

MEETING MINUTES

Date: April 17, 2020

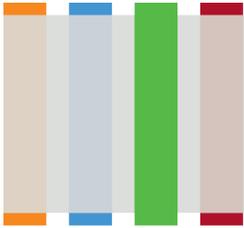
Time: 1-3 p.m.

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/128486908>

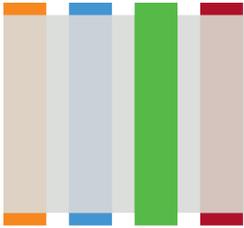
Prepared by: Asha Jossis (Recorder)

NOTES BY TOPIC

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
1	Roll Call & Approval of Feb 20		Approved	Post to Website	
2	College Promise Proposal	<p>Successful transition to the second year of the Foothill College Promise. Major features that likely made it successful</p> <p>Basically doubling the counter participating students from around 440 or so to about, you know, 900. And so basically the features of our current for your College Promise. College Promise program was expanded to the first two years of college and unlimited required textbooks.</p> <p>And financial aid eligibility was not required to participate, but student still have to submit a FAFSA or GMAC application which is required by the state.</p>	R&R approved to continue with the current configuration of the College Promise Program for 20/21 fiscal year.		

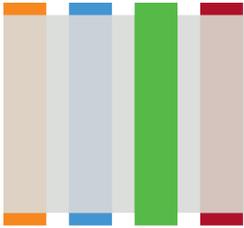


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		<p>Students get the same benefit for two years. And then we also remove the recent high school graduation requirements.</p> <p>The proposal is to repeat the same configuration in the 20/21 Fiscal year. Again all qualifying students, regardless of income would receive two years of free tuition and required textbooks.</p> <p>The benefits of keeping the current configuration is to ensure that we're keeping our promise to students for next year in their second year. Secondly, it would be consistent with the summer and fall promise marketing that it has already been initiated by our marketing and Outreach office offices. Also ETS, who has been working for months to automate and streamline the promise program in terms of a reporting perspective to the financial aid offices at both colleges and student notification perspective of warning students, hey, if you if you drop that class you're going to you are risking falling out of the promise program, which is something that occurs significantly.</p> <p>We also have certain verbiage for the students and have been working with closely with marketing department. If</p>			

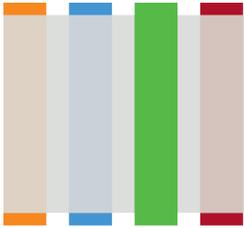


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		<p>we change the program now then ETS has to go back, potentially change some of the some of the messaging around that. The websites, need to be updated and so on. So, so those are some of the benefits of maintaining the current configuration that I see.</p> <p>Another point to consider is the COVID-19. The overall state budget is somewhat in a flux. We don't know exactly the potential impact that it may have on the state's continued funding promise program and what levels will perhaps the state my takeaway. For the second year, we don't know the outcome. So one of the things that we would ensure to do on our website and all our marketing is kind of include that caveat at the bottom of footnote or something like that, that it is subject to availability of Funds contingent on state available funds, just in case you even though the funds was included in the governor's proposed budget.</p> <p>Things have significantly changed in terms of the outlook for state revenues and the potential impact on the state budget and funding of programs such as this.</p> <p>Also, we should include separate from the basic configuration of the promise program and in the current year is the EOPS student's special feature. We didn't include a special feature for EOPS students. If they</p>			

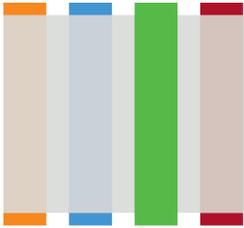
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		<p>were promised eligible and their textbooks are paid for by EOPS then College Promise will Pay up to \$750 for a laptop. W exploring changing the laptop benefit. Instead of the laptop benefit, which proved to be not as popular or as an incentive as we thought it would be to possibly changing that to instead of the promise program paying for the laptops, the promise program will pay for the EOPS textbooks and free up some money for EOPS to use in other areas. However, this is under discussion. For R&R, consideration of maintaining the current configuration for next year.</p>			
3	<p>CARES-Act 50% Emergency Funds to Students</p> <ul style="list-style-type: none"> • Cares Act Grant Funding Letter • CARES Act Allocation • CARES Act Methodology 	<p>CARES ACT is the coronavirus aid relief and Economic Security Act. It was signed into law on March 27 2020 by our president of the United States, the total relief is over \$2 trillion for the United States.</p> <p>It provides assistance to workers and families, small businesses states and local governments and we fall under that area and then for preserving jobs or for American industry. The methodology 5% of the funding for the higher education. emergency Relief Fund. Is determined based on the pole recipients. So this is</p>	<p>R&R can commit to making a recommendation to the President from \$100K-\$1.2 mill to purchase the needs of faculty and staff. Maybe a survey go out from IR to see what people have purchased. Can't make a recommendation of how much should be allocated</p>	<p>Bret will revisit R&R with updated information.</p>	



