

SWAC Meeting

Oct. 25, 2019

IVC, Bldg. 27, Room 213

10 a.m. – 12 p.m.

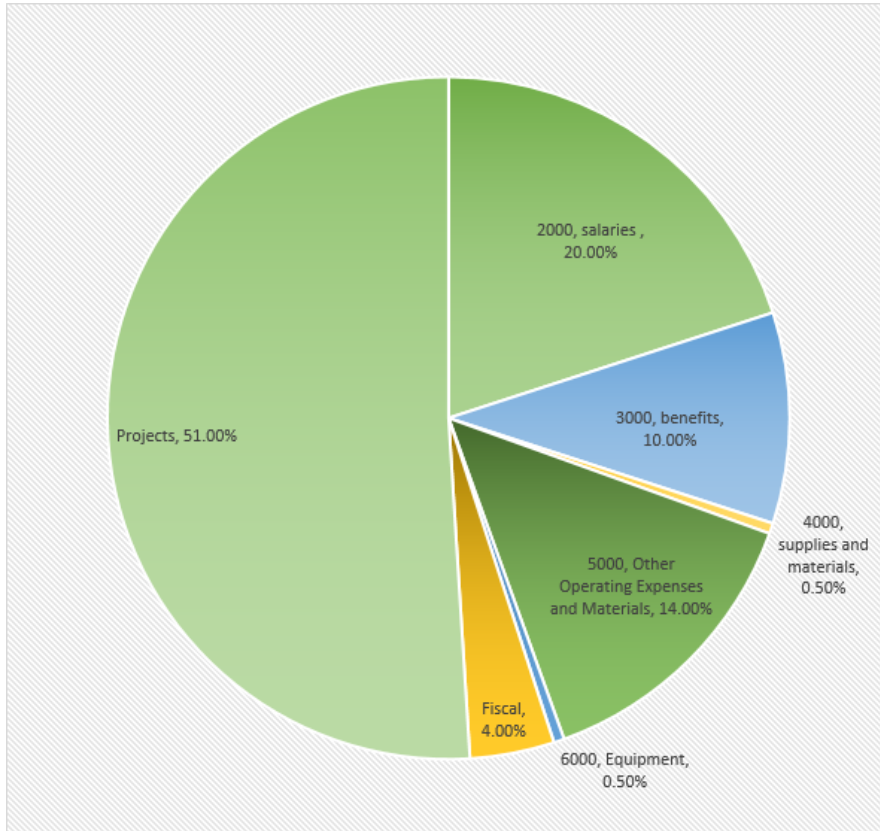
MINUTES

Overview of Agenda and General Discussion	<p>Katheryn gave an overview of the agenda.</p> <p>Regarding faculty SWAC members recusing themselves when applications are in their program, Mark stated all members should be able to score the applications on the rubric, regardless of whether the application comes from their program area, before recusing themselves from the vote.</p> <p>Ron would like to see a breakdown of the project funding to review what was spent on equipment. As such, Katheryn reminded Ron that the department chair needs to approve spending on equipment and supplies.</p> <p>The committee discussed the idea to include an expenditure review in monthly SWAC meetings.</p>
Approval of minutes from 3/21/19	<p>Due to lack of a quorum, there were no formal votes in this meeting.</p>
Calendar items <ul style="list-style-type: none">• Scoring (Round 4 Local)	<p>Heather reviewed the projects timeline for the remainder of the year.</p> <p>Timeline – Rounds 3 & 4</p> <ul style="list-style-type: none">• October 31, 2019 - Quarterly report due (Round 3 Local)• November 8, 2019 – Deadline for Applications (Round 4 Local) <i>Due to campus closures, the deadline is now November 15. An email went out announcing new dates/times.</i>• November 15, 2019 – Share final versions with SWAC (Round 4 Local)• November 22, 2019 – First Round of Scoring (Round 4 Local)• December 6, 2019 – Second Round of Scoring (Round 4 Local)
Instructions - reviewing and scoring application <ul style="list-style-type: none">• Review of new application and rubric• Reminder - departments cannot vote on projects w/in their department	<p>Applicants should download the blank form and then submit their applications in MS Word.</p> <p>Applications can involve business outreach for building awareness for the program, building Advisory Committee networks, and promoting the classes to industry workers.</p> <p>Discussion of a new, more basic, rubric that could be more effective than the current rubric. The rubric, as it exists, informs the applicant of how their proposal will be scored. With the new rubric, it could be hard to measure project outcomes.</p> <p>The funds are currently available for the SW R4 projects. The committee discussed the timing of the proposals versus the actual spending of the funds.</p>

