Capitol Connections
Community college leaders convene in Washington as momentum grows for change.
ACCT's awards program is designed to recognize and honor outstanding community college trustees, equity programs, presidents, faculty members, and professional board staff members at regional and national levels. In order to be considered for an Association Award, you must first submit a nomination at the regional level.

The Awards committees will select and notify the Awards recipients prior to the ACCT Leadership Congress. ACCT's Awards recipients will be honored at the 2019 ACCT Leadership Congress this October in San Francisco, California.

Visit www.acct.org for specific nomination criteria and to submit nominations online.

Call 202.775.4667 with any questions.

All nominations must be received by June 10, 2019.
From the Chair

Setting Goals, Keeping Promises

IN 2016, THE ACCT BOARD OF DIRECTORS created a “2020 Vision,” a set of strategic priorities for the association that, we hoped, would take root among our membership. This vision sets two big goals: to advance student success and completion strategies, and to prepare trustees for the evolution of the community college.

At the time, one specific objective seemed lofty, perhaps even unattainable — but worth striving toward nonetheless: advocating for universal access to community college as the 21st century equivalent to the universal public K-12 movement a century ago.

President and CEO J. Noah Brown joined the College Promise Campaign National Advisory Board, and ACCT took the lead on developing a College Promise toolkit in coordination with the College Promise Campaign and the American Association of Community Colleges to help trustees and presidents understand the movement and, if they chose, to participate in it.

When the Promise began, it was considered radical across the board. At the time, only 53 College Promise programs existed in the country. As of 2018, there were more than 200 College Promise programs operating in 44 states, including 23 statewide programs. It has become so mainstream that “free community college” is a key talking point leading into the 2020 presidential primaries.

I am highlighting the success of this campaign because as the chair of ACCT’s board of directors, I am proud and excited to see what we can accomplish together. I’m also highlighting it for another reason.

When we set a goal, we make a promise. One of my goals as ACCT Chair was to give long-overdue attention to Second Chance Pell Grants, which give incarcerated individuals access to college education as a way to address human, social justice, social safety, and economic concerns. I am proud and excited, again, to say that we’re making good on this promise.

In this issue, you’ll read about a presentation during the 2019 Community College National Legislative Summit and a standing-room-only briefing to Capitol Hill staffers that followed, with demonstrated evidence that in-prison college transforms lives, fills workforce gaps, and improves recidivism significantly. We’re also recording In the Know with ACCT podcast episodes on the issue, beginning with an interview with Shon Holman, a graduate student at Eastern Tennessee State University whose life was transformed by an opportunity to participate in higher education through a community college while incarcerated. During his presentation on Capitol Hill, Shon reminded the lawmakers and their staffs why these students are worth it: “I made a mistake,” he said, “but I am not a mistake.”

I hope that you’ll follow along as we pursue this important issue, and ask us for more information if you’re not familiar with Second Chance Pell and how offering incarcerated people opportunities to pursue higher education can save their lives and benefit society.

CONNIE HORNBECK
TRUSTEE, IOWA WESTERN COMMUNITY COLLEGE
Successful Partnerships, Successful Students

This February, we awarded the National Education Service Award to Senators Tim Kaine (D-Va.) and Rob Portman (R-Ohio) for their joint effort to expand the Pell Grant program and introduce the Jumpstart Our Businesses by Supporting Students (JOBS) Act. It’s no secret that these are polarizing times, but as community college advocates, it’s essential to recognize that access to higher education and the success of all students is a bipartisan cause that still unites us all.

After Kaine received his award, he invited all the students present to the front of the ballroom. He wanted to meet them. April is Community College Month, and we at ACCT also are committed to soliciting students’ voices more than ever. This issue of Trustee Quarterly is packed with information that will help you govern your institutions — informed by students’ experiences. I hope that you’ll read it from cover to cover.

More students than ever attended the 2019 Community College National Legislative Summit (page 12). Many are student trustees. Two, Shon Holman and January Newport, had the opportunity to begin taking community college courses while incarcerated. Both are evidence that Second-Chance Pell, which would restore funding to incarcerated students for the first time since 1994, is a worthwhile and necessary investment. Read more about them on page 18.

One way our sector has emphasized its commitment to the principle of educational access has been the historic College Promise Campaign — a movement that has catalyzed an awakening that higher education is necessary and should be available to everyone. A 1948 commission to President Harry S. Truman recommended making two years of community college available, tuition free, to all Americans. Our board committed to promoting this value. I encourage you to learn more about the tremendous success of this movement from Martha Kanter and Andra Armstrong on page 23.

We are also delighted to include insights from two of our Corporate Council members. On page 22, Digi Edwards from Ferrilli asks you to consider whether your college’s technology is helping or hurting students’ experiences at your college. And on page 26, Ali Robinson tells us how Ellucian is giving back to our students by awarding $100,000 to 20 students from colleges with guided pathways programs.

Finally, please be sure to read the story on page 32 about Service to School, a remarkable program that helps veterans enrolled at community colleges transfer to selective four-year universities — something that is often more difficult to do than it should be. And we profile new research from the Jack Kent Cooke Foundation that shows that when community college students do transfer to selective institutions, they outperform their peers on page 33.

As trustees, your voluntary leadership is always inspiring. Thank you on behalf of all of us at ACCT for choosing to inform and educate yourself through Trustee Quarterly and other ACCT resources.

J. NOAH BROWN
ACCT PRESIDENT AND CEO
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New Book, Reports Advance Advocacy, Apprenticeships, and Student Success

This winter and spring, ACCT published several new resources to help community college boards and other leaders advocate for and advance student success.

The Trustee’s Role in Effective Advocacy

First is the release of an expanded and updated version of our hallmark reference guide, The Trustee’s Role in Effective Advocacy. The new edition, updated by ACCT Director of Government Relations Jennifer Stiddard, guides board members through the fundamentals of advocacy, the process of advocating from setting priorities to crafting messages and connecting with policymakers, and includes tips on specific activities such as how to use social media as an advocacy tool and hosting an on-campus visit. The edition features a firsthand account by Dallas County Community College District Chancellor Joe May about how partnerships and advocacy built the Dallas County Promise program. It also includes a unique perspective on how advocates can make their best cases for support to federal officials from Mark Mitsui, president of Portland Community College and former deputy assistant secretary for community colleges in the U.S. Department of Education’s Office of Career, Technical, and Adult Education. See page 16 of this issue for an excerpt of The Trustee’s Role in Effective Advocacy.

Increasing Male Success in Rural and Urban Community Colleges

As affordable, open-door institutions, community colleges are first responders for supporting male postsecondary attainment. While national rates of postsecondary education have increased in recent years, the attainment rate among men continues to fall behind that of women in both urban and rural areas. In 2015, 39 percent of men in urban areas had earned an at least an associate degree, compared to 41 percent of women. The disparity is even greater in rural areas, where in 2015, 25 percent of men had earned at least an associate degree compared to 30 percent of women, according to the U.S. Department of Agriculture.

With the support of Strada Education Network, ACCT released in February two issue briefs that recommend strategies for urban and rural community colleges. The Rural Male in Higher Education: How Community Colleges Can Improve Educational and Economic Outcomes for Rural Men and Continuing Progress: How Urban Community

ACCT Leadership Congress

Past is Prologue—Building a Bridge to the Future

For half a decade, the Association of Community College Trustees (ACCT) has convened educational leaders from throughout the world to share expertise, network, expand knowledge, and build relationships.

The 50th Annual ACCT Leadership Congress will honor the transformative accomplishments of our institutions as we build a bridge between our remarkable history and a future marked by many unknown challenges and just as many untapped opportunities. Your work wrote the prologue to the future. Your expertise and your voice will begin the next chapter of the community college story at the 50th Annual ACCT Leadership Congress this October.

Submit Presentations by May 3

ACCT invites you to submit a session or roundtable presentation proposal that falls within the following tracks:

- Addressing the Needs of Unique Student Populations
- New Pathways to Student Success
- Partnerships and Collaborations
- Distance Learning and Alternative Educational Models
- Institutional Resource Development and New Business Ideas
- Best Practices to Strengthen Governance

To register, submit presentations, and for more information, go to congress.acct.org or contact Christina Sage Simons at csimons@acct.org.

Mark your calendar

- April 30, 2019 – Early Hotel Room Rate Discount Ends
- May 3, 2019 – Presentation Proposals Due
- August 9, 2019 – Early Registration Discount Ends
- September 16, 2019 – Deadline to Reserve Room at Congress Group Rate
Colleges are Improving Outcomes for Minority Men profile two different environments that share the challenge of getting more men into and through college.

“Urban and rural communities across the country share many of the same structural issues that can deter men’s participation in postsecondary education. However, colleges cannot take a one-size-fits-all approach to overcoming these challenges,” said ACCT President and CEO J. Noah Brown. “Trustees have a responsibility to develop attainment strategies tailored to their local students, community members, and workforce needs.”

“Community colleges often grapple with the barriers that keep men from attending and completing college and transitioning into the workforce,” said Carol D’Amico, executive vice president for mission advancement and philanthropy at Strada Education Network. “It’s important that educators, employers, community advocates, and policymakers work together to encourage and support men of all ages as they find their purpose and gain the education and skills they will need to launch successful careers.”

The two issue briefs highlight community college attainment strategies including creating peer support networks, partnering with local media outlets for recruitment and financial aid support, and expanding apprenticeship opportunities for local careers. While improved employment outcomes are certainly not the only benefit of earning a postsecondary credential, students often cite better job opportunities as a top motivation for pursuing education beyond high school. The briefs outline how community colleges have the opportunity to develop pathways that provide students with a direct connection between their academic studies and career goals.

Strategies to Expand Apprenticeship Programs

While community colleges are leaders in offering work-based learning opportunities, they can serve more students by expanding apprenticeship programs to emerging industries and focusing on diversity.

With support from Strada Education Network, ACCT recently released an issue brief detailing strategies to expand apprenticeship programs. “Community colleges have long been leaders in offering work-based learning opportunities and supporting students’ efforts to achieve their academic and career goals,” said ACCT President and CEO J. Noah Brown. “Moving forward, college leaders must look for opportunities to expand apprenticeship programs to new industries and develop outreach for their diverse student populations.”

Apprenticeships: An Emerging Community College Strategy for Workforce Development highlights three key strategies for community colleges to expand their apprenticeship programs:

• Increasing apprenticeship programs in growing industries, such as healthcare and information technology;
• Focusing on increasing the diversity of participating students by recruiting more women and students of color; and
• Tailoring apprenticeship opportunities for students at different stages in their careers, ranging from young adults first entering the job market to experienced professionals looking to upskill or change careers.

Apprenticeships are a growing strategy in the U.S. to empower people with an accredited postsecondary credential while simultaneously gaining practical career experience. According to the U.S. Department of Labor, federally registered apprenticeships grew by over 40 percent from 2013 to 2017. Despite recent growth, most apprenticeship opportunities remain concentrated in a limited number of industries — particularly in the building trades — and women and students of color are underrepresented in these programs. Furthermore, limited federal and state funding devoted to apprenticeships restricts community colleges from offering new programs and limited financial aid options create a barrier for students to participate in existing ones.

“Through the Strada-Gallup Education Consumer Survey, students of all ages are telling us that their primary goal in seeking postsecondary education is to improve their employment opportunities. Community colleges are well positioned to offer apprenticeships as an avenue to support students’ success in their careers and to help employers build a strong talent pipeline for the future,” said Carol D’Amico, executive vice president for mission advancement and philanthropy at Strada Education Network.

The report provides recommendations for policymakers, including increasing federal and state funding for apprenticeship programs and expanding students’ financial aid options. “ACCT is committed to doing this work on individual campuses and working closely with policymakers to ensure community colleges have the resources necessary to offer these vital programs and students have the financial aid they need to participate,” Brown said.

These and other reports can be accessed at www.acct.org/term/reports-and-white-papers.
Governors Detail Top 2019 Education Priorities

This March, the Education Commission of the States and the National Governors Association published the top education priorities mentioned in governors’ State of the State addresses this year. According to the report:

• At least 36 governors spoke about school finance, addressing specific financial needs as well as larger changes to funding schools.

• At least 35 governors highlighted accomplishments and plans related to meeting economic needs in their states through workforce development.

• Governors dedicated attention to the importance of teaching quality, with at least 26 speaking about issues related to the profession.

• Governors in at least 24 states addressed the needs of their youngest students through early learning initiatives.

• At least 19 governors addressed postsecondary financial aid policies to address the need for more affordable higher education.

• At least 18 governors highlighted the importance of school safety.

The report, including detailed briefs for each of these six areas and an interactive map of every state, can be accessed at www.ecs.org.

Senators Tim Kaine and Rob Portman Honored for Bipartisan Service to Education

In conjunction with the 2019 Community College National Legislative Summit, ACCT and the American Association of Community Colleges (AACC) recognized Senators Tim Kaine (D-Va.) and Rob Portman (R-Ohio) with the 2019 National Education Service Award. The award is presented annually to a national leader or leadership team who have made extraordinary contributions to national public policies and resources that support education, training, and postsecondary learning.

Senator Portman tweeted his appreciation for the award, and Kaine said that he considers such recognition as “encouragement to keep doing what I’m doing, not as an award” before calling all the students in the room to come to the front of the ballroom to shake hands.

Senators Kaine and Portman have worked jointly on bipartisan legislation to expand the Pell Grant program. In addition, the bill led by the two senators, known as the Jumpstart Our Businesses by Supporting Students Act (JOBS Act), would be tremendously beneficial to community colleges and students by providing access to Pell Grants for certain short-term programs that are presently excluded from receiving grant aid.

(continued on next page)
ACCT’s ‘In the Know’ Podcasts Surge

Last spring, ACCT launched a new podcast called In the Know with ACCT as an exploration of new ways to communicate valuable information about community colleges and their students. We can’t tell a lie: we’ve found it to be a fun way to discuss often-complicated and sometimes sensitive issues, which range in complexity from trusteeship 101 to nuanced discussions about hunger and homelessness, in-prison education, K-12 alignment, and so much more. By the time we ended season one, just under 1,000 episodes had been downloaded. At the end of season two, we surpassed 5,000.

