AGENDA

SPECIAL MEETING OF THE BOARD OF TRUSTEES
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

December 8, 2005

SPECIAL MEETING AND
STUDY SESSION
4:00 p.m.
Room A-218C
MAC Building
Santa Barbara City College

1. GENERAL FUNCTIONS
   1.1 CALL TO ORDER
   1.2 ROLL CALL
   1.3 WELCOME
   1.4 HEARING OF CITIZENS

   Members of the public have the opportunity to directly address the Board on any item described in the notice for this meeting before or during the Board’s consideration of that item. Unless otherwise determined by the Board, each person is limited to five minutes (20 minutes per issue). Those wishing to address the Board at this meeting should complete a written request and return it to the Board secretary prior to the Board meeting. (Govt. Code Sec 54954.3)

2. STUDY SESSION – (The study session will provide the Board with an opportunity to hold general discussions on a range of college issues. NO action will be taken.)

   a. 02-05 Plan Evaluation Reports
   b. Presentation of 05-08 Plan Draft
   c. Community College Initiative

3. ADJOURNMENT

   The next Regular Meeting of the Board of Trustees will be held on Thursday, December 15, 2005, at 4:00 pm in A211.
College Plan 2005-08
Dec 1, 2005

Motto: “Committed to the Success of Each Student”

SBCC Guiding Principles

- There is in each individual an intrinsic dignity and worth.
- A democratic society functions best when its members are educated and participating citizens.
- Individuals have the capacity to learn to direct their destiny and the responsibility to participate effectively in the affairs of society.
- The opportunity to learn should be accessible to all who can profit from it and who wish to avail themselves of it.
- Each person should be encouraged and helped to realize his/her fullest potential regardless of economic, educational, or physical disadvantages, and/or cultural differences.
- The community and the individual are best served when people can find satisfying and productive vocations and can learn to make rewarding use of leisure time.
- It is important that all people learn about cultural heritages and how to work together to create a better society.
- As a community college, Santa Barbara City College must be responsive to the needs of the community it serves.
- A commitment to the ideal and tradition of academic freedom is basic to an intellectual environment, which encourages serious scholarship and critical, independent thinking.
- Education is a lifelong process—not solely preparation for adult life.

Fundamental Purposes

The fundamental purposes of Santa Barbara City College are:

- To provide uncompromisingly excellent quality of instruction in all programs of the college, and to create and maintain an environment which emphasizes teaching and learning, and encourages free discussion of ideas, interests and issues.
- To maintain a comprehensive curriculum which supports a viable transfer program, a diverse occupational program, and general credit and noncredit educational opportunities appropriate to the needs of the South Coast community.
- To provide equal opportunity to postsecondary education at minimum cost to all who wish to avail themselves of it, or who can benefit from it, through programs of outreach, counseling, placement and developmental education, and through a policy of non-discrimination and affirmative action.
• To be particularly responsive to the needs of the local community and the citizens who come to the college as students, and to be sensitive to changes in these needs.
• To be responsive to the needs of the region, state and the nation for persons trained in particular skills.

In pursuit of these purposes, the college will provide programs and services in the most cost-effective manner possible, and, at all times, will practice fiscal responsibility.

Student Learning, Achievement and Development

Goal 1. Develop, implement and evaluate the college’s Student Success Initiative Plan.

Objective 1. By the end of the 3-year plan period, the college will be ranked in the top 25% among comparison institutions on the state AB1417 accountability measures that pertain to student achievement and progress rates, vocational and basic skills course success rates, ESL improvement rates, basic skills improvement rate, and persistence rates (see Appendix 1 for a description of the AB1417 measures).

Objective 2. By the end of the three-year plan period, the number of students that transfer annually to a UC or a CSU campus will increase by a minimum of 6% and the number of students that transfer to other post-secondary education institutions included in the National Student Clearinghouse will increase by a minimum of 6%.

Objective 3. By June 2008, increase by 20% the number of students that move to academic good standing from academic probation or disqualification.

Objective 4. Establish systems to ensure that the college provides comparable support services to students taking off campus and online courses to those available to on-campus students.

Objective 5. Increase student participation in college out-of-classroom learning, social and cultural activities.

Goal 2. Incorporate student learning outcomes (SLOs) into courses, programs and services and use them for continuous student learning improvement.

Objective 6. Incorporate SLOs and procedures for promoting and assessing their attainment into 50% of the credit class sections; 50% of non-credit sections; and in other units of the college, as appropriate.

Objective 7. Identify institutional SLOs and develop, field test and evaluate strategies for their attainment.
Outreach, Access, and Responsiveness to the Community

Goal 3. Provide programs and services consistent with the mission of California Community Colleges that are responsive to student and community educational needs within available resources.

Objective 8. Increase by 2% per year the number of students who are enrolled in noncredit ESL, GED, basic skills and short term vocational programs and subsequently enroll in SBCC credit courses the following year.

Objective 9. Develop a systematic approach to identify whether there are population segments in the community which are underserved by the college and, where appropriate, implement strategies to address the educational needs of individuals in the identified segments.

Objective 10. Identify and implement strategies to achieve the FTES targets needed to maintain the vitality of the college’s programs and address the changes in the populations we serve. Implement the Enrollment Management Plan to meet the college’s state funded FTES targets as well as its out of state and international student enrollment targets.

Faculty, Staff and Management

Goal 4. Increase the college’s competitiveness in attracting, employing, and retaining highly qualified faculty, staff and management who reflect the diversity of our students and community.

Objective 11. Identify and support housing and transportation options that will increase the employment and retention of faculty, staff and management.

Objective 12. Complete a comprehensive work environment assessment to include job satisfaction, communications issues and work priorities.

Goal 5. Continuously improve the work environment for employees and provide ways to encourage employee creativity and empowerment.

Objective 13. Develop a system that provides opportunities for career advancement and incentives for classified staff and management.

Objective 14. Develop a human resources plan that will address the staffing needed to enable the institution to respond to changing demands.

Goal 6. Enhance performance and satisfaction of faculty, staff and management.

Objective 15. Identify and provide the resources required by department chairs, adjunct faculty, and classified staff, respectively, to perform their jobs effectively.

Objective 16. Make progress towards the 75/25 ratio of full-time to part-time faculty.
Objective 17. Establish the SBCC Management Institute and other professional growth opportunities for management that will provide core management skills.

Objective 18. Complete the revision of faculty job descriptions both in instructional and non-instructional areas. Revise the evaluation processes and align them with the responsibilities specified in the job descriptions.

Objective 19. Establish and implement a process to maintain the currency of the job classification system.

Governance, Management and Decision Support

Goal 7. By June 2008, implement a state of the art integrated Enterprise Resource Planning system to conduct the operations of the college.

Objective 20. By June 2008, complete the implementation of all SCT Banner modules (e.g., Student System, Financial Aid, Human Resources, Finance) and related third party applications.

Objective 21. Complete an evaluation of selected business processes affected by the Banner implementation and, where needed, make appropriate changes.

