



California Community Colleges

# **ACBO Conference Fall 2021**

# Agenda

- Opening Remarks and Context
- Fiscal Resources and Data to Support Enrollment and Persistence
- Faculty and Staff Focused Resources
- Fiscal Resilience
- Break
- Responsiveness and Resilient Facilities
- Supporting the Student Journey
- Students First Investments – Preparing for 2022-23 Budget Advocacy

# Opening Remarks and Context



# Fiscal Resources and Data to Support Enrollment and Persistence

# SB 129 Survey : Lecture and Lab Courses

Statewide Data			
	Lecture Courses	Lab Courses	Total Lecture and Lab
Fall 2019	98,068	56,035	155,274
Fall 2020	92,860	44,733	138,586
Fall 2021	89,383	47,038	137,398

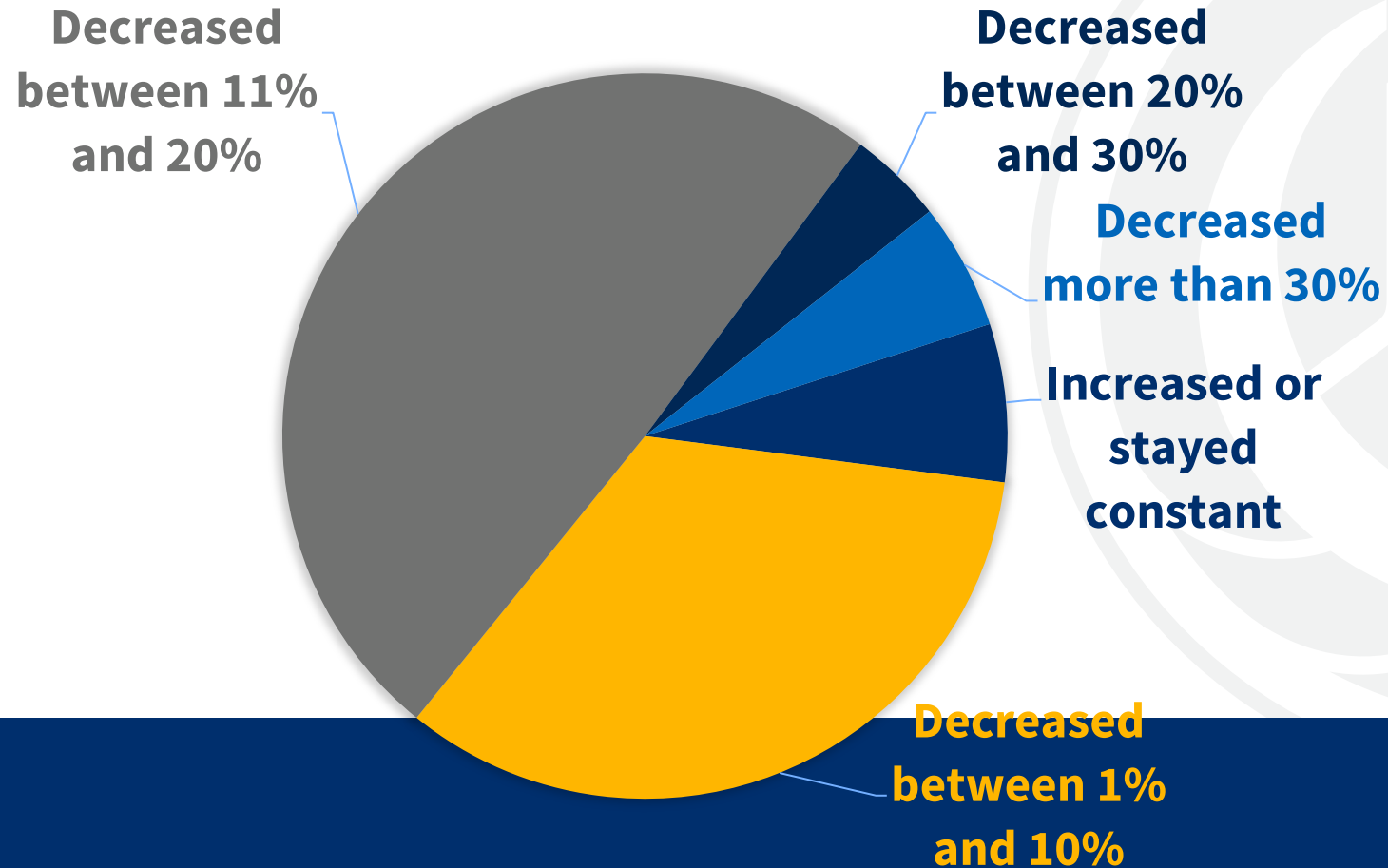
Lecture Courses			Lab Courses			Total Lecture and Lab		
Percent Change 2019-2020	Percent Change 2020-2021	Percent Change 2019-2021	Percent Change 2019-2020	Percent Change 2020-2021	Percent Change 2019-2021	Percent Change 2019-2020	Percent Change 2020-2021	Percent Change 2019-2021
-5%	-4%	-9%	-20%	5%	-16%	-11%	-1%	-12%

# SB 129 Survey : Lecture and Lab Courses

- Lecture Courses decreased (5%) between 2019 and 2020, and decreased again (4%) between 2020 and 2021
- Lab courses saw a significant decrease (20%) between 2019 and 2020, and increased (5%) between 2020 and 2021
- 20 districts decreased more than 15% (lecture and lab) between fall 2019 and fall 2021
- 5 districts decreased more 30% (lecture and lab) or more between fall 2019 and fall 2021

# SB 129 Survey : Change from 2019 to 2021

## Lecture and Lab Courses



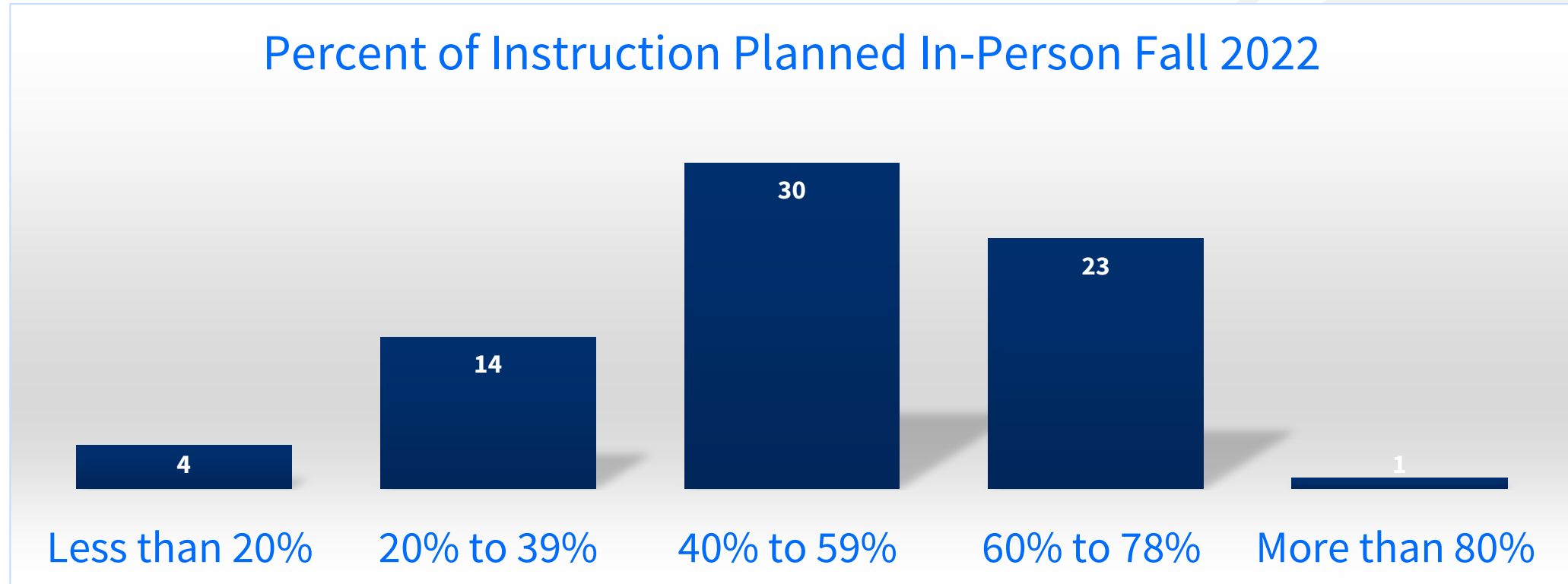
# SB 129 Survey : Course Delivery

Statewide Data on Course Delivery			
	Percent In -Person	Percent Online	Percent Hybrid
2019	80%	15%	5%
2020	11%	84%	6%
2021	25%	65%	10%

# SB 129 Survey : Course Delivery Plans

- Majority of the community college districts are planning to offer approximately 50 to 75 percent of classes in-person in Spring 2022.
- Large variance across the system with some districts planning to offer 85 percent of classes in-person in Spring 2022, while others plan to offer as low as 10 percent of classes in-person in spring 2022.
- Many districts also implementing a combination of online, hybrid, and HyFlex courses and adjusting instructional modalities based on student needs and enrollment.

# SB 129 Survey : Course Delivery Plans



# Retention and Enrollment Outreach

- \$90 million one-time, allocated in September = 2021-22 revenue
- \$18 from immediate action, allocated in March = 2020-21 revenue
- Allocation
  - 75% based on share of 2019-20 FTES
  - 25% based on FTES decline from prior year as of 2020-21 P2
- High touch, personalized contact, phone banks, student ambassador programs, liaison activities with target populations

# Retention and Enrollment Outreach Marketing Resources

- [Report](#) and Recommendations for Improving Black and African American Student Outcomes.
- Chancellor's Office Communications and Marketing Division [research and focus group results](#)\* with students, prospective students and influencers.
- Chancellor's Office Communications and Marketing Division marketing assets and [statewide media buying plans](#).\*

\* Must log into the [Vision Resource Center](#) to view.

# CCCCO HEERF Data Survey (Due Oct 25th)

## Purpose

- Inform statewide advocacy
- Address numerous questions from the state administration and Legislature related to HEERF expenditures
- Assist the Chancellor's Office in developing the 2022-23 System Budget Proposal
- Focus primarily on Student and Institutional portions of funds
- 13 districts have submitted information
- If you submit information in error, contact Lorena Romero ([Lromero@cccco.edu](mailto:Lromero@cccco.edu)) so that we can delete the most recent submission

# HEERF Survey Questions

1. Total amount of Emergency Financial Aid Grants distributed to students (Student/Institutional portions)
2. Total number of students who received an Emergency Financial Aid Grant
3. Range of grant amounts provided to each student
4. Total amount of HEERF used to discharge student debt or unpaid balances (resident/nonresident)

# HEERF Survey Questions, cont.

- 5. Total amount of HEERF used to recover lost revenue
- 6. Total amount of HEERF used for physical plant modifications, including HVAC replacement
- 7. Total HEERF Remaining Balance (Student/Institutional portions)
- 8. Describe how your college has used the HEERF to address enrollment declines

# Summary of Survey Findings Based on Current Submissions

<b>HEERF I, II and III Student Portion to date</b>	Average: \$8.9M, Range: \$306,000 to \$31M
<b>Total HEERF Remaining Balance (Student Emergency Grants)</b>	Average: \$9.4M Range: \$27,000 to \$54M
<b>HEERF I, II and III Institutional Portion to date</b>	Average: \$785,000, Range: \$0 to \$5.3M
<b>Total HEERF Remaining Balance (Institutional)</b>	Average: \$17M Range: \$1.4M to \$80M
<b>Total number of students who received Emergency Financial Aid Grants</b>	Average: 14,800 students, Range: 335 to 108,000 students

# Summary of Survey Findings Based on Current Submissions

<b>Grant averages</b>	Average: \$798, Range: \$300 to \$1300
<b>Total HEERF used to Discharge Resident Student Debt</b>	Average: \$327,000, Range: \$0 to 1.9M Only 5 colleges reported discharged student debt
<b>Total HEERF used to Discharge Nonresident Student Debt</b>	Average: \$102,000, Range: \$0 to \$591,000, Only 5 colleges reported discharged student debt
<b>Total HEERF used to Recover Lost Revenue</b>	Average: \$3M, Range: \$106,000 to \$10.1M
<b>Total HEERF used for Physical plant modifications</b>	Average: \$155,000 Range: \$0 to \$1.4M

# Summary of Survey Findings Based on Current Submissions

Colleges have used HEERF funds to address enrollment declines by:

- To provide emergency aid grants to students.
- To provide students with basic needs such as food, supplies, and equipment.
- To provide students with loaner laptops and hotspots, and software licenses need for remote instruction.
- Implement direct student outreach programs to assist and redirect students to available resources.
- For outreach to students who were enrolled but dropped, and students who didn't re-enroll.
- To provide instructors with distance education training in order to improve the learning experience for students.
- Discharge student debt for students to continue education.
- Allocate supplementary funding to student services departments (i.e. counseling, tutoring, financial aid) to address students increased support needs as a result of the pandemic.
- Free College programs to address overall enrollment

# HEERF Audits and Student Verification

With fraud on the rise, it is important to maintain sufficient documentation for audit purposes:

- Students awarded HEERF and Financial Aid Information
  - Student financial aid file(s)
  - Higher Education Emergency Relief Fund (HEERF) documentation
- Identify any suspicious applications in the HEERF and Financial Aid systems used by students to submit applications
- Report suspicious activity or applications immediately to the Department of Education

