



California Community Colleges

A PLAN FOR AN EQUITABLE RECOVERY
2021-22 SYSTEM BUDGET &
LEGISLATIVE REQUEST

October 2020

CALIFORNIA COMMUNITY COLLEGES

2021-22 SYSTEM BUDGET & LEGISLATIVE REQUEST

INTRODUCTION

The California Community Colleges is the largest system of higher education in the nation, made up of 73 districts and 116 colleges. In 2020, the California Community Colleges Chancellor's Office (CCCCO) and local districts leaders mobilized to help 2.1 million students maintain access to education in the middle of a global pandemic. The state's community colleges provide a range of educational needs aimed at supporting Californians' social and economic mobility, with students seeking to build foundational skills, gain career-related skills and certificates to enter or advance in their careers, or earn a degree or transfer to a four-year university.

In 2017, the Board of Governors embraced the *Vision for Success (Vision)*, which identifies the North Star our system must follow if we are to meet California's needs. The California Community Colleges' *Vision* guides interrelated reforms that will make higher education more accessible and equitable for millions of Californians at a time when the state needs it most.

Specifically, to intensify the focus on students' end goals, the Board of Governors adopted the following systemwide goals, which were built off the most recent data when the *Vision* was initially developed:

- Increase by at least 20 percent the number of students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs.
- Increase by 35 percent the number of students transferring annually to a University of California (UC) or a California State University (CSU).
- Decrease the average number of units accumulated by students earning an associate degree, from approximately 87 total units to 79 total units.
- Increase the percentage of exiting CTE students who report being employed in their field of study, from 60 percent to an improved rate of 69 percent.
- Reduce equity gaps across all of the above measures by 40 percent by 2022 and closing those achievement gaps for good by 2027.

- Reduce regional achievement gaps across all of the above measures, with the ultimate goal of closing regional achievement gaps for good by 2027.

California Community Colleges have initiated innovative and student-centered disruption focused on achieving these goals. California restructured the way community colleges are funded to reward community colleges that improve outcomes for low-income students; phasing out high-stakes placement exams and develop for-credit alternatives to remedial classes; expanding access to structured academic and career pathways; and

“Community colleges are at the vanguard for preparing Californians who are on the front lines of protecting public health. Now is the time to support and strengthen colleges’ efforts to provide instruction to students who will lead our state to economic recovery.”

— Chancellor Eloy Ortiz Oakley

A PLAN FOR AN EQUITABLE RECOVERY

As the world continues to grapple with the consequences of the COVID-19 pandemic, the uneven impact and inequities of the economic recession have become grossly apparent. An estimated five million people will find it difficult to get new work after the pandemic is over because their old jobs have disappeared or changed entirely (Irwin, 2020). California faces the dichotomy of an economic recovery that exacerbates inequalities for our most vulnerable residents while further enriching the wealthy. The state needs a plan for an equitable recovery and such a plan should include a commitment and investment in California’s Community Colleges. The California Community Colleges system has proven critical to the state’s fight against COVID-19. The state’s 116 community colleges, with adaptable workforce education programs and quality transfer pathways, will be crucial in helping California navigate the new economy emerging from the current public health crisis. State leaders can heed “The Great Recession Lesson” of ten years ago that limited the system’s ability to meet a growing demand for higher education. Community colleges can support a *California for All* toward economic recovery.

The Board of Governors’ Budget and Legislative Request for 2021-21 furthers the *Vision* by proposing budget adjustments and policy changes that respond to these clear signals from state leaders about the outcomes necessary to support the state’s future. It largely prioritizes additional resources in programs that allow local leaders to respond to local level district

priorities that advance equity and student success. The request responds to the input received from educators, advocates, and students themselves about what support is necessary to further the implementation of recent reforms and achieve the *Vision* goals. It also emphasizes the need for continual review of existing laws and policies to determine whether they are advancing—or constraining—colleges’ ability to achieve the *Vision*.

