Chancellor's Advisory Council
Meeting Agenda – January 17, 2020

Foothill College
President's Conference Room
11:30 a.m.-1:00 p.m.

FOOTHILL-DE ANZA
Community College District

AGENDA TOPIC	PURPOSE/DESIRED OUTCOME	DISCUSSION LEADER
1. Welcome and introductions	*I* – Allow council members and guests to identify each other by name and constituent group represented and/or role at the colleges/district.	Judy Miner
2. Approval of October 18, 2019, meeting summary	*A* – Provide accurate record of previous meeting.	Judy Miner
3. Proposed revision to incorporate gender neutral pronouns to council Charge, Purpose, and Ground Rules discussed at October 18, 2019, meeting	*D/A* - Approve, revise, or reject change to council charge and purpose.	Judy Miner
4. Proposed new administrative procedure (AP) recommended by the Academic and Professional Matters Committee • AP 5010 Admissions (New)	*I* – Review of procedure approved by the Academic and Professional Matters Committee and dissemination to constituents.	Mary Pape/Karen Chow
5. Draft 2020 Legislative Principles	*D/A* – Provide recommendations and approve proposed annual legislative principles prior to consideration by Board of Trustees.	Judy Miner
6. Governor's Proposed 2020-21 Budget	*I* - Provide information for council members to disseminate to constituents.	Susan Cheu
7. District Strategic Plan refresh update	*I* – Share progress on the District Strategic Plan refresh for council members to disseminate to constituents.	David Ulate
8. District Technology Plan assessment	*I* - Provide information for council members to disseminate to constituents.	Joe Moreau
9. Enrollment management	*I/D* – Gain understanding of enrollment initiatives, provide feedback/advice, and share information with constituencies.	Judy Miner
10. District Governance Committee/Constituent Group Reports • District Budget Advisory Committee http://www.fhda.edu/_about-us/_participatorygovernance/C-budget-advisory-committee.html • Human Resources Advisory Committee/District/District Diversity and Equity Advisory Committee http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html • Educational Technology Advisory Committee http://ets.fhda.edu/governance-committees/etac/index.html • Business Process Alignment Task Force https://www.yammer.com/fhda.edu/-/threads/inGroup?type=in_group&feedId=14505859 • Academic Calendar Exploration and Feasibility Analysis Task Force	*I* – Broaden awareness. Provide information for council members to disseminate to constituents about work/actions of districtwide governance groups and constituent groups.	All
11. Other information and updates	*I* – Share information for council members to disseminate to constituents.	All

I – Information, D – Discussion, A - Action

FOOTHILL-DE ANZA
Community College District
Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
October 18, 2019

Present: Roland Amit, Leonardo Blas, Anthony Cervantes, Susan Cheu, Karen Chow, Isaac Escoto, Christina Espinosa-Pieb, Heidi King, Gracian Lecue, Kristy Lisle, Kevin Metcalf, Shelly Michael, Judy Miner, Mike Mohebbi, Dorene Novotny, Mary Pape, William Riley, David Ulate, Chris White

1.   Welcome and introductions

Chancellor Miner welcomed council members and guests and invited self-introductions.

2.   Approval of June 7, 2019, Meeting Summary

The June 7, 2019, Chancellor's Advisory Council (CAC) meeting summary was approved by consensus.

3.   Review and reaffirmation of council Charge, Purpose, and Ground Rules

There was general agreement to reaffirm the council Charge, Purpose, and Ground Rules. Mike suggested that Courageous Conversation principles be incorporated in the document, and Judy commented that it would be helpful for the council to undergo Courageous Conversation professional development as a group in order to do so. Shelly asked that the document be revised to incorporate gender neutral pronouns.

4.   Confirmation of meeting calendar

The 2019-2020 meeting calendar was reviewed and approved.

5.   Review of 2018-2019 goals/accomplishments

The council reviewed goals and accomplishments for 2018-2019. Judy asked council members for feedback regarding 2019-2020 goals.

6.   District governance evaluation survey results

David shared a summary of the district governance evaluation survey conducted during the spring quarter. In response to requests from council members, David agreed to disaggregate the results by governance committee, work/school site, and constituency group.

7. **District Strategic Plan refresh**

    David shared a draft timeline for the District Strategic Plan refresh, noting that a comprehensive review of the plan is scheduled in 2022-2023 following the revision of the colleges' education master plans. The council discussed incorporating goals and objectives related to student basic needs, which are priorities of the district's governing board and Foothill-De Anza Foundation. Suggestions were made about offering free lunch programs, destigmatizing asking for help, copying San Jose City College's Jaguar Market and/or California State University, Fresno's leftover food app, and opening the gymnasiums to students for recreational purposes.

8. **Formation of Academic Calendar Exploration and Feasibility Analysis Task Force**

    Dorene shared the membership, purpose, and objectives of the Academic Calendar Exploration and Feasibility Analysis Task Force (attached). She explained that the task force is exploring whether it would be advantageous for the district to move to an alternate academic year definition but made clear that no decisions have yet been made. She noted that the task force plans to bring a recommendation to the chancellor by the end of the 2019-2020 academic year.

    Council members suggested adding two additional students, an Educational Technology Services representative, and an online education representative to the membership.

9. **De Anza College visioning process and president search**

    Judy reported that consultant Minh Le of the Wilfred Jarvis Institute is helping the district with an assessment and visioning process to determine where De Anza College needs to be in 2030 in order to develop a president search profile that draws the person who can make it happen. She announced that Fran White of Community College Search Services has been selected as the search consultant.

10. **Community Outreach Initiative update**

    Judy advised that she and the presidents have been engaging community organizations and local leaders in conversations about the district's needs, and the district has conducted community polling and sent out an informational mailer to gauge community support for funding priorities. In response to questions from Shelly, Judy explained that bond and parcel tax measure language is developed by bond counsel in conjunction with Chancellor's Cabinet in order to ensure that legal requirements and strict word count limits are met. She confirmed that the draft language includes student housing but cautioned that the ballot language would be kept broad to cover the full range of projects the colleges are likely to prioritize through their facilities master plan revision processes.

    Karen and Christina advised that the following update to the De Anza College Facilities Master Plan is in the process of being approved through the shared governance process:

    > The closure of the Flint Center for the Performing Arts provides a timely and unique opportunity to explore ways to mitigate the growing housing crisis confronting De Anza College students, employees and the broader community. This crisis is characterized as both "critical" and worsening in

a 2019 joint report by the Silicon Valley Community Foundation and the Silicon Valley Leadership Group.

The closure also allows the college to consider options for a safer, more accessible flexible-space venue that could accommodate more college and community needs than the almost half-century-old Flint structure, as well as provide a potential revenue stream.

A formal process for updating the De Anza Facilities Master Plan is scheduled to begin in 2020 and will include a comprehensive review of campus needs. In the interim, pursuing options for housing and event space in the region of the former Flint Center would be consistent with the equity-based principles adopted in the 2016 plan. These principles include: "replace inefficient and underperforming facilities"; "improve facilities to support innovation and equity"; and "develop flexible, multipurpose facilities to adapt over time."

Kristy reported that Foothill College's Facilities Master Plan update is currently under consideration by the Revenue and Resources Committee.

11. **Community Benefit Initiative timeline and Town Hall**

Judy spoke of meeting with developers to determine interest in creating a public-private partnership to build the multi-use facility that will replace the Flint Center. She mentioned a scheduled November 19 presentation to the Cupertino City Council and invited council members to attend the November 12 town hall meeting at De Anza regarding the initiative.

12. **Enrollment management**

Discussion of this item was postponed to the next meeting.

9. **District governance committee/constituent group reports**

Discussion of this item was postponed to the next meeting.

District Budget Advisory Committee http://www.fhda.edu/_about-us/_participatorygovernance/C-budget-advisory-committee.html

Human Resources Advisory Committee/District Diversity and Equity Advisory Committee http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html

Educational Technology Advisory Committee http://ets.fhda.edu/governance-committees/etac/index.html

Business Process Alignment Task Force https://www.yammer.com/fhda.edu/-/threads/inGroup?type=in_group&feedId=14505859.

9.   <u>Other Information and Updates</u>

Discussion of this item was postponed to the next meeting.

The meeting adjourned at 1:10 p.m.

CHANCELLOR'S ADVISORY COUNCIL

CHARGE, PURPOSE AND GROUND RULES

OVERVIEW

The Chancellor's Advisory Council (CAC) is the primary district-wide, participatory governance leadership team that advises the chancellor on institutional planning, budgeting, and governance policies and procedures affecting the educational programs and services of the Foothill-De Anza Community College District. Members of the CAC advise and make recommendations to the chancellor regarding district goals and priorities that are of major importance to the district in providing opportunity and promoting quality, integrity, accountability and sustainability in carrying out the mission and goals of the district. CAC members serve as a conduit for cross-district communication on these issues, soliciting feedback from and disseminating reports and updates to constituency groups.

