• **AB 310 (Medina-D) Part-Time Faculty Office Hours**  
  *CCC/I Position: SUPPORT*  
  *Status: Senate Appropriations Committee*

Requires each community college district to annually report on its website the total paid office hours provided by part-time faculty.

• **AB 1037 (Limón-D) Undocumented Students Financial Aid**  
  *CCC/I Position: SUPPORT*  
  *Status: Senate Education Committee*

Establishes a state grant program for AB 540 students who are ineligible for federal work-study programs due to their undocumented status, allowing AB 540 students to access state incentive grants regardless of their eligibility to work. With no Social Security number, undocumented students cannot complete the Free Application for Federal Student Aid (FAFSA), and are therefore ineligible for any federally funded financial aid, including loans, grants, scholarships or work-study money.

• **AB 1952 (Mayes-R) Campus Use of Welfare Benefits**  
  *CCC/I Position: SUPPORT*  
  *Status: Assembly Appropriations Committee*

As part of a comprehensive proposal to end hunger, requests the UC, and directs the CSU and community colleges, to develop procedures that allow EBT cards to be used on campuses. (An EBT card is an electronic system that allows the state welfare department to issue benefits via a magnetically encoded payment card.)

• **AB 2012 (Medina-D) Part-Time Employees Parental Leave**  
  *CCC/I Position: SUPPORT*  
  *Status: Assembly Education Committee*

Requires that a person employed in an academic position, or a classified employee, will receive no less than 50% of his or her regular salary for the remaining portion of the 12-week period of parental leave — after exhausting sick leave — regardless of the type of differential pay system used by the school or community college district.
• **AB 2577 (Gray-D) Union Dues Tax Deduction**  
  *CCC* Position: SUPPORT  
  Status: Assembly Appropriations Committee

Allows union dues to be deducted from state taxes without itemizing deductions. Existing state law already allows for the deduction of membership dues, but it disproportionately benefits high-income earning workers who itemize their deductions.

• **AB 2785 (Rubio-D) Lactating Accommodations**  
  *CCC* Position: SUPPORT, If Amended  
  Status: Assembly Appropriations Committee

Requires the CSU and community colleges to provide a private and secure room for a lactating student, other than a restroom, to express milk or breast feed an infant. The bill should be amended to also allow access for lactating faculty and other employees.

• **AB 2933 (Medina-D) County Social Services Liaison**  
  *CCC* Position: SUPPORT  
  Status: Assembly Appropriations Committee

Requires county agencies providing social or behavioral support services to designate an agency liaison to provide resource and referral information to community college students, and to assist counselors and faculty in meeting student needs.

• **AB 3101 (Carrillo-D) Online Applications**  
  *CCC* Position: SUPPORT  
  Status: Assembly Appropriations Committee

Streamlines the community college online enrollment process in response to a significant abandonment rate by students, as the enrollment application takes hours to complete due to its length and required personal information.

• **ACA 13 (Eggman-D) Free Access to Higher Education**  
  *CCC* Position: SUPPORT  
  Status: Assembly Higher Education Committee

Proposes constitutional amendments be submitted to voters to provide free access to higher education for California residents, with the enactment of a new tax dedicated to this purpose.
• ACA 15 (Brough-R) Voter Approval of Defined Benefits
  CCCI Position: OPPOSE
  Status: Assembly Public Employees and Retirement Committee

Proposes constitutional amendments be submitted to voters that would prohibit new public and state employees from receiving any enhancement to a defined benefit pension plan unless approved by voters.

• SB 968 (Pan-D) Mental Health Counselors
  CCCI Position: SUPPORT
  Status: Senate Appropriations Committee

Requires the CSU and community colleges, and requests the UC, to have at least one full-time equivalent mental health counselor per 1500 enrolled students. The current ratio at CSU is 1:2176, at UC 1:1156 and at community colleges 1:7667. Community colleges, unlike CSU and UC, do not have mental health counselors on every campus.

• SB 1009 (Wilk-R) Tutoring
  CCCI Position: SUPPORT
  Status: Senate Appropriations Committee

Expands the categories of noncredit community college courses that are eligible for state apportionment funding to include tutoring in all subject areas that are either basic skills, degree applicable or transfer level.

