



AGENDA
MEETINGS OF THE GOVERNING BOARD
CHAFFEY COMMUNITY COLLEGE DISTRICT
Thursday, August 29, 2019
Board Room, Marie Kane
Center for Student Services/Administration

- I. **REGULAR SESSION**
 - A. CALL TO ORDER (2:05 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. 2019-2020 Adopted Budget
 - 2. Marketing Report
 - 3. President's Equity Council Report

- 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. Budget Monitoring Report
 - b. Distance Education Annual Monitoring Report
 - c. President's Equity Council Monitoring Report
 - d. Quarterly Investment Report
 - E. PUBLIC HEARINGS
 - 1. Business/Fiscal Affairs
 - a. 2019-2020 Budget Public Hearing
 - b. 2019-2020 Budget Adoption
 - 2. Human Resources
 - a. Public Hearing Joint Proposal/Preliminary Agreement of the Child Development Center Faculty Association (CDCFA) and Chaffey Community College District
 - b. Joint Proposal/Preliminary Agreement of the Child Development Center Faculty Association (CDCFA) and Chaffey Community College District

F. CONSENT AGENDA

1. Governance Process
 - a. Approval of Minutes, July 11, 2019
2. Business/Fiscal Affairs
 - a. 2018-2019 California State Preschool (CSPP – 8419) Amendment 02
 - b. Agreement Between Chaffey Community College District, Hosting the Center of Excellence (COE), and Rancho Santiago Community College District for Labor Market Research on Fiscal Agent Sub-Agreement DO-19-2566-01
 - c. Approval to Designate Klein Educational Systems as a Single Source Vendor for a Sole Source Procurement
 - d. Disposal of District Property: Electronic Equipment and Miscellaneous Materials
 - e. Education Protection Account Expense Determination
 - f. Memorandum of Understanding Between the Chaffey Joint Union High School District and Chaffey College, a Member of the West End Corridor Chaffey Regional Adult Education Consortium
 - g. Regional Apprenticeship Consortium Launch Employer Partner Outreach
 - h. Statewide Director – Energy, Construction & Utilities
 - i. Strong Workforce Program Participation Agreement 2017/20-19-B-R4 Multi Project Award
 - j. Strong Workforce Program Participation Agreement 2017/20-19-B-P00-R4 Regional Project Coordination and Support
 - k. Strong Workforce Program Participation Agreement 2017/20-19-B-P00-R4 Regional Project Management – P01 and P23
3. Human Resources
 - a. Management Personnel Plan/Employment Contracts
 - b. Professional Expert Compensation

G. ACTION AGENDA

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

H. 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)

I. BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

V. **ADJOURNMENT**

The next regular meeting of the Governing Board will be Thursday, September 19, 2019.

Complete agenda may be viewed at [www.chaffey.edu/governing board](http://www.chaffey.edu/governing%20board)

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

August 29, 2019
Board Meeting Date

TOPIC **BUDGET MONITORING REPORT**

Communication No. IV.D.2.a

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 what percentage of the adopted budget has been expended/encumbered as of the quarter ended June 30, 2019. It also provides three years of historical information so historical trends can be used in any 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 DISTRICT
 Quarterly Comparison
 Unrestricted General Fund
 As of June 30, 2019