PHILOSOPHY & MISSION

We believe in the principles of openness, honesty, fairness, objectivity, and collegiality in policy development, planning, and budgeting. We adhere to the consensus model in conducting the business of the CAC. We expect that major district policies and procedures stemming from our mission, exclusive of those that are collectively bargained, be first submitted in draft form to the appropriate district governance groups most affected and then reviewed by the campus and/or district constituencies prior to action by the CAC. It is especially important that the 11 points agreed to in the participatory governance charter between the Academic Senates and the Trustees be acknowledged to avoid duplication of efforts and confusion. We adhere to the principles of clear, open, and honest communication and consultation, and we believe that every member of the CAC has the right to express ~~his or her~~ views on all issues under deliberation. We also are cognizant and respectful of the purpose and goals of the district's governance constituencies, and believe we can play a major role in coordinating and disseminating district-wide information to those we represent, and to the community we serve.

The mission of the Foothill-De Anza Community College District is used to guide the work of the CAC as follows:

> The mission of the Foothill-De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.

PURPOSE

To provide a forum for advice and consultation between the Chancellor and constituency groups on districtwide governance, institutional planning and budgeting, policies and procedures to promote the educational mission and goals of the Foothill-De Anza Community College District.

REPRESENTATION

• ~~Each member~~ **Members** will maintain and promote a focus that is based on district strategic priorities rather than personal, constituency or college interests.

• ~~Each member~~ **Members** will represent ~~his/her~~ **their** constituency with accuracy and truthfulness, presenting data as completely as possible and not selectively withholding information.

• ~~Each member~~ **Members** will communicate a clear understanding of the issues and any CAC recommendations to ~~his/her~~ **their** constituency.

• ~~Each member~~ **Members** will solicit input from and disseminate information to their respective constituency group.

MEETINGS

• ~~Each member~~ **Members** will honor the agenda and be prepared to participate in the entire meeting.

• ~~Each member~~ **Members** will keep the discussion focused on the issues, not on the person presenting them, nor on items not immediately relevant to the topic.

PARTICIPATION
~~Each member~~ **Members** will encourage full and open participation by all CAC members and make a concerted effort to avoid discussions that are dominated by a few people.

• ~~Each member~~ **Members** will welcome and solicit diverse opinions and viewpoints, remembering that disagreements are acceptable, often leading to good decision-making.

• ~~Each member~~ **Members** will practice "active" listening skills in order to avoid pre-formulated responses, interruptions and sidebar conversations.

INTERACTION

• ~~Each member~~ **Members** will base ~~his/her~~ **their** interpersonal behavior on the assumption that we are all people of goodwill, ensuring that interactions within and outside the CAC meetings are consistent with expectations of discretion and respect for individual and institutional integrity.

• ~~Each member~~ **Members** will honor and acknowledge the contributions of individuals as well as the accomplishments of the whole team, regardless of the level of controversy in the discussion or its outcome.

Approved by consensus of the Chancellor's Advisory Council: 11/7/03
Reviewed and corrected by consensus of the Chancellor's Advisory Council: 10/15/10
Reviewed and corrected by consensus of the Chancellor's Advisory Council: 10/19/12
Reviewed and corrected by consensus of the Chancellor's Advisory Council: 10/16/15
Reviewed and corrected by consensus of the Chancellor's Advisory Council: 10/14/16
Revised and reaffirmed by consensus of the Chancellor's Advisory Council 1/11/19

Book	Administrative Procedures
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	Admissions
Code	AP 5010
Status	New
Legal	ACCJC Accreditation Standard II.C.6
	Education Code Sections 76000-76004
	34 Code of Federal Regulations Section 668, 16(p) U.S. Department of Education regulations on the Integrity of Financial Student Aid Programs under Title IV of the Higher Education Act of 1965, as amended
Origin	Legally required - Language is from CCLC template. Needs to be modified to reflect district practices. APM review 4/17/19. DA senate approval reported at APM 5/22/19 - Foothill pending

CCLC NOTE: This procedure is **legally required**. Local practice can be inserted here, so long as it does not conflict with the general admissions requirements of Education Code Section 76000. The District should address:

- Designated authority and responsibility for the admissions process
- Admission procedures for students over 18 with a high school diploma
- Admission criteria and procedures for students over 18 without a high school diploma
- Admission procedures for non-resident students that include a determination of residency status (AP 5015 titled Residence Determination)
- Publication of admissions policies and procedures

DESIGNATED AUTHORITY AND RESPONSIBILITY FOR THE ADMISSIONS PROCESS

The College President or designee shall be responsible for coordinating the admission process of all students.

The District may deny or place conditions on a student's enrollment upon finding out that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district and that the applicant continues to present a danger to the physical safety of the students and employees of the District.

ADMISSIONS PROCEDURES FOR STUDENTS OVER 18 WITH A HIGH SCHOOL DIPLOMA

The College President or designee shall be responsible for coordinating the admission process of all individuals age 18 and above and possessing a high school diploma or its equivalent.

If the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education, the College President or designee shall be responsible for evaluating the validity of the student's high school completion.

ADMISSIONS PROCEDURES FOR STUDENTS OVER 18 WITHOUT A HIGH SCHOOL DIPLOMA

The colleges shall admit any individual age 18 and above who does not have a high school diploma if they are an apprentice as defined in Section 3077 of the Labor Code or if they are otherwise capable of profiting from the instruction offered.

ADMISSIONS PROCEDURES FOR NON-HIGH SCHOOL STUDENTS YOUNGER THAN 18

The colleges shall admit any non-high school graduate who is younger than 18 years of age and who has passed the California High School Proficiency Examination or completed the General Educational Development (GED) Test.

ADMISSIONS PROCEDURES FOR HIGH SCHOOL STUDENTS

The College President or designee is responsible for admissions procedures for high school students in accordance with administrative procedures 5011 Admission and Concurrent Enrollment of High School and Other Young Students and 5012 College and Career Access Pathways.

ADMISSIONS PROCEDURES FOR NONRESIDENTS

The District shall admit students who are not residents of the State of California. These students shall be required to pay nonresident tuition. Further information regarding the admission procedures for nonresidents is found in administrative procedure 5020 Nonresident Tuition. The District may deny a student's enrollment if the student physically resides in a specific state for which either college does not have state authorization or is not exempt from authorization.

ADMISSION TO IMPACTED PROGRAMS AND PROGRAMS AND CLASSES REQUIRING SPECIAL SCREENING, INCLUDING BACHELOR'S DEGREE PROGRAMS

In all impacted programs and other programs and classes requiring special screening, including bachelor's degree programs, the final selection of students will be the prerogative of the appropriate college staff. Criteria to be used in establishing priority admittance to these programs and classes are limited to a review of all applicable academic prerequisites, required college-level work, standard testing, interview, and/or evidence that the person meets health requirements.

PUBLICATION OF ADMISSIONS POLICIES AND PROCEDURES

Information regarding admission policies and procedures shall be maintained in the college catalogs.

See Board Policy 5010 Admission and Concurrent Enrollment of High School and Other Young Students
See Board Policy 5012 College and Career Access Pathways
See Board Policy 5020 Nonresident Tuition

FOOTHILL-DE ANZA
Community College District

Draft
2020 ~~2019~~ Legislative Principles

Annual legislative principles are adopted by the Board of Trustees to provide policy guidelines for the Chancellor when addressing matters pending before the California Legislature or the United States Congress. For 2020 ~~2019~~, the Foothill-De Anza Board of Trustees endorses the following advocacy positions:

A. State Legislative Principles

1. Protect the fiscal integrity of the system and stabilize funding.

2. Support lowering the vote threshold for the approval of school and community college district parcel tax measures from two-thirds (67%) to a super majority of 55%.

3. Support base funding increases for colleges.

4. Support revisions to the Student Success Funding Formula to adjust the point system to better reflect low-income students in regions of the state with a high cost of living.

5. Increase local district authority and control in the administration of the colleges.

6. Support use of open textbooks, open educational resources and other appropriate approaches to reduce costs for students and community colleges.

7. Advocate for increasing local district authority and flexibility, including flexibility in setting fees (e.g. health, technology).

8. Support efforts to increase community college student transfer to the University of California and the California State University.

9. Support statewide funding of career technical education (CTE) benefiting community colleges.

10. Support the preservation and enhancement of state financial aid for community college students.

11. Support collaborative efforts of K-12 and higher education faculty to refine curriculum which better aligns with agreed upon student learning outcomes.

12. Support measures to enhance the ability of community colleges to quickly respond to the changing needs of local labor markets.

13. Support programs to enable community colleges to provide mental health support services as well as specialized services to disadvantaged populations, students with disabilities, and veterans.

14. Support the advancement of instructional technology, counseling, and support services, including individual student tutoring and other supplemental learning assistance, which increase access and student success.