	<p>Discussion included need for a determined start date for projects to begin- whether on an individual project basis or a communicated start date for all projects- so that project applicants can best estimate costs for equipment per purchase date.</p> <p>The attending members spoke in the beginning of the meeting about SWAC members voting on proposals from their own department, and no arguments were posed. Rubric documentation should be provided for each program.</p>
<p>Workforce Team Reports & Updates</p> <ul style="list-style-type: none"> • Review of SW - Vision for Success, importance of outcomes, incentive fund report • New SW Metrics • Status of Round 3 projects • I-BEST • Program Outreach • Dual Enrollment – development of CTE satellite classes 	<p>Kathleen reviewed the focus of Strong Workforce funding and incentives. She also reviewed the Vision for Success (attached).</p> <p>Ron stated he thinks the SW funding should help preserve the programs proactively when the economy is healthy and when enrollment and completion levels are low so that the programs are readily available when the economy is in a downturn and more students are seeking enrollment. Katheryn stated it's valuable to take a look at what other colleges' projects and what is successful. Ron and Mark stipulate other colleges, especially those with Basic Aid funding, have the same struggles College of Marin experiences, at least with Automotive.</p> <p>Kathleen stated the state seems to be looking at program agility and preparing students with skills for available jobs, both when the economy is good and when the economy is in a downturn.</p> <p>Alex Jones reviewed the newest incentive and point system of Strong Workforce to increase our funding. Apprenticeships provides a way to maximize points, thus a way to increase our funding. He stated transfer also weighs in the point incentive.</p> <p>Ron stated the CTE courses should or could qualify for the Intersegmental General Education Transfer Curriculum (IGETC). Performing Arts are counted in the incentives. If we apply SW funds, can we get credit when the students transfer?</p> <p>Katheryn reviewed the existing Round 3 projects. Mark asked if we can use the freed-up funds for when vendors apply price increases from their original quotes? Kathleen and Katheryn answered yes. Mark and Kathleen agreed that a percentage of project funding should be reserved in order to support projects with unforeseen expenses, such as increased costs for approved equipment.</p> <p>Katheryn explained that I-BEST teaching strategy (core subject teacher partnering with an ESL or basic skills instructor) could be submitted as a SW proposal. Also, program outreach could also be a SW proposal. Questions came up about I-BEST and what the funds could cover.</p> <p>Katheryn explained the point is to work with the students on their English skills, and may not cover translate worksheets in Spanish. The funds would be stipend time for an ESL instructor in class, as well as training and professional development time to learn the I-BEST model.</p>

	Dual Enrollment CTE classes can also be paid for using Strong Workforce funds.
<p>Discussion Items</p> <ul style="list-style-type: none"> • Composition of SWAC committee – 2-year terms (per PG rules) • Define SWAC annual goals, objectives and a method for evaluation (per PG rules) • Data to bring to SWAC meetings • Re-distribution of SW funds • Preliminary budget for Round 4 (attached) • Regional projects <ul style="list-style-type: none"> • Where \$ going – monthly update on equipment 	<p>The committee discussed in-person participation and commitment to joining SWAC meetings. A quorum is required to have fair discussion and voting. It was determined that, since a majority of CTE classes are taught at IVC, that the monthly SWAC meetings should be held at IVC.</p> <p>Katheryn polled SWAC members interest in reviewing COM CTE data at monthly meetings. Ron stated maybe we need to review attrition and retention in all programs in relation to CTE classes, as well as in all GE courses.</p> <p>Action item: for next meeting, committee members are tasked to prepare for discussion on a rubric for on-going project evaluation. Committee members are to identify and bring specific data points (ex. Enrollment data, student demographics) that will help guide the monthly evaluation of SW project progress.</p> <p>Action Item: What process should SWAC adopt for deciding on re-distribution of SW funds if projects do not complete or follow through?</p> <p>Round 4 base funding was covered as shown in the agenda packet. (Attached). 30% funding goes to CTE team compensation. 51% goes to SW projects. Ron would like to see the details of hardware/equipment spent out of Strong Workforce in relation to other spending, stating that value of equipment stays with COM.</p> <p>For next meeting, the CTE/Workforce team will look to Strong Workforce Round 2 to see what has happened in the past/ break down of project spending on stipends vs. equipment.</p> <p>Action Item: Define and review more about Regional SW projects, and what decisions need to go into these projects.</p> <p>The meeting adjourned at 11:30 a.m.</p>

Preliminary Budget – Round 4



Round 4 Base Funding:

Local -\$501,646

Regional - \$275,905

Total - \$777,551

Incentive Funding projection

Local - \$80,000 (was \$84,251 in 18-19, Year 3)

Regional - \$40,000 (was \$46,338 in 18-19, Year 3)

Project Funding estimates

Local - \$296,500

Regional - \$161,000

Total - \$457,500

5000

Other Operating Expenditures

Travel and Conference

Dues and Memberships

Software Licensing Fees

Marketing, Advertising

Duplicating/Printing

Other Contract Services