

# **Institutional Strategic Planning Council**

**March 20, 2019**

**ST 107 (1:00-3:00pm)**

## **Minutes**

Members Present: Kris Anderson, Greg Aycock, Melissa Bader (Faculty Co-Chair), Celia Brockenbrough, Leona Crawford, Monica Esparza, Ruth Leal (Staff Co-Chair), Sam Lee, Mark Lewis, Barbara Moore, Chris Poole, Bryan Reece (Administrative Co-Chair), Mitzi Sloniger, Kaneesha Tarrant

Members Absent: Peggy Campo, Michael Collins, Daniel Landin, Jim Thomas, ASNC Rep

Guests Present: Esmeralda Abejar, Marshall Fulbright, Colleen Molko, Gustavo Ocegueda, Jason Parks, Maureen Sinclair, Kevin Fleming

Call to Order: 1:06 pm

### **Approval of Minutes:**

Approval of Minutes for March 6, 2019

MSC (Lewis/Crawford)

Corrections: None

Approved.

### **I. Action Item:**

A. None

### **II. Committee Reports**

A. None

### **III. Information Items**

#### **A. Advancement Report (Grants Committee)**

Colleen Molko, Grants Committee Co-Chair, provided the committee with an update on the various grants the college is pursuing and grant awards received. Information sheets for the grants are attached to the minutes.

Proposals/LOIs Submitted:

- All Learning Counts: Selected 12 community colleges, we were selected because of our work with equity. No amounts have been mentioned. More information will be provided at a later date. To help our underrepresented populations.
- Kresge Foundation Proposal: To support Umoja programs, \$125,000 earmarked for Norco College.
- Promise Scholars Program Replication Grant: We were not selected for this grant.

- Institutional Effectiveness Partnership Initiative Partnership Resource Team Visit and Seed Funding: We requested both the visit and the seed money. Similar to leading from the middle.
- College Futures Foundation (for Salesforce): Pilot program of application students can download on their phones to keep them engaged with the college in various ways. High potential to obtain this grant.
- Just awarded!! Currently and Formerly Incarcerated Students Reentry Program grant \$100,000

Questions/ Comments:

- Could another grant come up next year to keep Dr. Cobb working? Don't know, but possible.
- How does the grant work with formerly incarcerated? We choose to invest our dollars in the currently incarcerated.
- We need a metric and an ability to move people on to general fund. Challenging our leadership to come up with a way to move people (all staff in departments) running programs like Dual Enrollment, Next Phase, LRC, IE, etc. Programs that are grant funded that support FTES. For example, IE supports the whole college.
  - Budget allocation model needs to change at the district level.

**B. Equity Plan Update (Gustavo Ocegüera)**

Gustavo provided an update from the last meeting. A team of eight just attended the Equity Plan Development Institute. Items on the outline are requirement of the state chancellor's office (handout attached to minutes). The institute provided numerous tools and resources. A portfolio was prepared explaining what our data is telling us. The populations here at Norco College for the last 4-5 years show that the most disproportionate impacted are African American and Latino students, especially males. The groups that are disaggregated need to be specifically identified in the plan. Biggest problem found in the past with most plans is that they are not race conscious, going forward we need to be very race conscious and specific in our plan. Our interventions need to be intentional and target specific groups based on the data. We need to involve our students throughout the year in focus groups, not only when we develop the plan. Everyone has a role in student equity. We will be providing professional development. The plan is not static, it is a living document. Plan needs to go to Chancellors office by June 30<sup>th</sup>.

Questions/ Comments:

- Will the data be available for us? Yes, we are planning to have tables and methodology's available on the website. We are also working on live data. We will be working with IE. It is anticipated that an individual will be able to see their own data in real time. This will be similar to the chancellor's office Data Mart.
- We also need the data by course. So we can identify the courses that are helping or halting students from progressing in the Guided Pathways pipelines.
- Anticipating that all major plans of the college are included in the EMP. Equity Plan should address and define Goal 3 in the EMP.

- Is there a strategy to make it into the classroom on how to close the gaps? Money seems to be a big issue for some students. We need to do more qualitative studies and focus groups with students to learn what they need to succeed.
- This seems to be solely race related, we need to include students across all demographics and sociological statuses including disabilities. Disabilities are the great equalizers across all demographics, need to include universal design and accessibility in the design of the plan.
- What professional development do we need to focus on to close the gaps? Comprehensive professional development, we need to acquire the best practices that will close the gap. We need to figure out what we are not using, raise our skills and incorporate the best practices.
- We need to build a system of our collective expertise in the area of equity.
- What if there are institutional barriers that we find after doing focus groups including access to computers, ability to fill out forms, don't have a vehicle to get to campus etc.? Will we redirect our resources? We can incorporate other resources throughout the campus with the Equity plan. The plan can identify places that the resources are needed. The Equity plan is a way to capture the student voice through focus groups. We can then use existing resources to address the needs that are found.
- Professional development can change our way that we look at situations, helps us look at what we are doing and how we address it.
- 'Universal Design' means DRC specific accessibility. When you created accessibility for a person with disabilities, you create the accessibility for everyone.

### C. FTES Distribution Plan (Sam Lee)

Dr. Lee gave an overview of the current FTES Distribution Plan. Looked at the balances for the winter, fall, and summer for 18/19. We will be tracking all of the different types of FTES we can generate, including non-credit, non-resident credit, inmate credit and non-credit, etc. This is becoming more complicated no longer just straight FTES.

We were offered a deal this year to be held harmless for the next three years, based on the 17/18 year benchmark. We are borrowing FTES from this year to move back to 17/18 to bump our numbers. This should bump our funding up about a million dollars this year in April. This means we are raising our target. We have 3 years to get to our target. In 21/22 we will be re-benched based on the new formula. It could mean a reduction in our funding if we don't continue to grow.

#### Questions/ Comments

- Is there a hold harmless from the district as well as the chancellor's office? Not yet, heard that for 19/20 we will be held harmless.
- We have set new benchmarks at the last district meeting.

#### D. Budget Overview & Calendar (Esmeralda Abejar)

Esmeralda introduced the 2019/20 draft budget development calendar that was developed in Business Services (handout attached to the minutes). Discussion that ISPC should be the Committee that discusses and recommends the college budget priorities with input from BFPC and other committees (will be discussed further at a future meeting). The items highlighted in yellow are aligned with the Resource Request Procedure (RRP) that was introduced at the last meeting. The RRP was only brought to the committee for an initial discussion and has not been approved.

##### Question/Comments

- Question about the status of the library lights? Dr. Reece will speak with Dr. Collins directly for an estimated time of installation.
- How do we determine a budget priority? Are they based on the strategic goals? If we have 13 goals, are we prioritizing the goals? This is a process that needs to be discussed and determined.
- Historically, the district has developed the budget. We are working on creating our process now. We have a strategic plan that needs to guide the conversation. This is a brand new conversation; we need to move forward knowing that this may not be perfect the first time.
- Suggestion to get opinions from the whole college, we also need to use the people that are experts in their area to do the job they were hired to do.
- Does the money from the district come all at once to the college? Usually yes, it depends on the FTES. This year we have a correction and will be receiving additional funds in April. After salaries are paid what do we have as a college to spend? About 85% of the budget pays for salaries.
- The RRP only has access to additional funds that are not part of the fixed costs of salaries and benefits, instructional equipment funds, other onetime funds, etc.
- Dr. Collins will be providing a 3<sup>rd</sup> quarter budget report at the next meeting. Going forward ISPC will be receiving a quarterly budget report.
- Determining which goals align with a resource request should be determined at the department level with Program Review.

Melissa gave an overview of the new budget allocation model from the District Strategic Planning Council meeting on March 15th. The three principles are Fair, Equitable and Transparent. Equitable meaning: Resource will be distributed in a manner that equitably supports the programs offered at each college while ensuring compliance with statutory regulatory requirements. FTES is the currency. Current allocation is 70%-base, 20%-equity and 10% success.

##### Questions/ Comments

- According to the data Norco College has the lowest cost per discipline. This is not because we don't have needs but because we don't have the money to spend. NC generally has the lowest cost in common programs. Grant funds have been removed. Efficiency has not been removed. District

is using data to determine an average cost per program area and discipline across the colleges. This is only the methodology.

- The chancellor is looking at two principles. First, funding disciplines equally across the campuses and funding special programs based on needs. RCC may benefit because they have more specialty programs. Second, we are not going to fund inefficiency. If you can't meet your FTES target over three years you will get a lower FTES. If you exceed your FTES target over a three year period your base will be bumped up. This budget model should benefit NC.

#### E. Annual Report & Institutional Set Standards (Greg Aycock)

Dr. Aycock presented the methodology of the Institutional Set Standards for discussion. The annual report has changed this year. We now have to set a floor and aspiration for each of the four goals. We have used the same methodology of a half standard deviation for the last five years. This method is statistically balanced and based on current performance. Because of the current way we calculate the ISS it changes every year, always somewhere around 67%. If we continue with this method statistically, we will bottom out. Do we want to keep the same methodology, throw it completely out or modify the floor to where it stays at a consistent level for an amount of time? Suggestion to use a statistical variance method and keep our ISS the same for a period of 5 years. PowerPoint presentation attached to the minutes.

#### Question/Comments

- What happens if we fall below the ISS? If we fall below for 2 years in a row we have to report out.
- Add to next agenda as a voting item

#### F. GO Bond Economic Impact (Bryan Reece)

Dr. Reece presented the proposed GO bond for the district in 2020. This bond could raise 840 million split three ways between RCCD colleges, the split has not yet been determined. We are hoping for 30%. A consultant conducted surveys to figure out if voters will support a General Obligation Bond. Survey results were very strong this year. November 2020 projected a yes vote in the 65-68% range and March 2020 in the 56-58% range. It is projected that the numbers in March may go up because more Democrats will be voting in the primaries and they tend to vote more often in favor of bonds. In the past our area voted No for bond measure C. According to the current surveys our area is voting Yes.

#### Questions/ Comments

- Who is the consulting firm? North Star is the consulting firm being used.
- Dr. Reece will send out the survey results to the committee.
- Suggestion to hold a call center and attend town halls to encourage people to get out and vote.

- Who do voters generally prefer to talk to about the bond? Students and employees.
- Do we know the distribution of the bond? Not yet.
- We need to focus on obtaining three large buildings and becoming a comprehensive college from the bond.

G. Committee of the Whole Meeting Dates (Tri-Chairs)  
Tabled for next meeting

H. Big Us Plans Update (Tri-Chairs)  
Tabled for next meeting

#### **IV. Good of the order**

Reminder to buy your tickets for Dinner with the President on April 18th.

Meeting adjourned: 3:05pm

Next meeting: April 3<sup>rd</sup>, 2019

Minutes submitted by Charise Allingham

**NORCO COLLEGE GRANTS COMMITTEE**

**GRANT PROPOSAL INFORMATION FORM**

<b>GRANT PROPOSAL INFORMATION</b>	
Proposal Initiator	Dr. Sam Lee
Email Address	Samuel.lee@norcocollege.edu
Phone Number	372-7199
Department	Academic Affairs
Proposal Name/ Title	Norco College Proposal to Implement a Case Management Approach Within a Guided Pathways Framework to Strengthen the Design of a Student-Centered College
Please provide a brief description or an abstract of this proposal.	Norco College would like to conduct a pilot program, utilizing Salesforce to serve its Summer Advantage Program students, beginning in June 2019 and continuing throughout the 2019-2020 academic year. We would utilize what we learn from this pilot to expand to full college implementation in the 2020-2021 academic year.
Funding Agency/ Source	College Futures Foundation
Annual Funding	N/A
Total Funding	We have requested \$200,000
Grant Duration (start and end dates)	June 2019 through June 2020
Proposal Due Date	N/A – One pager submitted on 12/7/18
List grant Objectives	See brief description above
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development, activities, etc.)	See brief description above
What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?	To conduct pilot program with Salesforce for 2019-20 Summer Advantage students.
List titles of personnel needed to implement the grant and note if the positions are new or existing.	No additional staff needed for implementation
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	No
Describe how many workstations, office space, and/or facilities will be needed to implement this grant?	No new workstations will be required
List college and/or district strategic Initiatives that this proposal addresses.	Guided Pathways

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Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)	Summer Advantage students entering June 2019 and eventually all students that will benefit from Salesforce
Does this grant require community or industry partners? If yes, list partner(s).	No
Is there a dollar match requirement? If yes, provide details.	There is no match requirement, but in our letter we agree to utilize \$100,00 of Guided Pathways funding to support the pilot project
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	No
What information is needed from Institutional Research and Effectiveness to complete the proposal?	<p>We have agreed to develop a mechanism for tracking and to report on:</p> <ul style="list-style-type: none"> <li>○ Measuring and increasing student engagement</li> <li>○ Tracking alumni and encouraging continued engagement after graduation</li> <li>○ Supporting increased persistence and retention</li> <li>○ Supporting increased completion of certificates, degrees and transfer</li> <li>○ Identifying and addressing obstacles to student success when they first occur</li> <li>○ Identifying at-risk students and effectively addressing campus hunger and homelessness</li> <li>○ Identifying and addressing potential threats to campus safety before they occur</li> </ul> <p>We anticipated needing some assistance with this from IR</p>
If approved, who will develop the proposal?	Colleen Molko prepared one pager. We do not know what, if anything, CFF will require.
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	No

**COMMITTEE APPROVAL**



**NORCO COLLEGE GRANTS COMMITTEE**

**GRANT PROPOSAL INFORMATION FORM**

<i>Date:</i>	
<i>Approvals:</i>	Co-Chair: Co-Chair:
<b>ISPC APPROVAL</b>	
<i>Date:</i>	
<i>Approvals:</i>	Tri-Chair: Tri-Chair: Tri-Chair:

**NORCO COLLEGE GRANTS COMMITTEE**

**GRANT PROPOSAL INFORMATION FORM**

<b>GRANT PROPOSAL INFORMATION</b>	
Proposal Initiator	Mark DeAsis
Email Address	Mark.deasis@norcocollege.edu
Phone Number	372-7014
Department	Admissions and Records
Proposal Name/ Title	Promise Scholars Program Replication Grant
Please provide a brief description or an abstract of this proposal.	The San Mateo County Community College District is requesting proposals from individual accredited colleges that are part of the California Community College System, for participation in the Promise Scholars Program (PSP) Replication project, which is based on the City University of New York's Accelerated Study in Associates Program (ASAP). The project is funded by the California Community Colleges Chancellor's Office (CCCCO) Awards for Innovation in Higher Education grant. Selected colleges will receive a sub-grant of up to \$150,000 to engage in exploration and planning for the potential replication of the PSP at their respective college.
Funding Agency/ Source	California Community Colleges Chancellor's Office through the San Mateo County CCD
Annual Funding	N/A
Total Funding	Up to \$150,000
Grant Duration (start and end dates)	4/1/19 – 6/30/21
Proposal Due Date	3/1/19
List grant Objectives	None
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development, activities, etc.)	The only requirement is to engage in exploration and planning for potential replication of the Promise Scholars Program (PSP) Replication project, which is based on the City University of New York's Accelerated Study in Associates Program (ASAP).
What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?	See above
List titles of personnel needed to implement the grant and note if the positions are new or existing.	Not known at this time
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	Not known at this time
Describe how many workstations, office space, and/or facilities will be needed to	It is not anticipated that any new workstations will be needed

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implementation this grant?	
List college and/or district strategic Initiatives that this proposal addresses.	Equity – Student Success
Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)	Norco College students who participate in our College Promise program
Does this grant require community or industry partners? If yes, list partner(s).	No
Is there a dollar match requirement? If yes, provide details.	No
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	No
What information is needed from Institutional Research and Effectiveness to complete the proposal?	None at this time
If approved, who will develop the proposal?	Colleen Molko in collaboration with Mark DeAsis, Dr. Gustavo Ocegüera and Daniela McCarson
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	No
<b>COMMITTEE APPROVAL</b>	
<i>Date:</i>	
<i>Approvals:</i>	Co-Chair: Co-Chair:
<b>ISPC APPROVAL</b>	
<i>Date:</i>	
<i>Approvals:</i>	Tri-Chair: Tri-Chair: Tri-Chair:

**NORCO COLLEGE GRANTS COMMITTEE**

**GRANT PROPOSAL INFORMATION FORM**

<b>GRANT PROPOSAL INFORMATION</b>	
Proposal Initiator	Dr. Kevin Fleming
Email Address	Kevin.fleming@norcocollege.edu
Phone Number	739-7880
Department	Strategic Development
Proposal Name/ Title	All Learning Counts
Please provide a brief description or an abstract of this proposal.	Norco College was invited to participate as a partner in a proposal the Foundation for California Community Colleges submitted to the Lumina Foundation to help non-traditional students (e.g. veteran/military students) achieve certificates and degrees
Funding Agency/ Source	Lumina Foundation
Annual Funding	
Total Funding	
Grant Duration (start and end dates)	
Proposal Due Date	1/14/19
List grant Objectives	
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development, activities, etc.)	The Foundation/Success Center will convene a coalition of colleges who have strong equity-centered practices that support adult student (age 25+) credentialing, with the ultimate goal of accelerating and scaling this existing campus-based work. This coalition would help increase the system's capacity to serve the unique needs of non-traditional students and to increase completion and equity in support of the Vision for Success.
What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?	
List titles of personnel needed to implement the grant and note if the positions are new or existing.	
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	
Describe how many workstations, office space, and/or facilities will be needed to implement this grant?	
List college and/or district strategic Initiatives that this proposal addresses.	Student Success and Equity

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Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)	Norco College students
Does this grant require community or industry partners? If yes, list partner(s).	
Is there a dollar match requirement? If yes, provide details.	
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	
What information is needed from Institutional Research and Effectiveness to complete the proposal?	
If approved, who will develop the proposal?	
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	
<b>COMMITTEE APPROVAL</b>	
<i>Date:</i>	
<i>Approvals:</i>	Co-Chair:  Co-Chair:
<b>ISPC APPROVAL</b>	
<i>Date:</i>	
<i>Approvals:</i>	Tri-Chair:  Tri-Chair:  Tri-Chair:

**NORCO COLLEGE GRANTS COMMITTEE**

GRANT PROPOSAL INFORMATION FORM

GRANT PROPOSAL INFORMATION	
Proposal Initiator	Dr. Samuel Lee
Email Address	<a href="mailto:Samuel.lee@norcollege.edu">Samuel.lee@norcollege.edu</a>
Phone Number	372-7199
Department	Academic Affairs
Proposal Name/ Title	Full Partnership Resource Team Visit
Please provide a brief description or an abstract of this proposal.	The California Community Colleges Institutional Effectiveness Partnership Initiative (IEPI) makes technical assistance available to institutions through full Partnership Resource Teams (PRTs) and Mini-Partnership Resource Teams (Mini-PRTs). Each full PRT will visit its client institution at least three times in order to understand the issues thoroughly, help the institution develop an improvement plan called the Innovation and Effectiveness Plan (I&EP), and provide follow-up guidance during early implementation of the Plan. As a recipient of assistance, institutions may also be eligible for a seed grant of up to \$200,000 for full PRTs.
Funding Agency/ Source	California Community College's Institutional Effectiveness Partnership Initiative
Annual Funding	N/A
Total Funding	\$200,000
Grant Duration (start and end dates)	Undetermined at this time
Proposal Due Date	Submitted in February 2019
List grant Objectives	See below
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development, activities, etc.)	<p>The ability to define a class-schedule-specific pathway for students from their first semester to their last would make guided pathways a reality for both the student and for the College. In order to bring this initiative to fruition, Norco College is requesting a Full Partnership Resource Team (PRT) Visit and seed funding in the amount of \$200,000 to assist the College in accomplishing the following:</p> <ul style="list-style-type: none"> <li>• Provide Consultation and Support for Organizational Change – Assembling class schedules 2-3 years in advance requires that the institution consider many factors including student demand, faculty scheduling, the implications of program delivery (e.g., on-line vs. on campus) and the expected growth in enrollments. The College will want to understand best practices in developing and implementing such a program.</li> <li>• Technical Support – The ability to schedule 2-3 years in advance requires the implementation of</li> </ul>