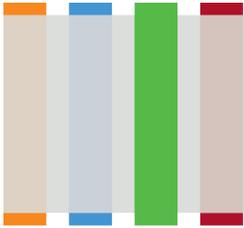
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		<p>using full time enrollments for Pell recipients. However, it doesn't exclude students that are 100% online or distance, Ed. Okay. Then the other 25% of institutional awards is calculated using full time enrollments that are none Pell recipients and again it exclude students who are exclusively online or distance and federally for education. There's \$14 billion for higher education and the basically 90% or \$12.6 billion is being distributed based on the methodology that I just explained the 75% in the 25% rationale. For California community colleges. There was a Chancellor's Office webinar weekly they communicated that community colleges are receiving \$579.7 million across the system. For Foothill College our portion is \$2.4 million. The 2.4 in some of this information is included in the attachments for today's revenue and resource council meeting. So if you want to see the detail. Of that 2.4 million there's 50% for emergency grants to students and then another 50% for institutional dollars. The Feds have released to educational institutions now is just the portion that is for the direct grants for students. We have to certify those funds. So the 50% for Foothill College winds up being \$1.2 million. Emergency grants for students related to the coronavirus and it includes the cost of attendance</p>	<p>until we have a survey of what people have purchased.</p> <p>We need to have the ability to triage our needs and be keepers of this money.</p> <p>We are in the process of certifying for the 1.2 million for direct student grants, we should be hearing something in the next two weeks or so for the other 1.2 million, we have, we are trying to track our expenses. Please provide Bret with any information that you have for what people are spending their money on</p>		



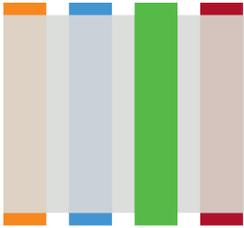
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		<p>type items, including food. Eat food, housing course materials technology, health care and child care needs. Those are all those are examples we are certifying. This is very much like a grant. So for the faculty that are present in teams that are aware of the grants.gov process. We actually have to submit almost like an application in some forms into the grants.gov system and you know when they receive that certification and those other documents. They will basically provide funding for us that we will draw down as we expand the funds and it's much like it's very much like the title for process for federal financial aid and also for federal, federal grants, where it's a reimbursement process you cannot hold on to the funds more than three business days before you disperse the funds. And typically we at our district spend the money first and then draw down after the fact. So we don't have any issues with holding onto the funds for too long. Some of the things once we once we actually disperse the funds are certified. We have 30 days to report how we're how we're spending our funds. So that's a requirement and then after that first 30 days every 45 days we have to report how we spent the money. Some other information that we have to provide for this is how our grants distributed to</p>			



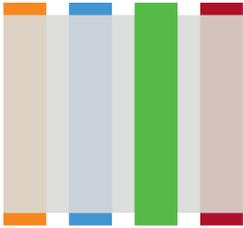
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		<p>students, how much money do we distribute to each of the students, how do we calculate those grants. And then what instructions or directions that we give to our students about the grant funding. Approved money for our instructional areas to support you know becoming virtual for those face to face classes so we we approved or this this council approved. Close to \$400,000 that we set aside in our general fund. So what we're going to do is we're going to identify all the different the monies that we're using for the emergency situation and then as this 50% becomes available. Some of those expenses that qualified could be used with the other 50% of the Care Act funds. It was really good that we did that, we had that that foresight of trying to keep our expenses. We clearly identified, we created a separate set of accounts. So we're using that separate set of accounts to track these expenses. It was really good having that foresight and being responsible and anticipation of these federal dollars. on. So that's basically all I have for the cares fun, but did you all have any questions.</p> <p>For the part that's not going to the students should we develop some Categories of expenditures that we want to direct these funds? Basically we have a worksheet</p>			



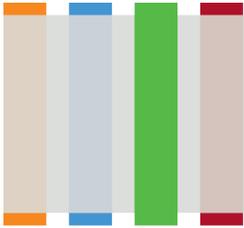
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		<p>that has various pots of money identified. So one of them is when we when R&R approved Linnaeus request for the different it was the</p> <p>Faculty have undergone a lot of personal expenses buying equipment so that they can actually teach their classes online. I know multiple people who have bought themselves. Such as, Computers or iPads or cams, because what they had wasn't sufficient. Or having imbedded tutors in the class to help out Might be super help a lot of the faculty who are kind of dealing with this transition for the first time? We have a lot of labs that are being run. And at this point, the lab. Is pretty much restricted to what we can have them do on the computer. But there are lots of companies out there who put together a lab kits. That can be sent directly to the students. So, for example, for my microbiology lab. I could have a lab kit that would include an inexpensive microscope and materials to make Petri dishes and bacterial cultures, so that they could actually be doing microbiology at home. But it's prohibitive to ask students who are signing up for these classes to buy those kinds of things. It would be maybe a really good expense to maybe look towards buying lab materials that could be</p>			



