



BUDGET TOWN HALL

June 17, 2025

TOWNHALL FORMAT



- We are using the Zoom webinar version.
- If you have questions, please drop them to the Q&A section. Questions will be answered in the end.
- The Budget Townhall is recorded. The recording will be posted on the district's budget website.



EXPECTED OUTCOMES

- Welcome and acknowledge districtwide efforts.
- Reaffirm transparency and commitment to educational excellence and student success.
- Explain the pivotal nature of this fiscal year.



WELCOME REMARKS



FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

FY 2024–25 RESTROSPECTIVE

LEVERAGING ONE-TIME ENROLLMENT RESTORATION FUNDS



DE ANZA'S ENROLLMENT UPDATE

Additional Funding to Restore Enrollment

2023-24

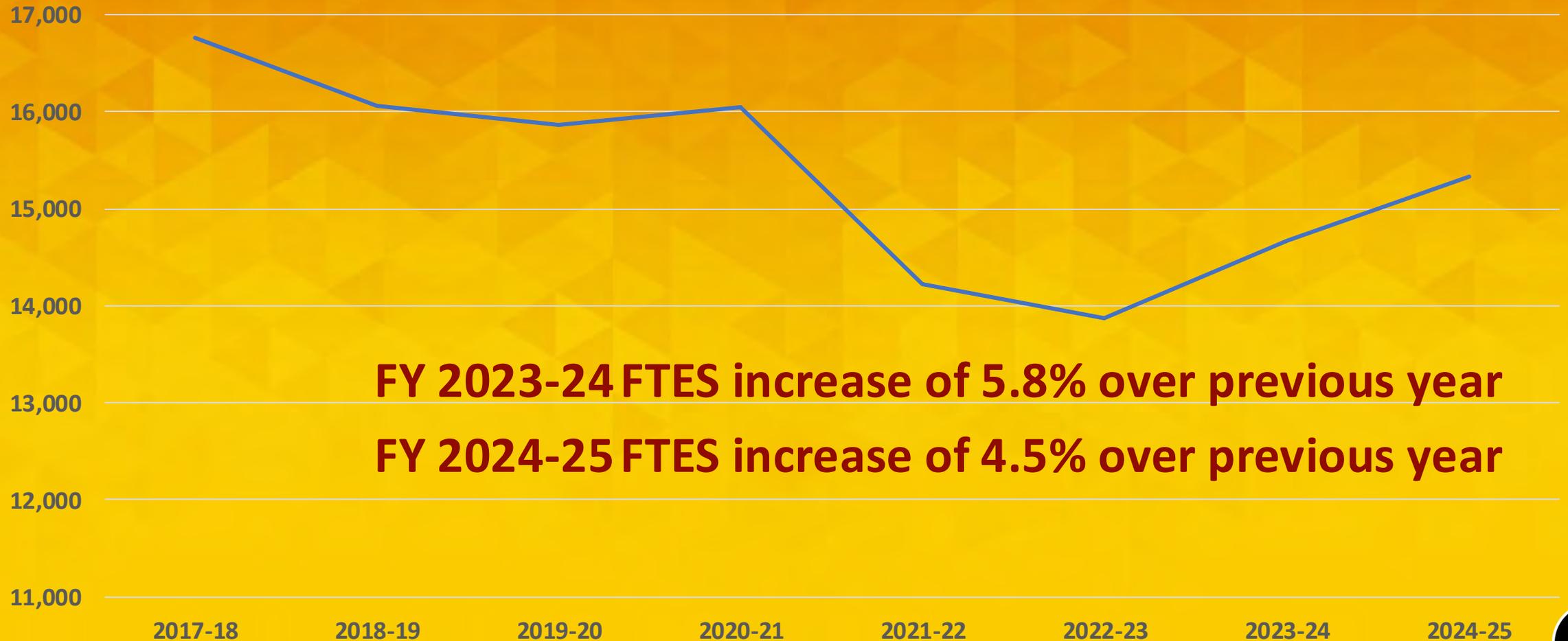
- Received \$1.5 million one-time funding to restore enrollment

2024-25

- Received a repeat of the \$1.5 million one-time funding
- Received an additional \$400,000 one-time funding

FTES TRENDS AND OUTCOMES

FTES Trends since FY 2017-18



HIGHLIGHTS

- Added approximately 11 FTEF for the 2024-25 year (100-120 sections), representing a 2-3% increase in sections offered.
- Added a third HOPE site to help increase our noncredit CDCP enrollment.
- De Anza experienced growth in these main areas in 2024-25:
 - Accounting
 - Biology
 - Comparative Ethnic Studies
 - English
 - Humanities
 - Math
 - HOPE
 - Psychology
- The recent change in the Standardized Attendance Accounting Method will generate an estimated additional 3% increase in FTES on top of our current increase.

