



Chancellor's Advisory Council Meeting Agenda – February 9, 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 January 19, 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 4236 Advanced Placement Credit (if approved by Academic and Professional Matters (APM) Committee on 2/9) (<i>Attachment III.a</i>) • Revised BP/AP 4237 (formerly BP/AP 4236) Honors Courses and Programs (policy/procedure number change only) (<i>Attachment III.b</i>) • New BP 5700 Intercollegiate Athletics (if approved by APM on 2/9) (<i>Attachment III.c</i>) • New AP 5700 Intercollegiate Athletics: Concussion Management Protocol (if approved by APM on 2/9) (<i>Attachment III.d</i>) 	D/A	Judy Miner
IV. Business process alignment task force (<i>Attachment IV</i>)	D/A	Joe Moreau
V. Enrollment management	D	Judy Miner
VI. Call for 9/20 District opening day workshops and program highlights	I	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 (<i>Attachment VII</i>) • 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	Joe Moreau All
VIII. Other information and updates	I	All



FOOTHILL-DE ANZA
Community College District
Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
January 19, 2018

Present: Judy Miner, Danya Adib, Becky Bartindale, Anthony Cervantes, Karen Chow, Mayra Cruz, Isaac Escoto, Karen Hunter, Kristy Lisle, Kevin McElroy, Joe Moreau, Thuy Nguyen, Dorene Novotny, Tim Shively, Marisa Spatafore, David Ulate, Chris White

I. Welcome

Chancellor Miner welcomed council members.

II. Approval of December 9, 2017, meeting summary

The December 9, 2017, Chancellor's Advisory Council (CAC) meeting summary was approved by consensus.

III. Draft 2018 Legislative Principles (revised version distributed at meeting attached)

Council members reviewed the modified draft of 2018 Legislative Principles distributed at the meeting. There was consensus to amend federal principle 5 in response to Mayra's suggestion to include a statement of support for a pathway to citizenship. In response to Isaac's question regarding the meaning of "qualified community college transfer" in state principle 8, Judy agreed to clarify the statement. Tim commented that he appreciates the language in state principle 24 as pensions are under attack statewide.

IV. Shoppers/droppers research (presentation attached)

David and Kristy presented research regarding fall 2017 shoppers (i.e. students who applied to one or both of the colleges and entered into the registration system but exited without registering for a course) and droppers (i.e. students who registered but dropped all courses before classes started).

David advised that about 4,000 of the students considered shoppers ended up enrolling somewhere else, with most enrolling at four-year institutions. He stated that he is doing a preliminary analysis of courses the students took when they were attending Foothill and/or De Anza to try and determine what courses they might have been interested in taking. Kristy added that it appears that the California Polytechnic University, San Luis Obispo, students were interested in music and anthropology. She noted that the college has started advertising directly to four-year students through their campus publications and will refine marketing tactics as the data continues to be analyzed. In addition, she

spoke about efforts to contact students who dropped all courses to provide resources and encourage reenrollment.

David shared an analysis of fall 2016 applicants that shows there were a significant number of students who applied to both colleges, applied to one but enrolled in both, and applied to one college, but enrolled in the other. In addition, there were more than 11,000 students who applied to one of the colleges but did not enroll. Kristy indicated that there is an opportunity for strategic outreach to these students and suggested that joint marketing might be a smart way to proceed.

Danya questioned whether the requirement to get an add code after the first week is a deterrent to students, and Joe responded that the new student mobile application, which is under development, will allow students to obtain an add code directly from an instructor that can be entered through their phones. Danya also mentioned that students attending classes at both colleges end up paying higher fees. Anthony advised that students are able to have the fees waived at the second campus, but he acknowledged that the waiver is not yet an automatic process.

Chris commented that it would benefit the district to remove obstacles that make it difficult for students to move between the colleges. Tim suggested that a shuttle between the colleges be considered, and Marisa noted that De Anza students were surveyed regarding a shuttle last year. Karen Hunter advised that the financial aid process is challenging for students attending both colleges and suggested that the district be more proactive in helping students navigate interdistrict processes. Joe advised that the application and financial aid processes could be configured to be the same for both colleges, but it would require college leaders to come to an agreement regarding business practices. He added that it is an opportune time to consider changes as the district moves to Banner 9.

Judy remarked that being able to look at a student's entire Foothill-De Anza history could make a difference under the state's proposed new funding model and directed the presidents to start discussing ways in which the colleges' business practices could be brought into alignment.

Karen Chow spoke of the need to empower and provide incentives to faculty who come up with innovative ideas. She suggested that having a central point for gathering ideas at the district level that would be transparent might help to break down silos and allow all ideas to be considered. Marisa commented that the Enrollment Advisory Team serves that purpose at De Anza College currently. In response to Thuy's comment about putting aside innovation funds for employees to access, Karen wondered if a cross-district initiative might be a possibility.

V. Enrollment management

Discussion of this item was postponed to the next meeting.

VI. District governance committee/constituent group reports

Discussion of this item was postponed to the next meeting. It was noted that meeting minutes for each of the district governance committees are available online at the following links:

- 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>

VII. Other information and updates

Karen Hunter asked for nominations for the Leo Contreras FHDA Classified Professional Service Award and advised that more information is available on the De Anza College Classified Senate workshop at the following link:

<https://www.deanza.edu/gov/classifiedsenate/cpdday/LeoContrerasCPServiceAward.html>

The meeting adjourned at 3:55 p.m.



FOOTHILL-DE ANZA
Community College District

2017 2018 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 2017 2018, 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 ~~increase of~~ base funding **increases to for** colleges ~~for 2017-18~~ to address the lack of statutory cost of living adjustments between 2007-08 and 2012-13.
4. Support ~~revision of~~ funding **formula** formulas **revisions** to account for variable cost of living throughout the state.

~~Advocate for ongoing and expanded funding for systemwide initiatives, such as the Online Education Initiative and CENIC.~~

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 ~~the~~ **local district** authority and flexibility ~~of local districts~~, including flexibility in setting fees (e.g. health, technology).
8. Support efforts to increase ~~transfer of~~ qualified community college **student students transfer** to the University of California and the California State University.
9. Support statewide funding of career technical education (CTE) **benefiting that** ~~benefits~~ 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** ~~to~~ better aligns with agreed upon student learning outcomes.
12. Support measures **to that** enhance the ability of community colleges to quickly respond to the changing needs of local labor markets.
13. Support programs **to that** enable community colleges to provide specialized services to disadvantaged populations, students with disabilities, and veterans. .
14. Support the advancement of instructional technology, counseling, and support services **which** ~~to~~ increase access and student success.
15. Support solutions to **resolve** the escalating costs of health benefits.
16. Support solutions to **resolve housing** scarcity and escalating costs ~~of housing~~ for ~~both~~ students and employees.
17. Support efforts to encourage and sustain public-private partnerships.
18. Support efforts **to enhance** ~~for~~ energy efficiency and sustainability.
19. Support ~~efforts for~~ 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** ~~expansion of~~ opportunities for high school students to enroll in community college courses through concurrent/dual enrollment partnerships and remove funding penalties and barriers.
22. Support establishment **and/or enhancement** of ~~an~~ ongoing professional development funds for faculty, staff and administrators.
23. Support expanding **community colleges'** ~~the~~ authority ~~for community colleges~~ to offer applied baccalaureate degrees in areas of high workforce demand.

~~Support the continuation of Proposition 30 funding, Proposition 13 reform, and ongoing adequate funding for community colleges and other educational institutions.~~
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 ~~that will allow colleges~~ 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.**

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 ~~funding the Pell Grant program to include~~ automatic inflationary increases and restoration of eligibility for the year-round Pell Grant and ~~for~~ “ability-to-benefit” students.
3. Advocate for robust Perkins Act funding ~~to that~~ **serve** ~~serves~~ the needs of all ~~types of~~ career-technical education students and **which** maintains flexibility for community colleges.
4. Support programs that ~~enable community colleges to~~ serve diverse and disadvantaged populations.
5. Support the continuation of the deferred action for childhood arrivals (DACA) program.
6. Support funding to ~~help institutions~~ serve the particular needs of **Veteran** students ~~who are veterans.~~
7. ~~Include~~ **Advocate for** community ~~college colleges~~ **involvement** in efforts to bolster America’s competitiveness in science, technology, engineering and math (STEM) fields.
8. Reauthorize and improve the Higher Education Act and recognize the unique nature, mission and contributions of community colleges.
9. Maintain the country’s commitment to civil rights and immigrant rights.
10. Support elimination of the federal financial aid cap for ~~those~~ students who begin their education at a community college.
11. **Advocate for revisions to tax reform legislation that would place heavier financial burdens on the neediest students.**

Fall 2017 Shoppers & Droppers*

Were these students enrolled at other institutions
during Fall 2017?

** Data shown here are based on records were able to match through the National Student Clearinghouse.*

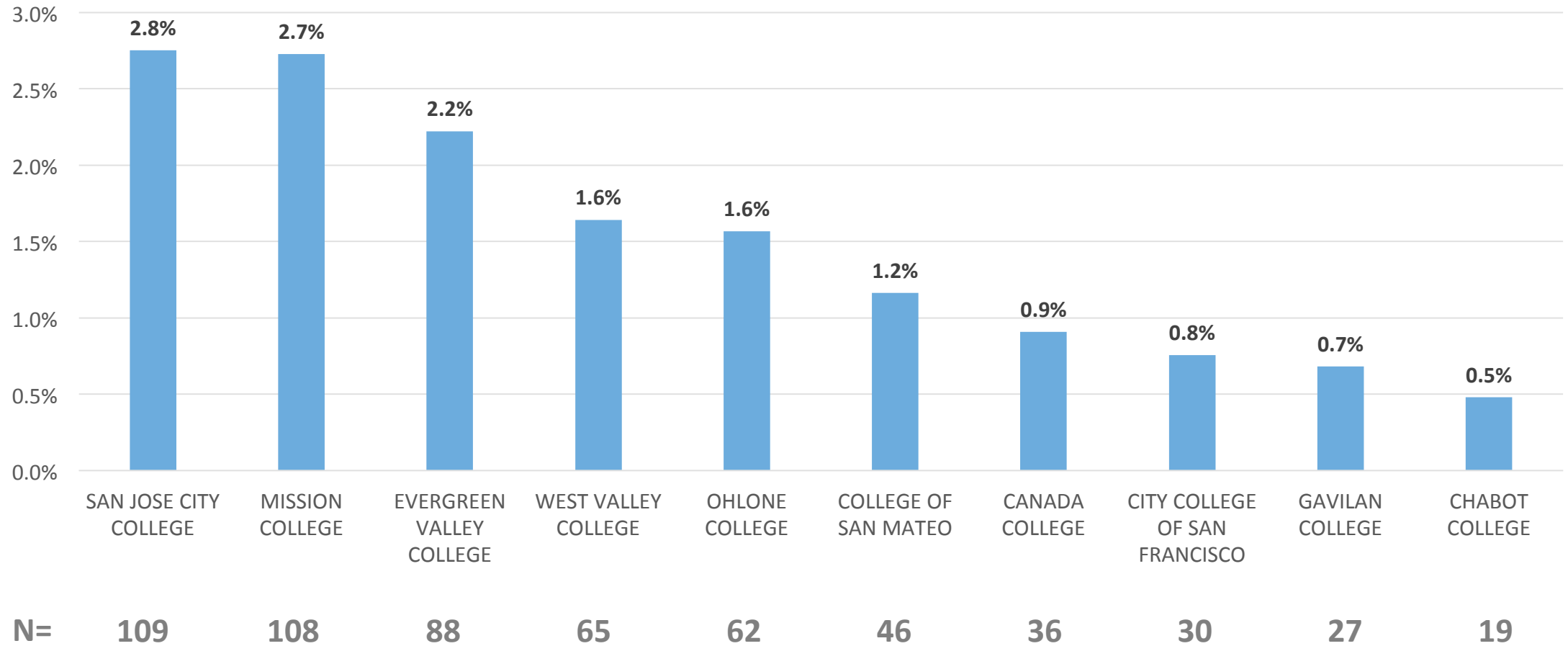
Shoppers: At what type of institution were they enrolled?