Objective 22. Develop and implement a new registration system for continuing education students in conjunction with the implementation of SCT Banner.

Goal 8. Implement agreed upon strategies identified through the Consultative Planning Process (CPP) conducted in 2004-05, which will result in improved effectiveness and efficiencies.

Objective 23. Implement the items identified through the Consultative Planning Process (CPP) as “not needing analysis,” that can be implemented quickly and yield cost savings or lead to revenue generation (Tier 1 items).

Objective 24. Complete the evaluation of items identified through CPP as “having potential for cost reductions, revenue generation or improved operations” (Tier 2) and implement those that are deemed appropriate and feasible.

Objective 25. Incorporate the use of departmental CPP information in the annual review of educational program units as well as in the systematic review of other college units.

Objective 26. Conduct a comprehensive programmatic analysis of priorities used for allocation of new resources.

Objective 27. Develop a cost of education projection model to allocate resources required to support the attainment of the college’s enrollment targets.
Goal 9. Increase the college’s use of technology to enhance internal communication and decision-making.

   Objective 28. Develop and implement a comprehensive college Intranet.

   Objective 29. Identify new mechanisms to facilitate college-wide communications.

Goal 10. Achieve greater effectiveness in carrying out the shared decision-making processes at the college.

   Objective 30. Complete a comprehensive evaluation and plan for improved effectiveness of the college consultation bodies and their role in shared decision making.

   Objective 31. Expand the role of classified staff in shared governance.

   Technologies, Facilities and Fiscal Support

Goal 11. Establish a process for more systematic long- and short-term planning in the use of technologies.

   Objective 32. Implement the three-year District Technology Plan.

Goal 12. Achieve a comprehensive evaluation of facility needs.

   Objective 33. Complete and communicate the updated long-range development plan.

   Objective 34. Implement short- and long-term transportation and parking mitigation strategies needed to achieve the objectives in the Traffic Demand Management Plan.

   Objective 35. Develop and implement a plan to address the short- and long-term facility needs of the college.

   Objective 36. Reduce the use of non-renewable resources in the operations of the college.

Goal 13. Identify, provide incentives for, and implement strategies to generate additional revenue to support existing programs, services, and operations as well as accomplish new objectives of the college plan.

   Objective 37. Conduct a capital campaign for the School of Media Arts (SoMA).

   Objective 38. Assess the community support for a bond. If deemed feasible, conduct a campaign that will lead to passing the bond measure.

   Objective 39. Establish a grant development and management office.

   Objective 40. Identify strategies to achieve an annual fund raising level of $8M by the SBCC Foundation.
Objective 41. Identify entrepreneurial revenue generating opportunities in program and facilities use.

Objective 42. Establish a fund for innovation to encourage entrepreneurial initiatives.
**Appendix 1**
AB1417 Performance Framework for the California Community Colleges

The major categories of indicators are:
- Student Progress and Achievement: Degree/Certificate/Transfer
- Student Progress and Achievement: Vocational/Occupational/Workforce Development
- Pre-collegiate Improvement/Basic Skills/ESL
- Participation

There are two types of indicators:
- District Indicators – required and reported for all districts; calculated by the Chancellor’s Office
- System Indicators – reported on a system wide aggregate basis only; calculated by the Chancellor’s Office

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Definition</th>
<th>District or System Indicators</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Student Achievement and Progress Rate (for “Cohort A” students) | Percentage of cohort of first-time students with minimum of 12 units earned who attempt degree/certificate/transfer threshold course within 6 years of entry (“Cohort A”) who are shown to have achieved ANY of the following outcomes or value-added measures of progress within 6 years of entry:
  - earned AA/AS or Certificate (earned a Chancellor’s Office approved award – AA/AS/Certificate)
  - actual transfer to a four-year institution (student shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
  - achieved “Transfer Directed” (student successfully completed both transfer-level Math AND English courses)
  - achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA >=2.0 in those transferable courses)
  - earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive affect on future earnings) | District | Uses “Cohort A” as denominator. “Cohort A” attempts to measure students who have crossed the same threshold equally at each District, regardless of institutional mission or size. The indicator measures what percentage of the cohort achieves any type of the aforementioned measures of success or progress. It is proposed that the “earned 30 units” portion of this rate be examined at implementation and possibly reported separately. |
<p>| Persistence Rate of “Cohort A” students, first year to second year | Percentage of cohort of first-time students with minimum of 12 units earned who attempt degree/certificate/transfer threshold course within 6 years of entry who return and enroll at any time in their second year anywhere in the system. | District | Uses “Cohort A” as denominator. Standard year-to-year persistence rate calculation for outcomes-oriented students. |
| Annual Volume of Transfers to Four-year institutions | Volume of most current full-year transfer counts from CCC to other four-year institutions of higher education. | System | Commonly used transfer volume metric; shows how State and receiving institution admittance policies affect current year transfers between segments. Not useful to measure at a district level because of volume incomparability between districts. |</p>
<table>
<thead>
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<th>District or System Indicators</th>
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<tbody>
<tr>
<td>Transfer Rate to Four year institutions for Community College system</td>
<td>Transfer rate based on first-time freshman cohort analysis of student behavioral intent to transfer.</td>
<td>System</td>
<td>System level transfer rate, to be broken out by segment of transfer destination and student demographic. Based on current transfer rate methodology.</td>
</tr>
<tr>
<td>Annual Percentage of Baccalaureate students graduating UC and CSU who attended a community college</td>
<td>Percentage of all graduating students from any CSU or UC campus that has enrolled in one or more of the community colleges prior to graduation.</td>
<td>System</td>
<td>This system metric will provide the state with a full picture of the extent to which baccalaureates students utilize the California community colleges to achieve their baccalaureate educational goals.</td>
</tr>
<tr>
<td><strong>STUDENT PROGRESS AND ACHIEVEMENT: Vocational/Occupational/Workforce Development</strong></td>
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<tr>
<td>Annual Successful Course Completion Rate</td>
<td>Most recent annual rate of successful course completion in VOCATIONAL courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR. SAM A, B and C ONLY.</td>
<td>District</td>
<td>Specifically for Vocational Courses, as these are a priority area for the State.</td>
</tr>
<tr>
<td>Annual Volume of Degrees/Certificates conferred by Program</td>
<td>Volume of most current full year of AA/AS/Certificate conferred, broken down by degree type and program (major TOPocode).</td>
<td>System</td>
<td>Commonly used degree/certificate volume metric; shows annual system production of award recipients by program subject area (nursing, accounting, auto mechanics, etc.) Not useful to measure at a district level because of volume incomparability between districts; not all districts offer all types of programs.</td>
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<tr>
<td>Increase in total personal income as a result of receiving degree/certificate</td>
<td>Statewide increase of median personal income of AA/AS/Certificate students taken at some point after award conferral. Students shown to be still enrolled will be taken out of the calculation.</td>
<td>System</td>
<td>System level degree and certificate attainment rate. Methodology of devising &quot;behavioral intent to earn degree/certificate&quot; would need to be developed.</td>
</tr>
<tr>
<td><strong>PRE-COLLEGIATE IMPROVEMENT - BASIC SKILLS - ESL</strong></td>
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<tr>
<td>Annual Successful Course Completion Rate (Basic Skills Courses)</td>
<td>Most recent annual rate of successful course completion in Basic Skills courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR.</td>
<td>District</td>
<td>Specifically for Basic Skills Courses, as these are a priority area for the State. Evaluation issues are similar to other Successful Course Completion rates shown above.</td>
</tr>
<tr>
<td>ESL Improvement Rate</td>
<td>Percent of students who attempted/completed at least one credit ESL course in a term who attempted/completed a higher level ESL course or a college level course within two years of taking the ESL course (a two-year cohort examination). The various combinations of attempted-attempted, completed-attempted, or completed-completed will be determined at a later date. Only students starting at 2 or more levels below college/transfer level will be counted.</td>
<td>District</td>
<td>Shows progress through basic skills curriculum. Disadvantages districts whose students do not need multiple basic skills courses or transfer-level math/English courses. Districts without ESL programs would be waived from this indicator.</td>
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<tr>
<td>Basic Skills improvement Rate</td>
<td>Percent of students who attempted/completed at least one basic skills course in a term who attempted/completed a higher level basic skills course in the same discipline (reading, writing, math, respectively) or a college level course within two years of taking the first basic skills course (a two-year cohort examination). The various combinations of attempted-attempted, completed-attempted, or completed-completed will be determined at a later date. Only students starting at 2 or more levels below college/transfer level will be counted.</td>
<td>District</td>
<td>Shows progress through basic skills curriculum. Disadvantages districts whose students do not need multiple basic skills courses or transfer-level math/English courses.</td>
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<tr>
<td>Annual Successful ESL Completion Rate</td>
<td>Most recent annual rate of successful course completion in ESL courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR.</td>
<td>District</td>
<td>Specifically for ESL courses. Evaluation issues are similar to other Successful Course Completion rates shown above.</td>
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<tr>
<td>Annual Volume of basic skills</td>
<td>The annual volume of students completing coursework at least one level above</td>
<td>System</td>
<td>Same methodology as PFE Metric #5.</td>
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<td>improvements</td>
<td>their prior basic skills enrollment.</td>
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</tr>
<tr>
<td>Statewide Participation Rate (by</td>
<td>Statewide aggregated participation rates by various demographic elements,</td>
<td>System</td>
<td>Measures what percentage of students (by demographic)</td>
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<td>selected demographics)</td>
<td>including ethnicity, age group, and gender. Participation rates determined</td>
<td></td>
<td>attends CCC's statewide. This metric is best measured at a statewide level due to inability to</td>
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<td></td>
<td>by unduplicated annual headcount attending divided by adult population (18-55)</td>
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<td>centrally define district/service area boundaries and because of students attending across</td>
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<td></td>
<td>in California, as per census and DOF estimates.</td>
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<td>district boundaries.</td>
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Community College Ballot Measure