	2015-2016			2016-2017			2017-2018			2018-2019		
	Adopted Budget	30-Jun	% of Budget	Adopted Budget	30-Jun	June % of Budget	Adopted Budget	30-Jun	June % of Budget	Adopted Budget	30-Jun	June % of Budget
INCOME SOURCE												
Prior Year Ending Balance Re-allocation	0			3,677,289			3,928,578			0		
State General Apportionment	70,423,903	72,436,731	102.86%	75,666,883	76,826,331	101.53%	81,382,469	80,181,025	98.52%	91,380,855	84,452,985	92.42%
Education Protection Account (EPA)	12,962,172	13,113,790	101.17%	13,114,000	12,750,807	97.23%	12,165,352	12,843,991	105.58%	14,801,508	16,205,427	109.48%
Miscellaneous	14,769,166	15,106,050	102.28%	10,319,891	10,207,311	98.91%	9,801,247	8,371,353	85.41%	8,423,626	9,768,251	115.96%
Lottery	2,039,240	2,301,219	112.85%	2,315,180	2,507,263	108.30%	2,424,980	2,693,531	111.07%	2,474,135	2,208,651	89.27%
Total Income	100,194,481	102,957,790	102.76%	101,415,954	102,291,712	100.86%	105,774,048	104,089,900	98.41%	117,080,124	112,635,314	96.20%
EXPENDITURES												
Operational	98,388,259	95,603,207	97.17%	105,093,243	99,964,739	95.12%	109,702,626	103,952,122	94.76%	116,772,681	111,735,006	95.69%
Total Expenditures	98,388,259	95,603,207	97.17%	105,093,243	99,964,739	95.12%	109,702,626	103,952,122	94.76%	116,772,681	111,735,006	95.69%
Surplus or (Deficit)	1,806,222	7,354,583	-	-	2,326,973	-	-	137,778	-	307,443	900,308	-
Net Surplus or (Deficit)	1,806,222	7,354,583	-	-	2,326,973	-	-	137,778	-	307,443	900,308	-
SUMMARY, ENDING BAL/RESERVES												
7% Board Designated Reserves	6,887,178	6,692,225	97.17%	7,356,527	6,997,532	95.12%	7,679,184	7,276,649	94.76%	8,174,088	7,821,450	95.69%
GASB 45 Reserve	500,000	500,000	-	500,000	500,000	-	500,000	500,000	-	500,000	500,000	-
Technology Replacement Reserve	600,000	600,000	-	600,000	600,000	-	600,000	600,000	-	600,000	600,000	-
Vehicle Replacement Plan	100,000	100,000	-	100,000	100,000	-	100,000	100,000	-	100,000	100,000	-
Resource Allocation (RAC) Reserve	500,000	500,000	-	500,000	500,000	-	500,000	300,000	-	300,000	300,000	-
Capital Outlay Replacement	200,000	200,000	-	200,000	200,000	-	200,000	300,000	-	300,000	300,000	-
PERS/STRS Reserve	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	1,663,294	-	1,661,425	1,661,425	-
Undistributed Reserve	40,000	5,783,314	-	1,441,723	7,804,980	-	3,194,750	8,761,772	-	8,173,644	9,119,148	-
Total Ending Balance/Reserves	12,832,602	18,380,963	143.24%	14,703,674	20,707,936	140.84%	16,779,358	20,845,714	124.23%	21,153,156	21,746,022	102.80%
Ending Balance %	13.04%	19.23%		13.99%	20.72%		15.30%	20.05%		18.11%	19.46%	

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

August 29, 2019
Board Meeting Date

TOPIC **DISTANCE EDUCATION MONITORING REPORT**

Communication No. IV.D.2.b

SUPPORTS BOARD ENDS STATEMENT/POLICY

In accordance with BP 3225, the district is required to have goals related to: 1) accreditation status; 2) fiscal viability; 3) student performance and outcomes; and 4) programmatic compliance with state and federal guidelines. These guidelines include Title 5 regulations which require annual reporting on distance education offerings at the College:

If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the district shall:

- a) maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education;
- b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;
- c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

ACTIVITIES THAT ADDRESS THE ENDS POLICY

The Governing Board receives annual updates in both "Study Session" reports and written Monitoring Reports. The Distance Education Monitoring Report is included in the August agenda for review. The College is committed to providing high quality access to distance learning deliveries, and the Report serves as evidence of that commitment.

MEANS OF ASSESSMENT

- Summary minutes from the Distance Education Committee meetings are kept on file. Meetings review policies, such as budget updates, the District Teaching Standards, new teaching technologies, professional learning opportunities, and significant changes in procedure.
- Reports from the Institutional Research Office provide internal evidence of enrollment, success rates, disproportionate impact, and geographical addresses of online section takers, as well as MIS reports for external assessment and review.
- A Faculty Evaluation process for Distance Education sections in which Distance Education staff facilitate a separate course shell for student evaluations and downloads those student evaluations after they are complete, the evaluatee adds committee members to her/his course shell, and result of the evaluation are coordinated with the evaluation committee.

