



**CHABOT-LAS POSITAS
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
RETREAT**

**MINUTES
March 20, 2021**

PLACE

Chabot-Las Positas Community College District, 7600 Dublin Blvd, Dublin Ca 94568. Due to the current pandemic and social distancing restrictions, this meeting was held through Teleconference, Zoom.

CALL TO ORDER

Board President Randolph called the regular meeting to order at 8:30 a.m., Recording Secretary Debra Nascimento called the roll.

ATTENDANCE

Members Present: Trustee Dr. Hal G. Gin
Trustee Linda Granger
Trustee Maria Heredia
Trustee Mr. Edralin "Ed" Maduli
Trustee Ms. Genevieve Randolph
Trustee Dr. Luis Reynoso
Trustee Mr. Tim Sbranti

Recording Secretary: Ms. Debra Nascimento

Managers Present: Mr. Ronald Gerhard, Chancellor
Dr. Susan Sperling, President, Chabot College
Dr. Dyrell Foster, President, Las Positas College
Dr. Theresa Fleischer Rowland
Mr. Owen Letcher
Dr. Rajinder Samra
Ms. Samantha Kessler

Others Present: Mr. Pete Hofman, Scion Group

Ms. Chelsea Metivier
Ms. Ann Volz

1.1 PLEDGE TO FLAG

Trustee Heredia led the pledge.

2.0 PUBLIC COMMENTS

No public comments were made.

3.0 RETREAT OPENING- INTRODUCTORY REMARKS

4.0 BROWN ACT COMPLIANCE AND ETHICS TRAINING (FACULITATED BY MS. LAURA SCHULKIND, LIEBERT CASSIDY WHITMORE)

Chancellor Gerhard introduced Ms. Laura Schulkind who gave the following presentation.

HOLDING PRODUCTIVE BUSINESS MEETING THAT COMPLY WITH THE BROWN ACT

- Overachieving Principles
 - Transparency in government
 - Public access/participation
 - Within Context of a “Business Meeting”

TRANSPARECENY IN GOVERNMENT

- Executive Compensation
 - Legislative body required to orally report
 - In person session
 - Summary of recommendations for final actions on
 - Salaries, salary schedules, or compensation paid in the form of fringe benefits
 - For “local agency executive”
 - Includes executive officers, assistant officers, and deputies
 - Limit on Special Meetings
 - Governing boards prohibited from calling special meetings to approve “local education executive” contracts
 - Existing contracts not abrogated
 - New contracts and contract renewals must occur during a regular meeting

PUBLIC ACCESS AND PARTICIPATION

- Two Sources of Law
 - Brown Act
 - Education Code

PUBLIC ACCESS- BROWN ACT

- Public has the right to:
 - Timely posting of agenda
 - Sufficient information to decide whether to attend
 - Attend
 - Record and broadcast
 - Inspect documents & recording
 - Address board on agenized items
 - “as such items are taken up”
 - Address board on matters within its jurisdiction

PUBLIC ACCESS-EDUCATION CODE

- What is a meeting?
 - Congregation of a majority of governing body
 - Same time and place
 - To “hear, discuss or deliberate”
 - On any item within its subject matter jurisdiction
- What is not a meeting?
 - Attendance of a majority at conference/seminars, community meetings, social events:
 - If no discussion of district business

PUBLIC ACCESS- NO SERIAL MEETINGS

- No communication between board members that:
 - Come to include a majority through email, telephone, intermediaries, etc.
 - To hear, discuss or deliberate on any item within the subject matter jurisdiction of the district
 - Note: Prohibited “serial meetings” not limited to communications to develop a “collective concurrence.”

SOCIAL MEDIA AND THE BROWN ACT

AB 992 AMENDS; Section 54952.2 of Gov. Code

- Clarifies that the Brown Act does not prohibit Elected Officials from discussion with the public matters within the Agency’s jurisdiction on Social Media

PUBLIC ACCESS TO DOCUMENTS

- Right to Inspect Documents:
 - Open session backup documents are public records
 - Agenda must advise where they may be inspected
 - If provided to a majority of trustees less than 72 hours before the meeting: must make available for public inspection at time of distribution to a majority of trustees.

PUBLIC ACCESS: AGENDA IS KEY

- Is the meeting properly agenzized?
 - Timely
 - Accessible to public, regardless of time of day
 - States time and location
 - Provides brief general description of each item
 - Reflects all meetings commence in public session
- Includes opportunity for public comment
 - On any matter of public concern
 - Within subject matter jurisdiction of the board
 - Before action taken on the item
 - Including closed session items
- States where public may inspect records
- Agendas Should NOT:
 - Use “place holders” for closed session (i.e. list generic items to cover things that may come up).

PUBLIC ATTENDANCE

- Registries, attendance lists may not be required
 - Voluntary lists are okay
- Teleconferenced meetings
 - Locations must be identified on agenda
 - Agenda posted at each location
 - Locations accessible by public
- Virtual meetings
 - Ensure proper control over virtual interface (muting, share screen, etc.)

GOVERNOR’S EXECUTIVE ORDERS

- Exec. Order N-29-20 (March 17, 2020) temporarily waives several requirements for teleconferenced meeting such as:
 - Identification of location on agenda
 - Accessibility of location to public
 - Ability to address legislative body at each location
 - Physical posting of agenda at locations
 - Quorum within jurisdiction of district
- Exec. Order N-35-20 (March 21, 2020) allows:
 - Serial/simultaneous updates about declared emergency
 - Members of legislative body may ask questions during updates
 - Updates and questions without the public’s access or attendance

COMPLIANCE IN THE CONTEXT OF A BUSINESS MEETING

- When Board may discuss or act:
 - On a properly agenzized item at a regular meeting
 - On a properly agenzized item at a special meeting
 - At an emergency meeting

- On an emergency matter at regular meeting
- When immediate action is required
- On a continued matter
- The challenge:
 - Boards generally get a few hours a month to advance the District's plans and programs
 - You need to make those hours count

RUNNING EFFICIENT (AND BROWN ACT COMPLIANT) BUSINESS MEETINGS

- Four areas where boards can build efficiency and productivity:
 - Exercise board authority to impose content neutral rules on public comment
 - Time management
 - Effective/lawful use of closed session
 - Effective/lawful use of special and emergency meetings and board committees: "lawful agility"

PRODUCTIVE COMPLIANCE: MANAGING PUBLIC COMMENT

- Board authority to impose content neutral rules on public comment
 - May adopt reasonable, neutral, regulations
 - Timing-so long as it is before Board acts on an item
 - Length- Be consistent
 - May prohibit comments outside body's jurisdiction
 - May control timing of matters agenzized by public
 - May prohibit disorderly conduct
- Practice Tip: Public comment provides board with information to conduct its business. It is not a conversation with the public.
- Disorderly Conduct During Meetings
 - Remind disruptive individuals(s) of Board rules re: willful interruption, proper decorum
 - If disruption continues, may clear the room
 - Media remains if did not participate in disruptive individuals
- Board response to Public Comment: What to do if a member of the public:
 - In public comment before closed session speaks on a confidential personnel matter by name
 - During general public comment states, they are a district employee who is being discriminated against
 - On an action item to award contract to a construction firm, states that this will violate conflicts of interest laws because it financially benefits "Trustee Smith"

PRODUCTIVE COMPLAINE: TIME MANAGEMENT

- Time Management
 - Agenda planning and preparation
 - Permissible pre-meeting communications with administration
 - Effective use of ad hoc committees

- Board packets and meeting preparation
- Effective use of information items and staff reports
 - Relevant to current/up-coming action items
 - Relevant to shaping policy
 - Appropriate board reports
 - Directed to fellow trustees not the public
 - To inform no matters that will assist in shaping policy or taking action
- Agendas: Tools for well-run meetings
 - Provide focus to the board and the public
 - Help legislative bodies plan and prioritize
 - Improve communication
- Agenda Preparation/Prioritization
 - Right to public to place items on a future agenda; not right to control which agenda
 - Board president discretion/authority to prioritize board member requests
 - Board president planning with Chancellor
 - Consider timing of public hearings and items of high public interest
 - Consider timing of lengthy closed session items
 - Use continuation of closed session at end of meeting as safety valve
- Constructing agendas that get the job done
 - Goal: Agendas that help board complete their business.
 - Issues:
 - When/ how should agendas be constructed?
 - Each Board member has requested an “urgent” matter be placed on the next meeting agenda
 - A member of the public has requested a matter be placed on the agenda. What are your options.
- Permissible communications with administrators
 - Between administrators and individual members or group less than a quorum;
 - To convey information or answer questions, if
 - Staff does not communicate board members’ comments/positions or act as intermediaries
- Board packets and meeting preparation
 - Essential for efficient meetings
 - Proper handling
 - For your eyes only
 - District will arrange public access to public portion
- Information items and staff reports
 - What I their purpose
 - Give Board information relevant to matters within its purview

- Board Reports
 - What is their purpose?
 - Give Board information relevant to matters within its purview
 - What is not their purpose
 - Communicate to the public regarding individual members' activities
- **PRODUCTIVE COMPLIANCE CLOSED SESSION**
 - Effective and lawful use of Closed Session
 - Exceptions to open session read narrowly
 - Common Exceptions:
 - Pending litigation
 - Personnel matters-“discipline,dismissal,release”
 - Conference w/labor negotiator
 - Real property transactions
 - Student discipline/complaints
 - Cardinal Rule:
 - Closed session is CONFIDENTIAL
 - Practice Tip: If the Board I facing a matter that is controversial, embarrassing, messy or complicated and would love to handle it quickly and quietly in closed session...that is a pretty good indicator that the matter must be heard in open session.
- Closed Session- Who attends
 - Members of the governing board
 - Support staff necessary to inform/assist on specific matter
 - Outside consultants necessary to inform/assist on specific matter
 - Staff not need to should be excused
 - Practice Tip: Where board is acting in “quasi-judicial” capacity in a disputed matter, administrator and counsel representing District should be excused unless both sides are present for a hearing

PENDING LITIGATION EXCEPTION

- Permitted purpose: to confer with legal counsel
- “Pending litigation” includes:
 - Ongoing litigation
 - Decisions to initiate litigation
 - Settlement discussions
 - Significant exposure to litigation

PERSONNEL MATTERS EXCEPTION

- Closed session permitted for:
 - Appointment
 - Employment

- Evaluation of performance
- Discipline/dismissal/release
- Includes release of probationary and high-level employees
- Complains/charges
- NOT Compensation-except a reduction due to discipline

LABOR NEGOTIATIONS EXCEPTION

- Purpose of closed session meeting:
 - To review position and instruct the district’s representative, and
 - To discuss any other matter within the “scope of representation”

PRODUCTIVE COMPLIANCE: CLOSED SESSION

- Open or Closed?
 - Chancellor wants to update board on status of a contract grievance arbitration
 - Board wants to discuss budget with labor negotiator
 - HR Vice Chancellor wants to discuss layoffs under “dismissal, discipline release”
 - Board wants to meet with legal counsel to understand options for hiring procedures
 - Board wants to discuss a board member conflict of interest issue
- Reporting after Closed Session:
 - Board must always reconvene into open session before adjourning
 - In open session, report all final actions taken in closed session, including vote of each trustee
- Confidentiality of Closed Session:
 - No disclosure of personal recollection of closed session discussions
 - Members are prohibited from disclosing the contents of a closed session
 - Disclosure cannot be compelled
 - Sanctions include civil and criminal penalties
- Lawful Agility
 - Three kinds of lawful meetings: Regular, Special, Emergency
- What is a Regular Meeting?
 - Meeting held at a time and place specified by applicable bylaw/rule
 - Occurs at a regularly scheduled time
 - Agenda posted at least 72 hours prior
 - Posting location freely accessible
 - Agenda encompasses notice
- Addressing non-agenized matters at a regular meeting:
 - For emergencies where there is need for immediate action
 - Emergency must be declared by a majority of the board
 - Need for immediate action must be declared by 2/3 vote of board, or unanimous vote if less than 2/3 present:
 - A need to take immediate action; and
 - Such need came to the attention of the District subsequent to posting agenda