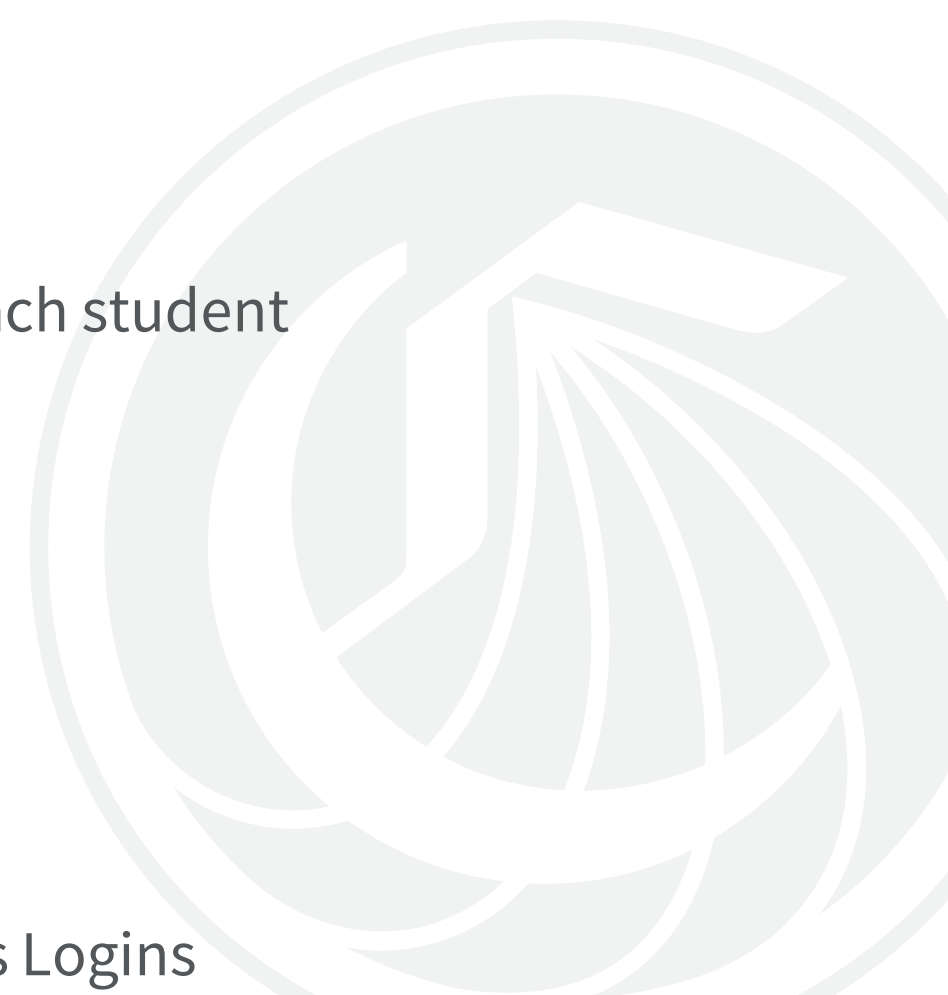
# Suggested Documents

## **HEERF Application and Awards**

- Any HEERF applications/awards
- Documents showing how HEERF was awarded to each student
- Method of payment

## **Other Application and Awards**

- Admission Application
- Final Award Letters
- Record of Federal Loan Disbursements
- Copies of Financial Aid Refunds
- Attendance Records
- Registration, Class Schedules and/or System Access Logins



# Recent Regulatory Change

## Distance Education Attendance Accounting

- Amended T5 Sections 58003.1 and 58009, changes effective October 3, 2021
- Allows compressed calendar districts to use TLM of 17.5 (or 11.67 for Quarter Calendars) for Credit Distance Education courses.
- Applies only to FTES calculated under the alternative attendance accounting method, does not apply to Weekly Census courses.

# Recent Regulatory Change

## Distance Education Attendance Accounting

### Action Required

- **Districts must submit a 2020-21 Recal CCFS-320 or submit the annual for lottery purposes on or after October 3.** The TLM of 17.5 will be applied automatically to contact hours reported to us on or after Oct 3.
- For lab courses using the exception in 58009, use the number of hours that would be generated in a face-to-face laboratory course that corresponds to traditional length primary terms (example: 3 hours for a 1 unit lab course).

# Proposed Regulatory Change

## Excused Withdrawals (EW)- Pending

- Went to Consultation Council in September and to the BOG for first reading. Will go to BOG for second reading in November.
- Amends T5 sections 55024, 58146, and 58161
- Simplifies the language in the regulations
- Removes the limit on claiming apportionment for EWs issued due to extenuating circumstances
- Removes the requirement that a student get approval from a faculty member to receive an EW due to extenuating circumstances, instead it directs colleges to work with these students and identify support services

# Proposed Regulatory Change

## Pass/No Pass

- Extend the allowable time period for students to select the Pass-No Pass grading option to the last day of instruction
- Purpose is to provide students with greater grading flexibility
- Changes the definition of “enrollment” to be when a student successfully registers for a specific course at a college rather than when a student receives an evaluative or nonevaluative symbol

# Comments Received on Proposed Changes

- Allowing students to decide up to the last day of instruction is too late. This will vary by college.
- Changed the definition of “enrollment”: T5 55000(n) “Enrollment” occurs when a student successfully registers for a specific course at a college. This creates some issues related to repeatability and claiming apportionment.
- Need language allowing colleges to align the last day to withdraw without a “W” with the census date. This sentence was removed in the proposed language.
- Concerns with the new language around extenuating circumstances, intent is for the college to engage with the student and offer support services, and take responsibility off the student to obtain approval from faculty.



# Faculty and Staff Focused Resources

# Full-Time Faculty Hiring Funds

- Memo ([FS 21-08](#)) released September 17<sup>th</sup> includes a schedule of the final allocation of funds to districts.
- The total certified allocation of full-time faculty hiring funds on the September revision of [Exhibit A](#) includes the funds from both 2018-19 and 2021-22.

# Impact to the Faculty Obligation Number

- The increase to the FON due to the additional full-time faculty hiring funds will be incorporated in the Fall 2022 P2 FON calculation.
- A district's compliance FON for Fall 2022 is the lower of the Advance or P2 FON calculation.

# Part-Time Faculty Office Hours

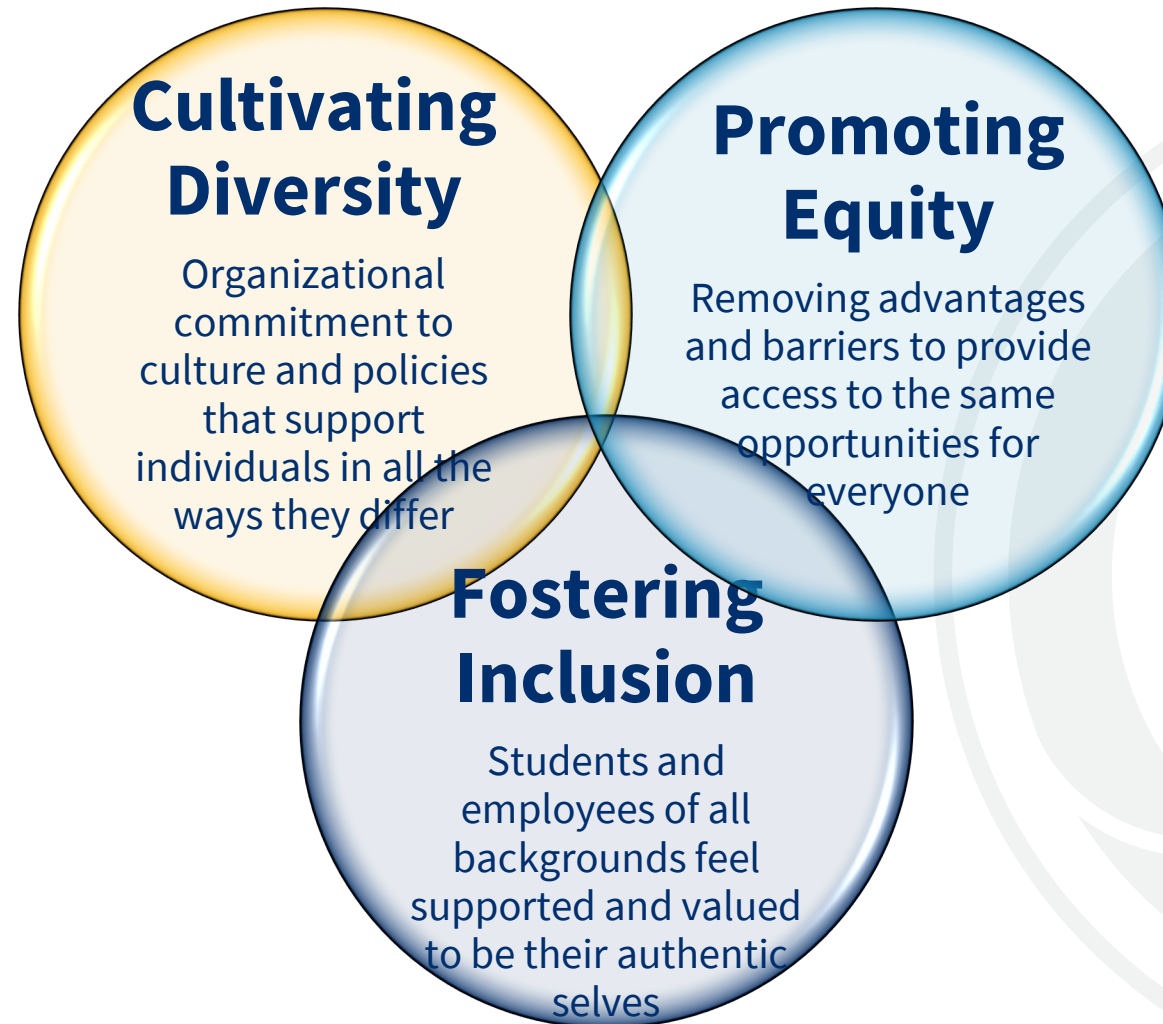
- \$118 million available for reimbursements in 2021-22
  - + \$90 million one-time in 2021 Budget Act
  - + \$12.2 million ongoing
  - + \$10 million additional ongoing in 2021 Budget Act
  - + \$5.8 million remains from one-time funds in 2018 Budget Act
- 50% of total office hour compensation is eligible for reimbursement
- Claims in 2020-21
  - 29,063 participants across 47 districts
  - \$51.1 million claimed - \$25.5 million reimbursable

Claims due by June 1, Revised Claims due November 30

# Part-Time Faculty Health Insurance

- \$490,000 ongoing
- 50% of district's share eligible for reimbursement
- 2020-21 Claims
  - 3,519 participants across 33 districts
  - Districts' share of premiums \$25.4 million, \$12.7 million reimbursable
  - Less than 4 cents available per reimbursable dollar

# Diversity, Equity, and Inclusion



# EEO and Cultural Competency Funds Alignment

- Consistent with the DEI Taskforce Report and Recommendation, we are creating assignment between the increased EEO funds and the new Cultural Competency investment.
- EEO will be how we ensure that we recruit and onboard employees that understand, support, and celebrate the diversity of our students.
- Cultural Competency funds will focus on supporting our current employees and their personal growth in DEI.
- Expect funds to be released, along with guidance memos, in P2



# Fiscal Resilience

# Components of Good Fiscal Health



# Sound Fiscal Management Supports the Vision for Success

At the heart of the Board of Governors' fiscal monitoring authority is legislative concern for “efficient and effective use of public funds for the education of community college students.” (Ed. Code § 84040, subd. (a).)

It is for this purpose that the Legislature requires community colleges to adopt “sound fiscal management practices” and “fiscal accountability.” (Ibid.)

# Fiscal Forward

---

**Financial Health.** The evaluation of fiscal health should not be limited to times of crisis. Training made available for recently appointed chief executive officers and chief business officers.

---

**Governance.** While short-term fiscal issues might be attributed to non-governance reasons, the same cannot be said of long-term fiscal issues. Board members have the ultimate responsibility for district solvency.

---

**Accreditation.** The accreditation process includes a review of leadership and fiscal management.

# Responsibilities of Community College Districts

- Provide for annual audits.
- Report information regarding fiscal condition.
- Maintain compliance with the Principles of Sound Fiscal Management.

# Principles of Sound Fiscal Management

*Title 5, section 58311*

1. Fiscal stability through responsible stewardship of resources
2. Asset management
3. Personnel management
4. Auxiliary activities
5. Org structure establishes responsibility and accountability
6. Governing Board kept informed on fiscal condition
7. Develop and communicate fiscal policies, objectives, procedures, and constraints to the board, staff, and students
8. **Accurate and reliable management information system**
9. Appropriate policies & procedures; Adequate controls
10. Process to evaluate fiscal changes and adjust
11. Short and long-term financial planning, coordinated with educational planning
12. Capital outlay budget consistent with five-year plan

# Data Integrity is Critical

The Chancellor's Office relies on district data for statewide reports and to support ongoing advocacy for the system.

Title 5, section 58311:

#8. “Each district will have an adequate management information system that provides

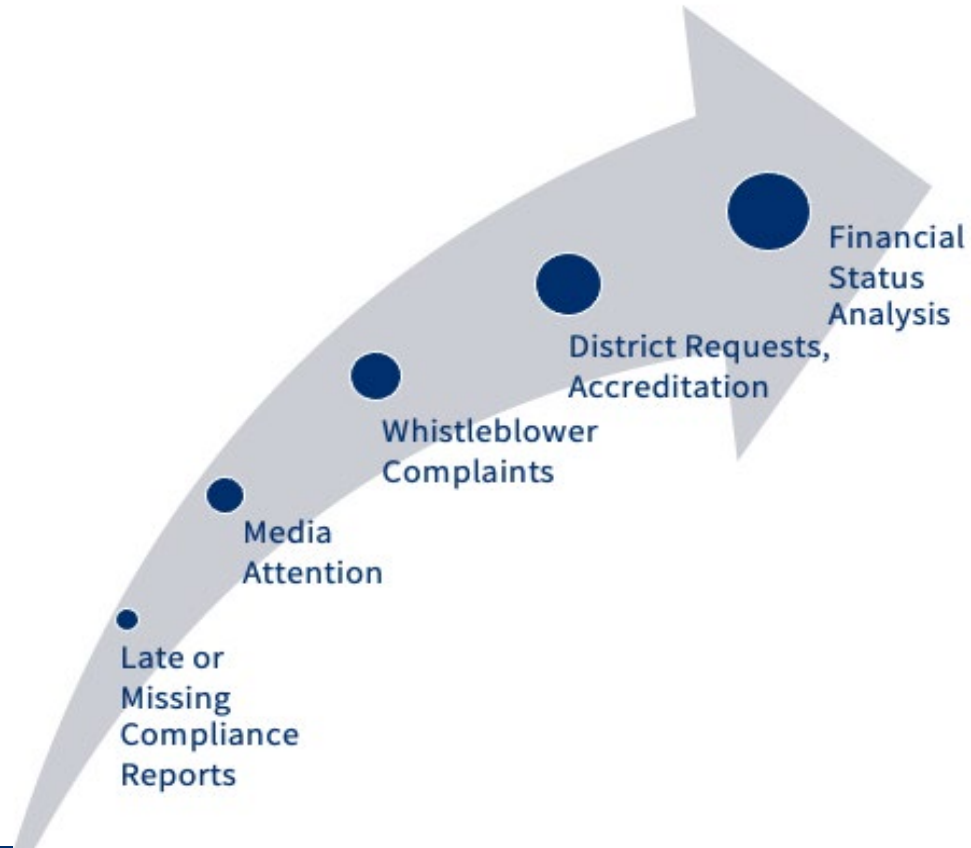
**timely,**

**accurate, and**

**reliable fiscal information**

to appropriate staff for planning, decision making, and budgetary control.”