Background

The Californians for Community Colleges, a joint advocacy effort of the Community College League of California, the Faculty Association of the California Community Colleges and the Los Angeles Colleges Faculty Guild, is considering a ballot measure for November 2006. The three-pronged ballot measure would address Proposition 98, bilateral governance and student fees.

Because changes to Proposition 98 require an amendment to the constitution, they must be placed before the voters. Over the last year, community college leaders have approached legislators about introducing the measure as a legislative constitutional amendment, which would avoid the signature-gathering phase of the effort. While legislators were supportive of the contents of the measure, they believed a legislative effort would be futile.

Avoiding the Impending Proposition 98 Funding Crunch Due to Slowing K-12 Enrollment Growth

While the draft community college ballot measure addresses several issues of longstanding frustration to community college leaders, the primary reason for the discussion of a ballot measure is the challenge faced within Proposition 98 funds. In 2004, community college leaders recognized that an impending decline in the rate of K-12 enrollment growth—a primary driver of the annual change in Proposition 98—would threaten the ability of community colleges to keep the doors open through the next ten years.

While K-12 enrollment growth will be slowing, or perhaps even declining, the Department of Finance estimates that community college enrollment will grow at a 2-3% annual rate through the next ten years. The calculation of Proposition 98, however, is based solely on inflation and the growth in K-12 enrollment.

If the Legislature and Governor continue to view Proposition 98 as a floor rather than a ceiling, this decline in K-12 enrollment growth—and corresponding
slowing of growth in Proposition 98—will directly threaten the ability of community colleges to meet basic needs.

Specifically, if changes are not made to the growth calculation of Proposition 98 and the Legislative Analyst's projections for Proposition 98 are correct, funding for community colleges will be $300 million short by 2014-15, assuming that nothing other than COLA and growth is funded over the next ten years and community colleges are provided the statutory guarantee of 10.93%.

Proposed solution: Establish a separate Proposition 98 guarantee for community colleges that grows annually with the existing Proposition 98 inflation factor and community college enrollment growth.

Protecting Independent Bilateral Governance

Another reason to seek constitutional changes is the continued frustration the system has in ensuring independent governance of the community colleges. While UC and CSU both have the ability to make largely autonomous day-to-day decisions, the Chancellor of the California Community Colleges is required to take a lead from the Governor's Office, which appoints the senior level staff and proposes the annual staffing and administrative expenditure levels of the System Office.

Further, it is likely that there will be future threats against district governance such as SB 6 in 2003, which directly threatened the ability of locally elected trustees to provide policy guidance for their districts.

Proposed solution: Establish the California Community Colleges in the constitution, securing bilateral governance and providing the System Office with autonomy similar to that of the California State University.

Reasonable Student Fees and Enrollment Management

The recent experience of student fee increases has again demonstrated the price sensibility of California's community college students. While analysis continues to be conducted, it appears that the historic elasticity analysis that enrollment demand declines 0.7% for every 1.0% increase in student fees continues to be true. Thus, during a period when California's community colleges are widely expected to be growing significantly to address Tidal Wave II, college districts are actually finding that students have been dissuaded from attending to their educational needs.

While the concern about the impact of dramatic fluctuation in student fees has rightfully been placed on the students, the institutions and the faculty and staff that work for them often feel the impact. When fee levels are changed at an expected level, enrollment in the immediately following semester is highly unpredictable, affecting the number of courses taught and revenue received by the district.

Political leaders have a natural adversity to increasing student fees and have, at times, lowered them when the state was prosperous. In the history of community college student fees, which were established in 1984, legislators and the governor have avoided increasing fees until they believed it was absolutely necessary, and then increased the per unit rate significantly to "make up" for years in which the fee level was not changed. As with almost
any product, this pricing model triggers the most adverse response to changes in fee levels, leading to significant enrollment fluctuations.

**Proposed solution:** Reduce fees to $20 per unit and limit future fee increases to the lesser of the annual change in per capita personal income or 10%.

