



# Antelope Valley College

[Click here to select a different college](#)

PROFILE	MOMENTUM POINTS			COMPLETION OUTCOMES	
	REMEDIAL	PERSISTENCE	30 UNITS	DEGREE/TRANSFER	CAREER TECHNICAL EDUCATION

## College Profile

[Click here to view current year report](#)

The student population and course sections offered described in the tables are based on the 2012-13 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2007-08.

STUDENT INFORMATION			
Students		17,903	
GENDER		ETHNICITY/RACE	
Female	57.9%	African American	22.3%
Male	40.6%	American Indian/Alaska Native	0.4%
Unknown	1.5%	Asian	2.0%
AGE		Filipino	1.8%
Less than 20 years old	26.4%	Hispanic	41.6%
20 to 24 years old	34.1%	Pacific Islander	0.3%
25 to 39 years old	25.1%	White	25.5%
40 or more years old	14.4%	Two or more Races	4.7%
Unknown	0.0%	Unknown	1.5%

OTHER INFORMATION	
Full Time Equivalent Students	10,619.2
Credit Sections	3,133
Non-Credit Sections	4
Median Credit Section Size	26
Percentage of Full-Time Faculty	51.0%
Student Counseling Ratio	1,106:1

Antelope Valley College (AVC) is in the city of Lancaster and held its first classes in 1929 as an extension of Antelope Valley Joint Union High School in Lancaster. AVC has responded to the needs of south valley residents and growth by establishing a Palmdale site. Dedicated to meeting the dynamic needs of a changing community, the college recognizes that it is uniquely capable of responding to the requirements of regional business, industry and public service, as well as the social and cultural needs of the Antelope Valley. AVC is now hosting upper division and graduate level programs offered by California State University, Bakersfield, with its own satellite campus at AVC's Lancaster campus.



District: Antelope Valley  
 Student: 17,903  
 County: Los Angeles



**Antelope Valley College** is in the city of Lancaster — the fifth-largest city in Los Angeles County. Antelope Valley College held its first classes in 1929 as an extension of Antelope Valley Joint Union High School. Then known as Antelope Valley Junior College, the college was established by high school officials as a way to provide local residents with access to the first two years of a college education in what was then a remote, rural area.

Antelope Valley College has served over 575,000 students, with enrollment now exceeding 18,000 students annually. The college has responded to the needs of south valley residents and growth by establishing a Palmdale site. Approximately 3,000 students attend the Palmdale center. Antelope Valley College currently offers 91 associate degree and 56 certificate programs.

Dedicated to meeting the dynamic needs of a changing community, the college recognizes that it is uniquely capable of responding to the requirements of regional business, industry and public service, as well as the social and cultural needs of the Antelope Valley.

## QUICK LOOK

COLLEGE ENROLLMENT 2013-14

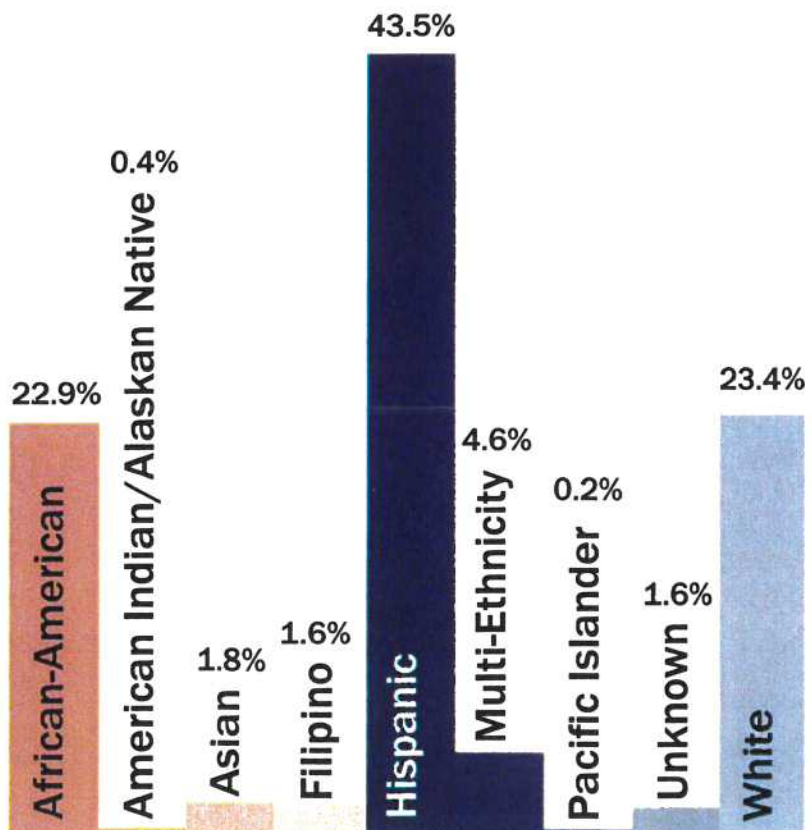
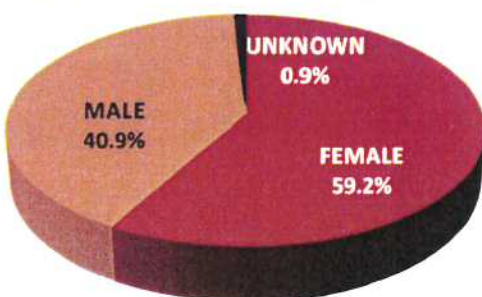
# 18,769