As important as analytics are, the feedback has been even better. In addition to a five-star rating on the Apple podcast app, we’ve received rave reviews from listeners, including “I was just elected a new community college board member in November 2018. This podcast has been super helpful in getting up to speed on policy and governance issues. Thank you! If you are a board member or want to be, you NEED to be listening to this podcast!” and “If you want to know what issues are facing community colleges around the country, this is your podcast.”

This season, we’ve discussed:
- Second-Chance Pell Grants for Incarcerated Students
- Hunger and Homelessness Among Community College Students
- Top Global Executives on Community Colleges as Hotbeds of Talent Development
- Philanthropy + Corporations + Community Colleges = Successful Students
- How Boards Can Empower 21st-Century Community College Leaders
- How Boards Support and Nurture Leadership
- Safeguarding Your College from Disasters
- What You Need to Know about the Community College National Legislative Summit
- The Future Workplace Experience
- Creating a Future-Ready Workforce
- Apprenticeships at Community Colleges
- Enrolling More Males at Rural Community Colleges
- A Second-Chance Pell Student Speaks Out
- “Free” Community College: The College Promise Movement
- Community Colleges in…New Zealand
- Students’ Roles in Community College Advocacy

ACCT’s staff is excited by the success of this venture, and we hope you’re listening. Visit www.acct.org/podcast or the iTunes or Google podcast stores, and please contact us at acctinfo@acct.org to let us know what you need to be in the know about. We will continue to post occasional need-to-know episodes this spring and summer, and will launch season three in September in recognition of National Campus Safety Awareness Month.

Senators Tim Kaine and Rob Portman Honored for Bipartisan Service to Education (continued)

These shorter-term programs can provide opportunities for students to quickly attain credentials and enter into well-paying jobs, yet current lack of access to financial aid remains a significant barrier for many students interested in pursuing short-term credentials. Senators Portman and Kaine have recognized the need for additional assistance for students in these programs and remain committed to advancing the JOBS Act during the 116th Congress. In addition to their work on the JOBS Act, Senators Kaine and Portman are also co-chairs of the Senate Career and Technical Education Caucus. As co-chairs, the senators have worked to call attention to career and technical education as a proven method for promoting America’s continued economic growth and ensuring that our students have the skills they need to succeed.
The Higher Education Committees of the 116th Congress have wasted no time in working to educate new members and get ready for a possible reauthorization of the Higher Education Act (HEA), which has been pending since 2014. The Senate Health, Education, Labor and Pensions Committee, led by Sen. Lamar Alexander (R-Tenn.) and Sen. Patty Murray (D-Wash.), has been working on reauthorization by holding hearings and soliciting public comments on a range of issues, including financial aid, accountability, and accreditation. HEA reauthorization, in particular FAFSA simplification, is a top priority for Sen. Alexander, who announced he would not run for re-election and would retire at the end of the 116th Congress. This puts pressure on Congress to move quickly on the reauthorization ahead of the 2020 election cycle and Sen. Alexander’s retirement.

In the House, the Education and Labor Committee, under the new leadership of Rep. Bobby Scott (D-Va.), has had a significant turnover of membership. About half of the committee members are new in the 116th Congress. The House committee is also holding a series of hearings to educate its new members and prepare for the reauthorization bill writing process. Please see the list of Chairman Scott’s priorities for HEA in the last issue of Trustee Quarterly.

Expanding Pell Grants for Short-Term Programs

One major community college priority is expanding Pell Grant eligibility for short-term programs currently not eligible for Title IV aid. The leading bill on this issue is the Jumpstart Our Businesses by Supporting Students (JOBS) Act S. 839, which was authored by Sen. Rob Portman (R-Ohio) and Sen. Tim Kaine (D-Va.). The current iteration of the bill, introduced in March, would allow students to receive a Pell Grant for short-term programs of at least 150 clock hours. The bill has bipartisan support and strong support from the business community.

The current iteration of the JOBS Act would specifically do the following:

1. Expand Pell Grant eligibility to students enrolled in rigorous and high-quality short-term skills and job training programs that lead to industry-based credentials and ultimately employment in high-wage, high-skill industry sectors or careers.
2. Ensure that students who receive Pell Grants are earning high-quality postsecondary credentials by requiring that credentials:
   – Are recognized by employers, industry, or sector partnerships; and
   – Align with the skills needs of industries in the state or local economy;
3. Define eligible job training programs as those providing career and technical education with at least 150 clock hours of instruction over at least 8 weeks;
4. Award Pell Grants between $600 and $3,000, depending on the program’s clock hours; and
5. Only expand Pell Grant eligibility for short-term programs offered at public and non-profit institutions. If the JOBS Act is included in the reauthorization of HEA, however, Congress may choose to allow all institutions of higher education to participate.

We need community college leaders to advocate on this issue with their legislators and engage with business partners to enlist their support. Additionally, college leaders can support this legislation by inviting their legislators to campus and showcasing the kinds of short-term programs that could become eligible for Pell Grants.

It is important that trustees and college leaders continue to push their support of community college priorities. Make your voice heard by visiting your member of Congress, requesting a meeting on campus, and talking about the pressing issues important to your institution and the community college sector. To keep updated on key legislative items, sign-up for the Latest Action in Washington alerts at publicpolicy@acct.org.

ACCT Vice President for Public Policy and External Relations Jee Hang Lee can be reached by email at jblee@acct.org or by phone at 202-775-4667.

College Leaders’ Recommendations for the Higher Education Act

by Allison Beer

THE HIGHER EDUCATION COMMITTEE of 50, also known as Forward 50, released its final recommendations for the Higher Education Act (HEA) reauthorization. The group includes community college presidents, trustees, administrators, and financial aid staff.

In early 2018, the National Association of Student Financial Aid Administrators (NASFAA) convened the group of college presidents, trustees, and faculty to develop recommendations for Congress to improve the cornerstone federal higher education law. The group released its final recommendations as lawmakers are gearing up for the HEA reauthorization process.

The committee has provided 36 recommendations for higher education policy reform in the areas of: 1) access, 2) accountability, 3) affordability, and 4) transparency. Notably, the committee has recommended several changes to the federal financial aid application process including reducing the number of times a student is required to submit the Free Application for Federal Student Aid (FAFSA) and reducing the burden of the verification process. ACCT recently partnered with NASFAA and the Center for American Progress to analyze the viability of a “one-time FAFSA” that would accomplish these goals.

Several community college representatives served on the committee, including:
• Connie Hornbeck, ACCT Board Chair, Iowa Western Community College;
• Victoria Onori Bowman, Mercer County Community College;
• Dean Clark, Southwestern College;
• Caleb Cornelious and Gregory Haile, Broward College;
• Soon Flynn, Austin Community College;
• Angela Johnson, Cuyahoga Community College;
• Anne Kress, Monroe Community College;
• Fred Lokken, Truckee Meadows Community College;
• Yesenia Madas, Brookdale Community College;
• Daniel Phelan, Jackson College; and
• Normah Selleh-Barone, Moraine Valley Community College.

Allison Beer is ACCT’s senior policy analyst.
“AN ‘ERA OF OPPORTUNITY’ on CAPITOL HILL

LAWMAKERS AT ACCT’S ANNUAL CONGRESSIONAL FORUM STRESSED THE IMPORTANCE OF WORKFORCE DEVELOPMENT IN ADVANCING COMMUNITY COLLEGE PRIORITIES.

BY MARK TONER

Rep. Bradley Byrne (R-Ala.)

Rep. Virginia Foxx (R-N.C.)

DESPITE THE CHANGE IN HOUSE LEADERSHIP AND THE contentious nature of Washington politics, the nation’s 7 million unfilled jobs represent an opportunity for continued progress, a bipartisan group of lawmakers told attendees of the 2019 Community College Congressional Forum.

“The economy is hotter than it has ever been, and the skills gap is finally getting the attention it deserves,” said Rep. Virginia Foxx (R-North Carolina). “For workers, it’s their era of opportunity... You’re actually in touch with [that] reality.”

“We want the people completing skills-based education programs to land in the greatest anti-poverty program ever devised by human beings — a job,” agreed Rep. Raja Krishnamoorthi (D-Illinois).

Constants and Change
This year’s Forum, which was held in conjunction with the 2019 National Legislative Summit, was the first following the 2018 midterm elections, during which the Democratic party regained control of the House of Representatives.

Foxx, who had served as a community college professor and president before leading what is now called the House Education and Labor Committee, discussed the continuing legacy of the PROSPER Act, the House version of Higher Education Act (HEA) reauthorization, which failed to pass last year. Calling it “the boldest postsecondary education reform you’ve ever seen,” Foxx said the bill has “changed the conversation and made Congress face the reality that the status quo must not and can not be sustained.”

Foxx detailed several of PROSPER’s proposed changes which would have impacted community colleges and their students, including the use of Pell Grant funds for short-term workforce programs, offering bonuses to Pell-eligible students who take more classes to ensure they complete on time, eliminating origination fees on federal student loans, expanding student access to apprenticeships and other industry-led programs, and providing institutions with the ability to impose limits on loans. Many of these provisions remain points of discussion in Washington today, Foxx told Forum attendees.

“I’m grateful we had the opportunity we did to bring PROSPER to life and get these ideas in the open,” she said.

With leadership of the House Education and Labor Committee changing hands after the 2018 elections, Foxx...
Rep. Mark Takano (D-Calif.)

Rep. Raja Krishnamoorthi (D-Ill.)

also expressed confidence that the new chair, Rep. Bobby Scott (D-Va.), shares her urgency for change. “We share a deep love for education and education policy and we both want to get things done,” Foxx said. “I believe there’s a real desire in the House and even in the Senate to find common ground to bring some real reforms to postsecondary education policy. I believe there’s a real need for it.”

Reauthorization Redux

The four Congressional lawmakers who spoke at the Forum, sponsored by ACCT and the American Association of Community Colleges, represent a broad range of firsthand experience with community colleges — including former instructors, trustees, chancellors, and presidents. Each shared specific areas of legislative focus that could take on greater importance as Congress appears likely to revisit — and quite possibly move forward — with HEA reauthorization this year.

Krishnamoorthi urged community college leaders to support the College Transparency Act, a bill he co-sponsored which, if included in a reauthorized HEA, would require institutions to publish more information about student outcomes, including graduation rates and labor market outcomes such as job placement and salary. “At the end of the day, we have to make sure that those people who are paying the freight… understand what they are paying for,” Krishnamoorthi said. “I think that’s a welcome development that both sides of the aisle can embrace, and I’m hoping that you do too.”

Rep. Bradley Byrne (R-Alabama), who had previously served as chancellor of Alabama’s community college system, pledged to continue efforts first advanced in the PROSPER Act to consolidate federal workforce development programs. The earlier passage of another reauthorization bill, the Workforce Innovation Opportunity Act (WIOA), began the consolidation process, but even so workforce initiatives remain disbursed across 46 programs and eight departments and agencies, according to Byrne. “The less user friendly [workforce funding] is, the less likely it will be used effectively,” he said.

Byrne also called on community college leaders to remain active participants as work continues on HEA reauthorization. “I want to make sure we have a broader perspective,” he said. “Please let us know — don’t assume we see what you see.”

A former Riverside Community College District trustee and chair of the House Committee on Veterans Affairs, Rep. Mark Takano (D-California) focused on protecting the education benefits of veterans. Noting that the GI Bill is exempt from Department of Education regulations capping the percentage of funding institutions can receive from federal sources, Takano said for-profit institutions had taken advantage of the so-called “90-10 rule” to create “an unvirtuous circle.” “What allowed for-profits to expand their reach was to recruit veterans… which created more space for these institutions to recruit low-income kids,” he said. “It’s continued for far too long. The outcomes aren’t the same. The quality of education isn’t the same. The amount spent on recruiting isn’t the same. And the student debt isn’t the same.”

‘Find Dance Partners’

All four speakers stressed the importance of taking advantage of the focus on workforce development to advocate for the community college sector’s role.

“Find dance partners in industry, talk to parents about skill-based programs, and take advantage of good news from Washington,” Krishnamoorthi advised Forum attendees. “It starts with you.”

Byrne also stressed the importance of educating lawmakers about the changing education landscape. “There’s still unfortunately a mindset here in Washington that says higher education equals a baccalaureate degree,” he said. “They’re surprised to hear that the vast majority of people don’t have and don’t necessarily need a baccalaureate. They do need a quality high school education and some postsecondary education.”

Luckily, community college leaders have 7 million opportunities to make the case for their role in higher education, Byrne said, pointing back to the unfilled jobs in the workforce and their institutions’ role in preparing people to take them. “One thing that unites Democrats and Republicans in this city is preparing the workforce,” he said. “I’ve learned that one way to help talk about the things you and I care about is to bring that into it.”
THE 2019 NATIONAL LEGISLATIVE SUMMIT CONVENED AS MOMENTUM GROWS FOR LONG-AWAITED CHANGES IN HIGHER EDUCATION.

BY MARK TONER

AS TRUSTEES AND PRESIDENTS FROM OHIO’S COMMUNITY colleges filed into Republican Senator Rob Portman’s office on Capitol Hill in February, they saved a chair for Sinclair Community College graduate January Newport.

The single mother, who began her studies at Sinclair while incarcerated at the Dayton Correctional Institute, shared how obtaining a certificate allowed her to become a licensed chemical dependency counseling assistant and turn her life around after being incarcerated three times. Education, she said later at a standing-room only briefing elsewhere on Capitol Hill, “gave me a foundation to build upon and just purpose and direction moving forward.” (See p. 18.)

Newport’s experience was one of many personal stories shared with lawmakers as more than 1,000 trustees, presidents, and other community college advocates convened in Washington in February for the 2019 Community College National Legislative Summit. Among their ranks were more than 70 student representatives, all part of what ACCT President & CEO J. Noah Brown called the importance of advocating on a more personal level.

Brown urged NLS attendees to focus on the challenges that nontraditional students often face, as well as the research revealing the prevalence of homelessness, hunger, and mental health issues on community college campuses.