# District Monitoring Triggers and Intervention



## Interventions

### **CFFP Monitoring**

District placed on internal monitoring list to evaluate the severity of fiscal risks and options for intervention

### **Technical Assistance Offered**

CFFP reaches out to the District CEO and CBO to discuss identified fiscal risks and offer technical assistance

### **Fiscal Monitor Assigned**

Regular reports on a District's progress toward resolving an identified set of fiscal risks and deficiencies.

### **Additional Technical Assistance**

Additional technical assistance tailored to address defined fiscal risks

### **District Required Actions**

Following minimal progress, the Board of Governors may require explicit actions by in a specific timeline

### **Special Trustee or Special Trustee Team**

Special Trustee(s) appointed to manage a district under defined terms

# FCMAT's Fiscal Health Risk Analysis

## **18 Fiscal Health Indicators**

1. Annual Audit Report
2. Budget Development and Adoption
3. Budget Monitoring and Updates
4. Cash Management
5. Collective Bargaining Agreements
6. Intrafund and Interfund Transfers
7. Deficit Spending
8. Employee Benefits
9. Enrollment and Attendance
10. Facilities
11. Fund Balance/Reserves
12. Current Year General Fund
13. Information System/Data Management
14. Internal Control/Fraud Preventions
15. Leadership/Stability
16. Multi-year projections
17. Non-Voter Approved Debt and Risk Management
18. Position Control

# Budget Architecture and Development

The Chancellor's Office recommends that districts follow the [Budgeting Best Practices](#) developed by the Government Financial Officers Association (GFOA)

# Achieving a Structurally Balanced Budget

- Adopt rigorous policies
- Recurring revenues  $\geq$  recurring expenditures
- Transparent budget presentations - identify how revenues are aligned/not aligned with expenditures
- Consider budget projections over time  
(Chancellor's Office recommends 5 year projections)

# Achieving a Structurally Balanced Budget

	Recurring	Non-Recurring
Revenues	Conservative estimates of portion of revenue that can be relied on for an extended period: <ul style="list-style-type: none"><li>• Property taxes</li><li>• Local fees</li><li>• State general apportionment</li><li>• Other federal/state allocations</li></ul>	<ul style="list-style-type: none"><li>• HEERF and other stimulus revenue</li><li>• COVID-19 Emergency Conditions Allowance</li><li>• SCFF One-year stability</li><li>• SCFF Hold Harmless</li><li>• Windfall in local revenue</li></ul>
Expenditures	Salaries, benefits, supplies/materials	Capital asset acquisition or projects

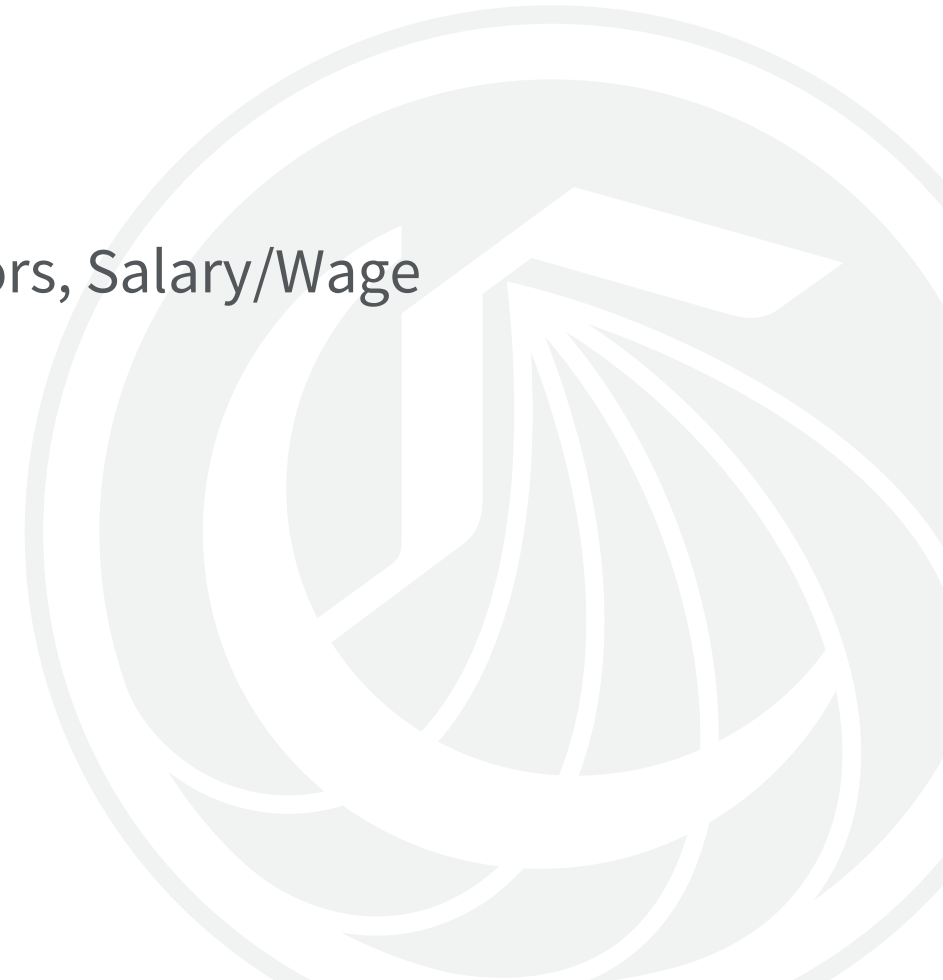
# GFOA Fund Balance Guidelines

- Establish a formal policy for unrestricted reserves
- Maintain **at least two months** of general fund revenues or expenditures

**Unrestricted Reserves  $\geq$   
2 months of total GF operating expenditures**

FTES, Strategic Enrollment Management, Efficiency Factors, Salary/Wage

# Efficiency of Operations



# How FTES is Calculated - Contact Hours

1 FTES = 525 hours of engagement as measured at some point in time

Attendance Accounting Methods based on contact hours include:

- Weekly and Daily Census
  - Weekly FTES = Student Hours at Census x Term Length Multiplier (TLM)) ÷ 525
  - Daily FTES = Student Hours at Census x Course Length Multiplier (CLM)) ÷ 525
- Actual Hours (Positive Attendance)
  - FTES = Total student contact hours ÷ 525

# Course Outline of Record (COR) Methods

Alternative Attendance Accounting Method Weekly and Daily Census  
one unit of credit **per COR** = one contact hour

Alternative Attendance Accounting – Noncredit

Total Hours **per COR**:

- + Hours of instruction
- + Hours expected for outside-of-class work
- + Instructor Contact Hours

# Strategic Enrollment Management

## Resource Guides

[A Roadmap for Strategic Enrollment Management Planning](#)

[Understanding and Calculating FTES and Efficiency](#)

[Data Tools and Metrics for Strategic Enrollment Management](#)

[Developing and Managing the Class Schedule](#)

[High Impact Retention, Persistence, and Success Practices for Strategic Enrollment Management](#)

[Support Services for Strategic Enrollment Management](#)

[Targeted Marketing and Communications for Strategic Enrollment Management](#)

[Understanding CCC Budget and Reporting Part I \(F320 Report\) \\*](#)

[Understanding CCC Budget and Reporting Part II \(Exhibit C, Fifty Percent Law, and FON\) \\*](#)

\* These documents are currently being revised.

## Other Tools and Resources

[SEM Institutional Self-Assessment](#)

[SEM Institutional Self-Assessment Facilitator's Guide](#)

[SEM Planning FAQ](#)

Enrollment Management Efficiency Ratios

Weekly Student Contact Hour per Full-Time Equivalent Faculty  
WSCH/FTEF

Full-Time Equivalent Student per Full-Time Equivalent Faculty  
FTES/FTEF



California  
Community  
Colleges

Vision  
Resource Center



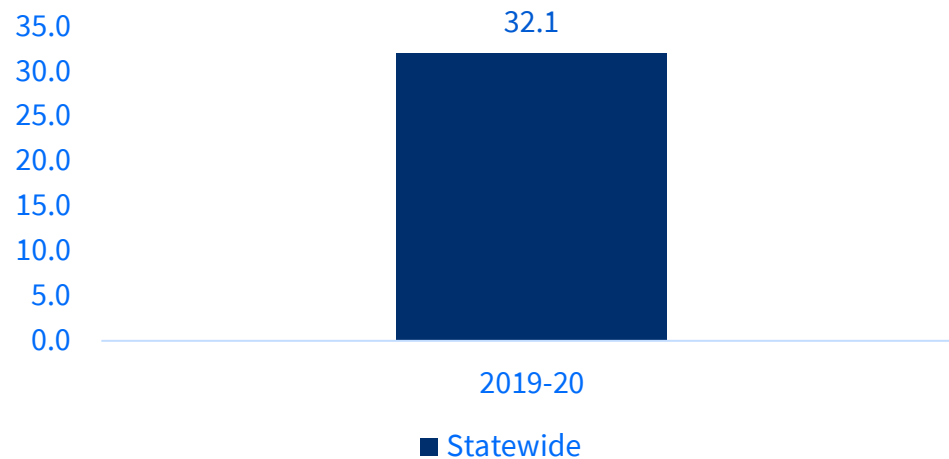
[Home](#) [Communities](#) [Learning](#) [Reports](#) [Systemwide Information](#)

Welcome, Alex, to your Professional Learning!