LOOKING AHEAD IN FY 2025-26



Maintain Stability

- Keep traditional credit enrollment flat
- Focus on retention of current students
- Optimize course scheduling for efficiency



Expand fully-funded SCFF categories

- Dual enrollment
- Enhanced noncredit
- Incarcerated students

THANK YOU



Thank you to all the faculty, classified professionals, and administrators who worked to help restore our enrollment. De Anza could not have done it without you!

And thank you to our students for continuing to believe in De Anza for your needs!

FOOTHILL'S ENROLLMENT UPDATE



12345 El Monte Road
Los Altos Hills, CA 94022
foothill.edu

Due to declining FTES, our 1320 budget in AY 22 23 was reduced

	AY 21 22	AY 22 23	AY 23 24	AY 24 25
1320 Budget	\$ 11,347,080.19	\$ 9,111,971.40	\$ 9,438,035.63	\$ 9,554,929.80

- This \$2.2M reduction in 1320 budget translated to approximately 200 sections.
- We needed to offer the required courses for transfer and CTE students.
- We needed to grow FTES and other SCFF metrics to climb out of hold harmless.
- We needed to maintain our spending on Instruction OR reduce by comparable levels student support services on the other side of the 50% law.

	AY 21 22	AY 22 23	AY 23 24	AY 24 25
1320 Budget	11,347,080.19	9,111,971.40	9,438,035.63	9,554,929.80
FH Carry over (one time)	-	1,418,724.00	811,036.00	270,000.00
DEMC	-	-	883,085.00	883,085.00
FHDA Growth funds*	-	-	-	1,660,000.00
Total One Time		1,418,724.00	1,694,121.00	2,813,085.00

	AY 21 22	AY 22 23	AY 23 24	AY 24 25
Overload	40.8	41.5	45.7	45.3
PT Load	142.9	130.5	139.5	152.6
Total	183.7	172	185.2	197.9
FTES	9,398	9,214	9,968	10,267**
Prod	479	500	524	504

*The FHDA Growth Funds will not be on-going due to the need to cover increased benefit costs.

**This year's enrollment is an estimate of 3% growth. The actual number will be close, and will be available when Apprenticeship and Positive Attendance are factored.

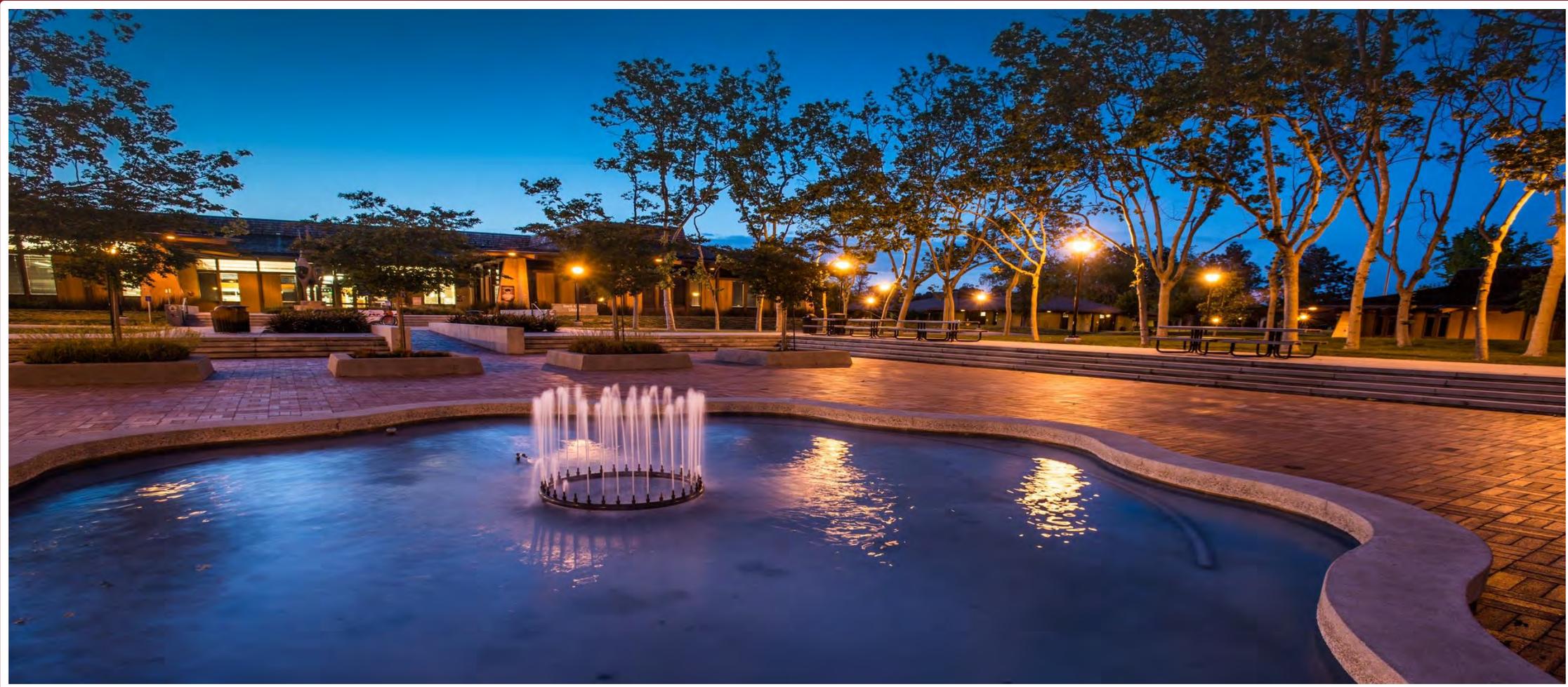
This year's one time funds supported FTES gains across all divisions.

