



Chancellor's Advisory Council Meeting Agenda – June 5, 2020

Zoom

<https://cccconfer.zoom.us/j/98460095506?pwd=WHNpeFVYa3I0VHhXWTNGVk5yeTZNQT09>

11:30 a.m.-1:00 p.m.

AGENDA TOPIC	PURPOSE/DESIRED OUTCOME	DISCUSSION LEADER
1. Welcome and introductions	<i>I</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 May 8, 2020, meeting summary (<i>attachment 2</i>)	<i>A</i> – Provide accurate record of previous meeting.	Judy Miner
3. Review and approval of proposed revision to board policy 5010 Admissions and Concurrent Enrollment (attachments 3a and 3b)	<i>D/A</i> – Review and approval of revisions to board policy based on Academic and Professional Matters Committee approval of allowing adult education students to enroll as special admits. Dissemination to constituents.	Judy Miner
4. Call for 9/17 District Opening Day <i>virtual</i> workshops (deadline 7/2)	<i>I/D</i> – Request of council members to submit/solicit proposals for District Opening Day <i>virtual</i> workshops to the Chancellor’s Office norsellpaula@fhda.edu to encourage robust attendance and engaged participation from every employee group across the district.	Judy Miner
5. Enrollment management	<i>I/D</i> – Gain understanding of enrollment initiatives, provide feedback/advice, and share information with constituencies.	Judy Miner
6. 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 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>I</i> – Broaden awareness. Provide information for council members to disseminate to constituents about work/actions of districtwide governance groups and constituent groups.	All
7. Recognition of outgoing council members	<i>I</i> – Acknowledgment of service to district and constituents	Judy Miner
9. Other information and updates	<i>I</i> – Share information for council members to disseminate to constituents.	All

I – Information, D – Discussion, A – Action

Pursuant to [AP 2410 Policy and Administrative Procedure](#), new or revised policies that **only** involve academic and professional matters require approval by the Academic and Professional Matters Committee and review by the Chancellor’s Advisory Council. All other new or revised policies and procedures require approval by the Chancellor’s Advisory Council.



FOOTHILL-DE ANZA
Community College District
Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
May 8, 2020

Present: Roland Amit, Becky Bartindale, Leonardo Blas, Laura Casas, Anthony Cervantes, Pearl Cheng, Susan Cheu, Karen Chow, Isaac Escoto, Christina Espinosa-Pieb, Heidi King, Gracian Lecue, Kristy Lisle, Andre Meggerson, Kevin Metcalf, Mike Mohebbi, Joe Moreau, Thuy Nguyen, Dorene Novotny, Mary Pape, Josh Pelletier, Kathy Perino, Raquel Puentes, Tim Shively, David Ulate, Chris White

1. Welcome and introductions

Vice Chancellor of Business Services Susan Cheu welcomed council members and guests. She explained that Chancellor Miner was unable to attend the meeting because of a family emergency.

2. Approval of March 13, 2020, meeting summary

The March 13, 2020, Chancellor's Advisory Council (CAC) meeting summary was approved by consensus.

3. Review and approval of proposed new administrative procedure (AP) 3518 Child Abuse Reporting

The council reviewed and approved by consensus the proposed new administrative procedure regarding child abuse reporting requirements, which was presented to the council for first reading on March 13, 2020. It was noted that the following change was made to the proposed language following the March meeting at the request of the Faculty Association:

Child abuse reporting forms are available from the District Police Department **and the District Office of Human Resources website.**

The procedure was approved by the Academic and Professional Matters Committee on March 11, 2020.

4. Review of proposed revision of board policy (BP) 7211 (formerly BP 4140) Equivalency

The council reviewed the proposed revisions to the equivalency board policy, which were approved by the Academic and Professional Matters Committee on April 22, 2020. The policy will be presented to the Board of Trustees for first reading at the June 8, 2020 meeting.

5. **Budget update (attached)**

Susan provided an update and answered questions about potential changes to the state and district budgets in light of an anticipated significant decline in revenues associated with the state's pandemic response and stay-at-home order. She noted that the budget the state adopts in June will be a workload budget that will be revised once the state has a better understanding of its revenues. Likewise, the tentative budget presented to the district's Board of Trustees in June will differ considerably from the final budget the governing board will adopt in the fall.

Susan detailed significant risks to the district's 2019-20 budget, including the likelihood of a deficit factor and reductions in parking, Bookstore and Dining Services, and Child Development Center revenues. She briefed the council on the probability of even more significant risks in 2020-21 if predictions of a potential 20 percent decrease in Proposition 98 funding, a deficit factor, and a decline in non-resident enrollment come true. Susan also contemplated the future of self-sustaining and enterprise funds under a continued remote learning and working environment and cautioned the council to expect increased expenses for cleaning and modifying classrooms and work spaces should some students and employees be able to return to campus.

