Educating Julio

Identifying and Addressing Community Colleges' "Unmet Need"

In November 2013, California Competes released an analysis revealing that many demonstrably needy communities in California are not adequately served by the state's community colleges. To address participation gaps, the California Competes Council recommended that the state create "financial incentives for community colleges to enroll and successfully serve Californians living in areas of need." Governor Brown's new budget pursues this goal by calling for "a growth formula that gives first priority to districts identified as having the greatest unmet need in adequately serving their community's higher educational needs."

While the governor's budget proposal does not define unmet need, traditional measures have tended to consider the current rate of participation in community colleges along with measures such as adults without college degrees, unemployment, and poverty. In order to follow up on the governor's proposal, policy makers and community college officials will need to prepare for discussions over the coming months about how "unmet need" should be defined, identified, and addressed.

This white paper is intended as background for those discussions. The paper begins by describing some of the dynamics of community college enrollment that underlie the coming debate. In particular:

- Need is often hidden from view.
- Colleges choose their students, not the other way around.
- Demand alone doesn't justify a state subsidy.
- District boundaries are permeable.

The next section of this report describes some of the local implementation challenges that will face any state effort to address unmet need, including the tendency of some populations to be more aggressive in seeking subsidized courses, governance barriers, and the risks of failure. The report concludes with a recommendation from the California Competes Council of business and civic leaders that would distribute funds on a regional basis, building on a 15-region approach that has already been developed by the California Community Colleges Chancellor's Office.

An appendix provides detailed data describing need and unmet need and cross-boundary enrollment for each individual district and for each region.

Context: Demand, Need, and Enrollment

The evidence for need most often cited by colleges and by the media is the level of past satisfied demand—that is, peak enrollment before the effect of budget cuts during the recession. This conflation of demand and need is deeply problematic because demand can both understate and overstate need. Past enrollment tells us little about need: past enrollment is primarily an indicator of past funding.

Need is often hidden from view

Consider two hypothetical potential students who met down by the schoolyard:

Julio, 18, is interested in the building trades. He doesn't know anything about training programs, but if someone reached out to him with an opportunity that fit his interests, he would jump. His family is low income.

Pablo, 18, wants to go to UCLA but got admitted to UC Merced. Instead of going to Merced, he is thinking of enrolling at Santa Monica College, which has a reputation as a transfer feeder to UCLA. His family is middle income.

Based on socioeconomic and neighborhood factors, Julio is the needier of the two students. But his demand is latent—that is, it does not show up anywhere, even on a waiting list. Often, those like Julio who could most benefit from what a community college can offer are not well positioned to learn about or take advantage of the opportunity. Those in poverty or working multiple low-wage jobs are not monitoring the latest community college course offerings, nor do they feel empowered to seek the creation or expansion of a program that would fit their interests. While their need is dire, no community college has reached them with the message, program, and supports that translate their need into enrollment.

Those in poverty or working multiple low-wage jobs are not monitoring the latest community college course offerings, nor do they feel empowered to seek the creation or expansion of a program that would fit their interests.

Julio won't even realize there is a welding program at his nearby college unless someone finds him and talks to him.

Colleges choose their students, not the other way around

Community colleges may have something for everybody, as the Pierce College advertisement (above) suggests. But no community college can actually offer *everything to everybody* who might be interested. The college must make choices, and more often than not, the choices it makes open doors for some students while closing doors to others. For example, if Pierce College had state funding to add one course section and chose biology, Pablo might enroll. If the college added a welding course, Julio might enroll. The other decisions colleges make that affect who does and does not enroll include:

- Outreach
- Class schedules
- Availability and quality of counseling
- Admissions and registration processes and deadlines
- Parking, traffic, and public transportation
- Financial aid staffing and approach

If Pablo and Julio lived near *different* colleges, the state or district's decision about which college gets additional funding could well determine whether a seat opens up for Pablo, or for Julio, or for someone else.

Demand alone doesn't justify a state subsidy

While college officials frequently cite higher past enrollment as proof of current unmet need, past enrollment is simply an indicator of demand, not need. The most dramatic example is the scandal some years ago in which colleges adopted high school P.E. classes as part of an effort to meet enrollment targets. The subsidized courses attracted demand (as subsidies tend to do), but the resulting enrollments did not represent an important need upon which the state should build a funding formula. While reasonable people can disagree about whether supporting a particular course or student is addressing an important need, the fact that a state subsidy attracts enrollment

In a 2012 PBS documentary, a college trustee who was enrolled in an art class said, "I don't want to take anybody's seat. If somebody needed to take art I would not be here." But what if the need is in a different subject?

Statewide, nearly a third of all students cross the invisible district lines to enroll at what may or may not be the nearest community college.

proves demand, not need. There may well be good reasons for a college to subsidize peculiar local interests or student populations, but the fact that they are doing so is not necessarily indicative of need being met. Past enrollment figures are an indicator, primarily, of past funding. A district's past enrollment does not necessarily indicate high-priority need, nor does a district's struggle to meet enrollment goals necessarily mean there isn't serious need requiring attention.

Further, while demand for an existing course or program can be objectively measured, demand is rarely expressed for programs that do not exist. Demand measures, therefore, tend to favor the status quo.

District boundaries are permeable

Formal district boundaries have become increasingly obsolete. In the wake of Proposition 13, the colleges became primarily state-funded. While colleges used to impose barriers or costs on out-of-district students, colleges now enroll any California resident on equal terms.

Statewide, nearly a third of all students cross the invisible district lines to enroll at what may or may not be the nearest community college. At the extreme, nearly nine out of ten students at Santa Monica College live outside of the district.

Governor Brown's budget proposes that community college districts with high unmet need get additional funding to increase enrollment. But a district that receives funds is under no obligation to enroll people from an underserved area or even from its own district. Further, it is possible that a different district already has established itself as a viable alternative for students in the underserved area.