15. Support solutions to resolve the escalating costs of health benefits.

16. Support solutions to resolve affordable housing scarcity and escalating costs for students and employees.

17. Support efforts to encourage and sustain public, private, and nonprofit organization partnerships.

18. Support efforts to enhance energy efficiency and sustainability.

19. Support regional and statewide collaboration efforts that result in lower costs, increased efficiency, and/or improved services to students.

20. Ensure that any new reporting requirements are adequately funded and genuinely serve the interests of students, the colleges and the system.

21. Support efforts to expand opportunities for high school students to enroll in community college courses through dual enrollment partnerships and remove funding penalties and barriers.

22. Support establishment and/or enhancement of ongoing professional development funds for faculty, staff and administrators.

23. Support expanding community colleges' authority to offer applied baccalaureate degrees in areas of high workforce demand.

24. Advocate for funding to cover increased employee pension costs.

25. Advocate for unfettered access to quality community college education for all Californians, including lifelong learners.

26. Support audit fee equalization to provide access at an equitable cost to students.

27. Support legislation requiring the disaggregation of student achievement data by Asian Pacific Islander subgroups.

28. Support ongoing funding for the College Promise programs.

29. Support ongoing efforts to address student food insecurity at community college campuses.

30. Support efforts that promote and facilitate student civic engagement.

31. **<u>Advocate for funding to support the diversification of community college personnel.</u>**

B. Federal Legislative Principles

1. Support accountability measures that accurately evaluate the success of community colleges on measures of access, affordability and outcomes.

2. Support automatic inflationary increases for Pell Grant and "ability-to-benefit" students.

3. Advocate for robust Perkins Act funding to serve the needs of all career-technical education students and which maintains flexibility for community colleges.

4. Support programs that serve diverse and disadvantaged populations.

5. Support the continuation of the deferred action for childhood arrivals (DACA) program and a pathway to citizenship.

6. Support funding to serve the particular needs of Veteran students.

7. Advocate for community college involvement in efforts to bolster America's competitiveness in science, technology, engineering and math (STEM) fields.

8. Maintain the country's commitment to civil rights and immigrant rights.

9. Support elimination of the federal financial aid cap for students who begin their education at a community college.

10. Advocate for revisions to recent tax law changes that will remedy the heavier financial burdens some of those changes will place on the neediest students.

Approved by the Board of Trustees

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State Budget Update:
Governor's January Budget

California Community Colleges

ACBO.ORG
ASSOCIATION OF CHIEF BUSINESS OFFICIALS

CCCCA
ASSOCIATION OF CALIFORNIA
COMMUNITY COLLEGE ADMINISTRATORS

COMMUNITY COLLEGE
LEAGUE OF CALIFORNIA

Background

This analysis was prepared jointly by:

- Association of California Community College Administrators (ACCCA)
- Association of Chief Business Officials (ACBO)
- California Community Colleges Chancellor's Office (Chancellor's Office)
- Community College League of California (League)

Its purpose is to provide factual information about the Governor's January budget proposal as a common resource for each organization's further analyses and advocacy efforts. Over the next several months, updated analyses will describe the proposed trailer bills, the Governor's May Revision, and the enacted budget.

Introduction

This morning, Governor Newsom released his budget proposal for the 2020-21 fiscal year. Under the proposal, the overall state budget would increase 3.4% from the enacted 2019-20 budget, to $222.2 billion. General Fund spending would increase 3.6%, to $153.1 billion.

The proposed budget maintains the state's recent commitment to paying down liabilities, building reserves, and increasing spending primarily for one-time initiatives. Major themes of the Governor's budget proposal include:

- Addressing the affordability crisis through health care initiatives focused on cost savings to consumers, and by continuing the Governor's efforts to address both the availability and affordability of housing.
- Investing in emergency response to confront the statewide crisis of homelessness through increased funding and a fundamental shift in the state's role in housing unsheltered persons; and providing funds to combat the continuing threat of wildfires and the climate risk that compounds them.
- Promoting opportunity through increased public school funding, a new Department of Early Childhood Development, continued progress toward universal preschool, and expanded access across all higher education segments.

Budget Overview

The Governor's budget proposal for California Community Colleges (CCC) includes new, ongoing investments in work-based learning and targeted student support services, and streamlines coordination of systemwide initiatives and technical assistance. It also includes routine ongoing adjustments, including enrollment growth and cost-of-living adjustments (COLA), using updated estimates of revenue, enrollment, inflation, and student participation. In addition, the Governor's Budget provides one-time funding for CCC facilities, faculty development and support, and college affordability.

PROPOSITION 98 ESTIMATES

Minimum Guarantee. Each year, the state calculates a "minimum guarantee" for school and community college funding based on a set of formulas established in Proposition 98 and related statutes. To determine which formulas to use for a given year, Proposition 98 lays out three main tests that depend upon several inputs including K-12 attendance, per capita personal income, and per capita General Fund revenue. Depending on the values of these inputs, one of the three tests becomes "operative" and determines the minimum guarantee for that year. The state rarely provides funding above the estimated minimum guarantee for a budget year. As a result, the minimum guarantee determines the total amount of Proposition 98 funding for schools and community colleges.

Though these formulas determine total funding, they do not prescribe the distribution of funding. The Governor and Legislature have significant discretion in allocating funding to various programs and services.

Table 1 shows the budget's estimates of the minimum guarantee for the prior, current, and budget years. The CCC share of Proposition 98 funding is at or above the traditional share of 10.93% in each of these years. Included in this share is a small amount of pass-through funding for school district-based apprenticeship programs. Prior to calculating the CCC share, funding for the Adult Education, Adults in Correctional Facilities, and K-12 Strong Workforce programs, as well as transfers to the Public School System Stabilization Account, are excluded from the total.

Table 1: California Community Colleges Proposition 98 Funding by Source (In Millions)

Source	2018-19 Revised	2019-20 Revised	2020-21 Proposed	Change From 2019-20 Amount	Change From 2019-20 Percent
ALL PROPOSITION 98 PROGRAMS					
General Fund	$54,506	$56,405	$57,573	$1,168	2%
Local Property Tax	23,942	25,168	26,475	1,307	5%
Totals	**$78,448**	**$81,573**	**$84,048**	**$2,475**	**3%**
COMMUNITY COLLEGES ONLY					
General Fund	$5,426	$5,516	$5,652	$136	2%
Local Property Tax	3,077	3,254	3,435	181	6%
Totals	**$8,503**	**$8,770**	**$9,088**	**$318**	**4%**

Updated Estimates for Prior and Current Years. Estimates of the minimum guarantee for 2018-19 and 2019-20 have changed slightly compared to projections when the 2019-20 budget was enacted in June of last year. Such increases can occur if school enrollment, economic growth, or state revenues turn out to be different than expected. Specifically, the revised estimate for 2018-19 is higher than was projected in June. As a result, the state is required to make a "settle-up" payment to fully fund the guarantee. (The settle-up payment for 2018-19 affects K-12 funding only, but the CCC share of funding for 2018-19 remains above the traditional share.) In addition, the revised estimate for 2019-20 is higher than projected in June. The Governor's Budget adjusts funding to match the revised guarantee in 2019-20.

Required Transfer to Public School System Stabilization Account (PSSSA). Proposition 2, approved by voters in November 2014, created the PSSSA, a new state reserve for schools and community colleges. Under Proposition 2, transfers are made to this account only if several conditions are satisfied. That is, the state must have paid off all Proposition 98 debt created before 2014-15, the minimum guarantee must be growing more quickly than per capita personal income, and capital gains revenues must be above average.

The 2019 Budget Act made the first transfers into the PSSSA, totaling $389 million for 2019-20. Subsequent estimates have increased the required transfer for the current year by $135 million. For 2020-21, the Department of Finance (Finance) estimates the state will make a small withdrawal from the reserve, totaling $38 million, to support Proposition 98 programs.

Though these transfers change *when* the state spends money on schools and community colleges, it does not directly change the *total amount* of state spending for schools and community colleges across fiscal years. Specifically, required transfers to the PSSSA count toward Proposition 98 totals in the year the transfer is made. As a result, appropriations to schools and community colleges in such a year could be lower than otherwise required by Proposition 98. However, in a year when money is spent out of this reserve, the amount transferred back to schools and community colleges is over and above the Proposition 98 amount otherwise required for that year.

CHANGES TO CCC FUNDING

The Governor's Budget includes $272 million in ongoing policy adjustments for the CCC system, compared to revised 2019-20 expenditure levels, as reflected in Table 2.

