

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD RETREAT
AUGUST 27, 2011

MINUTES

A retreat of the Maricopa County Community College District Governing Board was scheduled to be held at 8:00 a.m. at the District Support Services Center, 2411 West 14th Street, Tempe, Arizona, pursuant to A.R.S. §38-431.02, notice having been duly given.

PRESENT

GOVERNING BOARD

Randolph Lumm, President
Doyle Burke, Secretary
Don Campbell, Member
Dana Saar, Member

Absent:

Debra Pearson, Member

ADMINISTRATION

Rufus Glasper
Maria Harper-Marinick
Debra Thompson
George Kahkedjian
Steve Helfgot
Anna Solley
Paul Dale
Shouan Pan
Shari Olson
Ernie Lara
Gene Giovannini
Chris Bustamante
Linda Lujan
Jan Gehler
Irene Kovala
Jim Bowers for Nikki Jackson
Maggie McConnell for Lee Combs

CALL TO ORDER

The retreat meeting was called to order at 9:00 a.m.

**WELCOME &
PURPOSE**

Governing Board President Randolph Lumm welcomed everyone, thanked them for being present and thanked President Paul Dale for providing the venue for this retreat. He stated it was his hope that everyone would share their thoughts, get to know each other better, and speak what is on their mind. He assumed that although some may know about many many of the things they have questions about, they don't know the big picture and he wanted to make sure their questions were answered.

Before passing the retreat onto facilitator Dr. Maria Harper-Marinick, he asked the group to engage in an ice-breaker activity.

**WELCOME FROM
CHANCELLOR**

Chancellor Rufus Glasper also welcomed those present to this retreat which would provide an opportunity to address a series of questions that

the Board Members had and possibly looking at different ways to do our jobs. The agenda included access, completion, retention. He commented that the Lumina Foundation featured Maricopa as an institution moving towards productivity.

**INTRODUCTION OF
SPECIAL SPEAKER**

Executive Vice President and Provost Dr. Maria Harper-Marinick commented that the agenda provided for looking at the landscape for higher education and with this in mind took pleasure in introducing Dr. Clara Lovett, President Emerita of Northern Arizona University. Dr. Lovett was educated in her native Italy and at Cambridge University in before coming to the United States. She also earned M.A. and Ph.D degrees in European history at the University of Texas, Austin. In 1993 she was recruited by the Arizona Board of Regents to serve as president of Northern Arizona University, the first and thus far the only woman to serve as president of one of Arizona's public universities and the first NAU president born outside the U.S. since World War I. After her retirement from NAU in 2001, Dr. Lovett served as president of the American Association for Higher Education in Washington, DC. She retired again 2005.

Dr. Lovett stated that her presentation was structured for members of the Board and had been asked to identify important national topics in education. She stated that four topics were selected, one being higher education as a sector in our economy. In this country, we don't really have a system for education but nationally we are sectors that share many challenges and issues. Maricopa has been a leader in education and what the Board does in 2011 in hugely important at the local, state and national levels. She spoke about the pyramid phenomenon that the education sector is stratified by: location, financing mechanism, economic and social class. As the size of the sector increases, the pyramid should disappear or become flatter and this has not happened. The top of the pyramid is still occupied by elite colleges. Among community colleges the pyramid is not as sharp as it is more accessible but the pyramid still exists.

What does that mean for us in a setting like the Maricopa Community College District? It can feel part of a national network. It also needs to be innovative but how do we innovate when change occurs right before our very eyes? Who is entering college and who is graduating? What is scarce are new ideas of how to serve the change in populations in a time when private or public institutions are reluctant to put more resources into their systems. How do we do more with less? Ideas are in short supply. They are satisfied with what they are doing. They don't have a compelling reason to do anything different. The institutions are doing fine and are not going to try to do anything different. This phenomenon of the pyramid is compounded by the fact that colleges and universities choose leaders within their system. They choose from a group of people that socialize in the same way. When we are in a room with ourselves we

don't see. We don't know what to do different. What does this mean for MCCCDC? MCCCDC has the advantage in that they are at the top of the pyramid. MCCCDC is a recognized leader. Peers will be willing to explore. You can be more than a collective team, a system of ten different colleges. 21st Century Maricopa spent a lot of time learning how to capitalize. One Maricopa means it is ten colleges. We are One Maricopa and can share many resources. We can be more than one self starting college. The advantage has a lot of potential that has not been realized. The system grew over time and achieved legitimacy through accrediting agencies. But this puts more pressure to the ten different colleges in the areas of curriculum, better use of technology, building human resources. Advice for Governing Board is to keep track of that and keep asking questions.

Trend #2: MCCCDC is focusing on completion. Students come to MCCCDC but bringing them in and seeing them complete are two different things. Completing an associate's degree or getting ready to transfer to a four year degree institution. The statistics on completion nationwide are discouraging. One hundred students enrolled in nine credits and 75 finish. Of those that finish high school, 58-55% enroll in college or universities. Of those only 33% will get a degree in a six year period. We are in a knowledge society dealing with communications, writing, speaking, technology. Yet we lose 2/3 of a workforce that can take advantage of college. Lack of completion represents a loss to society but also a source of waste within higher education. Preparing 100 students to attend and go through revolving door. Who is addressing this issue? Lumina Foundation understands this picture. What is going on in the elementary schools and high schools is very much a part of what happens at a community college. Need to build bridges with those institutions and universities so that some students can go on. Need to continue working on that issue. Statistics at universities are so bad that sometimes it becomes very discouraging. Universities say why do it. Community colleges keep working on it.

Trend #3: Ticking bomb of student debt. Estimates of student debt stand at \$500-800 billion. That is real money. They have attended colleges and universities and they have to pay it back. They don't necessarily have to have graduated. Not the problem of the institution that helped to get the loan. Lenders are backed by federal guarantees. The bomb is ticking and not only that but it is getting larger. Over the past years costs have gone up in education and debt for students has gone up and they must pay it back. It is okay as long as the economy does well and students can do well enough and pay back their debt. Any significant change in the economic radar means that more students today are at risk of defaulting but in many cases it is not just individual choice. What can a system such as MCCCDC do? They cannot provide a large amount of financial aid. Largely they depend on tuition, state aid or loans. As a system they can take action. Mission is to be affordable and accessible,

not to encourage students to start out their lives with loans. Improving productivity helps the others. Have they done enough and are they on the right track? A community of ten colleges should be able to help one another. Costs of increasing tuition, physical plants, and athletic programs have an impact on the bottom line. All resources come from student and taxpayers' pockets. There is something wrong in competing to see who has the best instead of focusing on the core mission of the college. In the last twenty years there has been a significant investment in technology. At most colleges technology is still an add-on. Not transforming the basic nature of options, just including the option but not the core of options. Not significantly different from many years ago. Still employing in very primitive ways. In this last area you are in very good company in that most colleges and universities operate in similar ways. Only one has been successful – Western Governor's University. They have 25,000 degree seeking students. They offer only a few programs. They are an on-line university. They use faculty not to lecture but to mentor students. They assess what you have done up to that point, what you know, and then work out an individual plan for the student and that they have mastered the knowledge. They have to take classes but some can be done through self study or through field of work. They don't get the degree until mentors determine that they have mastered information necessary. Only Western is doing this. MCCCCD needs to look at how it uses technology and certainly look at how it uses HR resources.

Discussion:

Mr. Lumm asked if there was a national organization to oversee educational institutions. Dr. Lovett responded that the closest is the accrediting organization but it does not govern the institutions. Accreditation applies to content of programs. It can only do a couple of things with accreditation.

Mr. Saar stated that CTE Group did something similar when he graduated. One year the Chair of the Board of Regents caught on that no engineering students could get a degree in a four year period because more credits were added. Working adults are more responsible and more likely to see that advantage.

**COMMENTS BY
CHANCELLOR**

Dr. Glasper explained that President Lumm had asked for four areas to be the focus for this retreat: (1) performance funding or funding model, (2) how resources are allocated and how we can know what the state will provide, (3) next were student incentives and what are we doing with financial aid, and (4) business efficiency and how do we change how we do business with community and K-12 sectors.

**MCCCCD ROLE IN
EDUCATION/
ENSURING STUDENT
SUCCESS**

Topics:

- College completion/graduation
- Performance-based funding
- Developmental education students

Executive Vice Chancellor and Provost Dr. Maria Harper Marinick responded to Governing Board Member Doyle Burke's questions as to how we were doing in development education and were the colleges meeting with each other to talk about best practices. Dr. Harper-Marinick explained that the last data we had on this was for 2009-10 and in November we would have the new data. The number of students testing into math was 60%, into English 39% and developmental reading was over 50%. Students who are completing those developmental ed courses are improving. During next year's summer institute, four experts from across the country will come to Maricopa and meet with teams from all colleges. They will talk about research and put plans in place. Good work has been done the last four years and we are now starting to see the results.

Mr. Lumm asked if there had been any formal work with high schools in early testing. CGCC President Dr. Linda Lujan responded that her college in partnership with the Chandler School District conducted assessments with ninth grade math students and twelfth grade before SAT scores evaluated. Partnerships such as this provide greater opportunity to work with students early. At EMC, they are working with the West Valley Think Tank looking at data to see how they are testing and then focusing in the areas where students are having difficulty. They are also looking at working with the middle schools. MCC has a partnership with the Mesa Public Schools (CLIP), looking into how to serve underserved students. Looking at whole curriculum issues. Institutions need to lay down their egos and concentrate on students' needs. They are writing a grant for tutoring system that ASU now uses. SCC has an informal agreement with Scottsdale Unified School District which has recognized that seventh and eighth graders are not high school ready. Need to move further upstream to get students ready.

Chancellor Glasper commented that he had met recently with the community college presidents council wherein the topic of the college completion was discussed. This has some funding to look into those initiatives. MCCCCD agreed to go to next step which would require gathering additional data.