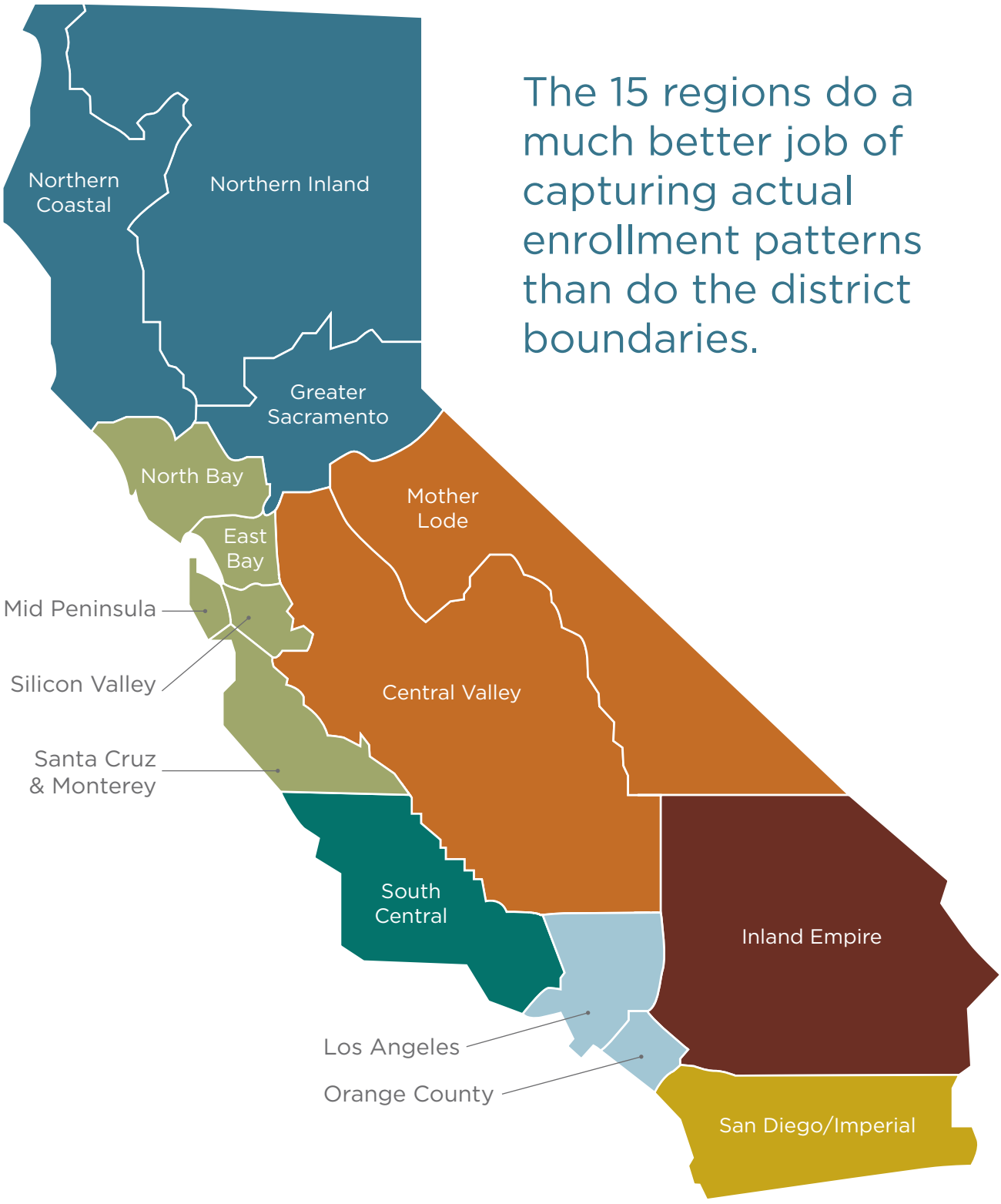
That said, funding one district over another affects what program is offered and where, therefore affecting who enrolls.

The California Community College Chancellor's Office has organized community college districts into 15 regions of the state. Our analysis indicates that these regions do a much better job of capturing actual enrollment patterns than do the district boundaries. Overall, more than 90 percent of students enroll in colleges in their region, with a range of 80 percent (Inland Empire) to 98 percent (San Diego/Imperial). In contrast, in-district enrollment statewide is only 70 percent, with six districts enrolling fewer than half of the community college students who live in the colleges' formal geographic boundaries.

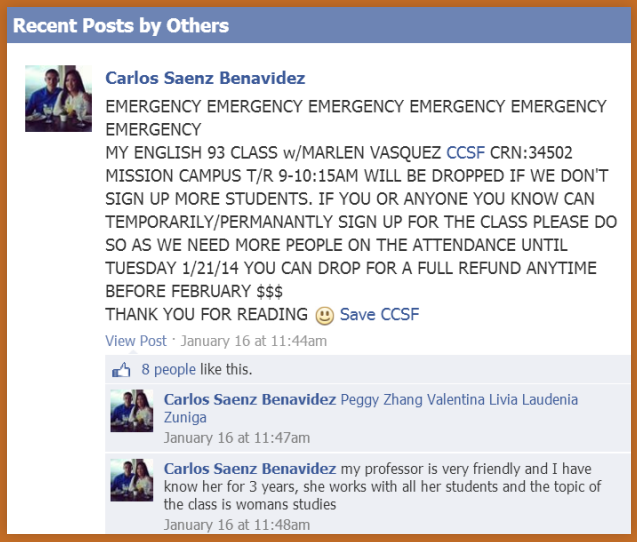
Plans for addressing the needs of under-served areas will likely be more successful if they incorporate the ideas and resources of the region rather than the resources of a single community college district.

Doing What Matters for Jobs and the Economy

CALIFORNIA COMMUNITY COLLEGE CHANCELLOR'S OFFICE



The 15 regions do a much better job of capturing actual enrollment patterns than do the district boundaries.



"Squeaky wheels" engage in strategies to get the courses they want.

Problem: Constraints Prevent Colleges from Doing What's Needed

Without additional policy measures, simply distributing funds to colleges based on unmet need will not likely result in addressing that unmet need. In addition to the confounding factors described, doing what's best for the potential students targeted by an unmet-need formula will run up against a number of political and legal barriers.

Squeaky wheels get the seat. Students and community members understandably engage in strategies to get the courses and programs they want. Given the limited state subsidies available, this is perfectly rational. However, it tends to be students like Pablo, not Julio, who are the more assertive prospective students and who end up as the winners.

