



AGENDA  
**MEETINGS OF THE GOVERNING BOARD**  
**CHAFFEY COMMUNITY COLLEGE DISTRICT**  
Thursday, January 25, 2018  
Board Room, Marie Kane  
Center for Student Services/Administration

- I. **REGULAR SESSION**
  - A. CALL TO ORDER (2 p.m.)
  
- II. **CLOSED SESSION**
  - A. PUBLIC COMMENTS ON CLOSED SESSION AGENDA
  - B. RECESS TO CLOSED SESSION
  
- III. **STUDY SESSION**
  - A. CONVENE IN OPEN SESSION
  - B. AGENDA
    - 1. Behavioral Intervention Team (BIT) Overview
  
- IV. **REGULAR SESSION**
  - A. RECONVENE IN REGULAR SESSION
    - 1. Pledge of Allegiance
  - B. PUBLIC COMMENTS
  - C. COMMUNITY LINKAGES
    - 1. Governing Board
    - 2. Legislative Update
    - 3. Presentations
    - 4. Foundation
  - D. REPORTS
    - 1. Closed Session Actions
    - 2. Monitoring
      - a. 2016–2017 Audit Report
      - b. Budget Monitoring Report
      - c. Integrated Basic Skills/Student Success and Support/Student Equity Plan
    - 3. Informational
      - a. 2018–2019 Budget Development Calendar
  - E. CONSENT AGENDA
    - 1. Governance Process
      - a. Approval of Minutes, December 14, 2017
      - b. Board Meeting Date Change
    - 2. Academic Affairs
      - a. 2018-2019 Academic Calendar
      - b. Chaffey College Child Development Center Parent Handbook Update
      - c. Curriculum

E. CONSENT AGENDA (CONTINUED)

3. Business/Fiscal Affairs
  - a. 2017-2018 Health Workforce Initiative (HWI) Mini Grant
  - b. 2018-2019 Nonresident Tuition and Capital Outlay Fee
  - c. Assembly Bill (AB) 212 Round 14 Stipends – Child Development Center
  - d. Budget Changes – Restricted General Fund
  - e. Career Catalyst Program Agreement
  - f. Disposal of District Property: Electronic Equipment and Miscellaneous Materials
  - g. Quarterly Budget Transfer Report
  - h. Quarterly Financial Status Report for the Period Ending December 31, 2017
  - i. Strong Workforce Program Participation Agreement 2017/20-17-B

F. ACTION AGENDA

1. Business/Fiscal Affairs
  - a. Contract, Purchase Order, and Warrant Lists

G. CEO/STAFF REPORTS

1. Superintendent/President
2. Faculty Senate
3. Classified Senate
4. California School Employees Association (CSEA)
5. Chaffey College Faculty Association (CCFA)
6. Child Development Center Faculty Association (CDCFA)

H. BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

V. **ADJOURNMENT**

*The next regular meeting of the Governing Board will be Thursday, February 22, 2018.*

**Complete agenda may be viewed at [www.chaffey.edu/governing board](http://www.chaffey.edu/governing_board)**

# REPORTS

# **MONITORING**

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

(Information)

January 25, 2018  
Board Meeting Date

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TOPIC **2016-2017 AUDIT REPORT**

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Communication No. IV.D.2.a

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SUPPORTS BOARD POLICY

**Board Policy 6400 Audits** - The Superintendent/President shall assure that an annual outside audit of all funds, books, and accounts of the District is completed in accordance with the regulations of Title 5. The Superintendent/President shall recommend a certified public accountancy firm to the Governing Board with which to contract for the annual audit.

PROPOSAL

To present the 2016-2017 audit report as prepared by the accounting firm of Vavrinek, Trine, Day & Co.

BACKGROUND

The Education Code requires that the Governing Board contract for an independent audit of the district's financial records each year to assure good business practices and compliance with state regulations. The audit for the 2016-2017 fiscal year ending June 30, 2017, is presented to the Governing Board by the district's independent auditing firm Vavrinek, Trine, Day & Co.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

The 2016-2017 audit report prepared by Vavrinek, Trine, Day & Co., is presented for information only.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting & Fiscal Services Patrick Cabildo, Internal Auditor
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

(Information)

January 25, 2018  
Board Meeting Date

TOPIC **BUDGET MONITORING REPORT**

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Communication No. IV.D.2.b

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SUPPORTS BOARD POLICY

**Board Policy 6300 Fiscal Management** – The Superintendent/President shall establish procedures to assure that the fiscal condition and activity of the District promotes fiscal health and stability, supports Governing Board priorities and financial planning and budgeting, and is consistent with generally accepted principles of accounting and business practices.

PROPOSAL

To provide a budget monitoring report for information only.

BACKGROUND

Throughout the fiscal year, the status of the adopted budget is reviewed to evaluate the District’s fiscal strength. The quarterly monitoring report presented herein indicates the percentage of the adopted budget that has been expended/encumbered as of the quarter ended December 31, 2017. It also provides three years of historical information so historical trends can be used in the analysis of the current year budget.

This quarterly comparison report is a monitoring tool used to identify the status of the district’s budget.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

This item is for information only.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting and Fiscal Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

**CHAFFEY COMMUNITY COLLEGE**  
**Quarterly Comparison**  
**Unrestricted General Fund**  
**As of December 31, 2017**

	2014-2015				2015-2016				2016-2017				2017-2018			
	Adopted Budget	31-Dec	EOY Actual	% of Budget	Adopted Budget	31-Dec	EOY Actual	% of Budget	Adopted Budget	31-Dec	EOY Actual	December % of Budget	Adopted Budget	31-Dec	December % of Budget	
<b>INCOME SOURCE</b>																
Prior Year Ending Balance Re-allocation	4,873,744				0				3,677,289				3,928,578			
State General Apportionment	62,450,521	31,357,231	61,010,224	50.21%	70,423,903	47,413,463	72,436,731	67.33%	75,666,883	48,932,589	76,826,331	64.67%	81,382,469	39,485,264	48.52%	
Education Protection Account (EPA)	11,315,357	5,664,225	13,413,812	50.06%	12,962,172	6,530,036	13,113,790	50.38%	13,114,000	6,483,628	12,750,807	49.44%	12,165,352	3,043,085	25.01%	
Miscellaneous	5,549,844	4,017,432	6,905,710	72.39%	14,769,166	8,498,145	15,106,050	57.54%	10,319,891	6,271,115	10,207,311	60.77%	9,801,247	4,366,530	44.55%	
Lottery	1,791,750	(1,931)	2,119,010	-0.11%	2,039,240	24,577	2,301,219	1.21%	2,315,180	36,108	2,507,263	1.56%	2,424,980	51,681	2.13%	
<b>Total Income</b>	<b>81,107,472</b>	<b>41,036,957</b>	<b>83,448,756</b>	<b>50.60%</b>	<b>100,194,481</b>	<b>62,466,221</b>	<b>102,957,790</b>	<b>62.34%</b>	<b>101,415,954</b>	<b>61,723,440</b>	<b>102,291,712</b>	<b>60.86%</b>	<b>105,774,048</b>	<b>46,946,560</b>	<b>44.38%</b>	
<b>EXPENDITURES</b>																
Operational	85,981,216	44,776,459	83,709,199	52.08%	98,388,259	48,424,811	95,603,207	49.22%	105,093,243	51,517,254	99,964,739	49.02%	109,702,626	53,504,432	48.77%	
<b>Total Expenditures</b>	<b>85,981,216</b>	<b>44,776,459</b>	<b>83,709,199</b>	<b>52.08%</b>	<b>98,388,259</b>	<b>48,424,811</b>	<b>95,603,207</b>	<b>49.22%</b>	<b>105,093,243</b>	<b>51,517,254</b>	<b>99,964,739</b>	<b>49.02%</b>	<b>109,702,626</b>	<b>53,504,432</b>	<b>48.77%</b>	
Surplus or (Deficit)	-	(3,739,502)	(260,443)	-	1,806,222	14,041,410	7,354,583	-	-	10,206,186	2,326,973	-	-	(6,557,872)	-	
<b>Net Surplus or (Deficit)</b>	<b>-</b>	<b>(3,739,502)</b>	<b>(260,443)</b>	<b>-</b>	<b>1,806,222</b>	<b>14,041,410</b>	<b>7,354,583</b>	<b>-</b>	<b>-</b>	<b>10,206,186</b>	<b>2,326,973</b>	<b>-</b>	<b>-</b>	<b>(6,557,872)</b>	<b>-</b>	
<b>SUMMARY, ENDING BAL/RESERVES*</b>																
7% Board Designated Reserves	6,018,685	6,018,685	5,859,644	100.00%	6,887,178	6,887,178	6,692,225	100.00%	7,356,527	7,356,527	6,997,532	100.00%	7,679,184	7,679,184	100.00%	
GASB 45 Reserve	-	-	1,500,000	-	500,000	500,000	500,000	-	500,000	500,000	500,000	-	500,000	500,000	-	
Technology Replacement Reserve	150,000	150,000	600,000	100.00%	600,000	600,000	600,000	-	600,000	600,000	600,000	-	600,000	600,000	-	
Vehicle Replacement Plan	50,000	50,000	100,000	100.00%	100,000	100,000	100,000	-	100,000	100,000	100,000	-	100,000	100,000	-	
Resource Allocation (RAC) Reserve	154,393	154,393	500,000	100.00%	500,000	500,000	500,000	-	500,000	500,000	500,000	-	500,000	500,000	-	
Capital Outlay Replacement	-	-	200,000	-	200,000	200,000	200,000	-	200,000	200,000	200,000	-	200,000	200,000	-	
PERS/STRS Reserve	-	-	500,000	-	1,343,999	1,343,999	1,343,999	-	1,343,999	1,343,999	1,343,999	-	1,343,999	1,343,999	-	
One-Time Funding	-	-	-	-	2,661,425	2,661,425	2,661,425	-	2,661,425	2,661,425	2,661,425	-	2,661,425	2,661,425	-	
Undistributed Reserve	40,000	40,000	1,766,736	100.00%	40,000	40,000	5,783,314	-	1,441,723	1,441,723	7,804,980	-	3,194,750	3,194,750	-	
<b>Total Ending Balance/Reserves</b>	<b>6,413,078</b>	<b>6,413,078</b>	<b>11,026,380</b>	<b>100.00%</b>	<b>12,832,602</b>	<b>12,832,602</b>	<b>18,380,963</b>	<b>100.00%</b>	<b>14,703,674</b>	<b>14,703,674</b>	<b>20,707,936</b>	<b>100.00%</b>	<b>16,779,358</b>	<b>16,779,358</b>	<b>100.00%</b>	
Ending Balances %	7.46%		13.17%		13.04%		19.23%		13.99%		20.72%		15.30%			

\*Reserve balances remain unchanged until yearend.

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

(Information)

January 25, 2018  
Board Meeting Date

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TOPIC **INTEGRATED BASIC SKILLS/STUDENT SUCCESS AND SUPPORT/STUDENT EQUITY PLAN**

Communication No. IV.D.2.c

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**SUPPORTS BOARD POLICY**

Supports and complies with Policies: 1400 Core Values, 3250 Institutional Planning, 5300 Student Equity, and 7100 Commitment to Diversity.

**PROPOSAL**

To approve the Chaffey College Integrated Basic Skills, Student Success and Support and Student Equity Plan. The plan was developed as a requirement from the California Community Colleges Chancellor's Office to streamline and support overlapping programs, goals and activities among the three plans. Previously each plan was written, submitted and approved separately. The instructions for the Integrated Plan indicate it is due on December 15, 2017; however, because the Chancellor's Office could not get its submission portal open in time, they extended the deadline for all colleges to January 31, 2018.

**BACKGROUND**

The California Community College Chancellor's Office has been undergoing an effort to integrate three programs: Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP). These programs were selected as a starting point for integrative efforts for two main reasons: 1) all three have the same ultimate goal of increasing student success while closing achievement gaps; and 2) there is a strong potential for overlap between and among the programs. The first step in this effort was to request a Partnership Resource Team (PRT) through the Institutional Effectiveness Partnership Initiative (IEPI) to assist the Chancellor's Office in creating an action plan. The next step was to draft documents that reflect the integration of the three programs. These draft documents were developed by Chancellor's Office staff in collaboration with multiple stakeholder groups whose various perspectives provided valuable input.

On February 14, 2017 the Chancellor's Office disseminated a memo and new expenditure guidelines for all three (Student Success and Support, Student Equity, and the Basic Skills Initiative) programs. Most significantly the new expenditure guidelines are effective immediately for all three programs; colleges have two years to spend their 2016-17 allocation; and 2016-17 Mid-Year Expenditure reports for SE and SSSP were not due on the regular schedule of March 2017. On February 15, 2017 another memo informed colleges of the new Integrated Plan documents: 2017-19 Integrated Plan, 2017-19 Budget Plan, and new Expenditure Guidelines. In addition, an Integrated Planning page on the Chancellor's Office website was launched; and in-person workshops on the Integrated Plan documents were held in spring 2017.

These integrated planning documents are the first iteration of a larger integration effort on the part of the Chancellor's Office.

**BUDGET IMPLICATIONS**

The Student Success and Support Program and Student Equity Plan budgets have been accepted and adopted. The allocation for the Basic Skills Initiative has increased from \$155,537 to \$545,667 and is reflected in the attached budget plan.



RECOMMENDATION

It is recommended the Governing Board approve the Chaffey College Integrated Basic Skills/Student Success and Support/Student Equity Plan to be submitted to the California Community Colleges Chancellor's Office.

Prepared by:	Meridith Randall, Associate Superintendent, Instruction and Institutional Effectiveness Eric Bishop, Vice President, Student Services
Submitted by:	Meridith Randall, Associate Superintendent, Instruction and Institutional Effectiveness Eric Bishop, Vice President, Student Services
Recommended by:	Henry D. Shannon, Superintendent/President

**Chaffey College**  
**2017-19 Integrated Plan: Basic Skills Initiative, Student Equity,**  
**and Student Success and Support Program**  
**Executive Summary**

**Student Equity Goals for 2017-2019**

Chaffey College remains committed to providing quality educational experiences for all of its students, especially those historically underserved or underrepresented. The college's previous Student Equity Plans have played a significant role in advancing equity-centered practices to be an explicit priority at all levels of the institution. The activities and goals outlined in the current plan utilize campus-based, regional and national research to identify solutions and methods that will lead to reducing achievement gaps and expanding an equity-minded culture throughout the institution. The college's efforts reflect our dedication to facilitating intersegmental strategies and collaboration that empower students to reach their academic goals and promote a culturally responsive campus environment. Programs, support services, and instructional approaches have been, and will continue to be coordinated, regularly evaluated, and revised where necessary to achieve stated goals.

Currently aligned with our college's Institutional Goals, the 2017-2019 Chaffey College Integrated Plan is congruent with ongoing college-wide conversations and initiatives addressing student success. Chaffey College's vision, "improving lives through education," remains at the foundation for the goals listed here.

The heart of the Integrated Plan is the disaggregation of data to identify where specific groups are experiencing the greatest disproportionate impact and creating a plan of action to set goals and objectives tailored for those identified groups. The college will regularly provide opportunities through its shared governance process to disseminate disaggregated data, analyses of success rates for target populations, as well as local and national best practices.

Below are the Student Equity goals for each required student group:

<b>Target Group</b>	<b>2017-19 Equity Indicators</b>
African Americans	Course Completion, English and Math Basic Skills Completion, Degree and Certificate Completion, Transfer
Asians and Pacific Islanders	Access
Caucasians	Access
Foster Youth	Course Completion, Degree and Certificate Completion, Transfer
Hispanic/Latino	ESL Basic Skills Completion
Males	Access, English and Math Basic Skills Completion
Students with Disabilities	Access, Degree and Certificate Completion, Transfer
Students by age group	Access, Basic Skills Completion, Degree and Certificate Completion, Transfer
Veterans	Access, Degree and Certificate Completion, Transfer

**Student Equity Activities for 2017-2019**

The college has planned a variety of activities, consistent with institutionalized policies and practices, which are described throughout the plan, to achieve its goals of improved student success among disproportionately impacted students. Activities include: course transformation; professional development and training for faculty, managers, and classified employees; and direct student engagement and support with a focus on personal enrichment and development. The activities listed in the indicators below reflect the top three disproportionately impacted groups, noting that there additional groups that will be served.