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	<p>a schedule planning and maintenance system that is integrated with the current Student Information System but is not reliant on the SIS. The planned schedule must have all the basic data elements needed to project enrollment at the section level, assign rooms, faculty workload, and estimate FTES and FTEF generation. It must also be configured to feed the Edu-Nav software platform, enabling students to reserve their classes from their first term through their last.</p> <ul style="list-style-type: none"> <li>• Professional Development and Training – The implementation of a scheduling initiative that provides students the ability to schedule 2-3 years in advance will require a more extensive planning process by the institution in addition to the professional development and training of the college faculty and staff who will implement the program.</li> </ul>
<p>What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?</p>	<p>See above</p>
<p>List titles of personnel needed to implement the grant and note if the positions are new or existing.</p>	<p>Undetermined at this time</p>
<p>Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?</p>	<p>No</p>
<p>Describe how many workstations, office space, and/or facilities will be needed to implement this grant?</p>	<p>It is not anticipated that any new workstations would be needed.</p>
<p>List college and/or district strategic Initiatives that this proposal addresses.</p>	<p>Guided Pathways</p>
<p>Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)</p>	<p>Norco College students</p>
<p>Does this grant require community or industry partners? If yes, list partner(s).</p>	<p>No</p>
<p>Is there a dollar match requirement? If yes, provide details.</p>	<p>No</p>
<p>Is it necessary to seek approval from</p>	<p>No</p>

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academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	
What information is needed from Institutional Research and Effectiveness to complete the proposal?	None
If approved, who will develop the proposal?	Letter was prepared by Jim Reeves (Strategic Development)
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	No

**COMMITTEE APPROVAL**

<i>Date:</i>	
<i>Approvals:</i>	Co-Chair:  Co-Chair:

**ISPC APPROVAL**

<i>Date:</i>	
<i>Approvals:</i>	Tri-Chair:  Tri-Chair:  Tri-Chair:



**NORCO COLLEGE GRANTS COMMITTEE**

**GRANT PROPOSAL INFORMATION FORM**

<b>GRANT PROPOSAL INFORMATION</b>	
Proposal Initiator	The RCCD Foundation invited Norco College to participate in a district-wide application. Dr. Tenisha James responded and designated Anita Bailey and Sean Davis to contribute content on behalf of the college.
Email Address	Tenisha.james@norcocollege.edu
Phone Number	372-7130
Department	Student Services
Proposal Name/ Title	RCCD Umoja Programs
Please provide a brief description or an abstract of this proposal.	To support service expansion for the Umoja Programs at the three colleges.
Funding Agency/ Source	Kresge Foundation
Annual Funding	N/A
Total Funding	\$125,000 earmarked for Norco College
Grant Duration (start and end dates)	6/1/19 – 5/31/21
Proposal Due Date	1/28/19
List grant Objectives	
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development, activities, etc.)	N/A
What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?	N/A – the application did not require any obligations other than to continue the Umoja program
List titles of personnel needed to implement the grant and note if the positions are new or existing.	N/A – the application did not require a budget
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	N/A
Describe how many workstations, office space, and/or facilities will be needed to implement this grant?	N/A
List college and/or district strategic Initiatives that this proposal addresses.	Equity
Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)	Students in the Umoja program
Does this grant require community or	No

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industry partners? If yes, list partner(s).	
Is there a dollar match requirement? If yes, provide details.	No
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	No
What information is needed from Institutional Research and Effectiveness to complete the proposal?	None
If approved, who will develop the proposal?	The RCCD Foundation prepared the application.
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	N/A

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**ISPC APPROVAL**

<i>Date:</i>	
<i>Approvals:</i>	Tri-Chair:  Tri-Chair:  Tri-Chair:

# NORCO COLLEGE

## Budget Development Calendar for FY 2019/20

FY 2018/19	January-2019	Governor's 2019/20 Proposed Budget is released Tentative budget work begins
	February-2019	<i>Area VP reviews unfunded Resource Requests for 2018/19, and funds additional requests according to priority previously established. (if additional funding is available)</i>
		<i>Develop Business, Facilities Planning Council (BFPC) goals for FY 19/20</i> <i>Develop Budget Priorities for FY 2019/20, priorities are discussed and approved by Norco College BFPC</i>
	March -2019	<i>BFPC Reviews District &amp; Norco College Tentative Budget Assumptions</i>
		Deadline to submit grant position changes to B&FS budget office (March 25th) FY 19/20 Resource Request Process begins with Area/Program Review (March)
		End of Year projections completed at February Month End
April-2019	Purchasing Deadline (April 19th)	
	NORCO builds Tentative Budget based on College Budget Priorities and Tentative Budget Assumptions	
	Tentative Budget changes due to District B&FS Budget office (April 1st)	
May-2019	Governor's May 2019/20 Revised Budget is presented Norco Tentative Budget summary presented to BFPC for review (Budget will be completed May 9th)	
	Area Managers work with faculty and staff to prioritize Resource Requests (Due May 15th)	
June-2019	End of District Operations Fiscal Year 2018/19	
	Tentative Budget available for department review after Board of Trustees approval on June 18, 2019	
FY 2019/20	July-2019	Beginning of District Operations Fiscal Year 2019/20 Cabinet reviews and analyzes prior year's budget performance and Norco achievements of "key performance indicators" related to Big Us Plan, Educational Master Plan and Facilities Master Plan.
		<i>RCCD and Norco Adopted Budget Assumptions for FY 2019/20 are distributed to BFPC for feedback</i>
	August-2019	<i>Carryover expenditure plan for Technology replacement program, Marketing, Professional Development, Facilities Improvements presented to BFPC</i>
		<i>Balance grants expenses to projected revenue for 18/19 &amp; properly budget for 19/20</i> <i>Deadline to submit College recommendations to amend Tentative Budget.(Aug 1.)</i>
		Area vice presidents reviews prioritized list with respective departments/divisions and communicate the availability of possible funding. Some requests might be funded by grants or categorical funds.
		FY 2018/19 Budget Cycle Ends
	September-2019	<i>Board of Trustees approves Adopted Budget FY 19/20 (Sept, 17, 2019)</i> Area vice presidents meet with their area leaders to prioritize Resource Requests for the entire VP area. These prioritized Resource Requests are shared with the appropriate planning council. (BFPC, SSPC, AAPC)
		Area Vice Presidents present Planning Council funding priorities to President's Cabinet for analysis in accordance with strategic plan
	October- 2019	Business Services begins allocation of funds for prioritized items based on funding availability, provides GL accounts for funded items and provides rationale for unfunded items.
	November-2019	Perform annual institution wide evaluation of effectiveness of the Resource Request Procedures (RRP) and analyze the results to enable continuous improvement.
		Perform evaluation of BFPC goals
	December-2019	Purchasing of funded items continues until April 2020. (Purchasing deadline)

**BOND MEASURE FEASIBILITY SURVEY**  
SUMMARY REPORT

PREPARED FOR THE  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT**



FEBRUARY 26, 2019



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## INTRODUCTION

Riverside Community College District (District) is dedicated to the success of its students and to the development of the communities it serves. By providing career and technical education programs, undergraduate degrees, university transfer courses, and certificate programs, the District helps nearly 40,000 students and returning veterans each year receive the education, counseling, and skills training they need to succeed and help strengthen the local economy.

In 2004, the District asked voters for assistance in funding the repair, renovation and upgrade of college classrooms and facilities by passing a general obligation bond: Measure C. In addition to the \$350 million raised by Measure C, the District has been able to leverage additional state matching funds and make use of other resources to construct new classrooms and make priority repairs and improvements. Despite these substantial investments, however, facility and technology needs remain for which the District does not have a funding source. In addition to basic facility repairs at all three campuses, there is a clear need to construct and acquire classrooms, facilities, sites, and equipment for science, math, engineering, technology, healthcare, arts, career training, and skilled trades for students and military veterans. However, to adequately fund its ongoing facility needs and access additional state matching funds, the District will need the financial support of the communities it serves through the passage of a local bond measure.

**MOTIVATION FOR RESEARCH** The primary purpose of this study was to produce an unbiased, statistically reliable evaluation of voters' interest in supporting a local bond measure to partially fund the facility repairs and improvements noted above. Additionally, should the District decide to move forward with a bond measure, the survey data provide guidance as to how to structure a measure so that it is consistent with the community's priorities and expressed needs. Specifically, the survey was designed to:

- Gauge current levels of support for a local bond measure to fund the improvement of college classrooms, facilities, sites, and equipment,
- Identify the types of projects that voters are most interested in funding, should the measure pass,
- Expose voters to arguments in favor of—and against—the proposed bond measure to gauge how information affects support for the measure, *and*
- Estimate support for the measure once voters are presented with the types of information they will likely be exposed to during the election cycle.

It is important to note at the outset that voters' opinions about tax measures are often somewhat fluid, especially when the amount of information they initially have about a measure is limited. How voters think and feel about a measure today may not be the same way they think and feel once they have had a chance to hear more information about the measure during the election cycle. Accordingly, to accurately assess the feasibility of passing a bond measure, it was important that in addition to measuring *current* opinions about the measure (Question 2), the survey expose respondents to the types of information voters are likely to encounter during an election cycle—including arguments in favor of (Question 8) and opposed to (Question 10) the measure—and gauge how this information ultimately impacts their voting decision (Questions 9 and 11).

**OVERVIEW OF METHODOLOGY** For a full discussion of the research methods and techniques used in this study, turn to *Methodology* on page 27. In brief, the survey was administered to a random sample of 861 registered voters in the Riverside Community College District who are likely to participate in the November 2020 general election, with a subset who are also likely to participate in the March 2020 primary election. The survey followed a mixed-method design that employed multiple recruiting methods (telephone and email) and multiple data collection methods (telephone and online). Administered in English and Spanish between February 6 and February 18, 2019, the average interview lasted 17 minutes.

**ORGANIZATION OF REPORT** This report is designed to meet the needs of readers who prefer a summary of the findings as well as those who are interested in the details of the results. For those who seek an overview of the findings, the sections titled *Just the Facts* and *Conclusions* are for you. They provide a summary of the most important factual findings of the survey in bullet-point format and a discussion of their implications. For the interested reader, this section is followed by a more detailed question-by-question discussion of the results from the survey by topic area (see *Table of Contents*), as well as a description of the methodology employed for collecting and analyzing the data. And, for the truly ambitious reader, the questionnaire used for the interviews is contained at the back of this report (see *Questionnaire & Toplines* on page 30) and a complete set of crosstabulations for the survey results is contained in Appendix A.

**ACKNOWLEDGMENTS** True North thanks the Riverside Community College District for the opportunity to assist the District in this important effort. The collective expertise, local knowledge, and insight provided by District staff and representatives improved the overall quality of the research presented here. A special thanks also to Jared Boigon and Joy Tatarka (TBWB Strategies) for assisting in the design of the study.

**DISCLAIMER** The statements and conclusions in this report are those of the authors (Dr. Timothy McLarney and Richard Sarles) at True North Research, Inc. and not necessarily those of the Riverside Community College District. Any errors and omissions are the responsibility of the authors.

**ABOUT TRUE NORTH** True North is a full-service survey research firm that is dedicated to providing public agencies with a clear understanding of the values, perceptions, priorities, and opinions of their residents and voters. Through designing and implementing scientific surveys, focus groups, and one-on-one interviews, as well as expert interpretation of the findings, True North helps its clients to move with confidence when making strategic decisions in a variety of areas—such as planning, policy evaluation, performance management, establishing fiscal priorities, passing revenue measures, and developing effective public information campaigns.

During their careers, Dr. McLarney and Mr. Sarles have designed and conducted over 1,000 survey research studies for public agencies, including more than 350 revenue measure feasibility studies. Of the measures that have gone to ballot based on Dr. McLarney's recommendation, 96% have been successful. In total, the research that Dr. McLarney has conducted has led to over \$32 billion in successful local revenue measures.



## JUST THE FACTS

The following section is an outline of the main factual findings from the survey. For the reader's convenience, we have organized the findings according to the section titles used in the body of this report. Thus, if you would like to learn more about a particular finding, simply turn to the appropriate report section.

### IMPORTANCE OF ISSUES

- When asked to rate the importance of eight issues, creating jobs and improving the local economy and protecting the quality of education received the highest percentage of respondents indicating that the issues were either extremely or very important (89% each), followed by improving public safety (84%).
- Given the purpose of this study, it is instructive to note that preventing local tax increases (69%) was rated as less important than protecting the quality of education (89%) and ensuring local access to an affordable, high quality college education and career training (79%), but more important than the narrow facility-based issue of maintaining and upgrading classrooms and facilities at our local community colleges (67%).

### INITIAL BALLOT TEST

- With only the information provided in the ballot language, 65% of respondents indicated that they would definitely or probably support the proposed \$840 million bond, whereas 26% stated that they would oppose the measure and 9% were unsure or unwilling to share their vote choice.
- Among the minority of voters who initially opposed the bond measure (or were unsure), the most frequently mentioned specific reasons for their position were a belief that taxes are already too high, a need for more information, and concerns that District money is/will be mismanaged or misspent.

### TAX THRESHOLD

- At the highest tax rate tested (\$24 per \$100,000 of assessed valuation), 45% of voters indicated that they would support the bond. Incremental reductions in the tax rate resulted in incremental increases in support for the measure, with 58% of voters indicating that they would support the bond at the lowest tax rate tested (\$12 per \$100,000 AV).
- When the highest tax rate (\$24 per \$100,000 of assessed valuation) was translated to an annual cost for the median home owner (approximately \$66 per year), 58% of those surveyed indicated that they would support the bond.
- Support was also higher when the tax rate of \$12 per \$100,000 of assessed valuation was translated to an annualized total of \$33 for the median home owner (66%).

### PROJECTS & PROGRAMS

When presented with a list of 11 projects and improvements that could be funded by the bond, voters were most interested in using the money to:

- Repair or replace leaky roofs, old rusty plumbing, and faulty electrical systems where needed.
- Improve access for students with disabilities.

- Upgrade classrooms and labs to help local students complete the first two years of college affordably, and transfer to the Cal-State or UC systems.

## POSITIVE ARGUMENTS

When presented with arguments in favor of the measure, voters overall found the following arguments to be the most persuasive:

- *Because the cost of attending the University of California and State University systems has become so expensive, many more students are starting their education at community colleges. This measure will ensure local students have access to an affordable, high-quality education here in Riverside County.*
- *Nearly 40% of all local high school graduates rely on our local community colleges for higher education and to prepare for careers. We need to repair and upgrade our local colleges so they can continue to serve our community well for the decades to come.*
- *Our local community colleges ensure that lower and middle-income students who can't afford the high price of a university still have an opportunity to succeed in college and careers. This measure will provide the affordable, high quality education that all students deserve.*

## INTERIM BALLOT TEST

- After presenting respondents with the wording of the proposed measure, potential tax rates associated with the bond, projects and improvements that could be funded, as well as positive arguments voters may encounter, overall support for the measure among likely November 2020 voters increased to 68%, with 32% of voters indicating that they would *definitely* vote yes. Approximately 26% of respondents opposed the measure at this point in the survey, and an additional 6% were unsure or unwilling to state their vote choice.

## NEGATIVE ARGUMENTS

Of the arguments in opposition to the measure, voters found the following to be the most persuasive:

- *Don't be fooled. Including interest, this bond will cost taxpayers about 1.5 billion dollars and will take property owners about 40 years to pay off.*
- *People are having a hard time making ends meet with the high cost of living, especially seniors and those living on fixed incomes. Now is NOT the time to be raising taxes.*

## FINAL BALLOT TEST

- After presenting the wording of the proposed measure, potential tax rates, projects that could be funded, as well as arguments in favor of and against the proposal, support for the bond measure was found among 59% of likely November 2020 voters, with 27% indicating that they would *definitely* support the measure. Approximately 33% of respondents opposed the measure at the Final Ballot Test, and 9% were unsure or unwilling to state.



## CONCLUSIONS

The bulk of this report is devoted to conveying the details of the study findings. In this section, however, we attempt to ‘see the forest through the trees’ and note how the collective results of the survey answer the key questions that motivated the research. The following conclusions are based on True North’s and TBWB’s interpretations of the survey results and the firms’ collective experience conducting revenue measure studies for public agencies throughout the State.

*Is a bond measure to fund facility improvements at Riverside CCD feasible?*

Yes. Voters consider protecting the quality of education and ensuring local access to an affordable, high quality college education and career training to be among the *most* important issues facing the community. These sentiments translate into strong natural support (65%) for a \$840 million bond measure to repair, construct, and acquire classrooms, facilities, sites, and equipment at Riverside City College, Norco College, and Moreno Valley College for science, math, engineering, technology, healthcare, arts, career training, and skilled trades for students and veterans.

The results of this study suggest that, if structured appropriately and combined with an effective public outreach/education effort *and* a solid independent campaign, the proposed bond measure has a good chance of passage if placed on the ballot in November 2020.

Having stated that a bond measure is feasible, it is important to note that the bond’s prospects will be shaped by external factors and that a recommendation to place the measure on the ballot in 2020 comes with several qualifications and conditions. Indeed, although the results are promising, all revenue measures must overcome challenges prior to being successful. The proposed measure is no exception. The following paragraphs discuss some of the challenges and the next steps that True North and TBWB recommend.

*How does the election date affect support for the proposed measure?*

Different election dates have different turnouts, different electorates, and—by extension—different opportunities and challenges. When compared to the November 2020 election, for example, the March 2020 election is expected to have lower turnout and a somewhat different demographic profile among participating voters. These demographic differences translate into different levels of support for the proposed bond measure.

The survey results reveal that as turnout increases, so too does support for the proposed bond measure. Natural support for the measure among likely November 2020 voters (65%) was approximately 9% higher than that among the smaller number of likely March 2020 voters (56%). This gap in support for the bond between the two electorates remained fairly consistent throughout the interview.

Given the strong, positive relationship between turnout and support for the proposed bond, November 2020 *appears* to be the more favorable election environment at this point. That said, circumstances could change in the coming months and there are other important factors to consider when selecting an election date—including the number and types of other measures that may be on the ballot. It is also important to point out that the March 2020 turnout model for this study was conservative in its profile, meaning it did not factor in the ‘blue wave’ effect that was witnessed in the November 2018 election. The energy of that wave and the impact that it had on reshaping voter turnout for the November 2018 election helped to propel tax measures to historically high passage rates throughout the State, even when other issues (AB195 and Proposition 6) were creating challenging cross-currents. If that wave returns for March 2020, it will have a positive impact on the bond’s prospects above and beyond the results found with the more conservative turnout model used in this study.

