

Agenda for Wednesday, October 15, 2025

1:30 p.m. - 3:00 p.m.

Zoom Meeting

1. Welcome
2. State/District Budget Update – Iris Ingram
 - [SSC - Legislature Wraps up the 2025 Legislative Year](#)
 - [SSC - Federal Reserve Rate Cut](#)
 - [SSC - Governor's Pen Poised for Action](#)
 - [SSC - Finance Bulletin Shows Mixed Economic Signals](#)
 - [SSC - Newsom Signs Immigration Enforcement Notification Bill](#)
 - [SSC - BOG Approves 2026-27 System Request](#)
 - [SSC - FY 2026 Federal Budget Update](#)
 - [SSC - Ask SSC . . . Choosing the Right CPI for Smarter Bargaining](#)
 - [SSC - Federal Government Enters Partial Shutdown](#)
 - [SSC - ED Releases 2026-27 FAFSA Form](#)
 - [SSC - Economic Forecasts Home in on Jobs](#)
 - [CCC - Powering California's Economy: Investing in Students, Workforce, and Innovation](#)
 - [DOF - Finance Bulletin-September 2025](#)
3. [2026-27 Draft Budget Calendar](#) – **ACTION**
4. [Salaries & Benefits - % of Total Expenditures](#) (Instructional vs Non-Instructional by Location)
5. [FRC Committee 2024-25 Accomplishments and 2025-26 Goals](#) - **ACTION**
6. Standing Report from District Council – Tara Kubicka-Miller
7. Informational Handouts
 - District-wide expenditure report link: <https://intranet.rscdd.edu>
 - [Vacant Funded Position List as of October 6, 2025](#)
 - [Monthly Cash Flow Summary as of September 30, 2025](#)
 - [SAC Planning and Budget Committee Agendas and Minutes](#)
 - [SCC Budget Committee Agendas and Minutes](#)
8. [Approval of FRC Minutes – September 17, 2025](#)
9. Other

Next FRC Committee Meeting: November 19, 2025, 1:30 – 3:00 pm

The Rancho Santiago Community College District aspires to provide equitable, exemplary educational programs and services in safe, inclusive, and supportive learning environments that empower our diverse students and communities to achieve their personal, professional, and academic goals.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Legislature Wraps up the 2025 Legislative Year



BY KYLE HYLAND

Copyright 2025 School Services of California, Inc.

posted September 17, 2025

The Legislature concluded its work for the first year of the 2025-26 Legislative Session into the wee hours of Saturday, September 13, 2025, sending hundreds of measures to Governor Gavin Newsom for his consideration.

In the end, the Legislature approved almost 1,000 bills in 2025. However, many of the measures that failed to make it to Governor Newsom's desk can be revived when the Legislature reconvenes in January 2026 since the state's lawmakers operate on a two-year legislative session.

Some of the noteworthy California Community Colleges (CCC) bills that are headed to the Governor's desk for his consideration include the following:

- Assembly Bill (AB) 323 (Fong, D-Alhambra) would require the California Community Colleges Chancellor's Office (CCCCO) to revise any Strong Workforce Program policies or regulations necessary to provide students and employers with paid work-based learning opportunities.
- AB 374 (Nguyen, D-Elk Grove) would, beginning with the 2026-27 school year, require TK-14 public school employers to provide classified school employees with certain information regarding their wages at the time of each payment.
- AB 648 (Zbur, D-Hollywood) would exempt community college districts (CCDs) from complying with local zoning ordinances for university housing development projects that are constructed on property owned or leased by the CCD, provided certain conditions are met.
- AB 695 (Fong) is an urgency measure that would provide an exemption until January 1, 2030, from nonresident tuition for community college students who were deported on or after January 1, 2025, and later reenroll in either an online or in-person community college program if the student was previously enrolled and was not paying nonresident tuition at the time of their departure.
- AB 699 (Stefani, D-San Francisco) would permit a local jurisdiction submitting a local ballot measure to choose how specific information will appear on the ballot label for specified tax or bond measures.

- AB 727 (González, M., D-Los Angeles) would require public higher education institutions and public schools serving students in grades 7-12 that issue student identification cards to include the telephone and text number for the Trevor Project suicide hotline that is available 24 hours per day and 7 days a week.
- AB 1028 (Fong) would require, if a CCD terminates a part-time faculty member, that the governing board comply with the procedures in its collective bargaining agreement.
- AB 1067 (Quirk-Silva, D-Fullerton) would require public employers to continue investigations of public employees for misconduct after the investigated employee retires, and to refer the matter to law enforcement before closing the investigation. The bill would also require the employee to forfeit any accrued pension rights and benefits if a felony conviction arises out of any specified conduct.
- AB 1098 (Fong) would establish the California Education Interagency Council to align education and workforce systems, support adult skill development, and address the changing nature of work and the economy.
- AB 1400 (Soria, D-Merced) would require the CCCCCO to develop a Baccalaureate Degree in Nursing Pilot Program that authorizes select CCDs to offer a Bachelor of Science in Nursing degree. The bill would limit the pilot program to ten CCDs statewide and would require the CCCCCO to identify and select eligible CCDs.
- Senate Bill (SB) 19 (Rubio, D-Baldwin Park) would create a new crime of threatening to commit a crime that will result in death or great bodily injury at a daycare, school, university, workplace, house of worship, or medical facility punishable as an alternate felony-misdemeanor.
- SB 98 (Pérez, D-Pasadena) is an urgency measure and would require each campus of the CCC, California State University (CSU), and independent institution of higher education that is a Cal Grant qualifying institution and requests the University of California (UC), through January 1, 2031, to notify all students, faculty, and other campus community members who work on campus when the presence of immigration enforcement at a campus is confirmed, to the fullest extent consistent with state and federal law.
- SB 271 (Reyes, D-San Bernardino) would require each community college, CSU, and requests each UC basic needs center, financial aid office, and childcare development center to refer students with dependent children to local resource and referral agencies for support accessing child care.
- SB 640 (Cabaldon, D-Yolo) would establish the CSU direct admission program between participating CSU campuses and K-12 local educational agencies, and further requires the CCC to promote the CSU dual admission transfer program.
- SB 744 (Cabaldon) would require, for the purposes of any code or statute, a national or regional accrediting agency recognized by the United States Department of Education as of January 1, 2025, will retain that recognition until July 1, 2029, provided that the accrediting agency continues to operate in substantially the same manner as it did on January 1, 2025. The bill would repeal those provisions on January 1, 2030.

- SB 761 (Ashby, D-Sacramento) would expand the definition of a state-approved local educational program that increases employability to include any program offered by a CCC, CSU, or UC, and would establish a data-sharing and consent requirement for the sharing of student information from the California Student Aid Commission to the California Department of Social Services for CalFresh outreach to students.

Barring a special session being called, the Legislature will not reconvene until January 5, 2026. With the Legislature on recess, the focus now shifts to Governor Newsom, who has until October 13, 2025, to sign or veto the bills on his desk. If Governor Newsom does not act on a bill by this deadline, then it would become law without his signature; however, we fully expect Governor Newsom to act on every bill on his desk.

We will provide periodic updates and analysis on the legislative actions taken by Governor Newsom in subsequent *Community College Update* articles over the next month. Stay tuned.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Federal Reserve Rate Cut



BY BRIANNA GARCÍA



BY WENDI MCCASKILL

Copyright 2025 School Services of California, Inc.

posted September 18, 2025

Today, September 17, 2025, the Federal Reserve (Fed) reduced the federal funds rate by a quarter-point to 4.0%–4.25%, marking its first rate cut since December 2024 when the central bank lowered rates by 0.25%. The Federal Open Market Committee statement announcing the rate reduction cited moderation of economic growth, slowing job gains, increased unemployment, and rising and somewhat elevated inflation. In addition, the Fed's Summary of Rate Projections shows the potential for additional rate cuts in 2025. We will keep you informed of any further reductions that may occur.

At today's press conference, Fed Chair Jerome Powell noted that the Fed is facing a challenge with inflation risks on one side and rising labor market risks on the other, and that risks have moved toward greater equality between inflation and unemployment. When asked about the impact of tariffs, Powell reiterated that the overall effects of tariffs on inflation and the broader economy remain to be seen.

The Consumer Price Index (CPI) increased 0.4% on a seasonally adjusted basis in August. Over the last 12 months, the all-item index increased 2.9%, while the core CPI (excluding food and energy) 12-month rate rose by 3.1%. The Fed's preferred gauge, the Personal Consumption Expenditures Price Index, reported at 2.6% in August, is slightly lower than the CPI. However, both indexes are still above the Fed's goal.

Concerning the softening labor market, a key factor in the rate reduction decision, August added only 22,000 nonfarm jobs and employment has shown little change since April, according to the Bureau of Labor Statistics. The unemployment rate rose slightly to 4.3% in August, a slight increase over July's 4.2% rate. U.S. unemployment is still relatively low, although the monthly rate is at its highest since late 2021, and based on Fed Chair Jerome Powell's remarks at today's press conference, is anticipated to rise to 4.5%.

As of this writing, the market had a mixed response to today's announcement. The Dow Jones Industrial Average rose 0.57%, while the Nasdaq fell 0.3% and the S&P 500 dropped 0.1%.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Governor's Pen Poised for Action



BY KYLE HYLAND

Copyright 2025 School Services of California, Inc.

posted September 22, 2025

The Legislature wrapped up its work for the first year of the 2025-26 session in the early morning hours of September 13, 2025. Before adjourning, lawmakers sent hundreds of bills to Governor Gavin Newsom for consideration (see [“Legislature Wraps up the 2025 Legislative Year”](#) in the September 2025 *Community College Update*). Lawmakers are now on recess and will not return to the Capitol until January 5, 2026, unless a special session is called.

With the Legislature adjourned, attention shifts to Governor Newsom, who has until October 13, 2025, to sign or veto legislation. The Governor can either sign a bill into law or veto it, effectively rejecting the proposal. Historically, education measures are among the last batches of bills the Governor acts on, meaning many key community college proposals will likely be resolved toward the end of the signing period.

The Governor announces his actions through press releases, typically organized by issue area (education, healthcare, public safety, labor, etc.). For some high-profile bills, he may also hold a signing ceremony at the Capitol or at a location connected to the measure.

When a bill is vetoed, the Governor issues a veto message explaining his rationale for not signing the measure. These messages often provide useful insight into his policy priorities and can serve as a roadmap for how a proposal might be revised and reintroduced in the future. While lawmakers technically can override a veto with a two-thirds vote, California has not done so since 1980. Even with today's Democratic supermajority, it is highly unlikely legislators will challenge vetoes from a Governor of their own party. Instead, the more effective strategy is to work with the Administration to reshape proposals in line with the guidance outlined in veto messages and reintroduce those measures the following year.

We can also expect many vetoes to cite fiscal concerns, which is a theme we have seen over the past several years with Governor Newsom. With the state facing a projected \$12 billion shortfall in the current fiscal year, this signals that the Governor will likely continue to reject measures with significant fiscal costs that have not been accounted for in the Enacted State Budget.

We will provide timely updates in subsequent *Community College Update* articles on the Governor's actions, with particular focus on those measures most relevant to community colleges. Stay tuned.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Finance Bulletin Shows Mixed Economic Signals



BY [WENDI MCCASKILL](#)

Copyright 2025 School Services of California, Inc.

posted September 24, 2025

Today, September 24, 2025, the Department of Finance (DOF) issued its September 2025 *Finance Bulletin*, indicating that state General Fund revenues for 2025-26 are exceeding projections included in the June Enacted Budget.

In August, total revenues exceeded Budget Act estimates by \$1.7 billion (12.8%). This is primarily the result of higher-than-projected August personal income tax (+\$1.1 billion), other revenues (+\$326 million), and corporation tax (+\$286 million) receipts. Increases in these revenues were offset by lower-than-expected Pooled Money Investment Account Interest revenues (-\$55 million) and sales and use tax revenues (-\$27 million). As displayed below, since the beginning of the fiscal year (July), revenues from the "Big Three" taxes, which are responsible for the bulk of the state's resources for government program funding, came in \$1.15 billion above Budget Act estimates.

2025-26 Fiscal Year-to-Date "Big Three" Tax Revenues
(In millions)

	Forecast	Actual	Difference
Personal Income Tax	\$16,064	\$17,431	\$1,367
Corporation Tax	\$1,443	\$1,303	-\$140
Sales and Use Tax	\$5,504	\$5,427	-\$77
Total	\$23,011	\$24,161	\$1,150

Source: DOF

Second quarter economic growth is up, with U.S. real gross domestic product (GDP) growing at a 3.3% seasonally adjusted annual rate in the second quarter of 2025, an improvement over the 0.5% first quarter contraction. In

contrast to last year at this time, when personal consumption contributed heavily to GDP growth, growth in the second quarter of 2025 was driven primarily by net exports, according to the DOE. U.S. headline inflation increased to 2.9% in August. Core inflation remained steady at 3.1%. According to the DOE, the August acceleration in inflation was attributed to a broad-based increase in consumer prices.

The August U.S. unemployment rate increased by 0.1% to 4.3%, with the U.S. adding 22,000 jobs, while most U.S. employment sectors lost jobs. California's unemployment rate remained at 5.5%, which is currently the second-highest unemployment rate in the nation. The state added 3,800 jobs in August, and July's figures were revised to show a loss of 300 jobs. In contrast to the nation, California had more sectors gaining than losing jobs in August. Those California sectors experiencing job losses include government; professional and business services; construction; manufacturing; and trade, transportation, and utilities. Private education and health services, leisure and hospitality, information, other services, mining and logging, and financial activities experienced job gains in California.

Building activity has decreased 1.2% since June 2025 and 6.6% compared to July 2024. At \$884,050, the median sales price of existing single-family homes is down 0.3% since July 2024. Existing single-family home sales in July decreased 1.0% month over month and have declined 4.1% since July 2024.

As we look ahead, the upcoming October 15, 2025, extended deadline for Los Angeles County taxpayers will provide further tax receipts to compare against forecasted revenues.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Newsom Signs Immigration Enforcement Notification Bill



BY KYLE HYLAND

Copyright 2025 School Services of California, Inc.

posted September 25, 2025

Over the weekend, Governor Gavin Newsom signed a package of bills responding to the federal government's immigration policies. One measure in particular—Senate Bill (SB) 98 by Senate Education Committee Chair Sasha Renée Pérez (D-Pasadena)—directly and immediately impacts the California Community Colleges (CCC) system.

What does SB 98 do?

SB 98 requires each campus of the CCC, California State University, and each Cal Grant qualifying independent institution of higher education, and requests the University of California, to notify all students, faculty, staff, and other campus community members when the presence of immigration enforcement is confirmed on campus.

The bill defines immigration enforcement as including “any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.”

The bill requires the notice to include the following information:

- The date and time the immigration enforcement was confirmed
- The location of the confirmed immigration enforcement
- A hyperlink to [resources and model policies](#) published by the California Attorney General

To protect students and staff, SB 98 prohibits the notice from including any personally identifiable information.

How will this impact CCDs?

SB 98 will impact community college districts (CCDs) by adding a new communications duty whenever immigration enforcement is confirmed on campus. Operationally, districts will need a clear trigger for what counts as “confirmed presence,” and an identified authority to approve and send alerts. CCDs will likely need to configure their mass-notification systems with an “Immigration Enforcement” template that captures the required elements of the bill (date/time confirmed, location, and a hyperlink to the Attorney General’s model-policies/resources page) while explicitly excluding personally identifiable information.

We recommend that CCDs work closely with their legal counsel to review these new requirements, update local policies, and ensure that staff training and notification procedures are legally sound and aligned with both state and federal law.

When does SB 98 go into effect?

As an urgency measure, SB 98 went into effect immediately upon Governor Newsom’s signature. The bill has a sunset date of January 1, 2031. This means that the bill is currently state law and that CCDs should act accordingly to the new statute.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

BOG Approves 2026-27 System Request



BY KYLE HYLAND

Copyright 2025 School Services of California, Inc.

posted September 25, 2025

At its September 16, 2025, meeting, the California Community Colleges (CCC) Board of Governors (BOG) approved the [2026-27 System Budget and Legislative Request](#) (System Request) presented by the California Community Colleges Chancellor's Office (CCCCO) staff.

The process to develop the 2026-27 System Request began in July and in August the CCCCCO hosted a working session with members of the Consultation Council about concepts for inclusion in the proposal. In light of forecasted economic uncertainty, the System Request focuses on advancing the three Strategic Directions of Vision 2030:

- Equitable Baccalaureate Attainment
- Equitable Workforce and Economic Development
- Generative Artificial Intelligence and the Future of Learning

We highlight the proposals and corresponding financial requests below. (All requests would utilize Proposition 98 funds unless noted otherwise. Details within each area are provided in Appendix B of the System Request link above.)