**Qualification**

Many observers believe that the most important phase of a community college ballot measure is the qualification phase. To qualify a constitutional amendment—required for a change of Proposition 98—would require approximately 598,000 valid signatures. While this is higher than the number of signatures required for a statutory initiative, most political professionals believe that the number of signatures will climb significantly after the November 2006 gubernatorial election, which will be used to determine requisite signatures through 2008.

With nearly two million Californians working in or attending a community college, it is possible that a significant number of valid signatures could be obtained through voluntary efforts on college campuses. However, previous campaigns show that the error rate and quantity of invalid signatures is significantly higher in volunteer efforts. Therefore, most strategists believe that a significant number of the qualifying signatures will come from a paid gathering effort averaging $1.00 to $1.50 per signature.

Californians for Community Colleges has identified a cost of qualification of $1.1 million.

**Winning**

An initiative constitutional amendment requires a simple majority (50%) for approval. The cost of a campaign to persuade the voters to approve a ballot measure is based on two factors—the initial response of the voters to the measure’s language and the level and resources of opposition to the measure.

The community college ballot measure is carefully crafted to appeal to the voters and to avoid drawing opposition from organizations with significant resources that might otherwise campaign against it. Initial testing of the measure shows that 63% of the voters support the measure, and the level of support increases after voters hear the arguments for and against the measure. Thus, proponents of the measure believe that the voters are highly likely to approve the measure if there is little or no funded opposition.

However, if community college supporters raise over one million dollars to qualify the measure, they should also plan to raise the resources for the measure to succeed on Election Day. For this reason, Californians for Community Colleges is developing a plan to raise $3 million for the persuasion phase of the campaign to ensure the voters understand the ballot measure and support it.

**District fundraising goals**

Of the $4 million that Californians for Community Colleges hopes to raise for the ballot measure, local district leaders will be asked to raise $2.5 million. This includes the critical $1.1 million needed to qualify the measure. District fundraising targets are set based on credit enrollment, with a goal each for the qualification phase (March 2006) and the persuasion phase (September 2006).
SECTION 1. Title

SECTION 2. Findings and Declarations of Purpose

SECTION 3. Section 4 of Article VII of the California Constitution is amended to read:

SEC. 4. The following are exempt from civil service:
(a) Officers and employees appointed or employed by the Legislature, either house, or legislative committees.
(b) Officers and employees appointed or employed by councils, commissions or public corporations in the judicial branch or by a court of record or officer thereof.
(c) Officers elected by the people and a deputy and an employee selected by each elected officer.
(d) Members of boards and commissions.
(e) A deputy or employee selected by each board or commission either appointed by the Governor or authorized by statute.
(f) State officers directly appointed by the Governor with or without the consent or confirmation of the Senate and the employees of the Governor's office, and the employees of the Lieutenant Governor's office directly appointed or employed by the Lieutenant Governor.
(g) A deputy or employee selected by each officer, except members of boards and commissions, exempted under Section 4(f).
(h) Officers and employees of the University of California and the California State Colleges University and twelve deans, vice chancellors and deputy vice chancellors of the System Office of the California Community Colleges, up to thirteen executive officers of the System Office of the California Community Colleges.
(i) The teaching staff of schools under the jurisdiction of the Department of Education or the Superintendent of Public Instruction.
(j) Member, inmate, and patient help in state homes, charitable or correctional institutions, and state facilities for mentally ill or retarded persons.
(k) Members of the militia while engaged in military service.
(l) Officers and employees of district agricultural associations employed less than 6 months in a calendar year.
(m) In addition to positions exempted by other provisions of this section, the Attorney General may appoint or employ six deputies or employees, the Public Utilities Commission may appoint or employ one deputy or employee, and the Legislative Counsel may appoint or employ two deputies or employees.
SECTION 4. Article IX of the California Constitution is amended to read:

Sec. 17
The Legislature shall provide for an independent public postsecondary education system of local community college districts and a system office outside of state government that functions as a public trust and as part of the Public School System.

Sec. 18
The primary mission of the independent public postsecondary education system of local community college districts shall be to offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school, and to advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement. The Legislature may establish additional missions and functions and degree granting authority and additional missions and functions.

Sec. 19
Each local community college district within the system shall be established in accordance with law and governed by a locally elected board whose functions shall be delineated in law. The locally elected board shall establish local accountability standards to be reported to the local citizens.

Sec. 20
(a) The independent postsecondary education system of local community college districts shall be coordinated by a system office governed by a Board of Governors of the California Community Colleges composed of 17 members appointed by the Governor in accordance with law and approved by the Senate, a majority of the membership concurring.

(b) The membership of the Board of Governors of the California Community Colleges shall include nine public members, at least two of whom are, or have been, elected local community college district board members, who shall serve six year terms. In addition there shall be, three present or retired community college employees, three present or retired full-time community college faculty members, who shall serve three year terms, and two community college students, who shall serve one year terms.

(c) The terms of the members shall be six years through a statutory scheme structure that provides for consistency and transition, except for the student members who shall serve a one year term.

(d) The Legislature may establish procedures for the nomination of candidates to be appointed to the Board of Governors of the California Community Colleges by the Governor.

17 board members
- 9 public (including 2 current or former trustees)
- 3 faculty
- 3 employees
- 2 students

Terms (in years):
Public: 6
Faculty/Employee: 3
Students: 1
(e) (c) The Board of Governors shall have full powers necessary or
convenient for the effective administration of its responsibilities,
including the power to employ and set the compensation for executive
officers of the system office, determine expenditures within the system
office budget established by law, and to delegate such authority or
functions as it may deem wise. In managing its civil service staff, the
Board of Governors shall also have the power to determine the
allocation and utilization of established civil service classifications,
establish or modify classifications that are unique to the system office
and to determine the utilization of such unique classifications and their
relationship to classifications used elsewhere in civil service.

(f) (d) The work of the Board of Governors of the California
Community Colleges at all times shall be directed to maintaining and
continuing, to the maximum degree permissible, local authority and
control in the governance and administration of the local community
college districts and system.

Sec. 21
The Board of Governors of the California Community Colleges may
withhold from the general fund appropriations distributed for the
support of community college districts an amount not to exceed one-half
of one percent of the total of the general fund and local property taxes
expended for the support of community colleges to support the
operations of the state level functions of the independent public
postsecondary education system of local community college districts.

SECTION 5. Section 8 of Article XVI of the California Constitution is
amended to read:

SEC. 8. (a) From all state revenues there shall first be set apart the
moneys to be applied by the State for support of the public school system
and public institutions of higher education.

(b) Commencing with the 1990-91 fiscal year, the moneys to be applied
by the State for the support of school districts and community college
districts shall be not less than the greater of the following amounts:

1. The amount which, as a percentage of General Fund revenues which
may be appropriated pursuant to Article XIIIIB, equals the percentage of
General Fund revenues appropriated for school districts and community
college districts, respectively, in fiscal year 1986-87.