Susan also explained that should the district move from state apportionment to basic aid funding, there would still a significant revenue loss and warned of further complications and uncertainty if the district drifts in and out of basic aid status.

6. **Call for 9/17 District Opening Day virtual workshops**

Susan asked that council members send proposals for opening day workshops that could be held virtually to Paula in the Chancellor's Office at norsellpaula@fhda.edu.

7. **Enrollment management**

Thuy reported an increase in enrollment at Foothill College for spring and stated that she anticipates high demand for summer and fall because enrollment generally increases when there is high unemployment.

Christina advised of a slight decrease in enrollment for spring at De Anza College but noted that productivity is up and enrollment in late start classes has not yet been included. She reported that a survey has been sent to faculty members to determine preferences for fall scheduling, but the college does not plan to have any courses conducted 100 percent face-to-face in case there is a resurgence in COVID-19 cases.

Christina, Isaac, Susan, Thuy, and Karen all commented on the importance of ensuring that employees and students can return to campus safely and emphasized the need to have a plan for returning to the physical campuses ready for implementation.

8. District Governance Committee/Constituent Group Reports

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

Susan reported that the District Budget Advisory Committee met virtually on April 21, 2020, to discuss federal CARES Act funding, FEMA reimbursements, the Second Quarter Report, and the 1320 report as of March 2020. She noted that 50 percent of CARES Act funding is for direct aid to students and the other 50 percent is for institutional aid intended to cover the conversion of instruction to a remote environment. With regard to FEMA funding, Susan noted that there might be some opportunity for the district to obtain some reimbursement funding, but it is likely to be very restricted.

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

Dorene advised that the annual Equal Employment Opportunity report will be presented for approval at the June 8, 2020, Board of Trustees meeting, and Director of Equity, Employment and Professional Development Pat Hyland has included some useful interactive data analytic links in the report.

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

Joe advised that work on the three-year revision to the District Technology Plan was derailed by the pandemic and will be postponed until sometime in the fall. Current plans are to fully revise the college and district technology plans next year with the expectation that the transition to virtual instruction and working from home will inform the district's use of technology for years to come.

Business Process Alignment Task Force

Joe committed to reengaging the task force soon to help the district look for opportunities for cost savings and efficiencies.

Academic Calendar Exploration and Feasibility Analysis Task Force

Dorene advised that plans for a student survey were suspended due to the need for everyone to prioritize other issues during the transition to a virtual workplace.

Foothill College Academic Senate

Isaac spoke about the success of the college's flex week and the extensive workshops and trainings available. He advised that the college is hoping to develop a similar program in July and is looking at options to fund part-time faculty participation.

De Anza College Academic Senate

Karen spoke of plans to replace the college's annual Convocation this year with a series of presentations, workshops, and group activities with the theme "Creativity Amid Crisis."

De Anza College Classified Senate

Heidi shared plans for a half day of virtual professional development activities for classified employees from both colleges and Central Services with the theme "Camp Classified—Adventure Awaits."

Associated Students of Foothill College

Leonardo spoke about students' struggles amidst the pandemic. He asked the council if it would still be appropriate for students to push for student and faculty housing. Susan responded that a component of Measure G is dedicated to looking at housing, and administration is always interested in hearing about student needs. Thuy and Christina concurred and added that the district continues to look for opportunities for public/private partnerships to support housing.

The meeting adjourned at 12:56 p.m.

State and FHDA Budget Outlook

All Administrators Meeting

May 8, 2020

Presented by: Susan Cheu, Vice Chancellor of Business Services



FOOTHILL-DE ANZA
Community College District

State Budget Picture

- Overall tax revenues will be reduced
 - Sales Tax
 - Personal Income tax (2/3 of State's General Fund revenue)
 - Corporate Income tax
 - Other taxes, such as gas tax
- Potential 20% reduction in guaranteed funding as calculated by Proposition 98.
 - Prop 98 generally ensures 40% of State General Fund Revenues go to K-14
 - 11% of the Proposition 98 funding goes to community colleges.
 - FHDA generally receives 2.1% of the community college total. In FY 2019-20 this amount was \$156.9 million.
- May revision with additional “August Revision”
 - Tax filing deferred to July 15th
 - Other economic indicators

FY 2019-20 FHDA Revenue Risks

- Possibility of a deficit factor being applied
 - \$1.56 million for every 1%
 - January reports included 3.689% deficit factor
 - Equivalent to \$5.8 million