ACCT Chair Connie Hornbeck (top) and Rep. Susan Davis (D-Calif.) (bottom).
“I want you to remind Congress that we serve a huge swath of individuals of different ages, different backgrounds, different abilities, and most importantly, a plethora of challenges that many of us cannot even imagine,” Brown told attendees. “I want you to tell Congress that many of our students face more life barriers than they do academic barriers. Please speak from the heart — speak about your communities, and speak about the people you’ve met along the way and how we have lifted so many dreams of so many people and will continue to do so.”

An Evolving Landscape

“We have a lot of work to accomplish this week and the rest of the year to ensure that community colleges receive the support we need and deserve,” ACCT Chair Connie Hornbeck, a trustee at Iowa Western Community College, told attendees.

At the same time, momentum around long-awaited changes in higher education was evident in Washington, with NLS speakers from both parties stressing the need to support community colleges as the landscape continues to evolve. “Education is the least disrupted part of America’s economy,” Scott Stump, the assistant secretary for career, technical, and adult education at the U.S. Department of Education, told NLS attendees. “You, as community colleges, are central to that…you are the most nimble part of the education system, and we need for you to be more nimble.”

The growing push for apprenticeship programs is one example of that nimbleness, according to Stump, who pointed to the Trump Administration’s investments and research supporting apprenticeship and other career education programs.

Stump noted that business partners ranging from Wal-Mart and FedEx to the aerospace industry have pledged 4 million spots for apprentices. “They’re ready to connect with your institutions and say ‘how do we get your students out into the workplace or into the learning they need to succeed?’” he told attendees.

“There’s lots of energy going on in this space, and lots of places for community colleges to take the lead in establishing systems,” Stump added. “And I will tell you that this administration is squarely behind you.”

The desire for systemic change also is evident in the growing momentum around the long-delayed reauthorization of the Higher Education Act (HEA), which has progressed in fits and starts over the past several years. With Sen. Lamar Alexander (R-Tenn.) announcing plans to retire in 2020, lawmakers from both parties repeatedly spoke of HEA reauthorization as part of the legacy of the long-serving chairman of the Senate Health, Education, Labor, and Pensions Committee. HEA reauthorization also was a key focus of the annual Community College Legislative Forum, held at the U.S. Capitol in conjunction with the NLS, with speakers pointing to continued bipartisan support for reauthorization following the change of leadership in the House of Representatives after the 2018 elections (see p. 10).

“A chance to reauthorize [the Higher Education Act] doesn’t happen every year,” Rep. Susan Davis (D-Calif.) told attendees during the NLS closing session. “We don’t want to waste this moment by passing a bill that only changes at the margins or worse, sets things back.”

Pell Priorities

This year’s NLS was held shortly after the longest government shutdown in American history, as talks continued that would ultimately avert the threat of a second shutdown. Despite the challenging backdrop, the community college legislative priorities for 2019 built on ongoing progress in expanding Pell grants in recent years.

Continued efforts to expand the Pell Grant program, such as including short-term workforce training programs and reinstating support for educating incarcerated individuals like Newport, would help modernize the $30 billion program to better reflect the needs of today’s nontraditional students, said Jennifer Stiddard, ACCT director of government relations.

ACCT and the American Association of Community Colleges (AACC) recognized Senators Tim Kaine (D-Va.) and Rob Portman (R-Ohio) with the 2019 National Education Service Award for their bipartisan leadership in supporting proposed legislation that would open the door to shorter-term programs (see News, p. 6). During her keynote speech, Davis predicted continued bipartisan
support for expanding Pell and making it more flexible. “We think this is finally the environment that we can make it possible,” she told attendees.

In similar fashion, Casey Sacks, the Education Department’s deputy assistant secretary for community colleges, told NLS attendees that the Trump Administration wants to expand the ongoing pilot of Second Chance Pell for incarcerated students, which to date has involved more than 30 community colleges nationwide (see story, p. 18).

“It’s something we’re seeing a lot of bipartisan support for, which is exciting,” Sacks said, adding that it would likely be included in HEA reauthorization. “Without access to Pell, it’s really hard for our institutions to be able to offer programs and services in a prison environment.”

**Reauthorization Returns**

The changing nature of higher education also frames community college priorities around the ongoing efforts to reauthorize HEA, NLS speakers said. “Our programs and students have changed dramatically over the last 10 years, and the HEA hasn’t kept up,” David Baime, AACC’s senior vice president of government relations, told attendees.

While there’s growing optimism that HEA will be reauthorized for the first time in more than a decade, some proposed changes could adversely impact community colleges, NLS speakers said. Chief among them: risk-sharing proposals which would financially penalize institutions whose students default on loans, diverting scarce funds from student success efforts and other proposals. Among other issues involved in HEA reauthorization identified as community college priorities: allowing community colleges to reduce the amounts students can borrow and ongoing efforts to modernize student data for transparency and accountability purposes.

Community college leaders also were urged to advocate for students who continue to be impacted by the Deferred Action for Childhood Arrivals (DACA) immigration policy, such as continuing efforts to pass legislation such as the DREAM Act. In Nebraska alone, more than 3,000 students are impacted by DACA, representatives of the state’s community colleges told lawmakers during a lunch meeting.

**All Politics are Local**

Even though the NLS focused squarely on Washington, one keynote speaker reminded attendees that the policy landscape for higher ed is complex — and that policy alone won’t address all of the growing needs of America’s students.

“This work requires the effective integration of federal, state, and institutional policies, individual student attributes — and a little magic,” said Brian A. Sponsler, vice president of policy and director of postsecondary and workforce development for the Education Commission of the States. “We’re not one policy away from enacting dramatic changes in student success…The interconnectedness of all of these different levels influence [success].”

At the state level, the 2018 elections continued to accelerate the shift towards one-party control of the governorship and both houses of state legislatures, Sponsler told attendees. With workforce development and other higher education areas becoming top-tier issues for state policymakers, this shift creates opportunities for progress in areas such as skilled trade and apprenticeship programs, better alignment of programs with workforce needs, and issues involving college affordability and financial aid, he said.

Along with their growth at the local and institutional level, statewide College Promise programs and other efforts to make community college free have “exploded” in recent years, Sponsler said, counting more than 61 bills in 23 states modeled in varying degrees on Tennessee’s pioneering promise program.

“It’s about the maturation of ideas that have been on the policy agenda for some time,” Sponsler said. “It’s about taking things to scale, refining them, and adjusting to unintended consequences.”
Washington state delegates meet with Rep. Patty Murray (D-Wash.).


Rep. Don Bacon (R-Neb.) meets with delegates from Nebraska.

REPRESENTATIVES FROM STATE AND COMMUNITY COLLEGE boards fanned out across Capitol Hill to meet with lawmakers during the NLS. As with the Ohio delegation, Second Chance Pell was a key area of emphasis for many groups. Representatives of Michigan community colleges, for example, touted it as a workforce development imperative in a meeting with staffers of the state’s two senators, Democrats Debbie Stabenow and Gary Peters.

“At a time when we have a deficit of talented people, we need to make an investment,” said Daniel Phelan, president of Jackson College, which opened its own prison education program in 1967.

Meeting in a crowded conference room with representatives from Nebraska’s community colleges, Rep. Don Bacon (R-Neb.) listened to another reason to support Second Chance Pell: The state’s prisons are at more than 150 percent capacity, even as 50,000 jobs go unfilled. “We feel like our community colleges, in some shape and form, have to be part of the solution,” one trustee said.

Workforce issues were a primary focus of conversations with representatives. Noting an urgent need for more than 2,000 nurses in St. Louis County alone, representatives of St. Louis Community College shared with Rep. William Lacy Clay Jr. (D-Mo.) plans to expand the college’s nursing programs by 200 seats.

Trustees also stressed the growing needs of the students attending their institutions. Speaking with Rep. Donald Norcross (R-N.J.), representatives of Camden County College discussed how the institution has expanded food banks to all of its campuses, including those in more rural parts of its service area.

And in a meeting with Sen. Patty Murray (D-Wash.), Edmonds Community College student trustee Angela Durham stressed the importance of finding a solution to students affected by DACA. “All of us have friends impacted,” she said.

‘Be Loud and Proud’

As the 116th Congress began, lawmakers pledged their continued support for institutions. “For years, community colleges have shown us how to reach out to first generation students,” Davis told attendees. “Now it’s our job in Congress to match your success by finally providing resources for the important work that you do.”

NLS speakers urged trustees and other community college leaders to continue holding lawmakers responsible for supporting their institutions and the students they serve. “Twelve million Americans can’t be wrong, and they deserve the best advocacy and support we can give them,” AAAC Chair Sandra Kurtinitis, president of Maryland’s Community College of Baltimore County, told NLS attendees. “Be loud and proud about who we are, what we do, and who we serve.”
THE TRUSTEE’S ROLE IN
EFFECTIVE ADVOCACY

GENERAL GUIDELINES FOR BUILDING RELATIONSHIPS WITH POLICYMAKERS.

BY JENNIFER STIDDARD

This article is excerpted from the 2019 ACCT publication The Trustee’s Role in Effective Advocacy. This revised and updated booklet is available for purchase at www.acct.org/publications.
EFFECTIVE ADVOCACY IS A CONTINUUM OF ACTIVITIES focused on educating policymakers about your legislative priorities. These activities can range from in-person meetings to messaging on social media. It is important to understand these various advocacy touch points and the corresponding communication protocols.

Whether you intend to meet with a policymaker in person, write an email, or host a policymaker on your campus, a few general guidelines are worth following:

Prioritize Your Requests
If you ask for too many things without making it clear what your top priorities are, the policymaker may feel overwhelmed. Rely on your college's policy priorities to help you determine which actions need the most attention, or time your requests so that you are not asking for more than a few things at once.

Offer to Be a Resource
Policymakers and their staff usually are not experts in the issue areas they cover and often turn to trusted outside experts. Knowing that there’s someone they can call on who really understands a complex issue can be very useful.

Be Polite
Treat the policymaker's staff with the same respect you expect. If you are disagreeable, it will make the staff far less likely to want to work with you in the future.

Be Honest
Policymakers and their staff turn to outside individuals for advice and assistance on important policy issues all the time. They must feel that they can trust the individuals with whom they are dealing. If you don’t know the answer to a question, tell them that and let them know you will get back to them.

Don’t Vilify the Opposition
In fact, you can go even further by fairly presenting the other side's argument and then explaining why you have the stronger counter-argument. It’s a great way to build credibility, especially since the person you are dealing with most likely will hear from the other side. He or she will realize that you have developed your position based on a careful evaluation of the facts.

Don’t Talk About Campaigns with Staff
Laws against staff involvement in their member’s campaign are very strict. In particular, any suggestion that the staff person’s help on a legislative issue may translate into a campaign contribution is strictly forbidden.

Persistence Pays
Perhaps the most important thing to remember in dealing with members of Congress or your state legislature and their staff is that persistence pays. In many cases, you may have to ask more than once before a policymaker is able to respond to your request. However, be mindful of the frequency of your correspondence. It’s appropriate to allow several weeks between follow ups if the issue is not time sensitive.

Jennifer Stiddard is ACCT’s director of government relations. She can be reached at jstiddard@acct.org.
Incarcerated students and the institutions that serve them share their experiences.

By Mark Toner

DURING THE 2019 NATIONAL LEGISLATIVE SUMMIT, TRUSTEES and other community college advocates made the case for allowing the nation’s more than 2 million incarcerated individuals to use Pell Grants to earn postsecondary credentials or degrees. But the formerly incarcerated also spoke for themselves.

“I made a mistake, but I am not a mistake,” Shon Holman said of the Tennessee Higher Education Initiative’s efforts to bring college into prisons during a standing-room-only briefing on Capitol Hill sponsored by ACCT and the Los Angeles Community College District.

Holman was joined by Sean Addie of the U.S. Department of Education, Ruth Delaney of the Vera Institute of Justice, Molly Lasagna of the Tennessee Higher Education Initiative, Daniel J. Phelan of Jackson College in Michigan, and Mike Fong, a board member with the Los Angeles Community College District at the NLS event, which, along with a policy focus session, highlighted for community college leaders the opportunities and challenges of serving incarcerated students.

Awareness of the challenges incarcerated Americans face returning to society has grown along with their numbers. Since the 1970s, the prison population has increased sevenfold to about 2.3 million Americans today. While the U.S. represents about 5 percent of the global population, it accounts for one-quarter of the world’s prisoners. And incarceration “reinforces many of the disadvantages people who go to prison actually faced before prison,” Delaney told NLS attendees. “Education, poverty, and incarceration are all pretty closely intertwined.”

The vast majority of today’s incarcerated population have no higher education background — only 6 percent have completed any education beyond high school. Most leave prison with few marketable skills, making it all the more difficult to readjust upon release.

But incarcerated individuals who earn higher education credentials before they re-enter society are far more likely to succeed — a newly revised study says earning credentials reduces the odds of recidivism by 48 percent within three years of exiting prison, up from 43 percent in earlier results, according to Delaney. “That’s a promising number,” she says. “It really shows that this has a big impact on people’s lives.”

Some community colleges, including Jackson College, have offered programs in prisons since the 1960s, but Pell Grant funding for incarcerated individuals was curtailed in 1994 as part of an omnibus crime bill. In 2016, the U.S. Department of Education launched a pilot Second Chance Pell program. Participating institutions include approximately 30 community colleges, which have awarded more than 700 certificates and 230 associate degrees to date.

While there’s no set end date for the pilot program, it must be reapproved administratively each year. However, U.S. Department of Education officials, Senate Health, Education, Labor, and Pensions Committee Chair Lamar Alexander (R-Tenn.), and other lawmakers have expressed interest in fully reinstating the program as part of the anticipated reauthorization of the Higher Education Act. Were that to happen, as many as 463,000 incarcerated individuals could be eligible for Pell Grants — a figure Delaney calls unrealistic, but even with smaller numbers of participating students, Second Chance Pell could result in a 10 percent increase in employment among the formerly incarcerated and a $45 million increase in earnings in the first year of release, she said. Equally importantly, states would save $365 million a year in the costs of re-incarcerating those who enter careers as they exit prison.