Table 2: Proposed 2020-21 Changes in CCC Proposition 98 Funding (in Millions)

2019-20 Revised Budget[a]	$8,770
TECHNICAL ADJUSTMENTS	
Student Centered Funding Formula base adjustments	$9.7
Remove one-time spending	-$28.6
Other technical adjustments	$1.6

Subtotal Technical Adjustments	**-$17.3**
POLICY ADJUSTMENTS	
Ongoing	
Provide 2.29% COLA for Student Centered Funding Formula	$167.2
Fund 0.5% enrollment growth	$31.9
Support existing apprenticeship coursework	$27.8
Expand California Apprenticeship Initiative	$15.0
Support districts' food pantry services	$11.4
Continue legal services support for immigrant students, faculty, and staff	$10.0
Provide 2.29% COLA for certain categorical programs[b]	$9.2
Fund Dreamer Resource Liaisons and related support services	$5.8
Fund instructional materials for dual enrollment students	$5.0
Adjust California College Promise for recipients	-$1.5
Adjust Student Success Completion Grant funding for recipients	-$9.4
Subtotal Ongoing Policy Adjustments	**$272.4**
One-Time	
Work-Based Learning	$20.0
Statewide Pilot Fellowship Program for Diverse Hiring	$15.0
Part-Time Faculty Office Hours	$10.0
Zero Textbook Cost Degree Programs	$10.0
Fund deferred maintenance and instructional equipment (one-time)[c]	$7.6
Subtotal One-Time Policy Adjustments	**$62.6**
TOTAL CHANGES	**$317.7**
2020-21 Proposed Budget[a]	**$9,088**

[a] Amounts exclude Adult Education Program and K-12 Strong Workforce Program funding.

[b] Applies to CalWORKs, Campus Childcare, DSPS, EOPS, apprenticeships, and Mandates Block Grant programs.

[c] In addition, the budget provides $8.1 million in 2019-20 funds and $1.5 million in reappropriations, which combined with $7.6 million in one-time funds provides a total of $17.2 million for deferred maintenance and instructional equipment.

COLA = Cost-of-living adjustment

Appendix B compares the Governor's proposed CCC adjustments for 2020-21 to the Board of Governors' budget and legislative request. Below we highlight a few of the administration's more significant policy decisions and related information. Later in this analysis, we detail local support funding by program, capital outlay funding, and state operations.

MAJOR POLICY DECISIONS

Apportionments

No Change to Student Centered Funding Formula for 2020-21. Although the budget makes no change to the formula at this time, the administration states that it supports the recent recommendation of the Student Centered Funding Formula Oversight Committee to include a metric reflecting first-generation college students within the formula. The administration notes that incorporating this metric first requires the collection of first-generation student data aligned with the Committee's recommended definition, and indicates that it expects the Chancellor's Office to develop guidance and work with districts to collect this data for inclusion in the formula. A minimum of two years of data would be needed for Finance to produce reliable projections.

Growth and Cost-of-Living Adjustment (COLA) Provided. The proposal includes 0.5% growth in access, and a 2.29% COLA for apportionments and selected categorical programs.

Draft Rates Expected in February. The 2019 Budget Act tasks the Chancellor's Office with determining the formula's final 2019-20 funding rates based on total computational revenue of $7.43 billion as determined by Finance. The Chancellor's Office anticipates calculating and publishing preliminary rates by mid-February. This timing is due to a lag in reporting the data—such as enrollment and student outcomes—needed to set the rates. Following submission of districts' second enrollment reports in April, the rates will again be adjusted prior to budget enactment.

2019-20 Proposition 98 Adjustments Limited. The administration makes no change to CCC Proposition 98 apportionment funding for the current year, but shifts funding among Proposition 98 General Fund, local property taxes, and enrollment fee revenues. The administration provides $28.5 million in one-time current-year funding outside of apportionments, including $20.4 million for apprenticeship reimbursement and $8.1 million for deferred maintenance. (Note that additional deferred maintenance funding is included in budget year funds and reappropriations, such that the total proposed funding is $17.2 million.)

Increased Local Property Tax Collections for 2018-19. Although property tax revenues are higher than projected for the prior year, the budget makes no corresponding changes in Proposition 98 General Fund. This is consistent with 2019 trailer legislation that prohibits downward adjustments to appropriations once a fiscal year has ended. As a result, districts would be able to use the higher collections to cover the majority of a prior year deficit that was anticipated in June 2019.

College Affordability

Expands Zero Textbook Cost Pathways. The Governor's Budget includes $10 million in one-time funds to expand zero textbook cost (ZTC) pathways using open educational resources (OER) and other materials that are free of charge to students. This proposal builds on $5 million provided to 23 colleges in 2016 to create degree and certificate programs that eliminate conventional textbook costs. The Chancellor's Office estimates

that programs created under this earlier funding will have generated $42 million in textbook cost savings for more than 23,000 students by 2022. The proposal would support two additional $5 million rounds of competitive grants.

Student Financial Aid. The budget does not include major proposals related to state financial aid. However, the administration indicates it will review a forthcoming report from a work group convened by the California Student Aid Commission on how the state's financial aid programs could better serve the needs of students. Specifically, the report is expected to address strategies for mitigating students' total costs of attendance, including non-tuition costs. The budget also provides $5 million to the California Student Aid Commission for a work group and outreach related to student loan debt.

Diversity, Equity, and Inclusion

Creates a Statewide Fellowship Pilot Program. The proposed budget includes $15 million one-time to create and implement, on a pilot basis, a fellowship for current and recent graduate students. The purpose of the fellowship program is to improve faculty diversity at community colleges through recruitment and mentorship.

Student Needs

Expands Work-Based Learning. The proposed budget includes $20.4 million one-time in the current year and $27.8 million ongoing in the budget year to support projected increases in apprenticeship instructional hours. The budget also includes $15 million ongoing to expand the California Apprenticeship Initiative, which supports the development of new and innovative apprenticeship and pre-apprenticeship programs through competitive grants.

In addition, the Governor's Budget provides $20 million one-time for grants to expand access to work-based learning models and programs at community colleges, including working with faculty and employers to incorporate work-based learning into the curriculum.

Assists Undocumented Students. The proposed budget provides $5.8 million ongoing to fund a Dreamer Resource Liaison and associated support services at each campus, as required by Assembly Bill 1645 (Blanca Rubio). Liaisons would help qualifying students access financial aid, social services, legal services, and academic opportunities for which they are eligible. In addition, the Governor proposes $10 million in ongoing Proposition 98 support, to be administered by the California Department of Social Services, for legal services to immigrant students, faculty, and staff. This proposal builds on a 2018 appropriation of one-time funds for the same purpose.

Additional Proposals. Other proposals addressing student needs include $11.4 million ongoing to support food pantry programs at colleges and $5 million ongoing for instructional materials for dual enrollment students.

CCC System Support Program

Proposal Consolidates Dispersed Support Appropriations into a Single Program. The Governor proposes budget bill and trailer bill language to shift $125 million in funding

from existing categorical set-asides and statewide programs to a new CCC System Support Program.

Currently, the state funds several statewide activities through direct local assistance appropriations or through set-asides in various categorical programs. In general, those funds are administered through contracts and grants between the Board of Governors and particular community college districts. Those districts often use a percentage of the set-asides for their own administrative costs associated with these services. Further, the Chancellor's Office administers several programs that are for statewide purposes—often with goals that are similar to the goals of the set-asides. Because these statewide programs are budgeted separately, they are not always well aligned with each other and with the *Vision for Success*.

The Governor's proposal addresses this concern by establishing the new program. Specifically, the new program would absorb all or a portion of existing budgetary set-asides for administrative and statewide activities from the following programs:

- Student Equity and Achievement Program
- Cooperating Agencies Foster Youth Educational Support
- CCC Strong Workforce Program

The new program also would absorb all or a portion of existing funding from the following statewide programs:

- Institutional Effectiveness Partnership Initiative
- Integrated Technology
- Transfer Education and Articulation
- Expand Delivery of Courses through Technology
- Statewide media campaigns (from Financial Aid Administration)

Pending trailer bill language would require the Board of Governors to annually adopt a budget for the new program and report on expenditures for the prior fiscal year. Initially, many statewide programs would remain in place, and would undergo review for possible improvements as their existing contract terms expire.

LOCAL SUPPORT FUNDING BY PROGRAM

Table 3 (next page) shows proposed local assistance funding by program for the current and budget years. As the table shows, most categorical programs received level or workload funding in the Governor's proposal, with certain programs receiving cost-of-living adjustments consistent with recent practices. Decreases in funding are primarily due to removing one-time funding allocated in 2019-20.