- Does not apply where the matter was mistakenly not agendized
- Addressing non-agenized matters at a regular meeting:
 - For emergencies where there is need for immediate action
 - Emergency must be declared by a majority of the board
 - Need for immediate action must be declared by 2/3 vote of board, or unanimous vote if less than 2/3 present:
 - A need to take immediate action, and
 - Such need came to the attention of the District subsequent of posting agenda
 - Does not apply where the matter was mistakenly not agendized
- Items continued from a prior regular meeting:
 - Item was posted on a regular meeting agenda
 - At the regular meeting, the Board acts to continue the item
 - Meeting at which item is addressed is no more than 5 calendar days after the regular meeting
- Special Meetings
 - 24-hour notice
 - Must post agenda
- Opportunity for Efficiency: Use for unique, time- intensive matters
 - Study sessions
 - Public hearings
 - But afford more than minimum required notice
- Emergency Meetings:
 - 1-hour telephone notice to media unless “dire” emergency
 - Emergencies: work stoppage, crippling activity, or other activity that severely impairs public health and/or safety
 - “Dire” emergencies: natural disaster, terrorist act, or peril so immediate that one-hour notice may endanger public health and/or safety
 - Upon convening, declare emergency by majority of full board
 - Closed session by 2/3 vote of body or if less than 2/3 present, by unanimous vote
 - Post minutes for 10 days
- Use of Board Member Committees:
 - Allows for progress between meetings
 - Evaluate data related to board work
 - Prepare recommendations for full board
 - Examples:
 - Interview firms to assist with CEO search; make recommendation to full board
 - Develop draft CEO evaluation for presentation to full board
 - Initial review of concerns/complaints against trustees
- Not bodies subject to the Brown Act if:
 - Advisory only;
 - Composed solely of trustees;
 - Less than a quorum

- Not a standing committee; and
- Meeting schedule is not fixed

Chancellor Gerhard thanked Ms. Schulkind for her presentation.

5.0 BREAK

6.0 COLLEGES EDUCATIONAL MASTERPLANS

Chancellor Gerhard introduced college President Sperling. President Sperling thanked Chancellor Gerhard, President Randolph and the Trustees for giving her an opportunity to present Chabot College's Masterplan. She stated this has been a positive process of development. She complimented all the participants at both colleges and the district for making the process smooth and organized. She stated the Educational Masterplan was put together and vetted through many iterations and their shared governance process. She stated the final product reflects many core elements of Chabot Colleges culture including, historic commitment to equity to success and social justice. She stated an evidence-based core is included in their Masterplan that was developed through the environmental scan and put together by their institutional researchers. She thanked VC Fleischer Rowland for her facilitation and leadership in bringing this together.

Director Ms. Samantha Kessler stated she was happy to be presenting to the Board on the work they have been doing for over a year. She stated considering COVID-19 the Board will see that throughout the planning this has impacted us in thinking differently about our technology and how to leverage support and improve our technology across the campus; in our courses, programs and college systems to better support student success and equity.

CHABOT COLLEGE EDUCATIONAL MASTERPLAN 2021-2026

AGENDA

- Overview of Chabot's EMP Process
- Context and Key Environmental Scan Findings
- Chabot College Educational Masterplan
- Implementation and Assessment

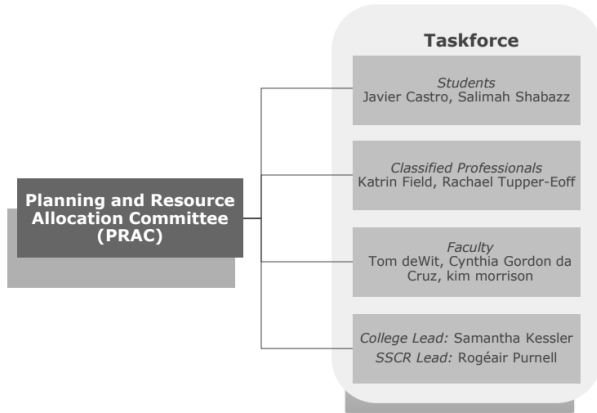
EMP PROCESS: COLLEGE AND DISTRICT COLLABORATION

- District Guidance and Coordinating Council (DGCC)
- Integration of College Educational Master Plans and District-wide Strategic Plan

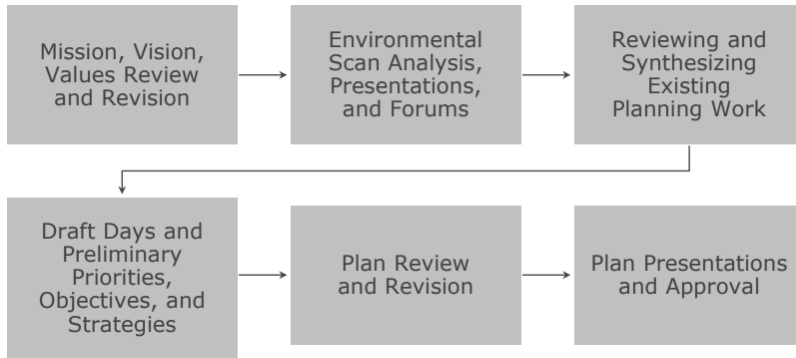
CHABOT COLLEGE EMP PROCESS: VALUES

- Inclusion, Collaboration, and Transparency
- Opportunities for Input and Feedback
- Data-driven
- Building on Existing Planning Foundations

EMP PROCESS: TASKFORCE AND SHARED GOVERNANCE INVOLVEMENT



EMP PROCESS: MILESTONE



EMP PROCESS: BUDGETING AND RESOURCE ALLOCATION



CONTEXT: WHO ARE OUR STUDENTS AND COMMUNITY?

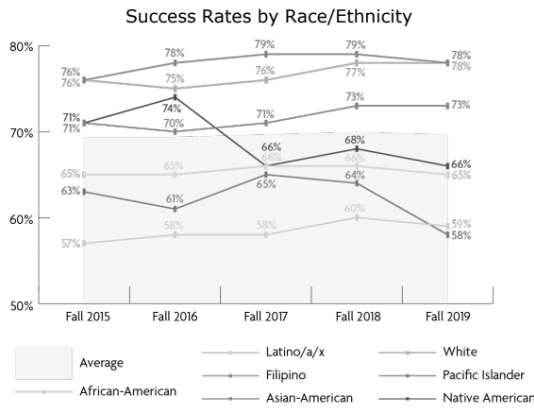
CHABOT SERVICE AREA

- Hayward: Nearly 20% less than HS degree
- Hayward: Median household income 80k vs Alameda County 100k
- Hayward 9.3 living below poverty, 17.1% unemployment April 2020

CURRENT STUDENTS: FALL 2019

- 28% age 19 and younger
- 41% Latino/a/x, 16% Asian American, 14% White, 10% African American
- 73% First- Generation
- 58% Low-Income

CONTEXT: INFLUENTIAL EVENTS OF 2020



- COVID-19
- Call-to-Action for Racial Justice and Equity

KEY ENVIRONMENTAL SCAN FINDINGS

- Our Service Area: Demographics and Labor Market
- Student Equity and Achievement

OUR SERVICE AREA AND COMMUNITY EDUCATIONAL ATTAINMENT

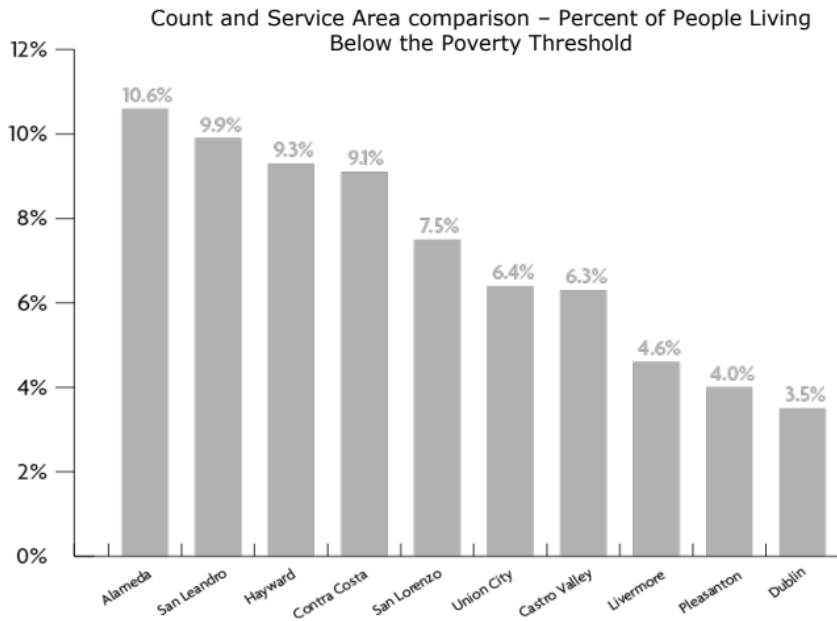
Educational Attainment

Figure 16: Educational Attainment by Service Area by City and County

Educational Attainment	Counties	Chabot Cities				
	Alameda County	Castro Valley	Hayward	Union City	San Leandro	San Lorenzo
Less than 9th grade	6%	4%	10%	4%	9%	8%
9th to 12th grade, no diploma	6%	4%	8%	6%	9%	8%
High school graduate (includes equivalency)	18%	18%	28%	27%	25%	28%
Some college, no degree	18%	23%	21%	20%	20%	21%
Associate degree	7%	8%	7%	6%	7%	8%
Bachelor's degree	26%	28%	20%	24%	21%	20%
Graduate or professional degree	20%	15%	7%	14%	10%	7%

Source: United States Census Bureau, 2014-2018 American Community Survey 5-Year Estimates

OUR SERVICE AREA AND COMMUNITY INCOME AND POVERTY LEVELS



OUR SERVICE AREA AND COMMUNITY: UNEMPLOYMENT

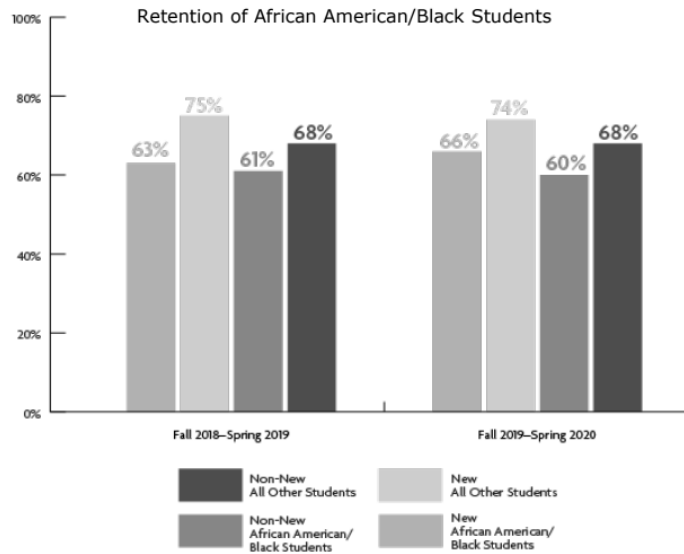
Post-COVID-19 Unemployment Rates

Figure 7: Unemployment Rates in Chabot Service Area Counties/Cities Post-COVID-19

