AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES RETREAT
March 16, 2019; 9:00 a.m.
College of San Mateo, College Center (Bldg. 10), City View Conference Room, 4th Floor

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are tape recorded; tapes are kept for one month.*

Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.

9:00 a.m.   **Call to Order**

DISCUSSION OF THE ORDER OF THE AGENDA

INFORMATION REPORTS

19-3-1C	Review of Promise Scholars Program/Accelerated Study in Associate Programs (ASAP) Replication
19-3-2C	Review of Constituent Relations Management (CRM) System Implementation
19-3-3C	Overview of Strategic Plan/Promise Support Initiatives: Textbook Affordability; Food Insecurity; Transportation Challenges; Housing Instability
19-3-4C	Review of Financial Sustainability for District Strategic Plan Initiatives
19-3-5C	Discussion of 50 Percent Law

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): One case

2. Employee Discipline, Dismissal, Release

3. Public Employee Performance Evaluation

   a. Chancellor
   b. President, Cañada College
   c. President, College of San Mateo
   d. President, Skyline College

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

RECESS TO CLOSED SESSION

RECONVENE TO OPEN SESSION

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION (if necessary)

ADJOURNMENT

San Mateo County Community College District   March 16, 2019

BOARD REPORT NO. 19-3-1C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Aaron D. McVean, Vice Chancellor, Educational Services and Planning, 738-6803

REVIEW OF PROMISE SCHOLARS PROGRAM/ACCELERATED STUDY IN ASSOCIATE PROGRAMS (ASAP) REPLICATION

A major strategic priority for the District has been to implement the Promise Scholars Program (PSP) through the replication of the City Univeristy of New York's Accelerated Study in Associate Programs (ASAP) initiative.

Based on assumptions of program participation, persistence, retention, and completion, it is the commitment of the District to provide funding for up to 2,000 total PSP students each academic year. This means that each college will be able to enroll a specific number of new PSP students in each fall cohort based on the availability of direct resources for students and associated program operations. The funding projections distribute those students across the colleges as follows: 750 enrolled at Skyline College, 750 enrolled at College of San Mateo, and 500 enrolled at Cañada College. The maximum enrollment by college is directly related to the operations and staffing infrastructure available to support that enrollment and maintain fidelity to the CUNY-ASAP model.

Furthermore, ASAP replication to Cañada College and College of San Mateo will also require additional resources. To fully implement the ASAP program, additional staffing will also be required.

Staff will review the ASAP implementation and associated costs with the Board in greater detail at the Retreat.

SAN MATEO COUNTY
**COMMUNITY
COLLEGE DISTRICT**

Cañada College • College of San Mateo • Skyline College

PROMISE SCHOLARS PROGRAM (PSP) REPLICATION FUNDING

OVERVIEW

This memo includes information about funding for the replication and expansion of the Promise Scholars Program (PSP). Based on assumptions of program participation, persistence, retention, and completion as outlined below, it is the commitment of the District to provide funding for up to 2,000 total PSP students each academic year. As outlined in Table 3, this means that each college will be able to enroll a specific number of new PSP students in each fall cohort based on the availability of direct resources for students and attending program operations. The funding projections presented below distribute those students across the colleges as follows: 750 enrolled at Skyline College, 750 enrolled at College of San Mateo, and 500 enrolled at Cañada College. The maximum enrollment by college is directly related to the operations and staffing infrastructure available to support that enrollment and maintain fidelity to the CUNY-ASAP model.

PSP FUNDING ASSUMPTIONS

The PSP Funding Projection presented below is based on actual direct resource and program operations costs for the PSP from the Fall 2018 cohort of 1,326 students. As such, these are projections based on current levels of utilization of specific components of the PSP, including textbook costs and the monthly financial incentive. As the PSP grows and evolves, usage of these components may increase, which would result in increased costs.

PSP FUNDING PROJECTION

This Funding Projection is based on providing support for up to 2,000 total PSP students each year, and maintains full financial incentives including textbook support for **three years** for each new cohort. These funding projections are based on current program costs, including utilization of monthly financial incentives and textbook vouchers. Variations in program costs are caused by different cohort sizes, as well as differential levels of program utilization, including factors such as variability among PSP students utilizing inclusive access and open educational resources to reduce textbook costs, and variability in the utilization of the monthly financial incentives available for students. These amounts *are not* college allocations, but instead are used to project an overall District budget for the PSP.

There are two categories of PSP costs to consider: Direct Resources to students and Program Operations. Any increase to the number of students served by the PSP will increase costs in both areas. Projected costs for both categories based on a Districtwide cohort size of 2,000 are presented below.

DIRECT RESOURCES TO STUDENTS

The direct resources provided to students in the PSP include fee waivers, textbook support, and monthly financial incentives for program participation. The amounts presented in Table 1 below are projections based on current program participation for the current FY, and maximum expected participation of 2,000 students Districtwide in the subsequent two FYs.

College	2018-19	2019-20	2020-21
Skyline	$592,181	$1,100,313	$1,117,090
Cañada	$450,220	$908,749	$925,967
CSM	$577,034	$1,187,644	$1,218,648
Total	$1,619,435	$3,196,706	$3,261,705

Table 1

PROGRAM OPERATIONS

The projected program operations costs for the PSP are presented below. Currently, each of the colleges in the District has committed the resources needed to establish the institutional infrastructure to support the PSP. Sources of fund include general fund, categorical funds, and a state Chancellor's Office innovation grant. Additional ongoing resources will need to be identified as one-time funds are expended and grant funds end in 2021. Costs for the current FY are projected based on current expenditure levels for the current cohort size. Costs for the subsequent two FYs are projected based on full program participation of 2,000 students Districtwide, distributed across the three colleges as described above.

College	2018-19	2019-20	2020-21
Skyline	$978,665	$1,270,000	$1,300,000
Cañada	$652,770	$847,090	$847,090
CSM	$978,665	$1,270,000	$1,300,000
Total	$2,610,100	$3,387,090	$3,447,090

Table 2

PSP ELIGIBILITY AND SELECTION CRITERIA

The selection criteria for participation in the Promise Scholars Program (PSP) includes the following considerations and requirements.

1. First-Time Students
2. Enrolled in a minimum of 12 units
3. Educational Goal of Degree, Transfer, and/or Certificate

Students will be selected for the PSP at three points during the application process. Additional criteria are applied in order to ensure that the PSP is serving students with financial need and that the PSP is including students who have been historically marginalized and underserved. Each cohort of the PSP will be comprised of at least 80% students who meet the criteria for financial need.

PSP COHORT ASSUMPTIONS

The following set of assumptions were made in order to project the above funding needs as well as the number of new PSP students that will be enrolled each year.

1. Maximum Combined Cohort Sizes = 2,000
   a. Skyline = 750 students
   b. Cañada = 500 students
   c. CSM = 750 students
2. 95% Fall to Spring Retention
3. 90% Fall to Fall Retention
4. 75% Summer participation (from Spring cohort)
5. 35% Two-Year Graduation Rate (from starting Fall cohort)
6. 55% Three-Year Graduation Rate (from starting Fall cohort)

PROMISE SCHOLARS PROGRAM (PSP) COHORT SIZES

The projected enrollment of new cohorts for each college over the next three academic years, based on the assumptions outlined above, are presented in Table 3 below.