STRATEGIC
PLANNING

Topics:

- Process
- Alignment with
 - Board Outcomes and Metrics
 - Chancellor's Priorities
 - Capital Planning
- Accountability/Reporting
- Capital Planning

Executive Vice President & Provost Dr. Maria Harper-Marinick introduced Bill Guerriero from CGCC who presented what was being done in the area of Strategic Planning. The following represents the information he covered:

Desired Outcomes for the New Strategic Planning Process:

September – October 2011:

- Finalize conceptual framework
- Identify System Level Strategies
- Publish Strategic Plan and Process

November 2011- February 2012

- Present Governing Board Monitoring Report (November)
- College and District Plans due (February)
- Present Accountability Report on Governing Board Metrics (February)

Recent Progress

New Governing Board Outcomes were adopted
Governing Board Metrics developed and adopted
Strategic Planning Work Team formed (expansion of the Governing Board Metrics Committee)
Conceptual planning model drafted

Guiding Principles Identified by the Strategic Planning Work Team

Conceptual Framework for MCCCCD Integrated Planning
Encourages holistic thinking
Connects and informs planning efforts at the District and College Level
Focuses on change
Focuses efforts on a manageable number of strategies
Includes system level strategies
Captures emergent strategies and innovations at the colleges
Is updated and reviewed on a regular cycle
Designed for ease of use and understanding

Core Planning Areas Based on Governing Board Outcomes

Access to Learning *MCCCCD provides access to learning opportunities for students and the community.*

Pathways to Success

MCCCCD builds educational and career pathways and supports student

goal attainment.

Effective Learning and Teaching

MCCCD researches, assesses, and improves student learning and invests in strategies to improve organizational learning and effectiveness.

Organizational Integrity

MCCCD develops and strengthens policies and practices to guide the effective use of public resources.

Proposed Timeline:

September – October 2011:

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- Present Governing Board Monitoring Report (November)
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Dr. Harper-Marinick explained that this has been a year of transition. Plans were already in place (since last September) to be able to align with work of Governing Board. Information prepared on old data. In November, report will be based on last year's mandates. Have been measuring student success for last three years to that data will be included. Will take a while to be fully aligned.

Mr. Lumm suggested that board members visit with their respective colleges and review their strategic plans. Chancellor Glasper commented that he would make college plans available for board members. College planning will include best practices that are working and then can be adapted as strategies. Governing Board Member Dana Saar stated they should plan to get to a common destination (outcomes) and be careful not to change too often. Need to have Board Members understand what that destination is.

Vice Chancellor of Business Services came forward to speak about Capital Planning and Performance Funding. The following represents the information she presented:

Governing Board Questions:

- ☐ Capital Planning
- ☐ Capital Needs and Priorities: What are they? Are we maintaining existing facilities?
- ☐ CDAC: What is the process, including timeline, for the review and approval of agenda items? When does the Board begin their input?

Information:

Capital Planning

The District planned and successfully obtained voter approval for major capital development programs funded by General Obligation Bonds. Voter approval for the \$386 million 1994 program was over 60% and over 70% for the 2004 program of \$951 million program. Such programs provide capital resources for a 10-12 year period and typically involve several inter-related elements including:

- ☐ Purchase of raw land for future campus development
- ☐ Purchase of existing buildings for immediate use
- ☐ New construction or remodeling of instructional and support space
- ☐ Major maintenance projects such as District-wide programs for central plant equipment, roof replacement, paving, athletic facilities, hazardous materials abatement, etc.
- ☐ Larger scale repair and renewal projects for college facilities
- ☐ Energy savings improvements, changes due to regulatory agencies, and Americans with Disabilities Act (ADA) compliance
- ☐ College safety and security improvements
- ☐ Purchase of capital equipment for instruction, technology and occupational education
- ☐ Capital costs for disaster recovery/business continuity program

These programs typically take about 5 years to plan. While the recent historic cycle has been to seek voter approval for a new program every 10 years, we are not likely to propose a program to the voters any sooner than 2016, and potentially 2018 depending on numerous factors. As such, planning for a future capital program only is starting now and is at a very broad conceptual level.

Capital Needs and Priorities/Maintenance

Capital planning for the 2004 bond program began in 1999. The projects that the Board sees in agenda items to provide Conceptual Approval and approve contract awards for the capital program reflect that planning process. Given that the 2004 program has been underway for just over 6 years, the District has completed many projects and most of the large, top priority projects identified by the colleges. These plans were developed by the colleges and shared with the internal and external community before the election. Program changes and updates have also been shared since then.

Major maintenance is a significant part of the 2004 program. The District also supports the upkeep of facilities with preventive maintenance projects using annual funded sources. The dollar value of the District-wide major maintenance programs are of a level that typically requires Board approval for individual contract awards.

CDAC

CDAC is charged with the overall responsibility for the G.O. bond program and related bond and capital related expenditures. Large capital projects for construction or remodeling require CDAC Conceptual Approval. New construction and remodeling projects also require the approval of the Financial Advisory Council (FAC), an assurance that it recommends and supports operating costs for new bond projects. Per currently approved CDAC procedures, CDAC and Board approval is required only *“for new construction and remodeling projects having a total project capital budget in excess of*

\$500,000.” CDAC also is responsible for approvals of all capital funded purchase orders with single items costing between \$50,000 and \$100,000, a change instituted a decade ago to reduce the Governing Board agenda length while still maintaining review of a significant amount of total expenditure. Since the planning and priority decisions for capital projects already have been made by the college, CDAC review is limited to consideration of items from more of a technical perspective. The Board also must act on the Conceptual Approval for new projects. Either CDAC or the Board has the ability to reject or ask to modify the proposed project [content, scope, budget, justification, or any other supporting factor].

CDAC business typically is conducted via email. This saves travel and meeting time for dozens of people for meetings that typically lasted for less than ½ hour. Should there be questions or issues that could not be resolved through early agenda review, CDAC would convene an in-person meeting.

Project approvals and contract awards by CDAC and Board vary in timing. For classrooms and some support space, the timing is such that the project is completed shortly before the start of the fall or spring semester. Some projects are timed to occur when a limited numbers of students and employees are on campus (an example is that paving occurs in the summer). Another example is projects that cause significant impact or disruption to college operations (an example is central plant improvements typically done over semester breaks or low-cooling winter periods).

Due to the timing that Board items must be submitted, along with the requirement that contract awards must be made within a limited time after the contract offer, Board and CDAC items generally occur on the same day’s agenda. Since all capital related Board items also appear on the CDAC agenda (though there are CDAC items that do not require Board action), the Board has the ability to preview CDAC items through its Board agenda review. Board members who are not members of CDAC also receive copies of the CDAC agenda for information. The CDAC agenda, which includes items not requiring Board approval, is distributed, or published, electronically later than the Governing Board agenda because CDAC items often require additional preparation and support. Should CDAC not support an item that is on the Board?

Topic:

Performance Funding

Governing Board Questions:

Information:

The final Getting AHEAD finance report includes the following recommendations for performance funding for community colleges. This was supported by the CEOs of all districts.

☐ Performance Funding Characteristics include:

- Performance funding should not exceed 10% of the combined state aid support for operating and equipment
- Performance measures will be adopted and submitted for review as part of the annual state report
- Budget request process; funding will be requested the following year based

on actual performance

- Each District's annual budget request will include a request for performance funding as follows: 10% of the combined state aid operating and equipment request, divided by the number of performance measures multiplied by the number of performance measures achieved
- Performance measures should be evaluated at least every five years
- The number of performance measures should not exceed six per district
- All community colleges will initially have the same indicators but this may be reevaluated at a later date to have some indicators be unique to districts, to address particular community needs
- Performance measures will be data driven enabling a clear demonstration when standards are achieved
- There is no hold-harmless provision for performance decline; districts will lose funds at the rate funds were added should performance decline on adopted measures
- State aid cuts nullify expectations or requirements to maintain performance levels.

☐ Performance Metrics Include (Exhibit 14 in the Report)

- College-Level Course Success Rate
- Fall-to-Fall Retention Rate
- Graduation (Degree/ Certificate Completion) Rate
- Occupational Program Completers Employed with a Livable Wage or Enrolled in Further Education
- Developmental Course Success (measure in progress)
- Learners Who Successfully Transfer With an AGEC and/or an Associate Degree

**INFORMATION
SHARING**

- Information Technology:
Update on 21st Century Recommendations, IT Plan
- Human Resources
 - Enterprise/Implementation of New Model
 - Employees
 - Performance Evaluations
 - Adjunct Faculty
 - PSA
- Charter High Schools
- Athletics
- Services for Veteran Students
- District-Wide PR and Marketing

Vice Chancellor of Information Technology came forward to speak about Update on 21st Century Recommendations, IT Plan. The following represents the information he presented:

Governing Board Questions:

- ☐ What is the status of the 21st Century Maricopa Recommendations regarding IT?
- ☐ What is the status of current major system upgrades/implementations?

Information:

21st Century Maricopa Update

☐ Goal E20: IT Financial Strategies: Collect and analyze appropriate data for decision-making: All data have been collected and reviewed and all current contracts have been analyzed. The 21st Century Maricopa planning groups recommended against the centralization of all IT budgets across the district. However, the new Information and Instructional Technology Governance structure does provide for improved collaboration among the colleges which should result in more efficient use of funds.

☐ Goal E21: IT Operational Strategies: Review and revise policies and procedures: Work on this recommendation is complete. Service Level Agreement (SLA) templates have been developed and specific SLA's are being completed. The new Information and Instructional Technology Governance Structure includes a Security Advisory Committee and processes for ongoing review and updating of IT policies and procedures.

☐ Goal E22: IT Organizational Strategies: Optimize organizational structure, governance and service delivery model: The only outstanding issue in this area is the need to complete a comprehensive analysis of IT job descriptions, job families and job classifications. All other work is complete. The new Information and Instructional Technology Governance structure will be officially launched September 15, 2011.

☐ Goal #23: IT Integration of Systems: Integrate systems according to revised organizational structure: This recommendation is complete.

☐ Goal #24: IT Standardization of Services and Systems: Upon analysis, it was determined that additional standardization of desktop vendors and printers would not save any additional dollars above those currently being spent. Standardization of telephone systems has a very high dollar cost and is not recommended at this time. A centralized CRM system, student tracking system and district-wide data warehouse are high dollar items that are being considered among other district-wide priorities for funding. Workgroups are currently evaluating help desk and project management services against the new IT Service Delivery Model process. This work should be complete by December 2011. See below for information on district-wide email and shared calendaring and Learning Management System status.

