**Chabot College** 

**Committee Name: Career Education Committee**

**Meeting Date**: Monday May 12, 2025

**Meeting Chaired By**: Robin Galas, Terra Lee & Kristina Perkins via Zoom & in-Person

**Start time**: 12pm

**End time**: 1pm

**Minutes Prepared By**: Carra Moore

(P) = Present; (A) = Absent

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| **Tri-Chair (3)**  | **\*Voting Members** |  |  | **Visitors Present** |  |
| (P) Robin Galas | (P) Dave Vetrano, ATB | (A) Vacant, Language Arts | (A) Vacant, Classified Senate | (P) Bobby Nakamoto, ECD |  |
| (P) Terra Lee | (A) Sean Chew, ATB | (A) Vacant, Science & Math | (A) Vacant, Student Senate | (P) Dagoberto Zelaya, Career Center |  |
| (P) Kristina Perkins | (A) Tim Harris, AMC | (A) Thomas Dowrie, Classified Senate | (A) Vacant, Student Senate | (P) John Salangsang, Career Center |  |
| **Ex Officio** | (A) Daniel Quigley, Math/Science | (P) Nicole Albrecht, Classified Senate | (A) Vacant, CLPFA | (P) Alise Smith,ATB |  |
| (A) Michael Poindexter, VP Student Services | (A) Alice Hale, Social Sciences | (P) De Ana Anderson, Classified Senate | (A) Wing Kam, SEIU | (P) Paul Pinza, Language Arts |  |
| (A) Dale Wagoner, VP Administrative Services | (A) Heather Oshiro, Counseling | (A) Na Liu, Classified Senate |  |  |  |
| (A) Safiyyah Forbes, VP Academic Services | (A) Vacant, Health, Kin., & Athletics | (P) Amelia Ngai, Classified Senate |  |  |  |

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| **Agenda Item** | **Information/Discussion** | **Action** |
| 1. Welcome