DEGREES AND CERTIFICATES AWARDED IN 2013-14

\* CHANCELLOR'S OFFICE APPROVED AWARDS



GENDER PERCENTAGE 2013-14



PARTICIPATION BY RACE/ETHNICITY



# Antelope Valley College

Antelope Valley CCD

## Airframe Manufacturing Technology

### Baccalaureate Degree Pilot Program description:

The proposed program is the baccalaureate degree in airframe manufacturing technology. The proposed program meets the need in the aerospace industry for multi-skilled individuals who understand, perform and serve as first-line leads in the major processes of manufacturing the structural components of an aircraft for civilian and military specifications. The program's curriculum addresses airframe manufacturing, aircraft fabrication (structures and composites), electronics, and welding.

### Type of jobs:

Lead aerospace manufacturing technician, guided missile and space manufacturing lead technician, industrial production manager and aerospace engineering and operations technicians

### Labor market information (LMI):

Lead aerospace manufacturing technician (no LMI; role not delineated in data); guided missile and space manufacturing technology (2,570 new jobs projected over three yrs., 20 percent increase, average salary \$155,600); industrial production manager (360 annual job openings, \$52.44 average hourly wage; aerospace engineering and operations technicians (45 annual job openings). Greater Antelope Valley Economic Alliance reports that aerospace industries in Antelope Valley represent a large sector of the employed population in the area. None of the occupational descriptions associated with the CIP and SOC codes aligned with the interests expressed by the human resources and management representatives to the proposed program's advisory group. However, local advisory committee members had a different perspective than the usual employment data sources. The Spaceship Company representative has 80 to 100 employees who do not have bachelor's degrees who would benefit from the proposed degree. The Spaceship Company has approximately 25 positions that could directly be recruited from the proposed bachelor's degree program at this time, and six to eight graduates would be needed annually to fill vacated positions and newly created positions. The Northrop Grumman representative stated that 100 of the company's current employees could benefit from enrollment and graduation from the proposed bachelor's degree program. Additional data in the Application to Participate-Baccalaureate Degree Pilot Program.

### CSU/UC discipline discussions:

The websites of the 23 CSU and 10 UC campuses were reviewed. Six CSUs and five UCs offer bachelor's degrees in aviation related fields, but with a concentration in engineering or management.

# Antelope Valley College

Antelope Valley CCD

## Airframe Manufacturing Technology

2014 1Q Wages <sup>1</sup>						
SOC Occupations	California		Los Angeles County		Kern County	
	Median Hourly	Median Annual	Median Hourly	Median Annual	Median Hourly	Median Annual
Industrial Production Managers (11-3051)	\$47.34	\$98,467	\$46.99	\$97,742	\$53.86	\$112,039
Aerospace Engineering and Operations Technicians (17-3021)	\$33.30	\$69,252	\$34.07	\$70,871	\$31.11	\$64,719
Industrial Engineering Technicians (17-3026)	\$27.41	\$57,000	\$28.75	\$59,802	N/A	N/A
Avionics Technicians (49-2091)	\$33.12	\$68,884	\$29.08	\$60,488	\$24.77	\$51,531
Aircraft Mechanics and Service Technicians (49-3011)	\$30.83	\$64,121	\$32.95	\$68,528	\$30.13	\$62,666

<sup>1</sup>Occupational Employment Statistics Survey 1st Quarter, 2014.

Employment Projections <sup>2</sup>								
SOC Occupations	California				Los Angeles County		Kern County	
	Short-Term		Long-Term		Long-Term		Long-Term	
	2013	2015	2012	2022	2012	2022	2012	2022
Industrial Production Managers (11-3051)	18,800	19,000	19,200	19,300	5,090	4,520	270	320
Aerospace Engineering and Operations Technicians (17-3021)	1,900	1,800	1,800	1,700	810	770	110	130
Industrial Engineering Technicians (17-3026)	4,500	4,600	4,200	4,300	1,270	1,230	N/A	N/A
Avionics Technicians (49-2091)	1,400	1,400	1,700	1,800	590	620	50	60
Aircraft Mechanics and Service Technicians (49-3011)	11,500	12,000	12,000	13,300	4,640	4,920	710	720

<sup>2</sup>Visit [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov) for more projections information.

DATA PROVIDED BY EDD'S LABOR MARKET INFORMATION DIVISION





## Divisions of the Chancellor's Office

- Academic Affairs
- Finance & Facilities
- Governmental Relations
- Institutional Effectiveness
- Internal Operations
- Legal
- Office of Communications
- Student Services
- Tech Research Info Sys
- WEDivision
- Workforce and Econ Dev



### Academic Affairs

The Academic Affairs Division is responsible for providing state-level review of community college curriculum and instructional support activities. The division is committed to providing leadership and technical assistance to enhance the capacity of the community colleges in the areas of academic planning, review and approval of credit degrees and certificates, Library and Learning Resources, technology strategic planning, basic skills/ESL intersegmental policies, program development and coordination, credit/honcredit adult education, and Fund for Student Success (FSS) – Mathematics, Engineering, Science Achievement (MESA) program, Puente Project, and Middle College High School (MCHS) program.