Governing boards face barriers in their freedom to choose. In any other system of colleges, the interests of constituency groups on campus can be balanced against the needs of the broader community. However, the CCCCO's unique governance requirements mean that formal faculty senate approval is required at each college for program development and curriculum decisions as well as planning, budget, program review and hiring processes. In effect, the incumbent instructors make decisions on matters that directly affect their departments and interests. For example, even if launching a welding program is the right move to attract and retain Julio as a student, it may not happen if key interest groups have other priorities in mind. In this way personal interests can trump the needs of the underserved.

Doing the right thing can jeopardize future funding. Attempting to serve high-need neighborhoods is difficult and may not succeed, putting the district at risk of missing enrollment targets and ultimately failing to hold on to the funding in the future (growth funding is generally added to the "base" funding in future years). The safest step for a college is to open classes in the subjects and locations where enrollment is most certain, even if there are less assertive populations elsewhere that need attention from the colleges. The common play-it-safe strategy is yet another way that the state's intent in providing funding can be undermined, preventing the targeted communities from benefiting.

Recommendations:

If Julio represents the "unmet need" that Governor Brown wants to address, how can the state increase the chance that Julio is served, and that he is served successfully? As we have indicated, a number of complicating factors make it unlikely that simply distributing funds using an unmet-need formula would result in the needs actually being met. Supply influences demand as much as the other way around; those loudly seeking courses often have other resources that do not make them the most needy, and colleges face barriers and disincentives to seeking out the most needy potential students.

The California Competes Council reviewed a variety of options and recommends the following four-part approach:

Regional collaboratives. Allocate the growth funds based on unmet need in the state's 15 economic regions, as defined by the Chancellor's Office's "Doing What Matters for Jobs and the Economy" framework, to help address the problem of artificial district boundaries. Within the region, plans can be developed for addressing needs, building on the strengths that each college and district brings to the table. The allocation of seats to districts and programs, based on the regional plans, should be approved by the statewide Board of Governors.

The data presented in the appendix of this report is meant to encourage a public discussion of the ways that unmet need might be measured and thus how funds might be distributed, and to prompt consideration of other or more recent sources of data. For example, if the seats for an estimated 40,000 additional full-time equivalent students (FTES) were distributed based on below-average participation given the number of adults without degrees in each region, the regional allocation would be as follows:

REGION	NEW FTES
Inland Empire	14,976
Central Valley	10,447
Los Angeles region	9,081
Mother Lode	2,486
Greater Sacramento	2,316
Northern Coastal	695

Notably, the remaining nine regions would receive no additional state-funded seats. The governor's budget proposal, however, indicated that every district would receive some minimal allocation of additional seats, so a distribution formula would likely use a combination of factors. For example, it might distribute half of the seats based on the allocation described above and the other half based on the population of adults without degrees adjusted by unemployment and poverty factors. (Relevant regional and district data are included in the appendix).

Performance plans. The regional plans submitted to the Board of Governors should include explicit strategies for how the identified underserved populations will be reached, including the methods that will be used to monitor effective implementation, such as enrollment and progress of targeted populations by neighborhood and/or demographics.

Safe harbor. To encourage creative approaches and allow for program refinement, the Board of Governors should allow for approaches that allow for additional time before inadequate enrollment threatens base funding in districts or regions.

Extra support. In addition to the growth funding in Governor Brown's proposed budget, there is a $100 million pot of funds to be distributed to districts to implement Student Equity Plans. These funds should be distributed using the same logic as the K-12 Local Control Funding Formula, providing extra support to colleges that are serving high concentrations of needy students. This approach would also serve as an incentive for colleges to reach out to needier populations.

Reducing inequality across California's diverse populations requires purposeful and explicit attention to the needs of each community in the state. The community colleges are well-positioned to address those needs at the local level, but will not be able to do so unless they are provided with the guidance, resources and incentives that help to ensure that educational programs actually reach the targeted populations. California Competes is committed to working with state policy makers to develop strategies for guiding state investments, toward the goal of improving equity and degree attainment and ultimately life outcomes for all Californians.

Appendix. Relevant Data Resources

The two tables that follow provide some initial data on need and unmet need by district and region, as well as data showing cross-district and cross-region enrollment. The data elements are described below. Other need-related data elements that could be considered include:

- Younger adults (the data here is for all adults under age 65).
- Adults without degrees and not currently enrolled in postsecondary education.
- Disconnected youth.
- Language spoken in the home.
- High school populations with relevant performance measures.

Of the indicators in Table 1, six relate to "need," measures like poverty and unemployment. But those indicators do not suggest whether need is "unmet." The final two columns of Table 1 represent an attempt to measure "unmet" need, taking into consideration the extent to which community college enrollment is already proportionate to the needs of the local population.

Table 1: Need and unmet need by district and region

Using the U.S. Census and data provided by the Chancellor's office, we constructed data representing the populations living within the formal community college district boundaries,[1] by counties, and by regions. Note that these are possible components of a funding formula, not proposed restrictions on who may enroll or which individuals might deserve a state subsidy.

1. District/Region. Depending on the context, the district or region may refer to the formal geographic boundaries or to the colleges themselves.

2. Number of adults with no degree. The number of adults under age 65 who live within the boundaries of the district or region and do not have at least an associate's degree. Census data do not currently count "certificates," so this number overstates need somewhat if we assume that people with certificates do not have as much need for community college courses.

3. Percent of adults with no degree. The proportion of adults living in the district boundaries who have no college degree (column 2 divided by all adults living in-boundary).

4. Degree gap. To capture high levels of under-education, this figure is the number of adults without degrees beyond the state average of adults without degrees. (These figures include adults without high school diplomas as well). Use of this measure should not imply that there are not people with degrees who are in need of retraining; the unemployment rate (below) is one approach to capturing that need.

5. African American and Latino populations. The proportion of people living within the district boundaries who report their race as Black or their ethnicity as Hispanic (groups that have low degree attainment and are underrepresented at selective colleges). These data do not represent the ethnic breakdown of the colleges.