Equitable Baccalaureate Attainment	
Cross-Sector Partnerships and Coordination	\$40.7 million one-time \$2 million ongoing
Targeted Supports for Focused Learner Populations	\$24.2 million one-time \$105 million ongoing

Robust Financial Aid	\$1.5 million one-time \$10 million ongoing \$70 million ongoing (General Fund)
Faculty and Staff Supports	\$10 million one-time \$85 million ongoing
Equitable Workforce and Economic Development	
California Apprenticeship Initiative and Related and Supplemental Instruction	\$15 million one-time \$69 million ongoing
Campus-Based Microgrids (energy systems that can operate during power outages)	\$45 million one-time (Proposition 4)
Economic and Workforce Development Modernization	\$41.1 million ongoing
Los Angeles Recovery and Rebuild Initiative	\$20 million one-time
The Future of Learning and Generative Artificial Intelligence	
Common Cloud Data Platform	\$9 million ongoing \$36 million one-time
California Virtual Campus	\$3.9 million ongoing
Integrated Technology Cost-of-Living Adjustment	\$10.6 million ongoing

A portion of the “Robust Financial Aid” request noted above is an annual General Fund cost of \$60 to \$70 million to support a \$1.1 billion investment towards the statewide lease-revenue bond approach adopted in the 2024–25 State Budget, which enables colleges to construct affordable student housing projects. The “Faculty and Staff Supports” includes a \$55 million ongoing request to fully fund the 90% reimbursement rate for the Part-Time Faculty Office Hours Program.

The document also includes proposed investments for core resources and the CCCCCO as well as legislative and policy requests.

Core Resources	
Student Centered Funding Formula (SCFF) and Strong Workforce Program Base Restorations	\$60 million one-time To be determined ongoing
Enrollment Growth	\$112.5 million ongoing
Deferred Maintenance	\$60 million ongoing

Chancellor's Office Capacity	
Vision 2030 Innovation Catalyst Fund	Budget neutral
Requests for Chancellor's Office Positions	\$5 million ongoing (General Fund)
Legislative Mandates and Budget Priorities	To be determined

Additionally, the CCCCCO requests two SCFF formula changes: (1) to recognize credit full-time equivalent students (FTES) at the higher of the three-year average or the amount reported in the current year, and (2) to eliminate the 10% cap on funded FTES growth.

2026-27 Legislative and Policy Requests

- **Streamline CalWORKS Program Eligibility**—Maximize direct aid and remove employer match requirement
- **Streamline Legislative Reporting Requirements**—Modernize reporting requirements and alleviate workload burdens
- **Update California College Promise Program**—Clarify eligibility requirements for students and institutions
- **Increase Baccalaureate Degree Attainment Among Underserved Student Populations**—Pursue expanded transfer opportunities and further enable students to pursue baccalaureate degree opportunities, and to attain baccalaureate degrees with a focus on policies supporting rural and underserved populations
- **Strengthen Access to Dual Enrollment**—Streamline participation and expand the reach of dual enrollment programs
- **Supporting Artificial Intelligence Literacy and Workforce Development**—Support AI literacy efforts and AI workforce development opportunities, with an added focus on supporting rural and underserved communities

Now that the System Request has been approved, the CCCCCO will present the document to the Newsom Administration as they begin to build their 2026-27 State Budget proposal, which needs to be released by January 10, 2026. For the legislative and policy requests, the CCCCCO will likely reach out to legislators to author those proposals; however, policy proposals can also be handled via the State Budget process through the budget trailer bills.

The next BOG meeting is scheduled for November 18, 2025, which is the last BOG meeting for the 2025 calendar year.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

FY 2026 Federal Budget Update



BY KYLE HYLAND

Copyright 2025 School Services of California, Inc.

posted September 30, 2025

The President, House, and Senate have released their education funding proposals for fiscal year (FY) 2026. While these proposals lay out different priorities, it is important to note that the House and Senate numbers remain committee-level actions only. They were advanced by the Appropriations Committees through the Labor, Health and Human Services, and Education bill, but have not been approved by the full chambers.

When it comes to overall U.S. Department of Education spending, the President (see the article “[Details of the FY 2026 Presidential Proposal](#)” in the June 2025 *Community College Update*) and House diverge sharply with the Senate. The FY 2025 enacted level was \$78.7 billion. For FY 2026, the President has proposed \$66.7 billion, a reduction of about 15% that aligns with the Administration’s plan to significantly scale back the federal government’s role in education. The House has also put forward a figure of \$66.7 billion, while the Senate has proposed \$79.1 billion—slightly above the FY 2025 enacted level.

Below we provide a comparison of the major higher education spending proposals for the three parties:

Program	FY 2025 Levels	Trump FY 2026 Proposal	House FY 2026 Proposal	Senate FY 2026 Proposal
Pell Grant (max award)	\$7,395	\$5,710	\$7,395	\$7,395
Federal Supplemental Educational Opportunity Grants	\$910 million	\$0	\$0	\$910 million
Federal Work-Study	\$1.23 billion	\$250 million	\$779 million	\$1.23 billion

Strengthening Institutions Program	\$112 million	\$0	\$107 million	\$107 million
Fund for Improvement of Postsecondary Education	\$171 million	\$0	\$47.5 million	\$146 million
Career and Technical Education (Perkins V) State Grants	\$1.44 billion	\$1.44 billion	\$1.46 billion	\$1.44 billion
Adult Education	\$729 million	\$0	\$0	\$729 million
Federal TRIO Programs	\$1.19 billion	\$0	\$1.19 billion	\$1.19 billion
Developing Hispanic-Serving Institutions	\$229 million	\$229 million	\$229 million	\$229 million

Government Shutdown Looming

The federal fiscal year begins on October 1, 2025, and Congress has not yet approved its 12 annual appropriations bills. Last week, the House narrowly passed a continuing resolution (H.R. 5371) to keep the government funded through November 21, 2025, while extending certain health programs and delaying cuts to Medicaid and hospital funding. However, the measure failed in the Senate by a 44-48 vote. Most Democrats opposed the bill due to concerns over health care provisions and program cuts, while a handful of Republicans also withheld support, leaving it short of the 60 votes needed to advance. Without a new agreement, a government shutdown could begin on October 1.

Historically, short-term shutdowns have not produced major, immediate fiscal hits for community college districts (CCDs) as community colleges are primarily funded from state and local dollars. Since the shutdown would occur mid-semester, as opposed to the start of the academic year, federal financial aid has already been disbursed to students and once that funding is allocated the federal government's role in higher education funding is mostly satisfied.

While CCD funding would face minimal impact in a shutdown, there are federal programs that students rely on that could have severe implications if the shutdown were to drag on. Students that rely on the Supplemental Nutrition Assistance Program for food and groceries could be significantly impacted if the shutdown extends beyond October. Also, the U.S. Department of Education would likely furlough 90% of its employees during a

shutdown, which would pause all investigations in the Office for Civil Rights and impact federal work-study programs, Federal Supplemental Educational Opportunity Grants, and administrative functions not related to financial aid.

We will be monitoring the negotiations and will provide updates in subsequent articles. Stay tuned.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Ask SSC . . . Choosing the Right CPI for Smarter Bargaining

 [BY JOHN GRAY](#)

 [BY SARAH NIEMANN, EDD](#)

Copyright 2025 School Services of California, Inc.

posted August 21, 2025

Q. Which Consumer Price Index (CPI) should we use for comparison purposes? It is our understanding that California has several.

A. You may have heard us say to prepare for bargaining as if you are going all the way to factfinding. We believe that if you do, it will be helpful in coming to a settlement and avoiding the impasse process. Knowing what data an independent factfinder would consider can be helpful when developing compensation proposals. One of the seven criteria that factfinders must consider before making their findings and recommendations is “the consumer price index of goods and services, commonly known as the cost of living” (Government Code Sections 3548.2[b][5]).

The State of California Division of Labor Statistics and Research lists five CPIs in the state. They are as follows:

- Los Angeles Area
- Riverside Area
- San Francisco Area
- San Diego Area
- California

The U.S. Bureau of Labor Statistics (BLS) cautions that local area indexes—such as the Los Angeles Area, Riverside Area, San Diego Area, and San Francisco Area indexes—are much smaller in sample size than the national and California indexes and are, therefore, subject to substantially more sampling and other measurement error. As a

result, local area indexes are more volatile than the national, state, or regional indexes, and the BLS strongly urges users to consider utilizing the national or regional CPIs for use in escalator clauses. We agree with the BLS and use the State of California CPI during impasse proceedings.

It is important to acknowledge that the cost-of-living adjustments that are used on the Student Centered Funding Formula are not based on the California CPI, but rather on the Implicit Price Deflator for State and Local Government Purchases of Goods and Services. This is a federal index that is not uniquely designed to measure price changes for California. As a result, your district's ability to keep its compensation levels generally in line with changes in the California CPI will depend upon the relative performance of these two indices.

The Government Code is silent on which CPI to use, so you should proceed in your negotiations armed with an understanding of both the CPI and the Implicit Price Deflator, no matter which CPI you use for comparison purposes.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Federal Government Enters Partial Shutdown



BY KYLE HYLAND

Copyright 2025 School Services of California, Inc.

posted October 2, 2025

The new federal fiscal year began yesterday, October 1, 2025, but with Congress unable to approve the 12 budget spending bills or a continuing resolution (CR), a partial government shutdown has been triggered. On September 19, 2025, the House approved H.R. 5371 to extend funding through November 21 while delaying cuts to Medicaid and hospital reimbursements, but the measure failed in the Senate by a 44-48 vote. Democrats oppose the “clean CR” because it does not extend enhanced Affordable Care Act premium subsidies, and it does not undo recent Medicaid cuts that were enacted in the reconciliation bill approved on July 4, 2025. A small number of Republicans in the Senate also withheld support, leaving the bill far short of the 60 votes required for cloture. With no alternative in place, federal agencies have entered a lapse in appropriations.

For community college districts (CCDs), the immediate exposure is limited, as community colleges are primarily funded from state and local dollars. Since the shutdown is occurring mid-semester, as opposed to the start of the academic year, federal financial aid has already been disbursed to students and once that funding is allocated, the federal government’s role in higher education funding is mostly satisfied.

While CCD funding should face minimal impact during the shutdown, there are federal programs that students rely on that could have severe implications if the shutdown were to drag on. Students that rely on the Supplemental Nutrition Assistance Program for food and groceries could be significantly impacted if the shutdown extends beyond October.

The U.S. Department of Education’s (ED) [contingency plan](#) outlines how federal operations and grant activities will be constrained during the lapse. According to the plan, approximately 95% of non-Federal Student Aid Department personnel would be furloughed in the first week, leaving only a small team working under “excepted” or “exempt” authority. The ED will continue to disburse Pell Grants and direct student loans, since those programs draw on mandatory or multiyear appropriations and carryover funds. Similarly, already-awarded Title I and Individuals with Disabilities Education Act funds remain accessible, and grantees may continue to draw down from existing grants.

However, new grantmaking is suspended during the lapse. The ED will pause application reviews, award decisions, technical assistance, regulatory work, and Office for Civil Rights investigations unless they qualify as “excepted” or otherwise-funded activity. As a result, CCDs planning to launch new discretionary or competitive grant-funded projects this fall may face delays until appropriations are restored.

The contingency plan also allows for limited continuation of certain programs funded through advance or multiyear appropriations. The plan notes that 17 non-mandatory programs hold carryover funds or advance appropriations from fiscal year 2025 and may be able to maintain obligations and payments during a short shutdown, to the extent that failure to do so would “significantly damage” the execution of educational operations.

In the area of early childhood education, the same constraints apply: Head Start providers with existing awards may continue operations under currently obligated funds, but new awards or renewals with project periods that begin October 1 cannot be obligated during the lapse. Those programs face the risk of temporary service interruption until appropriations resume.

We will continue to follow negotiations between Congress and the President as the shutdown moves forward. History offers a clear precedent: the longest government shutdown in U.S. history, which lasted 35 days during President Trump’s first term, furloughed roughly 800,000 federal employees or required them to work without pay. That standoff ended only after lawmakers approved a short-term CR to reopen federal agencies while broader budget talks continued. A similar stopgap agreement remains the most likely outcome for the current impasse, though the timeline and negotiations are still uncertain. Stay tuned.



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

ED Releases 2026-27 FAFSA Form



BY KYLE HYLAND

Copyright 2025 School Services of California, Inc.

posted October 3, 2025

Last Wednesday, September 24, 2025, the U.S. Department of Education (ED) released the 2026-27 Free Application for Federal Student Aid (FAFSA) form. In its [press release](#), the ED touted the FAFSA release as the “earliest launch in the program’s history.”

Last December, former President Joe Biden signed the FAFSA Deadline Act into law, which requires the ED to release the FAFSA application by October 1 each year. If the application is not released by October 1, the legislation requires the ED secretary to testify before Congress and explain any delays and estimate the potential costs to families. Since the application was released a week before October 1, the ED has met the required deadline.

This year’s FAFSA form continues to incorporate the major changes introduced under the FAFSA Simplification Act (signed in 2020 as part of the Consolidated Appropriations Act, 2021), including the transition from the Expected Family Contribution to the Student Aid Index, a shorter and more streamlined application, and the removal of the “number of family members in college” factor. After the technical delays and disruptions that affected last year’s rollout, the ED has focused on stabilizing the system, improving Internal Revenue Service (IRS) data-matching, and ensuring a smoother process for applicants.

As a reminder, the 2025-26 Enacted State Budget includes \$20 million in one-time funding to support financial aid offices with increased workload due to assist students in completing the FAFSA. Each community college campus will receive a minimum allocation of \$50,000. The remainder of the funding will be allocated to campuses based upon a formula reflecting full-time equivalent students weighted by a measure of low-income populations demonstrated by Pell Grant program participation within a district.

It is important to note that the ongoing federal government shutdown may impact aspects of the FAFSA process. While applications will continue to be accepted and Pell Grants and federal student loans are expected to be disbursed, certain services could slow down. Families may experience longer wait times at call centers, delays in verification, and possible interruptions in retrieving IRS tax transcripts. If the shutdown persists, additional guidance, system updates, and oversight activities from the ED could also be delayed.

You can find the 2026-27 FAFSA form [here](#).



COMMUNITY COLLEGE UPDATE

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Economic Forecasts Home in on Jobs



BY [PATTI F. HERRERA, EDD](#)

Copyright 2025 School Services of California, Inc.

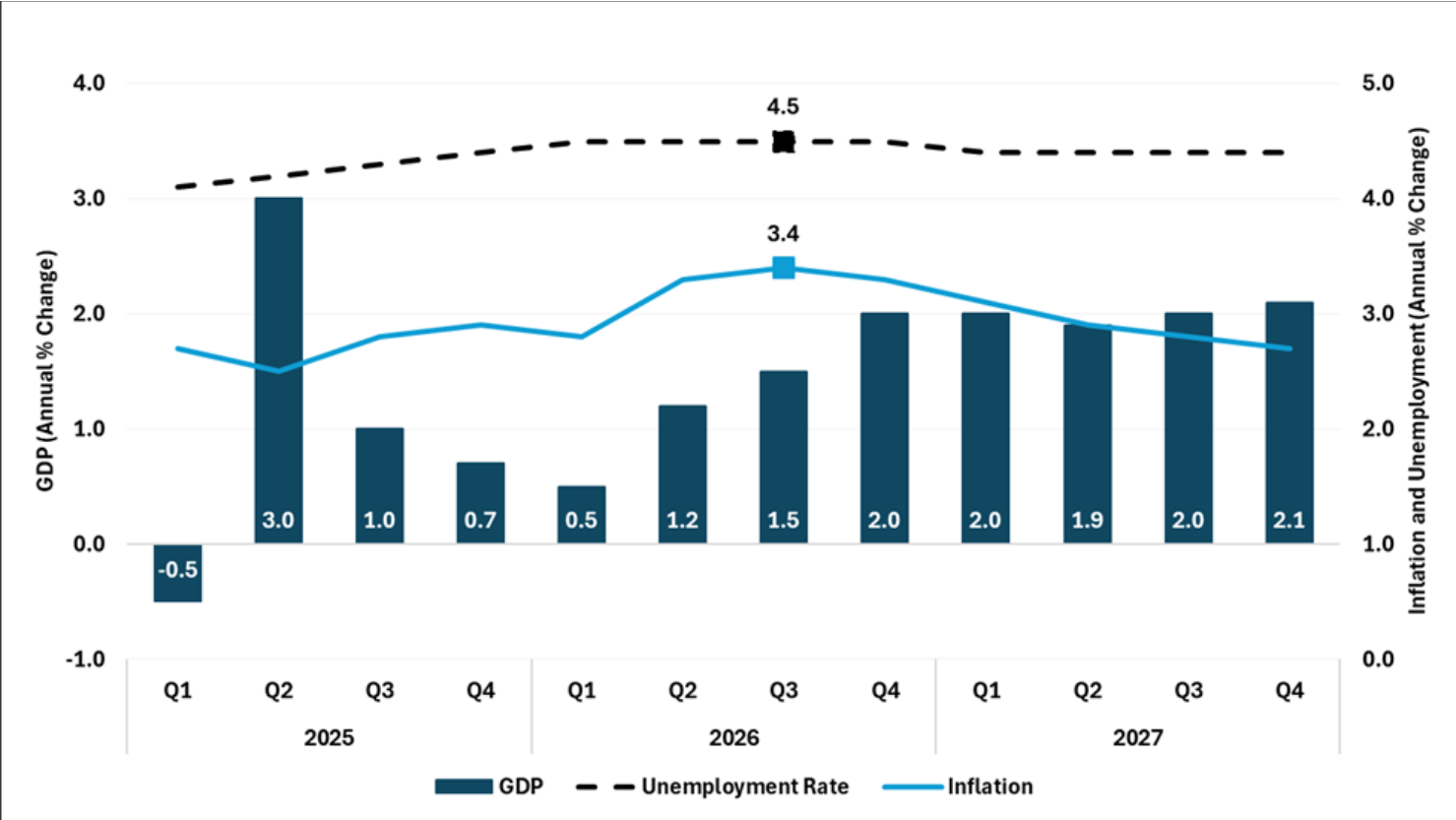
posted October 3, 2025

Just hours after the federal government shut down due to the inability of Congress to reach a 2026 budget or temporary spending deal, UCLA economists held their Fall 2025 Anderson Forecast conference. The federal impasse only added to the backdrop of chaos from which they had to offer their best insights as to what lies ahead. Senior economist Clement Bohr began his presentation on the U.S. forecast by stating, “I’ve never felt so uncertain about the trajectory of the U.S. economy.”

