



Chancellor's Advisory Council Meeting Agenda – April 27, 2018

Foothill College
Toyon Room (Room 2020)
2:30 p.m.

AGENDA TOPIC		PURPOSE	DISCUSSION LEADER
I.	Welcome and introductions	I	Judy Miner
II.	Approval of March 16, 2018, meeting summary (<i>Attachment II</i>)	A	Judy Miner
III.	Proposed new/revised board policies and administrative procedures <ul style="list-style-type: none"> New AP 5012 College and Career Access Pathways (if approved by APM on 4/27) (<i>Attachment III</i>) 	D/A	Judy Miner
IV.	Community outreach initiative <ul style="list-style-type: none"> Updates on community outreach Reminder to join the conversation: http://www.fhda.edu/JoinTheConversation 	I	Judy Miner
V.	Program highlight: Makerspace (3:00 p.m.)	I	Gay Krause
VI.	Enrollment management	D	Judy Miner
VII.	District Governance Committee/Constituent Group Reports <ul style="list-style-type: none"> 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 	I	All
VIII.	Other information and updates	I	All



FOOTHILL-DE ANZA
Community College District

Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL

Meeting Summary

March 16, 2018

Present: Judy Miner, Karen Chow, Bob Cormia, Robert Covington, Mayra Cruz, Isaac Escoto, Karen Hunter, Jim Kozelka, Gracian Lecue, Kristy Lisle, Kevin McElroy, Joe Moreau, Paula Norsell, Dorene Novotny, Kathy Perino, Frank Rocha, Marisa Spatafore, David Ulate, Chris White

I. Welcome

Chancellor Miner welcomed council members.

II. Approval of February 9, 2018, Meeting Summary

The February 9, 2018, Chancellor's Advisory Council (CAC) meeting summary was approved by consensus.

III. Proposed new/revised board policies (BP) and administrative procedures (AP)

New AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students

Isaac and Karen Chow reported that the Academic and Professional Matters Committee approved the new admission and concurrent enrollment administrative procedure at a meeting held prior to the Chancellor's Advisory Council following approval by both college academic senates. The Chancellor's Advisory Council approved the administrative procedure by consensus.

New AP 5012 College and Career Access Pathways

Kristy shared information about Assembly Bill 288, the legislation that created opportunities for college and career pathways agreements between school and community college districts. Judy noted that the Academic and Professional Matters Committee postponed approval of the administrative procedure to provide the academic senates time to consider proposed additional language.

IV. Business Process Alignment Task Force

Joe asked for feedback regarding the draft charter and membership of the Business Process Alignment Task Force distributed at the last meeting. Karen Chow advised that the De Anza Academic Senate believed that the proposed membership lacked representation from faculty, especially counselors. She added that the senate thought that students should be included, particularly those experiencing issues, like DACA students.

Isaac indicated that the Foothill College Academic Senate agreed that counselors and student representatives should be included. In addition, Foothill's Academic Senate recommended inclusion of faculty representatives with online education and articulation knowledge. Paula reported that the Central Services Classified Senate felt strongly that the student voice should be represented on the task force. She also advised that the senate, while not advocating for every group to have equal representation, had noted the absence of a Central Services Classified Senate representative.

Kathy expressed concern that some of the areas the task force is considering could touch on subjects of bargaining. She asked that a Faculty Association representative be included in the membership.

Judy recommended that the task force invite subject matter experts as different areas are explored, and Karen Hunter suggested that subcommittees of the task force might look in depth at specific ideas and areas.

Joe commented that he hoped that most of the work of the task force could be completed online. He advised that he would send the revised membership list to the Chancellor's Advisory Council by email following the meeting and asked everyone to share any suggestions for areas of alignment that might be easy to address with him and Kevin McElroy. Isaac suggested that the task force look at having one transcript for both colleges and more unified communication in how the district is marketed.