College	Cohort	2018-19 PSP Students		2019-20 PSP Students			2020-21 PSP Students			2021-22 PSP Students		
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Skyline	Cohort 1	507	482	380	456	433	192	251	238	103	-	-
Cañada		333	316	250	300	285	126	165	157	67	-	-
CSM		486	462	365	437	416	184	241	229	99	-	-
Sub-Total		1326	1260	995	1193	1134	502	656	624	269	-	-
Skyline	Cohort 2	-	-	-	294	279	220	264	251	111	145	138
Cañada		-	-	-	200	190	150	180	171	76	99	94
CSM		-	-	-	313	297	234	281	267	118	155	147
Sub-Total		-	-	-	807	766	605	726	690	305	399	379
Skyline	Cohort 3	-	-	-	-	-	-	235	223	176	211	201
Cañada		-	-	-	-	-	-	155	147	116	139	132
CSM		-	-	-	-	-	-	228	217	171	205	195
Sub-Total		-	-	-	-	-	-	618	587	463	556	528
Grant Total		1326	1260	995	2000	1900	1107	2000	1900	1038	-	-

Table 3

San Mateo County Community College District   March 16, 2019

BOARD REPORT NO. 19-3-2C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Aaron D. McVean, Vice Chancellor, Educational Services and Planning, 738-6803

REVIEW OF CONSTITUENT RELATIONS MANAGEMENT (CRM) SYSTEM IMPLEMENTATION

Having received Board approval in December 2018, the District has procured a CRM to further the efforts of improving student success. To assist the Board in better understanding the implementation of the CRM and required resoruces, the attached report illustrates those needs. This implementation aligns with and helps fulfil the District Strategic Plan, including "Goal 3: Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success," and lists specific strategies in support of this goal:

- Increase technology use in the classroom and develop the overall District technology infrastructure to improve student success.

- Integrate technological systems to ensure a seamless and efficient experience for students and staff.

- Ensure student services are addressing the needs of all students including online students.

Staff will review the CRM implementation and associated costs with the Board in greater detail at the Retreat.

SMCCCD CRM SYSTEM IMPLEMENTATION AND SUPPORT

This memo is intended to provide information on the projected resource needs for the implementation of the District's Constituent Relationship Management (CRM) system. The District Strategic Plan includes "Goal 3: Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success," and lists specific strategies in support of this goal:

- Increase technology use in the classroom and develop the overall District technology infrastructure to improve student success.
- Integrate technological systems to ensure a seamless and efficient experience for students and staff.
- Ensure student services are addressing the needs of all students including online students.

In pursuit of this goal, the District formed a Technology Task Force in the Spring of 2017 comprised of representatives from all three campuses, and co-chaired by President Mike Claire and then Chief Information Technology Officer, Bruce Griffin. The Task Force identified three areas of need: operational efficiency through integration, expanded use of data, and ease of use for students and employees. To assist with the work of the Task Force, the Board of Trustees approved a contract on September 13, 2017 for consultant services from Kennedy and Company evaluation and recommendation of a comprehensive set of integrated technology solutions to address those needs. This led to the development of an RFP for both a solution and an integration partner based on specific parameters. In March 2018, the District received seven (7) responses. Over the next several months, the Task Force received presentations, conducted interviews, and solicited additional information in order to come to a final recommendation for a set of solutions and implementation partners.

At the December 12, 2018 Board meeting, Trustees approved the Contract Awards for RFP 86776 Constituent Relationship Management (CRM) Software and Implementation Services for Student Success" to Apex IT and Enrollment Rx. Subsequently, at the January 23rd Board Meeting, four new IT positions were approved for the implementation and ongoing support of the CRM. Finally, at the February 27, 2019 Board meeting, Trustees authorized the Sole Source Purchase of Licenses from Salesforce to support this project. These items are the culmination of two years of sustained effort to identify technology applications to improve student experiences, outcomes, and success.

IMPLEMENTATION AND ONGOING CRM COSTS

The following costs are associated with the implementation of the CRM and show the annual costs as well as the 5 years costs, which is the duration of the contracts. Note that Year 1 costs are higher due to the vendor implementation costs whereas Years 2-5 include ongoing annual costs.

Product/Service	Year 1 Cost*	Years 2-5 Annual Cost	5 Year Total Cost	Education Discount
Salesforce (CRM Platform, Annual Licensing)	$351,130	$351,130	$1,755,648	63.85%
Enrollment RX (Recruitment Module Implementation, Annual Licensing)	$139,000	$79,900	$458,699	N/A
APEXIT (Retention & Marketing Module Implementation)	$524,150	$0	$524,150	N/A
Jitterbit (Integration Connections)	$12,000	$12,000	$60,000	50%
Total	$1,026,280	$443,029.50	$2,798,398	-

Table 1 - *NOTE: Year 1 costs include one-time implementation costs of $627,350. Ongoing annual costs are $443,030/year.

In order to support the implementation and operational efficiency of the CRM, the ITS department is incorporating the following positions dedicated to the CRM.

ITS Position	Annual Salary* (Range)	CRM Duties
Director of CRM	$152,184-$192,792	Lead CRM technical development team
Systems Administrator	$97,056-$123,888	Account Management/End User Support
Senior Programmer I	$97,056-$123,888	Salesforce Technical Developer
Senior Programmer II	$105,672-$135,600	Integration Developer (Jitterbit/Banner/Data Warehouse/Oracle)
Total	$451,968-$1,028,136	

Table 2 - *NOTE: Does not include benefit costs.

These contracts represent a significant step toward achieving the goals of the District Strategic Plan, and its metrics for the students in the SMCCCD. An investment in modern technology systems is part of our comprehensive approach to improving student success.

San Mateo County Community College District   March 16, 2019

BOARD REPORT NO. 19-3-3C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510
                        Dr. Aaron D. McVean, Vice Chancellor, Educational Services and Planning,
                        738-6803

OVERVIEW OF STRATEGIC PLAN/PROMISE SUPPORT INITIATIVES: TEXTBOOK AFFORDABILITY; FOOD INSECURITY; TRANSPORTATION CHALLENGES; HOUSING INSTABILITY

The District Promise includes a number of key support initiatives that address the broader needs of students. Part of the support initiatives included with the Promise relates to textbook costs, food insecurity, transportation and housing instability. Future funding will be necessary to address these issues. A strategy was presented to the Board last fall and planning continues to bring a long-term meal plan solution to the three campuses for those students in need. Further, issues relating to housing instability continue to be identified and solutions are currently under exploration, including partnering with local support agencies. A policy brief has been developed for the Board but it is premature for a financial plan and funding request to be presented.

For the Board's information, attached to this report are the following documents that address the above outlined issues:

- Attachment #01 – Open Educational Resources/Zero Textbook Cost Report from Skyline College
- Attachment #02 – Food Insecurity Briefing Paper
- Attachment #03 – Transportation Initiatives Report
- Attachment #04 – Housing Instability Briefing Paper

Staff will review the above referenced support initiatives with the Board in greater detail at the Retreat.