Bohr noted that, while the national economic picture from June has deteriorated modestly, the forecast continues to assume no recession through 2027. He also noted that since June, the economy has experienced three significant “inflection points” that could create headwinds. The first is that inflation is beginning to creep back up, and though most would attribute the rise in prices to increased duties on imported goods, he highlights that the uptick is due largely to rising service costs, such as travel and leisure and hospitality costs. The second inflection point is the subdued labor market characterized by a “low-hire, low-fire” trend, meaning that workers are staying put and employers are offering fewer new jobs, leaving those looking for work with diminishing employment options. The third inflection point is what is now known as the “Powell Pivot,” referring to the recent decision by the Federal Reserve (Fed) to grant more weight to unemployment trends than inflation when it decided to reduce overnight borrowing rates by 25 basis points at its September meeting.

In this context, UCLA forecasters predict an economy weakened by the dual pressures of rising inflation and unemployment amid great uncertainty (Figure 1). U.S. economic growth is forecasted to decline for the remainder of 2025 and the first quarter of 2026 before beginning to slowly rebound and plateau around 2.0% through 2027.

Figure 1. U.S. Outlook
Gross Domestic Product (GDP), Inflation, and Unemployment



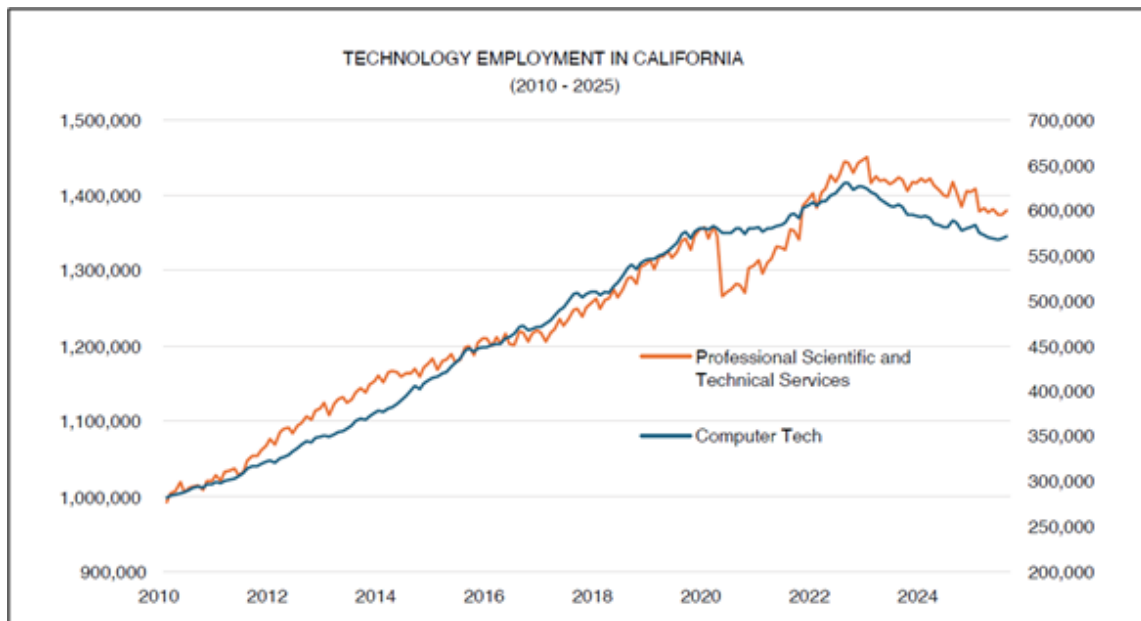
Source: UCLA Anderson Forecast, Fall 2025

A low-growth economy is particularly sensitive to factors that could change its course. UCLA economists identified the risks to both the larger economy and its forecast as the federal government shutdown, a pending Supreme Court decision on President Trump’s current tariff regime, the independence of the Fed in setting monetary policy to regulate the economy, and whether the boost from artificial intelligence is a boom or a bubble.

Entitled “Employment Recession Worries,” the picture painted by economist Thomas Ash for California is a little more sobering as the state holds the unenviable title of having the highest unemployment rate in the country. It has sustained an unemployment rate above 5.0% over the last 19 months and lost over 21,000 jobs in the first eight months of 2025. At 5.5%, California’s unemployment rate was 1.2 percentage points higher than the U.S. at the end of August. UCLA can attribute 0.3 percentage points of the difference as typical, but the remaining difference is owed to declines in entertainment, technology, and manufacturing. Sectors that experienced growth—healthcare, government, education, and farming—are not expected to continue growing. In fact, UCLA economists cite federal policy changes in healthcare (H.R. 1 changes to Medicaid and SNAP [Supplemental Nutrition Assistance Program]) and immigration enforcement and border control as looming labor market headwinds for the healthcare and social services, agriculture, construction, retail, non-durable goods manufacturing, and leisure and hospitality sectors.

Ash and his colleagues suggest that in order for California’s economy to grow faster than the nation (a historical trend), manufacturing and technology jobs would need to rebound significantly. Despite the current economic and state revenue boost predicted from artificial intelligence, broader factors impacting the jobs market could mute its longer-term influence, such as changes to H1-B visa policies. Even without H1-B visa changes, California’s technology sector has been declining since it recovered from the COVID-19 pandemic (Figure 2), following a strong upward trend throughout the 2010s. There is no evidence to suggest that the sector will see a revival of that trend, at least through the forecasted period.

Figure 2. Technology Employment Trends



Finally, housing affordability continues to be one of California’s biggest challenges. Existing home sales remain low and the average price of a single-family house remains high. Typically, these conditions spur building activity, but this has not yet materialized. Describing the home construction sector as being “in the doldrums,” the forecast predicts that high interest rates, a shortage of construction workers, and higher costs of imported construction materials will protract if not exacerbate housing conditions in the state.

We will continue to monitor U.S. and California economic trends, particularly for their effects on state and public education revenues.



California Community Colleges

**Powering California's Economy:
Investing in Students, Workforce, and
Innovation**

**2026-27 Board of Governors
Budget and Legislative Request**

September 2025

TABLE OF CONTENTS

Introduction.....	3
Appendix A: Shared Advocacy Request Process.....	8
Appendix B: 2026-27 System Budget Request Details.....	9
Equitable Baccalaureate Attainment	9
Strengthen Cross-Sector Partnerships and Coordination.....	9
Credit for Prior Learning.....	9
Title IX Policies and Practices Report	10
Native American Graves Protection and Repatriation Act Compliance	11
College of Adaptive Arts	11
Rural Transfer Collaborative.....	11
Provide Targeted Supports for Focused Learner Populations	12
Student Equity and Achievement Program.....	12
Dual Enrollment Expansion	12
Dreamer Resource Liaisons and Immigration Legal Services.....	13
Serving our Student Veterans.....	13
A ² Mend	14
Umoja	15
Improve Student Access to Robust Financial Aid	15
Affordable Student Housing Lease Revenue Bond.....	15
Financial Aid Office Administration	16
Beyond Barriers Demonstration Project.....	16
Faculty and Staff Supports	17
Part-Time Faculty Office Hours.....	17
Innovative Teaching and Artificial Intelligence Professional Development	17
Equitable Workforce and Economic Development.....	18
California Apprenticeship Initiative and Related and Supplemental Instruction	18
Campus-Based Microgrids	19
Economic and Workforce Development Modernization	20
Los Angeles Recovery and Rebuild Initiative	21
The Future of Learning and Generative Artificial Intelligence.....	21
Common Cloud Data Platform.....	22
California Virtual Campus.....	23
Integrated Technology Cost-of-Living Adjustment	23
Core Resources	24
Student Centered Funding Formula and Strong Workforce Program Base Restorations	24
Enrollment Growth.....	25
Deferred Maintenance	26
Chancellor’s Office Capacity	26
Vision 2030 Innovation Catalyst Fund.....	27
Requests for Chancellor’s Office Positions	28
Resources for Implementation of Legislative Mandates and Budget Priorities	36
Appendix C: 2026-27 Policy and Legislative Request Details	37
Streamline California Work Opportunity and Responsibility to Kids (CalWORKs) Program Eligibility..	37
Streamline Legislative Reporting Requirements	37
Update California College Promise Program	37
Increase Baccalaureate Degree Attainment Among Underserved Student Populations	38
Strengthen Access to Dual Enrollment	38
Supporting Artificial Intelligence Literacy and Workforce Development	38

INTRODUCTION

The California Community Colleges Chancellor presents the System Budget and Legislative Request for fiscal year 2026-27, our blueprint for the funding and reforms needed to sustain the largest higher education system in the nation, drive economic growth, and empower students to achieve lasting upward mobility.

In 2023, the system adopted Vision 2030: A Roadmap for California Community Colleges (Vision 2030), a framework for systemwide action to advance equity in access, equity in success, and equity in support for current and future students. Vision 2030 urges our 116 colleges to lead with equity and excellence, act with urgency, and serve as a force for economic mobility, environmental stewardship, and community resilience.

In July 2025, the Board of Governors approved a refresh of Vision 2030, not as a change in direction, but as a renewed recommitment to these shared goals. The July 2025 Edition of Vision 2030 reflects what has been learned over the past two years, clarifies the approach to innovation and governance, and expands the framework to incorporate the challenges and opportunities emerging across the state of California, the economy, and the system.

The Board of Governors' Budget and Legislative Request for 2026-27 advances Vision 2030 by proposing targeted investments and policy changes that provide our colleges and students the tools they need to meet California's diverse economic and workforce needs in direct alignment with the Governor's Roadmap for the Future and Master Plan for Career Education. The return on investment is clear: California Community Colleges generate \$173 billion annually and support 1.66 million jobs statewide. Every dollar invested strengthens our communities, fuels innovation, and opens pathways to prosperity for every learner, dismantling cycles of generational poverty and building a brighter future for the state.

The request is organized as follows, with explanatory and supporting information included in the attached appendices:

- Shared Advocacy Request Process (Appendix A);
- 2026-27 System Budget Requests (Appendix B); and
- 2026-27 System Legislative and Policy Requests (Appendix C).

Overall, the 2026-27 Shared Advocacy Request, "Powering California's Economy: Investing in Students, Workforce, and Innovation," includes **\$508.1 million** in ongoing and **\$208.4 million** in one-time Proposition 98 General Fund resources, along with numerous proposed policy reforms, to address longstanding inequities in higher education through the lens of Vision 2030.

2026-27 BUDGET REQUESTS SUMMARY

Equitable Baccalaureate Attainment

A baccalaureate degree remains one of the most powerful drivers of socioeconomic mobility. California's community colleges are unwavering in advancing the Governor's goal for 70% of working-age Californians to hold a postsecondary degree or certificate, including the baccalaureate degrees vital for high-wage, high-skill careers in the state's advanced economy. Strategic investments in **cross-sector partnerships and coordination, targeted supports for focused learner populations, robust financial aid, and resources for faculty and staff** will enable community colleges to unlock economic opportunity at scale and ensure more Californians thrive in a rapidly changing world.

Proposal	Total Request
Cross-Sector Partnerships and Coordination	\$41.7 million one-time Proposition 98 \$2 million ongoing Proposition 98
Targeted Supports for Focused Learner Populations	\$24.2 million one-time Proposition 98 \$105 million ongoing Proposition 98
Robust Financial Aid	\$1.5 million one-time Proposition 98 \$10 million ongoing Proposition 98 \$70 million ongoing General Fund
Faculty and Staff Supports	\$10 million one-time Proposition 98 \$85 million ongoing Proposition 98

Equitable Workforce and Economic Development

Vision 2030 takes a sector approach to workforce development, calling on colleges to partner with industry to invest in skilling up workers for socioeconomic mobility. It prioritizes high-demand careers in health care, climate, STEM and technology, education and early education that are essential to sustaining California's economic future and meeting the state's growing demand for trained workers. Through the requested strategic investments, we aim to ensure that every Californian has access to worker-centered and industry-focused education and support that leads to meaningful careers and lasting economic security.

Proposal	Total Request
California Apprenticeship Initiative and Related and Supplemental Instruction	\$15 million one-time Proposition 98 \$69 million ongoing Proposition 98

Proposal	Total Request
Campus-Based Microgrids	\$45 million one-time Proposition 4
Economic and Workforce Development Modernization	\$41.1 million ongoing Proposition 98
Los Angeles Recovery and Rebuild Initiative	\$20 million one-time Proposition 98

The Future of Learning and Generative Artificial Intelligence

The rapid emergence of generative artificial intelligence (AI) offers California community colleges powerful opportunities to streamline operations, expand capacity, and improve the student experience. By reducing the amount of staff time and resources allocated to some routine administrative functions, AI can help colleges and staff further focus their efforts on student success. Across the state, colleges are already experimenting with innovative AI partnerships that enhance local capabilities. The requested investments will accelerate this progress by advancing student learning, extending faculty and staff capacity, and modernizing the approach to some routine administrative functions.

Proposal	Total Request
Common Cloud Data Platform	\$36 million one-time Proposition 98 \$9 million ongoing Proposition 98
California Virtual Campus	\$3.9 million ongoing Proposition 98
Integrated Technology Cost-of-Living Adjustment	\$10.6 million ongoing Proposition 98

Core Resources

Ongoing operational resources that keep pace with evolving demands are essential to advancing the mission of our colleges, meeting the diverse needs of communities across the state, and achieving the student success goals of Vision 2030. Strengthening support for core institutional functions will ensure that no student is turned away and that colleges can continue building the structures and services students need to thrive.

Proposal	Total Request
Student Centered Funding Formula and Strong Workforce Program Base Restorations	\$60 million one-time Proposition 98 TBD ongoing Proposition 98
Enrollment Growth	\$112.5 million ongoing Proposition 98
Deferred Maintenance	\$60 million ongoing Proposition 98

Chancellor's Office Capacity

The Chancellor's Office operates with the smallest staff capacity of California's higher education system offices, despite its broad legislative mandate to provide systemwide leadership, guidance, and accountability for the 116 California Community Colleges and the more than 2.1 million students they serve. With just 203 authorized staff positions, the Chancellor's Office allocates and oversees more than \$14 billion in Proposition 98 funds, monitors implementation of newly enacted legislation, and ensures compliance and accountability. In addition, the Chancellor's Office provides critical technical assistance and research support to help colleges advance student success in alignment with the priorities of the Legislature and Administration. To meet these responsibilities and strengthen the role of the community colleges as a statewide leader in workforce education and equity-driven innovation, the budget request includes targeted investments to support Chancellor's Office capacity.

Proposal	Total Request
Vision 2030 Innovation Catalyst Fund	Budget neutral
Requests for Chancellor's Office Positions	\$5 million ongoing General Fund
Legislative Mandates and Budget Priorities	To be determined

In total, the budget request reflects \$508.1 million in ongoing Proposition 98 General Fund requests, \$208.4 million in one-time Proposition 98 General Fund requests, approximately \$75 million in General Fund requests, and \$45 million in one-time Proposition 4 bond fund requests.

2026-27 LEGISLATIVE AND POLICY REQUESTS SUMMARY

Proposal	Request
Streamline CalWORKS Program Eligibility	Maximize direct aid and remove employer match requirement.
Streamline Legislative Reporting Requirements	Modernize reporting requirements and alleviate workload burdens.
Update California College Promise Program	Clarify eligibility requirements for students and institutions.

Proposal	Request
Increase Baccalaureate Degree Attainment Among Underserved Student Populations	Pursue expanded transfer opportunities and further enable students to pursue baccalaureate degree opportunities, and to attain baccalaureate degrees with a focus on policies supporting rural and underserved populations.
Strengthen Access to Dual Enrollment	Streamline participation and expand the reach of dual enrollment programs.
Supporting Artificial Intelligence Literacy and Workforce Development	Support AI literacy efforts and AI workforce development opportunities, with an added focus on supporting rural and underserved communities.

APPENDIX A: SHARED ADVOCACY REQUEST PROCESS

The California Community Colleges is the largest higher education system in the nation, serving over 2.1 million students in every community in the state. California's 116 community colleges serve the most diverse student body of any California higher education system, and as such, are uniquely positioned to help residents of all backgrounds improve their social and economic mobility and build a better future for themselves, their communities, and the state. The California Community Colleges system is a critical partner in achieving state higher education priorities by supporting baccalaureate degree attainment through transfer to four-year institutions—and meeting its workforce needs by providing opportunities for upskilling and workforce preparation for all Californians, particularly working adults.