Major System Upgrades/Implementation Projects

☐ Human Resources Management System (HRMS) Upgrade to Version 9.1: The project is proceeding well and is on time and on budget. The completion date is still planned for October 2011.

☐ Student Information System (SIS) Upgrade to Version 9.0: The overall project was split into two phases: planning and implementation. The planning phase has been delayed due to the need to address urgent operational issues with Financial Aid and the need to document a new SIS architecture. The Upgrade Planning project is targeted to begin before the end of the 2011 calendar year.

☐ College Financial System (CFS) Upgrade to Version 12: The project team has completed the initial gap analysis and the first planned database and system upgrade test. As a result of 4 weeks lost time over the summer due to the unexpected change in consultants, and due to the large number of

customizations to CFS in the past, the project committee has recommended that the project completion date should be shifted from January 2012 to March 2012 and that one additional verification cycle should be added to the process.

☐ College Financial System Grants Management: To ensure that the CFS R12 Upgrade project is completed, this project has been intentionally delayed. Work is scheduled to begin on the Grants Management project as soon as the R12 Upgrade is completed.

☐ District-wide Email: A district-wide email and shared calendaring system has been selected and approved by the Governing Board. A work group of the Information Technology Leadership Council is developing an RFP for consulting services, implementation plans and processes. We anticipate completion of this effort by the end of calendar year 2012.

☐ Learning Management System: The RFP team has recommended procurement of the Canvas product from Instructure. Given the impact and criticality of this function to the district, the recommendation was reviewed by executive management to ensure adequate coordination across the district. A decision will be communicated through the Vice Chancellor for Information Technology when the necessary coordination is completed.

☐ Airpark Disaster Recovery Center: The data center at Scottsdale Airpark was completed in January 2011. The three largest applications supported by ITS – CFS, HRMS, and SIS – have disaster recovery systems in place and were tested in June 2011. Gateway CC and Rio Salado are currently developing disaster recovery capabilities in the facilities. Based on these pilots, the next step is to work through the Information Technology Leadership Council to develop college-based disaster recovery plans and to replicate the work of GWCC and RSC for other colleges at the Airpark.

Representing the Vice Chancellor of Human Resources, Jim Bowers came forward to speak about Human Resources, specifically the Enterprise/Implementation of New Model, Employee Evaluations, Adjunct Faculty, PSA. The following represents the information that was submitted on a white paper and subject to discussion:

Topic:

Human Resources – Enterprise/Implementation of New Model

Governing Board Questions:

Progress on Implementation of New Model

Information:

Vice Chancellor Nikki Jackson was hired in February, 2011 to implement a reorganization of the human resources function in order to create the One Maricopa-Maricopa HR model. She began this process immediately by asking everyone in HR, District and College: Who are we? What do we do? Why does it matter? In April she established the conceptual themes for HR in 2011 of a “Shared sense of purpose” and “Trust.” In May she began working on establishing the new District HR management structure and by July had created the following five departments headed as follows:

- ☐ Center for Employee and Organizational Development – Pat Honzay, District Director
- ☐ Executive Talent Management and Acquisition – Dorothy Sisneros, District Director
- ☐ HR Administration – Kathy Brooks, District Director
- ☐ HR Solutions Center – Jim Bowers, District Director
- ☐ Center for HR Innovation, Strategy and Planning – Josh Mackey, District Director

In May a Role Statement and Guiding Principles, all in support of the mission, vision and values of the District, were established.

ROLE – The role of Human Resources is to provide knowledge, counsel and services to help MCCCDC attract, develop, and retain a talented, diverse workforce.

The GUIDING PRINCIPLES of Human Resources are:

- ☐ We work collaboratively and share ideas to provide seamless and consistent customer service.
- ☐ We foster relationships built on trust by delivering consistent customer resolutions that inspire confidence and credibility.
- ☐ We are accountable to ethically utilize our resources in an efficient and effective manner.
- ☐ We embrace and promote an inclusive environment where everyone is treated with fairness and respect.
- ☐ We encourage innovation and creativity through an open exchange of ideas, progressive thinking and responsible risk taking.
- ☐ We demonstrate and advocate for value added personal and professional development.

Many positive employee service enhancements have already been realized, including the rollout of an electronic performance management (E-Performance) tool, the implementation of the Peak Performance organizational excellence process for 18 CEC teams, the beginning stages of a revamped, streamlined hiring process, beginning the consolidation of all District ADA accommodation efforts, and the implementation of strong branding efforts in support of the One HR theme.

The next steps for the remainder of 2011 were/are:

- ☐ August – Finalize and communicate District HR service model and begin webinar series for HR updates; District HR Convocation.
- ☐ September – HR Summit, September 22 and 23
- ☐ October/November – Interest-Based Negotiations (IBN) Training, October 31 - November 4, 2011.
- ☐ December – Finalize change model for HR Executive Leadership Team and management.

For 2011 and beyond, the priorities for the five departments are:

- ☐ **Executive Talent Management and Acquisition**
 - Establishment of Executive Rotation Program
 - In-sourcing executive talent acquisition

- Establishment of Executive Coaching Network
- ☐ **HR Solutions Center**
 - Interest Based Negotiations (IBN) - Policy Development
 - Employee Group Interface
 - Re-Org redesign
 - Strategic Policy Priorities (2012)
 - Revamped corrective action, discipline and due process policies
- ☐ **HR Administration**
 - Hiring process revamp
 - Reclassifications/Reassignments
 - Compensation structure
 - 9.1 Upgrade
 - Adjunct faculty database
- ☐ **Center for HR Innovation, Strategy, and Planning**
 - Website
 - Intranet
 - Governance
 - All HR Manager Meetings
 - HR Orientation
- ☐ **Center for Employee and Organizational Development**
 - Leadership experience
 - Career pathing
 - Succession Planning for Grades 18 and below
 - ePerformance
 - Wellness

Topic

Human Resources – Employees – Extra Hours for Residential Faculty

Governing Board Questions:

Update on new policy to limit the number of extra hours faculty is allowed to teach or earn

Information:

In our continuous effort to assure quality teaching in our classrooms as well as maintain an appropriate balance among our Residential Faculty Members, this past spring, we clarified our current load limit policy as follows:

- ☐ Expectation is no more than 6 load hours additional work in a semester
- ☐ 7-10 additional load hours is possible only with College President approval
- ☐ Under no circumstances shall faculty assume additional contract work in excess of 10 additional load hours

Topic:

Human Resources – Employees – Diversity

Governing Board Questions:

What are we doing to improve administration and faculty diversity?

Governing Board Questions:

Since 2001, the MCCC Board has reviewed Maricopa's efforts related to diversity as monitored by the Diversity Advisory Council (DAC). This

has been in keeping with the Board's values of diversity and inclusiveness as they have evolved over the years. Over the past three years DAC has developed and monitored a Diversity Strategic Plan for Maricopa to provide a framework and context for the district's diversity efforts. The plan maps the components, directions, indicators and projected outcomes of Maricopa's efforts to create an inclusive environment for employees in alignment with Maricopa's overarching purpose: that all students succeed. One of the four directions identified in the Diversity Strategic Plan as supporting this goal supporting equitable hiring, retention and advancement for employees. The DAC has historically monitored and made recommendations regarding employment practices within the organization. Current District efforts in support of this goal are:

- ☐ Employee and Organizational Learning Team – Provides diversity and inclusiveness, leadership, safety and supervisory training t Maricopa faculty and staff. Key offerings include MOSAIC (Maximizing Our Strengths as An Inclusive Community) which provides a shared framework of understanding and action related to diversity at Maricopa.
- ☐ Faculty Recruitment – Faculty of Color Recruitment and Retention Committee.
- ☐ Talent Management – A system-wide initiative that builds a pipeline of talent so when opportunities become available, current and potential employees are sourced, recruited, and selected to fit the needs of MCCCDC.
- ☐ Constituency Groups – Maricopa supports internal employee constituency groups that provide support and advocacy for specific and shared group needs, representing African American, Hispanic, Asian Pacific Islander, Native American, Lesbian, Gay, Bi-Sexual, Transgender, Women and Employees with Disabilities.
- ☐ Equal Employment Office – Works in support of an environment free of unlawful discrimination through training seminars in collaboration with EOLT, investigation and resolution of complaints.

Topic:

Human Resources – Employees – Performance Evaluation

Governing Board Questions:

When can we implement employee evaluation of their supervisors?

Information:

Until 2010, all employee performance evaluations at MCCCDC were done on paper. In the Fall of 2010, under the leadership of Pat Honzay and Judy Castellanos, and the staffs of Employee and Organizational Development, the Employee and Organizational Learning Team, Technology Training Services and IT Services, an electronic performance management product (E-Performance) was developed and implemented to evaluate the performance of MAT employees at three early adopter colleges. Work on adapting the product for use in evaluating PSA employees is underway. This electronic tool will ultimately be used by supervisors to manage the performance of all regular, Board-Approved positioned employees with probationary periods. The management process includes the following six steps:

- ☐ Defining duties and responsibilities

- ☐ Establishing performance goals
- ☐ Data gathering, observing, and documenting
- ☐ Diagnosing performance and coaching
- ☐ Establishing development plans
- ☐ Performance appraisal and development

The E-Performance tool will provide managers with the information, in real time, to assure full supervisory use of the process to drive performance management. The first goal will be full utilization of the process by employees and supervisors. After completion of this goal, employee evaluation of their supervisors, also known as 360[®] evaluation, can be explored if desired.

Topic:

Human Resources – Employees – Performance Evaluation

Governing Board Questions:

Can we teach how to recognize personality disorders in employees and people we hire?

Information:

In collaboration with Wellness Maricopa, HR's Center for Employee and Organizational Development is supporting the delivery of a new training course, called Mental Health First Aid, to assist employees in recognizing and responding to signs of mental illnesses and substance use disorders with our students and/or employees. To date, two of four sessions have been conducted. The knowledge gained in this course can allow supervisors and employees to recognize when a fellow employee may need assistance and how to help them.