Textbook Affordability Solutions at Skyline College

ZERO TEXTBOOK COST

Skyline COLLEGE Achieve

OVERVIEW

Skyline College is committed to improving access and educational success for our students. As part of our College Redesign, a significant part of improving access will be making impactful changes to teaching and learning, and integrating efforts across the college. Textbook Affordability Solutions at Skyline promote equitable access to education through focusing on textbook affordability solutions such as zero textbook cost materials (ZTC) and open educational resources (OER). Textbook affordability will reduce equity gaps and ensure that education is available to every member of our community without the barriers of unpredictable and frequently rising prices of textbooks and course materials.

WHAT WE HAVE DONE

$1,126,036.73
Student Savings

7,418
Student Enrollments

128
ZTC & OER Classes Offered

ZTC WORK TEAM

Ame Maloney, *ZTC Program Services Coordinator*

Dr. Bianca Rowden-Quince, *Instructional Designer*

Kevin Chak, *Bookstore Manager*

Sanjyot (Pia) Walawalkar, *Equity & Outreach Librarian*

CONTACT INFORMATION
Email: skylineztc@smccd.edu
Office: (650) 738-7080
skylinecollege.edu/ztcz

FACULTY

- OER Faculty Awareness Survey
- Outsourced OER Training by ISKME
- Ongoing Professional Development (Flex Day, ZTC/OER Series workshops, 1:1 consultation
- Increased faculty participation in ZTC & OER Adoption from 34 (Spring 2018) to 67 (Spring 2019)
- Launch Faculty Incentive Program (ZTC Early Adopters and Discipline Leads
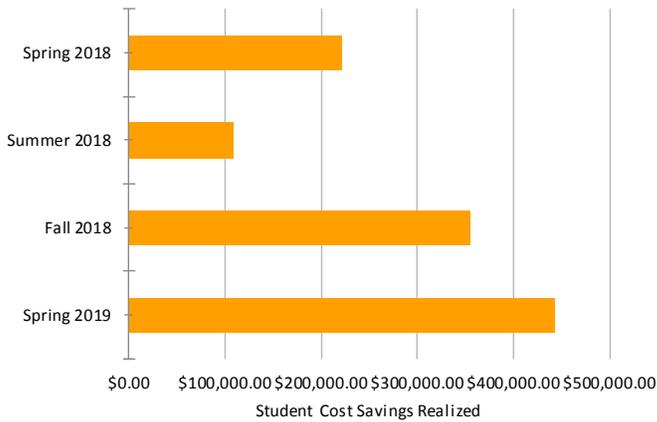
STUDENTS

- Launched first ZTC degree pathway, A.S. Respiratory Care, including prerequisites (19 classes and 7 pre-reqs).
- Added ZTC and OER Course Designators to WebSchedule.
- Conducted Student Textbook Affordability Survey Spring 2018
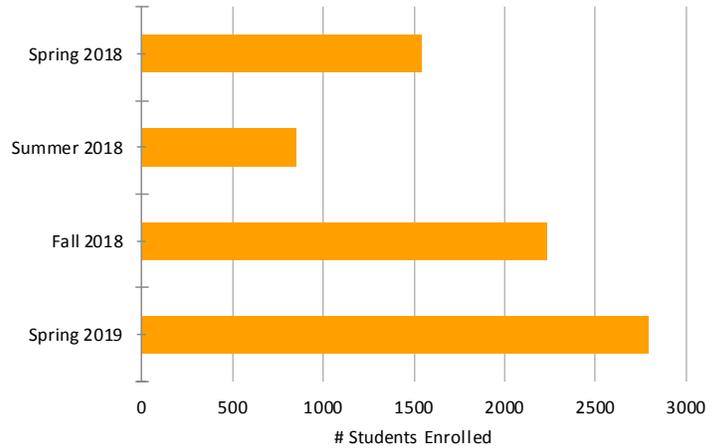- Conducted ZTC Pilot Focus Groups

CAMPUS-WIDE

- Celebrated Open Education Week 2018 & 2019
- Increased campus-wide OER & ZTC awareness
- Created a ZTC Website
- Established key partnerships with: Library, Bookstore, CTTL, ASSC, Academic Senate, Curriculum Committee, and Divisions/Departments
- Established ZTC Task Force
- Participated in statewide and national conferences 2017-2019
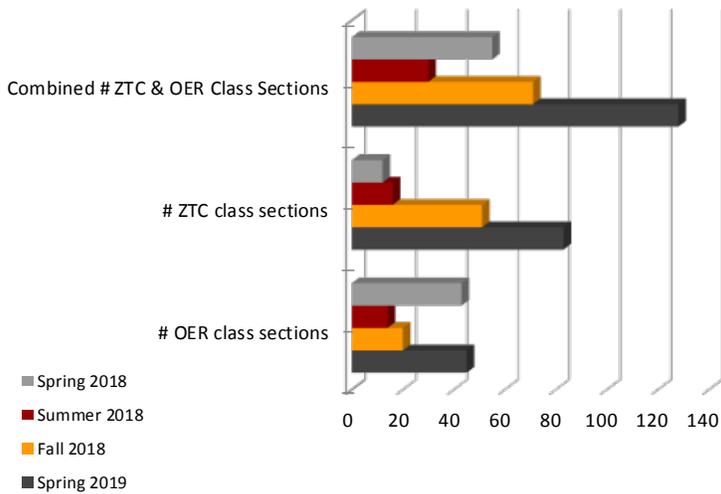
WHERE WE ARE NOW (Spring 2018 through Spring 2019)

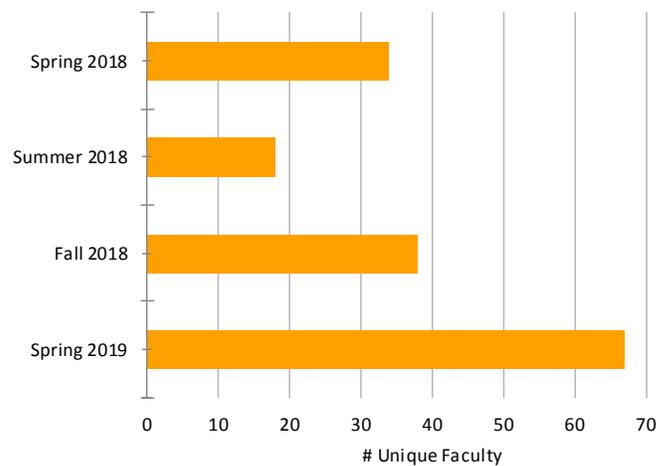## Realized student savings approximately $1,126,036.73

Horizontal bar chart — Student Cost Savings Realized ($0.00 to $500,000.00) by term:
- Spring 2018
- Summer 2018
- Fall 2018
- Spring 2019

Realized 7,418 student enrollments in ZTC & OER class sections Spring 2018 - Spring 2019

Horizontal bar chart — # Students Enrolled (0 to 3000) by term:
- Spring 2018
- Summer 2018
- Fall 2018
- Spring 2019

Increased number of ZTC & OER class sections offered Spring 2018 - Spring 2019

Horizontal bar chart (0 to 140) by category:
- Combined # ZTC & OER Class Sections
- # ZTC class sections
- # OER class sections