Accordingly, our recommendation is for the District to keep both election dates open as possibilities, which means moving forward with planning, outreach, and communications according to a schedule that would allow the District to place a measure on the March 2020 ballot. As we learn more information in the coming months about the March and November election environments, we can provide a more refined recommendation.

*What projects do voters identify as priorities for a future bond?*

One of the goals of this study was to identify voters’ preferences with respect to how the proceeds of a successful bond should be spent. This information can be used to ensure that the resulting bond project list and the measure are consistent with voters’ priorities.

Voters in the Riverside Community College District clearly see a need for the proposed projects and improvements that could be funded by a bond. In fact, nearly all of the projects tested were favored by at least three-quarters of voters surveyed. That said, voters expressed the *greatest* interest in using bond proceeds to repair or replace leaky roofs, old rusty plumbing, and faulty electrical systems where needed, improve access for students with disabilities, upgrade classrooms and labs to help local students complete the first two years of college affordably and transfer to the Cal-State or UC systems, and upgrade classrooms, labs, career training facilities, and equipment to keep pace with current industry standards and technology.

*How will the tax rate affect support for the measure?*

Naturally, the willingness of voters to support a specific revenue measure is contingent, in part, on the tax rate associated with a measure. The higher the rate, all other things being equal, the lower the level of aggregate support that can be expected. It is important that the rate be set at a level that the necessary proportion of voters view as affordable.

One of the clear patterns in the survey data is that some voters are price sensitive with respect to the proposed bond. A significant percentage of voters who were initially supportive of the \$840 million bond, for example, later hesitated when presented with the individual tax rates that could be associated with the bond. Although voter sensitivity regarding the “price” of the measure was partially overcome when the tax rates were converted to an annual total tax for the average home owner, as well as once voters were exposed to additional information about what the measure would accomplish and why it is needed, it will nevertheless be important to keep the tax rate within voters’ comfort zone.

True North and TBWB will work closely with the District and the District’s financial advisor in future months to select a tax rate and bond amount that best balances the District’s need for revenue with the political challenges associated with passing a bond measure.

*How might a public information campaign affect support for the proposed measure?*

As noted in the body of this report, individuals’ opinions about revenue measures are often not rigid, especially when the amount of information presented to the public on a measure has been limited. Thus, in addition to measuring current support for the measure, one of the goals of this study was to explore how the introduction of additional information about the measure may affect voters’ opinions about the bond.

It is clear from the survey results that voters’ opinions about the proposed bond measure are sensitive to the nature—and amount—of information that they have about the measure. Information about the specific improvements that could be funded by the bond, as well as arguments in favor of the measure, were found by many voters to be compelling reasons to support the measure. However, voters were also quite sensitive to opposition arguments designed to reduce support for the bond. Accordingly, one of the keys to building and *sustaining* support for the bond measure will be the presence of an effective, well-organized public outreach effort, as well as an independent campaign that focuses on the need for the measure as well as the many benefits that it will bring.

*How might the economic or political climate alter support for the measure?*

A survey is a snapshot in time—which means the results of this study and the conclusions noted above must be viewed in light of the current economic and political climates. Should the economy and/or political climate improve, support for the measure could increase. Conversely, negative economic and/or political developments, especially at the local level, could dampen support for the measure below what was recorded in this study.



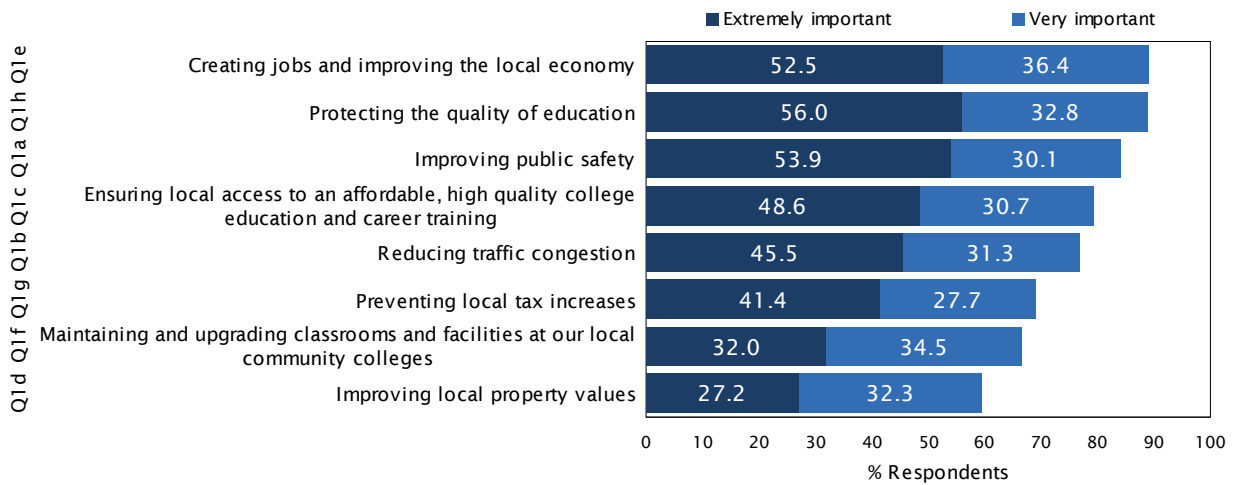
## IMPORTANCE OF ISSUES

The first substantive question of the survey presented respondents with several issues facing residents in the District and asked them to rate the importance of each issue. Because the same response scale was used for each issue, the results provide an insight into how important each issue is on a scale of importance *as well as* how each issue ranks in importance relative to the other issues tested. To avoid a systematic position bias, the order in which the issues were presented was randomized for each respondent.

Figure 1 presents the issues tested, as well as the importance assigned to each by survey participants, sorted by order of importance.<sup>1</sup> Overall, creating jobs and improving the local economy and protecting the quality of education received the highest percentage of respondents indicating that the issues were either extremely or very important (89% each), followed by improving public safety (84%). Given the purpose of this study, it is instructive to note that preventing local tax increases (69%) was rated as less important than protecting the quality of education (89%) and ensuring local access to an affordable, high quality college education and career training (79%), but more important than the narrow facility-based issue of maintaining and upgrading classrooms and facilities at our local community colleges (67%).

**Question 1** *To begin, I'm going to read a list of issues facing your community and for each one, please tell me how important you feel the issue is to you, using a scale of extremely important, very important, somewhat important or not at all important.*

**FIGURE 1 IMPORTANCE OF ISSUES**



1. Issues were ranked based on the percentage of respondents who indicated that the issue was either *extremely important* or *very important*.

## INITIAL BALLOT TEST

The primary research objective of this survey was to estimate voters' support for a bond measure that would raise \$840 million to repair, construct, and acquire classrooms, facilities, sites, and equipment at Riverside City College, Norco College, and Moreno Valley College for science, math, engineering, technology, healthcare, arts, career training, and skilled trades for students and veterans. To this end, Question 2 was designed to take an early assessment of support for the proposed measure.

The motivation for placing Question 2 up-front in the survey is twofold. First, voter support for a measure can often depend on the amount of information they have about a measure. At this point in the survey, the respondent has not been provided information about the proposed measure beyond what is presented in the ballot language. This situation is analogous to a voter casting a ballot with limited knowledge about the measure, such as what might occur in the absence of an effective education campaign. Question 2—also known as the Initial Ballot Test—is thus a good measure of voter support for the proposed measure *as it is today*, on the natural. Because the Initial Ballot Test provides a gauge of 'uninformed' support for the measure, it also serves a second purpose in that it provides a useful baseline from which to judge the impact of various information items conveyed later in the survey on voter support for the measure.

**Question 2** *Your household is within the Riverside Community College District. Next year, voters in the District may be asked to vote on a local ballot measure. Let me read you a summary of the measure. To improve access for students and veterans to high quality, affordable college education by repairing, constructing, and acquiring classrooms, facilities, sites, and equipment at Riverside City, Norco, and Moreno Valley Colleges for science, math, engineering, technology, healthcare, arts, career-training, and skilled trades; shall the Riverside Community College District measure authorizing 840 million dollars in bonds at legal rates, levying 2 cents per 100 dollars of assessed value (\$51 million annually) while bonds are outstanding, be approved, with citizen oversight and all money locally controlled? If the election were held today, would you vote yes or no on this measure?*

FIGURE 2 INITIAL BALLOT TEST

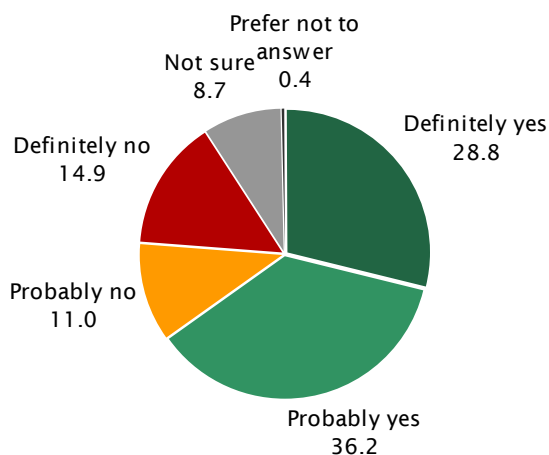


Figure 2 presents the results of the Initial Ballot Test among all respondents. Overall, 65% of likely November 2020 voters surveyed indicated that they would definitely or probably support the proposed bond, whereas 26% stated that they would oppose the measure and 9% were unsure or unwilling to share their vote choice. For Proposition 39 bonds in California, support at the Initial Ballot Test was approximately ten percentage points above the 55% support level required for the measure to pass.

**SUPPORT BY SUBGROUPS** For the interested reader, Table 1 shows how support for the measure at the Initial Ballot Test varied by key demographic traits. The blue column (Approximate % of Likely Voter Universe) indicates the percentage of the electorate that each subgroup category comprises. Initial support for the proposed bond measure varied considerably across voter subgroups, ranging from a low of 37% among dual Republican households to high of 84% among voters who often use Twitter as a source for local news. Initial support for the measure among the subset of voters likely to participate in the March 2020 election was approximately 9 percentage points lower than that found among the larger group of voters likely to vote in November 2020.

**TABLE 1 DEMOGRAPHIC BREAKDOWN OF SUPPORT AT INITIAL BALLOT TEST**

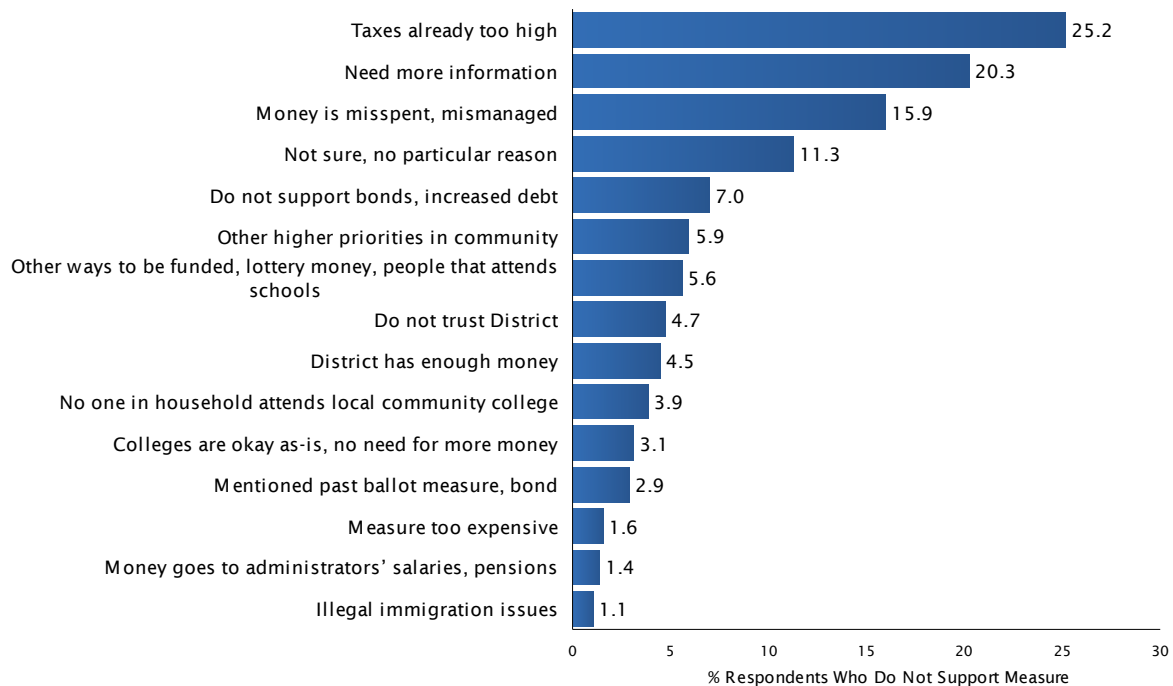
		Approximate % of Voter Universe	% Probably or Definitely Yes	% Not sure
Overall		100	65.0	8.7
Hsld Member Taken	Yes	69	64.7	9.0
	No	31	66.6	7.7
College(s) Attended by Hsld Member (QD2)	Riverside City College	55	63.0	9.2
	Norco College	25	68.1	8.8
	Moreno Valley College	19	63.0	10.3
	None	31	66.6	7.7
Public School Child in Hsld (QD3)	Yes	39	65.6	9.1
	No	61	65.0	8.3
Often-Used Local Info Sources (QD4)	Press-Enterprise	16	71.2	7.0
	NextDoor	6	64.3	4.9
	Facebook	20	70.2	6.9
	Twitter	6	83.9	2.0
	Radio	28	63.0	5.2
	Friends, family	25	70.6	5.7
Party	Democrat	44	78.5	9.6
	Republican	30	45.8	7.5
	Other / DTS	26	63.8	8.3
Household Party Type	Single dem	20	77.6	9.4
	Dual dem	13	76.1	11.7
	Single rep	10	47.0	12.8
	Dual rep	12	37.0	4.3
	Other	16	62.6	8.0
	Mixed	29	70.9	7.5
Age	18 to 29	16	81.6	10.6
	30 to 39	15	69.5	7.7
	40 to 49	16	60.4	7.5
	50 to 64	29	58.0	10.0
	65 or older	23	62.8	7.0
Registration Year	2019 to 2016	55	64.4	9.6
	2015 to 2010	23	73.3	7.5
	2009 to 2004	11	62.4	7.9
	Before 2004	11	53.2	7.1
College Area	Norco College	30	63.7	6.5
	Moreno Valley College	23	72.8	9.1
	Riverside City College	47	62.1	9.9
School District	Corona-Norco USD	30	63.7	6.5
	Moreno Valley USD	15	71.6	9.0
	Val Verde USD	7	75.4	9.2
	Riverside USD	31	61.7	9.6
	Jurupa USD	8	63.8	10.6
	Alvord USD	7	61.7	9.9
Homeowner on Voter File	Yes	70	64.1	8.2
	No	30	67.3	9.8
Likely to Vote by Mail	Yes	74	64.4	8.5
	No	26	66.9	9.2
Likely Mar 2020 Voter	Yes	62	56.2	11.0
	No	38	79.6	4.8
Gender	Male	47	64.7	5.9
	Female	53	65.7	11.8

**REASONS FOR OPPOSING MEASURE** Respondents who did not support the measure at Question 2 were subsequently asked if there was a particular reason for their position. Question 3 was asked in an open-ended manner, allowing respondents to mention any reason that came to mind without being prompted by or restricted to a particular list of options. True North later reviewed the verbatim responses and grouped them into the categories shown in Figure 3.

Among the specific reasons offered for not supporting the bond at the Initial Ballot Test, the belief that taxes are already too high (25%), a need for more information (20%), and concerns that District money is/will be mismanaged or misspent (16%) were the most common.

**Question 3** *Is there a particular reason why you do not support or are unsure about the measure I just described?*

**FIGURE 3 REASONS FOR NOT SUPPORTING MEASURE**



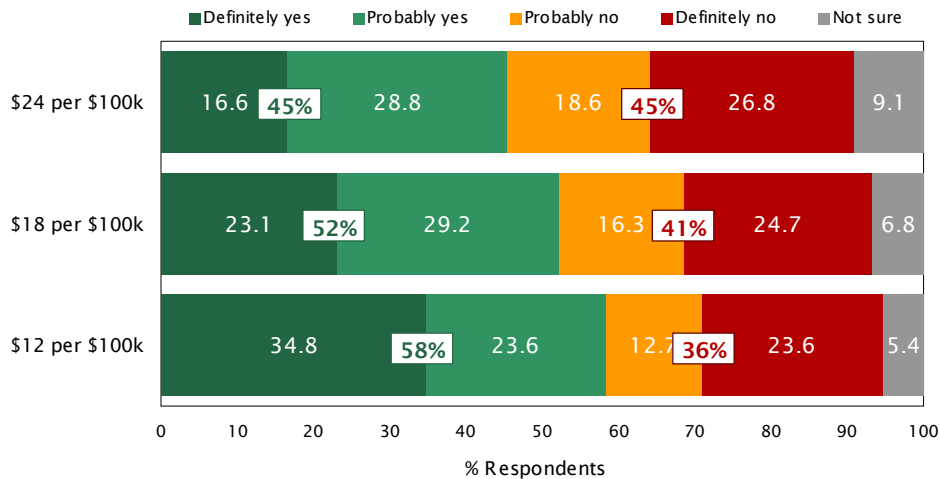
## TAX THRESHOLD

Naturally, voter support for a revenue measure is often contingent on the cost of the measure. The higher the tax rate, all other things being equal, the less likely a voter is to support the measure. One of the goals of this study was thus to gauge the impact that changes in the tax rate can be expected to have on voter support for the proposed bond measure.

Questions 4, 5, and 6 were designed to do just that. Respondents were first instructed that the amount each home owner will pay if the measure passes depends on the *assessed* value of their home—not the market value. Voters were then presented with the highest tax rate (\$24 per \$100,000 assessed valuation) and asked if they would support the proposed measure at that rate. If a respondent did not answer ‘definitely yes’, they were asked whether they would support the measure at the next lowest tax rate. The three tax rates tested using this methodology and the percentage of respondents who indicated they would vote in favor of the measure at each rate are shown in Figure 4.

**Question 4** *The amount each home owner will pay if the community college bond passes depends on the assessed value of their home - not the current market value of the home. If you heard that the annual property taxes on your home would increase: \_\_\_\_\_ per 100,000 dollars of assessed valuation, would you vote yes or no on the bond measure?*

FIGURE 4 TAX THRESHOLD



The most obvious pattern revealed in Figure 4 is that some voters are price sensitive when it comes to their support for the proposed bond measure. As the cost of the measure to their household increases, support for the bond decreases. At the highest tax rate tested (\$24 per \$100,000 of assessed valuation), 45% of voters indicated that they would support the bond. Incremental reductions in the tax rate resulted in incremental increases in support for the measure, with 58% of voters indicating that they would support the bond at the lowest tax rate tested (\$12 per \$100,000 of assessed valuation).