- This year's \$2.8M of one time resources funded approximately 28 FTE of load
- 253 section generating 984 FTES
- Thank you to the faculty, staff and administrators who made it possible to creatively ensure we meet the needs of our students and grow our FTES.

	Fa W Sp 23-24	Fa W Sp 24-25	Net FTES Gain
BSS	2163.3	2345.3	182.0
STEM	2252.7	2442.9	190.3
Eth Studies	71.9	146.1	74.3
Total	4487.8	4934.3	446.5

Next year we plan to maintain the same schedule load.

- Next year we will use Foothill one-time funds to maintain the same scheduling load.
- We will continue to offer the major and GE requirements needed for our CTE and transfer students.
- We expect moderate FTES growth through filling available sections (increasing productivity).
 - We are implementing an addition of GE category to our searchable schedule.
- We will be growing the number of special admits, especially through the growth of our Palo Alto Middle College.
- We will be implementing new non-credit CTE especially designed as pathways into several CR CTE programs.



Thank you!



THE GOVERNOR'S MAY REVISIONS

IMPLICATIONS TO COMMUNITY COLLEGES

PROPOSED BUDGET FOR COMMUNITY COLLEGES



- Maintaining stability
- Implementation of the Master Plan for Career Education



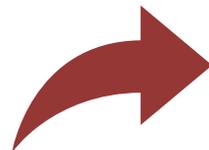
- 2.3% COLA for the Student Centered Funding Formula (SCFF)
- 2.3% COLA on select categorical programs



- \$14.1 Billion in FY2024-2025
- \$14.2 Billion in FY2025-2026
- With \$8.8 Billion from State General Funds



- 2.35% Growth Funding
- Up from 0.5% Growth Funding in FY 2024-2025

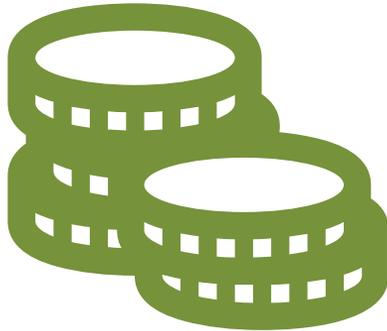


- Deferrals of funds to future years

STUDENT CENTERED FUNDING FORMULA (SCFF)



- Hold Harmless Funding ends in FY 2024-2025
- Funding Floor starts in FY 2025-2026



A – By the SCFF formula

B – Stability (previous year SCFF plus current year COLA)

C – Funding Floor (FY2024-25 funding)

The greatest of A, B, or C is the funding for a district.



FY 25-26 STATE OF THE DISTRICT BUDGET

MAJOR AREAS OF CONSIDERATION – TENTATIVE BUDGET

ASSUMPTIONS & KEY MARKERS



\$236.9M Revenues
+ \$1.2M from FY2024-25 Adopted

Apportionment = + \$0.5M
Interest/Other Income = + \$1.1M
Nonresident Tuition = **(\$0.4M)**



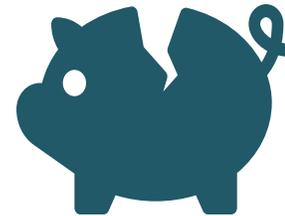
\$238.5M Expenditures & Transfers
+ \$3.6M from FY2024-25 Adopted

Operating Expenses = + \$2M
Certificated Salaries = + 1.3M
Classified Salaries = + \$0.9M
Benefits = + \$0.8M
Transfers = **(\$1.4M)**