Location	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	April 2020*
Alameda County, CA	10.9%	10.1%	8.7%	7.2%	5.8%	4.7%	4.3%	3.1%	2.9%	14.1%	
Chabot College	Castro Valley	10.0%	9.2%	7.9%	6.6%	5.3%	4.3%	3.9%	3.3%	2.7%	12.9%
	Hayward	14.9%	13.8%	12.0%	10.0%	8.1%	6.6%	4.7%	4.0%	3.3%	17.1%
	San Leandro	11.7%	10.8%	9.3%	7.8%	6.3%	5.1%	4.4%	3.8%	3.2%	18.0%
	San Lorenzo	11.4%	10.5%	9.1%	7.5%	6.1%	5.0%	4.5%	3.8%	3.2%	18.0%
	Union City	9.9%	9.2%	7.9%	6.5%	5.3%	4.3%	4.3%	3.7%	3.1%	14.1%

* This column is monthly data, while other columns are annual data.
 Source: Employment Development Department, State of California
<https://www.labormarketinfo.edd.ca.gov/data/unemployment-and-labor-force.html>

STUDENT EQUITY AND ACHIEVEMENT



Transfer Level English Metrics	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019*
English Throughput in 1 st Fall – First Time College Students (Volume)	355	372	317	429	671
English Throughput in 1 st Fall – First Time College Students (Rate)	13%	16%	13%	17%	27%
Transfer Level English Success Rate	66%	68%	62%	71%	61%
Transfer Level English Success Rate: African-American/Black Students	59%	61%	54%	67%	57%
Transfer Level English Success Rate: Latinx Students	63%	65%	56%	66%	57%

Transfer Level Math Metrics	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019*
Math Throughput in 1 st Fall – First Time College Students (Volume)	153	131	151	217	335
Math Throughput in 1 st Fall – First Time College Students (Rate)	6%	6%	6%	9%	13%
Transfer Level Math Success Rate – All Students	50%	53%	54%	56%	50%
Transfer Level Math Success Rate: All African-American/Black Students	41%	50%	47%	48%	41%
Transfer Level Math Success Rate: All Latinx Students	40%	48%	47%	48%	41%

CHABOT COLLEGE EMP STRUCTURE

- Mission Critical Priorities
- Populations of Focus
- Objectives
- Strategies
- Activities
- Metrics

MISSION CRITICAL PRIORITIES



MISSION CRITICAL PRIORITY #1: EQUITY

- Emphasizes students, employees, and holistic campus climate and community
- Acknowledging successful practices in special programs and services as best practices to scale because of proven outcomes
- Focus on pedagogy, hiring, and professional development
- Importance of integrating student supports with academics

MISSION CRITICAL PRIORITY #2: ACCESS

- Strategic outreach and onboarding as pathways to Chabot
- Pathways for certificate and degree, non-credit, or jobs skill training
- Emphasis on academics and service integration via pathways
- Marketing, website, physical campus

MISSION CRITICAL PRIORITY #3: PEDAGOGY AND PRAXIS

- Emphasis on improving teaching, learning, critical thinking, and skills development
 - Equity and cultural relevancy driving this improvement
 - Strategies for students and faculty
- Diversity teaching methods including more experiential learning opportunities, contextualized curriculum, and leveraging partnership with the community and local industry/employers

MISSION CRITICAL PRIORITY #4: SUCCESS

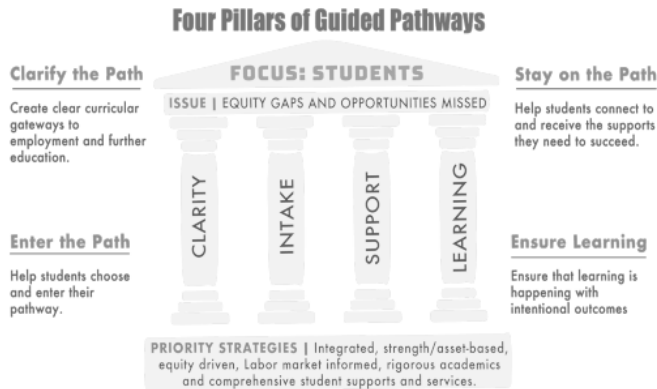
- Emphasizes academic and career success
- Recognizes needed integration of students supports, especially basic needs and academic supports
- Focus on students reaching progress milestones and achieving completion, transfer, or employment goals

MISSION CRITICAL PRIORITY #5: COMMUNITY AND PARTNERSHIPS

- Leveraging internal and external stakeholders for enhancing programs, students experience, and student support
- High school and working-adult populations
- Increasing connections between Chabot and the community: events, partnerships, advisory boards

IMPLEMENTATION AND ASSESSMENT

- Already started:
 - Guided Pathways
 - 10x10
- Planning and Resource Allocation Committee (PRAC) and Program Review
- Vision for Success (VFS) and Student-Centered Funding Formula (SCFF) metrics to measure progress and evaluate



Questions:

Trustee Reynoso asked for more details on the specific skill sets that we are lacking. Director Kessler stated this is captured on the learning outcomes assessment and the SLO level.

Trustee Granger stated she appreciates the amount and level of data used to analyze next steps. She stated school district boundaries are not the same and city boundaries. She asked if AB705 data was presented in 2019. Director Kessler stated yes, implementation was fall 2019.

Trustee Maduli stated he did not see any details on enrollment growth in the Masterplan, and asked if this will be covered in the Facility Masterplan. Chancellor Gerhard stated in terms of the connection point with enrollment growth, that is done annually through our District Enrollment Management Committee that has origination within our collective bargaining agreement with our faculty association. He stated the enrollment growth is an annual cycle, not a five or three year. He stated as those targets are set they are incorporated into the cap load ratio in ten year forecast that goes into our Facility Masterplan that is then reported to the state for capital project purposes.

President Randolph asked President Sperling to go over the meaning of retention and success. President Sperling stated they have made improvement in retention but need to continue to work on engaging serving communities. She stated political, economic and social structures present significant challenges to people in our community therefore, we need to work on how we can support persistence and retention. She stated this data point is often mentioned by student services that over the past few years we have doubled our graduation rate. She stated many of our students struggle with a variety of factors that make it difficult for them both persist and be retained until the end of their accomplishments.

Trustee Heredia stated she is pleased to see the changes made to the Critical Priorities and the Cultural Relevancy piece as it comes to the curriculum and staff development. She stated we need to continue to work on diversity, inclusion and equity as well as our faculty hiring practices. Chancellor Gerhard stated this will be covered during under the Districtwide Strategic Plan presentation this afternoon.

Trustee Sbranti thanked everyone for the great presentation. He stated the pathways and opportunities need to be clearly identified on our college websites. He stated success is going to be determined early on by us focusing on our student's on-boarding process and the first six months. He stated he was pleased to hear the graduation rates are continuing to go up. President Sperling agreed it is critical to confront the improvements we need with onboarding. She stated Chabot is currently working with the Districts Marketing and Government Relations Department on improving their website for usability, as well as the call center and outreach that PRMG and the District are helping them configure.

Trustee Gin asked how the information presented is being shared with our service areas. President Sperling stated information is shared through their partnerships with a variety of educational non-profit entities in the Hayward promise neighborhood.

Trustee Reynoso asked if the data presented could be put into a dashboard or dedicated page on our college websites for our community. President Sperling thanked Trustee Reynoso. Director Kessler stated the state is developing their dashboard where you could access our data however, I think this is something we can improve on. Chancellor Gerhard stated in this afternoons session we will discuss the states dashboard that is available to the public that Director Kessler has referenced.

President Sperling thanked the Trustees for pointing out how critical math performance is to success in the community college.

Chancellor Gerhard thanked President Sperling and Director Kessler for the encapsulation of thousands of hours of work that occurred at Chabot.

Chancellor Gerhard introduced President Foster. President Foster stated it is an honor to present the Las Positas College Educational Masterplan to the Board and Chancellor Gerhard. He stated the plan serves as a conceptual framework that will advance the mission of the college and guide their strategic planning and direction for the institution over the next five years. He stated he is joined by Director Dr. Rajinder Samra. He congratulated President Sperling and Director Kessler for their work in developing their Educational Masterplan and wonderful presentation. He also thanked Dr. Sperling, Director Kessler, VC Fleischer Rowland and the institutional effectiveness teams for working so well through this process together.

LAS POSITAS COLLEGE EDUCATIONAL MASTERPLAN 2021-2026

AGENDA

- Planning context and process for Educational Masterplan (EMP)
- Key Environmental Scan Findings
- EMP Goals and Strategies
- Implementation and Assessment

PLANNING CONTEXT

- Review, evaluate, and build on the previous EMP
- Covid-19's impact and associated economic crisis
- Stay-at-home orders and wildfires
- Renewed focus on racial justice and civil rights protests

PLANNING PROCESS



Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

KEY ENVIRONMENTAL SCAN FINDINGS

- **Sample of key External Environmental Scan Findings**
 - Major demographic changes are expected with Asian residents representing the largest growing group followed by Latinx residents
 - Twenty-six percent (26%) of residents in LPC's key service area are immigrants.
 - Asian students will represent the plurality of graduating high school students in LPC's Key Service Area beginning in 2023-2024
 - Eighty percent (805) of graduating high school students in LPC's key service area attend college/university after high school graduation
- **Sample of key Internal Environmental Scan Findings**
 - Las Positas College became a minority-major college during the last ten years
 - A majority of students (54%) are first-generation college students, with Latinx students having one of the highest first-generation college rates at 76%
 - Students who had an educational goal of transfer increased from above half (56%) in fall 2010 to nearly two-thirds (64%) in fall 2019
 - The percentage of low-income students went from 29 percent in fall 2010 to a high of 39 percent in 2014 to 33 percent in fall 2019

EMP GOALS AND STRATEGIES

- Five Overarching Goals and 29 Strategies
 - Goal A: Educational Excellence
Ensure excellence in student learning through quality academic programs and support services. 8 Strategies
 - Goal B: Community Collaboration

Ensure excellence in student learning by collaborating with community partners to provide educational opportunities that best serve the needs of our students and our community. 4 Strategies

- Goal C: Supportive Organizational Resources
Ensure excellence in student learning by strengthening fiscal stability, providing appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities. 6 Strategies
- Goal D: Organizational Effectiveness
Ensure excellence in student learning by improving organizational processes, promoting safety and wellness, and fostering professional development. 7 Strategies
- Goal E: Equity and Anti-Racism
Ensure excellence in student learning by prioritizing equity and anti-racism. 4 Strategies

IMPLEMENTATION AND ASSESSMENT

Educational Master Plan (2021-2026): Tentative Timeline for EMP Implementation and Assessment		
Timeline	Venue	Proposed Activities
April 2021	Town Meeting	Share 2021-2026 Educational Master Plan, with a special focus on the goals and strategies
May 2022	Town Meeting	Gather information on activities and progress to date on the EMP goals and strategies
August 2022	College Day	Share progress made on the EMP goals and strategies
May 2024	Town Meeting	Gather information on activities and progress to date on the EMP goals and strategies
August 2024	College Day	Share progress made on the EMP goals and strategies
February 2026	Town Meeting	Gather information on activities and progress to date on the EMP goals and strategies; this will help inform the next version of the EMP