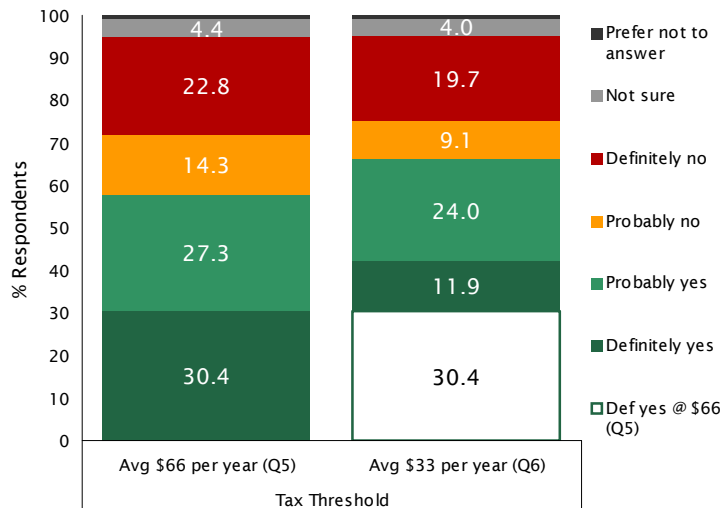
**ANNUALIZED IMPACT FOR MEDIAN HOME OWNER** Because voters occasionally overestimate their current assessed valuation and/or have difficulty translating the tax rate into an annualized total, the survey also tested a different approach for conveying the tax rate information. In addition to presenting rates as described above, voters were also provided with the total annual cost of the bond for the median homeowner in the District (see Questions 5 and 6) based on the \$24 and \$12 tax rates tested in Question 4. The results are presented below in Figure 5.

Voters generally respond more positively when the cost of the measure is expressed as an annual total for the median home owner when compared with a rate per \$100,000 of assessed valuation. At the highest tax rate tested (\$24 per \$100,000 of assessed valuation), 45% of voters indicated that they would support the proposed bond measure. When that rate was translated to an annual cost for the median home owner (approximately \$66 per year), 58% of those surveyed indicated that they would support the bond. Support was also higher when the tax rate of \$12 per \$100,000 AV (58%) was translated to an annualized total of \$33 for the median home owner (66%).

**Question 5** *Let me put it another way: If you knew that this measure would cost the typical home owner about \$66 per year, would you vote yes or no on the bond measure?*

**Question 6** *If you knew that this measure would cost the typical home owner about \$33 per year, would you vote yes or no on the bond measure?*

**FIGURE 5 SUPPORT MEASURE AT AVERAGE OF \$66 & \$33 PER YEAR**



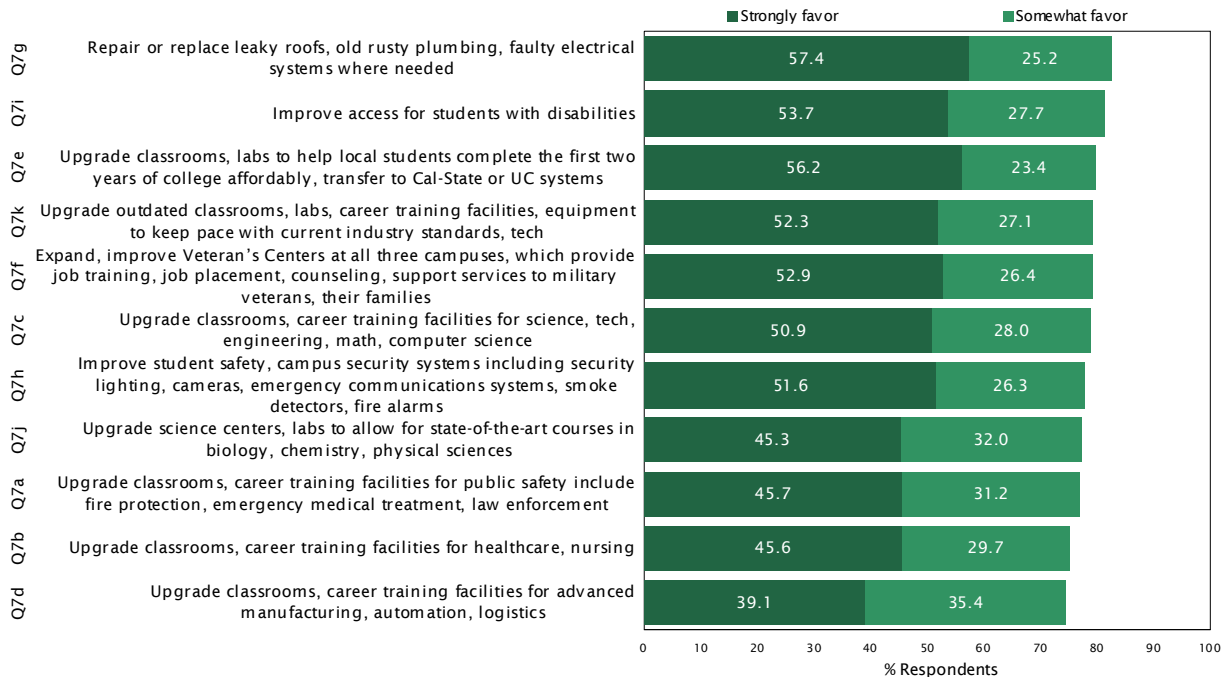
## PROJECTS & PROGRAMS

The ballot language presented in Question 2 indicated that the proposed bond measure would be used to repair, construct, and acquire classrooms, facilities, sites, and equipment at Riverside City College, Norco College, and Moreno Valley College for science, math, engineering, technology, healthcare, arts, career training, and skilled trades for students and veterans. The purpose of Question 7 was to provide respondents with the full range of projects and improvements that may be funded by the proposed measure, as well as identify which of these improvements voters most favored funding with bond proceeds.

After reading each improvement that may be funded by the measure, respondents were asked if they would favor or oppose spending some of the money on that particular improvement assuming that the measure passes. Truncated descriptions of the improvements tested, as well as voters' responses, are shown in Figure 6 below.<sup>2</sup>

**Question 7** *The measure we've been discussing would provide funding for a variety of projects and improvements. If the measure passes, would you favor or oppose using some of the money to: \_\_\_\_\_, or do you not have an opinion?*

**FIGURE 6 PROJECTS & PROGRAMS**



2. For the full text of the improvements tested, turn to Question 7 in *Questionnaire & Toplines* on page 30.

Overall, the improvements that resonated with the largest percentage of respondents were repairing or replacing leaky roofs, old rusty plumbing, and faulty electrical systems where needed (83% strongly or somewhat favor), improving access for students with disabilities (81%), and upgrading classrooms and labs to help local students complete the first two years of college affordably, and transfer to the Cal-State or UC systems (80%).

**PROJECT RATINGS BY SUBGROUP** Table 2 presents the top five projects (showing the percentage of respondents who *strongly* favor each) by position at the Initial Ballot Test. Not surprisingly, individuals who initially opposed the measure were generally less likely to favor spending money on a given project or service when compared with supporters. Nevertheless, initial supporters, opponents, and the undecided did agree on two of the top five priorities for funding.

**TABLE 2 TOP PROJECTS & PROGRAMS BY POSITION AT INITIAL BALLOT TEST**

Position at Initial Ballot Test (Q2)	Item	Project or Program Summary	% Strongly Favor
Probably or Definitely Yes (n = 560)	Q7e	Upgrade classrooms, labs to help local students complete the first two years of college affordably, transfer to Cal-State or UC systems	72
	Q7g	Repair or replace leaky roofs, old rusty plumbing, faulty electrical systems where needed	71
	Q7k	Upgrade outdated classrooms, labs, career training facilities, equipment to keep pace with current industry standards, tech	67
	Q7i	Improve access for students with disabilities	65
	Q7h	Improve student safety, campus security systems including security lighting, cameras, emergency communications systems, smoke detectors, fire alarms	64
Probably or Definitely No (n = 223)	Q7f	Expand, improve Veteran's Centers at all three campuses, which provide job training, job placement, counseling, support services to military veterans, their families	36
	Q7i	Improve access for students with disabilities	27
	Q7g	Repair or replace leaky roofs, old rusty plumbing, faulty electrical systems where needed	25
	Q7c	Upgrade classrooms, career training facilities for science, tech, engineering, math, computer science	23
	Q7e	Upgrade classrooms, labs to help local students complete the first two years of college affordably, transfer to Cal-State or UC systems	22
Not Sure (n = 75)	Q7f	Expand, improve Veteran's Centers at all three campuses, which provide job training, job placement, counseling, support services to military veterans, their families	53
	Q7i	Improve access for students with disabilities	52
	Q7b	Upgrade classrooms, career training facilities for healthcare, nursing	51
	Q7g	Repair or replace leaky roofs, old rusty plumbing, faulty electrical systems where needed	51
	Q7h	Improve student safety, campus security systems including security lighting, cameras, emergency communications systems, smoke detectors, fire alarms	50





## POSITIVE ARGUMENTS

If the Board chooses to place a bond measure on an upcoming ballot, voters will be exposed to various arguments about the bond in the ensuing months. Proponents of the measure will present arguments to try to persuade voters to support a measure, just as opponents may present arguments to achieve the opposite goal. For this study to be a reliable gauge of voter support for the proposed bond measure, it is important that the survey simulate the type of discussion and debate that will occur prior to the vote taking place and identify how this information ultimately shapes voters' opinions about the bond.

The objective of Question 8 was thus to present respondents with arguments in favor of the proposed measure and identify if they felt the arguments were convincing reasons to support it. Arguments in opposition to the measure were also presented and are discussed later in this report (see *Negative Arguments* on page 21). Within each series, specific arguments were administered in random order to avoid a systematic position bias. Figure 5 on the next page presents the truncated positive arguments tested, as well as voters' reactions to the arguments. Statements above the blue dotted line were presented to all voters, whereas those under the line were presented only to voters within specific college areas as noted in the figure.

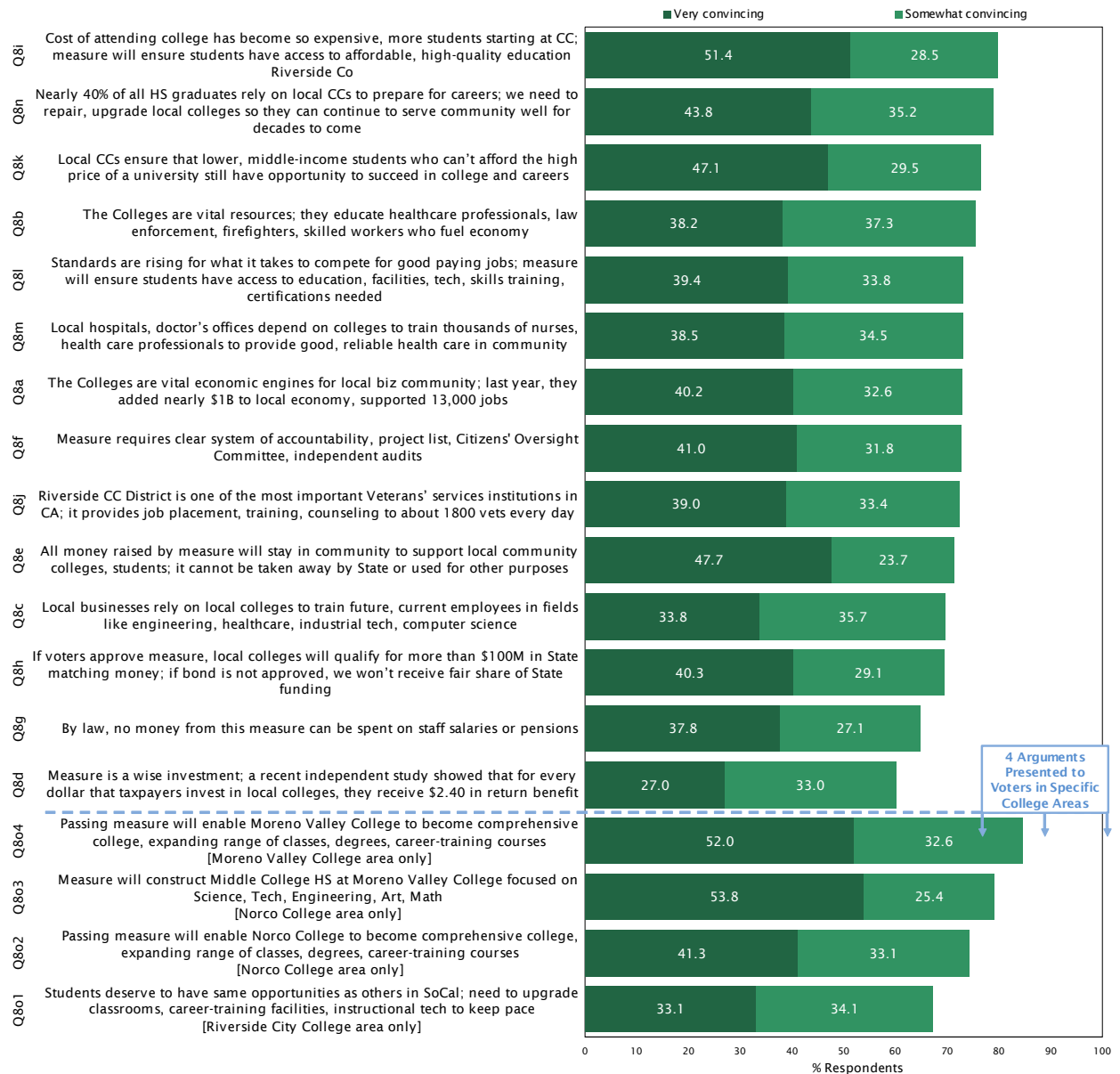
Using this methodology, the most compelling positive arguments among voters overall were: *Because the cost of attending the University of California and State University systems has become so expensive, many more students are starting their education at community colleges. This measure will ensure local students have access to an affordable, high-quality education here in Riverside County* (80% very or somewhat convincing), *Nearly 40% of all local high school graduates rely on our local community colleges for higher education and to prepare for careers. We need to repair and upgrade our local colleges so they can continue to serve our community well for the decades to come* (79%), and *Our local community colleges ensure that lower and middle-income students who can't afford the high price of a university still have an opportunity to succeed in college and careers. This measure will provide the affordable, high quality education that all students deserve* (77%).

Considering the *intensity* of voters' reactions to the statements, another strong positive argument among voters overall was: *All money raised by the measure will stay in our community to support our local community colleges and students. It cannot be taken away by the State or used for other purposes* (48% very convincing).

Of the positive arguments tested among voters residing in specific college areas, the most compelling were: *Passing this measure will enable Moreno Valley College to become a comprehensive college, expanding the range of classes, degrees, and career-training courses offered to better meet the needs of area residents* (85% very or somewhat convincing among those in the Moreno Valley College area) and *This measure will construct a Middle College High School at Moreno Valley College focused on Science, Technology, Engineering, Art and Mathematics that will allow students to earn a high school diploma and complete two years of college classes in just four years. This will shorten the time it takes to graduate college and make higher education more affordable* (79% very or somewhat convincing among those in the Norco College area).

**Question 8** *What I'd like to do now is tell you what some people are saying about the measure we've been discussing. Supporters of the measure say: \_\_\_\_\_. Do you think this is a very convincing, somewhat convincing, or not at all convincing reason to SUPPORT the measure?*

**FIGURE 7 POSITIVE ARGUMENTS**



**POSITIVE ARGUMENTS BY INITIAL SUPPORT** Table 3 on the next page lists the top five most convincing positive arguments (showing the percentage of respondents who cited it as *very convincing*) according to respondents' vote choice at the Initial Ballot Test. The most striking pattern in the table is that the positive arguments resonated with a higher percentage of voters who were initially inclined to support the measure when compared with voters who initially opposed the measure or were unsure. Nevertheless, three specific arguments were ranked among the top five most compelling by all three groups.

**TABLE 3 TOP POSITIVE ARGUMENTS BY POSITION AT INITIAL BALLOT TEST**

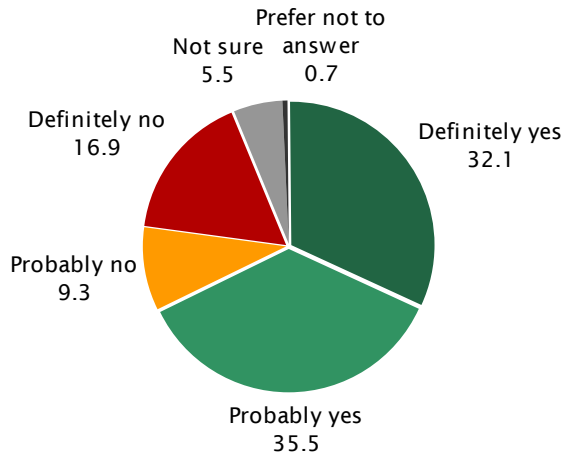
Position at Initial Ballot Test (Q2)	Item	Positive Argument Summary	% Very Convincing
Probably or Definitely Yes (n = 560)	Q8o3	Measure will construct Middle College HS at Moreno Valley College focused on Science, Tech, Engineering, Art, Math	67
	Q8i	Cost of attending college has become so expensive, more students starting at CC; measure will ensure students have access to affordable, high-quality education Riverside Co	66
	Q8o4	Passing measure will enable Moreno Valley College to become comprehensive college, expanding range of classes, degrees, career-training courses offered	64
	Q8e	All money raised by measure will stay in community to support local community colleges, students; it cannot be taken away by State or used for other purposes	62
	Q8k	Local CCs ensure that lower, middle-income students who can't afford the high price of a university still have opportunity to succeed in college and careers	61
Probably or Definitely No (n = 223)	Q8g	By law, no money from this measure can be spent on staff salaries or pensions	21
	Q8j	Riverside CC District is one of the most important Veterans' services institutions in CA; it provides job placement, training, counseling to about 1800 vets every day	19
	Q8i	Cost of attending college has become so expensive, more students starting at CC; measure will ensure students have access to affordable, high-quality education Riverside Co	18
	Q8e	All money raised by measure will stay in community to support local community colleges, students; it cannot be taken away by State or used for other purposes	16
	Q8k	Local CCs ensure that lower, middle-income students who can't afford the high price of a university still have opportunity to succeed in college and careers	15
Not Sure (n = 75)	Q8f	Measure requires clear system of accountability, project list, Citizens' Oversight Committee, independent audits	43
	Q8i	Cost of attending college has become so expensive, more students starting at CC; measure will ensure students have access to affordable, high-quality education Riverside Co	43
	Q8o4	Passing measure will enable Moreno Valley College to become comprehensive college, expanding range of classes, degrees, career-training courses offered	42
	Q8k	Local CCs ensure that lower, middle-income students who can't afford the high price of a university still have opportunity to succeed in college and careers	38
	Q8e	All money raised by measure will stay in community to support local community colleges, students; it cannot be taken away by State or used for other purposes	36

## INTERIM BALLOT TEST

After informing respondents about the potential tax rates associated with the bond, projects and improvements that could be funded, as well as exposing them to positive arguments they may encounter about the bond, the survey again presented voters with the ballot language used previously to gauge how their support for the proposed bond measure may have changed. As shown in Figure 8, overall support for the measure among likely November 2020 voters increased to 68%, with 32% of voters indicating that they would *definitely* vote yes. Approximately 26% of respondents opposed the measure at this point in the survey, and an additional 6% were unsure or unwilling to state their vote choice.