Once our current hiring process is streamlined, the HR Administration Department will be working with hiring bodies and screening committees to develop and implement more behavior-based interview questions and assessment techniques to assist in selecting candidates who are the best fit for the needs of the District.

Topic:

Human Resources – Employees – Professional Staff Association (PSA)

Governing Board Questions:

Some position's pay is very low. Can we afford to make improvements? How does our pay scale compare?

Information:

The pay scale for PSA employees has been in place at least since the adoption of the Hay system as the basis for PSA classification specifications in the 1980's. To our knowledge, no valid compensation survey based on these existing PSA classifications has been performed in that time. Proper and valid compensation practice would dictate that, 1) a comprehensive analysis of the work of all PSA employees be conducted, resulting in revised and updated classification specifications, 2) a comprehensive wage and benefit survey be conducted, resulting in the establishment of a compensation plan based on external and internal comparables, 3) the pay of PSA employees would thereafter be managed based on these plans, and 4) annual surveys of benchmarked classifications would be conducted to keep the plan current.

The HR Administration Department is in the process of hiring a Classification and Compensation Manager. This position will provide the District with the capability to manage the work necessary to update the classification and compensation of PSA and all other District employees.

Topic:

Human Resources – Employees – Adjunct Faculty

Governing Board Questions:

How can we improve communication?

Information:

Some improvements in communication with adjunct faculty have recently taken place. Under the direction of Vice Chancellor George Kahkedjian, the IT Division worked with the adjunct faculty leadership to create and implement an Adjunct Faculty Employee Group Hierarchical Email Distribution List to be used as a resource for communicating with adjunct faculty.

In addition, General Counsel Lee Combs, Vice Chancellor Nikki Jackson, and Executive Vice Chancellor and Provost Maria Harper Marinick have been meeting regularly with the adjunct faculty leadership to address and resolve the following issues:

- ☐ Preparation of a new Adjunct Faculty Employee Handbook
- ☐ When is an Adjunct Faculty an Employee
- ☐ The Instructional Assignment Period
- ☐ Indemnification
- ☐ Tuition Waivers

Topic:

Human Resources – Employees – Adjunct Faculty

Governing Board Questions:

Can we afford to increase their pay?

Information:

Our adjunct faculty currently earn \$813 per load hour, or \$2,439 for the typical three-hour class. A cursory review of wage rates for adjuncts in other higher education institutions in the Phoenix area reveals this amount to be about average. Some institutions are paying upwards of \$3,000 per semester, while others are paying slightly over \$1,500. Second, except for those disciplines that are traditionally hard to fill, the District is generally not experiencing difficulty in filling adjunct teaching positions. Third, increasing the pay of adjuncts now would create serious and profound morale issues among our regular, board-approved employees, who have not had a pay increase in over four years.

Topic:

Human Resources – Employees – Adjunct Faculty

Governing Board Questions:

Can we get them more involved in committee assignments?

Information:

Adjunct faculty are paid a salary of \$813 per load hour with no benefits (except professional growth and tuition waivers) in exchange for the work directly related to teaching a class. It is assumed (for ASRS retirement purposes) that

they put in at minimum one hour outside of class (preparing for class, grading papers, communicating with students, etc.) for each hour in class per week. Adjuncts are not required nor expected to perform any other duties in exchange for their salary. They are not required to hold office hours, participate in campus or community activities, or serve on committees. To encourage or require adjuncts to serve on committees would blur the line between residential and adjunct faculty.

Topic:

Human Resources – Employees – Adjunct Faculty

Governing Board Questions:

Does this (getting them more involved in committee assignments) help them get a faculty job?

Information:

No. Hiring bodies are charged with the responsibility when filling residential faculty positions to select the applicant who possesses the best combination of the education, experience and demonstrated ability to perform the requirements of the particular vacancy. These persons often have served in adjunct roles prior to being selected for full-time positions. However, whether the applicant's adjunct experience includes service on college or district committees would be irrelevant in determining the most qualified applicant for a position

Topic:

Charter Schools

Governing Board Questions:

- ☐ Why do we have charter schools?
- ☐ How do we or should we support our charter schools?
- ☐ Should charter schools pay rent and utilities or is this just moving money from one pocket to another?
- ☐ Does the money the charter schools save from paying rent go to pay college tuition for students?

Information:

Charter Schools

☐ **Why do we have charter schools?** Charter schools provide for an alternative educational opportunity to underserved populations that historically have not persisted and succeeded at acceptable rates at traditional public schools. The schools physical presence, programs, and services promote higher education for populations that have accessed higher education at low levels in the past. The schools build a sense of community and good will benefiting families and neighborhoods academically, socially and culturally.

☐ **How do we or should we support our charter schools?** We support the schools with physical space and various support services such as informational technology custodial, human resources, and fiscal accounting.

☐ **Should charter schools pay rent and utilities or is this just moving money from one pocket to another?** It depends on how that revenue is expensed. All or some could go directly back to support the school operations.

☐ **Does the money the charter schools save from not paying rent go to pay college tuition for students?** The money the charter schools save from paying rent allows for more resources for the school to pay for college tuition for students. An additional charge of rent/utilities will reduce the school's ability to pay for college tuition, as college tuition is a variable cost.

☐ In the last 3 years alone the GWECHS has paid \$407,574 in tuition and enrolled 545.1 FTSE, generating nearly \$1.1M in enrollment funding.

Topic:

Athletics

Governing Board Questions:

How can we better use Athletics to leverage student recruitment, retention, achievement, community engagement and fund-raising? What are best-practices opportunities and liabilities?

Information:

Nine Maricopa colleges support 94 total athletic teams (46 men's; 48 women's), covering 16 sports. Phoenix College, part of the Phoenix Union High School District, was first to offer athletics, followed by eight other MCCC colleges from Mesa in 1965 to Estrella in 2010. While adapting to relevant trends in community colleges, i.e. growing district, shifting from faculty to MAT coaches and athletic directors, changing competitive landscape for Arizona community colleges and changing national trends driven by the National Junior College Athletic Association (NJCAA), Maricopa athletics programs have consistently supported student success.

Data, unless otherwise stated, are from the Rust study, "Why Athletics?" of 2009, also from Noel Levitz, NJCAA, and Arizona Community College Association documents. In that year, 1,625 student athletes (unduplicated) participated in one or more sports at a Maricopa college. They were represented ethnically as: 18% African-American, 3.6% American Indian, 2.2% Asian, 48.3% Caucasian and 17.2% Hispanic.

☐ Recruitment: 63% male and 55% female athletes chose college because of the athletics program.

☐ Retention: 70% of Arizona athletes persist from fall to spring, compared to only 50% nationally.

☐ Retention: only 15% of Maricopa athletes drop-out from freshman to sophomore years, compared to 30% for Arizona athletes and 50% for athletes nationally.

☐ Achievement: 74% of athletes graduate or successfully transfer compared to 29% nationally.

These student success rates are even more impressive knowing student-athletes are often "at-risk," ethnic minorities, first-generation college-going, academically-disadvantaged and of lower socio-economic status.

With pride each year many Maricopa student athletes and teams achieve academic recognition in NJCAA. A student is awarded Academic All American after 45 credits and cumulative gpa of 3.6 – 3.79. Distinguished Academic All American is awarded after 45 credits and 3.8 gpa or higher. All American

Teams must maintain a 3.0 gpa.

NJCAA 2010-2011 recognition results:

- **Individuals:** Jordan Abaroa, SCC, GPA 3.9; Steven Autenrieth, MCC, GPA 4.0
- **Teams:** Baseball – CGCC, PC, SCC, SMCC; Men’s Basketball – MCC, PC, SMCC;

Men’s Golf – CGCC, SCC, SMCC; Women’s Golf – CGCC, SCC, SMCC; Softball – CGCC, PC, SMCC; Men’s Tennis – PVCC; Women’s Tennis – PVCC, SCC; Women’s Indoor Track – PVCC; Men’s Outdoor Track – SCC; Women’s Outdoor Track – PVCC; Men’s Cross Country – SCC; Women’s Cross Country – PVCC; Women’s Soccer – CGCC, PC, PVCC, SCC, SMCC; Volleyball – CGCC, PC, SMCC
Maricopa schools are members of the NJCAA and the Arizona Community College Athletic Conference which includes 14 Arizona colleges. Scholarship aid is given according to NJCAA Division by sport: Division I full tuition scholarship, room and board; Division II athletic tuition and books; and Division III no athletic scholarship. The attached table reflects the Maricopa colleges by sport by NJCAA division. Four Maricopa colleges with football programs also participate in the Western States Football League of seven Arizona colleges, New Mexico Military Institute and Snow College in Utah (Stahl, 2009).

Traditionally colleges hired HPERD or other faculty as Athletic Directors, but in recent years all but two colleges have shifted the AD to a MAT position, and migrated from part-time coaches to full-time Athletic Specialists, thus improving student recruitment, coaching and training, student academic success and program support. Each college also hires at least one FTE athletic trainer, also yielding improved athlete injury prevention and recovery. The condition of and maintenance for athletic facilities and grounds vary widely depending on age and historic college fund support. Budgets to support equipment, uniforms, travel, referees, and other associated costs vary as well. The District Athletic Council recently worked with Purchasing on a joint purchasing agreement on a list of 50 items commonly needed, purchased from a bi-annual RFP.

Maricopa expenditures for Athletics rose from \$2.9M in 1998 to over \$8M in 2009. Increases stem from: expansion to 9 college programs, facilities improvements and maintenance, bus travel, product cost inflation, new personnel for new sports, officials, facilities rental for off-site events, etc. (Stahl, 2009). Maricopa appropriates approximately \$34,000 to a college for a new sport. A source of ‘compression,’ older colleges do not receive the same level of funding, proportionately as newer schools. All colleges fund-raise for their athletic programs, with Phoenix College being the longest-serving and most successful; for example, Phoenix College raising over \$200,000 for athletic scholarships.