Three presidents of community colleges that educate incarcerated students described the challenges of operating programs in prison during the NLS policy focus session.

One of the most significant challenges, they said, involves limitations on technology use. Students in New Jersey prisons, for example, must do all coursework — and even fill out the FASFA — using pencil and paper, said Michael McDonough, president of Raritan Valley Community College in New Jersey, which serves nearly 530 prisoners in seven correctional facilities, about half of whom qualify for Second Chance Pell.

Another challenge for institutions involves verification for federal financial aid, McDonough cautioned. Many incarcerated individuals have issues with their legal identity or family members who refuse to provide tax information. The lack of Internet access presents an even greater challenge in Texas, where required state assessments are typically administered online, said Dennis Brown, president of Lee College.

On average, Raritan Valley’s incarcerated students take seven credits per semester, all towards a single associate degree program in general studies geared towards transfer to a four-year institution. More than half have a GPA of 3.5 or higher. Of Raritan Valley’s 61 incarcerated graduates to date, 50 have gone on to four-year degree programs, according to McDonough. In fact, the college’s current Phi Theta Kappa honor society president is a formerly incarcerated student.

“It’s a modest program, but it has empowered both faculty and students,” McDonough said. “And I think it’s transformed our institution in many, many ways.”
Lee College has offered courses for incarcerated individuals since the 1960s, currently enrolling about 1,100 inmates. The distance of correctional facilities from campus — one is a 90-minute drive from Lee's main campus in Houston — poses logistical challenges, Brown said.

The Texas college has awarded more than 500 credentials in a variety of technical fields to incarcerated individuals to date. Along with participating in the Second Chance Pell pilot, Lee College provides funding for incarcerated students through its foundation. Incarcerated individuals also can get loans from the state of Texas, which requires repayment as one condition of parole. Second Chance Pell funding has helped Lee to provide prepackaged classroom resources that Brown calls “the Internet in a box,” as well as transition specialists that support and track students from release into employment.

“If [Pell] was opened up across the country, the potential of having a large number of students taking our courses is tremendous,” Brown said.

Tacoma Community College in Washington currently serves about 475 women in two correctional facilities, offering programs ranging from GEDs to associate degrees, said president Ivan Harrell. The majority take short-term programs, which are funded by the state — although associate degree programs are not, “which is why the Second Chance Pell program is really helpful,” Harrell said.

Washington state has significant resources that help support incarcerated individuals, Harrell said. Tacoma credentials associate degree programs administered by a local nonprofit, the Freedom Education Project of Puget Sound, and the state now provides degree programs administered by a local nonprofit, the Freedom Education Project of Puget Sound, and the state now provides degree programs administered by a local nonprofit, the Freedom Education Project of Puget Sound, and the state now provides degree programs administered by a local nonprofit, the Freedom

Hear more about Shon Holman’s experience in ACCCT’s In the Know podcast on Second Chance Pell, available at https://initknowwithacccct.podcastbean.com/e/second-chance-pell/.

ONE STUDENT’S VOICE

Ohio resident January Newport began her education through Sinclair Community College’s prison education program while at the Dayton Correctional Institute. After being released, she completed an associate of applied science degree at Sinclair’s Dayton campus.

Newport left prison with the educational requirement to obtain a certificate in Chemical Dependency Counseling Assistant (CDCA) and passed the state exam through the Ohio Chemical Dependency Professionals Board. She is now a licensed chemical dependency counselor and case manager at Recovery Works Healing Center in West Carrollton, Ohio, where she helps the addicted population in an intensive outpatient setting.

“When I was incarcerated the second time, I focused solely on my recovery. I found out when I got released that that was not enough to keep me away from going back to my old life. Working minimum wage jobs, I did not have any direction in life,” Newport said. “Being a single mom with two children also did not help. The money I was making was not going to help me pay the bills. When I found Sinclair the third time that I was incarcerated, it was like a saving grace. Education combined with the recovery program provided a more holistic approach — that was what I needed. It gave me something to look forward to, goals to set, and something to take with me when I left prison. It gave me a foundation to build upon and just purpose and direction moving forward. I am now an employee in a career I am passionate about, a mother of two, and a caring, empathetic, genuine woman. I am a woman with purpose and direction in life.”

The good news is that perceptions about incarcerated individuals are rapidly changing, as evinced by “ban the box” campaigns and other hiring efforts.

“More so than I’ve ever seen, employers today are willing to hire inmates with the marketable skills they bring with them upon release,” Brown said.

Other college stakeholders also support these efforts. Research conducted by the Vera Institute shows that the public is broadly supportive of postsecondary education for incarcerated individuals that helps them become contributing members of their communities. “Public attitudes have changed quite a bit,” Delaney said.

Community college leaders often see working with the incarcerated as a natural fit with their mission as open access institutions. “It’s important to remember that almost everybody eventually leaves prison,” Delaney said. “So these effects apply to people who are going to live in our communities, and our neighbors and friends going forward.”

Recipient January Newport
Second-Chance Pell Grant
DOES YOUR TECHNOLOGY HELP or HURT YOUR COLLEGE?

FROM YOUR COLLEGE WEBSITE TO STUDENT SERVICES, TECHNOLOGY CAN MAKE STUDENTS’ LIVES EASIER — OR SCARE THEM AWAY. EITHER WAY, IT’S NOT OPTIONAL.

BY DIGI EDWARDS
FOR A LONG TIME, COMMUNITY COLLEGES MORE OR LESS HAD A CORNER ON THEIR MARKETS. TODAY, STUDENTS HAVE THE OPTION OF ENROLLING REMOTELY AT FOR-PROFIT ONLINE UNIVERSITIES. DON’T LET YOUR COLLEGE’S TECHNOLOGIES DRIVE THEM THERE.

ACCORDING TO COMMON SENSE MEDIA, STUDENTS SPEND nine hours a day on some form of electronic device. Technology has influenced almost every aspect of their lives, including education.

Even as someone who has spent her professional career in the higher education market for 29 years, I must admit that sending two children to college radically opened my eyes to the vast differences between my personal college experiences, the experiences I have had as a technology developer and advocate, and the experiences I have had as a parent. Each experience, however, has offered some common lessons about educational progress.

Students Haven’t Changed Much…
Today’s classroom scene is not much different from my college experience in the late 1970s. The brick-and-mortar front of the class and the instructor’s lecture are much the same as when I was a student taking handwritten notes; however, contemporary students usually take notes on their laptops or on their smartphones. Some of these methods camouflage their boredom — but who is the wiser as to whether the student is paying attention? Then the class concludes, and students leave with their assignments to submit or with study guides to prepare for testing that ultimately will prove or disprove their ability to master the concepts of the course.

…but Technology Has Changed How They Learn Dramatically
While I (and probably you) spent lengthy research hours perusing the Dewey Decimal System in a card catalog, stacking books under my arms, ultimately flipping through an endless volume of encyclopedia pages and other books, today’s students have lightning-fast responses served to them via a multitude of electronic devices to complete their research and assignments. Furthermore, the study groups of yesterday hovering around an institution’s round library tables with those stacks of books being shared have universally expanded as technology offers this notion of collaborative online learning — any time, any place. The expanded ability to obtain immediate knowledge through YouTube videos, blogs, email communication to the experts, including authors, scientists, and professors, as well as the benefit of the world of videoconferencing sharing information reduces the barriers of learning and has allowed for the experience of education in a very dynamic way.

Not only has the landscape of learning changed over the years, so has the landscape of the world of the instructor who traditionally was the foundation of information. There has been an outward transference as the students branch out on their own to utilize the technology available at their fingertips. Many students need that ability, as the online educational community provides the best option as they juggle work, family, finances, and transportation.

Questions for College Leaders
As these kinds of tools enable both traditional and nontraditional students, institutional leadership must recognize the need to keep up with the technology that students are so fond of and depend upon.

What is being offered at the institution to attract students and encourage them to attend classes and to plan for their career? Is it the academic offerings that align with a student’s career aspirations? Is it the proven sports team? Is it the clubs? Is it the location? Is it the faculty? Leaders should take
an introspective look at what obstacles might discourage a student from applying.

Understanding the answer to that question will lead us to understand what college leaders need to do to get around obstacles that might discourage students from applying. With the continuous advancement of technology in the higher education space, all institutions must continuously reflect on how they appear to the world.

Some might assume that community colleges don’t need to invest as much as selective universities do in appealing to students online, or to implementing technologies that facilitate education. Those people are wrong. Today’s college students — especially but not exclusively young students — are acclimated to a world in which technology is so thoroughly integrated that it is part of their natures. Missing, wrong, or dysfunctional technologies, beginning with your college’s public facing website and continuing through online admissions applications and other forms and followed by course software, can create barriers to learning, and therefore major obstacles to student success.

Technology opportunities should be implemented in such a way that they present effective, efficient, and timely education any time, any place to everyone everywhere. Redesigning the institution’s public facing offerings will encourage the traditional and nontraditional student, the credit and non-credit pursuer of a chosen profession. But how can an institution outwardly promote itself? The traditional admissions counselor will reach out to the community in many ways, including through high school college night events to discuss the myriad of potential opportunities available. The institutional employees provide the requisite knowledge about their college to their family and friends. But what about the student who isn’t able to attend a college event or who doesn’t have the inside information? This is where an institution’s public facing website can encourage or discourage the searching student.

In the past year as a vice president of Ferrilli, I have had the opportunity to meet and work with numerous college presidents and other leaders through attending and presenting at conferences, including ACCT events as well as the Higher Education Research and Development Institute (HERDI). Because of these experiences, I have continued my collaboration with numerous presidents regarding, among other topics, the advancement of technology from the standpoint of the student experience, student interest, and student success. A typical theme for many is the lack of knowledge of the technology solutions used on their campuses. Of course, these leaders are intimately aware of the curriculum offerings. To confirm this finding, during the most recent HERDI presentations a survey was distributed asking each panel member if they have ever applied online to their own institution, or even if they have ever navigated their institution’s website. Wow — the feedback was remarkable!

College presidents are at the helm of their individual institutions. They are the final confirmation, in conjunction with their board, of what is available, offered, decided, and encouraged at their institution. They are already educated, experienced, and determined leaders. Their college experiences were many, varied, and similar to my own college experiences. However, are they confident that their public facing website offerings guide the student to successfully apply and learn about the institution? A surprising number confessed that they are not.

My advice to all college leaders, including both presidents and trustees, is to spend some time navigating your institution’s website. Think about the resources your college provides. Are they easy to find? Consider requesting more information or clicking through the enrollment process. Is it easy? Is it intuitive? According to researchers, Millennials have an average attention span of 12 seconds; for Generation Z, it’s even shorter at eight seconds. What path will your prospective or even current students take as they begin to navigate your institution’s technologies? What has your college done to ensure that these services are enabling students and facilitating their experiences rather than discouraging them?

Students who can’t find what they are looking for online will look elsewhere. For a long time, community colleges more or less had a corner on their community markets. Today, students have the option of enrolling remotely at for-profit online universities. Don’t let your college’s technologies drive them there.

If you find that clicking through your college’s website and other online resources creates a lengthy, frustrating experience, then my advice is to work internally with technology and communications teams to make certain that your institution’s forward-facing website creates an interesting and motivating introduction to begin their academic careers. Once this is done, then be sure to continue to periodically review both the website and the other technologies that your students regularly interface with. Otherwise, they can create invisible barriers to student access, persistence, and completion, and you could be unwittingly driving students toward another college that attends to these concerns.

Digi Edwards is vice president of professional services at Ferrilli, a higher education technology consulting organization. She can be reached at dedwards@ferrilli.com.
MAKING THE COLLEGE PROMISE REAL

A BRIEF HISTORY OF HOW THE COLLEGE PROMISE CAMPAIGN IS TRANSFORMING THE LIVES OF COMMUNITY COLLEGE STUDENTS.

BY MARTHA KANTER AND ANDRA ARMSTRONG
THROUGHOUT THE COUNTRY, A BOLD VISION FOR THE 21st CENTURY IS SHAPING A NEW MINDSET FOR LOCAL COMMUNITIES AND STATES. IT IS CALLED THE COLLEGE PROMISE. ITS ORIGIN IS CENTURIES OLD, BUT TO MANY STUDENTS, FAMILIES, COMMUNITIES, AND STATES, IT IS A NEW, TRANSFORMATIONAL IDEA THAT IS SWEETING THE NATION.

COLLEGE PROMISE PROGRAMS ARE MAKING A COMMUNITY COLLEGE EDUCATION UNIVERSAL, FREE, AND ACCESSIBLE AS HIGH SCHOOL HAS BEEN FOR NEARLY A CENTURY. THEY DO THIS BY COVERING TUITION AND FEES, IMPROVING PATHWAYS TO AND THROUGH COLLEGE, AND OFFERING STUDENT SUPPORTS TO INCREASE STUDENT ACCESS AND SUCCESS. TO RECEIVE A COLLEGE PROMISE, STUDENTS MUST MEET LOCAL OR STATE ELIGIBILITY AND PERSISTENCE REQUIREMENTS THAT ILLUSTRATE THEIR COMMITMENT TO COMPLETING THEIR EDUCATIONAL GOALS.

BUILDING ON THE EARLY RESULTS OF LOCAL PROMISE PROGRAMS, NOW MORE THAN 15 YEARS IN THE MAKING AND INSPIRED BY PRESIDENT OBAMA'S AMERICA'S COLLEGE PROMISE ACT OF 2015 PROPOSAL AND THE TENNESSEE PROMISE, COLLEGE PROMISE PROGRAMS HAVE MUSHROOMED. IN JANUARY 2019, THE NATIONAL COLLEGE PROMISE CAMPAIGN REPORTED MORE THAN QUADRUPLED GROWTH, FROM 53 PROGRAMS IDENTIFIED IN 2015 TO MORE THAN 300 UNDERWAY IN 44 STATES AND 23 ESTABLISHED AT THE STATEWIDE LEVEL TODAY. THE MOVEMENT IS ALSO GROWING TO INCLUDE FOUR-YEAR COLLEGES AND UNIVERSITIES.

