REPORT TO THE OHLONE COMMUNITY COLLEGE
DISTRICT BOARD OF TRUSTEES

Jan Giovannini-Hill, Trustee
Ohlone CCD Board of Trustees

May 2015
FRIDAY MAY 1, 2015

#1 OPENING GENERAL SESSION -- Affordability for All

Financial aid helps low income individuals afford college. AB 200 will increase the number of competitive Cal Grant A and B awards. Our ability to improve college attainment, to close equity gaps and enable more Californians to earn college degrees can only occur if we make college affordable for all.

Welcome Walter Tribley Superintendent/President, Monterey Peninsula College
Emcee Louise Jaffe President, CCCT; Trustee, Santa Monica CCD
Keynote Honorable Luis A. Alejo Assemblymember, District 30

Great speech and presentation by Assemblymember Alejo. His inspirational beginning growing up in Watsonville to where he is today and his academic accomplishments plays well with younger and older students everywhere.

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#2 NEGOTIATIONS AND THE BOARD ROLE

Effective labor negotiations are central to a fiscally healthy district. The board’s role is critical in this process. This session covered the board’s role in negotiation preparation, including the selection of a negotiation team, establishment of framework and authority, and communication protocols during and after negotiations.

Speaker Jeff Kellogg Trustee, Long Beach CCD
Speaker Bruce Barsook Partner, Liebert Cassidy Whitmore
Speaker Steve Blum Trustee, Ventura County CCD
Speaker Jannett Jackson Chancellor, Chabot-Las Positas CCD
Speaker Ron Gerhard Vice Chancellor, San Francisco CCD

An insightful look at what has worked at other CCD’s. Brief review of obligations, and an important take-away: Don’t depend on temporary monies for long term costs; and if you are not growing, you are stagnating. Brief comments regarding SoCal enrollments in general [increasing] vs NorCal [declining] – will affect apportionment funds; we are 72 very different Districts. If Prop 30 had not passed, we would be facing a 15% reduction in revenues. Maintain ample reserves [recommend six months]. No one is going to rescue us . . . take care of tomorrow by planning not just for today. Couple other comments – some national groups recommending closer to 20% in reserves. K-12 is automatically funded per student, CCC’s are not the same. Have a focus on retention, as new customers cost more. The CCC’s are typically inverse of what is happening in the economy [times are good, students may take time off to work; times are bad, students will come back to work on education]. Cash is king; need to keep an
eye on commitments made today and their long term impact on a District’s future financial health.

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SATURDAY MAY 2, 2015

#3 FOCUS SESSION – CALIFORNIA ACCELERATION PROJECT SESSION

When it comes to college completion, California community colleges have a lot of work to do. More than 80% of incoming students are classified as “unprepared” for college and are required to take remedial coursework in English and/or math, and only 40% of these students go on to transfer or complete a degree or certificate in six years. But it’s not all bad news: a growing body of national research shows that by changing our approach to incoming students, community colleges can substantially improve outcomes among students classified as “unprepared.” This session features high-leverage strategies being implemented by the more than 47 California community colleges participating in the California Acceleration Project.

Speaker Katie Hern Co-Founder of California Acceleration Project/English Instructor, Chabot College

Consider linked learning initiatives like some high schools have been doing now for almost two decades [what student is learning in a particular point in history coincides with what they are reading in their English class, etc]. Incoming learning communities around a specific theme . . . [not really new]; these can be created around specific majors or fields of interest. Using tech tools can increase the impact.

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#4 STATE-WIDE PHILANTHROPIC PARTNERSHIPS – ENHANCING CALIFORNIA COMMUNITY COLLEGES

This presentation focused on philanthropic partnerships in the areas of student success and workforce development designed to complement and accelerate statewide investments. Trustees gain a better understanding of the activities of the Success Center for California Community Colleges, including the development of an online professional development clearinghouse, which will create a shared communications platform and learning environment for college personnel across campuses and program areas. LaunchPath, a workforce development program that pairs qualified students with organizations for work and job training, was also covered.

Speaker Keetha Mills President and Chief Executive Officer, Foundation for California Community Colleges
LaunchPath provides the back office services [payroll and personnel functions] for employers who are already on board.