- Impact of loss of activity generated income for Spring Quarter
 - Parking
 - Bookstores/Dining Services
 - Child Development Center

FY 2020-21 FHDA Revenue Risks

- A potential high of 20% reduction in Prop 98 funding
 - \$156 million X 20% = \$31 million
- Potential deficit factor
 - Property Tax
 - Enrollment Income
 - Educational Protection Act (EPA)
- Non-resident revenue comprises \$26 million or 15% of FHDA's General Fund Revenue
- Lottery revenue of \$4.2 million
- Local revenue allocated to campuses of \$1.4 million
- Hold Harmless is not guaranteed
 - \$13 million for FY 2019-20

Self-Sustaining and Enterprise Programs

- Shelter-in-place has eliminated revenue generating abilities for most of the self-sustaining and enterprise functions
 - For example, Bookstores, Dining Services, Child Development Center, Facility Rentals
 - Deficits will require either using individual fund balances or General Fund support
 - Student fee funded areas, such as Parking are adversely affected
- What will the future look like if social distancing measures require continued remote learning environment?

Categorical Income

- Uncertainty about availability of future state funding
 - Strong Workforce
 - Student Equity and Achievement (SEA) Program
- These programs have ongoing costs that have been incorporated into the campus services.
- Proposed consolidation of programs into one budget line

FHDA Expense Risks

- Additional costs due to COVID-19 preventative measures
 - Potential requirements
 - Adjustments to classrooms to allow for physical distancing
 - Additional sanitary supplies and cleaning services
 - Changing fixtures to provide social distancing
 - CARES Act funding only applies to remote learning environment
 - FEMA reimbursement is uncertain
- COLA and other annual compensation increases
- Mandatory Pension cost increases
- Anticipated health care cost increases

Likelihood of Basic Aid Status

A district is considered in Basic Aid status when State Apportionment < local sources (property tax and student enrollment fees).

- For FY 2019-20:
 - FHDA State Apportionment = \$156.9 million (base of \$143.9 million + hold harmless of \$13 million)
 - Local sources = \$145.2 million (projected property tax of \$125.2 + student enrollment fees of \$20.5 million)
 - Based on these projections the District would need \$11.7 million more in local revenue sources to reach Basic Aid status
- We are shrinking down to Basic Aid, not growing into it
 - Loss of 4,100 FTES in enrollment over last five years
 - District would still experience budget reductions
 - If hold harmless is lost and everything else held stable, based on a 5% assessed value growth rate, it would take 2-3 years to recover to FY 2019-20 revenue level

NOTE: Non-resident is not part of this calculation

Summary of Likely Risks

- **Revenue**
 - Reduction in Prop 98 funding (up to \$31 million)
 - Potential deficit factor (\$1.56 million to ??)
 - Non-Resident revenue (up to \$13 million at 50%)
 - Hold harmless (\$13 million)
 - Local revenue (\$1 million)
- **Expenses**
 - COVID-19 expenses (\$??)
 - Recent 6% COLA was \$7.3 million; \$500,000 step/annual increases
 - Pension obligation of \$2.6 million for STRS/PERS
 - Expected rise in health care costs
- **Self-Sustaining and Enterprise Programs**
 - Lack of ability to generate funding (Over \$1 million)
- **Categoricals**
 - Potential loss of funding due to state budget crisis (\$??)

Questions?

Adult Education Students as Special Admits

OBJECTIVE

Adopt a local board policy to allow students currently enrolled in an adult school to enroll as "special admits" in order to expand concurrent/dual enrollment courses at the adult school sites and increase the number of students who are able to successfully transition to FHDA from adult school.

OVERVIEW

The California Adult Education Program (CAEP) focuses on developing relationships between adult schools and community colleges to improve services and academic success of our region's adult learners. The collaboration between CAEP and community colleges aims to create a seamless and successful student transition into community colleges.

