



**PLANNING AND BUDGETING COUNCIL MEETING MINUTES**  
**Wednesday, October 5, 2016**

**Members present:** Nick Carr, Rachel Corrales, Lorraine Barrales Ramirez, Michelle Marquez, Leonor Cabrera, Megan Rodriguez Antone, Kim Lopez, Chialin Hsieh, Paul Naas, Peggy Perruccio, David Johnson, Debbie Joy, Doug Hirzel, Jamillah Moore.

**Members absent:** Gregory Anderson, Karen Pinkham, Supinda Sirihekaphong, Maria Huning.

**Guests and others present:** Vickie Nunes, Diva Ward, Tracy Huang, Mary Chries Concha Thia, Sarita Lopez, Heidi Diamond, Lizette Bricker, Barbara Bucton

AGENDA ITEM	CONTENT
<b>I. WELCOME AND APPROVAL OF MINUTES</b>	Meeting called to order at 2:10 PM Motion to approve Minutes of the September 21 meeting passed, with one abstention.
<b>II. BUSINESS</b>  <b>1. IEPI Partnership Resource Team (IEPI PRT) visit</b>	<p>President Jamillah Moore informed on the upcoming IEPI PRT team visit. As discussed at <a href="#">May 4 PBC Meeting</a>, Cañada has requested the assistance of an IEPI PRT team who can assist the college to identify opportunities in the areas of Integrated Planning &amp; Budgeting and Professional Development. The team's first visit will be Monday, October 17 and their second visit will be Monday November 14. Dean Chialin Hsieh added that the team will return for a third visit, likely in spring 2017, to view the college's progress.</p> <p>Discussion highlights:</p> <ul style="list-style-type: none"> <li>• President Moore advised that this is a fairly new initiative in the state, and is an opportunity to receive “collegial and constructive feedback” from colleagues with the pertinent expertise.</li> <li>• Members of the team represent colleges including: Taft College, City College of SF, Folsom Lake College, Foothill College, Glendale Community College District, and Barstow Community College District</li> <li>• Team members have reviewed our college plans and website as part of their preparation.</li> <li>• The state provides funding to colleges who participate in these projects. At this time, the funding amount is \$200K. These funds are intended for use by the colleges to move forward in consideration of the “menu of options” that will be given by the project team, resulting from their visit.</li> <li>• California community college faculty, administrators and staff, volunteer to be on these teams, travel and meet other colleges to listen and share experiences. The initiative is meant to be positive and a low-threat way to receive information and feedback.</li> <li>• On October 17, the team will talk with college cabinet, professional development committee, EMP (educational master plan) committee, planning councils' chairs, and others. A campus-wide announcement is being drafted and will include agenda and other information.</li> </ul>

**2. Strengths and Weaknesses Analysis on JAMS positions**

Motion to adopt meeting agenda as amended to reflect this item as an Action Item, passed unanimously.

Motion to recommend JAMS positions to the college president. (Motion subsequently amended and described below.)

Background: In spring 2016, the JAMS Project was awarded funding through the District's Innovation Fund Program and included new permanent positions. At September 21 PBC meeting, suggestion was made that PBC should consider a recommendation for an expedited process for strengths and weaknesses analysis and moving forward on these positions. Co-chairs Hirzel and Joy agreed to include the appropriate agenda item at Oct 5 PBC meeting. Director of Student Support Diva Ward presented on the JAMS positions on behalf of the Athletics, Library and Learning Center Division.

Presentation/discussion highlights:

- The Learning Center runs the Math, Physics and Word Jams, the objectives are to increase the student success and course completion rates for student Jams participants and increase the number of students placed into higher-level Math, English and ESL courses. The JAMS take place three times per year.
- Data and other evidence support that the Jams concept is productive in preparing students for placement exams, hastening degree/transfer requirements completion, improving reading and writing skills, increasing confidence, and other student success strategies.
- There is a great deal of work involved to prepare, organize and operate the Jams, including: arranging for food, materials and space logistics; providing support for faculty and student tutor participants; advertising and outreach; replying to student and staff inquiries, coordinating facilities and ITS support; completing financial, payroll and administrative tasks, etc.
- Members noted there is a little confusion with referring to Math Instructional Aide position as the Math Jams Coordinator, as Coordinator is a separate classification different from Instructional Aide.
- The positions put forward today: 1.0 Office Assistant II and .5 Math Instructional Aide II, which differs from the initial Innovation Fund Proposal (Note: A Program Services Coordinator position, not Instructional Aide, was included in the Innovation Fund Proposal. The Learning Center will co-fund .5 Math/Instructional Aide position. There is a Board-approved, vacant IA II position currently existing within the Learning Center.)
- There is robust support of the Jams program among PBC members. However, the job duties of the positions as presented here are inconsistent with existing job descriptions. Members strongly voiced the need to consider carefully the job duties listed and skills needed so that the jobs postings are consistent and in keeping with existing OA II and IA II job descriptions. PBC firmly emphasizes that prudent full review of the job postings is completed.
- Dean Heidi Diamond advised that the JAMS concept has inspired similar effort he Business, Design and Workforce Division's Career Skills JAM. The first session will be Friday, Oct 14 and (39) students have already signed up. Diva reinforced that enhancing the Jams concept/procedures toward duplication throughout the college is a Strength for these proposed positions.
- Diva advised that there is broad division support for these positions to move forward for the program to be sustainable and to build on its success. The new Jams video aimed towards encouraging student participation was viewed.

Motion to amend the motion as follows: Motion to recommend strengths and weaknesses analysis on Jams positions to the college president, outside of the regular hiring process cycle, in order move to forward on the Jams Project. Motion to amend passed.

