



**CALIFORNIA STUDENT AID COMMISSION MEETING  
5/15/2020**

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**MEETING COMMENCES AT 9:00AM PT**

>>CATALINA CIFUENTES: Okay. We will go ahead and call to order. Our Commission meeting. Today is May 15, 2020. It is 9:02. We will start with a roll call.

[ROLL CALL]

>>GLORIA LOPEZ: We have quorum.

>>CATALINA CIFUENTES: We will move onto public comment. Items not on the agenda. If you have any public comment, please use the raise hand feature so we can hear your comments or considerations. Okay. Seeing there is none. We will move to item 3. So happy to see everyone.

It has been, I am sure this has been, these last few weeks have been unreal. I keep saying this is so unreal. I spent Thursday driving on dirt roads to deliver devices with WiFi. We had students that needed it to take the test this week and next week. I know you both don't get that traditional graduation. I wanted to see if there is anything you would like to say.

>>MARIA MANJARREZ: Thank you so much. This experience has been an honor. I got to experience something that I will carry on for the rest of my career. Thank you everyone who has contributed to this accomplishment.

>>CAROLINE SIEGEL-SINGH: I'm really appreciative to all the opportunities my campus has offered. I feel like UC San Diego has been able to transform me. I will be going to grad school in the Fall. I have enjoyed being on the Commission with you all and being able to apply what I learned in a classroom to the real world. Thank you.

>>CATALINA CIFUENTES: We always give a shout to our team. Actions are so loud. I don't hear what you are saying. Who do I e-mail about my grant? You don't have to e-mail. You can call them. Call center is open. We have been participating in some of the meetings to say how thankful we are. I want to thank everyone again. By example, I

can show you examples, so many of when, no one is answering my phone. They are there. They are answering.

I want to talk about, we have been working in regards to students that do not have a grant GPA. Some of those conversations will happen today. We would like to hear from everyone today. Today's meeting themes are student centered as always. We will hear so much information. How will we still provide amazing service with potential constraints. It will take invasion. Today is all about innovation. I want to give a shout out. All the things that are happening for us. The national college access network has put together, they track the completion rates across the nation.

I will put in the chat box the link to take a look. With this tracker, they have shown that with the exception of Nevada, we are the only two states that increase the number of high school students completing it from last year to this year. We were number 1 in the nation for improving our completion rates. August 23, we were ranked 25th in the nation.

As of May 1, we are ranked 14th. We hear across the nation, a lot of the completion rates are going down, we increased by 1 percent. I will put the link there so you can take a look when you get a chance to monitor it. It is a huge testament to everything we are working on. I will turn it over for item number 4. The executive director.

>>CATALINA CIFUENTES: You are on mute.

>>MARLENE GARCIA: You would think I would have that down by now. Welcome. It is great to see your faces and to really learn more about the technology. We are in the second phase. We can use video our first was all audio. Let us see what we can do for the next meeting. I suspect we may be using virtual meetings for some time. I want to piggyback on the recognition to our two student commissioners.

You have accomplished this incredible achievement during one of the most difficult times in modern times. You will be talking about the experience to go from the world as you know it to keep plugging away. You are doing it. You are the rays of light that remind us of what we do. Even through difficult times. The two of you just help me know why we do what we do and why believing and investing in you is so critical.

You will be leading this country and world. Congrats from the bottom of my heart. You have been great in terms of every time we ask you to participate, you are always there. You participated in the Cal Grant Working Group. You participated in the logo focus groups. Thank you. Thank you. Thank you. You will go on and do amazing things. We hope to have a lifelong relationship with the two of you.

This has been a sobering week. A lot of information has come out. The budget deficit to we are all being bombarded by these stats that seem to be getting worse.

Unemployment, revenue drops. It is the reality of what we are dealing with. We really have to keep perspective. As commissioners, we set the tone for how we look at financial aid and how we keep pushing forward. This isn't the first time we have seen such dramatic downturns in the economy. I think about the phrases, my former boss

and friend used to say, he said this during the 2010 great recession, we are in the best of times and we are in the worst of times. Referring to the tale of two cities.

We have to remember that. We really are doing extraordinary things. We are continuing to be innovative and finding new ways to solve problems. We hear about all the things that are going so well. It is about people. It is about us. We are committed to serving students during this challenging time.

That is our perspective. We are plugging away and doing our best. We have a lot of hope. We have a lot of hope that we will get through this strong and better. The students will be our guiding light. I say that in terms of how we are absorbing all this information and what is happening around us.

A little later you will hear about the May revise. I want to say that we were told, these are extraordinary times. The Governor's revise was good to the Commission. There are certain parts of it that we will continue advocating for. This is just the beginning of the process. It now moves to the legislature. The fact that if you looked at the Governor's budget summary, it started with commitment to affordability. People recognize that this will be an instrumental part of our state's economic recovery. We are starting from a good place.

There are some areas that we have some concerns with. We think that the Governor has been really outspoken about his commitment to access and equity. What we need to do is work with the process and continue to focus on those principles and make the case on behalf of our students. We have been working closely with the administration. There have been a number of COVID-19 special meetings that have helps adjust. We completed a significant drill from the Governor's office. Putting together a plan on how to return to work, what the process would be. We worked on that. I have to thank them for putting significant hours in this plan. We put our plan together. The concept is this. When we get the okay to start easing back into work, it won't be a light switch, our plan is to maintain probably for the rest of the year, which is what the guidance is saying, a 75 percent continued telework. 25 percent in the office. We are putting together a strategy. We have done surveys of the staff to find out who likes teleworking. We are trying to work with the staff and determine how many people want to keep teleworking and then work out a strategy to have up to 25 to 30 people in the office at any given time. We are putting that plan together. We are following the Governor's four phase plan to normalcy. We are in phase 1 right now. Shelter in place.

He is trying to position the state to move into phase 2 based on flattening of COVID-19 cases and ICU cases and flattening of the number of deaths in this state. It looks like we will move into phase 2, part A. That is opening businesses gradually around the state. Phase B is us. We start gradually implementing our return to work plans. We don't know when they will happen.

It may happen later in the Summer. It may happen in September. If there are changes in the data, it may not happen at all. It is all dependent on the data. That is the plan for us.

The staff have all been briefed on this. We have had a lot of opportunity to talk with the leadership staff about how this will work. We are moving forward.

We did submit a survey to all of our employees. Patrick and Jessica and team put it together. Asking about your COVID-19 teleworking experience. In a scale from 1 to 5, how they rated different experiences. How is it working for you? How are you balancing family and work? Do you have a schedule? Have you been getting proper communication from leadership? We asked five questions.

The score was between 1 and 5. The average of responses was 4.3 and 4.5. We were pleased with the staff's transition and ability to work from a tele environment. We got a lot of feedback. A lot of staff are adapting to this. They are finding that they are more productive. They miss seeing people, but it has not been that bad.

For those with children, it has been a different situation. We are trying to understand who is in that situation to give them the relief they need. Putting your children on Zoom, it would be hard for anyone. We fully recognize that for some of our staff, they are dealing with that real reality. This survey will help us plan and figure out how to return to work.

We appreciate the staff for sharing their feedback with us. One staff person said, I don't have to get up two hours early to make myself business ready. I don't have to commute for an hour or worry about my packages. Other than that, it is okay. They are rolling with the situation. The staff have been fantastic. This leads me to my next item. I can't over state how much the staff have stepped up and worked with us. We had an all-staff meeting.

We recognized everyone for their work. A hand full of people who really did extraordinary work in making it possible to have a relatively problem free transition. I will quickly read their names and tell you what they have done. They will each get certificates. You should know who they are. I have come in on a Saturday. They are working on Saturdays.

I want to go through their names. The first person is Jose Montes. He is our Information Technology Services Division expert. He has been great in preparing the technology and working with staff to get them up and go through training, so they know how to use all these tools. He has been extraordinary and has an amazing attitude. There is nothing he won't try to help you do.

The next person is Nolan Jennings. He is also in the Information Technology Services Division. I saw him unpacking computers on a Saturday to be ready on Monday. He has worked late into the night. He is an unsung hero. He makes sure our systems work quietly. They have really made it work. Also, Anthony Chavarria. From the same department. He has been so helpful in configuring firewalls. He has been really helpful to us.

These three individuals, everyone on staff has talked about how what was a scary experience converting to working from home, they helped them feel comfortable and

safe in this transition. The next person is our program tech. This next group is part of our call center. Their transition took a little more. It was more complex. They can see when Callers call in, their eligibility. Kristen, Ma Victoria, and Jeffery were all part of making the transition and not missing a beat on the call center. It has been very busy answering questions. Students in the field, this is an uncertain time. They are being kept busy. They are carrying on the work at their homes. Thank you to this group.

The next is the communications strike team. A special task force to help us put together a COVID-19 landing page. We had to get certain information to students fast. This team stood up our COVID-19 special page on our site that has already got a lot of hits. It has information and questions you have about COVID-19. This team is Michael Lemus, Judith Gutierrez, Teresita Martinez, Melissa Bardo, and Ray Apodaca, our web site master and IT expert.

They helped really modify and update the web site. All of these things were going on in the course of this transition to COVID-19. I want to recognize Rhonda Pascual. He was the interim chief for a year. She was our telework coordinator. She was here daily and on weekends. She was always on the ground making sure everyone had what they needed to get the work done. Jessica Moldoff, our research special list. She was working the modeling. She has helped us with grant reform. Last is Melissa Bardo. Our legislative representative. She did all the analysis on the federal Cares act. She helped us draft the executive orders. She has been instrumental in designing our proposals to the Governor.

The work of these individuals and the team at large is so critical to why we were able to make strong and seem less transition to telework. We may be in this for quite some time. I will close my report. I am happy to answer any questions if you have any.

>>CATALINA CIFUENTES: Any questions from our Commissioners? I don't see any. It has been amazing to watch everyone pull together. We will move onto item 5. Approval of the minutes. This is an action item. We will go ahead and ask if there is any questions or comments from our commissioners. Commissioner Greig.

>>JUDITH MAXWELL GREIG: Approval of both sets of minutes.

>>DEBRA MAXIE: I second.

>>CATALINA CIFUENTES: Okay. Seconds. Any public comment on item 5, approval of our minutes? Please raise your hand. Okay. We will go ahead and move to a roll call. [ROLL CALL].

>>GLORIA LOPEZ: Motion carries.

>>CATALINA CIFUENTES: We will go ahead with your approval and move item 15 up on the agenda for today. We were not sure how today would go with time. We have a lot of information to cover. We wanted to take care of our two outgoing Commissions. I have been looking to see if commissioner Anton is on. I am not sure if she is on yet. Do you know if commissioner Anton is on the call?

>>CATALINA CIFUENTES: I don't see her yet. We have been trying to reach her.

>>GLORIA LOPEZ: I don't think she is able to join.

>>CATALINA CIFUENTES: We will present her resolution. Commissioner Moore will read her resolution to thank her for all her commitment and her resume is long. It is amazing all the things she has done the last 10 years. I will turn it over.

>>JAMILLAH MOORE: I want to make sure I get this right. For those of you in Zoom world, I want to be able to read and focus. This is in support of our colleague Nancy Anton. I am, can I ask for just a moment, I am having a little bit of technical difficulties.

>>CATALINA CIFUENTES: We can move on.

>>JAMILLAH MOORE: My screen, I want to make sure I can get this right. Then we can come back to me. Thank you.

>>CATALINA CIFUENTES: We do have Commissioner Becerra with us. I think he is by the pool side. You are not retiring on us. It is so great to see you. Thank you for being here. I wanted to make sure he was here today to thank him. I will read his resolution. Since I joined the Commission, you were always someone that would tell me, I love your ideas, you are doing great. You are a constant motivation in reaffirming things I was saying. It was comfortable to speak my mind. I would like to have the honor of reading your resolution. Was first appointed to the Commission in February 1992 until June 1994 as a student representative. 23 years later was appointed to serve as a general public representative until February 2020 to help make college education affordable for students.

[Reading] as a commissioner of presidential scholars. He has served as a deputy director in the office of the Governor from 1993 to 1996. A passionate voice for students. [Reading] background demonstrates his active leadership role, public service, and hands on involvement. Resolve this Commission and its staff commend him for his leadership and vision as a member of the student aid Commission and be it further resolve that the Commission and staff wish him continued success in his future work services and activities. Thank you.

Do you have a few comments to share with us? I see a few hands raised.

>> GLEN BECERRA: I am never short on words. I want to say a quick thank you. I want to thank Lupita. I know isn't with us anymore. Still doing great work to fight for students. Marlene, thank you for taking the mantle. I love your passion. I was one of those votes for the other candidate. I am glad that I was wrong. You have been unbelievable in your efforts to bring the Commission together and work with all concerned and never lose focus on who is the most important.

I want to thank Hal Geiogue for bringing me on board again over a cup of coffee. We had a chance to meet. I met with Governor Wilson before many of our student reps were alive. To be able to come back and continue this service. This was one of the most important things I felt I ever did, was to be part of this Commission. I want to thank Hal Geiogue. I want to thank Lande for nurturing me true. Catalina Cifuentes, we have

watched you grow into an incredible leader from a place of already being an incredible leader. You have taken up this fight to push for students.

I don't think I have ever seen anyone lead and physically work as hard as you do. You are driving and moving and grooving all day, every day. Rolling up your sleeves. Getting the work done. I have been so impressed by you every day. I want to call you out.

The last few things I would say is aria and Caroline, thank you for being fierce advocates. The most important this we can do is hear your voice. I like to think of me as the third student rep on the board. You watched me fight for students. You all were great. I was honored to be able to serve with you. I am thrilled to be able to watch your careers. You are in the real world right now. It started a long time ago. This is just one phase of your life in the real world. Don't forget that. You are on your way to doing great things.

Maria, I am looking forward to being in Los Angeles with you. If I can ever be of service to both of you, just let me know. I would be thrilled to have you in our office working with our teams, helping the clients that we serve with our lifeline services down in Los Angeles metro. I want to thank the Commission staff. The commissioners, you know how I feel about you. I can't even say, Charles, your wit. You have been amazing. You treated me like family. I will never forget the honor I had serving with you.

I want to thank the staff. Catalina Cifuentes was the only staff that was there when I was a student rep. She remembered me way back when. I hope the position you are in stays forever. The staff is exceptional. You do great work. You never lose focus. I know that with all of your, hope fully the students that come next, the students of California now and in the future are in great hands. The next four years will be some of the most important work this Commission has ever done.

I have been honored to have been part of the last 4. That Governor brown gave me the opportunity to come back and relive this dream to be on this Commission again. If I can ever be of service to you in my position or in any way, please call or text me. I am at your service. I will always be there to support the students of California. Thank you for letting me have the honor of serving with all of you. Debra Maxie, keep smiling. Thank you all.

>>CATALINA CIFUENTES: I think we have a few commissioners that would like to speak.

>>HAL GEIOGUE: It has been one of the nice things that I felt about being on the Commission was my work with you and our little conniving to get you appointed. I know you will always be with us in spirit and thought. You bring a quality to the Commission that we all appreciate. We know your passion. We will miss you. I was going to mention Mr. Pickle. I know you will do well where you are. We all have these issues with communicating and working. We are learning from our experience here too. Thank you very much.

>>CATALINA CIFUENTES: Thank you.

>>JUDITH MAXWELL GREIG: I think your presence is encouraging. Carry that wherever you go. You should pass off your third student badge to memo. I think he needs to be the third student. You have been such a great advocate. Thank you so much. Memo, your turn now.

>>GLEN BECERRA: You heard it.

>>MARIA MANJARREZ: Congrats again. It was such a pleasure to get to know you these past two years. It is wild how much our stories align in regards to not doing so well in high school. Redeeming ourselves. Being an advocate for students. Your time on the Commission as a student, you still pursued public service. That is very inspiring. It is nice to know that it doesn't stop here. You do it throughout your lifetime. Thank you.

>>JAMILLAH MOORE: You are going to be missed. You were correct when you said you are the third student. Your enthusiasm was beyond. It reminded us what our focal point was, the students. Your ability to be so open with your story. To bring it full circle. This is my story. This is not the end. I continue to evolve. Just your time here in the last ten minutes, letting our students know that this is just a step. Don't get stuck in this. You will be okay. Your ability to continue to lift as you climb is extraordinary. I will miss that. Financial aid can be a dry subject at times. You remind us of why we are here. You will be an ambassador. We can reach you. We will continue to be in touch and work with you. Thank you. Thank you so much. I look forward to seeing you in person when we all get passed COVID-19

>>GLEN BECERRA: That means a lot to me.

>>GUILLERMO MAYER: I want to say how honored I have been to get to work with you and know you. From the moment I stepped foot on the Commission, you have been one of the most welcomes voices present. I feel like we are losing one of the key people who unifies us. Your kindness, compassion, the example you are as a person, in your community, is inspiring. I hope we can all live and carry out that exact that you have set forward.

I will miss you. I love having someone else on the Commission that gets the transportation issues that I love. So many things about you I can point you as something I have in common. Legislative experience to work out in the community. Not having you on the Commission will be a loss for all of us. We will carry forward your passion and commitment. Reach out to us at any moment.

>>GLEN BECERRA: Thank you.

>>DAVID VALLADOLID: I want to thank you for your work and passion at our meetings, the input you always gave us and the Commission. It has been incredible to know you and to enjoy working with you. As it has been stated, you will be missed. We look forward to you coming back as a student. Thank you.

>>CATALINA CIFUENTES: I have had the absolute pleasure of working with you for the past year. I am sorry that you will be moving on from us. Like everyone else, we will find a way to stay connected. Your passion is contagious. It will be with us always. You bring



out the best in everyone. That is a really important dynamic. I have felt so lucky to work with a Commission that works so well together. We don't have conflicts. We work out problems together. You have been a big part of that.

You really brought it to the floor. When we had a discussion on student loan debt, that was a real pivotal point for us in understanding that even though we don't have it in our specific portfolio, we do have it overall. They will continue a work group on having to make the best decisions possible for college and debt. I hope we can reach out to you to help us think through how we can make it easier for students. Thank you for your service. We will be in touch.

>> CATALINA CIFUENTES: We hope you will join our meetings and be the public comment. We will go ahead and turn over to Jamillah Moore.