**Question 9** *Sometimes people change their mind about a measure once they have more information about it. Now that you have heard a bit more about the measure, let me read you a summary of it again. To improve access for students and veterans to high quality, affordable college education by repairing, constructing, and acquiring classrooms, facilities, sites, and equipment at Riverside City, Norco, and Moreno Valley Colleges for science, math, engineering, technology, healthcare, arts, career-training, and skilled trades; shall the Riverside Community College District measure authorizing 840 million dollars in bonds at legal rates, levying 2 cents per 100 dollars of assessed value (\$51 million annually) while bonds are outstanding, be approved, with citizen oversight and all money locally controlled? If the election were held today, would you vote yes or no on this measure?*

FIGURE 8 INTERIM BALLOT TEST



**SUPPORT BY SUBGROUPS** Table 4 on the next page shows how support for the measure at this point in the survey varied by key voter subgroups, as well as the percentage change in subgroup support when compared with the Initial Ballot Test. Positive differences appear in green, whereas negative differences appear in red. The largest positive gains in support for the bond were found among voters 30 to 39 years of age, voters with a household party type of other, and renters.

TABLE 4 DEMOGRAPHIC BREAKDOWN OF SUPPORT AT INTERIM BALLOT TEST

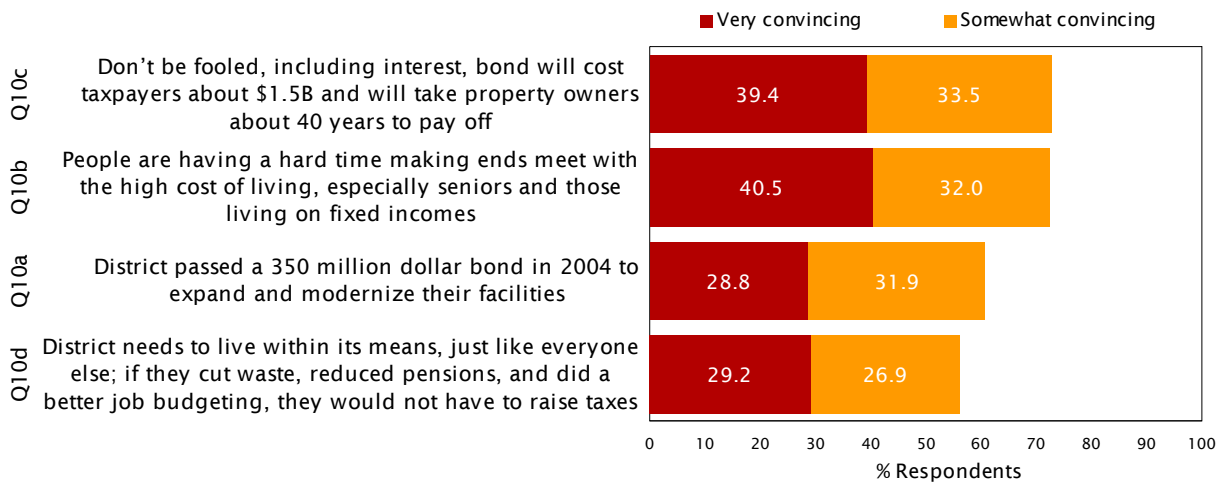
		Approximate % of Voter Universe	% Probably or Definitely Yes	Change From Initial Ballot Test (Q2)
Overall		100	67.6	+2.5
Hsld Member Taken	Yes	69	68.2	+3.5
Classes at Local College	No	31	69.0	+2.5
College(s) Attended by Hsld Member (QD2)	Riverside City College	55	67.1	+4.1
	Norco College	25	68.9	+0.7
	Moreno Valley College	19	62.8	-0.1
	None	31	69.0	+2.5
Public School Child in Hsld (QD3)	Yes	39	69.2	+3.5
	No	61	68.0	+3.0
Often-Used Local Info Sources (QD4)	Press-Enterprise	16	77.5	+6.3
	NextDoor	6	67.5	+3.2
	Facebook	20	71.7	+1.5
	Twitter	6	82.0	-1.9
	Radio	28	63.5	+0.4
	Friends, family	25	74.7	+4.1
Party	Democrat	44	83.1	+4.5
	Republican	30	43.7	-2.1
	Other / DTS	26	68.3	+4.4
Household Party Type	Single dem	20	81.0	+3.3
	Dual dem	13	83.5	+7.4
	Single rep	10	50.5	+3.5
	Dual rep	12	38.2	+1.3
	Other	16	70.4	+7.8
	Mixed	29	67.9	-2.9
Age	18 to 29	16	87.9	+6.3
	30 to 39	15	79.8	+10.3
	40 to 49	16	57.9	-2.5
	50 to 64	29	56.9	-1.1
	65 or older	23	65.7	+2.9
Registration Year	2019 to 2016	55	66.8	+2.4
	2015 to 2010	23	79.6	+6.3
	2009 to 2004	11	58.6	-3.8
	Before 2004	11	54.4	+1.1
College Area	Norco College	30	64.6	+0.8
	Moreno Valley College	23	74.1	+1.3
	Riverside City College	47	66.3	+4.2
School District	Corona-Norco USD	30	64.6	+0.8
	Moreno Valley USD	15	70.5	-1.1
	Val Verde USD	7	81.6	+6.2
	Riverside USD	31	65.2	+3.5
	Jurupa USD	8	68.3	+4.5
	Alvord USD	7	69.0	+7.2
Homeowner on Voter File	Yes	70	64.5	+0.4
	No	30	74.8	+7.5
Likely to Vote by Mail	Yes	74	67.2	+2.8
	No	26	68.6	+1.7
Likely Mar 2020 Voter	Yes	62	58.3	+2.1
	No	38	82.9	+3.3
Gender	Male	47	63.3	-1.5
	Female	53	72.7	+7.0

## NEGATIVE ARGUMENTS

Whereas Question 8 presented respondents with arguments in favor of the measure, Question 10 presented respondents with arguments designed to elicit opposition to the measure. In the case of Question 10, however, respondents were asked if they felt that the argument was a very convincing, somewhat convincing, or not at all convincing reason to *oppose* the measure. The arguments tested, as well as voters' opinions about the arguments, are presented in Figure 9.

**Question 10** *Next, let me tell you what opponents of the measure are saying. Opponents of the measure say: \_\_\_\_\_. Do you think this is a very convincing, somewhat convincing, or not at all convincing reason to OPPOSE the measure?*

FIGURE 9 NEGATIVE ARGUMENTS



The most compelling negative arguments tested were: *Don't be fooled. Including interest, this bond will cost taxpayers about 1.5 billion dollars and will take property owners about 40 years to pay off* (73% very or somewhat convincing) and *People are having a hard time making ends meet with the high cost of living, especially seniors and those living on fixed incomes. Now is NOT the time to be raising taxes* (73%).

**NEGATIVE ARGUMENTS BY INITIAL SUPPORT** Table 5 on the next page ranks the negative arguments (showing the percentage of respondents who cited each as very convincing) according to respondents' vote choice at the Initial Ballot Test.

**TABLE 5 NEGATIVE ARGUMENTS BY POSITION AT INITIAL BALLOT TEST**

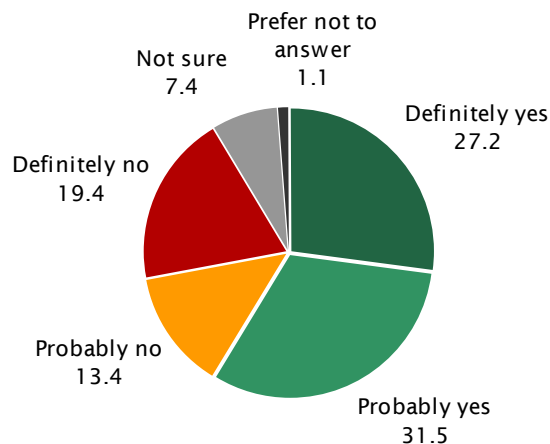
Position at Initial Ballot Test (Q2)	Item	Negative Argument Summary	% Very Convincing
Probably or Definitely Yes (n = 560)	Q10b	People are having a hard time making ends meet with the high cost of living, especially seniors and those living on fixed incomes	30
	Q10c	Don't be fooled, including interest, bond will cost taxpayers about \$1.5B and will take property owners about 40 years to pay off	28
	Q10d	District needs to live within its means, just like everyone else; if they cut waste, reduced pensions, and did a better job budgeting, they would not have to raise taxes	17
	Q10a	District passed a 350 million dollar bond in 2004 to expand and modernize their facilities	16
Probably or Definitely No (n = 223)	Q10c	Don't be fooled, including interest, bond will cost taxpayers about \$1.5B and will take property owners about 40 years to pay off	65
	Q10b	People are having a hard time making ends meet with the high cost of living, especially seniors and those living on fixed incomes	63
	Q10d	District needs to live within its means, just like everyone else; if they cut waste, reduced pensions, and did a better job budgeting, they would not have to raise taxes	59
	Q10a	District passed a 350 million dollar bond in 2004 to expand and modernize their facilities	58
Not Sure (n = 75)	Q10b	People are having a hard time making ends meet with the high cost of living, especially seniors and those living on fixed incomes	52
	Q10c	Don't be fooled, including interest, bond will cost taxpayers about \$1.5B and will take property owners about 40 years to pay off	46
	Q10a	District passed a 350 million dollar bond in 2004 to expand and modernize their facilities	33
	Q10d	District needs to live within its means, just like everyone else; if they cut waste, reduced pensions, and did a better job budgeting, they would not have to raise taxes	30

## FINAL BALLOT TEST

Voters' opinions about ballot measures are often not rigid, especially when the amount of information presented to the public on a measure has been limited. An important goal of the survey was thus to gauge how voters' opinions about the proposed measure may be affected by the information they could encounter during the course of an election cycle. After providing respondents with the wording of the proposed measure, potential tax rates, projects that could be funded, and arguments in favor of and against the proposal, the survey again asked voters whether they would vote 'yes' or 'no' on the proposed bond measure.

**Question 11** *Now that you have heard a bit more about the measure, let me read you a summary of it one more time. To improve access for students and veterans to high quality, affordable college education by repairing, constructing, and acquiring classrooms, facilities, sites, and equipment at Riverside City, Norco, and Moreno Valley Colleges for science, math, engineering, technology, healthcare, arts, career-training, and skilled trades; shall the Riverside Community College District measure authorizing 840 million dollars in bonds at legal rates, levying 2 cents per 100 dollars of assessed value (\$51 million annually) while bonds are outstanding, be approved, with citizen oversight and all money locally controlled? If the election were held today, would you vote yes or no on this measure?*

FIGURE 10 FINAL BALLOT TEST



At this point in the survey, support for the bond measure was found among 59% of likely November 2020 voters, with 27% indicating that they would *definitely* support the measure. Approximately 33% of respondents opposed the measure at the Final Ballot Test, and 9% were unsure or unwilling to state their vote choice.



# CHANGE IN SUPPORT

Table 6 provides a closer look at how support for the proposed bond measure changed over the course of the interview by calculating the difference in support between the Initial, Interim, and Final Ballot Tests within various subgroups of voters. The percentage of support for the measure at the Final Ballot Test is shown in the column with the heading *% Probably or Definitely Yes*. The columns to the right show the difference between the Final and the Initial, and the Final and Interim Ballot Tests. Positive differences appear in green, and negative differences appear in red.

**TABLE 6 DEMOGRAPHIC BREAKDOWN OF SUPPORT AT FINAL BALLOT TEST**

		Approximate % of Voter Universe	% Probably or Definitely Yes	Change From Initial Ballot Test (Q2)	Change From Interim Ballot Test (Q9)
Overall		100	58.7	-6.4	-8.9
Hsld Member Taken	Yes	69	59.0	-5.7	-9.2
Classes at Local College	No	31	59.9	-6.7	-9.1
College(s) Attended by Hsld Member (QD2)	Riverside City College	55	58.6	-4.5	-8.6
	Norco College	25	56.5	-11.6	-12.3
	Moreno Valley College	19	59.0	-3.9	-3.8
	None	31	59.9	-6.7	-9.1
Public School Child in Hsld (QD3)	Yes	39	57.5	-8.1	-11.6
	No	61	60.4	-4.6	-7.6
Often-Used Local Info Sources (QD4)	Press-Enterprise	16	73.2	+2.0	-4.3
	NextDoor	6	61.0	-3.4	-6.6
	Facebook	20	59.6	-10.6	-12.1
	Twitter	6	70.3	-13.7	-11.7
	Radio	28	59.1	-3.9	-4.3
	Friends, family	25	63.2	-7.4	-11.5
Party	Democrat	44	76.3	-2.2	-6.8
	Republican	30	36.3	-9.5	-7.4
	Other / DTS	26	54.0	-9.8	-14.3
Household Party Type	Single dem	20	76.9	-0.7	-4.0
	Dual dem	13	74.1	-2.0	-9.4
	Single rep	10	39.5	-7.5	-11.0
	Dual rep	12	33.1	-3.9	-5.1
	Other	16	51.8	-10.8	-18.6
	Mixed	29	60.6	-10.3	-7.3
Age	18 to 29	16	76.7	-4.9	-11.2
	30 to 39	15	69.8	+0.4	-9.9
	40 to 49	16	47.7	-12.7	-10.3
	50 to 64	29	49.9	-8.1	-7.0
	65 or older	23	57.6	-5.1	-8.1
Registration Year	2019 to 2016	55	59.2	-5.2	-7.6
	2015 to 2010	23	65.6	-7.7	-14.0
	2009 to 2004	11	49.6	-12.7	-9.0
	Before 2004	11	49.9	-3.3	-4.4
College Area	Norco College	30	57.9	-5.9	-6.7
	Moreno Valley College	23	68.6	-4.3	-5.6
	Riverside City College	47	54.4	-7.7	-11.9
School District	Corona-Norco USD	30	57.9	-5.9	-6.7
	Moreno Valley USD	15	63.6	-7.9	-6.9
	Val Verde USD	7	78.8	+3.4	-2.9
	Riverside USD	31	55.9	-5.8	-9.2
	Jurupa USD	8	58.3	-5.5	-10.0
	Alvord USD	7	43.3	-18.4	-25.6
Homeowner on Voter File	Yes	70	56.3	-7.7	-8.2
	No	30	64.1	-3.1	-10.7
Likely to Vote by Mail	Yes	74	58.9	-5.5	-8.3
	No	26	58.1	-8.9	-10.5
Likely Mar 2020 Voter	Yes	62	51.2	-5.0	-7.1
	No	38	71.1	-8.6	-11.9
Gender	Male	47	54.9	-9.9	-8.4
	Female	53	62.5	-3.2	-10.2

All voter subgroups responded to the negative arguments with a reduction in their support for the measure when compared with levels recorded at the Interim Ballot Test. The general trend over the course of the entire survey (Initial to Final Ballot Test) was also one of declining support for most voter subgroups, averaging -9% overall.

Whereas Table 6 displays change in support for the measure over the course of the interview at the subgroup level, Table 7 below presents individual-level changes that occurred between the Initial and Final Ballot Tests for the measure. On the left side of the table is shown each of the response options to the Initial Ballot Test and the percentage of respondents in each group. The cells in the body of the table depict movement within each response group (row) based on the information provided throughout the course of the survey as recorded by the Final Ballot Test. For example, in the first row we see that of the 28.8% of respondents who indicated they would definitely support the measure at the Initial Ballot Test, 19.4% indicated they would definitely support the measure at the Final Ballot Test. Approximately 6.0% moved to the probably support group, 1.5% moved to the probably oppose group, 1.0% moved to the definitely oppose group, and 1.0% percent stated they were now unsure of their vote choice.

To ease interpretation of the table, the cells are color coded. Red shaded cells indicate declining support, green shaded cells indicate increasing support, whereas white cells indicate no movement. Moreover, within the cells, a white font indicates a fundamental change in the vote: from yes to no, no to yes, or not sure to either yes or no.

**TABLE 7 MOVEMENT BETWEEN INITIAL & FINAL BALLOT TEST**

Initial Ballot Test (Q2)		Final Ballot Test (Q11)				
		Definitely support	Probably support	Probably oppose	Definitely oppose	Not sure
Definitely support	28.8%	19.4%	6.0%	1.5%	1.0%	1.0%
Probably support	36.2%	7.1%	21.5%	3.6%	0.8%	3.2%
Probably oppose	11.0%	0.4%	1.1%	6.3%	2.9%	0.2%
Definitely oppose	14.9%	0.1%	0.4%	1.1%	13.3%	0.1%
Not sure	9.0%	0.3%	2.5%	0.8%	1.4%	4.1%

As one might expect, the information conveyed in the survey generally had the greatest impact on individuals who either weren't sure about how they would vote at the Initial Ballot Test or were tentative in their vote choice (probably yes or probably no). Moreover, Table 7 makes clear that although the information presented in the survey did impact some voters, it did not do so in a consistent way for all respondents. Some respondents found the information provided during the course of the interview to be a reason to become more supportive of the measure, while a larger percentage found the same information reason to be less supportive. Although 18% of respondents made a *fundamental*<sup>3</sup> shift in their opinion regarding the measure over the course of the interview, the net impact is that support for the measure at the Final Ballot Test (59%) was approximately nine percentage points lower than support at the Initial Ballot Test (65%).

3. This is, they changed from a position of support, opposition, or undecided at the Initial Ballot Test to a different position at the Final Ballot Test.



# BACKGROUND & DEMOGRAPHICS

**TABLE 8 DEMOGRAPHICS OF SAMPLE**

<i>Total Respondents</i>	<i>861</i>
<b>Hsld Member Taken Classes at Local College (QD1)</b>	
Yes	67.1
No	30.5
Prefer not to answer	2.4
<b>College(s) Attended by Hsld Member (QD2)</b>	
Riverside City College	55.3
Norco College	24.6
Moreno Valley College	18.8
None	31.2
<b>Public School Child in Hsld (QD3)</b>	
Yes	38.5
No	59.1
Prefer not to answer	2.4
<b>Often-Used Local Info Sources (QD4)</b>	
Press-Enterprise	16.8
NextDoor	6.5
Facebook	20.1
Twitter	5.7
Radio	28.4
Friends, family	25.2
<b>Age</b>	
18 to 29	16.0
30 to 39	15.4
40 to 49	16.4
50 to 64	29.1
65 or older	23.0
<b>Registration Year</b>	
2019 to 2016	55.0
2015 to 2010	23.5
2009 to 2004	10.5
Before 2004	11.0
<b>Party</b>	
Democrat	44.4
Republican	29.5
Other / DTS	26.1
<b>Household Party Type</b>	
Single dem	19.5
Dual dem	13.1
Single rep	10.1
Dual rep	12.0
Other	16.4
Mixed	28.9
<b>Homeowner on Voter File</b>	
Yes	70.1
No	29.9
<b>Likely to Vote by Mail</b>	
Yes	74.0
No	26.0
<b>Likely Mar 2020 Voter</b>	
Yes	62.3
No	37.7
<b>Gender</b>	
Male	45.8
Female	50.8
Prefer not to answer	3.4
<b>College Area</b>	
Norco College	30.0
Moreno Valley College	22.9
Riverside City College	47.1
<b>School District</b>	
Corona-Norco USD	30.0
Moreno Valley USD	15.4
Val Verde USD	7.4
Riverside USD	31.5
Jurupa USD	8.3
Alvord USD	7.3

In addition to questions directly related to the proposed measure, the study collected basic demographic information about respondents and their households. Some of this information was gathered during the interview, although much of it was collected from the voter file. The profile of the likely November 2020 voter sample used for this study is shown in Table 8.



## M E T H O D O L O G Y

The following sections outline the methodology used in the study, as well as the motivation for using certain techniques.