2. The amount required to ensure that the total allocations to school
districts and community college districts from General Fund proceeds of
taxes appropriated pursuant to Article XIIIIB and allocated local proceeds
of taxes shall not be less than the total amount from these sources in the
prior fiscal year, excluding any revenues allocated pursuant to subdivision
(a) of Section 8.5, adjusted for changes in enrollment and adjusted for the
change in the cost of living pursuant to paragraph (1) of subdivision (e) of

Page 3
Section 8 of Article XIIIIB. This paragraph shall be operative only in a fiscal year in which the percentage growth in California per capita personal income is less than or equal to the percentage growth in per capita General Fund revenues plus one half of one percent.

(3) (A) The amount required to ensure that the total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIIIIB and allocated local proceeds of taxes shall equal the total amount from these sources in the prior fiscal year, excluding any revenues allocated pursuant to subdivision (a) of Section 8.5, adjusted for changes in enrollment and adjusted for the change in per capita General Fund revenues.

(B) In addition, an amount equal to one-half of one percent times the prior year total allocations to school districts and community colleges from General Fund proceeds of taxes appropriated pursuant to Article XIIIIB and allocated local proceeds of taxes, excluding any revenues allocated pursuant to subdivision (a) of Section 8.5, adjusted for changes in enrollment.

(C) This paragraph (3) shall be operative only in a fiscal year in which the percentage growth in California per capita personal income in a fiscal year is greater than the percentage growth in per capita General Fund revenues plus one half of one percent.

(c) In any fiscal year, if the amount computed pursuant to paragraph (1) of subdivision (b) exceeds the amount computed pursuant to paragraph (2) of subdivision (b) by a difference that exceeds one and one-half percent of General Fund revenues, the amount in excess of one and one-half percent of General Fund revenues shall not be considered allocations to school districts and community colleges for purposes of computing the amount of state aid pursuant to paragraph (2) or 3 of subdivision (b) in the subsequent fiscal year.

(d) In any fiscal year in which school districts and community college districts are allocated funding pursuant to paragraph (3) of subdivision (b) or pursuant to subdivision (h), they shall be entitled to a maintenance factor, equal to the difference between (1) the amount of General Fund moneys which would have been appropriated pursuant to paragraph (2) of subdivision (b) if that paragraph had been operative or the amount of General Fund moneys which would have been appropriated pursuant to subdivision (b) had subdivision (b) not been suspended, and (2) the amount of General Fund moneys actually appropriated to school districts and community college districts in that fiscal year.

(e) The maintenance factor for school districts and community college districts determined pursuant to subdivision (d) shall be adjusted annually for changes in enrollment, and adjusted for the change in the cost of living pursuant to paragraph (1) of subdivision (e) of Section 8 of Article XIIIIB, until it has been allocated in full. The maintenance factor shall be allocated in a manner determined by the Legislature in each fiscal year in which the percentage growth in per capita General Fund revenues exceeds
the percentage growth in California per capita personal income. The
maintenance factor shall be reduced each year by the amount allocated by
the Legislature in that fiscal year. The minimum maintenance factor
amount to be allocated in a fiscal year shall be equal to the product of
General Fund revenues from proceeds of taxes and one-half of the
difference between the percentage growth in per capita General Fund
revenues from proceeds of taxes and in California per capita personal
income, not to exceed the total dollar amount of the maintenance factor.

(f) In determining the amount required to ensure that the total
allocations to school districts and community college districts from
General Fund proceeds of taxes appropriated pursuant to Article XIIIIB
and allocated local proceeds of taxes pursuant to paragraph (b)(3) or in
the calculation of the maintenance factor created under subsection (d),
the amount shall be calculated and appropriated by the Legislature
separately each to school districts and community college districts.
——(f) (g) For purposes of calculating the total allocations to school
districts pursuant to this section, "changes in enrollment" shall be
measured by the percentage change in average daily attendance. However,
in any fiscal year, there shall be no adjustment for decreases in enrollment
between the prior fiscal year and the current fiscal year unless there have
been decreases in enrollment between the second prior fiscal year and the
prior fiscal year and between the third prior fiscal year and the second
prior fiscal year.

(h) For the purposes of calculating the total allocations to
community college districts pursuant to this section, "changes in
enrollment" shall be measured by the change in the population served
by the independent system of public community colleges and other
appropriate factors determined pursuant to statute.

—(j) For the purposes of this section, "total allocations to school districts
and community college districts" shall include appropriations used
pursuant to Section 20 of Article IX to support the independent
postsecondary education system of local community college districts.
—(h) (j) Subparagraph (B) of paragraph (3) of subdivision (b) may be
suspended for one year only when made part of or included within any bill
enacted pursuant to Section 12 of Article IV. All other provisions of
subdivision (b), except subdivision (f) of this section, may be suspended
for one year by the enactment of an urgency statute pursuant to Section 8
of Article IV, provided that the urgency statute may not be made part of or
included within any bill enacted pursuant to Section 12 of Article IV.

SECTION 6. Section 41210 is added to the Education Code, to read:
41210. Notwithstanding any other provision of law, "total allocations to
school districts and community college districts" shall not include any of
the following:

(a) Any program that was funded by the General Fund and Local
Property Taxes in the 2004-05 fiscal year, but not considered as total
allocations to school districts and community college districts for the purposes of this section in the 2004-05 fiscal year.

(b) Repayment of bonded indebtedness issued pursuant to the State General Obligation Bond Law (commencing with Section 16720) of Part 3 of Division 4 of Title 2 of the Government Code or its successors or issued after the effective date of this statute pursuant to Chapter 3.8 (commencing with Section 15820.50) of Part 10b of Division 3 of Title 2 of the Government Code or its successors.

SECTION 7. Section 41211 is added to the Education Code, to read: 41231. (a) “Changes in enrollment” pursuant to Section (h) of Article XVI of the Constitution shall be the greater of:

(1) The percentage change in population from the second preceding year to the preceding year of the population of residents of the state between age seventeen (17) and age twenty-one (21), inclusive, or

(2) The percentage change in population from the second preceding year to the preceding year of the population of residents of the state between age twenty-two (22) and age twenty-five (25), inclusive.

(b) The amount calculated for “changes in enrollment” in subsection (a) shall be increased by the positive difference of the percentage rate of unemployment of California residents from the third quarter of the preceding year and less five (5) percent.

(c) If the amount calculated for “changes in enrollment” pursuant to subsections (a) and (b) is less than one (1) percent and the percentage of residents of the state enrolled in community colleges is less than the average percentage of residents enrolled in community colleges in the preceding twenty years, “changes in enrollment” shall be one (1) percent.

(d) Notwithstanding subsections (a) and (b), in no year shall “changes in enrollment” pursuant to subsection (h) of Article XVI of the Constitution exceed five (5) percent.

SECTION 8. Section 41212 is added to the Education Code, to read: 41232. Notwithstanding any other provision of law, 10.46 percent of any funds allocated as repayment of the maintenance factor pursuant to subsection (e) of Section 8 of Article XVI of the California Constitution existing on the effective date of this statute shall be allocated to community colleges.

