicate with your elected officials with relative ease. If you would like to participate in the LEI and receive access to the HACU Advocacy Center, please sign up by [clicking here](#).

Additionally, we ask that you share how HSI funding has benefitted your students and programs. It is important for Members of Congress to know that federal program investments are making a difference for their constituents. Click on the image below to share your story:



Impact of HSI Eligibility & Funding

Share your story & the impact in your institutions

As you may know, funding levels for HSI programs have not kept pace with the rapid growth of HSIs, now numbering 435. The result is an increasingly competitive process for limited federal funding that leaves a substantial portion of HSIs without the benefit of a grant. Together we can build awareness among legislators of the importance of HSIs in their districts and states and make a compelling case for increased federal resources.

Over the next several months, we will host a series of webinars to provide a more comprehensive overview of the LEI, share analysis of higher education priorities in the next Congress, answer questions and address concerns. The first webinar is scheduled for December 1, 2016. You can register for this event [here](#).



## Presidential Symposium for Latino Student Success

### What

Presidential Symposium for Latino Student Success

### Purpose

To engage in dynamic dialog with college and university presidents and leadership teams regarding effective policies, programs, and practices leading to Latino student success; the dialog is intended to both elucidate institutional best practices and arrive at public policy recommendations for improved Latino student outcomes.

### When

Thursday, March 16, 2017

### Who

- Presidential Panelists
  - California members of Excelencia's *Presidents for Latino Student Success Network*
- Invitation Only Guests
  - Presidents in California colleges and universities and 5 members of their respective teams

### Where

University of La Verne  
1950 Third Street  
La Verne, CA 91750

### Sponsors

- Excelencia in Education
- University of La Verne

## Symposium Agenda DRAFT

- 8:15am – 9:00am      Check-In & Networking Breakfast
- 9:00am – 9:15am      Welcome  
                                 Dr. Devorah Lieberman, President  
                                 University of La Verne
- 9:15am – 9:45am      Opening Plenary  
                                 *The Landscape of HSI's & Excelencia's  
                                 Ladder of Engagement*  
                                 Excelencia in Education
- 9:45am – 10:00am      Break & Mini Networking
- 10:00am – 11:30am      Presidential Panel 1 & Table Discussions  
                                 *Deconstructing "Serving" at HSI's:  
                                 Individual Stories of Leadership & Practice*
- 11:30am – 1:00pm      Networking Lunch
- 1:00pm – 2:30pm      Presidential Panel 2 & Table Discussions  
                                 *Influencing Change at Large Scale:  
                                 Our Aggregate Story as a Foundation for  
                                 Public Policy*
- 2:30pm – 3:00pm      Closing Remarks  
                                 *Our Shared Future: Where We Go from Here*  
                                 Excelencia in Education
- 4:00pm – 6:00pm      Reception at University House

*For more information, please contact Dr. Beatriz Gonzalez at the University of La Verne:*

[bgonzalez@laverne.edu](mailto:bgonzalez@laverne.edu)

909-448-4512