Note: Local includes SJCC, Mission, West Valley, Evergreen Valley, CSM, Canada, SJSU, Stanford, Menlo, Palo Alto and Santa Clara.

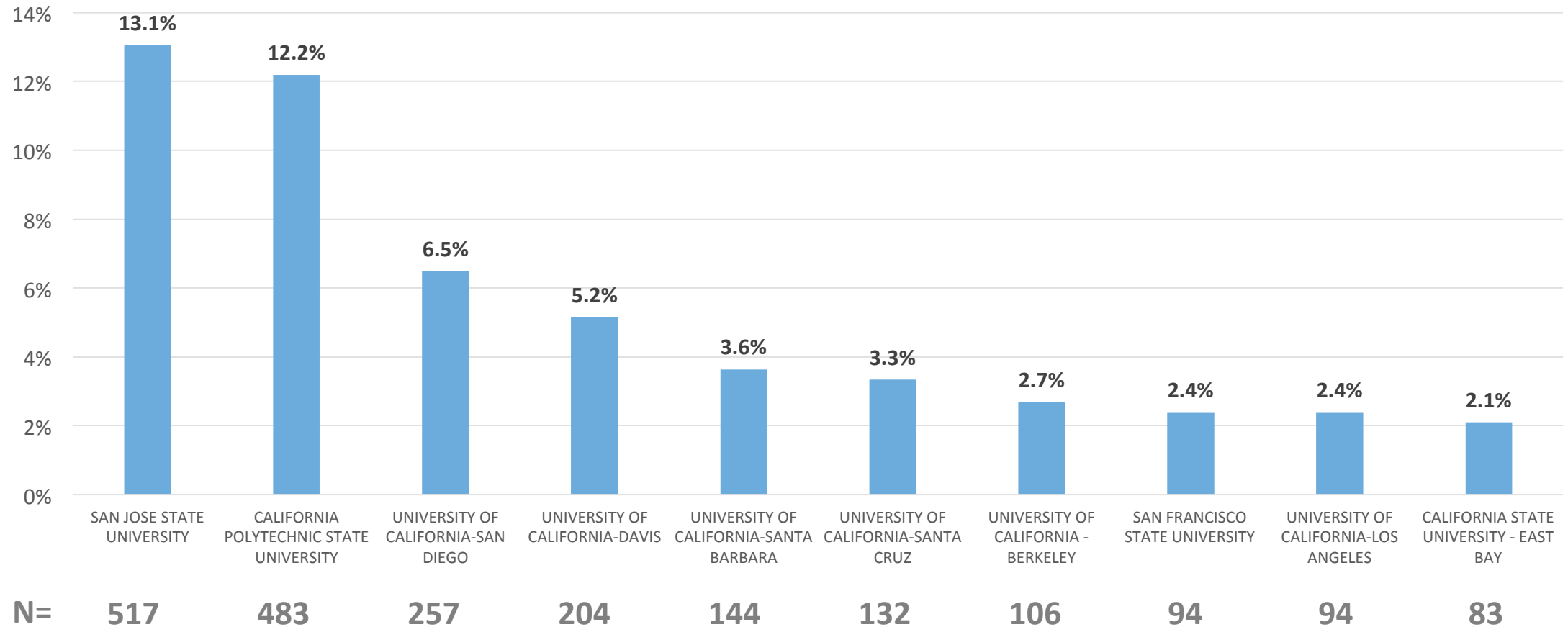
Shoppers: Top Ten 2-year colleges

Percent of All Shoppers

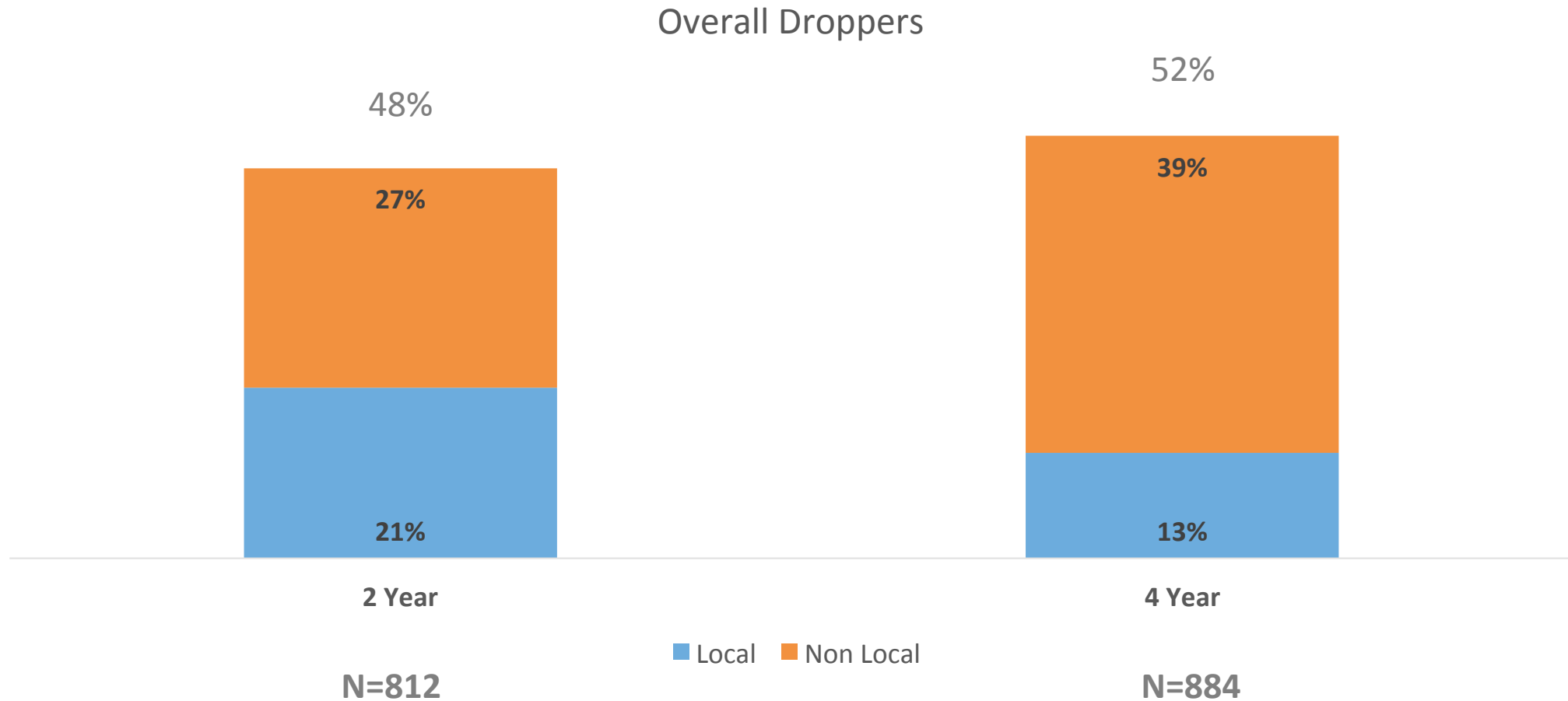


Shoppers: Top Ten 4-year colleges

Percent of All Shoppers



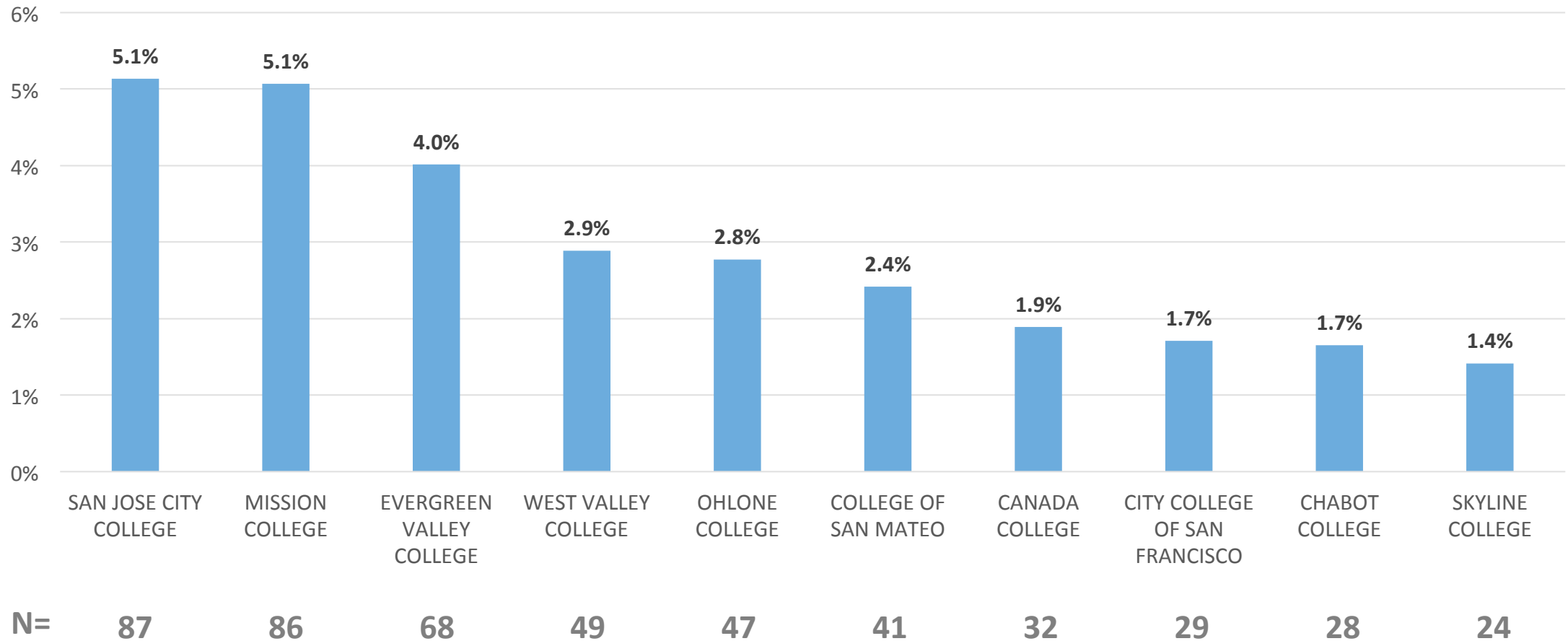
Droppers: At what type of institution were they enrolled?