Legend:
- Spring 2018
- Summer 2018
- Fall 2018
- Spring 2019

Increased unique faculty participation from 34 to 67

Horizontal bar chart — # Unique Faculty (0 to 70) by term:
- Spring 2018
- Summer 2018
- Fall 2018
- Spring 2019

Further Analysis for Spring 2019
Spring 2019 GE Areas Represented in ZTC and OER classes

Horizontal stacked bar chart (0 to 35) by GE AREA:
- A1
- A2/A3
- B1
- B1/B3
- B2/B3
- B4
- C1
- C2
- D
- D/E

Legend:
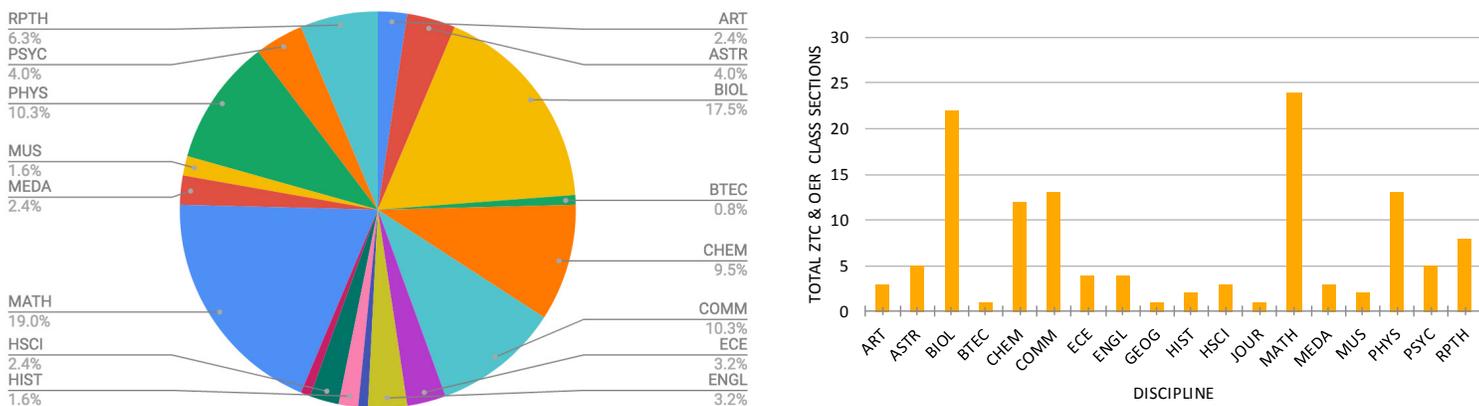- # ZTC CLASSES
- # OER CLASSES

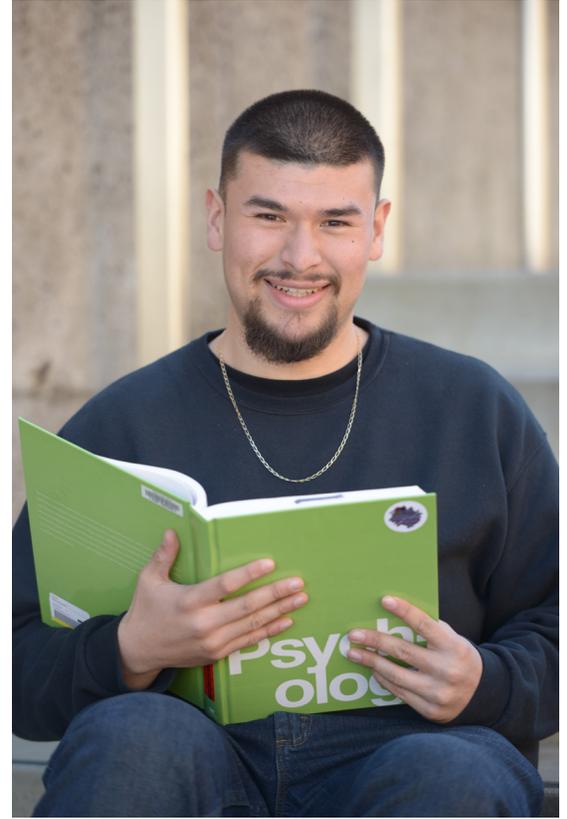## WHERE WE ARE NOW (Spring 2018 through Spring 2019)

Currently working to expand the following areas.

Faculty participation in Early Adopters and Discipline Lead incentive programs will increase GE section offerings in the following disciplines:

- COUN, MATH, PSYCH, PLSC, PHIL, ADMJ, SOCI, BIOL, BUS, CHEM, COMM, DANC, ECE, ENGL, FIT, HIST, PHYS, PSYCH

Which concentrations are represented in the 128 (& # of secs) for Spring 2019?
Spring 2019 ZTC & OER Class Sections by Discipline

Pie chart labels:
- RPTH 6.3%
- PSYC 4.0%
- PHYS 10.3%
- MUS 1.6%
- MEDA 2.4%
- MATH 19.0%
- HSCI 2.4%
- HIST 1.6%
- ART 2.4%
- ASTR 4.0%
- BIOL 17.5%
- BTEC 0.8%
- CHEM 9.5%
- COMM 10.3%
- ECE 3.2%
- ENGL 3.2%

Bar chart: TOTAL ZTC & OER CLASS SECTIONS vs DISCIPLINE (ART, ASTR, BIOL, BTEC, CHEM, COMM, ECE, ENGL, GEOG, HIST, HSCI, JOUR, MATH, MEDA, MUS, PHYS, PSYC, RPTH)

WHERE WE ARE GOING

- Focus on ZTC GE & Increased Adoption
- Textbook Affordability Solutions as Part of Equity Work
- Engage Students in ZTC Work
- Increase Faculty Participation & Professional Development
- Establish Skyline College as a ZTC state leader

WHAT WE NEED TO GET THERE

Campus-Wide Outreach & Promotion

- Unified Campus Messaging about ZTC Goals
- Formalized Institutional Support for ZTC
- Included ZTC & textbook affordability messaging in hiring interviews
- ZTC Integration into curriculum offerings and planning
- Marketing and promotion of ZTC/OER course offerings

Staff, Recruitment & Professional Development

- Dedicated Faculty Services Librarian
- ZTC & OER Search for faculty, Licensing & Fair Use, Embedded Librarianship, Training & Development for ZTC/OER
- Increase Library Budget to support ZTC Collections (if OER not available)
- Increased Course Design Support
- Permanent Program Services Coordinator for administrative support
- Dedicated Student Assistants to support ZTC Production & Packaging in Canvas
- Accessibility Specialist for ZTC materials
- Technology to support ZTC implementation (Loaner Chromebooks & mobile Wi-fi hot-spots for students)
- Low-cost printing services
- Expand faculty incentive program for adoption and authoring of ZTC/OER materials
- Expand Professional Development support

Food Insecurity: A Life-Cost Barrier to Student Success

INTRODUCTION AND CONTEXT

The myth that the cost barriers to attend college rest squarely on tuition and fees has been dispelled in recent years, as tuition rates in California have become the lowest in the nation for community college students at $46 per unit. Further evaluation of the issue has revealed that it is indeed the life costs – food, transportation, housing, child care, etc. – that are the real financial impediments to students attending college, particularly on a full-time basis, as they often need to work full-time – often multiple jobs – to provide for themselves and their families. The life-cost barriers are often not addressed by educational institutions in a way that lessens the burden for students seeking to continue their higher education goals.