6. Poverty rate. The proportion of the households in the district boundaries below the official federal poverty line.

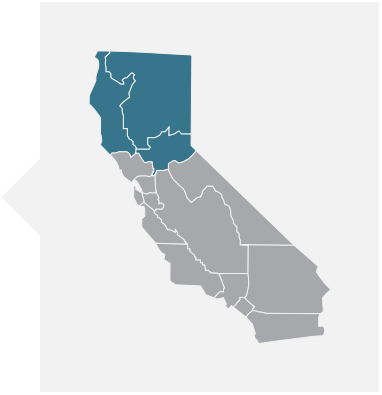
7. Unemployment rate. This estimate is derived from Department of Labor data on adults seeking but unable to find employment. We constructed the rate by averaging the unemployment rates of the ZCTAs, weighted by the adult population of each ZCTA.

8. "Participation rate." The participation rate is the total number of students at any community college living in the district (in-district FTES in 2010-11), divided by the population of adults without degrees. The rate is in quotation marks because while the denominator is adults without degrees, the numerator (enrollment) likely includes some enrollments of people who do have degrees. The number, therefore, represents the potential for serving adults without degrees.

9. Participation gap. The final column is the total FTES within the district that is below the statewide average participation rate of 6.9 percent. Note that increasing enrollment by the given amount would raise the floor statewide but would not create parity since some areas are far above the current average.

1 Generally we have matched zip code data (or, more accurately, ZCTA data, the Census version of zip codes) to district boundaries.

Table 1: Need and unmet need by district and region



1. District/ Region	2. Number of adults with no degree	3. Percent of adults with no degree	4. Degree gap	5. Proportion Black or Latino	6. Poverty Rate	7. Unemployment rate	8. "Participation rate"	9. Participation gap
Mendocino Lake	53,325	74%	5,993	21%	19%	12.3%	6.3%	293
Redwoods	101,804	70%	6,361	13%	19%	9.7%	5.4%	1,499
Northern Coastal	**155,129**	**71%**	**12,354**	**16%**	**19%**	**10.6%**	**5.7%**	**1,793**
Butte-Glenn	124,455	73%	13,164	18%	21%	13.7%	7.6%	0
Feather River	10,172	70%	709	10%	14%	14.8%	9.0%	0
Lassen	21,191	76%	2,887	21%	15%	9.8%	8.4%	0
Shasta-Tehama-Trinity	157,073	73%	15,145	13%	17%	12.4%	7.3%	0
Siskiyou Joint	23,956	70%	1,481	10%	18%	13.4%	8.6%	0
Northern Inland	**336, 847**	**73%**	**33,387**	**15%**	**18%**	**12.8%**	**7.6%**	**0**
Lake Tahoe	15,843	69%	698	26%	16%	9.8%	9.4%	0
Los Rios	760,281	65%	0	29%	15%	11.6%	7.0%	0
Sierra Joint	216,123	59%	0	14%	8%	8.3%	4.3%	5,515
Yuba	177,956	75%	21,694	33%	16%	13.5%	6.0%	1,473
Greater Sacramento	**1,170,203**	**65%**	**0**	**26%**	**14%**	**11.1%**	**6.4%**	**5,976**

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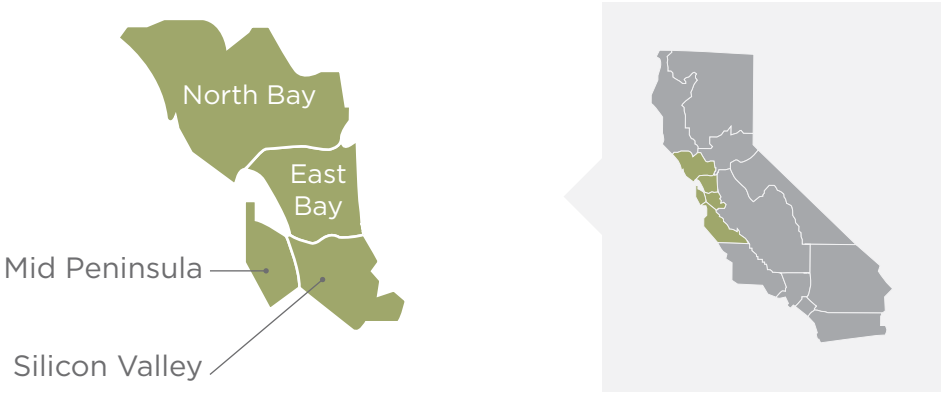

1. District/ Region	2. Number of adults with no degree	3. Percent of adults with no degree	4. Degree gap	5. Proportion Black or Latino	6. Poverty Rate	7. Unemployment rate	8. "Participation rate"	9. Participation gap
Marin	84,761	43%	0	18%	7%	6.2%	7.2%	0
Napa Valley	83,413	66%	111	37%	11%	9.0%	7.1%	0
Solano	195,058	68%	7,667	38%	11%	9.5%	6.7%	270
Sonoma County	235,442	63%	0	26%	11%	8.7%	8.2%	0
North Bay	**598,674**	**61%**	**0**	**29%**	**10%**	**8.5%**	**7.7%**	**0**
Chabot-Las Positas	297,426	63%	0	35%	9%	9.7%	6.7%	453
Contra Costa	454,164	56%	0	32%	10%	9.4%	8.2%	0
Ohlone	96,803	50%	0	22%	6%	7.4%	9.9%	0
Peralta	231,238	52%	0	38%	17%	9.6%	7.8%	0
East Bay	**1,079,631**	**56%**	**0**	**33%**	**11%**	**9.3%**	**7.8%**	**0**
San Francisco	317,820	46%	0	21%	12%	7.6%	9.9%	0
San Mateo County	251,451	49%	0	23%	6%	7.0%	8.8%	0
Mid Peninsula	**569,271**	**47%**	**0**	**22%**	**9%**	**7.4%**	**9.4%**	**0**
Foothill-DeAnza	124,508	35%	0	18%	7%	6.9%	12.6%	0
Gavilan	86,242	64%	0	46%	10%	10.0%	8.7%	0
San Jose-Evergreen	386,726	63%	0	38%	11%	9.8%	8.2%	0
West Valley-Mission	131,322	45%	0	20%	8%	7.9%	10.5%	0
Silicon Valley	**728,798**	**52%**	**0**	**30%**	**9%**	**8.7%**	**9.4%**	**0**