Table 3: CCC Funding by Program[a] (In Millions)

Program	2019-20 Revised	2020-21 Proposed	Change Amount	Change Percent	Explanation of change
Student Centered Funding Formula	7,430	7,631	$201	2.70%	COLA, enrollment growth, minimum revenue provision
Student Equity and Achievement Program	475	459	-17	-3.50%	Shift program set-aside to System Support Program
CCC Strong Workforce Program	248	236	-12	-5.00%	Shift program set-aside to System Support Program
Student Success Completion Grant	150	141	-9	-6.23%	Adjust for revised estimates of recipients
Adult Education Program - CCC Districts[b]	63	64	1	2.29%	COLA
Disabled Students Programs and Services (DSPS)	124	127	3	2.29%	COLA
CCC System Support Program	-	125	125	-	Consolidate set-aside and infrastructure funds from multiple programs
Extended Opportunity Programs and Services (EOPS)	116	119	3	2.29%	COLA
California College Promise (AB 19)	85	84	-1	-1.72%	Adjust for revised estimates of first-time, full-time students
Apprenticeship (CCC districts)	44	72	29	65.68%	COLA, expand CAI, support projected increase in RSI hours
Financial aid administration	76	69	-7	-9.09%	Adjust for revised estimates of fee waivers, shift statewide media campaign to System Support Program
Full-time faculty hiring	50	50	0	0.0%	
CalWORKs student services	47	48	1	2.29%	COLA

Mandates Block Grant and reimbursements	34	35	1	2.32%	COLA, revised enrollment estimates
Part-time faculty compensation	25	25	0	0.00%	
Economic and Workforce Development	23	23	0	0.00%	
California Online Community College	20	20	0	0.00%	
Part-time faculty office hours	12	22	10	82.16%	Add one-time funding
NextUp (foster youth program)	20	19	-1	-3.75%	Shift program set-aside to System Support Program
Deferred maintenance and instructional equipment (one-time)	13	17	4	27.87%	Add one-time funding, includes reappropriated funds
Cooperative Agencies Resources for Education (CARE)	17	17	0	2.29%	COLA
Lease revenue bond payments	16	13	-4	21.62%	Adjust for actual obligations
Nursing grants	13	13	0	0.0%	
District food pantries	-	11	11	-	Add New, ongoing, programs
Immigrant legal services through DSS	-	10	10	-	Make Funding Ongoing.
Veterans Resource Centers	10	10	0	0.00%	
Student Housing Program	9	9	0	0.00%	
Dreamer Resource Liaisons	-	6	6	-	Add new, ongoing program per Assembly Bill 1645 of 2019 (Blanca Rubio)

Foster Parent Education Program	6	6	0	0.00%	
Instructional materials for dual enrollment students	-	5	5	-	Add new, ongoing program
Equal Employment Opportunity Program	3	4	1	51.90%	Add available EEO fund resources
Childcare tax bailout	4	4	0	2.28%	COLA
Other[c]	4	3	-1	-19.81%	Shift Transfer Education and Articulation funds to System Support Program
Umoja	3	3	0	0.00%	
Mathematics, Engineering, Science Achievement (MESA)	3	3	0	0.00%	
Puente Project	2	2	0	0.00%	
Middle College High School Program	2	2	0	0.00%	
Online education initiative	23	13	-10	-43.48%	Shift statewide infrastructure to System Support Program; add one-time investment for ZTC degree programs ($10)
Integrated technology	42	-	-42	-100.00%	Shift statewide infrastructure to System Support Program
Institutional effectiveness initiative	28	-	-28	-100.00%	Shift statewide technical assistance to System Support Program
One-time program funding[d]	9	35	26	272.34%	Removes one-time funds, adds funds for work-based learning ($20), faculty fellowship ($15)
College-specific allocations	11	-	-11	-100.00%	Remove one-time funding
K-12 pass-throughs (adult ed, K-12 apprenticeship, workforce)	608	638	30	3.97%	Remove one-time funding, COLA
Totals	$9,940	$10,261	$321	3.2%	

[a] Table reflects total programmatic funding for CCC, including amounts from prior years available for use in the years displayed.

[b] Amounts represent share received by CCC districts. For the overall adult education program, $423 million (76.7%) is distributed through school district fiscal agents or funded directly to school districts and K-12 agencies, and

$128 million (23.3%) is distributed by community college district fiscal agents or funded directly to community college districts.

[c] Other programs include Academic Senate, transfer, FCMAT, and part-time faculty health insurance.

[d] 2018-19 includes one-time allocations for hunger-free campus, mental health services and training, re-entry grant program, and open educational resources. 2019-20 includes one-time allocations for hunger-free campus, mental health services and training, and teacher credentialing partnership.

COLA = cost-of-living adjustment. CAI = California Apprenticeship Initiative. RSI = Related Supplemental Instruction. ZTC = zero textbook cost.

CAPITAL OUTLAY

Governor's Proposals. The Governor's Budget provides $27.6 million in capital outlay funding from Proposition 51, approved by voters in 2016. The funding is to support 24 new projects, as listed in Table 4. The administration is in the process of reviewing CCC's 39 continuing bond projects for inclusion in its spring proposals. In addition, the budget reappropriates previously approved funding for 10 existing CCC projects due to delays in their design phases.

Table 4: Governor's Proposed CCC Capital Outlay Projects

College/Location	Project	2020-21 State Cost	2020-21 Total Cost	All Years State Cost	All Years Total Cost
NEW PROJECTS					
Barstow College	Hydronic Loop and Water Infrastructure	$741,000	$741,000	$9,920,000	$9,920,000
Yuba College	Fire & Life-Safety Alarm Systems Replacement	$423,000	$471,000	$4,579,000	$5,088,000
Orange Coast College	Chemistry Building Project	$1,400,000	$19,991,000	$20,556,000	$40,547,000
East Los Angeles College	Facilities Maintenance & Operations Replacement	$829,000	$1,657,000	$12,170,000	$23,336,000
Rancho Cordova Educational Center	Rancho Cordova Ph 2	$389,000	$1,296,000	$8,979,000	$17,384,000
Sierra College	Gymnasium Modernization	$2,409,000	$10,924,000	$27,865,000	$37,183,000
Public Safety Training Center	PSTC Expansion	$398,000	$664,000	$4,975,000	$7,427,000
Mission College	Performing Arts Building	$1,024,000	$2,047,000	$14,089,000	$30,686,000
Antelope Valley College	Gymnasium Renovation	$870,000	$1,739,000	$12,560,000	$20,631,000
Chabot College	Bldg 3000 Maintenance Operations Warehouse & Garage	$674,000	$1,348,000	$8,846,000	$17,529,000

College	Project				
Compton College	Physical Education Complex Replacement	$1,548,000	$22,442,000	$23,326,000	$46,037,000
El Camino College	Music Building Replacement	$1,969,000	$27,521,000	$27,175,000	$54,696,000
Cuyamaca College	Instructional Building Ph 1	$1,005,000	$14,043,000	$14,513,000	$28,555,000
Grossmont College	Liberal Arts/Business/CSIS	$941,000	$1,882,000	$11,257,000	$22,049,000
Pacific Coast Campus	Construction Trades II	$1,585,000	$1,585,000	$19,417,000	$20,298,000
Los Angeles Pierce College	Industrial Technology Replacement	$1,182,000	$16,354,000	$16,737,000	$33,090,000
Los Angeles Trade-Tech College	Design and Media Arts	$2,410,000	$4,819,000	$35,317,000	$69,741,000
Los Angeles Valley College	Academic Building 2	$1,637,000	$23,279,000	$23,852,000	$47,131,000
West Los Angeles College	Plant Facilities/Shops Replacement	$445,000	$889,000	$5,788,000	$11,505,000
Napa Valley College	Modernize Industrial Tech Bldg 3100	$245,000	$489,000	$3,024,000	$5,916,000
Cypress College	Fine Arts Renovation	$1,512,000	$12,172,000	$18,133,000	$29,801,000
Riverside City College	Life Science/Physical Science Reconstruction	$1,623,000	$8,385,000	$27,356,000	$35,201,000
Crafton Hills College	Performing Arts Center Renovation	$600,000	$1,200,000	$7,361,000	$14,415,000
College of the Siskiyous	Theatre Arts Bldg Remodel/Addition	$1,633,000	$1,633,000	$27,074,000	$27,074,000
Santa Rosa Junior College	Tauzer Gym Renovation	$887,000	$1,776,000	$10,249,000	$20,131,000
CONTINUING PROJECTS					
The administration has deferred funding decisions for continuing projects to better align appropriations with project schedules, and indicates that projects with preliminary plans completed prior to April 1, 2020 will be considered during the spring.					
Totals		**$28,379,000**	**$179,347,000**	**$395,118,000**	**$675,371,000**

Bond Measure on March 2020 Ballot. In the March 3 statewide primary election, Californians will have the opportunity to vote on Proposition 13, School and College

Facilities Bond. If the measure is approved by voters, community colleges would receive $2 billion of the measure's total $15 billion for educational facilities.

STATE OPERATIONS

The Chancellor's Office provides system leadership and oversight to the system, administers dozens of CCC programs, and manages day-to-day operations of the system. The office is involved in implementing several recent initiatives including guided pathways, basic skills reforms, new financial aid programs, and a new apportionment funding formula. In addition, the Chancellor's Office provides technical assistance to districts and conducts regional and statewide professional development activities. The current-year (2019-20) budget provides $20.5 million in non-Proposition 98 General Fund and $11.4 million in special funds and reimbursements for Chancellor's Office operations. The budget authorizes 179.9 full time equivalent, permanent positions and temporary help, of which 139.5 are filled.

