

College of San Mateo
Finance Committee Meeting Minutes
Thursday, February 10, 2022
2:30 PM – 4:00 PM
Via Zoom

Members Present: Jia Chung, Stephen Heath, Steven Lehigh, Micaela Ochoa and Andreas Wolf

Staff: Luz Román-Amaro

Micaela called the meeting to order at 2:36 PM.

The following members, support staff, and guests were present:

Alex Kramer	Micaela Ochoa
Andreas Wolf	Perla Rumayor
Ashley Phillips	Stephen Heath
Francisco Gamez	Steven Lehigh
Jia Chung	
Luz Román-Amaro	

Welcome and Review Agenda

Micaela welcomed committee members and presented the February 10, 2022 agenda for review and approval. The February 10, 2022 agenda was approved as presented.

Review and Approval of December 9, 2021 Minutes

The group reviewed the minutes from the December 9, 2021 meeting. After review, the December 9, 2021 minutes were approved as presented.

Governor's January Budget Update

Micaela communicated that the Governor's January proposal pertains to next year's budget (22-23). The timeline of the state's budget process is as follows: the governor submits a budget proposal in January, an update in May and the actual budget is presented and approved in June.

This new budget impacts CSM on the categorical side. The budget includes a 5.33% cost of living adjustment (COLA) increase to many categorical funds. Another important aspect of the Governor's budget proposal is that it offers more money, but much of the funds are tied to one-time restricted funds.

Micaela reviewed the list of one-time funds that are included in the Governor's budget proposal. She clarified that we do not know yet the breakdown of funds that CSM would receive, but we do know which programs are included in the 5.33% COLA. The programs are: Extended Opportunity Programs and Services (EOPS), Disabled Students Programs, Apprenticeship, CalWORKs Student Services, Mandates Block Grants and Reimbursements (District Office), and the Childcare Tax Bailout. This money will help offset the expenses in areas related to fund 1.

Micaela communicated that the Joint Analysis from the State Chancellor's Office is included with the agenda. The analysis offers a higher level of detail of the Governor's Budget Proposal, specifically the money that is going to Community Colleges. It also highlights the one-time restricted funds. Overall, the focus of the Governor's budget is the equitable recovery from the pandemic.

Steven Lehigh asked how the COLA integrates with our district funding model. Are we going to see the equivalent percentage increase or is the district going to distribute the funds differently following the district funding model?

Micaela responded that for the ongoing mental funding, the state had a formula of how to distribute the funds by college. If the State does not dictate a formula for distribution of funds, the district office will either follow the formula that was used for other categorical funds or follow its resource allocation model.

No further comments, questions or feedback were given on this agenda item.

Strong Workforce Presentation

Micaela welcomed Alex Kramer, Francisco Gamez and Ashley Phillips to talk about the Strong Workforce Program and Perkins V Act.

Alex Kramer and Ashley Phillips presented an overview of the Strong Workforce and Perkins V Act, which included:

- Allocations
- Examples of successful projects,
- Students served
- Career education outcomes
- Challenges and opportunities

Alex explained that the Strong Workforce program was created to meet the needs of our state, local and regional employers by providing pathways to meaningful and livable waged careers and career education programs.

Ashley commented that the Perkins Act is a federal grant that has been available since 1917 and is administered by the US Department of Education. She explained that the Perkins grant highlights pathways in career education and makes sure that our students have access to those pathways and also provide role for gainful employment.

Andreas Wolf asked how are students that participate in the program tracked?

Alex responded that Santa Rosa Junior manages a CTE employment outcomes survey, program completers. They select a random sample of completers and ask them questions related to the program. Ashley commented that the College of San Mateo tracks all programs whether they received funding or not. Francisco Gamez clarified that students are tracked by the state if they received 9 or more units on the CTE pathway program.

Alex explained the metrics of the Strong Workforce and Perkins V Grant Metrics and shared the link: <https://bit.ly/ce-metrics>

Micaela asked for what are the metrics used?

Alex responded that the state looks at the metrics when considering incentive funding. There is additional funding provided when the college meets the metrics.