Existing law requires the Board of Governors, in consultation with institutional representatives of the California Community Colleges and statewide student, faculty, and staff organizations, to develop criteria and standards for the purpose of making the annual budget request for the California Community Colleges to the Governor and the Legislature.

In July, the Chancellor's Office began the process to develop the Board of Governors' Budget and Legislative Request for 2026-27 by asking Consultation Council partners, system constituents, and Executive leadership to submit concepts for inclusion. On August 26, the Chancellor's Office invited Consultation Council members to attend a working session to discuss the proposals. During the workshop, members engaged in a review of priorities and opportunities to advance Vision 2030 in the upcoming budget and legislative cycle. In addition to discussions at Consultation Council meetings, Chancellor's Office staff sought written feedback. In the context of fiscal uncertainty, this final Shared Advocacy Request presents a forward-thinking approach that focuses on advancing the three Strategic Directions of Vision 2030:

- Equitable Baccalaureate Attainment;
- Equitable Workforce and Economic Development; and
- Generative Artificial Intelligence and the Future of Learning.

The Chancellor's Office has incorporated feedback from the consultative process into this document, with the intent that this Request can serve as the basis of coordinated advocacy for California's community colleges.

APPENDIX B: 2026-27 SYSTEM BUDGET REQUEST DETAILS

Equitable Baccalaureate Attainment

A baccalaureate degree remains one of the most powerful drivers of socioeconomic mobility. California's community colleges are unwavering in advancing the Governor's goal for 70% of working-age Californians to hold a postsecondary degree or certificate, including the baccalaureate degrees vital for high-wage, high-skill careers in the state's advanced economy. Strategic investments in **cross-sector partnerships and coordination, targeted supports for focused learner populations, robust financial aid supports, and resources for faculty and staff** will enable community colleges to unlock economic opportunity at scale and ensure more Californians thrive in a rapidly changing world.

Strengthen Cross-Sector Partnerships and Coordination

Credit for Prior Learning

Vision 2030 prioritizes implementing credit for prior learning (CPL) as a mainstream opportunity available for our veterans, working adults, and apprentices. CPL gives Californians a jumpstart of up to one year on completing their degree and entering the workforce while reducing debt and preserving benefits for higher degree completion. As of July 2025, our colleges have processed 24,487 students for CPL and awarded 96,109 units of credit—generating up to \$63.7 million in savings and preserved benefits and a projected \$399.9 million in 20-year economic impact.

Currently, CPL is applied at the margins of our operations. While systemwide infrastructure, policy, and technology are increasingly in place, more than half of our 116 colleges have yet to begin offering and documenting CPL. Many cite the absence of dedicated staffing, consistent training, and operational resources as the primary reasons. Because CPL responsibilities—such as transcript evaluation, student guidance, and faculty-led credit recommendation—are not typically included in existing job descriptions, most colleges lack the internal capacity to sustain CPL as a regular, equitable student service. The gap between systemwide success and local implementation capacity represents our greatest opportunity for expansion. The idea here is not to treat job training and college as mutually exclusive enterprises.

Building off the investments included in the 2024-25 and 2025-26 State Budgets, we request **\$35 million one-time Proposition 98 General Fund** and **\$2 million ongoing Proposition 98 General Fund** to further scale and institutionalize CPL through a strategic outcomes-based funding model over the next three academic years that advances student

success, equity, and workforce readiness. Under this model, colleges will receive funding based on the number of certificate- and degree-applicable CPL units awarded and transcribed, incentivizing local implementation, policy development, and proactive identification of eligible learners. One-time funds will enable colleges to invest in CPL coordination, convene faculty workgroups, create student-centered CPL pathways, and integrate critical technologies and systems, addressing the significant upfront costs required to launch CPL services before revenue offsets can be realized. This model also supports the development of sustainable, equity-centered systems by tying funding to verified student outcomes, enabling colleges to demonstrate impact and preparing CPL for potential integration into the Student Centered Funding Formula (SCFF), pending successful pilot results and equity analysis. We also request support for legislative policies that will further enable veterans to benefit from CPL opportunities.

These investments will ensure that all 116 colleges can maintain and institutionalize CPL as a core service, supporting local staffing, faculty engagement, continuous professional development, and system-level coordination. Sustained resources will also allow for the regular updating of tools, staff training, and continuous improvement of CPL procedures, ensuring consistency and quality across institutions while meeting the unique needs of local communities. Based on current growth trajectories and local college capacity expansion, this investment is projected to serve a minimum of 100,000 additional students over the next three years, generating significant student cost savings while accelerating degree completion and workforce entry.

Title IX Policies and Practices Report

California law guarantees every student the right to participate fully in education, free from discrimination and harassment. The Legislature adopted a package of Title IX related bills in 2024 with a clear goal of ensuring discriminatory-free campus environments that are free from sex, race, color, religion, or national origin bias. Addressing sex discrimination does not just protect students—it actively contributes to their academic success, emotional well-being, and future opportunities.

The enacted Title IX package included Assembly Bill (AB) 2048 (Fong), which required the Chancellor's Office to develop recommendations for preventing, detecting, and addressing sexual harassment on community college campuses. The Chancellor's Office assembled a 17-member Gender Equity Workgroup to guide the development report's recommendations, which will be formally submitted to the Legislature later this fall.

Given the final report will not be released until late this fall, we request the authority to pursue a budget investment to address the findings in the report, once publicly available. Potential investments could include support for full-time Title IX coordinators at each

campus, developing external resources to provide colleges with support for investigations, hearings, and compliance actions, and providing opportunities to access training.

Native American Graves Protection and Repatriation Act Compliance

The Native American Graves Protection and Repatriation Act (NAGPRA) is a state and federal law requiring government agencies to return Native American human remains and cultural items to tribal nations. California's community colleges are committed to honoring this responsibility through respectful, consultative processes with local tribes. It has come to our attention that several community college archaeology programs possess Native American items that are subject to NAGPRA. Ensuring the repatriation of Indigenous ancestors to their tribal lands is not only a legal obligation, but also a vital equity initiative that seeks to bring healing and closure to historic harms.

We request **\$3 million one-time Proposition 98 General Fund** for the Chancellor's Office to establish a NAGPRA Compliance Grant Program. Funds would enable colleges to inventory their collections, develop and implement protocols for handling remains and repatriation, and provide release time for faculty experts to lead this work. Priority would be given to colleges with archaeology programs. By supporting NAGPRA compliance, consultation, and repatriation, community colleges can help restore dignity, correct historic wrongs, and strengthen relationships with tribal communities.

College of Adaptive Arts

The College of Adaptive Arts, located on the West Valley College Campus, offers programs designed to meet the lifelong learning needs of adults with intellectual and developmental disabilities. Among the college's goals is contributing to the development of a workforce that reflects the strength and resilience of adults who historically have not had access to college education. Consistent with the mission of community colleges to provide students with the knowledge and skills necessary to compete in today's economy, we request **\$2.5 million one-time Proposition 98 General Fund** for the College of Adaptive Arts to partner with West Valley College to continue providing lifelong learning opportunities to adults with intellectual and developmental disabilities through their inclusive learning model, which includes vocational training, independent life skills, and day programs.

Rural Transfer Collaborative

The Rural College Transfer Collaborative demonstration project supports increased access to transfer pathways for students in rural and underserved communities through

the creation of a multi-college collaborative that is focused on improving access to Associate Degrees for Transfer (ADTs) in STEM and high demand fields, establishing seamless transitions to four-year institutions, and developing more robust transfer support systems tailored to rural students' unique needs. The Rural Transfer Collaborative project will assist colleges in bridging equity gaps in access to baccalaureate degree attainment by providing rural and place-bound students with greater access to transfer pathway courses, both through in-person and virtual platforms. To support students in rural areas of the state through this project, we request **\$1.2 million one-time Proposition 98 General Fund**.

Provide Targeted Supports for Focused Learner Populations

Student Equity and Achievement Program

The Student Equity and Achievement (SEA) Program is a cornerstone initiative designed to move the needle on student success with equity by eliminating longstanding disparities in educational access, retention, and completion. In response to growing demand for wraparound support services and offset inflationary cost pressures, we request an additional **\$62.3 million ongoing Proposition 98 General Fund** for the SEA Program, which reflects the aggregate 11.6% cost-of-living adjustment (COLA) provided to other categorical programs over the past three budget cycles. In light of recent federal budget uncertainties, this investment is critical to sustaining the program's role in closing opportunity gaps and empowering all students to succeed.

Dual Enrollment Expansion

Dual enrollment creates seamless pathways from high school to community college, serving as a powerful tool to close equity gaps, expand opportunity, and accelerate completion of degrees and credentials. Under Vision 2030's ninth-grade strategy, every California high school student would be on a clear path—whether toward transfer, a career, or an apprenticeship—and graduate with at least 12 units of college credit. To continue scaling dual enrollment opportunities to all ninth-graders statewide, we request **\$24.2 million one-time Proposition 98 General Fund** for the Chancellor's Office to support a California Community Colleges College and Career Access Pathways (CCAP) Grant Program. This program would provide a source of funding for all community colleges to develop or expand dual enrollment partnerships with local educational agencies. We further request a 5% set-aside to support the Chancellor's Office in processing, managing, and administering more than 1,000 new agreements that will be generated by this initiative in partnership with a district. We estimate that an additional 463,000 high school students could be served annually as a result of this investment. We

also request support for legislative policies that will enable more high school students to access dual enrollment opportunities.

Dreamer Resource Liaisons and Immigration Legal Services

Since the passage of AB 1645 (Rubio) in 2019, Dreamer Resource Liaisons have been essential in increasing the enrollment and retention of AB 540 and undocumented students across California, offering personalized, culturally responsive services that are adaptive to the evolving needs of this underserved population. While some community colleges have invested in full-time Dreamer Resource Liaisons, others meet the statutory requirement with part-time staff or by assigning the role to existing employees with competing responsibilities, limiting the program's impact. We request an increase of **\$15 million ongoing Proposition 98 General Fund** and the addition of an ongoing 3% Chancellor's Office set-aside for technical assistance to incentivize districts to hire dedicated dreamer resource liaisons devoted to guiding students through their higher education journey, strengthening campus collaboration, and leading implementation of best practices to better serve undocumented students.

We further request an additional **\$10 million ongoing Proposition 98 General Fund** for the Immigration Legal Services program, which has experienced rising demand in recent months. Additional program funds would be used to provide more timely assistance, remove existing restrictions on the types of services offered to also include removal defense, asylum applications, and student and employment-based visas, and provide support for legal filing fees. Strengthening this investment is consistent with the state's goal to provide every faculty, staff, and student with free legal consultations regarding available immigration relief options. Associated resources, an Attorney V position and an Attorney IV position, are requested to support the Chancellor's Office legal response capacity and are reflected within the Chancellor's Office Capacity section.

Serving our Student Veterans

California is home to approximately 1.8 million veterans, and each year more than 70,000 veterans, active-duty members, and their families enroll in our colleges seeking CPL, priority registration, mental health services, and tailored career guidance. Yet current program funding falls short of meeting the unique needs of student veterans who are transitioning to life after military service. We request an additional **\$14.2 million ongoing Proposition 98 General Fund** for Veterans Resource Centers (VRCs) to better support veterans and active-duty service members as they transition from military service to academic life and pursue their educational goals. Of this amount:

- \$10.5 million would strengthen staffing capacity at local VRCs. Combined with the current \$10.8 million program allocation, this investment will enable colleges to hire dedicated directors, expand outreach, coordinate more effectively with the California Department of Veterans Affairs (CalVet), and leverage health and wellness services to meet the unique needs of veteran and active-duty students.
- \$1 million would support the deployment of an AI-enabled platform to analyze Joint Services Transcripts (JSTs) military training, occupational experience, and academic transcripts to identify potential course equivalencies and map articulated pathways more efficiently. The tool will provide colleges with a user-friendly platform to evaluate CPL opportunities, reducing administrative barriers and increasing consistency across institutions.

We also request a 5% program set-aside, equivalent to \$1.2 million, for the Chancellor's Office to retain two consultants who can provide timely administrative and technical support. The CPL Veterans Liaison will lead outreach efforts with County Veteran Services Officers and the CalTAP (CalVet Transition Assistance Program) to support transitioning service members, as well as provide in-reach to colleges through technical assistance and guidance on CPL implementation. The Mental Health Veterans Liaison will systematize student veteran mental health services and also support colleges in developing coordinated strategies and resources to address the unique mental health needs of student veterans, ensuring comprehensive and sustainable support systems. This set-aside will also allow the Chancellor's Office to facilitate statewide convenings to share best practices and finalize updates to the VRC funding formula to ensure resources are distributed equitably and effectively.

A²Mend

The African American Male Education Network and Development (A²MEND) program works to close persistent racial equity gaps by providing culturally responsive mentorship, academic support, and leadership development for African American male students in California's community colleges. Funded at \$1.1 million annually, the program is currently limited by statute to serving no more than 50 colleges, despite growing interest from campuses statewide. Several colleges have sought to launch A²MEND charters, citing the program's proven ability to foster belonging, boost academic achievement, and improve outcomes. We request an increase of **\$2.5 million ongoing Proposition 98 General Fund** for A²MEND and the removal of the participation cap to equitably scale the program and satisfy systemwide demand.

Umoja

Umoja community programs are culturally responsive learning communities that provide academic counseling, mentoring, and identity-affirming support for African American and Black students. Research consistently shows that Umoja participation results in higher persistence, academic achievement, and transfer rates. We request **\$1 million ongoing Proposition 98 General Fund** to launch 10 new Umoja programs, covering staffing, program coordination, culturally responsive curriculum development, faculty training, and initial student engagement. We also request budget bill changes to remove the 1% set-aside requirement, which would provide an additional \$55,000 in available grant funds.

Improve Student Access to Robust Financial Aid

Affordable Student Housing Lease Revenue Bond

California's affordable housing crisis forces far too many community college students to choose between pursuing their education and securing basic necessities. Nearly three in five community college students have experienced housing insecurity, and one in four have faced homelessness—more than any other higher education segment. Students from marginalized communities are disproportionately impacted, often delaying or abandoning their educational goals in search of housing stability. Affordable student housing is essential to both student success and California's long-term economic vitality.

The Affordable Student Housing Construction Program was established through Senate Bill (SB) 169 (2021) to address the critical need for affordable community college housing and later transitioned to a statewide lease-revenue bond structure through SB 155 (2024). While 11 projects are advancing under SB 155, we estimate that 35 additional housing applications remain unfunded, representing \$2.14 billion in unmet need and \$2.45 billion in total costs after local contributions.

To help address the needs of our significant homeless/housing insecurity student population, we request **\$1.1 billion in additional support for the statewide lease-revenue bond** approach adopted in the 2024-25 State Budget to enable colleges to construct affordable student housing projects. This request would likely require a future ongoing General Fund investment of between **\$60 to \$70 million General Fund annually** to reflect the rents needed to support the associated bond capacity. We estimate that this investment could support between 15 and 20 additional projects. We also request the full deployment of all resources initially allocated to the program, with priority given to shovel-ready proposals that will create jobs, stimulate local economies, and, most importantly, ensure students have access to safe, affordable housing.

Financial Aid Office Administration

The Student Financial Aid Administration (SFAA) funding has not received specific COLA adjustments since 2003, leaving financial aid offices struggling to keep up with rising costs, while taking on more responsibilities. Staff administer a growing number of financial aid programs, respond to new state and federal reporting obligations, and serve significantly more students. Since the inception of the SFAA, Pell Grant recipients have increased by 100%, and California College Promise Grant (CCPG) recipients have increased by 250%. Additionally, the challenges and delays with implementing the revised Free Application for Federal Student Aid (FAFSA) have placed new workload burdens.

To meet Vision 2030's goal of increasing the share of community college students receiving state and federal aid by 10%, financial aid offices must be adequately resourced. We request an additional **\$10 million ongoing Proposition 98 General Fund** for the SFAA, representing an aggregate 11.6% COLA over the past three budget cycles. This investment will help ensure that every student receives the full financial aid they deserve—especially student parents, who need additional support to cover their true costs of college. Additionally, we request a 3% set-aside, or approximately \$1.6 million, to provide guidance and technical assistance to community college districts that complement and build upon the Chancellor's Office existing capacity.

Beyond Barriers Demonstration Project

Data sharing between community colleges and social service agencies can help students access basic needs essential to their retention and academic success. The Beyond Barriers Demonstration Project is a pilot initiative designed to increase student uptake of social support programs, such as CalFresh, thereby promoting educational attainment and workforce readiness. Led by the Chancellor's Office, the California Department of Social Services (CDSS), and the California Health and Human Services Agency (CalHHS), the project strengthens cross-system coordination and accelerates economic mobility by integrating higher education with social safety-net programs. The goal is to pair student-centered services with integrated technology planning.