Note: Local includes SJCC, Mission, West Valley, Evergreen Valley, CSM, Canada, SJSU, Stanford, Menlo, Palo Alto and Santa Clara.

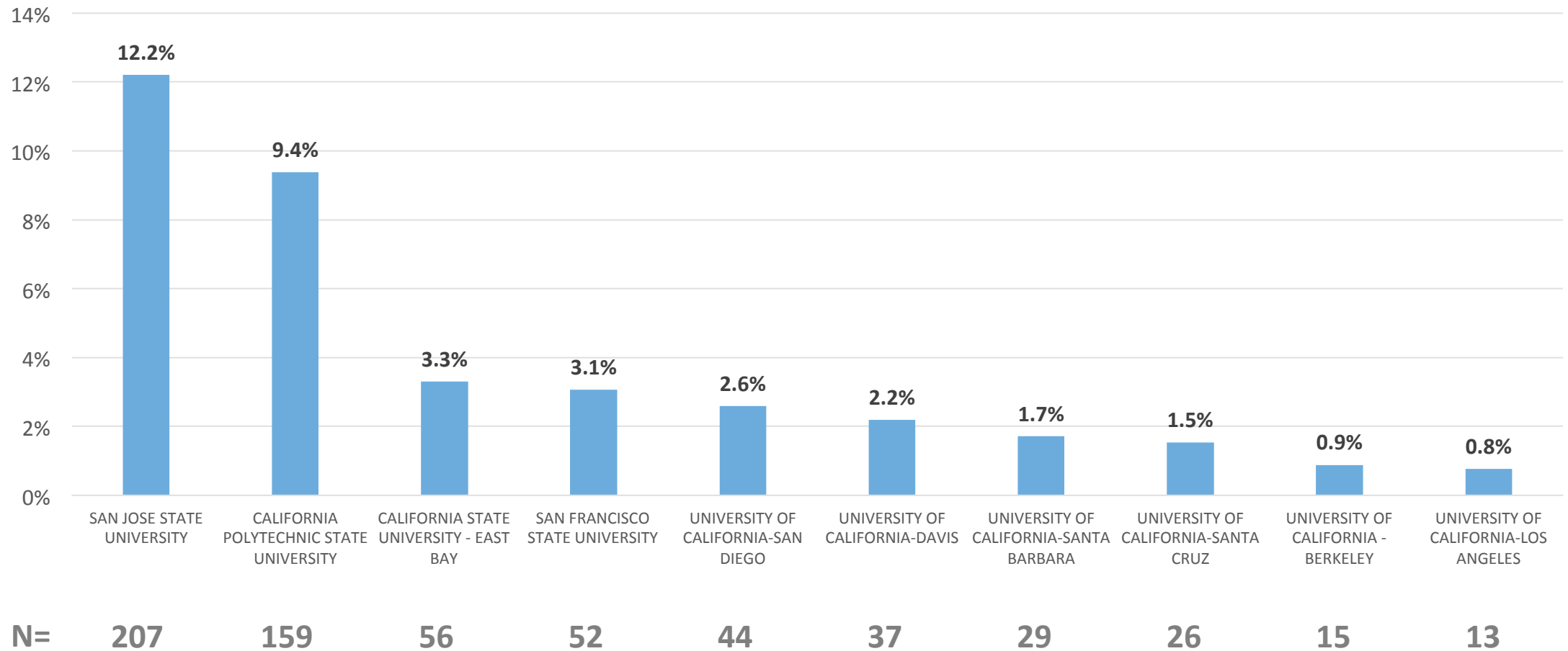
Droppers: Top Ten 2-year colleges

Percent of All Droppers



Droppers: Top Ten 4-year colleges

Percent of All Droppers



Outreach: Shoppers

Number of Fall 2017 Shoppers from July - September

8,798

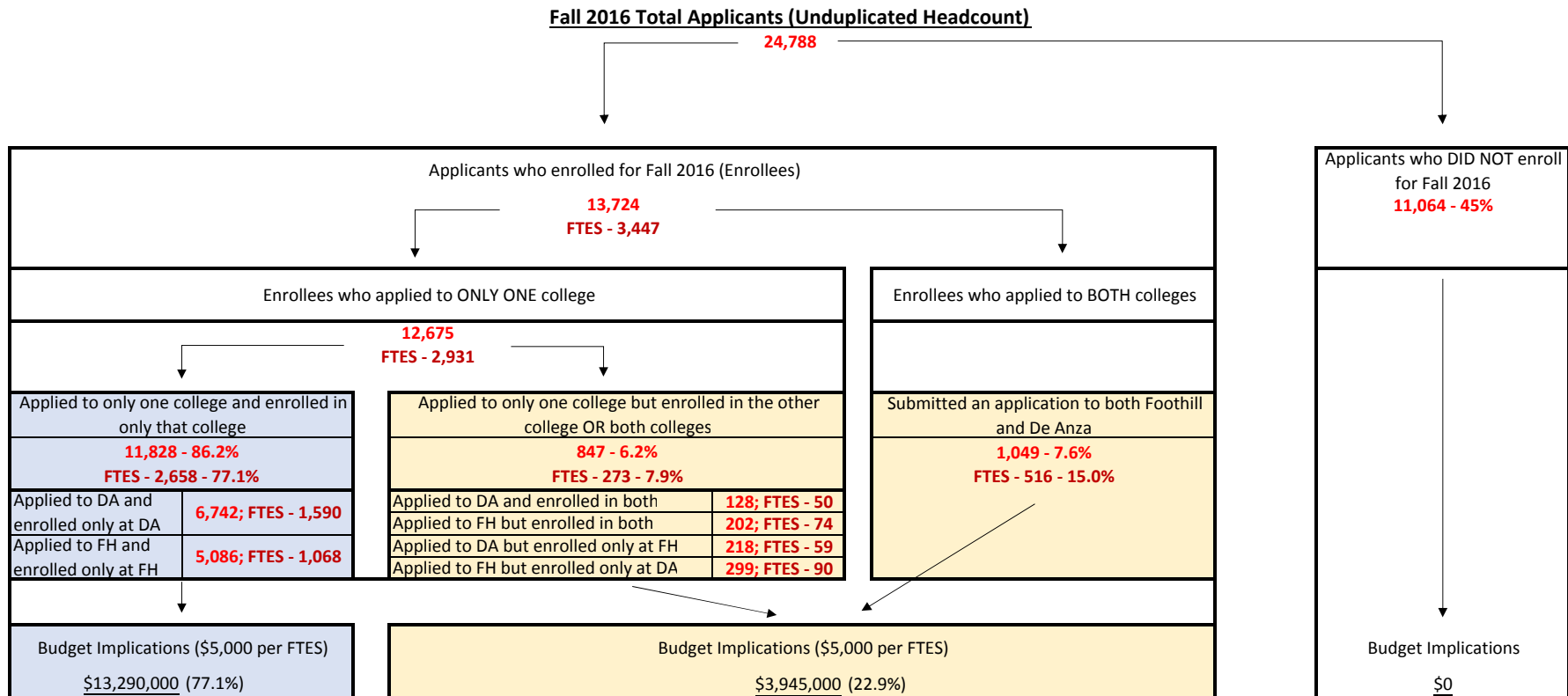
Number of Shoppers who enrolled at Foothill in the Fall

682

Number of Shoppers who enrolled at De Anza in the Fall

939

Questions: Where did Fall 2016 applicants enroll? What are the FTES implications of those enrolment outcomes?



Note: Apprenticeship courses were excluded. All other FHDA courses were included in the analysis.

Takeaways

- 1) Approximately 23 percent of Fall 2016 FTES were generated by students who demonstrated an intent to enroll at both colleges.
- 2) "District" students accounted for approximately \$4,000,000 in revenue to the district for the Fall 2016 term.
- 3) "District" students generate more FTES (per student) than "College" students.
- 4) Approximately 45 percent of Fall 2016 applicants were not enrolled in a course at either college at the end of the Fall 2016 term.



**FOOTHILL-DE ANZA
Community College District**

Book	Administrative Procedures
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Advanced Placement Credit
Number	AP 4236
Status	New
Legal	Education Code Section 79500
Origin	CCLC Legally required - This is a new procedure required under Education Code Section 79500 to address awarding of advanced placement credit. 12/1/17 District Academic Senate revision.

Any student who passes a College Board Advanced Placement (AP) examination with a minimum score of three in a subject matter will be awarded credit in a general education area with a subject matter similar to that of the AP examination.

For the locally developed course-to-course awarding of AP credit refer to the College websites.

For any AP examination that the District does not offer a course similar in content, the District will award credit in the General Education area shown on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.

The District shall post its Advanced Placement Credit procedure on its Internet Web site.

Last Modified by Paula J Norsell on December 5, 2017



**FOOTHILL-DE ANZA
Community College District**

Book	Board Policy
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Honors Courses and Programs
Number	BP 4237 (formerly BP 4236)
Status	Up For Revision
Legal	California Code of Regulations, Title 5, Section 58106
Adopted	June 3, 1963
Last Revised	April 7, 2014
Origin	Change of policy number from BP 4236 to BP 4237 due to new AP 4236 Advanced Placement Credit recommended by CCLC. The honors policy was originally BP 6130
Office	College Presidents
Upload	February 18, 2015

The educational philosophy of the District requires that all students will be challenged to achieve their highest attainment level.

In order to accomplish this objective it is important that the Colleges offer honors courses and programs. Enrollment in these may be limited to students meeting established pre- and/or co-requisite coursework or to those students judged most qualified. Each college shall utilize fair and equitable procedures to meet such limitations on enrollment and these shall be published in the colleges' web sites and catalogs.