### Office of Communications

Here you can access important announcements: news updates, press releases, fact sheets and videos. Our team of communication professionals is charged with developing and maintaining the California Community Colleges statewide website created specifically to foster success among prospective and current students. Our team also manages media relations; determines style guides for writing, graphics and web; publishes reports to the governor and Legislature; creates timely marketing pieces and much more.



### College Finance and Facilities Planning

The College Finance and Facilities Planning Division oversees the formulation of policies that determine the distribution of local assistance and capital outlay funds for the 72 community college districts. The division staff oversees the construction and remodeling of new buildings and centers. They use web-based tools to assess facilities, coordinate planning and evaluate and manage projects efficiently.



### Governmental Relations

The Governmental Relations Division represents the Chancellor's Office before the Legislature and executive branch of the state and federal government. In addition, it is responsible for formulating and advancing the legislative agenda of the system.



### Institutional Effectiveness

The Institutional Effectiveness Division oversees the development and operation of a comprehensive technical assistance program to further student success. The program overlays every division of the Chancellor's Office – including academic affairs, student services, economic and workforce development, research, and fiscal - and will develop a framework of indicators focused on accreditation, fiscal viability, student performance, and compliance with state and federal guidelines.



### Internal Operations

The Internal Operations Division provides leadership and staff support services to pilot the strategic success of the California Community Colleges and students. The team values responsiveness, results and respect in delivering a broad range of services in human resources, including recruitment, examination services, health and safety, and equal opportunity.



### Legal Affairs



# RESTORING THE PROMISE

## CALIFORNIA COMMUNITY COLLEGES 2014-15 BUDGET POINTS

*Community College League of California*

**JANUARY 2014**

### **RESTORING ACCESS, IMPROVING STUDENT SUCCESS AND DELIVERING EQUITY**

It is no secret that college opportunity in California paid a significant price during the deep recession and the consequential state-implemented budget cuts. California community colleges sustained over \$1.2 billion in cumulative budget cuts between 2008-09 and 2011-12, as well as accrued nearly \$1 billion in delayed payments from the state. Access to college for over 500,000 students – 17% of total enrollment – was eliminated through budget cuts.

New state funding made possible by Proposition 30 began to reverse those cuts last year, and the governor's 2014-15 budget proposal continues to restore the lost access, instructional quality, and student services.

The governor's proposed budget however doesn't simply add funding back to where it has been cut since 2008-09. Instead, the budget proposal recognizes the work of California community colleges in recent years to redesign student support and expectations, and to implement best practices in instructional design, student support services, and accountability. Further, the proposal raises the important issue that, as the state restores access and improve student success, we have to be conscious to equity issues in both participation and success of underrepresented students.

### **2014-15 BUDGET PROPOSAL FOR CALIFORNIA COMMUNITY COLLEGES**

#### **ACCESS**

3% increase (\$155.2 million) to improve student access, with a focus on the "areas of greatest need" and a commitment to restore funding to pre-recession levels.

#### **SUCCESS**

\$100 million to continue the implementation of the new Student Success and Support Program, which builds on best practices in assessment, placement, counseling, and support of all students.

#### **EQUITY**

\$100 million to "close achievement gaps in access and achievement in underrepresented student groups" by funding local campus student equity plans.

#### **QUALITY**

Inflationary adjustment of 0.86% (\$48.5 million) to avoid erosion of quality. There is an outstanding inflationary factor of around 18% from the worst years of the state's recession.

#### **INFRASTRUCTURE**

\$175 million for infrastructure, split evenly between scheduled maintenance and instructional equipment.

#### **CASH FLOW**

\$592.5 million to eliminate all outstanding cash deferrals.

~ CONTINUED ON BACK ~

# KEY POLICY POINTS

## **ADULT EDUCATION**

We appreciate the governor's continued commitment to reinvesting in unmet adult education needs throughout the state. We believe that the collaborative process that began through the AB 86 planning grants to regional consortia of community college districts and school districts will be fruitful and ensure local regions continue to close adult education achievement gaps. The governor's reinforced commitment to the regional consortia planning process support our advocacy efforts to stop legislation that would eliminate funding categories for adult education or otherwise compromise the AB 86 planning process.

## **CAPITAL FACILITIES**

Community colleges (as well as the other public education systems) need a general obligation bond, since there has been none since 2006 and the funding from Proposition 47 (2002), Proposition 55 (2004) and Proposition 1D(2006) have either been spent or are committed to projects. While community colleges do have the ability to raise funds through local bonds, these are not sufficient to meet the demands required to serve our students and we need a state-local partnership to properly fund these projects. For example, the Chancellor's Office estimates that the need over the next ten years at approximately \$35 billion, with an estimated \$19.1 billion secured through local bonds funds and remaining need for state GO bonds of \$15.9 billion. This equates to a need for \$3.2 billion of state general obligation bond funding every two years.

## **CONCURRENT/DUAL ENROLLMENT**

We support collaborative approaches that advance student success. Community colleges are committed to working with the Legislature and Administration to improve concurrent and dual enrollment policies. For at-risk students, participation in concurrent or dual enrollment course can be positively related to meeting a wide-range of college outcomes, including persistence, on-time completion, and higher GPA. This is a cost-saving strategy that reduces remediation rates, provides a pathway for students seeking advanced studies while in high school, and builds strong connections between high schools and colleges.