1.1 Ohlone Land Acknowledgement  | * Welcome by Robin Galas, Tri-Chair
* Collective reading of the Ohlone Land Acknowledgement led by Terra Lee, Tri-Chair.
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| 1. Approval of Minutes
 | * Approval of Minutes from Meeting on 4/28/25 will be at the first CE Committe Meeting of AY2025-2026
 | **Motion to Approve 1**: **Motion 2:**Yes: No: Abstain:  |
| 1. Announcements led by Robin Galas
 | * **Strong Workforce Funding (Round 10):**
	+ The State will allocate funding for Round 10 in August, covering fiscal year 2026 and 2027, to be spent in fiscal year 2027.
	+ Plans and budgets need to be discussed between June and September.
	+ The committee will approve plans in October, after which they will be submitted for Round 10.
	+ The work for Round 10 will begin in July 2026 (fiscal year 2027).
	+ Two reporting deadlines were mentioned: February (first half) and August (second half).
	+ Currently in Round 8, funds must be expended by June 30th.
	+ Round 9 funding is approximately 20% less due to a carve-out redistributed to nursing, which received $2 million. Scenarios for Round 9 prioritized maintaining personnel and reducing equipment and supplies.
* **Perkins Funding:**
	+ The Federal Government has not reduced its Perkins allocation, but Chabot and Las Positas Colleges receive the money as a district.
	+ There is an 11% reduction in funding for Chabot due to a higher percentage of low-income students at Las Positas College.
	+ The proposal is to maintain current top code programs but remove nursing from Perkins funding, as they received $2 million.
	+ Discrepancies in core indicator data (e.g., degrees/certificates, job placement, underrepresented student headcount) were noted. Robin Galas will work with the IR team to ensure data accuracy and restore funding.
	+ Concerns about fraudulent enrollees skewing data, particularly regarding low-income students, were raised, impacting funding. The district is contracting with a company to help reduce these issues.
* **Upcoming Events:**
	+ Large ROP (Regional Occupational Program) days are coordinated with districts alongside the Career Education Open House.
	+ Dates for events have shifted to avoid conflicts with other calendars and holidays.
	+ A new English Language Learner (ELL) for Education Day is planned to link ESL opportunities with career paths.
	+ Careers in Healthcare Day will move to February, and Design and Digital Media Day to March.
	+ The Open House will remain on the third Saturday of the month, strategically planned before spring breaks and senior onboarding events.
* **Advisory Boards and Partnerships:**
	+ Invite Robin Galas and job developers, Martha and Dagoberto, overseen by John Salangsang, to advisory boards to strengthen employer relationships and handshake postings.
	+ The Alameda County Workforce Development Board (Latoya) is seeking more partnerships.
* **Reporting and Story Collection:**
	+ Stories from students, staff, events, classes/trainings, and equipment are being collected to populate reports and provide narratives to lawmakers for funding advocacy.
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| 4. CE Stories | * **SOAR Day**
* Volunteered for the First Year Experience (FYE) student area to make the process easy and smooth for both parents and students.
* Worked with everyone who signed up to help students have a good experience and get their courses.
* Successfully registered over 413 students.
* Expressed gratitude for achieving a large goal by working with counselors and other staff.
* **Early Childhood Development**
	+ **Dean, Bobby Nakamoto**
		- Highlighted Nelly Koloca, their Spanish-speaking coordinator/instructor, who has been instrumental in expanding their Spanish-speaking cohort program for about 25 years.
		- Nelly teaches several courses and has grown the program to receive recognition from other parts of the state, with Sacramento County Office of Education even attempting to pilot a similar model using one of Chabot's instructors.
		- Nelly's teaching has inspired students to achieve certificates and pursue degrees.
		- As a result, they received a grant augmentation from Alameda County Office of Education to alleviate fees for students pursuing degrees in this cohort.
		- The program allows students to earn an Associate Teacher certificate, and with the new grant, they hope more will move to higher-level certificates and degrees.
		- This program has been a "flagship" and makes their program unique.
		- They are exploring partnering to introduce an entrepreneurship class in Spanish for these students.
	+ **ECD Coordinator, Terra Lee**
		- Talked about a new teaching credential called P3 (preschool to 3rd grade).
		- The subject matter competency for this credential is child development and human development.
		- Expressed concern that this credential could displace long-time workers who may not have the new qualifications.
		- Highlighted that the handbook allows up to 200 hours of community college practicum classes to meet part of the student's teaching requirements.
		- Mentioned meetings convened by Cal State Sacramento and an organization called Uplift (funded by the Chancellor's office) to align the content of practicum courses with the credential program.
* **Fire Technology Program**
	+ Described a new piece of equipment, a "Trojan horse," which is a large cart with four cross-lays (hoses) that can be connected to a fire hydrant.
	+ This equipment has been a "game changer" as it significantly increases the number of "sets and reps" (practice drills) students can perform, allowing them to pull hoses 10 times instead of 3.
	+ It's a valuable addition because fire engines are very expensive, and this equipment allows students to practice crucial skills without needing a full engine.
	+ They also make a version with ladders for practicing ladder removal.
* **Counseling Department**
	+ Shared about the CA Community College (CACC) Professional Development Day on April 26th, spearheaded by Heather.