While progress has been made, additional resources are needed to support the intensive cross-system planning and technical validation needed to achieve the goal of increasing student uptake of existing social support programs. We request **\$1.5 million one-time Proposition 98 General Fund** to scale and strengthen the pilot over the next three years through a dual-track approach: 1) provide targeted outreach and enrollment support using CCCApply indicators to identify likely-eligible students and deliver proactive enrollment assistance; and 2) conduct a technical feasibility study to design and test data integration between CCCApply and BenefitsCal. The outreach pilot alone could reach up

to 60,000 CalFresh-eligible students that are not currently enrolled in the program. Investing in this initiative will expand access to essential supports, advancing educational equity and student success across California's community colleges. Reducing out-of-pocket expenses for students is critically needed at a time when federal support for food assistance programs has declined.

Faculty and Staff Supports

Part-Time Faculty Office Hours

Part-time faculty teach 70% of courses in the California Community Colleges, making investments in paid office hours essential to ensuring equitable student support across all campuses. The 2024-25 State Budget increased the allowable state reimbursement for part-time faculty office hours from 50% to 90% of college costs, but funding has not yet been provided to cover that higher reimbursement level on an ongoing basis. Additional state funding will enable districts to sustain more paid office hours for part-time faculty, improving student access to academic support and addressing faculty equity issues.

We request an additional **\$55 million ongoing Proposition 98 General Fund** to fully fund the 90% reimbursement rate for the Part-Time Faculty Office Hours Program. Without additional investments, reimbursements for the estimated 51 districts currently participating in the program will be constrained, as previously available one-time funds have been depleted. The proposed investment directly supports student success by increasing opportunities for one-on-one academic support and mentoring and improves working conditions and compensation for part-time faculty.

Innovative Teaching and Artificial Intelligence Professional Development

Professional development for faculty, classified professionals, and administrators is instrumental to student success. Unfortunately, it has too often been treated as a one-time investment rather than a sustained commitment to upskilling our workforce. Ongoing opportunities for learning and skill-building enable educators and staff to adapt to evolving student needs, implement innovative teaching and support strategies, respond to climate-related challenges, and advance equity-driven practices.

We request **\$25 million ongoing Proposition 98 General Fund** to ensure faculty, classified professionals, and administrators have access to timely, high-quality professional development that strengthens their capacity to improve student outcomes in alignment with Vision 2030 goals. This investment will support a broad range of professional learning priorities, including climate action and sustainability training, equity-driven teaching, leadership development, affordability and burden free access,

inclusive on-ramps for diverse learners, workforce-aligned program innovation, data fluency, and evidence-based practices.

In addition, we request **\$10 million one-time Proposition 98 General Fund** to launch AI professional development and literacy efforts, paired with **\$5 million ongoing Proposition 98 General Fund**, to sustain and scale access to widespread, high-impact AI training for educators, students, and community members, including business partners and entrepreneurs. AI is not just a technology issue—it is a literacy issue, a workforce issue, and an economic mobility and social justice issue. California’s community colleges must lead in preparing Californians for the everyday ethical uses and practical realities of AI. In order to realize the promise of generative AI, it is essential that high-quality, low-cost and free AI training materials be curated and made easily accessible to all Californians.

This investment would:

- Support scalable training programs, literacy workshops, and microcredentialing for faculty across disciplines, enabling a train-the-trainer model that multiplies impact.
- Develop accessible, equity-centered AI literacy modules embedded in general education and career pathways.
- Enable the Chancellor’s Office to convene cross-segmental working groups to set statewide standards, identify priorities, and guide pilot programs and professional development cohorts.

Equitable Workforce and Economic Development

Vision 2030 takes a sector approach to workforce development, calling on colleges to partner with industry to invest in skilling up workers for socioeconomic mobility. It prioritizes high-demand careers in health care, climate, STEM and technology, education and early education that are essential to sustaining California’s economic future and meeting the state’s growing demand for trained workers. Through the following strategic investments, we aim to ensure that every Californian has access to worker-centered and industry-focused education and support that leads to meaningful careers and lasting economic security.

California Apprenticeship Initiative and Related and Supplemental Instruction

As the state’s primary engine for social and economic mobility, California’s community colleges are the nation’s top innovator in apprenticeships, where 22% of its programs are new and innovative industries—far more than the national average, which is well under

5%. Apprenticeships pair on-the-job training with classroom instruction, allowing students to earn wages while gaining skills and giving employers a direct role in developing their future workforce. Creating and expanding these work-based learning opportunities is a lever for improving student success and providing equitable access to workplaces and professional networks, a key workforce strategy of the Governor's Master Plan for Career Education.

There has been growing interest from community colleges and business partners to provide flexible workforce training and education and support high-skill/high-wage employment. The California Apprenticeship Initiative (CAI) provides grants to community colleges, school districts, and their partners to create new and innovative apprenticeship opportunities in priority and emerging industry sectors, such as biotechnology and advanced manufacturing. CAI is currently funded at \$30 million and in the most recent grant cycle, the Chancellor's Office received 209 applications requesting almost \$115 million, resulting in more than a quarter of applications being turned away. Between fiscal years 2021-22 and 2024-25, we have funded less than half of all grant applications, representing a loss of 4,278 apprenticeships. Similarly, the Related and Supplemental Instruction (RSI) program, which reimburses colleges for providing classroom instruction to apprentices, faces ongoing shortfalls due to rising demand, requiring current-year funds to backfill prior-year deficits.

Increased funding for CAI and RSI would foster stronger collaboration between educational institutions and employers while bolstering economic resilience. We request an additional **\$60 million ongoing Proposition 98 General Fund** for CAI to expand access to high-quality apprenticeship opportunities, **\$15 million one-time Proposition 98 General Fund** to address projected RSI shortfalls in 2024-25 and 2025-26, and an increase of **\$9 million ongoing Proposition 98 General Fund** for RSI to prevent future disruptions. These investments are urgently needed to meet the Governor's ambitious goal of serving 500,000 earn-and-learn apprenticeships by 2029 while strengthening California's economy and workforce pipeline.

Campus-Based Microgrids

California's community colleges are trusted, locally rooted institutions that often serve as vital lifelines during crises. As climate change drives more frequent and severe natural disasters, colleges are uniquely positioned to support emergency response and recovery efforts, but they are not formally integrated into the state's disaster response system. With the right investments in renewable energy sources, our campuses can serve as natural community hubs during emergencies, providing shelter, power, and essential services.

We request **\$45 million one-time from Proposition 4 (2024)** to establish a grant program that supports the development of microgrids on California Community Colleges' campuses. Microgrids are localized energy systems that can operate independently from the main grid during power outages, increasing energy efficiency, reducing greenhouse gas emissions, and integrating renewable energy sources. Colleges equipped with microgrids can serve as community resilience hubs, offering shelter, power, and essential services during emergencies, an important step in advancing community engagement and enabling colleges to lead by example in the clean energy transition. These systems also offer hands-on learning opportunities for students in high-demand fields such as clean energy technology, engineering, and environmental science, preparing students for the green and blue economy jobs of the future.

Economic and Workforce Development Modernization

The Economic and Workforce Development (EWD) Program provides grants to colleges for education, training, and services that contribute to continuous workforce improvement, creating strategic capacity to innovate with industry, respond to emerging workforce needs, and leverage public-private partnerships. EWD is a core program designed to directly link education, economic development, and regional labor market needs. As California advances the goals of the Governor's Master Plan for Career Education, stronger collaboration between community colleges, labor, and economic development partners is essential to ensure career training programs are well aligned with local workforce needs.

Over time, available EWD funding has limited the program's potential reach and impact. We request an additional **\$41.1 million ongoing Proposition 98 General Fund** for the EWD Program to expand opportunities for sector-based workforce training that are skills-based and connect more youth, high school students, students of color and low-income learners to career technical education pathways. We also request statutory changes to modernize the EWD Program by enhancing regional coordination through more responsive employer engagement, identifying and focusing on priority regional sectors, and improving credit mobility for students. This modernization would support the establishment of a regional priority sector representative in each part of the state to align efforts with California Jobs First, the K-16 Education Collaboratives, and local workforce development boards. A reconstituted economic and workforce development advisory committee would provide the forum for stronger collaboration on program planning and strategies for regional coordination. This request also intends to grow our Centers of Excellence to become a primary provider of labor market information across the state. These investments and updates would better align EWD with the Strong Workforce Program's mission to expand economic opportunity and help low-wage workers secure living-wage jobs.

Los Angeles Recovery and Rebuild Initiative

The devastation of the Palisades and Eaton Fires in early 2025 deepened the severe construction and skilled trades workforce shortage in the Los Angeles region. The existing labor force in Los Angeles supports about 20,000 to 25,000 construction jobs annually, which is woefully inadequate to meet the demand for the estimated 40,000 to 50,000 jobs needed for rebuilding the structures lost in the wildfires. The Palisades and Eaton fires destroyed over 17,000 structures and displaced thousands of Californians, many of whom were already economically vulnerable, including undocumented workers, service-sector employees, and small business owners.

In the months immediately following the wildfires, the Chancellor's Office partnered with the Los Angeles Regional Consortium's (LARC) 19 community colleges, as well as labor unions, employers, and community-based organizations, to develop the Rebuild Initiative, an equity-centered approach to workforce development, infrastructure restoration, and community revitalization. The 2025–26 State Budget provided \$5 million to launch the revamp of programs at five key colleges, expanding access and building regional capacity. However, high program costs, limited training facilities, and instructor limitations constrain the scale needed to meet demand. All the colleges in the Los Angeles region must participate if we are to build back stronger and equitably.

We request **\$20 million one-time Proposition 98 General Fund** for the Rebuild Initiative to create a robust pipeline of skilled workers over the next two years ready to drive the accelerated rebuilding of affected communities, focusing on the essential skills needed for clean-up and reconstruction. A special focus will be placed on developing a construction-ready workforce by removing barriers to access, expanding credit for prior learning opportunities (including opportunities to support learning by Service Corps members), and bolstering curricular pathways, getting students into the workforce sooner. With short-term training, wraparound supports, and curriculum innovation, the Rebuild Initiative will connect fire-impacted communities to living-wage careers while closing the critical workforce gap left in the wake of these disasters.

The Future of Learning and Generative Artificial Intelligence

The rapid emergence of generative AI offers California community colleges powerful opportunities to streamline operations, expand capacity, and improve the student experience. By reducing the amount of staff time and resources allocated to some routine administrative functions, AI can help colleges and staff further focus their efforts on student success. Across the state, colleges are already experimenting with innovative AI partnerships that enhance local capabilities. The following investments will accelerate

this progress by advancing student learning, extending faculty and staff capacity, and modernizing the approach to some routine administrative functions.

Common Cloud Data Platform

The Common Cloud Data Platform (CCDP) is designed to address the fragmented data infrastructure across California's community colleges. By centralizing integrations and analytics into a single, cloud-based platform, CCDP streamlines reporting, strengthens fraud mitigation through AI-enabled tools, and delivers near real-time insights to improve student success tracking. These capabilities directly advance our core educational mission by enabling more sophisticated program mapping and pathway development. Students can complete their programs with fewer excess units thanks to improved visibility into course sequencing, transfer requirements, and student enrollments across multiple districts. This comprehensive view enables counselors and support staff to intervene proactively when student challenges arise, boosting completion rates and reducing time-to-degree.

As CCDP onboards the second cohort of colleges and districts, its systemwide benefits will continue to grow. The \$12 million investment provided in the 2025–26 State Budget lays the foundation for broader deployment, but the current landscape—73 technology platforms with widely varying capabilities—remains inefficient, inequitable, and costly. A unified approach will improve institutional performance, strengthen accountability, and enhance the public's return on investment in community colleges.

We request **\$36 million one-time** and **\$9 million ongoing** to expand CCDP and develop a shared technology infrastructure, with the goal of all districts onboarded by 2030. The one-time investment, inclusive of a 5% contingency, will support the deployment of core infrastructure components, establish the systemwide data lake, and enable additional integrations. Ongoing funding will be leveraged to operate, maintain, and administer the platform. These investments will generate efficiency gains, stronger student outcomes, and robust operational capabilities that far exceed the initial cost.

While CCDP is not required to follow the state's Project Approval Lifecycle (PAL), the Chancellor's Office has aligned its work with PAL best practices—conducting business and alternatives analyses, demonstrating technical feasibility through milestone reviews, and documenting readiness with Memorandums of Understanding (MOUs), onboarding protocols, and third-party evaluations. The proposed investment for CCDP includes clear progression from initial pilot to full systemwide adoption, with specific focus areas and participation targets for each fiscal year to ensure equitable benefits for all 73 districts.

Timeline	Intended Outcomes
Year 1	Full infrastructure support for all districts. Reporting functionality for first 20 onboarded districts.
Year 2	Additional 20 districts onboarded, implement fraud detection pilot, and activate data governance protocols.
Year 3	Onboard final 20 districts onboard. Provide full lifecycle integration. Continue to deploy analytical tools.
Year 4	Expansion, scaling of analytics features, final evaluations, and contingency resolution.

California Virtual Campus

The California Virtual Campus (CVC) enables students to seamlessly enroll in online courses offered by other community college districts, advancing equity by removing barriers to course access for historically underrepresented and underserved students. Through its searchable catalog of more than 100,000 fully online courses in 2024-2025, CVC empowers students to find the right course at the right time, whether that means fewer excess units, zero-textbook cost options, or courses with quality badging.

CVC experienced more than 33,000 student cross-enrollments in 2024-25 and is on track to significantly exceed that target in 2025-26. The number of teaching colleges participating has expanded from 16 in fiscal year 2021-22 to a projected 100 in fiscal year 2025-26, bringing exponential increases in technology inventory, Application Programming Interface (API) integrations, platform support, faculty training, help desk requests, and health checks of systemwide technology. To keep pace with rising technology costs and to integrate additional updated functionality for students, we request an additional **\$3.9 million ongoing Proposition 98 General Fund** for CVC. This investment will sustain critical infrastructure, support the development of student-facing AI tools, and expand capacity for innovation. Stable, multi-year funding will also allow CVC to strengthen long-term planning, scale equity-driven initiatives, and expand AI-enabled tools for course access, student support, and institutional analytics.

Integrated Technology Cost-of-Living Adjustment

To keep pace with the rapid adoption of AI in classrooms and campus operations, while continuing to safeguard our systems against potential fraud and support existing technology functions, we request **\$10.6 million ongoing Proposition 98 General Fund** for the Integrated Technology categorical program, representing an 11.6% COLA over the

past three budget cycles. The growing ubiquity of machine learning and AI, combined with increasing security threats, requires our system to continuously review and update our system infrastructure to support online education, enhance learning services, and expand faculty access to emerging technologies. This investment will ensure our colleges can maintain secure, high-quality, and future-ready technology environments.

Core Resources

Ongoing operational resources that keep pace with evolving demands are essential to advancing the mission of our colleges, meeting the diverse needs of communities across the state, and achieving the student success goals of Vision 2030. Strengthening support for core institutional functions will ensure that no student is turned away and that colleges can continue building the structures and services students need to thrive.

Student Centered Funding Formula Support and Strong Workforce Program Base Restorations

The 2025-26 State Budget defers two months of general apportionment payments from 2025-26 to 2026-27. While we remain appreciative of the overall budget package, we note that the deferrals come with increased risks, particularly in emergency situations where districts may need to make withdrawals from their financial reserves. The Chancellor's Office will continue to provide proactive fiscal health support and closely monitor district fiscal health indicators to promote resiliency, strengthen cash flows, and avoid deficit spending. To ensure fiscal stability amid ongoing economic uncertainty, we request current community college deferrals be repaid and retired as expeditiously as possible. This investment would provide districts with the predictability they need to remain focused on advancing access, equity, and student success. Additionally, we request the COLA be applied to the SCFF consistent with existing statutory requirements.

We further request **\$60 million one-time Proposition 98 General Fund** over the next three fiscal years to fully restore the Strong Workforce Program to its base funding level from the 2023-24 State Budget. The 2024-25 State Budget established the Rebuilding Nursing Infrastructure (RNI) Grant Program with a five-year, \$60 million carveout from the Strong Workforce Program, enabling colleges to expand nursing programs and partnerships. While the RNI Grant Program will help address California's severe nursing shortage, the reduced level of resources available for the core Strong Workforce Program creates some geographic and demographic inequities due to the distributional effects associated with program resource availability in different regions of the state. Each college has received approximately a 20% reduction in Strong Workforce grant funding, despite rising costs and varying regional workforce demands. Restoring the Strong

Workforce Program to its current level and separately funding the RNI program will empower colleges to be agile and responsive to their communities and learners, support equitable workforce development across the state, and foster the collaboration necessary to advance the Governor’s Master Plan for Career Education.

Enrollment Growth

Districts have made remarkable progress in rebuilding enrollment since the pandemic and continue to demonstrate a strong need for flexible funding to sustain this momentum. The 2025-26 State Budget provided \$140 million across the 2024-25 and 2025-26 fiscal years to support a combined enrollment growth of 2.35%. As our system continues to reimagine the concept of access through the lens of Vision 2030, we cannot turn away Californians who are seeking a program of study to advance their economic standing or reduce their ability to access courses and programs. If we do not create space for our future learners, then our role as open access institutions is not being achieved.

To ensure that colleges do not place a cap on their enrollments or “ration” access, we request **\$62.9 million ongoing Proposition 98 General Fund** to fund 1% enrollment growth in 2026-27. Insufficient growth funding results in no funding for actual enrollment increases that colleges have worked so hard to achieve and disincentivizes future efforts to include growth in strategic enrollment management plans. This ultimately hurts students and their ability to meet their educational goals. All enrollment growth should be funded so that all potential students can be served by way of more seats in classes, additional support services including counseling, tutoring, and career guidance, and expanded online offerings.