This request also recognizes that per-student resources for the California Community Colleges has long been far too low, even as costs increase oftentimes faster than inflation, making it more difficult for colleges to even maintain existing programs. Historically, the Governor and the Legislature have not appropriated resources above the minimum guarantee of appropriations to schools and community colleges enacted in Proposition 98 and related laws. The impacts are real: for each student enrolled, the California Community Colleges receive less funding than the UC and the CSU do, even though the community colleges are likelier to enroll students who have faced the greatest barriers to educational attainment, including students from low-income families, first generation students, and black and Latinx students. State leaders must grapple with what this budget reality means for California’s future. As a system, we strongly request both adequacy and equity. The state can make progress incrementally. It can expand support for programs that have historically been funded outside of the minimum guarantee, including financial aid for students, districts’ retirement costs, and infrastructure.

This request also aims to build on the work Governor Newsom and the Legislature have advanced to create a California for All and support the state through the response and recovery from the COVID-19 pandemic. Today, too many Californians have faced systemic barriers to postsecondary educational attainment, and they now face greater risks as the state grapples with a pandemic, an economic recession, and a future of work characterized by rapid change and instability. The California Community Colleges have always enrolled the most vulnerable Californians, and this request is designed to better support that work. At the same time, we recognize that our colleges must be adaptive to coming budgets in which revenues will be more constrained. This request asks that existing obligations be preserved first and that the Governor and Legislature give the Board of Governors and the Chancellor’s Office the tools to provide support most effectively.

Process

Existing law requires the Board of Governors, in consultation with institutional representatives of the California Community Colleges and statewide faculty and staff

organizations, to develop criteria and standards for the purpose of making the annual budget request for the California Community Colleges to the Governor and the Legislature.

Similarly, existing law requires the Chancellor's Office to prepare a five-year capital outlay plan identifying the statewide needs and priorities of the California Community Colleges. To allow the Chancellor's Office to meet this requirement, existing law also requires the governing board of each community college district to both prepare and submit to the Board of Governors of the California Community Colleges a systemwide five-year plan for capital construction annually. The Chancellor's Office reviews and approves the districts' five-year capital outlay plans as part of the annual capital outlay grant application process. The California Community Colleges Five-Year Capital Outlay Plan is compiled using information from the districts' approved plans.

Outside of the budget process, the Legislature also makes policy through bills and resolutions considered in the legislative process, with bills enacted by the Legislature presented to the Governor for consideration. The standing orders of the Board of Governors also generally require the Chancellor to seek the advice of the Consultation Council regarding positions on state legislation.

During the May 2020 Consultation Council meeting, the Chancellor's Office began the process to develop the Board of Governors' budget and legislative request for the 2021-22 fiscal year, with a working session and discussion with members of the Consultation Council about concepts for inclusion in the proposal. During those discussions, members engaged in a review of unmet 2020-21 budget and legislative priorities. In addition to discussions at Consultation Council meetings, Chancellor's Office staff distributed a survey to stakeholders and Council members in late July requesting a priority ranking of all potential Budget and Legislative Request items. In light of historic economic conditions and changing legislative dynamics, members of the Consultation Council and stakeholders sought an approach that focused on the fundamental needs for the system and a strategy preserve already limited resources.

From those working sessions and survey rankings, the Chancellor's Office developed a draft proposal to distribute broadly for comments and considerations. The public comment period yielded responses from a wide ranging representation of community college stakeholder. The Chancellor's Office has incorporated feedback from that consultative process into this document.

The table on the following pages summarizes categories and specific proposals included in the 2021-22 Budget and Legislative Request. The report articulates existing challenges and opportunities motivating the requests and the specific details of the requested actions.

2021-22 REQUEST SUMMARY

PROPOSITION 98 FUNDS	REQUEST AMOUNT
Foundational Resources	
Funding to Meet Current Obligations and Provide Cost Adjustments	\$150 million ongoing
Supporting Faculty and Staff	
Implementation of Faculty and Staff Diversity, Equity and Inclusion Taskforce Recommendations	\$77 million (one-time and ongoing)
Part-Time Faculty Support	\$15 million ongoing
Targeted Resources to Address Student Needs	
Student Emergency Supports & Emergency Response Block Grant	\$50 million one-time
Expansion of State Supports to Serve System Needs	
Online Education & Supports Infrastructure	\$31.5 million ongoing
CCC Library System	\$4 million ongoing

