



San Bernardino Community College District

Mid-Year Board Retreat

Day One | January 23, 2023

I. CALL TO ORDER – PLEDGE OF ALLEGIANCE

II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS

The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the Board on any agenda item prior to or during the Board's consideration of that item. Comments must be limited to three (3) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of policy, members of the Board may not discuss or respond to matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session. Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 388-6901 as far in advance of the Board meeting as possible.

Day One | January 23, 2023

III. ANNOUNCEMENT OF CLOSED SESSION ITEMS

- A. Conference with Legal Counsel- Anticipated Litigation Significant exposure to litigation pursuant to 54956.9(b) (one case)
- B. Public Employee discipline/dismissal/release pursuant to 54957(b)

IV. PUBLIC COMMENTS ON CLOSED SESSION ITEMS

V. CONVENE CLOSED SESSION

Day One | January 23, 2023

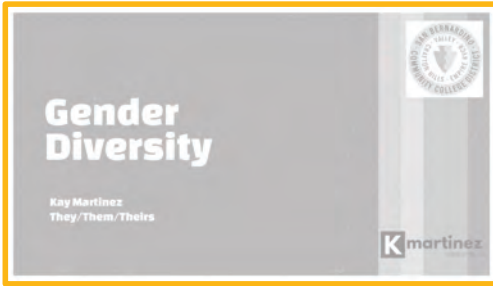
VI. RECONVENE PUBLIC MEETING

VII. REPORT OF ACTION IN CLOSED SESSION

VIII. WELCOME/AGENDA REVIEW (9:00 AM)

Day One | January 23, 2023

IX. DEIA pt. 3: USE OF LANGUAGE IN PUBLIC AND PRIVATE SETTINGS (9:10 AM)



Day One | January 23, 2023

A large title slide with a red background. The text "Gender Diversity" is in large white font. Below it, "Kay Martinez" and "They/Them/Theirs" are written in white. On the right side, there is a vertical rainbow stripe and a circular logo for San Bernardino Community College District. At the bottom right is the "Kmartinez CONSULTING, LLC" logo.

ABOUT ME



Director

DEI Training & Education Georgia Tech University



Teacher

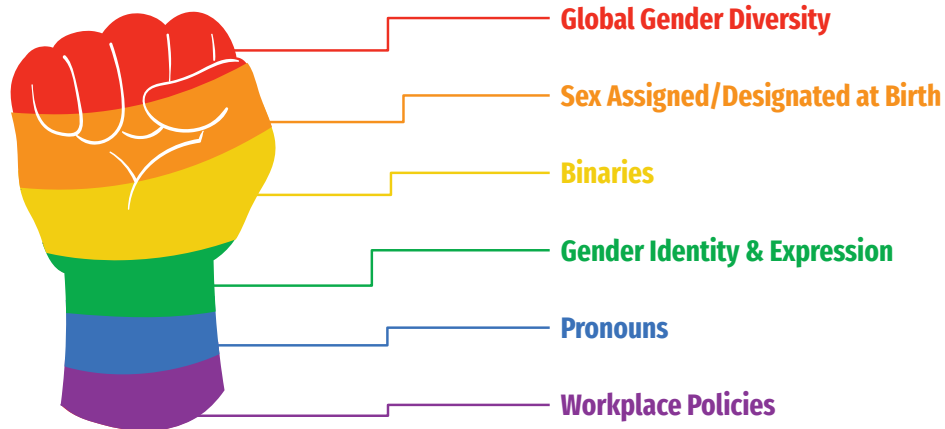
Critical Race Theory in Education Harvard Graduate School of Education



Consultant

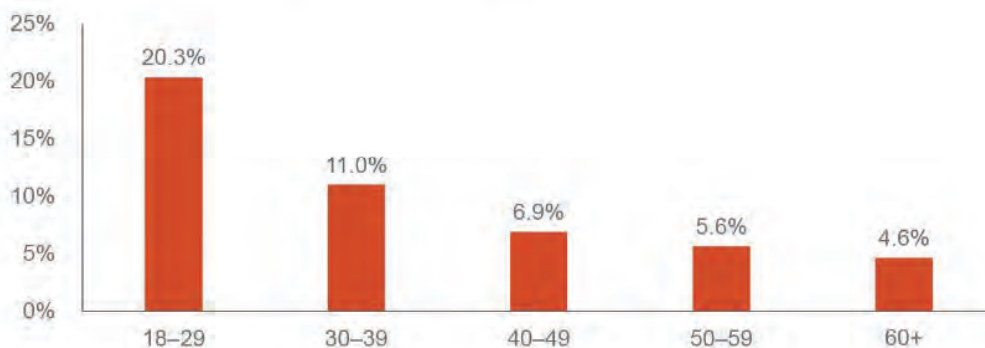
K. Martinez Consulting

Agenda



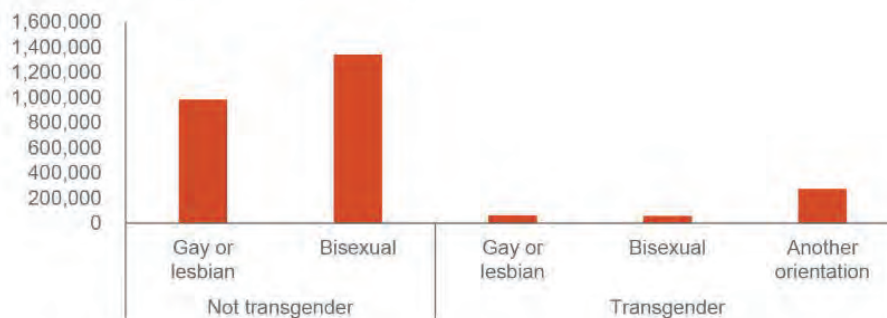
Young adults are much more likely to identify as LGBT

LGBT share of adults in California, by age



About half the state's adult LGBT population describe themselves as bisexual

California's LGBT population



SOURCE: PPIC based on Census Bureau Pulse Surveys of adults ages 18 and over.
 FROM: PPIC Blog, June 2022.

Global Gender Diversity

- Two-Spirit (N. America)
- Muxe (Mexico)
- Enchaquirados (Ecuador)
- Hijra (India)
- Mudoku Dako (Uganda)