[See Administrative Procedure 4236 Honors Courses and Programs](#)

[See Administrative Procedure 4237 Honors Courses and Programs](#)

Approved 6/3/63

Amended 11/17/71

Amended and renumbered (formerly BP 6130) 4/7/14

Last Modified by Paula J Norsell on February 7, 2018



**FOOTHILL-DE ANZA
Community College District**

Book	Administrative Procedures
Section	Chapter 4 - Academic Affairs (including former Article 6 - Instruction and Curriculum)
Title	Honors Courses and Programs
Number	AP 4237 (formerly AP 4236)
Status	Up For Revision
Adopted	May 16, 2014
Origin	Change of procedure number from AP 4236 to AP 4237 due to new AP 4236 Advanced Placement Credit recommended by CCLC.
Office	College Presidents
Upload	February 25, 2015

Pursuant to Title 5, Section 58106, enrollment in courses designated as “honors” may be limited to those students judged most qualified.

The program is designed to assist students by providing curriculum that develops their critical thinking, reading, writing, analytic, and technological skills and prepares them for a broad variety of majors and disciplines in developing their critical thinking skills and writing ability.

The program is a campus-wide endeavor in that it offers courses from various disciplines and is assisted by a broad-based advisory council.

The program establishes and adheres to completion requirements that include a minimum GPA and a minimum number of letter-graded honors/scholars courses or completed units.

The requirements for acceptance into and completion of each college’s honors program are college dependent. At a minimum, a GPA of 3.0 in either a prescribed number of transferable courses or units is required.

A Faculty Coordinator who reports to either an academic dean or vice president shall be assigned to oversee the program and serve as a liaison within the district and with other institutions. Where appropriate, there shall be official representation on college governance committees.

Each college shall determine and define specific duties of its Faculty Honors Coordinator and determine appropriate compensation and support.

[See Board Policy 4236 Honors Courses and Programs](#)

[See Board Policy 4237 Honors Courses and Programs](#)

Approved by Chancellor’s Advisory Council 5/16/14



FOOTHILL-DE ANZA
Community College District

Book	Board Policy
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	Intercollegiate Athletics
Number	BP 5700
Status	New
Legal	ACCJC Accreditation Standard II.C.4 20 U.S. Code Sections 1681 et seq. Education Code, Sections 66271.6 and 66271.8 Education Code, Sections 67360 et seq. Education Code, Section 78223 California Code of Regulations, Title 5, Section 56006 California Code of Regulations, Title 5, Section 56004 California Code of Regulations, Title 5, Section 56002 California Code of Regulations, Title 5, Section 56027
Cross References	BP 4640 Harassment and Discrimination AP 4640 Procedures to Resolve Complaints Regarding Harassment and Discrimination BP 5077 Academic Accommodations for Students with Disabilities AP 5077 Academic Accommodations for Students with Disabilities
Origin	CCLC Legally Required - Recommendation by Coleen Lee-Wheat, Simon Pennington, Warren Voyce, ATC Foothill, Steven Williams, ATC De Anza and Shannon Bracy, ATC De Anza for concussion policy.
Office	College Presidents

The District shall maintain an organized program for men and women in intercollegiate athletics. The program shall not discriminate on the basis of gender in the availability of athletic opportunities. With regard to other forms of discrimination, please refer to Board Policy and Administrative Procedure 4640, titled Harassment and Discrimination.

The Chancellor shall assure that the athletics program complies with the California Community College Athletic Association (CCCAA) and Sport Championship Handbooks, and appropriate Conference Constitution regarding student athlete participation.

The District shall maintain concussion management protocols that are consistent with the most recent and best know practices based on a combination of emerging evidence, best practices, consensus statements and guidelines that have been established/recognized by the scientific community. The District may choose to rely upon recommendations from groups such as the internationally recognized 2017 Concussion and Sport Group's research and guidelines. Policies and protocols shall also comply with the policies and procedures that meet the requirements of CCCAA Constitution. 3.2.4.17 Bylaw 9.6.

This District will ensure that all student-athletes who sustain a head injury from a concussion while participating in an intercollegiate sport related activity are given the opportunity to return to the classroom and provided reasonable academic accommodations as per board policy and administrative procedure 5077 Academic Accommodations for Students with Disabilities and California Code of Regulations Title 5, Sections 56027, 56002, 56004, and 56006.

[See Administrative Procedure 5700 Intercollegiate Athletics: Concussion Management Protocols](#)

Last Modified by Paula J Norsell on December 5, 2017



**FOOTHILL-DE ANZA
Community College District**

Book	Administrative Procedures
Section	Chapter 5 - Student Services (including former Article 5 - Students)
Title	Intercollegiate Athletics: Concussion Management Protocols
Number	AP 5700
Status	New
Legal	ACCJC Accreditation Standard II.C.4 Education Code, Sections 66271.6 and 66271.8 Education Code, Sections 67360 et seq. Title IX, Education Amendments of 1972
Origin	CCLC Legally Advised - Recommendation by Coleen Lee-Wheat, Simon Pennington, Warren Voyce, ATC Foothill, Steven Williams, ATC De Anza, and Shannon Bracy, ATC De Anza for concussion procedure.
Office	College Presidents

Each College shall create and revise, as necessary their concussion procedures/policies on an annual basis.

College processes and procedures shall be based on the following protocols/ premises/factors.

- **Procedures for pre-participation baseline testing of each student-athlete;**
- **Procedures for reducing exposure to head injuries;**
- **Procedures for education about concussion for coaches, student-athletes and the public;**
- **Procedures that ensure that proper and appropriate concussion identification and management consistent with best-known practices is made available to any student- athlete who may have suffered a concussion;**
- **Procedures requiring that the process of identifying, removing from game or practice, and assessing a student-athlete for a possible concussion are consistently implemented and reviewed annually;**
- **Procedures that address graduated “return-to-learn” scenarios;**
- **Procedures that address graduated “return to play” protocols that are based on expert consensus.**

Each College shall post educational materials and provide links to their College websites that provide College policies and procedures for Concussion Management.

Written materials/educational materials focusing on Concussion – identification, prevention, treatment and return to play and learn procedures shall be available/posted in Athletic Training Rooms, Division Offices, team rooms and other appropriate public spaces.

[See Board Policy 5700 Intercollegiate Athletics](#)

**Business Process Alignment Task Force
Chancellor's Advisory Committee
February 2018
DRAFT**

Charter

The Business Process Alignment Task Force will explore opportunities to align business processes, operational policies, schedules, and other procedures within the colleges and Central Services to improve opportunities for students to take classes at both colleges.

The Task Force will articulate opportunities for alignment and forward those recommendations to impacted departments and ETS for a viability and implementation assessment. Functional departments and ETS will inform the Task Force regarding how an alignment might be implemented and the associated time frame for doing so. The Task Force will make implementation recommendations to the Chancellor's Advisory Council for consideration and approval.

Initial areas for exploration may include:

- Application and Admissions
- Financial Aid
- Matriculation
- Term Dates
- Registration Periods
- Educational Planning

The Task Force will be convened jointly by the Vice Chancellor of Technology and the Vice Chancellor of Business Services.

Membership

Central Services

Vice Chancellor of Technology
Vice Chancellor of Business Services
District Academic Senate President
Vice Chancellor of Human Resources or designee
Executive Director of Fiscal Services or designee
Executive Director of Institutional Research & Planning

De Anza College

Vice President of Instruction or designee
Vice President of Finance and College Operations or designee
Vice President of Student Services or designee
Academic Senate President
Associate Vice President of Communications & External Relations or designee
Classified Senate President or designee
College Researcher or Research Analyst

Foothill College

Vice President of Instruction or designee

Vice President of Finance and Administration or designee

Vice President of Student Services or designee

Academic Senate President

Director of Marketing & Public Relations or designee

Classified Senate President or designee

College Researcher or Research Analyst

DRAFT

District Budget Advisory Committee (DBAC)

Meeting Notes

January 23, 2018

1:30 – 3:00 p.m.

Attendees:

Susan Cheu – Representative, De Anza Administration
Karen Chow – Representative, De Anza Academic Senate
Lisa Drake – Representative, Foothill Academic Senate
Amy Edwards – Representative, Faculty Association
Kevin Harral – Representative, AMA
Kevin McElroy – Vice Chancellor, Business Services, Chair
Carla Maitland – Recorder, President of Confidentials
Paula Norsell – Representative, Confidentials
Dorene Novotny – Vice Chancellor, Human Resources
Kathy Perino – Representative, Faculty Association
Raquel Puentes-Griffith – Executive Director, Fiscal Services
Tonette Torres – Representative, Teamsters
Myisha Washington – Representative Interim Director, Human Resources
Bret Watson – Representative, Foothill Administration
Chris White – Representative, ACE

Meeting began at 1:33 p.m.

Review 2018-2019 Governor's January Proposed Budget

Governor's Budget Summary 2018-19

Vice Chancellor Kevin McElroy provided the District Budget Advisory Committee (DBAC) an overview of the 2018-19 Governor's January Proposed Budget that was released on January 10, 2018. He focused on the CCC portion of the Budget Summary from the Governor's office. He further explained that a new funding formula has been proposed FY 2018-19. McElroy noted that the necessary specifics for how the new formula will be implemented have yet to be defined or explained in the proposed budget language.

Key components of the new formula include basing funding allotment on FTES generated (50%), number of low income students/College Promise or Pell grant eligible students enrolled (25%), and a student success/completion metric based on degrees and certificates awarded (25%). The proposed budget also states that districts will be held harmless to 2017-18 funding levels when the new formula is applied to district funding allocations for 2018-19.

District Budget Advisory Committee (DBAC)

Meeting Notes

January 23, 2018

1:30 – 3:00 p.m.

The budget proposes an overall increase to CCC funding of \$322 million. Included is:

- \$175 million to support colleges transition to the new funding formula (hold harmless to 2017-18 funding levels)
- \$161.2 million for a 2.51% statutory COLA increase
- \$60 million available for enrollment growth
- \$120 million for the newly proposed California Online College
- A one-time increase of \$264.3 million for Deferred maintenance and Instructional Equipment

Complete details of the Governor’s proposed budget can be viewed in the attachments provided to the committee and online at:

<http://www.fhda.edu/about-us/participatorygovernance/01.23.2018-DistrictBudgetAdvisoryCommitteeAgendaHandouts.pdf>

Direct link to 2018-19 Governor’s Budget Summary:

<http://www.ebudget.ca.gov/2018-19/pdf/BudgetSummary/FullBudgetSummary.pdf>
(Printable PDF version)

<http://www.ebudget.ca.gov/budget/2018-19/#/BudgetSummary> (Electronic Version)

Direct link to 2018-19 Governor’s Budget Summary – Higher Education:

<http://www.ebudget.ca.gov/2018-19/pdf/BudgetSummary/HigherEducation.pdf>
(Electronic Version)

Vice Chancellor McElroy noted that we are one of only two districts on the quarter system in the state (Foothill-De Anza CCD and Lake Tahoe CCD). This may put us at a funding disadvantage depending on how the 2017-18 base funding is applied to all districts. Quarter system districts do not have the option of including summer school FTES generated in the 2018 summer session in their overall 2017-18 FTES calculation as semester schools can do.