>> JAMILLAH MOORE: Thank you. When I pulled up the resolution on the screen, as you can see it, the print is really small. I was like, what? I just want to thank Gloria for sending me a version I could read. My apologies to my colleagues. We are now honoring Nancy Anton. She was first appointed by the Governor in 2010. She is a leading expert on higher education and financial aid policy. [Reading] she was a principle consultant for the state education committee from 1992 to 2009. During her tenure, she worked on many keep high education policy issues. She played a big role on the development and adoption of the 2001 landmark Cal Grant entitlement program. She was the expert in defining policy solutions on financial aid. All for the purpose of driving equity and educational opportunities for all students. She was accepted to the fellowship program in 1977. Followed by an appointment to work as a consultant at the California legislature analyst office. She developed her policy experience there. She drew on her deep higher education and financial aid expertise on the Commission. She and others referred to this as the Summer melt. She made this issue a top priority for the Commission along with other key issues, such as expanding outreach to the students. She always provided strong leadership while serving on the Commission. She was a strong advocate for having the Commission engage in an annual strategic planning process. She has served on many other committees. The ad hoc SEARS committee. She has worked to elevate the voices and concerns of the students throughout her career.

She served on the student aid Commission. [Reading] she served as a legislative role model for women pursuing roles in the legislature. She was one of the first to job share and work part time while working for the senate education committee. She made contributions to the legislative process. She founded babies and briefcases for women. This Commission and its staff commend for her for her leadership. We wish her continued success in her future work and activities. Thank you. We wish Nancy well.

>> CATALINA CIFUENTES: We have a few raised hands.

>> DAVID VALLADOLID: I want to echo what was just said to you. You have been tremendous. You have had input on almost all the issues that come before the

Commission. It is always great to hear your input. It was always a pleasure to see you and spend time with you. I want to thank you so much for all your work with the Commission. Also, wish you great success in all that you do. We look forward to staying in touch with you.

>> JUDITH MAXWELL GREIG: I want to appreciate commissioner Anton's long service. This will be a huge loss of expertise. I hope we can tap that in other ways moving forward. I think I said this at an earlier meeting. If a competitive grant remains, it should be named after her. Thank you for your service.

>> HAL GEIOGUE: If she ever sees this, I want to thank her for all the work on the Commission and the resolution you read, we go back to legislative analyst days. We worked together there. I wanted to point out that we know she is a very dedicated and knowledgeable person when it comes to aid. She is always a very mischievous person. She was constantly a source of great humor and wit among us. I hope we all saw some of that when she worked with us. We will miss her. Pay attention to how your process goes through the approval process. This turned out to be a situation that was unfortunate.

Call when you can. She is a neighbor. We will talk some more. Thank you.

>> JAMILLAH MOORE: We go back. When I was a fellow, I learned a great deal when I worked in the legislature about the process and importance of policy work and the work with do as public servants. Nancy, whether she knew it or not, she was a good mentor to me. She helped me navigate the importance of equity and policy. Access for all. The ability to make your voice be heard in times where it is important to be counted and stand up and be recognized.

I have to agree. It is a huge loss to us. I learned more about Summer melt by sitting next to her than anything I could have read anywhere. I take knowledge and experience with me in my current job about trying to make sure we recognize the needs of our students. You will be missed. It is a huge policy loss. I know that I will still be able to have the connection with you. Thank you.

>>JAMILLAH MOORE: I hope you are watching this. You deserve the recognition that you are getting. You are an institution in the higher education policy world, especially financial aid. You were my mentor. I was working in the senate office of research. We are able to be the principle work group on the Cal Grant entitlement bill. That became a law. Her policy mind and attention to detail was amazing. I learned a lot from her. I was one of those baby with briefcases members. It was a novel thing at the time. I first met her at a playground. She had her little baby and so did I. She has been a great friend and supporter. The best tribute is we are working to understand what is behind the Summer melt. We want to address that and the pay rates all year. If a student gets a Cal Grant, we should do everything to ensure those resources make it into their pockets. My commitment is we will make a huge improvement to the Summer melt and the pay rate throughout the year.

Thank you for your service. We will miss you. I will miss you.

>> DEBRA MAXIE: I just want you to know I learned so much from you. We would talk on our breaks. I would listen when you spoke. I learned about you with this new babies and briefcases for women. So many things you added to the Commission. They will not leave. We will push it, if not, she will be back and back on public comment. She will come back in person if we don't follow through. Right fully so. It is what our students need. She was one of the main voices to say, this is what we have to do. In the Summer, what if the money is not paid out? We thank you for keeping that in the forefront.

I come from the more of the K 12 sector. Once I pushed them on what happens, those of us may forget that there are some other challenges. There are more challenges when they get into higher education. You always made sure that we passed them off. She pushed them on through. Thank you so much. We wish you well.

>> CATALINA CIFUENTES: I want to say thank you as well for her continued support. A perfect example is we are talking about pay rates and...

>>MARLENE GARCIA: I think she froze.

>> JAMILLAH MOORE: I think our next item is 6. Update on Cal Grant modernization. We can come back when she joins us.

>>MARLENE GARCIA: Maybe one of our staff can text her. Let me know she has to get back on. I had this problem many times. I want to sum up where we are on Cal Grant reform. Now that we had a chance to look at all the work we have done, where we are in light of the current environment and crisis. What we do know is in the wake of COVID-19, the need for basic needs aid has not lessened. We have shined a light on how important it is for students to persist and graduate.

We have heard many stories on how students are evaluating what is next for their college education. We have been in the Commission trying to reorient and think, what can we do to be of service without losing our commitment to Cal Grant modernization to the point in which it is appropriate to move forward. This is a snapshot of our latest thinking and what we should be focusing now in an effort to keep moving in the right direction but on a different time frame.

We came off of February 20 and with this incredible experience. Everyone had the chance to contribute to Cal Grant modernization and how we will move forward. We submitted the report on mar 6. The following week it became clear that we would be receiving an order to shelter in place. The whole focus of our work turned to that reality and what impact this was having on the students for this immediate term and the academic year.

The staff and I came up with our four-phase plan so we were clear and focused. The first phase was to support the institutions. Commissioners on the line, you were hit with a shocking reality and you tried to figure out how help the students and disperse the funding in a quick and responsible way. We met with our segmental aid representatives.

We asked them, what can we do to help you. It was to support and be there for them. They have the heavy lift to get the resources out.

We did look at some of the requirements we place on our Cal Grant applicants to verify GPA, that you graduated for high school. They have to verify their selective service through a manual process. They all became problematic. We developed a proposal to implement changes to waive the verification that you have to show that you graduated from high school and to waive that they have registered for the selective service. It has halted all its registrations. We hope to get that executive order. Next week is the deadline to submit late GPAs. We would like to be able to say you have until September 2.

Stay tuned. We are waiting to hear if it is come through. We wanted to focus on that know to make it easier for students. We did a full analysis on who are the students that are least assisted with emergency financial aid. That is undocumented students and a lot of community college students. The funding distribution was based on Cal Grant participation. They don't participate as their numbers should reflect.

We looked at what we could do to supplement the competitive award. Cal Grant B students. That wasn't included in the May revise. We think we targeted a group in need. We will continue to find ways for them to take advantage of resources.

Phase 2 is the next academic year. We wanted to supplement some of the existing financial aid. We haven't been able to identify new resources yet. We will continue to work with our partners on that. Phase 3 is whether we can implement the policy framework, the structural changes, without an increase in funding. That is a challenging thing to do

We will, if we push forward on that, it will be based on data and how we can target sources. It is premature. We are thinking about that. We don't want to abandon our commitment. Phase 4, we will be able to identify viable resources. We don't expect that to happen in the next year. Maybe not the next couple of years. We are hoping to keep finding ways to move in the direction, to start implementing provisions of modernization. Things like GPA or high school graduation requirements. If a student goes to a four year school, they graduated from high school. Community college, they don't need to. We will start looking at these changes to help target our resources to students. We have a lot of people asking us. That is the response we have given in terms of looking at staging our plans into four phases. I will stop there and see if you have any questions.

>> CATALINA CIFUENTES: I am back. We will go ahead.

>> HAL GEIOGUE: I just wanted to summarize that for the next part of this year, we are in limbo, almost stalled. Success would be looking at 2021. There will be trailer bills floating around. In terms of the budget, it would be nice to get the GPA and whatnot integrated and work as a strategy to pick up some pieces to give us something to work off of for next year.

It is not a good year. Everything changed quite suddenly. I am fine with the four phase plan.

>>MARLENE GARCIA: It is a matter of bandwidth. We are talking about basic survival. Maybe there is a possibility in August. It is very hard to determine. We will work closely with our partners in the department of finance and legislature to evaluate the best time and when we can move this forward.

>> GUILLERMO MAYER: A quick appreciation for those making use of the federal funds to benefit our students that are currently getting Cal Grants. I thought it was important to communicate. There may be additional funds from the fed government provided to states and that we stand ready to make similar pushes and requests to do right by students that are not benefitting from the current aid.

>> CATALINA CIFUENTES: Any other additional questions? At this time, we would like to take public comment if we have anyone on with us that has a public comment, if you can please raise your hand. There is none. Thank you Marlene L. Garcia for the information. We will go to item number 7. This is this is an update on the 2020, 2021 state revise and COVID-19 aid and economic security CARES act. [Reading] they will be joining us for item 7.

>> JULIA BLAIR: I will do an overview of the May revise. Then we will talk about the act funding. I will send a link to the department of finance of funding budget summary. I will see if I can figure out how to share that. Bear with me. Sharing slides on Zoom is new for me.

>> MELISSA BARDO: Would you like me to share it?

>> JULIA BLAIR: Sure. I am getting an echo.

>> MELISSA BARDO: Can everyone see the slides?

>> JULIA BLAIR: I think so.

>> CATALINA CIFUENTES: I hear the echo as well.

>> JULIA BLAIR: Yesterday the Governor released the May revise. The economy is in a deep recession. The revenues have disappeared. Many of the proposals are off the table. Governor Newsom's May revise is a new starting point. Unlike the federal government, the state is mandated to have a budget in place by July 1. Our economy is forever changed. What we know for sure is that what lies ahead will be a challenge for all of us. The role of financial aid has been highlighted in the COVID-19 pandemic. Now, more than ever, the state needs to make sure California has access to pursue college and career training for their future.

We have worked with segments closely to make sure we are all doing our best. We are great full for maintaining strong investments during the crisis. [Reading] basically, the general overview is the department of finance projects a 54 billion deficit. All areas are impacted. We saw in the presentation yesterday. All higher education segments were receiving significant budget reductions. The May revise proposed a 1.8 billion reduction to higher education.

Going into the May revise, the Governor projected, before the May revise, when we were looking at the budget in January, we thought we would have a 6-billion-dollar surplus. Now, we have a deficit. The Governor indicated that his focus is creating a balanced budget. I will go over the modifications to the Commissions 2020-2021 budget as follows.

In the Governor's budget proposal, he maintains traditional Cal Grant adjustments. They also proposed an increase in students due to income loss. They indicated that those modifications would go through the institutional appeals process to decide who is eligible for Cal Grant awards.

We will send these out and post them afterwards. We are sorry that we couldn't get it to you beforehand. There is a decrease in the general fund. That is to adjust for revised program estimates. Only 348,000 of that was revised program estimates. [Reading]. The net is not a cut to the Cal Grant program.

There is a decrease to reflect the reduction of Cal Grant awards as they are lower the award amount for students at private, non-profit institutions. [Reading] that is a decrease of awards for students at those institutions. There was a case load adjustment. There was no change to the number of the competitive Cal Grant awards. It was increased to 41,000 last year. That was maintained.

If you want to go to the next slide. We also have some changes in the May revise to the 1920 budget. I skipped. There were some other changes to the 2021 budget. Middle class is capped. It is good. I think last year it was 110. We had some additional awards. It looks like they will fund those awards that we were talking with them about whether or not it was going to happen.

The one change is a proposed student loan debt group and outreach. They decreased the outreach portion. They are maintaining half a million to fund the work group activities. The proposed modifications to the 1920, an increase of 11.8 million. There is a reduction in 88.4 million for the golden program. That is all of the money to provide the grants. It is offset with 15 million in federal funding for new special education teachers. We will have to work in conjunction with Department of Education. There is also some language going forward what that program. They did maintain the 1.3 million for the program administration for the 1920 budget year. There was a 15 million reduction for the child account. 10 million remaining for grants.

We did submit budget change proposals in the Fall that were included in the January proposed budget. Some of those have changed. As our indicated on this table. This ones in black were maintained at the same level. The red items were modified or withdrawn. When we received the budget letter from the state indicating the financial situation and what they were going to do when looking at the changing in the January budget, you will see in the third column over, our revised request. For the most part, that funded us at the level or at our revised request.

The one proposal that we did ask for included a revised request is office space acquisition. That was deleted from the Governor's budget. We understand given our fiscal situation of the staff and the telework situation. We will keep working with the administration to figure out our space needs for space. You can go to the next slide. I am just going to make a minor comment. In addition to the B C Ps in the Fall, there were several letters we submitted. The joint request as well for the 21.9 million for one-time grants. Sadly, based on the parameters that they indicated in the budget letter, those requests were not included in the May revise. This is a high-level overview of the revised budget for the segments.

We didn't have a chance to analyze all of the changes. These may revise significant adjustment column is based on what was originally proposed in the Jan budget. These were going to be increases that they received. There is additional cuts with a reverse trigger if there is additional federal funding.

Some of these cuts would go away. In the third column, you can see the CARES act were segment. As you can see, the segments have received significant cuts to their state funding, ranging from over 14 to over 17 percent. The budget process will be moving very quickly. Committees will be discussing this in the next two weeks. We have a hearing on this upcoming Tuesday. We were told that on Monday the 25th, we will be testifying for senate budget subcommittee. The constitutional deadline is June 15. There may be additional cuts in August based on revised estimates for the extended tax deadline in July. We added links to some letters that were put out by the assembly budget. There are links to those letters. We want to reiterate that we recognize the difficult decisions. Are there any questions?

>>: I am checking to see what questions. If you can raise your hand for us. Maybe you can stop screen sharing now.

>> MARLENE GARCIA: The staff have pulled this information in less than 24 hours. They worked really hard. There is lots under the hood that we will continue to understand. The implications of changes. There are many things we are looking into. One of the changes is that the Governor's office wants to replace it with state general funds. There is not really a net loss to us.

The difference in not having as much TANF funding has some implications. That impacts students who can apply for CalFresh. We think there are ways to manage this. We don't want anything to get in the way of students taking advantage of CalFresh. We will be analyzing this in the coming days to make sure students get the full benefit of resources coming to them.

I want to thank the staff at large for pulling this together.

>>HAL GEIOGUE: Few brief things. Staff hasn't seen anything yet. In the next 30 days, you will be working around the clock. We thank you in advance. I was wondering. On the private colleges, the 8056, does that affect all the colleges? Is that because they didn't meet the transfer goal? I didn't understand what was said there.

>>JUDITH MAXWELL GREIG: It affects all 23,000 low income student recipients at the AICCU schools. This is a huge hurt for students. They have a good letter to the legislature about this. I would ask that Executive Director Garcia circulate this as well.

>>HAL GEIOGUE: Did they claim because of the transfer issue?

>>JUDITH MAXWELL GREIG: It is based on the failure to meet the ADT requirements. We need to go back and deal with that issue and then help students.

>>MELISSA BARDO: It is based on the statutory language to admit a certain amount. It means cuts to Cal Grants for students. As was mentioned, we need to look further into this.

>>HAL GEIOGUE: That program cut us out of the action. It is between you and the department of finance. In general, it seems like there is some effort to maintain Cal Grant status quo workload. I am surprised they left 10 million in. How do you feel towards budget in terms of operational and our programs?

>>MARLENE GARCIA: We feel the budget is favorable in light of the environment. We think the department of finance took great steps to preserve funding for our Commission. GDSM, funding remains in fact. The grant for the dreamer program remains intact. We can build up our Cal center to answer questions about voter registration. It helps us answer questions for students at large about financial aid. We are committed to serving all students. We are concerned about the impact by reducing the grants by 1000. I will work closely to see how we can be supportive. I will distribute the letter that was put out. The Governor has been very generous. He said this is an important time to invest. I think what we are dealing with is a technical issue in terms of the ADT. The impact on students who are attending the independent sector is real.

We will keep advocating to students.

>>CATALINA CIFUENTES: Any other questions or comments from Commissioners? Do we have any public comment? Anyone with us today? If we do, please state your name and your organization or affiliation before you share with us your comments. I see Alex Graves.

>>ALEX GRAVES: Hi, everyone. Since it came up, not to go into the weeds on ADT, there are statutory targets that are the results of 2018. For context, that agreement was made in July of 2018. By the Fall, we have 30 institutions. Another 8 in the Spring. We did a report in April. I can circulate that. We have seen growth. The timing of when we have to submit and when we can collect the data, we can only submit for Fall. We don't have the Spring data yet.

If we see any growth this year compared to the prior year, we may hit our target. It is one of the oversights. We will keep working on that. I mostly just want to talk about the May revise. We know the impact of COVID-19 on the state. We want to express our gratitude for all the work that has been done. With that said, I do have to express some disappointment to the May revise. Colleges, public and private, will be critical to educating



students now more than ever. To be a teacher or engineer, you need access. States were already looking at capacity. It will probably get worse now. Student access to regional institutions will be more important than ever.

It will be even harder for students to afford college. The presentation did a good job summarizing it. It is great that he preserved the Cal Grant support for students with children. That does not include 1600 students in our sector that would otherwise be eligible. The Governor did not maintain the Cal Grant program, despite his statement. That cut is significant. That would be about 11 percent. \$8054 amount, I can't even tell you how far back we would have to go to find how low it was. We have seen investments since 2000. If that is not a cut, I don't know what it is.

It was discussed that the administration can cut an existing law. They could have cut this last year. They pushed it out a year. In that time, we and our President and our institutions have had on going conversations about the statute and how to move forward without holding our students hostage. They should and could have done the same thing this year. They had the authority to push that out.

I would note that we question if these cuts violate the CARES act in section 1800-8, which requires states to maintain funding for the three years prior average. I would encourage you to look at that. The administration does propose significant cuts to our segments. The May revise states that those funds could be cancelled. It does not seem like a priority to them. This is a cut. It is significant. That 1000 dollar cut per student will do significant harm.

I think we found the statement released yesterday a bit disappointing. It seemed to ignore that the cut is out there. We all care about affordability. I think this cut undermines efforts. If I seem disappointed, it is because I am. I know our President shares those sentiments. It is not directed at the Commission for preventing the cut. We know you are a partner in all this. We appreciate your support. Our students are already overlooked. Foundation moneys made available this year were not for us. We appreciate all the work you do. There is a lot of work to do for our students. Sorry for going a bit longer than usual.

>>CATALINA CIFUENTES: Thank you.

>>JUDITH MAXWELL GREIG: I would ask that Julia Blair really carefully look at that issue of the CARES act on the state's part and see what, if there is anything for us as a Commission that we need to be careful of there. Thank you.

>>CATALINA CIFUENTES: Additional comments or questions from the public? We will move onto item 8. An update on COVID-19 student survey. This is an informational item.

>>MELISSA BARDO: We didn't finish the item.