SUMMARY OF EVIDENCE

While online enrollments grew in 70.5% in 2018-19, hybrid enrollments declined by 36% (2,648), and Face-to-Face enrollments have softened since 2016. Clearly, students are increasingly choosing online options rather than more traditional weekend or evening alternatives because of the convenience and growth in enrollment options. This trend is consistent with state-wide trends and will inform future planning models for enrollment and planning related to the Student-Centered Funding Formula.

Chaffey College students perform approximately 5% better overall in online sections than face-to-face sections, a reversal from 2015-2016, when DE success rates were lower than face-to-face sections. These recent higher success rates in online courses compared to face-to-face courses remain stable across gender and ethnic demographic categories. The highest success rates of any age group are adults between the ages of 40-49, who perform 8% better in online courses compared with face-to-face courses. This illustrates that current efforts to amplify support for online learning are improving students' experience as well as their learning.

Of out-of-district residents taking distance education courses, dense clusters exist to the North (Victorville and Apple Valley), the East (Rialto and Bloomington), and the West (Pomona). 31% of students taking distance education courses are not Chaffey District residents and 32% (2,358) of in-district distance education students are Fontana residents, with almost as many Rialto and Bloomington residents taking distance education courses as well.

USE OF RESULTS FOR PLANNING

Plans for the expansion of distance learning are already underway and include the following strategic directions. Additionally, the District has earmarked a significant amount of funding in Measure P to address this burgeoning area and accomplish the goals outlined below:

FOCUS ON STUDENT SUPPORT: Chaffey College aims to match the growth of online sections with robust development of online student service components such as online counseling, career center services, library support, proctoring, on-campus computer access, and supplemental instruction.

JOIN THE CVC-OEI EXCHANGE: The CVC-OEI Exchange is a marketplace of online section and course offering of its member California Community Colleges. Students of participating Exchange institutions may seamlessly enroll in Chaffey College's online sections without completing financial aid or matriculation components.

DEVELOPMENT OF FULLY ONLINE DEGREE PROGRAMS: To compete with the large 100% online degree programs of out-of-state colleges and private institutions, Chaffey College will develop 100% online degree programs with high quality instruction and immersive high touch technology. Many of these programs will likely leverage powerful emerging virtual reality technologies to assist skill development in the sciences and CTE pathways.

PHYSICAL SPACES FOR ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT: To facilitate student/faculty support for online learning, as well as development of high quality online courses, dedicated physical space for proctoring, access to computers with high-speed internet, instructional design and media production, and staffing is recommended.

Prepared by:	<u>Matthew Morin, Director, Intersegmental Partnerships and Deliveries</u>
Submitted by:	<u>Laura Hope, Acting Associate Superintendent, Instruction and Institutional Effectiveness</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

Chaffey College

Annual Monitoring Report

2018-2019

Distance Education

August 29, 2019

In this report:

AY 2018-2019 Highlights

Distance Education Enrollment Scan

Success Rates in Distance Education Courses

Geolocation of Distance Education Students

Additional Enrollment Data

[AY 2018-19 Highlights](#)

CHAFFEY COLLEGE BECOMES TOP TEN IN ENROLLMENT

- Chaffey College becomes the 6th largest distance education program in the California Community College System.

CANVAS GOES CAMPUS-WIDE WITH AUTOMATION

- Driven by research demonstrating that learning management systems (LMS) such as Canvas improve student success, IT and Distance Education staff collaborated to produce an automated Canvas shell creation process for all courses. All professors and students now have immediate access to Canvas course shells by signing into MyChaffeyView and selecting the Canvas icon.

EXPANSION OF FACULTY LEADERSHIP

- Distance Education Faculty co-facilitator team grew from one (Terri Helfand) in previous years to three (Terri Helfand, Angela Cardinale, and Jon Ausubel).
- The 2019-2020 Distance Education Faculty team consists of one full time faculty coordinator (Angela Cardinale) and .5 release faculty co-facilitators (Jon Ausubel and Selene Pineda).