We further request two policy changes that would provide sufficient and timely funding increases in periods of enrollment growth:

- **Part I, Recognition of Credit FTES:** We request modification of the SCFF calculation to recognize credit full-time equivalent students (FTES) at the higher of the three-year average or the amount reported in the current year. The SCFF calculation uses a three-year average for traditional credit FTES, which cushions districts in decline but delays funding increases during periods of growth. This adjustment would provide more timely resources to support enrollment growth at an estimated cost of **\$24.3 million ongoing Proposition 98 General Fund**.
- **Part II, Growth Formula and Funding:** We also request elimination of the 10% cap on funded FTES growth, an arbitrary limit that prevents districts from fully serving students. The growth provided in previous budgets reduced districts’ growth needs and unfunded FTES but removing the cap ensures flexibility in future periods of rapid

enrollment demand. Based on the growth need that occurred during the 2024-2025 Second Principal Apportionment, we estimate that this change could result in an annual cost of **\$25.3 million Proposition 98 General Fund**.

Scenario	Ongoing Cost Impacts
Fund 1% enrollment growth for 2026-27.	\$62.9 million
Fund 1% enrollment growth for 2026-27 and allow the calculation of credit FTES using the greater of three-year average.	\$87.2 million
Fund 1% enrollment growth for 2026-27 and remove the 10% growth cap.	\$88.2 million
Fund 1% enrollment growth for 2026-27, allow the calculation of credit FTES using the greater of three-year average, and remove 10% growth cap.	\$112.5 million

Lastly, similar to actions taken in the 2025-26 State Budget, we request that the state fully fund all enrollment growth in the current budget year. The Chancellor’s Office will provide data on unmet enrollment growth during the 2025-26 First Principal Apportionment in February 2026.

Deferred Maintenance

The need to maintain and upgrade community college facilities and equipment grows each year, with the 2025-26 Five-Year Capital Outlay Report indicating systemwide deferred maintenance needs exceeding \$2 billion. To address this growing need, we request **\$60 million ongoing Proposition 98 General Fund** to reestablish an ongoing Deferred Maintenance and Instructional Materials Program.

Chancellor’s Office Capacity

The Chancellor’s Office operates with the smallest staff capacity of California’s higher education system offices, despite its broad legislative mandate to provide systemwide leadership, guidance, and accountability for the 116 California Community Colleges and the more than 2.1 million students they serve. With just 203 authorized staff positions, the Chancellor’s Office allocates and oversees more than \$14 billion in Proposition 98 funds, monitors implementation of newly enacted legislation, and ensures compliance and accountability. In addition, the Chancellor’s Office provides critical technical assistance and research support to help colleges advance student success in alignment with the priorities of the Legislature and Administration. To meet these responsibilities and

strengthen the role of the community colleges as a statewide leader in workforce education and equity-driven innovation, we request the following targeted investments.

Vision 2030 Innovation Catalyst Fund

To fulfill our systemwide mission at scale, the Chancellor’s Office not only administers funds and monitors compliance, but also drives systemwide innovation and continuous improvement. Vision 2030 has already demonstrated the power of this approach by launching 16 large-scale demonstration projects to test, refine, and scale district-level innovations. To date, the projects have directly impacted more than 222,000 students across 101 colleges. These efforts have revealed both the promise of equity-driven reforms and the systemic barriers that must be addressed for them to succeed.

Establishing the Vision 2030 Innovation Catalyst Fund provides the Chancellor’s Office with the dedicated, flexible capacity it currently lacks to:

- Seed and scale transformative practices beyond the pilot stage.
- Activate statewide learning by evaluating models and documenting outcomes and address implementation barriers.
- Align resources and policy by integrating innovative approaches into system infrastructures.

Funded through a modest 1% set-aside from existing large categorical programs, this fund would generate **\$14.3 million ongoing Proposition 98 General Fund** resources for the Chancellor’s Office. This would further position our office to move away from managing compliance and toward its focus of serving as an engine for innovation and capacity-building. In doing so, it strengthens the Chancellor’s Office ability to lead the largest higher education system in the nation, ensuring that every investment of public dollars produces measurable, equity-centered outcomes for students.

Categorical Program	1% Set-Aside
Student Equity and Achievement Program	\$4,977,819
Strong Workforce Program	\$2,758,800
Extended Opportunity Programs and Services (EOPS)	\$1,891,480
Disabled Student Programs and Services (DSPS)	\$1,777,860
Integrated Technology	\$743,128

Categorical Program	1% Set-Aside
California Work Opportunity and Responsibility to Kids (CalWORKs)	\$569,220
Mathematics, Engineering, Science Achievement (MESA)	\$394,230
Cooperating Agencies Resources for Education (CARE)	\$346,140
Rising Scholars Network	\$327,570
California Apprenticeship Program	\$300,000
Economic and Workforce Development	\$206,361
TOTAL	\$14,292,608

Requests for Chancellor's Office Positions

Under Vision 2030, the Chancellor's Office is mobilizing an urgent call to action to make higher education more inclusive for all Californians than ever before and ensure equity in access, equity in support, and equity in success to meet the state's future economic needs. We ask for an additional 27 staffing positions for the Chancellor's Office to address an urgent capacity gap and advance our ambitious Vision 2030 agenda.

Contracts Oversight Unit

(\$813,000 ongoing General Fund)

The Chancellor's Office oversees approximately 600 contracts, agreements, and MOUs. Given the risks associated with entering into contracts and agreements covering large amounts of funds, the Chancellor's Office requests additional capacity to support the development and execution of these contracts and agreements. We request the following six (6) positions to provide upfront assistance and consistency in our contracting processes and enhance oversight of each of our contracts and agreements. Establishing a Contracts Oversight Unit would also provide incremental workload relief to current Chancellor's Office program staff that are tasked with developing, reviewing, and overseeing contracts within their programmatic areas and enable better contracting consistency and oversight.

Classification	Description
1.0 Staff Services Manager II (Supervisory)	This position would oversee the Contracts Oversight Unit and organize, direct, and review staff activities to ensure that contracting and grant policies and procedures are correctly adhered to. The

Classification	Description
	position will develop, facilitate, and release solicitations and agreements, manage processes, workflows, and best practices to ensure compliance with the State Contracting Manual, and prepare contracts and grants for the Office of General Counsel to present to the Board of Governors for final approval.
1.0 Staff Services Manager I	This position will be independently responsible for developing and preparing contract agreements, grants, and other solicitation documents, in collaboration with program staff, the Office of General Counsel, and external vendors. The position will assess and create amendments, renewals, or new contracts, as required or recommended by division staff, to execute changes before the contract expires or funds are depleted in order to prevent a lapse in service and the allocation of Proposition 98 funds.
2.0 Associate Governmental Program Analysts 2.0 Staff Services Analysts	These positions will review and prepare hundreds of contract and agreements annually. They will create scopes of work, specifications, and solicitation documents, including contract provisions, scopes of work, technical requirements, completion dates, benchmarks, timelines, estimated quantities, dollar amounts, and final products, in collaboration with division staff and the Office of General Counsel. They will secure internal and external approvals and monitor the approval process through department and control agencies as appropriate to ensure final approval and execution.

Educational Services and Support

(\$793,000 ongoing General Fund)

The Educational Services and Support Division helps ensure students access high-quality curriculum, support, and instructional services. We request the following four (4) positions to provide additional leadership and staff support for Vision 2030 priorities.

Classification	Description
2.0 Community College Administrator II	We request two Assistant Vice Chancellors (AVCs) for the Educational Services and Support Division. AVCs plays a critical role in strengthening our division's leadership structure by creating a clear succession ladder between the Dean and Vice Chancellor (VC). These positions ensure continuity of leadership, support professional development, and provide a pathway for internal talent growth. With a strong internal focus, an AVC can dedicate time to supporting deans, staff, and the VC by streamlining operations, coordinating

Classification	Description
	priorities, and addressing emerging needs promptly. This added leadership layer enhances efficiency and communication while enabling the VC to focus on broader strategic initiatives and ensuring day-to-day functions run smoothly.
1.0 Community College Administrator I	The position will lead ongoing CPL policy development, provide technical assistance, and support colleges in building high-impact CPL infrastructure. It would be responsible for advancing policies, practices, and partnerships that expand equitable student access to CPL opportunities and managing the implementation of CPL policies, working closely with faculty, administrators, and system partners to support consistent and student-centered practices. The position would support data collection, reporting, and evaluation of CPL outcomes to assess student impact and inform continuous improvement.
1.0 Community College Specialist	The Community College Specialist for CPL will lead ongoing statewide coordination to seamlessly integrate CPL early in the application and enrollment process, including increasing student awareness, support, and guidance. To scale the effort, the CPL Specialist will bring together college faculty, staff and administrators to create more CPL opportunities that validate students' skills, competencies, and credentials earned. The CPL Specialist will develop guidance for consistent practices the evaluation, counseling, and awarding of CPL on transcripts and the Career Passport.

Program Operations and System Initiatives

(\$693,000 ongoing General Fund)

Vision 2030 calls on our system to build the necessary systems to dismantle administrative barriers, reform policies to unlock student potential, and bring resources for action through strategic partnerships and collaboration. The following three (3) positions are intended to support the Chancellor's Office in building out the systems, policies, and practices to directly advance Vision 2030.

Classification	Description
1.0 CEA	We request a Vice Chancellor of Innovation and Strategic Partnerships to work with public and private sector organizations to enhance the outcomes for Vision 2030. A key aspect of achieving these outcomes involves establishing agreements and sharing data with state agencies,

Classification	Description
	county organizations, nonprofits, and businesses. This collaboration will help create system-level solutions that bring innovations—such as basic needs support and social safety nets—from the margins to the mainstream, enabling scalable and equitable solutions.
1.0 Community College Administrator II	The Chancellor’s Office requests a Director of Operations and Special Initiatives to support the implementation of Vision 2030. The position will play a critical role in coordinating the actions and goals of Vision 2030, and specifically the demonstration projects.
1.0 Staff Services Manager (Specialist)	The position would be responsible for methodically planning, organizing, and coordinating the Chancellor's Office outreach activities, including in-person and virtual events, inter-agency collaborations, and stakeholder meetings, with a special focus on Vision 2030 and engaging executive cabinet leaders. This employee will collaborate with district administration, groups, and individuals in connection with the coordination of Chancellor's Office Executive Cabinet activities.

Information, Security, Technology and Innovation

(\$692,000 ongoing General Fund)

The Chancellor’s Office Information, Security, Technology and Innovation Division plays an instrumental role in Vision 2030 by helping to ensure that community colleges have access to the technology, research, and data needed to enable students from all backgrounds to succeed in reaching their goals. The following three (3) positions will assist in building out the technology infrastructure to deploy smart solutions for our existing students and future learners. There is a dire need to ensure data system modernization and protection efforts, particularly in light of recent attempted admissions, enrollment, and financial aid fraud incidents.

Classification	Description
1.0 CEA	We request a Vice Chancellor of Information Technology and Digital Transformations position who would be responsible for developing the infrastructure using emerging technologies to advance the goals of the state’s Career Education Master Plan and Vision 2030, particularly as it relates to the Common Student Data Platform implementation as well as the new Digital Center for Innovation, Transformation and Equity approved by the Board of Governors in July 2024. The Director will support the system to have the tools, resources, and policies necessary to benefit from AI, but also help to protect against its potential harms.

Classification	Description
1.0 IT Specialist II	The position would be responsible for security, infrastructure, and cloud architecture. They would be responsible for implementation and management of security and infrastructure systems necessary to maintain IT operations and capabilities outlined in the Cal-Secure roadmap. The position would support Independent Security Assessment (ISA) activities of the CalSecure Oversight LifeCycle.
1.0 IT Specialist II	The position would be responsible for identifying cybersecurity threats and privacy-related issues and implementation of the information security program policies, procedures, and standards as outlined in Government Code 11549.3. The position would manage the technologies necessary to increase the Chancellor's Office information security program compliance.

Workforce and Economic Development

(\$670,000 ongoing General Fund)

The Chancellor's Office Workforce and Economic Development Division (WEDD) advances Vision 2030 by overseeing career education and entrepreneurial development programs grounded in real-time employer data and labor market intelligence. The Governor's Master Plan for Career Education further underscores the importance of employer collaboration, recognizing that effective workforce development requires coordination across multiple segments to maximize student and employer outcomes. To meet these demands, the following four (4) positions are essential to strengthening WEDD's capacity to support local programs and grants, and to ensure colleges remain agile and responsive to evolving workforce needs.

Classification	Description
1.0 Community College Administrator II	The Assistant Vice Chancellor of Workforce and Economic Development will play a key role in leading apprenticeship program expansion, and implementing the Carl D. Perkins Technical Education Act of 2018, nursing program support, Strong Workforce, and economic and workforce development. The role will be essential for the coordination of career education program activities with other educational segments, and maintaining liaison with educational, governmental, and private officials and organizations. They will help lead compliance with related standards, state and federal laws, rules, regulations, Board of Governors actions, and Agency policies and procedures. Importantly, they will be key to scaling proven field practices and demonstration projects to ensure systems change.

Classification	Description
1.0 Community College Specialist (Regional Coordination)	The position will advance the agency’s regional collaboration, coordination, and strategic sector efforts across the system. The position will monitor and facilitate regional, intersegmental, and cross-agency partnerships, ensuring alignment between community colleges, K–12, regional consortia, state and local agencies, workforce boards, industry partners, Jobs First, and other key stakeholders to scale regional development of high-quality career pathways. The position will assume the administrative duties related to the increased regional collaboration and partnerships with outside agencies and departments, as well as engage in interagency collaboration.
1.0 Community College Specialist (Education)	This position will assume administrative responsibilities and provide statewide coordination for the Chancellor’s Office education sector strategy. It will lead efforts to expand, align, and strengthen pathways into high-demand education careers, particularly early childhood, career technical education, and special education, through cross-sector and industry partnerships and statewide system coordination. This position will coordinate implementation of the agency’s strategic framework, assess and map existing assets, identify regional gaps, and promote scalable, sustainable solutions to increase credential attainment and grow the education workforce.
1.0 Community College Specialist (Nursing)	This position will provide critical support to the Nursing Education and Workforce Development Unit, which is currently managing two nursing grant programs totaling nearly \$74 million. The requested position will enhance the unit’s capacity to administer funding, ensure compliance, coordinate with stakeholders, and support nursing program expansion.

Office of Civil Rights

(\$607,000 ongoing General Fund)

To support the development of systemwide, centralized model policies and procedures that ensure compliance, consistency, and accessibility with Title IX requirements, we seek an investment for the Chancellor’s Office to establish a new Office of Civil Rights with four (4) positions.

Classification	Description
1.0 Community College Administrator II	The Director of Civil Rights and Title IX will lead the statewide Office of Civil Rights and serve as the Chancellor’s Office liaison on all matters related to Title IX and other civil rights compliance. This role provides systemwide leadership, ensuring colleges have the guidance, tools,

Classification	Description
	and accountability structures needed to meet federal and state requirements. The Director will provide ongoing legal and policy updates and oversee annual reporting and accountability processes. By convening and supporting campus leaders, the Director will ensure a consistent and equitable approach to civil rights compliance across all colleges.
1.0 Community College Specialist	The Compliance and Policy Analyst will monitor and track campus civil rights and Title IX policies, reports, and compliance data to strengthen accountability across the system. This position will coordinate periodic external or peer reviews, leveraging contractors or district staff where appropriate, and provide technical assistance to campuses in addressing findings or improving compliance practices. The Analyst will play a central role in ensuring that colleges' civil rights obligations are met consistently, while also supporting the development of best practices and systemwide standards.
1.0 Community College Program Assistant	The Training and Communications Coordinator will design and deliver comprehensive training programs to ensure colleges are equipped with up-to-date knowledge and tools to meet their Title IX and civil rights obligations. This role will manage communication channels such as newsletters, webinars, and compliance alerts, ensuring colleges have timely and accessible information. The Coordinator will also build and maintain a systemwide resource library and toolkits to support campus leaders and practitioners. By fostering knowledge-sharing and continuous professional development, this role strengthens systemwide capacity for equity and compliance.
1.0 Associate Governmental Program Analyst	The Program Support role will provide essential coordination and organizational support to the Office of Civil Rights. This position will manage scheduling, logistics, and meeting coordination for systemwide work, while also supporting contract administration and general office operations. By ensuring smooth day-to-day functioning of the office, this role enables professional staff to focus on their policy, training, and compliance responsibilities.

Office of General Counsel

(\$551,000 ongoing General Fund)

The Office of General Counsel provides advice to the Chancellor's Office and Board of Governors on public and educational law matters, reviews student unlawful discrimination appeals, and is responsible for the regulatory, contracting, and privacy programs for the Chancellor's Office. New statewide community college programs in

support of Vision 2030 and substantial changes at the federal level have significantly increased the need for legal advice and resources both within the Chancellor's Office.