V. Energy and Emissions Strategy Advisory Committee (PowerPoint presentation attached)

Energy Systems Manager Jim Kozelka and nanotechnology instructor Robert Cormia shared information regarding the Energy and Emissions Strategy Advisory Committee, which is working to identify ways to increase efficiency and reduce emissions and energy costs throughout the district. They outlined some of the actions currently being taken, plans to transition to a low carbon infrastructure, and funding options. Judy commented that if the district decides to pursue a construction bond measure, some of the funding could be used for energy efficiency projects that would reduce the amount of general fund money needed to cover energy expenses.

VI. Community outreach initiative

Judy provided an update regarding the district's community outreach initiative and asked for suggestions of groups or advisory committees that might be interested in giving input regarding district priorities. She invited council members and their constituents to complete the [Join the Conversation survey](#) on the district's website.

VII. Differences between parcel tax and general obligation bond measures

The council discussed parcel tax and general obligation bond requirements. Kevin shared some of the ways in which a general obligation bond measure could cover costs that would otherwise deplete the general fund. He explained that bond money could be used to retire the Flint Parking Garage renovation Certificates of Participation (COPs), an annual debt expense of \$1 million; fund maintenance, instructional equipment, and computer refresh projects; and cover salaries of employees who perform administrative

oversight work on bond construction projects. In response to questions from Kathy, Kevin advised that the COP debt is fairly long term and won't be paid off until approximately 2032, and Measure C bond funding is currently paying technology refresh costs, but there is only enough money left for another couple of years.

Kevin offered to meet with any groups interested in learning more about the differences between parcel tax and general obligation bond measures.

VIII. Enrollment management

Discussion of this item was postponed to the next meeting.

IX. District Governance Committee/Constituent Group Reports

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

No report given.

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

No report given.

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

Joe reported that the Educational Technology Advisory Committee is working on the annual review and assessment of the Technology Plan and would look for Chancellor's Advisory Council to endorse revised goals and objectives in June.

De Anza College Academic Senate

Karen announced that the senate approved a two-tiered mini grant for Equity for Excellence projects that would allow faculty to be reimbursed for a coffee/lunch with at least two students or provide up to \$300 for a validation project.

De Anza College Classified Senate

Karen reported that the senate is in the process of finalizing a student support fund and identifying a basic skills class that will be furnished with supplies and books for one year.

Foothill College Academic Senate

Isaac advised that the senate met at the Pipe Trades Training Center in March and is developing an increasing sense of community.

VII I. Other Information and Updates

Marisa announced that De Anza College's new website will premiere May 1.

Mayra spoke about the opportunity to donate to a scholarship in memory of Christina Espinosa-Pieb's mother. She committed to sending the information to Paula for distribution to the council.

The meeting adjourned at 4:02 p.m.

DRAFT

Chancellor's Advisory Council

Energy & Emissions Strategy Advisory Committee (EESAC)

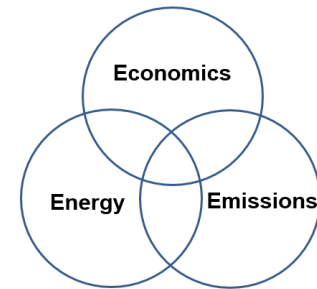
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Overview

- EESAC committee: charter and makeup
- FHDA energy and emissions – where we are today
- FHDA's energy architecture – how it works
- Where we want to go => E³ principles
- A transition to a low carbon infrastructure
- Paths to get there, opportunities and costs



EESAC Charter and Goals

- Energy Master Plan (5 years)
- Energy asset inventory
- Plan for future infrastructure
- Review energy procurement / contracts
- Estimate GHG emissions next 5 yrs