Karen Chow asked, “What is OEI’s view of the 115 college and how will this affect the OEI’s efforts?” McElroy stated the OEI has maintained their full funding budget augmentation and therefore the 115 Online College proposal is not expected to have any effect on the OEI Program.

Update on FY 2017-18 (320 P1 Certified Report)

Vice Chancellor McElroy reviewed the Period 1 FTES 320 Report (attached) submitted to the state chancellor’s office January 12, 2018. McElroy advised the committee that we are projecting an overall annual FTES decline of 853 and that would impact apportionment funding in 2018-19 by a decrease of \$3.6 million to our general fund. He also noted that it is possible the decrease could be even greater if spring enrollments dip below projections.

District Budget Advisory Committee (DBAC)

Meeting Notes

January 23, 2018

1:30 – 3:00 p.m.

However, McElroy also noted that our 2018-19 funding is uncertain at this point due to the newly proposed funding model. Therefore, it is difficult to accurately predict what the final funding for 2018-19 will be for Foothill-De Anza Community College District (FHDA).

Review Multi-Year Projections Model

Multi-Year Projections Model

Vice Chancellor McElroy reviewed a Multi-Year Projections Budget Model (attached) to demonstrate how revenues, expenses, and fund balances might be impacted for FY 2018-19, 2019-20, and 2020-21 as it relates to the newly projected 853 reductions in FTES.

The model revealed the increase in the projected structural deficit and the accelerated depletion of the Stability Fund denoting a zero balance by the close of FY 2020-21.

However, McElroy again noted this model is based on the existing FTES enrollment funding model with the state. Depending on how the new proposed funding model is implemented, the impact on FHDA's structural balance and fund balances may change.

Meeting adjourned at 2:54 p.m.

Next meeting will be held on Tuesday, February 20, 2018.

2017/18
District Budget Advisory Committee (DBAC)

Meeting Agenda - January 23, 2018
Location: FH 5971 Conference Room
Time: 1:30-3:00 p.m.

Note Taker: Carla Maitland

Time	Agenda Topic	Discussion Leader
1:30-2:00	Review 2018-2019 Governor's January Proposed Budget	McElroy
2:00-2:10	Update on FY 2017-18 (320 P1 Certified Report)	McElroy
2:10-2:30	Review Multi-Year Projections Model	McElroy
2:30-3:00	Other	All

Handouts: Excerpt from Governor's Budget Summary 2018-2019 regarding California Community Colleges *Pgs. 42-50*
Excerpt from the Association of California Community College Administrators (ACCCA) and the Association of Chief Business Officials (ACBO) present The Annual Workshop on the Governor's Proposed Budget 2018-19 *Pgs. 4-7, 12-13*
Excerpt from FY 2017-2018 (320 P1 Certified Report) *Pgs. 1-3*
Multi-Year Projections Model



GOVERNOR'S BUDGET SUMMARY 2018-19

*Edmund G. Brown Jr. Governor
State of California*

To the California Legislature
Regular Session 2017-18



Currently, students attending private nonprofit institutions and for-profits accredited by the Western Association of Schools and Colleges (WASC) receive up to \$9,084 annually for tuition, and students attending other for-profits receive \$4,000. Pursuant to existing law, the award for the nonprofit institutions and WASC-accredited, for-profit institutions is scheduled to decrease to \$8,056 beginning in 2018-19. For nonprofit institutions, the Budget proposes to maintain the award at \$9,084, with a new requirement that, beginning in 2019-20, the sector admits at least 2,500 students who have earned Associate Degrees for Transfer from the community colleges and are guaranteed junior standing. This amount will ramp up to 3,000 students in the following year.

CALIFORNIA COMMUNITY COLLEGES

The CCCs are the largest system of higher education in the nation, serving roughly one-quarter of the nation's community college students, or approximately 2.1 million students. The CCCs provide basic skills, vocational, and undergraduate transfer education with 72 districts, 114 campuses, and 78 educational centers. In 2016-17, the community colleges awarded over 81,000 certificates and 139,000 degrees and transferred over 106,000 students to four-year institutions.

STUDENT SUCCESS

The state has made significant investments to improve and expand student success programs and shorten a student's time to complete a degree or certificate. This includes \$285 million for the Student Success and Support Program, which provides education planning services for matriculated students, and \$155 million to mitigate disproportionate impacts on access and achievement in underrepresented groups.

The 2017 Budget Act also included \$150 million in one-time funding for CCCs to develop guided pathway programs. A guided pathway is an integrated, institution-wide approach focused on student success, including clear pathways for students to complete their degrees. The first release of the funding for guided pathways is planned for April 2018. All 114 community colleges participated in guided pathways workshops organized by the Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI). With ongoing resources of \$20 million, IEPI provides training to community college staff to promote strategies to remove barriers to student achievement.

The Administration has supported initiatives to improve basic skills courses and reform placement policies as a way to improve student success. The 2015 Budget Act provided \$60 million Proposition 98 General Fund to assist community colleges in improving delivery of basic skills instruction by adopting or expanding the use of evidence-based models of placement,

remediation, and student support. Further, Chapter 745, Statutes of 2017 (AB 705), requires all colleges to use multiple measures of assessment, including a student's high school grades or grade point average, when placing students in English and math courses.

The Administration supports better alignment across the segments to make students' transitions more efficient across institutions. Notably, the Administration has encouraged the use of transfer pathways. Through the Associate Degree for Transfer, students have a clearer pathway through the community colleges and are guaranteed to enter the CSU with junior standing. Moreover, a key part of the Governor's 2015 agreement with the UC was improving transfer to the UC by articulating similar transfer pathways. The Budget proposes requiring, beginning in 2019-20, private nonprofit institutions to admit at least 2,500 students who have earned transfer degrees from the community colleges and guarantee junior standing. The state also expanded dual enrollment opportunities to allow high school students to take college-level courses at their high school or at a community college campus, in anticipation of improving completion rates and time-to-degree. In 2015-16, approximately 24,000 students participated in dual enrollment courses.

MEETING STUDENT NEEDS

STUDENT-FOCUSED FUNDING FORMULA

In July of 2017, the CCC Board of Governors adopted an ambitious strategic plan, the *Vision for Success*, to improve community college student success. The plan calls for the system to significantly increase completion and transfer rates, decrease excess units taken by students, increase the number of students in career technical education programs who are employed in their field of study, and eliminate achievement gaps. The Administration applauds the system for adopting racial, ethnic and regional goals and reinforcing a student-focused agenda. The Budget's proposed investments in the CCCs focus on advancing the system's new strategic plan goals and building upon the student-success investments of prior budgets.

The existing enrollment-based CCC apportionment funding model does not appropriately reflect the Board of Governor's *Vision for Success* or the state's priorities to better serve students and eliminate equity gaps. By funding colleges based primarily on enrollment, the current funding formula encourages districts to strictly prioritize student access without regard for student success—such as timely completion and better serving underrepresented students.

The Budget proposes a new funding formula for general purpose apportionments that encourages access for underrepresented students, provides additional funding in recognition of the need to provide additional support for low-income students, and rewards colleges' progress on improving student success metrics. Under the formula, no district would receive less

funding than is currently allocated. The proposed formula incorporates the following core components:

- **Base Grant**—Each district would receive a base grant based on enrollment. Similar to the existing funding formula, a per-Full-Time Equivalent Student (FTES) funding rate would be applied across all districts.
- **Supplemental Grant**—Each district would receive a supplemental grant based on the number of low-income students that the district enrolls. Specifically, the supplemental grant would reflect two factors: (1) enrollment of students who receive a College Promise Grant fee waiver (formerly known as the Board of Governors Waiver) and (2) enrollment of students who receive a Pell grant.
- **Student Success Incentive Grant**—Each district would receive additional funding for the number of students who meet the following metrics: (1) the number of degrees and certificates granted and (2) the number of students who complete a degree or certificate in 3 years or less. The grant would also include additional funds for each Associate Degree for Transfer granted by the college.
- **Hold Harmless Provision**—During the first year of implementation, each district would be held harmless to the level of funding that the district received in 2017-18. Thereafter, the hold harmless provision would be calculated each year using the 2017-18 per-FTES rate multiplied by the district's new FTES.

The proposal assumes that approximately 50 percent of funding would be distributed initially as the base grant, 25 percent distributed as part of the supplemental grant, and 25 percent distributed as part of the student success incentive grant. Corresponding to the adoption of a new funding formula, the Budget proposes requiring community colleges to incorporate the goals of the *Vision for Success* within each college's educational master plan and aligning each college's budget with their educational master plan. Further, the Administration expects the Chancellor's Office to consult with stakeholders and develop a proposal for consideration within the May Revision that would consolidate categorical programs. The goal is to improve the incentives for districts to focus on improving student success while providing districts with local flexibility to do so.

EXPANDING ACCESS—ONLINE COLLEGE

Despite the vast number of courses offered by community colleges, there are currently 2.5 million Californians in the prime working ages between 25 and 34 who have only a high school diploma or some college but no degree. Of these Californians, approximately 48 percent are Hispanic and nearly half are women. Also, considering 35 to 65 year old adults, 8.7 million

Californians have only a high school diploma or some college but no degree. These adults are at great risk during economic downturns and from the impact of automation in the California workforce. Further, many Californians access online credentials, certificates, and associate degrees at non-public, non-accredited, or out-of-state institutions, which are typically much costlier than California community colleges and often have poor student outcomes. Some students have accessed higher education, but did not finish their degree and are burdened by student loans and other types of debt, limiting their ability to access the courses needed to advance in their employment or stay relevant in their careers. According to the Georgetown University Center on Education, California is in the middle of the pack when it comes to the share of good jobs held by workers without bachelor's degrees. Unless provided with flexible learning options that meet working students where they are, this population is likely to remain stranded in their current economic situation because they are limited by work schedules, transportation barriers, or child care needs.

To provide underserved working students with scheduling flexibility and more accessible learning options, the Budget proposes the creation of a fully online California community college. This community college will create and coordinate accessible, flexible, and high-quality online courses and programs. A critical part of the college's efforts will be ensuring working students have the support they need to succeed in their programs. Technology-enabled student supports will be shared and scaled at campuses across the system to boost capacity and improve student outcomes. The online college's initial focus will be collating and developing quality content and programs that provide vocational training, career advancement opportunities, and credentialing for careers in child development, the service sector, advanced manufacturing, healthcare, and in-home supportive services, among other areas. The online college will provide working students with a flexible opportunity to acquire and build skills that align with the needs of employers and industry, and enable them to complete their programs more quickly, reducing transportation costs, and reducing the costs of textbooks. The online college will also inform professional development opportunities for faculty and staff of the 114 colleges, including learning science, competency-based education, and other teaching and learning technologies.