The Governor's proposed 2020-21 budget adds one position for the Accounting Office, totaling $166,000 ongoing, including operating nses. In addition, the budget provides $700,000 one-time to support the costs of convening a working group on student athlete compensation in the community colleges, as required by Senate Bill 206 of 2019 (Skinner).

The proposal, along with minor technical adjustments to the office's budget, would result in total budgeted resources for the Chancellor's Office of $31.8 million in 2020-21 (including $20.4 million in General Fund).

Next Steps

For more information throughout the budget process, please visit the Budget News section of the Chancellor's Office website:

https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News

The ACCCA, ACBO, Chancellor's Office, and the League expect to provide an update in mid-February with projected rates for the Student Centered Funding Formula, any relevant information from proposed budget trailer bills, and other information as it becomes available.

Appendix

Please see the following pages for supplemental information:

Appendix A: Overview of the State Budget Process

Appendix B: Board of Governors' Budget and Legislative Request
Includes comparison to Governor's Budget

Appendix C: Planning Factors
Appendix D: Glossary

Appendix A: Overview of the State Budget Process

The Governor and the Legislature adopt a new budget every year. The Constitution requires a balanced budget such that, if proposed expenditures exceed estimated revenues, the Governor is required to recommend changes in the budget. The fiscal year runs from July 1 through June 30.

Governor's Budget Proposal. The California Constitution requires that the Governor submit a budget to the Legislature by January 10 of each year. The Director of Finance, who functions as the chief financial advisor to the Governor, directs the preparation of the Governor's Budget. The state's basic approach is incremental budgeting, estimating first the costs of existing programs and then making adjustments to those program levels. By law, the chairs of the budget committees in each house of the Legislature—the Senate Budget and Fiscal Review Committee and the Assembly Budget Committee—introduce bills reflecting the Governor's proposal. These are called budget bills, and the two budget bills are identical at the time they are introduced.

Related Legislation. Some budget changes require that changes be made to existing law. In these cases, separate bills—called "trailer bills"—are considered with the budget. By law, all proposed statutory changes necessary to implement the Governor's Budget are due to the Legislature by February 1.

Legislative Analyses. Following the release of the Governor's Budget in January, the LAO begins its analyses of and recommendations on the Governor's proposals. These analyses, each specific to a budget area (such as higher education) or set of budget proposal (such as transportation proposals), typically are released beginning in mid-January and continuing into March.

Governor's Revised Proposals. Finance proposes adjustments to the January budget through "spring letters." Existing law requires Finance to submit most changes to the Legislature by April 1. Existing law requires Finance to submit, by May 14, revised revenue estimates, changes to Proposition 98, and changes to programs budgeted based on enrollment, caseload, and population. For that reason, the May Revision typically includes significant changes for the CCC budget. Following release of the May Revision, the LAO publishes additional analyses evaluating new and amended proposals.

Legislative Review. The budget committees assign the items in the budget to subcommittees, which are organized by areas of state government (e.g., education). Many subcommittees rely heavily on the LAO analyses in developing their hearing agendas. For each January budget proposal, a subcommittee can adopt, reject, or modify the proposal. Any January proposals not acted on remain in the budget by default. May proposals, in contrast, must be acted on to be included in the budget. In addition to acting on the Governor's budget proposals, subcommittees also can add their own proposals to the budget.

When a subcommittee completes its actions, it reports its recommendations back to the full committee for approval. Through this process, each house develops a version of the budget that is a modification of the Governor's January budget proposal.

A budget conference committee is then appointed to resolve differences between the Senate and Assembly versions of the budget. The administration commonly engages with legislative leaders during this time to influence conference committee negotiations. The committee's report reflecting the budget deal between the houses is then sent to the full houses for approval.

Budget Enactment. Typically, the Governor has 12 days to sign or veto the budget bill. The Governor also has the authority to reduce or eliminate any appropriation included in the budget. Because the budget bill is an urgency measure, the bill takes effect as soon as it is signed.

SEQUENCE OF THE ANNUAL STATE BUDGET PROCESS
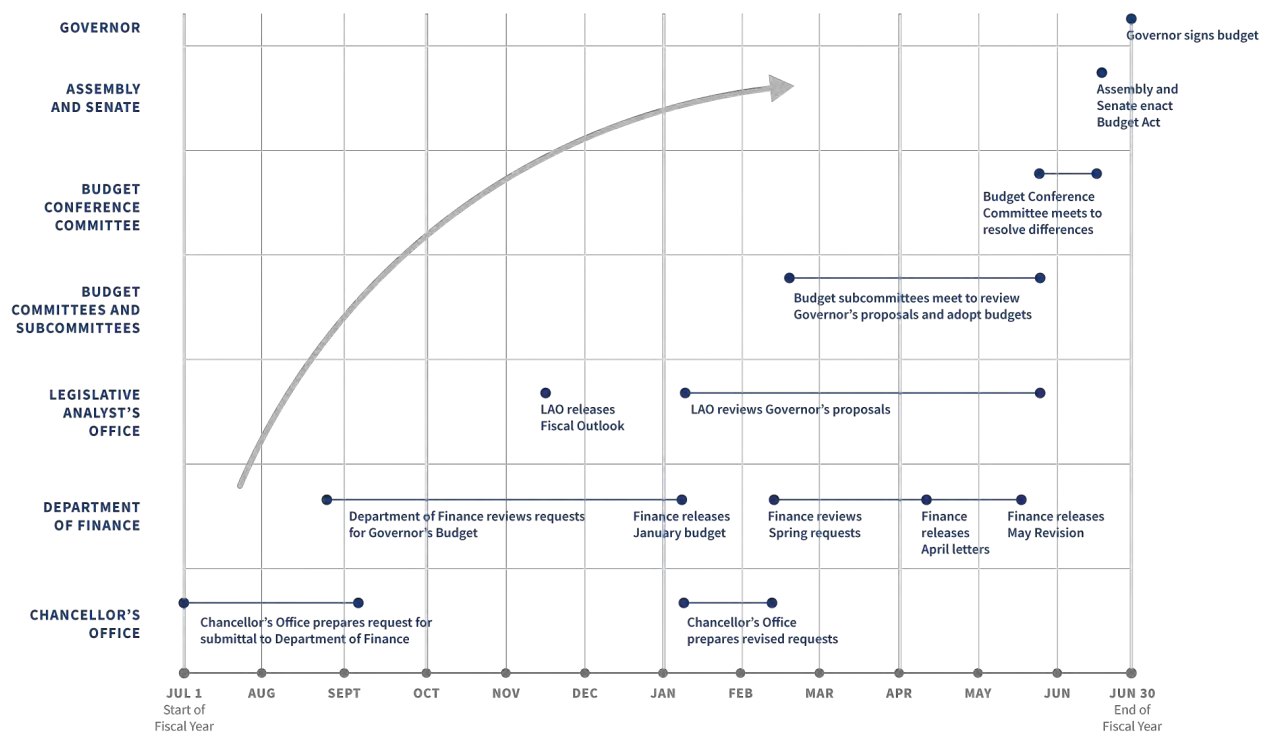
Appendix B: Board of Governors Budget and Legislative Request

Table B-1: Governor's 2020-21 Budget Proposal Compared to Board of Governors' Request

Board of Governors' Request	Governor's January Budget Proposal
Foundational Resources	
$328 million to meet districts' current obligations and provide cost adjustments	Provides $199.1 million for COLA and growth; $48.2 million (of which $20.4 million is one-time) to support projected increases in apprenticeship instructional hours
$100 million one-time support toward pension contributions	---
$650 million from Proposition 51 bond funding for Board of Governors' Capital Outlay Program (25 new and 39 continuing projects)	Authorizes $27.6 million for 24 new projects; construction funding for continuing projects will be considered in spring
Focus on College Affordability	
$251 million for financial aid reform	No reform proposal; administration will review forthcoming work group report on how state's aid programs could better serve student needs; provides $5 million to Student Aid Comm. for work group and outreach on student loan debt
$10 million for textbook affordability	Provides $10 million one-time to expand zero textbook cost degree pathways
$350,000 for annual survey of students' basic needs	---
Focus on Faculty and Staff	
$76 million to implement Faculty and Staff Diversity Task Force recommendations	Provides $15 million one-time to pilot faculty fellowship program
$15 million for professional development to improve teaching and student support	---
$10 million for part-time faculty support	$10 million one-time for part-time faculty office hours
Targeted Resources to Address Student Needs	
$20 million to augment the Student Equity and Achievement Program	---
$10 million to expand mental health services	---
$10 million to expand educational program for incarcerated students	---
$20 million one-time to expand work-based learning (WBL) within Guided Pathways (2019-20 Board of Governors Request)	Provides $20 million one-time for grants to expand WBL models and programs, including working with faculty and employers to incorporate WBL into curriculum
---	Provides additional $15 million ongoing to expand California Apprenticeship Initiative
---	Adds $10 million ongoing to continue legal aid services for immigrant students, faculty, and staff
$2.9 million for Dreamer Resource Liaisons (not in Board's request, but CCC funding need identified through bill analysis and comment process)	Adds $5.8 million ongoing for Dreamer Resource Liaisons consistent with AB 1645 (2019)
---	Adds $5 million ongoing to fund instructional materials for dual enrollment high school students participating in College and Career Access Pathways (CCAP) Partnerships
Expansion of State Supports to Serve System Needs	
Legislation to establish a System of Support for CCC	Legislation to consolidate support services as requested
$945,000 and 6 positions to expand Chancellor's Office Research and Planning Unit	---
$6.2 million and 2 positions to establish Chancellor's Office Housing Unit	No proposal, however, budget includes $11.4 million in new, ongoing support for districts' food pantry services
$200,000 and 2 positions to establish Chancellor's Office Energy and Environmental Sustainability Unit	---
$4 million for CCC library services platform	---
$2.5 million for systemwide awareness and outreach	---
$2.3 million in core support and 13 positions for Chancellor's Office operations	Provides $166,000 for one position for Chancellor's Office accounting operations