NON-PROPOSITION 98 Funds	REQUEST AMOUNT
Foundational Resources	
Board of Governors' Capital Outlay Program	\$727 million (one-time bond funds)
Targeted Resources to Address Student Needs	
Expansion of Mental Health Services (Proposition 63)	\$10 Million ongoing
Cal Grant Reform	Policy Adjustments
Expansion of State Supports to Serve System Needs	
Core Support for CCCCCO Operations	\$850,000 ongoing

2021-22 REQUEST NARRATIVE

Funding to Meet Fundamental Needs and Growing Obligations

Across the system, there is near-universal recognition of the insufficient level of funding provided to the California Community Colleges, even as faculty, staff, and other leaders work to do the vital work of preparing millions of students for active participation in our society and our economy. To achieve the *Vision*, colleges must be able to access greater levels of resources.

The Century Foundation, in a report released in 2019, noted the need for greater discussions around adequacy of community college funding. The report notes:

“Today, higher education tends to shower the greatest resources on wealthy and high-achieving students with the fewest educational needs, and devotes the fewest resources to economically disadvantaged students with the greatest educational needs. At the most selective four-year colleges, students from the wealthiest socioeconomic quartile outnumber those from the poorest quartile by 14 to 1, yet at community colleges disadvantaged students outnumber those from the richest quarter by 2 to 1...”

The report presents an important caution, based on a large body of evidence on education finance, for policy discussions moving forward:

“It simply is inefficient to enroll students in programs that are not adequately supported with institutional resources.”

— The Century Foundation, 2019

California Community Colleges rapidly mobilized in response to the coronavirus pandemic, converting from in-person to remote or online instruction for nearly every course while continuing to provide hands-on training for over 20,000 first responders and essential health care professionals who will be ready to enter the workforce this year. However, as a system of 2.1 million students, the largest in the nation, we still face many challenges in adapting to multiple technologies and strategies to serve the state’s most vulnerable and deeply affected populations. In light of rising unemployment rates, historical trends indicate that Californians will turn to community colleges to improve their career prospects. It is critical for colleges to

be positioned and sufficiently funded to support the upskilling and reemployment needs of the millions of Californians displaced by the public health crisis.

California Community Colleges recognize that state revenues are expected to be scarce for the foreseeable future. Yet, it's important to see community colleges as an investment that can support Californians most vulnerable populations when they need it most. From that lens, the Board of Governors requests that, at a minimum, the state fund the costs of existing obligations and other workload adjustments that are typically made for community college apportionments as part of the budget process. Base resources would help colleges keep pace with growing costs. In total, this request requires an additional \$150 million in Proposition 98 resources. This request assumes funding for categorical programs is maintained at current levels, consistent with the commitment and intent expressed by the Administration and the Legislature during 2020-21 budget negotiations.

The Board of Governors request protection from year-over-year cuts. Funding protections would enable continuity of quality, responsive education and ensure we can meet increased demand and prepare the workforce needed for California's economic recovery.

In approving this request, the state would recognize increases in the districts' operating expenses while providing them with discretionary resources to meet their students' needs.

Property Tax Backfill

California Community Colleges continues to request that the Governor and Legislature enact statutes to authorize adjustments of state General Fund appropriations to account for revised estimates of costs and offsetting revenues. That is, if costs are higher than budgeted, General Fund appropriations would increase. Further, if offsetting revenues are lower than budgeted, General Fund appropriations would also increase. This change would provide districts with necessary stability in their budgets and avoid mid-year changes that disrupt programs in the short-term and create challenges for a district's fiscal health over a longer term.

Further, the Board of Governors continues to request that the Governor and Legislature enact statutes to authorize adjustments of state General Fund appropriations for Apportionments to account for revised estimates of costs and offsetting revenues. That is, if costs are higher than budgeted, General Fund appropriations would increase. Further, if offsetting revenues are lower than budgeted, General Fund appropriations would also increase. This change would provide districts with necessary stability in their budgets and avoid mid-year changes

that disrupt programs in the short-term and create challenges for a district's fiscal health over a longer term.

Implementation of Faculty and Staff Diversity, Equity and Inclusion Task Force Recommendations

California's community college students attend campuses across a diverse system in which 73 percent of students are students of color, immigrants, or both, yet the majority of college faculty and staff are white. Improving faculty and staff diversity is vital to ensure that students can identify with faculty and staff, and faculty and staff can connect with students from diverse backgrounds to help them succeed.