## **TRANSFER**

Community colleges remain committed to strong transfer policies and will work cooperatively with CSU on the new "areas of emphasis." We also look forward to working more closely with UC on developing a similar policy to assure that students can achieve their baccalaureate goals as expeditiously as possible.

## **MEETING WORKFORCE NEEDS THROUGH INNOVATION**

Advancing workforce skills is one of our primary missions. We support the exploration of innovative efforts that ensure that community colleges continue to meet the workforce needs of our local communities and evolving our educational programs to meet those needs.

## **IMPROVE STUDENT SUCCESS WITH FINANCIAL AID**

Currently the financial aid system in California is rigged against community college students. While two-thirds of higher education students in the state of California are at a California community college, they receive only 30% of total number awards and 6% of the money.

The flaw in California's Cal Grant system is that, for community college students, it focuses on the cost of student fees. However, particularly in California, fees are a relatively small share of federally determined total educational costs, which include housing, transportation and other necessary supports for full-time enrollment.

Student financial aid is a key mechanism to enable students to attend college full-time, which is one of the most significant indicators of student success.

We appreciate that legislative leaders are discussing investing in financial aid if new general fund revenues become available.



# CONTINUING THE INVESTMENT CALIFORNIA COMMUNITY COLLEGES 2015-16 BUDGET POINTS

*Community College League of California*

**JANUARY 2015**

## CONTINUING INVESTMENT TO ACHIEVE SUCCESS, EQUITY, AND ACCESS

After five years of disinvestment due to the economic downturn, community colleges have received funding to begin the slow process of rebuilding programs. This, combined with additional funding provided by passage of Proposition 30, is necessary in helping the colleges begin to rebuild crucial services and respond to students seeking to further their education and prepare for the workforce.

We are grateful to the Governor for his continued support of community colleges as well as his understanding of the substantial fiscal challenges that districts face in coming years due to PERS and STRS increases as well as the upcoming sunset of Proposition 30 revenues.

## 2015-16 BUDGET PROPOSAL FOR CALIFORNIA COMMUNITY COLLEGES SUCCESS

\$100 million to increase orientation, assessment, placement and counseling.

## EQUITY

\$100 million to close gaps in access and achievement as identified in local student equity plans.

## ACCESS

\$106.9 million (2%) which will fund 45,000 additional students in districts with growing demands.

## QUALITY

- **Cost of Living Adjustment** – \$92.4 million (1.58%) statutory COLA increase.
- **Operating Costs** – \$125 million for increased operations/flexibility.
- **Mandate Claims** – \$351 million one-time funds in mandate repayments will be important for helping colleges to restore lost purchasing power.
- **Final Deferral Payment** – \$94.5 million to retire deferrals.

## INVESTING IN WORKFORCE DEVELOPMENT

- **Adult Education** – \$500 million for a K-14 block grant that builds on local collaboration of the AB 86 Regional Consortia.
- **Career Development College Preparation (CDCP) Rate Equalization** – \$49 million to equalize the CDCP non-credit rate to the credit rate.
- **Career Technical Education** – \$48 million in one-time funds to support the SB 1070 Career Technical Education Pathways Program.

- CONTINUED ON BACK -



# KEY POLICY POINTS

## DUAL ENROLLMENT

All students deserve exposure and an opportunity to pursue higher education. For at-risk students, participation in dual enrollment courses is positively related to enrollment in a two or four-year college, a decreased need for academic remediation, and greater persistence in higher education. This is a cost-saving strategy to reduce remediation rates (not only at community colleges but also at UC and CSU), provide a pathway for students seeking advanced studies while in high school, decrease overall college tuition, and build strong connections between high schools and colleges. Doing so also is consistent with requirements of career pathways which mandate improving linkages between high schools and community colleges. Community colleges are committed to working with the Legislature and Administration to reform dual enrollment policies and to pass the College & Career Access Pathways (CCAP) Act.

## FLEXIBILITY AND LOCAL DECISION MAKING

It is clear that the Governor has recognized the hard budget decisions that California's community colleges have made over the past several years. The 1.58% COLA, the \$125 million augmentation in our base allocation, and the \$351 million in mandate claim repayment will be important for helping colleges to restore lost purchasing power, make a down payment on PERS and STRS increases, or pay for deferred maintenance and instructional equipment and other one-time costs.

## STABILITY

The League supports options for stable and predictable funding to enable the colleges to reverse the decline of approximately 500,000 students between 2007-08 and 2011-12, and to provide some relief due to the loss of \$800 million in the recent recession.

## ADULT EDUCATION

We thank the Governor for proposing an adult education plan that embraces and builds upon the local collaboration of the AB 86 Regional Consortia. We will continue to stress the importance of a local fiscal decision making structure as part of the Regional Consortia that provides balance and gives community colleges an equal voice. We believe the continued reinvestment in adult education is necessary to fill unmet needs of many adults throughout the state. We support a one-year transition period followed by a funding formula that emphasizes collaborative service delivery and provides community colleges with the appropriate levels of funding to close service gaps in each region.

## ADVANCING WORKFORCE SKILLS

We agree with the Governor's comprehensive approach to workforce development as demonstrated through the new budget investment in the *Investing in Workforce Skills* section of the proposed budget. We also support the work of the Board of Governors' Taskforce on Workforce, Job Creation and a Strong Economy and believe that legislation in this area should await the final deliberations of this task force.

