

Responses to Proposed FY 2025-26 Budget Questions

1. Federal student financial aid (pg 16) - I note that jumps from 7.6M to 15.1M. What was the main reason for the bump, and do we feel comfortable, given the current federal administration's commitment to cutting federal funds, that these funds will be reliably received?

Answer:

The primary reason for the increase is to accurately reflect all revenues and expenses. In prior years there have been notations of exceeding appropriations on pass-through expenses, and we're taking a more conservative approach to ensuring the appropriation schedule will support the expenses for direct aid. ORS local budget law does require adequate resources for expenses regardless of pass-through nature of federal aid, the changes for FY 2025-26 are reflective of this true-up in practices.

a. I see page 30 mentions this is related to Pell Grants and mentioned 23-24 and not 24-25 years. Is it an every other year thing? Forgive my lack of knowledge.

Answer: This is to more accurately line-item the financial aid in our dedicated fund. Financial aid is a direct pass-through of aid to students, and we want to be sure we're not understating estimated aid for our students. We also include the resources to ensure we're compliant with Oregon Local Budget Law and have all revenues and expenses categorized.

b. Maybe this is a moot point as I'm talking out loud, as I see the jump in the expenditure side (~\$22M). Am I correct that there's not really a "bottom line" impact on this?

Answer: The increase is reflective of adding PELL grants, all direct aid, and the Oregon Promise- these three are a one-for-one as resources are collected and passed on to students as the expense. The "bottom line" is not impacted as these funds are pass-through; the expense is offset by revenue draws from the appropriate source.

2. Other materials and services (pg 17) went from 6.5M to 1.3M. I forget why it jumped last year?

Answer:

The increase of \$5.0 million is a conservative estimate to ensure there would be budget authority in the newly created 2025 Bond Fund. It is an estimate for any soft costs in the current fiscal year prior to the close on June 30, 2025. Expenses may be incurred for project management, architectural design, engineering etc. As contracts and projects move through the design process the figures will reflect a greater degree of accuracy for our budget management and reporting.

3. Land (pg 17) - I forget where the \$7.4M was from last year.

Answer:

The \$7.4 million represents an initial estimate for land purchases, we were able to successfully procure property off of Beavercreek, and needed to have resource as budget authority for this purchase. As final pricing was negotiable, we needed to be sure budget capacity was available. The final purchase price of the Beavercreek property was completed during FY 2024-25 for \$3.7 million.

4. Debt service principal and interest (pg 17) - I'm assuming the 2025-26 amounts are flipped on accident (s/b principal 12.1M and interest 6.5M), is this correct? If it is correct as stated, can you let me know what led to the shift from PYs (is it because interest rates jumped so high)?

Answer:

The shift on page 17 referenced is due to refinancing (renewing) the General Obligation bonds that were approved by voters in November 2024. As the College was nearing the end of paying off one line of outstanding debt, the annual debt payments are paying off primarily interest as there is very little principal left to pay off. Once these are refinanced with the additional \$120 million, there is a shift to reflect a much larger interest payments and a small amount of that payment is going towards principal.

5. What's the \$15.9M capital projects for professional services (pg 19)?

Answer:

The total amount in this account grouping is the placeholder for the first full year of the bond, and all of the soft costs related to project management, architects and engineering associated with all of the projects that will be happening next fiscal year.

6. Reduction in tuition waivers (\$300k cut) - Apologies if I missed this, but could you provide a few examples of what would be the main types of tuition waivers.

Answer:

This is reducing our budgeted tuition waivers down from 10,085 to 8,762. It's meant to make waivers more consistent across departments, and centralizing needs-based waivers to distribute by our Coordinated Student Resource Team (as opposed to at faculty discretion, where they may have them out in a less consistent manner). In addition, the action is to set a more targeted process for forecasting waivers as part of the general fund to ensure we do not over-state the amount of foregone revenues going towards waivers.

7. Who's on the budget advisory sub-group? I'm mainly asking because I'm curious if it's members of the public or CCC folks.

Answer:

There were no members of the public on the Budget Advisory Subgroup, the group is comprised of Clackamas Community College employees.

The 2025 Budget Advisory Subcommittee (BAS) is comprised of various employee stakeholders:

- Jeff Shaffer, Vice President of Finance and Operations (Co-Chair of Finance Council)
- Mark Yannotta, Math Full-Time Faculty (Co-Chair of Finance Council)
- Armetta Burney, Dean of Technology, Applied Science & Public Services
- Jennifer Anderson, Associate Dean of Academic Foundations and Connections
- Gabby Sloss, Director of Workforce Development