EXAMPLE OF AN EQUITY AND ANTI-RACISM STRATEGY

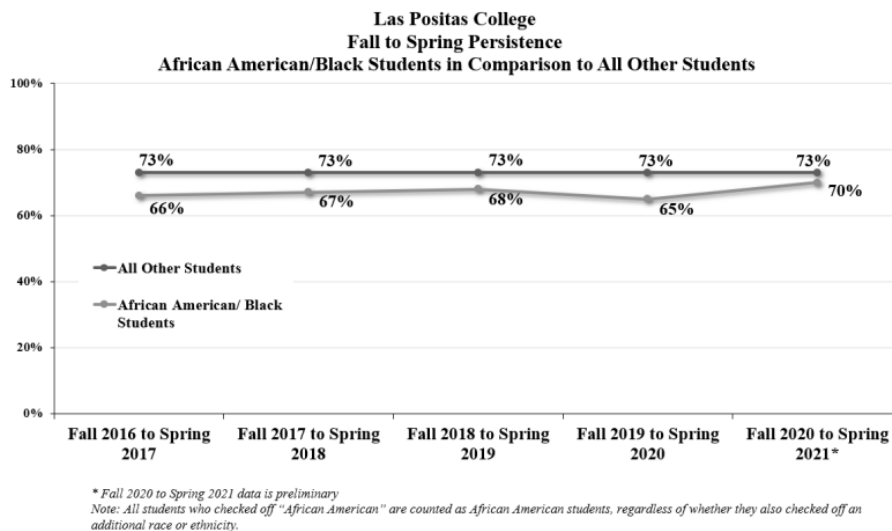
- Goal E: Equity and Anti-Racism
Ensure excellence in student learning by prioritizing equity and anti-racism
- E2. Analyze data to take urgent action to eliminate student opportunity gaps associated with systemic racism and investigate the effects of other structural inequities

EXAMPLES OF INITIATIVES/PRACTICES THAT ADDRESS EQUITY AND ANTI-RACISM

- Guided Pathways Framework

- Pillar 1: Clarify the pathway
- Pillar 2: Enter the pathway
- Pillar 3: Stay on the pathway
 - Persistence Project
- Pillar 4: Ensure learning is occurring
- Umoja Learning Community
- LPC's Call to Action
 - Disaggregated Data and Inquiry
 - Campus climate and Communications
 - Instruction and Curriculum
 - Program and Support
 - Connect-Up Initiative
 - Professional Development

EXAMPLES OF METRIC TO ASSESS PROGRESS



Chancellor Gerhard thanked President Foster and Director Samra for their presentation.

Trustee Heredia stated she is inspired by the fact that the change of culture that is happening and the impactful change has resulted in an improvement over student's persistence; for example the connect up program and mentoring. She expressed her appreciation to the faculty for extending their office hours to meet with students.

Trustee Granger stated she was pleased to see the explicit equity goals for both colleges. She added anti-racism practices and equity for students has been a mantra for community colleges and is nice to see it expressed in these educational masterplans. She asked what community college is Tracy suppose to feed. Director Samra stated San Joaquin Delta College. He stated over the years the number of students from Tracy has significantly increased. Trustee Granger stated she appreciated the data that was used to inform their decision making.

Trustee Reynoso stated he appreciated hearing that the staff and counselors are working with the school districts.

Trustee Sbranti stated the presentation and action plan was great. He agreed with Trustee Heredia's comment, that engagement and building those relationships are important. He stated focusing on professional development the next year is particularly critical.

Chancellor Gerhard thanked President Foster, Sperling and Directors Kessler and Samra for their leadership in navigating through these uncertain times and leading the institutions and organizations through critical strategic and master planning process. He also thanked the steering committees and task forces for the thousands of hours that went into this as we know it will guide us for the next five years in serving our community and students.

President Randolph stated on behalf of the Board she would like to thank Presidents Foster and Sperling, Directors Kessler and Samra for their presentations and continued work on the Educational Masterplans.

7.0 BREAK

ADJOURNMENT

Motion No. 1

Trustee Maduli made a motion, seconded by Trustee Heredia to adjourn the meeting for lunch at 12:30 p.m.

Motion carried unanimously, 7-0.

Motion carried by the following roll call vote:

AYES: Gin, Granger, Heredia, Maduli, Randolph, Reynoso, Sbranti

NOES:

ABSENT:

ABSTENTIONS:

President Randolph called the meeting back to order at 1:00 p.m. Recording Secretary Debra Nascimento called the roll.

8.0 DISTRICT STRATEGIC PLAN

Chancellor Gerhard introduced Vice Chancellor Fleischer Rowland. VC Fleischer Rowland thanked the Board for the opportunity to present the Districtwide Strategic Plan. She stated it has been an amazing process this past year as we had to pivot and stay prioritized on the things we needed to do for our students and community during this pandemic. She stated they elongated the timelines but there was dedication, perseverance and hard work throughout by all involved. She

thanked Chancellor Gerhard for his leadership and Presidents Foster and Sperling for their collaboration.

THE 2021-2026 DISTRICT-WIDE STRATEGIC PLAN

- Names District-wide Strategic Directions to meet mission, community needs, and unite efforts across colleges and District office
- Guides planning and resource allocations to effectively support the mission and operations of the colleges and District in accordance with Board Policy 3250
- Emerged from a thorough collaborative multi-stakeholder process

ABOUT THE PROCESS

Authentic, quality-focused, multistakeholder planning



REFLECTIVE POINTS

- Board Priorities
- Data-driven discussions from the substantive Environmental Scan
- Stakeholder outreach inventory
- Strategic directions are broad while activities are based at the colleges
- District support centers centralize work supporting the college and district missions
- List of existing indicators to help answer: Are we on track?

ENVIRONMENTAL SCAN

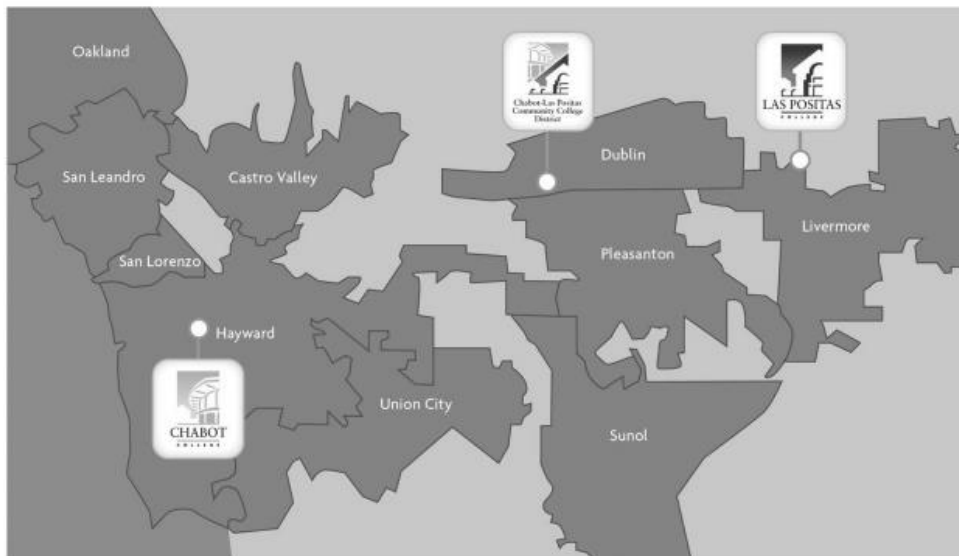
- Three Overarching Research Questions
 - What is the environmental context in which we are working?
 - Who are those we serve?
 - How and how well do we serve those we were established and designed to serve?

EXAMPLE: APPLYING DATA FROM THE ENVIRONMENTAL SCAN TO TRANSFER

- Transfer is...

- A defined part of our mission
- Addressed in the Vision for Success Goals the Colleges have set
- A named SCFF metric (impacts funding)
- An approach to increase student's opportunities for family-sustaining career options and wages

WHAT IS THE ENVIRONMENTAL CONTEXT IN WHICH WE ARE WORKING?



OPPORTUNITY TO CONNECT AND REACH ADULTS WITH PROGRAMS THAT MEET THEIR NEEDS

47% or 74,500 adults over 25 in our service area are opportunity populations to connect with college credentials (certificate, degree, transfer) and assist increasing their qualifications for career paths.

Figure 17: Educational Attainment by Service Area and County, 2018

	District Service Area		
	Chabot Cities	Las Positas Cities	Total
Less than 9th grade	7%	3%	6%
9th to 12th grade, no diploma	7%	3%	6%
High school graduate (includes equivalency)	25%	13%	21%
Some college, no degree	21%	18%	20%
Associate degree	7%	8%	7%
Bachelor's degree	22%	32%	25%
Graduate or professional degree	10%	23%	15%
Total Population 25 years and Over	290,335	158,669	449,004

OPPORTUNITY TO INCREASE THE COLLEGE-GOING RATES FOR GRADUATES FROM OUR FEEDER HIGH SCHOOLS, EVEN AS K12 POPULATIONS DECLINE IN ALAMEDA COUNTY

The community college is the preferred destination for feeder Unified School Districts in our service area.

Figure 19: Projected Kindergarten-Grade 12 Enrollment for Alameda County by School Year (2019-2029)

Projected California Public Kindergarten-Grade 12 Enrollment by County by School Year											
2019 Series											
County	Actual	Projected									
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Alameda	227,687	228,721	229,077	229,166	228,678	227,202	226,340	224,949	223,561	222,460	220,857

Source: State of California Department of Finance http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/

COMMUNITY INPUT

- Comments related to transfer
 - Commendable commitment to K-12 districts to support student transition to college
 - Need to streamline enrollment process and provide consistent and reliable guidance to students
 - Students need to be able to self-navigate their progress toward their educational goals
 - Promote programs to accelerate socioeconomic recovery especially for skilled displaced workers affected by economy
 - Continue to support readiness in STEM-related fields
 - Continue to model diversity, equity, and inclusion policies and practices

TRANSFER TO 4-YEAR INSTITUTIONS

Figure 112: Transfers to 4-Year Institutions

Academic Year	Chabot College					Las Positas College				
	To UC	To CSU	To ISP*	To OOS*	Total	To UC	To CSU	To ISP*	To OOS*	Total
2014-15	147	558	84	133	922	123	489	43	123	778
2015-16	149	600	48	124	921	140	499	42	99	780
2016-17	162	551	43	101	857	169	514	32	75	790
2017-18	171	653	42	93	959	198	562	29	97	886
2018-19	194	622	39	100	955	202	497	22	71	792

Sources: University of California Information Center, California State University Reports and Analytics, and California Community College Chancellor's Office Data Mart.

*ISP (In-state private colleges); OOS (out-of-state colleges)

Transfer to California 4-year public institutions has increased over the last five years among the students at both CLPCCD colleges, while transfers to out-of-state and private four-year institutions have been declining. In the 2018-2019 academic year, however, there is a small yet appreciable drop in transfer to California State University (CSU) institutions.