Motion to recommend Motion to recommend strengths and weaknesses analysis on Jams positions to the college president, outside of the regular hiring process cycle, in order move to forward on the Jams Project. Motion passed.

<p><b>3. Study Session: Categorical Programs</b></p>	<p>VP Michelle Marquez provided information on Categorical Programs.</p> <p>Discussion highlights:</p> <ul style="list-style-type: none"> <li>• Definition: Categorical Programs are created through specific legislation at state and federal levels to direct funds to supplement existing core/basic instructional programs. Most categorical programs are developed to serve a specific targeted group.</li> <li>• Categorical funds are specifically restricted for their designated purpose to directly serve or support students without impacting general fund dollars.</li> <li>• The stability of categorical funds is based on factors including the status of overall economy, the priorities and will of elected officials.</li> <li>• Categorical programs at Cañada include: <ul style="list-style-type: none"> <li>- Student Success and Support Program (SSSP)</li> <li>- Economic Development (Strong Workforce Partnership)</li> <li>- Extended Opportunity Programs &amp; Services (EOPS)</li> <li>- Student Equity</li> <li>- Disabled Students Programs &amp; Services (DSPS)</li> </ul> and others </li> <li>• Some categorical programs have match requirements that call for the college to provide matching funds, either direct monetary support to the program or through staffing support. This can be a challenge; some colleges have returned categorical funds when they cannot meet the match requirements.</li> <li>• Categorical funds sometimes are not sufficient to cover the cost of the program. The college would have to provide the additional funds needed.</li> <li>• COLAs (Cost of Living Adjustments) are not covered by Categorical Programs. The District regularly provides COLAs to employees. Over time, this can create financial strain on the categorical programs. EVC Kathy Blackwood’s and the budget office’s guideline is the allocation for ongoing staffing costs should equal an amount up to 75% of funding.</li> <li>• Language in the legislation establishing a categorical program will contain the funding restrictions – including activities and expenditures. These restrictions are not similar among all categorical programs.</li> <li>• Question posed as to what happens to staff if categorical funds end? If feasible, they are absorbed in fund 1. CSEA and faculty positions revert to contract.</li> <li>• District will receive \$2M Economic Development/Strong Workforce Partnership funds, of which Cañada will receive \$554K. Dean Heidi Diamond discussed the efforts, discussions and study on this thus far. Suggestion made for a future PBC study session on workforce funding and innovation funding.</li> <li>• Interim Dean Lizette Bricker discussed SSSP and the reporting requirements that must be met. These are tied to MIS data that substantiate services to students. Keeping up with the compliance requirements on this and other categorical programs requires care and attention. External Funding &amp; Compliance Officer Vickie Nunes discussed this and advised that categorical programs can also include audit rules and requirements beyond standard audits.</li> <li>• Question posed on JobTrain, if it is considered a categorical program. Michelle advised JobTrain is a grant – not a categorical program. It is distinct as it is funded through Redevelopment. Suggestion made for a future PBC study session on different types of grants.</li> <li>• VP Kim Lopez reminded that the Participatory Governance Manual reflects different processes for hiring categorical/grant-funded employees and Fund 1/general fund-funded employees. The suggestion that all new positions, regardless of funding, follow the same process, is worth thoughtful consideration and thorough discussion.</li> </ul>
<p><b>4. ¡ESO Adelante! Grant (Expanding Student Opportunity)</b></p>	<p>Diva Ward presented on the ¡ESO Adelante! Grant. (Due to time remaining for today’s meeting, ¡ESO! report will be a future PBC agenda item.)</p> <p>Discussion highlights:</p> <ul style="list-style-type: none"> <li>• This a new grant partnership San Francisco State University SFSU.</li> </ul>

<p>5. <a href="#">Public Review of College Plan Progress Reports</a></p> <p>6. <b>Staffing Updates</b></p> <p>7. <b>Matters of Public Interest</b></p>	<ul style="list-style-type: none"> <li>• The objectives are to improve transfer rates to 4-year institutions and graduation rates from 4-year institutions among entering Hispanic, high-need and basic skills students.</li> <li>• Studies reinforce the need exists for academic preparation, strong pathways, and student support to provide the best opportunities for success. Support at the transfer institution is a factor. Some students have experienced reduced student support after transfer.</li> <li>• The ¡ESO Adelante! Grant is \$3.2M over five years.</li> <li>• There will be an advisory group of SFSU and Cañada staff to identify stakeholders, processes, action steps, etc. to move these efforts forward. Their discussion will include majors the grant will contain and initial pilot programs that may be considered. Articulation is a key component.</li> <li>• The President’s Office is currently working on scheduling the first meeting with SFSU staff. Any questions on this grant may be directed to the President’s Office.</li> </ul> <p>Progress reports on the college plans will be posted online within the next week for review by the college community. Please encourage constituencies and colleagues to review and provide feedback. The progress reports will be posted for a 30-day period. The report writers will review feedback and complete any revision. The finished reports will then be brought to PBC.</p> <p>Michelle advised there are no staffing changes or additions to report.</p> <p>Chialin advised that the Educational Master Plan EMP forums will be taking place through October 21, within already scheduled division meetings. If you are not able to attend your own division meeting, you are welcome to attend another division Please encourage colleagues to attend.</p> <p>Leonor Cabrera announced Cañada Accounting Department will hold their Annual Monopoly Tournament on Saturday, November 5. Sign-in at 10:00am and tournament begins at 10:30am. Posters and information will be distributed. Proceeds go towards student scholarships.</p>
<p><b>III.</b></p>	<p>Meeting adjourned at 3:50 pm.</p>