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#5 PROGRESS AND IMPACTS OF THE BOARD OF GOVERNORS – TASKFORCE ON WORKFORCE 2015

Learning all about the Board of Governors Workforce Taskforce and what the California community colleges are doing to address crucial skill gaps, keeping our colleges responsive to the needs of our business and industry partners and being able to leverage additional funds toward this important part of our mission. Participants discuss emerging ideas from the field as well as business and industry, and members of the taskforce will present information on the charge, timeline and work to date of this taskforce.

Speaker Sunny Cooke Superintendent/President, MiraCosta CCD
Speaker Linda Wah Trustee, Pasadena Area CCD

Creating and understanding the data and outcomes of current instructional methods, structuring pathways for student success, obtaining funding with regional coordination among academic/industry/legislative bodies. Where to add or delete courses – have we asked our local industry leadership what their employee needs are expected to be? Need to start by 8th grade, what are the career choice options, college majors to get there, and which institutions offer appropriate coursework. Need to find predictable and sustainable funding [that is flexible]. Also needs to be regional – bring colleges together and request information to help all CCC’s work together more. Need a facilities and equipment commitment, and a long term staffing commitment for majors needed [form should follow function]. Create ‘regional centers’ where several Districts can connect. WIB – have a workforce investment board on the CCC. Ex: the Golden Gate Bridge brought welders in from China when CA knows [some welders are certified by the state] – why are we not working with known local talent or training future talent in areas needed [labor programs].

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#6 JOHN HOPE BRYANT

The Memo
Twice before in the past 150 years – the idea of teaching the poor and disenfranchised how free enterprise works – “a memo” on the language of money – has been raised and faltered. The mission of this Tour is to finally deliver that memo. His book makes the case that the poor, disenfranchised and teetering middle class are not lazy or looking for handouts – instead they never “received the memo” on how free enterprise and capitalism work. Utilizing the occasion of the anniversary of the Freedman's Bank
Mr. Bryant was one of the most engaging speakers of the conference. He spoke about poverty and the lack of self-esteem and belief in oneself when people have no hope [glass half empty vs half full] and how their environment and opportunities seem hopeless. Those with wealth have higher self-esteem and higher confidence and their environment and opportunities include aspirations. Back in the day of the Freedman’s Bank, each person could receive 40 acres of land and a mule to call their own. What happens when some people know how things work vs those who ‘never got The Memo’? Is it time for a new bank for our working middle class?

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#7 COMPASS [COLLEGE OF MARIN PROVIDING ACCESS AND SUPPORTING SUCCESS]

K-12 collaboration and alignment are key components of college success. College of Marin has partnered with Marin County high schools to create COMPASS (College of Marin Providing Access and Supporting Success). This presentation outlines the steps taken to develop a truly collaborative approach to making college an inevitability—not just a possibility—for underserved students beginning in the 9th grade.

Speaker David Wain Coon Superintendent/President, Marin CCD
Speaker Jonathan Eldridge Vice President, Student Learning and Student Services, Marin CCD
Speaker Anna Pilloton Director of School & Community Partnerships, Marin CCD

By the time students come to their community college, it is too late if they are not academically prepared in many cases. Creating learning communities: Summer Bridge, Puente, First Year programs, whatever . . . need money and resources. Think about a Junior Summer Bridge for middle to high school students. Continue collaborations between high schools and CCC’s. Have pathways for every high school student to have graduated with some CC credit. Assistance with FAFSA completion at earlier stages – bring university and college faculty into 6th grade classrooms to talk about their subjects and what they teach; provide mini lectures on career possibilities. Relationships are key and grow at the rate of trust in each other. Be willing to host counselor luncheons and college prep workshops. Have an advisory council of different voices that come together every couple months on a particular topic, and get to know each other [What is A to G; Preparations for the Real World and Curriculum; etc]. Create a one unit college transfer course to be taught to all 9th graders. Summer Bridge
becomes the capstone rather than the introduction to college. Work toward resources that could provide monies in place that if an incoming high school student who already has ‘x’ college units comes to your CC – then their first year is automatically paid for [tuition]. By 10th grade, encourage students to take college classes on campus in summer programs. By 11th and 12th grade, students could be doing test preparation courses, etc. Programs that if an 8th or 9th grader joins your program and they attain at least 20-22+ units by their senior year then their first year at the CC is covered [paid tuition]. The high school students will have access to inspirational teachers and have a sense of belonging that should lead to their persistence and success in higher education. Remedial funding will decline each year that students are better prepared in grades 9-12 before arriving at the CCC – considered year one through six, when monies needed for remedial in college should be far less [worth putting more $ and resources in high schools for college preparation]. PTSA – meet with parents and discuss the value of college degrees for their students.