The online college will work with community-based organizations to identify and market this online college to the 2.5 million adults that are not currently accessing higher education. Consistent with the Student-Focused Funding Formula section, apportionment funding for the fully online college would take into account student enrollment, the number of underrepresented students enrolled in the college, and encourage the online college to focus on student success. The college will not impact traditional community colleges' enrollment because its enrollment base will be working adults that are not currently accessing higher education.

ALIGNING FINANCIAL AID AND STUDENT SUCCESS

The Budget proposes new investments and changes to financial aid programs at the community colleges. The Budget proposes funding to support the implementation of the California College Promise, pursuant to Chapter 735, Statutes of 2017 (AB 19). Consistent with the statute, colleges could use this funding to waive some or all of the \$46 per unit fee for all first-time resident students enrolled in 12 units or more per semester during their first year, or use the funding for other innovative purposes to advance specific student success goals.

While the California College Promise currently defines full-time as 12 credit units per semester, a student must complete at least 30 program-applicable units per calendar year to graduate in two years. The Community College Research Center found in a review of financial aid programs that students that take 15 credit units per semester persist and complete on time. Consistent with those findings, the Administration expects community colleges to encourage students to take 15 units per semester, or 30 units per year, including summer, to qualify for a California College Promise grant once guided pathways have been implemented to further encourage timely completion of their program.

While the Full-Time Student Success Grant and the Completion Grant each target the same socioeconomic student cohort and encourage the timely completion of a degree or certificate, the programs require students to take different unit loads and have significantly different award amounts. Rather than fund two separate programs with differing requirements, the Budget proposes to consolidate the grant programs and base the grant amounts on the number of units a qualifying student takes each semester or each year. The proposed unit range would be between 12 and 15 units per semester or 24 and 30 units per year. The grant levels will increase based upon the number of credit units taken per semester. This approach encourages students to take a full course load while recognizing that is not feasible for all students. The Budget also provides additional funding to augment the grant amounts, with the greatest augmentation to grants for students who take 15 units per semester or 30 units per year.

WORKFORCE EDUCATION INVESTMENTS

The state has made significant progress in recent years linking the efforts of many entities interested in the workforce system—including K-12 schools, adult schools, community colleges, universities, local workforce investment boards, libraries, social services agencies, public safety agencies, and employers—to better provide education and training opportunities. The state invests more than \$6 billion annually in workforce initiatives, on top of the general budget support provided to many of these entities. These investments should improve educational outcomes (such as basic literacy and graduation and certification rates), increase earnings, and make workers more resilient in the face of changing labor market demands.

In 2016-17, community college vocational education programs served 318,087 FTES, or about 27 percent of all community college students. The Strong Workforce Program, created in 2016-17 and currently funded with \$248 million Proposition 98 General Fund, builds upon the federal Workforce Innovation and Opportunity Act of 2014. Additional information regarding K-12 vocational education programs can be found in the K-12 Education Chapter.

The Adult Education Block Grant Program, which was fully implemented in 2015-16 with \$500 million in ongoing Proposition 98 General Fund, coordinates services provided by local educational agencies, community colleges, and partners around programs leading to high school diplomas, English as a Second Language courses, and pathways courses that lead to additional career opportunities. Apprenticeship programs integrate classroom instruction and on-the-job training leading to gainful employment. State support for apprenticeship programs sponsored by local educational agencies and community colleges increased to almost \$55 million in 2017-18. These apprenticeships support training for approximately 50,000 individuals.

ALIGNING AND SUPPORTING WORKFORCE PROGRAMS

The Budget includes several new investments that build on the workforce reforms in K-12 and higher education in recent years:

- \$212 million for K-12 local educational agencies to improve and expand their career technical education programs aligned with the goals of the Strong Workforce Program. Information on this K-12 student-focused career education investment can be found in the K-12 Education Chapter.
- \$20.5 million for a cost-of-living adjustment for the Adult Education Block Grant program, with \$5 million for investments in a data collection and accountability system to ensure comprehensive and shared data reporting by Adult Education Block Grant regional consortia members.
- \$17.8 million ongoing for increased reimbursements to K-12 and community college-sponsored apprenticeship programs for instructional hours provided in 2018-19, with an additional one-time increase of \$30.6 million to backfill shortfalls in reimbursements provided from 2013-14 to 2017-18.

SIGNIFICANT ADJUSTMENTS FOR THE COMMUNITY COLLEGES

- CCC Apportionments—An increase of \$322.5 million Proposition 98 General Fund, which includes the following:

- An increase of \$175 million to support community college districts' transition to a student-focused funding formula.
- An increase of \$161.2 million for a 2.51-percent cost-of-living adjustment.
- An increase of \$60 million available for enrollment growth.
- A decrease of \$73.7 million to reflect unused growth provided in 2016-17.
- Deferred Maintenance and Instructional Equipment—A one-time increase of \$264.3 million Proposition 98 General Fund and \$10.9 million Proposition 98 settle-up for deferred maintenance, instructional equipment, and specified water conservation projects.
- California Online College—An increase of \$120 million Proposition 98 General Fund (\$20 million ongoing) to establish a fully online community college.
- California College Promise—An increase of \$46 million Proposition 98 General Fund to support the implementation of the California College Promise, pursuant to Chapter 735, Statutes of 2017 (AB 19).
- Student Success Completion Grant—An increase of \$32.9 million Proposition 98 General Fund to support a streamlined and student-focused community college financial aid program that consolidates the Full-Time Student Success Grant and the Completion Grant programs, shifts to a per-unit per-semester/per-year grant and augments the underlying grant amounts.
- Innovation Awards—Since 2014-15, \$100 million has been allocated in support of higher education innovation awards. The Budget proposes \$20 million one-time Proposition 98 General Fund to provide grants to support innovation in higher education, focused on enhancing equity.
- Chancellor's Office State Operations—An increase of \$2 million General Fund to fill 15 vacant positions to support initiatives and investments made in the community colleges. Providing new resources to the Chancellor's Office will help achieve the goals and priorities outlined by the Chancellor and Board of Governors in the *Vision for Success* described above and will enable the office to provide greater leadership and technical assistance to community colleges and improve student outcomes.
- Student Enrollment Fee Adjustment—An increase of \$5.4 million Proposition 98 General Fund as a result of decreased offsetting student enrollment fee revenues.
- Local Property Tax Adjustment—A decrease of \$230.2 million Proposition 98 General Fund as a result of increased offsetting local property tax revenues.
- Community College Facilities—The Budget proposes \$44.9 million in general obligation

bond funding for 5 new and 15 continuing projects. This allocation represents the second installment of the \$2 billion available for CCCs under Proposition 51, and will address critical fire and life safety issues at campuses statewide. Prior to obtaining a construction appropriation for their projects, the San Francisco and Pasadena Community College districts are expected to produce local matching funds.

- **Strong Workforce Program**—An increase of \$212 million in grants to K-12 local educational agencies to expand and align their career technical education programs with the workforce training programs offered by higher education institutions, and with regional labor market demand. Information on this additional support for local educational agencies vocational education programs at can be found in the K-12 Education Chapter.
- **Online Education Initiative (OEI)**—The Budget proposes to accelerate the expansion of courses available through the Online Course Exchange, which will expand student access to enroll in fully online Associate Degree for Transfer pathways. The Chancellor's Office oversees this effort. By June 2019, the Online Course Exchange is expected to deploy and scale a platform that expands equitable student access to diverse online program offerings, establish a minimum number of fully online transfer degree programs, and identify further expansion benchmarks for future years.

UNIVERSITY OF CALIFORNIA

The UC offers formal undergraduate and graduate education. The UC is the public segment authorized to independently award doctoral degrees and is designated as the state's primary academic agency for research. Its 10 campuses enroll approximately 270,000 students. In 2016-17, the UC awarded 72,000 degrees. An additional 400,000 students participate in continuing education programs through the University extensions.

Significant Adjustment:

- **Base Growth**—An additional \$92.1 million for the UC, which represents an increase in base resources of 3 percent. Consistent with provisions of the 2017 Budget Act, the Administration will continue to monitor the University's efforts to reduce its cost structure, pursuant to the agreement the Governor and the UC President made in 2015. The Administration will also continue to monitor UC's progress in meeting the recommendations the State Auditor made last year related to the Office of the President. Pursuant to the 2017 Budget Act, the Regents will provide evidence by May 1, 2018, that the UC has met expectations related to these efforts in order to receive \$50 million in funding.

CALIFORNIA STATE UNIVERSITY

The CSU provides undergraduate and graduate instruction generally up to the master's degree. Its 23 campuses enroll approximately 405,000 students. In 2016-17, the CSU awarded 119,500 degrees. An additional 300,000 students are served by continuing education programs.

The 2016 Budget Act called on the CSU to increase four-year graduation rates and two-year transfer graduation rates, with specific emphasis on closing achievement gaps for low-income students, first-generation students, and students from underrepresented groups. The CSU Graduation Initiative 2025 adopted by the Board of Trustees in 2016 commits the University to ambitious goals—increasing the four-year graduation rate to at least 40 percent, increasing the two-year transfer graduation rate to at least 45 percent, and closing gaps in outcomes between different groups of students. To jump start this effort, the 2016 Budget Act included \$35 million in one-time funding, and the CSU has committed to allocating funds specifically for these efforts. Reducing time-to-degree saves families on average more than \$7,000 per year in tuition and fees alone.

Significant Adjustment:

- Base Growth—To match the funding increase provided to UC, an additional \$92.1 million for the CSU, with the expectation that these funds will be used to make progress on the Graduation Initiative.

HASTINGS COLLEGE OF THE LAW

Hastings College of the Law is affiliated with the University of California system, but is governed by its own Board of Governors. Located in San Francisco, it primarily serves students seeking a Juris Doctor degree, but also has a Master of Laws program and a Master of Studies in Law program. In 2016-17, UC Hastings enrolled 951 full-time equivalent students. Of these, 919 were JD students.

Significant Adjustment:

- Base Growth—An increase of \$1.1 million General Fund, representing a 2-percent increase, consistent with the Administration's multi-year plan.

CALIFORNIA STUDENT AID COMMISSION

The California Student Aid Commission administers financial aid programs, including the Cal



ACCCA AND ACBO

The Association of California Community College Administrators
and The Association of Chief Business Officials

present

*The Annual Workshop on the
Governor's Proposed Budget
2018-19*

Wednesday, January 17, 2018 | Sheraton Grand, Sacramento



a potential slow down, the Governor's State Budget proposes fully funding the Rainy Day Fund and allocating the majority of the revenue surplus to one-time expenses. The State Budget is clear that fully funding the Rainy Day Fund may not eliminate the need for spending reductions should a recession or federal policy changes come to pass, but it should allow for the softening of potential cuts and/or shortening of the length of time any potential cuts would be effective.