SIX-YEAR TRANSFER RATES BY RACE/ETHNICITY

Figure 113: Six-Year Transfer Rates by Race/Ethnicity, 2008-09 to 2012-13 Starting Cohorts

Chabot	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Las Positas	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Statewide Average	38.6%	38.1%	39.4%	39.2%	39.7%	Statewide Average	38.6%	38.1%	39.4%	39.2%	39.7%
College Average	37.2%	35.0%	36.8%	35.7%	38.4%	College Average	45.2%	44.5%	50.7%	47.1%	50.5%
African-American	28.0%	25.2%	21.8%	26.0%	30.8%	African-American	40.0%	46.7%	48.4%	45.5%	47.4%
Asian-American	54.9%	43.1%	55.8%	51.5%	54.5%	Asian-American	58.5%	54.5%	68.8%	61.7%	63.6%
Filipino	37.2%	36.8%	40.2%	36.0%	39.0%	Filipino	35.9%	40.0%	52.2%	47.8%	43.3%
Latino/a/x	27.8%	30.7%	27.9%	27.0%	32.0%	Latino/a/x	38.6%	43.3%	41.8%	39.7%	44.0%
White	38.2%	33.9%	41.5%	36.9%	39.2%	White	43.9%	43.1%	51.1%	47.5%	52.8%

Source: CCCC Data Mart: https://datamart.cccc.edu/Outcomes/Transfer_Velocity.aspx

Note: Native American, Pacific Islander, multi-ethnic, and unknown groups were not included due to small cohort sizes.

CLPCCD IS FOCUSED ON ALIGNED EFFORT TO OUTCOMES

- Transfer is just one aspect of district-wide focused effort
- 12 pages of the DSP summarize the college EMP priorities and goals, ensuring reflection of the College MasterPlan work in the DSP
- 9 pages of the DSP summarize the District Support Centers, their centralized support role, and priorities over the next 5 years

DISTRICT-WIDE STRATEGIC DIRECTIONS (2021-2026)

Strategic Directions What do we aim to accomplish?	Potential Indicators/Measurements Tools How will we know if we are on track?
<p>EDUCATIONAL EXCELLENCE</p> <p>Increase CLPCCD’s reputation as an educational leader known for offering an outstanding student experience; excellence in teaching and learning; affordable, inclusive, and culturally relevant programs and pathways leading to academic achievement; and preparing students to compete and succeed in a sustainable global environment.</p>	<ul style="list-style-type: none"> • Student feedback (Climate Survey) • Employer hiring metrics • Enrollment rates • Completion metrics • Transfer rates • Graduate feedback

Strategic Directions What do we aim to accomplish?	Potential Indicators/Measurements Tools How will we know if we are on track?
<p>COMMUNITY PARTNERSHIPS</p> <p>Build strategic collaborations with community partners to meet the current and emerging workforce development needs of local residents, businesses, labor, and industry; deepen partnerships with cities and communities to advance climate justice; connect students to essential resources that support their education (food, housing, health services, technology, work-based internships); align educational pathways with in-demand skills; strengthen transfer pathways through effective intersegmental practices; increase the number of diverse skilled and degreed adults in the region.</p>	<ul style="list-style-type: none"> • Student feedback (Climate Survey) • Amount of met demand through community resource referral network • Work-based student internship placements • Employer hiring metrics • Completion metrics • Transfer rates • Increased intersegmental effectiveness • Graduate feedback

<p>Strategic Directions What do we aim to accomplish?</p>	<p>Potential Indicators/Measurements Tools How will we know if we are on track?</p>
<p>SUSTAINED PRIORITIZED RESOURCES Invest in strategic partnerships and resource development to sustain prioritized goals, such as: providing tailored support services to increase enrollment and success among populations historically underrepresented in higher education; recruiting, hiring, and supporting diverse staff that reflect the demographics of the students served; implement robust and dependable technology resources; sustain effective professional development; develop and maintain facilities and climate-sustainable campuses to meet the needs of students, faculty, and staff; provide communication resources for faculty and staff to elevate student voices and present student and alumni success; provide an inclusive people-oriented culture aimed at creating a productive learning environment for students and a supportive working environment for all personnel.</p>	<ul style="list-style-type: none"> • Student feedback (Climate Survey) • Classified Professional, Faculty, Administrator feedback • Participation rates and feedback re: professional development and training • Completion metrics • Transfer rates • Graduate feedback • Community partner input and feedback • Progress toward climate action plan goals • User-friendly college promotional tools • Availability of student/alumnae success stories

<p>Strategic Directions What do we aim to accomplish?</p>	<p>Potential Indicators/Measurements Tools How will we know if we are on track?</p>
<p>INSTITUTIONAL EFFECTIVENESS Create and refine equitable systems and strategies to achieve greater outreach to key groups of prospective students and community stakeholders; make meaningful connections between academic programs, local economic needs and opportunities, and complex social and environmental problems; improve access and success at all stages of a student’s educational journey, from application and enrollment to poverty assistance to educational pathway selection, and two-year and four-year degree completion.</p>	<ul style="list-style-type: none"> • Student feedback (Climate Survey) • Community feedback • Educational and partner metrics • Financial Aid recipient metrics • Completion of SEA core indicators, such as Student Ed Plan and orientation metrics • Completion metrics • Transfer rates • Graduate feedback

<p>Strategic Directions What do we aim to accomplish?</p>	<p>Potential Indicators/Measurements Tools How will we know if we are on track?</p>
<p>CALL TO ACTION TO ADDRESS ANTI-BLACKNESS, RACISM, AND BARRIERS TO EQUITY Address anti-black racism and other forms of racism and discrimination across all institutional policies, practices, programs, and services; create a welcoming, inclusive, and safe campus community to benefit all; recruit and retain a diverse staff that reflects student demographics; ensure each student and employee receives the support, guidance, and education or training needed to achieve their goals and thrive in the District environment.</p>	<ul style="list-style-type: none"> • Student feedback (Climate Survey, campus forums) • Classified Professional, Faculty, Administrator feedback • Completion metrics • Transfer rates • Graduate feedback

Chancellor Gerhard thanked VC Fleischer Rowland for being the glue between the District office and colleges and supporting the colleges in their efforts. He also thanked Presidents Foster and Sperling and Directors Kessler and Samra for their efforts.

Chancellor Gerhard reviewed a matrix of the Board Priorities and Vision Success Goals and how they connect. He stated by highlighting and focusing on specific ones that are aligned with not only our master plans but the states vision for success that is linked to the student centered funding formula is important. He stated this matrix will tie it back to routine reporting to the Board in terms of progress tracking and will be incorporated within our Board calendar. He stated updates of these goals in the colleges' respective progress towards completion of these goals. He stated in years past we have presented to the Board updates on our Vision for Success goals as well as Guided Pathways progress; this matrix is a visual graphic that creates that clear linkage so we can monitor progress towards achieving these goals.

Trustee Gin asked for a copy of the matrix. He stated, having sat through a similar presentation five years ago, today's presentation was the most comprehensive AND collaborative exercise he has seen. He complemented the District leadership and two college presidents as well as the research directors.

Trustee Granger stated it is evident in the alignment among the colleges and District on how everyone works together and the District support the colleges. She stated she appreciates how everyone is moving forward with the same goals and how they are doing it is unique to their campuses. She asked for clarification on the six-year transfer rates. VC Fleischer Rowland stated we give students six years to reach their transfer goals.

Trustee Maduli complemented the holistic approach the District took in aligning the master and strategic planning. He also complemented Chancellor Gerhard for the matrix that follows the plans that we reviewed today and also looks at the Vision for Success metric. He asked if the percentages presented on the matrix are actual. Chancellor Gerhard stated yes, they are percentage increases. He added we are looking for a twenty percent increase over our 2016 and 2017 numbers by ending academic year 2021-2022. Trustee Maduli asked if there is a way for showing progress. Chancellor Gerhard stated the state has developed the Cal Pass Launch board that is accessible to the general public where they can view completions of many of our goals within the Vision for Success.

Trustee Reynoso complemented the presenters for their presentations. He stated, he is aware of this information being available at a state level however, he thinks it is the Boards duty to let our communities know. He stated he would like our college websites to be more user friendly. He asked if the Board Goals that are on the matrix were developed in the past. Chancellor Gerhard stated yes. Trustee Reynoso stated he agreed with President Sperling by stating math is an influential factor on moving forward. He asked if some of these goals are influenced by the lack of performance that it could be language arts or math. He added, in the future he is interested in knowing how those numbers can be increased if the performance is also increased.

Trustee Sbranti thanked everyone for the great presentation. He stated like his colleagues previously mentioned, having that customer service-oriented mindset to service the colleges and

students is critical. He stated the District can operate at a county wide level to put systems in place to benefit all students regardless of what college they attend. He stated he is pleased to see the District continuing its efforts with Cal State East Bay and UC Merced. He agreed with Trustee Reynoso by stating both colleges need to lean on each other regarding best practices.

Trustee Heredia stated we need to continue to encourage lifelong learners.

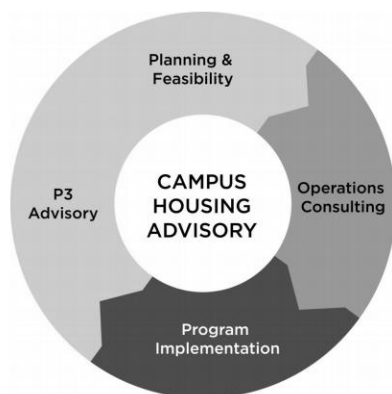
President Randolph stated it is a testament of leadership in this District to see for the first time both colleges, District and requirements by the state included. She stated there will be differences on how it is accomplished and who is involved but the goals are aligned and for the first time she is proud to say she sees it.

9.0 BREAK

10.0 STUDENT HOUSING

Chancellor Gerhard introduced Vice Chancellor Owen Letcher and the Scion Group. VC Letcher stated today's presentation is to dive deeper into our Student Housing Study and where the institutions are in relationship to student housing and where the students are in relationship to a need for student housing. He stated, VC Fleischer co-chaired a taskforce that was comprised of administrators, faculty, staff and students at both colleges. He stated the Scion Group has been hired as the advisory group that is known state and nationally as a leader in advising institutions on the need for student housing. He introduced the Scion Group, Mr. Pete Hofman, Ms. Chelsea Metivier and Ms. Ann Volz.

INTRODUCTION- SCION GROUP













- Campus housing – Only focus since 1999
- Experience with 250+ campus markets throughout North America; 34 community colleges nationwide and 12 in California
- Approximately, 30% of our current clients are two-year colleges and/or institutions considering housing for the first time
- Own and manage 58,00 student housing beds allowing the use of real-time operational data and benchmarks
- Scion is not a developer
- Collaborative approach that utilizes appropriate market data and precise analyses so that our clients can make the most informed decisions
- Interdisciplinary resources of Scion's professionals include backgrounds in finance and economics, on-campus residence life and operations, planning, research and owner's representation
- Offices in Irvine, California; Chicago, Illinois; Washington, D.C.; Dallas, Texas & Toronto, Canada

HOUSING STUDY GOALS

- Determine student demand for housing and unit preferences
- Understand student cost tolerances
- Analyze off-campus market
- Gauge college and district readiness
- Evaluate financial feasibility
- Implementation plan

STRATEGIC OBJECTIVES

Chabot College		Las Positas College	
	Inclusion & Access		Diversity & Transculturalism
	Student Retention		Student Engagement
	Financial Accessibility		Student Recruitment
	Community Engagement		Student Retention
	Innovation & Problem Solving		Financial Accessibility

SURVEY ADMINISTRATION

Aspect	Chabot College	Las Positas College
Survey Timeline	Available for 39 days December 11, 2019 - January 18, 2020	
Total Respondents	812 respondents	713 respondents
Total Population ¹ Margin of Error	3.3% ±	4% ±
Target Population Margin of Error	4% ±	4% ±
# of Students Enrolled in 6+ Units & non property owners	590 respondents	531 respondents
# of Single Students	412 respondents	418 respondents
# of Students with Families	178 respondents	113 respondents

MARKET AND DEMAND STUDY SUMMARY

Why Housing, Why Now?