**QUESTIONNAIRE DEVELOPMENT** Dr. McLarney of True North Research worked closely with the Riverside Community College District to develop a questionnaire that covered the topics of interest and avoided possible sources of systematic measurement error, including position-order effects, wording effects, response-category effects, scaling effects, and priming. Several questions included multiple individual items. Because asking the items in a set order can lead to a systematic position bias in responses, items were asked in random order for each respondent.

Some of the questions asked in this study were presented only to a subset of respondents. For example, only individuals who did not support the bond at the Initial Ballot Test (Question 2) were asked the follow-up open-ended Question 3 regarding their reasons for not supporting the measure. The questionnaire included with this report (see *Questionnaire & Toplines* on page 30) identifies the skip patterns that were used during the interview to ensure that each respondent received the appropriate questions.

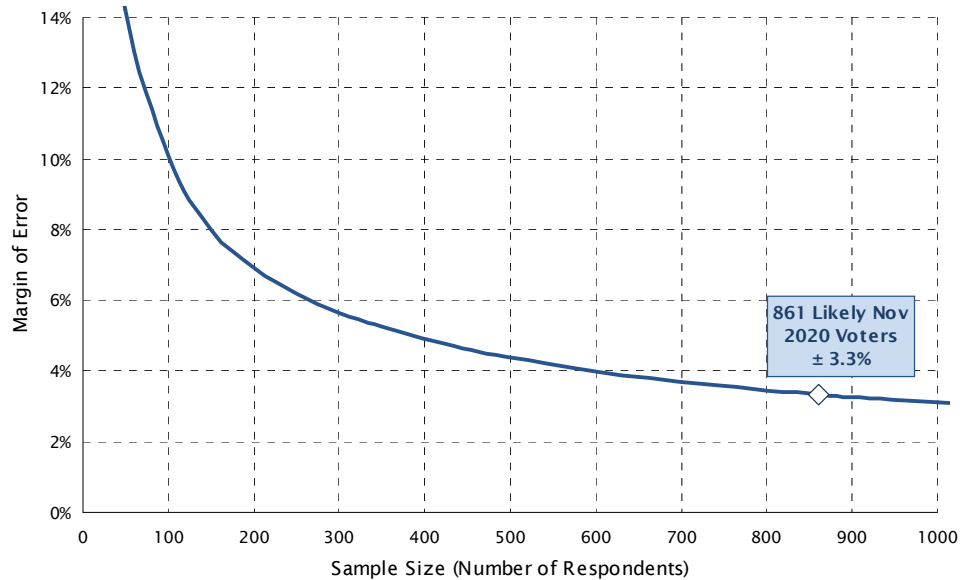
**PROGRAMMING, PRE-TEST & TRANSLATION** Prior to fielding the survey, the questionnaire was CATI (Computer Assisted Telephone Interviewing) programmed to assist interviewers when conducting the telephone interviews. The CATI program automatically navigates the skip patterns, randomizes the appropriate question items, and alerts the interviewer to certain types of keypunching mistakes should they happen during the interview. The survey was also programmed into a passcode-protected online survey application to allow online participation for sampled voters. The integrity of the questionnaire was pre-tested internally by True North and by dialing into voter households in the District prior to formally beginning the survey. Once finalized, the questionnaire was also professionally translated into Spanish to allow for data collection in English or Spanish according to respondent preference.

**SAMPLE** The survey was administered to a stratified and clustered random sample of registered voters in the District who are likely to participate in the November 2020 election, with a subset who are also likely to participate in the lower-turnout March 2020 primary election. Consistent with the profile of this universe, the sample was stratified into clusters, each representing a combination of age, gender, and household party-type. Individuals were then randomly selected based on their profile into an appropriate cluster. This method ensures that if a person of a particular profile refuses to participate in the study, they are replaced by an individual who shares their same profile.

**STATISTICAL MARGIN OF ERROR** By using the probability-based sampling design noted above, True North ensured that the final sample was representative of voters in the District likely to participate in the November 2020 election. The results of the sample can thus be used to estimate the opinions of *all* voters likely to participate in the November 2020 election. Because not all voters participated in the study, however, the results have what is known as a statistical margin of error due to sampling. The margin of error refers to the difference between what was found in the survey of 861 voters for a particular question and what would have been found if all 336,235 likely voters identified in the District had been surveyed for the study.

Figure 11 provides a graphic plot of the *maximum* margin of error in this study. The maximum margin of error for a dichotomous percentage result occurs when the answers are evenly split such that 50% provide one response and 50% provide the alternative response. For this survey, the maximum margin of error is  $\pm 3.3\%$ .

**FIGURE 11 MAXIMUM MARGIN OF ERROR DUE TO SAMPLING**



Within this report, figures and tables show how responses to certain questions varied by subgroups such as age, gender, and partisan affiliation. Figure 11 is thus useful for understanding how the maximum margin of error for a percentage estimate will grow as the number of individuals asked a question (or in a particular subgroup) shrinks. Because the margin of error grows exponentially as the sample size decreases, the reader should use caution when generalizing and interpreting the results for small subgroups.

**RECRUITING & DATA COLLECTION** The survey followed a mixed-method design that employed multiple recruiting methods (telephone and email) and multiple data collection methods (telephone and online). Telephone interviews averaged 17 minutes in length and were conducted during weekday evenings (5:30PM to 9PM) and on weekends (10AM to 5PM). It is standard practice not to call during the day on weekdays because most working adults are unavailable and thus calling during those hours would likely bias the sample.

Voters recruited via email were assigned a unique passcode to ensure that only voters who received an invitation could access the online survey site, and that each voter could complete the survey only one time. During the data collection period, an email reminder notice was also sent to encourage participation among those who had yet to take the survey. A total of 861 surveys were completed in English and Spanish between February 6 and February 18, 2019.

**DATA PROCESSING** Data processing consisted of checking the data for errors or inconsistencies, coding and recoding responses, and preparing frequency analyses and crosstabulations.

**ROUNDING** Numbers that end in 0.5 or higher are rounded up to the nearest whole number, whereas numbers that end in 0.4 or lower are rounded down to the nearest whole number. These same rounding rules are also applied, when needed, to arrive at numbers that include a decimal place in constructing figures and charts. Occasionally, these rounding rules lead to small discrepancies in the first decimal place when comparing tables and figures for a given question.

# QUESTIONNAIRE & TOPLINES



Riverside Community College District  
Bond Survey  
Final Toplines (n=861)  
February 2019

## Section 1: Introduction to Study

Hi, may I please speak to \_\_\_\_\_. My name is \_\_\_\_\_, and I'm calling on behalf of TNR, an independent public opinion research firm. We're conducting a survey of voters about important issues in Riverside County and I'd like to get your opinions.

*If needed:* This is a survey about important issues in your community. I'm NOT trying to sell anything and I won't ask for a donation.

*If needed:* The survey should take about 12 minutes to complete.

*If needed:* If now is not a convenient time, can you let me know a better time so I can call back?

*If the person asks why you need to speak to the listed person or if they ask to participate instead, explain:* For statistical purposes, at this time the survey must only be completed by this particular individual.

*If the person says they are an elected official or is somehow associated with the survey, politely explain that this survey is designed to measure the opinions of those not closely associated with the study, thank them for their time, and terminate the interview.*

## Section 2: Importance of Issues

To begin, I'm going to read a list of issues facing your community and for each one, please tell me how important you feel the issue is to you, using a scale of extremely important, very important, somewhat important or not at all important.

Here is the (first/next) issue: \_\_\_\_\_. Do you think this issue is extremely important, very important, somewhat important, or not at all important?

		Extremely Important	Very Important	Somewhat Important	Not at all Important	Not sure	Prefer not to answer
	<i>Randomize.</i>						
A	Improving public safety	54%	30%	13%	3%	0%	0%
B	Reducing traffic congestion	46%	31%	20%	3%	0%	0%
C	Ensuring local access to an affordable, high quality college education and career training	49%	31%	15%	5%	1%	0%
D	Improving local property values	27%	32%	31%	8%	1%	0%
E	Creating jobs and improving the local economy	53%	36%	9%	1%	0%	0%
F	Maintaining and upgrading classrooms and facilities at our local community colleges	32%	35%	26%	6%	2%	0%
G	Preventing local tax increases	41%	28%	24%	5%	1%	0%
H	Protecting the quality of education	56%	33%	8%	3%	0%	0%

**Section 3: Initial Ballot Test**

Your household is within the Riverside Community College District. Next year, voters in the District may be asked to vote on a local ballot measure. Let me read you a summary of the measure.

**Q2** To improve access for students and veterans to high quality, affordable college education by:

- Repairing, constructing, and acquiring classrooms, facilities, sites and equipment at Riverside City, Norco, and Moreno (mo-Rain-oh) Valley Colleges for science, math, engineering, technology, healthcare, arts, career-training, and skilled trades

Shall the Riverside Community College District measure authorizing **840** million dollars in bonds at legal rates, levying 2 cents per 100 dollars of assessed value (\$51 million annually) while bonds are outstanding, be approved, with citizen oversight and all money locally controlled?

If the election were held today, would you vote yes or no on this measure? *Get answer, then ask: Would that be definitely (yes/no) or probably (yes/no)?*

1	Definitely yes	29%	Skip to Q4
2	Probably yes	36%	Skip to Q4
3	Probably no	11%	Ask Q3
4	Definitely no	15%	Ask Q3
98	Not sure	9%	Ask Q3
99	Prefer not to answer	0%	Skip to Q4

**Q3** Is there a particular reason why you do not support or are unsure about the measure I just described? *If yes, ask: Please briefly describe your reason. Verbatim responses recorded and later grouped into categories shown below.*

Taxes already too high	25%
Need more information	20%
Money is misspent, mismanaged	16%
Not sure, no particular reason	11%
Do not support bonds, increased debt	7%
Other higher priorities in community	6%
Other ways to be funded, lottery money, people that attends schools	6%
Do not trust District	5%
District has enough money	4%
No one in household attends local community college	4%
Colleges are okay as-is, no need for more money	3%
Mentioned past ballot measure, bond	3%
Measure too expensive	2%



Money goes to administrators' salaries, pensions	1%
Illegal immigration issues	1%

**Section 4: Tax Threshold**

The amount each home owner will pay if the community college bond passes depends on the assessed value of their home - not the current market value of the home.

Q4 If you heard that the annual property taxes on your home would increase: \_\_\_\_\_ per 100,000 (one hundred thousand) dollars of assessed valuation, would you vote yes or no on the bond measure? *Get answer, then ask: Is that definitely (yes/no) or probably (yes/no)?*

*If needed: The assessed value of your home is listed on your property tax bill.*

*Read in sequence starting with the highest amount (A), then the next highest (B), and so on. If respondent says 'definitely yes', record 'definitely yes' for all LOWER dollar amounts and go to next question.*

		Definitely Yes	Probably Yes	Probably No	Definitely No	Not Sure	Prefer not to answer
	<i>Ask in Order</i>						
A	\$24	17%	29%	19%	27%	8%	1%
B	\$18	23%	29%	16%	25%	6%	1%
C	\$12	35%	24%	13%	24%	5%	0%

Q5 Let me put it another way: If you knew that this measure would cost the typical home owner about \$66 per year, would you vote yes or no on the bond measure? *Get answer, then ask: Is that definitely (yes/no) or probably (yes/no)?*

1	Definitely yes	30%	Skip to Q7
2	Probably yes	27%	Ask Q6
3	Probably no	14%	Ask Q6
4	Definitely no	23%	Ask Q6
98	Not sure	4%	Ask Q6
99	Prefer not to answer	1%	Skip to Q7

Q6 If you knew that this measure would cost the typical home owner about \$33 per year, would you vote yes or no on the bond measure? *Get answer, then ask: Is that definitely (yes/no) or probably (yes/no)?*

	Def yes @ \$66 (Q5)	30%
1	Definitely yes	12%
2	Probably yes	24%
3	Probably no	9%
4	Definitely no	20%
98	Not sure	4%
99	Prefer not to answer	1%

<b>Section 5: Projects &amp; Programs</b>							
Q7	The measure we've been discussing would provide funding for a variety of projects and improvements. If the measure passes, would you favor or oppose using some of the money to: _____, or do you not have an opinion? <i>Get answer, if favor or oppose, then ask: Would that be strongly (favor/oppose) or somewhat (favor/oppose)?</i>						
	<i>Randomize</i>	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	Not sure	Prefer not to answer
A	Upgrade classrooms and career training facilities for public safety include fire protection, emergency medical treatment, and law enforcement	46%	31%	6%	6%	9%	2%
B	Upgrade classrooms and career training facilities for healthcare and nursing	46%	30%	7%	7%	10%	2%
C	Upgrade classrooms and career training facilities for science, technology, engineering, math and computer science	51%	28%	6%	6%	8%	2%
D	Upgrade classrooms and career training facilities for advanced manufacturing, automation and logistics	39%	35%	8%	6%	10%	2%
E	Upgrade classrooms and labs to help local students complete the first two years of college affordably, and transfer to the Cal-State or UC systems	56%	23%	5%	7%	6%	2%
F	Expand and improve the Veteran's Centers at all three campuses, which provide job training, job placement, counseling, and support services to military veterans and their families	53%	26%	6%	6%	7%	3%
G	Repair or replace leaky roofs, old rusty plumbing, and faulty electrical systems where needed	57%	25%	4%	5%	6%	2%
H	Improve student safety and campus security systems including security lighting, cameras, emergency communications systems, smoke detectors, and fire alarms	52%	26%	7%	7%	6%	2%
I	Improve access for students with disabilities	54%	28%	6%	5%	6%	2%
J	Upgrade science centers and labs to allow for state-of-the-art courses in biology, chemistry and physical sciences	45%	32%	6%	6%	8%	2%
K	Upgrade outdated classrooms, labs, career training facilities, and equipment to keep pace with current industry standards and technology	52%	27%	5%	6%	7%	2%

Section 6: Positive Arguments							
What I'd like to do now is tell you what some people are saying about the measure we've been discussing.							
Q8	Supporters of the measure say: ----- Do you think this is a very convincing, somewhat convincing, or not at all convincing reason to <b>SUPPORT</b> the measure?						
	<i>Randomize</i>	Very Convincing	Somewhat Convincing	Not At All Convincing	Don't Believe	Not sure	Prefer not to answer
A	Riverside City College, Norco College and Moreno Valley College are vital economic engines for our <b>local business community</b> and our <b>economy</b> . Last year alone, they added nearly one <b>billion</b> dollars to the local economy and supported nearly <b>13,000</b> jobs.	40%	33%	14%	8%	3%	2%
B	Riverside City College, Norco College and Moreno Valley College are vital resources for our <b>community</b> . They educate the healthcare professionals that serve our medical needs, the law enforcement officers and firefighters that keep us safe, and the skilled workers who fuel our economy.	38%	37%	13%	6%	2%	2%
C	Local businesses rely on our local colleges to train future and current employees in fields like engineering, healthcare, industrial technology, and computer science.	34%	36%	18%	7%	3%	3%
D	This measure is a wise investment. A recent independent study showed that for every dollar that taxpayers invest in our local colleges, they receive 2 dollars and 40 cents in return benefit.	27%	33%	22%	11%	5%	2%
E	All money raised by the measure will stay in our community to support our local community colleges and students. It cannot be taken away by the State or used for other purposes.	48%	24%	13%	11%	3%	2%
F	This measure requires a clear system of accountability, including a project list detailing exactly how the money will be used, a Citizens' Oversight Committee, and independent audits to ensure the money is spent properly.	41%	32%	13%	10%	2%	2%
G	By law, no money from this measure can be spent on staff salaries or pensions.	38%	27%	17%	11%	5%	2%
H	If voters approve this measure, our local colleges will qualify for more than 100 million dollars in State matching money. If the bond is not approved, we won't receive our fair share of State funding.	40%	29%	16%	9%	4%	2%

I	Because the cost of attending the University of California and State University systems has become so expensive, many more students are starting their education at community colleges. This measure will ensure local students have access to an affordable, high-quality education here in Riverside County.	51%	28%	11%	5%	2%	2%
J	Riverside Community College District is one of the most important Veterans' services institutions in California. It provides job placement, job training, and counseling to about 1800 vets every day.	39%	33%	12%	8%	5%	2%
K	Our local community colleges ensure that lower and middle-income students who can't afford the high price of a university still have an opportunity to succeed in college and careers. This measure will provide the affordable, high quality education that all students deserve.	47%	30%	11%	7%	3%	2%
L	The standards are rising for what it takes to compete for good paying jobs in today's economy. This measure will ensure local students have access to the education, facilities, technology, skills training, and certifications they need to succeed.	39%	34%	15%	7%	3%	2%
M	Our local hospitals and doctor's offices depend on our colleges to train thousands of nurses and health care professionals to provide good, reliable health care in our community.	39%	35%	15%	8%	3%	2%
N	Nearly 40% of all local high school graduates rely on our local community colleges for higher education and to prepare for careers. We need to repair and upgrade our local colleges so they can continue to serve our community well for the decades to come.	44%	35%	11%	6%	2%	2%
<i>Split Sample. Only those flagged for Riverside City College receive O1, only those flagged for Norco College receive O2, only those flagged for Moreno Valley College receive O3 &amp; O4.</i>							
O1	Our students deserve to have the same educational opportunities as others in southern California. We need to upgrade our classrooms, career-training facilities, and instructional technology to keep pace.	33%	34%	20%	8%	2%	3%
O2	Passing this measure will enable Norco College to become a <b>comprehensive</b> college, expanding the range of classes, degrees, and career-training courses offered to better meet the needs of residents.	41%	33%	13%	7%	3%	3%

O3	This measure will construct a Middle College High School at Moreno Valley College focused on Science, Technology, Engineering, Art and Mathematics that will allow students to earn a high school diploma and complete two years of college classes in just four years. This will shorten the time it takes to graduate college and make higher education more affordable.	54%	25%	13%	5%	3%	0%
O4	Passing this measure will enable Moreno Valley College to become a <b>comprehensive</b> college, expanding the range of classes, degrees, and career-training courses offered to better meet the needs of area residents.	52%	33%	9%	4%	2%	0%

**Section 7: Interim Ballot Test**

Sometimes people change their mind about a measure once they have more information about it. Now that you have heard a bit more about the measure, let me read you a summary of it again.