There is also another myth: when a student who has been part of the national free and reduced lunch program for all or part of their K-12 career, that upon graduation from high school, their food and nutrition needs are solved. In fact, the opposite is generally true. Upon graduation, many students in these circumstances encounter greater food insecurity as they now have other compounding issues (housing, transportation, etc.) that compete for limited personal resources as they enter adulthood.

Realizing these issues as true barriers not only to entry into college, but as barriers for student success while in college, the San Mateo County Community College District has taken action to establish several programs to address food insecurity and is in the process of evaluating further programs and support services to ensure that all students have their basic needs met so they can focus on their education, rather than where their next meal will come from.

THE DATA

Nationally

Data from the United States Department of Agriculture estimated that 14.5 percent of households in the nation experience some form of food insecurity. The USDA define food insecurity as, "the limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain ability to acquire acceptable foods in socially acceptable ways."

A 2016 national Community College Success Measure survey "demonstrated 56 percent of community college students in the sample have annual household incomes of $20,000 or less," which coupled with a HOPE LAB national research finding that, "Community colleges in the counties with the highest costs of living and the highest rates of food insecurity exhibited higher rates of food insecurity than those in less expensive counties," paints a concerning picture. Additionally, it has been found that, "Students of color were significantly more likely than their White counterparts to experience food insecurity (Martinez, Brown, & Richie, 2016)," further adding a layer of complexity for many marginalized and underserved students.

Locally

During the spring 2018 academic semester, the District, using the HOPE LAB model, conducted a survey of SMCCCD student on food, housing and transportation insecurity. This is the first time the District has conducted a survey and, up to this point, most data have been qualitative and anecdotal. The data from this qualitative survey revealed the following challenges experienced by students with regard to their basic food needs due to income limitations.

- More than one-half (55%) of respondents indicated that the food they purchased "just didn't last and I didn't have money to get more." 12% of students reported this as "often true" and another 33% reported this as "sometimes true."

- 28% of students reported "cutting the size or meals or skipping meals" because there wasn't enough money for food.

- Beyond the literal lack of food, the level of psychological insecurity is high: 41% of students report that they "worried whether my food would run out before I got money to buy more."

Additional challenges and struggles faced by students over the last twelve months include:

- 22% borrowed money from friends or family to help pay bills

- 17% percent received free food or meals

- 14% went hungry because they could not afford more food

- 11% could not pay the full amount of a gas, oil, or electricity bill

- 8% could not pay or underpaid the rent or mortgage

- 7% moved in with other people because of financial problems

- 6% had an account default or go into collections

- 6% lived with others beyond the expected capacity of the house or apartment

- 4% did not know where they were going to sleep at night

- 2% stayed in an abandoned building, an automobile, or other place not meant for housing

- 1% were evicted from their home

- 1% stayed at a shelter

EXISTING SUPPORT PROGRAMS

The District, through partnerships with local funders and organizations such as the United Way, has established SparkPoint Centers at Skyline College and Cañada College; a center is currently under development at College of San Mateo. These SparkPoint Centers are part of a regional network of financial education centers designed to serve individuals – our students – and families who are working to achieve financial self-sufficiency. A critical part of the Center includes a food pantry that serves the needs of students, their families and the community. Both Skyline College and Cañada College each distribute more than 100,000 pounds of food each year. At

College of San Mateo, their food pantry is currently coordinated by campus Health Services and the majority of their food distribution is accessed by community members.

NEW PROGRAMS/SUPPORTS UNDER CONSIDERATION

Promise Program

The current District-wide Promise budget allocates funds for food stipends for students in need of those resources. Working with Pacific Dining, the District's food provider, the District is working to create meal options at a price point that is either free or affordable for low-income students in need. This will initially be a pilot program for all eligible Promise students and then grow to those students receiving certain forms of student financial aid.

With a daily electronic voucher, students could discreetly purchase nutritious, hot meals from a select menu of options while on campus. The program will be administered through a card system and meal vouchers would be loaded based on the student's enrollment status. For example, if a student is on campus three days per week for classes, he or she would receive vouchers for each of those days. Administering this program through a card rather than paper voucher helps to reduce the stigma of food insecurity and limited financial resources for those students participating in the program.

Grab and Go Meals

In 2018, Cañada College created a 'Grab and Go' meal program to provide low cost, nutritional meal options for students. The Cañada College Bookstore, in partnership with Pacific Dining, the Associated Students organization and the campus SparkPoint Center, has developed a brown-bag meal that offers students a sandwich, a piece of fruit, bottled water and cheese for $6.00; the same meal is offered for dinner at $3.00 after 4.00 p.m. at the campus bookstore and Pony Espresso. After the program was launched, EOPS adopted the 'Grab and Go' initiative to support program participants. Additionally, a breakfast meal program has been developed for students for $3.00 per meal.

This program has great potential and is a model that can be ported to Skyline College and College of San Mateo.

PARTNERSHIPS IN DEVELOPMENT

Policy Makers

Legislators at the federal and state levels are very interested in and concerned with the growing food insecurity issues facing District students. Congresswoman Jackie Speier and her staff are exploring opportunities for policy changes to the National School Lunch Program administered by the U.S. Department of Agriculture. Additionally, State Senators Jerry Hill and Scott Weiner are interested in evaluating state policies and programs to identify opportunities for changes that will provide resources for community college students.

Non-profit Organizations

The District is enhancing its partnership with Samaritan House, the leading non-profit in San Mateo County that "brings a new level of hope, dignity, and empowerment to people living in poverty as they fulfill immediate needs and guide people to self-reliance." Samaritan House is the largest food distribution agency in the county, and offers other free services include shelter and housing assistance; medical and dental clinics; clothes for children; and personalized case management. The District support's Samaritan House's holistic approach to poverty that goes beyond food, shelter and clothing. Serving a client is not a single transaction but the start of an on-going relationship to move individuals and families towards self-reliance, some of whom will be able to pursue post-secondary educational goals.

Additionally, the District's SparkPoint Centers are working to enhance access to fresh produce for the campus foodbanks. The SparkPoint Centers already enjoy a strong working relationship with Second Harvest Foodbank for food that fills campus pantries. To ensure that students have access to a well-rounded, nutritious meal, access to fresh fruits and vegetables is also important.

CONCLUSION

The District's Strategic Plan and programs such as Promise and SparkPoint provide the District and its colleges with information, expectations and tools to address need and remove barriers to realizing the goals of student success and enhanced student support services. As the needs of students evolve and their personal circumstances change, many are faced with challenges outside the classroom that impact their abilities inside the classroom. The District's focus on support in areas such as food insecurity are critical to serving the broader needs of students. The current and future planned programming and services for students in need are important elements to ensuring that students are not able to pursue their academic goals because of the lack of basic human services, such as food. With innovative and dedicated campus partners and by engaging community organizations, the District is committed to allocating resources to "Students First."