Vogue
Mexico

December
2019



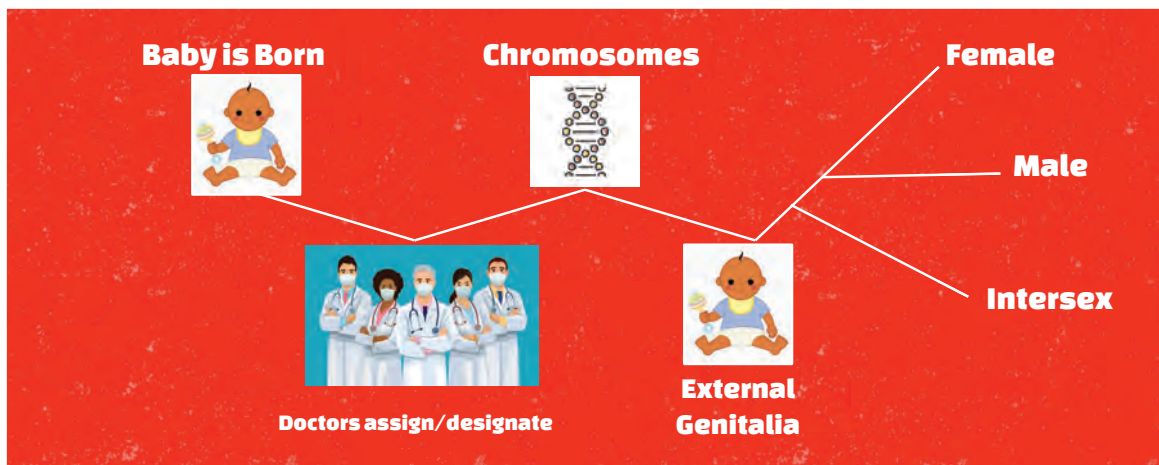
Mohammed
Elnaiem

April 29, 2021




Gender diversity Is not a new idea

Sex is Assigned/Designated At Birth




Binary

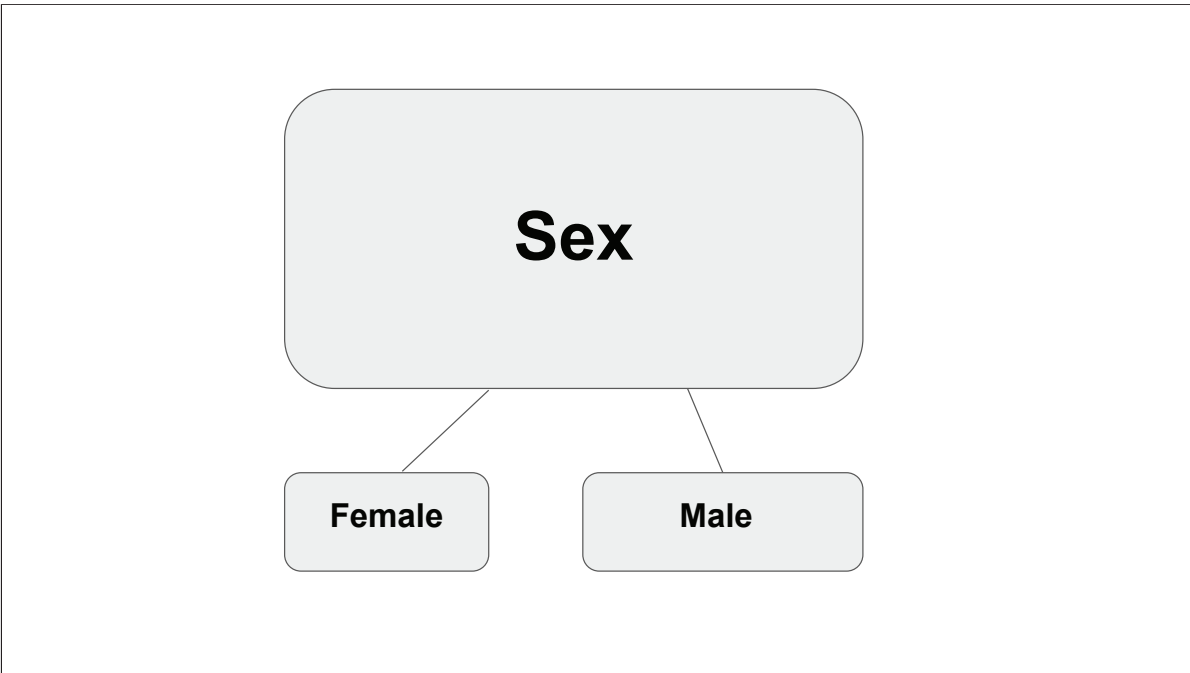
Consisting
of 2



DMAB Designated Male at Birth
DFAB Designated Female at Birth



AMAB Assigned Male at Birth
AFAB Assigned Female at Birth


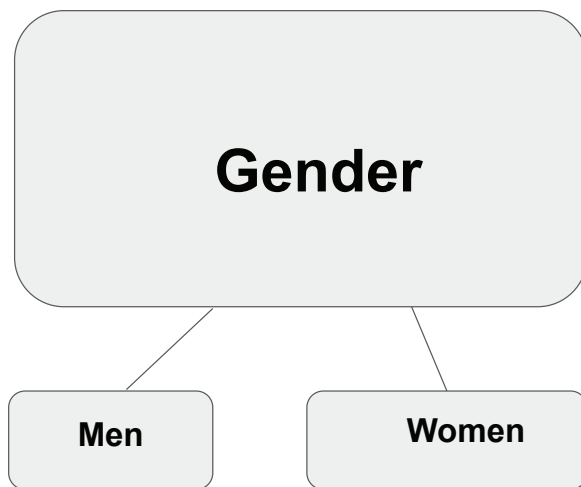
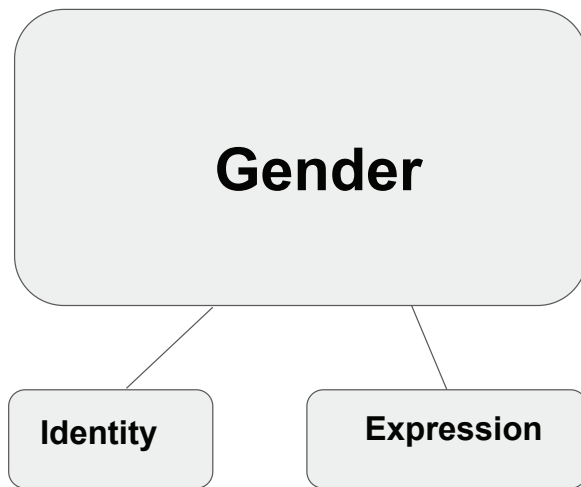


Intersex

- An umbrella term to describe a range of natural body variation
- Intersex Justice Project



**Does your organization list
Intersex as a recognized
Sex Marker?**



**Refer to people by their
Gender Identity: Man or
Woman**

**Not their sex: Female, Male,
Intersex**

Kay is Female

Kay is not a woman

Kay is non binary

Not all Females are Women

- **AFAB/DFAB**
- **Socialized to be a "girl"**
- **Behaviors: submissive, subservient**
- **Clothing: feminine, pink**
- **Non-Binary**



Gender Identity

- How an individual identifies their gender
- Terms: Man, Woman, Non-Binary, Agender



Transgender

- *Across, beyond*
- *People whose gender identity differs from that which they were assigned at birth*

**Male to Female
(MTF)**

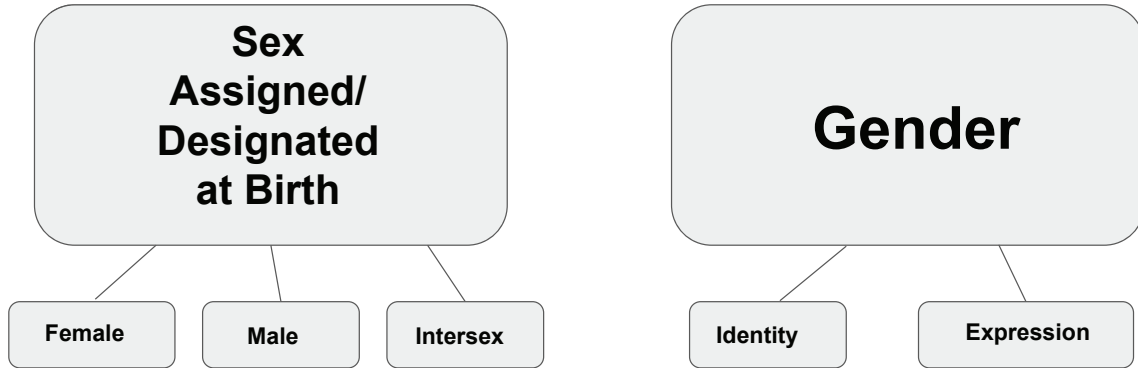
**Female to Male
(FTM)**



Cisgender

- *On the same side as*
- *People whose gender identity does not differ from that which they were assigned at birth*

Transgender



Gender Expression

- How an individual externally expresses their gender
- Hair, clothes, behavior, accessories, make-up



⚡ HUFFPOST · 10 MIN READ

The Problematic Politics Of Style And Gender Identity In The Workplace





**Does your organization list
gender identities--man,
woman, non-binary,
agender?**



**Does your organization
have all-gender
bathrooms?**




**Are your dress codes
gender inclusive?**

“Professionalism” can be coded racism and transphobia

businessinsider.com Done


How to get your work to install all-gender bathrooms before everyone returns to the office, including the exact email to start the conversation

Tat Bellamy Walker 3 hours ago



How to support nonbinary and trans colleagues at work, and the email template to use if you accidentally misgender them

Mr. Tatyana Bellamy Walker 1 hour ago



Kay Martinez, a diversity consultant, gives tips for correcting misgendering in the workplace. Kay Martinez

Pronouns

SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE PRONOUN	REFLEXIVE PRONOUN
_____ is a volunteer.	I am proud of _____.	That is _____ book. That book is _____.	That person likes _____.
She	her	her/hers	herself
He	him	his	himself
Ze*	hir	hir/hirs	hirsself
Ze*	zir	zir/zirs	zirsself
E or Ey	em	eir/eirs	eirsself or emself
Per	per	per/pers	persself
Hu	hum	hus/hus	humself
They (are)	them	their/theirs	themselves
Name	Name	Name's/Name's	Name



LatinO
Man/Men
LatinA
Woman/Women
LatinX/ LatinE
Everyone: Trans & Non-Binary

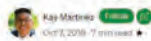
**You can not assume
anyone's pronouns**

**All gender identities can
use all pronouns**

**Woman: She/They/He
Man: He/She/They
Non-Binary: Any**

Misgendering

Pronouns 101: Why They Matter
and What To Do (and Not Do) If
You Misgender Someone



- Incorrectly referring to a person's gender.
- Incorrectly assuming their gender identity or using incorrect pronouns.
- Can be intentional or unintentional.
- Has long lasting harmful impacts.

If You Misgender

01 **Don't draw more attention to it**

02 **Thank others for pointing it out**

03 **Apologize to the person/people**

04 **Practice on your own time so it doesn't keep happening**



There is no justification for misgendering



You don't need to make anyone feel better about misgendering you



**What are current policies
on misgendering of
students and
faculty/staff?**



Scenario

**Imagine you just
accidentally misgendered
Kay today. You used
“She/her/hers” pronouns.
What can you do?**



Scenario

**Imagine your colleague
just accidentally
misgendered Kay today.
They used “She/her/hers”
pronouns. What can you
do?**

NEWS

Misgendering Is a Human Rights Violation, Canadian Court Rules



@kaymartinez



Addressing Microaggressions 2

Kay Martinez, M.A.
Pronouns: they/them/theirs

Objectives

Enhance participants awareness of microaggressions

Enhance participants skills to address microaggressions

Micro Aggressions

Chester M. Pierce

- 1970
- Harvard Psychiatrist
- Created to describe insults & impact on Black & African-American people
- Includes additional marginalized identities



Derald Wing Sue

- Expanded scholarship on Microaggressions
- Expanded lens to include additional identities
- Sue et al. Racial microaggression in everyday life. *American Psychologist*. 2007b; 62:271–286



Assault

- Conscious and deliberate
- Discriminatory actions
- Verbal exchanges

Insult

- Subtle
- Verbal & nonverbal
- Discriminatory actions & exchanges

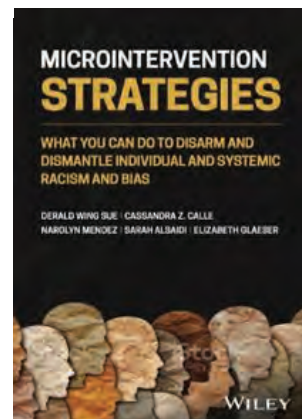
Invalidation

- Subtle
- Verbal meant to “exclude” or “nullify” a person’s experiences or feelings

Sue et al. Racial microaggression in everyday life. *American Psychologist*. 2007b; 62:271–286

Microinterventions

1. Make the “Invisible” Visible
2. Disarm the Microaggression
3. Educate the Perpetrator
4. Seek External Reinforcement or Support



Make the “Invisible” Visible (Assumptions)

A White worker says to a third-generation Latino employee, “You speak excellent English!”
Response: “Thank you. I hope so. I was born here.”

What was made visible via the response?
What assumptions were challenged?

Disarm the Microaggression

- Stopping or deflecting the comments or actions via:
 - Expressing disagreement
 - Challenging what was said or done
- And/or pointing out its harmful impact.

Whoa, let’s not go there. I don’t want to hear the punchline or that type of talk.

Educate the Perpetrator

Most microinterventions are not meant to be punitive, but rather educational.

I know you meant well, but that really hurts

I know you meant it as a joke, but it really offended Name (or me).