TEMPORARY DEFICIT

Deficit= **(\$1.6M)**



FUND BALANCE = \$34.5M
STABILITY FUND = \$10.1M

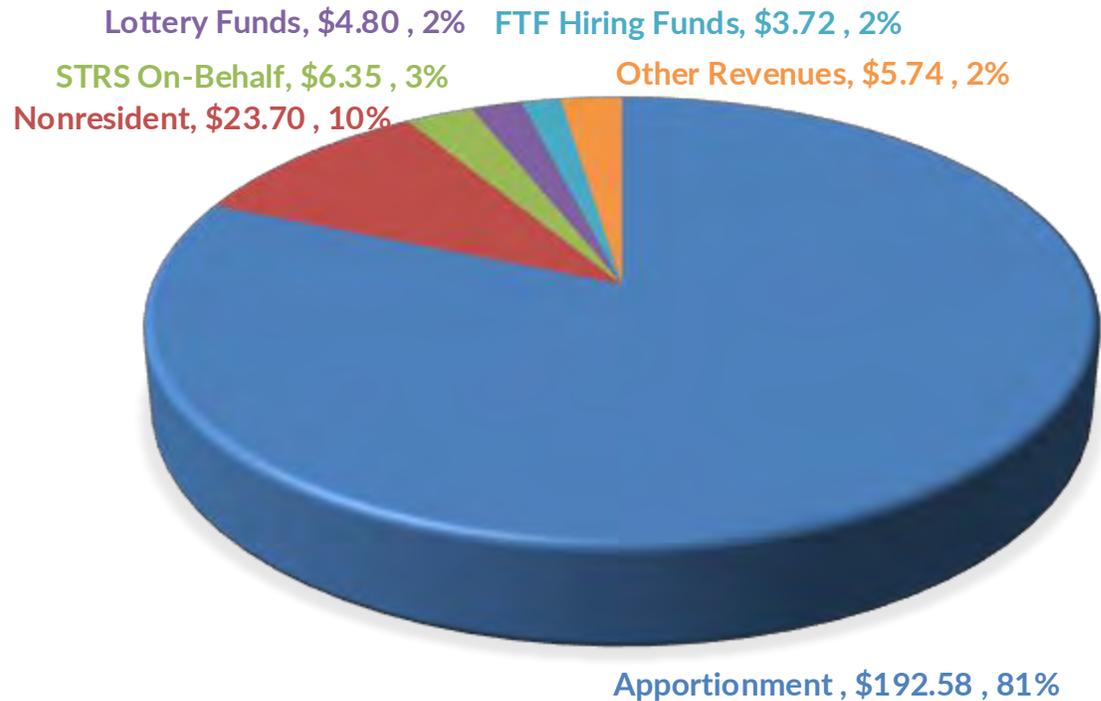
Decline from FY 2024-25



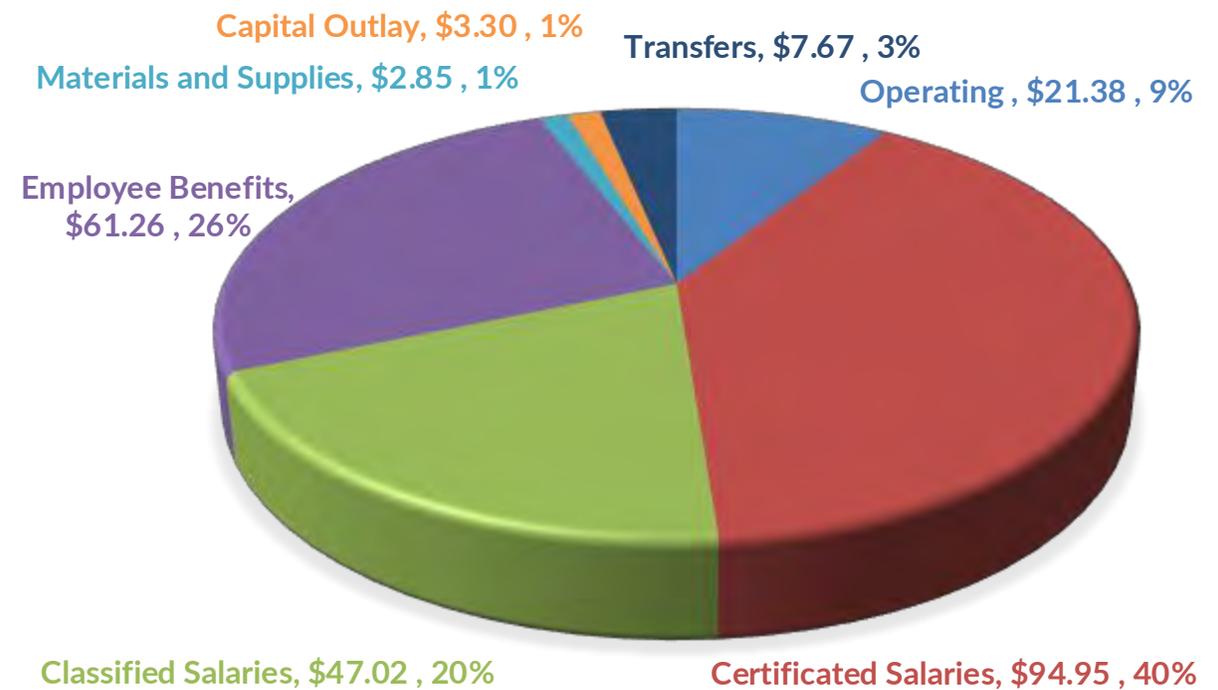
CARRYFORWARDS = \$12.5M

BREAKDOWN OF REVENUES AND EXPENDITURES

REVENUES \$236.9M



EXPENDITURES \$238.5M



* All figures are in millions.