Table 1: Need and unmet need by district and region

1. District/ Region	2. Number of adults with no degree	3. Percent of adults with no degree	4. Degree gap	5. Proportion Black or Latino	6. Poverty Rate	7. Unemploy-ment rate	8. "Participa-tion rate"	9. Participation gap
Cabrillo	131,764	62%	0	35%	14%	9.0%	8.4%	0
Hartnell	163,613	81%	31,268	70%	17%	11.5%	5.7%	1,838
Monterey Peninsula	45,601	53%	0	23%	10%	7.8%	8.3%	0
Santa Cruz & Monterey	**340,978**	**68%**	**12,230**	**48%**	**15%**	**9.8%**	**7.1%**	**0**

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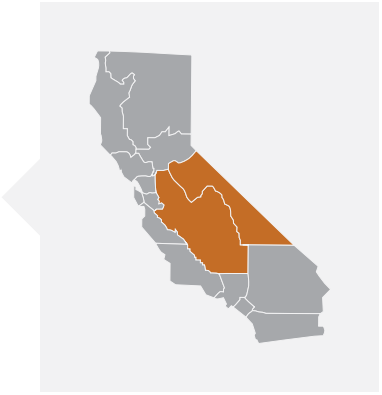

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Yosemite	350,817	78%	56,315	39%	17%	13.6%	5.0%	6,416
Mother Lode	**350,817**	**78%**	**56,315**	**39%**	**17%**	**13.6%**	**5.0%**	**6,416**
Kern	509,285	81%	96,441	56%	22%	12.9%	4.5%	12,179
Merced	154,019	84%	33,240	60%	23%	14.9%	7.0%	0
San Joaquin Delta	399,003	77%	57,604	44%	16%	14.5%	5.2%	6,699
Sequoias	169,973	81%	31,977	60%	22%	12.4%	5.6%	2,081
State Center	541,188	76%	73,184	54%	22%	12.8%	5.8%	5,943
West Hills	94,930	82%	19,040	60%	23%	12.5%	6.9%	0
West Kern	24,020	83%	5,119	46%	23%	14.3%	6.0%	221
Central Valley	**1,892,418**	**79%**	**316,604**	**53%**	**21%**	**13.3%**	**5.4%**	**26,959**

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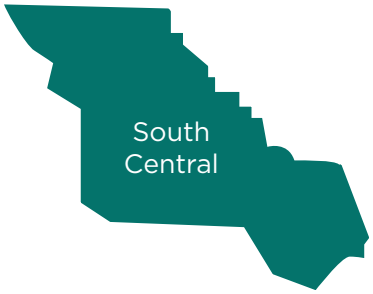

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Allan Hancock	156,277	71%	10,992	47%	15%	8.8%	7.0%	0
Antelope Valley	209,572	78%	34,027	57%	19%	12.0%	5.9%	2,133
San Luis Obispo County	141,341	65%	0	22%	15%	8.2%	6.2%	999
Santa Barbara	56,091	55%	0	36%	12%	7.1%	14.2%	0
Santa Clarita	119,689	61%	0	33%	7%	8.9%	8.0%	0
Ventura County	376,268	64%	0	41%	10%	8.4%	7.2%	0
South Central	**1,059,238**	**67%**	**16,982**	**41%**	**13%**	**9.0%**	**7.2%**	**0**

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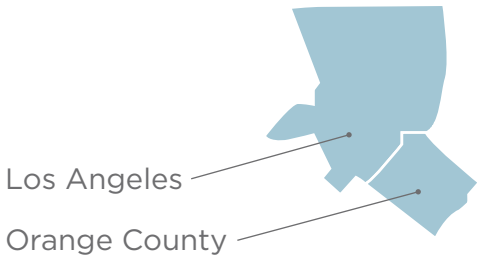

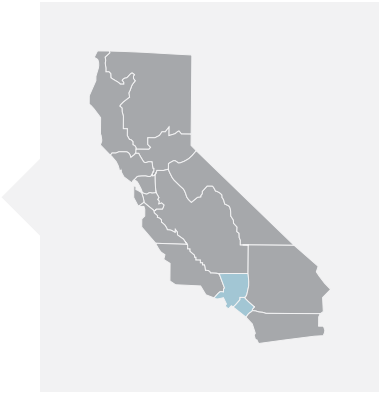

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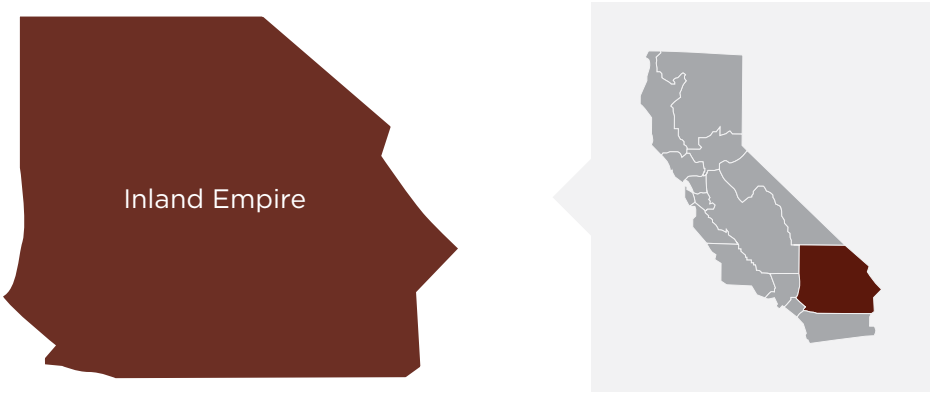
Cerritos	236,881	73%	22,919	60%	11%	9.5%	7.3%	0
Citrus	93,795	65%	0	48%	10%	8.2%	6.2%	662
El Camino	446,146	69%	21,094	66%	16%	9.9%	6.0%	3,866
Glendale	91,964	54%	0	18%	13%	9.2%	14.4%	0
Long Beach	249,695	67%	6,962	51%	17%	10.7%	7.9%	0
Los Angeles	2,642,832	68%	76,874	58%	19%	10.1%	5.6%	32,353
Mt. San Antonio	425,802	70%	29,123	58%	11%	9.5%	7.3%	0
Pasadena Area	150,397	49%	0	34%	10%	7.7%	8.2%	0
Rio Hondo	221,297	81%	41,913	77%	13%	9.5%	5.9%	2,237
Santa Monica	32,740	35%	0	15%	10%	7.7%	11.1%	0
Los Angeles	**4,591,549**	**67%**	**100,208**	**57%**	**17%**	**9.8%**	**6.4%**	**23,434**
Coast	285,635	57%	0	21%	10%	8.2%	8.0%	0
North Orange County	415,643	67%	5,923	44%	12%	9.0%	8.5%	0
Rancho Santiago	327,870	75%	39,748	59%	15%	9.6%	8.6%	0
South Orange County	318,381	46%	0	19%	8%	6.9%	13.9%	0
Orange County	**1,347,529**	**60%**	**0**	**35%**	**11%**	**8.3%**	**9.7%**	**0**