SECTION 9. Section 41213 is added to the Education Code, to read: 41233. For the purposes of determining the amount required to be appropriated for community colleges pursuant to subsection (b) of Section 8 of Article XVI of the California Constitution, the amount calculated and appropriated for community colleges shall be the amount.
of from General Fund proceeds of taxes appropriated pursuant to
Article XIIIIB and allocated local proceeds of taxes provided in the 2005-
06 fiscal year and adjusted by subsection (b) for each subsequent year
until the effective date of this statute.

SECTION 10. Section 41214 is added to the Education Code, to read:

• DEFERRAL REDUCTION WHEN GUARANTEE GROWTH IS
> 6%

SECTION 11. Section 70901.5 of the Education Code is amended to read:

70901.5. (a) The board-of-governors Board of Governors of the
California Community Colleges shall establish procedures for the
adoption of rules and regulations governing the California Community
Colleges. Among other matters, the procedures shall implement the
following requirements:
(1) Written notice of a proposed action shall be provided to each
community college district and to all other interested parties and
individuals, including the educational policy and fiscal committees of the
Legislature and the Department of Finance, at least 45 days in advance of
adoption. The regulations shall become effective no earlier than 30 days
after adoption.
(2) The proposed regulations shall be accompanied by an estimate,
prepared in accordance with instructions adopted by the Department of
Finance, of the effect of the proposed regulations with regard to the costs
or savings to any state agency, the cost of any state-mandated local
program as governed by Part 7 (commencing with Section 17500) of
Division 4 of Title 2 of the Government Code, any other costs or savings
of local agencies, and the costs or savings in federal funding provided to
state agencies.
(3) The board-of-governors Board of Governors of the California
Community Colleges shall ensure that all proposed regulations of the
board meet the standards of "necessity," "authority," "clarity,"
"consistency," "reference," and "nonduplication," as those terms are
defined in Section 11349 of the Government Code. A district governing
board or any other interested party may challenge any proposed regulatory
action regarding the application of these standards.
(4) Prior to the adoption of regulations, the board-of-governors Board
of Governors of the California Community Colleges shall consider and
respond to all written and oral comments received during the comment
period.
(5) The effective date for a regulation shall be suspended if, within 30
60 days after adoption by the board-of-governors Board of Governors of
the California Community Colleges, at least two-thirds of all local district

Increase time districts have to review and vote to challenge regulations.
Eliminate Department of Finance’s authority to reject regulation changes adopted by the Board.
governing boards vote, in open session, to disapprove the regulation. With
respect to any regulation so disapproved, the board of governors Board of
Governors of the California Community Colleges shall provide at least
45 additional days for review, comment, and hearing, including at least
one hearing before the board itself. After the additional period of review,
comment, and hearing, the board may do any of the following:
(A) Reject or withdraw the regulation.
(B) Substantially amend the regulation to address the concerns
raised during the additional review period, and then adopt the revised
regulation. The regulation shall be treated as a newly adopted regulation,
and shall go into effect in accordance with those procedures.
(C) Readopt the regulation as originally adopted, or with those
nonsubstantive, technical amendments deemed necessary to clarify the
intent of the original regulation. If the board of governors Board of
Governors of the California Community Colleges decides to readopt a
regulation, with or without technical amendments, it shall also adopt a
written declaration and determination regarding the specific state interests
it has found necessary to protect by means of the specific language or
requirements of the regulation. A readopted regulation may then be
challenged pursuant to existing law in a court of competent jurisdiction,
and shall not be subject to any further appeal within the California
Community Colleges.
—(6) As to any regulation which the Department of Finance determines
would create a state-mandated local-program cost, the board of governors
shall not adopt the regulation until the Department of Finance has certified
to the board of governors and to the Legislature that a source of funds is
available to reimburse that cost.
—(7) (6) Any district or other interested party may propose a new
regulation or challenge any existing regulation.
(b) Except as expressly provided by this section, and except as provided
by resolution of the board of governors Board of Governors of the
California Community Colleges, the provisions of Chapter 3.5
(commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the
Government Code shall not apply to regulations adopted by the board-of
governors Board of Governors of the California Community Colleges.

SECTION 12. Section 71000 of the Education Code is amended to
read:
71000. There is in the state government a Board of Governors of the
California Community Colleges Board of Governors of the California
Community Colleges, consisting of 46 17 voting members and one
nonvoting member, appointed by the Governor, as follows:
(a) Twelve Nine public members, each appointed with the advice and
consent of two-thirds of the membership of the Senate to six-year
staggered terms. Two of these members shall be current or former elected
members of local community college district governing boards, appointed
from a list of at least three persons submitted to the Governor by the statewide organization representing locally elected community college trustees recognized to participate in the consultation process established by subsection (e) of Section 70901.

(b) (1) (A) One Two voting student members, and one nonvoting student member, who exercise their duties in accordance with the procedure set forth in paragraph (3).

(B) These students shall be enrolled in a community college with a minimum of five semester units, or its equivalent, at the time of the appointment and throughout the period of their terms, or until a replacement has been named. A student member shall be enrolled in a community college at least one semester prior to his or her appointment, and shall meet and maintain the minimum standards of scholarship prescribed for community college students.

(C) Each student member shall be appointed from a list of names of at least three persons submitted to the Governor by the California Student Association of Community Colleges statewide organizations representing community college student governments recognized to participate in the consultation process established by subsection (e) of Section 70901.

(2) The term of office of one student member of the board shall commence on July 1 of an even-numbered year, and expire on June 30 two years thereafter. The term of office of the other student member of the board shall commence on July 1 of an odd-numbered year, and expire on June 30 two years thereafter. Notwithstanding paragraph (4), a student member who graduates from his or her college on or after January 1 of the second year of his or her term of office may serve the remainder of the term.

(3) During the first year of a student member's term, a student member shall be a member of the board and may attend all meetings of the board and its committees. At these meetings, a student member may fully participate in discussion and debate, but may not vote. During the second year of a student member's term, a student member may exercise the same right to attend meetings of the board, and its committees, and shall have the same right to vote as the members appointed pursuant to subdivisions (a) and (c).

(4) Notwithstanding paragraph (3), if a student member resigns from office or a vacancy is otherwise created in that office during the second year of a student member's term, the remaining student member shall immediately assume the office created by the vacancy and all of the participation privileges of the second-year student member, including the right to vote, for the remainder of that term of office.

(c) Two Three voting present or former tenured faculty members from a community college, who shall be appointed for two three-year terms. The Governor shall appoint at least two of the each faculty members from a list of names of at least three persons furnished by the Academic Senate of the California Community Colleges.
Each seat designated as a tenured faculty member seat shall be filled by a tenured faculty member from a community college pursuant to this section and Section 71002.