## **ACCESS**

*Goal: Improve access for prospective students that are over the age of 35, male, and Caucasian to ensure student population is reflective of the communities in which the college serves.*

- The college will expand outreach efforts, including financial literacy, to include adult school and concurrently enrolled high school students.
- The college will create new and strengthen existing strategic partnerships with county foster youth and veteran agencies to facilitate access and persistence.
- The Office of Special Populations and Equity Programs will collaborate with the Office of High School Partnerships to facilitate programing and create a pipeline for students enrolled in adult education in partner school districts.

## **COURSE COMPLETION**

*Goal: Improve course completion rates for students who are African American, current and former foster youth, and students nineteen years old or younger.*

- The college will expand professional development opportunities for all college groups to reduce barriers experienced by the targeted population and resilience factors.
- The college will create pathways for students designed to reduce unnecessary course taking and increase transfer level course completion.
- The college will facilitate mentoring, academic preparation programming and intensive counseling for foster youth, males, students of color, veterans, and other disproportionately impacted groups.
- The college will develop strategies
- The college will support integration of open educational resource (OER) materials into courses to enhance course completion.
- The college will create supportive learning environments for target populations and connect students to academic and student services resources.

## **ESL & BASIC SKILLS COMPLETION**

*Goal: Improve basic skills completion for students in the following subject categories:*

- *English: African Americans, over the age of twenty, and males*
  - *Mathematics: African Americans, males, aged twenty to thirty-four*
  - *ESL: Hispanic/Latinos and students over the age of twenty-five.*
- The college will examine and facilitate opportunities to reduce basic skill levels to increase degree/transfer level course enrollment.

- The Office of Special Populations and Equity Programs will collaborate with basic skills programs to create summer bridge programs in order to assist students with the transition to college level courses.
- The college will enhance concurrent enrollment opportunities to prepare students for degree and transfer level courses upon matriculation.
- The Office of Special Populations and Equity Programs will collaborate with the Office of High School Partnerships to facilitate programing and create a pipeline for students enrolled in adult education in partner school districts.
- The college will work with faculty in reviewing its curriculum and determining new ways to integrate technology to assist students in basic skills courses.
- Support and analyze the impact of the college's implementation of Multiple Measures placement for both English and mathematics, including examining placement alternatives to testing.

### **DEGREE & CERTIFICATE COMPLETION**

*Goal: Improve degree and certificate completion rates for students who are African American, over the age of twenty, current and former foster youth, Veterans, and individuals with disabilities.*

- Develop a robust mentor program (e.g., peer, alumni, staff and faculty) and scale existing Faculty Advising Program.
- Career and Transfer Centers will be utilized to engage and assist students in developing career and transfer goals.
- The college will actively recruit underrepresented students intent on certificate completion.
- Support Turning Point and formerly incarcerated students in progressing to certificate and degree completion.
- The college will support integration of low-cost and no-cost course materials to enhance degree and certificate completion.
- Expand student exposure to leadership and professional development opportunities through conferences, internships, workshops and mentorships.
- The college will partner with county agencies that serve current and former foster youth, Veterans and individuals with disabilities to expand services that reduce educational barriers.
- Expand in-person and virtual counseling and student services for targeted groups.

## **TRANSFER**

*Goal: Improve transfer rates for students who are current and former foster youth, African American, over the age of twenty, Veterans, and individuals with disabilities.*

- The college will increase access to four-year transfer institutions through increased, coordinated, on-campus visits to HBCUs, HSIs, UCs, CSUs and Independent colleges and universities.
- The college will actively recruit underrepresented students intent on transferring through the Legal Studies Pathway Program.
- Underrepresented students, including those from Umoja, Puente, EOPS, CalWorks and foster youth will be targeted for transfer activities and college visits.

## **OTHER**

*Goal: Improve the quality of the learning environment and student experience that promotes holistic student development.*

- The student equity plan will support the college's effort to assist students with basic human survival resources, including food, housing, transportation, and child care.
- The student equity plan will support the college's efforts to create a campus climate that ensures the target groups learn in a comfortable atmosphere.
- The student equity plan will support the college's efforts to increase the faculty applicant pools to better represent the target populations.
- Institutionalize equity-minded programming on Fontana and Chino campuses
- Evaluate and address the mental health needs of disproportionately impacted students to assist in their educational persistence.
- Support the educational efforts of the college's most vulnerable and at-risk groups, including but not limited to undocumented and formerly incarcerated students .

**Resources Allocated for 2017-2019**

<b>Category</b>	<b>Approximate Budgeted Resources</b>
Access	\$118,727
All Indicators	\$901,792
Course Completion/ESL Basic Skills Completion	\$649,083
Degree & Certificate Completion	\$106,540
Transfer	\$66,830
Professional Development	\$99,178
<b>Program Totals</b>	<b>\$1,942,150</b>

**Report of Student Equity Expenditures and Activities 2014-2017**

The college has established equity as one of its foundational components to serving students. “Decreasing the Achievement Gap” is listed as an institutional goal and is therefore embedded in conversations, practices and pedagogy across the institution. There have been many areas where the college has made significant gains to addressing the needs of disproportionately impacted groups identified in prior plans:

- Creation of the Office of Special Populations and Equity Programs, including the hiring of a full time director and support staff, to facilitate a network of support and collaboration, identify and reduce barriers to student achievement, and develop wrap-around services for disproportionately impacted groups.
- Creation of the Independent Scholars Program for current and former Foster Youth, including the hiring of a full time counselor, implementation of a book voucher program, and increased coordination with EOPS, county agencies and K-12 foster youth liaisons to better serve this population.

- Institutionalization of the Supplemental Instruction (SI) program, including the hiring of a full time coordinator and increased efforts to hire SI Leaders that represent our diverse student population, has resulted in the doubling of the number of sections served by SI and increased training for SI Leaders.
- Increase of outreach efforts and partnerships with feeder high schools to ease college transitions, as well as increase understanding of financial aid and matriculation process.
- Increase in the number and capacity of campus tours to four-year institutions, including establishing an annual tour of Historically Black Colleges and Universities (HBCUs) in Southern states.
- Increase in the number and capacity of attendance to student leadership development and professional conferences, such as the Hispanic Association of Colleges and universities (HACU) Conference, Umoja Conference, Student Veterans of America Conference, and African American Male Engagement Network and Development (A2MEND) Male Summit.
- Creation of the Office of Transitional Services, including the hiring of a manager and expansion of the campus food pantry program, to address student housing and food insecurity by strengthening collaboration and partnerships with local county institutions and community agencies.
- Development of mentoring opportunities for men of color and women of color to create a sense of validation and belonging for historically underserved students as well as a connection to on/off campus resources.
- Hiring a research analyst in the Office of Institutional Research to analyze disaggregated data and evaluate programs and the college's intervention efforts as it relates to disproportionate impact of target populations.
- Expansion of the Faculty Advisor Program, which provides an avenue for trained professors to serve as mentors that guide students in exploring opportunities related to their academic major, transfer, and career goals.
- Expansion of professional development opportunities for both faculty and staff through the Faculty Success Center, Classified Senate and the Classified Success Network, including the development of a train-the-trainer multicultural education series.
- Reduction of the pre-collegiate level English courses to one and movement away from using assessment test results for placement into English classes to reduce time to goal completion.
- Resources from the Student Equity funds have been budgeted to maximize resources from the college's general fund, Student Success and Support Program, Basic Skills Initiative, Adult Education Block Grant and federal grant resources.



**Student Equity Fund Expenditures 2014-2017**

<b>Obj. Code</b>	<b>Category</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
1000	Academic Salaries	\$259,753.00	\$465,209.00	\$394,047.00
2000	Classified and Other Nonacademic Salaries	\$220,312.00	\$625,436.00	\$737,542.00
3000	Employee Benefits	\$68,611.00	\$220,151.00	\$339,389.00
4000	Supplies & Materials	\$78,037.00	\$121,149.00	\$60,890.00
5000	Other Operating Expenses and Services	\$82,224.00	\$438,495.00	\$361,483.00
6000	Capital Outlay	\$146,289.00	\$66,116.00	\$5,000.00
7000	Other Outgo	\$3,854.00	\$19,420.00	\$53,500.00
	<b>Original Allocation</b>	\$859,080.00	\$1,848,676.00	\$1,951,851.00
	<b>Supplemental Allocation</b>	\$0	\$107,300.00	\$0
	<b>Total Allocation</b>	<b>\$859,080.00</b>	<b>\$1,955,976.00</b>	<b>\$1,951,851.00</b>

**Student Equity Plan Primary Contact**

Adrienne Grayson  
 Director of Special Populations and Equity Programs  
 (909) 652-6506  
 adrienne.grayson@chaffey.edu



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part I – Deadlines and Important Information

- Submission deadline: **December 15, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

#### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

#### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable. Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part II – Program Goals and Planning

#### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
SEP - Improve access for target populations identified in the college research as experiencing a disproportionate impact	Chaffey College increased outreach and collaborative efforts with local school districts and San Bernardino County agencies to create opportunities to engage special populations, such as foster youth, with the college.
SEP - The goal is to improve course completion target populations identified in the college research as experiencing a disproportionate impact	<p>Progress is being made in the area of course completion through the scaling of three key programs: 1) Faculty Advising, 2) Supplemental Instruction, and 3) Fast-Track courses. The Faculty Advising Program was developed based on the student engagement research. The data collected by the college indicates that students who participate in Supplemental Instruction have higher success rates compared to students who do not participate in the program.</p> <p>The data collected by the college indicates that the success rates of students enrolled in accelerated (Fast-Track) courses are higher compared to students not enrolled in accelerated courses.</p> <p>Though the course completion rate decreased campus-wide from 2015-16 to 2016-17, the rate increased for foster youth. The progress made here is due in part to the creation of our Independent Scholars Program, which provides intensive counseling and support services to our current and former foster youth.</p>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p>SEP - The goal is to improve ESL and basic skills completion for target populations identified in the college research as experiencing a disproportionate impact</p>	<p>Gains were made in the overall completion rates for English Basic Skills and ESL Basic Skills. Institutionalizing an understanding of best practices for achieving classroom equity requires new, innovative and ongoing training of faculty. Summer bridge programs have shown to assist students in accelerating the math completion. Curriculum review and transformation allows faculty to teach in a way and with tools students understand. Requiring students to engage in Success Center activities accentuates the need for repetitive skills use in math, which leads to a greater chance of persistence and completion. Institutionalizing an understanding of best practices for working with ESL students and developing understandings of their backgrounds leads to greater engagement and connections that creates a sense of belonging in continuing.</p>
<p>SEP - The goal is to improve degree and certificate completion for target populations identified in the college research as experiencing a disproportionate impact</p>	<p>Overall the college experienced an increase of three percent in completion rates. However there was a decrease among African American students by 7.66%. It should be noted that the data represents cohort data that measures a time period prior to the implementation of the current SEP activities.</p>
<p>SEP - The goal is to improve transfer for target populations identified in the college research as experiencing a disproportionate impact</p>	<p>Transfer rates improved for all disproportionately impacted groups with the exception of the following groups: Hispanic/Latino, Foster Youth, and Students with Disabilities. Though staff turnover and program infrastructure start ups have delayed some activities, campus visits to four-year institutions, development of articulation agreements with transfer institutions, and the institutionalization of partnerships with the University of California have resulted in advancements in this area.</p>
<p>SEP - Activities affecting several indicators</p>	<p>Efforts have increased to address the needs of students experiencing housing and food insecurity, including scaling up our campus food pantry and the creation of</p>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	the Transitional Services office, which provides intensive outreach, support and referrals to on-campus and community resources for students.
BSI - Student completion and success increases in the math sequence	Along with Title V funding, BSI supported the MATHSway initiative, which involved redoing the pedagogy and materials for developmental math classes. More recently, the math department developed a Statway sequence and shortened the traditional algebra pathway. The success rates for math basic skills classes have decreased slightly, but the college expects to see a sharp increase next year with the new curriculum, continuing pedagogy innovations, and potential change in placement practices pursuant to AB 705.
BSI -Improve success rates among historically underrepresented groups enrolled in foundation (basic skills) sequences.	Data show that students who identify as African-American continue to have significantly lower success rates in both English and math, while other underrepresented groups achieve at rates comparable to the average. Males overall show lower success rates as well.
BSI -Redesign the ESL curricula.	A redesigned and less complicated sequence went into effect in Fall 2017. Success and progression will be measured at the end of the academic year.
BSI - Sustain the Faculty Success Center.	The Faculty Success Center has been institutionalized and is supported from a variety of categorical sources. Some of its most important functions are conducting the New Faculty Orientation each year and planning Flex activities with the Professional Development Committee. Approximately 30 workshops are offered to faculty throughout the year, some of which pay participants. Future plans include moving the Center to a more central place on campus for increased use and visibility.
BSI - Provide supplemental assistance for all developmental courses/sections.	Data show that students who participate in SI have higher success rates. Currently, the SI program does not have the capacity to provide support for the hundreds of developmental sections.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<p>SSSP – Provide abbreviated educational plan for all new students at all 3 campuses on a walk-in basis.</p> <p>SSSP - Provide undecided students guidance and support to make an informed decision on academic and/or career goal.</p> <p>SSSP - Automate external transcript evaluation</p> <p>SSSP - Provide follow up services to at risk students</p>	<p>Hired 3 full time counseling faculty – 1 full time Counseling faculty member for the Rancho, Chino and Fontana GPS Centers. Hired 3 full time classified staff members to support each GPS Centers. Yearly hire graduate students to serve as Success Guides in each GPS Center.</p> <p>Hired full time counseling faculty member in the career center to assist with career exploration.</p> <p>Hired 2 full time classified staff members to assist in the automation of transcript evaluations to provide counseling faculty with the support needed to complete comprehensive educational plans.</p> <p>Hired full time counseling faculty member for Opening Doors program and full time classified staff member to provide follow up services to at risk students (students enrolled in basic skills courses, or students on academic or progress probation)</p>
<p>SSSP – Provide Orientation, assessment, and educational planning services to all new and continuing students. Super Saturdays</p>	<p>Institutionalized Super Saturdays. First Saturday of every month on each campus students can complete Orientation, Assessment and abbreviated educational plan in one day. Ongoing</p>
<p>SSSP -Provide Professional Development opportunities for Adjunct Counseling faculty and Success Guides</p>	<p>Offered Adjunct counseling faculty training once a month for the past 2 years. Moving to 2 times a semester to improve attendance and looking into providing the training on Saturdays. Provide Success Guide training formally 2 times per semester. On-going training throughout the year from the lead counseling faculty member in the GPS Center.</p>
<p>SSSP – Automate the prerequisite clearance of all external transcripts for</p>	<p>Prior to automating this process students would need to submit a request for clearance of pre-requisite form for math and English. It could take up to 14 days. Student’s</p>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

English and Math	prerequisites are cleared for both math and English within 24-48 hours. An email is generated to students that the prerequisite has been cleared and it clearly messages what course they are now available to register for.
SSSP – Automate unit evaluation	Students no longer request for a unit evaluation to be completed. The unit evaluation process begins once the transcripts has been received in the Admissions & Records office.

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Program success has been based on a collaborative spirit at the college in which all parties work toward the common goals of decreasing the time students spends in basic skills courses and decreasing the achievement gap, realizing that in many cases the two goals are tied together. Continuous conversations among the academic units on how to reduce the time to reaching transfer requirements have kept the conversations on the front burner. Creating an intrusive model of initiating the core matriculation requirements gets students to informed services sooner rather than later, providing them with a road map to goal completion.

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<i>Example:</i>  <i>Increase completion and persistence through the English</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Provide extended orientation and assessment prep courses/workshops</i>	<i>Pilot prep courses through the first year programs or specific bridge programs</i>





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<i>Developmental Sequence</i>		<i>Redesign the dev. ed. sequence</i>	<i>Redesign the dev. ed. Sequence</i>
<p>Improve completion rates for disproportionately impacted students enrolled in Developmental math and English</p>	<p>Counseling faculty and success guides provided orientation and pre-enrollment support to students participating in the summer bridge program and promoting Summer Bridge during high school Senior Early Assessment</p>	<p>Students identified as disproportionately impacted in basic skills mathematics completion and advancement were identified and recruited for the college’s summer bridge program.</p> <p>The program supported professional development, technology and release time for curricular review and development.</p>	<p>Summer bridge in math took place</p> <p>Mathematics faculty created a summer bridge program for high school students to place higher in their mathematics and assist students with the transition to college mathematics.</p>

- Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.

Collaboration within the college has led to a broader institutionalization of Supplemental Instruction as faculty in English have reduced the pre-collegiate level courses to one and moved away from using assessment test results for placement into English classes. The effect is the reduction of time to goal for disproportionately impacted students.