Table 1: Need and unmet need by district and region



1. District/ Region	2. Number of adults with no degree	3. Percent of adults with no degree	4. Degree gap	5. Proportion Black or Latino	6. Poverty Rate	7. Unemployment rate	8. "Participation rate"	9. Participation gap
Barstow	28,559	81%	5,333	47%	18%	13.1%	3.0%	1,112
Chaffey	427,704	73%	41,540	60%	11%	11.7%	5.8%	4,407
Copper Mountain	26,040	77%	3,889	18%	17%	11.1%	4.6%	594
Desert	225,720	72%	21,399	53%	18%	12.2%	3.9%	6,625
Mt. San Jacinto	417,489	75%	50,644	41%	13%	13.5%	4.9%	8,093
Palo Verde	35,168	84%	7,756	42%	17%	14.9%	5.3%	561
Riverside	484,978	76%	64,532	58%	14%	12.7%	5.5%	6,871
San Bernardino	370,484	77%	53,876	61%	20%	13.0%	4.8%	7,704
Victor Valley	207,045	81%	39,073	50%	20%	16.2%	5.6%	2,682
Inland Empire	**2,223,187**	**75%**	**288,043**	**54%**	**15%**	**12.9%**	**5.1%**	**38,648**

Table 1: Need and unmet need by district and region

1. District/ Region	2. Number of adults with no degree	3. Percent of adults with no degree	4. Degree gap	5. Proportion Black or Latino	6. Poverty Rate	7. Unemploy-ment rate	8. "Participa-tion rate"	9. Participation gap
Grossmont-Cuyamaca	243,820	71%	18,291	31%	13%	10.2%	6.7%	421
Imperial	97,418	83%	20,113	84%	23%	16.1%	8.2%	0
MiraCosta	132,414	50%	0	24%	8%	8.0%	7.8%	0
Palomar	347,926	60%	0	32%	11%	8.3%	6.9%	0
San Diego	474,539	58%	0	34%	16%	8.7%	8.0%	0
South-western	236,075	73%	24,021	65%	13%	10.9%	8.3%	0
San Diego/ Imperial	**1,532,192**	**63%**	**0**	**39%**	**14%**	**9.4%**	**7.6%**	**0**

Table 2: Cross-boundary enrollment by district and region

The second table shows the extent to which the districts in each region are serving students from outside their districts or are experiencing out-flows of residents to other districts or regions.

A. District/Region. Depending on the context, the district or region may refer to the formal geographic boundaries (i.e. people who live there and may or may not be students at the colleges) or to the colleges themselves (i.e. people enrolled in the district's colleges).

B. Schools' FTES. The number of students (full-time equivalent) enrolled at the district's colleges (or the region's colleges), no matter where they live.

C. Residents FTES. All of the community college students living within the district boundaries, whether or not they are attending the colleges run by the district.

D. Within-District FTES. The number of students at the district's colleges who actually live in the district. The regional total is for students attending in-district.

E. Within-Region FTES. All of the students enrolled at colleges and living in the region.

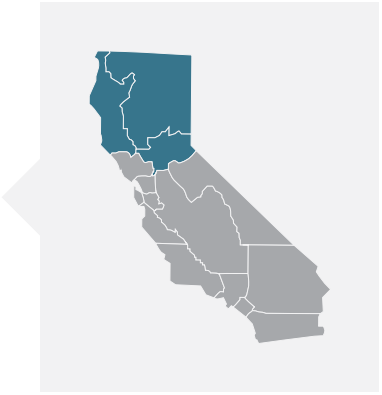
F. Proportion of Residents attending within-district. Of the district residents who are enrolled at a community college, the proportion who are attending a district college (as opposed to a college in another district, on the other side of the invisible boundary).

G. Proportion of Schools' students attending within-district. Of the students enrolled at the district colleges, the proportion who live within the formal district boundaries.

H. Proportion of Residents attending within-region. Of the region's residents who are enrolled at a community college, the proportion who are attending a college in the region.

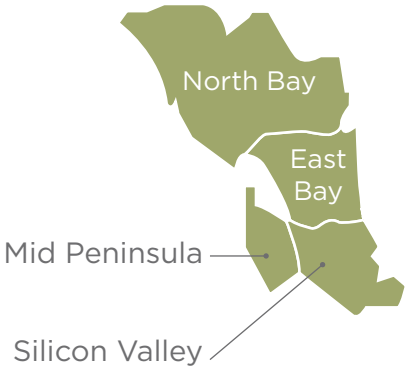
I. Proportion of Schools' students attending within region. Of the students enrolled at the region's community colleges, the proportion who live within the region.