- Haley Stupasky, CCC Foundation Director of College Advancement
- Aschlie Town, Manufacturing/Welding Lab Technician
- Adam Wickert, CCC Foundation Scholarship Program Analyst and Associate Faculty member
- Amy Cannata, Grants Development Director
- Beverly Forney, Business Full-Time Faculty and Department Chair
- Tami Harper, Administrative Coordinator for Academic Foundations and Connections
- Thomas Frank, Business Associate Faculty
- Dennis Marks, College Safety Director
- Ron Prince, Dean of Campus Services
- Christy Owen, Dean of Business Services
- Elizabeth Cole, Director Business Services
- Christina Francisco-Evans, LEAP Program Coordinator
- Virginia Chambers, Health Sciences Director
- Julie Hugo, Director of Customized Training & Development
- Derek Lougee, Social Science Full-Time Faculty and Dept. Chair

8. What was the role of "Asset Manager in Campus Services"?

Answer:

The role of the Asset Manager position was primarily to inventory all of the College's capital assets, provide lifecycle analysis of those assets (or asset groups) and provide strategies and major maintenance funding needed over a 20-year planning horizon for all of CCC's capital assets. The long-term design of this job is to help inform how much the College needs to put away annually into capital reserves, and then partner with bond renewals in order to meet the needs of that 20-year horizon.

9. Reduce "low-enrolled course offerings" - Would be helpful to know the specifics of this, e.g. what's the threshold to be considered a "low-enrollment" class, when is the decision made and how long in advance will students be given notice, etc...?

Answer:

In analyzing our current and prior academic year course offerings and correlated enrollment data, department chairs worked to identify low-enrolled course offerings that could be reduced

with minimal student impact. This effort matched overall course section enrollment (global seat capacity) to the number of sections planned for offering in the 25/26 Academic Year. Evaluation included a thoughtful eye to ensuring scheduling adjustments increased fill rates, while leaving room for continued enrollment growth, and providing as many day/time/modality options as feasible to support meeting student registration needs. The goal is to support increasing our fiscal stewardship, while minimizing the impact to students. The majority of course reductions were in sections that were significantly low (many under 10) which leads us to feel confident that the remaining offerings should meet a range of student registration needs, to account for differing life circumstances and needs.

Decisions were made prior to students having access to view the course availability for 25/26 registration, meaning students will not be notified, as they will only see the courses available for registration once available. Our standard approach to course termination decisions occur prior to one week before the term beginning so that students have time to find alternative options.

10. Would it be possible to get some figures on the childcare pilot that's being eliminated, e.g. how many students used this program? Was there negative feedback, etc...

Answer:

There has been significant effort put into increasing student awareness for drop-in childcare, with flyers, almost weekly inclusion in our student newsletter, tabling, etc. Additionally, service hours have been expanded with no meaningful shift in usage. We surveyed students to better understand why this resource is not being utilized, and there seems to be a clear mismatch in what we have provided through this drop-in care and what student parents need- reliable, regular, consistent care for their children.

There were only 10 days with children in care since the start of the academic year and only 35 days utilized since November 2023; with 6 months serving 0-1 children. Because this form of childcare is not consistent, student parents are required to find an alternative and cannot count on this care; additionally, there are service hour and age limitations, which seem to be too restrictive to meet the childcare needs of our students.

Clackamas Community College Drop-in Center											
November, 2023		December, 2023		January, 2024		February		March		April	
Dates	Participants	Dates	Participants	Dates	Participants	Dates	Participants	Dates	Participants	Dates	Participants
2-Nov	7			9-Jan	1	5-Feb	1	5-Mar	1	8-Apr	1
22-Nov	4			10-Jan	4	21-Feb	2	6-Mar	2	29-Apr	1
						28-Feb	1	7-Mar	1		
								11-Mar	1		
								13-Mar	3		
								18-Mar	2		
Total	11	Total	0	Total	5	Total	4	Total	10	Total	2
May		June		July		August		September		October	
Dates	Participants	Dates	Participants	Dates	Participants	Dates	Participants	Dates	Participants	Dates	Participants
8-May	1	3-Jun	3	2-Jul	1			12-Sep	1	23-Oct	1
		4-Jun	1								
		10-Jun	1								
		20-Jun	1								
		25-Jun	2								
		26-Jun	2								
Total	1	Total	10	Total	1	Total	0	Total	1	Total	1
November		December		January, 2025							
Dates	Participants	Dates	Participants	Dates	Participants						
4-Nov	1	4-Dec	1	6-Jan	1						
25-Nov	1	5-Dec	1	8-Jan	1						
27-Nov	2			13-Jan	1						
				22-Jan	1						
				27-Jan	1						
Total	4	Total	2	Total	5						

11. Auto body and automotive courses eliminated - Would it be possible to get a few main examples of these courses?

Answer:

The Technology, Applied Science and Public Services (TAPS) division conducted a review and assessment of the impact of eliminating auto body & automotive service noncertificate/degree required courses, specifically (AM100, AM106, AM118 and AB101 and AB105).

Auto Body Collision Repair/Refinishing Courses

AB101

Designed for students interested in auto body repair and painting their own vehicles. Includes dent removal, panel replacement, welding and painting.