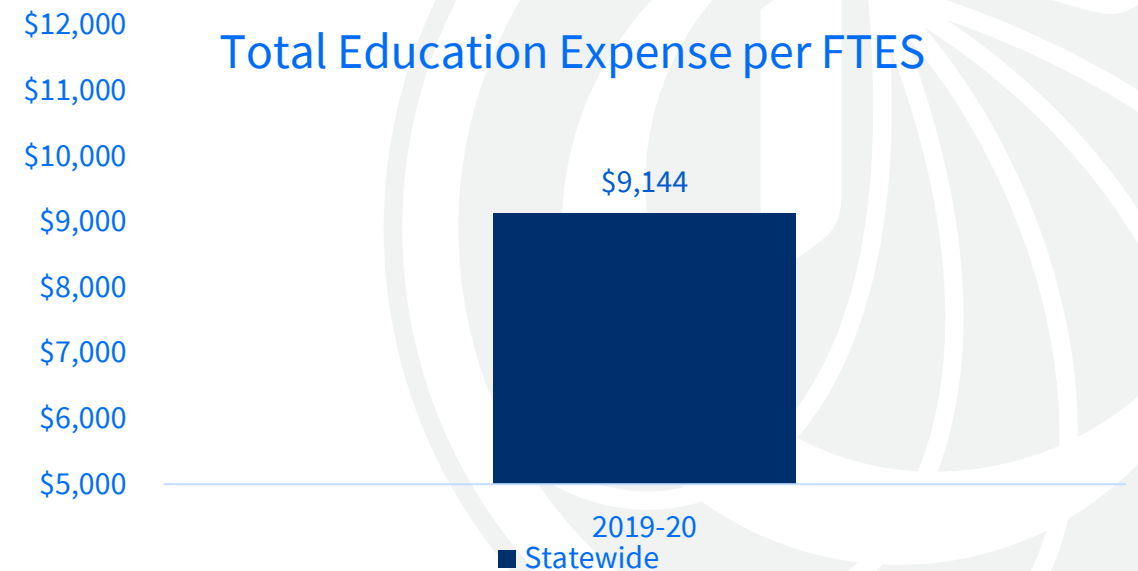
Search

# Efficiency Factor & Education Expense

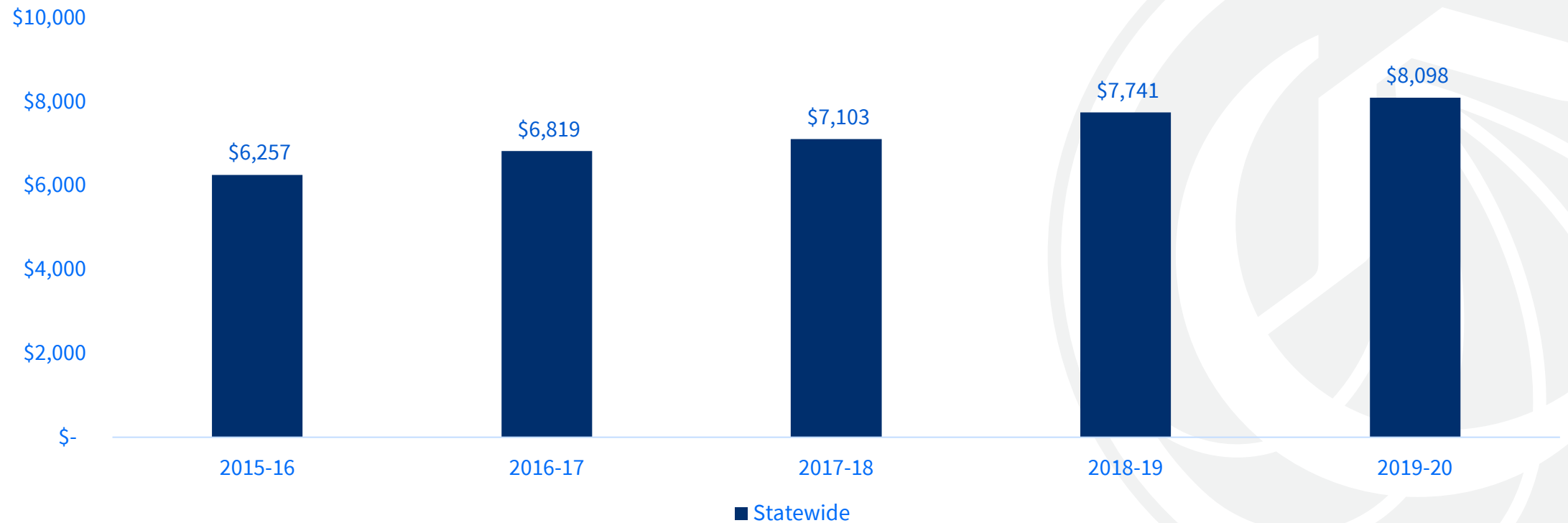
FTES/FTEF Efficiency Factor



Total Education Expense per FTES



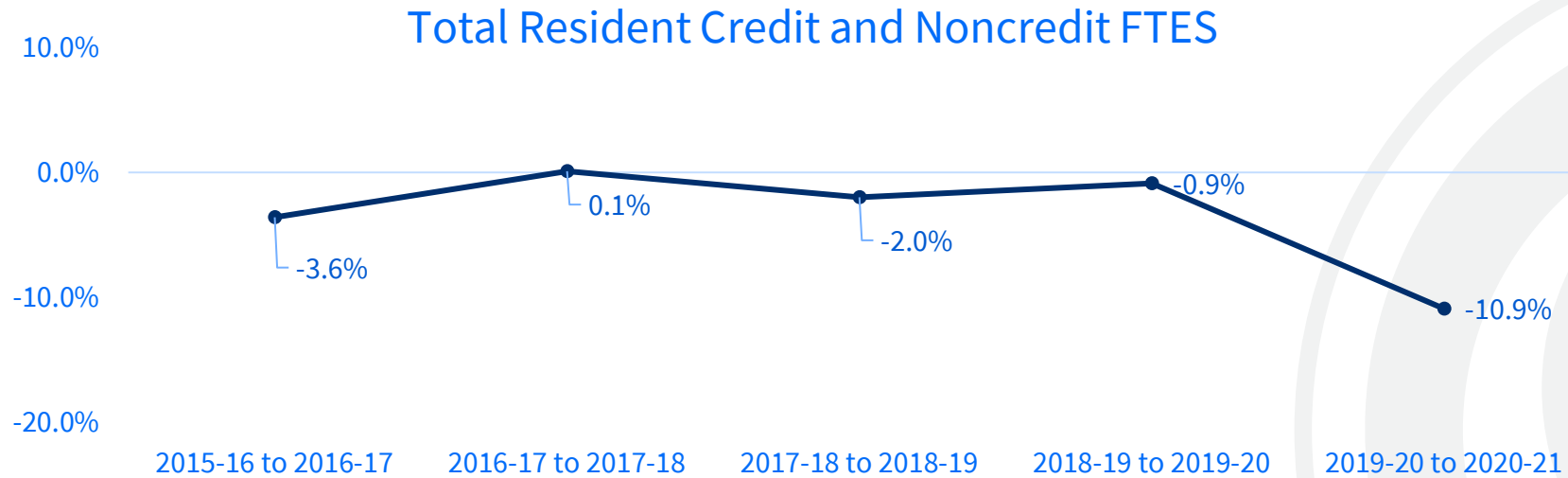
# Salaries/Benefits per Resident FTES



# Fiscal Health Indicators



# Statewide Enrollment Decline



2020-21 FTES is not yet finalized. CCFS-320 Recal Adjustments are due November 1.

# Statewide Total Unrestricted Reserves – Months of Operating Revenue or Expenditures

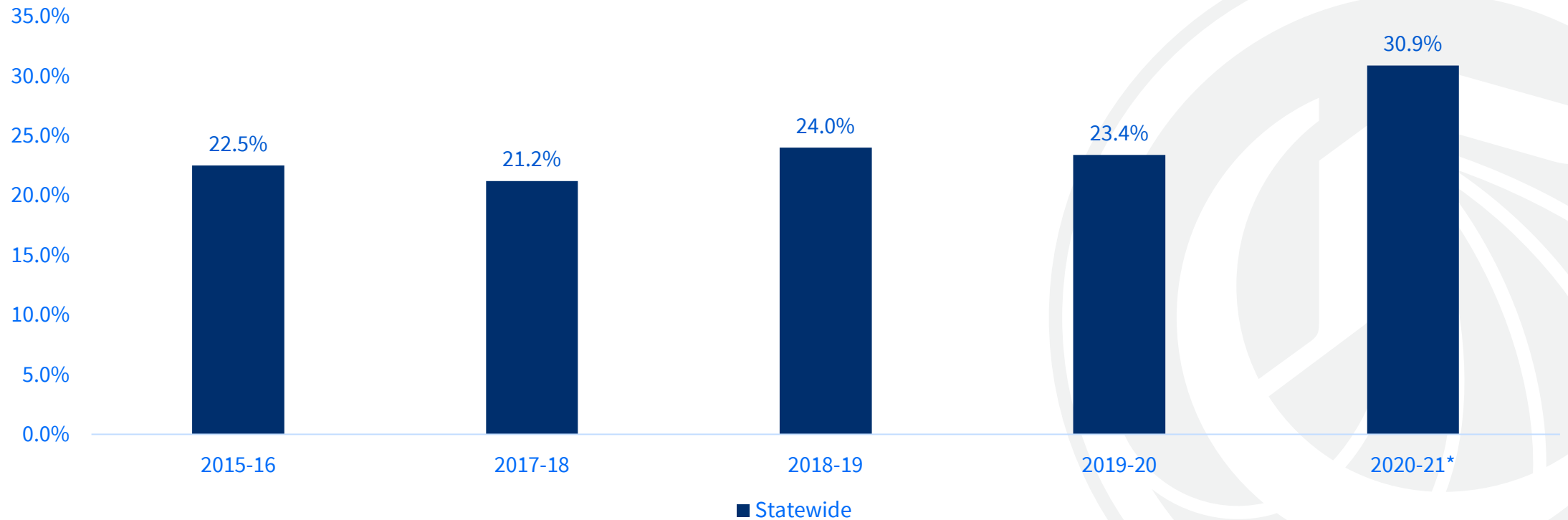
	Projected 2020-21* Annual	Projected 2020-21* Monthly (Annual ÷ 12)
Total General Fund Revenue	\$ 11.9 million	\$ 987,745,246
Total General Fund Expenditures	\$ 10.4 million	\$ 864,341,017

**Projected 2020-21 Unrestricted Reserve Balance\* = \$2.5 million**

- **2.5 Months of Total Revenues**
- **2.9 Months of Total Expenditures**

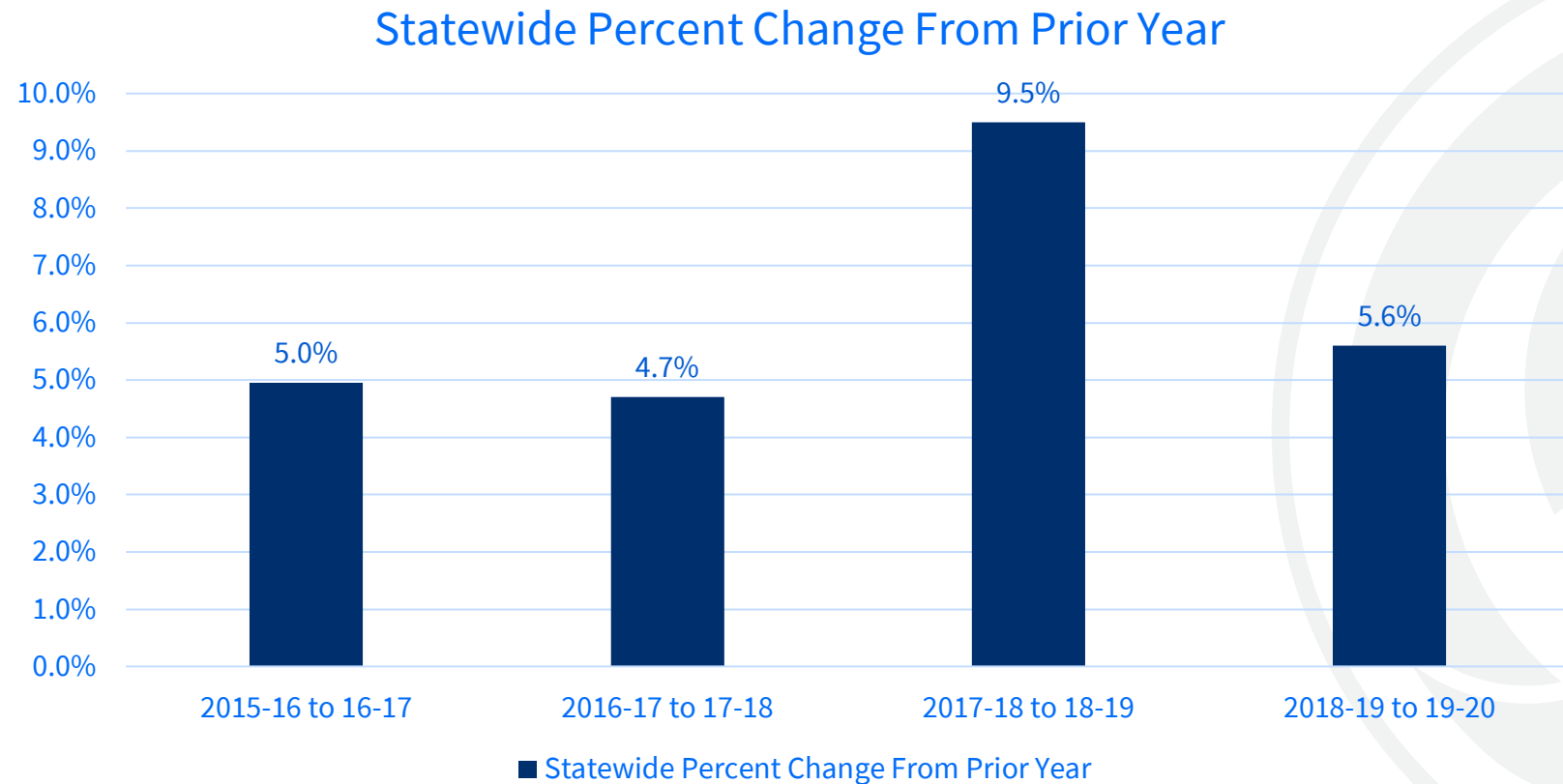
\* For 2020-21, 6 districts are not yet certified