In November 2018, the Board of Governors requested that the Chancellor's Office establish a Faculty and Staff Diversity, Equity and Inclusion Taskforce (Taskforce) in response to a statewide study that found that the demographics of campus faculty and leadership are not representative of the students they serve. The Taskforce has presented a set of statewide recommendations on structural changes, including policies, practices, and tools that will improve system equal employment opportunity (EEO) implementation and support diversity initiatives. Concurrent to the work of the Taskforce, the California Community Colleges Dreamers Project, a collaborative effort between the Chancellor's Office, Immigrants Rising, and the Foundation for California Community Colleges, released a report outlining six challenges institutions face in effectively serving undocumented community college students. One specific challenge was the need for guidance from the Chancellor's Office in effectively building institutional capacity for supporting undocumented students' academic success.

Currently, colleges receive \$50,000 annually in EEO funds to support efforts and comply with reporting requirements. However, additional funding would support stronger integration of faculty and staff diversity initiatives into the *Vision* and integrate the recommendations made by the Taskforce and Dreamers Project into Chancellor's Office workload and local practices.

The Board of Governors requests \$77 million, as outlined below, to support the implementation of the Taskforce recommendations:

- **EEO Implementation.** \$20 million ongoing to expand district EEO implementation. This includes \$10 million ongoing for professional development for full-time faculty, part-time faculty and classified staff to drive individual and systemic cultural change

to improve the equal educational opportunity for all students. This is an augmentation to the existing EEO fund allocation.

- **Statewide Pilot Fellowship.** \$15 million one-time to establish a Statewide Pilot Fellowship program to improve faculty diversity hiring. This program has been proposed by the Consultation Council for several years. Establishing a statewide fellowship program has been proven nationally as a successful strategy to diversify worksites in the public and private sector.
- **Modernize the CCC Registry.** \$1 million one-time to modernize the CCC Registry and add system-wide online trainings such as cultural competency and unconscious bias training.
- **Full-Time Faculty Hiring.** \$40 million ongoing for full-time faculty hiring.
- **Capacity for EEO Implementation.** \$407,699 ongoing general fund to provide additional support for Chancellor's Office positions that will provide leadership in statewide best practices and closely monitor EEO plan implementation and district reporting obligations.
- **Anti-Racism in Academia.** \$600,000 one-time resources to implement AB 1460 (2020, Weber) to enable seamless transfer of community college students with ethnic studies general education credits to CSU, and to advance anti-racism in curriculum and instruction.

Part-Time Faculty Support

California Community Colleges requests \$15 million ongoing to support programs for part-time faculty, which will help these faculty be included in college efforts to implement the Guided Pathways framework and achieve the goals of the *Vision*. Part-time faculty are key to the success of California 2.1 million community college students. In 2018, the Faculty Association of California Community Colleges (FACCC) published a literature review titled, "Why Faculty Matter: The Role of Faculty in the Success of Community College Students" pointing to "the importance of full-time tenured faculty as an essential and necessary component for student success." Equally important, as the research collected in that publication shows, part-time faculty, in order to be fully effective in helping students reach their goals, "must be included more fully in all aspects of institutional work and the faculty/student support network." Similar conclusions around the link between part-time faculty support and student success have been reached by the Academic Senate of California Community Colleges, the Accrediting Commission for Community and Junior Colleges, the American Association of University Professors, the American Federation of Teachers, the

National Education Association, as well as dozens of independent researchers. The annual budget includes \$38 million for three programs targeted at part-time faculty—for compensation, office hours, and health benefits.

System Wide Broadband Connectivity

The Corporation for Educational Network Initiatives in California (CENIC) is a nonprofit organization which operates California Research and Education Network (CalREN), a high-bandwidth, high-capacity computer network across California supporting all public education in California. Both CENIC Membership and requisite broadband connectivity through CalREN, is funded for all California Community College Campuses at the direction of the California Community Colleges Chancellor's Office (CCCCO). The Board of Governors of the California Community Colleges requests \$8 million in Proposition 98 funds to continue providing essential infrastructure broadband connectivity to all California Community Colleges on an ongoing basis. Immediate needs include circuit upgrades and critical backup circuits for a number of colleges and centers. Without these funds internet broadband connectivity for the California Community College System will be significantly at risk and affect access for faculty, staff, administrators and students. This need is further exasperated by current COVID-19 conditions and the lack of access to broadband in at- rural areas of California. This request will allow California Community Colleges with the tools to provide this services to at-risk student populations and address regional equity gaps that present barriers to ensuring equitable educational access for all students.