At the national level, the stock market has reached an all-time high with no signs of slowing down. All three major indices reached new levels the first week in January, with the Dow Jones surpassing 25,000 for the first time. In spite of the Federal Reserve's continued interest rate hikes, housing prices continue to rise and mortgage rates remain historically low. Wages are increasing and the unemployment rate for both the nation and California dropped to 4.6% and 4.1%, respectively, further narrowing the gap between the two. In addition, the country added 228,000 jobs in November 2017 and, as previously noted, the Governor's State Budget anticipates modest growth for the California economy.

State Revenues

The Governor's State Budget presents a rosy picture, with revenues higher than projections. Total state revenues are higher year over year, and the economy continues to grow, though modestly. The higher revenues, as expected, are due largely to an increase in personal income tax collections with sales and use tax also seeing an increase over those estimated by the DOF in the adopted 2017-18 Budget Act.

The Legislative Analyst's Office (LAO) forecast released in November 2017 also estimated a significant increase in General Fund revenues. The LAO continued to provide two long-term estimates—one based on an economic growth scenario and another based on a mild recession scenario. Under the economic growth scenario, the State Budget will retain a surplus, with increases in revenues from the personal income tax driving the majority of the growth, while the recession scenario reflects a roughly \$80 billion revenue loss, compared to the growth scenario, over the three fiscal years between 2019-20 and 2021-22.

Proposition 98

Adopted by state voters in 1988, Proposition 98 sets in the State Constitution a series of complex formulas that establish the minimum funding level for K-12 education and community colleges from one year to the next. This target level is determined by prior-year appropriations that count toward the guarantee and (1) workload changes as measured by the change in average daily attendance (ADA), and (2) inflation adjustments as measured by the change in either per capita personal income or per capita state General Fund revenues, whichever is less. Over the last several years, Proposition 98 has provided significant gains to schools and community colleges as funding cuts endured through the Great Recession have been restored.

Current-Year Minimum Guarantee

For the current year, the Governor's State Budget acknowledges that revenues are higher than projected in the adopted 2017-18 Budget Act, resulting in the increase of the current-year

minimum guarantee. For the current year, the Proposition 98 guarantee is now estimated at \$75.2 billion, up approximately \$700 million from the enacted level.

Proposition 98 also requires the state to account for state funding that falls below the long-term target established by Test 2 (i.e., adjustments required by annual changes in per capita personal income). This cumulative shortfall is termed Maintenance Factor. The Governor's State Budget notes that as of the end of 2017-18, the Maintenance Factor will be down to \$228 million, as the Budget proposes a payment of \$1.12 billion in the current year.

2017-18 Minimum Guarantee

For 2018-19, the Governor's State Budget proposes a Proposition 98 guarantee of \$78.3 billion, an increase of \$3.1 billion year over year. The guarantee is based on Test 3, the change in per capita General Fund revenues, plus 0.5%, and the change in K-12 ADA, which is expected to decline in the budget year. The Governor's State Budget notes that an additional \$92 million in Maintenance Factor will be created—due to it being a Test 3 year—totaling just over \$320 million at the end of 2018-19.

Community College Proposals

The most significant proposals to the 2018-19 Governor's Budget are new initiatives that have been the subject of some recent discussions: a new funding formula for general apportionments and an online California community college.

New Funding Formula

The Governor proposes \$175 million to fund the transition of community colleges to a new Student-Focused Funding Formula for general apportionments, which has some similarities to the K-12 Local Control Funding Formula (LCFF) that was implemented beginning in 2013-14. The proposed formula is composed of:

- Base Grant (50% of funding)—based on enrollment using a per-full-time equivalent student (FTES) funding rate, similar to the current general apportionment calculation
- Supplemental Grant (25% of funding)—based on the number of low-income students; those who receive a College Promise Grant (formerly Board of Governors) fee waiver or Pell Grant
- Student Success Incentive Grant (25% of funding)—based on the number of degrees and certificates granted and the number of students completing them in three years or less, with additional funds for each Associate Degree for Transfer granted

Along with this new formula the Governor is proposing requirements that community colleges incorporate the goals of the Vision for Success within each college's educational master plan and align each college's budget with that plan (similar to the Local Control and Accountability Plan and budget requirements for K-12 education under the LCFF).

The proposed Student-Focused Funding Formula includes a hold harmless provision that ensures that no district receives less funding in 2018-19 than is allocated through the general

apportionment in 2017-18. Thereafter, the hold harmless provision is determined based upon the 2017-18 per-FTES general apportionment funding multiplied by the FTES for the year for which funding is being calculated.

Also, the Chancellor's Office is urged to consult with stakeholders to develop a proposal for consolidating categorical programs in time to be considered for the May Revision. When the LCFF was implemented for K-12 education, over 40 categorical programs were eliminated and the funding was rolled into the LCFF. However, the Administration has stated that this is not the intent for community colleges—rather, the Administration is interested in consolidating the programs while keeping them restricted.

California College Online

The Governor proposes \$120 million (\$20 million ongoing) to create a fully online community college that would focus on vocational training, career advancement opportunities, and credentialing for careers in child development, the service sector, advanced manufacturing, healthcare, in-home supportive services, and other areas. The enrollment focus would be on working adults that are not currently accessing higher education.

Apportionment funding for the fully online college would take into account student enrollment and the number of underrepresented students enrolled in the college, and would encourage the online college to focus on student success. Reflecting some of the concerns shared while this concept was discussed over the fall, the college will not impact traditional community colleges' enrollment because its enrollment base will be working adults that are not currently accessing higher education.

Other General Apportionment Proposals

In addition to the \$175 million proposed for transitioning to the new funding formula, the Governor's 2018-19 State Budget proposal provides the following for general apportionments:

- \$161.2 million increase to fund the estimated 2.51% statutory cost-of-living adjustment (COLA)
- \$60 million increase to fund 1% growth
- \$73.7 million decrease to reflect unused 2016-17 growth
- \$5.4 million increase for offsetting enrollment fee revenues
- \$230.2 million decrease to offset local property tax revenues

Similar to last year, the Governor does not propose any one-time discretionary funds for 2018-19—funds that have historically been counted as paying down outstanding state mandate claims. Also, consistent with the Governor's prior proposals, there is no proposed change to current fee levels for the California Community Colleges (CCCs).

Workforce Programs

The Governor proposes \$212 million for K-12 education to expand Career Technical Education programs aligned with the goals of the Strong Workforce Program. The Governor also proposes:

- \$20.5 million for a COLA for the Adult Education Block Grant program, along with \$5 million for a shared data collection and accountability system
- \$17.8 million in ongoing funds for K-12 and community college apprenticeship programs, along with \$30.6 million in one-time funds to backfill shortfalls in the reimbursements provided from 2013-14 through 2017-18
- \$2 million to fund certified nursing assistant programs

Other Programs

The Governor's 2018-19 State Budget proposals for other community college programs include:

- \$275.2 million in one-time funds for deferred maintenance, instructional equipment, and specified water conservation projects, with no matching funds requirement
- \$46 million to support the implementation of the California College Promise program, which rescinds the \$46 per unit fee for all first-time resident students enrolled in 12 units or more per semester during their first year
- \$44.9 million in Proposition 51 bond funds for 5 new and 15 continuing facilities projects
- \$32.9 million to consolidate the Full-Time Student Success Grant and the Completion Grant programs, increasing the grant amounts and shifting to a per-unit per-semester/per-year grant; the proposed unit range is between 12 and 15 units per semester or 24 and 30 units per year
- \$20 million in one-time funds for the Innovation Awards program for grants focused on enhancing equity
- \$7.3 million to fund the 2.51% COLA for Disabled Student Programs and Services, Extended Opportunity Programs and Services, California Work Opportunity and Responsibility to Kids (CalWORKs), and Child Care Tax Bailout programs
- \$2 million for the Chancellor's Office to fill vacant positions and further support the local colleges in improving student success

Other Policy Initiatives

The Governor's proposal includes imposing a new requirement on nonprofit institutions with students receiving Cal Grants that, starting in 2019-20, the sector must admit at least 2,500 students who have earned Associate Degrees for Transfer from the community colleges, and they must be guaranteed junior standing. Starting in 2020-21 this requirement increases to 3,000 students.

community college, which will ensure a strong workforce pipeline. However, at a proposed investment of over \$100 million, it will be critically important for the Legislature to see and assess the details of this proposal.

**—Assembly Member Jose Medina (D-Riverside), Chair
Assembly Higher Education Committee**

Governor Jerry Brown’s final budget proposal embodies what has made him one of our state’s most successful governors in history — his fiscally prudent budget saves for a rainy day and makes historic investments needed to make us the most prosperous state in the nation.

The Governor’s proposed budget is a good starting point to make needed investments in public education — from early childhood education, K-12 schools to higher education. I am especially encouraged by his proposals to expand pre-K programs, fully fund the Local Control Funding Formula and support career technical education. The Governor also makes good on his commitment to make the first year of community college free for all California students. This is a huge win for students and our economy.

**—Assembly Member Kevin McCarty (D-Sacramento), Chair
Assembly Budget Subcommittee on Education Finance**

I applaud the Governor and his proposed budget for 2018-2019, which continues to prioritize California’s K-12 and Higher Education while ensuring future fiscal stability with the increase to the Rainy Day Fund. I am particularly happy the budget increases money for higher education and does not raise tuition. The budget also proposes an investment with \$46 million allocated for first time community college tuition waivers and \$3 billion for the Local Control Funding Formula. As the Chair of the Senate Budget and Fiscal Review Subcommittee on Education, I look forward to beginning the process to create the proposed California Online College and what it would look like.

**—Senator Anthony J. Portantino (D-La Cañada Flintridge), Chair
Senate Budget and Fiscal Review Subcommittee on Education**

Education Stakeholders

California community colleges are serving 2.1 million students each year, but we are still not meeting the needs of 2.5 million others who for a variety of reasons cannot attend classes on our campuses. It’s our responsibility to bring the campus to them, and we can do that through a fully online college.

—California Community Colleges Chancellor Eloy Ortiz Oakley

Governor Brown's budget proposal provides a big boost to our public school students. The proposal shows how far we have come as a state in the past seven years in increasing investments in education so our students can continue to succeed in college and the 21st Century economy.

—State Superintendent of Public Instruction Tom Torlakson

While FACCC is grateful to Governor Brown for his continued support of the California Community College system it is extremely concerned about embracing a formula which could shut out vulnerable students who cannot complete educational goals within prescribed time periods. Additionally, FACCC is disappointed in the absence of funding for such priorities as full-time faculty hiring, support for part-time faculty categoricals, and professional development as academic infrastructure must be the top priority in these budget discussions to achieve student success. Further, FACCC opposes a wholesale consolidation of categorical programs, and calls upon the Legislature to recognize the amazing (and documented) track record of our statewide student service programs.