# Statewide Unrestricted Reserves

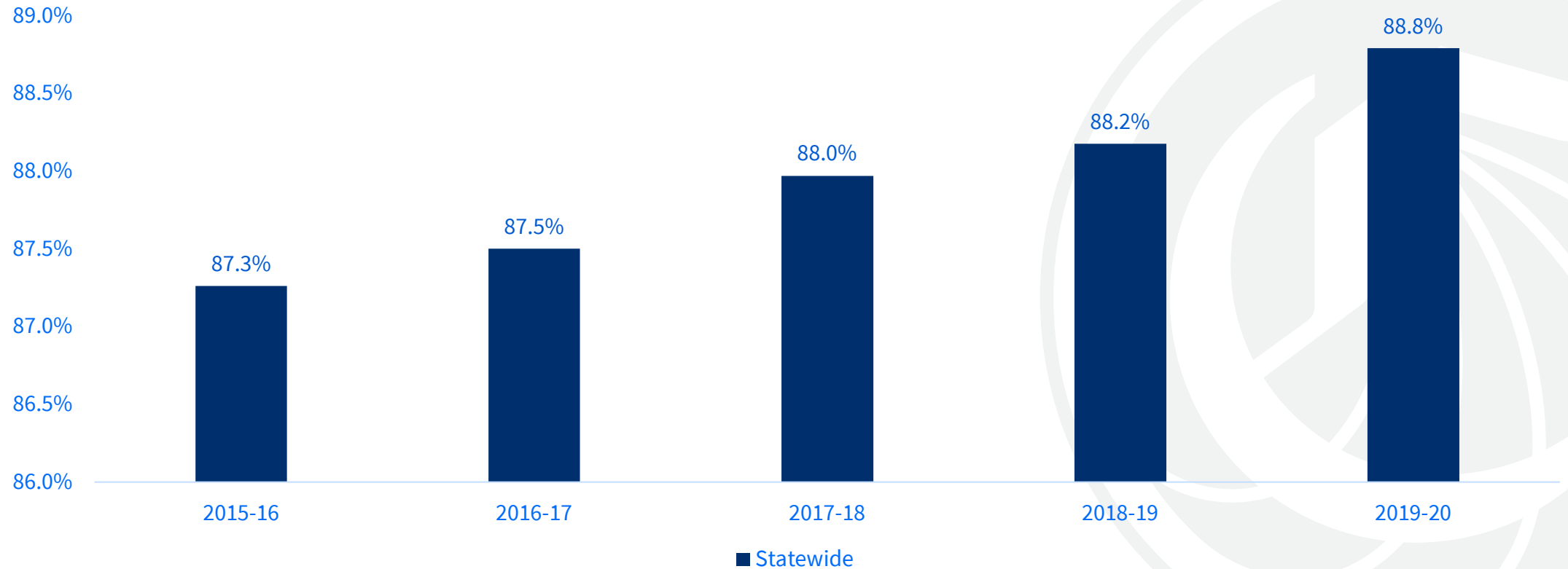


For 2020-21, 6 districts are not yet certified

# Percent Change in Ending Cash Balance

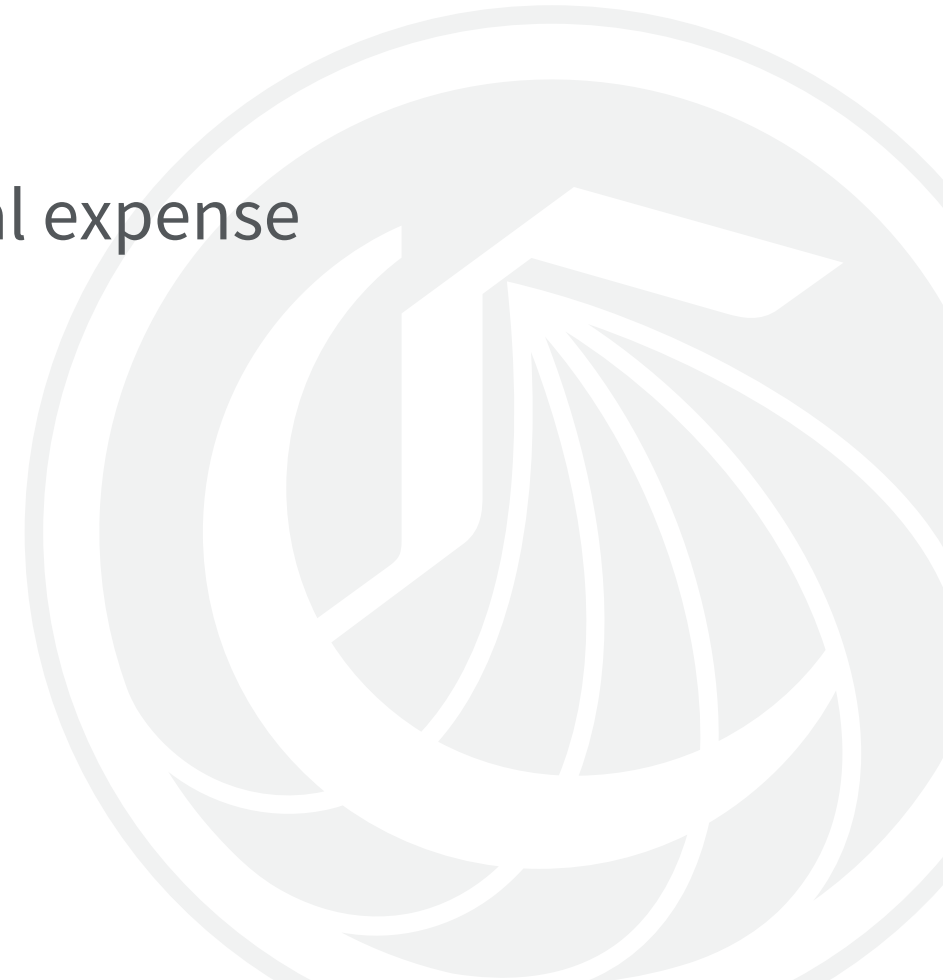


# Salaries and Benefits – Unrestricted General Funds



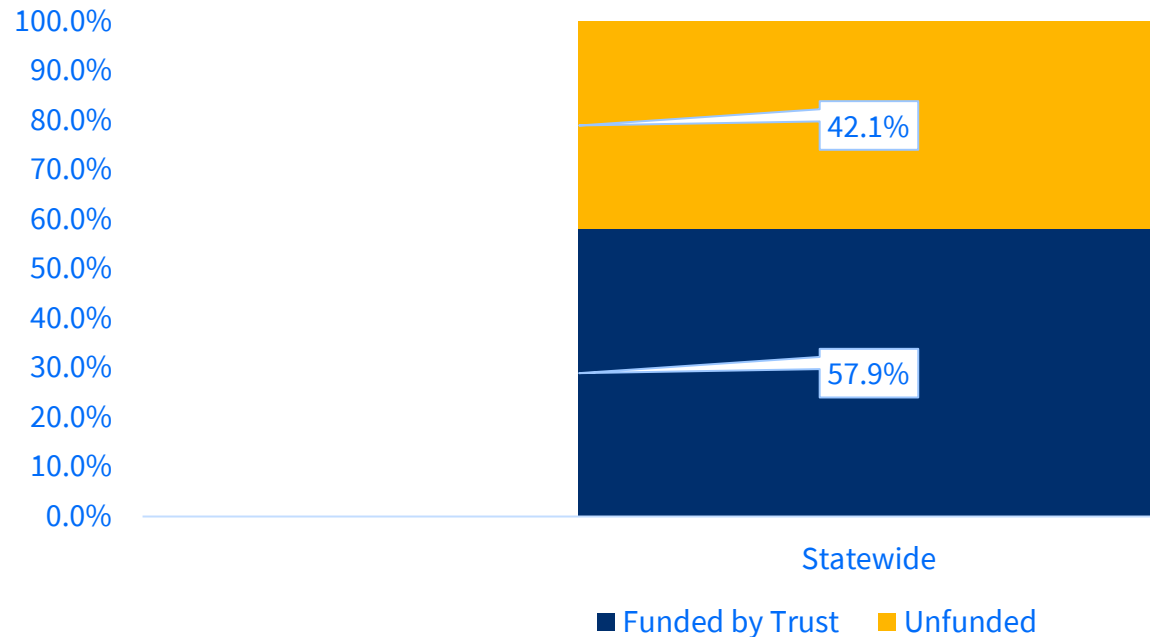
# STRS & PERS

- CCFS-311 asks for 5 year projection of annual expense



# OPEB Liability

## Statewide Percentage Funded as of 2019-20



Percent funded by a fiduciary trust ranges from 0% to over 150%

# Contracted District Audit Manual Internal Controls – Best Practices

- Green Book: U.S. Government Accountability Office (GAO), [Standards for Internal Controls in the Federal Government](#)
- Internal Controls help a community college district:
  - Operate efficiently and effectively
  - Report reliable information
  - Comply with laws and regulations

# Q&A

<15 minute break>





# Basic Needs Ecosystem

# Emergency Financial Aid Grants

- \$100 million from Immediate Action (AB 85) disbursed in April
  - Distributed proportionally based on 2019-20 Promise Grant and AB540 headcount
- \$150 million to be distributed – Stay tuned for further guidance!
- State Fiscal Recovery Fund
- Undocumented students
- Reports due to DOF quarterly and annually
  - Outcomes – increase retention rates
  - Outputs – number of grants given, average grant amount, credit retention

# Basic Needs Centers & Mental Health Centers

## October Allocation

- Basic needs centers \$30 million – each college receives \$130k base funding + 50% prorated based on total student head count + 50% prorated based on number of Pell grant recipients.
- Mental health services \$30 million – each college receives \$65k base funding + 75% prorated based on total student head count + 25% prorated based on number of Pell grant recipients.

# LGBTQ+ Centers

- \$10 million one-time funding
- Five year grants to participating districts
- Proportional share of students served and equity metrics
- Can be used for LGBTQ+ centers, development of safe zones, learning communities, clubs, curriculum development, workshops, etc...
- Allocation in November/December
- Stay tuned!

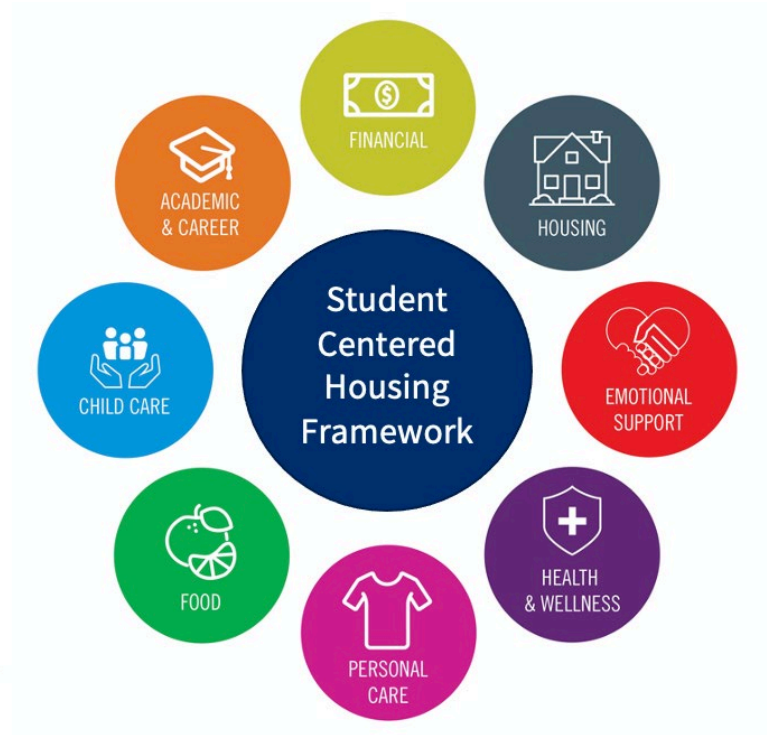
# Zero Textbook Cost Degrees

- \$115 million one-time
- Grants for developing zero textbook cost degrees and certificates
- Promote alternative instructional materials
- Grants of up to \$200,000 for each degree developed and implemented
- Must have high value in the regional market, meet an emerging regional industry need, or have high textbook costs



# Community College Affordable Student Housing

# Historic Opportunity to Address a Critical Basic Need



- \$2 billion state investment in affordable student housing
- \$1 billion dedicated to California Community Colleges
- Aligns with efforts to advance an Equitable Student Recovery

# Higher Education Student Housing Grant Program Overview



100 percent State funded



This program provides one-time grants for:

Construction of student housing  
Acquiring and renovating commercial properties into student housing



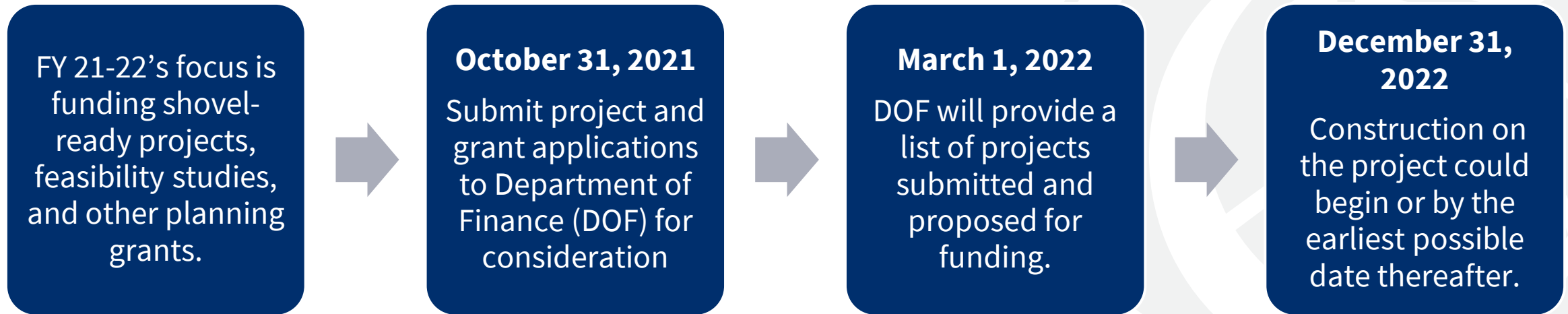
Projects with local contributions will be considered

Components must be described in the proposal  
Clearly differentiated from the grant-funded portion

# Higher Education Student Housing Grant Program Overview

- CCDs may use public-private partnerships (P3) for constructing, operating, and maintaining affordable, low-cost housing facilities
- Joint proposals and intersegmental partnerships are encouraged
  - Projects that support transfer pathways between community colleges and public four-years
- Operational costs for ancillary services will not be funded with grants
- Will fund space for ancillary, co-located services
  - Dining, academic and support services spaces, basic needs centers, student health services

# Important Deadlines (FY 2021/22)



# Other Important Details



Submit any proposal for Student Housing Grants and Planning Grants that meet program eligibility criteria



DOF will establish additional proposal deadlines



Initial estimated to be available sometime between March and July of 2022 (subject to change)



Any proposals submitted by initial deadline and not funded will be considered in subsequent proposal filing rounds without the need to resubmit

# Grant Eligibility – Student Enrollment

- CCDs must require a minimum average of 12 degree-applicable units per semester term, or the quarterly equivalent, to facilitate timely degree completion.
- A student may receive a temporarily exemption from this requirement if they can demonstrate exceptional circumstances necessitating a reduced unit load, such as an illness or injury.
- Eligible students renting housing shall be permitted to live in the facilities for the full academic so long as the student remains enrolled in the applicable campus, but renewal of the housing agreement would require them to meet the unit requirements.



# Proposal Submission Requirements

## **At a minimum, submitted proposals must include:**

- Project goals
- Project costs
- Number of students to be housed
- Project timeline
- Project's financial feasibility
- Anticipated impact on campus' ability to accommodate California resident enrollment growth
- Commitment to construct project within proposal's stated resource needs
- Other information deemed necessary for evaluation

# Proposal Selection Criteria

- **Criteria determining proposal selection:**

- Projects that converts commercial space into campus student housing
- Serves the greatest percentage of a campus's low-income student population
- Priority for greater unmet demand for student housing for a campus or service area
- Priority for projects that can begin construction the earliest
- Projects that are fairly representative of various geographical regions of the state
- Supports state's intersegmental housing arrangement interests that support transfer pathways between community colleges and four-year public postsecondary institutions

# CCC Planning Grant Uses

- CCC planning grants may be used for studies of:
  - Feasibility studies
  - Engineering studies
  - Financing studies
  - Environmental impact studies
  - Architectural plans
  - Application fees
  - Legal services
  - Permitting costs
  - Bonding
  - Site preparation



# Grant Applications

- Application for the following:
  - Construction of student housing
  - Acquisition and renovation of commercial properties into student housing
  - Community college planning grants
- DOF Submission Package should include:
  - Capital Outlay Budget Change Proposal (COBCP)
  - Supplemental application
  - Supporting documents
- **Email submissions to:** [StudentHousingGrants@dof.ca.gov](mailto:StudentHousingGrants@dof.ca.gov)

# Education Code section 17201 (f)

1. Construction could begin by December 31, 2022, or earliest possible date thereafter.
2. Rent for low-income students = 30% of 50% of area median income for single-room occupancy unit
3. Commit to offer to low-income students first.
4. Commit to require 12 units per semester for resident students.
5. Demonstrate public benefits include providing low-cost, reduced rent housing, reducing total cost of attendance, serving more low-income students, or other tangible benefits.

# Grant Eligibility – Rents

- When applying for grants, CCDs need to provide a plan for the rent charged to students.
- Each unit's rent is calculated at 30% of 50% of the area median income for a single-room occupancy use type.
- DOF, with the Joint Legislative Budget Committee's approval, can adjust this percentage.

# Grant Eligibility – Rent

- Data updated annually by the California Department of Housing and Community Development
- Use the [2021 data](#) on area median income

Number of Persons in Household:		1	2	3	4	5	6	7	8
Riverside County Area Median Income: \$77,500	Extremely Low	16600	19000	21960	26500	31040	35580	40120	44660
	Very Low Income	27650	31600	35550	39500	42700	45850	49000	52150
	Low Income	44250	50600	56900	63200	68300	73350	78400	83450
	<b>Median Income</b>	<b>54250</b>	62000	69750	<b>77500</b>	83700	89900	96100	102300
	Moderate Income	65100	74400	83700	93000	100450	107900	115300	122750

- Calculate 30% of 50% of \$54,250
  - $0.30 \times 0.50 \times \$54,250 = \$8,137.50$
- Divide by 12 to determine the monthly rental cost
  - $\$8,137.50 / 12 = \$678$  in monthly rent (rounded to the nearest whole dollar)

# Feasibility Considerations - Occupancy Risk

Consider long term trends and projections for:

- Regional demographics
- K-12 and Community College enrollment
- Housing demand

Does projected student housing revenue meet or exceed costs?