Online Education Infrastructure

This suite of investments would provide a robust and equitable online infrastructure for all CCC students and faculty during the statewide emergency.

- **Expand Canvas Daytime Support to Colleges Without Daytime Coverage:** With a significant portion of faculty moving courses to Canvas, coupled with the fact that their students in remote instruction courses have the highest need, local daytime help desk resources are being overwhelmed. Additional daytime telephone Canvas support is necessary and will address this capacity gap, which acts as a barrier to student accessing online education.
- **Increase Access to Online Tutoring for to All CCCs:** Many colleges do not currently have an online tutoring option available to students. Online tutoring services would

provide 24x7 tutoring, including multi-lingual tutoring in core subjects such as English and math, and integrate directly into Canvas.

- **Extend Online Proctoring Platform to Unlimited Use for All CCCs:** Colleges are grappling with instructional continuity and a core consideration is academic integrity of exams and student authentication of identity. Online proctoring service use will be in higher demand than anticipated and all colleges would be provided with access.
- **Extend Counseling, Student Services, and Mental Health Delivery to Online Platforms for All CCCs:** Canvas includes a fully integrated platform for counseling and general student services use that is available at 57 colleges. This platform also provides a HIPAA-compliant method for mental health or telemedicine sessions. Without downloading any software, a student can have access to virtual drop-in or scheduled services with counselors, Financial Aid staff, Admissions and Records staff, mental health services, tutors, and professors. As need for online student services grows, especially for students in remote locations, expansion of these platforms would provide a suite of services to all colleges.
- **ADA/508 Compliant Remediation Support:** Colleges and faculty are struggling with ensuring that courses and instructional materials converted to online instruction meet the Americans with Disabilities Act (ADA) and Section 508 compliance requirements. Many colleges have a single individual on campus tasked with assisting faculty with web accessibility and/or alternate media for students. A critical, yet often overlooked, way to support students and faculty is to enable an automated tool to detect non-accessible content and remediate it. This software would be available to all colleges and become integrated into Canvas to immediately index and convert uploaded content to accessible formats.

Expansion of Proposition 63 Funded Mental Health Services

Nearly half of community college students report suffering from at least one mental health condition. For many young adults, the California Community Colleges represents their best, and perhaps only, access point for mental health services. In 2019, AB 74 provided \$7 million one-time from Mental Health Service Act (Proposition 63) funds for colleges to improve access to mental health services and early identification or intervention programs. While these one-time funds have been beneficial in supporting mental health services at California Community Colleges, challenges remain with the ability to hire staff and continue to provide

a consistent level of service without the guarantee of ongoing funding. While colleges have put these prior allocations to good use, the mental health needs of community college students continue to persist because a long-term investment is lacking. California Community Colleges requests \$10 million ongoing from Proposition 63 funds to provide students with quality mental health services. These resources would allow colleges to make the commitment to hiring the staff necessary to provide students with high-quality mental health services on an ongoing basis.

Student Emergency Supports and Emergency Response Block Grant

Although learning looks different during this emergency, our core principles remain the same and student success continues to be at the center of everything we do. With equity at the forefront of decision-making, our faculty, staff, student leaders, administrators and trustees have responded with emergency resources such as, Wi-Fi, laptops, hot meals, emergency loans and online education for our students. Unfortunately, many students still lack access to laptops, internet, or other basic needs key to succeeding academically in this new environment and resources are limited to meet these ongoing needs. The 2020-21 Budget Act included a COVID-19 Response Block Grant to help colleges maintain quality educational access and support vulnerable populations through the unprecedented challenges of the pandemic. That investment was invaluable, yet much work lies ahead to ensure course quality is maintained and can meet the learning needs of all students. California Community Colleges request a flexible block grant for costs associated with addressing the COVID-19 pandemic. These flexible resources would allow for scaling of innovating education models, direct supports for students, equipment needs, professional development of faculty and staff, and facilities sanitation and disinfecting. These resources enable continuity of education, assist colleges in support students through their education path, and allow college to play a critical role in our state's recovery. Such investment can also prevent the pandemic from interrupting students' educational dreams.