As part of a local consortium, the Foothill-De Anza Community College District has committed to working with local adult schools to find solutions to the challenges their students face when transitioning to our campus. These barriers include financial needs, not seeing themselves as college students, and not qualifying for certain types of financial aid without a high school diploma or high school equivalency. Therefore, the North Santa Clara County Consortium's three-year plan includes a specific goal to increase support for adult school students with financial barriers by having a dual enrollment fee waiver for co-enrolled adult school students. The Leadership Board members and the Director of the Consortium plan to achieve this goal by working with the District to change the Board Policy to allow adult school students to qualify for the same dual enrollment fee waiver as K-12 students. Adopting a local board policy that defines Adult School students as "special admit" shows our dedication to provide nontraditional students with a smooth pathway for them to succeed at FHDA. Furthermore, it creates opportunities for the college to develop new and effective career pathways to prepare adult students for technical employment opportunities and/or transition into higher education while also addressing their financial hardship. Without the special admit status, concurrently enrolled adult school students are not eligible for College Promise. This proposal seeks to correct that inequity by ensuring that when adult school students transfer in as full-time they are eligible for College Promise. Additionally, waiving the enrollment fees as "special admit" is an attractive incentive for the college to increase the enrollment of adult school students overall while at the same time strengthening the college relationship with local adult school partners.

REGULATORY REFERENCE

California Education Code of Regulations Sections 48800 and 76001 provide guidance regarding the role of the governing board of a community college district to adopt a local board policy to allow students enrolled in an adult school to be "special admits." The governing board of a school district may determine who would benefit from advanced scholastic and vocational work

as a special part-time or full-time student. In addition, SB 554 was recently signed that includes language about High School Equivalency students and concurrent enrollment.

SB 554:

http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB554

Pertinent Language: SB 554 authorize the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate to enroll as a special part-time student at a community college, as provided. The bill would credit or reimburse the community college through the apportionment process for the student's attendance at the college, as specified.

Education Code 76001:

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=76001.&lawCode=EDC

Pertinent Language: The governing board of a community college district may admit to any community college under its jurisdiction as a special part-time or full-time student in any session or term any student who is eligible to attend community college pursuant to Section 48800 or 48800.5

Education Code 48800:

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=48800

Pertinent Language: The governing board of a school district may determine which pupils would benefit from advanced scholastic or vocational work. The intent of this section is to provide educational enrichment opportunities for a limited number of eligible pupils, rather than to reduce current course requirements of elementary and secondary schools, and also to help ensure a smoother transition from high school to college for pupils by providing them with greater exposure to the collegiate atmosphere .

More information about our local consortium can be found on our website.

<https://nscadulthood.com/>



Book	Board Policy
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	Admissions and Concurrent Enrollment
Code	BP 5010
Status	Up For Revision
Legal	ACCJC Accreditation Standard II.C.6 Education Code Section 48800 Education Code Section 48800.5 Education Code Section 52620 Education Code Section 52621 Education Code Section 66201 Education Code Section 76000 Education Code Section 76001 Education Code Section 76002 Education Code Section 76038 34 Code of Federal Regulations Section 668.16(p) (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended)
Adopted	January 4, 1999
Last Revised	February 5, 2018
Last Reviewed	February 5, 2018
Origin	Updated to include student in an adult education program as someone that is eligible to attend as a special part-time student. APM approved 5/13/20.
Office	College Presidents
Upload	February 18, 2015

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person age 18 and above and possessing a high school diploma or its equivalent.
- Other persons who are age 18 and above and who, in the judgment of the Chancellor or his/her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.

The District may deny or place conditions on a student's enrollment upon a finding by the Board or designee 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.

The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Chancellor shall establish procedures for evaluating the validity of a student's high school completion.

High School and Younger Students

Admission – Each college may determine the age or class level for admission as a part-time student for advanced scholastic or vocational courses. Any student whose age or class level is equal to grades 9-12 is eligible, subject to procedures at each of the colleges, to attend as a special part-time student for advanced scholastic or vocational courses.

Any student in an adult education program administered by a school district or noncredit program administered by a community college district that is pursuing a high school diploma or high school equivalency certificate, and receives the recommendation of the administrator of the student's adult school or noncredit program of attendance, is eligible to attend as a special part-time student.

Each college may determine the age or class level for attendance as a special full-time student. Any student whose age or class level is equal to grades 9-12 is eligible, subject to procedures at each of the colleges, to attend as a special full-time student.

Any student enrolled in grades determined by each college may attend summer session, subject to procedures at each of the colleges.

The Chancellor shall establish procedures regarding ability to benefit and admission of high school and younger students.

Denial of Requests for Admission – If the Board denies a request for special full time or part time enrollment by a pupil who is identified as highly gifted (by their parent school's designated official), the board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Chancellor shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a pupil who is identified as highly gifted.

Claims for State Apportionment for Concurrent Dual Enrollment – Claims for state apportionment submitted by the district based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The Chancellor shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

[See Administrative Procedure 5010 Admissions](#)

[See Administrative Procedure 5011 Admission and Concurrent Enrollment of High School and Other Young Students](#)

Adopted 1/4/99
Amended and renumbered (formerly BP 5000) 2/5/18