>>CATALINA CIFUENTES: I am so sorry.

>>MELISSA BARDO: Should I go through those now?

>>CATALINA CIFUENTES: I am sorry. Please. Thank you.

>>MELISSA BARDO: I will share my screen to walk through the item quickly. Can you see the screen okay? Attachment 6 is an in-depth overview of the request we made to the Governor's office. I will move onto the update on legislation. At the last Commission meeting, they took support positions on four different bills. The legislative process will look different this year because of the public health emergency. The legislature for almost two points. They did not have the chance to deliberate on most. Most of the policy committees are only meeting once to discuss debate and go on priority bills. Most chairs have criteria for bills to move forward if they address a critical need in response to the COVID-19 emergencies. [Reading] this is the student bill of rights. We have a support position on this bill. It is a two-year bill. It is in the senate appropriations right now. We do not know if it will go forward because of COVID-19. Next, college opportunity act. That would reestablish = a Cal Grant formula. It had a hearing on higher education this week and passed this week with strong support. The update is a bit outdated since the item was prepared a few weeks ago.

We will continue to advocate for this. Next is a bill that did not meet the criteria to move forward in the legislative process because of COVID-19. I want to give a quick shout for taking the lead on this bill. She with coordinating our division to make this bill come to life. We won't see it move forward this year. We remain committed to these changes in future years. Last year is bill 860 by senator bell. We have a support position on. This bill was able to get a hearing earlier this week. It passed with a 6-0 vote. Out of the four bills that with identified at the last Commission meeting, we can confirm that those two 230 and 860 are moving through the process.

Are there any questions about the bills before I move to the federal update?

>>CATALINA CIFUENTES: I don't see any.

>>MELISSA BARDO: I will move onto the federal update. You may have seen this before. I believe the executive director shared it. This is an analysis of the higher education portions of the federal CARES act that was passed in March. It is a 2 trillion dollar relief package. To go through a few of the pro visions, the first summary goes over a solution of education waivers meant to relax the provisions related to accessing financial aid. There are provisions that allow it to keep working for students. It lets them exclude the current term for students effected by the crisis. It waived academic process requirements. The next is a summary of the Coronavirus. The pack included 150 billion that goes to state and tribal government. California received 15.3 million. Most went to local governments. The most relevant portion to higher education. This was over 30 billion dollars to be administered by the U S Department of Education. California received 355 million. Based on the May revise that was released yesterday, it looks like all of that will be heading to K 12.

There was an additional 14.25 billion that was allocated in the relief fund. Half was meant to go to emergency grants to students at institutions. It is heavily weighted

towards institutions with large numbers of Cal Grant recipients. They released guidance on students that would not be eligible. This did exclude undocumented students. That was an adjustment that a lot of schools had to make in terms of preparing to administer these emergency aid grants to students. [Reading]. We have been regularly checking with the institutions through the financial aid advisory board. We received updates about how they are administering the CARES act. It was mentioned that six campuses had deployed all their funding to undergraduate students. The remaining four would follow soon. CSU has administered 80 percent of the funds.

They were trying to get aid to their students with the most needs earlier. The community colleges had administered just over 50 percent of the funding. Some community colleges are holding back because of a lawsuit. For the ICU sector, it is harder to estimate. They have over 80 institutions. We will keep you updated on that. The house democrats unveiled a response plan dubbed the heroes act. A lot of the cuts that we will see in the budget could be prevented by passage of the Heroes Act. It includes 10,000 of student loan forgiveness. 100 billion dollars in stimulus funds. That would be split between K through 12 and higher education. It clarifies a few different things that reverses the U S Department of Education on who can qualify for care act funding. Is the house is expected to take action on the heroes act very soon. The republican senate does not have a timeline for discussing another relief package. This is not expected to go anywhere any time soon. Further discussions, these are some of things that would be on the table. We will keep you post posted. I am happy to take any questions. Thank you.

>>CATALINA CIFUENTES: Do we have any questions from commissioners? Any public comment on this?

>>GUILLERMO MAYER: Thank you for that update. I just have one question. This has to do with the portion of the federal relief funds that were provided directly to higher education institutions. I appreciated hearing the update on the best estimate at this moment. I think it was 80 percent. 50 percent community colleges. Given that the formula was not taking into account part-time students, it looks like it results in a severe under representation. Do we have a sense of what kind of criteria the institutions have used? The purpose is to do we have a sense of where that is? So we can advocate for more representative funding.

>>MELISSA BARDO: I am sure there are some others on the call that could comment as well. S. it is my understanding that part time students and many certificate students were left out. As the director mentioned, they were left behind in the Cares act. The community college sector has over 2 million students. I think that is something we hope to see addressed in a future stimulus bill.

There are a lot of shortcoming in the Cares act.

>>CATALINA CIFUENTES: Any other questions.

>>HAL GEIOGUE: On that point, my understanding is we may have a role in that big factor in the Cares act was the completion of FASFA. Their rate of completion is not strong, if you will. They go to community colleges after high school. We do all these cash for colleges. Maybe if we stepped up the community college part of that program, it would help them get more eligible. It is a different issue. I think that was a factor of why it didn't do as well.

We could have a role. That is my point.

>>MELISSA BARDO: Thank you for the comment. The guidance stated that it was FASFA filers that would be eligible. Because students that are applying for fee waivers don't have to complete it to apply for those, many community college students don't end up completing it. They got left behind.

We certainly have a role in that we will be committed to our mission of encouraging as many students as possible to submit it, educating students about federal and state aids.

>>: Title 4 eligibility. You didn't have to have it on file to receive the grant. You needed to be verified that you were title 4 eligible. People had to figure out how to verify that someone title 4 eligible. Some of the campuses made it available to the students to get the eligibility if there wasn't a FASFA on file. Given the fact that how eligibility was one of the driving factors on the allocation.

Given the largest portion of funding as well as students with dependents. Those were some of the areas where I know the campuses they looked at had to deliver this as efficiently as possible. We didn't want students to have to go through large application processes to claim the money. We looked at the estimated family costs. We looked at dependent versus independent and made these different levels. That was part of the way the campuses approached it. I wanted to share how it was looked at.

>>JAMILLAH MOORE: Thank you. I appreciate the questions. Everyone has been on point for the community colleges. Close to about 800,000 students may have been left out of this funding. Those with disabilities, veterans, some of our first responders.

Looking at all that together, the estimate is close to 800,000. We were in support to file suit. Working at a community college, I will agree, when you look at title 4 criteria, that was how we worked this, it does require students that completed this documentation.

We worked through our financial aid. We shared how we did our process.

It was difficult. It did not include everyone. We worked with what we had. After going through that process, we recognized there were some students left out. We have fingers crossed to find other opportunities working with the statewide chancellor's office to fill that gap. There is not a lot that any of us can comment on. We are doing everything we can, all 115 campuses and centers to provide as many resources as we can.

>>MELISSA BARDO: There are individual campuses that are tried to find additional sources to help undocumented students as well. We hope to continue supporting those efforts.

>>CATALINA CIFUENTES: Any public comment on the remaining part of this item? I am not seen anyone. We will move to the next item. I know this is not easy. We have been Zooming like wild. We will take our next item. Our goal is to finish about 11:45. Then we will take a lunch break. Then we will come back on and continue the rest of this item. This is an informational item. I will turn it over to Patrick Perry. Jessica Moldoff is here as well from our research team.

>>PATRICK PERRY: Thank you. Can you hear me? I want to make sure we are good. Can you see the power point? I will update you on two items that we have been working on. I have Jessica Moldoff with me to help me out in case we have any other questions. The two items are we have a new spotlight from the SEARS survey. This would have come out earlier. We had it around the holidays. Things unraveled after that. We have another spotlight on food insecurity. I will talk about the food survey from yesterday. I will give you a demonstration and run down on what is going on with that. I wanted to acknowledge the partnership on both of these items with the funding by college futures foundation. They funded the SEARS survey. For the other item on the student survey, our partners who have run with that and put it together in a short fashion. Let us start with SEARS. I will give you a quick rundown. We did this after a ten-year break. We concluded it here recently. We had 15,000 responses to the SEARS survey. It creates an expense budget. We had some good numbers up to that point we had taken old numbers. This really refined the numbers we had two documents published. A spotlight on housing. This was a primary basic need. Students are grappling with it.

We defined housing and food based upon the sets of questions the students responded to. Housing, it was six questions. Referenced over a 30 day period of time. Food, it is a ten-item set of questions by the Department of Agriculture. When we say someone is housing our food, we are referring to within any particular month.

What we came up with were some fairly startling numbers. 35 percent of students had some form of housing insecurity over the course of any given month. 35 percent have low or very low food security over the course of any month. 19 percent were experiencing both over the course of any single month.

You have in your packets the actual laid out document. If we were in person, you would have a nice print out. We will get around to doing that. This is the well laid out document. I hope you have taken a peek at that. I will give you some highlights here.

It would take 3 answered questions on the food insecurity, 3 out of 10 to classify someone as food insecure, these are based on single responses. 56 percent of students checked the box that said often or sometimes I could not afford to eat balanced meals. 48 percent said I was worried my food would run out. 41 percent said the food didn't last. They didn't have money to get more.

These are high numbers. Singular answers. If you answer affirmatively to any of those three primary questions as often or sometimes, here is what students were doing to

those situations. They cut the size of those meals or they skipped meals. 58 percent they ate less than they felt they should had. 49 percent said they were hungry. There wasn't enough money for food. It is hard to focus when you are hungry or you don't have proper nutrition.

We found students who are in these categories were more likely to be food insecure. Older students above 22. Female, black or Hispanic or Latino, or students with dependents. One of the good things about the survey is we have the able to cut it by region. We had 15 regions in the state. The areas of California with the highest levels starting on the bottom there. [Reading]. This points to a predominant insecurity issue in rural areas of California that are experiences food insecurities more than other areas. I wanted to drill down a little bit here on meal plans. Many colleges offer meal plans. They will be something that solves food insecurity. They help but they are not a complete. Meal plans have cost issues. When it comes down to it, not that many students have a meal plan. You can see this by segment.

The community college segment does not office a lot of on-campus residents. Only 3 percent responded they were on a meal plan. CSU, 11 percent. [Reading] they have far more students on meal plans. 34 and 41 percent. They have more dorms to offer students. If you are living in a dorm, you will probably need a meal plan. We did some web site scraping. How much are meal plans costing students?

We equated this to what does it cost per meal or for a full 84 meals. 3 meals a day, 7 days a week, 4 weeks per month. Here is how much it would cost a particular student. This is at a community college, one of the few that have residents. Meal plan runs 6 dollars and 50 cents per meal. 546 dollars per month. Here is 681 per meal. 572 dollars. I believe this one is Irvine. 769 a meal. 646. It is coming in at about 600 dollars per month. Students don't always take the full meal plan.

You can see if they did, this would be the cost for a student to have all their meals covered under a campus meal plan. In the survey, only 10 percent of all the students who responded actually have a campus meal plan. The other factor is if you did have a meal plan, the average number per week covered was 12. They are getting half meal plans on average. Even if you live in a dorm, some meals you have to pick up yourself. If a student has a meal plan, they were spending 176 dollars per month in addition to the meal plan. 532 dollars a month on meals prepared add their residence. You can get a sense. Full meal will cost you 600. On your own, 530 a month. These are expenses. If you have a meal plan on campus, food insecurity is lower. If you don't have a meal plan, it is 36 percent.

Here was a good quote here. School expenses are a lot. So are food plans. 7 days is too expensive. I didn't eat on the weekends. That is something that if you don't have a full plan, you have to fill in the rest. By living arrangement, certainly lower on campus. If you live with your parents, it goes up a little bit. If you little off campus, 42 percent.

If you are a student who is homeless, food insecurity is very high. 85 percent. In California, there are a few services that could be used to assist this. CalFresh. Other types of programs. Campus food pantries. Things like this. Even though it seems to be high at 35 percent, 87 percent of students did not receive any type of food assistance. We are now looking at this gap between what the available and what they are actually using. 82 percent did not receive assistance. Only 7 used CalFresh. 5 percent used the food pantry.

There is a lot more work to be done on this. It teases it up to the next board item. I will stop here. Open it up for some questions. It is untimely. There won't be a lot of students on campus. There will be some greater food insecurity when you talk about students with parents with lost income.

>>: Thank you. I have a quick question. I know that a lot of students are losing access do their can CalFresh benefits because of the work requirement. Is there anything they are looking into doing? Is there anything we can do to make sure they have access for income for food during the entirety of the COVID-19 crisis?

>>: I would probably defer to others who may have more insight on that. Anyone else?

>>CATALINA CIFUENTES: That was the topic of our next discussion on the CalFresh program. The students are eligible. Other 1 billion is allowed for Cal Grant funding. If they meet the requirements, they are exempt from the 28-hour work requirement. We are able to make sure they keep receiving the Cal Grant funding.

>>MELISSA BARDO: I will add. The 28 hour workweek requirement is a federal requirement. Very hard for California to get around it. I think it is incumbent upon the student Commission and the department of social services to educate the students that if their Cal Grant is funded, they can be exempt from the work requirement. We can do our best to get them on CalFresh.

>>JAMILLAH MOORE: I wanted to add. I don't know if at some point in time if now that we got this survey online if there is any type of clearinghouse to piggyback a part of her question, any type of clearinghouse they can go to? In this district, we do a drive through food bank. We serve up to 1000 families. We have gift cards we are sending out to students. There are a lot of things campuses are doing to assist students with basic needs.

It didn't register with me. Is there any opportunity to look at ways to point students and staff to clearinghouses of information to direct them to get additional assistance?

Maybe like a 211 call.

>>MARLENE GARCIA: We are hoping that with our updated web site that we will be able to direct students to resources and have some system to direct them to places locally. It probably won't be the one setting up the clearinghouse. I hope there are others looking at that. It is all at the local level. We can try to connect with those efforts and drive those resources on our web site. We are trying to provide links to students.

>>HAL GEIOGUE: You can go to Caroline.

>>: I am fine.

>>JAMILLAH MOORE: That was her question from before.

>>HAL GEIOGUE: On this nice summary that you have on the handout, we didn't get the meal plan data in here. We refer to it as those with a meal plan spend more than 176 bucks. We never say what the average meal plan may be. We can talk about that off screen later. If this hand out will be handed out, that will be help full.

>>PATRICK PERRY: Thank you.

>>CATALINA CIFUENTES: Public comment?

>>PATRICK PERRY: Let us move onto the second part. The COVID-19 student survey. It became apparent to us here in the past few weeks that it would be smart of us to try and get a handle of where things are at from a planning standpoint. We had a lot of questions from department of finance about we have a new world here. Students may have different intentions. How will that affect Cal Grant? How will they affect the budget projections? We are partnering with our people at UC Davis. We have worked well with them in the past. We are making a COVID-19 student survey. We should have results in early June. I will give you a brief run down on the survey.

You probably have seen a lot of survey responses about student intent and students are thinking about taking gap years or staying at home or switching the type of school they will go to. A lot of them were done by individual campuses with low ended. Ours encompasses a large student population. We sent it out to 650,000.

It includes all FASFA filers. We will get the full spectrum from everyone. With this, we will have and be able to have the responses based upon whether they are needy, less needy, across the spectrum of income and need for all our students.

Survey is in two separate surveys with slightly different questions. The first group for new students, students who are in high school right now. They will be first time freshmen somewhere in Fall 2020. A survey for continuing students. They would be continuing somewhere in higher education.

It is a short survey. It is less than 20 questions. There are some qualitative response boxes in there. How does COVID-19 change your plans for college? If you are not attending in Fall 2020, tell us why. We can get some qualitative responses as well. It has been less than a day that it has been out on the street. We have had a little over half the people open it. If you are a returning student, 40 percent have an open rate. For the new students, they started the survey. Returning, 8.1. It is pretty good for less than 24 hours. As of this morning, we had 7100 responses from new students and 28,000 from returning. The bulk will come in the first 48 to 72 hours. We will leave the survey open. We will go back and send some reminder e-mails. We will see the major trends of what students are thinking.

I wanted to say that it is timely in so far as the survey has gone out after the major announcement. They have a better understanding of what will happen in Fall. They hopefully have a little time to digest it. A lot more students do know what is happening



now. I was going to go through one of the surveys with you. Can you see that? How about that? Full survey.

The student has to put their e-mail in. It is the linked key field back to the entire database. The responses we get we can link back. We will be able to know their income level so we can slice and dice that. Put your e-mail in. Are you a high school senior? We are asking them, where did you plan to go before COVID-19? Now, where do you plan to go? They can check both. Originally, I was going to a CSU. We can see how that movement will with between segments.

One of the other options is I don't plan to attend. Also, I don't know yet. We will see the prevalence of that. If they do not plan to attend in Fall of 2020, we ask them why. Check all that apply. I need to work more. Rate your agreement with the following statements about planning to go to college in Fall of 2020. I don't know where I want to attend. I am now concerned about going far from home. I am concerned about my family's financial situation.

We have basic needs questions. How worried were you? Paying for tuition and fees. We can assess their state of mind and well-being. The open-ended question, how has it changed your plan for college. If you don't plan to attend, please tell us why. Second is returning students. There is a decent amount of overlap. Are you or were you enrolled in the Spring of 2020? We are asking them about their experience in 2020. I dropped classes. I lost income. My living arrangement changed. How worried are you about Spring 2020? Paying for housing, tuition, food, my courses online. Are you aware that your college has emergency financial aid? Yes or no? Have you applied for that? Yes or no? Did you receive it? Yes or no? Technology questions. Are you aware your college provides laptops or chrome book? Did you ask for one? Yes or no? Do they plan to take college classes in Summer? What degree did your plans change? Where do you plan to take classes in Summer? We ask about their Fall plans.

Before COVID-19, I was going to go here, now, I will be going here. How worried are you about basic needs? What are your current challenges? A big catch all. Go and tell us anything you want to tell us. Those are the two. They are pretty quick. They should yield some good responses. We are getting a high volume. I would love to get a 10 percent response rate. We will see if we get that. That is the update on that. I am sure we will send out more information on that pretty soon. Questions or comments?

GUILLERMO MAYER: Thank you for the presentation. I think we will learn so much. My question is about filers is it help full to promote this beyond those who received the e-mail? The audience. Do you want that additional reach, or will that complicate matters?

>>PATRICK PERRY: The domain is limited to students who while FASFA. It is not a perfect sample of all students. It is not completely unrepresentative. To get other students, we would have to partner on a campus by campus basis. The most current e-mail address resides in the system at each campus. I think it would take too long to do

that. We want to get it out so we can start planning in the next month. This was the most expedient thing to do.

>>CATALINA CIFUENTES: Public comment or questions. I have one for you. You mention that you will connect to the application. Earlier, it was said, how can we get some information out there. It is almost overwhelming. Could we push out further information. These students fill out they there is a need, we could push it out based on their zip code. We could go back, find these students, and push information to them. Here is a list of food banks in your area. Could we do that?