Targeted Resources to Address Student Needs – Categorical Programs

Historically, the Legislature and the Board of Governors have attempted to address the needs of special populations through narrow categorical or grant funds that often specify restrictions on program design and expenditures. The *Vision* calls on the Chancellor's Office and the system to change this approach and provide a greater focus on student journeys and outcomes. Under the approach outlined in the *Vision*, the Chancellor's Office works to ensure

colleges have the ability to use data to identify equity gaps among students and the resources necessary to target evidence-based interventions to close those gaps for students.

During the 2021-21 budget and legislative request development process, the Chancellor's Office received several individual requests to expand funding for specific programs, including:

- Protecting the Student Equity and Achievement Program and the Strong Workforce Program against cuts in the 2021-22 budget process.
- \$3.5 million ongoing for Umoja to provide grants to each of the 66 Umoja Affiliated programs across the system. Umoja currently receives \$2.5 million ongoing; the request would bring annual funding to \$6 million ongoing.
- Funding for full implementation of the *California Community College Transfer Guarantee to HBCU* program.
- \$1.1 million in funding for expansion of A2MEND Student Charters (from 16 to 50) to have a greater impact on the academic success of African American males in higher education in California.
- Protect all categorical programs from cuts during the 2021-22 budget process.

Library Services Platform

The 2017 Budget Act appropriated \$6 million one-time for the Library Services Platform to create a stronger systemwide technology platform and operational approach that would allow the libraries in the California Community Colleges to better manage and deliver digital information to support teaching and learning. Those funds were used for the selection of a vendor and the beginning phases of implementation of the new system. The project is completing the first year of implementation at 110 colleges. In addition to improve educational quality, the project creates the opportunity for cost savings by leveraging the system's size and reducing duplicative procurements.

Cal Grant Reform

A postsecondary education is key for Californians to unlock social mobility and economic prosperity. Students' ability to afford college plays a major role in their decision to attend and their ability to graduate. California policymakers have worked hard to ensure that tuition is not a barrier for community college students. The California College Promise Grant (formerly the BOG Fee Waiver) pays tuition for all students with financial need in our system. The California College Promise provides tuition coverage for up to two years for students who do

not meet the income threshold for the Promise Grant, and who are first-time and attending full-time. For those students who do not qualify for either the Promise Grant or the Promise program, they pay, by far, the lowest fees in the nation: less than \$1,400 annually. However, the total cost to attend a community college is much more than tuition. Costs like food, housing, and textbooks can exceed \$19,000 annually. Because so little grant aid is available to cover those non-tuition costs, it can be less affordable for low-income students to attend the community colleges than to attend the University of California in their region.

This inequity exists largely because the Cal Grant program, the state's primary financial aid program, is not designed to serve students who begin their educational journeys in the California Community Colleges. Under the existing structure, the Cal Grant program provides entitlement awards only to recent high school graduates who meet certain age, income, and high school performance eligibility requirements. Many community college students come to our system several years after high school. More 40 percent of California's community college students are over the age of 25, making them ineligible for a Cal Grant entitlement award. Students who are ineligible for the entitlement award may be eligible for a competitive award, but the demand for those awards far exceeds the supply. These constraints in the Cal Grant program mean that, although nearly half of all community college students meet the low-income standard to receive the system fee waiver, only about 5 percent receive a Cal Grant. Further, for those community college students that do receive a Cal Grant, the actual dollar value of that grant is significantly less than for students attending the CSU, UC, or nonprofit universities.

Across the state, community college leaders support a meaningful commitment to community college student affordability and request a new Cal Grant framework which focuses resources on our most financially vulnerable students. California Community Colleges request and strongly support Cal Grant reform aligned to the following principles:

- Promote Cal Grant reforms that base aid on the total cost of attendance, not just tuition, including costs for room and board, transportation, textbooks, and total available aid.
- Focus implementation resources on serving students with the greatest financial need, including our lowest income students with a zero EFC.
- Aid should be based on student need, not the institution the student is attending.