A NEW FISCAL ENVIRONMENT FOR FHDA CCD

OPPORTUNITIES

Apply Nonresident Revenue to
Short-Term Strategic Investments

Out of Hold Harmless
Access + Equity + Success

SCFF aligned resource allocation model

Closest ever in becoming a community
supported district

CHALLENGES

Federal Government Actions

Uncertainty on Nonresident Revenue

50% Law Compliance

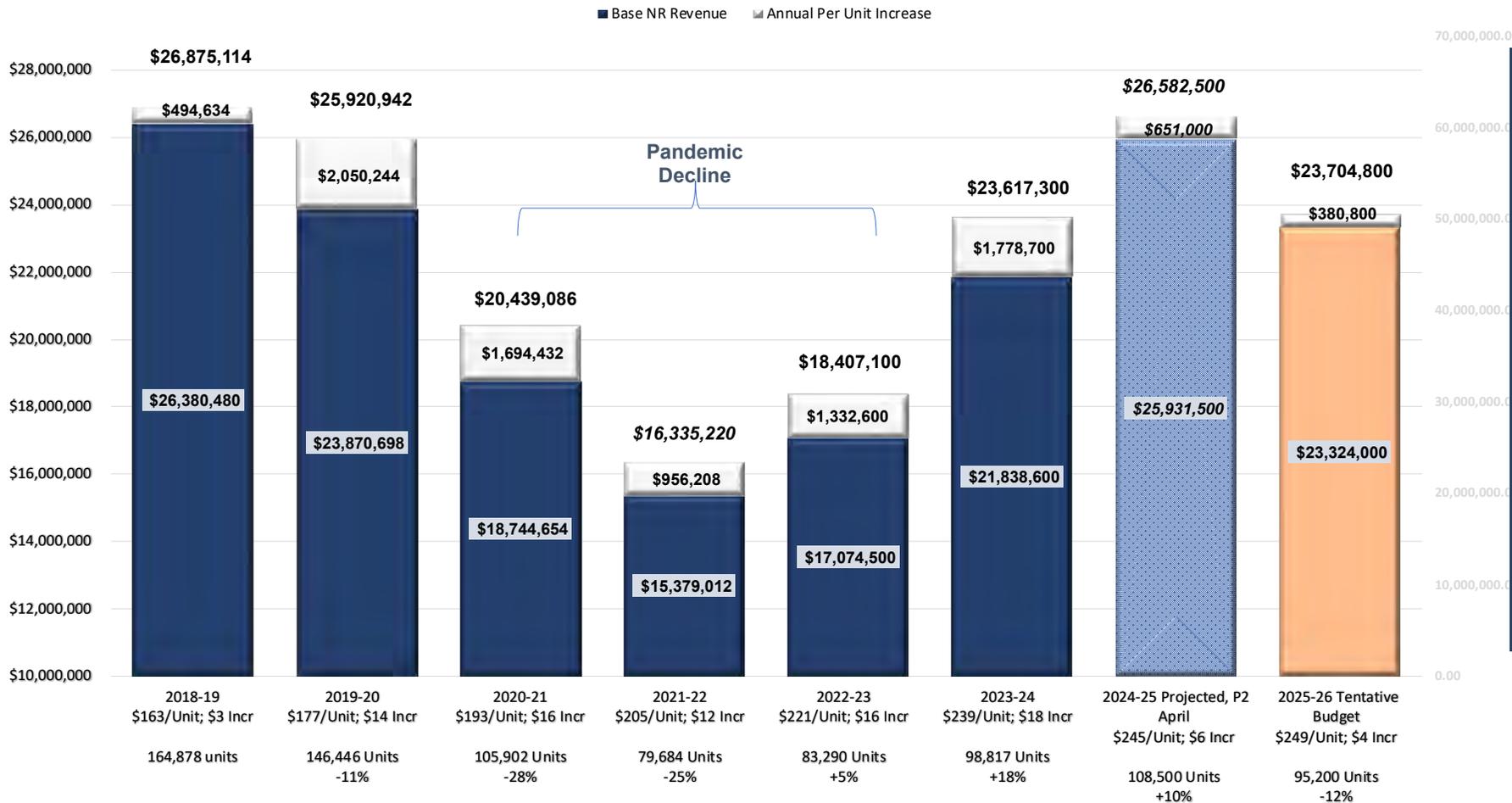
Constrained Growth



NON-RESIDENT REVENUES

VOLATILITY OF CURRENT STATE OF AFFAIRS

NON-RESIDENT REVENUE ANALYSIS



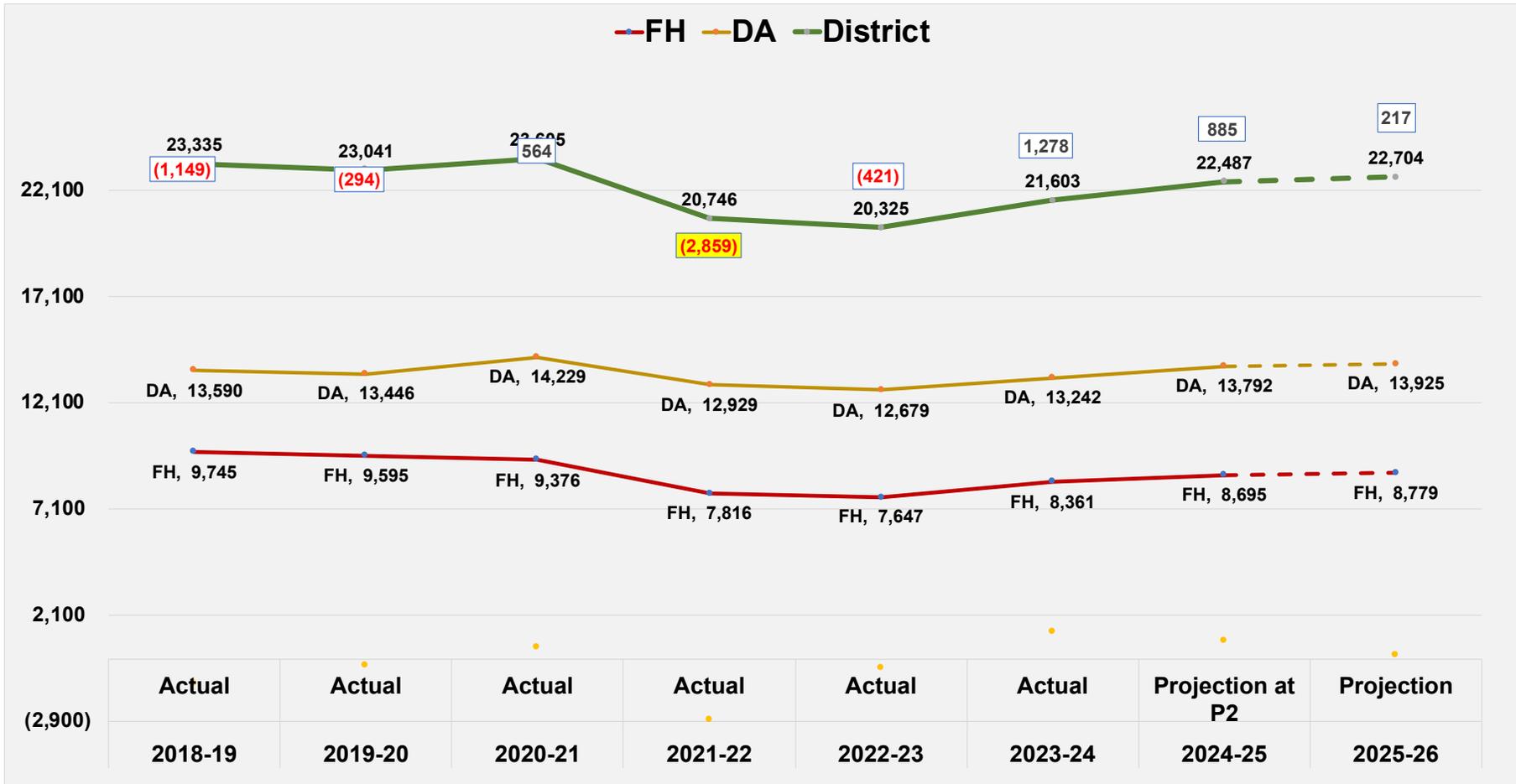
- Experience of a revenue loss as high as \$10.5M over a 3yr period and a single year 28% unit decline which reflects the immediate impact and exposure risk from this volatile revenue source especially given the current geopolitical factors.
- The 2025-26 budget will be set at \$23.7M at a 12.3% units decline. A plan is being developed to direct nonresident revenue toward short-term strategic investments instead of ongoing expenditures.
- Needs to develop a plan to shift on-going expenses from nonresident tuition revenue and devote this to strategic short-term investments.



STUDENT CENTERED FUNDING FORMULA

ACCESS, EQUITY, AND SUCCESS

RESIDENT FTES PROJECTION



- A second year of projected 885 FTES Restoration with COLA assumptions and the SAAM Adjustment is moving the District out of Hold Harmless status.
- Unfortunately, modeling reflects that after FY 2024-25 restoration window closes, if the final 421 of FTES restoration available is achieved in 2025-26, District will experience unfunded FTES even with limited growth.
- 2025-26 projections at +217 FTES reflects the current maximum value of restoration/growth available.
- Figures do not include adjustment from the Standardized Attendance Accounting Method.