SMCCCD STUDENT TRANSPORTATION SOLUTIONS

OVERVIEW

In the Spring of 2018, the San Mateo County Community College District (SMCCCD) conducted an online survey[1] of all students enrolled at each of its three campuses N = 21,672. A total sample of n = 2,084 students completed the survey for a response rate of 10%. Students enrolled exclusively in online coursework were not surveyed (n = 3,885; 18%). The demographic profile of survey respondents closely approximated (+/- 1%-3%) the total enrolled student population of the SMCCCD in terms of race/ethnicity and age (see Appendix B).

The survey was designed to understand students' commuting and transportation habits and attitudes connected to their campus commute. Students were asked about their preferences regarding various modes of public transportation and how likely they were to use those modes more if the identified obstacles were removed. The results from the survey will be used in SMCCCD's work with regional transportation entities to address barriers to access for students including future consideration of ways to increase student utilization of public transit networks.

KEY FINDINGS

The following are key findings from the survey effort that highlight relevant and important information about students' commuting and transportation behaviors.

- Most students live relatively close to campus: 31% travel 4 miles or less; 65% live within 10 miles of campus.

- Students employ multiple modes of transportation to get to and from campus during a typical week:

    o 89% of students utilize a private automobile.

    o Nearly one-third (29%) of students use various forms of public transportation in San Mateo County—SamTrans, BART, and/or Caltrain.

    o Nearly one-quarter (22%) of students report using other transportation network companies such as Uber, Lyft, or other on-demand carpools.

- "Travel time" (70%) and "Convenience" (49%) are the *two most significant factors* influencing students' choice of transportation.

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[1] For the complete survey instrument, see Appendix A.

- The primary reasons reported for not using public transportation were: "trip takes too long" (41%); "infrequent service" (27%); "long wait for transfer" (26%); and "transit stations far from home" (24%).

- 27% of students indicate that discounted fares would encourage their use of public transportation.

In order to address the barrier that a lack of adequate transportation can create for students who want to access higher education at one of the colleges in the District, the following solutions have been put in place.

SKYLINE COLLEGE EXPRESS SHUTTLE PROGRAM

Skyline College provides free non-stop, round-trip shuttle service between the Daly City BART station and the campus. The Skyline College Express shuttle service runs every hour from 7:25 a.m. to 6:44 p.m., Monday through Friday to and from Daly City BART, covering approximately 7 miles in 28 minutes.

The 28-person shuttle service is open to students, faculty and staff as well as community members who utilize the services available on campus such as SparkPoint, the Library and Veterans Resource Center. Those who come to campus to attend performing arts, athletics, guest lectures or other college events are also free to use this convenient service. Due to the unexpected ridership demand when the program was launched, Skyline College added a second shuttle to meet ridership demand for the service. The majority of the ridership is concentrated in two groups, representative of a commuter shuttle, arriving on campus between 7:25 a.m. and 9:25 a.m. and departing campus between 12:55 p.m. and 2:55 p.m. Two shuttles run in tandem for 6 of the 11 daily trips, during the commute times when demand is highest.

The free shuttle service aims to make it easier, and more affordable, for students and community members to get to campus and make use of the valuable resources that Skyline College provides. Shuttle ridership data collected show students, faculty, staff & community took 70,416 one-way rider trips during FY 2017-2018, compared to 62,635 during FY 2016-2017. Projected ridership for FY 2018-2019 is 66,895.

Funding for this program comes from a two-year grant from the San Mateo County Transportation Authority (SMCTA) and the City/County Association of Governments of San Mateo County (C/CAG), in partnership with commute.org. The SMCTA awarded Skyline College a two-year TA grant in the amount of $298,611 for FY 2018-19 through FY 2019-20 which allows the college to continue providing FREE direct shuttle service between Daly City BART and the campus. The District Innovation Fund provides $130,000 of ongoing dollars annually, or $260,000 over the same 2-year grant period. The Skyline Express Shuttle operates with an estimated annual budget of $300,000 or $597,212 over the life of the grant. The college uses one-time funds to cover the difference between these funding sources and actual costs incurred to support the program. The SMCTA grant currently supports 50% of the Skyline College Express Shuttle program and the viability of the Skyline Express shuttle program depends on SamTrans' continuing support. Were SamTrans to initiate direct bus service from Daly City BART to Skyline College and withdraw their concurrence, the Skyline Express Shuttle may no longer qualify for the TA grant support. Without grant support, the annual cost to Skyline College will exceed $600k per year.

CAÑADA COLLEGE SHUTTLE PROGRAM

At its December 12, 2018 regular meeting the Board of Trustees approved a two year contract with transMETRO, Inc. to be the shuttle provider for Cañada College. This contract for service is the result of a very successful pilot shuttle project at the college conducted in Fall 2018. The ridership data for the pilot program are as follows:

As of December 31, 2018 the Pilot Shuttle Service recorded the following data:
- 1835 riders between 7am-1:30pm (August, September, October, November and December)
    - *1145 of these riders begin/end their trip in East Palo Alto (Oxford Day Academy)*
- 581 riders between 5:30-10:00pm (August, September, October, November and December)
    - *294 of these riders begin/end their trip in East Palo Alto (Oxford Day Academy)*
- An average of 483.2 riders a month (August, September, October, November and December)
- The shuttle ran Monday through Thursday, 7am-12noon and 5:30pm-10pm.

The regular service began on January 14 (the first day of Spring 2019 semester) to an overwhelming welcome. The four buses ran 7am-10pm, Monday-Thursday. Cañada College has also added a new route (with two stops) in Menlo Park (1200 O'Brien and 3247 Middlefield respectfully). Route #2 includes partners Job Train and Sequoia Adult School. As of February 21st, the current ridership is as follows:

- Number of total rides: **1710**
- Number of riders to and from Route #1(East Palo Alto): **1231**
- Number of riders to and from Route #2 (Menlo Park): **478**

Cañada College is now running four shuttle busses (two on each route) 15 hours/day (7am-10pm), Monday-Thursday. These hours vary based on the Academic Calendar and other needs as they arise. The shuttle program is currently funded for through unrestricted, general funds and is seeking grant funding options for further support.

HOUSING INSTABILITY:
A BASIC NEED THAT INHIBITS SUCCESS FOR SOME STUDENTS

INTRODUCTION AND CONTEXT

The myth that the cost barriers to attend college rest squarely on tuition and fees has been dispelled in recent years, as tuition rates in California have become the lowest in the nation for community college students at $46 per unit. Further evaluation of the issue has revealed that it is indeed the life costs – food, transportation, housing, child care, etc. – that are the real financial impediments to students attending community college, particularly on a full-time basis, as they often need to work full-time – often multiple jobs – to provide for themselves and their families. The life-cost barriers are often not addressed by educational institutions in a way that lessens the burden for students seeking to continue their higher education goals.

There is also another myth: when a student who has been part of local, state and/or national support programs for all or part of their K-12 career, that upon graduation from high school, their basic needs are met. In fact, the opposite is generally true. Upon graduation, many students in these circumstances encounter greater basic needs insecurities as they now have other compounding issues (housing, food, transportation, etc.) that compete for limited personal resources as they enter adulthood.