>>PATRICK PERRY: I wouldn't see any reason why we couldn't. We should wait and see what we get back. Work in concert with segments or campuses to do that as well.

>>CATALINA CIFUENTES: Okay.

>>MARLENE GARCIA: I think that is this really going to be a help full survey to help us understand where students are and help us in our planning to get the information out to our students. We don't know what they will respond to. Do you think we will be able to do this at the next Commission meeting?

>>PATRICK PERRY: I believe so.

>>MARLENE GARCIA: We will have had a chance to analyze the responses and categorize things in ways that will be easy to analyze and absorb. We want to talk about how to be more proactive. Take it from a regional level. We have a lot of information about them. That is the benefit of sticking with this population. I am excited about the work that Patrick Perry and team has done.

>>CATALINA CIFUENTES: I do have a question or comment.

>>JUANITA DOPLEMORE: I want to say thank you for the survey and taking us through it. It gives us more of an incite in what we are pulling the students for. I want to see further discussion. How long will the survey be open?

>>PATRICK PERRY: There is no end date on it. So far so good. At a certain point, you reach a point where you have enough responses. I was thinking two to three weeks. Then we can get a good number.

>>CATALINA CIFUENTES: Any other questions? Any thoughts before lunch?

>>PATRICK PERRY: I look forward to sifting through this and bringing it back. The timeliness is good. Once we get results, I think these are reasonably high profiled to gleam some insights from. I look forward to working with the folks at UC Davis.

>>CATALINA CIFUENTES: We will break for recess. 11:48. We will come back at 12:40. We will break for lunch. We will come back at 12:40. We may move an item or two around. We may move item 11 and one more before then. Thank you to Patrick. I do have a hand raise.

>>DAVID VALLADOLID: I wanted to congratulate our student commissioners for their graduation. I want to thank the staff for the work they continue to do. I wanted to say that before we break for lunch.

>>CATALINA CIFUENTES: It is 11:49. We will see everyone on at 12:40. Thank you so much.

[MEETING RECESSED FOR LUNCH.]

[MEETING RECONVENED AT 12:40 P.M. PT]

>>CATALINA CIFUENTES: Okay. Before we call everyone back to order is we are good to begin.

>>GLORIA LOPEZ: I believe so we just started the recording. Brenda if she needs to stop sharing, she can. Actual she has that sign-up you are good to go.

>>CATALINA CIFUENTES: We will call the meeting back to order on May 15, 2020 the California Student Aid Commission meeting it is 12:40.

We are returning from our recess. And we will go ahead and do a roll call.

>>GLORIA LOPEZ: Okay. One second.

[ROLL CALL]

>>GLORIA LOPEZ: You have the roll call of the Commission.

>>CATALINA CIFUENTES: Some have stepped away and will join us in a few minutes.

We will continue with our day and agenda so we don't get out too late today.

We will -- like I mentioned before, we will move an item up for a little time for our CalFresh presenter to join us. We will move item 11.

Go ahead and address item 11 now. It is consideration of the Cal-SOAP LA contract amendment. This is an action item. We will have Steve Caldwell our Interim Deputy Director Program Administration and Services Division. As well as Ramona Carlos, Specialize Programs Manager, Administration and Services Department.

>>STEVE CALDWELL: I was trying to share my screen. It is just the item I don't see I could do that right now. I don't know if you could fix that, Gloria.

This is a straight forward item. We have the consideration of the Cal-SOAP Los Angeles contract amendment

So what we're looking for here, there is a couple of changes we are looking for Los Angeles.

And the first one is that they like to change the fiscal agent from Families and Schools to the East Los Angeles College Foundation.

And the second is to receive their grant funding quarterly instead of biannually. Those are the two recommendations we are asking for the Commission to adopt.

We got a letter in January from the Family and Schools that signed up to be the fiscal agency with the Cal-SOAP consortium. They had changes. One change they had they were affected by Assembly Bill AB5, that is the Independent Contractor bill. They employee a lot of teachers and trainers that work around the Los Angeles area.

And it really changed the way they -- they are hiring and employment and HR was taking care of in Los Angeles.

This made it difficult for them for Cal-SOAP and to be able to do that. They had a change this management we have been working with them since December or January they kind of notified us and sent a letter after the first of the year.

And we worked with the Cal-SOAP and they secured a new fiscal agent that is the East Los Angeles College Foundation. And they are ready to go. We included their agreement with -- yeah, I think I could share it now.

Hopefully you could see my screen. Maybe. Maybe not. There it is.

Hopefully you could see that.

So East Los Angeles College Foundation is ready to go. The Families and Schools did agree to support the consortium through the end of the year. They were thankful for the opportunity. They enjoyed to work with Cal-SOAP and they are also committed to moving forward with the services that they had committed to in the beginning of the contract.

So this is an extension year of the contract. They signed up for the '18, '19 and '20 year. We with changes in Cal-SOAP, we asked to extend the contract. They were willing to do that and now that is the difference. We are looking at a new fiscal agent. Everything else is the Cal-SOAP LA is the same they are providing the same schools and services. We worked with our legal counsel Julia to make sure we could do it with the contract and everything is lined up and ready to go. The other part with the quarterly reimbursements all our Cal-SOAPs we work with ongoing the 14 established Cal-SOAP are on a quarterly reimbursement. They send them in and we reimburse them quarterly the way the contract was written for Cal-SOAP LA was based on another grant with the Department of Education and we kind of started with that. They had biannual payments that seemed to work but that is a lot for them to oversee without the funds coming in more often. They requested First Families and Schools and then the East Los Angeles College Foundation to go to a quarterly payment structure.

That is kind of my presentation. I don't know if you have questions on that?

>>CATALINA CIFUENTES: Questions from Commissioners on item 11? Okay. Do we have any public comments on item 11? Please raise your hand. Use a raise hand feature.

So this is an action item. So we will need --

>>HAL GEIOGUE: You could not raise your hand if you're not in gallery view. Steve, can you get item 11 off the screen and get us back to gallery?

>>STEVE CALDWELL: Yes, I can.

>>HAL GEIOGUE: My question, what has our experience been with the East Los Angeles Foundation? Did we have a competitive bid? How did we find them? And are we comfortable with their management?

>>STEVE CALDWELL: We didn't have a competitive bid. They were involved in the RFA's before they were interested in Cal-SOAP. But we did not do a competitive bid process. We look at the fiscal agent normally, the Cal-SOAPs side agreement with the fiscal agent they choose them. We have been working with them. This is the fiscal agent they feel comfortable with, we feel it is a workable situation.

>>CATALINA CIFUENTES: Thank you. Any other questions from Commissioners? Public comment? Okay. So I will need a motion. If we're going to approve this contract amendment. So Commissioner Mayer.

>>GUILLERMO MAYER: Move to adopt the staff recommendation.

>>DAVID VALLADOLID: A second the motion.

>>CATALINA CIFUENTES: We will move to roll call vote.

>>GLORIA LOPEZ: Commissioner Doplemore.

>>JUANITA DOPLEMENTO: Aye.

>>GLORIA LOPEZ: Commissioner Geiogue.

>>HAL GEIOGUE: Aye.

>>GLORIA LOPEZ: Commissioner Manjarrez.

>>MARIA MANJARREZ: Aye.

>>GLORIA LOPEZ: Commissioner Greig.

>>JUDITH MAXWELL GREIG: Aye.

>>GLORIA LOPEZ: Commissioner Maxie.

>>DEBRA MAXIE: Aye.

>>GLORIA LOPEZ: Commissioner Mayer.

>>GUILLERMO MAYER: Aye.

>>GLORIA LOPEZ: Commissioner Moore.

>>CATALINA CIFUENTES: She might be out.

>>GLORIA LOPEZ: Was that Commissioner Moore?

>>CATALINA CIFUENTES: No, that is me.

>>GLORIA LOPEZ: Absent.  
Commissioner Nies. Absent.  
Commissioner Sawyer. Absent.

>>GLORIA LOPEZ: Commissioner David Valladolid.

>> DAVID VALLADOLID: Aye.

>>GLORIA LOPEZ: Motion carries.

>>CATALINA CIFUENTES: I know we have time constraints for our item 9. For leveraging Cal-SOAP for basics needs and update on communication strategy logo and rebranding, I will let the Executive Director let us know.  
We will go with the CalFresh item 9 or take item 10? We will go back to 9?

>>MARLENE GARCIA: Alexis Fernandez is on now.

>>ALEXIS FERNANDEZ: I'm here. Can you all hear me?

>>CATALINA CIFUENTES: Yes, we can, thank you. Alexis. Please, you want to share CalFresh Nutrition Branch from the Social Services that we are excited to have you. We've been waiting for you for months. Thank you for joining us.

>>ALEXIS FERNANDEZ: Thank you. I have a few slides up. I'm hoping that all can share my screen. Or I have to do that? I will do that now.

>>GLORIA LOPEZ: Yes, you will need to do that. Thank you.

>>ALEXIS FERNANDEZ: Good afternoon. Thank you for having me and accommodating my schedule. Like many of you, in the midst of the budget and COVID response our time is tight. My name is Alexis Fernandez and I'm the Chief of the Branch of Social Services.

Briefly, I will do a quick introduction to CalFresh. I have more slides than I have time. They will be made available after the presentation. I will move through them quickly. But I do want to spend time and talk about the role that CalFresh could play in addressing food and security amongst college students so I'm -- you may not be familiar with the Department of Social Services.

We have the mission and goals. I will move through these quickly.

>>CATALINA CIFUENTES: Feel free to take your time. We have been waiting for you. We want to hear everything. Thank you so much. No pressure. This is such -- we are passionate about this topic. No rush. We are grateful you are here.

>>ALEXIS FERNANDEZ: I appreciate that, thank you. Some facts on -- you are all familiar with we are seeing really an increase in the experience of food and security amongst college students. You all know better than I do that a reflection of the changing economy for students as well as most Californians in terms of the high cost of education, living, high cost of food and so you see that play out in terms of increase in food and security.

That I don't think we experienced when CalFresh then the Food Stamp program was launched in 1974. What you will see as we roll through the policy criteria they are out of date with what our college students across the state are experiencing. That presents challenges for us.

So I always like to take a minute before we get into what CalFresh is. And talk about why it plays an important role in terms of the safety net. The nutrition safety net we provide Californians. We know food and security is on a rise and a strong correlation between health and educational outcomes. And that you positively impact educational outcomes. And we know from research our partners in the higher education system have done, that CalFresh enrollment is associated with higher retention rates amongst first and second year college students.

Then I will say more generally, it is really about the scale and scope and reach of the program. So CalFresh is a Federal Entitlement Program that means it is here for you. If you ever become entitled there is no cap on funding. No limit to the number of people we could serve. As an American you are entitled to that benefit when you need it whether it is a short-term or longer term need as you move towards stability.

So really, the fact that CalFresh is an Entitlement Program shapes the way we think of the role as a safety net benefit.

So what is CalFresh? It is a monthly food benefit we deliver on an EBT card that is similar to a debit card. We will go into eligibility. Before we go there, it is a federal

program. We here at the Department of Social Services provide oversight to over the 58 California counties that administer the program locally.

As an Entitlement Program, the CalFresh program is 100% federally funded. We are entitled to as many funds as are necessary to meet the need amongst all eligible Californians. The administrative cost are split 50/50 over the Federal Oversight Agency and the state and counties.

We serve about 4 million people a month. And this number is experiencing a very relevant upward trend. As we have responded just in the couple of last month, since about mid-March we have seen a massive peak in application volume and new families in the direct result in the situation we are in.

In March we came above 4,000,000 people again and it looks like we will be upward trajectory. It gives you a sense of how many people we reach each month. We did a place and time study really before the emergency started. We were about to release a data support of the number of students we serve on average in a year. That is on its way hopefully not too much longer wait on that data report. I will give you a sneak peek. We saw on average in a given month in 2019, of those 4 million people, about 127,000 or so were individuals who were tracked as college students in the system. When I talk about how we decide a college student there are limitations here. We are not capturing students that go to school less than half time. And this really is the best available. It gives you a sense of the small proportion of population they represent. It could be more. Trying to kind of estimate how many more is more complicated than estimating how many we serve today. Based on that report, we figured based on the different benefits the college students were receiving the data we had available that we're probably missing out on serving about 300 to 400,000 students based on the receipt of a Cal Grant and other exemptions we will talk about in a couple slides.

How do we determine CalFresh generally?

I mentioned it is a benefit amount issued monthly. And it is really a custom benefit amount dollar-for-dollar based on your circumstances. We look at your income and expenses and deduct those expenses and come to a net income amount. That is below 100 percent of the federal poverty level you are eligible for CalFresh.

We also look at your household size. I will highlight that for CalFresh, your household is based on who you purchase and prepare food with. Not necessarily relationship. Like a biological relationship in the household. For example, two college students who are roommates can be one household if they prepare and purchase food together or they could be two separate households if they keep their own groceries. Individual circumstances are taken into consideration when determining eligibility.

Just a couple general numbers here. You get a sense of what the benefits look like. I want to highlight under how to apply. We do have a special student version of our online applications assistance tool [CalFresh.org/student](https://CalFresh.org/student). It is customized to move students through the application process on the student eligibility factor. That is a cool



tool. It has also hipper branding if you will, than most of the other products. Check that out. It is worth a visit.

Couple of numbers to give you a sense of the value. The maximum allotment based on a household size. One could get \$194 for the CalFresh. The minimum is \$16 that range is on the individual circumstances and here are the income guidelines. On the right-hand side of the screen to give you the sense of the gross monthly income to look at how to determine eligibility.

So this event I'm sure you are familiar there are unique eligibility rules related to students. This is that long sending throw back to 1974 college student rule. It is a federal rule. Not something that California would necessarily done by choice. But basically limits CalFresh eligibility for students. Students are not eligible for CalFresh unless they meet one exemptions listed. We will go through them in the next couple slides.

Let me go back how this got started. The history on this is that back then, the program launched there was a belief that college students were situationally poor not truly poor in the way households may experience consistence lack of income. Congress said they are supported by their families and don't have issues with accessing food. We know that is not the case for students then and now. We are here with this rule that prevents students from accessing CalFresh. Unless, some criteria are met. So before we get into that criteria, let's spend a minute how we define a student.

So a student for CalFresh is any person within the age 18 to 49. They are physically or mentally fit for employment. We have assessments for whether someone could be employed. For example, you are receiving a disability payment, we consider you -- I say this with is hesitance, not employable under this rule. Not necessarily not employable. I will copy off that. You have to be enrolled half time at least as defined by the institution.

For example, students that are attending school part-time are not a student for CalFresh. Students over 50 years of age are not students for the purpose of CalFresh. And these are the criteria's you as the student need to meet in order to not -- in order to be eligible for CalFresh. We talked about age. We talked about half time enrollment. If you are not expected to be enrolled in the next term, you are eligible for CalFresh. You are a person with a disability, you are able to enroll in CalFresh. You are unable to work because of a physical or mental issue, you are able to enroll in CalFresh.

These are our more popular ones. You are employed and paid to work 20 hours a week, you are eligible to participate in CalFresh. Let me spend a minute on this because it is the most popular, it is the student work rule. Basically, it is common. If you are -- you meet the definition of a student for our purposes, one way that you are eligible for CalFresh you work. For 20 hours a week. The challenge with the rule it is linked to traditional paid employment. It doesn't allow flexibility for internships or non-traditional work. Students struggle to engage in working for 20 hours and going to

school. Students eligible for work study and a parent of a child under age 12 are eligible. Those that are training school as a part of an employment and training program. For example, they are in courses that are through a workforce development program, or a CalFresh employment training program, they are eligible for CalFresh. If while they are going to school, they are employed -- participating in a program to increase eligibility they are eligible for CalFresh. We are flexible how we define programs. You may have run across a list for common programs such as -- I could not remember them all. The scholars program. The Puente program. We put out a list flexible what it means to participate in something that will increase your employability. That is one area we try to be as flexible as possible this is a common exemption. The last, I know you are familiar with, you receive a benefit such as a TANF Cal Grant you are able to participate in CalFresh. So just a few bullets here what we have done over the four or five years we invested some resources to increase student enrollment, a lot of stakeholder engagement. We have regular quarterly meetings with our education partners with the three public systems to client advocate and community based organization. We put out a slew of policies and guidance and assistance. For our counties administrating the program. This rule is complicated to operationalize on the ground to do it consistently. We have done a lot of technical assistance and policy writing with them. We make sure the Cal Grants are not only in existence but operationalized in a way that students know they are eligible and counties could identify they are eligible and the list of programs could increase employability.

We have a standing process where local could request to have their programs approved by us and we send it out to counties. Last year there were a couple of bills related to student eligibility but we are working on a work study verification letter that we tie it to CalFresh eligibility so the student is aware or should consider to apply for CalFresh similar to the work we did to do the communications out to students. It is modeled after that successful effort.

We are just starting to work to expand our definition of career technical education. Because those individuals participating in career technical education are not considered college students under the rule.

And it is a popular route some of our target Californians may be engaged in. They may be in a career technical education program. The challenge is identifying that so the county eligible workers could say you are in an ECP course I could consider you not a student for this purpose and not subject to this rule.

And then, target outreach CalFresh outreach team has been working on a tool kit for students. We have a network of CalFresh providers. That specialize in targeting college students and educate them about the benefits available to them and how to access benefits.

On this slide info about the tool kit and questions about outreach could be taken at these two addresses.

And I know that today there are also interest in discussion around future work that we might do in partnership around things like using information in the FASFA. Happy to talk about that as well.

The formal presentation I will stop there and happy to take questions or dive into discussion with you all.

>>CATALINA CIFUENTES: Thank you so much. Alexis, we will take questions from Commissioners.

You open up the participant box you could then go ahead and use the raise hand feature.

We have any questions? Okay. Commissioner Greig.

>>JUDITH MAXWELL GREIG: Thank you, very much. Useful information.

Couple comments the questions are for Marlene rather than Alexis.

Comment, so just like we -- there is an automatic way of our notifying students that they're CalFresh eligible. Are there ways to do that automatically for work study students and for Cal Grant C students because don't they need to be in a CTE program? That is one comment.

I noted you make stakeholder connections with three public segments to make connections with AICCU segment. The question for Marlene is, could we add to -- if there is ever trips to Washington again certainly in the general federal advocacy efforts, can we advocate for changes to the snap student requirements just calling attention to the facts how different students are than they were then. And getting this issue put behind us. Meaning, in one sense, you could make the general argument that college in general increases people's employability, why do we count them out as unemployable?