—Faculty Association of California Community Colleges

In the final state budget of his tenure, the Governor sent a clear message to colleges that he expects significant changes in both the delivery and the state's financial support of education with increased attention to student outcomes. The 2018-19 budget acknowledges the need to prepare Californians for economic instability and uncertainty through timely access to meaningful degrees and credentials.

—Larry Galizio, Community College League of California

2017-2018 APPORTIONMENT ATTENDANCE REPORT

Period: P1

District: Foothill-De Anza

CERTIFICATION

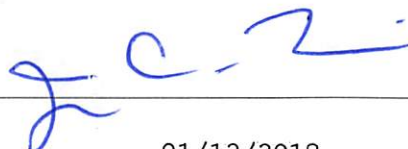
I, the District Chief Executive Officer, hereby certify that, to the best of my knowledge and belief (1) this report is true and correct, and (2) all data have been reported and compiled in accordance with provisions of the Education Code and Title 5 regulations adopted by the Board of Governors and instructions on this form.

I further certify that I have determined through consultation with staff directly responsible that (1) FTES reported on this form for State apportionments includes only courses which had received individual prior approval or were part of programs with prior approval by the governing board of the district and the Chancellor's Office; (2) no attendance has been reported for: (a) courses which do not fully comply with Title 5 Section 58051.5 relative to open enrollment and participation by any person who is otherwise qualified and eligible for admission to the college, except for inmate education courses maintained pursuant to Title 5 Section 58051.6, or (b) courses excluded from State apportionments by Education Code Section 8538 or, (c) indentured apprentices in courses of related and supplemental instruction maintained pursuant to Section 3074 of the Labor Code; and (3) all FTES eligible for State support have been reported whether or not funding is available.

The original signature of the district Chief Executive Officer is required.

Chief Executive Officer: Judy C. Miner

Signature: _____



Signature Date: _____

01/12/2018

Electronic Certification Date: Friday, January 12, 2018

District Contact Person: Carla Maitland

Title: Executive Assistant

Phone: (650) 949-6202

E-Mail: maitlandcarla@fhda.edu

Please return completed form to:

**CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
FISCAL SERVICES UNIT
1102 Q STREET, 4th Floor
SACRAMENTO, CA 95811-6511**

2017-2018 APPORTIONMENT ATTENDANCE REPORT

Period: P1

District: Foothill-De Anza

PART I. FULL-TIME EQUIVALENT STUDENTS

	State Residents (and Nonresidents Attending Noncredit Courses)	
	Attendance FTES	Factored FTES
Summer Intersession (Summer 2017 Only)		
1. Noncredit (Parts IV.A.1 + VII.A.3)	50.05	50.05
2. Credit (Parts III.A.1 + VI.A.1)	3,011.45	3,011.45
Summer Intersession Courses (Summer 2018 Prior to July 1, 2018)		
1. Noncredit (Parts IV.B.1 + VII.B.3)	0.00	0.00
2. Credit (Parts III.B.1 + VI.B.2 + VI.B.1)	0.00	0.00
Primary Terms (Exclusive of Summer Intersession)		
1. Census Procedure Courses		
(a) Weekly Census Contact Hours (Part II)	13,206.45	13,206.45
(b) Daily Census Contact Hours (Part III)	277.52	277.52
2. Actual Hours of Attendance Procedure Courses		
(a) Noncredit (Part IV.C)	482.29	482.29
(b) Credit (Part IV.D)	636.80	636.80
3. Alternative Attendance Accounting Procedure Courses		
(a) Weekly Census Procedure Courses (Part V)(Credit)	7,267.10	7,267.10
(b) Daily Census Procedure Courses (Part V)(Credit)	176.23	176.23
(c) Noncredit Independent Study/Distance Education Courses (Part VII.C)	0.00	0.00
Total FTES		
Total Credit FTES	24,575.55	24,575.55
Total Noncredit FTES	532.34	532.34
Total FTES	25,107.89	25,107.89

Supplemental Information	FTES
Inservice Training Courses	0.00
Basic Skills Courses and Immigrant Education (Noncredit)	320.22
Basic Skills Courses and Immigrant Education (Credit)	2,488.14

2017-2018 APPORTIONMENT ATTENDANCE REPORT

Period: P1

District: Foothill-De Anza

PART I. FULL-TIME EQUIVALENT STUDENTS

	Nonresidents	
	Attendance FTES	Factored FTES
Summer Intersession (Summer 2017 Only)		
1. Noncredit (Parts IV.A.1 + VII.A.3)	0.00	0.00
2. Credit (Parts III.A.1 + VI.A.1)	473.20	473.20
Summer Intersession Courses (Summer 2018 Prior to July 1, 2018)		
1. Noncredit (Parts IV.B.1 + VII.B.3)	0.00	0.00
2. Credit (Parts III.B.1 + VI.B.2 + VI.B.1)	0.00	0.00
Primary Terms (Exclusive of Summer Intersession)		
1. Census Procedure Courses		
(a) Weekly Census Contact Hours (Part II)	2,555.29	2,555.29
(b) Daily Census Contact Hours (Part III)	19.09	19.09
2. Actual Hours of Attendance Procedure Courses		
(a) Noncredit (Part IV.C)	0.00	0.00
(b) Credit (Part IV.D)	106.41	106.41
3. Alternative Attendance Accounting Procedure Courses		
(a) Weekly Census Procedure Courses (Part V)(Credit)	1,179.12	1,179.12
(b) Daily Census Procedure Courses (Part V)(Credit)	44.08	44.08
(c) Noncredit Independent Study/Distance Education Courses (Part VII.C)	0.00	0.00
Total FTES		
Total Credit FTES	4,377.19	4,377.19
Total Noncredit FTES	0.00	0.00
Total FTES	4,377.19	4,377.19

Foothill-De Anza Community College District
Multi-Year Projections For General Purpose Fund (Fund 114)

Reduction in FTES by 853

Description	2016/17 Actuals	2017/18 Adopted Budget	2018/19 Projection	2019/20 Projection	2020/21 Projection
Resident FTES (F/T Equiv Student)	25,967	25,967	25,114	25,114	25,114
FTES Decline/Restoration	-4.33%	0.00%	-3.28%	0.00%	0.00%
Productivity	489	509	509	509	509
COLA	0.00%	1.56%	2.51%	1.00%	1.00%
Revenues					
State Apportionment	141,136,290	147,945,769	147,155,100	148,626,700	150,113,000
Non-Resident Tuition	26,887,735	27,750,000	28,277,300	28,984,200	29,708,800
STRS On-Behalf Payments	3,664,118	4,500,000	5,000,000	5,500,000	6,000,000
Other Revenues	10,185,237	8,790,324	8,790,324	8,790,324	8,790,324
Total Ongoing Revenues	<u>181,873,380</u>	<u>188,986,093</u>	<u>189,222,724</u>	<u>191,901,224</u>	<u>194,612,124</u>
Expenses					
Certificated Salaries	90,750,604	86,191,895	86,491,895	86,791,895	87,091,895
Classified Salaries	36,649,985	37,392,242	37,592,242	37,792,242	37,992,242
Employee Benefits	40,261,479	41,875,732	44,569,900	47,377,900	49,773,600
STRS On-Behalf Payments	3,664,118	4,500,000	5,000,000	5,500,000	6,000,000
Materials & Supplies	2,781,777	3,874,610	3,874,610	3,874,610	3,874,610
Operating Expenses	18,032,253	18,295,852	18,295,852	18,295,852	18,295,852
Capital Outlay	634,793	672,538	672,538	672,538	672,538
Ongoing Reductions to Exp: 2017-18	0	0	(2,000,000)	(2,000,000)	(2,000,000)
Ongoing Reductions to Exp: 2018-19	0	0	(3,000,000)	(3,000,000)	(3,000,000)
Ongoing Reductions to Exp: 2019-20	0	0	0	(5,000,000)	(5,000,000)
Total Ongoing Expenses	<u>192,775,009</u>	<u>192,802,869</u>	<u>191,497,037</u>	<u>190,305,037</u>	<u>193,700,737</u>
Net Transfers Out	<u>5,841,654</u>	<u>6,555,241</u>	<u>6,555,241</u>	<u>6,555,241</u>	<u>6,555,241</u>
Total Expenses & Net Transfers Out	<u>198,616,663</u>	<u>199,358,110</u>	<u>198,052,278</u>	<u>196,860,278</u>	<u>200,255,978</u>
Structural Surplus/(Deficit)	(16,743,283)	(10,372,017)	(8,829,554)	(4,959,054)	(5,643,854)
One-Time Adjustments to Revenue					
PY Apportionment Adjustment	651,317	0	0	0	0
Mandated Cost Payment	2,494,800	0	0	0	0
State Stabilization SB 361	5,877,800	0	0	0	0
Total One-Time Adjustments	<u>9,023,917</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
One-Time Expenditures & Transfers					
Net One-Time Transfers In	423,166	0	0	0	0
Net One-Time Transfers Out	(1,353,379)	0	0	0	0
One-Time Ben. Augmentation	(500,000)	0	0	0	0
One-Time Districtwide Savings	0	1,000,000	1,000,000	1,000,000	1,000,000
Total One-Time Expenditures	<u>(1,430,213)</u>	<u>1,000,000</u>	<u>1,000,000</u>	<u>1,000,000</u>	<u>1,000,000</u>
Net Change in Fund Balance	(9,149,578)	(9,372,017)	(7,829,554)	(3,959,054)	(4,643,854)
Beginning Fund Balance	58,001,381	48,851,803	39,479,786	31,650,232	27,691,178
Net Change in Fund Balance	(9,149,578)	(9,372,017)	(7,829,554)	(3,959,054)	(4,643,854)
Ending Fund Balance	48,851,803	39,479,786	31,650,232	27,691,178	23,047,324
Less:					
College/CS/DW Carryforwards	15,117,381	15,117,381	13,117,381	13,117,381	13,117,381
5% Reserves	10,002,344	9,917,905	9,852,614	9,793,014	9,962,799
Total Carryforwards	<u>25,119,724</u>	<u>25,035,286</u>	<u>22,969,994</u>	<u>22,910,394</u>	<u>23,080,179</u>
Less One-Time 17/18 Cuts	0	(2,000,000)	0	0	0
FHDA Stability Fund	23,732,078	16,444,500	8,680,237	4,780,784	(32,855)

Variance: +/- \$1-2 million subject to revenue fluctuations

Footnotes:

- 853 decline in FTES translates to \$4,393,803 decline in State Apportionment
- Projects a decline in FTES by 853 in 18/19 and flat in 19/20 & 20/21 for resident students
- Projects flat enrollment & 1.9% fee increases in 18/19, 2.5 % increase in 19/20 & 20/21 for non-resident students
- Projects increased productivity for 17/18, 18/19 and 19/20
- Projects a 2.51% COLA adj. increase to 18/19 and 1% in 19/20 & 20/21 state apportionment revenue (ongoing)
- Projects usual step & column increases
- Projects PERS/STRS increases