## FULL-TIME FACULTY

The benefits of increased levels of full-time faculty members are numerous, from having adequate staffing to provide needed stability for planning and curriculum development purposes to increasing availability to students outside the classroom.

## CAPITAL FACILITIES

In recent years, the renovation, modernization and building of new facilities for community colleges have been a joint project of the state and local districts. Since all the funding from the last state general obligation bond in 2006 has been spent or committed, community colleges need a major investment in state support for their facilities. Many of these capital projects have safety implications. The Chancellor's Office estimates the need over the next ten years at approximately \$35 billion, with an estimated \$19.1 billion secured through local bonds and the remaining need for a state match of \$15.9 billion.

## INCREASE STUDENT SUCCESS WITH FINANCIAL AID

One of the key drivers of student success is the ability to attend classes on a full-time basis. However, students often cannot do so unless they receive sufficient financial aid to support themselves to pay for textbooks, transportation, food, rent and the other costs of attendance. Unfortunately, the Cal Grant system is not an effective financial aid system for community college students because it is based on student fees which are a small share of total educational costs and results in our students receiving only 6% of the available funds annually. This under-investment in our state's neediest students often leads them to take fewer classes which lengthens their time to graduation.

## MEETING DEMAND FOR CLASSES

The League is grateful for the Governor's investment of over \$100 million to serve 45,000 new students at colleges with growing demands for classes. During the recession, our colleges were forced to turn away over 500,000 students. This new investment will allow colleges to increase course offerings. We would like to work with the Administration and the Legislature to revisit the new growth allocation formula before implementation and craft a formula that provides predictability for our colleges and recognizes the differences in the regions we serve.



Edward Knudson &lt;eknudson@avc.edu&gt;

## League Analysis on LAO Report

1 message

Thuy Thi Nguyen <thuy@cleague.org>  
 Reply-To: Thuy Thi Nguyen <thuy@cleague.org>  
 To: eknudson@avc.edu

Thu, Mar 12, 2015 at 4:50 PM



March 12, 2015

Dear Edward,

This week, State Controller Betty Yee announced that the state's February receipts totaled \$6.6 billion, or \$1 billion (18.3%) above the Governor's estimates in his 2015-16 proposal. This is due to the combination of personal income tax revenues coming in 26% higher than projected and retail sales and use taxes coming in at 16% higher than projected.

Some would say that having money is just as challenging as not having money. The challenge for our system is to speak with one voice on how these funds should be used, especially in light of the Legislative Analyst's Office report on the higher education budget proposal.

Below are some highlights by our interim Vice President for Government Relations, Dr. Rita Mize (a 30-year League staffer). Dr. Mize's analysis and all budget related matters, including our bills-of-interest tracking system, can be found on our newly revived Budget Action Center webpage: <http://www.ccleague.org/i4a/pages/index.cfm?pageID=3855>.

### Legislative Analyst's Office – Analysis of the 2015-16 Higher Education Budget Proposal

On February 27, the LAO published their higher education analysis of the Governor's proposed budget.

#### Funding Level

The LAO notes that, while core funding is up and enrollment is down, the per-student increase is insufficient to keep up entirely with inflation; specifically, ***inflation-adjusted spending per community college student in 2014-15 is 0.8 percent lower than in 2007-08.***

The LAO recommends that the Legislature specify any augmentations above growth and COLA for its highest priorities. Specifically, the ***LAO targets the \$125 million CCC base increase and another \$170M in unallocated Prop 98 funds for meeting legislative priorities.*** Meanwhile, the League will be working to explain the need for retaining flexibility for use of these funds as well as developing a list of the system's priorities, should the Legislature seek to implement the LAO's recommendation.

#### New Growth Allocation Formula

The LAO asserts that the growth allocation formula developed by the Chancellor's Task Force on Fiscal Affairs does not meet legislative requirements so has proposed that the Chancellor's Office "develop one or more ***alternative growth allocation models that better balance need, capacity, and demand***" to be completed by May 1.

In the waning days of the 2014 budget season, language was inserted into the Education Budget Trailer Bill to require the Chancellor's Office to develop a revised growth formula for districts including; but not limited to, ***"the number of individuals younger than 25 years of age without a bachelor's degree and the number of persons within a district's boundaries who are in poverty and have limited English skills as primary factors."*** The task of recommending an appropriate formula was delegated to the Chancellor's Task Force on Fiscal Affairs.

While the task force used proxies as close to the required factors as possible while simultaneously creating a formula which would match funding with demand, the LAO criticizes the formula as not sufficiently consistent with statutory guidance.

The primary cause of the differences between the task force's recommendations and the statutory language is that the factors proposed in the trailer bill are similar to those used for the local funding formula for K-12 schools. However, community colleges differ from K-12 schools in that the colleges do not have mandatory enrollment so cannot require attendance by their local population and the colleges have free flow so that many colleges serve significant numbers of students who live outside their boundaries. The result, as recognized by the LAO is that "enrollment need....aligns poorly with enrollment demand in some districts."