# Total Cost of Lifetime Ownership

## Consider direct and indirect operational costs:

- Security – student safety, Title IX concerns, security training for residential life issues
- Student Services and Support - Resident Advisors, dining, extended activities, recreation and fitness facilities, health services, counseling
- Campus Infrastructure - parking
- Maintenance/Repair
- Utilities
- Insurance
- Debt service (if financing is already in place for preliminary phases)



# Responsive and Resilient Facilities

# Physical Plant and Instructional Support

- SB 132 Postsecondary education trailer bill
- \$511,014,000 in funding

## Funding timeline

- June 30, 2023 – Encumber or expend funds
- June 30, 2025 – Liquidate all funds



# Physical Plant and Instructional Support

- Deadlines
  - October 4, 2021 – Signed PPIS Certification form
  - October 4, 2021 – Submit Project Funding Proposals in FUSION and Scheduled Maintenance 5-Year Plan
  - December 13, 2021 – Submit Instructional Support 5-Year Plan workbook

# Physical Plant and Instructional Support



Non-recurring repair  
and maintenance of  
facilities



Avoid safety hazards



Maintain an  
environment  
conducive to learning



Improve long-term  
cost effectiveness of  
facility operations

# Physical Plant and Instructional Support

- Physical Plant
  - Scheduled maintenance and special repairs
  - Architectural barrier removal
  - Seismic retrofit
  - Hazardous substances
- Water conservation
  - Landscape/synthetic turf
  - Building improvements
  - Drip/low-flow irrigation system
  - Well meter installation
- Instructional Support
  - Instructional equipment
  - Library materials

# Salary and Wages

- Cannot be used to supplant district personnel salaries or wages
- Can be used for outside labor
- Can be used to pay for cost of installation or adaptation of equipment

# Physical Plant Criteria

- Project types (State priority order)
  - Roof
  - Utilities
  - Mechanical
  - Exterior
  - All others that do not fit in the above types



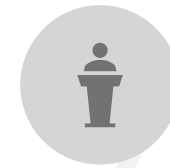
# Types of Funded Facilities



Instructional  
classrooms and  
laboratories



Libraries/LRC



Faculty and  
administrative  
offices



Cafeterias



Theaters and  
physical education  
facilities



Site development  
(sidewalks,  
walkways, etc.)



Warehousing and  
maintenance  
facilities

# Types of Unfunded Facilities

---

Dormitories

---

Student Centers

---

Bookstores

---

Stadia

---

Student/Staff parking

---

Single-purpose auditoriums

# Instructional Support

- Eligible equipment, library material, or technological enhancement
  - Classroom demonstration
  - Student evaluation or use
  - Preparation of learning materials
- Repair, replace, or expand class or lab furniture
- No equipment allowed for administrative or non-instructional purposes
- Cannot be used for instructional supplies

# Allowable

- Equipment and furniture
  - Instructional equipment and furniture for primary use by students in instructional programs.
    - Classroom/Laboratory equipment
    - Instructional furniture
- Information technology
  - Instructional information technology equipment for student use in classrooms and/or laboratories.
  - Directly assisting students (registration, counseling, student services, etc.)

# Allowable

- Software
  - Software licenses are allowed but only the initial year is permitted.
  - Other software that are permitted are those that are used in excess of one year
  - Software modifications that add capacity or efficiency to the software that defers obsolescence and results in an extension of the useful life of the software.
- Adaptive Equipment
  - Adaptive equipment for ADA/OCR students are allowed to assist them in a learning environment.
- Library Material

# Non-allowable

- Equipment being used for administrative or non-instructional purposes is not allowed.
- Examples:
  - Photocopiers
  - File cabinets
  - Bookcases
  - Computers
  - Networking infrastructure
  - Software licenses

# Climate Change and Sustainability

# Climate Action and Sustainability Framework

---

Updates the Board of Governor's 2019 Climate Change and Sustainability Goals

---

Elevates the urgency of environmental actions, and the social and educational benefits

---

Updated by an advisory committee of volunteers: districts leaders, faculty, Student Senate, facilities staff

# Resources and Tools

## Develop Supports for Districts

- Analysis of Climate Change Impacts
- Advocacy
- Climate Action Data
- Sustainability Toolkit
- District Goals

# District Goals



# District Goals

---

Greenhouse Gas Emissions

---

Green Buildings

---

Energy

---

Water

---

Waste

---

Purchasing and Procurement

---


Transportation

---

Food Systems

---



STARS Category	Subcategory	2025 Benchmark	2030 Build and Institutionalize	2035 Improve and Reassess
Operations	Greenhouse Gas Emissions Reduction	<ul style="list-style-type: none"> <li>Conduct emissions inventory baseline and create a climate action plan.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce greenhouse gas emission to 75% below baseline.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce greenhouse gas emission to 100% below baseline.</li> </ul>
Operations	Green Buildings	<ul style="list-style-type: none"> <li>Benchmark energy usage intensity for each building.</li> <li>Develop Zero Net Energy (ZNE) and campus electrification strategy.</li> <li>Conduct Leadership in Energy and Environmental Design (LEED) and/or WELL assessment of existing buildings.</li> </ul>	<ul style="list-style-type: none"> <li>All new buildings and major renovations constructed as ZNE ready.</li> <li>All new buildings certified LEED or WELL Gold.</li> <li>Use of natural gas in buildings reduced by 30%.</li> </ul>	<ul style="list-style-type: none"> <li>All new buildings and major renovations constructed as ZNE.</li> <li>All new buildings certified Zero Carbon.</li> <li>All existing buildings LEED O&amp;M Gold or WELL Gold equivalent.</li> <li>Use of natural gas in buildings reduced by 75%.</li> </ul>
Operations	Energy	<ul style="list-style-type: none"> <li>Establish a campus Energy Use Intensity (EUI) score.</li> <li>Conduct Effective Useful Life (EUL) analysis of all gas using appliances and systems; plan for electrification of systems with EUL of &lt;10 years.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease EUI by 25% compared to the campus benchmark.</li> <li>Produce or procure 75% of site electrical consumption on an annual basis using renewable energy.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease EUI by 40% compared to the campus benchmark.</li> <li>Accomplish Net Zero Energy Campus.</li> </ul>
Operations	Water	<ul style="list-style-type: none"> <li>Benchmark potable water usage and create a water balance.</li> <li>Identify potential non-potable water resources.</li> <li>Create a landscape zoning map and irrigation metering strategy.</li> <li>Adopt the California Community College Model Stormwater management program.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce potable water usage from baseline level by 25%.</li> <li>Landscape irrigation systems of 2500 square feet or greater shall be separately metered (unless using local or municipal reclaimed water system).</li> <li>Landscape planting materials shall be 90% native species to the climate and geographical area of the college.</li> <li>Follow MS4 requirements.</li> <li>Irrigated turf grass shall not exceed 50% of the landscaped areas on campus.</li> </ul>	<ul style="list-style-type: none"> <li>Reduce potable water usage from baseline level by 50%.</li> <li>Stormwater runoff and discharge shall be limited to predevelopment levels for temperature, rate, volume and duration of flow through the use of green infrastructure and low impact development for the campus.</li> <li>Stormwater runoff and discharge shall be limited to predevelopment levels for temperature, rate, volume and duration of flow through the use of green infrastructure and low impact development for new buildings and major modifications.</li> </ul>
 California Community Colleges				101

STARS Category	Subcategory	2025 Benchmark	2030 Build and Institutionalize	2035 Improve and Reassess
Operations	Waste	<ul style="list-style-type: none"> <li>Conduct waste categorization assessment.</li> <li>Benchmark and comply with Title 14, Division 2, Chapter 5 (Beverage Container Recycling and Litter Reduction Act).</li> <li>Benchmark and comply with Title 14, CCR Division 7.</li> <li>Conduct an AB 341 compliance assessment.</li> <li>Centralize reporting for waste and resource recovery.</li> <li>Conduct total material consumption benchmark.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve zero waste to landfill.</li> <li>Conduct circularity analysis.</li> <li>Reduce total material consumption compared to the benchmark by 10%.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain zero waste to landfill.</li> <li>Increase material circularity by 25%.</li> <li>Decrease consumption of materials by 25%.</li> </ul>
Operations	Purchasing and Procurement	<ul style="list-style-type: none"> <li>Benchmark sustainability characteristics of existing products and services.</li> <li>Adopt a sustainable procurement policy and administrative procedure.</li> <li>Purchase environmentally and socially preferable electronic products.</li> </ul>	<ul style="list-style-type: none"> <li>Increase procurement of sustainable products and services by 25% compared to benchmark levels.</li> </ul>	<ul style="list-style-type: none"> <li>Increase procurement of sustainable products and services by 50% compared to benchmark levels.</li> </ul>
Operations	Transportation	<ul style="list-style-type: none"> <li>Conduct accounting and conditions assessment of fleet vehicles.</li> <li>Assess remainder rolling stock for potential electrification.</li> <li>Develop Electric Vehicle (EV) charging infrastructure to encourage faculty, staff and students to use EVs.</li> <li>Promote accessible shared transport methods.</li> <li>Make pedestrian and bicycle access improvements.</li> </ul>	<ul style="list-style-type: none"> <li>50% of new fleet vehicles are zero emission vehicles.</li> <li>50% of rolling stock are zero emissions.</li> <li>Consider implementing green parking permits.</li> </ul>	<ul style="list-style-type: none"> <li>100% of new fleet vehicles are zero emission vehicles.</li> <li>100% of rolling stock are zero emissions.</li> </ul>
Operations	Food Systems	<ul style="list-style-type: none"> <li><a href="#">Consider signing the Real Food Campus Commitment.</a></li> <li><a href="#">Benchmark and track sustainable food purchases in alignment with the Real Food Challenge guidelines, or equivalent.</a></li> </ul>	<ul style="list-style-type: none"> <li>Strive to increase campus sustainable food purchases v. baseline by 20%.</li> </ul>	<ul style="list-style-type: none"> <li>80% of food served on campus meets the requirements of the Real Food Challenge or equivalent.</li> </ul>

# Future Considerations

- Environmental justice
- Planning and administration
- Advancing climate action education and engagement





# Supporting the Student Journey

## SCFF Funding Protections

### **Hold Harmless (ECS 84750.4(h))**

Districts receive no less than their 2017-18 TCR plus cumulative COLA. Valid through 2024-25.

### **Stability Protection (ECS 84750.4(g)(4)(A))**

Commencing in 2020-21 declines in the SCFF TCR (excluding the hold harmless) are applicable in the year after the decline. This protection is similar to the former FTES stability protection provided under SB 361, however is based on total SCFF TCR.

### **SB 361 Rate Protection (ECS 84750.4(g)(2))**

Commencing in 2020-21, funding based on current FTES and Basic Allocation eligibility using rates in place in 2017-18. This protection does not currently benefit any districts.

### **FTES Restoration protection**

Ability to restore FTES that have declined in the previous 3 years. This protection is converted to a funding amount to provide flexibility.

### **Basic Allocation Protection**

Declines in college and center Basic Allocation Tiers are effective 3 years after the initial decline.

### **Emergency Conditions Allowances (Title 5 58146)**

Emergency conditions protection from apportionment declines due to a variety of factors including natural disasters and pandemic.

# SCFF Dashboard Phases

**Phase 1:** Analysis and comparison of SB 361 and SCFF

**Phase 2:** Analysis of trends in the Supplement and Success Grants, and Minimum Revenue

**Phase 3:** District planning tool

# Student Centered Funding Formula Dashboard

The Student Centered Funding Formula (SCFF) was adopted in the 2018–19 state budget as a new way to allocate funding to community college districts. The SCFF provides funding that supports access through enrollment-based funding, student equity by targeting funds to districts serving low-income students, and student success by providing districts with additional resources for student’s successful outcomes.

More information about the SCFF, including the FAQ and Metric definitions, can be found at the [Student Centered Funding Formula](#) page. For more information, contact us at [apportionments@cccco.edu](mailto:apportionments@cccco.edu).

## Dashboard 1

Prior Formula Comparison to SCFF.

[LAUNCH THE DASHBOARD](#)

## Dashboard 2

Analysis of Counts and Patterns Across the SCFF.

[LAUNCH THE DASHBOARD](#)

## Dashboard 3

Coming Late 2021

### Student Centered Funding Formula Dashboard

[Student Centered Funding Formula Dashboard SCFF vs. SB361 Comparison Tool](#)

[Student Centered Funding Formula Dashboard Analysis of Counts and Patterns of Enrollment, Equity, and Success](#)

- Statewide Metrics
- Explore My District
- Compare Success and Success Equity Values
- Breakdown of Funding Allocation
- Compare Student Success

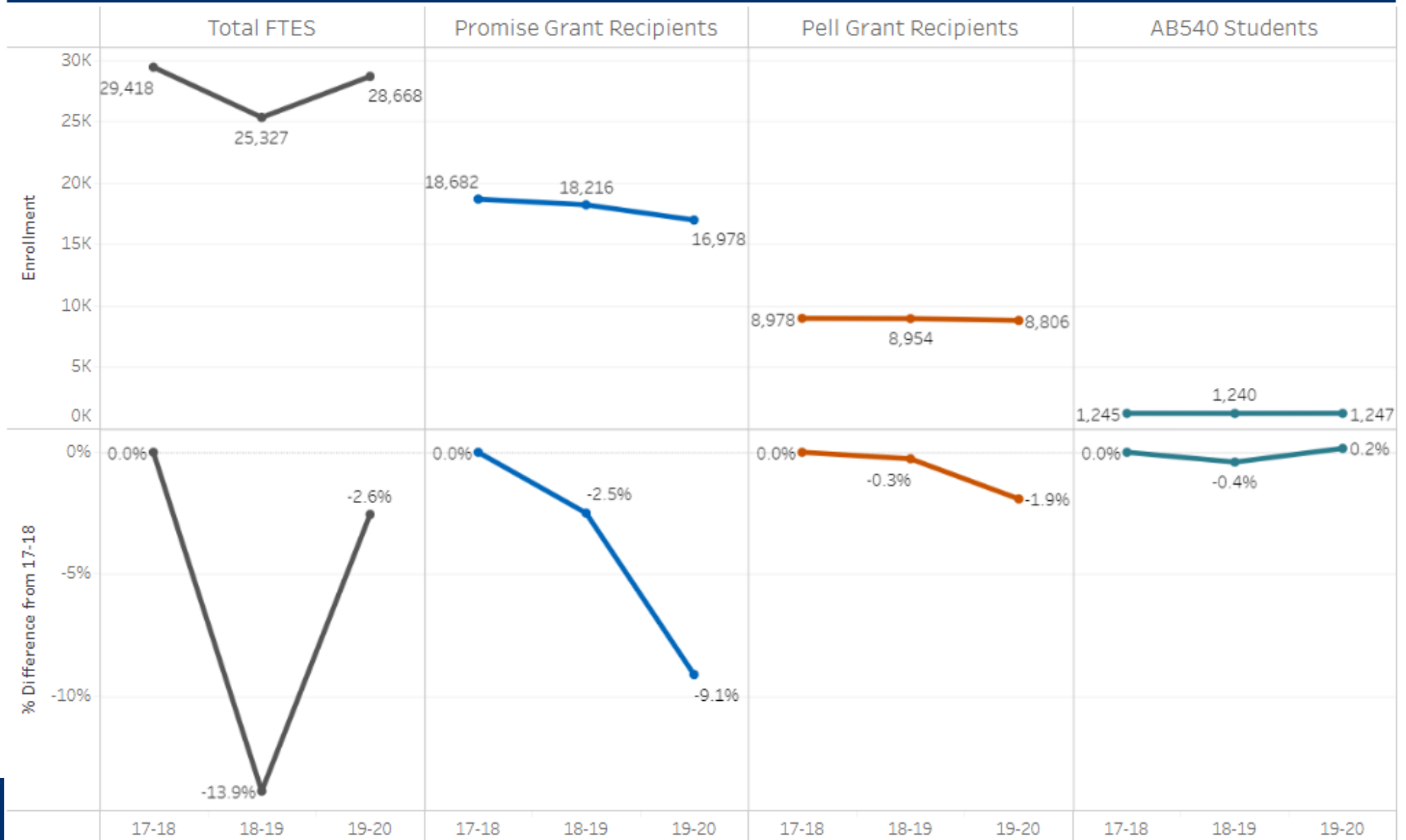
Total Funding	Total Funding Protections
\$180,560,595	\$9,688,328 (5.4% of total funding)



Total FTES	Total Promise Grant Recipients	Total Pell Grant Recipients	Total AB540 Students
28,668	16,978 (35.1% of Unduplicated Headcount)	8,806 (18.2% of Unduplicated Headcount)	1,247 (2.6% of Unduplicated Headcount)

The charts below show total enrollment at CONTRA COSTA for All Students (FTES), Promise Grant Recipients, Pell Grant Recipients, and AB540 Students, as well as the percent changes from 2017-2018.