>>MARLENE GARCIA: I will start with the last one. Since we were in Washington DC in October don't know when we will be back. This conversation came up quite a bit. There was a lot of focus on basic needs and better leverage students that complete FASFA in a direct way to make sure they connect with the federal resources available at the local level. That conversation has not gotten very far. I think where we are at in the COVID-19 crisis that is something we should double down on and take a look at. We don't have to go to DC to have that conversation.

I think we visited we made a lot of strong contacts in Congress. And within other stakeholders that we can really circle back and talk about, okay, we have to make our systems more efficient and figure out a way to talk to one another more effectively. Fuentes carried this message within Congress that we met and as well as Vice Chair Moore and Commissioner Nies. That is something we should continue to work on our colleagues on.

The other question, how we communicate to Cal Grant C or other Cal Grant recipients I will turn that over to Catalina Mistler that I think understands the kind of communications exist now between Cal Grant students and their ability to access CalFresh resources.

Catalina, I don't mean to put you on the spot. I know you understand the issue best.

>>CATALINA MISTLER: Currently the Cal Grant funds are supported with 1.06 billion of the funding those funds are students must meet the requirements to be flagged as a tandem eligible students to date, there are over 124,000 students that received the Cal Grant tandem funds and that is over \$992 million. We have 68 million still for the remainder of the year.

We identify students that meet the requirements, for tandem eligibility we identify them on the roster Cal Grant B or C that are receiving tuition in fees. Once the institution pays the student they generate informing them that they could receive tandem benefits on the award and that being paid those students then use that communication that we send to them to work with their CalFresh office to show that they have been in receipt of tandem funds through the Cal Grant program.

We do get quite a few of students that know of a friend of a friend that received that notification and they are also eligible for a Cal Grant award however, it is not a tuition and fee award.

And unfortunately, it is those Cal Grant B students we see that access awards at the Community Colleges that are not eligible or meet the requirements for determining their tandem eligibility. That is something we need to look to see how we can make that possible, that opportunity for the students to receive it.

And I believe that those types of awards for the, access award, is assumed it is assistance. Therefore, under the guidelines, it didn't meet the requirement for the tandem eligibility. But in most part the students we do communicate with, they are able to have their -- they still have to go through the process of completing the application for CalFresh there is that second part of it. The notification we send them, from those administrators, or folks that work directly with the students is an opportunity for them to quickly identify them as eligible and begin the process of receiving the CalFresh benefits.

>>CATALINA CIFUENTES: Alexis, you have anything to share with the comments or questions?

>>ALEXIS FERNANDEZ: Catalina is right, the restrictions on the tandem funding is specific to tandem rules and CALWORKS rules to having to ensure the funds go to tuition assistance not the other type of aid that they are providing. This is one of those areas we miss most. The CALWORKS policy and CalFresh policy and we are trying to make it work we think we flexed the tandem funds as far as we could flex them. To not create red flags for the oversight agency. I will say that.

>>CATALINA CIFUENTES: Commissioner Charles Nies.

>>CHARLES NIES: I work with UC Merced, I like to take a moment for today's presentation and hearing from the Financial Aid team across the UC and the basic needs the work you have done in collaboration with them around the work study verification letters. That helps increase access to CalFresh, that is fantastic.

I hear from the team your groups been collaborative and I want to take a moment and thank you. To help ease and remove some barriers for the students to get access to the CalFresh program. Thank you for that.

>>ALEXIS FERNANDEZ: I appreciate that. I wish we didn't have to spend our time kind of jumping through hoops to make this rule work. That speaks to the potential for federal advocacy. We look forward to continue to make it work.

>>CATALINA CIFUENTES: Commissioner Juanita Doplemore you had a comment or questions?

>>JUANITA DOPLMORE: No, it was answered.

>>CAROLINE SIEGEL-SINGH: I have one question. We have data which segment is enrolling the students where is the gaps in coverage on work CalFresh. You have 120,000 enrolls there is a group that could be enrolled. But the money we are leaving on the table.

>>ALEXIS FERNANDEZ: Unfortunately, we don't track how the student is a student in the system. On the eligibility side we have very limited indicators that the person at the highest level is a student and subject to the rule. We are not today tracking is it because they go to us UC or local private university we don't have that in our system. And really what you will see in the report we will make sure once it is published we will make sure it goes through the Commission as well. We are making a lot of guesses. Based on the data we have.

And one recommendation of the group that worked together to put the report together, is to start to think about whether there are ways to use existing data little more intentionally to drive the outreach so we are really focused on targeted students that are likely eligible because they meet one of the criteria. It could be frustrating to tell a student you should try to apply and see if you could get one when we know there is a rule hindering them from that.

We prefer to outreach to folks we think meet one of the criteria and more likely to be eligible based on that, that is one recommendation we use the data intentionally and I think, something we could do in the year to come, with that work group from that report.

>>CAROLINE SIEGEL-SINGH: One quick follow-up, what does the outreach look like for the students in the transition period from K-12 to higher ed is their reach prior to high school graduation? Those students receive previous free lunch.

>>ALEXIS FERNANDEZ: Summers is the thing that makes the policy harder to implement. You are not considered a student in the summer, it is tricky. For a student that is not yet enrolled in an institution of higher education they are home with their family free or reduce eligible they will be included in the household with their own family members. Only at the time they alert us they enrolled in college and it is one of the questions that we ask, and they meet the threshold are they considered a college student who for example, is still living at home workbook excluded from the household even though the rest of the family could continue to receive benefits.

So it is not so much that we are doing outreach specific to those folks, is that they come to us through the family or free or reduced price program we are overlapping eligibility there. They may have been in the household getting benefits up to the time they told us they were college students.

>>CATALINA MISTLER: That is something that the Commission can have that opportunity to communicate with those students. Since we start in October, students filling out the FASFA we have the information in terms of the income. We could share that information at least inform students they may be eligible for it. We need to wait for the student to receive the confirmation. There is no reason why we could not start the communication early to educate them on the resources they may qualify for.

>>ALEXIS FERNANDEZ: Catalina, I will add, we only briefly started to explore this with you all around there is more discussions to be had. One issue we see and we need to do you thinking about it, CalFresh eligibility is based on your last 30 days of income. It is very reactionary to your immediate need not your need a year ago. Or in your previous tax year or your -- etcetera.

Often we have sources that indicate that you might have been at some point in the recent past a low income household we will have to verify your eligibility for the last 30 days. There are opportunities for targeted outreach. We may not -- we run into issues we talk about automatic enrollment. Or presales you may not have data that is as relevant as it needs to be. I think we have to do brainstorming. How far can we get with targeted outreach and how far can we get to help people move through the application quickly.

>>CATALINA CIFUENTES: Commissioner Greig, you had your hand up. Other questions from Commissioners? Okay. I have questions.

Alexis, I can't thank you enough to join us. This is first of many discussions.

I think you clarified the last 30 days for me I'm in K-12 I work with 31,000 seniors. One goal for me was local control funding formula that came for K-12 a lot of the districts were affected for the free and reduce lunch. It was a stigma. Families were not filling them out. We had teams make sure every student in the county does CalFresh before they graduate. That's to make sure to understand, that is a federal or state legislation 30 days. Who --

>>ALEXIS FERNANDEZ: That is federal. So what we do is, at the time you apply, I look back at the last 30 days. And I use that as an indicator what your circumstances will be. Moving forward. And so I issue benefits based on what I think your circumstances are moving forward.

>>CATALINA CIFUENTES: Another question that came up. I'm an -- example, Community Colleges student some campuses are taking transfers winter or spring transfers I'm in Community Colleges in Riverside County. And Commissioner accepts me to Merced for the spring I need to redo my application because I'm in Merced. Can

you give me a background of why that is? Once you are in the system for a school year or fiscal year you stay the same. Why do I need to reapply?

>>ALEXIS FERNANDEZ: I -- let me make sure I understand. Reapply for CalFresh?

>>CATALINA CIFUENTES: Yes county different parts of the state.

>>ALEXIS FERNANDEZ: You do not. Let me talk about changes with California. I mentioned we have 58 counties we are in three different eligibility systems. So technically, you move you don't need to report that to us. But that is not to your benefit. You need to be able to get your forms and noticed and so on.

You could voluntarily report a change of address. You are moving out of the county we need to transfer your case to the next county. We should not be making you reapply at the local county level. We should transfer it and they pick up and they "Take ownership" of your case.

In theory, that is seamless. You imagine we run into issues with the logistics of that. That is a policy perspective what is happening. By 2023 we will be in a single system that will make that movement easier. Until then, that is the transferring between systems that is causing the hiccup.

>>CATALINA CIFUENTES: Then another scenario for you. And I think -- walking us through, is it possible, you see something like this happening.

Before our recess we talked about cost of meal plans and on campus meal plans.

There is federal guidelines for the free to reduce lunches K-12.

Imagine I'm a student going to UC Merced. I qualify for CalFresh I want a meal plan I'm living on campus. Can you see us to get to a place that CalFresh award actually goes to the institution to help me pay for the meal plan rather than it going to myself? That is something federal or state?

>>ALEXIS FERNANDEZ: Yeah. So today, in current policy, that would not be allowable. You can't really use your CalFresh benefits to purchase meal plans today. Whether the Feds would be interested in any type of like pilot or waiver authority, I could not speak to that. This administration is harder to read than past administrations. Today you would not be able to do that.

Yeah. I think it's an interesting idea right, which -- where is the need met? Through CalFresh benefits at your typical grocery store or a meal plan and CalFresh benefit that could work. We could not use the current benefits to pay for that

>>CATALINA CIFUENTES: That is for any institution private and that kind of concept. Do you -- you are saying that is once again federal legislation not a waiver we could do in the State of California?

>>ALEXIS FERNANDEZ: I would have to -- I hate to say no to anything I usually try to think about it. It will require some special authority and we need to think through how we propose to do it and be granted permissions and so on.

And you would still have the challenge the student needs to get on CalFresh. So then that issue, can you use the benefits to make that purchase. We need permissions.

>>CATALINA CIFUENTES: I know there are food requirements you need to provide I see it in K-12. One more question it piggy backs on our Commission just asked. You don't keep track of the students by segment but the Commission we do that data information we have amazing director Patrick Perry that is doing amazing things in a matter of weeks.

What is the barrier for you to give us that data? We could match it to come up with an institutional way. We have what institution they are at.

That makes sense? How could that work and get that going?

>>ALEXIS FERNANDEZ: We are protective of our data. The clients entrusted it to us for purpose of eligibility we could think about the data sharing agreements without identifying individuals. And our CBSS has data sharing agreements with different state institutions that is something worth exploring we could do matching to get aggregate numbers. It is not off the table.

>>CATALINA CIFUENTES: Thank you. Any other questions. You know, me, I've been waiting for you.

(laughing)

Any other questions from Commissioners or public comments? Okay.

Any final words Alexis or any closing thoughts?

>>ALEXIS FERNANDEZ: I first, thank you for having me and I will just leave you -- I know you all kind of mentioned the federal advocacy. I would say, we are just in response to COVID, we've seen a lot of kids come back, youth, young adults come back home and struggle they are considered college students they are home and their family is struggling to make ends meet. There is attention to this advocacy to waive the rule to respond to the pandemic emergency. I will highlight that to keep an eye out. As a state to look to get this into the next Relief Act we could temporarily kind of acknowledge that things are not what they were and we need relief.

So I will leave you with that, that we are working on it and relationship to the immediate. And you may see some flexibility there. We are hoping that Congress will sign that next -- that into the HEROES Act.

>>CATALINA CIFUENTES: Director has closing thoughts or questions? I thought of one more when you made your final comments sorry.

How you could share briefly, I know some campuses and institutions accept CalFresh benefits. How tedious is that process? Something we could look at to make a goal for all campuses in California? What could we do with that? I know not all campuses are allowing that.

>>ALEXIS FERNANDEZ: There is two ways you could accept it as a retailer. You are similar to a small grocery. There are campuses that have small -- I will not call them grocery stores. But stores that sell enough food they qualify as a retailer under our rule. The FDA authorizes those retailers if they are interested.



We have for individuals that are experiencing homelessness or disabled or elderly, we have a restaurants meal program. Restaurants could accept CalFresh for that population. Elderly disabled and experiencing homelessness we've seen that grow emphasis off the top of my head is CSU Northridge that has restaurants in the meal program. Long Beach has quite a few. That is another way it is limited not only to CalFresh recipients and older adults or people or experiencing homelessness.

>>CATALINA CIFUENTES: We could get a list of who is on and that is helpful to support other institutions. I will give it the director.

>>MARLENE GARCIA: Thank you Alexis for the overview. That is helpful for me to hear how the program works and to really see the number of places where it is -- there are good things going on locally.

What I like to suggest to the Commission, if you are interested, and to Alexis, we could convene a work group that works at all the places up and down the state and how we might be able to look at this cohesively and where it is we have the greatest opportunities to streamline the system for students.

And I think probably one component is looking at the federal changes I think there might be an appetite for that given in the situations we are in. I like to extend an : invitation to you and your staff to look at the issues and I was taking notes. To use data and target outreach you and we do a lot of outreach and look at how you align the policy so it is not so confusing for students. Lots of opportunities. And if our biggest goal now is to look at the cost of attendance for students in attending college.

Being able to really score, if you will, the resources they have for food. As part of their overall financial aid that will help us know that students are getting what they need in terms of being able to persist and complete their college education. We are interested in this topic. I think we could work together and have a fantastic partnership and figure out how to serve this important population. Thank you for your work.

>>ALEXIS FERNANDEZ: You know we will be there.

(laughing)

>>CATALINA CIFUENTES: Thank you so much. I took a picture of your e-mail. Thank you so much. We appreciate you. And thank you for working with us moving to the afternoon.

>>ALEXIS FERNANDEZ: No problem. Thank you for having me, again. And reach out if you need anything else.

>>CATALINA CIFUENTES: Thank you.

All right. We will move back to our agenda item 10.

And that is an update on communication strategy logo and rebranding. It is an information item. We will turn it over to Michael Lemus and Judith Gutierrez.

>>JUDITH GUTIERREZ: I will turn it over to Michael to share the screen and seeing that Uptown Studios has a hard stop at 2:00, we will let them go first and go with the update after. So everyone could see the screen? Good afternoon. My name is Judith

Gutierrez I work with the communication task for and Uptown Studio team that have the heart and soul of California Student Aid Commission. Overall goal is to develop a logo modern, attractive, and vibrant.

We played with using abstract logos that work off the existing logo to create a refreshed look. We took your initial feedback and developed a steering committee of the Chair, Vice Chair, Executives and division heads, as well as student Commissioners and Executive Fellow that you will hear from shortly.

To receive input from multiple audiences, we helped the focus group sessions from each division. We gathered the feedback and shared it with Uptown Studios. We held a focus group with student Commissioners to hear from the student/youth perspective. The concepts you will see are originals from months of discussion and tweaks of the logos. We produced to make education beyond high school accessible to all Californians.

With us today we have Uptown Studios team, Tina Reynolds that is the CEO and she has been running her own design firm and is the base of Uptown Studios. She likes to work with them. One of the creative matter minds she took our feedback and successfully created logos and tweaked everything down to the last detail.

Mia Lopez I like to acknowledge her as the project manager and kept the lines of communication open and running smoothly. Embracing our one-of-a-kind perspective and pulled together the concepts that helped us to realize our branding goals.

I will turn it over to Uptown Studios. Give them the floor. And I believe they will share their screen to go over the logos we have worked on.

Uptown Studios if you are speaking, you might be muted.

>>TINA REYNOLDS: I'm Tina. I want to say hello and welcome to the graphic designers in the room. Each of you are creative in your own way. What we did at the beginning, we put our big ears on and listened and got filled up with the things you needed to do. I will turn it over to Noelle, it is a team effort when working on the logo it is not one person it is going in and looking at the tweaks and nuances. We are proud to present these next logos. Noelle, I will turn it over to you. She has descriptions and we will have questions after.

>>NOELLE: Thank you Tina and hello everyone. So to start, concept one, is a full scale rebrand. And the rebrand is you really take the narrative of the company and with the values and mission and turn them into a visual of your target could -- market could identify. This concept derives from the journeys students take. They follow their dreams and achieve them with the help of CSAC. The journey is represented by the student in the mortar board looking forward to their future. CSAC helps them for their path to strive for. The path to achieve is represented through the board and ends up the star. The star is representative of the star in the California flag.

Representing your name but also is indicative of the path ending at their achievement, graduation. The colors are hopeful, professional, modern, and inspiring while proving

the same feeling and energy a student gets when they are able to accomplish their dreams with CSAC by their side. We have the full name, the CSAC acronym, and full name. Both horizontal composition and reverse white on the colors.

Concept 2 is a brand refresh. A little different than the full scale rebrand. The refresh is you play off the equity. Your current logo has like the CSAC blue color and consent making it modern visually and bringing it closer to the target market and driven towards today.

Your mission making education beyond high school financially accessible to all Californians. We took your mission and turned it visual. The victory wreath is awarded to victors like a student after they graduate. The horseshoe shape is good luck and fortune. The column is the important stability and solid foundation for CSAC does for their students. The student looking to the future jumping for joy and throwing the cap is a nod to your old logo and showcases everything the students work with strive to. The colors are prideful and hold equity in your current branding and bright as you inspire your students to achieve their dreams. The last page is brief recap of what the logos would look like and solid black and grayscale.

With the entire logo suit you will receive, you get a horizontal logo, vertical logo, both with acronym and the full name and the lock up of both. And you also get it in white, black scale, and full color, and single color. There is a lot of options you could use throughout your branding needs when it comes to letterheads and you need solid black for special treatments on different projects. There is really a big, logo sweep you get to use the different things. You get a style guide that shows how to use the different files you will get. It is nice to have when you open the file all the things you need.

That is our presentation. I like to open it up for questions and I will scroll back to concept one.

>>TINA REYNOLDS: What I like to do is turn it over to Judith. Or Marlene. You could call on the Commissioners that have questions. We're really going to just continue to listen and take notes.

>>MARLENE GARCIA: I like to reiterate, this is a process. And so for today, what we're hoping to get your feedback and first reaction. We think that these concepts reflect what we're driving towards you may have ideas about colors or other things that you think could enhance. There is not going to be a vote today. There is going to be just taking your input. And as Tina said, listening and trying to take this to completion. Having fully bedded the concepts with all of you and the previous individuals. So please give us your input.

Judith, I will turn it over to you to facilitate that discussion.

>>JUDITH GUITERREZ: I'm happy to call on Commissioners unless Gloria would like to handle that.

>>HAL GEIOGUE: How do we put our hands up?

>>MARLENE GARCIA: They could not see.

>>GLORIA LOPEZ: You click on the participant again the list will come on the side of the presentation. It should pop up. Someone raises their hand I could see it.