I know you kid around a lot, but think how your words affect others.



Seek External Reinforcement & Support

**What are some resources
you can utilize?**

Microaffirmation

**Substitute messages about deficit
and exclusion with messages of
excellence, openness, and
opportunity.**

Scenarios

Scenario

Inappropriate comments are made at board meetings by members of the public.

“Why are my children learning about Transgender people? That is inappropriate for children to learn. Stop making my child LGBTQ+.”

Scenario

Make the Invisible, Visible:

“Why are my children learning about Transgender people? That is inappropriate for children to learn. Stop making my child LGBTQ+.”

Scenario

Make the Invisible, Visible:

“Why are my children learning about Transgender people? That is inappropriate for children to learn. Stop making my child LGBTQ+.”

Learning about LGBTQ+ people does not make children LGBTQ+. Children can not be made to be LGBTQ+. It is appropriate to teach children about Transgender people.

Scenario

Educate the Perpetrator:

“Why are my children learning about Transgender people? That is inappropriate for children to learn. Stop making my child LGBTQ+.”

Can you respond in public? What do you say directly?

Scenario

A Latino faculty member related their experience to slavery and wage theft.

Impact > Intent

Scenario

A Latino faculty member related their experience to slavery and wage theft.

Intent: The person feels overworked, under resourced & under compensated.

Impact: The use of slavery is inaccurate. If the person is not Black, there are layers.

Scenario

A Latino faculty member related their experience to slavery and wage theft.

How do you educate them on the impact of their words?

Scenario

A manager has been called a white supremacist by a BIPOC faculty member for adding 2 additional students to their class

Impact > Intent : How might the BIPOC faculty member feel? What is negatively impactful by their word choice?



Given the recent issues regarding the L.A. City Council and Anti-Black Racist comments about colleagues:

How does the board bring up these issues in a professional and meaningful way?

Scenario

Additional Scenarios?

Stay Connected



Kaymartinez.com



LinkedIn



Kay@
Kaymartinez.com



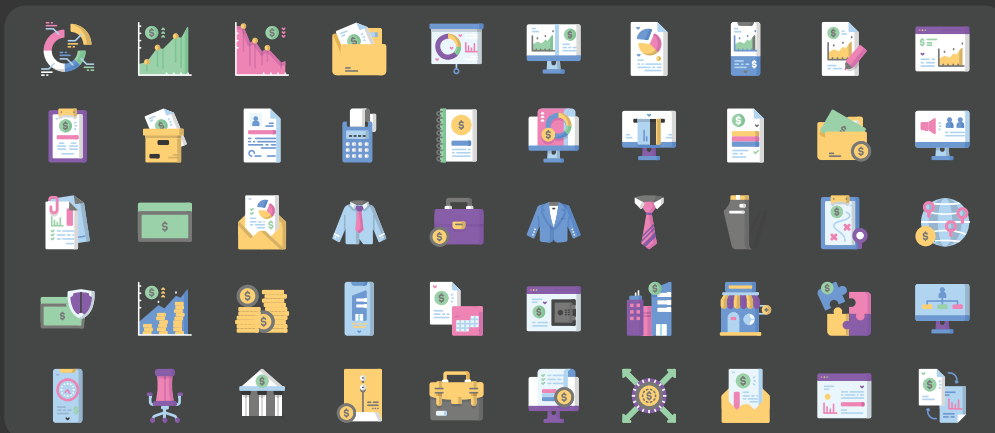
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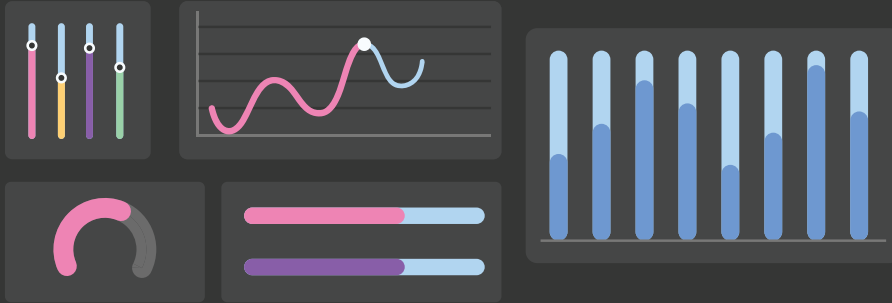
5 minute break

Business icon pack



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- Front view of man doing a presentation during a meeting
- Studio portrait of beautiful woman
- Person working as part of company team
- Front view of businessman with colorful cones representing growth

Vectors:

- Flat design ui and ux elements

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- Business icon pack

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Warm Up:
Intros
Highlights



Warm Up

1

**Your Name
Pronouns***

2

**Your
Role**

3

**Highlight of
your weekend
or upcoming
week?**

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Barlow

(<https://fonts.google.com/specimen/Barlow>)



Storyset

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Pana

Amico

Bro

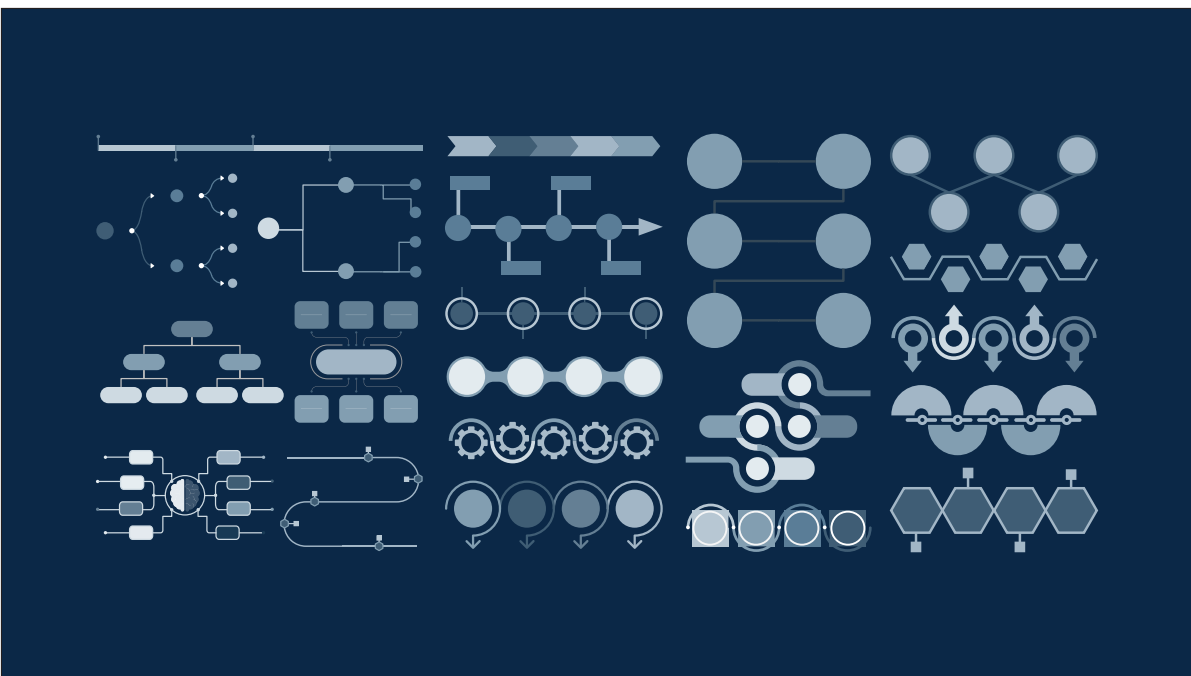
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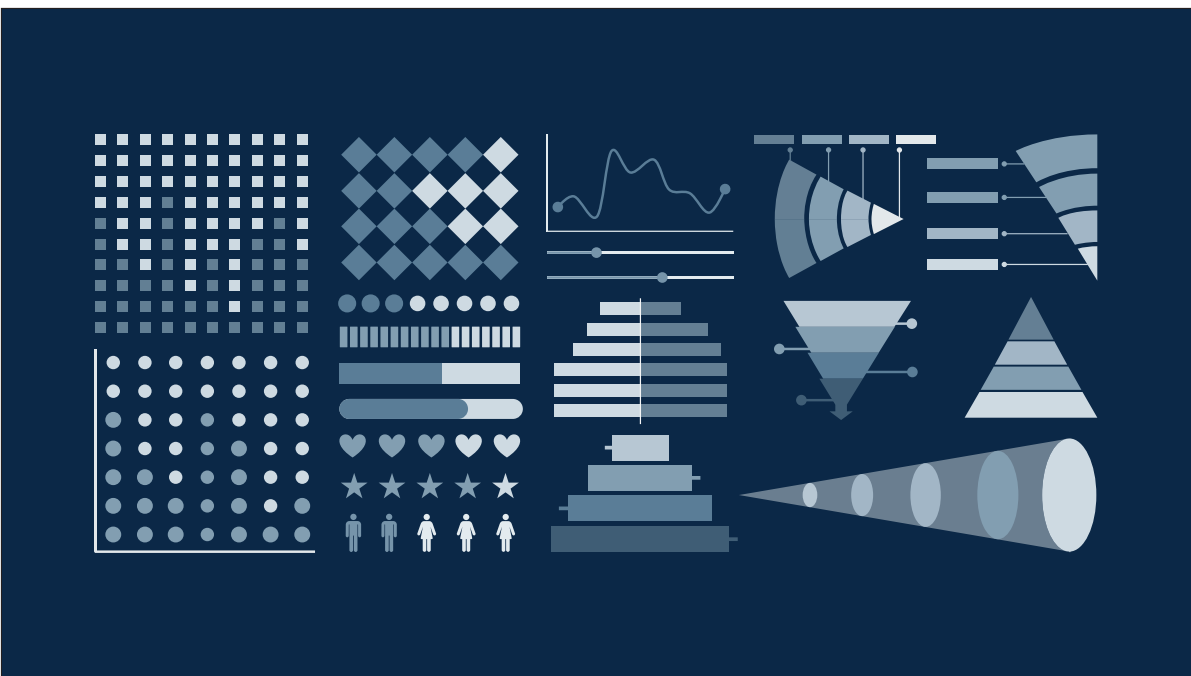
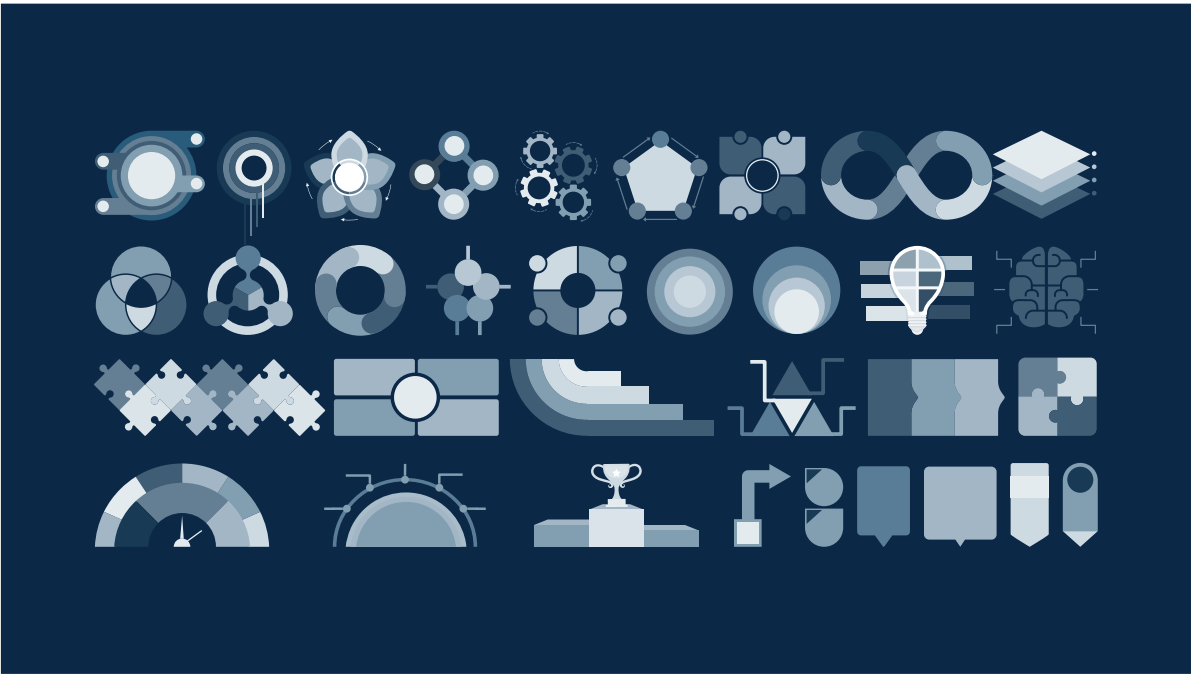
Cuate