Current issues facing college athletic programs include:

- ☐ adequate operating budgets to cover rising organizational costs
- ☐ capital budgets to expand, renovate and/or enhance safety features of facilities and fields
- ☐ increased need per capita for student-athlete support
- ☐ increased costs of highly trained personnel
- ☐ political challenges to reducing or eliminating under-subscribed sports; and
- ☐ diminished fund-raising environment

Strategic questions for Maricopa:

- ☐ What role does Athletics play in the Student Success agenda?
- ☐ What is the cost-benefit of maintaining MCCCCD Athletics?
- ☐ What is the consequence of reducing or eliminating Athletics?
- ☐ What other best-practices exist for financially supporting Athletics? [new funding model(s)]
- ☐ How can Maricopa colleges better leverage Athletics toward recruitment, community engagement and fund-raising?

Topic:

Veterans' Services across the Maricopa Colleges

Governing Board Questions:

What kinds of services does Maricopa offer to veteran students?

Information:

Services and opportunities for Maricopa's veteran students are wide-ranging and comprehensive. Listed below is a snapshot of current services, programming activities, academic assistance and extracurricular opportunities that were made available in the 2010-2011 year. This represents only a fraction of what is provided to our military students so that they can have a quality experience while attending a Maricopa college and a successful transition to meeting their next goal.

East Valley Veterans' Education Center (EVVEC)

☐ The *East Valley Veterans' Education Center* opened in February, 2011. Since then it has served 772 veteran students. The Center provides educational outreach and college advisement to veterans and their dependents. College partners who assisted in its creation are: Rio Salado, Chandler-Gilbert, Scottsdale CC, Mesa CC, Arizona Department of Economic Security, Arizona Department of Veterans' Services, Phoenix VA Healthcare Systems, U.S. Department of Labor-Veterans' Employment and Training Service, Veterans' Upward Bound Program, Military One Source, Maricopa Workforce Connection, ASU Alumni Association Veterans' Chapter and the Arizona National Yellow Ribbon Initiative.

☐ The *EVVEC* offers the following services: free workshops on basic computer skills, resume writing, interviewing and job search techniques. It offers career assessment and counseling. It provides information on upcoming job fairs and other free workshops in the greater Phoenix area. It provides a computer lab with printer capabilities for faxing and copying plus free Wi-Fi for students.

Chandler-Gilbert Community College (CGCC)

- ☐ Implemented a work study program that allows veteran students to work on campus and gain valuable experience.
- ☐ Created a New Student Orientation specifically for veteran students.
- ☐ Implemented a Veterans' Student Organization.

Estrella Mountain Community College (EMCC)

☐ Created a special CPD class (Counseling & Personal Development) to meet the needs of our returning veteran students that will assist them in

transitioning to college and updating their study and organizational skills.

☐ Created a Behavioral Assessment Team that provided training to the general college community (faculty, staff, and student employees) to learn how to deal with issues such as PTSD (post traumatic stress syndrome) which affects many returning veterans.

GateWay Community College (GWCC)

☐ Recognized for the third consecutive year as a Military Friendly School (official announcement to be made on September 12).

☐ VIP Admissions, Registration, & Records Services

Glendale Community College (GCC)

☐ Established priority registration for veteran students

☐ Created a Veterans' Center and Veterans' Club in November, 2011, which provides one-stop service including college enrollment, advisement, counseling and career services, and certification of the students' enrollment so that their benefits can begin.

Mesa Community College (MCC)

☐ Finalizing "priority registration" for veteran students what will begin for spring semester, 2012.

☐ Hosted the "Veterans' Meet & Greet" that is sponsored by the Veterans Military Alliance (student club).

☐ MCC will be hosting a Veterans Town Hall in cooperation with the AZ Department of Veteran Affairs which is the VA regional office for AZ. They will be presenting the new updates to the post 9/11 GI Bill to all schools in Arizona. This event will be held on September 22 at MCC in the Elsner Library. This event is open to the public and school certifying officials in Arizona.

Paradise Valley Community College (PVCC)

☐ New Student Orientation just for Veterans.

☐ Recognized as a Military Friendly college this year.

☐ Hosted beginning of semester *Learning Week* sessions for staff & faculty on what are the signs of PTSD.

☐ Have re-established a relationship with the VA Work Study Program and again utilize the services of VA students for office support. Workers are paid by the VA Administration.

☐ Upon completion of the student center in 2013, VA students will have a space designated for them.

Phoenix College (PC)

☐ Last two years, Phoenix College presented "Veteran's Appreciation Day", an event that is entirely for veterans and their families. We provide information concerning Veterans Affairs educational benefits, medical, vocational rehabilitation, and other benefits.

☐ Phoenix College Veterans Club

- ☐ New buildings – Veterans Services is a part of the new One Stop Shop building currently in progress.
- ☐ New procedures that assist this population with transitioning to a four-year institution – Veterans are being introduced to the MAPPS Alliance program with ASU.
- ☐ New faculty orientations introduced current veteran issues opening communication between faculty and Veterans Services.
- ☐ An increase of advisors who work with veterans.
 - We offered a National Guard Advance Paramedic cohort program that takes place on site at the Papago Military Reserve Base.

Scottsdale Community College (SCC)

- ☐ Provided short term extensions of fee payment for veteran students for their tuition, fees and books.
- ☐ Created a Veterans' Lounge and Veterans Club

South Mountain Community College (SMCC)

- ☐ Established a Veterans Club.
- ☐ Created a separate orientation and a CPD (counseling and personal development class) for veteran students
- ☐ Provided awareness training for faculty and staff issues they face on how to integrate back into mainstream society

Topic:

Proposition 300 and HB 2008

Governing Board Questions:

What is the status of implementation?

Information:

Proposition 300 and HB 2008 are two distinct laws. Proposition 300, codified in Arizona Revised Statute §§15-1803-B and 15-1825, was a referendum passed by Arizona citizens in November 2006. It requires students who are not legal citizens of the United States or who are without lawful immigration status be precluded from classification as in-state or county residents. It also makes students who are not lawfully in the United States ineligible for "tuition waivers, fee waivers, grants, scholarship assistance, financial aid, tuition assistance or any other type of financial assistance that is subsidized or paid in whole or in part with state monies." The result of the law was to make persons who are unable to demonstrate legal residency ineligible for in-state or county tuition rates. Because this law was passed by Arizona citizens, the legislature may not amend it except under the limited circumstances set forth in the Arizona State Constitution.

A Proposition 300 Implementation Team consisting primarily and led by admissions and records directors worked in 2006-2007 to establish procedures for and conduct training on compliance with the law, such as determining what documents MCCCCD would accept to demonstrate legal residency and modifying MCCCCD admission forms (both paper and electronic), including the Student Information Form. That team also prepared information about the law

and posted it on the web (<http://www.maricopa.edu/residency/>). Exhibit B to this document contains the language of the parts of the law applicable to community colleges.

In contrast, the legislature passed HB 2008 in 2009. See Arizona Revised Statutes §§1-501 and 502. It requires that any person who applies for a “state or local public benefit” demonstrate lawful presence in the United States by submitting on of 12 specific documents named in the law, which is a more limited list than that which MCCCC identified for implementing Proposition 300. (Proposition 300 did not identify the specific types of documentation required.) HB 2008 also requires certain employees to report to the US Immigration and Customs Enforcement agency any violations or immigration law that they discover in the course of their work. The law makes it a crime for those designated employees not to report the discovery.

The significant efforts to implement HB 2008, which have been chronicled for the Board in prior meetings, have focused on the granting of financial aid, tuition waivers, grants and scholarships to students using public funds. An Implementation Team, headed up by Dr. Debbie Kushibab at EMCC, created a handbook and webpage for MCCCC employees describing the requirements of the law. It is routinely updated as new questions surface about the law’s application. Information about HB 2008’s requirements is posted at: <http://www.maricopa.edu/residency/>. Exhibit B contains the language of the parts of the law applicable to community colleges. Also attached is Exhibit A, which is a summary of the HB 2008 training that has taken place.

HB2008 Training Summary

Report compiled by Debbie Kushibab and Teresa Toney

The HB2008 Compliance Task Force was formed in September 2010 and members met monthly throughout the 2010-11 academic year. Debbie Kushibab, Vice President of Student Affairs at EMCC, chaired the task force at the request of Vice Chancellor Harper-Marinick. Membership included Sylvia Hantla, Teresa Toney, Eric Leshinskie, Rosanne Yniguez, and members of the following councils: Frank Amparo from A&R, Stacie Beck from Financial Aid, Heather Kruse from ACE, Monica Castaneda from Dual Enrollment, Mary Blackwell from Deans of Students, Yira Brimage from DSAC, Michael Greene from Student Life, and Rebecca Valenzuela from Recruitment. MCCCC Legal Counsel provided guidance to the task force. Meeting minutes were shared with Executive Vice Chancellor and Provost, Dr. Maria Harper-Marinick, and Assistant General Counsel Maggie McConnell.

The focus of the task force was to move the colleges into compliance with the law created by HB2008, specifically as it pertained to the new documents required by students, communication to students and employees about the new law, as well as the provision that staff should report students if they disclosed unlawful presence during the application for a public benefit (i.e. scholarships). The following summary of the law provided to the task force by MCCCC legal services served as the foundation for the work of the group:

See Arizona Revised Statutes §§1-501 and 1-502

Under this law passed in 2009, MCCCCD, in administering any “federal public benefit” or “state or local public benefit,” must require each natural person who applies for the benefit to submit one of 12 specific types of documents to demonstrate lawful presence in the United States. That person must also sign a sworn affidavit stating that the documents are true. Failure of an MCCCCD employee who administers that MCCCCD benefit to report “discovered violations of federal immigration law” is a class 2 misdemeanor. The employee’s supervisor is also guilty of a class 2 misdemeanor if he or she knew of the failure to report, and failed to direct the employee to do so.

Throughout the year, as task force members identified and resolved compliance implementation issues, a number of “One Maricopa” opportunities were presented. We took advantage of those opportunities to gain consistency of forms and processes in Financial Aid and Scholarship offices, Admissions & Records, ACE, Dual Enrollment, Recruitment, Student Life, Athletics, and faculty initiated talent waivers. Legal counsel provided guidance for each of the implementation issues under the purview of the task force. The main outcomes included:

1. Creation of a consistent process to obtain and maintain documents required by HB2008. The task force determined it would be best to have the required documents collected during the enrollment process with a note placed in the Student Information System for each student stating which document was collected and at which college it was on file. This way, students would only have to provide documentation one time at one college, yet all colleges would have access to the information. The new process was created and staff at all colleges were trained.