FROM COAST TO COAST, COMMUNITY COLLEGE TRUSTEES, PRESIDENTS, FACULTY, AND STAFF ARE JOINING WITH LOCALLY ELECTED OFFICIALS TO BUILD STRATEGIC PARTNERSHIPS WITH LEADERS FROM BUSINESS, EDUCATION, PHILANTHROPY, LABOR, AND NONPROFIT ORGANIZATIONS TO KEEP HIGHER EDUCATION AND THE PURSUIT OF THE AMERICAN DREAM WITHIN REACH OF THEIR RESIDENTS. BY ENACTING LOCAL COLLEGE PROMISE PROGRAMS, THESE LEADERS ARE COMMITTED TO ACCELERATING DEGREE AND CERTIFICATE ATTAINMENT, BUILDING THE TALENT PIPELINE FOR A VIBRANT WORKFORCE, AND STRENGTHENING THE ECONOMIC AND SOCIAL FABRIC OF THEIR COMMUNITIES AND STATES, WHILE FREEING STUDENTS FROM UNMANAGEABLE COLLEGE DEBT.

THERE IS NO SINGLE WAY TO BUILD A PROMISE PROGRAM. JUST AS EACH COMMUNITY COLLEGE TAILORS ITS OFFERINGS TO MEET ITS LOCAL NEEDS, COMMUNITIES AND STATES DETERMINE WHAT PROMISE FEATURES AND FUNDING MODELS WORK BEST TO DRIVE THEIR COLLECTIVE IMPACTS.

THE ORIGINS OF THE PROMISE

WHILE COLLEGE PROMISE INITIATIVES ARE A CONTEMPORARY APPROACH FOR A NEW CENTURY, THE IDEA BEHIND THEM IS AS OLD AS THE AMERICAN DREAM, AS TIMELESS AS THE FOUNDING FATHERS' NOTION THAT EDUCATION IS THE CATALYST FOR A PROSPEROUS, SUSTAINABLE DEMOCRACY DRIVEN BY AN EDUCATED CITIZENRY. THE COLLEGE PROMISE IS THIS GENERATION'S REPUTATION OF THAT AGE-OLD IDEA.


TODAY'S CHALLENGES ARE GREAT. THE UNITED STATES WENT FROM BEING FIRST IN THE WORLD IN THE PROPORTION OF 25-34-YEAR-OLD ADULTS WITH COLLEGE DEGREES TO 13TH. COLLEGE COSTS DRAMATICALLY ESCALATED, WHILE 99 PERCENT OF JOBS NOW REQUIRE MORE THAN A HIGH SCHOOL EDUCATION. SEVEN MILLION U.S. JOBS ARE UNFILLED, AND COLLEGE DEBT HAS BECOME A STAGGERING $1.6 TRILLION CRISIS FOR OUR NATION. THESE CHALLENGES HAVE COLLIDED TO CATALYZE THE COLLEGE PROMISE EXPANSION.

IN 2005, THE KALAMAZOO PROMISE BROKE NEW GROUND IN HOW IT AWARDED SCHOLARSHIPS: RESIDENCY AND GRADUATION FROM ONE OF THE CITY'S HIGH SCHOOLS WERE THE ONLY REQUIREMENTS TO RECEIVE AN AWARD; NEITHER MERIT NOR FINANCIAL NEED WAS CONSIDERED. THIS UNPRECEDENTED EXPERIMENT IN URBAN DEVELOPMENT THROUGH EDUCATION GUARANTEES POTENTIALLY EVERY GRADUATE OF KALAMAZOO HIGH SCHOOL A FULL SCHOLARSHIP TO ATTEND ANY OF MICHIGAN'S COMMUNITY AND TECHNICAL COLLEGES OR APPROVED PUBLIC OR PRIVATE POSTSECONDARY INSTITUTIONS.

INSPIRED BY KALAMAZOO'S SUCCESS, APPROXIMATELY 50 NEW COLLEGE PROMISE PROGRAMS EMERGED IN THE ENSUING DECADE AS COMMUNITIES AND STATES GRAPPLED WITH THE CHALLENGE OF SENDING MORE STUDENTS TO COLLEGE THROUGH THE GREAT RECESSION AS COLLEGE COSTS CONTINUED TO RISE.

ON FEBRUARY 24, 2009, PRESIDENT OBAMA EMBEDDED THE IDEA OF “FREE COMMUNITY COLLEGE” INTO THE NATION'S CONSCIOUSNESS, URGING EVERY AMERICAN TO COMMIT TO AT LEAST ONE YEAR OF POSTSECONDARY EDUCATION OR TRAINING BEYOND HIGH SCHOOL. THE TENNESSEE PROMISE LED BY GOVERNOR BILL HASLAM ALSO EMERGED DURING THOSE YEARS. IN 2015, AMERICA'S COLLEGE PROMISE LEGISLATION WAS INTRODUCED, PROPOSING FEDERAL-STATE PARTNERSHIP GRANTS TO FUND COMMUNITY COLLEGE TUITION AND FEES FOR STUDENTS ENROLLED AT LEAST HALF-TIME WITH A 2.5 GRADE POINT AVERAGE AND COMMITTED TO EARN THEIR DEGREES OR CERTIFICATES. THAT LEGISLATION CAME TO A HULT IN THE 114TH CONGRESS DUE TO THE DECLINING BIPARTISAN POLITICAL ENVIRONMENT. BUT THE GRASSROOTS COLLEGE PROMISE MOVEMENT KEPT GROWING AT THE LOCAL AND STATE LEVEL, BUILDING ON THE RESULTS OF THE MORE THAN 50 LOCAL PROMISE INITIATIVES, THE STATEWIDE TENNESSEE PROMISE, AND THE AMERICA'S COLLEGE PROMISE LEGISLATION.
A National Movement Begins

On September 9, 2015, the College Promise Campaign was established as a non-partisan effort led by Dr. Jill Biden and Gov. Jim Geringer (R-Wyo.) to build support for the creation and sustainability of College Promise programs at the local and state level with bipartisan support. The Campaign widely shares the latest research, high-impact practices, and policy designs to help communities and states build effective and financially sustainable Promise programs that increase student success.

Across the nation, from Hawaii to Rhode Island, from Seattle to Jacksonville, and from Lansing to Houston, communities are removing barriers and giving students the financial, social, and academic support they need to succeed through College Promise. Some noteworthy local and state initiatives that continue to inspire the College Promise movement include Tennessee Promise, Dallas County Promise, Detroit Promise Path, Indiana’s “Adult Promise” Workforce Grant, West Sacramento, California’s “Home Run” Promise, and the Boston Bridge Pilot Program.

To ensure that Promise programs make a significant difference in the lives of America’s students, Strive Together, Say Yes to Education/Weiss Institute, National College Access Network, MDRC, WestEd, UPenn AHEAD, University of Alabama, and other institutions and organizations are collaborating with Promise researchers, policymakers, and practitioners.

The College Promise Campaign is now working to identify and showcase the Promise programs that have the greatest impact on student access and success, while providing caveats to communities and states on unintended or negative consequences based on evidence-based results from independent scholars and reputable research and policy organizations across the nation.

As the movement evolves, communities and states are reminded that the promise of delivering a College Promise is hollow if students enrolling in a community college, technical college, and/or four-year institution fail to complete their degree or certificate.

Today, the evidence is clear that a high school education is no longer enough to secure a good job and a decent quality of life. The College Promise has emerged as a national imperative because too many Americans lack sufficient financial resources, social support, and clear pathways to and through postsecondary education. Hundreds of College Promise programs are being launched and sustained to cover tuition, fees, and, in many cases, the additional costs of attending college (e.g., textbooks, supplies, food, transportation, child care, housing, etc.) as well as offering student supports (e.g., mentoring, advising, coaching, etc.). They are making the difference between success and failure for thousands of Americans who want to participate in the American Dream.

As the College Promise movement evolves in the years ahead, community and state leaders are looking for innovative ways to incorporate sorely needed program elements to accelerate degree and certificate completion and boost student success. Seamless, aligned guided pathways in high-demand fields of study, academic and social guidance, emergency grants, paid internships, redesigned class schedules, and childcare support for the student parents who comprise 40 percent of community college students are among the College Promise features that are being leveraged to increase graduation rates.

This vast expansion of the College Promise idea is transforming thousands of lives and serves as a bellwether for the nation that a free and universal postsecondary education — starting in America’s community colleges — can become a reality for the nation’s students and families in the 21st century. College Promise is growing new roots among the great movements in American education, fundamentally steeped in the ideals of our Founding Fathers to cultivate an educated citizenry that will sustain American democracy and prosperity for the 21st century and beyond.

Martha Kanter is executive director of the College Promise Campaign & senior fellow at the Steinhardt Institute of Higher Education Policy, New York University. Andra Armstrong is the College Promise Campaign’s senior strategist.
STUDENTS TODAY OFTEN JUGGLE THE DEMANDS OF SCHOOL and life — which can include employment, families, financial obligations, and more — in their pursuit of higher education. Often these students are forced to make difficult decisions based on their financial situations, ultimately putting their goal of achieving a better future at risk.

In an effort to improve completion rates and ensure certification or degree attainment, many institutions have created guided pathways programs to help give students a defined path to successful outcomes, as well as to finish on time and with less debt.

As a software and student-success services provider with over 50 years of experience invested in more than 2,500 institutions, Ellucian felt compelled to do its part as well by establishing the Ellucian Pathways Scholarship, which provides financial support to enrolled students to help them complete their studies. The 2019 Pathways Scholarship will award a total of $100,000 to 20 students from institutions with guided pathways programs.

Ellucian serves a community of institutions that reaches more than 20 million students worldwide. Many of these students will face financial hardship in their pursuit of higher education. We truly believe that education has the power to transform lives, as well as positively impact local communities and the overall economy. Together we can help make a difference in the lives of a few of these students as they continue their education and achieve their goals. We hope that you’ll join us in this effort and encourage institutions under your purview to participate.

In 2018, Pathways Scholarship applicants were first-generation college students, veterans, immigrants, single parents, and adult learners who all have an extreme passion for education and the courage to continue growing and learning. They are overcoming obstacles and challenging themselves to achieve their dreams of going into nursing, education, social work, physics, and more — all with a clear vision of the impact they intend to have on the world.

It is clear that guided pathways are helping students complete their degrees, but the sheer volume of submissions for this scholarship in 2018 underscores the need that still exists for so many students. Two students from each of the institutions listed below were awarded a scholarship:

- Alamo Colleges District
- Community College of Baltimore County
- Central Piedmont Community College
- George Mason University
- Hillsborough Community College
- Odessa College
- Orange Coast College
- Pima Community College
- St. Clair County Community College
- University of California, Riverside

One recipient’s response summarizes the impact of this scholarship: “I'm so excited to have received the Ellucian Pathways scholarship, as it is a true investment in my academic and professional development. I am grateful that you believe in me and my success, and I look forward to using it to offset my college expenses and, of course, serve others.”

To apply for the Ellucian Pathways Scholarship, institutions must show proof of guided pathways programs and encourage students to submit a two-minute video sharing their story, education goals, and the impact higher education has on their life. The deadline for scholarship applications is Friday, April 26, 2019. Additional details on the scholarship and submission can be found at www.ellucian.com/scholarship.

Ali Robinson is director of media relations for Ellucian, a member of the ACCT Corporate Council. Robinson can be reached at ali.robinson@ellucian.com.
IN THE KNOW

SEASON 2

THE BEST PODCAST FOR COMMUNITY COLLEGES PERIOD

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UNLEASHING LEADERSHIP:
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TOP GLOBAL TECH EXECUTIVES ON
COMMUNITY COLLEGES AS HOTBEDS
OF TALENT DEVELOPMENT

ADDRESSING STUDENTS’ BASIC NEEDS:
HOMELESSNESS AND HUNGER AMONG
COMMUNITY COLLEGE STUDENTS

SARA GOLDRICK-RAB: THE HEART OF A COMMUNITY COLLEGE MOVEMENT

NOT JUST FOR EMERGENCIES:
THE VALUE OF BOARD RETREATS

TASSELS AND SECOND CHANCES
WITH CONNIE HORNBECK

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Michigan Governor Gretchen Whitmer proposed a tuition-free community college program in her first state budget. The program would cost up to $100 million a year and would be designed as a last-dollar program.

Wayne County Community College District has expanded its dual enrollment agreement with the Detroit Public Schools Community District. By 2020, students at all 22 high schools will be able earn up to eight college credits per year at no cost.

Lakeland Community College in Ohio received an $80,000 grant to provide scholarships to students in the biotechnology science program. Students who do not receive full Pell grants can receive an award of up to $5,000.

A bill introduced in Minnesota would make the first two years of tuition, fees, and textbooks at state public colleges and universities free. The proposal includes both two- and four-year institutions.

New York Governor Andrew Cuomo plans to test a pilot program that would provide free on-campus childcare to single parents attending community colleges. The program would be funded through a state budget the governor hopes will be passed in April.

A bill is gaining traction in the Vermont statehouse to provide residents with free community college tuition. The bill would provide $30 million to create a last-dollar scholarship for state residents.

In Massachusetts, a pilot program is providing homeless community college students with housing. Community colleges that do not have dorms on campus are being paired with state university campuses to offer homeless students space in dorms.

Rhode Island Governor Gina Raimondo proposed a program that would enable low-income college students to access Supplemental Nutrition Assistance Program (SNAP) benefits.

The Delaware state senate is considering giving the state’s community college system the authority to issue bonds to finance capital improvements. The proposal is seen as an alternative to earlier legislation that would have imposed a statewide property tax for community college system projects.

A California bill would allow low-income college students to access nutritious foods through the Cal Fresh program. The bill has cleared the state Senate Human Services Committee.

Oregon lawmakers continue efforts to allow community colleges to confer four-year degrees. Earlier this year, a bill unanimously passed the state senate that would allow community colleges to offer applied bachelor’s degree programs. Another proposed bill introduced in the state house of representatives would freeze in-state tuition for Oregon’s public two- and four-year colleges for two years.