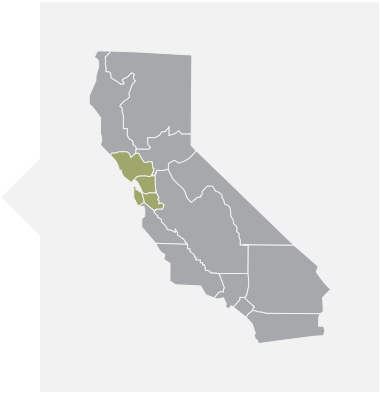
Table 2: Cross-boundary enrollment by district and region



A. District/ Region	B. Schools' FTES (living anywhere)	C. Residents FTES (Attending anywhere)	D. Within-District FTES	E. Within-Region FTES	F. Proportion of Residents attending within-district	G. Proportion of Schools' students attending within-district	H. Proportion of Residents attending within-region	I. Proportion of Schools' students attending within region
Mendocino Lake	3,395	3,372	2,918		87%	86%		
Redwoods	5,285	5,497	4,936		90%	93%		
Northern Coastal	**8,680**	**8,868**	**7,854**	**7,938**	**89%**	**90%**	**90%**	**91%**
Butte-Glenn	12,346	9,457	8,871		94%	72%		
Feather River	1,453	920	742		81%	51%		
Lassen	2,234	1,776	1,584		89%	71%		
Shasta-Tehama-Trinity	9,913	11,402	9,223		81%	93%		
Siskiyou Joint	2,143	2,066	1,869		90%	87%		
Northern Inland	**28,090**	**25,621**	**22,289**	**24,571**	**83%**	**85%**	**96%**	**87%**
Lake Tahoe	1,754	1,494	1,396		93%	80%		
Los Rios	58,607	52,854	48,250		91%	82%		
Sierra Joint	7,348	9,337	5,294		57%	72%		
Yuba	8,932	10,757	7,395		69%	83%		
Greater Sacramento	**76,640**	**74,443**	**62,335**	**69,937**	**84%**	**81%**	**94%**	**91%**

Table 2: Cross-boundary enrollment by district and region



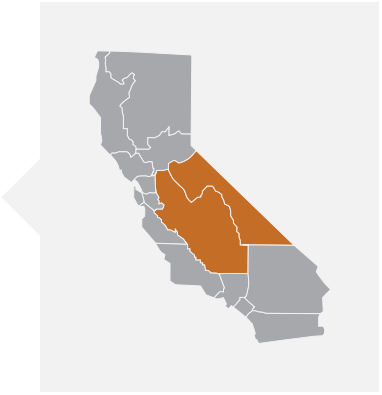


A. District/ Region	B. Schools' FTES (living anywhere)	C. Residents FTES (Attending anywhere)	D. Within-District FTES	E. Within-Region FTES	F. Proportion of Residents attending within-district	G. Proportion of Schools' students attending within-district	H. Proportion of Residents attending within-region	I. Proportion of Schools' students attending within region
Marin	4,987	6,094	4,195		69%	84%		
Napa Valley	6,457	5,943	4,322		73%	67%		
Solano	9,567	13,134	8,280		63%	87%		
Sonoma County	20,255	19,358	18,091		93%	89%		
North Bay	**41,266**	**44,529**	**34,888**	**39,030**	**78%**	**85%**	**88%**	**95%**
Chabot-Las Positas	17,808	19,986	12,318		62%	69%		
Contra Costa	33,326	37,117	29,492		79%	88%		
Ohlone	9,350	9,588	6,319		66%	68%		
Peralta	21,746	17,961	14,156		79%	65%		
East Bay	**82,230**	**84,653**	**62,285**	**75,071**	**74%**	**76%**	**89%**	**91%**
San Francisco	34,117	31,477	26,802		85%	79%		
San Mateo County	20,327	22,224	14,901		67%	73%		
Mid Peninsula	**54,444**	**53,701**	**41,703**	**47,937**	**78%**	**77%**	**89%**	**88%**
Foothill-DeAnza	34,940	15,715	12,184		78%	35%		
Gavilan	5,550	7,502	4,612		61%	83%		
San Jose-Evergreen	15,669	31,822	11,926		37%	76%		
West Valley-Mission	17,630	13,778	6,015		44%	34%		
Silicon Valley	**73,788**	**68,817**	**34,736**	**64,568**	**50%**	**47%**	**94%**	**88%**

Table 2: Cross-boundary enrollment by district and region

A. District/ Region	B. Schools' FTES (living anywhere)	C. Residents FTES (Attending anywhere)	D. Within-District FTES	E. Within-Region FTES	F. Proportion of Residents attending within-district	G. Proportion of Schools' students attending within-district	H. Proportion of Residents attending within-region	I. Proportion of Schools' students attending within region
Cabrillo	11,223	11,016	9,709		88%	87%		
Hartnell	6,831	9,406	5,802		62%	85%		
Monterey Peninsula	6,772	3,782	3,447		91%	51%		
Santa Cruz & Monterey	**24,827**	**24,203**	**18,958**	**22,321**	**70%**	**68%**	**92%**	**90%**

Table 2: Cross-boundary enrollment by district and region



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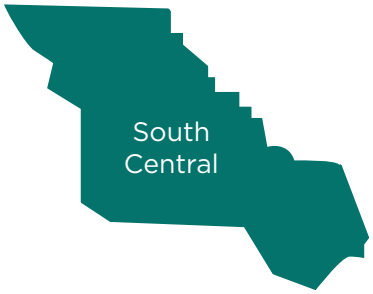
Kern	20,703	22,820	19,088		84%	92%		
Merced	10,891	10,741	9,228		86%	85%		
San Joaquin Delta	16,151	20,721	15,162		73%	94%		
Sequoias	10,822	9,600	7,745		81%	72%		
State Center	30,953	31,248	29,239		94%	94%		
West Hills	6,515	6,531	4,805		74%	74%		
West Kern	2,372	1,430	505		35%	21%		
Central Valley	**98,408**	**103,092**	**85,772**	**94,024**	**83%**	**87%**	**91%**	**96%**
Yosemite	17,525	17,693	15,032		85%	86%		
Mother Lode	**17,525**	**17,693**	**15,032**	**15,032**	**85%**	**86%**	**85%**	**86%**