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2. Communicating the requirements of the new law to employees and students was a priority. A statement was created and added to every scholarship application in the district, and signs were created and posted in financial aid and scholarship offices. Throughout the district, all scholarship application forms were changed to reflect this change. Trainings were provided to faculty and staff who administer scholarship funds. The statement that now appears on all scholarship forms is as follows:

Only those with a lawful presence in the US may qualify for MCCCCD scholarships or federal financial aid. Any information you provide about your legal status when you apply for financial aid or scholarships may be subject to mandatory reporting to federal immigration authorities under AZ law. This does not apply to applications for the private scholarship funds held in and distributed by the Maricopa Community Colleges Foundation.

3. Development and implementation of common talent waiver, ACE, and Dual Enrollment scholarship forms and processes that are now consistently used at all colleges.

4. Creation of an HB2008 reporting form and process that was shared with the Vice Presidents of Student Affairs. This form and process is for use in reporting students who disclose unlawful presence during the scholarship application process. The reporting form resides in the office of each Student Affairs Vice President. At the direction of legal counsel, all reporting is forwarded to MCCC Legal Counsel for dissemination to proper authorities.

5. Development of an FAQ document. In fall 2010, an FAQ document and a power point presentation were created for task force members to share with their councils and for Vice Presidents of Student Affairs to share with their colleges. The FAQ document became The Handbook for HB2008, SB1070, and Prop 300; it was updated throughout the fall semester and completed in spring 2011. The document was shared electronically with the task force members for dissemination. The Handbook now resides on a district website for easy access by all employees.

The communication strategy adopted by the task force was one that incorporated updates and training both vertically at each college and horizontally across the district through the various councils impacted by the new law. Vice Presidents of Student Affairs were charged with ensuring compliance at each college through updates and trainings, and task force members were charged with communicating with their councils throughout the year. This strategy was used so that there would be consistent implementation at all colleges. HB 2008 Compliance Training Summary • Updated August 19, 2011 Page 4

College Updates and Trainings

Each college was charged with communicating information about the law created by HB2008 as well as the training on new forms and processes. Following is a compilation of updates and trainings conducted at each of the colleges.

Chandler-Gilbert Community College – Provided by Bill Crawford

☐ College wide training sessions were held on February 24th.

☐ The Admissions, Registration and Records Department (A & R) conducted informal training during a regularly scheduled staff meeting for A & R staff at the Pecos and Williams Campuses. Attendance during the staff meeting was not recorded. The Director of A & R shared HB2008 documents during the April meeting.

☐ The Financial Aid (FA) Department has created several documents related to HB2008, including an internal check sheet which is used by FA Technicians. Other documents included a letter sent to scholarship recipients and an affidavit that recipients are required to submit along with supporting documentation to the FA office.

Estrella Mountain Community College – Provided by Debbie Kushibab

☐ Vice President Kushibab provided HB2008 information to the members of the President's Cabinet on September 16, 2010. Members include President, Vice Presidents, Deans, and other managers reporting to the President.

☐ Campus-wide HB2008 Compliance training was conducted on October 25, 2010. Those in attendance included Faculty, Financial Aid and Scholarship Staff, Student Life, Athletics, Business Services, Development, Academic Deans, Admissions & Records, ACE, and Honors.

☐ Vice President Kushibab provided HB2008 Compliance updates at Student Affairs Managers meetings on October 22, 2010, November 9, 2010, and March 11, 2011. Those in attendance included: Frank Amparo, Linda Scott, Robert Cavan, Vivian Miranda, Austin Shepard, Daniel Meador, Laura Dulgar, Rosanna Short, Jennifer Kester, Jason Martinez, Herschel Jackson, Ramona Santiesteban, and Amy Torgerson.

☐ HB2008 Compliance updates were provided to the Executive Leadership team throughout the 2010-11 academic year. The Executive Team includes Dr. Ernie Lara, Dr. Bryan Tippet, Dr. Clay Goodman, Dr. Debbie Kushibab and Sue Tavakoli.

☐ Vice President Kushibab presented HB2008 information and the new talent waiver form and process to faculty at the Academic Instructional Team (AIT) meeting on February 16, 2011. All division chairs and other EMCC managers and staff were in attendance.

☐ Vice President Kushibab shared the final versions of the Handbook electronically to the Student Affairs Managers and College's Executive Team, and provided the link to the district web page.

☐ The director of Enrollment Services, Frank Amparo, trained his staff on the HB2008 documents to be collected at the time of enrollment and the process to input that information into the Student Information System.

☐ Financial Aid director, Rosanna Short, met with her staff on numerous occasions throughout the academic year and as recently as August 18 to ensure compliance with student aid forms and processes.

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GateWay Community College – Provided by Carolyn O'Connor and Diana Muniz

☐ HB2008 information was provided at Enrollment Management meetings on September 13, 2011 and February 10, 2011.

☐ On May 26, 2011, instruction for entering HB 2008 comments into SIS was shared with the A&R team.

☐ Vice President O'Connor presented the HB2008 material to the student affairs managers on September 29 and October 27, 2010.

☐ HB2008 materials were reviewed again on April 27, 2011. The managers were to meet with their staff and present the information. Attendees included: Dan Lufkin, Dean of Enrollment Services; Jan Davie, Director of Workforce Development; Iris Calderon, Coordinator of ACE; Emily Bluestein, Coordinator of Disability Resource; Kelly McPhee, Director of

Advisement; Frank Zamora, Chair of Counseling; Michele Hamm, Coordinator of Wellness; Mary Beth James, Supervisor of the Children's Center; Wiley Davis, Director of TRIO; Jessie Palacio, Coordinator of Student Life & Leadership; Brenda Starck, Supervisor of Admission & Records; Ilene Miller, Athletic Trainer; Susan Ringle, Director of Financial Aid; Ellen Gergely, Coordinator of Career Services; and Jaime Long, Coordinator of Athletics.

☐ Vice President Muniz has shared HB2008 information as well as the Handbook electronically with the student affairs managers and has discussed materials with them verbally.

☐ Vice President Muniz shared the updated Handbook with the college executive team.

Glendale Community College – Provided by Mary Black and Alberto Sanchez

☐ A college-wide meeting was held on December 10, 2010 where the FAQs were distributed to employees.

☐ March 9, 2011 - President's Advisory council meeting – updating process now required for scholarships – included the meeting agenda with names listed and handout.

☐ March 10 – Department Chair Meeting – handed out the Talent Waiver Application and updated chairs on the new process for scholarships. I asked them to share with faculty in their departments who may issue scholarships. Answered questions of chairs impacted by new talent waiver process. Did not have minutes for attendance, but indicated it was shared at the department chair meeting.

☐ March 11 and several following staff meetings – Admissions and Records covered HB documentation requirements, new Comment type in SIS to provide training to staff on requirement documentation and how to enter comments. Included the meeting minutes and handouts to TT and the Distribution List for A&R

☐ May 2nd – met with cashiers, financial aid, A&R staff to discuss processes for new comment; document storage, external scholarships, etc. – sent handouts and list of names to TT

☐ June 29th – forwarded procedures and talent waiver to athletic director (included in fall meeting and had previously received a copy of the handbook); provided access to view HB2008 comments in SIS, and what would need to be submitted before FA received the list of students. Sent document to TT

☐ August 8 or 9 – sent 100 talent waiver applications to performing arts department chair with same instructions provided to athletic department; provided access for specific music and dance faculty to view HB2008 comment. Updated Tina E today on this.

☒ Processes for President Scholarship staff were developed in the fall. Staff in that office, as well as ACE and Dual, granted security access to view the HB2008 comment sometime in March.

☒ Most of GCC scholarships moved to the foundation. Scholarship office added HB statement and avowal statement that was used on all scholarship forms to paper application that will be used for the scholarships remaining at GCC. Met with this group Aug 1st. HB2008 verbiage added to the scholarship web page.

Mesa Community College – Provided by Barbara Boros and Sonya Pearson

☒ The District Office held a district-wide meeting regarding HB2008 on August 25, 2010, at Emerald Point. It was attended by Vice President Pearson and Dean Boros.

☒ Vice President Pearson discussed HB2008 with Cabinet in September, 2010. Members include President, Vice Presidents, Deans, and other managers reporting to the President.

☒ On November 16 and December 16, 2010, HB2008 was discussed with Student Affairs managers.

☒ On December 23, 2010, three documents were finalized for distribution:

- The Admission and Scholarship process steps (HB2008 Communication Plan document)

- The generic Scholarship application reviewed/approved by Teresa Toney.

- The primary and supplementary list of Legal Status/Residency document.

☒ Updated HB2008 information was sent to the Student Affairs Managers, including the Athletic Director on January 7, 2011.

☒ All student Affairs employees and faculty received HB2008 information the week of January 10th, 2011.

☒ An immigration workshop college-wide (convocation) was conducted by Dr. Pearson, Dean Boros and Director of Financial Aid, Pat Peppin on January 13, 2011.

☒ Campus-wide HB2008 Compliance meetings were conducted Financial Aid, Admissions & Records, ACE, and Honors. Posters from district in four languages were posted throughout the college departments and campus locations, i.e. Red Mountain and the Downtown Center.

☒ Additional training provided to Contact Center on March 16, 2011 regarding HB2008, residency and financial aid eligibility.

☒ April 8 and April 13, 2011, additional training provided to Admissions/Records and front line staff by Director of Admissions/Records.

☒ April 15, 2010, meeting held with Dean Boros and the Athletic Director, John Mulhern and Sherman Forbes regarding Talent Waiver Application and process related to HB2008.

☒ HB2008 Compliance updates were provided to the Executive Leadership team throughout the 2010-11 academic year. The Executive Team includes Deans Grover, Boros, Peterson and Perales by Dr. Pearson.