### FUTURE PLANS

*Questions 3-8 address the 2017-19 planning cycle.*



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
  - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
  - Closing achievement gaps for disproportionately impacted groups.
  - Improving success rates in degree attainment, certificate attainment, and transfer.
  - Improved identification of and support for students at-risk for academic or progress probation.
  - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
  - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><i>Example:</i> Increase completion and persistence through the English Developmental Sequence</p>	<p>Provide extended orientation and assessment prep courses/ workshops</p>	<p>Provide extended orientation and assessment prep courses /workshops</p> <p>Redesign the dev. Ed. sequence</p>	<p>Pilot prep courses through the first year programs or specific bridge programs</p> <p>Redesign the dev. Ed. sequence</p>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
<p><b>Goal 1:</b> Provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.</p>	<p>Support the change in placement practices by messaging and orienting students with specific next steps for the course they are now ready to enroll in.</p>	<p>Foster direct student engagement opportunities, including counseling, advising, mentoring and outreach geared toward student populations.</p> <p>Utilize Career and Transfer Centers to engage and assist students in developing career and transfer goals.</p> <p>Support the college's effort to assist students with basic human survival resources, including food, housing, transportation, and child care.</p>	<p>Change in placement practices in English to allow more students to succeed sooner at higher levels</p> <p>MATHSway initiative to improve pedagogy in developmental math classes</p> <p>Project with Carnegie and West Ed to develop Statway</p> <p>Increase in sections with Supplemental Instruction</p>	<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
<p><b>Goal 2:</b> Create, maintain, and support innovative and effective learning environments that engage students</p>	<p>Launch online counseling and other student support and matriculation services to support students using</p>	<p>Research, design and implement learning and support strategies appropriate to disproportionately impacted</p>	<p>Support professional development through the Faculty Success Center</p> <p>Provide innovative support for math</p>	<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

toward success and completion.	cranium cafe.	populations.  Support professional development opportunities for both faculty and staff.	and English at all Success Centers	Completion <input type="checkbox"/> Other: _____ _____
<b>Goal 3:</b> Provide an effective organizational structure and workforce through strategic hiring practices in which all employees are given the encouragement and resources needed to achieve excellence, including professional development that incorporates principles of Equity and Guided Pathways.	create Chaffey specific online professional development opportunities for faculty, staff and success guides	Implement and evaluate professional development activities that help staff and faculty engage disproportionately impacted students.	Support and expand Faculty Success Center programs, particularly for part-time faculty  Incorporate Guided Pathways concepts into professional development  Develop professional development to support changes stemming from AB 705	<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____
<b>Goal 4:</b> Support the needs of the communities through meaningful external relations, workforce development, outreach, partnerships, and linkages.	Continue to provide support services such as Orientation in multiple languages. Currently available in Arabic and Spanish. Continue to provide college orientation and assessment and educational planning support at local feeder high schools and adult schools.	Create opportunities to engage disproportionately impacted students while still in high school to decrease time to completion upon matriculation.	Work with adult schools and high schools to create pathways for students who complete Basic Adult Education coursework  Continue to meet with high school faculty to align curriculum in English and math	<input type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____
<b>Goal 5:</b> Decrease the achievement gap.	Ensure that all students have a plan, are following that plan and have the support	Actively institutionalize and facilitate activities designed to engage students inside and	Ensure that all student groups succeed and progress at the same rates through math	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	necessary to complete their goal in a timely manner.	outside of the classroom, such as mentoring, academic preparation programming, and intensive counseling for foster youth, males, students of color, veterans and other identified groups, to reduce disproportionate impact.	and English  Focus on interventions to increase achievement for students who identify as African-American	<input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____
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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

Integration of matriculation, instruction and student services at Chaffey College is accomplished through a culture of collaboration. The college uses a tri-chair model in its shared governance structure and allows for all perspectives to be represented, faculty, staff and administration. The college uses three separate committees currently to facilitate the various plans. Given that each area maintains its expected workflows, measurements and outcomes, those groups will remain. However, a subcommittee from the College Planning Council, the Plan Alignment Subcommittee, with representation from the three existing groups, SSSP Advisory Committee, President’s Equity Council, and the Enrollment and Success Management Committee has formed to review and report annually on the integration. This subcommittee looks beyond the integration of this plan, but of all the major of plans at the college. Additionally, a Total Cost of Ownership subcommittee also looks holistically at the college planning processes as it relates to expenditures.

The outcomes from the Basic Skills Initiatives provide a natural integration with the Student Equity Plan since those plans share indicators of success and movement. The movement toward reducing remedial coursework from the basic skills sequence and curriculum should also advance those indicators. A robust Institutional Research office provides regular updates on student success from various avenues and program outcomes. The new subcommittee will work to ensure to engage the college in integration efforts beyond the three aforementioned



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

plans, but will also investigate the value of moving toward additional integration with the Strong Workforce efforts, Adult Education Block Grant, federal Title III and Title V grants that address the same efforts of the college.

As a leader in the guided pathways implementation, the integration of the plan with guided pathways efforts and planning allows for a smoother, more institutionalized plan. Redesigning the nature of educational plans to match guided pathways, moving students through transfer level courses sooner and removing barriers caused by basic skill course fatigue is one key movement toward increasing student success.

The college has also invested in technology that allows students to be identified at initial contact during outreach, placed into appropriate cohort categories for tracking and identified for services and reporting. This cohorting and tracking happens at the recruitment and matriculation point, advising and counseling levels points, referrals for services and tracked through goal completion for interventions by college staff. These contacts allow for intervention on the instruction and student service units of the college and can aid in facilitating greater student success.

5. If your college has non-credit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

To date the college's non-credit offerings have served English as a Second Level students. The college has continuously reviewed the curriculum to streamline the basic ESL skills to move students through the sequence and into credit courses. The college is actively working with feeder adult schools to streamline the ESL sequences between the adult schools and the college so that students can continue their education from one system to the next and simultaneously reduce their time to goal completion.

The college is also developing non-credit courses for workforce development to move students through short term career technical education programs with the intent to transition students to additional certificate and ultimately degree programs. These efforts are multidisciplinary and embedded in multiple schools at the college. Working with students with developmental disabilities in noncredit course efforts is also in exploration stage for the college. These courses will aid students in preparing for both the workforce to earn living wage jobs and become college-level course ready



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

6. Describe your professional development plans to achieve your student success goals. (100 words max)

The college has an extensive professional development process and philosophy. Through its Faculty Success Center, Professional Development Committee and Classified Success Network, professional development is offered to all employee groups throughout the year, including on-campus workshops, summer institutes, and off-campus trainings. The college will utilize on-campus experts, as well as professionals who specialize in addressing basic skills and disproportionately impacted student groups. The college models a train-the-trainer program that deals with implicit biases and working with students in underrepresented populations. In addition to state sponsored trainings, the college is a consortium member of the Community College Equity Assessment Lab (CCEAL).

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

The college currently analyzes its campus based research on outcomes annually as part of measuring equity outcomes. The college plans to adjust the metrics of its research efforts, campus based research, Scorecard data and other internal reporting to include milestones for transition from noncredit to credit, matriculation from adult schools to the college, as examples. Integrating data sources and grant sources will be key in ensuring that the measurements are accurate across the institution. Continuous conversations among the academic units on how to reduce the time to reaching transfer requirements have kept the conversations on the front burner.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

N/A

9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

See attached



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

The executive summary can be viewed on the college website at:

[http://www.chaffey.edu/stu\\_equity\\_plan/index.shtml](http://www.chaffey.edu/stu_equity_plan/index.shtml)

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

- Implementation of AB 705, best practices in placement
- Programs to support African-American students
- Additional integration support and appropriate timelines with Guided Pathways

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

**Point of Contact:**

Name Adrienne Grayson

Title Director of Special Populations & Equity Programs

Email Address adrienne.grayson@chaffey.edu

Phone 909-652-6506

**Alternate Point of Contact:**

Name Eric Bishop

Title Vice President of Student Services

Email Address eric.bishop@chaffey.edu

Phone 909-652-6502





# 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

## Part III – Approval and Signature Page

College: Chaffey College

District: Chaffey College

Board of Trustees Approval Date: January 25, 2018

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

Chancellor/President	Date	<u>henry.shannon@chaffey.edu</u> Email Address
Chief Business Officer	Date	<u>lisa.bailey@chaffey.edu</u> Email Address
Chief Instructional Officer	Date	<u>meridith.randall@chaffey.edu</u> Email Address
Chief Student Services Officer	Date	<u>eric.bishop@chaffey.edu</u> Email Address
President, Academic Senate	Date	<u>ardon.alger@chaffey.edu</u> Email Address

**Integrated Budget Template: BSI, Student Equity, and SSSP  
for fiscal reporting period July 1, 2017 - June 30, 2018**

Chaffey CCD
Chaffey College

**Planned Expenditures**

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 72,080	\$394,047	\$ 1,010,633	\$ 1,010,633	\$ 33,127	\$ 33,127	
2000	Classified and Other Nonacademic Salaries	\$ 7,920	\$737,542	\$ 1,033,415	\$ 1,033,415	\$ -	\$ -	
3000	Employee Benefits	\$ 14,184	\$339,389	\$ 810,102	\$ 810,102	\$ 5,875	\$ 5,875	
4000	Supplies & Materials	\$ 7,629	\$60,890	\$ 125,083	\$ 125,083	\$ -	\$ -	
5000	Other Operating Expenses and Services	\$ 56,553	\$361,483	\$ 82,455	\$ 82,455	\$ -	\$ -	
6000	Capital Outlay		\$5,000	\$ 6,000	\$ 6,000	\$ -	\$ -	
7000	Other Outgo		\$53,500	\$ -	\$ -	\$ -	\$ -	
	<b>Program Totals</b>	\$ 158,366	\$1,951,851	\$ 3,067,688	\$ 3,067,688	\$ 39,002	\$ 39,002	
					<b>Match</b>		<b>Match</b>	
		<b>BSI, SE, &amp; SSSP Budget Total</b>						<b>\$ 5,216,907</b>

\*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

# **INFORMATIONAL**

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

(Information)

January 25, 2018  
Board Meeting Date

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TOPIC **2018-2019 BUDGET DEVELOPMENT CALENDAR**

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Communication No. IV.D.3.a

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SUPPORTS BOARD ENDS STATEMENT/POLICY

**Board Policy 6200 Budget Preparation** – Each year, the Superintendent/President shall present a budget or plan, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual, to the Governing Board.

The schedule for presentation and review of budget proposals shall comply with state law and regulations and provide adequate time for Governing Board study.

PROPOSAL

To present the attached 2018-2019 budget development calendar.

BACKGROUND

A budget calendar is prepared annually and is presented to the Board for information. The purpose of the calendar is to facilitate, provide structure, and establish timelines for the budget development process. The timelines are established to ensure the district complies with state mandates and guidelines.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

This item is presented for information only.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting & Fiscal Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

**CHAFFEY COMMUNITY COLLEGE DISTRICT  
2018-2019 Budget Development Calendar\*  
DRAFT**

<b>Friday, November 17</b>	Budget calendar presented to College Planning Council.
<b>Tuesday, December 12</b>	Budget calendar presented to President’s Cabinet.
<b>Wednesday, January 10</b>	Governor Brown releases the proposed 2018-2019 State budget.
<b>Wednesday, January 17</b>	ACCCA/ACBO Governor’s Proposed State Budget Workshop.
<b>Thursday, January 25</b>	Budget calendar presented to Governing Board.
<b>Wednesday, January 31</b>	District budget forum.
<b>Wednesday, Feb 28 &amp; Thursday, March 1</b>	Budget workshops for faculty, staff, and managers (Wednesday morning & Thursday afternoon). Senior budget managers receive budget work documents, including first run of budget.
<b>Friday, March 23</b>	Senior budget managers’ deadline to submit budget confirmations and/or changes to Budgeting & Fiscal Services.
<b>Friday, April 6</b>	Budgeting & Fiscal Services office returns second run of budget to senior budget managers for review.
<b>Friday, April 13</b>	Senior budget managers’ deadline to submit any corrections and/or additional changes to the second run of the budget to Budgeting & Fiscal Services.
<b>Friday, May 25</b>	Budgeting & Fiscal Services completes tentative budget draft.
<b>Thursday, June 28</b>	Governing Board reviews and approves tentative budget.
<b>Friday, June 29</b>	Tentative budget due to the County of San Bernardino.
<b>Thursday, August 23</b>	Proposed budget presented to Governing Board for approval.
<b>Friday, September 28</b>	Adopted budget submitted to the County of San Bernardino
<b>Wednesday October 10</b>	Adopted budget submitted to the California Community Colleges Chancellor’s Office

\*Dates not mandated are subject to change.

# **CONSENT AGENDA**

# **GOVERNANCE PROCESS**

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

January 25, 2018

Board Meeting Date

TOPIC APPROVAL OF MINUTES, DECEMBER 14, 2017

Communication No. IV.E.1.a

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SUPPORTS BOARD POLICY

**Board Policy 2360 Minutes** – The minutes shall record all actions taken by the Governing Board. The minutes shall be public records and shall be available to the public.

PROPOSAL

To approve the minutes of the December 14, 2017, regular meeting.

BACKGROUND

It is the practice of the board to approve the minutes of the board meeting(s) held the previous month. Those minutes are then made available to the public in the Chaffey College Library and on the college website.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

Approval of the minutes of the December 14, 2017, regular board meeting.

Submitted by:	Henry D. Shannon, Superintendent/President
Recommended by:	Henry D. Shannon, Superintendent/President



**OFFICIAL PROCEEDINGS  
OF THE GOVERNING BOARD  
CHAFFEY COMMUNITY COLLEGE DISTRICT**

A regular meeting of the Chaffey Community College District Governing Board was held on Thursday, December 14, 2017, in the boardroom of the Marie Kane Center for Student Services/Administration. Board President Roberts called the meeting to order at 2:00 p.m.

Members present: Ms. Brugger, Mr. McDougal, Ms. McLeod, Mr. Ovitt,  
Ms. Roberts

Members absent: Ms. Contreras (Student Trustee)  
Mr. Blake Burum, CCSG vice president, represented  
Ms. Contreras.

**CLOSED SESSION**

The public was given an opportunity to address the Governing Board regarding the posted closed session agenda. No comments were made.

The Board convened in closed session at 2:00 p.m. Closed session was adjourned at 3:27 p.m.

**STUDY SESSION**

A study session commenced on the following topics:

**Classified Leadership Academy Reports**

Melanie Siddiqi, vice president of administrative affairs, explained that classified employees Tim McClaury, Sarah Schmidt and Sonia Torres attended an intensive three-day leadership program through the California Community College Leadership Academy (3CLA) and would be presenting their projects, which were required to be local, equity-based proposals, to the Board. Chaffey College sent three teams, which consisted of the classified employee, a faculty member and a manager. Sara Schmidt was not available to present because of the passing of her grandfather. She will return at another time to present.

Tim McClaury provided a handout and described his project, *Classified Connect*. He explained that the goal of the project is classified employees connecting with students in a positive manner to strengthen the student experience while creating opportunities for classified employees to engage students as they pursue their educational goals and future careers. Trustees Brugger and McDougal thanked him for his presentation and commented that his proposal was a good idea.

Sonia Torres provided a handout and explained her project, *Women of Shades*, which is a support system to educate and empower women from underserved communities through monthly engaging seminars encompassing self and cultural awareness. Team members Lindsay Lavalley and RuthAnn Garcia added to the presentation.

Dr. Shannon asked the participants to explain the program. The program was described as a three-day intensive leadership training offered by 4CS and funded by an IEPI one-time grant in which one team from each California community college district was invited to attend. The training culminated in an equity-based project proposal relevant to local need. Dr. Shannon mentioned that Vice President Siddiqi is the new liaison for Classified Senate and that she is doing a great job in that role.

#### Professional Development

Dean Joy Haerens, Cindy Walker, and Vicky Valle provided a copy of the Professional Development/Faculty Success Center Annual Report. The report focused on three main avenues: the Professional Development Committee, the Faculty Success Center, and the Classified Success Network. Ms. Walker commented that they have received positive feedback for their flex, health and wellness workshops, and new faculty orientation. Ms. Valle commented that they provide pre- and post-tests for all of their workshops and provide certificates for participation and an awards ceremony.

The Board thanked them for the presentation and commented that it was a very good overview.