The Board of Governors requests reform of California’s financial aid programs to achieve these principles. The Board of Governors continues to advocate for changes and investments in the Cal Grant program that increase both the number of grants available to community college students and the amount of those grant awards to offset the total cost of attendance.

Board of Governors’ Capital Outlay Program

The state’s 73 community college districts are responsible for properties that include more than 25,000 acres of land, 5,956 buildings, and 87 million gross square feet of space, including 54 million assignable square feet (ASF) of space available for educational programs. In addition, many districts operate off-campus outreach centers not included in the system’s facilities counts.

The Five-Year Capital Outlay Plan, covering 2021-22 through 2025-26, projects facilities need of \$21.2 billion for the system. Of this amount, \$8.6 billion is for construction of new facilities and \$12.6 billion is for modernization of existing facilities. Taken together, addressing this need would require construction of an additional 5.3 million ASF for new facilities and 29.3 million ASF for modernization of existing facilities.

The plan includes individual projects submitted by districts for all five years of the plan, with some systemwide facilities needs also noted. Specifically, needs created by enrollment growth are determined by converting the estimated enrollment needs (after assuming some needs will be addressed by alternative delivery methods) to space needs based on space standards previously adopted by the Board of Governors. The modernization needs for the system are established based on the need to modernize existing buildings that are over 40 years old. Approximately 62 percent of the California Community Colleges facilities are 25 years or older, with 49 percent more than 40 years old.

The Board of Governors of the California Community Colleges requests \$707,665,000 Proposition 51 General Obligation Funds (Prop 51) for the construction phase of 44 projects anticipated to proceed to bid in the budget year, and Prop 51 resources for 10 new projects for the preliminary plans and working drawings phase.

Core Support for CCCCCO Operations

The Chancellor’s Office continues to play a critical role in supporting districts and colleges through unprecedented times. To meet growing capacity needs additional capacity needs and enable continued support of colleges and the students they serve, the Chancellor’s

Office's operations needs ongoing resources for unfunded positions and related operating expenses.

The Chancellor's Office needs additional capacity to maintain core operations given the many reforms the system is undertaking and recent changes in state government aiming to improve operations. Notably:

- The Chancellor's Office called on system leaders and stakeholders to take action against structural racism. The "Call to Action" is a bold agenda across six key areas. To implement this important work plan, the Chancellor's Office needs additional positions to support this complex systemic change, integrate existing diversity, equity, and inclusion efforts, identify best practices, and closely monitor EEO plan implementation and district reporting obligations.
- The Chancellor's Office has long championed data-informed decisions. This requires valid and reliable data to calculate benchmarks and metrics accurately and reliable simulations to help districts understand and plan for local goals, success metrics, and the SCFF budgetary impacts. This need has driven up internal workload and a need to develop further internal controls to maintain data integrity. The volume and pace of these new demands has surpassed the capacity of the system office. Data challenges and limited capacity risk undermining key reforms that advance student success.
- The Chancellor's Office must reach a range of stakeholders across the state. It uses websites and social media to communicate broad messages but only has one person to manage this digital communication workload. This Chancellor's Office webmaster manages 20 public-facing websites. This presents the Chancellor's Office with a challenge of keeping web products on point with trends. Further, with the implementation of AB 434, workload around web accessibility has increased significantly. AB 434 requires the chief information officer of each state agency to post on the home page of its public website a signed certification that it is in compliance with specified accessibility standards. They must also provide a phone number for any inquiries. Additionally, state agency directors and their chief information officers are required to self-certify their websites are within compliance.
- The Chancellor's Office issues significant numbers of grants and contracts compared with similarly-sized agencies. Given the risks associated with large amounts of funds, the Chancellor's Office needs additional capacity to support the development of these agreements and to provide oversight.

To improve the Chancellor's Office's operations, which ultimately have an impact on colleges and the students they serve, the Board of Governors requests \$850,000 ongoing to support six positions and to fund related operating expenses.



California Community Colleges

For more information or question, please contact: lnavarette@cccco.edu.