#### Enrollment Budgeting and Stability Funding

The LAO finds that community college enrollment has grown by ***2.0 percent in 2014-15 which is lower than the 2.75 percent*** provided in the budget. The LAO recommends that the Legislature use the updated P2 data later in the spring and ***adjust growth funding for both the current and budget years.***

Upon noting that the Governor proposes 2 percent growth funding (\$107 million, for 23,000 FTE students) in 2015-16, while eliminating \$47 million in "restoration" (i.e., stability) funding, the LAO recommends that the Legislature specify the amount and purpose of enrollment growth funding in the budget. Further, the LAO disagrees with the Administration's assertion that the \$47 million reduction is a technical adjustment; instead, it requires a statutory change. This assures that ***there will be discussion of stability/restoration in the budget and/or budget trailer bill.***

Student Performance

The LAO finds that four-year completion rates declined (to 35%) for the community college student-cohort entering in 2009-10. They express concern about excess unit-taking indicating that the average community college **student generates more than double the required units for his/her certificate or degree.**

Transfer

The LAO notes that, while lacking justification for additional freshman slots, **CSU reported denying admission to 18,000 eligible transfer students** in fall 2014, but has not specified the number who were denied access to their local CSU campus. The LAO therefore recommends that CSU report, by May 1, data to allow the Legislature to determine if some campuses require growth funding to enroll eligible transfer applicants at their local campus.

Equity Plans

The LAO indicates that they will respond to the student **equity plans during spring hearings**, after they have the opportunity to review the plans.

Additional Recommendations

The LAO also recommends:

- 1) Approval of the **six-month extension on SSSP funds** for 2013-14 and 2014-15;
- 2) Creation of a CCC student support block grant to **consolidate seven student support programs** – SSSP, EOPS, Financial Aid Administration; CalWORKS, Student Services, Student Success for Basic Skills Students, the Fund for Student Success, and Campus Child Care support – totaling \$691 million and proposes that these funds be allocated to districts upon adoption of a new funding formula based on certain suggested criteria.

Link to full report: <http://lao.ca.gov/reports/2015/budget/higher-education/hed-budget-analysis-022715.pdf>

Of service,



**Thuy Thi Nguyen**  
Interim President and CEO  
Community College League of California

*Connecting Community Colleges for a Strong California*

Community College League of California • 2017 O Street, Sacramento, CA 95811 • (916) 444-8641



*\*\*These are rough estimates using the Governor's January 2015 Budget Proposal for planning purposes only*

2015-2016 Projected Budget	2016-2017 Projected Budget	2017-2018 Projected Budget	2018-2019 Projected Budget
----------------------------------	----------------------------------	----------------------------------	----------------------------------

<b>BEGINNING FUND BALANCE</b>	9,665,618	9,949,395	10,124,885	9,205,154
-------------------------------	-----------	-----------	------------	-----------

**REVENUE**

2014-2015 Baseline Revenue	61,164,614	61,164,614	61,164,614	61,164,614
Basic Allocation Estimated Increase	1,349,478	1,349,478	1,349,478	1,349,478
2011-2012 Remaining Restoration: 79 FTES	369,396	369,396	369,396	369,396
Growth 146.84 FTES	686,612	686,612	686,612	686,612
1.58% COLA	937,377	937,377	937,377	937,377
0.5% Revenue Deficit Factor	(306,605)	(306,605)	(306,605)	(306,605)
<b>Total Estimated Revenue</b>	<b>64,200,871</b>	<b>64,200,871</b>	<b>64,200,871</b>	<b>64,200,871</b>

<b>REVENUE PLUS BEGINNING FUND BALANCE</b>	<b>73,866,489</b>	<b>74,150,267</b>	<b>74,325,757</b>	<b>73,406,026</b>
--	-------------------	-------------------	-------------------	-------------------

**EXPENDITURES**

Baseline Expenses & Other Outgo	61,701,426	61,792,133	63,069,355	63,469,355
2% on Top of Salaries	547,034	552,504	558,029	563,609
5% of Categorical Salaries Reserve FT	53,686	55,297	56,955	58,664
Assume H&W cap going to \$14,000	257,028	257,028	257,028	257,028
Increase in Foxfield rental by \$20K	20,000	20,000	20,000	20,000
Resource Allocation Funding On-Going	350,000	360,500	371,315	382,454
Resource Allocation Funding One-Time	200,000	200,000	0	0
President's Emergency Contingency Reserve	100,000	100,000	100,000	100,000
Professional Development	50,000	50,000	50,000	50,000
LHE Increase 480	637,920	637,920	637,920	637,920
<b>Total Estimated Expenditures</b>	<b>63,917,094</b>	<b>64,025,381</b>	<b>65,120,602</b>	<b>65,539,031</b>

<i>Ending Fund Balance</i>	9,949,395	10,124,885	9,205,154	7,866,995
----------------------------	-----------	------------	-----------	-----------

Surplus/(Deficit)	283,778	175,490	(919,731)	(1,338,159)
-------------------	---------	---------	-----------	-------------

<b>Reserve %</b>	<b>15.6%</b>	<b>15.8%</b>	<b>14.1%</b>	<b>12.0%</b>
------------------	--------------	--------------	--------------	--------------

**Assumptions:**

- \* Full restoration of 2011-2012 workload reduction in 2015-2016
- \* No growth or COLA beyond 2015-2016
- \* Prop 20 funds buy down through 2017-2018
- \* Assumes stair-stepping 3 faculty positions on STEM grant
- \* Does not include EPA funds reduction. Assumes any deficit will be made up through apportionment revenue.
- \* Assumes Banner Staffing of \$320K end in 2016-2017
- \* Includes \$500K in biennial elections in 2013-2014, 2015-2016 & 2017-2018
- \* Includes minimum wage increase from \$9 per hour to \$10 per hour in 2016-2017
- \* Includes step & column increases each year beyond 2015-2016
- \* Only includes STRS increases and no other benefit increases
- \* Does not include increase in any match requirements. SSSP increase could be a challenge.