Students at Central Oregon Community College saved nearly $1 million in textbook costs after 773 courses at the college used free or low-cost online resources, according to Open Oregon Educational Resources, an organization that helps colleges adopt online textbooks and other open educational resources (OER).

The Maricopa Community College District Governing Board in Arizona plans to add a student trustee on July 1. The student board member, who will be chosen by other student leaders, will serve a one-year term and have an advisory vote.
West Virginia Gov. Jim Justice signed into law a bill passed earlier this year by the state legislature that provides free community and technical college. State residents who are over the age of 18 and have completed a secondary program would be eligible.

A Tennessee bill would allow state inmates to take advantage of the Tennessee Reconnect Grant Program, which allows adults to earn a tuition-free associate degree or technical certificate.

A proposed scholarship in South Carolina would help technical college students cover their tuition. State lottery funds would pay for the South Carolina Workforce Industry Needs Scholarship, which would award students as much as $2,500.

Horry-Georgetown Technical College in South Carolina announced a $750,000 grant from the Office of Naval Research and an educational partnership with the Space and Naval Warfare Systems Atlantic. The grant program and partnership seek to fill gaps in the cybersecurity workforce.

The Alabama community college system entered an agreement with the Von Braun Center for Science and Innovation, a multistate consortium focused on aerospace and defense programs. Alabama is the first community college system to participate in the consortium, which includes 40 colleges and universities, and the state's community colleges will focus on the creation of a new curriculum for a system engineering technology degree with an emphasis on aerospace, automotive manufacturing, maritime, digital transformation, and engineering technology.

Hinds Community College in Mississippi joined the Mississippi Library Partnership, a consortium of 60 public and academic institutions administered by Mississippi State University Libraries that together hold more than 3.1 million titles.

The North Carolina Community College System received a $1 million grant from Blue Cross and Blue Shield of North Carolina to help fund associate degree programs in emergency medical science (EMS) at five of its institutions. The grant is targeted at addressing the opioid epidemic in regions of the state with the highest fatal overdose rates and will support faculty training, equipment and technology, and student scholarships and emergency funds.

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## WESTERN REGION

Wyoming community colleges will work with the University of Wyoming, K-12 systems, and other stakeholders as part of a new law requiring the state's Education Attainment Executive Council to develop five- and ten-year plans to reach workforce-focused educational attainment goals. Under the plans, more than two-thirds (67 percent) of the state's workforce will have a postsecondary certificate or degree by 2025, a goal which will increase to 82 percent in 2040.

In Texas, the Alamo Colleges District board voted to forgive unpaid loan balances of $500 or less if former students re-enroll to complete their degree. The district estimates that 9,000 students could have their debt forgiven under the Fresh Start program.

The Colorado Community College System received a $163,000 grant from the state’s higher education commission to launch and expand courses that use free or low-cost online educational resources (OER). Switching four classes to OER materials at Pikes Peak Community College saved students $250,000 in just one semester, college officials said.

Arapahoe Community College in Colorado received a gift of $10 million from the Sturm Family Foundation. The gift will be used to support a new model of industry-aligned higher education that provides students with clear career-focused pathways.

Central New Mexico Community College is offering a bilingual financial literacy course focused on educating parents and their children at the same time.

## SOUTHERN REGION

Around the Regions provides an opportunity to share what’s happening in the states and around the regions. This section focuses on state legislative and budgetary issues, economic development, and finance. Please e-mail items from press releases or newsletters to ACCT at jbray@acct.org.
Legal Issues Impacting Community Colleges
Recent developments involve minimum wage law, union membership, and allegations of anti-male bias in disciplinary procedures.

By Ira M. Shepard, ACCT General Counsel

The following are recent legal issues and court actions of interest to community colleges and their leaders.

Minimum wage set to rise in many states and cities; federal minimum wage may follow suit in 2019.
According to Bloomberg Law, at least 19 states and 20 cities and counties have raised their minimum wage as of either December 31, 2018 or January 1, 2019. California has the most localities with minimum wage increases, with at least nine cities or towns raising the minimum wage to between $12 and $15 per hour. Voters in four states, Arizona, Colorado, Maine, and Washington, approved minimum wage increases in 2016 that will further raise minimum wages in those states in 2019. The federal minimum wage of $7.25 was last increased in 2009. Democrats, who are now in the majority in the U.S. House, intend to introduce a bill raising the federal minimum wage to possibly as high as $15 an hour. Check with state and local authorities for information on minimum wage increases in your jurisdiction.

Court of appeals affirms dismissal of sex harassment and retaliatory discharge claims based on “overheard” offensive language not directed at the plaintiff. The U.S. Court of Appeals for the Seventh Circuit, covering Illinois, Wisconsin, and Indiana, recently affirmed the dismissal of sex harassment and retaliatory discharge allegations brought by a former female employee based on inappropriate sexual banter at work which she overheard but was not part of and did not participate in (Steyear v. Fare Foods Corp., 2018 BL 478065, 7th Cir., No. 18-2108, 12/26/18).

The plaintiff allegedly overheard sexual banter in the workplace, including name calling, none of which was directed at her. She alleged that she overheard a group of male employees refer to another male employee as “Bitchy Richey” and call a female customer “Big T. Blonde Carrie.” She was not a participant in any of the conversations and was not the brunt of the alleged name calling. The company defended her discharge based on unrebutted performance-related evidence, including failure to follow directives and a pattern of making customer deliveries late, which had nothing to do with her claims of sex harassment.

The court concluded that the overheard comments were not severe and were too infrequent to be objectively offensive and constitute a sexually hostile work environment. The court also rejected her sex harassment claim based on a male employee entering her hotel room when she testified that his actions were not forceful and that she always had control of the situation.

Appeals court rules that continuing attempts to accommodate a disabled employee after an ADA lawsuit is filed can reduce or eliminate monetary liability. The U.S. Court of Appeals for the Fourth Circuit, covering Maryland, Virginia, West Virginia, North Carolina, and South Carolina, recently affirmed a jury verdict in favor of a blind county worker finding an Americans With Disabilities Act (ADA) violation but awarding no monetary damages in light of continuing efforts to accommodate the employee (Reyazuddin v. Montgomery County, 2018 BL 430258, 4th Cir., No. 17-2103, unpublished, 11/21/18).

The plaintiff worked at a Montgomery County, Maryland, call center and was initially denied access to software that enabled her to do her job because the software became unavailable. While a lawsuit was pending, the county structured the plaintiff’s job by modifying

“The pay is actually about the same.”
its essential elements to remove the duties she could not perform without the software.

In affirming the jury verdict which granted the plaintiff no damages, the appeals court held that while an employer does not have to modify a job’s essential elements to accommodate a disabled employee under ADA rules, it can voluntarily do so. The court also pointed out that an employer can always do more than the law requires and recognized that the employer went beyond its legal requirements in the case. The court concluded that the plaintiff did not show other harm or that the workplace modification hurt her chances for promotion. Moreover, the court recognized that the accommodation may be temporary if the county can again find a way to regain access to the software.

Union membership appears to hold steady in 2018. The Bureau of Labor Statistics (BLS) recently reported that the percentage of union membership in 2018 fell only slightly, with 10.5 percent of the American workforce being represented by unions, down from 10.7 percent in 2017. Overall union membership held steady, with about 7.2 million members in the public sector and 7.8 million members in the private sector.

The percentage decrease resulted from the increase in overall employment in both the public and private sector from 2017 to 2018. When the BLS first started tracking overall union membership in 1983, there were 17.7 million union workers and the union membership rate was 20.1 percent of total workers. Despite this historical trend, the AFL-CIO Department of Professional Employees, which includes unions representing teachers and professors, claims to have added 28,000 members in 2018 and more than 1 million members over the past 20 years.

Student’s complaint of anti-male bias in college assault investigation and disciplinary proceeding rejected by appeals court. The U.S. Court of Appeals for the Second Circuit, covering New York, Connecticut, and Vermont, recently rejected a male student’s claim that the disciplinary investigation and proceeding conducted into the allegations that he assaulted three female students was biased against males. The appeals court rejected the male student’s claim that trauma theory invalidated the allegations against him because the complainants were suffering trauma and should have been questioned further on why they all came forward at almost exactly the same time (Doe v. Colgate University, 2019 BL12883, 2ND Cir., No. 18-1511-cv-unpublished, 1/15/19).

The appeals court also rejected the plaintiff’s claim that the college’s Title IX coordinator’s use of the terms “victim” and “survivor” to refer to the female complainants demonstrated anti-male bias. The court concluded that the coordinator’s use of those terms may reflect “statistical reality and her desire to be sensitive” rather than gender bias.

Tenured law professor’s claim of Title IX and VII violations and alleged anti-male bias in investigation dismissed. A federal district court judge recently dismissed a lawsuit filed by a Howard University law professor alleging anti-male bias in the university’s investigation of student allegations of inappropriate classroom conduct (Robinson v. Howard University, 2018 BL 428398, D.C. No. 1:18-cv-00518, 11/20/18).

The university’s Title IX investigation involved allegations that the tenured professor called on students to respond to in-class quiz questions on “bikini waxing.” Finding merit in student allegations of inappropriate classroom conduct, the university disciplined the professor with a confidential letter of reprimand and requirements that he undergo sensitivity training, submit future exams and quizzes to the dean’s office for review, and have a few of his lectures monitored. In a lawsuit filed in federal district court in the District of Columbia, the professor alleged that the investigation and resulting discipline violated Title IX and Title VII and constituted anti-male bias by the university.

A federal district court judge dismissed the professor’s case against the university as meritless, rejecting the plaintiff’s claim that the university’s investigation reached the wrong conclusion and therefore revealed anti-male bias. The court concluded that the plaintiff did not demonstrate that he was innocent of the charges or demonstrate any discriminatory motive by the university’s Title IX coordinator. The court dismissed his Title VII claims, concluding that the plaintiff suffered no cognizable injury under the statute, as the discipline did not adversely affect his pay, benefits, or job status. In rejecting the plaintiff’s claims of damage to his professional reputation, the court noted that the disciplinary letter was confidential and the events only became public as a result of the plaintiff’s lawsuit.

Ira Michael Shepard is a partner with the law firm of Saul Ewing, LLP, in Washington, D.C., and ACCT’s general counsel.
FOUNDED IN 2011, SERVICE TO SCHOOL (S2S) WORKS TO prepare veterans for the next stage of their lives by helping them gain admission to highly competitive colleges or graduate schools. S2S functions through the efforts of over 500 ambassadors or volunteers who help veterans through the process of applying to college. Many of the S2S ambassadors were themselves guided through the college application process by ambassadors, although some hear about the program and want to lend their expertise.

In 1944, as World War II was ending, President Franklin D. Roosevelt signed the Servicemen’s Readjustment Act, commonly referred to as the G.I. Bill. In addition to low-cost mortgages, low-interest business loans, and a year of unemployment benefits, the G.I. Bill provided veterans with funds to cover tuition and living expenses at high school, college, or vocational/technical school. The educational component of the bill was popular, with nearly 8 million veterans taking advantage of the program by 1956.

Almost immediately, for-profit institutions populated the higher education space seeking to attract veterans and their lucrative G.I Bill benefits. In 2012, President Barack Obama signed an executive order to ensure that for-profits did not aggressively target veterans; however, in 2017 roughly 40 percent of all G.I. Bill benefits went to for-profit institutions.

S2S steers veterans away from for-profit institutions, hoping to land students at elite not-for-profit colleges across the country; a number of these veterans begin in community college where S2S does outreach.

Once a veteran enrolled at a community college connects with S2S, a volunteer works with the student to establish their interests, skills, and anticipated major. Students then fill out an intake form that includes information such as their class ranks and grade point averages, and where they might want to continue their educations. At this point, students are paired with mentors and begin working on preparing their applications.

Ambassadors work with soon-to-be applicants through the T.R.A.I.N. methodology. The acronym is taken from each step of the application process S2S assists with: Test preparation, Resume and transcript reviews, Application and essay reviews, Interview preparation, and Networking assistance.

S2S also partners with a select group of colleges and universities committed to increasing veteran enrollment on their campuses. This connection, called VetLink, includes Harvard, Massachusetts Institute of Technology, Yale, and the University of Michigan among others. VetLink doesn’t function as a backdoor into any of these institutions; however, it does allow veteran applicants to showcase their military service and academic preparedness as part of the application process.

The S2S method is working. According to former S2S CEO Andrea Goldstein, veterans who apply to VetLink institutions are accepted at a rate of 46 percent, substantially higher than acceptance rates that dip as low as the single digits for institutions like Harvard and Yale. Even at public institutions within the VetLink network, such as the University of Michigan, the acceptance rate for the general population was 26 percent in 2017.

Veterans aren’t just adding their G.I. Bill dollars to these institutions. They also bring a fresh perspective to institutions like Princeton, an Ivy League university that lifted its ban on transfer students in 2016. More veterans will likely be enrolling soon. S2S has grown 20 to 30 percent each year since its beginning in 2011. In 2017 alone, S2S helped 1,700 veterans apply to college.

Jacob B. Bray is an associate writer with ACCT. He can be reached at jbray@acct.org.
NEARLY HALF OF ALL STUDENTS BEGIN THEIR POSTSECONDARY journey at a two-year community college. Earning a bachelor’s degree is an increasingly essential step towards economic mobility and job security, yet only 14 percent of community college students do so. Even students with strong academic ability fail to transfer. Recent research estimates that more than 50,000 high-achieving community college students from lower-income families are academically ready to transfer but do not — including 15,000 students with a GPA of 3.7 or higher.

Using data from the National Student Clearinghouse, the Jack Kent Cooke Foundation examined the transfer patterns of community college students entering four-year institutions, with special attention on selective institutions — that is, institutions classified as “Most Competitive” or “Highly Competitive” due to lower admission rates and higher incoming student grades and test scores. Our findings challenge many of the pervasive narratives about community college students. We learned that:

1. Community college students are underrepresented at selective colleges and universities. Students transferring from community colleges comprise 15 percent of all four-year entering enrollment, but only 7 percent at selective colleges and universities. Private institutions are less likely to enroll community college transfer students than public institutions (3 percent versus 11 percent).