#### Sabbatical Report

Faculty Senate President Ardon Alger introduced Angela Cardinale. Professor Cardinale provided a copy of her sabbatical report on creative writing. The project consisted of researching and writing a memoir/biography about her mother and attending two major writing conferences, Bread Loaf in fall of 2016 and the Association of Writers and Publishers Conference in spring of 2017. She stated she was very grateful to the Board and has brought back very valuable information to her students. The Board complimented Ms. Cardinale on her report.

### REGULAR SESSION

The regular session reconvened, and CCSG Vice President Burum led the Pledge of Allegiance to the Flag.

### ORGANIZATION

The Governing Board elected the following officers to serve in 2017–2018:  
Kathleen R. Brugger – President

(President Brugger assumed chairmanship of the meeting.)  
Gloria Negrete McLeod – Vice President  
Gary C. Ovitt – Clerk  
Lee C. McDougal – Representative to the San Bernardino County  
Committee on School District Organization  
Gary Ovitt – Alternate voting representative to the San Bernardino  
County Committee on School District Organization

Board President Brugger presented Immediate Past President Roberts with a gift in appreciation for the tremendous job she did as president of the Board.

### PUBLIC COMMENTS

Classified employee Kim Burden discussed his concerns with the College's current climate and culture. Although his department has a management team that is aware and listens to classified staff, he voiced concerns about the workload of employees across all employment groups, questioned "How lean is too lean?", and the ability of staff to be creative at Chaffey. He also voiced concerns for some staff not feeling comfortable approaching the Board.

Classified employee Kim Noseworthy discussed her belief that CSEA concerns are not being addressed, and that these concerns are not reflected in the Board minutes. She stated that she recently attend a Board Dialogue Session and believes the ratio of management to staff was insufficient. She stated that the College culture is one of compliance where acquiescence is rewarded and that some administrators are intimidating to classified staff who express divergent opinions.

Classified employee Karen Olsen praised the contributions of classified employees. She voiced her belief that only confidential, management and faculty received raises and stipends during the recession. She also stated her belief that during the 2014-17 negotiations, the District offered to classified employees a 0% increase, 0% increase, 0% increase. She voiced concern that classified employees should receive fair and equitable raises during this current negotiations cycle.

Neil Watkins thanked Dr. Shannon for his Op Ed from December 6 regarding DACA students.

Student Mayra Ramirez and Professor Neil Watkins addressed the Board regarding DACA students. Ms. Ramirez thanked Dr. Shannon for quoting her story in the Op Ed on December 6. She stated that the Dreamer students are still fighting. She distributed pins for DACA/Dreamer students. She thanked the classified staff and Alisha Rosas for their hard work.

Dr. Shannon thanked Ms. Ramirez for letting him share her story.

## COMMUNITY LINKAGES

### GOVERNING BOARD

Trustee Roberts thanked her colleagues for their assistance and presented drawings she made to various Chaffey staff.

CCSG Vice President Blake Burum presented a report on behalf of CCSG President Diana Contreras which included the following information: CCSG gave away 480 Scantrons, green books, and pencils to students during finals week; CCSG members received voter registration training and will be holding voter drives on all three campuses to make sure that students are prepared for the primary elections in June; and CCSG established Grad scholarships for students who wish to participate in commencement but cannot afford to purchase a cap and gown. Mr. Burum showed the Board the new CCSG logo and thanked Alisha Rosas, Nilsa Robertson, Charles Williams, Chris Brunelle, and Julia Penigar for their feedback and support. He also thanked the Literacy and Learning Community Committee for supporting CCSG's current efforts to increase students' political activism by creating the Political Literacy Student Survey.

Trustee Ovitt thanked Ms. Roberts for the caricature drawing and said it was very special. Mr. Ovitt reported he attended the following events: the Rancho Cucamonga High School football game; the Ontario-Montclair YMCA Board meeting; the Ontario Parks and Recreation Commission meeting; the Children's Fund Board meeting; the Ontario City Manager Reception for new city manager, Scott Ochoa; the Ontario Christmas tree lighting; the Chino Hills Community Foundation Home Tour; the Ontario Parks and Recreation Commission Christmas dinner; the Ontario-Chaffey Community Show Band Board meeting; the OREMOR 25<sup>th</sup> Annual Choral Competition; the West End YMCA Board meeting; the Chaffey College Foundation Holiday Reception at his home; the Chaffey College Classified Senate Holiday luncheon; the Ontario Reindeer Run for OMSD Promise Scholars; the Chaffey High School performance of *Joseph and His Amazing Technicolor Dream Coat*; the Community Foundation Holiday dinner; the Chaffey JUHSD Board meeting; and the retirement reception for the deputy superintendent, Chaffey JUHSD. Mr. Ovitt mentioned that his wife won first place for her division in the Ontario Reindeer Run. He mentioned that he attended the reception for the new city manager for the City of Ontario, Scott Ochoa, and was pleased that he had the chance to meet him. Al Boling is now deputy city manager.

Trustee McDougal congratulated the Board members on their new roles and thanked Ms. Roberts for her service. He commended the Ovitt's for the wonderful holiday reception hosted at their home. Finally, Mr. McDougal complimented staff on the glossy copy of *The Breeze*.

Mr. McDougal stated that at the last meeting, in response to information disseminated by CSEA, he requested that administration provide an answer to three questions. Dr. Shannon responded that Ms. Bailey, Ms. Undercoffer, and staff had prepared a report to be presented at this time. Ms. Bailey opened the presentation by stating that there were three areas of administrative review: 1) verification of administrator salary information presented by CSEA at the last meeting; 2) clarification regarding growth fund expenditures; and 3) information regarding the impact of proposed salary increases. Ms. Bailey stated that Human Resources conducted the administrative salary review consistent with the District's benchmark study process. Ms. Undercoffer and her staff prepared the budget information regarding growth fund expenditures and the cost projections of proposed salary increases.

Ms. Bailey first reviewed the administrator salary information. She stated that all of the administrator salaries were studied by Human Resources using the established benchmark community colleges. The superintendent/president salary study was most recently conducted in 2016 by Ms. Bailey and her staff and presented to the Board for review and approval. At that time, the board approved a salary increase that moved the position to the 83<sup>rd</sup> percentile among the benchmark districts or \$300,000. The following year, the Board approved a 2% increase; consequently, Dr. Shannon's current salary is \$306,000. Ms. Bailey stated that she thought the reason CSEA overstated Dr. Shannon's salary was because she believes they relied on Transparent California, which includes some earned benefits as earned income.

Ms. Bailey explained the methodology that Human Resources uses for comparing positions among community colleges. First, Human Resources contacts each district and requests a current copy of comparable position descriptions. She emphasized that while a job title might sound similar, the work of Human Resources is to evaluate the job responsibilities to ensure that comparable levels of work are evaluated before reviewing salaries. When a match is made, the staff compare the highest rates on the schedule, even if the employee has not yet reached that rate. The staff then compare the salaries on a percentile basis to the other colleges. In this study, Human Resources found four strong matches: the associate superintendent of instruction and institutional effectiveness who is at the 81<sup>st</sup> percentile, the vice president of student services who is at the 40<sup>th</sup> percentile, the director of human resources who is at the 64<sup>th</sup> percentile, and the dean positions, which are at the 67<sup>th</sup> percentile. Two of the positions had no comparable comparisons: the associate superintendent of business services and economic development (which incorporates the vice president of business services, the vice president of human resources, and the vice president of economic development positions), and the vice president of administrative affairs (which incorporates the vice president of information services and the vice president of administrative services positions). Two of the positions were not completed at the time of the review: the executive director of business services and the executive director of budgeting and fiscal services

because they both have additional unique responsibilities added to these positions due to the District's status as a fiscally independent organization.

In summary, Ms. Bailey stated that the salary data provided by CSEA was accurate for most of the positions, but their benchmarking information was significantly inaccurate. Mr. McDougal asked if any of the management positions studied were at the 99<sup>th</sup> percentile. Ms. Bailey responded no.

Ms. Bailey then turned to the second question regarding how the District used its growth funds. Ms. Bailey stated that as an overview, the District used the growth funds to invest in the District; the chief means being the investment in people or human resources. She introduced Anita Undercoffer, executive director of budgeting and fiscal services, to provide a detailed analysis of revenue and expenses. Ms. Undercoffer explained that the District increased recurring revenue by approximately \$19.2 million from the period of 2014-15 through 2017-18 due largely to FTES growth. During this same period, the salary and benefits expenditures increased by \$18.6 million. The expenditures were generated by the following: 97 new budgeted positions (\$9 million), additional part-time faculty funding (\$4.7 million), STRS payment increases (\$3.9 million), PERS payment increases (\$1.4 million), restored the annual Technology Replacement Plan and travel and conference, as well as addressed increased supply costs and other fixed costs such as marketing, taxes, licenses, and fees.

Ms. Undercoffer then addressed the third question regarding the projected cost of proposed salary increases. She began by explaining that if a 1% salary increase was applied for all employment groups, the total cost (salary, steps, and benefits) would be approximately \$1.5 million in 2017-18, \$1.4 million in 2018-19, and \$1.3 million in 2019-20. Compounded over a three-year period, the total cost would be \$8.8 million.

If all employment groups received an increase of 10%-9%-4% over a three-year period, which was CSEA's proposal for their unit at the time of the last Board meeting, the total cost would be \$7.1 million for year one, \$7.8 million for year two, and \$5 million for year three. Compounded over a three-year period, the total cost would be \$42 million.

If all employment groups received an increase of 6.5%-6.5%-4% over a three-year period, which is CSEA's current proposal for their unit, the total cost for all employment groups would be \$5.2 million for year one, \$6 million for year two, and \$4.8 million for year three. Compounded over a three-year period, the total cost would be \$32 million.

Ms. Undercoffer then explained how each proposal would impact the current District budget assuming no other changes in revenue or expenditures occurred. If, for example, the District applied a 10% increase in year one to all groups, the impact would be a deficit of \$9.5 million in year one. If the District

increased salaries by 9% in year two, the projected deficit would increase to \$17 million and the reserves would be fully depleted by the middle of year two. And if the District increased salaries by 4% in year three, the projected deficit would be \$22 million in year three.

Ms. Undercoffer noted that the current 2017-18 budget, without any salary increases, projects a \$3.9 million deficit. However, she believes that because the College routinely has a “float” of unfilled positions due to resignations, retirements, and new vacancies throughout each year, it is reasonable to conclude that the deficit could be lower. For the sake of discussion, the District could even have a surplus. But no matter the case, the District does not have enough “float” to address the significant deficits that would occur each year due to the proposed salary increases.

Using the 6.5%-6.5%-4% proposed salary increase scenario, the District projects a deficit of \$7.5 million in year one, with an ending balance of approximately 11.5%. If the District then increased salaries by another 6.5% in year two, the projected deficit would increase to \$13.6 million and the reserves would be fully depleted by yearend. And if the District proceeds to increase salaries by 4% in year three, the projected deficit increases to \$18.4 million in year three. Ms. Undercoffer emphasized that even if the District were able to decrease spending so that there was a surplus of \$3 or \$4 million, even this would not be sufficient to address the significant salary costs of this proposal.

A question was raised about when the District will have information about next year’s budget. Dr. Shannon responded that the Governor issues his preliminary budget and the Chancellor’s Office conducts its budget workshop in January of each year.

Mr. McDougal stated that there was a question previously about workload and “How lean is too lean?” He noted that the District has added 97 new positions over the last couple of years, which represents approximately 17 percent of our employment base. Therefore, the District has been addressing the growth by growing our infrastructure and physical plant and by growing human capital. We have grown as much as the College’s finances will allow. Mr. McDougal stated that he hopes that people can see that we are better off today than we were four years ago. He thanked Dr. Shannon and staff for putting this information together which helps him understand the District’s financial situation and interpreting the information provided by CSEA.

Mr. McDougal concluded by commenting on Dr. Bishop’s position and how it happened that the vice president, student services position had been presented by CSEA to be at the 99<sup>th</sup> percentile when his position is actually at the 40<sup>th</sup> percentile compared to benchmark districts. He offered that perhaps it was because the comparison was made using his prior position as a dean. Dr. Shannon stated that this was a good observation; additionally, many of the

management positions have been consolidated, when possible, to maintain prudent fiscal measures. He discussed a multi-campus system versus a single-campus district and the layers of administrators he sometimes sees at other colleges. He mentioned the importance of being fiscally prudent because salary and benefits usually comprise approximately 85% of the budget. He noted that St. Louis is currently having to layoff faculty and staff because they did not adequately address the fiscal reality of shifts in the economy.

Trustee Roberts commented that she believes there will be a high cost to the government for the recent wild fires, which they may pass on to us, and that the state may take some funding back.

Board Vice President McLeod reported that she attended the following: the Classified Senate Holiday Luncheon; the Foundation Holiday Reception hosted by the Ovitt's; and the LVN pinning ceremony in Chino. She commented that the ceremony was lovely and she was very surprised at the large number of graduates in the graduating class, which was much larger than last year's.

Board President Brugger thanked Ms. Roberts for the caricature drawing and stated that they were very precious to all of us. She reported that she attended the ADN pinning and provided flowers for all of the graduates to recognize their hard work. She also attended the Classified Senate Holiday Luncheon and commented that it was a wonderful event, and she was so glad that Sherm Taylor won a special prize since he always supports the College and that is what Chaffey is about – giving back.

Trustee Roberts reported attending the following: a West End Family Counseling meeting; five Rotary meetings; the Vintner's Ball; a museum meeting; two YMCA meetings; Traveler's Aid meeting; a Dreamer's event in Fontana; the Classified Senate Holiday luncheon; Board agenda review meeting with President Shannon. Ms. Roberts mentioned that she hosted 40 Rotarians at her home for dinner.

## LEGISLATIVE UPDATE

Lorena Corona, manager of governmental relations, congratulated Board members for their new positions and expressed her gratitude to outgoing Board president, Katie Roberts. Ms. Corona reported the following: legislature will reconvene on January 3; spoke to offices of Congresswoman Torres, Congressman Aguilar, and Congressman Royce about the work they are doing; AACC will conduct webinar on December 18 to discuss the higher education act reauthorization; the passing of Graciano Gomez, community advocate for the Hispanic Community. Ms. Corona thanked Neil Watkins, Dr. Shannon, Dr. Bishop, Alisha Rosas, Moises Rosales and Mayra Ramirez and all of the other Dreamer students at Chaffey for taking the lead in supporting the Dreamers.



## PRESENTATIONS

There were no presentations at the December 14, 2017, meeting.

## FOUNDATION

Lisa Nashua, executive director of the Foundation, provided her report which included the following: Professor for a Day event on November 16; Save the Date for the Alumni of the Year and Athletic Hall of Fame event at the Double Tree Hotel in Ontario, Thursday, April 12, 2018; endowment challenge; Spring scholarship application period opening January 8; special second fall award cycle in which 22 awards were made totaling \$8,468; \$75,000 received from the JP Morgan Chase Foundation for the Job Placement Program at the InTech Center; thank you campaign for the external community in January; and Chaffeyan events. Ms. Nashua announced that Dr. and Mrs. Shannon would provide an endowment.

Ms. Nashua, on behalf of the Foundation, extended its thanks to the Ovitt's for hosting their holiday reception.

## REPORTS

### CLOSED SESSION ACTIONS

Board Secretary Henry Shannon announced that the Board took action in closed personnel session this evening to approve the following by a unanimous (5:0) vote.

#### Employment of:

Sandra Nam to the position of accompanist/music program technician, .475 FTE, 10 months, range 20, step A of the CSEA salary schedule, effective January 2, 2018.

Miguel Gonzalez to the position of facility maintenance attendant, .475 FTE, 12 months, range 7, step A of the CSEA salary schedule, effective January 2, 2018.

Juan Salinas to the position of facility maintenance attendant, 1.0 FTE, 12 months, range 7, step A of the CSEA salary schedule, effective January 2, 2018.

Sandra Lovos to the position of instructional assistant III, biology, 1.0 FTE, 12 months, range 13, step A of the CSEA salary schedule, effective January 2, 2018.

Athalie Sapp to the temporary, one-semester position of instructional specialist, multidisciplinary center, 1.0 FTE, effective January 4, 2018, through May 17, 2018, for the 2018 spring semester.

Kimberly VanZandt to the position of library clerk I, .475 FTE, 12 months, range 5, step A of the CSEA salary schedule, effective January 2, 2018.

Hourly personnel including adjunct faculty, contract faculty overload, and short-term workers.

David Lindsay to the temporary, unclassified, professional expert position of interim head coach, softball, effective January 2, 2018, through May 31, 2018, under the terms and conditions of the employment agreement.

Utilization of volunteer services (This list has been made part of the minutes of this meeting.)