Table 2: Cross-boundary enrollment by district and region



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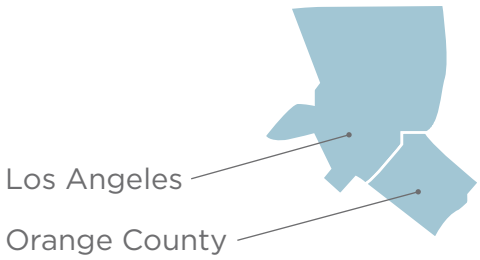
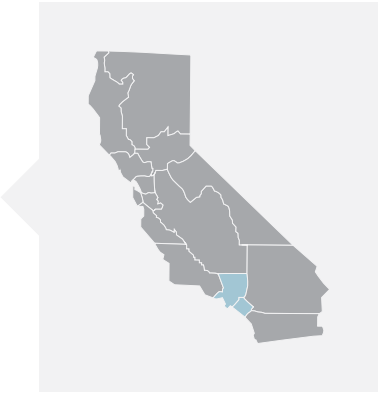
Allan Hancock	8,536	11,016	6,123		56%	72%		
Antelope Valley	10,538	12,269	9,917		81%	94%		
San Luis Obispo County	7,574	8,714	6,267		72%	83%		
Santa Barbara	16,518	7,968	7,684		96%	47%		
Santa Clarita	14,036	9,548	8,126		85%	58%		
Ventura County	29,299	27,083	24,603		91%	84%		
South Central	**86,500**	**76,598**	**62,720**	**71,859**	**88%**	**69%**	**94%**	**83%**

Table 2: Cross-boundary enrollment by district and region





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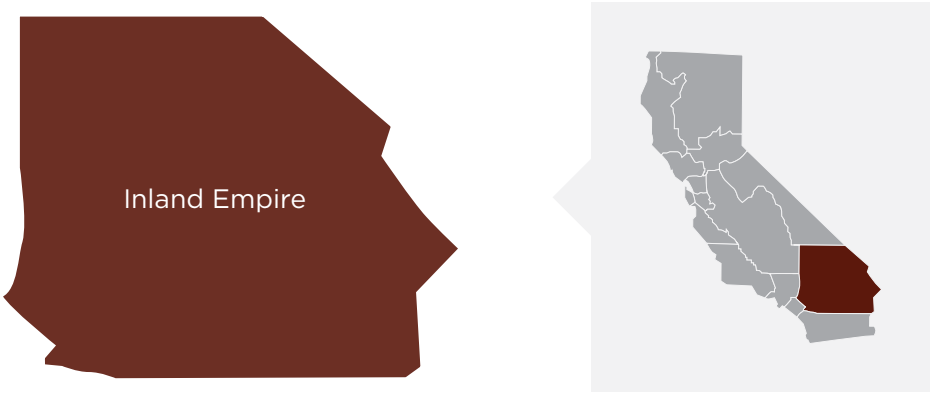
Cerritos	19,473	17,321	8,496		49%	44%		
Citrus	11,342	5,784	2,998		52%	26%		
El Camino	25,918	26,794	14,051		52%	54%		
Glendale	18,095	13,208	10,430		79%	58%		
Long Beach	21,104	19,706	12,957		66%	61%		
Los Angeles	99,743	149,268	79,051		53%	79%		
Mt. San Antonio	30,764	31,111	18,193		58%	59%		
Pasadena Area	23,676	12,311	8,477		69%	36%		
Rio Hondo	13,108	12,971	5,360		41%	41%		
Santa Monica	26,807	3,633	3,157		87%	12%		
Los Angeles	**290,030**	**292,107**	**163,170**	**267,872**	**56%**	**56%**	**92%**	**92%**
Coast	32,863	22,969	16,053		70%	49%		
North Orange County	39,059	35,395	24,118		68%	62%		
Rancho Santiago	34,968	28,145	18,617		66%	53%		
South Orange County	39,981	44,176	34,197		77%	86%		
Orange County	**146,870**	**130,685**	**92,984**	**124,610**	**71%**	**67%**	**95%**	**85%**

Table 2: Cross-boundary enrollment by district and region



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Barstow	1,183	851	734		86%	62%		
Chaffey	15,019	24,986	11,537		46%	77%		
Copper Mountain	1,716	1,195	977		82%	57%		
Desert	8,632	8,887	8,144		92%	94%		
Mt. San Jacinto	11,626	20,598	10,944		53%	94%		
Palo Verde	1,731	1,856	1,124		61%	65%		
Riverside	30,061	26,458	20,929		79%	70%		
San Bernardino	14,851	17,756	11,896		67%	80%		
Victor Valley	9,925	11,546	9,461		82%	95%		
Inland Empire	**94,744**	**114,133**	**75,746**	**91,850**	**66%**	**80%**	**80%**	**97%**

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Grossmont-Cuyamaca	19,128	16,335	12,111		74%	63%		
Imperial	7,746	7,943	7,629		96%	98%		
MiraCosta	10,989	10,358	6,194		60%	56%		
Palomar	20,768	24,084	14,489		60%	70%		
San Diego	43,735	37,853	29,302		77%	67%		
South-western	17,319	19,663	13,805		70%	80%		
San Diego/ Imperial	**119,685**	**116,236**	**83,529**	**113,459**	**72%**	**70%**	**98%**	**95%**

CALIFORNIA TOTAL*								
	1,243,726	**1,235,377**	**864,002**	**1,130,078**	**70%**	**69%**	**91%**	**91%**

* The above two statewide totals do not match precisely because a small number of Census geographic areas are not assigned to community college districts.

California Competes

Higher Education for a Strong Economy

In the second half of the twentieth century, California emerged as an economic powerhouse, the envy not just of other states but of nations. The future of every Californian is dependent on maintaining that leadership by developing the talent and productivity of Californians through higher education, the keystone of California's diverse economy.

Our colleges, universities and professional training programs have provided the intellectual and technical know-how to make California a hub of innovation and job creation. To remain competitive, we must create better pipelines from the opportunity of college and professional training to advancement in good-paying jobs. We can secure a stronger economy by building a talent pool whose creativity, innovation, entrepreneurship and industriousness match the needs of the 21st century.

California Competes

Higher Education for a Strong Economy

THE COUNCIL

California Competes is guided by a council of independent business and civic leaders to review the postsecondary education and training needs required for a vibrant future state economy and to identify financially pragmatic avenues for addressing those needs.

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Opportunity, creativity, enterprise, efficiency and growth are the hallmarks of economic development and the lens through which California Competes develops non-partisan and financially pragmatic recommendations to improve postsecondary education.

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