## Enrollment Trends



## CONTRA COSTA

### FY 20-21 Funding Breakdown

**Use:** The graphic below provides detailed information on a district's funding allocations through the Supplemental Allocation and Student Success Allocation of the SCFF. The drop down menu on the right allows users to select either dollars per metric or the percent of total funding for each metric. The percent calculation is dollars per metric divided by either Total Supplemental Funding or Total Success Funding. An additional drop down menu allows users to select the data year.

**Understanding the Data:** For the Student Success Allocation, the graphic provides details of funding from both total student success outcomes and additional funding for outcome completions by low-income students. This information can help districts understand which metrics in the formula are driving the largest share of their funding.

Select CCD

CONTRA COSTA

Total Funding  
(including Funding  
Protections)

Fiscal Year

☐ FY 18-19

☐ FY 19-20

☒ FY 20-21

\$180,560,595

Display Metric

Dollars (\$)



# Breakdown of Supplemental and Success Funding

Explore My District

Compare Success and Success Equity Values

Breakdown of Funding Allocation

Compare Student Success and Success Equity Outcomes

Total Funding Protections

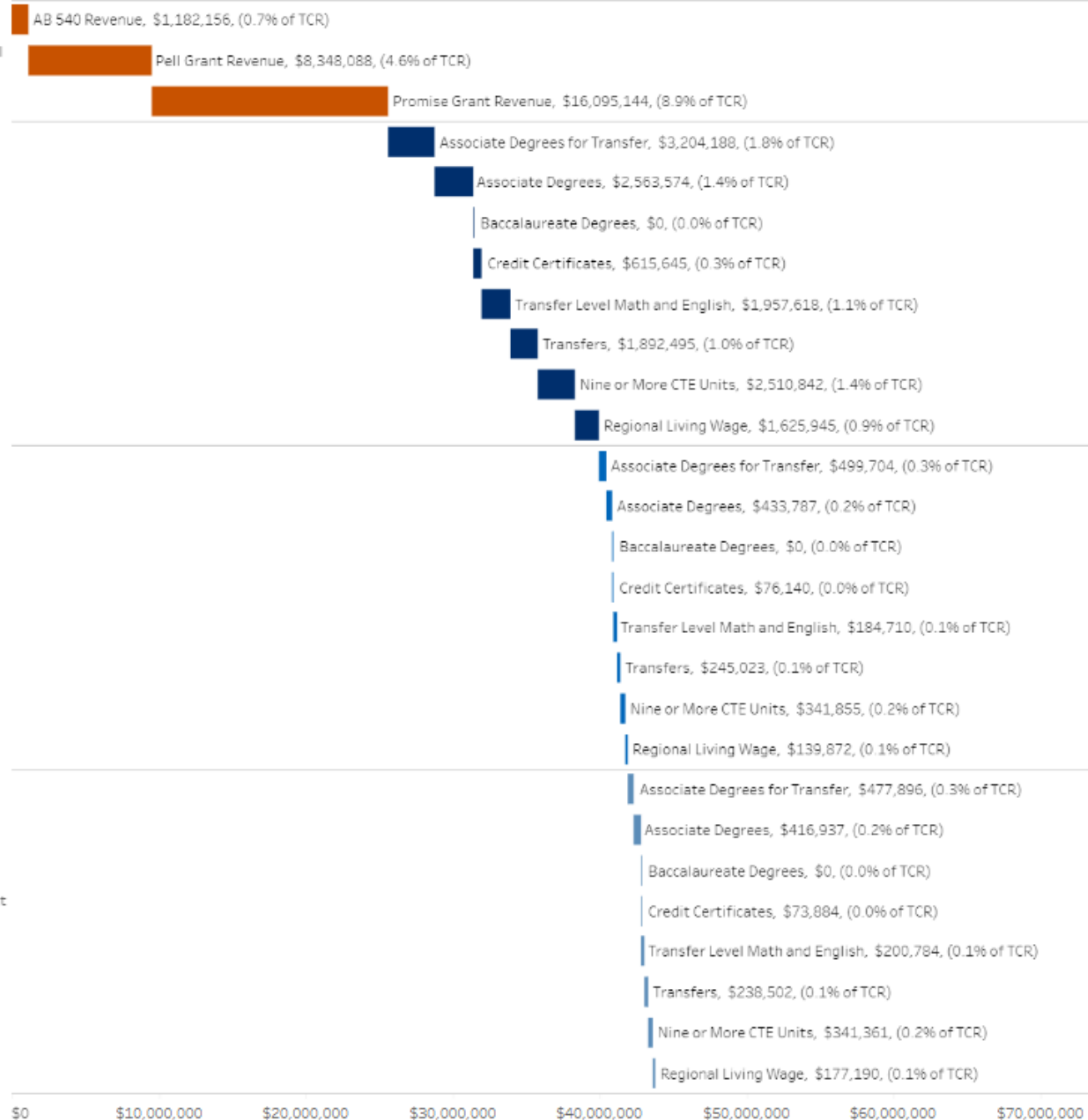
Race and Ethnicity Breakdown

Supplemental Funding

All Students Success Funding

Pell Grant Recipients Success Funding

Promise Grant Recipients Success Funding



## Context for Evaluating Funding Protections for CONTRA COSTA

[Back to Total  
Funding Protections](#)

**Use:** The chart below displays SCFF metric data trends in the three allocation streams. The drop down menus on the right allow users to filter down the bars shown below.

**Understanding the Data:** The charts provide additional context for understanding factors influencing whether a district qualifies for Hold Harmless funding and whether the Hold Harmless amount has been growing or decreasing. The FTES analysis calculates the percent change in reported FTES enrollment between 2017-18 and 2019-20. Examining a district's change in enrollment compared to the statewide average provides information on whether the district is experiencing a greater magnitude in enrollment declines than the statewide average. Since FTES enrollment is still a major factor used in the SCFF for determining funding declining enrollment levels may be one reason a district qualifies for Hold Harmless funding.

**Supplemental and Success Analysis:** The analysis for these metrics is student counts divided by unduplicated district headcount for 2019-20. For the supplemental metrics, these calculations provide information about the share of students that are low-income. For the success metrics these calculations display the share of total students that are achieving an outcome in the 2019-20 year. Using these calculations and comparing them to the statewide average provides context in understanding whether a district's completions for each metric is similar to the statewide average. A smaller share of low-income students indicates that either the district serves fewer low-income students or that fewer students are applying for or qualifying for financial aid than in other districts. If the analysis shows that the district has a smaller percent share of a certain outcome this could be an area of potential growth for the district, increasing the number of students that achieve this outcome could help the district receive greater funding through the SCFF.

Select a District

CONTRA COSTA ▼

Student Population

(All) ▼

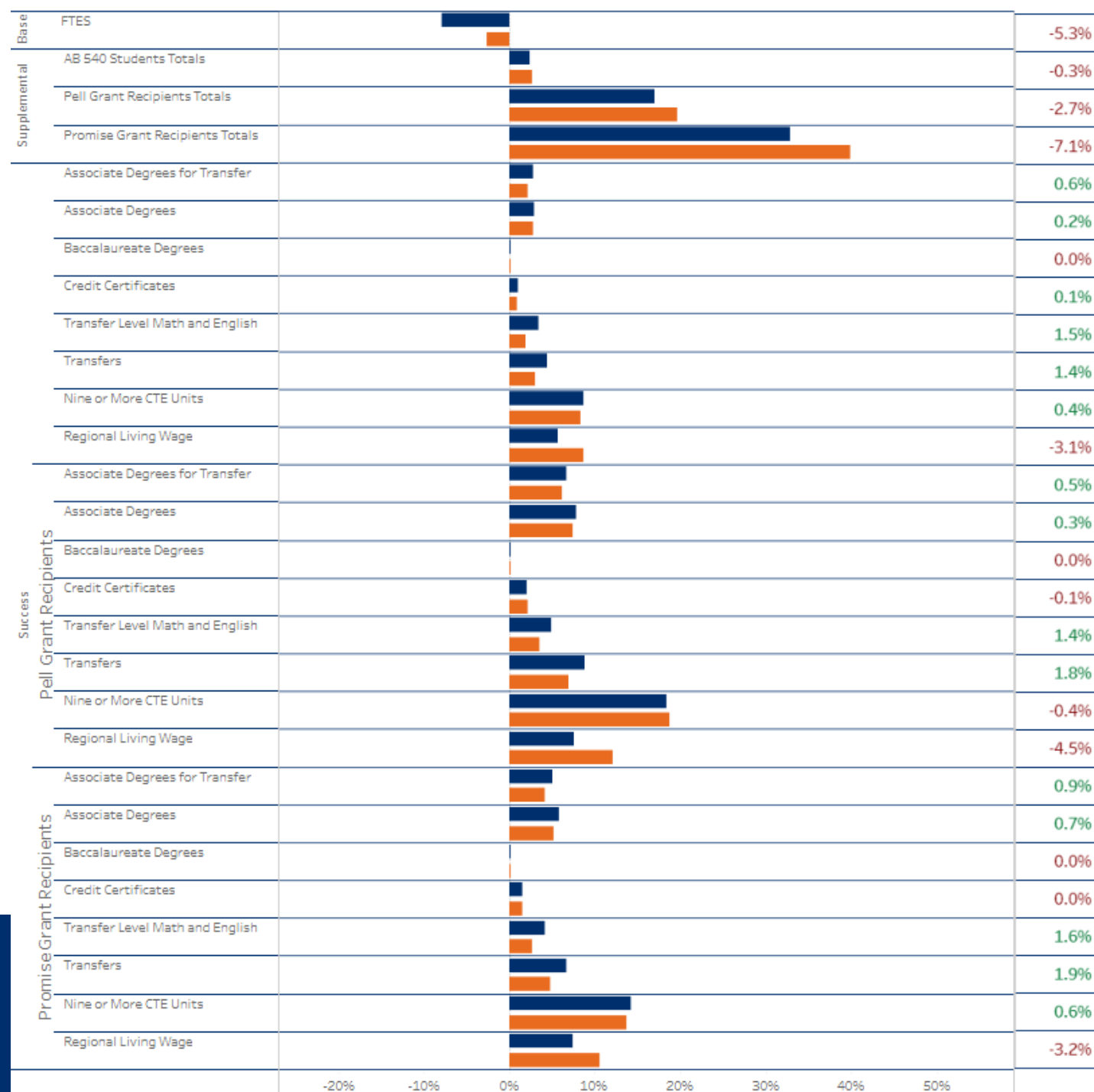
Allocation Stream

(All) ▼

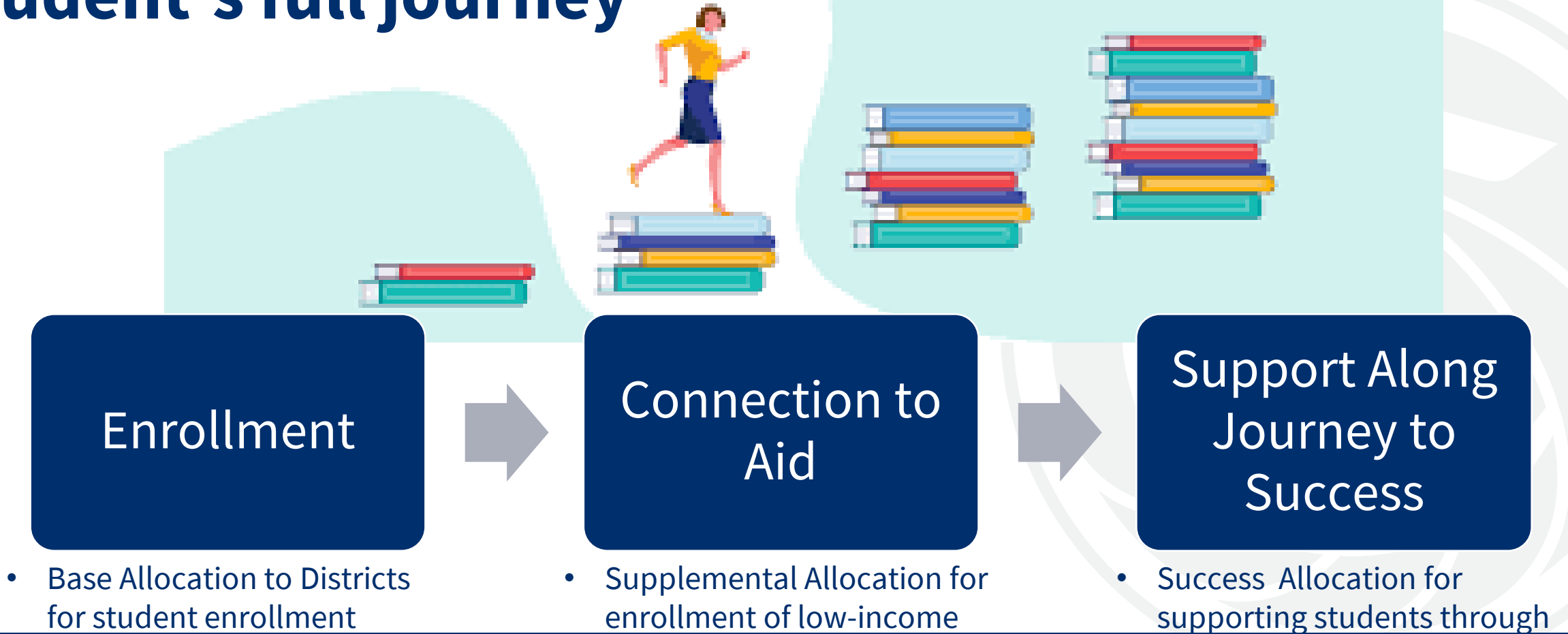
Metric

(All) ▼

## CONTRA COSTA vs Statewide Analysis



# The SCFF focuses on a student's full journey



# Four Pillars of Guided Pathways

## Clarify the Path



Create Clear Curricular Pathways to Employment and Further Education

## Enter the Path



Help Students Choose and Enter Their Pathway

## Stay on the Path



Help Students Stay on Their Path

## Ensure Learning



Follow Through, and Ensure that Better Practices are Providing Improved Student Results