(d) One three voting classified present or former employees, who shall be appointed by the Governor for three-year terms a two-year term. The Governor shall appoint at least one of the employees the classified employee member from a list of at least three persons furnished by the exclusive representatives of classified employees of the California Community Colleges. The Governor shall appoint at least one of the employees from a list of at least three persons submitted to the Governor by the statewide organization representing community college chief executive officers recognized to participate in the consultation process established by subsection (e) of Section 70901.

SECTION 13. Section 71003 is deleted from the Education Code:
71003. (a) Except for the student members, the faculty members, and the classified employee member appointed by the Governor, any vacancy in an appointed position on the board shall be filled by appointment by the Governor, subject to confirmation by two-thirds of the membership of the Senate. A vacancy in the office of a student member, a faculty member, or the classified employee member shall be filled by appointment by the Governor.

(b) The appointee to fill a vacancy shall hold office only for the balance of the unexpired term.

SECTION 14. Section 71090 of the Education Code is deleted.
71090. (a) The board shall appoint a chief executive officer, to be known as the Chancellor of the California Community Colleges, and fix his or her compensation.

(b) The chancellor shall execute the duties and responsibilities as may be delegated to him or her by the board. Whenever in this code a power is vested in the board, the board, by a majority vote, may adopt a rule delegating that power to the chancellor or any officer, employee, or committee as the board may designate. The rule shall prescribe the limits of the delegation.

SECTION 15. Section 71090.5 of the Education Code is deleted.
71090.5. In addition to the position authorized by subdivision (e) of Section 4 of Article VII of the California Constitution, the Governor, with the recommendation of the board of governors, shall appoint up to six deputy and vice-chancellors, who shall be exempt from state civil service. The appointments shall not exceed an aggregate total of six, for both the positions of deputy and vice chancellor.
SECTION 16. Section 76301 is added to the Education Code, to read:
76301. (a) Notwithstanding any other provision of law, the fee
prescribed by Section 76300 shall be twenty dollars ($20) per unit per
semester, effective with the first full academic term of following the
effective date of this statute.
(b) The fee prescribed by Section 76300 shall not be increased in any
year by an amount greater than the lesser of:
(1) the percentage change in per capita personal income of
California residents from the second preceding year to the
immediate preceding year, rounded down to the nearest whole
dollar; or
(2) ten (10) percent.
(c) The fee prescribed by Section 76300 shall only be increased
through the enactment of a statute by a legislative bill specifically and
exclusively for that purpose approved by each house of the Legislature
by roll call vote entered in the journal, two thirds of the membership
concurring.

SECTION 17. Section 84320.5 is added to the Education Code, to
read:
84320.5. (a) On July 1 of any fiscal year in which the annual
Budget Act has not yet been chaptered, and on the first day of each
month in that fiscal year until the annual Budget Act is chaptered,
the Controller shall transfer the amount determined pursuant to
subdivision (b) from the General Fund to the Chancellor of the
California Community Colleges for allocation for the support of the
California Community Colleges.
(b) For each month in any fiscal year in which the annual Budget
Act has not yet been chaptered, the chancellor shall determine the
amount that was allocated, in that month, for the support of the
California Community Colleges pursuant to the Budget Act in the
immediately preceding fiscal year.
(c) In any fiscal year in which an allocation is made pursuant to
this section, the Director of Finance shall be authorized to make
adjustments to the appropriation made for the support of the
California Community Colleges in the annual Budget Act so that the
total amount appropriated for that purpose in the fiscal year,
including any amounts appropriated under this section, is equal to
the amount appropriated in the annual Budget Act for that purpose.
(d) For the purpose of making the computations required by Section
8 of Article XVI of the California Constitution, to the extent that
the funds appropriated by this section are allocated to community
college districts, they shall be deemed to be "General Fund revenues
appropriated for community college districts," as defined in
subdivision (d) of Section 41202 for the fiscal year in which they

CALIFORNIANS FOR COMMUNITY COLLEGES
are allocated, and be included within the "total allocations to
school districts and community college districts from General Fund
proceeds of taxes appropriated pursuant to Article XIII B," as
defined in subdivision (e) of Section 41202, for that fiscal year.

SECTION 18. GENERAL PROVISIONS

(a) Conflicting Measures:

(1) This measure is intended to be comprehensive. It is the intent of
the people that in the event that this measure and another initiative
measure or measures relating to the same issue shall appear on the
same statewide election ballot, the provisions of the other measure or
measures shall be deemed to be in conflict with this measure. In the
event that this measure shall receive a greater number of affirmative
votes, the provisions of this measure shall prevail in their entirety, and
all provisions of the other measure or measures shall be null and void.

(2) If this measure is approved by voters but superseded by law by
any other conflicting ballot measure approved by the voters at the same
election, and the conflicting ballot measure is later held invalid, this
measure shall be self-executing and given full force of law.

(b) Severability: The provisions of this act are severable. If any
provision of this chapter or its application is held invalid, that invalidity
shall not affect other provisions or applications that can be given effect
without the invalid provision or application.

(c) Amendment: The provisions of Sections 6 through 13, inclusive,
of this act may be amended by a statute that is passed by a vote of four-
fifths of the membership of each house of the Legislature and signed by
the Governor. All amendments to Sections 6 through 13, inclusive, of
this act shall be to further the act and shall be consistent with its
purposes.

Draft for discussion purposes only
CCLC
11/17/05
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## Community College Ballot Measure

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**TOTALS**                        | **250,000**    |
Community College Ballot Measure
Frequently Asked Questions

Timing
With the challenges that local colleges and the system are facing (local bond fundraising, need for a strong budget push), why should we pursue a ballot measure now?

Simply put, community colleges need a guaranteed funding stream to match student enrollment.

The Proposition 98 crunch—due to slowing K-12 enrollment growth—is already beginning to impact community colleges, as the community college budget is artificially capped by K-12 enrollment. This budget impact will continue to get worse each year, even if community colleges were provided 11% of Prop. 98, until it will be impossible to meet basic community college needs of COLA and growth. The sooner the needed technical change to Proposition 98 is made, the better equipped California’s community colleges will be to meet the state’s education and workforce needs.

Generally, ballot measures are considered twice every two years—at the statewide primary and statewide general elections in each even-numbered year. With Governor Arnold Schwarzenegger on the ballot for reelection and possible opponents exhausted from the November 2005 special election, opposition to a separate funding guarantee for community colleges will likely be minimal.

Further, the number of valid signatures required for a constitutional amendment is 8% of the votes cast in the most recent gubernatorial election. The 2002 gubernatorial had a very low voter turnout, which triggered a drop in the signature requirement from 670,815 (1999-2002) to the current 598,105 (2003-2006). If the same number of voters participate in the 2006 gubernatorial election as voted in the 2003 recall election, the requirement will increase to 692,633. This increase in signature requirement would significantly increase the cost of, and possible decrease the odds of, qualifying the community college ballot measure.

Content
Are the language and contents of the ballot measure final?

The content of the ballot measure has been put together over the past year by the Californians for Community Colleges coalition, and been tested in a statewide poll. While individual members of the coalition may like different language or contents, the core of the ballot measure is set.