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...and our sets of editable icons

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Educational Icons



Medical Icons



Business Icons



Teamwork Icons



Help & Support Icons



Avatar Icons



Creative Process Icons



Performing Arts Icons



Nature Icons



SEO & Marketing Icons





San Bernardino Community College District Mid-Year Board Retreat

X. WORKING LUNCH (12:30 PM)



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San Bernardino Community College District Mid-Year Board Retreat

XI. BUDGET UPDATE (1:15 PM)

- A. Prioritized Board Directives for Development of the 2023-2024 Budget for First Reading



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Board Retreat Budget Update

January 23, 2023



 Data for
Decision
Making

 SBCCD
Path Moving
Forward

 Next
Steps

Board Retreat - Budget Update



 Data for
Decision
Making

- Funding Options for **SBCCD**
- Governor's Proposed State Budget
- Enrollment History

Board Retreat - Budget Update



Funding Options for SBCCD

Data for Decision Making

Option 1 | Total Computational Revenue Based on SCFF

The State Chancellor's Office provides this amount based on the new SCFF and it includes Full-Time Equivalent Students (FTES), Supplemental and Student Success metrics.

Option 2 | Emergency Conditions Allowance (Year-to-Year)

The Emergency Conditions Allowance provides criteria for funding allowances due to emergency conditions, including the COVID-19 pandemic. The intent behind this regulation is that districts should not lose FTES apportionment as a result of an emergency or extraordinary condition.

Option 3 | Hold Harmless (Expires 2024-25)

The 2021 Budget Act extended the SCFF's existing minimum revenue provision (Hold Harmless) by one year, through 2024-2025. Under this provision, districts will earn at least their 2017-2018 TCR, adjusted by COLA each year, if applicable.

Board Retreat - Budget Update

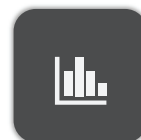


Governor's Proposed State Budget

Data for Decision Making

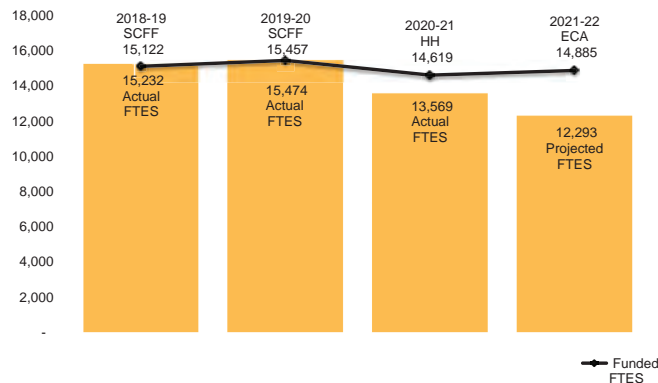
\$22.5 billion deficit (Expected deficit factor will affect what SBCCD will receive.)	One-time spending less than 1% (54% FY 23)
\$200 million one-time for retention and enrollment strategies	\$213 million decrease in one-time funding for deferred maintenance
Permanent hold harmless at 24-25 level	8.13% COLA for Unrestricted
0.5% enrollment growth	8.13% COLA for Categorical programs

Board Retreat - Budget Update



Enrollment History

Data for Decision Making



Board Retreat - Budget Update



Data for Decision Making



SBCCD Path Moving Forward



Next Steps

Board Retreat - Budget Update



SBCCD Path Moving Forward

- Funding Options for SBCCD
- Enrollment Goals
- Prioritized Board Directives for Development of the 2023-24 Budget

Board Retreat - Budget Update



Data for Decision Making

Funding Options for SBCCD

Option 1 | Total Computational Revenue Based on SCFF

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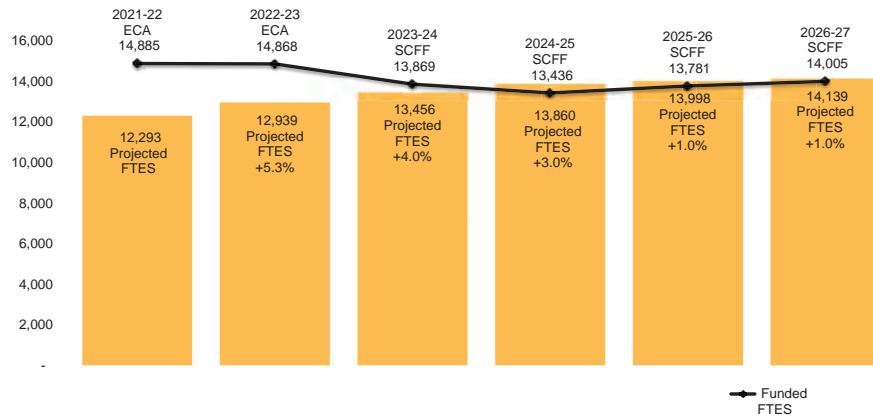
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Board Retreat - Budget Update



Enrollment Goals

SBCCD
Path Moving
Forward



Board Retreat - Budget Update



SBCCD
Path Moving
Forward

Review of Prioritized Board Directives for Development of the 2023-24 Budget

District Administrative Procedure 6200 | Budget Preparation, calls for the Board of Trustees to give initial direction concerning the distribution of resources for the 2023-24 budget prior to March 1, 2023.

The Board Finance Committee (BFC) has offered suggestions for the 2023-24 budget year as indicated.

Board Retreat - Budget Update



Current FY 22-23 Prioritized Board Directives

SBCCD
Path Moving
Forward

1. Align unrestricted general fund and student success funding with the attached [SBCCD Goals and Objectives](#).
2. Maintain a minimum fund balance of approximately two months of expenditures in the Unrestricted General Fund, as recommended by the Government Finance Officers Association and the State Chancellor's Office, unless fund balance is utilized for specially identified *one-time* needs as authorized by the Board of Trustees.
3. New positions must be approved through the process of program review or any other prioritization process as established at SBCCD.

Board Retreat - Budget Update



Proposed FY 23-24 Prioritized Board Directives

SBCCD Path Moving Forward

The Board Finance Committee (BFC) has offered suggestions for the 2023-24 budget year as indicated.

1. Align unrestricted general fund and student success funding with the attached [SBCCD Goals and Objectives](#).
2. Set aside funding for innovative initiatives found within the [SBCCD Goals & Objectives](#).
2. ~~Maintain a minimum fund balance of approximately two months of expenditures in the Unrestricted General Fund, as recommended by the Government Finance Officers Association and the State Chancellor's Office, unless fund balance is utilized for specially identified *one-time* needs as authorized by the Board of Trustees.~~
3. ~~New positions must be approved through the process of program review or any other prioritization process as established at SBCCD.~~

Board Retreat - Budget Update



Strategic Plan-Aligned

SBCCD Path Moving Forward

GOAL 1 | ELIMINATE BARRIERS TO STUDENT ACCESS AND SUCCESS

GOAL 2 | BE A DIVERSE, EQUITABLE, INCLUSIVE, AND ANTI-RACIST INSTITUTION

GOAL 3 | BE A LEADER AND PARTNER IN ADDRESSING REGIONAL ISSUES

GOAL 4 | ENSURE FISCAL ACCOUNTABILITY/SUSTAINABILITY

Board Retreat - Budget Update



Data for Decision Making



SBCCD Path Moving Forward



Next Steps

Board Retreat - Budget Update



- Today
- Next Few Months

 Next Steps

Board Retreat - Budget Update



Today

 Next Steps

Review of Prioritized Board Directives for Development of the 2023-24 Budget

Board Retreat - Budget Update



Next Few Months

 Next Steps

Tentative & Final Budget	<ul style="list-style-type: none">• Continue to monitor the State budget process and keep the SBCCD Board and community updated on important developments.
Enrollment	<ul style="list-style-type: none">• Continue implementation of the Emergency Conditions Recovery Plan.