• SB 1031 (Moorlach-R) Pension Cost-of-Living
  CCCI Position: OPPOSE
  Status: Senate Public Employees and Retirement Committee

Prohibits a public retirement system from making cost-of-living adjustments on the pensions of new enrollees for any year in which the unfunded actuarial liability exceeds 20 percent.

• SB 1149 (Glazer-D) Opt Out Pension Plan
  CCCI Position: OPPOSE
  Status: Senate Public Employees and Retirement Committee

Allows new state employees to opt out of the PERS defined benefit plan and divert their employee and employer contributions into a state retirement savings account.
• **SB 1275 (Stern-D) Student Hunger**  
  **CCCI Position:** SUPPORT  
  **Status:** Senate Appropriations Committee

Creates a new financial aid program coupled with Cal Grants that provides awards equal to the cost of a campus meal plan that would cover 10 meals for the week.

• **SB 1381 (Nielsen-R) Student Free Speech**  
  **CCCI Position:** SUPPORT  
  **Status:** Senate Appropriations Committee

Prevents public colleges and universities from restricting student free speech to campus “free speech” areas, and disallows college and university practices and barriers which inhibit student speech, but does not alter existing law or change legal rulings affecting student free speech.

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April 3, 2018

To: Senator Holly Mitchell, Chair, Senate Budget Committee
   Assemblymember Phil Ting, Chair, Assembly Budget Committee
   Senator Anthony Portantino, Chair, Senate Budget Subcommittee on Education
   Assemblymember Kevin McCarty, Chair, Assembly Budget Subcommittee on Education

Fr: Jeffrey Michels, President
   David Balla-Hawkins, Advocate

Re: Community College Performance-Based Funding – OPPOSE
   Governor’s January Proposed 2018-19 Budget

The California Community College Independents (CCCI), an association of independent faculty unions representing over 12,000 community college faculty teaching more than a half-million students, is opposed to the Governor’s proposed 2018-19 community college performance-based funding formula. While CCCI supports our system-wide effort to improve student outcomes and eliminate achievement gaps, we believe the Governor’s proposed budget formula would actually undermine those efforts and harm many California students.

There is overwhelming evidence, confirmed by numerous recent studies, that performance-based funding formulas fail to improve student outcomes, including retention and graduation. In the past 10 years, more than 30 states have adopted some form of performance-based or outcomes-based funding for their public institutions of higher education, and results have been consistent: the shift in funding policy has had no significant impact on degrees or certificates produced each year (see Dougherty, 2016 and Hillman, 2016). However, performance-based funding has had substantial harmful consequences. Shifting funds from students who most need extra support to students most likely to succeed exacerbates existing inequalities (Hillman). Other unintended effects of outcomes-based funding include weakened academic standards, less institutional cooperation, decreased staff morale, and impeded missions not specifically rewarded by performance funding (Dougherty). Accountability is important, but performance-based funding is a bad idea that is failing everywhere it has been tried. California can do better.

Rather than tying financial incentives to performance measures, which may work in some business models but does not work for colleges, California needs to invest in capacity building and equity-based funding. To build capacity for the kinds of changes and improvements that will make significant, sustainable progress in closing student achievement gaps and improving student outcomes, we need to invest in more mentoring and individualized attention for students. This means hiring more full-time faculty and counselors, lowering student-to-faculty and student-to-counselor ratios, and expanding office hours, tutoring and supplemental instruction.
Without more full-time faculty and counselors, we simply lack the human resources needed to make significant improvements to the quality of education offered at our colleges. To shift to a truly student-centered funding model, we need to build capacity at the program and department level. More full-time faculty, including counselors, and better support for part-time faculty (with fair compensation, including for office hours) will make every other investment and initiative more effective.

Performance-based funding will never serve student equity. At its core, this funding model creates a competition over limited resources whereby students who are less likely to achieve “success metrics” are underfunded. An equity-based funding formula should focus on building the human-resource capacity of the lowest-performing colleges, while providing stable, predictable funding for all 114 California community colleges.

We hope you will continue to work with faculty to press for funding reforms that will result not just in headlines, but in real progress for our students. We look forward to working together on an equitable proposal for our students that we can all support.

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1 Kevin J. Dougherty, et al. Performance Funding for Higher Education. Baltimore: Johns Hopkins Press, 2016. “The extant research literature has largely found that performance funding has little impact on student outcomes... When such studies have been conducted, the predominant finding is that performance funding does not have a significant impact on student outcomes such as retention and graduation from two-year or four-year colleges” (15).