☐ The Handbook for HB2008, SB1070 and Prop 300 (effective 6/23/11) was forwarded to admissions/records staff at MCC on June 27, 2011

Paradise Valley Community College – Provided by Shirley Green and Sandra Miller-Holst

☐ Vice President Mosley provided HB2008 information regarding talent waivers to the Honor's coordinator and the Fine & Performing Arts Division Chair.

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☐ According to Interim Vice President Green, PV began its conversations (trainings) on HB2008 on October 26, 2010. Attendees were Student Affairs managers. Follow ups were conducted with individual managers whose work and area(s) are most impacted by the legislation.

☐ The Leadership Team at PVCC has been provided with HB2008 updates.

☐ Student Affairs management team discusses relevant topics at monthly meetings with an emphasis on items related to admission, financial aid, and student orientation.

Phoenix College – Provided by Yira Brimage

☐ December 9, 2010 – HB2008 Discussion – College Admissions and Records meeting Kathleen French, Corina Canchola, Denise Calhoun, Ann Fulton, Cecilia Quiroz, Felicia Kinard, Aida Music, Maryann Harbach, Dilli Valdez, Natalia Lemesh, Michael Wainscott, Marc Surrarrer, Estela Aldama, Georgina Zielinski, Manuel Lechuga, Pat Bursell, Rebeca Sandoval, Rosemary Bolanos, Laura Carillo

☐ April 26, 2011– HB2008 Discussion – College Admissions and Records meeting Admissions and Records designated as office responsible for collecting documentation for HB2008; also shared Foundation's scholarship application process

☐ May 24, 2011– HB2008 Discussion – College Admissions and Records meeting Student travel application process shared

☐ Student Affairs Managers meet every other Thursdays from 9-11 a.m. HB2008 as a standing agenda item. General discussion or updates are shared. Meeting dates: 6/23, 6/23, 7/28, 8/11

☐ Admissions and Records meets every other Friday from 7:30 to 8:00 a.m. HB 2008 is standing agenda item. During the summer month's hours and allowing staff to take vacation time we did not have any formal staff meetings but rather handled questions as they came up. Reviewing the PROP300 report daily is critical in identifying if there are any inconsistencies that needed immediate attention. Supervisor is responsible for reviewing this report daily and provided additional training to staff as needed.

☐ Financial Aid meets every Tuesday and HB 2008 is a standing agenda. Questions were handled by supervisor and staff as they came up. Meeting dates: 6/7, 6/14, 6/21, 7/5, 7/12, 7/19, 7/26, 8/2, 8/9, 8/16

☑ The Athletics Director attends all Student Affairs meeting gets all HB 2008 general updates. General Discussion concerning HB2008 in June, July and August have primarily concentrated on documentation for athletic scholarship vouchers as it applies to shared SIS screens and operational processes, and the new travel recommendations in place for students.

Rio Salado College – Provided by Kishia Brock

☑ December 14, 2010 – HB2008 Discussion – Program Coordinators

Earnestine Harrison, Shannon Corona, Rachelle Clarke, Lambert Yazzie, Barry Wukasch, Diana Abel, Janine Adkins, Ryan Chase, Ruby Miller, Jennifer Freed, Michael Patarozzi, Elizabeth Cole-Fay, Jeanne Lombardo, Emma Anderson

☑ HB2008 Discussion – Scholarship Office – Monday, April 4, 2011, 1-2:30pm

Ryan Chase, Kishia Brock, Maria Moody, Joshua Watson, Cindy Hall HB 2008 Compliance Training Summary • Updated August 19, 2011 Page 8

☑ Vice President Brock provided an informational update to the Development Team on two occasions. The Development Team is a group that meets weekly. Membership includes all faculty chairs along with associate deans, deans and directors from areas throughout the college.

☐ Vice President Brock provided updates to the Executive team on a regular basis.

☐ Each manager in the student affairs area shared basic information about HB2008 at departmental meetings throughout the year.

Scottsdale Community College – Provided by Daniel Corr

☑ Vice President Coor conducted HB2008 training on October 28 at the Student Affairs Managers meeting. In attendance: Fran Watkins, Michael Cornelius, Terri Bleu, Liz Ketterman, Stacie Beck, Mitra Mehraban, Cyndi DeBoer, Jorge Rodrigues (for Becky Bradley), Debi Moser, Darcel Coco, Art Becker, Terese Tendick, Ana Cuddington, Donna Young, Erica Moore (admin assistant), and Sylvia Hantla.

☑ Vice President Corr discussed HB 2008 on two different occasions with SCC's Division Chairs.

☑ HB 2008 was a regular agenda item during the spring semester for SCC's Student Affairs Managers meeting.

☑ Vice President Corr updated SCC's President's Cabinet on issues related to HB2008 on a regular basis during the 2010-2011 academic year

☑ Liz Ketterman of SCC's ACE/Jr ACE program had regular dialogue regarding HB2008

☑ Fran Watkins, SCC's Director of Admissions and Records, had regular discussions regarding HB 2008 with her staff.

☑ SCC's Athletic Directors, Art Becker and Darcel Coco, had regular

communication with their coaches and staff regarding HB 2008.

☐ Ana Cuddington, SCC's Director of the American Indian Program, engaged her staff in HB2008 training

☐ Vice President Corr met with SCC Honors Coordinator, John Liffiton, to discuss HB 2008.

South Mountain Community College – Provided by Lauren Shellenbarger

☐ Vice President Shellenbarger conducted HB2008 training on February 18th. The following employees were in attendance: Raul Monreal, Associate Dean of Student Development; Inez Moreno-Weinert, Director of Financial Aid; Chris Haines, Interim Associate Dean of Enrollment Services; Laura Pastor, ACE Director; Ruben Saenz, Trio Director; Todd Eastin, Interim Athletic Director; Della Garcia, Director of Admissions and Records; Janet Ortega, Interim Vice President of Administrative Services; Cecilia Soto, College Bursar; Niall McCarthy, Honors Coordinator; and Ann Lindner, Development.

☐ Vice President Shellenbarger shared the link for the Handbook and communicated handbook changes with the employees listed above.

☐ Vice President Shellenbarger worked with the Honors Department on proper documentation required by HB2008 as well as the new process.

☐ Vice President Shellenbarger provided information on HB2008 and Prop 303 to the All Faculty meeting on August 16, 2011.

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Council Updates and Trainings

The HB2008 Compliance Task Force was populated with people representing district councils that are most impacted by changes mandated by the new law. Each representative was charged with providing updates to their council and implementing new forms and processes.

District Student Affairs Council (DSAC): Debbie Kushibab provided updates at monthly council meetings throughout the 2010-11 academic year and sent council members electronic copies of the FAQ and a power point for use at college trainings. DSAC made decisions regarding the language that should appear on the scholarship forms and signs to inform students of the new law. The Council also provided valuable feedback on how to implement changes in a “one Maricopa” fashion.

Vice Presidents for Academic Affairs (VPAA): Debbie Kushibab provided HB2008 information to the VICE PRESIDENTAA council members on January 24, 2011. Maria charged council members to work with faculty on implementing new Talent Waiver application and process at each college.

Financial Aid (FA) Council: On August 25, 2010, Maggie McConnell met with FA, A&R and DSAC council members to discuss legal counsel’s opinion of HB2008. FA Council Chair, Stacie Beck, provided updates at the FA Council meetings on 12/10/10 and 2/11/11.

Since June 2011 the FA Council has implemented the use of a “checklist item.” This is used in SIS to let students know via student self-service in

my.maricopa that they need to submit something to the college. The student would see this item in their "to do list" in their self-service account. This checklist item is used to request HB documentation from students who are receiving/being offered a state or local public benefit/scholarship. This would include Maricopa Grant funds or college scholarships and outside donors that send funds directly to the college. This verbiage is being used by all 10 colleges and was taken directly from the MCCCDCD FAQ's regarding HB2008. The only thing that varies in the message is the department name on a college campus that is responsible for collecting the documentation. For instance, it is the Admissions and Records office or the Enrollment Services office.

Arizona State Law (A.R.S 1-501, 1-502) requires that, MCCCDCD, in administering any federal public benefit or state or local public benefit must require that each natural person who applies for the benefit to submit ONE of twelve specific types of documentation along with a signed affidavit stating that the documents are true. In order for your application or award to be processed, you must submit the required documentation and signed affidavit to the Admissions and Records office. Failure to submit documentation may result in the denial of scholarship applications and/or cancellation of scholarship awards.

Admissions and Records (A&R) Council: HB2008 training/updates were provided by Frank Amparo at the following A&R Council meetings: December 14, 2010, February 8, 2011, and May 10, 2011.

District Athletic Council (DAC): HB2008 training/updates were provided by Debbie Kushibab at each DAC meeting starting 11/1/10, continuing 12/6, 2/8/11, 3/7/11, 4/4/11, and 5/9/11. HB 2008 Compliance Training Summary • Updated August 19, 2011 Page 10

Achieving a College Education (ACE) Council: HB 2008 Compliance Task Force updates provided to Maricopa ACE Directors' Council at the following meetings: September 2, 2010, September 8, 2010, September 15, 2010, October 6, 2010, October 21, 2010, November 10, 2010, December 9, 2010, January 26, 2011, February 24, 2011, March 20, 2011, April 6, 2011, April 21, 2011, May 11, 2011. Email Updates were provided on: August 3, 2010, September 9, 2010, September 15, 2010, September 27, 2010, October 5, 2010, October 6, 2010, October 21, 2010, October 28, 2010, November 2, 2010, November 3, 2010, February 14, 2011, February 25, 2011, March 1, 2011, March 10, 2011, April 14, 2011, June 20, 2011, June 22, 2011, and June 23, 2011. August 2011, shared copy of Chancellor's letter (in English and Spanish) regarding HB 2008 and implications. Will share the Maricopa Foundation's scholarship application process at next ACE Directors meeting at the end of August.

Student Outreach and Recruitment (SOAR) Council: Rebecca Valenzuela shared HB2008 information with the SOAR council in January and February. Training was provided by Debbie Kushibab at the SOAR retreat on June 23, 2011.

Student Life and Leadership Council: HB2008 updates were provided to the

council by either Debbie Kushibab or Mike Green on the following dates: February 3, 2011, March 3, 2011, April 7, 2011, and June 16, 2011.