2. Students who transfer from community colleges to selective colleges and universities are successful. More than 35,000 community college students transfer annually to selective colleges and universities, where they are more likely to graduate within six years than students who enrolled directly from high school or transferred from other four-year institutions (see chart). They do so in a reasonable amount of time, earning their degree within two and a half years, on average.

3. Students transferring to selective colleges and universities come from community colleges across the nation. Fully 84 percent of the nation’s two-year institutions transferred at least one student to a selective four-year institution in fall 2016. Community colleges with larger enrollments, situated in more urban areas, and offering honors programs are more likely to transfer students to selective institutions.

Because lower-income students are three times more likely to begin their postsecondary pursuits at a community college than higher-income students, strengthening transfer pathways to selective institutions has the potential to increase bachelor’s completion rates for our nation’s brightest students. It also can help selective higher education institutions diversify their student bodies along lines of socioeconomic status, first-generation status, and age.

The failure of many students with financial need to earn a bachelor’s degree is a loss not only for their individual career success and mobility, but also a collective loss of talent for the nation. We encourage institutional leaders to use the findings in our full report, available at www.jkcf.org/TransfersPersist, as a starting point for conversations on increasing opportunity for the many high-achieving community college transfer students around the country.

Jennifer Glynn, Ph.D. is the Director of Research and Evaluation at the Jack Kent Cooke Foundation. She can be reached at media@jkcf.org.
Question: How do Tribal Colleges and Universities (TCUs) differ from mainstream colleges in the United States?

Answer:
Tribal Colleges and Universities are public institutions open to both Native and non-Native students. They serve 30,000 American Indian and Alaska Natives (AI/AN).

Compared to America’s mainstream rural and urban colleges, Tribal Colleges and Universities (TCUs) are unique in size, location, governance, funding, curriculum, and spirit. A tribal college’s enrollment can be small, ranging from 95 students to a few hundred, but larger TCUs such as Diné College in Arizona or Navajo Technical University in New Mexico each has well over a thousand students. According to the American Indian Higher Education Consortium (AIHEC), approximately 37 TCUs operate more than 75 campuses and sites in the United States, with a student/faculty ratio of 8:1. More than half of the 573 federally recognized tribes are represented at TCUs in more than 30 states.

Tribal colleges are much like other institutions of higher education in many expected ways. However, they also differ in essential ways.

Perpetuating the culture
Tribal colleges and universities are charged with preserving tribal cultures, values, and traditions. Much of the culture is based on Native American beliefs about nature and spirituality, and TCUs focus on maintaining that culture and identity, along with preserving Native languages.

“Because of who we are, our ancestry, and our connection to all of creation, Indigenous people cannot separate our existence as human beings from our spiritual selves,” says Cynthia Lindquist, president of Cankdeska Cikana Community College in North Dakota (Tribal College, v. 30, No. 2, Winter 2018).

Cultural identity is the prime value at a TCU, and the most significant characteristic. To accommodate this essential characteristic of what student success means to a TCU, an additional indicator — successful completion of academic core Native American Studies — is required.

This need to sustain heritage and identity is extremely important for TCUs and their communities. Historically, Native children were taken away from their families to be divested of their language and culture in federal boarding schools. Lindquist says that all community college leaders can expand their perspectives of inclusion, equity, and how to provide holistic mind-body-spirit support to students by collaborating with TCUs.

Nation building and sovereignty
According to AIHEC, “TCUs provide a social and cultural foundation for engaging AI/ANs in college access and completion through community-based research, wraparound support, and social entrepreneurship for nation building. TCUs work closely with tribes, communities, and schools to provide education and career pathways.”

Along with native spirituality, nation building and sovereignty are critical aspects to tribal colleges, which are often the social and economic development hubs of their remote reservation communities. The emphasis on sovereignty is based on past history. At ACCT Governance Institute for Student Success (GISS) events, tribal leaders enjoy all speakers and networking opportunities, but embrace opportunities to exchange best practices with other TCUs. Opportunities to celebrate and share Native American culture and identity are pivotal whenever ACCT organizes a GISS institute or other event with AIHEC and the tribal colleges.
Culture-based curriculum

In mainstream U.S. colleges and regional accrediting agencies, there is a premium on quantitative assessment, measuring how well a college is doing based on its enrollment, retention, and completion numbers. Such indicators also are important to TCUs, but they argue that the quantitative assessments alone cannot accurately reflect how well their students perform or how well the colleges are addressing institutional goals. Given that cultural competency is a critical measure of student success for TCUs, assessing cultural identity presents a conundrum for the colleges, requiring qualitative strategies.

“Programs placed in a cultural context are perceived by students to be more comfortable and welcoming,” says Pearl Brower, president of Ilisaġvik College in Alaska. To address cultural relevance as a component of student success, TCUs like Ilisaġvik incorporate culture into the curriculum. According to Brower, TCUs use place-based and culture-based curricula to help students apply concepts to their own experience. Brower describes the student preparation for college similar to family preparations for camping, a traditional Íñupiaq activity. As part of contextualized learning, math courses use the context of traditional activities and objects. “Calculating how much wood is needed to construct an Íñupiaq drum is more engaging than calculating the circumference and area of a circle,” Brower explains.

Federally funded, tribally controlled

TCUs are funded in part by the United States federal government, and yet are tribally controlled by tribal governing authorities. College presidents, for example, are most often selected by the respective Tribal Councils. Located in seven of the 10 poorest U.S. counties, TCUs are place-based institutions, typically situated on a reservation or lands reserved for Native Americans. According to AIHEC, nearly 80 percent of TCU students receive federal financial aid, and while the TCUs operate in some of the most impoverished areas of the country, the colleges “plant resilient seeds of hope and help rebuild tribal economies.”

Vast service areas

TCU service areas often are geographically remote and vast. In Tsaile, Arizona, for example, Diné College serves the 27,000-square-mile Navajo Nation. Established by the Lummi Nation, Northwest Indian College in Bellingham, Washington, serves the tri-state reservation communities of Washington, Oregon, and Idaho. The 1,938-square-mile Flathead Indian Reservation is served by Salish Kootenai College (SKC) in Pablo, Montana, and SKC also has three satellite locations in eastern Washington State. One of seven tribal community colleges in Montana, Fort Peck Community College is located on the Fort Peck Assiniboine & Sioux Reservation in the state’s northeast corner, which encompasses over 2 million acres or 3,200 square miles. Comparatively, less than 50 miles separates seven community colleges along the Interstate 5 corridor in Washington State (Everett, Edmonds, Shoreline, North Seattle, Seattle Central, South Seattle, and Highline).

Serving the underserved

When it comes to the issue of equity, the TCUs are prime examples of colleges that foster development and growth for underserved students. While 2018 Fast Facts from the American Association of Community Colleges reports that only 1 percent of all undergraduates are Native American students, TCUs suffer
all the ills and issues traditional two-year colleges around the county do, with many challenges exacerbated by geography and poverty. Alcoholism and suicide are widespread concerns. At a 2016 Governance Institute for Student Success hosted by ACCT for TCUs, primary concerns for the colleges and their students included pride, poverty, weakness, ignorance, and politics, but participants also identified the ways forward: hope, pride, inclusiveness, unity, culture, perseverance, collaboration, and resiliency. And in spite of hardship, resiliency epitomizes the strength of the TCUs over the past 50-plus years.

Looking ahead
Despite institutional designs and goals that differ from other community and technical colleges in some fundamental ways, TCUs are equally invested in improving student outcomes and are taking strides to do so in a number of ways. Thirty-three of the 37 TCUs have, at one time or another, participated in ACCT’s Governance Institute for Student Success in an effort to advance institutional outcomes.

While great progress has been made, more needs to be done to continue equitable outcomes for AI/AN youth. Most importantly, TCUs are now looking ahead. Both elders and young people now comprise the colleges’ governing boards, and greater engagement has been obvious. TCUs are adding new programs, and new avenues for workforce and economic development are now being explored, particularly relating to the environment and sustainable development. Today there is an urgency to support higher education to develop a Native American workforce that can grow and prosper in today’s changing world yet still maintain their distinctive cultural ways of life.

In most cases, TCUs now are on a new track. They are applying best practices and data-informed governance to address students’ needs. AIHEC’s motto, “Sovereign nations through excellence in Tribal Higher Education,” inspires the TCUs. All TCUs now offer associate degree programs, 15 offer baccalaureate degree programs, and five offer master’s programs. According to Achieving the Dream, more American Indian students who attended high schools on reservations complete college at TCUs than when they attend mainstream institutions.

TCUs provide access to quality, low-cost higher education. The average annual tuition of under $3,000 makes TCU education among the most affordable in the nation, according to AIHEC. “We see the change,” says AIHEC President and CEO Carrie Billie. “There is progress.”

Disclaimer: This newsletter is offered for general informational purposes only. It is not offered as and does not constitute legal advice. The views and opinions expressed in this article are those of the author and they do not necessarily reflect the official policy or position of the association.

Norma Goldstein is director of the Governance Institute for Student Success and special projects for the Association of Community College Trustees. She can be reached at ngoldstein@acct.org.
NEW TRUSTEES

AUGUST 8-10, 2019
Washington, D.C.

Semhar Abed | sbed@acct.org | 202.499.5550
Class of the 2019 Governance Leadership Institute at Portland Community College - Rock Creek.

Special Edition 2019

GLI Focuses on Campus Safety

FROM MARCH 11 -13, ACCT CONVENED A SPECIAL EDITION GOVERNANCE LEADERSHIP INSTITUTE FOCUSED ON SAFEGUARDING campuses. The GLI was hosted by Oregon’s Portland Community College and took place at the picturesque Rock Creek campus. It was co-designed and facilitated by Andre Le Duc, chief resilience officer and associate vice president for safety and risk services at the University of Oregon.

Throughout the two-and-a-half-day institute, attendees heard from a broad array of experts on topics as wide-ranging as preparing for and recovering from on-campus active shooters to coping with unpredictable natural disasters and cybersecurity attacks.

Participants called the event a “wonderful experience,” highlighting both the quality of presentations and the opportunity for board members and presidents from small and large colleges to interact, build networks, and share experiences, resources, and solutions.

For more information about ACCT’s Governance Leadership Institutes, visit acctgli.org.

Topics and Presenters

Organizational Resilience: The Art of Being Ready for Anything

Andre Le Duc, Chief Resilience Officer and Associate Vice President for Safety and Risk Services, University of Oregon; DRU Network Founder and Administrator.

Dr. John Vargo, Executive Director, Resilient Organizations, New Zealand

Resiliency for Boards

Janice Abraham, President & CEO, United Educators, Md.

Case Study: Umpqua Community College and Lessons Learned

Dr. Mary Spilde, Former President, Lane Community College, Ore.

Vanessa Becker, Former Board Chair, Umpqua Community College, Ore.

Recovery: Supporting Victim and Survivor Needs


Cross Disciplinary Behavioral Interventionist Teams

Michele Cruse, Dean of Students, Portland Community College – Cascade, Ore.

Ryan Aiello, Dean of Students, Portland Community College – Rock Creek, Ore.

Nicole Morris, Student Conduct & Retention Coordinator, Portland Community College – Cascade, Ore.

Charisse Loughery, Student Conduct & Retention Coordinator, Portland Community College – Rock Creek, Ore.

Power of Networks, Strategic Doing and Being Change Ready

Andre Le Duc, Chief Resilience Officer and Associate Vice President for Safety and Risk Services, University of Oregon; DRU Network Founder and Administrator.

Trauma-Informed Sexual Assault Investigation and Adjudication Institute

Kim Richmond, Director, National Center for Campus Public Safety, Vt.

Guns on Campus: Community College Concealed Carry Policy Development

Dr. Matt Franz, Vice President, Information Technology & Emergency Management, Clark State Community College, Ohio

Dr. Jo Alice Blondin, President, Clark State Community College, Ohio

Peggy Noonan, Trustee, Clark State Community College, Ohio

Dr. Daniel Barwick, President, Independence Community College, Kan.

Norman Chambers, Trustee, Independence Community College, Kan.

Case Studies: Confronting Natural Disasters

Dr. Douglas Houston, Chancellor, Yuba Community College District, Calif. (Camp Fire Wild Fire)

Chuck Smith, Associate Vice Chancellor, Fiscal Initiatives and Capital Projects, San Jacinto College District, Texas (Hurricane Harvey)

Cyber Security

Subhasish Mitra, Cybersecurity Executive, Deloitte

Luis Carvajal-Kim, Manager, Cyber Risk Services, Deloitte
Engage Your Board. Advance Your College.

ACCT Board Services provide opportunities to strengthen the unique role of board members and to develop an effective board.

Services Include

• Retreats
• Board self-assessment
• Presidential evaluations
• Succession planning
• Institutional leadership analysis
• Board policy review
• Mediation and conflict resolution

Call to learn more about ways to engage your board and make use of each trustee’s skills and expertise.

Contact:

Colleen Allen
Director of Educational Services
callen@acct.org

202-775-6490 | www.acct.org/services
Thank you to the following colleges who have held a Board Retreat or conducted a Board Self-Assessment or CEO evaluation between January and March 2019. ACCT recognizes these colleges proactive approach to board development and commitment to leadership.

Chaffey College, Calif.
College of Southern Maryland, Md.
Essex County College, N.J.
H. Lavitty Stout Community College, V.I.
Massasoit Community College, Mass.
Ohlone College, Calif.
Portland Community College, Ore.
Riverside Community College District, Calif.
San Bernardino Community College District, Calif.
Tulsa Community College, Okla.
Western Nebraska Community College, Neb.
Executive Searches

The Board Leadership Services staff and consultants of the Association of Community College Trustees are pleased to have assisted in the search for the following community college executive officers.