Appendix C: Planning Factors

Budget Planning and Forecasting

Based on the information Finance used in developing the Governor's budget proposal, it would be reasonable for districts to plan their budgets using information shown in the table below.

Table C-1: Planning Factors for Proposed 2020-21 Budget

Factor	2018-19	2019-20	2020-21
Cost-of-living adjustment (COLA)	2.71%	3.26%	2.29%
State Lottery funding per FTES	$204.00	$218.91	$219.42
Mandates Block Grant funding per FTES	29.21	30.16	30.85
RSI reimbursement per hour	6.26	6.45	6.59
Financial aid administration per College Promise Grant	0.91	0.91	0.91
Employer pension contribution rates			
Public Employees' Retirement System (CalPERS)	18.06%	19.7%	22.8%
State Teachers' Retirement System (CalSTRS)	16.3%	17.10%	18.40%

We are not aware of any other changes in allocation methods or match requirements for local support programs, other than the funding formula adjustments described above.

Appendix D: Glossary

Appropriation: Money set apart by legislation for a specific use, with limits in the amount and period of time during which the expenditure is to be recognized.

Augmentation: An increase to a previously authorized appropriation or allotment.

Bond Funds: Funds used to account for the receipt and disbursement of non-self-liquidating general obligation bond proceeds.

Budget: A plan of operation expressed in terms of financial or other resource requirements for a specific period of time.

Budget Act (BA): An annual statute authorizing state departments to expend appropriated funds for the purposes stated in the Governor's Budget, amended by the Legislature, and signed by the Governor.

Budget Year (BY): The next state fiscal year, beginning July 1 and ending June 30, for which the Governor's Budget is submitted (i.e., the year following the current fiscal year).

Capital Outlay: Expenditures which result in acquisition or addition of land, planning and construction of new buildings, expansion or modification of existing buildings, or purchase of equipment related to such construction, or a combination of these.

Cost Of Living Adjustment (COLA): Increases provided in state-funded programs intended to offset the effects of inflation.

Current Year (CY): The present state fiscal year, beginning July 1 and ending June 30 (in contrast to past or future periods).

Department of Finance (DOF or Finance): A state fiscal control agency. The Director of Finance is appointed by the Governor and serves as the chief fiscal policy advisor.

Expenditure: Amount of an appropriation spent or used.

Fiscal Year (FY): A 12-month budgeting and accounting period. In California state government, the fiscal year begins July 1 and ends the following June 30.

Fund: A legal budgeting and accounting entity that provides for the segregation of moneys or other resources in the State Treasury for obligations in accordance with specific restrictions or limitations.

General Fund (GF): The predominant fund for financing state operations; used to account for revenues which are not specifically designated by any other fund.

Governor's Budget: The publication the Governor presents to the Legislature by January 10 each year, which includes recommended expenditures and estimates of revenues.

Legislative Analyst's Office (LAO): A nonpartisan office that provides fiscal and policy advice to the Legislature.

Local Assistance: Expenditures made for the support of local government or other locally-administered activities.

May Revision: An update to the Governor's Budget presented by Finance to the Legislature by May 14 of each year.

Past Year or Prior Year (PY): The most recently completed state fiscal year, beginning July 1 and ending June 30.

Proposition 98: A section of the California Constitution that, among other provisions, specifies a minimum funding guarantee for schools and community colleges. California Community Colleges typically receive 10.93% of the funds.

Reserve: An amount set aside in a fund to provide for an unanticipated decline in revenue or increase in expenditures.

Revenue: Government income, generally derived from taxes, licenses and fees, and investment earnings, which are appropriated for the payment of public expenses.

State Operations: Expenditures for the support of state government.

Statute: A law enacted by the Legislature.

Workload Budget: The level of funding needed to support the current cost of already-authorized services.

	College	Source Document	Metric	District Strategic Plan Reference
1	De Anza	EMP Update 2016/17, 2017/18	The basic skills English course sequence completion rate will achieve 77%.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
2	De Anza	EMP Update 2016/17, 2017/18	The basic skills Math sequence completion rate will achieve 57%	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
3	De Anza	EMP Update 2016/17, 2017/18	The basic skills ESL sequence completion rate will achieve 50%	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
4	De Anza	EMP Update 2016/17, 2017/18	Six percent of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each fall.	College Goal 1.3: Increase participation in community and civic engagement within and outside the college.
5	De Anza	EMP Update 2016/17, 2017/18	Sixty seven percent of students who were enrolled in a career technical education program will be employed full-time one year after leaving De Anza.	College Goal 4.2: Increase employment rates for CTE participants.
6	De Anza	EMP Update 2016/17, 2017/18	De Anza will have a 58% completion rate for the Career Technical Education Completion Rate.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
7	De Anza	EMP Update 2016/17, 2017/18	Target groups will persist at a rate within 5% of all other groups.	College Goal 1.2: Decrease in Achievement Gap.
8	De Anza	EMP Update 2016/17, 2017/18, 2018/19	There will be no more than a 5 percentage point difference between the annual Course Completion Rate for target groups and all other groups.	College Goal 1.2: Decrease in Achievement Gap.
9	De Anza	EMP Update 2016/17, 2017/18	Salaries and benefits as a percentage of unrestricted general fun expenditures, excluding other outgoing expenditures will remain stable at 97%.	College Goal 6.1(?): Maintain competitive salaries and benefits.
10	De Anza	EMP Update 2016/17, 2017/18	The annual FTES enrollment will increase to 18,500	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
11	De Anza	EMP Update 2016/17, 2017/18	Fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47%.	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
12	De Anza	EMP Update 2018/19	Fall enrollment of students residing in geographical locations with historically college-going rates will increase to 47%.	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
13	De Anza	EMP Update 2016/17, 2017/18	The college will attain Fully-Accredited-No Action in fall 2017 from the accrediting commission.	*We are supporting this by, among other things, aligning the district strategic plan with college Education Master Plans.*
14	De Anza	EMP Update 2016/17, 2017/18	The college will attain an overall Persistence Rate of 75%.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
15	De Anza	EMP Update 2016/17, 2017/18	The college will achieve a rate of 71% or the highest score within the peer group on the Overall Scorecard Completion Rate.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).

16	De Anza	EMP Update 2016/17, 2017/18	The college will achieve a rate of 89% or the highest score within the peer group on the Scorecard Completion Rate for Prepared students.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
17	De Anza	EMP Update 2016/17, 2017/18	The college will achieve a rate of 62% or the highest score within the peer group on the Scorecard Completion Rate for Unprepared students.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
18	De Anza	EMP Update 2016/17, 2017/18	The college will achieve a rate of 77% for the Annual Course Completion Rate.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
19	De Anza	EMP Update 2018/19	The college will achieve a rate of 77% for annual successful course completion.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
20	De Anza	EMP Update 2016/17	The college will achieve a rate of 75% for the Annual Course Completion Rate for online courses.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
21	De Anza	EMP Update 2016/17, 2017/18	The college will achieve a rate of 60% for the Annual Course Completion Rate by Subject for the lowest achieving subject areas.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
22	De Anza	EMP Update 2016/17, 2017/18	The number of associate degrees awarded will increase to 2,100.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
23	De Anza	EMP Update 2018/19	The number of associate degrees (A.A., A.S. and ADT) awarded will increase to 2,063.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
24	De Anza	EMP Update 2018/19	The number of associate degrees (A.A. or A.S.) awarded will increase to 1,544.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
25	De Anza	EMP Update 2016/17, 2017/18	The number of students who transfer to a four-year institution will increase to 2,800.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
26	De Anza	EMP Update 2016/17, 2018/19	The number of students who transfer to any four-year institution will increase to 3,289.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
27	De Anza	EMP Update 2018/19	The number of students who transfer to a UC or CSU will increase to 2,377.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
28	De Anza	EMP Update 2017/18	The number of certificates awarded will increase to 675.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
29	De Anza	EMP Update 2018/19	The number of certificates awarded will increase to 637.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).