>>JUANITA DOPLEMORE: Thank you Tina and Uptown Studios staff. This is -- it is go to be part and see the evolution from some of the first renderings brought to us these are very good. Thank you for taking some of the feedback and trying to come up with a new design with all the different perspectives you received.

What I really like is I like the colors. Because they are very clean. And crisp as I sit here with the different examples, that were put forth today, I'm thinking -- visualizing them on either mugs or t-shirts or like some type of out in an event we have it on the promotion booths or something. I like the colors scheme. And just between both plays you give us two different samples of the logos they seem to transition very -- let's say the one here, acrimony the one with the cap. The bottom here. What I'm seeing on my screen. They transition between each other nicely. So great job. And so far, I like what I see.

>>TINA REYNOLDS: Can you tell us which one you like better, if you have an opinion?

>>JUANITA DOPLEMORE: I like the one with the cap and gown. With the white background and black letters.

>>TINA REYNOLDS: Okay.

>>JUANITA DOPLEMORE: The one with the cap and gown. I like it is placed very nice on material like swag. Like, t-shirts and cups and bags. To be able to be replaced on variety on a pen or pencil. It seems to work very nicely on merchandise.

>>DEBRA MAXIE: Giving my opinion, I don't know what happened. It is the -- I prefer the one that has the student on it. And I know how it will speak in a moment. I saw Hal's hand up. The suggestion is don't throw out the entire former logo or current logo but enhance it and modernize it that was captured well in this logo. I agree, you brand it, I think the second one has a little more swag to it. With the coloring and all the blues and blacks and the white there together. I like that. Thank you.

>>TINA REYNOLDS: Thank you.

>>CATALINA CIFUENTES: Commissioner Hal Geiogoue.

>>HAL GEIOGUE: I like the second. Both of the previous speakers. We come a long way from the first presentation. And both of these are much more at least comfortable to me to view and work with. Than the first round of logos. And so I appreciate that you did go back and take another look. And listened to some ideas about moving to working off our current logo.

So with that said, if I had to pick between the two of these, I'm also with the, I guess, I'm calling it the second one. The wreath. The student, the hat. Closer to where we are. And incorporates both the initial CSAC and the name of the Commissioned and various ways you are using it. And it is useful and covers the bases you were dealing with earlier or the last presentation.

I feel better. Sitting in my chair comfortably. Thank you.

(laughing)

>>TINA REYNOLDS: We want you to be comfortable.

>>HAL GEIOGUE: Yes, indeed.

>>GUILLERMO MAYER: I think both of these options are quiet excellent. And feel pretty -- for the same reasons the previous Commissioners mentioned, they do a wonderful job to modernize the look. And it is very -- they are both kind of easy on the eyes and follow. My personal preference is the first one that is the easier one to remember.

I wonder if the colors could be swapped. I have a question, I know one of the issues that Uptown Studios was helping to address some programs are different. They are branded different we have a different brand for programs. I wonder, in the last presentation I recall, there was an effort to see if there is something that could be done with the new logo that could be tailored to each program to give them a consistent presentation. We -- yeah.

>>TINA REYNOLDS: That is going to be our next phase. We needed to narrow it down. I think we've gone through Judith and Marlene 40 different logos and get down to something that is solid. Now, it is the final two. We will take these and create the trial logos so you have options like an icon with different words or different color. We will do exploration on the trial logos you could see that next.

>>MARLENE GARCIA: Whatever we land on for the overall primary logo, the theme is carried out with the trial logos there is a close relationship. To all the logos.

>>NOELLE: The way they were designed we kept in mind what they look like. How we connect these two brands the every other trial logo under it. We designed it with elements of mind to keep us structured throughout your branding experience.

>>TINA REYNOLDS: Another thing is the color bar across the bottom is using a basic color for the type and bring another color from the color palette for the programs. So the color will help to define the uniqueness of the logo. It will have an appearance that blends well with the parent logo. Yes, you will see those, too.

More questions on these two?

>>We have a hands raised.

>>CHARLES NIES: To my colleagues, earlier I liked the first one also feels a lot more streamlined lined. Easier and more focused. You know, boom, it is going to college and journey through college. There is something about that image for me that I think is really crisp and clean and it is easy to identifying and playing with the colors a little bit. I love this color it is cool and trendy.

I'm not sure how long it will stay cool and trendy. Whether or not going to the blues like you have in the version two may be another option to think about.

Wow that was quick.

(laughing)

Woo, woo. Yeah.

>>NOELLE: I figure I show it.

>>CHARLES NIES: Wondering if that -- there was something with the blues that were in the last logo that created continuity with this color. I like the cleanliness of this one and clearly is about educational journey piece. It has the mortar board on it and the idea of the academic piece. I had the privilege of sitting in on the focus group you ran with a group of students. I know the students talked about a logo that communicates this is about college and make sure it is connected to that idea.

Thanks for that.

>>TINA REYNOLDS: That was magical Noelle. Thanks for popping it up there. Any other hands up? With statements we love to hear from as many of you as we can.

>>I don't see any other hands raised we have any other comments or feedback we appreciate that.

>>CATALINA CIFUENTES: If any of our -- Commissioners wants to give brief words where they think we are at now. I know you went through the process. The journey and continued journey. Know this is a continued journey we are not comfortable to vote in June or when we meet again. This is no rush. We want to do it right. We will be with the logo for years to come. Student Commissioners like to share a few words.

>>MARIA MANJARREZ: I love the second one. The inclusion of the student I like it is a nod to the previous logo. So that one has always been my favorite, in my opinion. Because we made that point we should include it in the logo.

I don't know if Caroline has thoughts on that?

>>CAROLINE SIEGEL-SINGH: My comments mirror Maria's, I think it is important to include the physical manifestation of the logo.

Any other thoughts or feedback?

>>CATALINA CIFUENTES: I think the constant thought I had a standalone logo. You Google CSAC it will standalone and we looked at college boards ACORN and the different logos out there. Uber. I think there is -- I love to see, somehow I know, I look at that logo standalone I see California.

So I was one that I will be honest, one that I liked the outline of the state. Something that shows that you know we are from California. We are at an event or go to DC. We know that is a Commission from California. That is my recommendation how we look at it. To further. That is like I said, I always -- the dream for me the standalone we know it is from California and stands for higher ed and graduation and dreams. That is my suggestions.

Any other comments? Okay.

>>TINA REYNOLDS: We appreciate your comments and helping us. On our journey to success.

Thank you very much.

>>MARLENE GARCIA: I like to thank Tina and Noelle. They have listened to us. You may think why do we spend a lot of time on the logo? It evokes the feeling for the

organization it stands for. It is important in the world of branding and digital everything, these things become more powerful. I appreciate everyone's input and honesty in terms of sharing what the logos mean to you.

>>CATALINA CIFUENTES: I didn't get a chance for the public comment.

There is someone in the chat shared, the current logo carries the aspect of joy. Just something -- a comment we see from someone from the public.

Any other public comments? Someone like that raise your hand and share, on this part. Okay. Thank you so much to Uptown Studios.

>>TINA REYNOLDS: You will have these to share after the meeting. And we will march on. Thank you so much everyone. Bye.

>>Thank you guys.

>>CATALINA CIFUENTES: We will continue with the communication strategy.

>>I will hand it over to Michael Lemus.

>>MICHAEL LEMUS: Hello everyone. I'm going to start off by sharing my screen and I will introduce myself. So, let me get that here. I'm in new communication manager. I joined see back in October and recently came on as the communications manager a couple of weeks ago. And I spent the last couple of years in various higher education institutions at the UC and we will keep you up to date what we have been up to especially with everything going on with COVID-19. I would like to show you a live look at our COVID-19 web page. So, what we are going to go through is our vision for what we have actually created which is a communications task force and also social media update. Let me go to the next slide. Okay. So, for our vision moving forward. As a task force, which actually was just formed a few weeks ago, the reason why our communication task force or what we are also known as our communications strike team, basically this team was created to go ahead and address what was going on with COVID-19. We knew that there were a lot of concerns, not just from students, but also the institutions, our public constituents, everyone on this call, since this is a world pandemic. So, we really wanted to figure out a way to go ahead and communicate with all of our constituents on this web page. What we did as a task force is actually create this landing page that lives on our website. It really addresses the needs of these constituents. So, what we wanted to do is here -- Gloria, I want to confirm if we are still good on time for me to show the website -- or the web page I should say?

>>Yes, I believe so.

>>MICHAEL LEMUS: That will be really quick. With you able to see the landing page? Can you see it?

>>Yes.

>>MICHAEL LEMUS: We did this in a matter of a week and a half to two weeks. It is a living document, meaning we are continuously making updates to this page. When you go on to the CSAC website, the very front page actually has this banner at the top. It sighs CSAC's response to COVID-19. That actual banner takes you to our COVID-19

communication web page. What we wanted to show you is at the very top, you will see a response from Arlene that is directly addressing what is happening with COVID-19 in a commission standpoint. We wanted to have a section for frequently asked questions, for resources and updates. So, we actually sectioned it off by our constituents. So, for students, you will notice that these things here are called the cordians, these gold bars. It is sectioned off nicely because you don't have to scroll through too much. But if you are looking for having very specific, for example for students, if they want to access the FAQs, they could click on that. And our team was great coming up with questions that have been popping up in the call center as well as through emails. We were able to compile those FAQs and we have added them to the web page. We created a special section for undocumented students and our Dreamer students. You will notice there are state resources, resources from the institution and the organizations. We also included advocacy groups doing wonderful work for the student population. We also in house have resources for our foster population and we included general resources. CalFRESH is included in there. The California community colleges and AICCU. We are also very well aware or institutions are trying to communicate with us. We did add in our institutional support updates. This is a statement directly from our support unit. And because things have dramatically changed in terms of everything moving virtually, there's also an update from our training and outreach unit that goes over what the changes are, as well as how to schedule these virtual trainings and updates. Now, last but not least, we have the general updates and resources. So, just recently, we actually had a webinar with our liaisons that work with our undocumented students. So, we had an amazing conversation, well over 60 people about ways we could continue to support the student population. If you are interested in that, that webinar is on here and we are going to ahead and continue to make webinars where we are in communication and collaboration with different advocacy groups and different segments to make sure we are keeping you all up to date from a commission standpoint. We also included state and federal updates. There's information on that original C.A.R.E.S. act. What the U.S. Department of Education is saying as far as COVID-19 resources and there are health related resources. That includes our California Department of Public Health and we also know there's a lot of mental health concerns right now. We did include information on a stress relief from our California Surgeon General's play book as well as the national alliance on mental illness. We are very excited that this now exists. We wanted to act very quickly and make sure they were addressing our population. Of course if you all have any feedback or if you know of any other things we should be adding on here, again, I did say it is a living document. So, we are more than happy to add that. So, I'm going to stop sharing there to get back to our presentation. And, of course, feel free to reach out with any questions as we go by. But let me get this presentation going again. Here we are. Just to confirm you all can see that. Great. Thank you for the thumbs up. Our vision moving forward. This is what we wanted to talk about. From a communication



task force standpoint, we want to go ahead and make sure we streamline all of our external communication. That is inclusive of what we talked about which is talking about the logos. Once that logo is picked, we will make sure everything is streamlined with our external communications as far as the rebrand and the look. But also internally. We are working within our CSAC staff to make sure our internal communications match up with our branding strategy. We are rebranding our social media strategy making sure we are making enhancements. Social media is always changing. We want to make sure we stay up to date, especially with our students, to make sure we are engaging them all the different ways they are engaging social media. We are wanting to increase overall engagement across all platforms. We are looking at revamping the website and looking at phases it will take to implement all of this vision. That is our next point here. So, our implementation of phases. Phase one includes a clean up of our all of our platforms to see if there's anyone out dated information. If there are posts that no longer make sense to have. We are basically doing a clean up. We are wanting to make sure if there's anything out dated or inaccurate that we make sure we get rid of that. And so, that's really important to go ahead and start off with that before we implement a rebranding strategy. That is something we have been working on over the last couple of months. You will see from Teresita in a minute. She has been an amazing help with our social media clean up and looking at our platforms especially as a recent graduate. She is well in fact on what students are looking for as far as engagement. It has been helpful to have her on the team. So, for phase two, we are looking at the implementation of a rebrand. So, again, once that logo is picked, we are going to look at what that looks like for fonts, for color schemes, how to make sure that it matches across our website and all of our social media platforms for consistency but also so people know and see that we are also continuously updating our platforms. That is going to include those child logos, the colors and the fonts and we want to increase our followers and our reach. When I'm saying that, too, we want to look at analytics. What we want to do is provide you all with updates on what type of analytics are we getting across our platforms. If people are wondering what is the biggest population looking at our Instagram profile or Twitter so we could provide you that data. We are looking at implementing a newsletter system so we are communicating with you all and our external constituents and advocacy groups. We are looking at different ways to continuously engage our constituents. And last but not least which we are excited about is we are working on a large student video campaign and we are trying to get students from all over the state to speak to what is happening and basic needs and what they are encountering in their personal lives and speak to thundershower aspirations and goals and why they are staying in college. We are excited to get that student representation and look at these things through a digital platform because right now, that's the state of where we are at with things. So, with that, I'm going to pause before I actually transition over to Teresita to see if there are any questions.

>>CATALINA CIFUENTES: I don't see any hands raised.

>>MICHAEL LEMUS: Great. Thank you.

>>TERESITA MARTINEZ: Hello. Social media has actually played a critical role on keeping our population informed and empowered. Through our social media we have focus a lot on financial awareness, literacy and advocacy. During COVID-19, we focus more on content for financial aid advocacy and highlighting issues with basic need security. Some of the platforms we have been using mostly have been Instagram, Twitter and Facebook. We have worked with LPA, also known as Lucas Public Affairs and providing updates on commission meeting, COVID-19, financial aid legislation and to see sack COVID-19 response landing page which Michael presented to you all. Our targeted audience are legislature, press, non-profits, think tanks and advocates. We have seen the Instagram as more of a gallery of our efforts. This specifically writing pictures on our outreach events and commission meetings and post deadlines such as financial aid applications. Our targeted audience for Instagram are our college and high school students as well as organizations that are supporting these students. For our Facebook, we have decided to provide a combination of the information that we post on Twitter and Instagram. Our targeted audience here are families and secondary schools as well as organizations that are supporting students. We plan on using a social media management platform. This social media management platform would allow us to plan and run analytics. We hope it will allow us to be more proactive and consistent which will help us reach our goals of increasing our followers and reach.

>>MICHAEL LEMUS: I will open it up to general questions if anybody has questions on overall communication strategy.

>>CATALINA CIFUENTES: Commissioner Geiogue.

>>HAL GEIOGUE: I think. I was trying to get in earlier but I couldn't find my hand. I wanted to compliment the presentation. Especially with the website. It's something we have had problems with for the whole eight years I have been on the commission and I think hopefully it feels like we are in better hands and we will get this thing straightened out. But I like the idea of cleaning up dead ends on the website. I have found a few myself wandering and in there. My other question is do we have a chart or timeline? How soon do we want to get this done? Is this a six-month project or six-year project?

>>MICHAEL LEMUS: Thank you for your kind comments. We are wanting to go ahead and finish off the first phase, the clean up really within the next month or two. And that's going to go ahead and go hand in hand with the logo pick and making sure that we are staying consistent with the overall brand. I think phase two is going to take a couple more months. But ideally definitely within a six-month time span. We are looking at different options for our website and what that's going to look like. Definitely not six years but closer to six months.

>>HAL GEIOGUE: Good. Thank you.

>>MICHAEL LEMUS: Thank you.

>>HAL GEIOGUE: Thank you.

>>CATALINA CIFUENTES: Any other questions from commissioners? Okay. Any public comment or question?

>>JUDITH GUTIERREZ: I see a hand raised.

>>CATALINA CIFUENTES: Yes I see that. Go ahead, Marlene.

>>MICHAEL LEMUS: I think you are muted.

>>MARLENE GARCIA: I didn't know if you were waiting for public comment. I just want to really thank the team. They have done a phenomenal job of really helping us as an agency figure out how to use all the different digital platforms. And they have done such a great job understanding how to best leverage our website, which obviously, is critical. That's where we have hundreds of thousands of people come to our website regularly. And to be able to provide just in time information, I think that it's -- I'm really excited about what they have done and what we're going to see shortly. But I also really want to point out how sophisticated the digital communications is evolving. So, the way Teresita, there's certain information you put on Instagram versus Facebook. But Instagram is our direct conduit to students. And I think over time we will be able to communicate with students which is a work-around to email or letters that we find different ways to communicate directly with students. I have high hopes as they build out the opportunities on these platforms that we're going to really be able to reach students like never before. And a key part of the Instagram platform is video. So, this notion of having students contribute their video snips, which is what they do all the time, they're going to be able to populate these platforms with all their stories. So, it will be a really great place -- it's a different kind of survey. And we're used to the traditional survey that you sent out and you complete the 20 questions. This is a different kind of survey that complements the other data that we collect. So, I'm really excited about the work that they're doing and the way they have strategically looked at communications, especially in this digital world. So, thank you team. Excellent job.

>>MICHAEL LEMUS: Thank you so much, Marlene.

>>TERESITA MARTINEZ: Thank you so much.

>>CATALINA CIFUENTES: Thank you again and echo to everything that our Executive Director has shared. And I will take some time and I will go a little bit further deep into the website. I know one thing that has been very popular with -- where I live, in our county is links or I think it is food bank where you put in your zip code and it shows you the food banks in your area. I will follow up and send that to you, Michael.

>>MICHAEL LEMUS: Thank you.

>>CATALINA CIFUENTES: Click here and put in your zip code and it shows you literally. I think those things immediately click, click I will send that to you.

>>MICHAEL LEMUS: Thank you.

>>CATALINA CIFUENTES: All right. Thank you so much. We're going to move on to item 12, an update on our 20/21 FAFSA/CADAA award. We have Steve Caldwell, our

interim Deputy Director and Alessandra Morrison, our assistant Deputy Director from programs administration and services division.