# KEY PERFORMANCE INDICATORS

## **STUDENTS** (Disaggregated by Gender, Race/Ethnicity, Age, Perkins Economically Disadvantaged)

First Time Credit Students, Including Summer and Early College

First Time Credit Students, Including Summer and Early College, Who Did Not Transfer and Who Did Not Earn an Award

## **MILESTONES: COURSES**

Course Success Rate for First Time Students

## **MILESTONES: LEARNING PROGRESS**

First Time Students Who Completed Both Transfer-Level Math and English in the District in the First Year

First Time Students Who Completed Transfer-Level Math in the District in the First Year

First Time Students Who Completed Transfer-Level English in the District in the First Year

## **MILESTONES: CREDIT MOMENTUM**

First Time Students Retained Fall to Spring at the Same College

First Time Students Enrolled Full Time in the Fall Term

First Time Students Who Successfully Completed Semester Unit Thresholds in Fall Term (GP 453 Wrapper Metric)

First Time Students Who Successfully Completed Quarter Unit Thresholds in Fall Term (GP 453 Wrapper Metric)

Wrapper Metric for First Time Students Who Successfully Completed Unit Thresholds in Fall Term

First Time Students Enrolled Full Time in the Selected Year

First Time Students Who Successfully Completed Semester Unit Thresholds in the Selected Year (GP 454 Wrapper Metric)

First Time Students Who Successfully Completed Quarter Unit Thresholds in the Selected Year (GP 454 Wrapper Metric)

Wrapper Metric for First Time Students Who Successfully Completed Unit Thresholds in the Selected Year

## **COMPLETION**

Degree & Certificate Attainment

# Guided Pathways

- 2021-22 is the final year of the initial 5-year grant
- Funds in the 2021-22 State Budget kick-off a 6<sup>th</sup> year of Guided Pathways to allow for further integration into the fabric of the campus
- Allocation will go out in 2022 (as we are still in the final year of the initial grant and those allocations are still being disbursed this fiscal year)
- The Chancellor's Office is working on developing all the programmatic requirements for the new grant and alignment with KPIs.

# Strong Workforce

- Colleges received an advance of their allocated funds for both base and 17% incentive via the Advanced Apportionment distributed.
- The Chancellor's Office calculated both the 2021-22 Base Allocation and 17% Incentive Funding, using the same data factors as Fiscal Year 2020-21.
- Please note that the \$40 million increase to the SWP for FY 21-22 has NOT been released. The allocations of those funds is still under review by the Assembly, Senate, and DOF.

# Strong Workforce

## Reminder on Hold Back of Funds

1. Beginning with FY 22-23 allocations, the Chancellor's Office will begin holding back funds allocated to colleges/districts or regions that are underspent by 50% or more, as of September 30, 2022.
2. For colleges/districts who have not budgeted their full 2020-21 allocation in NOVA by October 31, 2021, distribution of their full 2021-22 allocation may be delayed.
3. Colleges/Districts that have fully budgeted both program years (2020-21 and 2021-22) by October 31, 2021 and approved by their monitor by November 30, 2021 can expect to receive their full allocation reflected in P1 of the apportionment process in February 2022.



# **Snapshot of 2021 Legislative Actions**

# 2021 Legislation Snapshot

- Over **2,400 bills** introduced by the Assembly and Senate.
- Monitored over **200 bills** relating to the California Community Colleges and/or the Chancellor's Office
- Governor Newsom signed **91 of those bills**
- The Governor approved the only bill sponsored by the Chancellor's Office (AB 417) and **10 of the 17 bills** supported by our office.

# AB 1111 (Berman): Common Course Numbering

- **Purpose of this bill:** July 21, 2024, align all community college courses so that students transferring to four-year institutions know that they are meeting the requirements of the receiving institutions. This bill follows the recommendations of a workgroup (required under the Budget Act of 2021)
- **What does this require of the Chancellor's Office or our colleges:**
  - Form a workgroup pursuant to the 2021 Budget Act – *no date specified*
  - Follow the workgroup's implementation recommendations in 2024

# AB 367 (C. Garcia) Menstrual Products.

- This bill requires the California State University and each community college district to stock an adequate supply of menstrual products, available and at no cost, at no fewer than one designated and accessible central location on each campus. The location's accessibility must be based on specified factors, including hours of operation, proximity to high-traffic areas on campus, and privacy and may include student centers, libraries, wellness or health centers, pantries, and study rooms.
- **Purpose of this bill:** To destigmatize menstruation, promote inclusivity, and end gender inequities.
- **What does this require of the Chancellor's Office or our colleges:** Colleges must: 1) provide menstrual products, available and at no cost, at no fewer than one designated and accessible central location on each campus; and 2) post a notice regarding the requirements of this bill in a prominent and conspicuous location in all women's restrooms and all-gender restrooms and in at least one men's restroom.

# AB 576 (Maienschein): Apportionments: waiver of open course provisions: military personnel.

- This bill requires the BOG to waive open course provisions in statute or in regulations of the Board of Governors for community college courses that a district provides to military personnel on a military base and authorizes the Board of Governors to include the units of full-time equivalent students generated in those classes for purposes of state apportionments.
- **Purpose of this bill:** To ensure that community colleges receive apportionment for courses taught on a military base.
- **What does this require of the Chancellor's Office or our colleges:** Some type of exemption may need to be created through regulations for courses taught on military bases. We are working with OGC on this.

# AB 245 (Chiu) Educational equity: student records: name and gender changes.

- This bill requires public higher education institutions to update a former student's records to include the student's updated legal name or gender if the institution receives government-issued documentation from the student demonstrating that the former student's legal name or gender has been changed.
- **Purpose of this bill:** To offer greater protections to transgender and nonbinary students and remove barriers to employment and graduate opportunities.
- **What does this require of the Chancellor's Office or our colleges:** 1) Update a former student's records to include the student's updated legal name or gender; and 2) commencing with the 2023–24 graduating class, provide an option for a graduating student to request that the corresponding diploma list the student's chosen name

# AB 1113 (Medina) Exemption from tuition and fees: qualifying survivors of persons providing medical or emergency services deceased during COVID-19.

- This bill prohibits the public higher education institutions from collecting mandatory systemwide tuition and fees from any surviving spouse or surviving child of a deceased person who: 1) was a California resident; 2) was a licensed physician or a licensed nurse employed by or under contract with a health facility; 3) provided medical services or emergency services during the COVID-19 pandemic state of emergency; and 4) died of COVID-19 during the COVID-19 pandemic state of emergency.
- **Purpose of this bill:** To reduce the stress of working and attending college for individuals who lost their parent or spouse from COVID-19 because they were providing medical care or emergency services.
- **What does this require of the Chancellor's Office or our colleges:** Community colleges must give a tuition and fee exemption to a qualifying surviving spouse or surviving child.

# AB 846 (Low) Local Agency Public Construction Act.

- This bill extends the sunset date authorizing school and community college districts to utilize job order contracting from December 31, 2021 to January 1, 2027.
- **Purpose of this bill:** To ensure schools and community college districts are able to utilize job order contracting, which can be more cost-effective and efficient.
- **What does this require of the Chancellor's Office or our colleges:** This bill maintains current practice but amends the Act to also include a skilled and trained workforce for contracts that exceed \$25,000.



# **Students First** Leading California's Equitable Recovery

2022-23 System Budget Request

# 2022-23 System Budget Request Priorities

Supporting  
Institutional  
Quality & Capacity

Support for  
Faculty and Staff

One-Time Funding  
Request

Students  
Equitable  
Recovery

College  
Affordability and  
Supports

Capacity to Support  
the Country's  
Largest System of  
Higher Education

A photograph of a Black male graduate wearing a black cap and gown, a white shirt, and a purple tie. He is smiling broadly and wearing a lei made of white and blue flowers. The background is a blurred crowd of people at a graduation ceremony.

# Support for Institutions

## Base Funding Increases

- \$500 million ongoing base funding to provide the necessary resources to enhance local programming, address community needs, and improve the outcomes of underserved students.

## Modernization and Sensitive Data Protection

- \$100 million (\$25 million of which is ongoing) Prop 98 for systemwide and local efforts focused on modernizing technology infrastructure and protecting sensitive data.
- Student Application Experience Redesign – \$7.64 million to modernize the admission and onboarding process for the system.

## Enrollment, Retention & Outreach

- \$20.3 million ongoing Proposition 98 for enrollment and retention outreach efforts for colleges and system offices to recover from pandemic enrollment declines.

# Equitable Recovery for Students

---

- **Basic Needs** - \$50 million additional ongoing Prop 98 to support students' basic needs, including CalFresh enrollment support, food pantries, among other.
- **Black Student Success** - \$179,000 one-time Prop 98 to conduct a comprehensive study to examine core components and practices of CCC Umoja programs and \$1.1 million in funding for expansion of A2MEND Student Charters.



# College Affordability and Supports

## Proposition 98

### Local Financial Aid Support Services

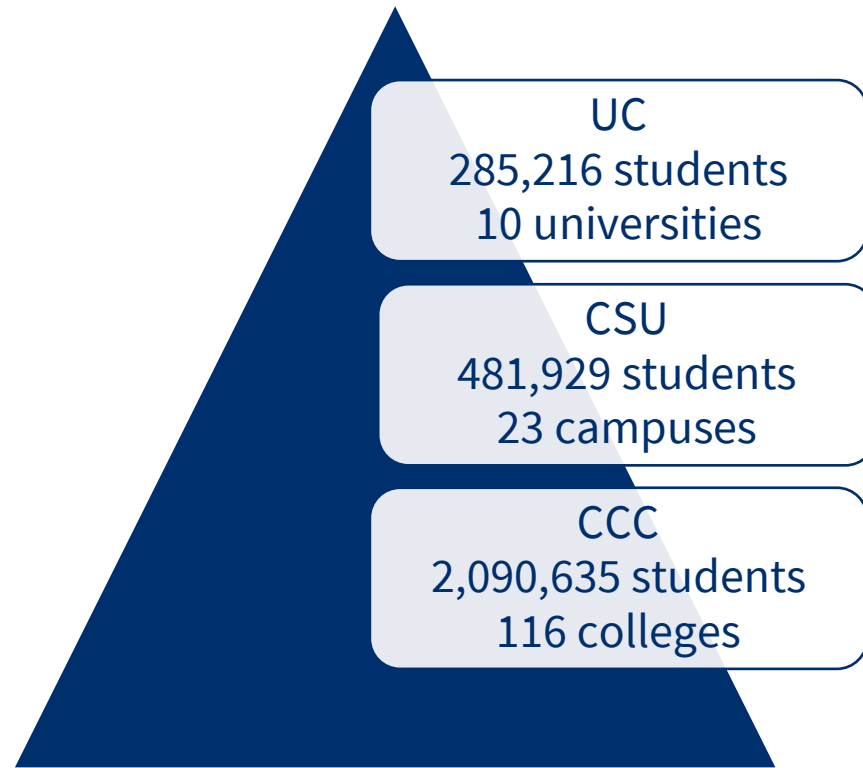
- \$20 million ongoing and policy changes to improve the administration of financial aid programs to help close educational and equity gaps.

## Non-Proposition 98

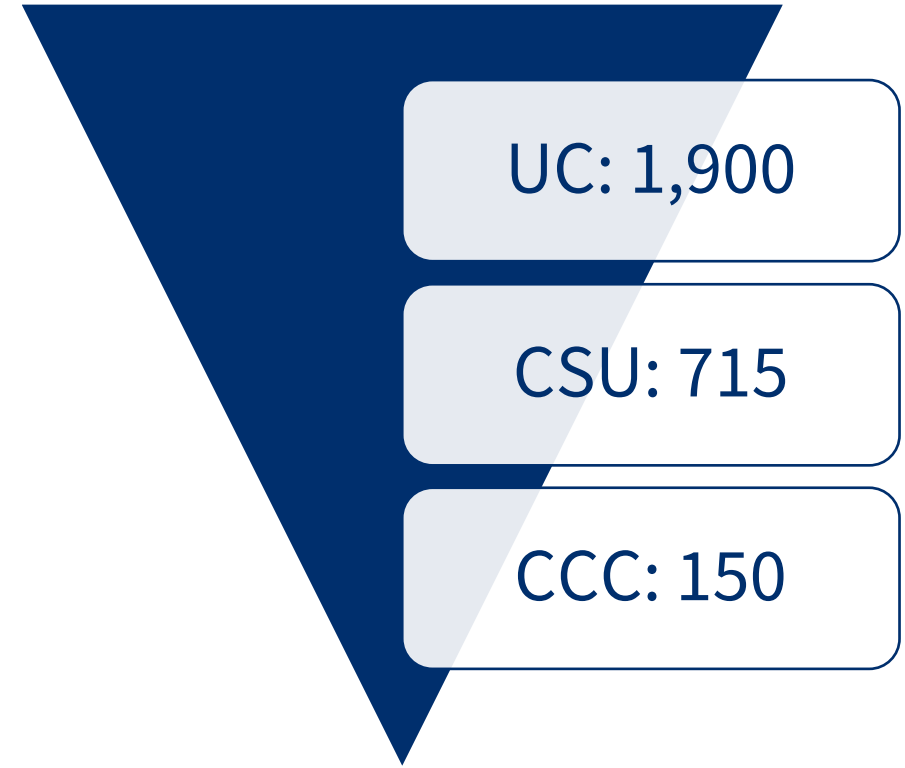
### Student Housing

- \$900 million one-time and \$50 million ongoing to develop an affordable student housing program for California Community Colleges.

# Capacity Imbalance



Students Served and  
Institutions



System Office Staffing  
Levels

# Chancellor's Office Staffing & Capacity

**Advancing Educational Services & Workforce Development**

**Fiscal Health and Resilient Institutions**

**Legal and Regulatory**

**Communications and Governmental Accountability**

**Robust Technology Infrastructure and Research**

# Q&A



*"I need someone well versed in the art of torture—  
do you know PowerPoint?"*





# California Community Colleges

## Thank you!

[www.cccco.edu](http://www.cccco.edu)