30	De Anza	EMP Update 2018/19	52% of students who apply to the college will enroll.	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
31	De Anza	EMP Update 2018/19	The number of student who attained the Vision goal Completion Definition will increase to 1,935.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
32	De Anza	EMP Update 2018/19	The college will achieve a rate of 18% for transfer-level math and English completion in the first year.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
33	De Anza	EMP Update 2018/19	The college will attain an overall retention rate of 75% from fall to winter.	College Goal 1.1: Increase student achievement in key academic outcome areas (retention, success, completion, transfer, basic skills, and persistence).
34	De Anza	EMP Update 2018/19	The average units earned per completed associate degree will decrease to 122.	Add "credits to completion" to College Goal 1.1.
35	De Anza	EMP Update 2018/19	39% of students who were enrolled in a career technical education program will obtain a living wage.	College Goal 4.2(?): Increase employment rates for CTE participants.
36	De Anza	EMP Update 2018/19	The percent of students who stated that after leaving De Anza College they plan to frequently/almost always work with others to promote social or political change will increase to 36%.	College Goal 1.3: Increase participation in community and civic engagement within and outside the college.
37	De Anza	EMP Update 2018/19	The percent of respondents who stated that their experience at De Anza College somewhat/to a great extent contributed to their ability to work with others to make a difference on campus or in their community will increase to 56%.	College Goal 1.3(?): Increase participation in community and civic engagement within and outside the college.
38	Foothill	Annual College Strategic Objectives 2016/17	To increase Foothill Collee's total FTES enrollment by more than 1.5%...	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
39	Foothill	Annual College Strategic Objectives 2016/17	Increase the percentage of Latino students, from 22.3% currently to 25% by June 30, 2017...	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
40	Foothill	Annual College Strategic Objectives 2016/17	Implementation of the Student Equity Plan...aimed at reducing the achievement gap for our disproportionately impacted students.	College Goal 1.2: Decrease in Achievement Gap.
41	Foothill	Annual College Strategic Objectives 2016/17	Board of Trustees approval of Self Study report by June 2017	*We are supporting this by, among other things, aligning the district strategic plan with college Education Master Plans.*
42	Foothill	Annual College Strategic Objectives 2017/18	Develop an integrated plan...to close equity gaps while increasing enrollments at the same time.	College Goal 1.2: Decrease in Achievement Gap; College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
43	Foothill	Annual College Strategic Objectives 2017/18	Achieve more than 1.5% FTES growth at 500 productivity (+/-25) with attention to integrating equity efforts related to enrollment, CTE, Sunnyvale Education Center, and education pathway.	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.

44	Foothill	Annual College Strategic Objectives 2017/18	Plan and start implementing a new college-wide theme (brand) of Service Leadership whereby each student at Foothill will have at least one opportunity to harness his/her leadership skills through service projects within the college community, locally, statewide, nationally, or globally.	College Goal 1.3(?): Increase participation in community and civic engagement within and outside the college.
45	Foothill	Annual College Strategic Objectives 2017/18	Plan and implement a a review to restructure governance as identified in Quality Focused Essay.	SP #7: Stronger district governance supports college governance.
46	Foothill	Annual College Strategic Objectives 2018/19	Equity plan: Revise equity plan…to close equity gaps.	College Goal 1.2: Decrease in Achievement Gap.
47	Foothill	Annual College Strategic Objectives 2018/19	Enrollment growth…	College Goal 2.1: Reduce access barriers and increase enrollment, especially for underserved populations.
48	Foothill	Annual College Strategic Objectives 2018/19	Infuse Service Leadership into the college instructional and student services structure, identify leadership skills student/institutional learning outcomes, and develop metrics to measure effectiveness.	College Goal 1.3(?): Increase participation in community and civic engagement within and outside the college.
49	Foothill	Annual College Strategic Objectives 2018/19	Implement and evaluate effectiveness of new governance as committed in accreditation Quality Focused Essay.	SP #7: Stronger district governance supports college governance.
50		Online fedback	Aid with the destigmatization of basic needs programs by increasing their visibility on their respective campus	Add a goal to SP #3: Learning & Support Services
51		Online fedback	Commit to alleviate the housing crisis by working towards affordable housing solutions for students and staff	Add a goal to SP #3: Learning & Support Services

Objective	Status	Description of Status/Progress
Goal 1 - Modernization		
1. Implement the Adobe Sign system and integrate with the Banner ERP to support digital distribution, workflow, and signature of a wide variety of college/district forms, contracts, and other documents.	In Progress	Both colleges A&R and District HR will be the pilot division to convert their forms to Adobe signable forms. The initial pilot with the FH Allied Health is completed and in use.
2. Upgrade the district ERP system to version 9 of the Ellucian Banner platform.	Complete	The upgrade to Banner 9 is nearly complete. The final two functional units are completing training and will migrate by the end of February 2019
3. Pilot business intelligence software for research.	Postponed	Staff and budget capacity currently do not exist to support this project
4. Implement a managed print service system for all employee print output.	In Progress	Change order to the contract was signed late summer. Change to the software configuration and user interface included in the change order. New equipment will begin rolling out first to Central Services and then in a staged process to the colleges after consultation with end users.
5. Implement Virtualized Desktop Infrastructure off-campus access.	In Progress	Implementation pushed into the summer months partly due to staffing issues with the vendor. Project is near completion.
6. Migrate email and calendar to the Cloud	Complete	Migrate the email and calendar to the Office365 cloud environment for better integration with other Office 365 applications
7. Upgrade the KACE end user support system.	Complete	New version went live on April 1st.
8. Implement a variety of productivity and support applications for both colleges and Central Services:		
JobEx – student employment system	Discontinued	The product was discovered to not meet the needs of the colleges.
Maxient – student discipline system	In Progress	The product has been implemented and is currently being integrated with the Banner system.
Slate CRM – international student program support	Complete	Phase I of the project has been completed. Teams are exploring
Curriculum management system for Foothill	In Progress	

Goal 2 - Infrastructure

9. Complete the overhaul and refurbishment of 1911 machine room include physical security, HVAC, and primary and backup electrical systems.	In Progress	Predominantly complete. Final details being resolved.
10. Expand coverage of the wireless network and improve connection speeds at all district locations.	In Progress	Wireless system software upgrade completed. Expanding wireless coverage to faculty offices on FH Campus.
11. Support Central Services staff moving into the new district office building.	In Progress	Move in to NDO plan for late February 2020.
12. Assist in the upgrade and standardize of the De Anza electronic lock system.	Complete	Virtual server set up by ETS and software installed by vendor. Implementation still underway (outside ETS scope).
13. Upgrade various network and server equipment.	In Progress	Replacing servers used by ETS staff in support efforts of the end user computing environment. Pending purchase of network PoE (Power over Ethernet) switches to replace old switches in order to better support VoIP phones and other peripheral support devices.

Goal 3 - Security

14. Consolidate and streamline the district's Active Directory identity management system.	In Progress	The Adtive directory has been migrated to the cloud. We are working to close out the local versions.
15. Deploy the Securing the Human information security training for all employees.	Complete	Training has been provided to all employees. ETS is providing utilization reports to supervisors and managers to follow with people who have not yet completed the training.
16. Conduct a penetration test and Payment Card Industry (PCI) compliance assessment.	In Progress	PCI 3 Compliance Gap Assessment - waiting for final report from the consultant. The penetration test was completed in January 2019.
17. Upgrade FH and DA campus Firewall and Intrusion Protection Systems.	Complete	The new Palo Alto Network Firewalls are in full production on both campuses as of end of January 2019.
18. Implement Symantec central management of end-point device malware protection.	In Progress	Hardware received. We are configuring the system.
19. Provide standardized back-up for faculty and staff data files.	Complete	ETS recommends copying files to Office 365 One drive provided to every employee. Sync capability is available and built into staff/faculty computer images.

20. Implement new network security monitoring tools to include cloud system monitoring. In Progress Researching possible solutions.

Goal 4 - Cloud Technology

21. Migrate the key mission critical systems and infrastructure to the cloud. Complete Email, ERP and mission critical operations are succesfully migrated to the cloud.

22. Transform the internal support expertise to the cloud infrastructure. In Progress With the move of the Banner system and MyPortal to the cloud, ETS staff are devleoping new skills and techniques for managing these systems.

Goal 5 - Institutional Culture

23. Update data retention policy Not Started

24. Provide training to all employees on compliance issues such as FERPA, accessibility, copyright, and privacy. Not Started

Goal 6 - Training and Professional Development

25. Conduct the district-wide training for the new Banner 9 ERP system. Complete Training for Banner 9 users is nearly complete.