Public employee Discipline/Dismissal/Release of employee with identification number 7769

## MONITORING

The Board received the following monitoring reports for their information:

Annual Measure L Performance Audit  
Recruitment Analysis Monitoring Report

## CONSENT AGENDA

A motion was made by Mr. Ovitt, seconded by Mr. McDougal to approve the consent agenda as presented.

Yeas: Ms. Brugger, Mr. McDougal, Ms. McLeod, Ms. Roberts, and Mr. Ovitt  
Nays: None  
Absent: Ms. Contreras (advisory)

Through this action, the following were approved (Approval of Minutes, November 15, 2017, through Fee Schedule Updates).

## GOVERNANCE PROCESS

The minutes of the November 15, 2017, regular board meeting were approved as presented.

The Board authorized the Governing Board clerk to attest to actions taken by the Governing Board whenever such certification or attestation is required for any purpose.

The Governing Board adopted Resolution No. 121417 of the Board of Trustees of the Chaffey Community College District clarifying on which dates the District Governing Board Member for each Trustee Area will be elected.

## ACADEMIC AFFAIRS

The Governing Board approved the 2018 Summer academic calendar.

The Governing Board approved the CCC Guided Pathways Self-Assessment Tool

The Governing Board approved two new courses, one course modification, three new programs of study, and two programs of study modifications for the *Chaffey College 2018-2019 Catalog*.

## STUDENT SERVICES

The Governing Board expelled student with identification number 8263 from the Chaffey Community College District for violations of the Student Behavior Code and California Penal Code sections noted above.

## BUSINESS/FISCAL AFFAIRS

The Governing Board approved that Klein Educational Systems is the single source supplier for DDC Support Services products. DDC Support Services products are sole source products for the performance and services required under the America's Promise grant, and Chaffey College may proceed to negotiate and enter into a sole source contract with Klein Educational Systems for the products and equipment described herein.

The Governing Board determined that it is in the District's best interest to make procurements by means of existing public agency contracts pursuant to California Public Contract Code Sections 20118 and 20652, and to authorize the District to make such procurements under Sections 20118 and 20652 as needed in the District's best interest for the calendar year ending on December 31, 2018.

The Governing Board approved the revised district authorized signature list to be effective December 14, 2017.

The Governing Board approved the budget increase of \$390,130 to the 2017-2018 restricted general fund budget for the district's Basic Skills allocation.

The Governing Board adopted Resolution 121417A, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution. (This resolution has been made part of the minutes of this meeting.)

The Governing Board approved the changes to the fee schedule, effective spring 2018, as authorized by the applicable provisions of the Education Code.

## ACTION AGENDA

### BUSINESS/FISCAL AFFAIRS

A motion was made by Ms. McLeod, seconded by Mr. Ovitt to approve the action agenda as presented.

Yeas: Ms. Brugger, Ms. McLeod, Mr. McDougal,  
Ms. Roberts, and Mr. Ovitt  
Nays: None  
Absent: Ms. Contreras (advisory)

Through this action, the following were approved (contract, purchase order, and warrant lists (these lists have been made part of the minutes of this meeting), through emergency repair of fiber cables).

The Governing Board authorized the District to enter into a contract with LV Integrators of North Hills, CA for the repair of fiber cables on the Rancho Cucamonga campus, in the amount not to exceed \$78,848.75.

### CEO/STAFF REPORTS

Henry Shannon, superintendent/president, presented the Board with copies of his monthly report. The report highlighted Chaffey's selection as an Aspen Prize finalist, the Gates Foundation, updates from administrative services, business services and economic development, and student services.

Dr. Shannon thanked the Ovitt's for hosting the Foundation Holiday Reception. He also congratulated Ted Younglove for the publishing of his article.

Ardon Alger, Faculty Senate President, thanked Ms. Roberts for her work as Board president and welcomed President Brugger. Mr. Alger provided Board Members with the Faculty Senate's monthly report, in which he highlighted the following faculty: Tracy Kocher, Selene Pineda, Annette Young, Baron Brown, Ryan Falcioni, Carrie L. Veazey, Raymie Iadevaia, Jackie Boboye, Deepak Shimkhada, Thierry Brusselle, and Stan Hunter.

Stephanie Moya, executive assistant, provided a report on behalf of Anita Fletcher, Classified Senate president. Ms. Moya highlighted classified employees Monique Alston and Krysten Audibert.

Monica Han, CSEA president, voiced concern about the administration's decisions related to budget and spending. She stated that although the District has increased its revenue base by 20%, the administration has chosen not to provide for significant pay increases for employees. This, she stated, is a reflection of how administration does not value classified employees. She also stated that the workload has increased and that new classified positions that have been added support new programs, not existing programs. She further stated that not all of the 97 new positions are classified, and not all of those have been filled. Ms. Han further stated that negotiations are fracturing the college community and provided what she referred to as a "disingenuous and dishonest" budget presentation as an example. She reported that the morale of classified staff is very low.

Mr. McDougal asked for clarification regarding Ms. Han's concern about the budget presentation, specifically, whether she agreed that the information that was incorporated into the budget presentation came from CSEA at the last meeting. Ms. Han explained that CSEA did not include other employment groups in their proposal and objected to the District's cost projection which incorporated comparable raises for other employment groups stating the cost of those numbers were not from CSEA. Mr. McDougal responded that he was the one who requested that the administration provide cost projections for all employee groups in the budget presentation, not just for CSEA. Additionally, Mr. McDougal then asked and received confirmation from Ms. Han that CSEA provided the administrator salary comparison information which Mr. McDougal asked the administration to verify. Ms. Han then stated that at the last Board meeting, CSEA provided proof that the District had used K-12 data, and felt it was not addressed in the minutes. She emphasized the importance of choices, honest negotiations and negotiating with integrity.

Trustee Roberts voiced concern about Ms. Han's accusation regarding integrity. Mr. McDougal questioned if CSEA does not believe the financial information provided is accurate, why they wouldn't consult with the accounting department staff as they are CSEA employees, have access to all financial information, and are accounting experts.

CCFA President Jonathan Ausubel offered his apology for missing the last meeting. He thanked Dr. Shannon for his op ed in support of DACA students and said it was a bold move. Mr. Ausubel reported that he attended a conference on the collective bargaining process. He pointed out that the Chancellor's Office released their FON report, which shows Chaffey as the fifth worst in the state in terms of FON, with a full-time faculty ratio of 39%. He commented that all of the growth has been put on part-time faculty, and that the District needs to pay attention to the poor ratio. He stated that only four out of ten classes are taught by full-time faculty.

CDCFA had no report.

#### BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

A request was made to change the date of the March 2018 Governing Board meeting from March 22 to March 29.

#### ADJOURNMENT

The meeting adjourned at 5:47 p.m.

The next regular meeting of the Chaffey Community College District  
Governing Board will be Thursday, January 25, 2018.

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President

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Clerk

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

TOPIC     **BOARD MEETING DATE CHANGE**    

Communication No. IV.E.1.b

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SUPPORTS BOARD POLICY

**Board Policy 2310 Regular Meetings of the Governing Board** – By governing board action taken at a prior meeting, any future meetings may be added, cancelled, or rescheduled.

PROPOSAL

To change the date of the March board meeting to Thursday, March 29, 2018.

BACKGROUND

Because of a scheduling conflict, it is proposed that the date of the March board meeting be changed to facilitate attendance by the board members.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board change the date of the March board meeting to Thursday, March 29, 2018.

Prepared by:	Henry D. Shannon, Superintendent/President
Recommended by:	Henry D. Shannon, Superintendent/President

# **ACADEMIC AFFAIRS**



**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

TOPIC 2018-2019 ACADEMIC CALENDAR

Communication No. IV.E.2.a

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SUPPORTS BOARD POLICY

**BP 4010 Academic Calendar** – The Superintendent/President shall present annually for Governing Board approval an academic calendar that includes consultation with CCFA and CSEA.

PROPOSAL

To approve the 2018-19 academic calendar.

BACKGROUND

The proposed 2018-19 academic calendar was developed by the Calendar Committee, which includes representatives from Faculty Senate, Classified Senate, the faculty association, and management, and reflects the provisions of Article 17 (Academic Calendar) of the Chaffey Community College District/Chaffey College Faculty Association Agreement.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board approve the 2018-19 academic calendar.

Prepared by:	Meridith Randall, Associate Superintendent, Instruction and Institutional Effectiveness
Submitted by:	Meridith Randall, Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

# Chaffey College 2018–2019 Academic Calendar

## Fall Semester 2018

August 20 – December 20

88 service days

Convocation ..... August 15  
 Institutional Flex Days ..... August 16-17  
**INSTRUCTION BEGINS** ..... **August 20**

Labor Day Holiday ..... September 3  
 Instruction Begins for 14 week classes ..... September 10  
 Veterans Day Holiday (observed) ..... November 12  
 Thanksgiving Holiday ..... November 22-25

**FINAL EXAMINATIONS** ..... **December 14-20**  
**INSTRUCTION ENDS** ..... **December 20**

















### Registration for *Fast Track* Classes








Refer to the *Fast Track* section in the Schedule of Classes for the complete list of *Fast Track* offerings.

**TRACK 1 DATES (8/20/18 – 10/10/18)**

**TRACK 2 DATES (10/22/18 – 12/13/18)**

		2018							2019												
		M	T	W	T	F	S	S	M	T	W	T	F	S	S						
WEEK	K															WEEK	K				
August				1	2	3	4	5			2	3	4	5	6						
		6	7	8	9	10	11	12	7	8	9			12	13						
	1	13	14				18	19		20	21	22	23	24	25	26	27	1	2		
2	20	21	22	23	24	25	26	27	28	29	30	31					3				
September							1	2					1	2	3						
			3	4	5	6	7	8	9		10	11	12	13	14			17			
	3		10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	4	5		
4	17	18	19	20	21	22	23	24	25	26	27	28	29	30			6	7			
5	24	25	26	27	28	29	30	31									7				
October		1	2	3	4	5	6	7					1	2	3						
		8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			
	7	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	8	9	
8	22	23	24	25	26	27	28	29	30	31							10				
9	29	30	31									25	27	28	29	30	31	10			
November					1	2	3	4	5	6	7	8	9	10	11	12	13	14			
			12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
	11	19	20	21					25	26	27	28	29	30	31			12	13		
12	26	27	28	29	30						29	30						14	15		
13	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
14	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
15	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					14	15
December							1	2					1	2	3	4	5	6	7		
		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
	16	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
17	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					16	17
18	24	25	26	27	28	29	30	31												18	19

LEGEND	
	= Instruction Begins
	= Holiday
	= Final Examinations
	= Convocation
	= Spring Break
	= Institutional/Flex Days. No classes held.
	= Commencement

# Chaffey College 2018–2019 Academic Calendar

87 service days

## Spring Semester 2019

January 14 – May 22

Institutional Flex Days ..... January 10-11  
**INSTRUCTION BEGINS** ..... **January 14**

Martin Luther King, Jr. Holiday ..... January 21








Instruction Begins for 14-week classes ..... February 4  
 Lincoln Holiday ..... February 15  
 Washington Holiday ..... February 18  
 Spring Break ..... March 18-24

Faculty lecture (no classes held) ..... April 16

**FINAL EXAMINATIONS** ..... **May 16-22**  
**INSTRUCTION ENDS** ..... **May 22**  
 Commencement ..... May 23

Memorial Day Holiday ..... May 27

		2018							2019										
		M	T	W	T	F	S	S	M	T	W	T	F	S	S				
WEEK	K															WEEK	K		
August	1				1	2	3	4	5									January	1
	2																		2
	3																		3
September	4																	February	4
	5																		5
	6																		6
October	7																	March	7
	8																		8
	9																		9
November	10																	April	10
	11																		11
	12																		12
December	13																	May	13
	14																		14
	15																		15
January	16																	June	16
	17																		17
	18																		18

LEGEND	
	= Instruction Begins
	= Holiday
	= Final Examinations
	= Convocation
	= Spring Break
	= Institutional/Flex Days. No classes held.
	= Commencement

### Registration for *Fast Track* Classes

Refer to the *Fast Track* section in the Schedule of Classes for the complete list of *Fast Track* offerings.

**TRACK 1 DATES (1/14/19 – 3/11/19)**

**TRACK 2 DATES (3/25/19 – 5/16/19)**

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

TOPIC           **CHAFFEY COLLEGE CHILD DEVELOPMENT CENTER PARENT HANDBOOK UPDATE**          

Communication No. IV.E.2.b

SUPPORTS BOARD POLICY

**BP 3225 Institutional Effectiveness** - The Board is committed to developing goals that measure the ongoing condition of the District's operational environment. The Board regularly assesses the District's institutional effectiveness through goals that address (1) accreditation status; (2) fiscal viability; (3) student performance and outcomes; and (4) programmatic compliance with state and federal guidelines.

PROPOSAL

To approve an updated version of the Parent Handbook for the Child Development Center, State guidelines were updated for the new fiscal year 2017/2018 for CSPP and CCTR funding programs.

BACKGROUND

The purpose of the Chaffey College Child Development Center handbook is to provide an organized source of detailed information about our Center and program policies. We are constantly striving to improve our services and encourage staff and parents to develop respectful and caring partnerships to support each child's success.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board approve an updated version of the Chaffey College Child Development Center Parent Handbook, with updated state guidelines and regulations for the new fiscal year 2017/2018.

Prepared by:	<u>Birgit Monks, Director, Child Development Center</u>
Submitted by:	<u>Meridith Randall, Associate Superintendent, Instruction and Institutional Effectiveness</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

TOPIC     **CURRICULUM**    

Communication No.   IV.E.2.c

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SUPPORTS BOARD POLICY

**Board Policy 4020 Program, Curriculum, and Course Development** – The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

PROPOSAL

To approve one new course, six course modifications, four distance education courses, one course deactivation, and one program of study modification for the *Chaffey College 2018-2019 Catalog*, as recommended by the Faculty Senate, the college Curriculum Committee, and the Associate Superintendent of Instruction and Institutional Effectiveness.

BACKGROUND

AB 1725 and Section 53200(c) of Title 5 define the role of the Faculty Senate in assuming primary responsibility for making recommendations in the areas of curriculum and academic standards. The Curriculum Committee reviewed the attached new course, course modifications, deactivated course, distance education courses, and program of study modification. The new course, course modifications, deactivated course, distance education course, and program of study modification include those not currently in the college curriculum. As a result of deliberations, the college Curriculum Committee, the Faculty Senate, and the Associate Superintendent of Instruction and Institutional Effectiveness are recommending one new course, six course modifications, four distance education courses, one course deactivation, and one program of study modification for approval by the Governing Board.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board one new course, six course modifications, four distance education courses, one course deactivation, and one program of study modification for the *Chaffey College 2018-2019 Catalog*.

Prepared by:	<u>Marie Boyd, Curriculum Chairperson</u>
Submitted by:	<u>Meridith Randall, Associate Superintendent, Instruction and Institutional Effectiveness</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

**Curriculum  
2017-2018**

**New Courses**

	<b>Discipline</b>	<b>Course ID</b>	<b>TOP Code</b>	<b>Title</b>	<b>Units</b>
1.	Philosophy	PHIL-79	1509.00	Philosophy of Consciousness	3

**Courses - Modifications**

	<b>Discipline</b>	<b>Course ID</b>	<b>TOP Code</b>	<b>Title</b>	<b>Units</b>
1.	English	ENGL-7A	1507.00	Creative Writing: Short Fiction	3
2.	English	ENGL-7B	1507.00	Creative Writing: Fiction	3
3.	English	ENGL-7D	1507.00	Creative Writing: Poetry	3
4.	English	ENGL-7E	1507.00	Creative Writing: Nonfiction	3
5.	Kinesiology	KINLEC-11	0835.00	Theory and Analysis of Football	2
6.	Kinesiology	KINLEC-14	0835.00	Lifeguard Training	3

**Courses – Distance Education**

1.	English	ENGL-7A	1507.00	Creative Writing: Short Fiction	3
2.	English	ENGL-7B	1507.00	Creative Writing: Fiction	3
3.	English	ENGL-7D	1507.00	Creative Writing: Poetry	3
4.	English	ENGL-7E	1507.00	Creative Writing: Nonfiction	3

**Courses - Deactivations**

	<b>Program of Study</b>	<b>AA/AS/C</b>	<b>TOP Code</b>	<b>Title</b>	<b>Units</b>
1.	Photography	Photo-21	1002.00	1012.00	2

**Programs of Study – Modifications**

	<b>Discipline</b>	<b>Course ID</b>	<b>TOP Code</b>	<b>Title</b>	<b>Units</b>
1.	Journalism	Certificate of Achievement	0602.00	Journalism	22

January 2018 Board Meeting

# **BUSINESS/FISCAL AFFAIRS**

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

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TOPIC 2017-2018 HEALTH WORKFORCE INITIATIVE (HWI) MINI GRANT

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Communication No. IV.E.3.a

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SUPPORTS BOARD POLICY

**Board Policy 3280 Grants** – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure the timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL

To approve the contract between Desert Community College District and Chaffey College for the HWI Mini Grant in the amount of \$10,000 for the period of January 5, 2018 through May 31, 2018.