Edward Knudson &lt;eknudson@avc.edu&gt;

---

**Consultation Council Summary Notes**

1 message

Craig Justice <cjustice@ivc.edu>  
Reply-To: Craig Justice <cjustice@ivc.edu>  
To: CIO-ALL@listserv.cccco.edu

Thu, Mar 19, 2015 at 2:36 PM

Hello CIOs: Here are my notes from today's Consultation Council Meeting. The links below are live. - CRAIG

**CCCCO CONSULTATION COUNCIL****SUMMARY NOTES****MARCH 19, 2015****1. Student Senate Update**

Two student representatives provided a report since Omar Paz was not available.

**2. Bachelor's Degree Pilot Project (Digest)**

Pamela Walker gave an update about the process that was used to select the applicants. 15 district proposals were advanced by the CCCCCO team evaluating the applications; one college is on ACCJC sanction and therefore may not submit a substantive change. They withdrew and will re-apply when they are off sanction. Two other colleges are still reaching out to CSU to address questions raised by CSU. 12 instead of 15 baccalaureate degrees therefore went forward this week and were approved by the Board of Governors.

**3. 2015-16 Budget Discussions (Digest)**

Dan Troy provided an update on

(a) Dan reported on discussions with Legislative and Department of Finance staff. Regarding the growth formula that was mandated in a trailer bill at the close of the last session: The legislated growth formula is designed to help poor, disadvantaged, and under-served communities by allocating/calculating the growth rate for each district basing the district's growth rate authorization on various poverty metrics. If students in this demographic do not access college, then growth will not occur. The unspent growth dollars will be reallocated to those that grew. This is not ideal because it does not front-load enrollment planning for funded growth. Since there is no guarantee that the growth will be funded if a college/district earns FTEs beyond their growth target, colleges face a risk of unfunded FTES if they attempt to grow and the growth materializes. Dan and Brice Harris stated that CCCCCO made it very clear that it's not the right tool to help increase participation rates by the disadvantaged, but the request to postpone implementation for one year or to change the legislation were turned down.

(b) \$125M operating budget/base increase: CCCCCO is pushing for this item so that STRS/PERS cost hikes and foregone COLAs can be addressed by this base funding increase.

(c) The Governor has proposed a block grant of \$351M (based on FTES), consisting of \$125M ongoing and the rest one-time funds carried over from Prop. 98 and other sources from last year.

(d) The May budget revise will likely look even better than previously thought. If we don't succeed now in altering some proposals in the January budget, we will have another opportunity to do so in May.

(e) Chancellor Brice Harris briefed us on one other budget-related item: CCC has supported CSU and UC in their attempts to get increased funding for their systems, particularly our transfer students' access to them. But CC's are getting some priority in funding right now that UC/CSU is not yet getting. They have observed this fact and their reaction is not fully sensitive to the fact that CCs deserve the attention we're getting from President Obama and the Legislature/Governor. Our budget gains and those of UC/CSU should rise together, and not be seen as a trade-off.

**3. Noncredit Student Success & Support Program (SSSP) Funding Formula (Digest) – This item was postponed.**

#### 4. Adult Education

*Debra Jones summarized the six recommendations mentioned in the AB 86 report that has been published. \$500M will not be enough to restore capacity, but is the first "ask." Many concerns are being raised in the field, particularly about allocation boards that have voting non-Prop 98 stakeholders who are not bringing their funds to the table. Libraries, WIBs, and other non-Prop 98 stakeholders need to be in the conversation but not necessarily on the allocation board.*

#### 5. State and Federal Legislative Update (Digest)

Vince Stewart gave an update about various bills moving through the legislative process.

AB 288 (Holden) -- Dual Enrollment. Summary provided.

SB 634 (Block) – Interstate Reciprocity. Legislation to create a process for California to sign a reciprocity agreement designed to oversee online courses offered across state lines.

AB 798 (Bonilla) – College textbook affordability: this legislation will likely be changed to allow for faculty to access a fund (unidentified source) to encourage use of technology.

SB 42 (Liu) – Bill to replace CPEC – hearings scheduled; the legislation does not have representation for all segments.

#### 7. Other -- NONE

*Craig*

**Craig Justice, Ph.D.**

**Vice President for Instruction**

**Irvine Valley College**

**President, CCCCIO**

**Office: 949-451-5577**

**Cell: 949-463-4856**



## Legislative Bills Report

[Advocacy](#)

View the full list of bills [here](#).

As the legislative process progresses, we will continue to update this page with the bills that the [CFLA](#) has taken a stand on to support, watch or oppose.

**SB 242 (Monning)****Title:** School Security: Surplus Military Equipment**Status:** Senate Education Committee**Position:** Watch**Summary:**

As introduced, this bill would prohibit a school district's board from accepting surplus military equipment without going through a public board meeting process and providing written notice to parents.

**AB 626 (Low)****Title:** Community Colleges: Employees**Status:** Assembly Desk**Position:** Watch**Summary:**

As introduced, this bill makes non-substantive changes to codes affecting community colleges.