CHAFFEY COLLEGE WINS THE ONLINE CTE PATHWAYS GRANT

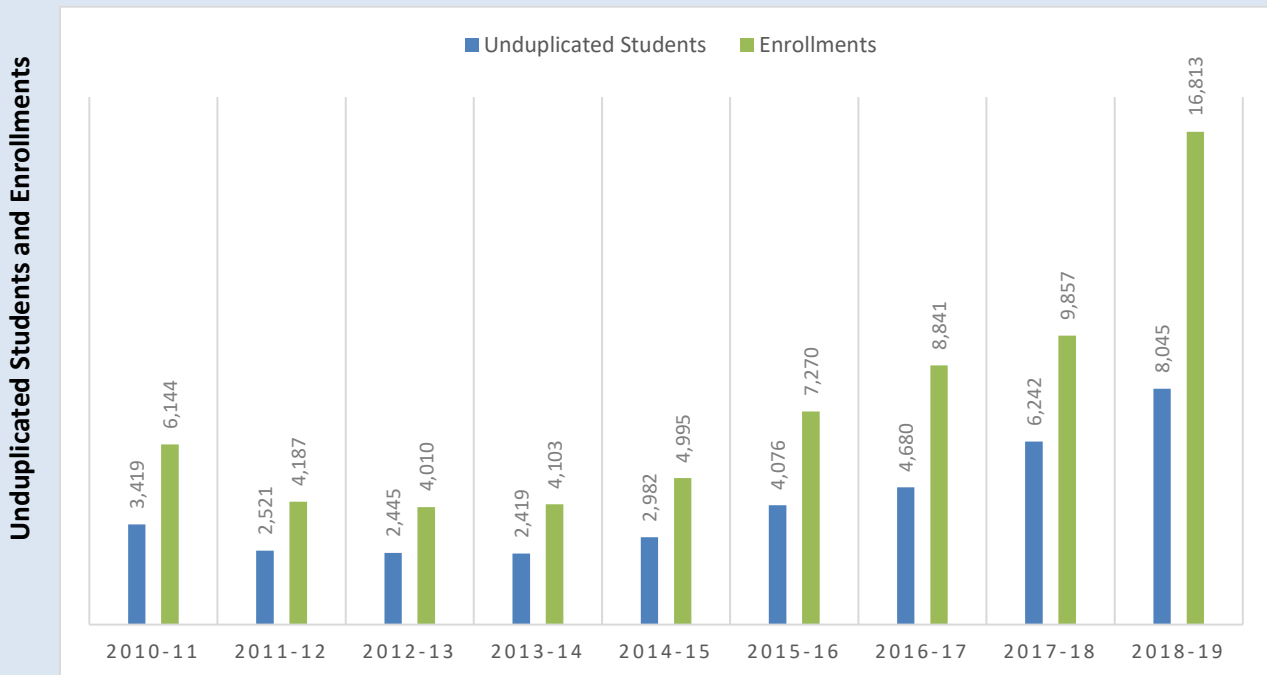
- Chaffey College's proposal to build a virtual center for CTE pathways is approved for \$360,205 by the California Virtual Campus (CVC) Online Education Exchange (OEI).



DISTANCE LEARNING ENROLLMENT SCAN

KEY FINDING: Online enrollments grew 70.5%, from 9,857 in 2017-18 to 16,813 in 2018-19.

Unduplicated Number of Students and Enrollments Generated in Online Courses, 2010-11 through 2018-19



Number of Unduplicated Students and Enrollments Generated

	Academic Year								
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Unduplicated Students	3,419	2,521	2,445	2,419	2,982	4,076	4,680	6,242	8,045
Number of Enrollments Generated	6,144	4,187	4,010	4,103	4,995	7,270	8,841	9,857	16,813