AB105

In this course, students will learn panel forming, welding, basic body work and repair of their own classics and special interest cars. Includes shop safety, chemical hazard safety, proper and safe use of tools, basic metal work and finishing, and paint preparation and application.

AB101 and AB105 are credit-based courses that do not fulfill course requirements for the Auto Body certificate and degree pathway. Many students pursuing these courses have been repeat enrollees for many years; during the 2023-24 academic year 78% of students previously enrolled in at least one of these courses. Historically, many students enrolled in these courses used the 65+ tuition waivers to pay for the class; during the 2023-24 academic year \$39,590 waivers were applied to tuition. Out of the 125 individual students enrolled these courses over the past 5 years, only four students (3%) have received a certificate and/or degree in Auto Body Collision Repair & Refinishing.

Automotive Service Technology Courses

AM100

An introductory automotive service class intended to provide fundamental knowledge and basic experience about automobiles. The course covers automotive systems, preventive maintenance and performing basic repairs. Also covered in the course is SP2 safety and pollution prevention training, communication skills, tool identification and general automotive maintenance and repair.

AM106

A do-it-yourself course for students who want to work on their own cars. Includes: oil change, lubrication, fluid checks, brakes, cooling system, electrical system, safety, and other quick services.

AM118

This course is designed to provide an overview of basic small engine maintenance, operation and repair. It covers safety, small engine theory, electrical systems, and troubleshooting. Classroom instruction covering theory of operation, 2 cycle and 4 cycle designs and applications, combined with hands-on live projects provides the student the opportunity to learn basic principles of small engine operation, including outdoor equipment, motorcycles, and A.T.V.'s.

The AM100, AM106 and AM118 courses are credit-based courses that do not fulfill course requirements for the Automotive Service Technology certificate and degree pathway. Many of students enrolled in these courses are high school students and participate through CCC's High

School Partnerships Program. During the 23/24 academic year (fall, winter & spring), 23 students were enrolled in AM100 and 8 (35%) were high school students; 24 students were enrolled in AM106 and 11 (46%) were high school students; 47 students were enrolled in AM118 and 23 (49%) were high school students.

Out of the 411 students enrolled in these courses over the past 5 years, data indicates that only one student (.2%) was awarded the Automotive Service Technology AAS degree. While these classes provide students with the opportunity to learn more about automotive basics, based on the data, these course offerings have not resulted in an increased interest in students transitioning to the Automotive Service Technology pathway at CCC, and these courses do not count towards the certificate and degree.

12. Reduction amount for identification/implementation by 7/1/2026 - to make sure I'm on the same page, we'll see these on next year's budget (e.g. 26-27), correct?

Answer:

Yes, the final amount to reduce to eliminate the structural deficit would be known in advance of the FY 2026-27 Budget to the cuts could be taken when the one-time funds fully expire. It is important to note that any changes to resources from the State funding (which is known after the Budget Committee meetings have ended) would be incorporated into that \$650,000 figure for balancing the 2026-27 budget.

13. In reviewing the budget, I was wondering what are the "Externally Restricted" appropriations in the Special Reserve Fund (shown on pg. 20)?

Answer:

The Externally Restricted funds (under special Revenue Funds) on pages 20 & 21 add to \$33.3 million (total appropriations on page 21) are comprised of the Student Financial Aid Fund and the Grants and Contracts Fund which add to \$33.3 million on page 82.

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2025-26 B
Special Revenue Fu

Externally Restricted

	Student Financial Aid Fund	Grants and Contracts Fund	Retireme Fund
RESOURCES			
Beginning fund balance	\$ 490,000	\$ 2,500,000	\$ 642,3
State revenue			
State grants and contracts	-	2,000,000	
State student financial aid	4,400,000	-	
Local revenue			
Tuition	-	-	
Fees	-	200,000	
Sales of goods and services	-	-	
Local grants and contracts	-	500,000	
Local student financial aid	1,600,000	-	
Other local revenue	-	1,500,000	
Federal revenue			
Federal grants and contracts	-	5,000,000	
Federal student financial aid	15,106,249	-	
Other federal revenue	20,703	5,000	
Total revenue	<u>21,126,952</u>	<u>9,205,000</u>	
Other sources			
Transfers in	-	-	750,0
Proceeds from long-term debt	-	-	
Total other sources	<u>-</u>	<u>-</u>	<u>750,0</u>
Total resources	<u>21,616,952</u>	<u>11,705,000</u>	<u>1,392,3</u>
REQUIREMENTS			
Expenditures			
Personnel services			
Wages and salaries	\$ 178,509	\$ 4,000,000	\$
Payroll taxes and benefits	1,114	3,000,000	703,3
Retiree stipend	-	-	250,0
Total personnel services	<u>179,623</u>	<u>7,000,000</u>	<u>953,3</u>