EESAC Team

COMMITTEE

Kevin McElroy – Vice Chancellor

Steve Kitchen – Executive Director of Facilities

Jim Kozelka – FHDA Energy manager

Robert Cormia – Faculty Foothill College

William Roeder – Faculty De Anza College

ADVISORS

City of Cupertino – Misty Mersich*

Peninsula Clean Energy, Los Altos - Jan Pepper

Stanford University, Precourt Energy - James Sweeney

EDF (Electricity De France) Innovation Lab - Paul Breslow*

CA energy commissioner (former) – Jeff Byron*

*confirmed

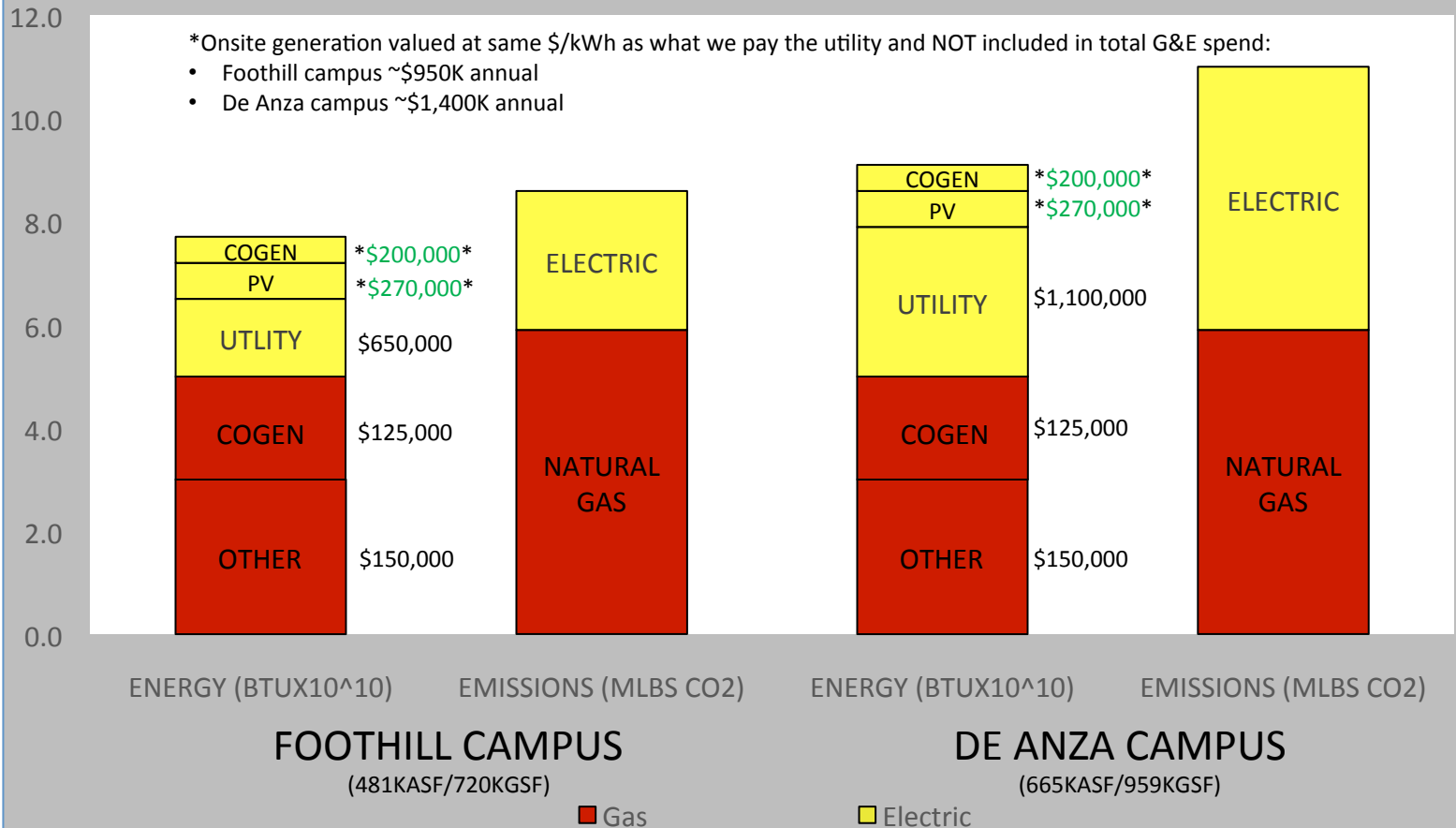


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Where we are

- EUI – Energy Use Indices (FHDA Baseline VS Peers)
 - DA: normal high – 10-20% min reduction possible
 - FH: 15%-30% higher than DA
 - SEC: still tuning (comfort and energy)
 - Good news! great opportunities for improvement
- GHG Emissions
 - 2017 is 33% below 2008 (PV and CAISO electricity)
 - 2020 ~ 50% below 2008 (efficiency / lower carbon kWh)
 - 2022 ~ 60% below 2008 (efficiency / lower carbon kWh)

FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT ENERGY & EMISSIONS (2-YEAR APPROX. AVERAGE)



What we are doing

- DG assets – PV & Cogens - operating AOK
- Prop 39
 - Boilers and Cooling Equip. - DA
 - LED Lighting – FH Gyms and under eave, DA all Exterior
 - RCx CHW and HW plants, Lab Buildings (energy hogs)
- BMS (Building Management System) tuning
- Turning stuff off.



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What do we want to do?

- Energy Efficiency
 - LED Lighting – everywhere
 - Building Management System (BMS) – “optimize” until replace
 - New primary equipment (also R&R aging infrastructure)
 - Plug loads - difficult
 - Pools – (large consumers)
 - ***Covers!**
 - Solar thermal?
 - More efficient (20-30%) cogen?
 - Heat pump?
- ***Energy Storage**
- More PV?
- Purchase 100% Clean Electricity?
- Electrification – replace boilers/chillers with heat pumps?

*** Preliminary cost/benefit analysis. Incentive opportunities limited**



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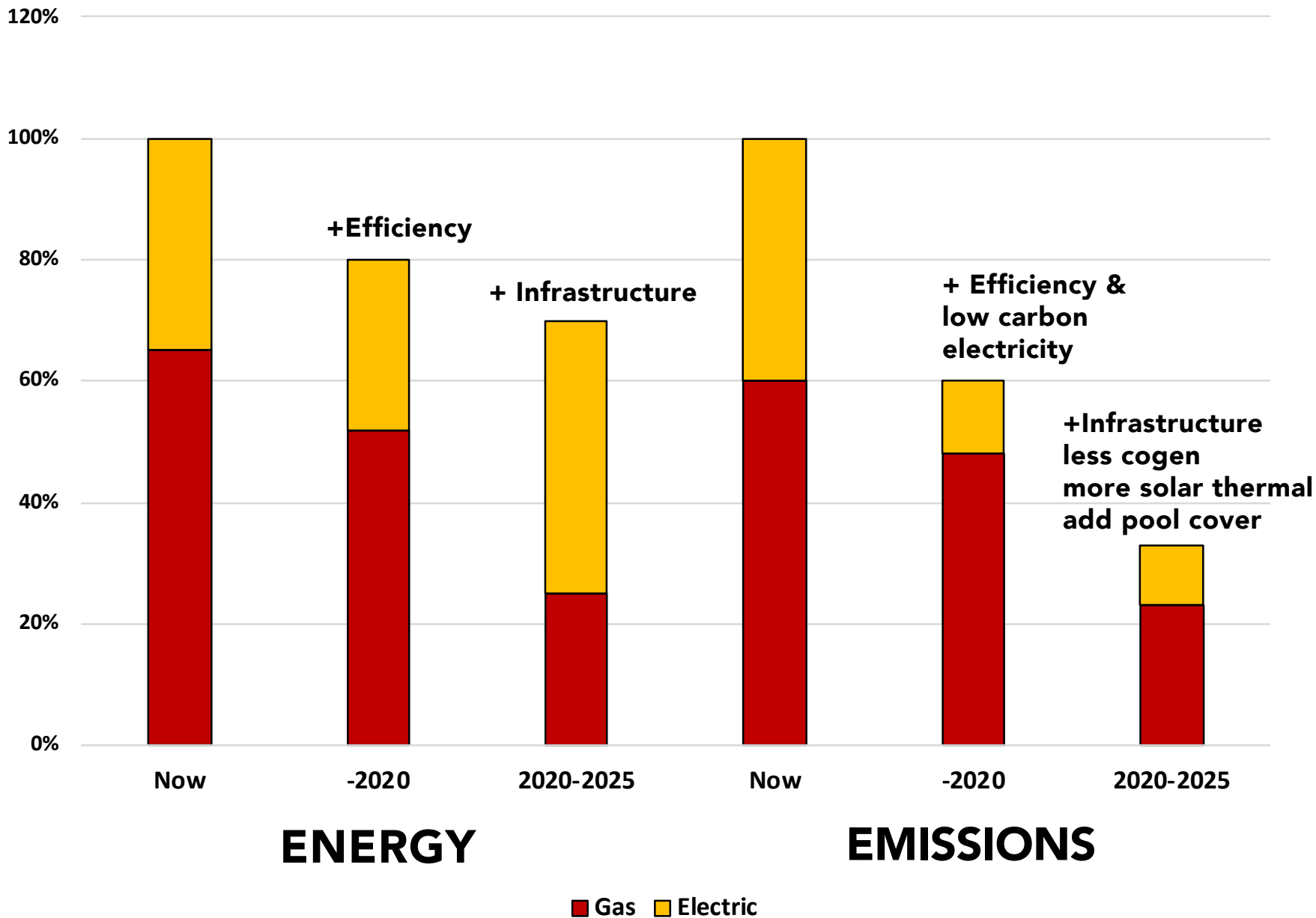
What do we want to do?