BACKGROUND

A statewide initiative is to develop and market college pathways, and to that end, the School's nursing programs would like to create a transparent and accessible pathway for students to enter the CNA to LVN to RN pathway. Further, the goal of the School and College is to develop other pathways for students from the high schools to these health programs.

The initial steps are the development of a curriculum map of all the nursing programs, identify potential pathways, develop measures, make recommendations for curriculum alignment and change, and to track student success after the implementation of the pathway, including processes to review and revise curriculum as needed (state and accreditation standards). This grant fund will support the LVN mapping in collaboration with the RN program. A clear and transparent pathway will benefit the students as it allows students to enter into the pathway at a point most beneficial to them. Our student communities reflect a diversity of ethnicities, careers goals, and learning styles. Being more explicit to the students about career options and the educational pathway to get there, benefits both the individual and the community, including local employer stakeholders who are looking for graduates.

Local and regional healthcare institutions recognize that over the next decade, the healthcare system will experience a significant nursing shortage. If students complete the CNA program, students can work while completing the LVN to ADN to BSN pathways, preferably with the same employer. By presenting this pathway to employers and working with them, the college and student can make the educational process a success.

BUDGET IMPLICATIONS

*Funding Source* – California Community Colleges Chancellor's Office, administered through Desert Community College District.

*Status of Funds* – Funds of \$10,000 will be added to the 2017-2018 restricted general fund budget as indicated below:

48xxx	Income	<u>\$10,000</u>
55xxx	Other Services	<u>\$10,000</u>

*Future Implications* – None



RECOMMENDATION

It is recommended that the Governing Board approve the contract between Desert Community College District and Chaffey College for the HWI Mini Grant in the amount of \$10,000 for the period of January 5, 2018 through May 31, 2018.

Prepared by:	<u>Sherrie Loewen, Dean, Health Sciences</u>
Submitted by:	<u>Jim Fillpot, Dean, Institutional Research, Policy and Grants</u>
Reviewed by:	<u>Lisa Bailey, Associate Superintendent, Business Services and Economic Development</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

TOPIC 2018-2019 NONRESIDENT TUITION AND CAPITAL OUTLAY FEE

Communication No. IV.E.3.b

SUPPORTS BOARD POLICY

**Board Policy 5020 Nonresident Tuition** - Not later than February 1 of each year, the Superintendent/President shall bring to the Governing Board for approval an action to establish nonresident tuition for the following fiscal year. The fee shall be calculated in accordance with guidelines contained in applicable state regulations and/or the California Community College Attendance Accounting Manual.

The Superintendent/President shall establish procedures regarding collection, waiver, and refunds of nonresident tuition.

PROPOSAL

To adopt the non-resident tuition fee of \$258 per semester unit for the 2018-2019 fiscal year with a capital outlay fee of \$10.

BACKGROUND

Education Code Section 76140 requires each community college district to establish a nonresident tuition fee prior to February 1 of each year to be effective on July 1 of the succeeding fiscal year (effective fall semester). The District's rate has been determined using the statewide average. In addition to the non-resident rate, Education Code also allows an additional fee for capital outlay for nonresident students. This fee is determined using a formula provided by the Chancellor's Office. The current year fees are \$234 per unit with a capital outlay fee of \$11.

BUDGET IMPLICATIONS

*Funding Source* – Nonresident students' tuition payments.

*Status of Funds* – Income from these fees will be deposited in the unrestricted general fund. The actual non-resident income received in 2016-2017 was \$1,573,939. This income is not included in the District's state apportionment formula.

*Future Implications* – This is ongoing income for the District, based on the number of nonresident students enrolled.

RECOMMENDATION

It is recommended the Governing Board approve the nonresident tuition fee of \$258 per semester unit with a capital outlay fee of \$10.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting & Fiscal Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

**AGENDA ITEM  
Chaffey Community College District  
GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

TOPIC ASSEMBLY BILL (AB) 212 ROUND 14 STIPENDS – CHILD DEVELOPMENT CENTER

Communication No. IV.E.3.c

SUPPORTS BOARD POLICY

**Board Policy 3280 Grants** – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure the timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL

To accept the receipt and approve the distribution of the amount not to exceed \$6,000, contingent upon teachers' evaluation from the California Department of Education for AB 212, Round 14 stipends for eligible Child Development Center teachers for the 2017-2018 fiscal year.

BACKGROUND

The AB 212 Staff Retention Program offers annual stipends based on educational advancement and professional development to early childhood educators working in agencies supported by state-funded child development contracts. The purpose of the AB 212 program is to encourage attainment of higher-level college degrees and continued professional growth, both of which ultimately increase the quality of preschool and child care services within San Bernardino County. The AB 212 Staff Retention Program is funded by the California Department of Education and works closely with school districts, child development centers, and family child care providers serving infants through school-age children.

BUDGET IMPLICATIONS

*Funding Source* – California Department of Education, distributed through the San Bernardino County Superintendent of Schools.

*Status of Funds* – The 2017-2018 restricted Child Development Center fund budget will be increased as indicated below:

48xxx	Income	<u>\$6,000</u>
51xxx	Academic Salaries	\$5,263
53xxx	Benefits	<u>737</u>
	Total	<u>\$6,000</u>

*Future Implications* – This process is repeated annually, if funding is available.

RECOMMENDATION

It is recommended that the Governing Board accept the receipt and approve the distribution of the amount not to exceed \$6,000, contingent upon teachers' evaluation from the California Department of Education for AB 212, Round 14 stipends for eligible Child Development Center teachers for the 2017-2018 fiscal year.

Prepared by:	Birgit Monks, Director, Child Development Center
Submitted by:	Jim Fillpot, Dean, Institutional Research, Policy and Grants
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

# AGENDA ITEM Chaffey Community College District GOVERNING BOARD

January 25, 2018  
Board Meeting Date

TOPIC **BUDGET CHANGES – RESTRICTED GENERAL FUND**

Communication No. IV.E.3.d

SUPPORTS BOARD POLICY

**Board Policy 6300 Fiscal Management** - The Superintendent/President shall establish procedures to assure that the fiscal condition and activity of the District ensures fiscal health and stability, supports Governing Board priorities and financial planning and budgeting, and is consistent with generally accepted principles of accounting and business practices.

PROPOSAL

To approve the budget increase of \$784,506 to the 2017-2018 restricted general fund budget for the district's Credit and Non-Credit Student Support and Success (SSSP) and Disability Programs & Services (DPS) allocations.

BACKGROUND

The adopted restricted budgets for the SSSP and DPS programs were based on an estimated advance allocation. Per notification from the Chancellor's Office, the actual allocation has increased by \$784,506.

<b>Program</b>	<b>Current Budgeted Allocation</b>	<b>Adjustments</b>	<b>Revised Allocation</b>
SSSP/Credit	\$3,067,688	\$575,192	\$3,642,880
SSSP/Non-Credit	39,002	18,097	57,099
DPS	<u>1,350,872</u>	<u>191,217</u>	<u>1,542,089</u>
<b>Total</b>	<b>\$4,457,562</b>	<b>\$784,506</b>	<b>\$5,242,068</b>

BUDGET IMPLICATIONS

*Funding Source* – California Community Colleges Chancellor's Office.

*Status of Funds* – The 2017-2018 restricted general fund budget will be adjusted as indicated below for these programs:

48xxx	Income	\$784,506
55xxx	Other Services	\$784,506

*Future Implications* – N/A

RECOMMENDATION

It is recommended that the Governing Board approve the budget increase of \$784,506 to the 2017-2018 restricted general fund budget for the district's Credit and Non-Credit Student Support and Success (SSSP) and Disability Programs & Services (DPS) allocations.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting & Fiscal Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

**AGENDA ITEM  
Chaffey Community College District  
GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

TOPIC CAREER CATALYST PROGRAM AGREEMENT

Communication No. IV.E.3.e

SUPPORTS BOARD POLICY

**Board Policy 3280 Grants** – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL

To approve Agreement No. CP-126-17-E Career Catalyst Program between Foundation for California Community Colleges and Chaffey College for the period of November 15, 2017 through June 30, 2018.

BACKGROUND

Agreement No. CP-126-17-E further supports objectives outlined in the existing CCC Innovation Maker 3 Grant #16-302-001 approved by the Governing Board on September 21, 2017 and covers expenses related to student internships. Chaffey College will recruit, prepare, on-board and support 13 students completing 20-hour internships. The Foundation for California Community Colleges (FCCC) will serve as the employer of record for these individuals participating in the Foundations Career Catalyst Program.

The Foundation for California Community Colleges shall provide services to Chaffey College, as the Fiscal Agent and Technical Assistance Provider of the CCC Maker Initiative (Innovation Maker 3 Grant #16-302-001). Further, Sierra Jt. Community College District will provide funding directly to FCCC per contract CP-126-17 to support Chaffey College work on the Career Catalyst Program. To this end, a fee paid to the Foundation for California Community Colleges shall be paid by Sierra Jt. CCD on behalf of Chaffey College as outlined under Master Agreement CP-126-17 between Foundation for California Community Colleges and Sierra Jt. CCD. The total fee for the Services to Chaffey College shall not exceed 13 placements and \$5,166.20, including all applicable taxes.

BUDGET IMPLICATIONS

*Funding Source* – Sierra Jt. Community College District will provide funding directly to the Foundation for California Community Colleges, per contract CP-126-17.

*Status of Funds* – N/A

*Future Implications* – None

RECOMMENDATION

It is recommended that the Governing Board approve the Agreement No. CP-126-17-E Career Catalyst Program between Foundation for California Community Colleges and Chaffey College for the period of November 15, 2017 through June 30, 2018.

Prepared by:	Joy Haerens, Dean, Business Applied Technology, Economic Development, Professional Development
Submitted by:	Jim Fillpot, Dean, Institutional Research, Policy and Grants
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

TOPIC        **DISPOSAL OF DISTRICT PROPERTY: ELECTRONIC EQUIPMENT  
AND MISCELLANEOUS MATERIALS**

Communication No.    IV.E.3.f

SUPPORTS BOARD POLICIES

Supports and complies with Policies: 2710 Conflict of Interest, 6100 Delegation of Authority, 6330 Purchasing, 6340 Contracts, and 6550 Disposal of Property.

PROPOSAL

To adopt attached Resolution 12518, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

BACKGROUND

The Chaffey Community College District is owner of the electronic equipment and miscellaneous materials listed on Exhibit A, attached to the resolution. The listed items have exceeded their useful life and are no longer suitable for district purposes and may be disposed of through auction sale.

Pursuant to California Education Code Section 81450 et seq., the resolution must be adopted by majority vote of those members present to be valid.

In accordance with the district's Governing Board Policy 6550 and California Education Code Section 81450 et seq., Resolution 12518 delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the listed items and to execute all documents in connection therewith, subject to the terms and conditions of the resolution.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board adopt Resolution 12518, which delegates authority to the superintendent/president or his designee to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in Exhibit A of the resolution, and to execute all documents in connection therewith, in accordance with the terms and conditions of the resolution.

Attachment:            Resolution 12518

Prepared by:	Kim Erickson, Executive Director, Business Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

**RESOLUTION NO. 12518**

**A RESOLUTION OF THE GOVERNING BOARD OF CHAFFEY  
COMMUNITY COLLEGE DISTRICT AUTHORIZING THE DISPOSAL  
OF ELECTRONIC EQUIPMENT AND MISCELLANEOUS MATERIALS**

**WHEREAS**, the Chaffey Community College District (“District”) is owner of the electronic equipment and miscellaneous materials listed on the attached Exhibit A; and

**WHEREAS**, the listed items have exceeded their useful life and are no longer suitable for district purposes and may be disposed of through auction sale; and

**WHEREAS**, pursuant to California Education Code Section 81450 et seq., this resolution must be adopted by majority vote of those members present to be valid; and

**WHEREAS**, in accordance with the District’s Governing Board Policy 6550, this resolution delegates authority to the superintendent/president, or his designee, to sell or otherwise dispose of the listed items, and to execute all documents in connection therewith, in accordance with Education Code Sections 81450 and 81452.

**NOW, THEREFORE, BE IT RESOLVED BY CHAFFEY COMMUNITY COLLEGE DISTRICT, AS FOLLOWS:**

Section 1. The Governing Board finds and determines that all of the recitals set forth above are true and correct.

Section 2. The Governing Board approves the delegation of authority to the district’s superintendent/president, or his designee, to sell or otherwise dispose of the electronic equipment and miscellaneous materials listed in the attached Exhibit A, and to execute all documents in connection therewith, in accordance with Education Code Sections 81450 and 81452.

Section 3. That this delegation of authority shall be valid for the sale or disposal of the items listed in the attached Exhibit A, or until rescinded by the Governing Board.

Section 4. That this resolution shall become effective upon its adoption.

**PASSED AND ADOPTED** by the Governing Board of the Chaffey Community College District at Rancho Cucamonga, California, this 25<sup>th</sup> day of January, 2018, at a regular meeting by the following vote:

Ayes:  
Noes:  
Abstentions:  
Absent:

I, Gary C. Ovitt, Clerk of the Governing Board of the Chaffey College Community College District of San Bernardino County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly adopted by said board at the regular meeting thereof at the date and place and by vote stated, which resolution is on file and of record in the office of said board.

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Gary C. Ovitt  
Clerk, Governing Board

**EXHIBIT A**

**DISPOSAL OF DISTRICT PROPERTY: ELECTRONIC EQUIPMENT AND  
MISCELLANEOUS MATERIALS**

**BOARD MEETING DATE: JANUARY 25, 2018**

<b><u>Quantity</u></b>	<b><u>Description (Make, Model, Color, Dimensions, Etc.)</u></b>	<b><u>Serial #s (Asset #'s)</u></b>
1	Forklift GP40	AT29A-00163 (20110109)
1	Forklift GP25	8093125 (20110108)
1	Forklift MP300D	N/A (124047)
1	Computer, Optiplex 755	HQNFCF1 (128589)
1	Computer, Optiplex 7010	7JZNM02 (136515)



**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

TOPIC QUARTERLY BUDGET TRANSFER REPORT

Communication No. IV.E.3.g

SUPPORTS BOARD POLICY

**Board Policy 6250 Budget Management** – The budget shall be managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. Budget revisions shall be made only in accordance with these policies and as provided by law.

PROPOSAL

To approve the Budget Transfer Board Report for the period of October 1, 2017 through December 31, 2017.