Board Retreat - Budget Update



Data for Decision Making



SBCCD Path Moving Forward



Next Steps

Board Retreat - Budget Update



Thank you.



San Bernardino Community College District Mid-Year Board Retreat

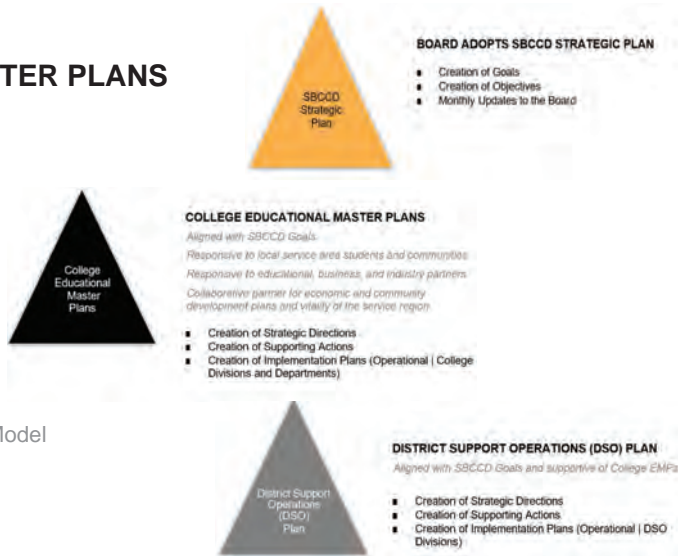
XII. EDUCATIONAL MASTER PLANS UPDATE (2:00 PM)



Day One | January 23, 2023

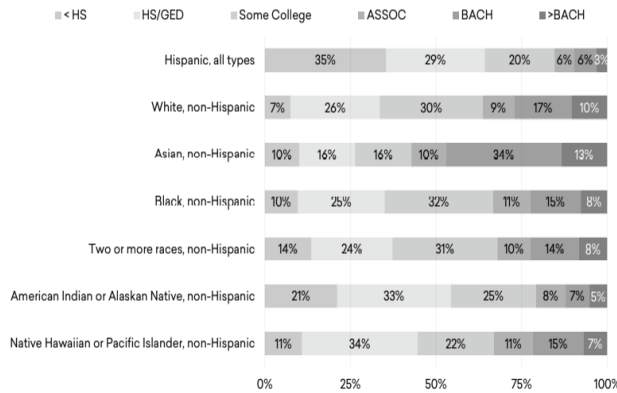
XII. EDUCATIONAL MASTER PLANS UPDATE

Integrated Strategic Planning Model



Day One | January 23, 2023

Figure 2.22: 2020 Highest Educational Attainments of Adults in the SBCCD Service Region by Major Race and Ethnic Groups

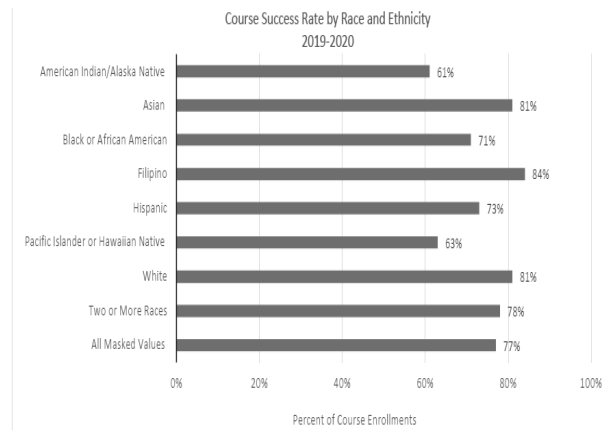


Numbers may not sum due to rounding.
 Source: Emsi demographics data and U.S. Census Bureau, American Community Survey.

Quantitative Data

- Environmental scan
 - Service area statistics

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CCCCO LaunchBoard Student-Success-Metrics

Quantitative Data (Cont'd)

- Internal scan
 - College data

Day One | January 23, 2023

XII. EDUCATIONAL MASTER PLANS UPDATE



Day One | January 23, 2023



EMP DEVELOPMENT PROCESS

In conjunction with the Board's creation of the SBCCD Strategic Plan 2022-2027, San Bernardino Valley College embarked upon the development of its Educational Master Plan to establish a five-year plan of high-priority Strategic Directions and Supporting Actions. With the technical support of a national community college educational consulting firm, SBVC began a twelve month, three-phase project for plan development:

Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis

Phase II: Portfolio Development and Planning Assumptions

Phase III: Goal-Setting: Establishing Strategic Directions and Supporting Actions

SBCCD GOALS

District-Wide Planning

This San Bernardino Valley College Educational Master Plan is part of an integrated planning process in the San Bernardino Community College District (SBCCD). In April, 2022, the SBCCD Board of Trustees adopted the San Bernardino Community College District Strategic Plan 2022-2027. The Plan encompasses four broad goals to serve the residents, communities, and employers of the SBCCD region:

- GOAL 1: Eliminate Barriers to Student Access and Success
- GOAL 2: Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
- GOAL 3: Be a Leader and Partner in Addressing Regional Issues
- GOAL 4: Ensure Fiscal Accountability / Sustainability

San Bernardino Valley College (SBVC) and Crafton Hills College (CHC), along with the support of the District Services Operations (DSO), work in collaboration to support these four district goals and to meet the local needs of each college's service area. This Educational Master Plan outlines SBVC's Strategic Directions and Supporting Actions for the next five years to meet those needs.

COMMITTEE STRUCTURE

- ✓ An internal Educational Master Planning Committee (EMPC) was formed, comprised of representatives from across the college, to serve as the working group for developing the five-year EMP
- ✓ The college president, along with representatives from faculty, administrative, classified, and student groups met twice monthly providing leadership for plan development

EMP Project Timeline, Review & Deliverables

Spring 2022: Meetings

- Mar 9, Mar 23, Apr 13, Apr 27, May 11, May 25

Fall 2022:

- Development of First Draft of EMP
 - Oct 5 - Oct 25
- Campus Input & Discussion
 - Oct 25 - Dec 12
- Revisions & Submission of Final Draft of EMP
 - Dec 16

EMP STEERING COMMITTEE

- ✓ Dr. Scott Thayer
- ✓ Dr. Dina Humble
- ✓ Dr. Olivia Rosas
- ✓ Tenille Norris
- ✓ Dr. Joanna Oxendine
- ✓ John Feist
- ✓ Marco Cota
- ✓ Ed Gomez
- ✓ Dr. Celia Huston
- ✓ Dr. Ray Carlos
- ✓ Kay Dee Yarbrough
- ✓ Dr. Stephanie Lewis
- ✓ Ana Bojorquez
- ✓ Mary Valdemar
- ✓ Jamie Herrera
- ✓ Tatiana Vasquez
- ✓ Ernest Guillen
- ✓ Aldo Sifuentes
- ✓ Rania Hamdy
- ✓ Davena Burns-Peters
- ✓ Mary Copeland
- ✓ Melita Caldwell-Betties
- ✓ Bethany Tasaka
- ✓ Anthony Castro
- ✓ Rocio Delgado
- ✓ Byron Williams
- ✓ Girija Raghavan
- ✓ Shyla Cobbett
- ✓ Gina Garcia, student
- ✓ Madalin Hak, student
- ✓ Dylan Tucker, student

COLLEGE & COMMUNITY INPUT

- A campus-wide survey was conducted during the Spring 2022 semester. The survey was sent to all staff and students at SBVC.
 - ✓ Employees
 - ✓ Students
 - ✓ Program Advisory Committees/Employers
- 5 External Listening Sessions
 - ✓ SBVC Foundation
 - ✓ Workforce Development Center
 - ✓ Sheriff Department
 - ✓ Adult Education
 - ✓ Colleges/Universities
- 12 Internal Listening Sessions
 - ✓ Academic Senate
 - ✓ All Campus Meetings
 - ✓ EMPC Meetings
 - ✓ Student Classes
 - ✓ President's Cabinet

EMP Strategic Directions & Supporting Actions

Fall 2022

- The EMPC met in two four-hour sessions to identify those high-priority Strategic Directions for the college;
- Eight Strategic Directions were identified to lead the college over the next five years;
- Supporting Actions for each of the eight Strategic Directions were also identified;
- Ongoing review and refinement of the full set of EMP Strategic Directions and Supporting Actions was conducted by the EMPC.