Housing Costs

- High housing costs, because of proximity to San Francisco.
- Low vacancy rates, limited supply of housing for students.
- 40% of Chabot students & 38% of LP students report challenges finding housing within a reasonable commute to campus.
- Nearly all students indicated cost is their number one priority when determining where to live.



Recruitment & Retention

- 95% of Chabot students and 93% of LP students believe offering student housing is important for *attracting* future students.
- 93% of Chabot and 91% of LP students believe offering housing is important for *retaining* future students.
- 8% of single students and 10% of students with families at Chabot and 7% of single and 8% of students with families at LP indicated they planned to leave their College because of high housing costs.



Engagement

- Increase student and faculty/staff engagement in campus activities.
- Increase opportunities and strengthen relationship with community stakeholders.
- 64% of part-time single students & 49% of part-time students with families at Chabot and 53% and 59% respectively at LP indicated some level of interest in enrolling full-time if housing were available.

Students with families are those who indicated they live with a partner and/or dependent(s). Note: Fair Housing prohibits restricting access to housing based on familial status. Any of the housing programs would be available to students regardless of their familial status. Scion organizes demand as an acknowledgement of the how living experiences and housing needs of single students generally differs from students with families as well as the operational differences between by-the-bed and by-the-unit leasing. Survey: Based on 812 Chabot College student responses the margin of error was $\pm 3.3\%$, within the target margin of error of $\pm 5\%$. Survey: Based on 713 Las Positas College student responses the margin of error was $\pm 3.5\%$, within the target margin of error.

READINESS FOR HOUSING

Readiness for Housing



Institutional Readiness

- Student housing would advance strategic objectives.
- Faculty & staff are dedicated to supporting the whole student and believe housing would support their efforts.
- Stakeholders expressed support of housing and acknowledgement of the transformative impact it would have on campus.



Chabot Student Readiness

- 3% of students reported some level of housing insecurity.¹
- 68% of single students and 77% of students with families indicated interest in living on campus.
- 29% of single students and 40% of students with families reported it was difficult to find housing within a reasonable commute time to campus.²



Las Positas Readiness

- 2% of students reported some level of housing insecurity.³
- 67% of single students and 83% of students with families indicated interest in living on campus.
- 27% of single students and 40% of students with families reported it was difficult to find housing within a reasonable commute time to campus.⁴

¹ Chabot College: 2% couch surfing & 1% experience homelessness/housing insecure.

² 83% of single students and 85% of students with families indicated a reasonable commute time is 30 minutes or less.

³ Las Positas College: 2% couch surfing & 1% experience homelessness/housing insecure.

⁴ 64% of single students and 82% of students with families indicated a reasonable commute time is 30 minutes or less.

INTEREST IN HOUSING

If one of the unit types you ranked had been available for the 2019-20 academic year, would you have lived there?

Housing Interest ¹	Chabot College		Las Positas College	
	Single Students	Students with Families	Single Students	Students with Families
Yes	68%	78%	67%	83%
Maybe	22%	13%	20%	10%
Indicated Some level of Interest	90%	91%	87%	93%
No	10%	10%	13%	8%

DEMAND FACTORS

- Scion considered several factors when calculating demand, including but not limited to:
 - Enrollment status
 - Students living with a partner and/or dependent(s)
 - Current living situation
 - Student age
 - Cost tolerance and affordability
 - Off-campus market conditions
 - Quantifiable interest in campus housing, a demonstrated ink student survey

COST TOLERANCE REVISION

- Completion of the preliminary demand calculation and financial analysis determined the survey-tested rates would likely not produce a financially feasible project. In response, Scion adjusted the cost-tolerance threshold (a key demand input) to reflect the rents required for a feasible project. The result was a decrease overall demand.

COST TOLERANCE THRESHOLD

- Current monthly living expenses (cost-tolerance) are a significant indicator of willingness to live on campus. Scion utilizes students' self-reported monthly living expenses as a key input in the demand calculation.

Calculation	Single Students (by-the-bed)		Students with Families (by-the-unit)
	Traditional-Style Housing	Apartment-Style Housing ²	Apartment-Style Housing
Initial	Removed 100% of respondents paying <\$600 ³		Removed 100% of respondents paying <\$1,000
	Removed 30% of respondents paying \$600-\$674		Removed 50% of respondents paying \$1,000-\$1,149
Revised¹	Removed 100% of respondents paying <\$850	Removed 100% of respondents paying <\$1,300	Removed 100% of respondents paying <\$2,200
	Removed 30% of respondents \$850-\$1,149	Removed 30% of respondents \$1,300-\$1,799	Removed 50% of respondents paying \$2,200-\$2,999

¹ Revised calculation used separate cost tolerances for traditional and apartment style housing, reflecting the differences in cost of construction.

² Dollar amounts reflect students' monthly living expenses (rent and utilities) as they reported on the student survey.

³ Initial calculations did not distinguish between the traditional and apartment housing style, and used cost tolerance thresholds informed by the less expensive traditional housing

DEMAND SUMMARY

- Students with 6+ units are most likely the primary audience for the housing. However, Scion calculated demand for students enrolled in 5.5 or fewer units to show the depth of potential residents.

Enrollment Status	Single Student Housing Demand (Beds)				Family Housing Demand (Units)	
	Traditional Housing Style		Apartment Housing Style			
Full-Time (12+ units)	414	330	377	259	93	62
Part-Time (6 - 11.5 units)	359	216	279	176	106	71
Full-Time (12+ units) AND Part-Time (6 - 11.5 units)	773	546	656	435	199	133
Part-Time (0.5 - 5.5 units)	168	55	120	51	50	8
Total - All Students	941	601	776	486	249	141

Note: Housing intended for students with families is usually leased by-the-unit versus housing for single students, normally leased by-the-bed.

Balance of Risk & Control

District Owned
Full District control, risk and resources



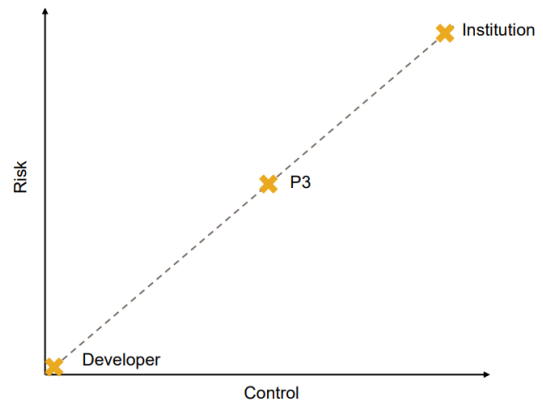
Developer Owned (Taxable Model)
Minimal District control, risk or resources

Factors

- Planning / site selection
- Financing
- Construction management
- Property management
- Residence life
- Management
- Marketing / assignments
- Learning communities

BALANCING TO ACHIEVE GOALS

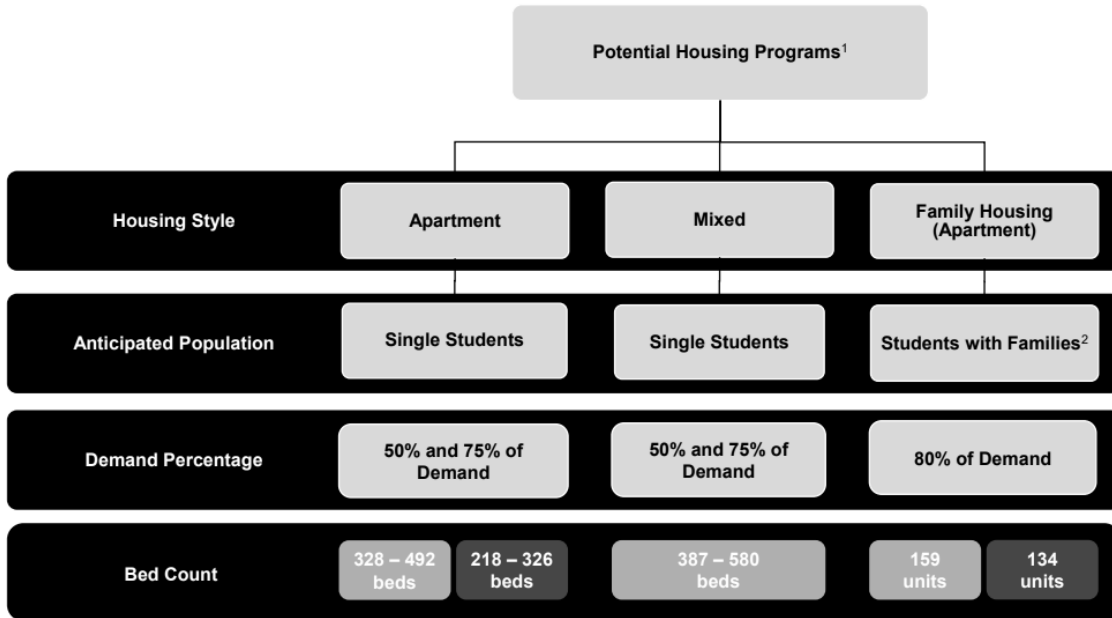
- Sample to control Items:
 - Mission Alignment
 - Program Design
 - Construction Standards
 - Schedule
 - Operations-Program and Cash Flow
- Sample Risk Items:
 - Cost Impact
 - Credit Impact
 - Reputation Impact



PROGRAM DEVELOPMENT APPROACH

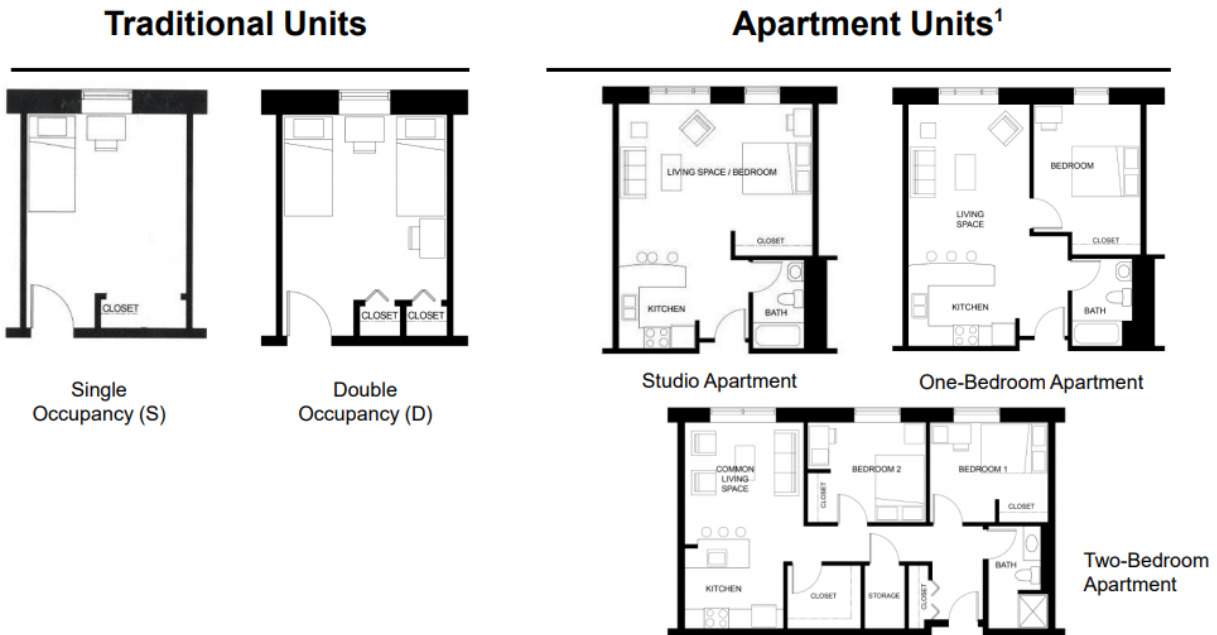
- Scion developed five potential housing programs (“programs”) that varied in the following ways:
 - Bed/unit count (conservative approach, modeling between 50% and 75% of total demand)
 - Intended cohorts (serving single students or students with families)
 - Unit type (traditional-style student residence or apartment-style student residence)
- The following housing programs achieve financial viability (1.2 deb service coverage) for a P3 delivery method.