BACKGROUND

Board Policy 6250, Budget Management, requires that transfers between major expenditure classifications must be approved by a majority vote of the members of the Governing Board. Budget transfers between major expenditure classifications for district funds are routinely processed to facilitate modifications to the adopted budget. These modifications only affect the expenditure classification and do not increase or decrease the adopted budget.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board approve the Budget Transfer Board Report for the period of October 1, 2017 through December 31, 2017.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting & Fiscal Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

**CHAFFEY COMMUNITY COLLEGE DISTRICT  
QUARTERLY BUDGET TRANSFER REPORT**

From 10/01/2017 To 12/31/2017  
January 25, 2018 Board Meeting

<b>BUDGET TRANSFERS</b>	<b>FROM</b>	<b>TO</b>
<b><u>Fund 10: General Fund Unrestricted</u></b>		
1000 Academic Salaries	15,128	
2000 Classified Salaries		25,767
3000 Benefits	1,773	
4000 Supplies & Materials		13,489
5000 Other Operating Expenses & Services		98,882
6000 Capital Outlay		301,763
7000 Other Outgo	423,000	
	<hr/>	<hr/>
<b>Total Transfer Fund 10 Unrestricted</b>	<b>439,901</b>	<b>439,901</b>
<b><u>Fund 10: General Fund Restricted</u></b>		
1000 Academic Salaries		212,260
2000 Classified Salaries	314,016	
3000 Benefits	1,471	
4000 Supplies & Materials		18,333
5000 Other Operating Expenses & Services		350,705
6000 Capital Outlay	56,219	
7000 Other Outgo	209,592	
	<hr/>	<hr/>
<b>Total Transfer Fund 10 Restricted</b>	<b>581,298</b>	<b>581,298</b>
<b><u>Fund 33: Children's Center</u></b>		
1000 Academic Salaries		2,550
2000 Classified Salaries		4,900
3000 Benefits	7,100	
4000 Supplies & Materials	350	
	<hr/>	<hr/>
<b>Total Transfer Fund 33</b>	<b>7,450</b>	<b>7,450</b>
<b><u>Fund 40: Bond Fund</u></b>		
2000 Classified Salaries		15,221
3000 Benefits		13,275
4000 Supplies & Materials		118,500
5000 Other Operating Expenses & Services		529,576
6000 Capital Outlay	139,164	
7000 Other Outgo	537,408	
	<hr/>	<hr/>
<b>Total Transfer Fund 40</b>	<b>676,572</b>	<b>676,572</b>
<b><u>Fund 41: Capital Projects Fund</u></b>		
2000 Classified Salaries		45,000
3000 Benefits		5,800
5000 Other Operating Expenses & Services		138,511
6000 Capital Outlay		403,138
7000 Other Outgo	592,449	
	<hr/>	<hr/>
<b>Total Transfer Fund 41</b>	<b>592,449</b>	<b>592,449</b>

**CHAFFEY COMMUNITY COLLEGE DISTRICT  
 QUARTERLY BUDGET TRANSFER REPORT  
 From 10/01/2017 To 12/31/2017  
 January 25, 2018 Board Meeting**

<b>BUDGET TRANSFERS</b>	<b>FROM</b>	<b>TO</b>
<b><u>Fund 42: Scheduled Maintenance Fund</u></b>		
4000 Supplies & Materials	2,000	
5000 Other Operating Expenses & Services		7,603
6000 Capital Outlay	5,603	
<b>Total Transfer Fund 42</b>	<b>7,603</b>	<b>7,603</b>
<b><u>Fund 71: Associated Students Fund</u></b>		
4000 Supplies & Materials		5,337
7000 Other Outgo	5,337	
<b>Total Transfer Fund 71</b>	<b>5,337</b>	<b>5,337</b>
<b>Total Transfers All Funds</b>	<b>2,310,610</b>	<b>2,310,610</b>

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

TOPIC QUARTERLY FINANCIAL STATUS REPORT FOR THE PERIOD ENDING DECEMBER 31, 2017

Communication No. IV.E.3.h

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SUPPORTS BOARD POLICY

**Board Policy 6300 Fiscal Management** – The Superintendent/President shall establish procedures to assure that the fiscal condition and activity of the District promotes fiscal health and stability, supports Governing Board priorities and financial planning and budgeting, and is consistent with generally accepted principles of accounting and business practices.

PROPOSAL

To approve the Quarterly Financial Status Report for the period ending December 31, 2017.

BACKGROUND

The Quarterly Financial Status Report is provided to apprise the Governing Board of the district's fiscal condition and is presented for approval, as required by the Chancellor's Office of the California Community Colleges. The reports are consistent with the 2017-2018 adopted budget.

BUDGET IMPLICATIONS

*Funding Source* – The unrestricted general fund budget.

*Status of Funds* – The reports are within appropriations indicated in the 2017-2018 adopted budget.

*Future Implications* – None

RECOMMENDATION

It is recommended the Governing Board approve the Quarterly Financial Status Report for the period ending December 31, 2017.

Prepared by:	Anita D. Undercoffer, Executive Director, Budgeting and Fiscal Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

California Community Colleges  
**QUARTERLY FINANCIAL STATUS REPORT, CCFS-311Q**  
 Fiscal Year 2017-2018

District: (920) Chaffey Community College

Quarter Ended: December 31, 2017

I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

As of June 30 for fiscal year specified.

	FY 2014-15 Actual	FY 2015-16 Actual	FY 2016-17 Actual	FY 2017-18 Projected
<b>Revenues:</b>				
Unrestricted General Fund Revenues (Objects 8100, 8600, and 8800)	83,442,823	102,955,523	102,248,246	105,749,048
Other Financing Sources (Objects 8900)	5,933	2,267	43,467	25,000
<b>Total Unrestricted Revenues</b>	<b>83,448,756</b>	<b>102,957,790</b>	<b>102,291,713</b>	<b>105,774,048</b>
<b>Expenditures:</b>				
(Objects 1000-6000)	81,738,291	94,310,332	98,620,033	107,843,356
Other Outgo (Objects 7100,7200,7300,7400,7500, & 7600)	1,970,912	1,292,875	1,344,707	1,859,270
<b>Total Unrestricted Expenditures</b>	<b>83,709,203</b>	<b>95,603,207</b>	<b>99,964,740</b>	<b>109,702,626</b>
<b>Revenues Over(Under)Expenditures</b>	<b>(260,447)</b>	<b>7,354,583</b>	<b>2,326,973</b>	<b>(3,928,578)</b>
<b>Fund Balance, Beginning</b>	<b>11,286,817</b>	<b>11,026,370</b>	<b>18,380,963</b>	<b>20,707,936</b>
Prior Year Adjustments + (-)	0	10	0	0
<b>Adjusted Fund Balance, Beginning</b>	<b>11,286,817</b>	<b>11,026,380</b>	<b>18,380,963</b>	<b>20,707,936</b>
<b>Fund Balance, Ending</b>	<b>11,026,370</b>	<b>18,380,963</b>	<b>20,707,936</b>	<b>16,779,358</b>
% of GF Balance to GF Expenditures	13.2%	19.2%	20.7%	15.3%

II. Annualized Attendance FTES:

Annualized FTES				
(Excluding apprentices and non-residents)	14,566	15,849	16,385	16,699

III. Total General Fund Cash Balance (Unrestricted and Restricted)

	As of the specified quarter ended for each fiscal year presented			
	2014-15	2015-16	2016-17	2017-18
Cash, excluding borrowed funds	21,613,392	35,414,120	49,957,184	32,750,558
Cash, borrowed funds only	0	0	0	0
<b>Total Cash</b>	<b>21,613,392</b>	<b>35,414,120</b>	<b>49,957,184</b>	<b>32,750,558</b>

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col.2)
<b>Revenues:</b>				
Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	105,749,048	105,749,048	46,939,133	44.4%
Other Financing Sources (Objects 8900)	25,000	25,000	7,427	29.7%
<b>Total Unrestricted Revenues</b>	<b>105,774,048</b>	<b>105,774,048</b>	<b>46,946,560</b>	<b>44.4%</b>
<b>Expenditures:</b>				
Unrestricted General Fund Expenditures (Objects 1000-6000)	107,843,356	107,843,356	48,121,275	44.6%
Other Outgo (Objects 7100,7200,7300,7400,7500, & 7600)	1,859,270	1,859,270	1,302,331	70.0%
<b>Total Unrestricted Expenditures</b>	<b>109,702,626</b>	<b>109,702,626</b>	<b>49,423,606</b>	<b>45.1%</b>
<b>Revenues Over(Under) Expenditures</b>	<b>(3,928,578)</b>	<b>(3,928,578)</b>	<b>(2,477,046)</b>	
Adjusted Fund Balance, Beginning	20,707,936	20,707,936	20,707,936	
<b>Fund Balance, Ending</b>	<b>16,779,358</b>	<b>16,779,358</b>	<b>18,230,890</b>	
% of UGF Fund Balance to UGF Expenditures	15.3%	15.3%		

V. Has the district settled any employee contracts during this quarter? YES  NO

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

**SALARIES**

Contract Period Settled (Specify)	Management		Academic-Permanent		Academic-Temporary		Classified/Confidential	
	Total Cost Increase	%	Total Cost Increase	%	Total Cost Increase	%	Total Cost Increase	%
Year 1	-		-		-		-	
Year 2	-		-		-		-	
Year 3	-		-		-		-	

\*As specified in Collective Bargaining Agreement.

**BENEFITS**

Contract Period Settled (Specify)	Management		Academic-Permanent		Academic-Temporary		Classified/Confidential	
	Total Cost Increase	%	Total Cost Increase	%	Total Cost Increase	%	Total Cost Increase	%
Year 1	-							
Year 2	-							
Year 3	-							

c. Include a statement regarding the source of revenues to pay salary and benefit increases,

VI. Did the district have significant events for the quarter (include incidence of long-term debt, settlement of audit citations or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?

YES  NO

If yes, list events and their financial ramifications. (Include additional pages of explanation if needed.)

VII. Does the district have significant fiscal problems that must be addressed this year?

YES  NO

Next Year?

YES  NO

**CERTIFICATION**

**Chaffey Community College District**

To the best of my knowledge, the data contained in this report are correct.

To the best of my knowledge, the data contained in this report are correct. I further certify that this report was/will be presented at the governing board meeting specified below, afforded the opportunity to be discussed and entered into the minutes of that meeting.

\_\_\_\_\_  
District Chief Business Officer Date

\_\_\_\_\_  
District Superintendent Date

Quarter Ended: December 31, 2017

Governing Board Meeting Date: January 25, 2018

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

February 23, 2017

TOPIC STRONG WORKFORCE PROGRAM PARTICIPATION AGREEMENT 2017/20-17-B

Communication No. IV.E.3.i

SUPPORTS BOARD POLICY

**Board Policy 3280 Grants** – The Governing Board shall be informed about all grant awards received by the District. The Superintendent/President shall establish procedures to assure the timely application and processing of grant proposal applications and awards, and that the grants that are submitted directly support the purposes of the District.

PROPOSAL

To approve the Participation Agreement No. 2017/20-17-B Strong Workforce Program between Riverside Community College District and Chaffey Community College in the amount of \$583,491 for the period of January 1, 2018 through December 31, 2019.

BACKGROUND

Under Master Agreement No. 2017/20-17-B – Strong Workforce Program, Riverside Community College has been designated as the Fiscal Agent for the Strong Workforce Program for the Inland Empire/Desert region and is responsible for distributing funds to each community college district within the region. Collaboration will include attending regular meetings and communication among the project partners and periodic written updates and presentations to the Inland Empire Desert Regional Consortium.

This Participation Agreement, No. 2017/20-17-B, is incorporated into the Master Agreement No. 2017/20-17-B and outlines deliverables specific to Chaffey College, as it relates to the following projects: No. 2017/20-17-B-P02 – Subregional Business Incubator and Makerspace; No. 2017/20-17-B-P03 – Placement and Clinical Site Coordination; No. 2017/20-17-B-P07 – Regional and District Job Developers; No. 2017/20-17-B-P11 – Building and Energy System Professional Consortia (BESP); No. 2017/20-17-B-P14 – Inland Empire Cyberhub Centers; and No. 2017/20-17-B-P15 – Regional Data Analysis and Alignment.

BUDGET IMPLICATIONS

*Funding Source* – California Community Colleges Chancellor’s Office through Riverside Community College District.

*Status of Funds* – The 2017-2018 restricted general fund budget will be increased by \$583,491, as follows:

48xxx	Income	<u>\$583,491</u>
51xxx	Academic Salaries	\$127,000
52xxx	Classified Salaries	166,460
53xxx	Benefits	107,382
54xxx	Supplies	23,990
55xxx	Other Services	116,159
56xxx	Equipment	<u>42,500</u>
	Total	<u>\$583,491</u>

*Future Implications* – A separate contract will be created to cover Allocation Year 2018/19 (January 1, 2019-December 31, 2019) in the amount of \$277,025.

RECOMMENDATION

It is recommended that the Governing Board approve the Participation Agreement No. 2017/20-17-B Strong Workforce Program between Riverside Community College District and Chaffey Community College in the amount of \$583,491 for the period of January 1, 2018 through December 31, 2019.

Prepared by:	Joy Haerens, Dean, Business Applied Technology, Economic Development, Professional Development
Submitted by:	Jim Fillpot, Dean, Institutional Research, Policy and Grants
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President



# **ACTION AGENDA**

# **BUSINESS/FISCAL AFFAIRS**

**AGENDA ITEM**  
**Chaffey Community College District**  
**GOVERNING BOARD**

January 25, 2018  
Board Meeting Date

TOPIC     **CONTRACT, PURCHASE ORDER, AND WARRANT LISTS**

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Communication No.   IV.F.1.a

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SUPPORTS BOARD POLICY

**Board Policy 6310 Accounting** – Present to the Governing Board at a regular Governing Board meeting a list of all purchase orders and/or District warrants for Governing Board review and ratification.

PROPOSAL

To ratify the contract, purchase order, and warrant lists as presented.

BACKGROUND

The attached reports represent all contracts, purchase orders, and district warrants for the month of December 2017.

BUDGET IMPLICATIONS

*Funding Source* – All Funds

*Status of Funds* – Funding for these contracts, purchase orders, and warrants are included in the 2017-2018 adopted district budgets.

*Future Implications* – None

RECOMMENDATION

It is recommended the Governing Board ratify the attached contract, purchase order, and warrant lists.

Prepared by:	Kim Erickson, Executive Director, Business Services
Submitted by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

## CONTRACT AND CHANGE ORDER LIST<sup>1</sup>

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS329	African Soul International	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide a keynote speaker, a dance and a drum performance during the Kwanzaa Celebration event on the Rancho Cucamonga Campus on December 7, 2017, as approved by Special Populations and Equity. <sup>2</sup>	\$1,676.00	Restricted General Fund
2018PW304	Alert Security Systems, Inc.	Upland, CA	For a not-to-exceed amount, relocate existing phone tower located in the parking lot at the Fontana Campus, for the period of September 4, 2017 through November 30, 2017, as approved by Facilities Development.	5,900.00	Capital Projects Fund
2018PW356	Alert Security Systems, Inc.	Upland, CA	For a not-to-exceed amount, to install electrical outlets and data conduits for monitors at the Michael Alexander Campus Center, Chino Main Instructional Building, and Fontana Academic Center, for the period of December 18, 2017 through January 31, 2018, as approved by Facilities Development.	5,400.00	Capital Projects Fund
2018PW378	Alert Security Systems, Inc.	Upland, CA	For a not-to-exceed amount, to relocate an emergency phone tower at the Fontana Campus parking lot, for the period of December 12, 2017 through January 31, 2018, as approved by Facilities Development.	7,800.00	Capital Projects Fund
2018PW326	Allied Paving Enterprises, Inc.	City of Industry, CA	For a not-to-exceed amount, to install asphalt pads in preparation of the installation of four modular trailer units to serve as swing space during the renovation work of the Measure L Build Out Project – Theatre Wings, located at the Rancho Cucamonga Campus, for the period of November 29, 2017 through January 31, 2018, as approved by Facilities/Physical Plant.	24,895.00	Measure L Fund
2018CS323	Amberwick Corporation	Long Beach, CA	For a not-to-exceed amount, to provide waste disposal services at the Rancho Cucamonga and Chino Campuses, for the period of October 26, 2017 through June 30, 2018, as approved by Facilities/Physical Plant.	12,500.00	Unrestricted General Fund

<sup>1</sup> Funding for all contracts and change orders on this list are included in the 2017-2018 adopted district budgets.