Californians continues to work with experts and legal counsel to ensure that the language maximizes the goals of the Californians without opening the measure of to challenge after passage. Thus the specific language may change before final submission to the Attorney General’s office while core contents remain the same.

Will K-12 schools receive less funding if community colleges are provided a separate guarantee?
No. The ballot measure is carefully crafted to ensure that K-12's Proposition 98 funds would be untouched. K-12 will be entitled to the same resources they received before, adjusted for inflation and enrollment growth in the same manner as under current law.

**Why make only modest changes in the community college Proposition 98 guarantee rather than obtain the significant investment needed to bring California's community colleges in line with other states?**

California's community colleges are funded significantly below the national average, and the long-term goal must be to seek the funding needed to adequately serve all students with the highest possible quality education. Unfortunately, there is neither sufficient unencumbered general fund revenue nor political support to raise taxes to meet the clear community college need.

While not a panacea to the chronic underfunding of California's community colleges, the ballot measure would avoid a funding crisis that would impede the community colleges to keep pace with basic enrollment growth and inflation, let alone investment needs in equalization, noncredit funding, access restoration and student services.

**Is the ballot measure tied to SB 361 or the Workgroup on Community College Finance?**

No. Californians for Community Colleges was separately considering the ballot measure while the funding recommendations were being developed. In fact, the Californians coalition is not working to pass SB 361, while individual members are.

The Proposition 98 funding crisis for community colleges will impede progress of equalization and other current funding items regardless of the formula used. To put it more simply, there will not be enough Proposition 98 funds for community colleges for COLA and growth through this decade under any funding formula.

**Does providing more independence for the System Office threaten the autonomy of locally elected governing boards?**

No. While the ballot measure would allow the Chancellor to hire his senior staff (instead of deferring to the will of the Governor) and allow the Chancellor additional control over the internal office budget, the ballot measure strengthens local control.

The ballot measure would incorporate locally elected trustees into the state constitution for the first time, and provide that "[t]he work of the Community College System Board at all times shall be directed to maintaining and continuing, to the maximum degree possible, local authority and control in the governance and administration of the local community college districts and system."

**Why roll fees back when our colleges need more revenue? Why $20 per unit?**

At a time when CPEC estimates that California's community colleges should be serving nearly 100,000 more students than are currently being served and roughly that amount left during the budget cuts and fee increases over the last five years, a generation of students are not being equipped with the skills needed to keep California's economy competitive.

If the fair, moderate and predictable fee policy of limiting increases to the annual change in per capita personal income had been observed since fees were set at $13/unit in 1993, the current per unit fee would be $20.
Qualification

Why can’t our students gather the required signatures to avoid raising one million for qualification?

A constitutional amendment requires 598,105 valid signatures. While we will encourage a robust volunteer signature gathering effort, it is virtually impossible to qualify a statewide constitutional amendment on a volunteer basis. For example, the League of Cities recent ballot measure used significant assistance from firefighters, police and other employees, but still had to pay for signatures to ensure qualification within the 131 days (plus 45 to for signature verification) for the chosen election.

To qualify for the November 7, 2006 election, 598,106 valid signatures must be submitted by May 15, 2006. This provides the Secretary of State’s office the requisite time for verification, including a detailed county verification, if necessary. With an allowed circulation window beginning December 15, 2006, it will require professional assistance to meet the timeline and gather the requisite signatures.

Winning

Can the ballot measure win?

A statewide poll taken in January 2005 tested the receptiveness of voters to the community college ballot measure. The response was overwhelmingly positive, with 62% of likely voters initially responding that they were likely to vote “yes,” with support increasing to 69% after hearing pro and con arguments. This overwhelming support, a level rarely seen in statewide ballot measures, is due to the carefully crafted nature of the ballot measure, which is particularly supported because of the increased funding security for community colleges and the student fee rollback.

With no significant opposition, the ballot measure would be highly likely to succeed on the November 2006 ballot if it can be qualified, even if only a minimal campaign could be conducted.

What happens if there is significant opposition?

Virtually all ballot measures have some opposition, which ranges from people willing to sign a ballot argument against the measure to multi-million efforts to defeat the measure. The careful crafting of this measure, which holds K-12 harmless and continues to allow the Legislature to suspend Proposition 98 during difficult fiscal conditions, makes it unlikely that interest groups with resources will oppose the measure.

If there is significant opposition, we would expect early attempts to negotiate a compromise before opponents invest millions of dollars, like with local government ballot measure. In this case, even if the ballot measure had sufficient opposition that made a defeat likely, the legislation extracted from a deal makes the initiative circulation costs worth the effort.

Fundraising

How were the district fundraising goals calculated?

Californians for Community Colleges hopes to raise $2.5 million of the $4 million for the campaign through local college leadership. Each district is therefore provided a goal based...
on their estimated share of the 2004-05 statewide credit full-time equivalent students. A minimum goal of $5,000 was used in the construction of the goals.

Can public funds be used directly or indirectly for the effort?

No. No public funds may be used for the ballot measure in either the circulation or campaign phase. To the extent support is ordinarily provided under the civic center and educational purpose of the campus, incidental costs may be incurred.

Can district employees raise funds during work hours?

No. Like a local bond campaign, supporters of the community college ballot measure should not campaign or raise funds during work hours. Some activities, such as to provide objective information about the impact of the ballot measure on the institution or in support of a governing board taking a position on the measure, are allowable.

How can we raise the funds?

California's community colleges serve over 2 million people annually with a total budget of over $7 billion. While the measure addresses governance and student fee issues as well, the Proposition 98 changes are projected to raise more than $2 billion in additional revenue for community colleges over the next ten years. A $2.5 million fund raising goal for the long-term fiscal health of the colleges is quite achievable.

Local college leadership can look to several possible sources to meet their fundraising goals:

- **Senior employees:** The League of California Cities and California State Association of Counties raised significant amount of money to qualify their ballot measure by encouraging senior employees to donate amounts based on their income. If one-half of the administrators and classified professionals throughout the system that make over $80,000 per year each gave $1,000 over the next year, over $1,200,000 would be raised for the effort.

- **Local unions:** Californians for Community Colleges is a partnership between the Community College League of California, the Faculty Association of California Community Colleges, and the Los Angeles Colleges Faculty Guild (AFT-CFT). Local college leaders can look to their local faculty and classified staff unions for support of the district fundraising goals.

- **Local Foundations and Auxiliary Student Funds:** To the extent allowed by law, local foundation revenue and some student government funds from auxiliary services may be used for the ballot effort. The amount that may be contributed may be limited, however, and Californians will provide further guidance and fundraising assistance throughout the effort.

- **Alumni and Community Supporters:** It is important to reach out beyond campus for fundraising as well. This is important to build early community support for the measure and to begin the "buy-in" of likely supporters. Look to retired employees, prominent alumni, and businesses and organizations that collaborate with, and benefit from, local community colleges.