POTENTIAL HOUSING PROGRAMS



¹ Students with families are respondents who indicated they live with a spouse, dependent(s) and/or someone else for whom they are responsible.
² These programs are examples of viable programs that meet student demand preferences and should serve as a planning guide for next steps. This is not an exhaustive list of viable programs and Scion anticipates programs may evolve during a collaborative design process.

FLOOR PLANS



¹ Apartment units may also be offered as single (S) or double (D) occupancy to increase affordability for single students, as illustrated in the following potential programs.

FINANCIAL ANALYSIS ASSUMPTIONS

Element	P3 Delivery
Loan Term	40 years
Interest Rate	4.75%
Hard Cost PSF	\$450 PSF – Escalated to \$493 PSF
New Construction Start	10/1/2022
Construction Duration	23 months
Management Fee	4.0%
District Support	Subordinated 15% of operating expenses for all tested programs. ¹
Effective Occupancy	92.5% - Single Student Program 94% - Students with Families Program
Summer Revenue	5% of Gross Potential Rent of Mixed Program ²
Debt Service Coverage Ratio Requirement	1.20
Revenue YoY Escalation	3.0%
Expense YoY Escalation	2.0%

¹ Subordination was modeled for 10 years but may be shorter based on project performance.
² Only based on the 34%-60% (depending on program) of beds with a 9-month contract.

PROJECT ANALYSIS COMPARISON

Chabot College	Gross Square Footage	P3
Project		Estimated Total Development Cost
Mixed – 387 beds	91,980	\$70M
Apartments – 159 units	100,140	\$76M
Apartments – 328 beds	102,840	\$78M
Mixed – 580 beds	137,880	\$104M
Apartments – 492 beds	152,760	\$116M

Las Positas College	Gross Square Footage	P3
Project		Estimated Total Development Cost
Apartments – 218 beds	68,880	\$52M
Apartments – 134 units	84,720	\$64M
Apartments – 326 beds	102,240	\$77M



RATE COMPARSION-CHABOT COLLEGE

Unit Types	2020 Off-Campus Market ¹		P3 ²				
	Per Bed	Per Unit	328 Beds	492 Beds	387 Beds	580 Beds	159 Units
			Per Bed				Per Unit
Traditional (S) 12 mo.	<i>Units not found in market.</i>				\$ 1,050	\$ 1,028	
Traditional (D) 12 mo.					\$ 980	\$ 959	
Traditional (S) 9 mo.					\$ 1,150	\$ 1,128	
Traditional (D) 9 mo.					\$ 1,080	\$ 1,059	
Studio (S) 12 mo.	\$1,457		\$ 1,727	\$ 1,716	\$ 1,645	\$ 1,610	
1 BR Apt (S) 12 mo.	\$2,160		\$ 1,801	\$ 1,789	\$ 1,715	\$ 1,678	\$ 2,590
1 BR Apt (D) 12 mo.	<i>Not found in market</i>		\$ 1,470	\$ 1,460	\$ 1,400	\$ 1,370	
2 BR Apt (S) 12 mo.	\$1,298	\$2,596	\$ 1,617	\$ 1,606	\$ 1,540	\$ 1,507	\$ 3,330
2 BR Apt (D) 12 mo.	<i>Not found in market</i>		\$ 1,397	\$ 1,387	\$ 1,330	\$ 1,302	

2021 Updated Off-Campus Market³ Due to the impact of COVID-19 on rental rates, Scion conducted research on the current state of the rental market.

Zumper Research - Hayward, CA

Studio

- Feb. 2021 Average - \$1,895 per bed
- Difference from Jan. 2020* - **+\$438****

1-Bedroom

- Feb. 2021 Average - \$1,875 per bed
- Difference from Jan. 2020 - **-\$285**

2-Bedroom

- Feb. 2021 Average - \$1,175 per bed
- Difference from Jan. 2020 - **-\$123**

* Difference indicates the change between Scion's Jan. 2020 off-campus market analysis and Zumper's February 2021 Report.

** Limited data available

All of Scion's off-campus analysis data points are adjusted to per month/per person and include adjustments for utilities and furniture. 2 P3 rates are shown by bed or by unit depending on the program. 3 <https://www.zumper.com/rent-research/hayward-ca>

RATE COMPARSION-LAS POSITAS COLLEGE

Unit Types	2020 Off-Campus Market ¹		P3 ²		
	Per Bed	Per Unit	218 Beds	326 Beds	134 Units
			Per Bed		Per Unit
Studio (S) 12 mo. ³	<i>not found in market</i>		\$ 1,751	\$ 1,739	
1 BR Apartment (S) 12 mo.	\$2,177		\$ 1,825	\$ 1,813	\$ 2,590
1 BR Apartment (D) 12 mo.	<i>not found in market</i>		\$ 1,490	\$ 1,480	
2 BR Apartment (S) 12 mo.	\$1,406	\$2,811	\$ 1,639	\$ 1,628	\$ 3,330
2 BR Apartment (D) 12 mo.	<i>not found in market</i>		\$ 1,416	\$ 1,406	

2021 Updated Off-Campus Market³ Due to the impact of COVID-19 on rental rates, Scion conducted research on the current state of the rental market.

Zumper Research - Livermore, CA

Studio

- Feb. 2021 Average - \$2,700 per bed
- Difference from Jan. 2020* - **+\$1,050****

1-Bedroom

- Feb. 2021 Average - \$1,870 per bed
- Difference from Jan. 2020 - **-\$307**

2-Bedroom

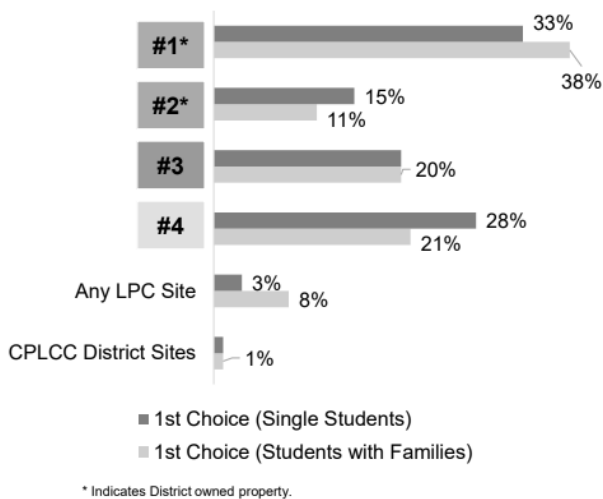
- Feb. 2021 Average - \$1,198 per bed
- Difference from Jan. 2020 - **-\$208**

* Difference indicates the change between Scion's Jan. 2020 off-campus market analysis and Zumper's February 2021 Report.

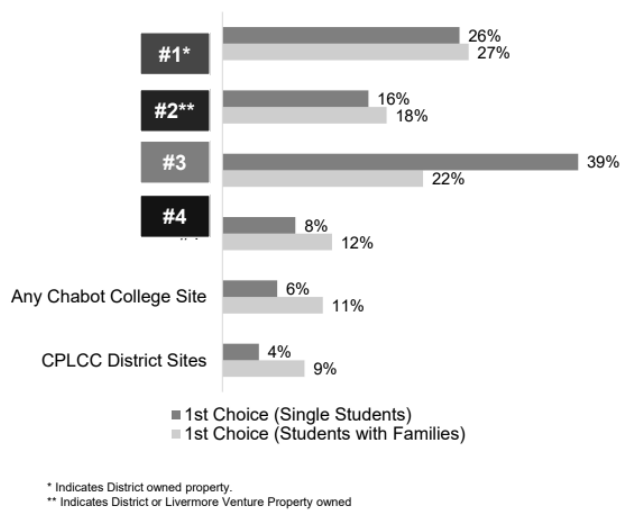
** Limited data available

All of Scion's off-campus analysis data points are adjusted to per month/per person and include adjustments for utilities and furniture. 2 P3 rates are shown by bed or by unit depending on the program. 3 <https://www.zumper.com/rent-research/hayward-ca>

LOCATION PREFERENCE- CHABOT COLLEGE



LOCATION PREFERENCE- LAS POSITAS COLLEGE









SITE CONSIDERATIONS






- Site Considerations
 - Proximity to campus
 - Ownership/cost of acquisition
 - Safety and security
 - Topography
 - Access to utility connections

- Impact on student experience
- Access to food and retail

ADVANCEMENT-SUMMARY

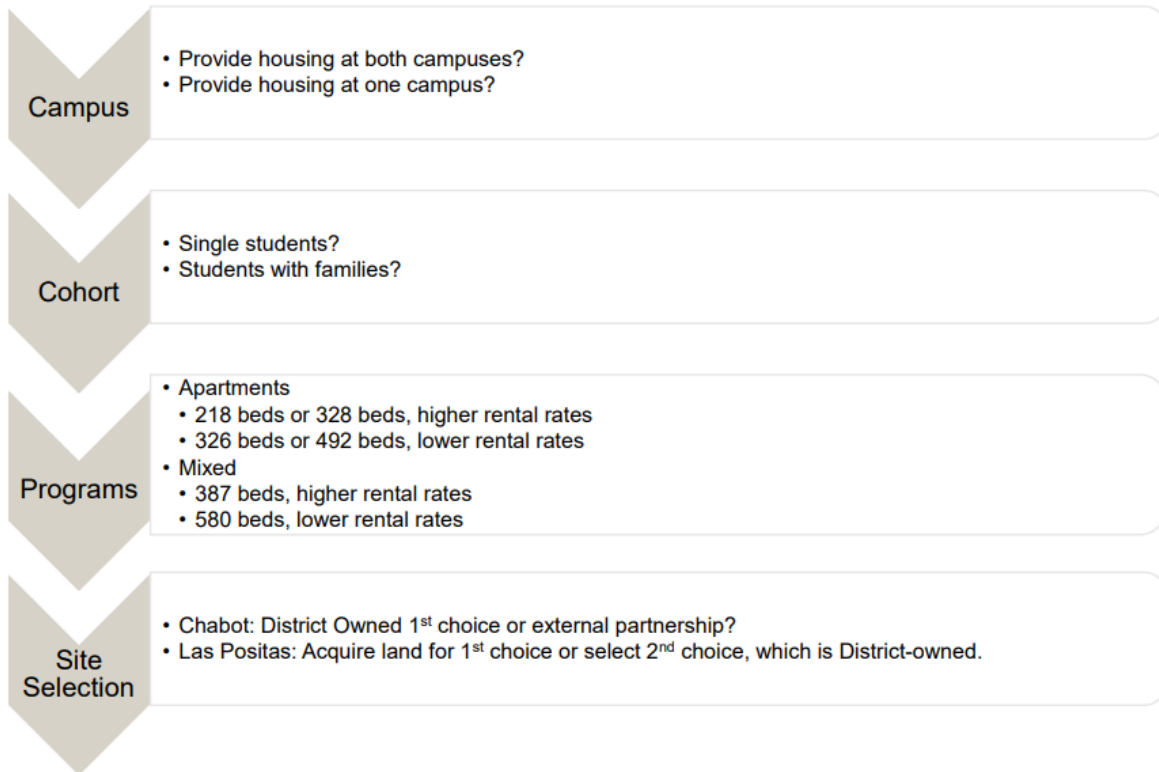
	Study concluded there is demand for student housing at both Colleges, which would support College and District objectives. Chabot College: 656 – 773 single student beds and 199 units for students with families Las Positas College: 435 – 546 single student beds and 133 units for students with families
	Single-student programs at 50% - 75% of demand with single & double occupancy apartments achieve project feasibility at both Colleges; a mixed program with apartments and traditional units is also feasible at Chabot College. Apartment programs for students with families at 80% of demand is feasible at both Colleges.
	Most preferred location at Chabot College is District-owned. Most preferred location at Las Positas is not District-owned, but the District does own the second most preferred location. Building on a District-owned site is important for project feasibility.
	Market changes in the past year impacted the housing market, including a decrease in off-campus rental rates.
	The P3 delivery method achieves District's interests in balancing risk and control while maintaining debt capacity.
	Determined some level of District participation is required to achieve feasible programs based on demand and construction costs.