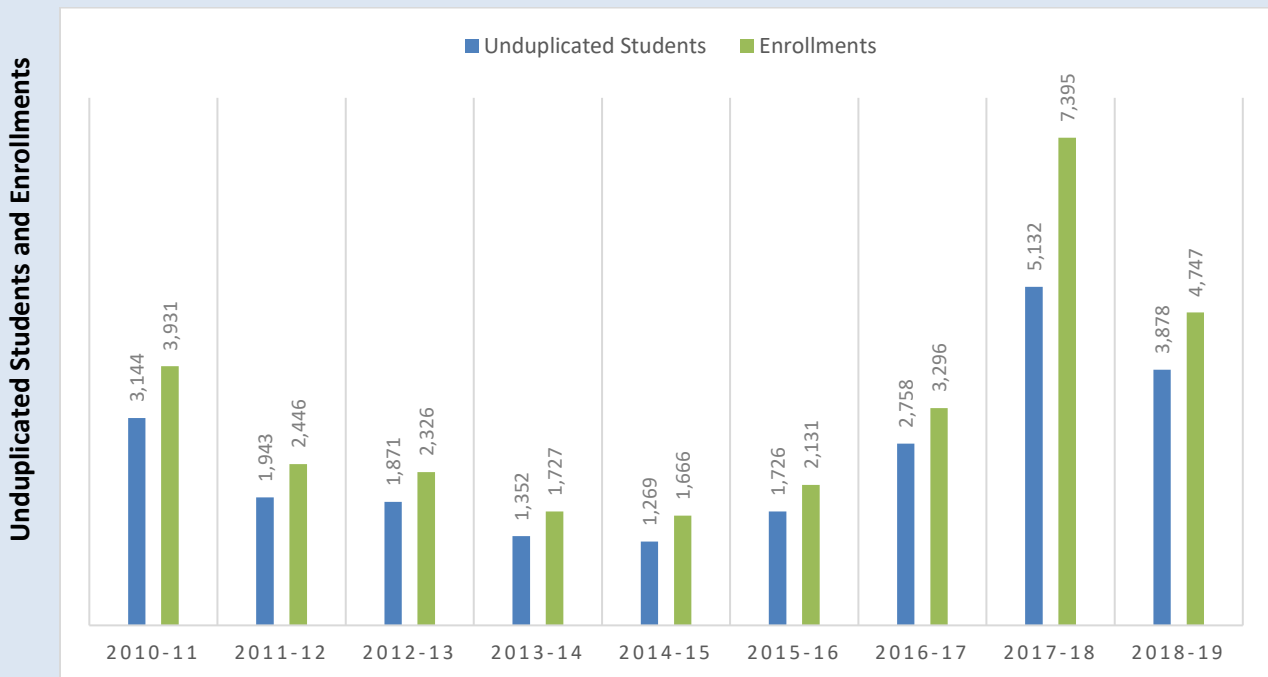
Source: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.



DISTANCE LEARNING ENROLLMENT SCAN

KEY FINDING: While online enrollments grew in 2018-19, hybrid enrollments declined by 36% (2,648).

Unduplicated Number of Students and Enrollments Generated in Hybrid Courses, 2010-11 through 2018-19



Number of Unduplicated Students and Enrollments Generated

	Academic Year								
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Unduplicated Students	3,144	1,943	1,871	1,352	1,269	1,726	2,758	5,132	3,878
Number of Enrollments Generated	3,931	2,446	2,326	1,727	1,666	2,131	3,296	7,395	4,747

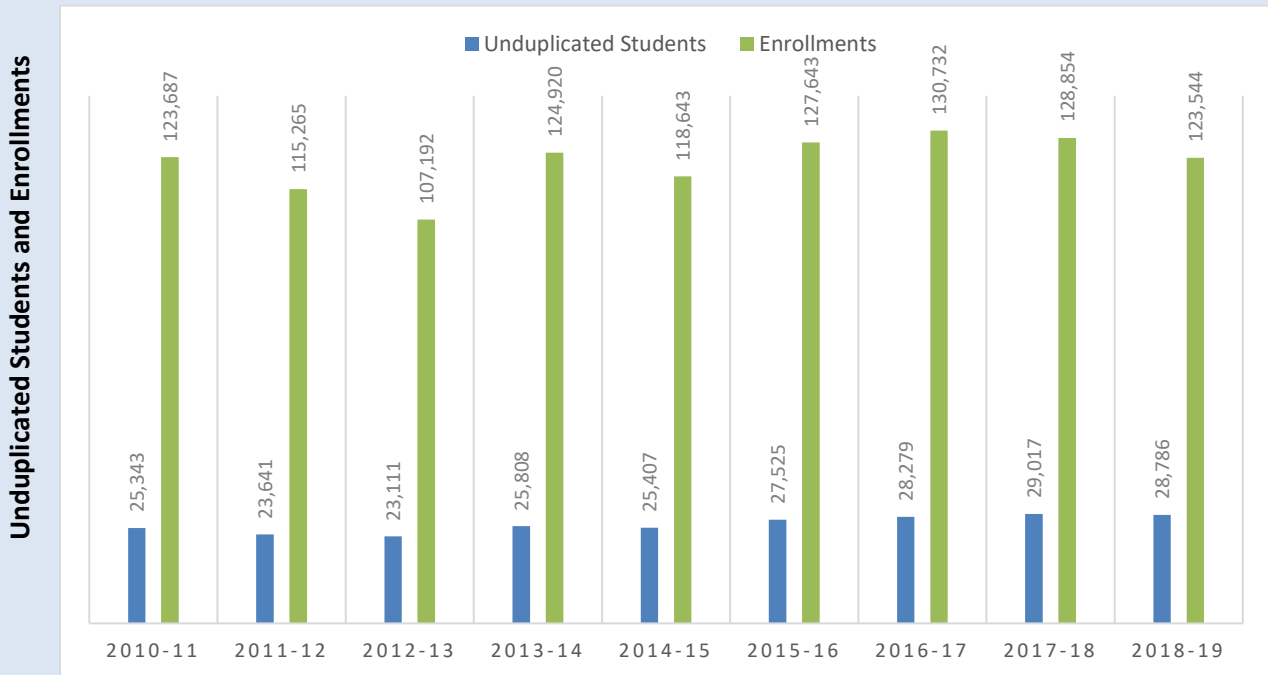
Source: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.