Classification	Description
1.0 Attorney V	This position would monitor changes to federal laws, regulations, and policy to discern the impacts of federal policy adjustments on the California Community College system. This position would engage in highly complex legal work and litigation arising from recent federal guidance memos and directives. It would be responsible for analyzing, appraising, and applying legal principles, facts, and precedents to respond to properly advise districts on a course of action to ensure they remain compliant with federal directives. This position will also liaise with the Attorney General's Office on litigation matters and work with federal agencies on education law and policy.
1.0 Attorney IV	This position would provide advice on education and public law issues for the Board of Governors and all divisions within the Chancellor's Office; contract negotiations; regulatory drafting; liaising with the Attorney General's Office on litigation matters, and with the Department of Finance and the State Auditor on matters of common interest; working with federal agencies on matters of education law and policy; consulting on management and human resources issues; reviewing and drafting of Chancellor's Office policies; and providing guidance on legal matters to community college districts; and participating in consultation with community college stakeholders.

College Finance and Facilities Planning

(\$150,000 ongoing General Fund)

The College Finance and Facilities Planning Division oversees policies that determine the distribution of local assistance and capital outlay funds. We request the following position for the Fiscal Standards and Accountability Unit to support the implementation of recent state audit recommendations.

Classification	Description
1.0 Community College Specialist	This position would be responsible for monitoring statewide compliance with the 50% Law, reviewing exemption requests and district compliance plans, assisting in the issuance of determinations with fiscal and potentially future legal implications, and serving as a liaison with auditors, districts, and other stakeholders. This work

Classification	Description
	requires deep subject-matter expertise in fiscal reporting, regulatory interpretation, and risk management. It also requires advanced consultative skills to train districts and auditors, update guidance manuals, respond to audit findings, and implement corrective actions.

Resources for Implementation of Legislative Mandates and Budget Priorities

While this Shared Advocacy Request generally focuses on our system’s allocation of resources, it also highlights the need for critical investments to build capacity within the Chancellor’s Office to facilitate the implementation of recently enacted bills. As we await the Governor’s final decisions on 2025 state legislation, the Chancellor’s Office intends to pursue the resources necessary to carry out any new policies and educational reforms.

In addition, the Chancellor’s Office will submit a request for positions to ensure sufficient capacity to implement the priorities outlined in this Request and in the Governor’s January budget proposal. Without these resources, the essential work of driving innovation, transformation, and continuous improvement across the system will be absorbed into existing staff responsibilities, risking uneven implementation and potential misalignment with the Administration’s core objectives. As we finalize our positions requests for budget and legislative implementation, we request the Administration consider setting aside \$2 million General Fund in the Governor’s Budget for additional Chancellor’s Office capacity.

APPENDIX C: 2026-27 POLICY AND LEGISLATIVE REQUEST DETAILS

Streamline California Work Opportunity and Responsibility to Kids (CalWORKs) Program Eligibility

The CalWORKs program provides critical supports, such as childcare, work-study, job placement, and case management, that help community college students, particularly parenting and single-parenting students, achieve self-sufficiency and economic mobility. However, restrictions on the use of funds and the employer match requirement for work-study wages limit the program's effectiveness. Removing the 25% employer match requirement and expanding the use of funds for direct student aid would ease financial burdens, increase access to meaningful work-study opportunities, and better align with students' academic and career goals. These reforms would strengthen CalWORKs' role in advancing Vision 2030 by promoting equitable financial supports and expanding work-based learning opportunities that foster long-term social and economic mobility.

Streamline Legislative Reporting Requirements

Currently, the Chancellor's Office must submit multiple dual enrollment annual reports with overlapping data requirements, making timely and complete annual reporting operationally unfeasible. Annual one-year snapshots also limit the ability to measure long-term student outcomes or program impact. We seek a legislative path to consolidate dual enrollment reporting requirements under Education Code Sections §48800, §76002, and §76004 and replace the annual reporting mandate with a triennial cycle. Shifting to a triennial report will allow for more complete data collection and meaningful trend analysis.

Update California College Promise Program

Current interpretation of AB 19 disqualifies students once a certificate is awarded, which discourages stackable career education pathways and penalizes students for achieving meaningful milestones. By clarifying that AB 19 eligibility is only lost if a student earned a degree or certificate prior to initial enrollment, this proposal aligns with the original intent of AB 19, supports student progress toward employment and degree completion. Additionally, we will seek changes to remove or suspend the requirement for community colleges to participate in the Higher Education Act Title IV federal student loan program as a condition of receiving Promise Program funds due to concerns about the resumption of loan defaults and anticipated high cohort default rates.

Increase Baccalaureate Degree Attainment Among Underserved Student Populations

California's community colleges play a vital role in advancing educational and career opportunities by bringing baccalaureate and workforce pathways directly to underserved, underrepresented, rural, and marginalized communities. By offering career-focused certificates, associate degrees, transfer pathways, and approved workforce-oriented baccalaureate degrees, our colleges are expanding access to programs that align with the needs of students, employers, and communities alike. These opportunities serve diverse populations—including recent high school graduates, underemployed and unemployed adults, workers seeking career advancement or retraining, veterans, and justice-involved individuals—by providing clear, affordable pathways to rewarding careers.

The California Community Colleges will continue to champion legislation that expands transfer opportunities and enables students to pursue baccalaureate degree opportunities, and to attain baccalaureate degrees with a specific focus toward addressing the needs of place-bound populations, including rural and underserved populations. These efforts will improve economic mobility and reduce equity gaps for minoritized groups.

Strengthen Access to Dual Enrollment

Dual enrollment is a proven strategy for closing equity gaps, expanding pathways, and accelerating the completion of degrees and credentials. It strengthens students' economic mobility while addressing California's workforce needs, yet significant disparities in access—particularly for Black and Latino high school students—remain. To address these inequities, we will continue to advocate for legislative solutions that streamline participation and expand the reach of dual enrollment programs, which are essential to improving college access and affordability. We further urge the state to ensure universal access to dual enrollment opportunities for all high school students, with a targeted emphasis on the Golden Four courses that form the foundation of college success.

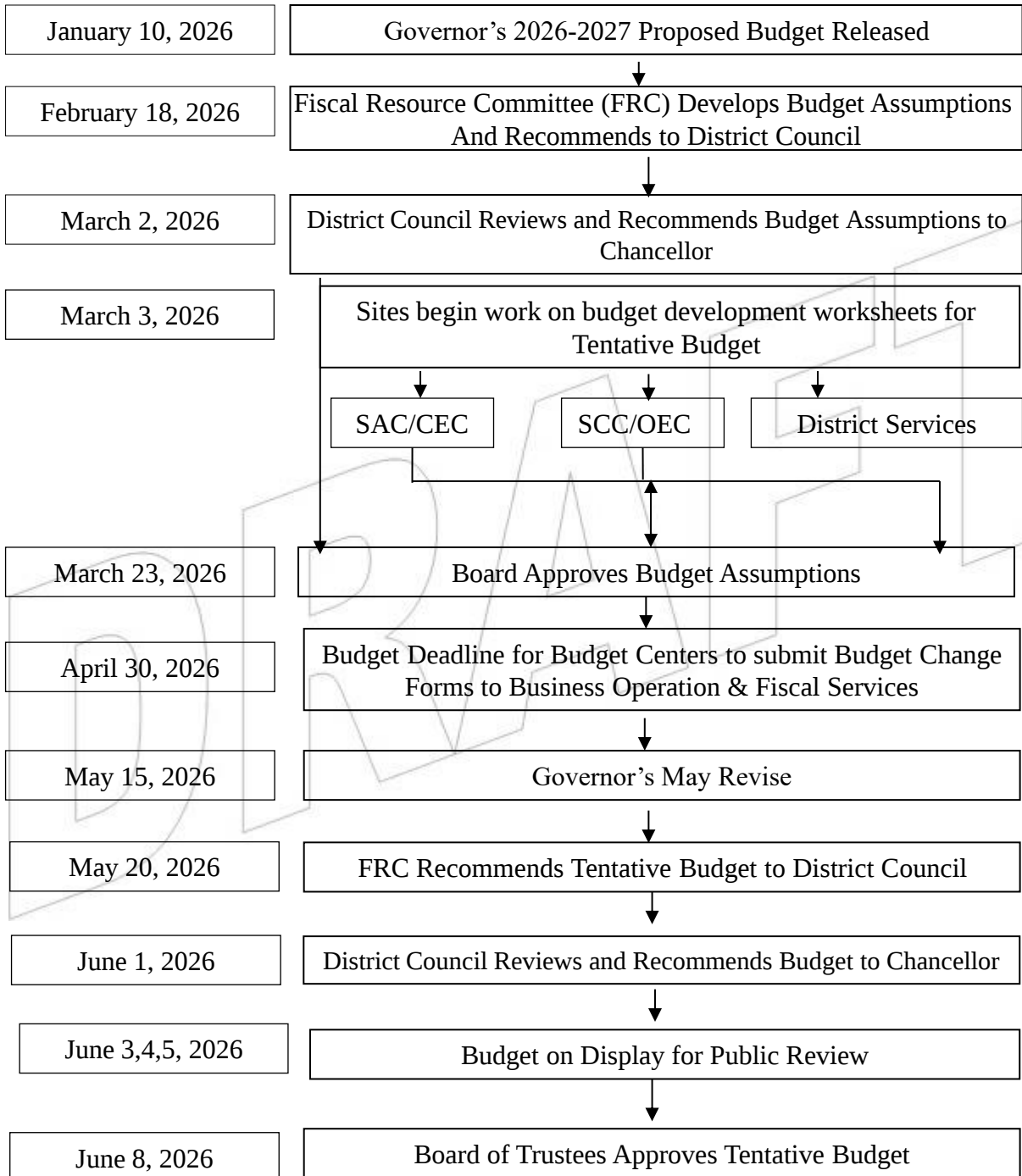
Supporting Artificial Intelligence Literacy and Workforce Development

California's economic competitiveness increasingly depends on workforce preparation for an AI-enabled economy, positioning community colleges as critical infrastructure for both individual student success and statewide economic development. Coupled with the proposed budget investment to launch AI professional development and literacy efforts

and sustain and scale access to widespread, high-impact AI training for educators, students, and community members, including business partners and entrepreneurs, we request corresponding legislation to support AI literacy efforts and AI workforce development opportunities, with an added focus on supporting rural and underserved communities, through innovative approaches such as course taking opportunities through the California Virtual Campus.

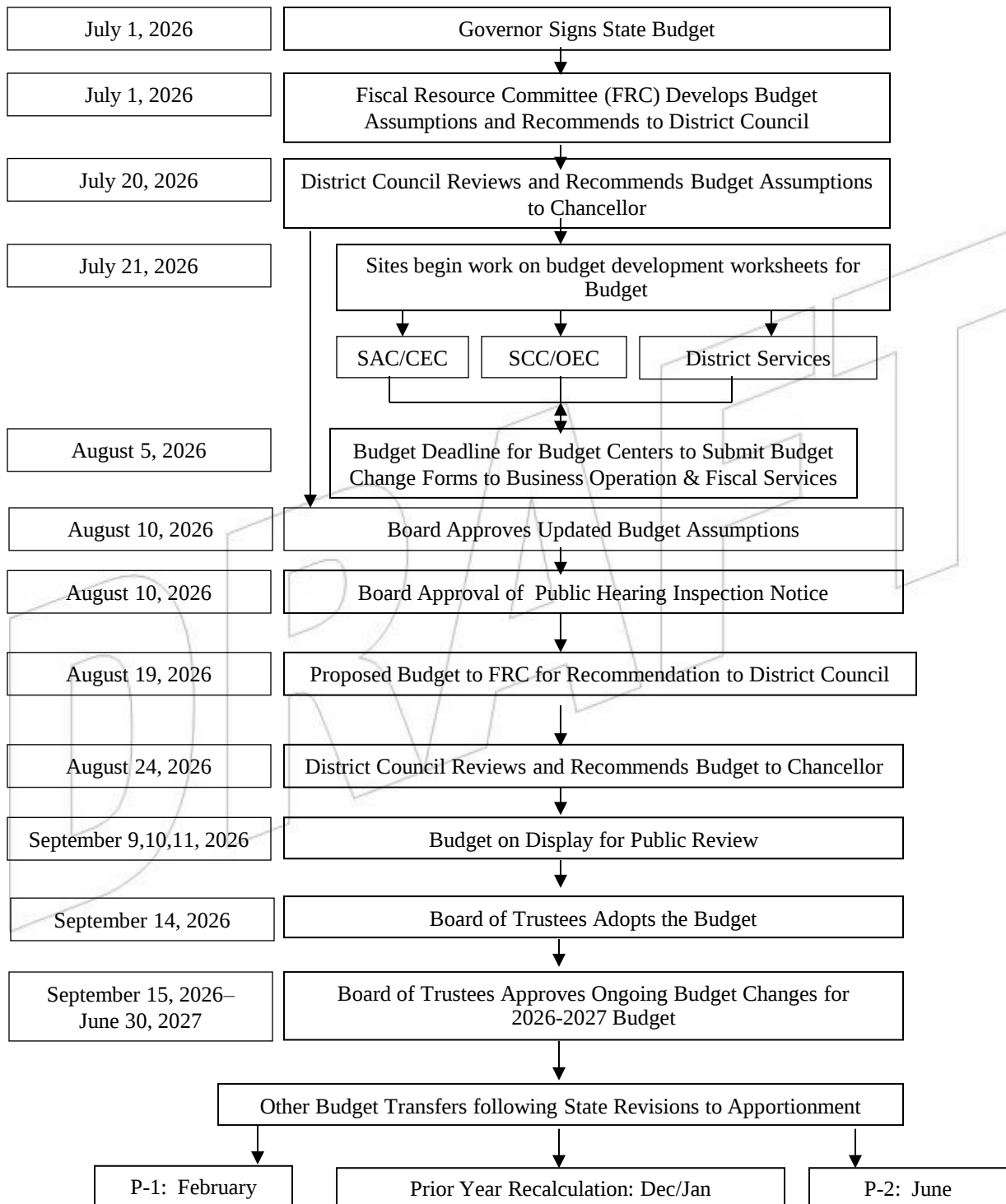
RSCCD Tentative Budget Calendar

Fiscal Year 2026 – 2027
September 4, 2025



RSCCD Adopted Budget Calendar

Fiscal Year 2026 – 2027
September 4, 2025



Salaries & Benefits - % of Total Expenditures
Instructional vs Non-Instructional by Location
FY 2023-24 Actuals/FY 2024-25 Actuals/FY 2025-26 Adopted Budget

FD 11 UGF 2023/24 Actual					
	SAC	SCC	DSO	IC	Total District
Total Salaries/Benefits (1xxx-3xxx)	112,569,351	53,360,588	30,920,481	6,995,734	203,846,154
Total Expenses (1xxx-6xxx)	117,576,539	57,538,273	43,110,361	7,417,077	225,642,250
% of Total	95.74%	92.74%	71.72%	94.32%	90.34%
FD 11 UGF 2023/24 Actuals - Instructional					
	SAC	SCC	DSO	IC	Total District
Total Salaries/Benefits (1xxx-3xxx)	71,831,406	32,363,269	-	2,767,941	106,962,616
Total Expenses (1xxx-6xxx)	73,321,026	35,662,642	-	2,767,941	111,751,609
% of Total	97.97%	90.75%	0.00%	100.00%	95.71%
FD 11 UGF 2023/24 Actuals - Non-Instructional					
	SAC	SCC	DSO	IC	Total District
Total Salaries/Benefits (1xxx-3xxx)	40,737,945	20,997,319	30,920,481	4,227,793	96,883,538
Total Expenses (1xxx-6xxx)	44,255,513	21,875,631	43,110,361	4,649,136	113,890,641
% of Total	92.05%	95.98%	71.72%	90.94%	85.07%

FD 11 UGF 2024/25 Actual					
	SAC	SCC	DSO	IC	Total District
Total Salaries/Benefits (1xxx-3xxx)	124,667,564	58,818,137	33,622,796	7,278,639	224,387,136
Total Expenses (1xxx-6xxx)	128,705,670	64,732,469	46,112,613	7,810,293	247,361,045
% of Total	96.86%	90.86%	72.91%	93.19%	90.71%
FD 11 UGF 2024/25 Actuals - Instructional					
	SAC	SCC	DSO	IC	Total District
Total Salaries/Benefits (1xxx-3xxx)	79,708,021	34,453,678	-	3,078,860	117,240,559
Total Expenses (1xxx-6xxx)	81,277,986	39,407,593	-	3,078,860	123,764,439
% of Total	98.07%	87.43%	0.00%	100.00%	94.73%
FD 11 UGF 2024/25 Actuals - Non-Instructional					
	SAC	SCC	DSO	IC	Total District
Total Salaries/Benefits (1xxx-3xxx)	44,959,543	24,364,459	33,622,796	4,199,779	107,146,577
Total Expenses (1xxx-6xxx)	47,427,684	25,324,876	46,112,613	4,731,433	123,596,606
% of Total	94.80%	96.21%	72.91%	88.76%	86.69%

FD 11 UGF 2025/26 Adopted Budget					
	SAC	SCC	DSO	IC	Total District
Total Salaries/Benefits (1xxx-3xxx)	126,982,556	60,323,037	36,813,619	7,365,160	231,484,372
Total Expenses (1xxx-6xxx)	138,245,888	67,756,607	48,833,922	7,848,046	262,684,463
% of Total	91.85%	89.03%	75.39%	93.85%	88.12%
FD 11 UGF 2025/26 Adopted Budget - Instructional					
	SAC	SCC	DSO	IC	Total District
Total Salaries/Benefits (1xxx-3xxx)	75,161,397	32,702,350	-	3,165,075	111,028,822
Total Expenses (1xxx-6xxx)	78,913,744	37,559,408	-	3,165,075	119,638,227
% of Total	95.25%	87.07%	0.00%	100.00%	92.80%
FD 11 UGF 2025/26 Adopted Budget - Non-Instructional					
	SAC	SCC	DSO	IC	Total District
Total Salaries/Benefits (1xxx-3xxx)	51,821,159	27,620,687	36,813,619	4,200,085	120,455,550
Total Expenses (1xxx-6xxx)	59,332,144	30,197,199	48,833,922	4,682,971	143,046,236
% of Total	87.34%	91.47%	75.39%	89.69%	84.21%

Fiscal Resources Committee

2024-2025 Accomplishments

1. Developed District Budget Calendar.
2. Reviewed, evaluated and updated the Budget Allocation Model (BAM) based on the Student Centered Funding formula (SCFF).
3. Solicited input from FRC on topics of interest and agendaized each for discussion.
4. Developed assumptions for the Tentative and Adopted Budgets.
5. Discussed how FRC members should communicate with their constituents.