EMP Strategic Directions

1. Create a College-Going Culture Through Intentional Community Outreach and Clear Communications of Pathways
2. Innovate Curriculum and Course Offerings to Support Student Equity and Completion
3. Expand and Align Support Services and Resources in Conjunction with Student Pathways
4. Create relationships with Black and African American Community
5. Utilize Quantitative and Qualitative Data to Understand Our Students' Lived Experiences and Better Support Them Towards Their Goals
6. Create and Sustain Sense of Belonging for All College and Community Stakeholders
7. Connect Students to Regional and Community Opportunities
8. Ensure Sustainability through Fiscal Accountability

EMP Strategic Directions and Supporting Actions

Strategic Direction #1

Create a College-Going Culture Through Intentional Community Outreach and Clear Communications of Pathways

Supporting Actions

- Understand and address low high school completion rates in our service area through community and parent education (what are the rates?)
- Develop an introduction to pathways in elementary schools by partnering with K-12 school districts in our service area
- Highlight the benefits of attending a community college and transferring to a 4-year institution
- Develop a robust community education program in order to publicize and offer life-long learning courses
- Partner with middle and high school teachers to create a visiting faculty program whereby SBVC faculty teach pertinent lessons in 8-12 classrooms
- Expand dual and concurrent enrollment options at service area high schools
- Provide pre-enrollment guidance programs and services for K-12 and adult education
- Create targeted outreach campaigns that consider specific audiences and demographics, including the specific needs of younger generations
- Partner with K-12 schools and districts to build intentional K-14 pathways

EMP Strategic Directions and Supporting Actions

Strategic Direction #2

Innovate Curriculum and Course Offerings to Support Student Equity and Completion

Supporting Actions

- Work with the curriculum committee to expand their current process to decolonize curriculum across disciplines
- Continue to implement culturally responsive pedagogies
- Create or adjust courses that keep students in college; utilize student-centered scheduling processes and services
- Utilize scheduling technology to avoid class conflict
- Extend the duration of summer session
- Modify the academic calendar to be student-centered
- Offer greater access to technology and training for students and employees
- Advertise and offer credit for prior learning
- Development of a winter intersession to assist in degree completion
- Establish re-entry programs for adults, traditional age, Adult Ed, CTE, Workforce training
- Implement Guided Pathways for students, along with support services
- Initiate culturally responsive strategic enrollment management
- Decolonize schedules (student services and course offerings)

EMP Strategic Directions and Supporting Actions

Strategic Direction #3

Expand and Align Support Services and Resources in Conjunction with Student Pathways

Supporting Actions

- Implement online counseling for high school students via Cranium Café extension
- Implement virtual or more efficient communication systems in order to update students
- Encourage ongoing conversations between students and counselors to ensure students stay on track with changing goals
- Extend remote access to Adobe for all students
- Promote support programs, such as Puente, STEM, etc. through Cranium Café's common app, which allows students to apply to all programs for which they qualify
- Create a student-centered website
- Communicate effectively internally and externally



EMP Strategic Directions and Supporting Actions

Strategic Direction #4

Create relationships with Black and African American Community

Supporting Actions

- Create experiential learning opportunities (DEIA-related)
- Engage the community through outreach to black-owned businesses, religious organizations, and other partnerships
- Develop specific cultural events year-round (beyond Black History Month) to bring the community to campus beyond Black History month (i.e., musical performances, theatre productions, art shows)
- Ensure the campus is accessible and available to the community by promoting opportunities to schedule tours, book event space, and engage in other activities
- Develop a mentor program for current and prospective students and organize a group of stakeholders to serve in this capacity
- Engage Black male students in K-8 with targeted events that bring them on campus for enrichment activities and family nights



EMP Strategic Directions and Supporting Actions

Strategic Direction #5

Utilize Quantitative and Qualitative Data to Understand Our Students' Lived Experiences and Better Support Them Towards Their Goals

Supporting Actions

- Gather data from current male students to understand how we can better meet their needs to address the decline in male enrollment
- Gather information from our students on their lived experiences
- Codify ongoing student involvement in all student-facing information-seeking practices (e.g., surveys, focus groups)
- Develop an ongoing and transparent survey schedule that welcomes stakeholder input
- Gather data from current female students to understand how we can better meet their needs and how we can be intentional in providing support
- Analyze current data, including the Healthy Minds Survey, to understand our students' mental health and wellness needs.
- Through data analyses, identify successful categorical programs and expand them



EMP Strategic Directions and Supporting Actions

Strategic Direction #6

Create and Sustain Sense of Belonging for All College and Community Stakeholders

Supporting Actions

- Increase visual representations of the rich and diverse community, student population and local history via murals, banners, etc.
- Provide professional development for faculty on creating a classroom community
- Create and refine learning spaces in order to establish departmental and programmatic community
- Provide seating for all bodies in all campus spaces
- Create and maintain inclusive and welcoming spaces for students and employees
- Offer “warm hugs” by way of welcoming employees and an aesthetically pleasing environment throughout the campus
- Create a Parent and Family Center to allow for increased support
- Create a Multi-Cultural Center that represents our diverse student groups
- Promote study abroad offerings as an opportunity for students to explore other cultures around the world



EMP Strategic Directions and Supporting Actions

Strategic Direction #7

Connect Students to Regional and Community Opportunities

Supporting Actions

- Create Labor Centers for Apprenticeships
- Offer community courses in parenting within the community at various centers, elementary schools, etc.
- Create a designated space for community engagement
- Increase community Internship programs
- Advertise high-demand degrees and certificates
- Increase industry internships for students and develop entrepreneurship programs
- Collaborate with District on contract education
- Examine emergent needs
- Partner with corporations for degrees and certificates
- Increase paid internships and apprenticeships



EMP Strategic Directions and Supporting Actions

Strategic Direction #8

Ensure Sustainability through Fiscal Accountability

Supporting Actions

- Ensure resources are available for new and emerging needs through the college's established budget processes
- Establish a Business Process Review (BPR) to improve students' registration and onboarding experience
- Explore partnerships with external eateries and vendors to establish an on-campus presence to provide multiple dining options for students and employees
- Evaluate and improve resource prioritization processes
- Continue to improve and refine program review processes to support programs
- Maintain appropriate staffing levels to support student success

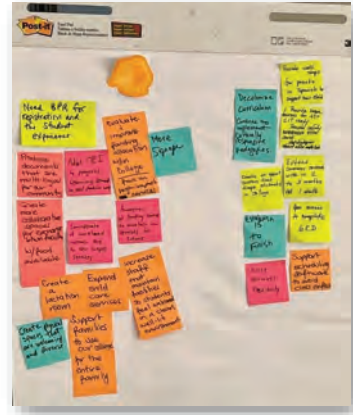


Educational Master Plan Work Sessions

October 5, 2022



October 6, 2022



Thank you.



San Bernardino Community College District Mid-Year Board Retreat

XII. EDUCATIONAL MASTER PLANS UPDATE





Board Retreat Educational Master Plan Update



Day One | January 23, 2023

Agenda

- EMPC member acknowledgements
- Purpose of an EMP
- Brief review of CHC EMP development process
- Draft of strategic directions & supporting actions



EMPC Members (Fall 2022)

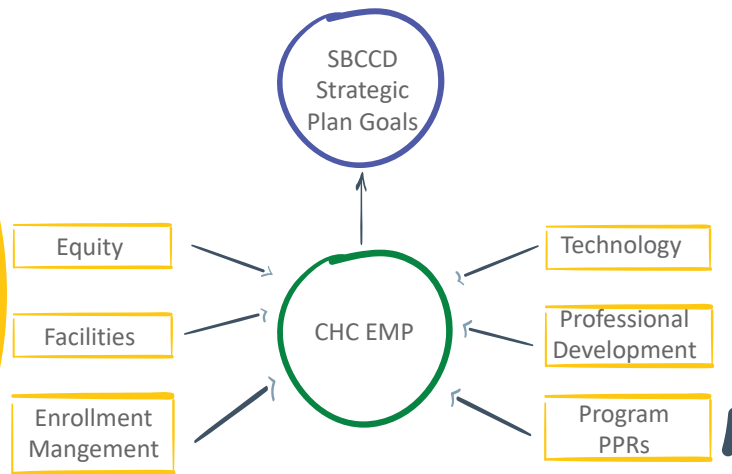
Classified	Faculty	Management	Students	Committee Support
Kevin Palkki	Brandi Bailes	Kevin Horan (Chair)	Sean Ceballos	Ola Sabawi
Diana Vaichis	TL Brink	Michelle Riggs		Cyndie St. Jean
[Vacancy 1]	Ruth Greyraven	Delmy Spencer		
[Vacancy 2]	Paul Jacques	Gio Sosa		
	Scott Rippy	Mike Strong		
		Dan Word		
		Keith Wurtz		



What is the purpose of an educational master plan?

- Roadmap for how the college will actualize its mission and vision
- Two chief components:
 - Strategic Directions (SD)
 - Broad-based long-term goals that guide the work of the college
 - Supporting Actions (SA)
 - Concrete, measurable objectives that are used to assess the progress towards achieving a given strategic direction; encompassing of activities that could be pursued by many programs
- Example
 - SD: Increase Student Enrollment
 - SA: Improve and streamline the application and registration process

What is the purpose of an educational master plan?



Brief Review of the CHC EMP Process

Listening Sessions

Sampling of Internal and External Listening Sessions	
Internal Groups	External Groups
All senates	CHC Foundation Board
EOPS, SAS, Counseling, Transfer, Tutoring, Library	Chambers of Commerce (Redlands & Yucaipa)
Enrollment Strategies Committee	Adult School & University Partners

- Internal and external listening sessions
 - What does CHC do well?
 - What can CHC do better?