DISTANCE LEARNING ENROLLMENT SCAN

KEY FINDING: *Face-to-Face enrollments have softened since 2016 as online enrollments have grown.*

Unduplicated Number of Students and Enrollments Generated in Face-to-Face Courses, 2010-11 through 2018-19



Number of Unduplicated Students and Enrollments Generated

	Academic Year								
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of Unduplicated Students	25,343	23,641	23,111	25,808	25,407	27,525	28,279	29,017	28,786
Number of Enrollments Generated	123,687	115,265	107,192	124,920	118,643	127,643	130,732	128,854	123,544

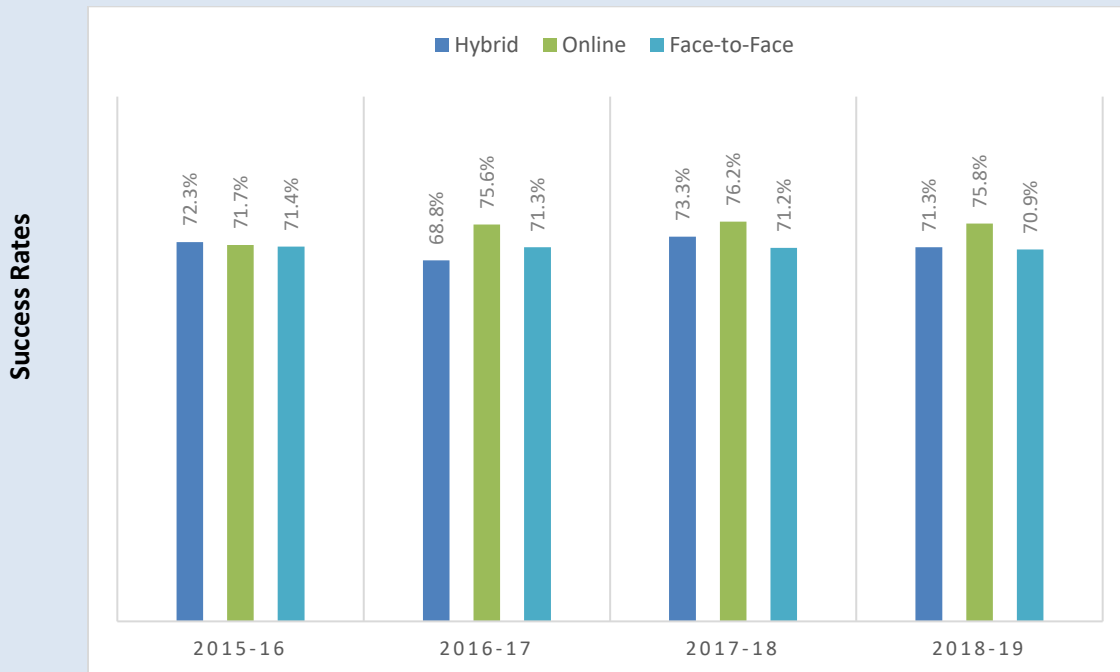
Source: California Community College Chancellor's Office Management Information System (MIS) Referential Data File



SUCCESS RATES IN DISTANCE EDUCATION COURSES

KEY FINDING: Chaffey College students perform approximately 5% better overall in online sections than Face-to-Face sections. This pattern reflects a reversal from previous years (see 2015-2016) when DE success rates were lower.