Fiscal Resources Committee

2025-2026 Goals

1. Develop District Budget Calendar.
2. Review, evaluate and update as needed the Budget Allocation Model (BAM) based on the Student Centered Funding formula (SCFF).
3. Develop assumptions for the Tentative and Adopted Budgets.

Vacant Funded Positions for FY 2025-26- Projected Annual Salary and Benefits Savings
As of October 6, 2025

																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													</
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	----

Vacant Funded Positions for FY 2025-26- Projected Annual Salary and Benefits Savings
As of October 6, 2025

Fund	Management/ Academic/ Confidential	EMPLOYEE ID#	Title	Site	Effective Date	Annual Salary	Notes	Vacant Account	2025-26 Estimated Annual Budgeted Sal/Ben	Total Unr. General Fund by Site
82%-fd 11 18%-fd 13	Reimer, Lillian	1025907	Admissions/Records Specialist I	SAC	8/16/2022		Reorg1338 eliminated position, added Administrative Clerk/Bli. Hired CL24-00853 - Arvizu, Gloria#1030824	11-0000-620000-18100-2130-82% 12-1102-620000-18100-2130-18% 11-2250-643000-19300-2130-25% 12-2250-643000-19300-2130-64% 12-2090-643000-19300-2130-11% 11-0000-709000-11300-2130-50% 13-3411-709000-11300-2130-50%	-	
25%-fd 11 75%-fd 12	Reimer, Tracy	1417177	Counseling Assistant	SAC	2/17/2025	13,255			24,093	
50%-fd 11 50%-fd 13	Retana, Karen	1980573	Senior Clerk	SAC	5/26/2025	29,715			51,670	
11	Rodriguez, Fidel	1029186	Lead Custodian	SAC	7/31/2024	-	Hired CL24-01064 Chatman, Daniel#2740296 Eff:6/26/25	11-0000-653000-17200-2130	-	
11	Rodriguez, Hector	2611615	Gardener/Utility Worker	SAC	5/3/2022	-	Hired CL25-01120 Favela, Alonso#2429383 Eff:8/18/25	11-0000-655000-17300-2130	-	
11	Santamaria, Mark	1028966	HVAC Mechanic	SAC	11/2/2024	74,847	Termed Ramos, Edward#2919448 Eff:8/25/25. Hired CL25-01168 Ramos, Edward#2919448 Eff:8/25/25	11-0000-651000-17400-2130	127,161	
11	Serna, Ashley	2039756	Intermediate Clerk	SAC	4/15/2025	61,389	CL25-01188	11-0000-631000-15310-2130	96,062	
40%-fd 11 60%-fd 12	Student Services Specialist	REORG#1190	Student Services Specialist	SAC	12/29/2019	25,898	Reorg#1190 (Nguyen, Cang#1030027)	11-0000-632000-19510-2130-40% 12-2416-632000-19510-2130-60%	45,357	
11	Talarico, Christina	2237788	Division Administrative Assistant	SAC	11/21/2024	88,901		11-0000-601000-15105-2130 11-0000-620000-19205-2310-30% 11-2410-620000-19205-2310-70%	156,446	
11	Taylor, Katherine A.	1028961	P/T Admissions/Records Specialist I	SAC	10/1/2020	23,656			32,234	
11	Urbina, Vanessa	2347469	Division Administrative Assistant	SAC	8/1/2025	72,666		11-0000-601000-15505-2130	126,061	
11	Williams, Bonnie	2363492	Administrative Clerk	SAC	9/25/2025	18,587		11-0000-601000-15718-2310	25,326	
11	Calderon, Alfredo	1586163	Gardener/Utility Worker	SCC	9/2/2025	25,599		11-0000-655000-27300-2310	26,764	
11	Ceja, Daniel	1100167	Lead Custodian	SCC	5/19/2025	77,487	WOC Ramirez, Margarito#2443392 Eff:7/1/25-11/30/2025	11-0000-653000-27200-2130	140,883	
11	Cruz, Edward	2356350	Instructional Center Technician	SCC	8/30/2024	-	Reorg1391 Lateral Transfer Sura, Alma#1030200 Eff:3/3/25	11-0000-493062-28200-2210 12-1542-649000-29905-2130-70%	-	
30%-fd 11 70%-fd 12	Delatorre, Irma	1027036	Administrative Clerk	SCC	12/31/2024	19,424		11-0000-645000-29905-2130-30%	34,019	
11	Espinosa, Laura	1027423	Curriculum Specialist	SCC	8/19/2025	81,397		11-0000-601000-25051-2130 11-0000-620000-28100-2130-60% 12-1102-620000-28100-2130-23% 12-2462-620000-28100-2130-17%	139,257	
60%-fd 11 40%-fd 12	Gardea, Maria Adilene	1292404	Administrative Clerk	OEC	5/12/2024	33,182		11-0000-620000-28100-2130-60% 12-1102-620000-28100-2310-40%	57,799	
60%-fd 11 40%-fd 12	Gaston, Vanessa	1029787	P/T Administrative Clerk	OEC	4/13/2025	17,563			23,931	
11	Gilbert, Jessica	1905429	PT Administrative Clerk	SCC	12/31/2023	27,880		11-0000-601000-25051-2310	37,989	
11	Hernandez, Guadalupe	1492326	Custodian	SCC	4/4/2023	51,287		11-0000-653000-27200-2130	95,037	
11	Karimpour, Jennifer	1679262	Auxiliary Services Specialist	SCC	11/1/2024	64,745		11-0000-691000-24126-2130 11-0000-631000-29325-2130-50%	113,387	
11	Luna, Miguel	2098323	Student Services Coordinator	SCC	9/18/2025	99,894		11-0000-633000-29325-2130-50%	169,811	
11	Nguyen, Jay	1062155	P/T Admission & Records Specialist I	SCC	10/31/2023	23,655		11-0000-620000-29110-2310	32,232	
11	Orozco-Barriga, Carlos	2282309	P/T Custodian	SCC	3/14/2025	22,118		11-0000-653000-27200-2310	30,138	
11	Ruesga, Elias	2090990	Custodian (GY)	OEC	4/11/2025	65,372		11-0000-653000-28100-2130	113,209	
11	Sura, Alma	1030200	Instructional Center Technician	OEC	3/3/2025	71,234		11-0000-110100-25350-2210	132,357	
11	Tran, Kieu-Loan T.	1030029	Admission Records Specialist III	SCC	3/1/2020	64,745		11-0000-620000-29100-2130	113,387	
11	Zul, Armidia	1029218	Custodian	OEC	9/30/2024	53,852	CL25-01125	11-0000-653000-28100-2130	98,534	
TOTAL						3,412,482			5,686,029	
						4,991,207			8,004,181	

Rancho Santiago Community College
FD 11/13 Combined -- Unrestricted General Fund Cash Flow Summary
FY 2025-26, 2024-25, 2023-24
YTD Actuals- September 30, 2025

	FY 2025/2026												
	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	
Beginning Fund Balance	\$101,397,475	\$118,396,435	\$102,988,506	\$101,854,634	\$101,854,634	\$101,854,634	\$101,854,634	\$101,854,634	\$101,854,634	\$101,854,634	\$101,854,634	\$101,854,634	Total
Total Revenues	33,882,478	5,192,837	21,038,029	0	0	0	0	0	0	0	0	0	60,113,345
Total Expenditures	16,883,518	20,600,767	22,171,901	0	0	0	0	0	0	0	0	0	59,656,186
Change in Fund Balance	16,998,960	(15,407,930)	(1,133,872)	0	0	0	0	0	0	0	0	0	457,159
Ending Fund Balance	118,396,435	102,988,506	101,854,634	101,854,634	101,854,634	101,854,634	101,854,634	101,854,634	101,854,634	101,854,634	101,854,634	101,854,634	
	FY 2024/2025												
	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	
Beginning Fund Balance	\$108,927,679	\$113,085,702	\$101,086,771	\$91,653,213	\$78,119,390	\$77,033,785	\$90,289,535	\$84,911,303	\$78,359,641	\$75,133,044	\$82,781,649	\$67,396,799	Total
Total Revenues	19,472,410	7,948,041	12,511,262	8,911,894	24,669,507	35,190,919	15,440,007	15,578,467	21,020,528	30,233,290	14,459,329	79,548,729	284,984,384
Total Expenditures	15,314,386	19,946,973	21,944,820	22,445,717	25,755,112	21,935,168	20,818,240	22,130,129	24,247,125	22,584,685	29,844,179	45,548,053	292,514,588
Change in Fund Balance	4,158,023	(11,998,932)	(9,433,557)	(13,533,824)	(1,085,605)	13,255,750	(5,378,232)	(6,551,662)	(3,226,597)	7,648,605	(15,384,850)	34,000,676	(7,530,204)
Ending Fund Balance	113,085,702	101,086,771	91,653,213	78,119,390	77,033,785	90,289,535	84,911,303	78,359,641	75,133,044	82,781,649	67,396,799	101,397,475	
	FY 2023/2024												
	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	
Beginning Fund Balance	\$69,995,934	\$71,193,146	\$61,145,109	\$63,533,219	\$60,187,237	\$59,940,448	\$71,637,035	\$71,291,816	\$63,539,135	\$77,687,365	\$84,911,330	\$75,100,098	Total
Total Revenues	14,999,379	7,247,510	21,581,168	16,416,147	22,719,457	32,139,652	19,316,041	12,651,332	35,037,316	26,748,556	12,047,791	64,494,321	285,398,670
Total Expenditures	13,802,167	17,295,547	19,193,058	19,762,128	22,966,246	20,443,065	19,661,260	20,404,013	20,889,085	19,524,592	21,859,023	30,666,740	246,466,925
Change in Fund Balance	1,197,212	(10,048,037)	2,388,110	(3,345,982)	(246,789)	11,696,586	(345,219)	(7,752,681)	14,148,231	7,223,964	(9,811,231)	33,827,581	38,931,745
Ending Fund Balance	71,193,146	61,145,109	63,533,219	60,187,237	59,940,448	71,637,035	71,291,816	63,539,135	77,687,365	84,911,330	75,100,098	108,927,679	

Fiscal Resources Committee

Via Zoom Video Conference Call

1:31 p.m. – 1:55 p.m.

Meeting Minutes for September 17, 2025

FRC Members Present: Iris Ingram, Claire Coyne, Sarah Fisher, Noemi Guzman, Bart Hoffman (arrived at 1:33), Tara Kubicka-Miller, Madeline Grant, Veronica Gonzalez, Joanne Mejia, Veronica Munoz (arrived at 1:37), Adam O'Connor, and Arleen Satele

FRC Members Absent: Sara Gonzalez, and Tommy Strong

Alternates/Guests Present: Maria Briseno, Jason Bui, Steven Deeley (arrived at 1:32), Vaniethia Hubbard, Jeannie Kim, Kelvin Leeds (arrived at 1:40), Annebelle Nery, Thao Nguyen, Kennethia Vega, and Barbie Yniguez

1. Welcome - Vice Chancellor Ingram welcomed all to FRC meeting and called the meeting to order at 1:31 p.m. via zoom upon achieving quorum.
2. State/District Budget Update
 - [2025-26 Adopted Budget](#)
 - [9/15/2025 Board PowerPoint presentation on the 2025-26 Adopted Budget](#)
 - SSC – CCCCCO Releases Lottery Rate Accruals and Revenue Projections
 - SSC – Key Bills Fail Second House Policy Committee Deadline
 - SSC – Economy Is Sending Mixed Signals
 - SSC – General Fund Revenues Tracking June Budget Estimates
 - SSC – Ask SSC.... Choosing the Right CPI for Smarter Bargaining
 - SSC – Legislature Returns from Summer Recess
 - SSC – Governor Announces Education Partnership with AI Companies
 - SSC – Appropriations Committees Take up Suspense Files
 - SSC – Initiative Launched to Extend Proposition 30
 - SSC – Top Legislative Issues- September 5, 2025
 - [DOF – Finance Bulletin-August 2025](#)

Ingram briefly referenced the state/district budget update information for further understanding noting the presentation to the Board is posted on the Business Services/Budget Updates webpage for ease of access and review. She reported that the Board of Trustees approved the Adopted Budget as presented.

3. Multi-year Projections

O'Connor screenshared and first reviewed the multi-year projections that were included in the 2025-26 budget book with varied and specific “what if” assumptions like 1.5% growth for both colleges that produces a negative bottom line for the out years while a 3% growth leads to almost break even in 2026-27. He then shared, as an additional handout, an updated MYP and commented on health benefits coming in higher than projected and settlements for CSEA and Management projected with salary increases at 8%, 3.2%, and 3.2% over the next few years. He briefly discussed FON with original projections for hiring 24 faculty which now may be more like 13 and other factors such as SRP savings, assuming SCC saves cuts their projected deficit of \$2.2 million, and SAC does not spend it's \$5.5 million in unallocated funds, and both colleges growing 1.5% per year to conclude with a bottom-line of \$4.1 million next year, \$2.5 million in 2027-28 and then goes negative in 2028-29. These are early assumptions for the multi-year projections, and this information is posted to the FRC webpage for reference, review, and access. These projections are based on assumptions known at a point in time and different assumptions will yield different results. O'Connor confirmed he would share the spreadsheet format as well with anyone that requests it.

4. Economic Development Report – Sarah Fisher
Fisher provided a brief overview of the Economic Development Report which supports the Workforce Development Department, contract education, and related initiatives. She discussed the CTI program and revitalization of customized contracting training. She explained how the efforts are gaining traction with a focus on AI training for employers, leveraging business connections through Small Business Development Center, the Orange County Regional Consortium and employment training panel contracts for faculty internships and work-based learning. There were no questions.
5. 2026-27 Draft Budget Calendar
The draft budget calendar for 2026-27 was presented for review with a focus on tentative and adopted budget processes. The calendar is set in stone as it is based on specific timelines for required approvals. This matter will be considered for action at the next FRC meeting.

An inquiry was made regarding the alignment of the POE committee calendar and FRC. O'Connor agreed to research further and provide update at the next FRC meeting.

6. Standing Report from District Council – Kubicka-Miller
Kubicka-Miller reported on the District Council meeting of August 25, 2025, with two actions 1) approving the 2025-26 adopted budget, and 2) one reorganization #1469 DO/District Safety and Security Officer position as presented. She added that by way of a supplemental agenda, District Council also approved two reorganizations electronically: #1470 for DO/Educational Services and #1471 for DO/Human Resources as presented.
7. Informational Handouts
 - District-wide expenditure report link: <https://intranet.rscsd.edu>
 - Vacant Funded Position List as of September 9, 2025
 - Monthly Cash Flow Summary as of August 31, 2025
 - [SAC Planning and Budget Committee Agendas and Minutes](#)
 - [SCC Budget Committee Agendas and Minutes](#)

General informational handouts, links, and webpages above were referenced for further review.

8. Approval of FRC Minutes – August 20, 2025
A motion by Hoffman to approve the minutes of August 20, 2025, meeting as presented was seconded by Coyne. By roll call vote the motion passed unanimously.
9. Other
Grant inquired about process for related ARs to be reviewed by FRC. Specifically, she stated, faculty have desire to update AR 6330 and 7400. Discussion ensued with O'Connor affirming that review of ARs is not the purview of FRC. He understands POE Committee is currently reviewing process for updating ARs. Ingram explained that respective "Business Owners" of each specific section of the board policy and administrative regulations bring forth updates to Chancellor's Cabinet, where is it then taken to the respective college councils, POE Committee, and District Council or Board of Trustees for policy. Ingram suggested Grant might consider first step may be POE Committee.

There were no further comments, questions, or discussions.

Next FRC Committee Meeting:

The next FRC meeting is on October 15, 2025, 1:30-3:00 p.m. With a motion by Hoffman that was seconded by Guzman, the meeting was unanimously adjourned at 1:55 p.m.