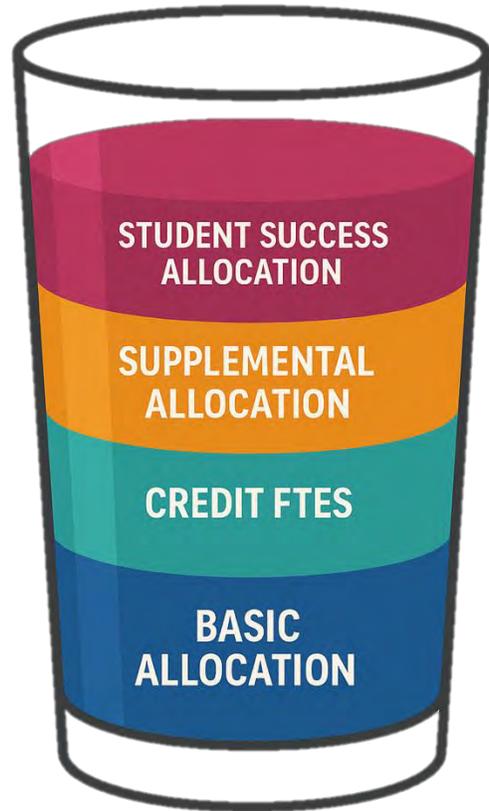
SCFF – ENROLLMENT METRICS

Based on the P2 Report with adjustment due to the Standardized Attendance Accounting Method (SAAM). *Subject to change.*

FTES TYPE	FY 2022-23	FY 2023-24	FY 2024-25 P2	Funded FTES	Rate	Enrollment Allocation	FTES Inc/(Dec)	Rate	Restoration Amount
Credit FTES (3 year average)	18,284.24	19,446.15	20,948.65	19,559.68	\$ 5,319.52	\$ 104,048,109	1,502.50	\$ 5,319.52	\$ 7,992,579
Incarcerated CREDIT FTES	15.09	15.51	0.00	0.00	\$ 7,463.73	\$ 0	(15.51)	\$ 7,463.73	\$ (115,762)
Special Admit Credit FTES	1,532.86	1,554.81	1,568.40	1,568.40	\$ 7,463.73	\$ 11,706,114	13.59	\$ 7,463.73	\$ 101,432
CDCP FTES	310.09	386.20	457.29	457.29	\$ 7,424.53	\$ 3,395,163	71.09	\$ 7,424.53	\$ 527,810
Noncredit FTES	182.74	199.95	126.32	126.32	\$ 4,464.58	\$ 563,966	(73.63)	\$ 4,464.58	\$ (328,727)
Total	20,325.02	21,602.62	23,100.66	21,711.69		\$ 119,713,352	1,498.04		\$ 8,177,331

The amount of restoration closes the hold-harmless gap significantly!

STUDENT CENTERED FUNDING FORMULA



Adopted in FY 2018-19, the Student Centered Funding Formula (SCFF) was part of the implementation of the Vision For Success.

ACCESS

- Number and size of Colleges and Centers
- Enrollment (credit and noncredit residents)

EQUITY

- Number of low-income students (PELL and CCPG)
- Number of AB540 students

SUCCESS

- Number of all students completing
- Number of PELL recipient students completing
- Number of CCPG recipient students completing

SCFF – SUPPLEMENTAL METRICS

EQUITY

- Number of low-income students
- Number of AB540 students
- Based on Prior Year Headcount

Supplemental Allocation	
AB 540 students	\$ 1,251.96
PELL Recipients	\$ 1,251.96
CCPG Recipients	\$ 1,251.96

Metrics	FY 2023-24 Head Count	Rate	Supplemental Allocation
AB 540 students	1,011	\$ 1,251.96	\$ 1,265,733
PELL Recipients	4,941	\$ 1,251.96	\$ 6,185,942
CCPG Recipients	12,166	\$ 1,251.96	\$ 15,231,363
TOTAL	18,118		\$ 22,683,038

SCFF – SUCCESS METRICS

Metric	ALL STUDENTS			PELL STUDENTS			CCPG STUDENTS		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Associate Degrees for Transfers	1,560	1,396	1,415	560	535	519	916	829	788
Associate Degrees	1,074	909	886	382	353	294	626	565	501
Baccalaureate Degrees	75	54	59	28	8	14	39	24	28
Credit Certificates	537	558	568	78	83	92	137	138	143
Transfer Level Math and English	2,022	2,133	2,195	547	504	516	857	794	817
Transfer to a 4-Year University	2,678	2,177	2,161	749	641	652	1,177	1,007	996
Nine or More CTE Units	5,175	5,224	5,611	1,154	1,184	1,213	2,014	2,047	2,056
Regional Living Wage	5,037	4,687	3,563	526	570	381	1,311	1,267	871

CTE – Career Technical Education courses
 CCPG – California College Promise Grant or BOG Fee Waiver
 Based on three-year average of prior year headcount.
 For ADT, AA/AS, BA/BS, and Credit Certificates – only counts the highest achievement of the student per year.
 Transfer to 4-Year University and Regional Living Wage data comes from the CCCCCO.

SCFF – KEY TAKEAWAYS



Enrollment Growth is constrained at the state level, not at the district level.



If a district grows more than there is growth funding available, then a district will have unfunded FTES.



There is an opportunity to increase AB 540, PELL, and CCPG enrollment. The Supplemental Allocation doesn't have any cap on funding.