>>STEVE CALDWELL: Good afternoon. This is an update. We are going to do this a little bit differently because our program services division has been working closely with our data analysis and research team and Patrick Perry. So, Patrick is going to present some of this and I'm going to start it off. This is for the period from October 1, 2019, through March 2, 2020. And we have some good news and bad news. The good news is our FAFSA increased for the first-time high school students graduating in 2020. We did a lot of work to reach these students through race to submit and cash through college and we saw an North Carolina and I think Patrick will tell you more about this. But the rest of the country saw a decrease in FAFSAs for that period. I'm proud of our team for getting the word out and all of the segments for helping students understand there's financial aid out there. The bad news is we have seen a little bit of a drop since March 2nd through now. And we are encouraging students. We are going to send out another -- some more messaging to our students that have not renewed. So, we will send information out to them to say hey, there's still awards out there for you as well. So, the charts -- I did receive some very wise counsel regarding our item in my conversation yesterday with Commissioner Geioque. One of the things we will add in the future and I have added a little bit in here just verbally is that we should be recording on numbers of students. Compare 2020-2019 for high school seniors. That is 8,000 more students hopefully that would -- that will be getting Cal Grants we hope. We talk about CADAA a lot. We have some unique challenges with California Dream Act students including their understanding their eligibility and making preparations to cover any financial gap remaining in their total cost of attendance which we are trying to take into account in the Cal Grant modernization project. Since they don't call for federal financial aid, which we have seen in the COVID-19 and the C.A.R.E.S. Act money that is coming through. And then we are working with Dreamer resource personnel and immigrants rights groups to provide -- make sure students feel safe providing information to us and that we don't share that information with the Federal Government. We started doing that quite a while back. This year, with CADAA in chart two, we talk about the on time California Dream Act applications for all age groups and we were down just a little bit this year at 658 applications. So, it's about 6%. Sounds like a small number. But those are students who, again, we want to make sure that they're getting access to the awards that are available to them. And then when we talk about on time FAFSA applications for all groups, we are down about 101,000 applications from last year at this same time at least for the March 2nd deadline. And G.P.A.s, just to give a little bit of an update. I don't have any updates on the actual numbers of G.P.A.s but we have been processing aunt G.P.A.s we have received. We have received a lot late G.P.A. appeals from schools that were trying to submit them and had issues submitting them. So, our institutional support unit has been working with them and making sure

that they have what they need. We contacted the top five schools. They have been a little bit hard to get a hold of in this stay-at-home period. But we got a hold of some and we make sure they have access to web grants and they are able to upload their G.P.A.s and we will continue to help them. So, we are making a lot of progress there. And high school entitlement awards. We offered 155,034 awards to California students through the entitlement program as of this item. And the comparison between 2019-20 and 2020-21 was a little less than 2,000 students. So we were up just a little bit. Yes. In those awards as well. So, I think I'm going to go ahead and turn it over to Patrick. There was one more question and I will come to that when we come back.

>>PATRICK PERRY: Okay. Thank you, Steve. I'm going to go ahead and share my screen here. Can you all see that? Can you all see I'm using both of the new logos in here?

>> Wow.

[Laughter]

>>PATRICK PERRY: Okay. Just so you could see it in play and in use. I wanted to follow up and give you some more info from what Steve started off with. Some of the numbers I'm going to show you here because they come from different sources, they're not exactly quite the same numbers. So, if you're looking for perfect numerical alignment amongst all the numbers, it is not going to be here. Also we have got different moments in time in which we took the number. Mostly what I want you to see is the direction of where things are going with some of the numbers for the FAFSA and CADAA submissions. So, the first thing I wanted to start off with is the good news. And talk a little bit about one of the properties of the high school graduating class of 2020. I'm going to talk here about what happened with FAFSA and CADAA sub submissions for the class of 2020 and then we have everybody else. So, two separate groups. First thing I want to tell you about the class of 2020 is that it's actually a smaller high school graduating class according to the data at the Department of Finance two years prior and what we estimate to be the two years coming after. It is a smaller cohort, a smaller group of students. I put that up there that is notable simply because if the volume of FAFSA and CADAA's are up, you could explain that away if just the size of the high school class itself was greater. But in this case, the size of the high school class is smaller, which makes it even more notable. Okay. So, if we take a date and time stamp of what I call a deadline proxy date, this year the submission cutoff date was March 2nd. The next date we had after that where we counted FAFSAs was March 6th and compare that with the March 6th cutoff from 2019, you could see what these two numbers were. 2019, we had 252,000 FAFSA only. And on March 6, 2020, we had 260 thousands. So, this is up 3.14% for a high school graduating class that was actually smaller. So, that's really, really good news and good work. I will dig into this a little bit more.

>>HAL GEIOGUE: How many number of students was 3.4%? I'm doing the math in my head. It is up 8,000 or 7,000, whatever the number is. That's what we're dealing with. Is that many people not 3.14%. That is my general comment on all these charts. It is more real. That's all.

>>PATRICK PERRY: Okay. I appreciate that. Yeah. In this case it is what Steve said. It is roughly about 8,000 more. But yes. So, this is what is called FAFSA tracker. This is a national website. This does not come necessarily from CSAC data or our own internal databases. This is something tracked by an independent organization nationally and gives us the ability to bench mark our performance against other states. And this one shows actual volume. So, this one shows since the start of the cycle, 277,306 completed apps. California is number one always when you look at total volume because simple California is big. If you look at it by rate, so, you take the number of completed apps and you divide this by what their estimate is grade 12 enrollment which by the way is different than what the Department of Finance shows. But it is uniform months the rest of the states. The FAFSA completion rate for California is 15th out of the 50 states plus Puerto Rico. It is in the top third. California is large so moving the needle takes a lot of work. Tennessee and Louisiana both have very systematical things in their laws and policies about you need to fill out a FAFSA in order to graduate or in order to get a promise in Tennessee, a promise college tuition paid off, you have to fill out a FAFSA. So, they have historically really high FAFSA completion rates. California is not doing bad as far as rates go here. So, for our class of 2020, you can see this chart here where it peaks and then it falls off a little bit. At the moment of March 2nd, we were up 3% and then shortly thereafter we had COVID and then things have fallen off a little bit. So, that rate -- that rate of improvement has gone from 3% down to 1% from where we were the year before. And you can see the numbers on the bottom there. This doesn't surprise me since things have dropped off considerably in all accounts since COVID has hit. However, the good news is still California is still up. And Chair Cifuentes stole the thunder right off first thing in the morning by saying these obstacle two states actually that are up. They are California and Nevada. The other 48 states, plus Puerto Rico all down. Nationally were down 3%. But California is up 1% and that is even beyond the March 2nd deadline. That is pretty much up to current. The fact California is the biggest state and we are up is considerable. We are not talking about a small number. That is the first of this month. When you add CADAA into it, we are still up. Roughly by 1%. You can see the volumes there on the bottom from where we were between 2019 and 2020. Now we get to the less than good news. Up to this point I have been talking only about the high school class of 2020. So, we still have a lot of other FAFSA submitters. You have got students who are not from the class of 2020. And then you have students who are filling out the FAFSA because they are continuing on in their programs of study. This data is very current. It is as of the -- last week compared to the same time period, 2019. You could see all FAFSA are actually down approximately

95,000. That has gone from 1.965 million to 1.870 million. That is roughly a 5% decrease. And then CADAA applications are also down roughly by about a thousand and that is a 2.5% decrease. So, I guess the one silver lining in this slide here is that CADAA applications have not gone down nearly as much percentage wise as FAFSA. Finally, the other thing we look at as far as changes over time is the distribution of the students who are filing and income distribution change. Are we seeing one piece more affected or filing less or more than another. You can see in 2019, the two snapshots at the same time, 43% -- 43.6% zero EFC. Even though we are down 42.8, zero EFC and 70% Pell eligible. Certainly not a precipitous drop-off, which is actually good. So, I guess my summary for this would be if you're looking specifically at the job we did with the high school class of 2020, I would say exceptional, outstanding. You look at where we spend our money, where we do outreach. We do a great job of outreach. Our K-12 director partners, our CalSOAP partners, all the outreach we do clearly has a great effect on high school graduating classes. I think we can certainly learn from some of this data as far as what should we be doing as far as outreach for all other students. Knowing full well that sitting underneath a lot of this drop is going to be the effects of COVID. So, with that, I will open it up for questions and comments.

>>CATALINA CIFUENTES: Commissioner Nies and then Commissioner Siegel-Singh.

>>CHARLES NIES: I guess one of the other pieces I'm wondering is at what point in time are we able to factor in if we have seen any increases in graduation rate. So, could it be that we have fewer continuing students filling out the FAFSA because we have world really hard to increase our graduation rates and they are not necessarily -- probably doesn't account for the 5% decrease. But just wondering as we look at what are those factors and just wondering when we might be able to start seeing some of the impact of that?

>>PATRICK PERRY: That is a great point and that would potentially explain some of it. If you have more students no longer filling out a FAFSA because they are out or they have shorter time to degree, that could cause that. The answer is I don't have the data for that because I don't have a data match yet in place with any of the segments to look at their awards data. That's something that hopefully, the governor's data system solves. It is on our list of things to do and we ultimately do need to get that data. But as of today, I don't have any data on their actual enrollments or actual outcomes when they get to their colleges. Unfortunately.

>>CATALINA CIFUENTES: Commissioner Siegel-Singh and then Commissioner Geiogue and then our Executive Director Garcia.

>>CAROLINE SIEGEL-SINGH: Would it be possible to have a follow up of this presentation in our fall meeting? Because I want to follow this and see if we are going to see a significantly higher amount? Because I think that is one of my main concerns. A lot of people had their families lose their main sources of income in March right after the FAFSA deadline. And their incomes are no longer going to be accurate for financial aid

estimates. And I know that the process of going through an appeal at many of our campuses is really challenging. So, I'm wondering if there's anything that we could do to address that summer melt and also if we could have a follow up presentation in the fall just to see who drops off?

>>PATRICK PERRY: Yeah. Absolutely no problem following up because these are numbers literally we are following weekly. So, we can continue putting this together and seeing where things are at and should. I think you have got a couple of points of melt worth following. One, what you are seeing here is some folks are already just not filing a FAFSA. So, that is one form of melt. And then we will have other forms of melt such as, okay, I filed a FAFSA, but I didn't show up or I got a Cal Grant, I got awarded a Cal Grant and we already know we have issues with melt or not taking that in pay grade and we want to see if that goes higher as well. I think it is very worthy of a discussion at that point as far as what should we do about it. And that's a collective discussion. So, we will absolutely keep you up to date on this.

>>CATALINA CIFUENTES: And that would be awesome, Patrick. If not just in the fall but maybe ongoing with executive director Garcia's update as well. We will go to Commissioner Geioque and Marlene, would you like to go at the end?

>>MARLENE GARCIA: I will go after.

>>CATALINA CIFUENTES: Okay. Commissioner Geioque and then Vice Chair Moore.

>>HAL GEIOGUE: Do we get the data by ethnic groups? I know we did back in the past about 2016 and a concern was raised that African Americans were low participants and we wanted to make better by that increase participation. Because this data in anyway help shine light on that issue and can we do that in the future?

>>PATRICK PERRY: The current answer is no, because unfortunately race and ethnicity are not data fields in the data we get.

>>HAL GEIOGUE: We did it by the exit survey.

>>PATRICK PERRY: What's that?

>>HAL GEIOGUE: We did it through the exit survey. We didn't do it through FAFSA itself.

>>PATRICK PERRY: Okay. I have to look into that and see historically because I'm not familiar. What I'm actually working on is trying to negotiate and MOU with the California Department of Education so I can match our records with them to try and get them to append race and ethnicity. I think that would be a good source. It won't get everybody but it should get a lot. As you can imagine, things are moving slow in the MOU world. But I'm trying.

>>CATALINA CIFUENTES: And there was in the past conversations, for example, in K-12 when we submit G.P.A.s, my question was why wasn't we just add a data field with ethnicity code. The K-12 districts give you the student's ethnicity. But I know Joe Dunlap researched that and I think there's laws against us being able to ask for that. I thought



that was a simple fix. Add one more column. The K-12s have it. We can avoid all the MOUs. But I know there was some barriers there as well.

>>PATRICK PERRY: Chair Cifuentes, that is actually the angle I'm trying to take. I'm trying to use that specific file that actually has the K-12 identifier on it that we do get already. And then matching that back with Cal pads so that I can get that in bulk and not have to get it from districts.

And that's where I would get it from.

>>CATALINA CIFUENTES: Thank you. Vice Chair Moore.

>>JAMILLAH MOORE: Thank you. I just have a question. I think I want to add on to Commissioner Siegel-Singh and Commissioner Doplemore earlier information with regards to the summer melt. Is it possible we could also look at adding whether it is in the summertime or when we come back together in the fall looking at ways in which we can continue to do outreach and engage our students through social media and the information that Mr. Perry has provided, instead of waiting for students to come to the CSAC website? Because if there's things we could do such as webinars or Ted talks or things of that nature to keep reaching out to them more or keeping them engaged now we know this is a very difficult time. I just see it is all connected to the summer melt situation. If we could see what we could do now during the summer months and into the fall and maybe if we could bring that information back as a future agenda item for an upcoming meeting. I would just like for us to consider that as a commission and maybe put that on the table. Thank you.

>>CATALINA CIFUENTES: Okay. Executive Director Garcia.

>>MARLENE GARCIA: I basically want to reiterate how critical this data is in driving our program development and our analysis of what really is happening. For us to design solutions that reach students, we need to understand who they are and where they are coming from. And so, there's so many different ways to cut the data. I think the work that Patrick is doing with trying to do these data matches with CDE or adding an additional file is going to be critical information that helps us analyze what is working, what's not working. And I think that is what we need to do. To the question about this presentation, we believe that this should be an ongoing presentation, especially once we hit October 2nd. We will want to get a regular update on how applications are looking and really try to trace back where we are seeing growth in applications and really -- and analyze what we are doing in these areas. With the data we could be a lot more directed what we do in the field and who we collaborate with. Summer melt. This data is going to help with that. I want to point something out that is really interesting. We talk about FAFSA and CADAA completion as if it is one group. But clearly we have two major very different cohorts. One is the high school student. They are in an institution. We know how to reach them. We know when to reach them in terms of the timing of their application and the commission's good work for the past several years is really paying off. Because the data trends that we see basically defy the conventional trend

lines that you're seeing around the country. So, the commission really should be commended for supporting all the cash for college and so many of you attending and the race to submit tools in dashboard. Those are things that have really seemed to be yielding the kind of benefits we want to see with the high school cohort. Then you look at the people beyond one year of high school and you have a group of people affiliated with college institutions, primarily even in the community colleges that haven't yet applied for financial aid and that came up earlier in the discussion and I believe it was Commissioner Geiogue who said we need to be much more focused on that college student that hasn't taken advantage of financial aid and really look at relationships with the segments of higher ed and working with them to ensure that we can partner in these kinds of events. But also give them tools and information they need to they can host their own events because clearly these need to target that institution. The students who are in college institutions. But the group that has been the most challenging and this is probably what draws down our numbers is anyone who is outside of a higher education or K-12 institution, we don't know how to reach them and these are potentially the displaced workers. The four .2 million California workers who has been displaced. So, in the future if they need to go back for reskilling or up skilling and they need financial assistance, we need to figure out ways to target them and it's not going to be through educational institutions necessarily. So, I think there's a lot of opportunity to analyze the data and analysis where students come from and design strategies that meet their needs. I have found it fascinating as I have seen the analysis of this past year over year where we saw growth and where we saw decline. That helps us know where we have to double down and focus on different kinds of outreach and where we are doing a great job and we just need to expand what we're doing. So, I really think that this is going to be a barometer to gauge how we are reaching students in the state and we will continue to lead the country. I want to thank all of you for being committed to this and this data will help us do a better job of targeting.

>>CATALINA CIFUENTES: Thank you. Any other comments or questions? Okay. Just want to say thank you again to the teams and a huge shout-out to our class of 2020 and all of our K-12 partners. Commissioner Maxie we said we were going to bring it and the goal is to be number one. That has been my goal. We will get to number one. To add to what Patrick said, Tennessee, Louisiana and -- not Tennessee. Texas and Louisiana both have it as a graduation requirement. So, it is interesting to see we are pushing. So, thank you so much. We are going to move on to our next item. We have two more agenda items. We are trying definitely to finish up as soon as possible. Item number 13 is our update on implementation of new programs. Steve, I know you are still with us now.

>>STEVE CALDWELL: Yes, I am -- we have the students with dependency. These were discussed in the revised discussion. I will go into it a little bit more. On the golden state teacher program I wanted to let you know that that one is being revamped. It was

approved by teach credentialing. Handing somebody \$20,000 and having them just go and use that doesn't work out very well with financial aid. So, we worked with the segments and talked through that and we had some amendments pending in a trailer bill and the trailer bill stalled due to the COVID-19 crisis and the stay at home and the legislature stopped working for a time. So, our trailer bill didn't go anywhere. We put a message on our website and let students applying for the golden state teacher program to let them know that was on hold. The change to the program is now in the Mary vision. I was reading it last night. The money for the Golden State teacher program has been backed out of 2019-20. This is my understanding how it is working. But the new program would be for special education teachers and it would be coming from federal funds which is dedicated to special education. That is what we are looking at right now. We already have done a lot of work on the application process. We have the application ready. We just need to modify and get ready for the next wave of this program. And great to be able to provide two grants to teachers who want to go into special education and it does say now in the proposed trailer bill language that it would be up to \$20,000. And there were a couple of other changes that will help make the program more workable. That is one thing. The next one is the child savings account program. And on that one, we have also put that program on hold. We were ready to meet with the child savings account council, but we held off on that in the May revision and it looks like the only change in the May revision is they reduced the -- the proposal is to reduce the funding for that program from \$25 million down 15 million to \$10 million. So, we will be working with the savings account council to see if there are other recommendations to change to the RFA and then we would bring the RFA back to, the request for application process back to the commission for approval at a later date. The thing about this program is we have the authority to spend these funds -- expend or be ready to expend these funds through 2022. So, that is an ongoing program we will be able -- that is one-time funding but it is available to us for more than one year. So that is the child Savings Account program. I will go through and we can come back for questions if that works for everyone. The Dreamer incentive is a program for 2,500 students and hit allow students who file a California Dream Act application to provide volunteer service in exchange for up to 100 hours per quarter and 150 hours for semester and they will be able to receive an additional stipend for their Cal Grant B. These are for Cal Grant B students. They could earn up to \$1,500 per semester or a thousand dollars per quarter through this volunteer service. Currently, the program we have been working with the financial aid advisory board and a work group we established to kind of iron out the process and the work flow. So, the commission anticipates opening the application process beginning July 1, 2020. It's pretty good aggressive, but we are getting ready for that. We want to have it ready for the fall so students can take up those volunteer programs and be able to start earning funds. We also are working with our institution -- I'm sorry, our information technology unit and they have been helpful in

helping us create the business requirements and moving forward to provide any automation we can for the system. It is also going to be just because of the nature of the program and the tracking, it's going to be staff work to do that. But we are glad that the May revision supports moving forward with that program. And then the awards for -- the Cal Grant awards for students with dependent children is moving forward. We have already implemented most of that. We have students who are in the program now on campus. They are getting up to \$6,000 at a University of California, California state university or community college and they do receive up to \$6,000 for the access stipend for these awards. The appropriation for that program originally was \$125 million. We will be making adjustments to that based on the students that identify themselves and are eligible. So, we are going to continue working with the Department of Finance and others on that. To go into the process. When students identify themselves as students with dependents, they do so by answering question 51 -- 51? Yeah. On the FAFSA in the positive and say they have dependent children. However, we have to take a step beyond that to have the students verify that they do have students under 18 because California indicates they have dependents under 18 years old. So, the FAFSA doesn't give us that. We have to go a step further and have them verify and we do that on web grants for students and these place they can go in and they can verify their -- the age of their dependents and make sure they are under 18 and the schools can also do that for them. So, we are working with both to make sure. When you look at the numbers on our chart, we talk about the total number of students who identify themselves as students with dependents on the FAFSA. And there were just over 50,000. 50,391 students that identified themselves. This is where it gets tricky. 27,000 of those students have confirmed that they are students with dependents eligible for our program. So, they do get up to \$6,000 for financial aid -- for the access award. We confirmed that about 1,700 students were not eligible. They told us that they didn't have dependents under 18 or we found out through the schools. And then the no response is kind of the troubling one. We had 20,722 students who did not notify us or didn't confirm that they had students -- or they had dependents under 18. So, we have been reaching out to them. We have been sending them notices. We finally had to release them because if they don't come in and they don't verify that they had dependents under 18, then they wouldn't get their regular Cal Grant B award. We want to make sure they would be able to get that. So, that's where we are now. We wanted to make sure they were able to get the access award. We are still reaching out to them. As of December 30, 2019, that was our numbers, 50, 391 and that hand changed. Kind of the final phase for students with dependents implement take will include updating the applicable web grant reports to accurately reflect the number of students -- [indiscernible]. That makes it easier for students to customize student rosters and update students who have certified their eligibility. So, that is kind of a handful but hopefully that gives you some information on

where we are with the program and again, we are continuing to reach out to students and try to make it easier for them to confirm their eligibility. We hope that they will.