Listening Session (Cont'd)

Sampling of Internal and External Listening Sessions	
Internal Groups	External Groups
All senates	CHC Foundation Board
EOPS, SAS, Counseling, Transfer, Tutoring, Library	Chambers of Commerce (Redlands & Yucaipa)
Enrollment Strategies Committee	Adult School & University Partners

- Examples of general themes
 - Student access, marketing, outreach
 - Enrollment growth and planning
 - Student support services
 - Diversity, equity, and inclusion
 - Program design and delivery
 - Community partnerships



EMPC Sensemaking

- Review of the 2017 EMP's strategic directions and supporting actions
- Identification of activities consistent with evidence (e.g., threats and opportunities)



Strategic Direction 1 Increase Student Enrollment



EMPC Sensemaking (Cont'd)

- Detailed review of over 200 activities to identify tentative clusters and groupings => strategic directions and supporting actions



Open Forum (12/22)

- Approximately 30 attendees
- Overview of EMP process
- Facilitated breakout sessions focused on garnering feedback concerning tentative SDs and SAs
- Informed EMPC's revisions to SDs and SAs

Draft of Strategic Directions & Supporting Actions

CHC Strategic Directions

- 1: Increase Student Enrollment
- 2: Engage in Practices that Prioritize and Promote Inclusivity, Equity, and Anti-Racism
- 3: Increase Student Success & Equity
- 4: Develop a Campus Culture that Engages Students, Employees, and the Broader Community
- 5: Foster and Support Inquiry, Accountability, and Campus Sustainability



Strategic Direction 1: Increase Student Enrollment

Supporting Actions

- 1: Develop and implement strategies to increase dual enrollment
- 2: Find and remove internal and external barriers to student enrollment
- 3: Focus outreach on disproportionately impacted student groups and special populations
- 4: Improve and streamline the application and registration process
- 5: Develop, evaluate, and implement CTE programs that meet regional workforce needs
- 6: Plan and implement intentional outreach/marketing strategies for students, parents, and the community
- 7: Be flexible in scheduling courses over varied days, times, and modalities



Strategic Direction 2: Engage in Practices that Prioritize and Promote Inclusivity, Equity, and Anti-Racism

Supporting Actions

- 1: Strengthen communication of shared governance projects and committee work
- 2: Promote and implement best practices that enhance inclusivity, equity, engagement, and well-being



Strategic Direction 3: Increase Student Success & Equity

Supporting Actions

- 1: Achieve equity in student success, completion, and enrollment through closing equity gaps for disproportionately impacted groups
- 2: Enhance programs and services for disproportionately impacted groups and special populations
- 3: Promote and expand access to resources available to students (e.g., tech devices, food pantry, free textbooks (OER), financial aid, mental health services, etc.)
- 4: Improve communication with students (e.g., enhance CHC website, Canvas/Pronto SMS)



Strategic Direction 4: Develop a Campus Culture that Engages Students, Employees, and the Broader Community

Supporting Actions

- 1: Enhance and encourage collaboration between CHC, SBVC, and DSO
- 2: Explore and develop cultural programs of engagement that support the equity plan
- 3: Increase, maintain, and promote linger and learn spaces
- 4: Strengthen and promote partnerships with the community
- 5: Improve campus facilities by removing barriers to physical access, improving signage and directions



Strategic Direction 5: Foster and Support Inquiry, Accountability, and Campus Sustainability

Supporting Actions

- 1: Define and enhance budgetary guidelines and processes
- 2: Evaluate and modify the Resource Allocation Model (RAM)
- 3: Expand implementation of efficient and sustainable services and practices
- 4: Develop alternate revenue streams
- 5: Promote a culture of evidence and inquiry-based decision making



Thank you for your time!

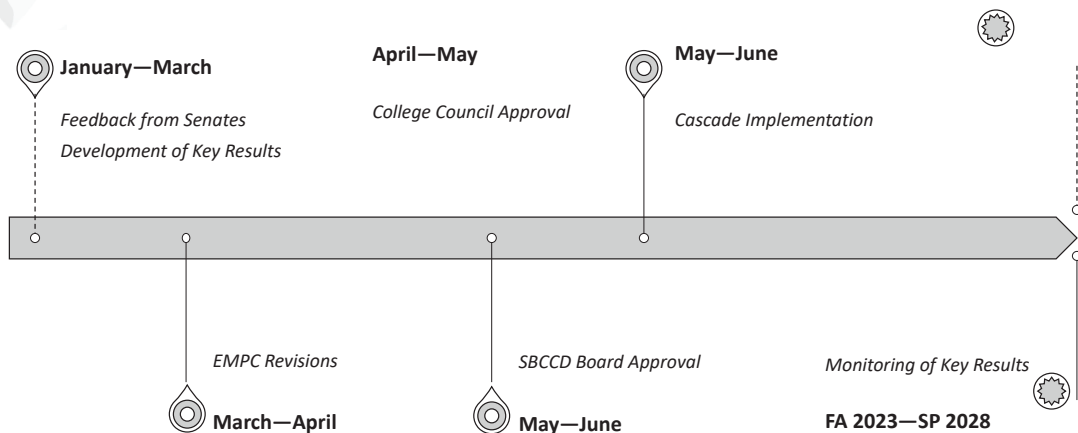


San Bernardino Community College District Mid-Year Board Retreat

EDUCATIONAL MASTER PLANS Next Steps

Day One | January 23, 2023



San Bernardino Community College District Mid-Year Board Retreat



Day One | January 23, 2023

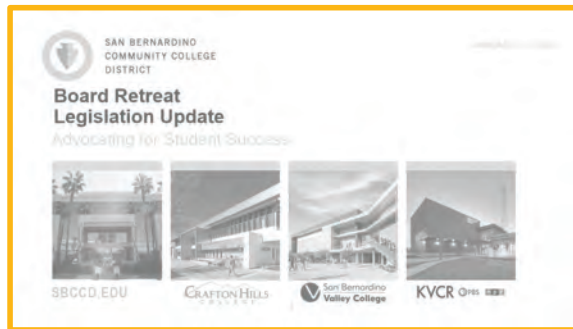
• Cascade Implementation

Plan Details

1. Continue to Expand Student Access and Success  Learn more	<ul style="list-style-type: none">1.1. Continue efforts to increase college-going culture by 30th Jun 20231.2. Evaluate and promote the success of our identity-based programs and student support services to gain insight...1.3. Develop a state-of-the-art technology system that delivers a student-centered experience, improves efficiency...1.4. Grow and expand Dual/Concurrent Enrollment and K-12 Articulations by 30th Jun 20271.5. Implement a Board approved KVCR plan by 31st Dec 2026 <p>+ Add</p>	<ul style="list-style-type: none">On TrackBehindBehindOn TrackOn Track
2. Advance Access to Address DEI-A  Learn more	<ul style="list-style-type: none">2.1. Implement the four Pillars of Guided Pathways by 31st Dec 20252.2. Increase access and sense of belonging districtwide and foster a culture of inclusion that is supported by target...2.3. Leverage partnerships with community-based organizations to expand SBCCD's sphere of influence and includ... <p>+ Add</p>	<ul style="list-style-type: none">On TrackOn TrackOn Track
3. Position SBCCD as Regional Leader  Learn more	<ul style="list-style-type: none">3.1. Develop a Strategic Plan that will signal to all constituents that SBCCD has a comprehensive vision that positivel...3.2. Institutionalize our commitment to investing in cultivating leadership skills within our District as a vehicle for exp...3.3. Grow our reputation as a leading higher education institution by enhancing and cultivating community partner... <p>Staff will serve on at least ten boards/committees: Go to Unit by 30th Jun 2023 - Diana Evangelista</p>	<ul style="list-style-type: none">BehindOn TrackOn TrackComplete

Day One | January 23, 2023

XIII. LEGISLATION UPDATE (3:45 PM)



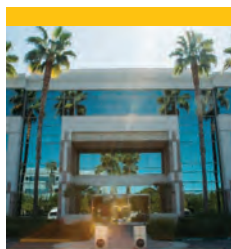
Day One | January 23, 2023



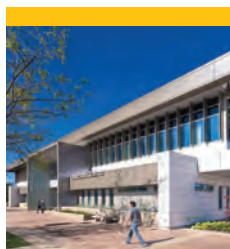
JANUARY 23, 2023

**Board Retreat
Legislation Update**

Advocating for Student Success



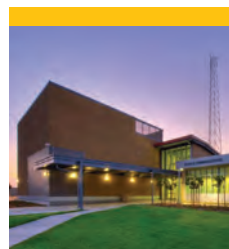
SBCCD.EDU



CRAFTON HILLS COLLEGE



San Bernardino Valley College



KVCR 97.5 PBS

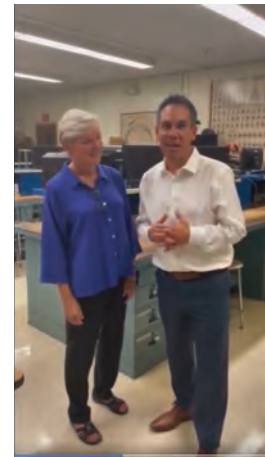
2022 Advocacy Highlights

SBCCD Won \$1.7 Million College Corps Grant



Community Service = Financial Aid for Local Students.
Chancellor Diana Rodriguez met with California's Chief Service Officer, Josh Friday, and opened up the opportunity for 100 SBCCD students to serve in the community and earn \$10,000. College Corps at SBCCD launched in 2022.

SBCCD Hosted U.S. Energy Secretary Granholm



\$1.5 Million for Clean Energy/EV Tech Training.
We hosted U.S. Energy Secretary Jennifer Granholm and Congressman Pete Aguilar to showcase SBVC's heavy-duty, electric vehicle technology program on September 1, 2022.

SBCCD Hosted Attorney General Bonta



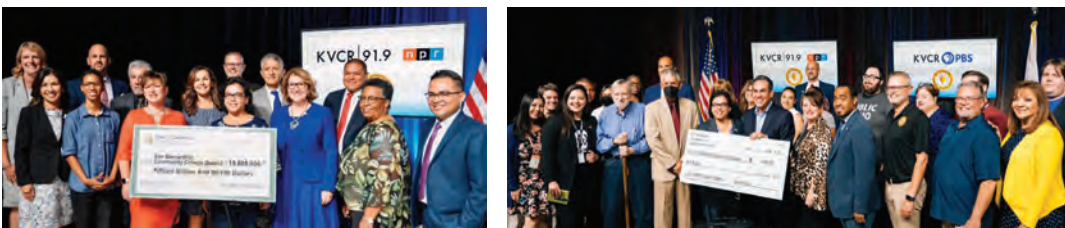
Promoted Student Civic Engagement. We hosted California Attorney General Rob Bonta at KVCR for a student town hall on state and federal issues impacting students. Students from Crafton Hills, SBVC, CSUSB, and UCR had the opportunity to meet AG Bonta in the Inland Empire.

SBCCD Hosted Lt. Gov. Kounalakis



Advocated for KVCR's Educational Mission. We hosted Lt. Governor Eleni Kounalakis at KVCR in June 2022 and conveyed our vision for KVCR'S future. Lt. Gov. Kounalakis met students in the media academy and Trustees.

SBCCD Secured \$16 Million to Strengthen KVCR



Assembly Majority Leader Reyes and Congressman Pete Aguilar Lead the Way. We hosted check presentations in 2022 to celebrate new funding for KVCR that will ensure more local programming, student training, and PBS/NPR content for the Inland Empire.

