# Cañada College

**DRAFT**

**PLANNING AND BUDGETING COUNCIL MEETING MINUTES**
**Wednesday, February 2, 2022**
**Via Zoom**
**Regular Meeting: 2:00 – 4:00 P.M.**

**Members present**: David Eck, Roslind Young, Alicia Aguirre, Margarita Baez, Nick Carr, Gloria Darafshi, Karen Engel, Denise Erickson, Valeria Estrada, Max Hartman, Allison Hughes, Maria Huning, Candice Johnson, Hyla Lacefield, Ray Lapuz, Kim Lopez, Manuel Alejandro Pérez, Peggy Perruccio, Ludmila Prisecar, David Reed, Tammy Robinson, Megan Rodriguez Antone, Claudia Rosales.

**Members absent:** Rachel Corrales, Nimsi Garcia, Derek Lennen.

**Guests and others present**: Mayra Arellano, Wissem Bennani, Alex Claxton, Mary Chries Concha Thia, Salumeh Eslamieh, Alison Field, Mary Ho, Matt Lee, Sarita Lopez, Doniella Maher, Yesenia Mercado, David Reed, Chantal Sosa, Ameer Thompson. Áse Power Consult: Nancy Moricette and Stevie-Jean Placek.

| AGENDA ITEM | CONTENT |
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| 1. **Welcome, Introductions and Approval of Consent Agenda** | Meeting called to order at 2:04 p.m.<br><br>The consent agenda, minutes of December 10, 2021, board-approved staffing updates and the memo on the Brown Act Resolution were reviewed.<br><br>ACTION: A motion to approve the consent agenda was made by Dean Hyla Lacefield and seconded by Alicia Aguirre.<br>Motion passed. |
| 2. **Internal Equity Scan Report** Áse Power Consult Theory of Change Feedback Session | Nancy Moricette Áse Power Consult presented examples of the Theory of Change Framework. Theory of Change is a tool to help organizations articulate their goals. She provides the tool and models how to use the framework and then the college would determine how to achieve the goals. She advised the group to think about the problems that have come out of the recommendation report and develop prioritized outcomes and a projected timeline. She said that short-term integrations have an impact on long-term projected goals and outcomes.<br><br>PBC attendees broke out into groups to work through some of the recommendations from the Internal Equity Scan.<br><br>Following the breakouts, staff provided feedback:<br>• Candice Johnson feels that looking at the key assumptions is an important part of the process.<br>• Claudia Rosales said the process is important and there are a lot of people participating. You get different points of view as people try to work through the problem or the process and you can get some different suggestions.<br><br>As a follow-up, Nancy Moricette is able to provide a facilitating anti-oppressive meeting tool that can help when having discussions on race and culture. |

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| | She also recommends a tool called agile peer canvassing and suggests thinking about time equity and how people are compensated for their time and effort. People are encouraged to sign up for advising time with her through the link provided in Áse Power Consult's letter that was sent out to the campus. |
| **3. Student Survey Results** | Alex Claxton presented the results of the NACCC survey, which was administered to students enrolled in Cañada College in spring 2021 and assesses campus climate. The summary data is posted to the PBC website.<br><br>Of 5,508 students, 12% or 653 responded, which is a typical response rate to a large survey. They had more full-time students respond, which was higher than expected given the representation for spring 2021.<br><br>There were minimal differences by race and gender, but there were large differences by enrollment. There were fewer full-time students than part-time students in spring 2021, however more full-time students responded, so in cases where it was relevant, the responses were weighted to account for that. In breaking down the sample of full-time and part-time responses based on race and ethnicity, it was noted that there was a disproportionately large response rate from full-time students.<br><br>Racism on Campus: The survey asked students their opinion on how racist they felt the institution was. A majority indicated that the overall environment was not racist, however there is plenty of room for work. The responses showed some trends:<br>• Generally, students of color rate white professors' concerns for feelings or experiences lower<br>• Generally, students of color rate the campus as less racially diverse<br><br>Working Students:<br>The survey found that two out of every three students are working for pay. Of the respondents, 35% are not working, 29% are working full time and 33% are working part time. Part-time students are more likely to work full time. A large proportion of full-time students are not working at all. Broken down by race and ethnicity, the distribution between those students not working and those working full time varied.<br><br>Accessing Services:<br>• Responses indicated that 28% of students utilize financial aid services, 26% utilize tutoring/Learning Center services and 34% utilize academic advising. However, the survey showed that part-time students are far less likely than full-time students to access those services. As an example, while 28% of all students are accessing financial aid services, 65% of those students are full time, while only 35% are part time. Utilization of student services was not equal across groups with older students less likely to access services.<br>• Utilization of services was not equal across all groups.<br>• Older students are less likely to use services.<br><br>Stress<br>• Students experienced high levels of stress due to the pandemic across all areas of their life.<br>• Those students who attended In-person classes in spring 2021 reported feeling very stressed.<br><br>Alex reported that the other colleges in the district did not use the NACCC survey. Dean Karen Engel noted that as part of Cañada College's arrangement with the USC Race and Ethnicity Center, this national survey was included. The NACCC does not provide benchmarking reports, so we don't know how Cañada compares against similar sized campuses across the country. |