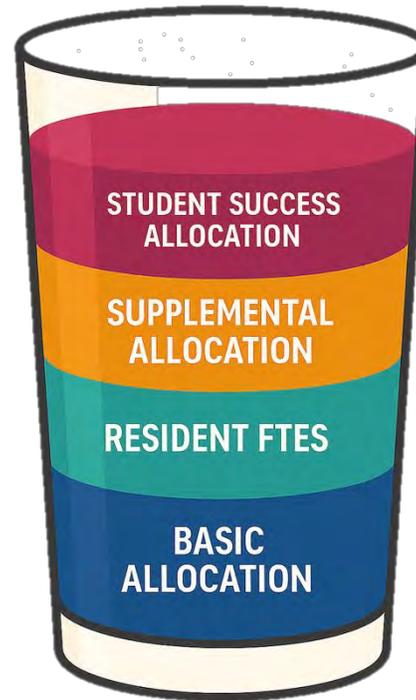
Success Metrics shows how well FH and DA students complete their educational goals. The Success Allocation doesn't have any cap on funding.



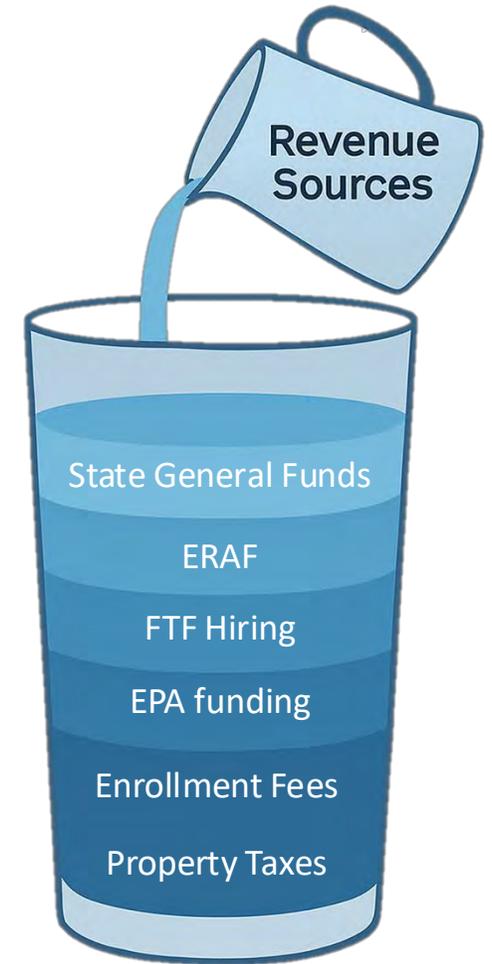
COMMUNITY SUPPORTED FUNDING

CLOSEST EVER TO ACHIEVE BASIC AID STATUS

SCFF REVENUE SOURCES



STEP 1
Calculate the TCR



STEP 2
Find the Revenue Sources

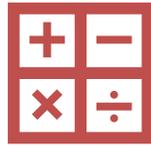
EXCESS REVENUES!!!

Property Taxes and Student Enrollment Fees are more than enough as revenue sources.



Property Taxes and Student Enrollment Fees are more than the SCFF calculations.

FUNDAMENTALS OF BEING COMMUNITY SUPPORTED



It is not a choice. It is formula-based.



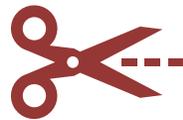
Reliant on local revenues and local economic conditions.



Districts can go in and out of basic aid status.



There is still a limited amount of revenue resources.

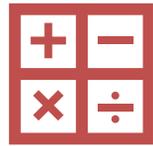


No more state support and subsidy. We are on our own!

OUR STATUS



We're not yet there but we are almost there.



We discovered inconsistencies in applying ERAF (positive and negative) in calculating revenue sources.



Working closely with the State Chancellor's Office to provide clarity.



SOMOS UNO TASK FORCE

RESOURCE ALLOCATION MODEL – ATTUNED TO NEW REALITIES

SOMOS UNO TASK FORCE

A NEW RESOURCE ALLOCATION MODEL



Align budget with strategic priorities and equity goals.



Align resource allocation with the Student Centered Funding Formula.



Transparency in our process.



Use Interest-Based Approach framework in developing recommendations.

COMING VERY SOON !!!!



FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

11700
Foothill Blvd

NEXT STEPS

NEXT STEPS IN THE BUDGET PROCESS



FY 2025-26 Adopted Budget in September



Town Halls in the Fall Quarter



Somos Uno Task Force
IEPI-PRT for District Resource
Allocation Model



Update on final FY 2024-25
enrollment achievement

IN SUMMARY...



FOOTHILL-DE ANZA
Community College District

Educational Excellence Student Success

A vision for
Foothill-De Anza
Community College
District

-  To work collaboratively toward our goals –
Tedes Semos, Semos Uno (We are All, We are One)
-  To become a nationally recognized Employer of
Choice
-  To be an innovative leader that is responsive to
needs of the community
-  To be a learner-centered and learner-focused
to effectively equip students with the skills
necessary to pursue their goals

Equity | Social Justice | Innovation

The future is bright ...