Micaela asked since the employment rate is considered when allocating funds, is it correct to say that the higher the unemployment rate, the more funding received by the recipient gets?

Alex explained that the state looks at a combination of the number of job openings and the unemployment rate specific to each career education program.

Alex talked about the Strong Workforce program restrictions and shared the link to the taxonomy of career education programs that receive (top code) funding: <https://bit.ly/cccco-top>

Steven Lehigh asked about the supplanting aspect of the funds. If fund one is used, does that take away the availability to use the money in the future?

Alex responded that supplanting would disqualify us from future investments of the Strong Workforce and Perkins funds.

Ashley communicated that with the Perkins grant there is a three-year rule that allows a pilot program receive funding, but after three years the funds need to be applied to another program.

Stephen Heath asked Alex to describe the situation of having more requests than the funding available.

Alex responded that every year there is a rigorous application process and there are more requests than funding available.

Francisco clarified that some ideas do not align with the metrics of the grant and cannot be funded.

Stephen Heath asked if there are instances where people are not being funded because there are not enough resources available?

Francisco responded that it is a combination between the types of requests received and the funding available.

Stephen Heath asked who is in the workforce taskforce and how do you get involved?

Alex responded that the membership had varied in the past few years, but moving forward they are going to keep the membership to faculty, staff and VPs. The next taskforce meeting will be in April. Anyone interested in becoming a member of the taskforce needs to fill out an application.

Alex presented the workforce team organization structure and discussed the different services provided by the workforce team:

- Career Workshops and Support for CE Majors
- Faculty Support for CE Programs
- Partnership Development for CE Programs

Alex provided an overview of the Strong Workforce program local and regional allocations.

Micaela asked if regional allocations were more focused on projects and initiatives than on personnel. Alex responded that was correct.

Ashley provided an overview of the Perkins V grant budget by fiscal year. She communicated that the dollar amount goes up and down based on the head count. The head count might go down and the funding too.

Andreas asked if it was a head count within the qualifying programs or the institution's head count.

Ashley responded that it was based on the career education programs.

Ashley presented the Perkins V grant expenditures by fiscal year.

Alex presented the Perkins V grant timeline.

Ashley presented the 2021-22 Faculty Resource Requests and explained how the investments were allocated across the Career Education Programs.

Andreas asked more information about 13% PRIE investment.

Alex responded that it was related to an approved taskforce project to bring on a temporary Data Analyst to build PRIE dashboards for Career Education.

Alex highlighted three successful projects funded by Strong Workforce:

- Business Analytics Program
- Cosmetology Program: funds to develop a mock California Board of Barbering and Cosmetology Interstate Council licensing exams to support student's get their license
- Fire Equipment Upgrades: battery-powered excavator tools

Micaela asked how the application process for funds works and what will the funding cover for a specific program like Cosmetology.

Alex responded that the application process consists of faculty submitting an application with a scope of work, budget and deliverables. The application it's reviewed by the Deans and if approved, it goes to the taskforce for final review and approval. Regarding what the funding covers, the workforce program cannot fund student tuition because it will be considered a gift of funds.

Francisco clarified that the Cosmetology program did include timesheets from the faculty that developed the program.

Ashley presented:

- Key highlights for the number of students served
- The program's Fall 2021 outcomes

Alex discussed the program's challenges:

- Restrictions on how funding can be used
- Overlapping funds
- Unplanned reallocation of funds
- Legislative changes
- Misunderstanding of the funding model restrictions

Ashley talked about the program's opportunities:

- Streamlined application process
- Streamlined approval process
- Taskforce breaks down silos
- Support for Dual-Enrollment CE Pathways and ACCs

Micaela thanked the Strong Workforce team for their presentation.

No further comments or questions were presented on this item.

Review Items for March 10, 2022 Meeting

- Update 2021-2022 Fund 1 Estimated Ending Balances on estimated ending balances
- EOPS Program Update
- Resource Request Update

No additional items were added by the members of the committee.

Micaela adjourned the meeting at 3:59PM

Next meeting date: March 10, 2022