Gogebic Community College, Michigan
Dr. George McNulty
President
“Dr. McNulty has extensive experience working in rural community colleges and is well respected and engaged in his community. He is a true champion for student success. We welcome Dr. McNulty as the next GCC President.”
—John Lupino, Board Chair

Chemeketa Community College, Oregon
Dr. Jessica Howard
President
“It is my pleasure to announce that Dr. Jessica Howard has accepted the position of president/CEO for Chemeketa Community College. Her proven leadership and personal dedication to student success, access, and inclusion for all students makes her a perfect match for Chemeketa. It was clear from the feedback that we received from the community, faculty, and staff that Dr. Howard is the right person to lead us as we enter the next chapter of Chemeketa’s history.”
—Neva Hutchinson, Board Chair

Northern Wyoming Community College District
Dr. Walter Tribley
President
“We are delighted to welcome Dr. Tribley as our next president. His knowledge, experience, and passion for the community college mission make him the ideal selection. We are so very thankful to have had such a qualified pool of candidates, with very strong finalists, and Dr. Tribley rose to the top.”
—Norleen Healy, Board Chair

State Center Community College District, California
Dr. Angel Reyna
President, Madera Community College Center, State Center Community College District

Dr. Jerry Buckley
President, Reedley College, State Center Community College District

“Both of these individuals have a heart for students, and they will be a great fit. I am very pleased.”
—Paul Parnell, SCCCD chancellor
Community college governing boards are increasingly being held accountable for the success of the institution and its students. ACCT’s Retreat & Workshop Services are designed to help trustees effectively carry out their responsibilities in an increasingly complex and litigious world. ACCT is committed to assisting boards by enhancing their capability to provide effective lay governance and leadership to strengthen the capacity of community colleges to achieve their mission on behalf of their communities.

Retreats can strengthen communication and understanding among board members, which can lead to a stronger, more effective working group. When a board engages in training and professional development, it is also a model for the rest of the institution.

ACCT Board Services will customize a retreat that fits your board’s individual needs. ACCT’s expertise is able to provide comprehensive retreat services and guidance to the Board of Trustees and CEO.

Our service derives its strength and uniqueness from the following:

- Focus only on the two-year community and technical college sector.
- A 35-year history of outstanding and recognized service to boards of trustees in colleges and districts throughout the United States and abroad.
- A range of board retreat and consultative services that set the stage for long-term success.
- A range of services that can be customized to a board’s exact needs.
- Experience conducting more than 300 retreats for community colleges all over the country.
- Facilitators and consultants who include former trustees, presidents, and scholars with proven track records and expertise in college governance and board leadership.

**Classic Topics**

While each retreat or workshop can be tailored to meet the individual needs of any institution and its board, ACCT offers a range of Classic Topics. Potential retreat topics include:

- Roles and Responsibilities of the Board
- Strengthening the Board/President Relationship
- How to Implement Policy Governance
- Board Ethics and Standards of Good Practice
- Board Planning and Goal Setting
- The Role of the Board in Strategic Planning
- The Role of the Board in the Accreditation Process
- Mediation and Conflict Resolution
- The Board’s Role in Advocacy
- The Board’s Role in Fundraising
- New President Transition
- New Trustee Orientation
- Board Self-Assessment and Presidential Evaluation

For more information or to schedule a retreat, contact Colleen Allen at callen@acct.org / 202.775.6490.
A Lifetime of Appreciation

ACCT LIFETIME MEMBERSHIP

Community college trustees give a lot of themselves — time, energy, wisdom — and ask for little or nothing in return. The gift of an ACCT Lifetime Membership is a way to thank trustees for everything they do, and to empower them to keep doing it for as long as they choose.

A lifetime membership is a perfect way to...

• Recognize outstanding trustees whose dedication to your college has made a difference and set an example.

• Thank outgoing members for their service.

• Remain involved with your peers and make a tax-deductible donation to your national association by purchasing a Lifetime Membership for yourself.

7 REASONS TO BESTOW A LIFETIME MEMBERSHIP

1. Giving outstanding and retiring board members a Lifetime Membership to ACCT is a way to thank them for their service, recognize them among their peers, and ensure their ongoing interest in your college.

2. Lifetime Members receive complimentary registration to all ACCT meetings, including the Annual Leadership Congress and the National Legislative Summit, after retiring from their local boards.

3. Lifetime Members receive all of ACCT’s award-winning publications, including Trustee Quarterly magazine and Advisor.

4. Lifetime Members are recognized publicly in Trustee Quarterly, on the ACCT Web site, and elsewhere.

5. The Lifetime Membership program supports and promotes ACCT’s continuing trustee education and professional development.

6. Colleges that purchase Lifetime Memberships can deduct the expense from taxes to the fullest extent allowed by law.

7. It’s just a nice thing to do — and haven’t your most exceptional trustees earned it?

For more information and to submit an application, go to www.acct.org/membership/lifetime or contact ACCT’s Member Services at 202.775.4667 or acctinfo@acct.org.
Keeping Up with the Changes

By Pamela Payne
El Paso Community College

AS I THOUGHT ABOUT WHAT TO WRITE ABOUT FOR THE SPRING issue of Trustee Quarterly that the membership might find relevant and useful, I looked around and realized that “the one thing that is constant is change.” Over the last few months, two of El Paso Community College’s board members resigned after they were elected as a state representative and a district court judge, respectively. I had worked with both of these individuals for a number of years. This spring, our college will also hold elections for three seats on our board of trustees.

Experiencing so many changes all at once is not unusual at my college, and I realize that my college is not unique in this respect. All of this made me think about change and how we as board professionals deal with it.

When I think about my work, I feel that I experience quite a lot of change throughout the day. I believe that most of us do. Whether it be the daily calendar that has to be adjusted for meetings that go too long, reports that you just spent several hours working on, travel itineraries that have to accommodate last-minute changes, or changes to your board meeting schedules or agendas — something is always changing.

Having worked directly with a college president and with members of the board of trustees for the last 24 years, I have learned how to adapt my habits based on the individuals that I worked with. It isn’t always easy and sometimes can be very frustrating. As a Professional Board Staff Network member, you probably have mastered this skill as well.

Having pondered all of this, I decided to see what Webster’s Dictionary had to say about change as it relates to our jobs. The definition of change as a transitive verb includes: a) to make different in some particular: alter; b) to make radically different: transform; c) to give a different position, course, or direction to; d) to replace with another; and e) to make a shift from one to another: switch.

As an intransitive verb, the definitions included: a) to become different; and b) to undergo transformation, transition, or substitution. As a noun, the definition was the act, process, or result of changing: such as a) alteration; b) transformation; and c) substitution.

The one word that really stood out to me was transformation. As board professionals, we see transformation in everything around us. We see it on our college campuses with the growth and development of new programs, we see it in our students as they graduate, we see it in our presidents, and we see it on our boards. But do we see the transformation in ourselves?

How can we transform? While there is the old saying that “you can’t teach an old dog new tricks,” I don’t believe that is true. Although change can be scary, it is a necessity for the board professional — to keep up with change, at times to catalyze change, and to change ourselves. I am sure that all of us have had to learn a few new “tricks” to keep up with the demanding jobs we are in. I know I have!

Among the things we can do to transform on the job: Take advantage of opportunities at your college. As college employees, we are in the best place to take a class to improve our expertise continued on page 46
in numerous areas. Many of our institutions offer continuing education courses that will allow us to update existing skills and even learn a few new ones. Technology is always the first thing that comes to mind. It seems as soon as we become proficient in one area, the technology is changing again. There are several other areas that come to mind when thinking about updating our abilities, such as writing, public speaking, time management, and leadership, just to name a few.

Do more with the PBSN — and bring your peers! Becoming involved in PBSN is another way to learn a few new tricks to help you on the job. Each year at our conference, we cover relevant information that can assist the board professional in our day-to-day jobs. Networking with your peers from around the country is essential in learning from others. The new board professional can learn from those of us who are more seasoned, and the more seasoned members can learn new and innovative ideas from our younger counterparts. We all have something meaningful that can be shared with each other. For example, I was never comfortable speaking in front of a group of people. Since becoming active in PBSN, I have forced myself out of my comfort zone and am becoming more at ease addressing an audience. I have learned so much from my peers and have made so many new friendships along the way.

As I think back to the trailblazers who created PBSN and worked to be recognized by ACCT, I am reminded that they were seeking change as well. I pulled this from a PBSN brochure from 2011:

“In October 1993, board staff assistants and secretaries attended workshops at the ACCT annual convention in Toronto. Those attending realized a need for a more formal networking mechanism to offer year-round support and outreach to higher education board staff.”

A founding committee was formed and submitted a proposal to ACCT, which was later approved. The Professional Board Staff Network (PBSN) was recognized and the first officers were elected during the ACCT Leadership Congress in October 1994.

This February, the current PBSN Board met during the ACCT National Legislative Summit in Washington, D.C. Our conversation focused on planning for the PBSN workshop and business meeting during the ACCT Leadership Congress in San Francisco this October. As we considered topics to discuss this year, we also talked about how we could change our format for upcoming conferences. We will continue to explore those ideas throughout the coming months and will share this information during our business meeting in October to be voted on by the members of the Association. The officers hope that these proposed changes will improve the experience for our members.

Help transform the Network. As ACCT celebrates its 50th anniversary in October, PBSN will celebrate its 25th anniversary. As members, I believe it is all of our responsibilities to continue to move the organization forward. We will continue to strive to provide an opportunity for the members to network and learn from each other during our workshops. Consider running for an office on the PBSN board. It is a great experience and a way to “pay it forward.”

I hope all of you can attend the ACCT Congress in San Francisco this October. I look forward to learning from each of you!
A Message for Professional Board Staff Network from ACCT

ACCT’s board and staff understand how many responsibilities professional board staff juggle, how many hats you wear on any given day.

On behalf of all of us at the association, we thank you sincerely for the effort that you put into this work.

Please remember that this association is your association as well. We have a great deal of resources to assist your college, and we want them to be as easy to access as they can be. If you need advice, guidance, reference material, or other resources about governance, advocacy, or any special issue your campus is facing, please don’t hesitate to contact us. If you need any help accessing resources online or getting a hold of printed copies – or anything else – please do not hesitate to ask.

We appreciate everything you do to support the vital missions of your colleges, and we are here to support your work. Our website, www.acct.org, includes an abundance of resources. By going directly to www.acct.org/members, you’ll have ready access to an overview of ACCT membership benefits, a section of the site dedicated to the Professional Board Staff Network, and much more.

Please contact Membership Services Associate Diane Hsiung at dhsiung@acct.org or (202) 775-4452 for all your membership needs.
2020 Candidates for the ACCT Board Of Directors

REGIONAL DIRECTOR

(1) Three-Year Term in Each Region
The following is the slate of nominees:

Central Region
Jay Nardini*
Hawkeye Community College, IA

Northeast Region
David Mathis*
Mohawk Valley Community College, NY

Pacific Region
Stephan Castellanos*
San Joaquin Delta College, CA

Southern Region
Tamela Cullens*
South Florida State College, FL

Western Region
Steven Anderson*
Northeast Community College, NE

DIRECTOR-AT-LARGE

(3) Three-Year Terms
The following is the slate of nominees:

Tim Hardy*
Louisiana Community & Technical College System, LA

Rosa O’Neil*
Northern Virginia Community College, VA

Arturo Reyes*
Mott Community College, MI

Nominations must be received by July 1, 2019 in order to appear in the fall 2019 issue of Advisor. Candidates with an asterisk received the support of their respective Regional Nominating Committee.

Note: Nominations will be accepted from the floor on all elections.

2020 Candidates for the ACCT Diversity Committee

(1) Two-Year Term in Each Region
The following is the slate of nominees:

Central Region
Marc Wiley*
Prairie State College, IL

Northeast Region
Mary Zimmerman*
Union County College, NJ

Pacific Region
No Nominees

Southern Region
Tina Royal*
Davidson County Community College, NC

Western Region
Belen Robles*
El Paso Community College, TX

Candidates with an asterisk received the support of their respective Regional Nominating Committee.

NOTE: Nominations will be accepted from the floor on all elections.

NOMINATIONS FOR DIRECTOR-AT-LARGE

Deadline for Receipt is July 1, 2019
You are encouraged to submit your nomination via e-mail to nominations@acct.org.

Director-at-Large Nomination Process
Each member of the Board of Directors at the time of election must be a member of a Voting Member. Voting Members are defined as governing and advisory boards of accredited not-for-profit community-based postsecondary educational institutions that primarily offer programs other than baccalaureate, graduate, and professional degrees, including boards of state systems that include such institutions. According to the ACCT Bylaws, no more than one (1) member from any member board may serve as an elected member on the ACCT Board of Directors at the same time.

If you wish to run for a Director-at-Large seat during the 50th Annual ACCT Leadership Congress and appear in the Advisor, you are required to notify the ACCT President at the Washington, D.C., office in writing of your intent to run. Your notification must be received with a postmark date of July 1, 2019, or by electronic mail (preferred method) by close of business on July 1, 2019. The President will send candidate information received within the prescribed postmarked deadline to the ACCT membership in September.

Official notification from candidates shall consist of:
• A letter of declaration to run for office;
• A letter of support from the individual’s board;
• A one-page résumé that should focus on community college-related service and other civic activities and may include brief information on education and occupation;
• A narrative statement, not to exceed 150 words, for inclusion in voting materials to be printed;
• A 5” x 7” head-and-shoulders photo, preferably color (photos will not be returned), or a color electronic version (preferred) — 300 dpi or higher; and
• An optional single letter of support from an ACCT member board. This letter of support must be limited to one page.

You are encouraged to submit your nomination online. Please e-mail your nomination to nominations@acct.org. ACCT will respond to your submission via e-mail within three working days. Please contact ACCT Vice President for Public Policy and External Relations Jee Hang Lee at jhlee@acct.org if you do NOT receive a response within three working days. Nominations will also be accepted via standard mail (return receipt requested). Mail nominations to: ACCT President, 1101 17th Street, NW, Suite 300, Washington, DC 20036.
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PAST IS PROLOGUE
BUILDING A BRIDGE TO THE FUTURE

CALL FOR PRESENTATIONS

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