>>CATALINA CIFUENTES: Thank you. Any questions from commissioners? Okay. Executive Director Garcia? You're on mute.

>>MARLENE GARCIA: I thought I changed that. Thank you, Steve. So, we are definitely going to look into those 20,000 who didn't respond. We need to understand anyone who is told you have \$6,000 -- you are eligible for \$6,000 if you verify that your dependents are under 18 years old should be responding. So, what we need to do is analyze that data and look at where they are from, what institutions they are at and try to again, understand what are we doing, how are we communicating, how are we working with our institutional partners to ensure these students get the information to know they are eligible for this enhanced award. So, that's something that is a very high priority for us in the next year. It's a program that has become even critical in the COVID-19 environment. And we are going to really get to the bottom of -- there shouldn't be any students that is eligible who is not receiving his or her grant award. So, that's an area that I will be paying close attention to going forward.

>>CATALINA CIFUENTES: Thank you. Any other additional questions from commissioners? Any public comment? Okay. Thank you so much, Steve. And I know you're staying with us and to move to item 14. An update. I'm sure Gurinder will be joining us.

>>STEVE CALDWELL: I'm not the star on this one. This is Gurinder.

>>GURINDER BAINS: Thank you, Chair. This is Gurinder Bains. I would like to thank the governor for his continuous support for GDSM. It is progressing well and now students are logging into our web grants for students and using it. Today we have our information technology manager, George Polisner, with us. He is also recently assigned as a new project manager for GDSM. George will walk us through this information item.

>>GEORGE POLISNER: Thank you. I will try to be uncharacteristically brief as I talk about GDSM in information item 14 and please feel free to ask any questions along the way. So, in item 14, we talk about the significant work that occurred prior to October 2018 in getting the Grant Delivery System Modernization approved and through the project approval life cycles that are established by the State of California. The project began in October 2018 and initially, there were some challenges that we were able to overcome. But that did basically impact the project and impacted us in the early phases of the project. But we've largely made up for those issues. The grant delivery system modernization is really representative of a significant transformation going from a big centralized and very monolithic system. Everything is together. The applications, the database, which makes any kind of changes to the system to reflect changes in policy and legislation very risky and very challenging because one change may affect multiple parts of the system. And so, GDSM, the grant delivery system modernization is a set of component technology that is designed to reduce single points of failure and to

be adaptive, compartmentalize and help us meet any kind of changing needs with respect to supporting policy and legislation related to making higher education affordable. And so, the GDSM system very early on, part of the initial work in getting the GDSM project launched because implementing some called identity management. So, instead of having the authentication or security within the application, it's actually handled by a piece that specializes in dealing with identity management. The database that we use is a clustered database, which means we have much higher availability. We're trying to protect the applications and our ability to serve students and universities and our stakeholders with a highly available system that can be there when they need it to gain information about grant status and to file appeals and interact with the system as they need to. And the new system is using cloud applications. It is also clustered and highly available. And a lot of that was really a lot of the vision that Gurinder has had as CIO in terms of transforming the infrastructure which provides a strong foundation for the future of our needs with respect to serving our stakeholders. High level in terms of status. The very first major application piece of GDSM was released December 16th of last year. I think latest statistics were 187,000 students have created new accounts on the system and it includes functionality to support middle class scholarship. The next release of GDSM was in February of this year and included the Chafee application. We have the California National Guard and California Dream Act modernized applications that we are testing and reading for launch later this year. Most of our focus is on web grants for institutions and we are looking at a time horizon of November 2020 to completely replace the existing legacy grant delivery system with the modernized system, using modernized technology. And that's very important from a CSAC perspective because maintaining and operating two different types of applications on different -- using different technology stacks can be very, very expensive. So, we will be for more efficient once we move to a modernized platform. So, pre-development was the project approval life cycle. The development activity for GDSM is now in its -- really the last phase. It started back in October 2018 to November 2020 and post development after November, we expect a stabilization phase in which we are addressing any kind of defects in the application that may occur in actual use and then go into a normal maintenance and operation mode with the application thereafter. I started managing this project towards the end of February. We have control agencies because it is a large project, the California Department of Technology is involved. And we have independent verification and validation of the work that we're doing and there were a number of recommendations that were made. And we have been working to address and implement those recommendations. And so, I have had great support from Marlene and Lily Meyers and Gurinder and the entire team has been terrific about supporting the project, getting the right state leadership involved throughout the entire development pipeline. And I think within a very short period of time we have been able to greatly improve the balance between governance and controls on the project as well

as our ability to be productive and drive application development. So, it's really been a terrific effort and I'm grateful for the support of our executive staff and the commission to be involved. It is an honor to be involved in the work that is going on here right now. And so, that is really to do item 14, but I'm happy to answer any specific questions folks may have.

>>CATALINA CIFUENTES: Do I have any questions from any of the commissioners on GDSM? Commissioner Geiogue.

>>HAL GEIOGUE: I guess my only question is tying it back to the May revise. Are we going to be on schedule or is May revise change any of what is happening with this plan at this point or are we good?

>>GEORGE POLISNER: So far, the guidance I have is that GDSM is in good shape. We have been looking very, very closely at the level of effort that is required to complete the transformation of all the interfaces necessary for web grant institutions and right now we look like we are on track.

>>HAL GEIOGUE: Good. Thank you.

>>CATALINA CIFUENTES: Okay. Any other questions? Okay. Any public comment on this item? Okay. Before we go on to our new business, just want to thank both George and Gurinder. Gurinder, this has been something -- it has been an amazing progress to see and we are excited once it all unfolds and I imagine Gurinder and the data team and George and Patrick in bringing this together to really maximize all the outcomes for our students. Being able to say how many students received a Cal Grant A and completed a bachelor's degree in under six years, how much investment -- these going to be so many things we are going to be able to do. We can't ask you enough. I make my list. I wish the reports could do this. It is finally going to happen.

[Laughter]

>>CATALINA CIFUENTES: So thank you so much and I'm so excited and thankful. We will close out this item with our Executive Director and move on to new business and close out our meetings for today.

>>MARLENE GARCIA: Thank you, Chair. I want to thank George and Gurinder. We really are rounding the final stretch. I think the governor's full support of GDSM is a huge vote of confidence and something that is a huge responsibility for us to really take these resources and make them work to serve students as best as possible. I just want to point out too, they are at the stage where they are doing the institutional development. So, they have been working really closely with our partners from each of the segments to ensure that this system enhances their experience as well. So, this will be a significant component of the work that we do. We are making it easier for students. We are making it easier for administrators and financial aid officials and then we are also going to be able to manage the data that we collect from the students and all of this together in one modernized system is going to be an incredible accomplishment for this

agency. So, thank you and we are looking forward to later this year and how it all evolves.

>>CATALINA CIFUENTES: Thank you. Okay, with that we will go ahead and move to item 16. Is there any new business to be considered for future meetings? I will open it up to all of you. Go ahead, Vice Chair Moore.

>>JAMILLAH MOORE: I wanted to make sure I unmuted myself. I would like to go back to my previous item and request we do bring forward, Chair Cifuentes, an agenda item to address more of that summer melt additional outreach. Especially now as a result of, you know, unfortunately the COVID-19 situation. So, if we could move that item forward, that's what I would love for us to consider for a future agenda item. Future business that is. Thank you.

>>CATALINA CIFUENTES: Anyone else? Commissioner Greig.

>>JUDITH MAXWELL GREIG: Thank you. Is the state maintaining effort regarding the C.A.R.E.S. Act? Are we meeting that adequately. And the second what things -- what ways we are able to advocate for changing that student eligibility rule for SNAP.

>> CATALINA CIFUENTES: Thank you. Commissioner Maxie and then Commissioner Nies.

>>DEBRA MAXIE: Yes. I would like to put forth on everyone's mind our flag ship program, which is CalSOAP. In light of what is going on, I have been in touch with our CalSOAP rep here in San Diego and just the way that they are going to have to negotiate and work with schools remotely in getting the information -- you know, they are usually on campuses. And they have their college students that go on the high school campuses and all of that. And now it's all going to have to be remote and we have done a really good job with that. But they depend so much on the correct information that high schools have. And I'm not sure how our districts across the state will be updating their information because now they're saying so much about paper is out. So, fall registration -- I don't even know when fall is. Is it July? Is it August? Is it October? Whenever that happens, the parents and families have to update their information and that's where CalSOAP pulls their contact be the students. They will have to do it via Zooms and all of this other platforms and everything. And I know that they are working very hard. I know they are going to start a little earlier in trying to tease out how all of that is going to work. But I do know that they will need our support in doing that as we move forward.

>>CATALINA CIFUENTES: Thank you. Commissioner Nies and then Commissioner Maxie.

>>CHARLES NIES: I just want to reiterate a comment made earlier when we were looking at the FAFSA completion numbers. Big concern I have is going to be the gap that our students are going to experience between when the FAFSA was submitted in March and what their families have experienced in this period post that. And what aid they have been allocated that they should be receiving in the fall. I'm really concerned



the estimated family contribution has dramatically changed and our students will have these huge gaps in need and how we are playing a hole in whatever we could do to help find ways to close some of those gaps for our students. The C.A.R.E.S. Act had to be dispersed immediately. We had to give it out within the academic year. We couldn't carry any of it into the fall to help close that gap. Our hope is the Heroes Act will help close some of that gap in the fall.

That is a big concern of mine and I'm hoping that we are thinking about how we can look at the data points we have access to to see what we could do to help close that gap that will hit our students come September.

>>CATALINA CIFUENTES: Thank you. Commissioner Maxie.

>>JUANITA DOPLMORE: Thank you, chair. I wanted to echo some of the comments that had been made about the opportunity gaps that we have. Now since everything has been kind of changed -- everybody has been turned upside down with COVID-19. So, I really think we have a major opportunity here to kind of not -- kind of proactively engage our students and families with communication, whether it be on social media, with webinars or with updated website. And what I would like to see also for future agenda items is after we come back and we have -- the students have spoke with their voice with their COVID-19 survey, I would like to -- for us to have some discussion on how to address those immediate needs so we can put those -- whatever those efforts are, we could put those into development before the students get back to school in the fall.

Thank you.

>>CATALINA CIFUENTES: Thank you. I know I saw Commissioner Siegel-Singh and then Commissioner Geiogue.

>>CAROLINE SIEGEL-SINGH: My question was asked. Thank you.

>> CATALINA CIFUENTES: Okay. Commissioner Geiogue.

>>HAL GEIOGUE: I'm thinking more of an administrative issue. We covered a lot today and our next meeting is almost just a month away because it is a June meeting. Today was supposed to be the May revise. So, we should at least consider maybe two-day meeting would be a one-day meeting in June. I don't know how much more we could need of time given all we did today. And given that the whole budget issues in flux, we will know something in June. And I would just like you guys to consider whether we need a two-day meeting or not and then figure Thursday or Friday. Poll the commission. Whatever is better. Anyway, we got a lot done today and I thought that was great.

Thanks.

>>CATALINA CIFUENTES: I'm glad you brought that up, Commissioner Geiogue. That is something commissioner Moore and I have been discussing along with Executive Director Garcia maybe looking at not having the June meeting. Normally we do goal setting and mission and vision, revisiting. And maybe looking at moving towards having our two-day meeting or day.5 meeting in July instead of having one in June. Just so there's time for the team -- literally if we maintain the June meeting, they have to start

Monday getting ready. Not to say they are not willing to do the work. It is almost like letting them have this time to regroup and get the latest information as things come forward. So, then we can really make -- just have more background information and knowledge in July instead of June.

>>HAL GEIOGUE: Let alone time for our agenda making. Good luck.

>>CATALINA CIFUENTES: Exactly. Go ahead Executive Director Garcia, if you want to share your thoughts and ideas we have been discussing.

>>MARLENE GARCIA: I think that is a really good idea to think about pushing back the meeting. This budget process is going to be very unusual. So, a lot is going to happen and we have to monitor and try to intervene when we can. I think if we wait in July, we will have a better analysis of what it all means. Knowing that the legislature is going to come in, in August. So, if there are issues we think need to be put on the table, we will have time to address those. I think for that reason it makes sense to meet in July.

>>CATALINA CIFUENTES: We were thinking potentially a July 23rd and 24. The 24th having it just in case for maybe shooting for July 23rd. I agree with you. Today we were going through the agenda. Normally it is just a two-hour meeting and we have to let everybody know to hold their calendars in at least 3:30. We are thinking July 23rd and 24th as potential meeting in June if there's something we have to come together for, we will. But we will shoot more for the comprehensive meeting these two days. What are your thoughts on that?

>>HAL GEIOGUE: Works for me.

>>CATALINA CIFUENTES: Okay. Do we need to do a vote or are we okay? What would you like us to do because that is something we vote on?

>> If you voted on the meeting dates I think it would be prudent to change the last meeting date.

>>HAL GEIOGUE: And a Zoom meeting as opposed to a in person meeting.

>>JULIA BLAIR: Yeah. I don't think you need to vote on that because the governor's order is still in effect.

>>CATALINA CIFUENTES: Commissioner Mayer.

>>GUILLERMO MAYER: I have a conflict for those proposed dates in July. But I think moving forward with the date that makes sense for everybody, the majority of folks. I would be supportive of moving it.

>>CATALINA CIFUENTES: Okay.

>>MARIA MANJARREZ: Can I also say something?

>>CATALINA CIFUENTES: Yes.

>>MARIA MANJARREZ: My term ends in June so I don't know how that would work. I don't know if this is my last meeting then.

>> JULIA BLAIR: I will look at the code because I think that if you don't have a replacement, these some provision that allows for an interim. I will verify that.

>>MARIA MANJARREZ: Thank you very much.

>>CATALINA CIFUENTES: Do we have a motion to move our June meeting to July 23rd and 24th?

>>HAL GEIOGUE: I will make the motion -- if there's discussion.

>> Catalina Cifuentes: Okay. Commissioner Maxie.

>>DEBRA MAXIE: I will second the motion.

>>CATALINA CIFUENTES: Any discussion? Commissioner Valladolid.

>>DAVID VALLADOLID: I was going to second the motion. So, it is okay.

>>CATALINA CIFUENTES: Okay. So, we will go ahead and -- any public comment? We will go ahead and do a roll call vote.

>>GLORIA LOPEZ: Commissioner Doplemore.

>>JUANITA DOPLEMENTORE: Aye.

>>GLORIA LOPEZ: Commissioner Geiogue.

>>HAL GEIOGUE: Aye.

>>GLORIA LOPEZ: Commissioner Manjarrez.

>>MARIA MANJARREZ: Aye.

>>GLORIA LOPEZ: Commissioner Maxie.

>>DEBRA MAXIE: Aye.

>>GLORIA LOPEZ: Commissioner Mayer.

>>GUILLERMO MAYER: Aye.

>>GLORIA LOPEZ: Vice Chair Moore.

>>JAMILLAH MOORE: Aye.

>>GLORIA LOPEZ: Commissioner Nies.

>>CHARLES NIES: Aye.

>>GLORIA LOPEZ: Commissioner Sawyer. Absent.

>>GLORIA LOPEZ: Commissioner Siegel-Singh.

>>CAROLINE SIEGEL-SINGH: Aye.

>>GLORIA LOPEZ: Commissioner Valladolid.

>>DAVID VALLADOLID: Aye.

>>GLORIA LOPEZ: And Chair Cifuentes.

>>CATALINA CIFUENTES: Aye.

>> Motion cares.

>> CATALINA CIFUENTES: Thank you. With that I will turn it over to our Executive Director Garcia for final words and we will adjourn for the day.

>>MARLENE GARCIA: I think that you all are troopers and doing a great job. We seem to have mastered the Zoom meeting. Even seven-hour Zoom meeting. Today was productive. We have a lot great ideas we will put in the agenda for the July meeting. Thank you for work that you do and we will continue supporting you and supporting students so that we get through this difficult time together. So, thank you very much.

>>CATALINA CIFUENTES: All right. Just want to close out and say thank you to our governor and our leaders for the continued work. I'm sure they are working and the

clock. And I know we are doing everything we can and this commission will continue to do everything we can for all California students. I know our former chair was on earlier this morning listening in and it's almost like once a commissioner, always a commissioner.

[Laughter]

>>CATALINA CIFUENTES: She was on earlier and listening in and participating to hear all the items this morning. I want to close out and say thank you. I think we are going to get creative and we have to deal with what we have and make adjustments to serve our students. I shared with Commissioner Maxie my dad was would get laid off and my mom would make miracles with whatever she could find in the refrigerator. I remember counting the number of items on the table and thinking we were going to go hungry but she made it happen. We will get through this. We will make things happen for our students and I want to thank you all of you for your continued work and thank you for the team for taking these ideas. We got to these items and we gave you 15 more items and you take it and you are passionate. This isn't a job for you. This is -- you are passionate about your commitment to our students. I just want to thank all of you. Okay. All right. With that, we will go ahead and adjourn our May meeting at 3:25. May 15, 2020, we are closing out and adjourning at 3:25.

[MEETING ADJOURNED AT 3:25 P.M. PT]

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