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| 4. **Dual Enrollment Implementation Plan** | Mayra Arellano, Director of High School Transitions and Dual Enrollment, presented the Dual Enrollment implementation plan for 2021-2024. Key milestones include:<br>• Seamless connections with high school students bringing them to Cañada College for Colts-Con, Promise Scholars program, First Year Experience and specific pathways (Dual Enrollment and Cañada funnels)<br>• Cañada Dual Enrollment is identifying and marketing to specific student populations who are low income, minoritized, underrepresented and not college bound.<br>• Enhanced messaging, sharing resources and presentations to families on-site in multiple languages, with printed materials and expanded support team.<br><br>The goal is to reach students early to help improve college transitions. Mayra Arellano and her team are working with freshman and sophomore students creating opportunities with dual enrollment to help with college readiness. Students learn about study skills, time management, reinforced student support, early experiences with career pathways. Dual Enrollment is shown to increase high school graduation rates and DE students are more likely to attend college and transfer to a four-year college than non-participating peers. Cañada College is also partnering with local high school districts.<br><br>The plan is focused on equity and access for underrepresented students, primarily low-income, first generation, Black, Latinx and ESL students. The plan targets the communities of North Fair Oaks, East Menlo Park and East Palo Alto where they see a lot more students who have not been able to take advantage of early college courses.<br><br>Improving College Transitions:<br>The work that is done in Guided Pathways helps improve college transitions. The four pillars are:<br>1. Clarify the path, which is done early in high school.<br>2. Help students choose and enter a path, identify interest areas.<br>3. Help students stay on the path.<br>4. Ensure that students are learning.<br>The Dual Enrollment plan is reviewed while the student is in high school and during the first year at Cañada. The Promise Scholars Program is designed to help the student from high school to completion and assists with financial support, prioritized enrollment, academic support and workshops.<br><br>Plan Objectives and Strategies:<br>Expanding Dual Enrollment aligns with Cañada College's 2017-22 Educational Master Plan and district-wide early college efforts. Cañada's 2020-2023 Strategic Enrollment Management plan strategies were reviewed as well as the SMCCCD Board of Trustee's early college efforts.<br><br>College and Career Pathways: The Dual Enrollment plan focuses on college and career pathways. The first time that Cañada entered into its Dual Enrollment CCAP classes at the high school was in fall 2021. Courses were offered at Hillsdale High School, Redwood High School and Oxford Day Academy. The program has doubled in spring 2022 and courses are offered at a total of six high schools, including Hillsdale High School, Carlmont, Menlo Atherton, Redwood, Sequoia, Woodside, Oxford Day Academy and Pescadero High School.<br><br>Sample HS On-Ramps to Pathways<br>Mayra Arellano presented an example of the On-Ramps to Pathways citing the Education and Human Development-Teacher Preparation On-Ramp offered at Hillsdale High School, the Business – Transfer prep pathway offered at Carlmont High School and the Engineering – Transfer prep pathway offered at Woodside High School. Students earn both high school and college credit (dual credit). |

| | | Enrollment of High School Students:  PRIE provided data showing anticipated growth in Dual Enrollment.  At Cañada, enrollment was at 250 in 2021-22, and is projected at 500 in 2022-23 and at 1,000 students in 2023-24.  Of the K-12 students at Cañada, 17% are Middle College students, 28% are Dual Enrollment and 55% are Concurrent Enrollment students. |
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Updates-Spring 2022:
- Expansion of Dual Enrollment support team.  A program services coordinator will be hired to assist with onboarding and creating support for students and faculty.
- Onboarding processes that help parents, students and faculty who are teaching DE courses is being expanded.
- Dual Enrollment CCAP course request and scheduling
- Curriculum alignment – HS/College Faculty

What's Next:  The implementation plan includes a marketing plan that maps out what will be happening month-by-month around high school and community engagement, social media campaigns, website updates and Dual Enrollment videos.  Feedback is encouraged and there is also a link to a FAQ document.   There will also be a leadership summit.