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#8 FOCUS SESSION – SHIFTING WINDS: PROCEED WITH CAUTION, THINK ‘SUSTAINABILITY’ PART 1

As board members, you are likely aware and excited about the proposed state budget for California community colleges. Before committing all of this year’s new funding toward ongoing activities, you should be informed about some risks and fiscal obligations looming on the horizon. In this session, we will discuss important issues that should be considered in each district’s fiscal planning process, such as Other Post-Employment Benefit Obligations (OPEB), STRS/PERS increases, and the conclusion of Proposition 30 funding.

Speaker Mario Rodriguez Assistant Vice Chancellor of Finance and Facilities, California Community Colleges Chancellor's Office
Speaker Bonnie Ann Dowd Executive Vice Chancellor, San Diego CCD
Speaker Judy Heiman Principal Fiscal & Policy Analyst, Legislative Analyst's Office
Speaker Nick Schroeder Senior Fiscal & Policy Analyst, Legislative Analyst's Office
Moderator Dianne McKay Trustee, Ventura County CCD

We know there will be recessions in our future and we need to be prepared for that [retain ample reserves]. People are living longer and the state has unfunded liabilities.

MAY 3, 2015

#9 ANNUAL STATEWIDE TRUSTEE BUSINESS MEETING
The annual statewide meeting of the California Community College Trustees includes the election of the CCCT officers for 2015-2016, the annual report of the work of the association, introduction of newly elected board members, and an opportunity to provide direction to the CCCT board on major issues facing local boards and their districts.

The slate of nominations for officers is [approved]:

- President: Janet Chaniot, Mendocino-Lake CCD
- First Vice President: Paul Gomez, Chaffey CCD
- Second Vice President: Doug Otto, Long Beach CCD

Presiding Louise Jaffe President, CCCT; Trustee, Santa Monica CCD

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#10  FOCUS SESSION – WHAT ROLE DO TRUSTEES PLAY IN FOSTERING AN INSTITUTIONAL CULTURE OF STUDENT SUCCESS?

The Research and Planning Group for California Community Colleges (RP Group) conducted Student Support (Re)defined between 2012 and 2014, asking nearly 900 students from 13 California community colleges what they think supports their educational success. You will hear perspectives from students in the study and examples from colleges in California and across the country that have established a culture of student success. The session concludes with attendees engaged in small group discussions to explore the roles that trustees currently play and how they can support their institution’s commitment to student success.

Speaker Darla Cooper Director of Research and Evaluation, RP Group

FULFILLING THE TRUST AWARDS
Celebrating over 30 years of trusteeship for California Community Colleges.
AND Performance by Monterey Peninsula College

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#11  BAREFOOT STORY

The Barefoot Story – The Ultimate American Story of Entrepreneurial Spirit

Emcee Thuy Thi Nguyen Interim President/CEO, Community College League of California
Keynote Michael Houlihan Founder, Barefoot Wine
Keynote Bonnie Harvey Founder, Barefoot Wine

Had a chance to chat with the presenters before their presentation to the group. They believe their book is something that should be taught in all CC’s – no one really taught or told them these things until they went out in the real world and
had to figure it out themselves. Their story [sales pitch] discussed how they ended up getting involved and worked their way through encounters in the wine industry to end up with the Barefoot wine story and eventually their successes over a period of many years branding their product [sales and marketing techniques]. In the end, they sell the business, write their book and are now on the speaker circuit telling and selling their story.

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The above descriptions represent the sessions that I personally attended, there were other concurrent workshops in many cases. I brought back some handouts from this conference that I will include in Trustee mail folders.