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		<p>sent directly to the students. Lottery funds are used to pay for lab kits and maybe that is a fund we can use for the students. It is important to think about the cost of faculty to do their job at home and it needs to be revisit rather than rejected. We need to discuss what is personal and what district property is and it is a challenge. We need to come up with a way for faculty to get what they need to serve our students. Faculty are using their own funds and the equipment is not cheap. Things that are true instructional equipment, maybe we can use some of the funds allocated. A certain amount of resources that the district is setting aside visa V collective bargaining conversations of Getting stipends and like for faculty and staff around technology needs to work virtually. The other bucket around the federal stimulus money and what has become very apparent to us. At least on the student money side, and I suspect it will be the case for the college institutional money side is that we will not have enough to cover everything. We are going through our process of an inventory.</p> <p>We still haven't received a full authorization to draw down the 50% from the institutional side yet. We have a spreadsheet that would include things that faculty and</p>			

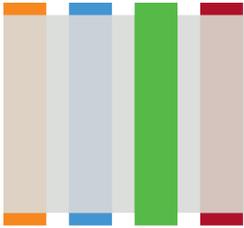


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		staff need. Routing the needs through the Deans who will add them to the spreadsheet.			
4	Budget Request	<p>We've met with three of the Deans related to the request. We are not complete on all three of those request. Ram has the most request. The process has been more efficient with the Dean and Teresa Ong along with the finance team. We are halfway done. Some of the request the committee can review and other request are department request that are being done and may not need to be on the budget request because they occur every year.</p> <p>Looking for items that are unique. Some of the request were position and they go through the faculty prioritization process. The classified positions are tricky. Usually we have a classified position it is usually filled or eliminated the position and create another position of higher or lower. If a department wants to add a position, we look at the resources. The positions are kind out of the committee hands and we can make suggestions to the dean but they need to make the decisions.</p>			
5	1320 Budget & Deficit for 2020-21	This is a major issue that we are dealing with at the Dean level and has not talk about at R&R. We started the year with a 20% cut and all the Deans made the cuts	R&R can make recommendations for the upcoming year. We have	Memo with Recommendations will be made by Tri-	Tri-Chairs & FC



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		<p>and yet we are still over budget. We identified a \$1 million to offset a \$2 million deficient. If we are cutting 20% each quarter, we are going to have to turn away students. We need to use some of our rollover money to offer more classes. We can't make a decision at the district level so we need to make it at the college level. We are in Hold Harmless, we were giving the same amount of money as the prior year. So it was based on the WSCH, FT Faculty, Part-Time faculty and productivity. We will need a lot more students to get more money. The District has not looked at the two colleges and left them independently and that is the way it has always been. We are utilizing the college wide carryover to supplement the 1320. We have not looked at the Department budgets. It would good to have an enrollment management team working with De Anza and the information and resources can be more efficient. These are things that has been discussed but has not happened. R&R was charge with coming up with a list to spend the carryover funds to look at a strategy view of our rainy day fund. But with our world changing, we need to save the rainy day funds. We do not have all the information to make the calculated risk regarding the 1320.</p>	<p>Measure G which will give us some comfort.</p>	<p>chairs in reviewed in May's meeting.</p>	

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6	Facilities Master Plan & Bond List for Measure G <ul style="list-style-type: none"> Facilities Master Plan Bond List 	<p>Favor outcome for Measure G and Measure H did not past. We have done a review of Facilities Master Plan and finalized and approved of our list. Foothill College need to develop a list of project that are priority to provide to the district so the board can approve. We have a list of projects in our facilities master plan and a list for our bond. Get some feedback from R&R of what type of project you would like to see on the list. We have a lot of infrastructure projects because some of the infrastructure are breaking down like the boilers and ADA is an issue. Lighting was another project that is an issue, such as parking lots, loop road and PV lighting. Signage any of these can be a project on the first project list that they study group can review and bring back to R&R for approval and recommendation to President. We have a study group and can be expanded but we need time to expand the group. We are getting a push from the facilities and the board because the timeline is still in effect despite COVID-19. We need to fix how are facilities can connect the campus to the community.</p>	<p>We need to gather the subgroup first before R&R can make recommendations. Kurt Hueg would participate with the subgroup. Going to create a subgroup for the next meeting.</p>		
	Technology Plan	<p>A study group needs to be formed for the Technology Plan. Maybe we can ask the district to put this on hold due to the technology needs are going to change in the near future. Foothill College can</p>	<p>Contact District Form Study Group based on District's response</p>	<p>Lene will check in with District.</p>	



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		informed the district that we are not able to put together a plan and ask where is the district with his plan.			

*Include the person(s) and or group responsible for next steps.

MEMBERS PRESENT (strike out names not present)

Voting

Tri-Chairs: Kurt Hueg (Admin), Denise Perez (Classified), Eric Reed (Faculty)

Administrators:

Classified Staff: Julie Ceballos, Josh Pelletier

Faculty: Kathy Perino (FT), Sara Coopers (FT)

Students: ~~Sandalina Satar, Billie Webb, Ananya Khanna, Shivam Asija~~

Non-Voting

Ex-Officio: ~~Jordan England, Elias Regalado, Bret Watson, Lara Triona, Thuy Nguyen~~

Recorder: Asha Jossis

Facilitator: Pauline Brown

Guests

Gay Krause

Foothill College Mission Statement

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

2019-2020 Strategic Objectives (E2SG) Equity, Enrollment, Service Leadership, and Governance