Realizing these issues as true barriers not only to entry into college, but as barriers for student retention and success while in college, the administration of the San Mateo County Community College District intends to explore on-campus, student housing options for vulnerable populations of students.

THE DATA

NATIONALLY

The Community College Equity Assessment Laboratory (CCEAL), a national research and practice lab at San Diego State University, has studied issues of housing and food insecurities among community college students. Through a number of surveys used by nearly 90 community colleges across the nation, the CCEAL has a body of data that inform the discussion on housing insecurity. The CCEAL generally describes housing insecurity as "having an unstable place of living (i.e., a lack of fixed or permanent residence). This can include a wide array of challenges including homelessness, couch-surfing, sleeping in cars…frequent moves etc." This is a broader definition than is used by the federal and local governments, but one that further highlights the range of housing insecurity for students.

Recent data from the CCEAL indicates that from a subsample of 3,647 students from California:

- Approximately a third (32.8%) of students experienced housing insecurity.
- By gender, 31.8% of men and 33.9% of women reported issues with housing insecurity.

A 2016 Wisconsin HOPE Lab survey of 33,000 students at 70 community colleges [in 26 states] found that 51% were housing insecure, and 14% were homeless.

These data from CCEAL and HOPE Lab, when disaggregated, continue to paint an even starker picture for under-represented student populations from economically deprived communities.

LOCALLY

San Mateo County

Every two years, San Mateo County conducts a count and survey of homeless individuals within the county. The count and survey use the definition of homelessness established in the federal McKinney-Vento Homeless Assistance Act as the basis for determining who to include:

1. An individual who lacks a fixed, regular and adequate nighttime residence, and

2. An individual who has a primary nighttime residence that is:

    a. A supervised publicly or privately-operated shelter designed to provide temporary living accommodations (including hotels and motels paid for by charitable organizations, congregate shelters, and transitional housing for the mentally ill); or

    b. An institution that provides a temporary residence for individuals intended to be institutionalized; or

    c. A public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

This definition does not include people who are "at-risk" of homelessness (i.e. living in unstable housing situations) or those who are "couch surfing" (i.e. those who "float" from location to location). However, this is a category in which many community college students place.

The 2017 San Mateo County homeless count determined that there were 1,253 homeless people in the county on the night of January 25, 2017. These included:

- 637 unsheltered homeless people (living on streets, in cars, in RVs, in tents/encampments) and,

- 616 sheltered homeless people (in emergency shelters and transitional housing programs).

The 1,253 homeless people (including both sheltered and unsheltered) counted comprised 902 households, including:

- 782 "Adult Only" households, that is without dependent children (86.7%);

- 116 "Family" households, that is with dependent children (12.9%);

- 4 "Child Only" households, that is with no adult present (0.4%).

The 2019 Count has been conducted but the survey and results will not be available until later in the year.

SMCCCD

In spring 2018, the SMCCCD conducted a survey (modeled on the HOPE Lab and CCEAL surveys) of all students enrolled at its three campuses (N = 25,553), with eight percent of students completing a response (n = 1,997). The survey questionnaire was designed to document the extent of food and housing insecurity experienced by students. Nearly two-thirds of students reported experiencing some form of food or housing insecurity during the past 12 months. A report addressing food insecurity was presented to the Board of Trustees in August 2018.

Select results related to students' experience of Housing Insecurity are presented below. For the purposes of this discussion, the District defined homeless as meaning that a student is without a place to live and is living in a vehicle, outside, or a shelter.

Each of the following conditions represents different aspects of the continuum of food and housing insecurity experienced by SMCCCD students. Housing insecurity encompasses a broad set of challenges such as worrying about the ability to pay rent, moving frequently, or feeling unsafe in a living situation.

- 42% of students experienced financial difficulty paying rent during the past 12 months.

- 29% of students report feeling "less than safe" in their current living situation.

- 7% of students report moving because they "felt unsafe" at home during the past 12 months.

Finally, students were also asked about the actual experience of being homeless.

- 1 of 17 students (6%) reported being homeless at some point in the past 12 months. Comments from students who reported being homeless indicated that the experience of homelessness was generally episodic, as opposed to chronic and long term.

HOUSING INSECURITY IS PART OF A WEB OF BASIC NEEDS INSECURITIES

Studies from CCEAL, HOPE Lab and District research all conclude that students who experience housing insecurity often times experience other basic needs insecurities such as food insecurity. These issues, taken in tandem, and placed in the context of the economic and social environment of San Mateo County reinforce the severity of the needs of many of the District's students. With the highest housing costs in the nation, and the general cost of living being among the most expensive in the country – in fact, five of the ten most expensive areas to live in America are in the Bay Are – students' financial resources are being stretched further than ever and many times, they simply cannot make ends meet. In the District's recent survey, students indicated that general financial insecurity was a burden:

- Borrow money from friends or family to help pay bills—22%

- Not able to pay the full amount of a utility bill—11%

- Not able to pay or underpaid rent or mortgage—8%

- Moved in with other people because of financial problems—7%

- Had an account default or go into collections—6%

- Lived with others beyond the expected capacity of the house or apartment—6%

- Did not know where they were going to sleep at night—4%

- Stayed in an abandoned building, an automobile, or other place not meant for regular housing – 2%

- Got evicted from their home—1%

- Stayed at a shelter – 1%

PUBLIC POLICY ISSUES

LOCAL GOVERNMENTS

Municipalities and local governments across the state have seen an increase in individuals sleeping in their automobiles or parking motor homes/recreational vehicles within their respective jurisdictions. Because of the complexity and sensitivity of homelessness and the associated human services, public safety and basic needs issues, many local governments and municipalities have adopted ordinances that prohibit forms of vehicular habitation, including, among others:

- San Mateo County

- City of San Mateo

- City of San Bruno

- City of Redwood City

- City of San Carlos

- City of Belmont

- Town of Atherton

Additionally, other municipalities and jurisdictions have also prohibited motor homes/recreational vehicles from being parked for set periods of times (e.g. no longer than 72 hours) within those respective locales. There is also an increase in individuals commuting from outside of the Bay Area for work but those individuals appear to be sleeping in their cars during the workweek and then returning to their homes on the weekends. These commuters are not homeless but are utilizing their vehicles as temporary lodging.

STATE GOVERNMENT

Recently, Assemblymember Marc Berman introduced legislation that would allow community college students sleeping in their cars to do so on community college campuses across the state. This approach is one the District's Board of Trustees explored in 2018 and concluded that it was not a dignified, humane or appropriate solution to best serve the housing needs of at-risk students.

A PATH FORWARD

The District is enhancing its partnership with Samaritan House, the leading non-profit in San Mateo County that "brings a new level of hope, dignity, and empowerment to people living in poverty as they fulfill immediate needs and guide people to self-reliance." Samaritan House is the largest food distribution agency in the county, and offers other free services include shelter and housing assistance; medical and dental clinics; clothes for children; and personalized case management. The District support's Samaritan House's holistic approach to poverty that goes beyond food, shelter and clothing. Serving a client is not a single transaction but the start of an on-going relationship to move individuals and families towards self-reliance, some of whom will be able to pursue post-secondary educational goals. Samaritan House is the county's single intake point for all housing insecurity resources and any individual who is placed in a shelter. The District's work with Samaritan House in identifying resources for students in need and also includes a warm hand-off from the District to those students who utilize the Samaritan House resources.