- ***POOL COVERS – FH (lap) + DA (lap and dive)**
 - Budget cost - \$60K
 - Budget PGE incentive - \$48K
 - FHDACCD out of pocket - \$12K (Prop 39?)
 - Budget first year savings - \$60K
 - Other – Who pulls them on/off?
- ***Energy Storage – “PPA” = BOOM service, Parts and Smarts**
 - Budget cost - \$0
 - Budget savings
 - SGIP incentive tranche II potential savings \$35K/yr
 - SGIP incentive tranche III potential savings \$25K/yr

* Preliminary cost / potential benefit analysis. Incentive opportunities limited



ENERGY & EMISSIONS TRANSITION MODEL



How do we fund it?

- CEC (California Energy Commission) and Utility
 - Grants, incentives, rebates
- Future FHDACCD funding measures
- Private funding (R&D) and technology, etc. (pilots)
- PPA and energy performance contracts



Closing Thoughts

- FHDA CCD leads with a strong commitment to sustainability, energy use, and GHG management
- We have a strong team, advanced analytical tools, and opportunities to design a new energy system
- An energy master plan is an evolving document
- In addition to funding projects through a bond, new business models for energy systems are emerging
- We are at a pivot point for reducing energy and carbon emissions, through considered investments

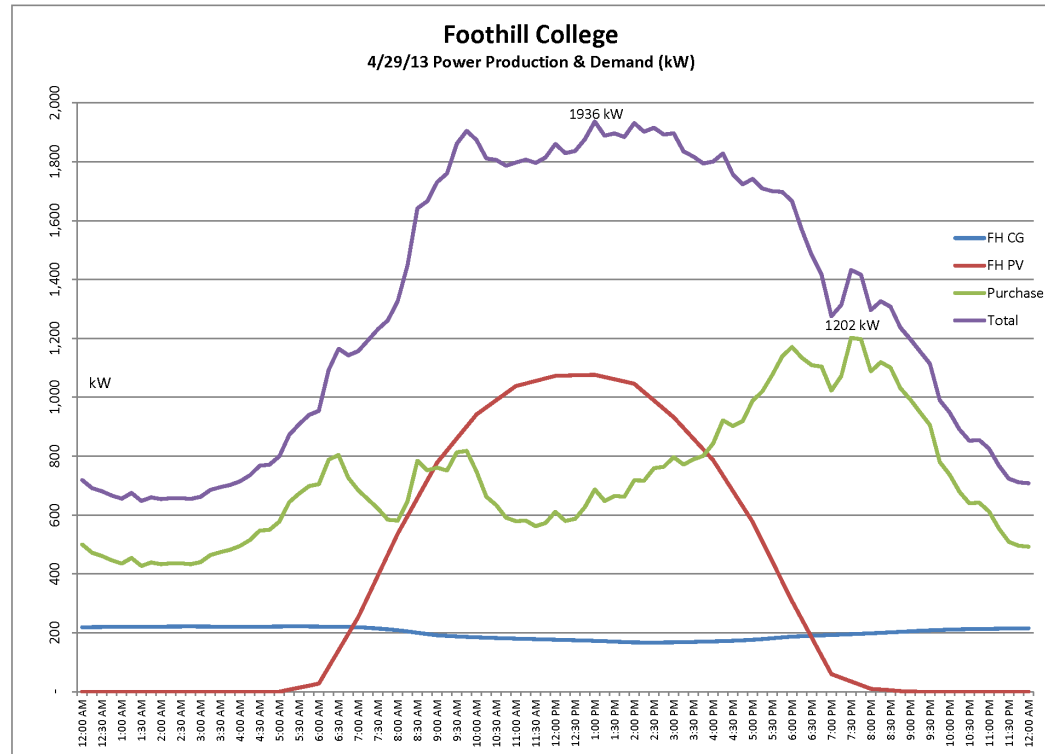


Pocket Slides

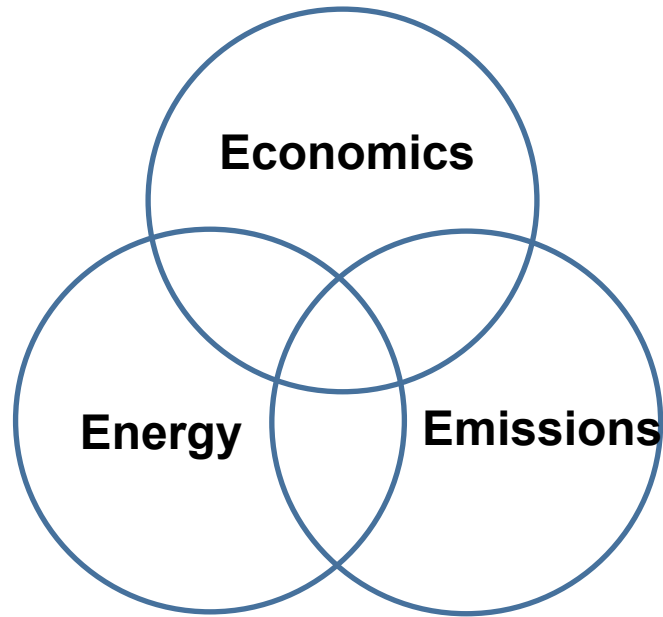


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Where we are (cont.): Electric Load Profile



Guiding Principles – E³



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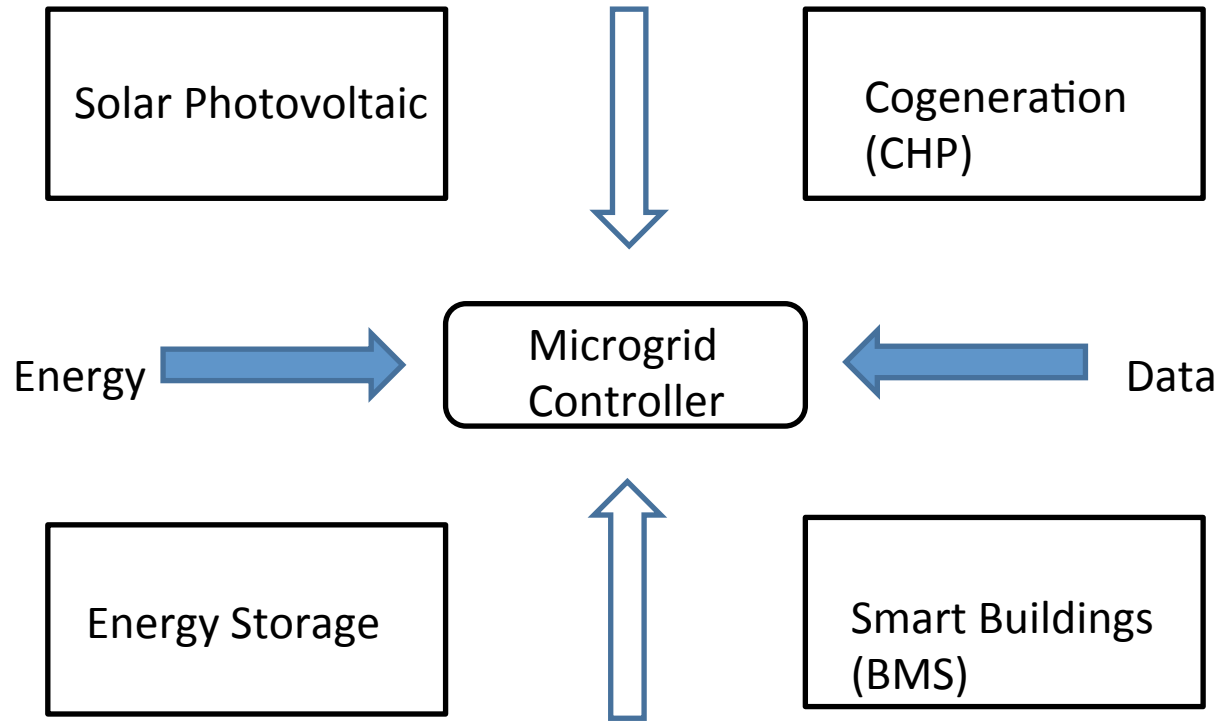
Where we want to go