Q9	To improve access for students and veterans to high quality, affordable college education by:		
	<ul style="list-style-type: none"> <li>Repairing, constructing, and acquiring classrooms, facilities, sites and equipment at Riverside City, Norco, and Moreno (mo-Rain-oh) Valley Colleges for science, math, engineering, technology, healthcare, arts, career-training, and skilled trades</li> </ul>		
	Shall the Riverside Community College District measure authorizing <b>840</b> million dollars in bonds at legal rates, levying 2 cents per 100 dollars of assessed value (\$51 million annually) while bonds are outstanding, be approved, with citizen oversight and all money locally controlled?		
	If the election were held today, would you vote yes or no on this measure? <i>Get answer, then ask: Would that be definitely (yes/no) or probably (yes/no)?</i>		
	1	Definitely yes	32%
	2	Probably yes	36%
	3	Probably no	9%
4	Definitely no	17%	
98	Not sure	6%	
99	Prefer not to answer	1%	

Section 8: Negative Arguments							
Next, let me tell you what opponents of the measure are saying.							
Q10	Opponents of the measure say: _____. Do you think this is a very convincing, somewhat convincing, or not at all convincing reason to OPPOSE the measure?						
	<i>Randomize</i>	Very Convincing	Somewhat Convincing	Not At All Convincing	Don't Believe	Not sure	Prefer not to answer
A	The District passed a 350-million-dollar bond in 2004 to expand and modernize their facilities – now they want more money? That's not fair to taxpayers.	29%	32%	30%	3%	5%	2%
B	People are having a hard time making ends meet with the high cost of living – especially seniors and those living on fixed incomes. Now is NOT the time to be raising taxes.	40%	32%	21%	3%	2%	2%
C	Don't be fooled. Including interest, this bond will cost taxpayers about <b>1.5 billion</b> dollars and will take property owners about 40 years to pay off.	39%	33%	15%	6%	4%	2%
D	The District needs to live within its means, just like everyone else. If they cut waste, reduced pensions, and did a better job budgeting, they would not have to raise taxes.	29%	27%	32%	8%	2%	2%

Section 9: Final Ballot Test		
Now that you have heard a bit more about the measure, let me read you a summary of it one more time.		
Q11	<p>To improve access for students and veterans to high quality, affordable college education by:</p> <ul style="list-style-type: none"> <li>Repairing, constructing, and acquiring classrooms, facilities, sites and equipment at Riverside City, Norco, and Moreno (mo-Rain-oh) Valley Colleges for science, math, engineering, technology, healthcare, arts, career-training, and skilled trades</li> </ul> <p>Shall the Riverside Community College District measure authorizing <b>840</b> million dollars in bonds at legal rates, levying 2 cents per 100 dollars of assessed value (\$51 million annually) while bonds are outstanding, be approved, with citizen oversight and all money locally controlled?</p> <p>If the election were held today, would you vote yes or no on this measure? <i>Get answer, then ask:</i> Would that be definitely (yes/no) or probably (yes/no)?</p>	
1	Definitely yes	27%
2	Probably yes	32%

3	Probably no	13%
4	Definitely no	19%
98	Not sure	7%
99	Prefer not to answer	1%

**Section 10: Background/Demographics**

Thank you so much for your participation. I have just a few background questions for statistical purposes.

D1	Have you or a member of your household ever taken a class at Riverside City College, Norco College, or Moreno (mo-RAIN-oh) Valley College?							
	1	Yes	67%	Ask D2				
	2	No	30%	Skip to D3				
	98	Not sure	1%	Skip to D3				
	99	Prefer not to answer	1%	Skip to D3				
D2	Which college did you or other members of your household attend in the District? <i>If hesitates, read options. Multiple responses allowed.</i>							
	1	Riverside City College	80%					
	2	Norco College	36%					
	3	Moreno Valley College	27%					
	98	Not sure	1%					
	99	Prefer not to answer	0%					
D3	Do you have any children in your home who attend a local public school?							
	1	Yes	38%					
	2	No	59%					
	98	Not sure	1%					
	99	Prefer not to answer	2%					
D4	As I read the following names, please tell me how often you use this source for local news. Here is the (first/next) one: _____. Do you use this source often, sometimes, seldom, or never for local news?							
		<i>Randomize</i>	Often	Sometimes	Seldom	Never	Never heard of this source	Prefer not to answer
A		The Press-Enterprise	17%	28%	22%	29%	2%	2%
B		NextDoor	6%	12%	10%	53%	17%	2%

C	Facebook	20%	19%	16%	43%	1%	2%
D	Twitter	6%	9%	8%	75%	1%	2%
E	Radio	28%	32%	18%	20%	0%	2%
F	Friends and Family	25%	35%	18%	17%	2%	2%

Those are all of the questions that I have for you. Thanks so much for participating in this important survey.

#### Post-Interview & Sample Items

S1	Gender						
	1	Male					46%
	2	Female					51%
	3	Prefer not to answer					3%
S2	Party						
	1	Democrat					44%
	2	Republican					30%
	3	Other					6%
	4	DTS					20%
S3	Age on Voter File						
	1	18 to 29					16%
	2	30 to 39					15%
	3	40 to 49					16%
	4	50 to 64					29%
	5	65 or older					23%
	99	Not Coded					0%
S4	Registration Date						
	1	2019 to 2016					55%
	2	2015 to 2010					23%
	3	2009 to 2004					11%
	4	Before 2004					11%



S5 Household Party Type		
1	Single Dem	20%
2	Dual Dem	13%
3	Single Rep	10%
4	Dual Rep	12%
5	Single Other	11%
6	Dual Other	5%
7	Dem & Rep	7%
8	Dem & Other	10%
9	Rep & Other	8%
0	Mixed (Dem + Rep + Other)	3%
S6 Homeowner on Voter File		
1	Yes	70%
2	No	30%
S7 Likely to Vote by Mail		
1	Yes	74%
2	No	26%
S8 Likely March 2020 Voter		
1	Yes	62%
2	No	38%
S9 College Area		
	Norco College	30%
	Moreno Valley College	23%
	Riverside City College	47%

S10 School District		
	Corona-Norco USD	30%
	Moreno Valley USD	15%
	Val Verde USD	7%
	Riverside USD	31%
	Jurupa Valley USD	8%
	Alvord USD	7%
S11 Likely November 2020 Voter		
1	Yes	100%
2	No	0%

# BOND MEASURE FEASIBILITY SURVEY

CONDUCTED FOR THE  
RIVERSIDE COMMUNITY  
COLLEGE DISTRICT

3/22/2019



# PURPOSE OF STUDY

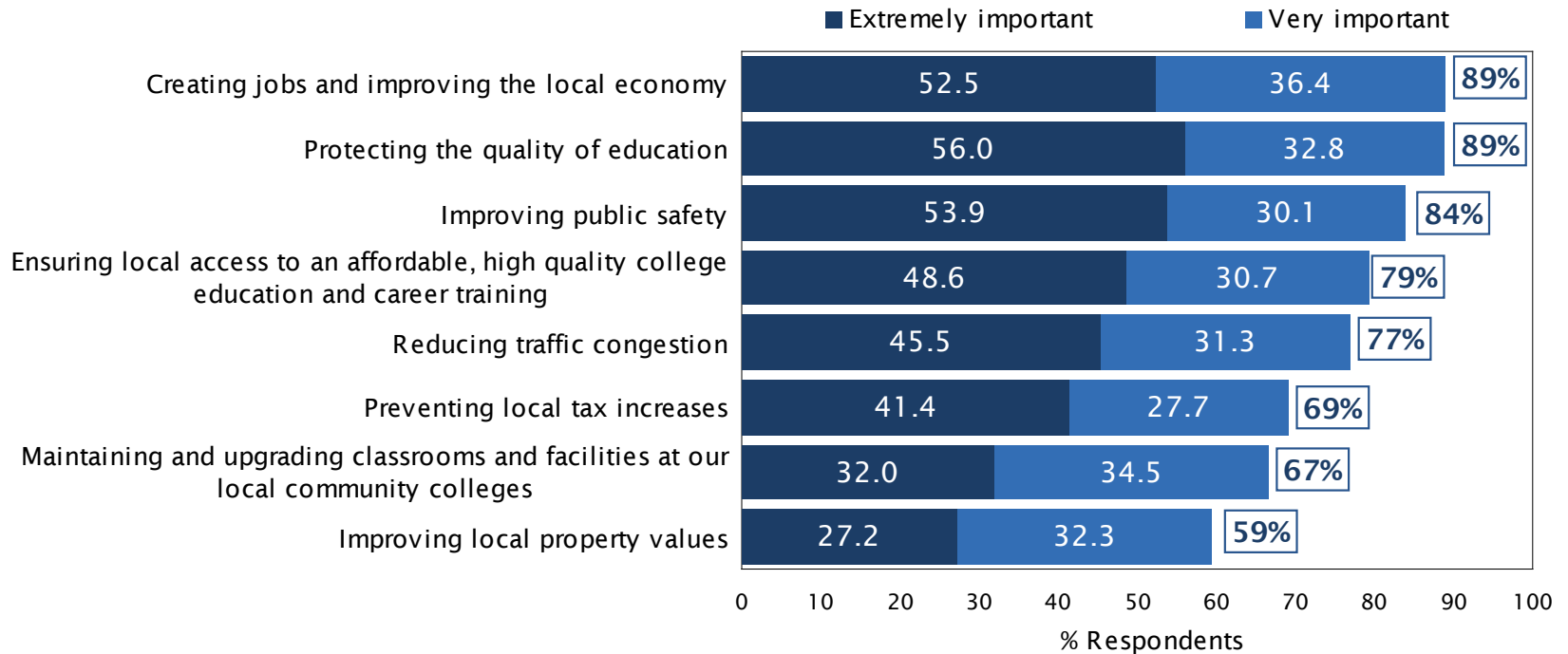
- Determine if a bond measure is feasible
- Identify how to create a measure consistent with community priorities
- Gather information needed for communications & outreach



# METHODOLOGY OF STUDY

- Conducted February 6<sup>th</sup> to February 18<sup>th</sup>, 2019
- 861 District voters likely to participate in November 2020 election; subset of voters likely to participate in the March 2020 primary election
- Mixed-Method approach
  - Recruited via phone and email
  - Data collection via phone and online
  - 17-minute average interview length
  - English & Spanish
- Overall margin of error is  $\pm 3.3\%$

# IMPORTANCE OF ISSUES





# INITIAL BALLOT TEST

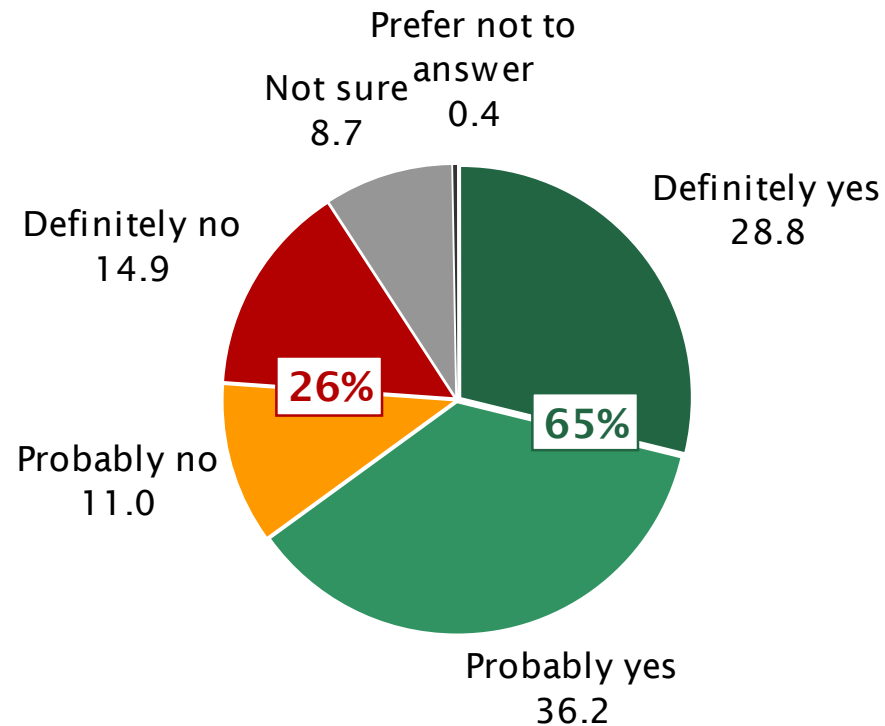
To improve access for students and veterans to high quality, affordable college education by:

- Repairing, constructing, and acquiring classrooms, facilities, sites and equipment at Riverside City, Norco, and Moreno Valley Colleges for science, math, engineering, technology, healthcare, arts, career-training, and skilled trades

Shall the Riverside Community College District measure authorizing 840 million dollars in bonds at legal rates, levying 2 cents per 100 dollars of assessed value (\$51 million annually) while bonds are outstanding, be approved, with citizen oversight and all money locally controlled? If the election were held today, would you vote yes or no on this measure?