**AB 676 (Calderon)****Title:** Employment: Discrimination: Status as Unemployed**Status:** Assembly Desk**Position:** Oppose**Summary:**

As introduced, this bill would prohibit an employer, an employment agency, or a person who operates an Internet website for posting jobs in this state to publish an advertisement or announcement for a job that states or indicates that current employment is a requirement, unless this is based on a bona fide occupational qualification. The bill would prohibit an employer or employment agency from asking an applicant for employment to disclose, orally or in writing, information concerning the applicant's current employment status.

**AB 1010 (Medina)****Title:** Community Colleges: Part-Time, Temporary Employees**Status:** Assembly Desk**Position:** Oppose**Summary:**

As introduced, the bill would specify minimum standards for the treatment of part-time, temporary faculty to be met by community college collective bargaining agreements negotiated on or after January 1, 2016. These standards would relate to, among other issues, evaluation procedures, workload distribution, and seniority rights.

The bill would require community college districts with a collective bargaining agreement in effect as of January 1, 2016, to comply with the provisions of the bill as part of any successor negotiations.

**SB 373 (Pan)****Title:** California Community Colleges: Overload Assignments and Full-Time Faculty Percentage**Status:** Senate Rules Committee**Position:** Oppose**Summary:**

As introduced, this bill would require community college districts to report to the Board of Governors, by March 31, 2016, the total number of full-time equivalent faculty (FTEF) positions staffed by faculty teaching overload assignments during the period July 1, 2014, to June 30, 2015, inclusive. Effective July 1, 2016, the bill would require that reported number to become that district's maximum allowable number of FTEF positions that may be staffed by faculty teaching overload assignments until the district's full-time faculty percentage is greater than or equal to 75%. Upon reaching the 75% threshold, the bill would require a district to maintain a full-time faculty percentage of 75% or higher, or not exceed the district's previously calculated maximum allowable number of FTEF positions that may be staffed by faculty teaching overload assignments.

The bill would require the governing board to determine if a district has failed to comply with the above requirements, and, if so, to designate a specified amount of the district's apportionment or apportionments that would be required to be deposited in the county treasury, but unavailable to the district.

**AB 399 (Ridley-Thomas)****Title:** Unemployment Insurance: Classified Employees**Status:** Assembly Desk**Position:** Oppose**Summary:**

As introduced, this bill would delete the prohibition on the payment of unemployment benefits to education employees of a public school, other than teachers, researchers, and administrators, as specified, between academic years. The bill would phase in up to 8 weeks of benefits available to those specified employees over a 4-year time frame.

**AB 963 (Bonilla)****Title:** Teachers' Retirement Law**Status:** Assembly Desk**Position:** Support**Summary:**

As introduced, the bill would include as California State Teachers' Retirement System (CalSTRS) creditable service for the purposes of the Defined Benefit Program, any activities that do not meet the definition of creditable service but were performed for an employer on or before December 31, 2015, and were reported as creditable service to CalSTRS.

The bill would allow members and specified retired members who have performed those activities to irrevocably elect to have that service subject to coverage under a different public retirement system and excluded from coverage by the Defined Benefit Program.

The bill would make various changes to the definitions of creditable service and deem that all activities performed in a position shall be considered "creditable service" if the employer requires creditable service activities to be performed in that position for more than 50% of the time.

**SB 579 (Jackson)****Title:** Employees: Sick Leave**Status:** Senate Rules Committee**Position:** Watch**Summary:**

As introduced, this bill would require an employer to permit an employee to use sick leave to address a child care or school emergency and would prohibit an employer from denying an employee the right to use sick leave or taking discriminatory action against an employee for using, or attempting to exercise the right to use, sick leave to address a child care or school emergency.

**SJR 1 (Beall)****Amended:** 1/12/2015**Title:** Social Security: Retirement Benefits: Public Employees**Status:** Senate Public Employment and Retirement Committee**Position:** Support**Summary:**

As introduced, this measure would request the President and the Congress of the United States to pass legislation repealing the "Government Pension Offset" and the "Windfall Elimination Provisions" from the Social Security Act. These provisions reduce the Social Security benefits payable to persons who are entitled to benefits under other retirement systems such as CalPERS and CalSTRS.

**AB 874 (Rendon)****Title:** Collective Bargaining**Status:** Assembly Desk**Position:** Watch**Summary:**

As introduced, this bill would declare the intent of the Legislature to enact legislation relating to collective bargaining.

**SB 114 (Liu)****Title:** Education Facilities: Kindergarten-University Public Education Facilities Bond Act of 2016**Status:** Senate Education Committee**Position:** Support**Summary:**

As introduced, this bill would enact the Kindergarten-University Public Education Facilities Bond Act of 2016 to authorize an unspecified amount of state general obligation bonds for local educational agencies, the California Community Colleges, the University of California, the Hastings College of the Law, and the California State University to construct and modernize education facilities. The proposed bond act would become operative only if approved by the voters at the November 8, 2016, statewide general election. The bill also would make several revisions to existing provisions of the Education Code governing K-12 school facilities and eligibility for state school bond funds.

**AB 288 (Holden)****Title:** Public Schools: College and Career Access Pathways Partnerships**Status:** Assembly Desk**Position:** Support**Summary:**

As introduced, this bill would authorize a community college district to enter into a "College and Career Access Pathways" partnership with a school district in order to develop seamless pathways for career-technical education or helping high school pupils achieve college and career readiness.