- E³ principles: energy, economics, and emissions
- Lower energy use through energy efficiency
- Stable and predictable energy costs
- Significantly reduced carbon emissions
- Energy systems that can grow and evolve
- Provide leadership to our surrounding community



How Do we get there?

Microgrid Architecture



How do we get there? STRATEGY

- Reducing Energy Use Intensity (**EUI**)
- Investment grade energy audits
- Building management systems / controls
- Advanced analytics and energy information
- Dynamic control of power and energy
- Procurement of low carbon electricity contracts
- Reduce and optimize natural gas use



Next Steps

- Investment Grade Audit
- Identify Future Loads - Electrification
 - EV Charging
 - Heat pumps
- Energy Storage
- Utility Rate Analysis
- Power Systems Modeling



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Book	Administrative Procedures
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	College and Career Access Pathways
Number	AP 5012
Status	New
Origin	Included in CCLC AP 5011 template - Recommendation by Mayra and Nazy to be separate procedure. Additional language to certify that internal processes and FA agreement are followed recommended by senates 3/28/18.
Office	APM

The governing board had adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. Collegial consultation with the Academic Senates will be required in connection with any CCAP partnerships.

The District may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item. The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.

The CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department before the start of the CCAP partnership, and shall:

- outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses.
- identify a point of contact for the participating community college district and school district partner.
- certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010 or any controlled substance offense as defined in Education Code Section 87011.
- certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.
- certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.

- certify that the college's academic department will follow their internal process for offering courses/programs and comply with the Agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association for teaching assignments.
- include a certification by the participating community college district of all of the following:
 - A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus;
 - A community college course that is oversubscribed or has a waiting list shall not be offered in the CCAP partnership; and
 - Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.
- specify both of the following:
 - Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and
 - Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the following goals:

- developing seamless pathways from high school to community college for career technical education or preparation for transfer;
- improving high school graduation rates; or
- helping high school pupils achieve college and career readiness.

The District will not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.

A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.

The District may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001.

The District may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.

The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:

- The units constitute no more than four community college courses per term;

- The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article; and
- The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

The governing board of the District exempts special part-time students from the following fee requirements:

- Student representation fee (Education Code Section 76060.5)
- Nonresident tuition fee and corresponding permissible capital outlay fee and/or processing fee (Education Code Section 76140).
- Transcript fees (Education Code Section 76223)
- Course enrollment fees (Education Code Section 76300)
- Apprenticeship course fees (Education Code Section 76350)
- Child development center fees (Education Code Section 79121).

The District shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.

The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

For each CCAP partnership agreement entered into pursuant to this section, the district shall report annually to the office of the Chancellor of the California Community Colleges, the Legislature, the Director of Finance, and the Superintendent all of the following information:

- The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- The total number of full-time equivalent students generated by CCAP partnership community college district participants.