Honors Coordinators Council: Mary Blackwell and Eric Leshinskie met with the district-wide honors program coordinators to discuss HB2008.

Deans of Students Council: Mary Blackwell updated the Deans of Students throughout the academic year and provided copies of the FAQs.

Joint Student Affairs Council Meeting: March 9, 2011 Debbie Kushibab provided an HB2008 compliance update at the meeting. The chair of each student affairs council was in attendance.

Dual Enrollment Coordinators Meeting: December 19, 2010 Monica Castaneda provided an update to the Dual Enrollment Coordinators at their monthly meeting (re: the letter to high schools and the status of the handbook). August 2011, shared copy of Chancellor's letter (in English and Spanish) regarding HB 2008 and implications.

HB2008 Compliance Task Force: August 2011 two updates to the Legislative Compliance handbook include a determination that the out of state tuition rate now in effect covers the full cost of an individual student's education at MCCC, including the cost of support for student travel. Such support is a part of the package of services the out of state student has purchased and is not a taxpayer-subsidized "benefit" from which undocumented students are restricted. The only instance where the application for student travel would need to be completed is when an activity involves unbudgeted student travel. Then the application process outlined in the handbook would need to be completed. The second change is in the appendix section where we have included by reference the Maricopa Community Colleges Foundation's guidelines for processing student scholarships.

EXHIBIT B

Proposition 300 (only the parts that relate to community colleges)

15-1803. Alien in-state student status

B. In accordance with the illegal immigration reform and immigrant responsibility act of 1996 (P.L. 104-208; 110 Stat. 3009), a person who was not a citizen or legal resident of the United States or who is without lawful immigration status is not entitled to classification as an in-state student pursuant to section 15-1802 or entitled to classification as a county resident pursuant to section 15-1802.01.

C. Each community college and university shall report on December 31 and June 30 of each year to the joint legislative budget committee the total number of students who were entitled to classification as an in-state student and the total number of students who were not entitled to classification as an in-state student under this section because the student was not a citizen or legal resident of the United States or is without lawful immigration status.

15-1825. Prohibited financial assistance; report

A. A person who is not a citizen of the United States, who is without lawful immigration status and who is enrolled as a student at any university under the jurisdiction of the Arizona board of regents or at any community college

under the jurisdiction of a community college district in this state is not entitled to tuition waivers, fee waivers, grants, scholarship assistance, financial aid, tuition assistance or any other type of financial assistance that is subsidized or paid in whole or in part with state monies.

B. Each community college and university shall report on December 31 and June 30 of each year to the joint legislative budget committee the total number of students who applied and the total number of students who were not entitled to tuition waivers, fee waivers, grants, scholarship assistance, financial aid, tuition assistance or any other type of financial assistance that is subsidized or paid in whole or in part with state monies under this section because the student was not a citizen or legal resident of the United States or not lawfully present in the United States.

C. This section shall be enforced without regard to race, religion, gender, ethnicity or national origin.

House Bill 2008 as amended by HB 2162 (only those parts that relate to community colleges)

1-501. Eligibility for federal public benefits; documentation; violation; classification; citizen suits; court costs and attorney fees; definition

A. Notwithstanding any other state law and to the extent permitted by federal law, any natural person who applies for a federal public benefit that is administered by this state or a political subdivision of this state and that requires participants to be citizens of the United States, legal residents of the United States or otherwise lawfully present in the United States shall submit at least one of the following documents to the entity that administers the federal public benefit demonstrating lawful presence in the United States: 12 August 25, 2011

1. An Arizona driver license issued after 1996 or an Arizona nonoperating identification license.
 2. A birth certificate or delayed birth certificate issued in any state, territory or possession of the United States.
 3. A United States certificate of birth abroad.
 4. A United States passport.
 5. A foreign passport with a United States visa.
 6. An I-94 form with a photograph.
 7. A United States citizenship and immigration services employment authorization document or refugee travel document.
 8. A United States certificate of naturalization.
 9. A United States certificate of citizenship.
 10. A tribal certificate of Indian blood.
 11. A tribal or bureau of Indian affairs affidavit of birth.
- B. For the purposes of administering the Arizona health care cost containment system, documentation of citizenship and legal residence shall conform with the requirements of title XIX of the social security act.
- C. To the extent permitted by federal law, an agency of this state or political subdivision of this state may allow tribal members, the elderly and persons with disabilities or incapacity of the mind or body to provide

documentation as specified in section 6036 of the federal deficit reduction act of 2005 (P.L. 109-171; 120 Stat. 81) and related federal guidance in lieu of the documentation required by this section.

D. Any person who applies for federal public benefits shall sign a sworn affidavit stating that the documents presented pursuant to subsection A of this section are true under penalty of perjury.

E. Failure to report discovered violations of federal immigration law by an employee of an agency of this state or a political subdivision of this state that administers any federal public benefit is a class 2 misdemeanor. If that employee's supervisor knew of the failure to report and failed to direct the employee to make the report, the supervisor is guilty of a class 2 misdemeanor.

F. This section shall be enforced without regard to race, color, religion, sex, age, disability or national origin.

G. Any person who is a resident of this state has standing in any court of record to bring suit against any agent or agency of this state or its political subdivisions to remedy any violation of any provision of this section, including an action for mandamus. Courts shall give preference to actions brought under this section over other civil actions or proceedings pending in the court.

H. The court may award court costs and reasonable attorney fees to any person or any official or agency of this state or a county, city, town or other political subdivision of this state that prevails by an adjudication on the merits in a proceeding brought pursuant to this section.

I. For the purposes of this section, "federal public benefit" has the same meaning prescribed in 8 United States Code section 1611.

1-502. Eligibility for state or local public benefits; documentation; violation; classification; citizen suits; court costs and attorney fees; definition 13
August 25, 2011

A. Notwithstanding any other state law and to the extent permitted by federal law, any agency of this state or a political subdivision of this state that administers any state or local public benefit shall require each natural person who applies for the state or local public benefit to submit at least one of the following documents to the entity that administers the state or local public benefit demonstrating lawful presence in the United States:

1. An Arizona driver license issued after 1996 or an Arizona nonoperating identification license.
2. A birth certificate or delayed birth certificate issued in any state, territory or possession of the United States.
3. A United States certificate of birth abroad.
4. A United States passport.
5. A foreign passport with a United States visa.
6. An I-94 form with a photograph.
7. A United States citizenship and immigration services employment authorization document or refugee travel document.
8. A United States certificate of naturalization.

9. A United States certificate of citizenship.
 10. A tribal certificate of Indian blood.
 11. A tribal or bureau of Indian affairs affidavit of birth.
- B. For the purposes of administering the Arizona health care cost containment system, documentation of citizenship and legal residence shall conform with the requirements of title XIX of the social security act.
- C. To the extent permitted by federal law, an agency of this state or political subdivision of this state may allow tribal members, the elderly and persons with disabilities or incapacity of the mind or body to provide documentation as specified in section 6036 of the federal deficit reduction act of 2005 (P.L. 109-171; 120 Stat. 81) and related federal guidance in lieu of the documentation required by this section.
- D. Any person who applies for state or local public benefits shall sign a sworn affidavit stating that the documents presented pursuant to subsection A of this section are true under penalty of perjury.
- E. Failure to report discovered violations of federal immigration law by an employee of an agency of this state or a political subdivision of this state that administers any state or local public benefit is a class 2 misdemeanor. If that employee's supervisor knew of the failure to report and failed to direct the employee to make the report, the supervisor is guilty of a class 2 misdemeanor.
- F. This section shall be enforced without regard to race, color, religion, sex, age, disability or national origin.
- G. Any person who is a resident of this state has standing in any court of record to bring suit against any agent or agency of this state or its political subdivisions to remedy any violation of any provision of this section, including an action for mandamus. Courts shall give preference to actions brought under this section over other civil actions or proceedings pending in the court.
- H. The court may award court costs and reasonable attorney fees to any person or any official or agency of this state or a county, city, town or other political subdivision of this state that prevails by an adjudication on the merits in a proceeding brought pursuant to this section. 14 August 25, 2011
- I. For the purposes of this section, "state or local public benefit" has the same meaning prescribed in 8 United States Code section 1621, except that it does not include commercial or professional licenses, benefits provided by the public retirement systems and plans of this state or services widely available to the general population as a whole.

Topic:

Marketing and Public Relations

Governing Board Questions:

☐ Opportunities for additional public relations outreach in such areas as college athletics.

- ☐ Opportunities for community outreach in the area of churches

Information:

Additional Public Relations Outreach

- ☐ Brief history of past 3 years of collaborative marketing campaign which promotes the attributes of the colleges as well as efficiency and effectiveness.

- ☐ Collaboration with marketing directors on outreach to community groups, especially media outlets supporting minority communities.

- ☐ A ONE Maricopa approach to media relations – biweekly conference calls with college media relations contacts. At the District level, we work with colleges and will increase the collaboration to help all colleges leverage local media coverage as much as possible.

- ☐ Sports and most student-focused stories are promoted largely by colleges, to reporter's local outlets. We configure our media relations effort to reflect the nature of the media we deal with. Local newspapers and sections of the Republic are where the vast majority of the college-based stories end up, because our colleges are so closely tied to the local communities. That kind of coverage stands in stark contrast with the coverage given ASU or the U of A. These are statewide institutions, and as a result, virtually every story is covered on a statewide basis.

- ☐ The results:

- Marketing: Collaborative advertising leads to more efficient ad buys, reduction of duplicate print ads and strengthened overall Maricopa brand.

- Public Relations: Participate in biweekly collaborative media team calls; notify other colleges of common issues; share best practices and on occasion collaborate on multi-college stories.

On outreach to churches

- ☐ The only systematic activity I am aware of is work through Valley Interfaith Project. The Valley Interfaith Project has partnered with the District's Workforce Development Office to recruit students into MCCC'D's various occupational programs to prepare for specific job training. VIP is made up of local parishes, congregation and synagogues. They recruit members from their churches, etc., and work with us to enroll them in training programs

ADJOURNMENT

The retreat adjourned at 2:55 p.m.

Doyle W. Burke
Governing Board Secretary