Though a wonderful resource, Samaritan House is not the only answer to the District's housing insecurity problem for students. The District's administration firmly believes that developing on-campus housing for students in at-risk populations is critical for long-term success for those students.

THE PREMISE

District administration is proposing to develop student housing units to serve select populations of students. These populations would have full-time residency, connected with their enrollment status, to provide them with a safe, comfortable, welcoming environment in which to live and thrive. Eleven community colleges in California currently offer housing for their students; these colleges are generally rural and remote and housing options are very limited for students. In the case of SMCCCD students, the local supply of housing is scarce and as a result financially prohibitive.

- *The Units and Community:* Based on a model of modular, stackable construction, the units would be constructed off-site and assembled on the respective campus(es). Units would be single-occupancy with their own kitchen and bathroom, akin to a small efficiency apartment. The goal would be to have occupants develop a community within a community and create support networks and utilize resources that will aid them in their academic pursuits.

- **The Location(s):** The first such complex for students would be located on the eastern edge of the College of San Mateo, in the lot below the Public Safety Training Center and above the athletic fields. Other complexes would be contemplated at the other campuses as need and demand may dictate.

- **The Process:** As it has with the employee housing complexes, the District would engage a developer to build student housing. However, unlike the employee housing complexes where the District finances the projects, with the student housing complexes, the

developer would finance and operate the complexes. The District would enter into a long-term lease with the developer who would recoup their costs through rents paid by student residents. The District would enter into agreements that would curtail student costs and protect student interests.

- **The Populations:** The District has several student populations that would be prime candidates for housing units, including: foster youth, (recently) incarcerated youth, veterans, homeless students and international students. Domestic students would pay significantly reduced rents (if any, based on their circumstances) and international students would pay rates that would offset the reductions for domestic students. An exact formula of the number of domestic versus international students has not yet been calculated, but a ratio must be reached to maintain financial viability and cover costs for domestic students, which would necessitate a larger number of international student occupants.

MANAGEMENT INFRASTRUCTURE IS IN PLACE

The District is not new to developing and operating housing. Beginning in 2005, the San Mateo Colleges Educational Housing Corporation, the non-profit organization established by the District, has managed and governed the employee housing program and complexes. This organization has performed in a stellar manner and is a model for other organizations interested in pursuing such a program for employees.

Additionally, the District also has a housing placement office for international students who need assistance in securing local housing. The office places several hundreds of students each semester but continues to encounter challenges in securing reliable, safe and easy-access home-stay locations for international students. Yet, even with this challenge, the mechanism of managing student housing already exists.

CONCLUSION

The District's Strategic Plan and programs such as Promise and SparkPoint provide the District and its colleges with information, expectations and tools to address need and remove barriers to realizing the goals of student success and enhanced student support services. As the needs of students evolve and their personal circumstances change, many are faced with challenges outside the classroom that impact their abilities inside the classroom. The District's focus on support in areas such as housing insecurity are critical to serving the broader needs of students. The current and future planned programming and services for students in need are important elements to ensuring that students are not able to pursue their academic goals because of the lack of basic human services, such as housing. With innovative and dedicated campus partners and by engaging community organizations and leveraging assets and ideas, the District is committed to allocating resources to "Students First."

San Mateo County Community College District   March 16, 2019

BOARD REPORT NO. 19-3-4C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Bernata Slater, Chief Financial Officer, 358-6795

REVIEW OF FINANCIAL SUSTAINABILITY FOR
DISTRICT STRATEGIC PLAN INITIATIVES

With the adoption of the District's Strategic Plan in 2015, and with Board approval of additional programs, services and initiatives designed to foster student success, equity and quality teaching and learning, the District has been at the forefront in promoting and implementing quality educational experiences for students.

The reports provided in earlier agenda items outline in greater detail these initiatives and services and briefly highlight the financial commitment required to implement and sustain each item. Staff will review the financial needs and revenue sources with the Board in greater detail at the Retreat.

San Mateo County Community College District   March 16, 2019

BOARD REPORT NO. 19-3-5C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

DISCUSSION OF 50 PERCENT LAW

At the May 16, 2018 Board meeting, Trustees began a discussion of the state's 50 percent law. The Trustees heard from representatives from the AFT regarding their perspectives of the District's posture on this regulation, but due to time limitations, the discussion was not completed and the Chancellor and the District did not have an opportunity to present their position. Trustees asked that an overview of the mechanics of the law be provided and that the Chancellor present his perspective on the law and its impact on the District and students. The Chancellor presented the summary below to the Board at its July 11, 2018 meeting:

50% Law: How It Works
California Education Code 84362, commonly known as "The Fifty Percent Law," requires community college districts to expend during each fiscal year for the payment of the salaries of classroom instructors, fifty percent of the district's current expense of education. The code then goes on to define classroom instructors, salaries, and current expense of education. The California Chancellor's Office Budget and Accounting Manual and Audit Guide give further definition as to what these terms mean. For SMCCCD, the following describes what is included and excluded in the formula to calculate the "50%."

$$\frac{\textbf{Salaries of Classroom Instructors}}{\textbf{Current Expense of Education}} = \textbf{50\%}$$

Salaries of Classroom Instructors (commonly called the good side of the 50% law)
For the numerator of the equation, salaries, regulatory and health and welfare benefits of faculty assigned to teaching, including non-administrative work that those faculty perform are included. Non-administrative work includes curriculum development, office hours, mentoring students, etc., but does not include coordination and most other time in which the faculty is released or reassigned. Salaries and benefits for faculty who have released or reassigned time are prorated for this calculation. In addition, the state Chancellor's Office includes the salaries and benefits for instructional aides. Instructional aides must be under the supervision of the faculty in the classroom or lab.

Current Expense of Education (known as the CEE)
For the numerator of the equation, everything in the unrestricted general fund (Fund 1) is included except: student transportation, food services, and community services, rents and leases, equipment expenses (anything classified to object code 6xxx), and transfers out. Expenditures that come from Lottery Funds are excluded. In addition, a few years ago, the Chancellor's office also excluded retiree benefits from the CEE, including benefits for retired classroom instructors. SMCCCD has very little in the way of student transportation, food services or equipment that is paid for out of Fund 1. Those expenses are charged to other funds that are not included in this calculation.

SMCCCD Equation Calculation for FY 16/17
In FY 16/17, the District expended $61,397,825 on Salaries of Classroom Instructors as defined above, and the CEE was $134,541,331 after exclusions. This resulted in a percentage of 45.63%.

Conflict with Board-Approved District Priorities
This equation and spending requirement is in direct conflict with the Board's approved Strategic Plan and the various priority student success programs approved by the Board, including the Promise Program and Guided Pathways, and critical initiatives surrounding food insecurity, housing insecurity, transportation, etc. The District has allocated resources (financial and human) to support students to ensure they are successful inside and outside of the classroom because the operating model for community colleges has changed significantly since the adoption of the 50 percent law nearly 60 years ago, as have the needs of the students we serve.