<sup>2</sup> Funded by Student Equity budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS359	Angel Rogers, STAR Training	Highland, CA	For a not-to-exceed amount, provide a conflict solution workshop for Classified staff sponsored by the Classified Success Network Advisory Committee (CSNAC), on October 6, 2017, as approved by the Office of Instruction and Institutional Effectiveness.	\$500.00	Unrestricted General Fund
16P42	Architerra Design Group	Rancho Cucamonga, CA	Amendment 1 to extend the term end date from December 31, 2016 to July 31, 2017, for the xeriscape master plan project, as approved by Facilities/Physical Plant.	No Cost Impact	Unrestricted General Fund
2018CS145	BSN Sports, LLC	Corona, CA	For a not-to-exceed amount, to inspect the basketball court backstops at the Sports Center and Earl Sicosky Gymnasium buildings located at the Rancho Cucamonga Campus, for the period of August 23, 2017 through January 1, 2018, as approved by Athletics.	1,308.94	Unrestricted General Fund
2018CS316	Chem Pro Laboratory, Inc.	Gardena, CA	For a not-to-exceed amount, to provide monthly service inspection for the cooling tower at the Administration Building (AD), located on the Rancho Cucamonga Campus, for the period of July 1, 2017 through June 30, 2018, as approved by Facilities/Physical Plant.	1,920.00	Unrestricted General Fund
2018CS322	Chem Pro Laboratory, Inc.	Gardena, CA	For a not-to-exceed amount, to provide a monthly service to furnish and apply water treatment chemicals at the Central Plant, located on the Rancho Cucamonga Campus, for the period of July 1, 2017 through July 1, 2018, as approved by Facilities/Physical Plant.	13,128.00	Scheduled Maintenance Fund
2018CS354	Chris Severn Creative LLC	San Francisco, CA	For a not-to-exceed amount, convert catalog access database to a user-friendly tableau interface, for the period of November 6, 2017 through November 20, 2017, as approved by the Center of Excellence. <sup>3</sup>	500.00	Restricted General Fund
2018CS338	Christopher Huerta	Santa Fe Springs, CA	For a not-to-exceed amount, to serve as the official statistician for the 2017 Panther Pride Women's Basketball Tournament, for the period of December 1, 2017 through December 3, 2017, as approved by Kinesiology, Nutrition, and Athletics.	600.00	Auxiliary Services Fund

<sup>3</sup> Funded by Center of Excellence funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS337	Denisha Spivey	Rancho Cucamonga, CA	For a not-to-exceed amount, to serve on the basketball table for the 2017 Panther Pride Women's Basketball Tournament, for the period of December 1, 2017 through December 3, 2017, as approved by Kinesiology, Nutrition, and Athletics.	\$175.00	Auxiliary Services Fund
2018CS84	Developing Leaders, Inc.	Fontana, CA	Amendment 2 to increase the not-to-exceed amount to deliver training and provide associated client consultation to District's business clients and community partners to train their full-time workers in the following areas, but not limited to: leadership skills, interpersonal skills, customer service, management skills, communication skills, interviewing skills, continuous improvement, logistics skills, vocational ESL, as approved by Economic Development. <sup>4</sup>	50,000.00	Restricted General Fund
2018CS371	Duan Kellum	Redlands, CA	For a not-to-exceed amount, to facilitate a printmaking workshop for students on February 22, 2018, located at the Fontana Campus, as approved by the Wignall Museum.	150.00	Unrestricted General Fund
2018CS334	Elizabeth Hernandez	North Hollywood, CA	For a not-to-exceed amount, provide a workshop titled <i>Coming Out of the Shadows: The Positive Impact of Activism Within the Undocumented Community</i> , on November 15, 2017, as approved by Extended Opportunity Programs and Services. <sup>5</sup>	100.00	Restricted General Fund
16C240	Ellucian	Chicago, IL	Year 3 of 5 Software License Subscription Agreement to renew access to Recruiter, as approved by Administrative Systems/ITS.	48,800.00	Unrestricted General Fund
2018CS314	Enviser	Garden Grove, CA	For a not-to-exceed amount, to repair condenser pumps at the Central Plant located on the Rancho Cucamonga Campus, for the period of July 1, 2017 through June 30, 2018, as approved by Facilities/Physical Plant.	7,553.00	Scheduled Maintenance Fund

<sup>4</sup> Funded by Economic Development grant funds.

<sup>5</sup> Funded by restricted Extended Opportunities Programs and Services funds.

<b>Contract Number</b>	<b>Vendor</b>	<b>City, State</b>	<b>Description of Service</b>	<b>Amount</b>	<b>Funding Source</b>
2018CS80	Enviser	Garden Grove, CA	For a not-to-exceed amount, repair air handling unit in the MACC building, located on the Rancho Cucamonga campus, for the period of June 1, 2017 through September 1, 2017, as approved by Facilities/Physical Plant.	\$1,742.00	Unrestricted General Fund
2018CS318	Fiori Barton	Rancho Cucamonga, CA	For a not-to-exceed amount, provide creative paint therapy for student veterans during Veterans' Appreciation Week, on November 2, 2017, as approved by Special Populations and Equity. <sup>6</sup>	300.00	Restricted General Fund
2018CS321	Floor Technology Group	Orange, CA	For a not-to-exceed amount, install new carpet tiles in the Library, located on the Rancho Cucamonga Campus, for the period of September 30, 2017 through November 4, 2017, as approved by Facilities Development.	15,678.19	Unrestricted General Fund
2018PW266	Floor Technology Group	Orange, CA	For a not-to-exceed amount, remove and dispose of existing glued down carpet and replace with new carpet tiles at the Fontana Campus, for the period of July 17, 2017 through November 30, 2017, as approved by Facilities Development.	1,667.78	Unrestricted General Fund
2018CS186	Foothills Psychological Services, Inc.	Upland, CA	For a not-to-exceed amount, to provide as-needed comprehensive psychological evaluations of prospective or current campus police officers, for the period of July 1, 2017 through July 1, 2018, as approved by Human Resources.	750.00	Unrestricted General Fund
2018PW352	Golden Eagle Moving Services, Inc.	Upland, CA	For a not-to-exceed amount, to provide moving services for District furniture and equipment from the Theatre building to several locations at the Rancho Cucamonga Campus, in preparation of the renovation work of the Measure L Build out Project – Theatre Wings, for the period of December 4, 2017 through September 30, 2018, as approved by Business Services and Economic Development.	3,000.00	Measure L Fund

<sup>6</sup> Funded by Student Equity budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS299	Group 1 Productions	Temecula, CA	For a not-to-exceed amount, to produce and create a stakeholders report video on the Industrial Technical Learning Center (InTech), for the period of November 15, 2017 through December 31, 2017, as approved by Economic Development. <sup>7</sup>	\$5,000.00	Restricted General Fund
2018CS336	Gytonne Everett	Rialto, CA	For a not-to-exceed amount, to serve on the basketball table for the 2017 Panther Pride Women's Basketball Tournament, for the period of December 1, 2017 through December 3, 2017, as approved by Kinesiology, Nutrition, and Athletics.	175.00	Auxiliary Services Fund
2018CS203	Immaculata Studios, LLC	Columbia Falls, MT	For a not-to-exceed amount, to provide as-needed digital creative services for the Marketing and Public Relations department, for the period of July 3, 2017 through June 29, 2018, as approved by Marketing and Public Relations.	23,000.00	Unrestricted General Fund
2018CS203	Immaculata Studios, LLC	Columbia Falls, MT	Amendment 1 to increase the not-to-exceed amount, for digital creative services, as approved by Marketing and Public Relations.	2,225.00	Unrestricted General Fund
2018CS313	Jaime Ventura-Cruz	Redlands, CA	For a not-to-exceed amount, to provide tutoring in English and Spanish of the industrial craft related materials, assist with clerical paperwork, and assist in performance of labs, as needed, in the related fields of expertise, which include, but are not limited to: bilingual craft related tutoring, advanced manufacturing, industrial electrical, industrial mechanical, HVAC, construction, pre-engineering, welding, mechatronics, machining and NCCER programs, at the Industrial Technical Learning Center (InTech), for the period of October 30, 2017 through June 30, 2018, as approved by Economic Development. <sup>8</sup>	6,500.00	Restricted General Fund

<sup>7</sup> Funded by Economic Development grant funds.

<sup>8</sup> Funded by Economic Development grant funds.



Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS325	Lauren McSherry Consulting	Corvallis, OR	For a not-to-exceed amount, to provide writing, editing, and research assistance for Center of Excellence reports, for the period of November 13, 2017 through December 15, 2017, as approved by Center of Excellence. <sup>9</sup>	\$1,000.00	Restricted General Fund
2018CS374	League for Innovation	Chandler, AZ	For a not-to-exceed amount, to provide a keynote speaker at the <i>Spring Welcome Back</i> event, for the period of January 3, 2018 through January 4, 2018, as approved by the Superintendent/President.	2,500.00	Unrestricted General Fund
2018CS60	Melissa Milton	Chino Hills, CA	Amendment 1 to allow for reimbursement of out-of-pocket expenses in agreement to convene meetings with business, industry, non-profit and governmental partners to identify training needs and related opportunities, with the primary goal of expending state and county contracts and meeting the objectives of the TAACCCT grant, as approved by Economic Development. <sup>10</sup>	No Cost Impact	Restricted General Fund
2018CS117	Pasco Doors	Pomona, CA	For a not-to-exceed amount, to provide as-needed repair services on automatic doors at the Rancho Cucamonga, Fontana, and Chino Campuses, for the period of July 1, 2017 through July 1, 2018, as approved by Facilities/Physical Plant.	5,000.00	Unrestricted General Fund
2018CS360	Patriot Environmental Lab Services Inc.	Fullerton, CA	For a not-to-exceed amount, to provide environmental testing of the Health Science Building Biology Lab, located on the Chino Campus, for the period of November 20, 2017 through December 31, 2017, as approved by Human Resources.	953.00	Unrestricted General Fund
2018CS298	Pavel Acevedo	Riverside, CA	For a not-to-exceed amount, provide a printmaking workshop at the Rancho Cucamonga Campus on November 8, 2017, as approved by the Wignall Museum.	150.00	Unrestricted General Fund

<sup>9</sup> Funded by Center of Excellence funds.

<sup>10</sup> Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS177	RAHCO Services, Inc.	Canyon Lake, CA	Amendment 2 to add reimbursement of CPR/1 <sup>st</sup> Aid Cards and to add the following instructional training services to the District's vocational trainees: business skills, commercial skills, computer skills, continuous improvement, health care management, manufacturing, literacy and safety, as approved by Economic Development. <sup>11</sup>	No Cost Impact	Restricted General Fund
2018PW293	RDM Electric Co., Inc	Chino, CA	For a not-to-exceed amount, to provide temporary electrical power to swing space modular trailer units at Parking Lot #8, located on the Rancho Cucamonga Campus, and to remove temporary electrical power at the conclusion of the swing space use, in preparation of the renovation work for the Measure L Build Out, for the period of November 8, 2017 through December 31, 2018, as approved by Business Services and Economic Development.	\$35,000.00	Measure L Fund
2018PW293	RDM Electric Co., Inc.	Chino, CA	Amendment 1 to increase the not-to-exceed amount for additional work to install ceiling projector mounting plates, and to extend the completion end date to January 31, 2019, as approved by Business Services and Economic Development.	3,918	Measure L Fund
2018CS253	Renee Young	Chino Hills, CA	For a not-to-exceed amount, as a subject area specialist, provide an evaluation of a full-time faculty member, for the period of August 28, 2017 through December 14, 2017, as approved by the Office of Instruction and Institutional Effectiveness.	500.00	Unrestricted General Fund
2018CS355	Saddler Consulting Group, Inc.	Los Angeles, CA	For a not-to-exceed amount, to deliver training to the District's business client and community partners and their workers in the following areas, but not limited to: business skills, commercial skills, computer skills, continuous improvement, literacy skills and management skills, for the period of November 21, 2017 through June 30, 2018, as approved by Economic Development. <sup>12</sup>	5,000.00	Restricted General Fund

<sup>11</sup> Funded by Economic Development grant funds.

<sup>12</sup> Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS324	Siemens Industry Inc.	Cypress, CA	For a not-to-exceed amount, to repair the fire alarm system at the Library, located on the Rancho Cucamonga Campus, for the period of December 1, 2017 through January 31, 2018, as approved by Human Resources.	\$10,625.00	Unrestricted General Fund
2018CS307	SoCal Compliance Services	Rancho Cucamonga, CA	For a not-to-exceed amount, to conduct monthly walkthrough inspections and as-needed testing on all underground fuel storage tanks and leak detection equipment located at the Rancho Cucamonga Campus, for the period of July 1, 2017 through June 30, 2018, as approved by Facilities/Physical Plant.	3,500.00	Unrestricted General Fund
2018CS248	Southland Industries	Garden Grove, CA	For a not-to-exceed amount, to perform repairs needed after exposing hot water underground piping near the Language Arts Building and heating hot water underground site piping at Central Plant to determine source of leak at both locations, for the period of July 1, 2017 through November 30, 2017, as approved by Facilities/Physical Plant.	45,687.00	Scheduled Maintenance Fund
2018PW294	T and Communications, Inc.	Riverside, CA	For a not-to-exceed amount, to provide temporary data and fiber connection to four modular trailer units in preparation of the renovation work of the Measure L Build Out – Theatre Wings Project, located on the Rancho Cucamonga Campus, for the period of November 8, 2017 through April 1, 2018, as approved by Business Services and Economic Development.	11,669.72	Measure L Fund
2018CS335	Tatiana Kizzee	Loma Linda, CA	For a not-to-exceed amount, to serve on the basketball table for the 2017 Panther Pride Women's Basketball Tournament, for the period of December 1, 2017 through December 3, 2017, as approved by Kinesiology, Nutrition, and Athletics.	175.00	Auxiliary Services Fund
2018CS368	Tried and True Tutoring, LLC	Calabasas, CA	For a not-to-exceed amount, to provide SAT preparation classes for Upward Bound program students, for the period of December 1, 2017 through July 1, 2018, as approved by Fontana Campus. <sup>13</sup>	3,600.00	Restricted General Fund

<sup>13</sup> Funded by Upward Bound grant funds.

<b>Contract Number</b>	<b>Vendor</b>	<b>City, State</b>	<b>Description of Service</b>	<b>Amount</b>	<b>Funding Source</b>
2018PW366	Trinity Construction, Inc	Upland, CA	For a not-to-exceed amount, to install drywall at the Wignall Museum Gallery, for the period of December 22, 2017 through February 28, 2018, as approved by Facilities Development.	\$11,449.00	Unrestricted General Fund
2018PW348	Trinity Construction, Inc.	Upland, CA	For a not-to-exceed amount, to renovate Wargin Hall Room 181 into temporary music practice rooms to be used during the renovation work of the Measure L Build Out Project – Theatre building, located on the Rancho Cucamonga Campus, for the period of December 4, 2017 through June 30, 2018, as approved by Business Services and Economic Development.	32,800.00	Measure L Fund
2018CS300	Underground Service Company	Laguna Niguel, CA	For a not-to-exceed amount, to perform acoustic survey and leak correlation services to determine the leak source in the northern section of the Rancho Cucamonga Campus, north of the Promenade, for the period of November 15, 2017 through June 30, 2018, as approved by Facilities/Physical Plant	3,790.00	Scheduled Maintenance Fund
2018CS350	Unidos por La Musica Non-Profit	Ontario, CA	For a not-to-exceed amount, to distribute produce and non-perishable food on behalf of the Food Pantry for students on the Rancho Cucamonga, Fontana and Chino Campuses, on November 14, 21, and 28, and December 12, 2017, as approved by Special Populations and Equity. <sup>14</sup>	1,200.00	Restricted General Fund
17P4	Valued Engineering, Inc.	Upland, CA	Amendment 1 to extend the term end date from June 30, 2017 to August 31, 2018; to increase the not-to-exceed amount; and to incorporate a proposal letter that reflects additional services needed to prepare demolition and grading plans for Parking Lot 11 rehabilitation at the Rancho Cucamonga Campus, as approved by Facilities Development.	25,600.00	Capital Projects Fund

<sup>14</sup> Funded by Student Equity budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2018CS291	Venus Designs, Inc.	Saint Paul, MN	For a not-to-exceed amount, to design, layout and format sector profile reports, for the period of October 15, 2017 through June 30, 2018, as approved by Center of Excellence. <sup>15</sup>	\$12,250.00	Restricted General Fund

*List reflects contracts entered into and change orders to existing contracts for the month of December 2017.*<sup>16</sup>

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<sup>15</sup> Funded by Center of Excellence funds.

<sup>16</sup> Funding for all contracts and change orders on this list are included in the 2017-2018 adopted district budgets.

# CHAFFEY COMMUNITY COLLEGE

## WARRANT REGISTER REPORT

FOR THE MONTH OF DECEMBER 2017 ending 12/31/2017

### GENERAL FUNDS ( 10 )

PAYROLL	6,674,346.83	
COMMERCIAL	<u>4,356,051.12</u>	
<b>TOTAL FUND ( 10 )</b>		11,030,397.95

**SCHEDULED MAINTENANCE FUND ( 42 )** 61,753.66

**BUILDING FUND (40)** 526,079.08

**EARLY RETIREMENT FUND ( 61 )** 90,866.49

**VACATION LIABILITY (69)** -

**CAPITAL OUTLAY PROJECT FUND ( 41 )** 3,128,275.87

### CHILD DEVELOPMENT FUND ( 33 )

PAYROLL	84,222.95	
COMMERCIAL	<u>127,284.70</u>	
<b>TOTAL FUND ( 33 )</b>		211,507.65

**TOTAL ALL FUNDS** **\$ 15,048,880.70**

### PAYROLL WARRANT/ADVICE NUMBERS

123343-123497                      373339-375284

### COMMERCIAL WARRANT NUMBERS

1011585-1011713                      1696137-1697840

### PURCHASE ORDER NUMBERS

BPO's	13233-13249	\$	47,154.87
PO's	48881-49046	\$	718,760.77