RECOMMENDATIONS

	Confirm interest in housing at both campuses.
	Determine preferred notional program.
	Conduct site selection analysis for each campus.
	Test preferred notional program.
	Obtain appropriate approvals to begin the procurement process.

DECISIONS

The following decisions will advance the previously stated recommendations.



P3 OVERVIEW- CHARACTERISTICS OF A PUBLIC-PRIVATE PARTNERSHIP

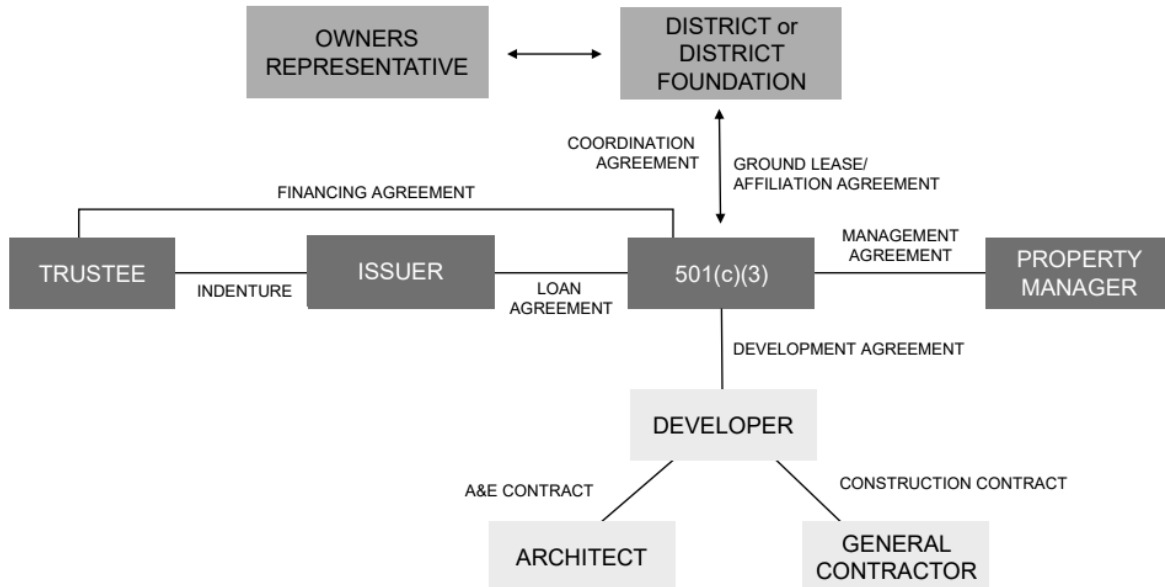
- A Public-Private Partnership primarily consists of a developer, architect, builder, financing entity
- Ownership of the Project (campus housing improvements on District-owned land) is transferred to a not-for-profit/501(c)(3) entity and site control is conveyed through a ground lease, which is usually terminable after Project financing is paid off.
- A pre-development exists between the District and the Developer until financial closing and defines areas of responsibility and risk
- A 3rd party management entity or the District holds an agreement with the Owner. This agreement is typically from 3 – 5 years. A responsibility matrix will indicate if the Foundation, District, or Manager will provide residential life and/or facilities management
- Upon repayment of the bond debt and expiration or termination of the ground lease (approximately 30 – 40 years), ownership of the Project is transferred to the District

COMMON P3 QUESTIONS

- How is the Project financed?
- Will the College / taxpayers be at risk?
- How much will this cost the College?
- Where are the risks?
- How is institutional control maintained?
- What are our options?

- What is the length of a public-private-partnership?

P3 STRUCTURE



POTENTIAL CREDIT IMPACT CONSIDERATIONS

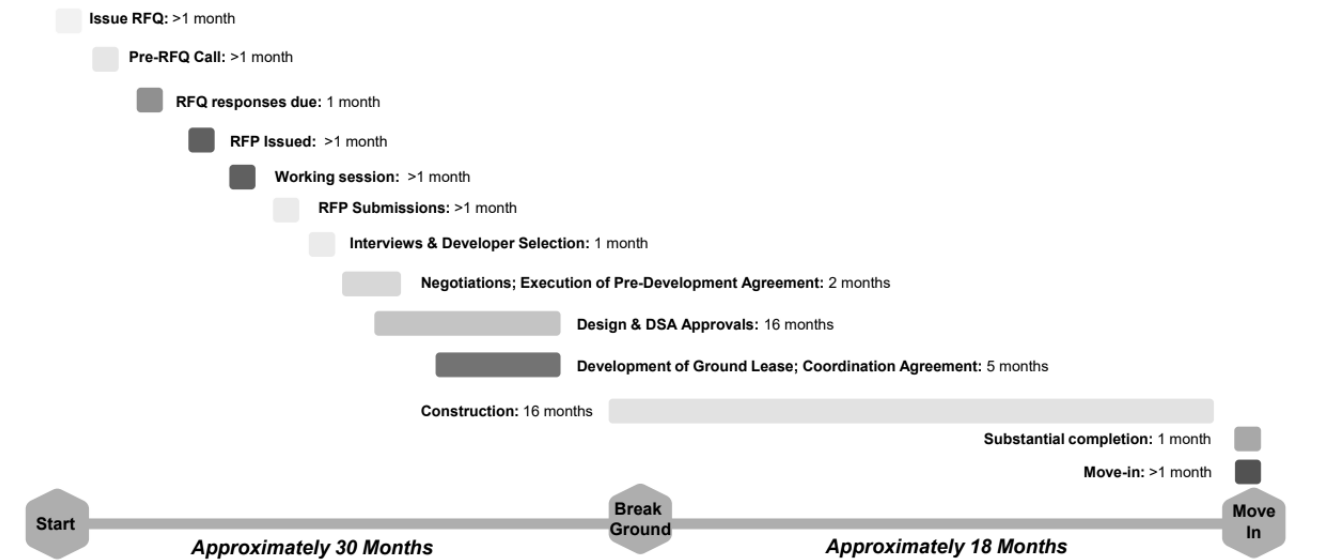
- Location
- Ground lease terms & conditions
- Share of student residences
- Targeted student market segment
- Student services & residential life component
- Rental rate determination
- Marketing and management Source: Moody's Investors Service
- Project assistance (direct & in-kind)
- Cash flow
- Construction risk
- Non-compete clause and first-fill agreements
- Application of financial aid
- Room type / unit mix
- Guarantees and supports

PROCESS MILESTONES

- Market and Demand Analysis
- Financial Feasibility Analysis
- Update Market Study
- Procurement Process
- Pre-Development Negotiations

- Design
- Closing Documents Negotiations
- Financial Close
- Construction
- Opening
- Ongoing Management and Residence Life

EXAMPLE TIMELINE



Questions:

Trustee Granger asked for clarification on rate comparison and off campus market information. Mr. Hofman stated on the presentation slide, green represents rates that are below market and red represents those that are above market. Trustee Granger asked if it makes it financially feasible. Mr. Hofman stated the rates were tested to achieve that financial feasibility for a financially feasible p3 project. Trustee Granger asked if the data is based on occupancy of similar or availability. Mr. Hofman stated data was collected and was factored into this presentation. Trustee Granger asked why they are recommending an updated market study. Ms. Volz stated student preferences have changed over the past year. Trustee Granger asked since Chabot offers food services is that why apartments are the only option there. Ms. Volz stated yes.

Trustee Maduli stated from all indications and both studies that have been presented to us including the task force report that was published by CCLC it is evident we have a housing problem for students in California and nationwide. He stated we need to do a major study before we embark on considering moving forward. He suggested updating the market study and looking at all factors to discuss at a future Board meeting.

Trustee Gin stated his main concern is risk. He asked has high school seniors been surveyed, asking them if or should one of our colleges had housing available would they consider enrolling. He stated it would be nice to have housing on our campuses however, as an individual Board they need to discuss before moving forward.

Trustee Heredia stated she agrees with everything her colleagues have previously stated. She stated they need to look more into federal and state programs that could potentially help finance and partner with.

Trustee Sbranti stated he agrees with all the issues his colleagues raised. He suggested potentially identifying a builder that we could partner with. He stated once we are ready to move forward, there are federal and state funds available as well as programs with the cities. He added from a financial standpoint we should use District owned property. He proposed that we not analyze for years, we could get something built sooner and service to our students if we identified a partner on the front end.

President Randolph stated this topic came about from the Board and students and I feel that we need to continue on this. She stated due to the pandemic students have expressed not coming back to school. She stated she agrees with Trustee Sbranti, that we need to do a pocket and demand analysis and then continue to move forward with this topic.

Trustee Maduli agreed with President Randolph to continue discussion and move forward with an updated study.

Trustee Heredia stated it is her understanding there is funding for survey analysis from the state. Trustee Maduli stated the state is working on securing funds but as of now there are none. VC Letcher stated CCLC proposed that the state provide funding however none have been identified. Trustee Sbranti stated if funding is a challenge we need to reach out to the non-profit builder community to partner with. Trustee Gin stated student housing is on the radar, as State Treasurer Ma has asked him if our District has available land. He stated I think the climate at some point will be very good for us to explore further.

Trustee Reynoso stated he is hopeful there will be a demographic study done to project what is coming the next five years.

President Randolph thanked the Scion Group for their presentation. She stated Chancellor Gerhard has direction from the Board to continue discussion on student housing.

ADJOURNMENT

Motion No. 2

Trustee Maduli made a motion, seconded by Trustee Heredia to adjourn the meeting at 3:00 p.m.

Motion carried unanimously, 7-0.

Motion carried by the following roll call vote:

AYES: Gin, Granger, Heredia, Maduli, Randolph, Reynoso, Sbranti

NOES:

ABSENT:

ABSTENTIONS:

NEXT MEETING

The next meeting of the Board is a Regular Meeting scheduled for April 20, 2021 at the District Office, Dublin.

Minutes prepared by:

Debra Nascimento
Recording Secretary

Secretary, Board of Trustees
Chabot-Las Positas Community College District