	+ Around 70-80 counselors attended and toured the Hayward Fire training center, led by Bob.
	+ Counselors were amazed by the facilities and observed Academy 87 students putting out propane fires, getting hands-on experience and taking videos to share with their own students.
	+ This opportunity helped counselors better understand the fire program and communicate its practical aspects to students, showing them that it's not just about reading books.
* **Dagoberto Zelaya (Career Center)**
	+ His role as a career counselor focuses on helping students explore career and major options and connecting them to jobs and internships.
	+ Highlighted the hiring of two job developers, Martha and Dagoberto, as independent contractors, to manage employer relationships.
	+ As of the end of April, they had 37 employer engagements (zoom, in-person, phone, email) and reviewed/approved 2,382 postings (including internships and volunteer work) on Handshake.
	+ They manage employer relationships, review employers, connect them to campus activities, and refer them to different departments.
	+ They are developing relationships with partners like the Chamber of Commerce and assisting with career events and Handshake expansion.
	+ Dagoberto specifically highlighted a past successful interaction with a student (now a "poster child" for a program) who supported a job fair while pregnant, showing phenomenal dedication.
* **Applied Technology & Business**
	+ **Outreach Specialist, Alise Smith**
		- Has been in her position for one year and eight months, focusing on raising awareness for Chabot College's career education programs in the community.
		- Attending events at different schools, school districts (for college and career data), and public community events in Hayward and nearby cities.
		- Meets students, adults (including retired individuals), families, employers, case managers, and navigators who are grateful for the information about Chabot's CE programs.
		- Her goal is to provide a uniform representation of Chabot's career education programs.
		- Hopes this work continues to increase awareness so more people choose Chabot for their education programs.
* **Dean, Dr. Tracey Coleman**
	+ Shared a story about supporting classified professionals in her division (ATB) who make a huge impact on programs and the college, noting that without CE resources, they wouldn't have these professionals.
	+ **Carra Moore:** Transformed how they communicate at graduation for the fire program, revamping the program and ensuring student bios and certificates were ready well in advance.
	+ **Alise Smith:** Has been actively out in the community, raising awareness, taking names, and solidifying how campus tours are conducted to provide a more cohesive view of what the college offers.
	+ **Dimitri Wentworth (ESYS Lab Tech):** Formerly faculty, chose to work as a lab tech for more hands-on student support, and instrumental in repairing equipment, preventing delays for students.
	+ **Nicholas Moore (Fire Tech):** Changes his schedule to provide extra time and support for students to pass the Academy, even though he's a new employee.
	+ Emphasized that Strong Workforce and Perkins funds support these classified professionals, who are vital to running advanced manufacturing areas and auto tech.
* **Welding Faculty, Dave Vetrano**
	+ Shared a story about a student in his classes for three years who was preparing for her externship.
	+ The student, despite knowing her material, lacked confidence, a common issue for many students.
	+ The student revealed she came from a culture where her father did not want her to go to school, preferring she get married and have kids. Her mother, however, insisted that she pursue her education.
	+ Her father would even turn off the Wi-Fi during the day to prevent her from studying, so she would get up at midnight to complete her homework.
	+ Her main goal was to achieve independence and get "out from under that kind of control."
	+ This story made him appreciate his work even more and highlighted the need to understand students' deeper motivations and challenges.
	+ He stressed the importance of focusing on positive success stories rather than letting negative experiences overshadow them.
* **EMS & Fire Safety Club Students**
	+ Her biggest "aha" moment since starting 10 months ago has been the "luck" of finding passionate faculty and amazing programs in career education and realizing the connection to living wages.
	+ Specifically highlighted EMS students and Fire Safety Club students, noting how they help each other succeed and embody messages of service from their instructors.
	+ Emphasized that students are their "greatest resource" not just to the institution, but to each other and the community.
	+ Recounted how Fire Safety Club students consistently show up in uniform for major events.
	+ Gave an example of an EMS student wanting to build a model (even offering to buy materials) to help English language learners better understand content, showing the students' dedication to supporting their peers.
	+ Expressed being "completely overwhelmed by just the power of our students."
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| 5. Future Meeting Topics | * Feedback? Please let Tri chairs: Robin Galas, Terra Lee & Kristina Perkins know
* They are in service to the CE community and want to be more relevant and purposeful.
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| 6. Good of the Order |  |  |
| 7. Next Meeting | * AY2025-2026
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| 8. Adjournment |  |  |

**Mission Statement**

*Chabot College is a dynamic, student-centered community college that serves the educational, career, job skill, and personal development needs of our community. We provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon students’ strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world.*

\*Pending BOT approval with EMP