A link to the larger Dual Enrollment Plan will be sent out and Dean Karen Engel will be sending an updated data set.

Comments:
- Gloria Darafshi asked if there can be a General Ed pathway for transfer and she will discuss it with Mayra.
- Interim President Lopez commended Mayra Arellano, Karen Engel, Manuel Pérez, Hyla Lacefield, Ameer Thompson and James Carranza for their efforts to create pathways for students and develop partnerships with high school districts.

**5. California Governor's Proposed Budget for 2022-23**

Interim VPAS Ludmila Prisecar reviewed the sequence of the annual budget process.  The budget is released in January and between January and March, sub-committees and other groups review the budget and recommend changes.  A revised budget is released in May.  The budget is formally adopted by June 30 and the new budget is presented for the next fiscal year, which begins July 1.

Highlights:
- Economic and budget conditions are positive and may be one of the best budgets in years.
- There was strong growth in retail sales and stock prices
- There is a projected surplus of $45.7 billion.
- Federal government actions contributed to the state savings.
- It is noted that the COVID-19 pandemic remains a risk to the forecast, but that was not taken in to consideration.

Key Budget Changes:
- The overall state budget would be higher than 2021-22 increasing by about 9% or $23.5 billion
- The overall California Community College budget would be increasing by 7% or $840 million

Additional Ongoing Funding:
Additional ongoing funding in the amount of $842 million is expected and those items that would effect the SMCCCD budget include:
- $51.3 million to fund a 5.33% COLA for certain categorical programs.  SMCCCD will receive COLA for CalWORKS, DSPS, EOPS and the Mandated Cost Block Grant.
- $200 million for part-time faculty health insurance claims.  The SMCCCD estimates receiving $.2 million.
- A $10 million increase to support the administration of financial aid.  The SMCCCD estimates

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| | | receiving $.1 million.

Additional One-Time Funding:
There is additional one-time funding expected in the amount of $983 million.  One item that would effect the SMCCCD budget includes:
• $387.6 million is proposed for addressing deferred maintenance and energy efficiency projects.  The SMCCCD estimates receiving $5.8 million |
| 6. | **Return to Campus (New Standing Item)** | Safety Committee Bylaws:  Cañada College's Safety Committee updated its website and posted bylaws which were adopted in December.

General College and District Updates:  Kim Lopez said the colleges are expecting the first of three shipments of antigen tests and Public Safety will deliver them to division offices and bookstores, possibly by Friday, February 4.  Two tests will be available for each employee. . |
| **STANDING ITEMS** | | |
| 7. | **Associated Students of Cañada College** | No update was provided. |
| 8. | **Academic Senate of Cañada College** | No update was provided. |
| 9. | **Classified Senate of Cañada College** | No update was provided. |
| 10. | **Guided Pathways** | No update was provided. |
| 11. | **Planning Council Reports** | SSPC:  Dean Max Hartman reported that SSPC had its first meeting of the semester on January 26.  Mayra Arellano shared the Dual Enrollment Plan and they also had a COVID-19 round table check-in.  The next SSPC meeting is scheduled for Wednesday, February 9 from 2-4:00 p.m.

IPC:  Allison Hughes announced that the IPC will hold its first meeting of the semester on Friday, February 4.  IPC will also be hosting program review presentations for instructional programs on March 18 at 8:45 a.m.  An email was sent out with the details and people are invited to attend. |
| 12. | **President's Update** | No update was provided. |
| 13. | **Matters of Public Interest and Upcoming Events** | • Roslind Young said that EOPS will be applying for a Pinpoint grant, asking for $10,000.  Funds would support the College's former foster youth students.  It is cash support only.  Dean Max Hartman presented information on the grant at the February 2 Cabinet Meeting.
• Vice President Tammy Robinson is hoping to submit a federal grant called Good Jobs Challenge.  She is working with Dean Hyla Lacefield and Georganne Morin to meet the deadline for submission, which is next week, or request an extension.  She said it will be stronger if the College can get a match.  The grant is about getting people back to work. |
| | **ADJOURNMENT** | The meeting was adjourned at 4:08 p.m. |
| | **Next Meeting** | The next meeting will be held on February 16, 2022. |