SBCCD Builds Bridges with City Hall



Promoting City/College Partnerships. SBCCD Chancellor Diana Rodriguez updated the San Bernardino City Council on SBCCD's workforce training programs, Measure CC projects, and business partnerships in September 2022.

SBCCD Invited to White House Summit in SB



Chancellor Rodriguez Welcomes U.S. Education Secretary Miguel Cardona to San Bernardino. In November 2022, Chancellor Rodriguez thanked the Administration for helping fund Books+ and increasing Pell Grants and food assistance for low-income students.

Looking Ahead

Strengthen Partnerships with SBCCD's Delegation



**U.S. Congressman
Pete Aguilar**
SBVC/DSO Area



**U.S. Congressman
Jay Obernolte**
Crafter Hills Area



**State Senator
Rosilicie Ochoa Bogh**
Crafter Hills Area



**Assembly Majority Leader
Eloise Gomez Reyes**
DSO Area



**Assemblymember
Sabrina Cervantes**
SBCCD Service Area



**Assemblymember
James Ramos**
SBVC Area



**Assemblymember
Greg Wallis**
Crafter Hills Area



**SB County Supervisor
Joe Baca, Jr.**
SBVC/DSO Area



**SB County Supervisor
Dawn Rowe**
Crafter Hills Area

Continue Regional, State, Federal Collaborations



Partial List

Focus on SBCCD's Legislative Principles

What is this?

How the SBCCD Board Legislative Committee and Chancellor's Office will evaluate local, state, and federal policy proposals and recommend action to support, oppose, or remain neutral.

**Eliminate
Barriers to
Student Access
and Success**

**Increase Public
Investment in
Community
College Students**

**Improve College
Affordability &
Basic Needs
Support**

**Support Local
Decision-Making**

**Strengthen
State and Federal
Partnerships**

**Promote Civic
Engagement**

2023 Advocacy Priorities

Goal 1: Eliminate Barriers to Student Access and Success

- Support the CCC's 2023-24 [systemwide budget request](#).
- Support ongoing investments in **affordable student housing**.
- Support strategies and ongoing funding to expand **textbook affordability**.
- Support the [CalFresh Workgroup Report](#) (16 state/federal policy recommendations).
- Support funding to implement the [Cal Grant Reform Act](#) to expand and simplify financial aid.
- Support funding to **modernize SBCCD facilities** and instructional equipment.
- Support \$15 million in funding to update SBCCD **technology infrastructure**.
- Support \$500 million, systemwide, to provide all community college students with **free tuition**.
- Support [FAFSA simplification](#) and expansion of **Pell Grants**.

2023 SBCCD Advocacy Priorities

Goal 2: Be a Diverse, Equitable, Inclusive & Anti-Racist Institution

- Support funding to strengthen **Equal Employment Opportunity** best practices.
- Support equitable federal funding to support [Hispanic-Serving Institutions](#).
- Support educational **opportunities for all students**, regardless of immigration status.

2023 SBCCD Advocacy Priorities

Goal 3: Be a Leader and Partner in Addressing Regional Issues

- Support \$1.5 million for a new fire truck for the **San Bernardino Emergency Training Center**.
- Support \$3 million in **ongoing funding for KVCR** to produce more local content and keep PBS/NPR.
- Support \$15 million to build a **student training center** at KVCR.

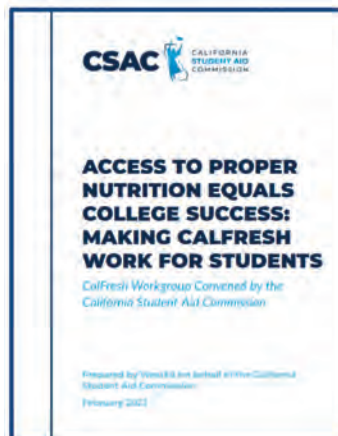
2023 SBCCD Advocacy Priorities

Goal 4: Ensure Fiscal Accountability/Sustainability

- Support the CCC's budget request of \$400 million in ongoing resources to **increase Student Centered Funding Formula rates** and continue to support district operations.
- Support ongoing funding in non-Proposition 98 resources to provide districts with **pension relief**.

Combat Hunger & Housing Insecurity

Addressing Hunger: The CalFresh Model

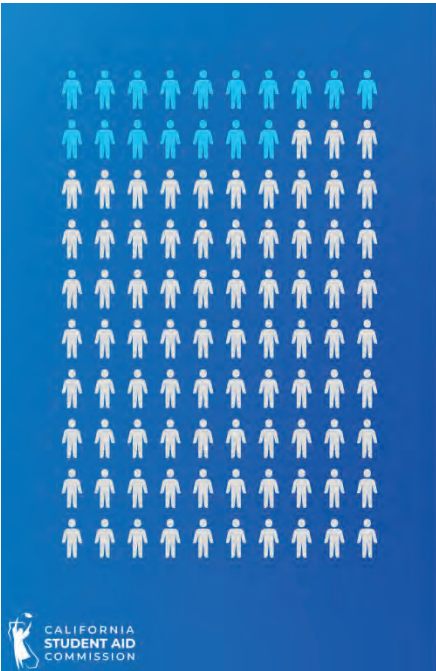
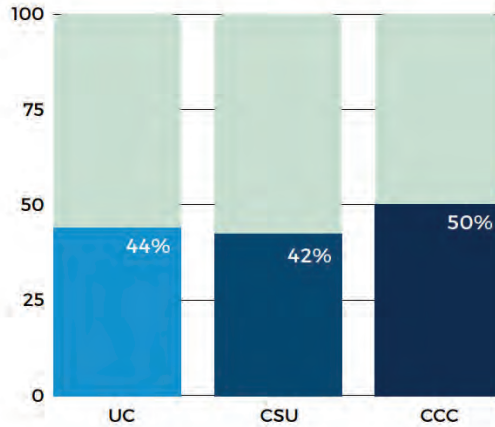


3 million+ Californians enrolled in Post Secondary Education



Students who most often reported increased food expenses

- 44% University of California (UC)
- 42% Cal State University (CSU)
- 59% CA Community Colleges (CCC)



17% of Students Eligible for Cal Fresh Actually Received Benefits



Only **127,000 Students** Receiving Cal Fresh out of up to **750,000 Eligible Students**



250,000 K-12 Students receiving Free or Reduced price-meals moved to postsecondary



7 in 10 Students lost some or all of their income during the pandemic

STUDENT EXPERIENCE WITH Cal Fresh (SNAP)



POLICY RECOMMENDATIONS AND SOLUTIONS

College student centers offer Cal Fresh information	Statewide student portal for short apps (10 min to complete)	County offices schedule interviews within 30 days	Students provide residency within county jurisdiction	Colleges require on-campus food venues to accept EBT cards	Eliminate 6 month eligibility status check
Counties place Cal Fresh eligibility workers on-campus	Local county student portal for long apps (45 min to complete)	Issue COVID Waiver of Interview for students with completed documents	Students provide proof of income for prior 30 day period	Students access EBT cards and PINs online	Students recertified through information from their FAFSA or CADAA



State Policy



POLICY RECOMMENDATIONS

Establish pilot regional hub for students to apply for and be approved for CalFresh benefits

Establish pilot food support program for undocumented students

Use FAFSA date to pre-populate the CalFresh application

Enhance data sharing with California Department of Education to identify all K-12 students on free & reduced-price meal program

Federal Policy



POLICY RECOMMENDATIONS

Eliminate permanently the federal Student Eligibility Rule

Eliminate interview requirement for students

Verify SNAP recertification for students through the annual FAFSA submission, thereby eliminating 6-month eligibility status check

Provide presumptive eligibility for students who are \$0 EFD eligible, participants of the FRPM, or from a family or household with SNAP benefits.

What's Next:

CCLC Annual Legislative Conference



COMMUNITY COLLEGE
LEAGUE OF CALIFORNIA

Monday, January 30 (Subject to Change)

- 11:00 a.m. to 11:30 a.m. – Meeting with Assemblymember Greg Wallis
- 2:30 p.m. to 3:00 p.m. – Meeting with Assembly Majority Leader Eloise Gomez Reyes
- 2:30 p.m. to 3:00 p.m. – Meeting with Assemblymember James Ramos (*Concurrent*)
- 3:00 p.m. to 3:30 p.m. – Meeting with Senator Rosilicie Ochoa Bogh
- *Pending: Assemblymember Sabrina Cervantes*

What's Next:

Association of Community College Trustees Legislative Summit



February 6, February 7, and February 8

Meeting Requests (Pending)

- Congressman Pete Aguilar
- U.S. Senator Alex Padilla's Education Policy Aide
- HACU's Senior Vice President for Policy and Government Relations, Dr. Lena Rodriguez



What's Next:

SBCCD Trustees Study Session



San Bernardino Public Investment Playbook

Thursday, February 23, from 4 p.m. to 6 p.m.

Learn More:

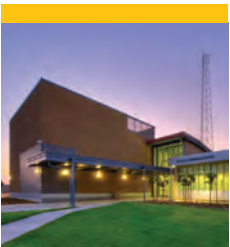
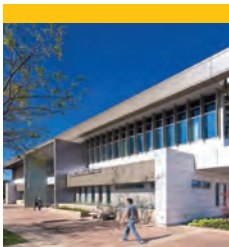
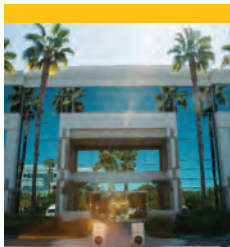
<https://www.sbinvestmentplaybook.com/>



SAN BERNARDINO
COMMUNITY COLLEGE
DISTRICT

JANUARY 2023

Comments? Questions?



SBCCD.EDU



XIV. RECAP OF THE DAY/PREP FOR TUESDAY (4:30 PM)

XV. ADJOURN

The next meeting of the Board: 2-Day Board Retreat
January 24, 2023 at 8:00 AM
SBCCD Boardroom
550 E. Hospitality Ln., Suite 200, San Bernardino, CA