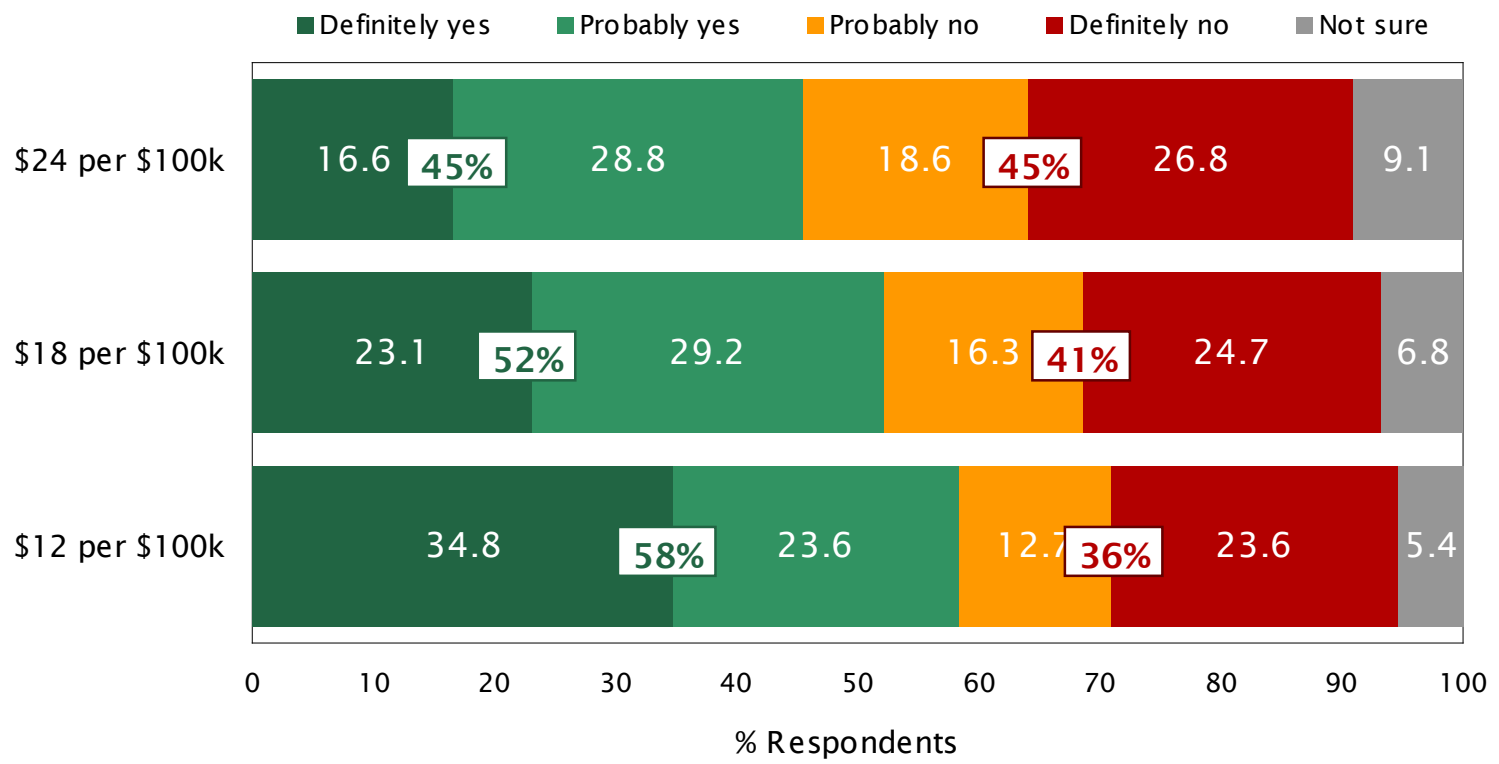
# INITIAL BALLOT TEST



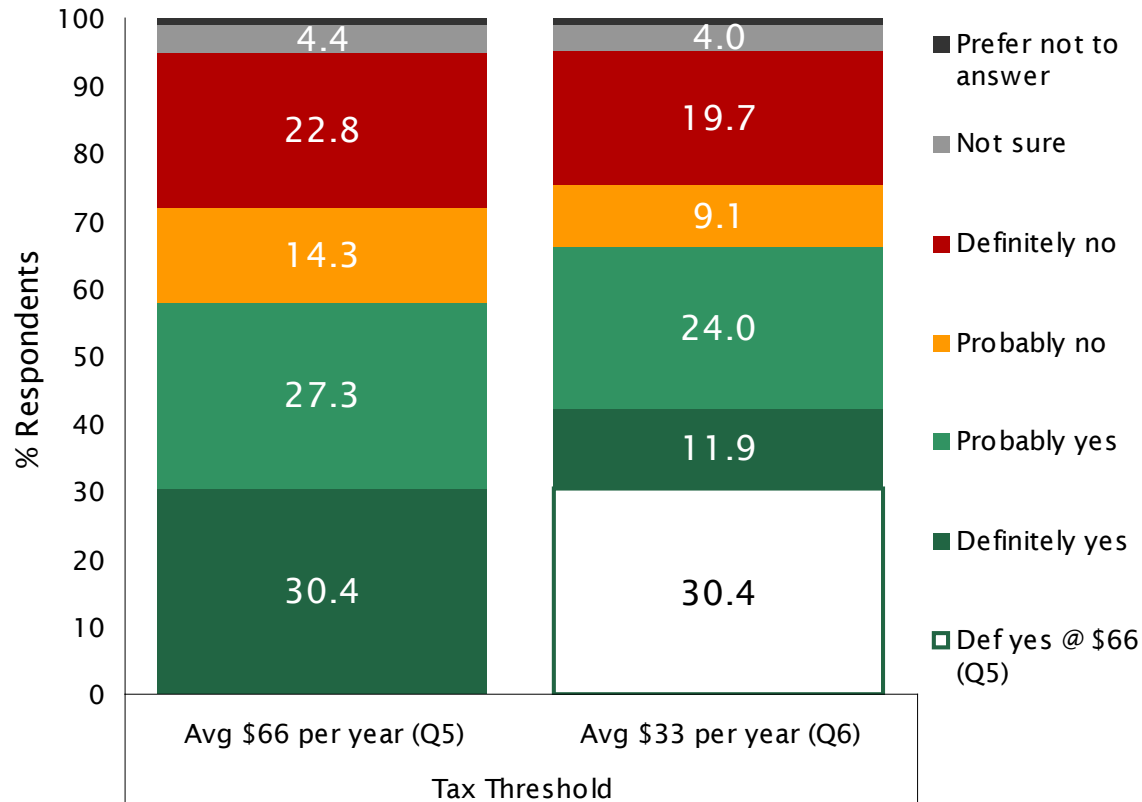




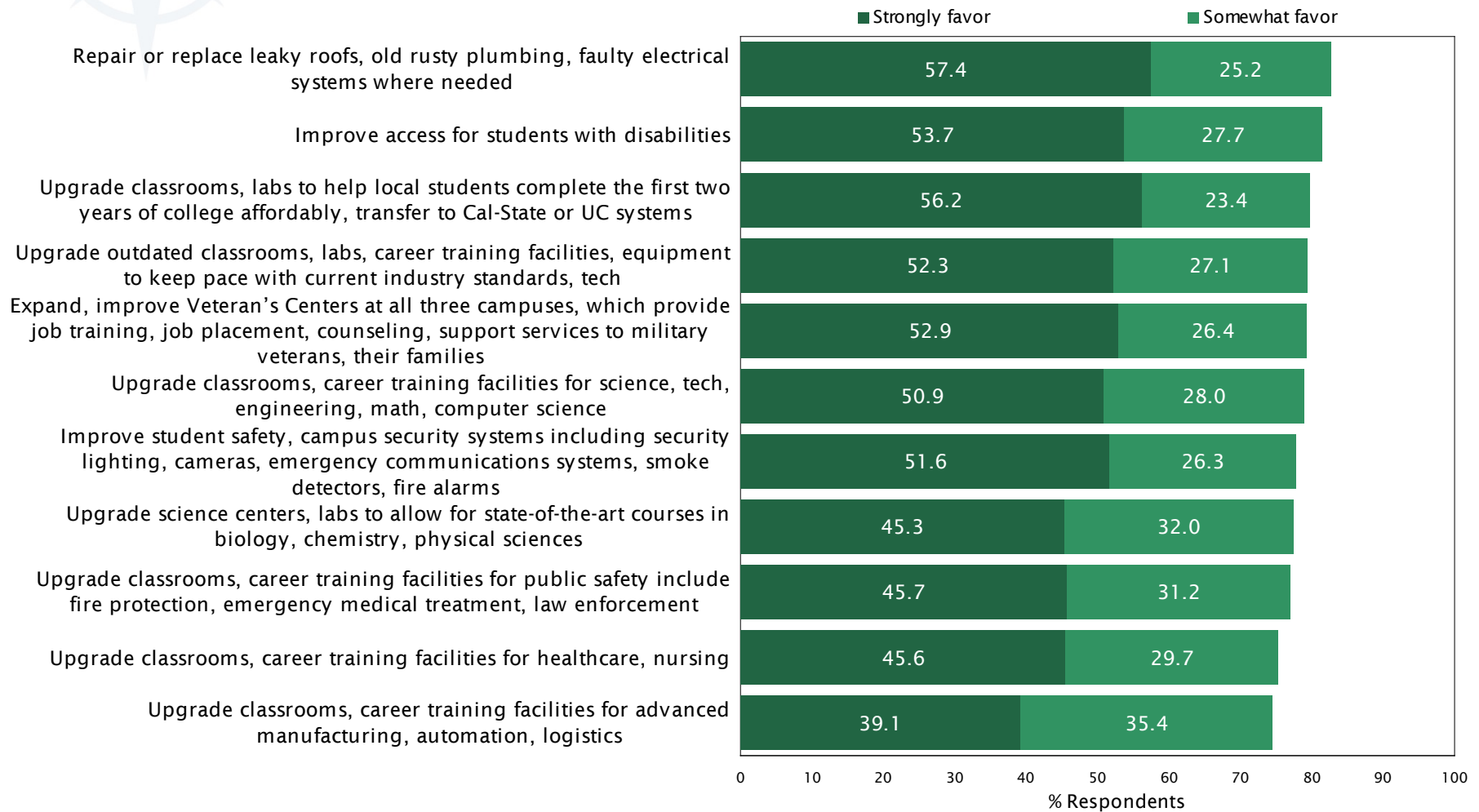
# TAX THRESHOLD



# SUPPORT FOR MEASURE AT \$66 & \$33 PER YEAR FOR TYPICAL OWNER



# PROJECTS & PROJECTS



# POSITIVE ARGUMENTS TIER 1

Cost of attending college has become so expensive, more students starting at CC; measure will ensure students have access to affordable, high-quality education Riverside Co

Nearly 40% of all HS graduates rely on local CCs to prepare for careers; we need to repair, upgrade local colleges so they can continue to serve community well for decades to come

Local CCs ensure that lower, middle-income students who can't afford the high price of a university still have opportunity to succeed in college and careers

The Colleges are vital resources; they educate healthcare professionals, law enforcement, firefighters, skilled workers who fuel economy

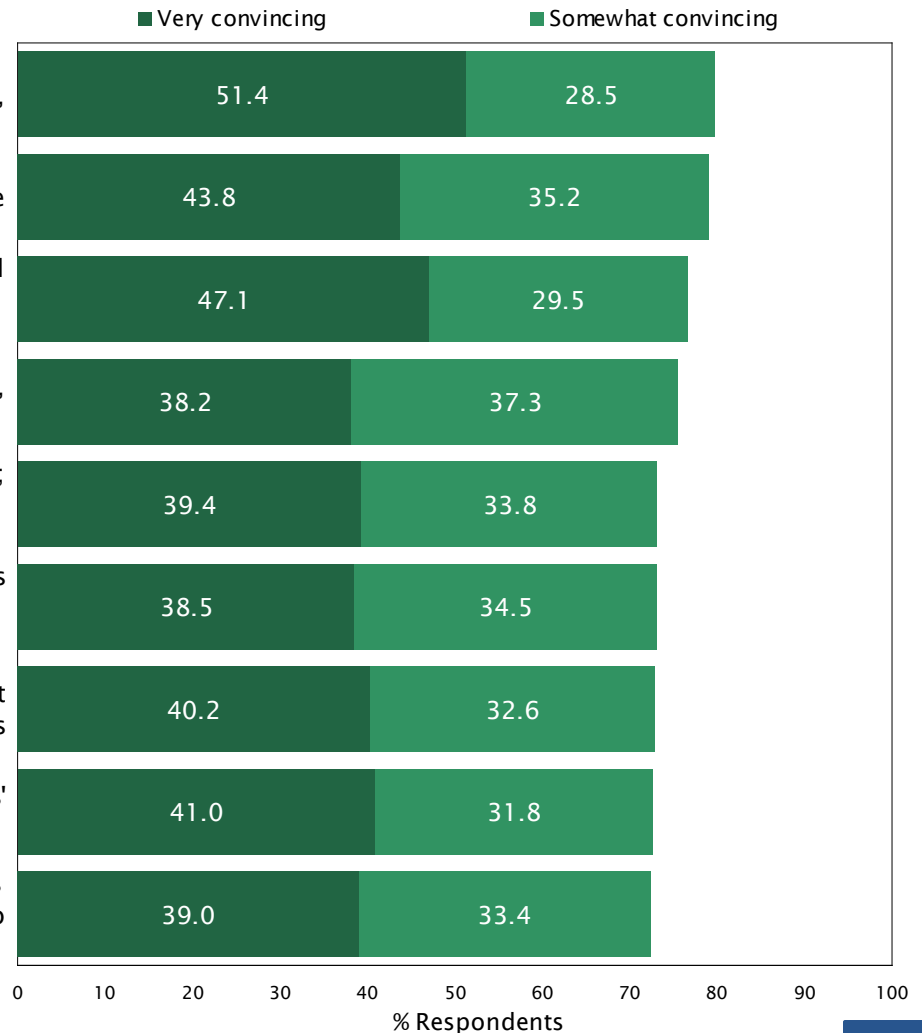
Standards are rising for what it takes to compete for good paying jobs; measure will ensure students have access to education, facilities, tech, skills training, certifications needed

Local hospitals, doctor's offices depend on colleges to train thousands of nurses, health care professionals to provide good, reliable health care in community

The Colleges are vital economic engines for local biz community; last year, they added nearly \$1B to local economy, supported 13,000 jobs

Measure requires clear system of accountability, project list, Citizens' Oversight Committee, independent audits

Riverside CC District is one of the most important Veterans' services institutions in CA; it provides job placement, training, counseling to about 1800 vets every day



# POSITIVE ARGUMENTS TIER 2

All money raised by measure will stay in community to support local community colleges, students; it cannot be taken away by State or used for other purposes

Local businesses rely on local colleges to train future, current employees in fields like engineering, healthcare, industrial tech, computer science

If voters approve measure, local colleges will qualify for more than \$100M in State matching money; if bond is not approved, we won't receive fair share of State funding

By law, no money from this measure can be spent on staff salaries or pensions

Measure is a wise investment; a recent independent study showed that for every dollar that taxpayers invest in local colleges, they receive \$2.40 in return benefit

Passing measure will enable Moreno Valley College to become comprehensive college, expanding range of classes, degrees, career-training courses

[Moreno Valley College area only]

Measure will construct Middle College HS at Moreno Valley College focused on Science, Tech, Engineering, Art, Math

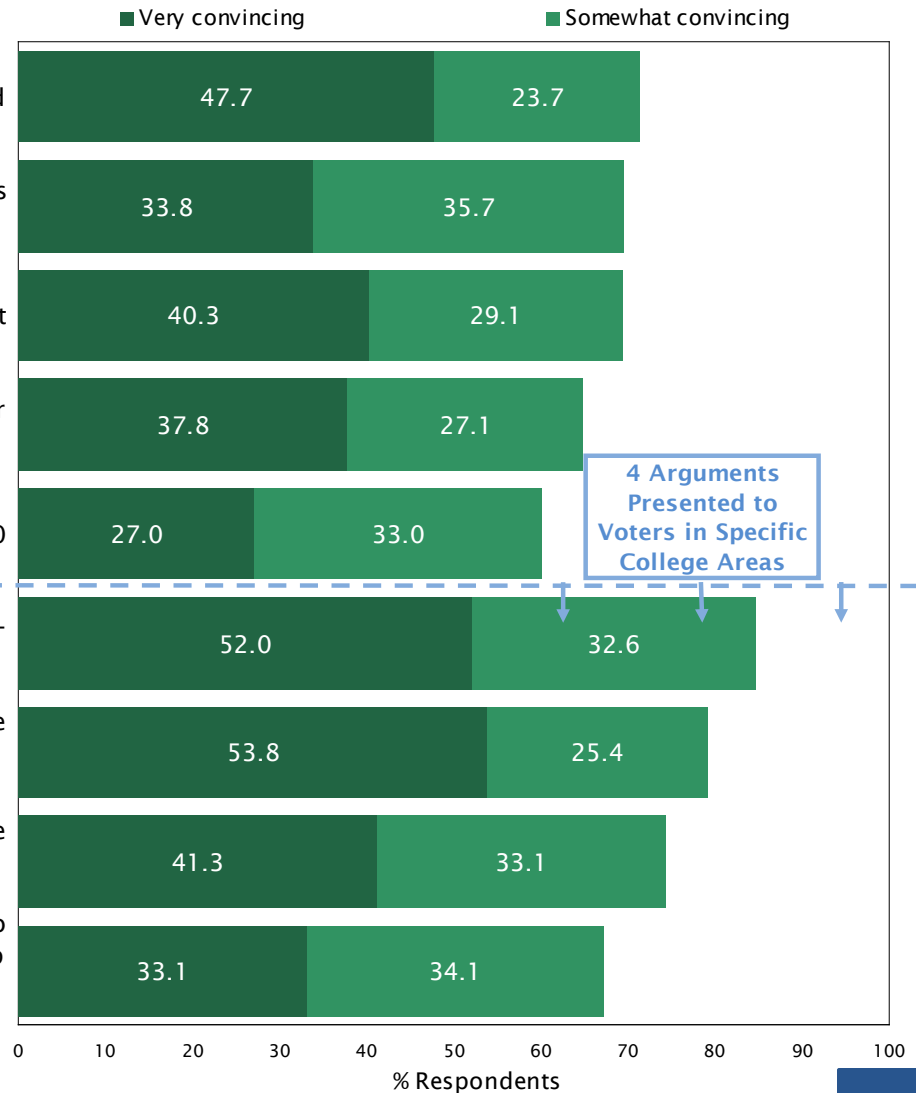
[Norco College area only]

Passing measure will enable Norco College to become comprehensive college, expanding range of classes, degrees, career-training courses

[Norco College area only]

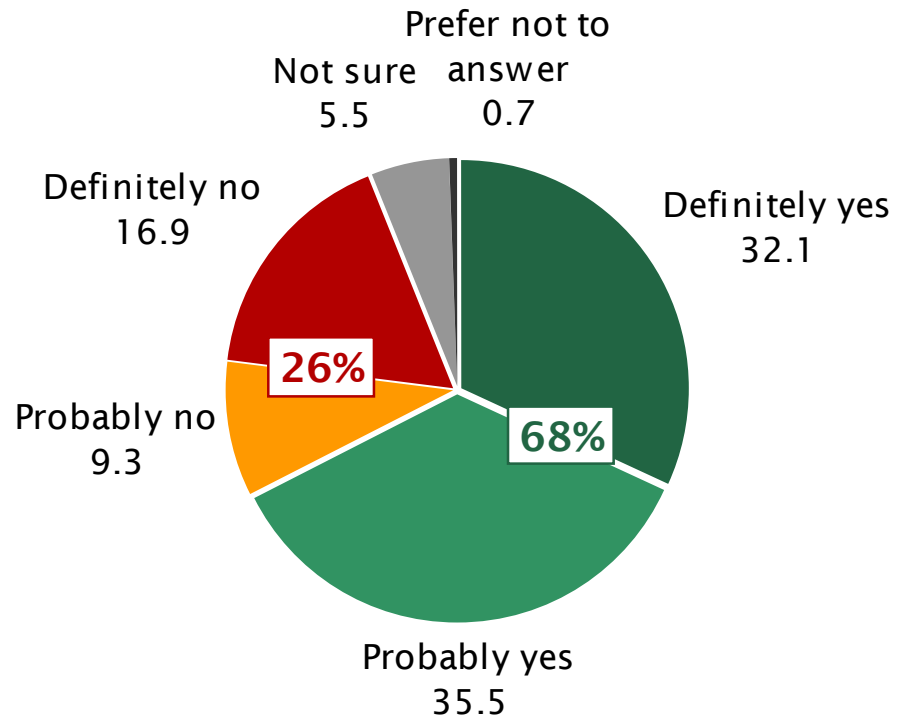
Students deserve to have same opportunities as others in SoCal; need to upgrade classrooms, career-training facilities, instructional tech to keep pace

[Riverside City College area only]

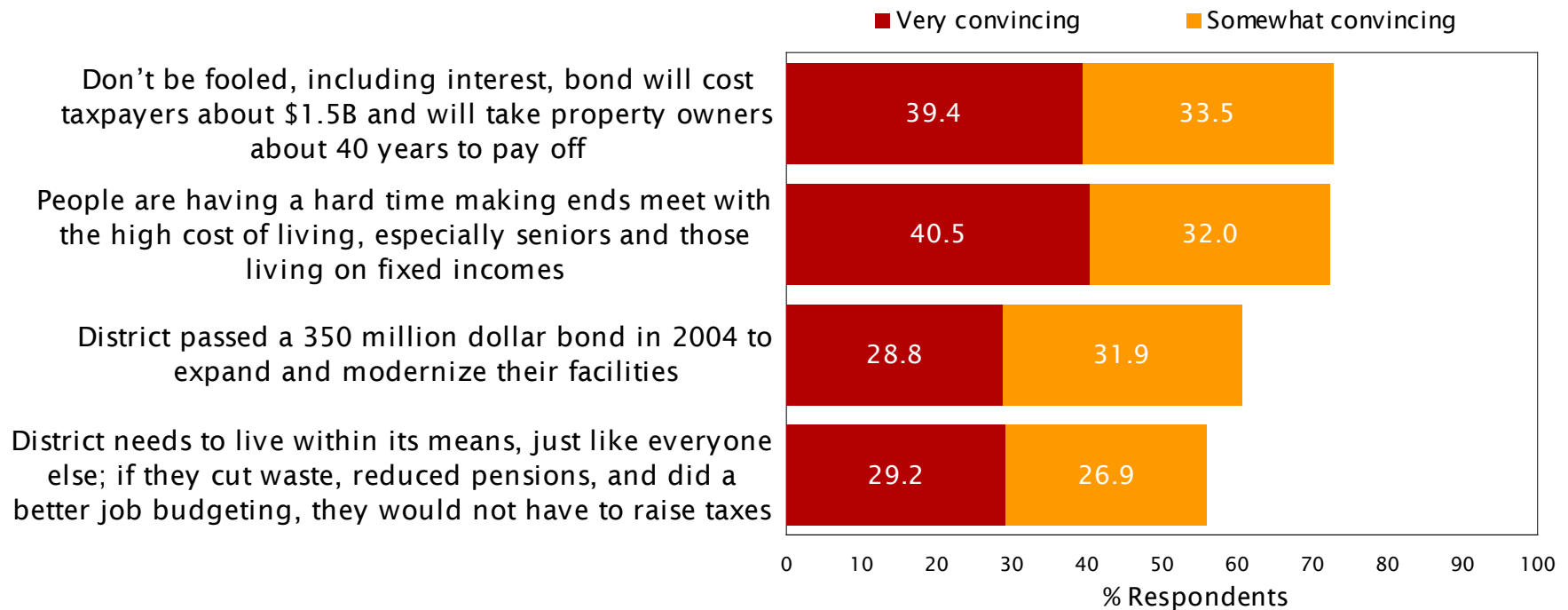




# INTERIM BALLOT TEST

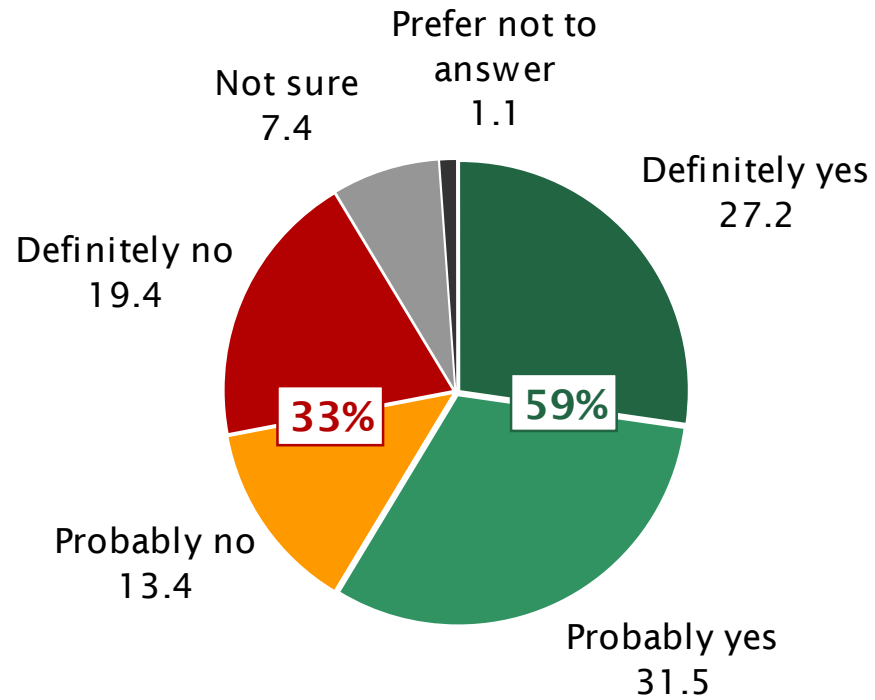


# NEGATIVE ARGUMENTS





# FINAL BALLOT TEST







# KEY CONCLUSIONS

- Is it feasible to move forward with a bond measure in 2020? **Yes.**
  - Voters perceive that improving the quality of education and providing local access to affordable college education and career training are among the most important issues facing the community
  - Solid natural support for bond (65%)
  - Popular projects
  - Strong positive arguments
  - All ballot tests above 55% threshold



# OBSERVATIONS & RECOMMENDATIONS

- **Election Date:** Keep both March 2020 and November 2020 as possibilities, which means proceeding according to the March 2020 time line at this point
- **Price Tag:** Need to keep it in voters' comfort zone and help them understand the modest annual amount.
- **Project Priorities:** Facility repairs, ADA, keeping classrooms, labs, career training technology & equipment up to industry standards, affordable 2-year transfer opportunities, and Veterans Centers/services.
- **District Communications:** Expand the conversation with the community to build awareness and consensus on a bond proposal.