Nicholas Hillman. Why Performance-Based College Funding Doesn’t Work. The Century Foundation. College Completion Series: Part Four. May 25, 2016. Tcf.org. “[R]esearch shows that tying financial incentives to performance measures rarely results in large or positive outcomes that are sustained over time” (2).
April 10, 2018

To: Senator Holly Mitchell, Chair, Senate Budget Committee
   Assemblymember Phil Ting, Chair, Assembly Budget Committee
   Senator Anthony Portantino, Chair, Senate Budget Subcommittee on Education
   Assemblymember Kevin McCarty, Chair, Assembly Budget Subcommittee on Education

Fr: Jeffrey Michels, President
    David Balla-Hawkins, Advocate

Re: Establishment of a Fully On-Line Community College – OPPOSE
   Governor’s January Proposed 2018-19 Budget

The California Community College Independents (CCCI), an association of independent faculty unions representing over 12,000 community college faculty teaching more than a half-million students, is opposed to the Governor’s proposal for 2018-19 to allocate $120 million ($20 million ongoing; $100 million one-time) to establish a fully on-line community college. While CCCI supports our system-wide efforts to improve on-line education and expand access for working Californians, we believe the Governor’s proposal risks undermining those goals. Rather than starting a new on-line college, which would either draw students away from existing colleges and their on-line course offerings or track students into narrowly defined and educationally limiting vocational programs, the Legislature should redirect this money to support and expand the successful Online Education Initiative.

Many key details of the proposed on-line college have yet to be worked out, which is cause for concern in itself. But if the plan is to create a new full-service, accredited college, this will obviously compete with existing colleges that already have on-line courses and that seek to meet the needs of local communities. Insofar as the Governor’s proposal points to an intended population of working adults who might be better served by more short-term courses that lead to certificates in specific career and technical skills, there is no reason that existing colleges cannot provide these. In fact, since our 114 community colleges already have faculty teaching Career and Technical Education (CTE) and all the structures in place to offer on-line classes and CTE certificates, expanding on-line educational opportunities without creating a whole new college would be more cost-effective and more likely to address local workforce-development needs. Creating a competing on-line college would undermine local efforts with few advantages for students who can already enroll in on-line classes at any community college in California (with the advantage of accessing those classes through a trusted, local institution where in-person help is always available).

If the proposed on-line college would not offer typical Associates degrees or paths to transfer but would focus exclusively on short-term, “competency-based” certificates for workers, as has been suggested, this would be even more objectionable. Extracting and isolating one specific kind of learning as most needed for a particular student population limits educational opportunities in a way that California community
colleges have deliberately avoided since the inception of the California Master Plan for Higher Education in 1960. Our colleges offer equal access to any student who is capable of benefiting from instruction, and we seek to provide a full range of college experiences: the first two years of a complete liberal arts education; career and technical training for workers; and lifelong learning for returning part-time students. Our students often cross the boundaries between these areas: some come for one class but stay and earn a degree; some begin a program in one area only to find inspiration in another; and this is often a crucial part of the college experience. Limiting the offerings at a new on-line college would be a significant narrowing of the community college mission and would set a dangerous precedent by doing so.

Just recently, President Donald Trump lamented to a group of workers in Ohio that he missed the old “vocational schools” of his youth, which have been replaced by community colleges. “We do not know what a ‘community college’ means,” said the President. Short-term training opportunities, he suggested, are more valuable for “workforce development” than a college education. California knows better. In California, we certainly do know what community colleges mean: they mean equal opportunity and a full range of educational choices for all our residents. Our colleges transform lives and serve our society because we do not limit instruction for workers to a few skills valued by their employers; we also teach critical thinking, innovation and inspiration; we commit to equity as a core value. We open horizons and expand students’ understanding of their educational opportunities and options. To limit instruction at one college would be a significant step in the wrong direction.

Instead, our colleges should continue working to help students identify and meet academic goals. What we need most today, both in-person and on-line, is more consistent, predictable funding with extra support to add counselors and full-time faculty as well as better support for part-time faculty. We urge the Legislature to reject the idea of establishing a new on-line college in favor of more funding for on-line instruction and advising at our existing colleges.