Comparison of Course Success Rates, Hybrid, Online and Face-to-Face Courses, 2015-16 through 2018-19



Success Rates, Hybrid, Online, and Face-to-Face Courses

	Academic Year			
	2015-16	2016-17	2017-18	2018-19
Hybrid Courses	72.3%	68.8%	73.3%	71.3%
Online Courses	71.7%	75.6%	76.2%	75.8%
Face-to-Face Courses	71.4%	71.3%	71.2%	70.9%

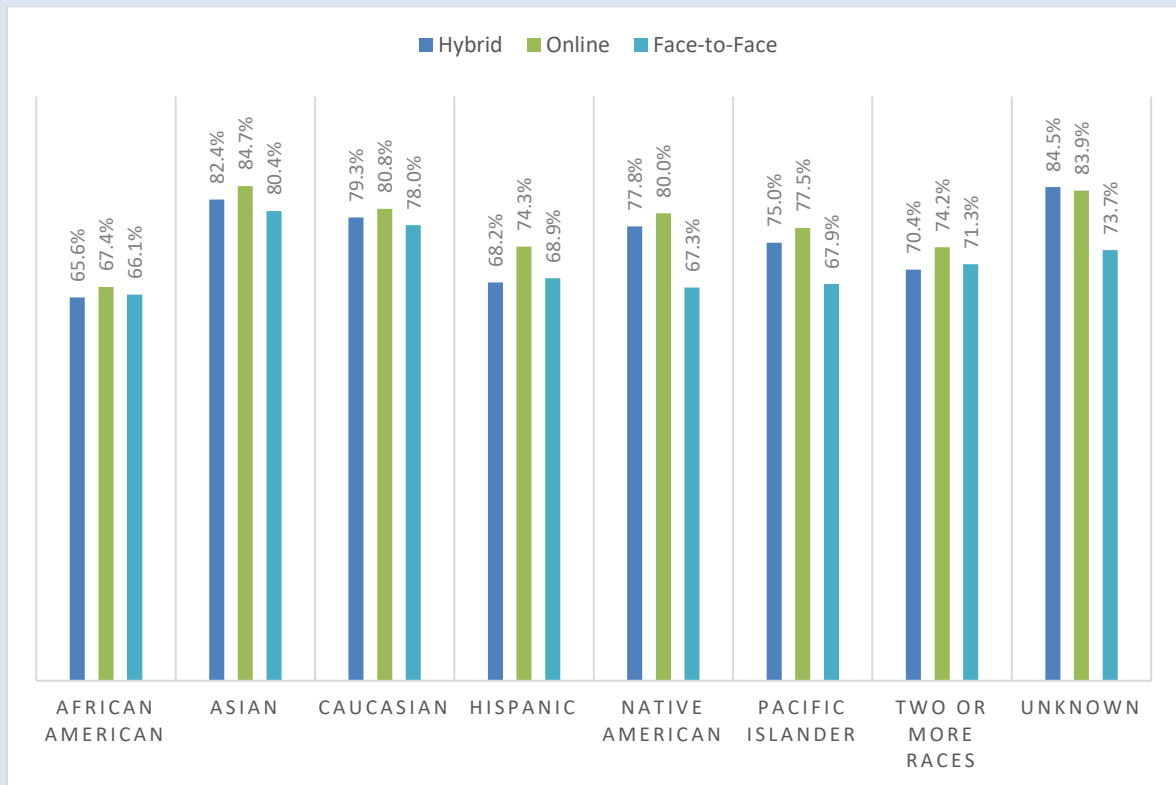
Source: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.



SUCCESS RATES IN DISTANCE EDUCATION COURSES

KEY FINDING: Higher success rates in online courses compared to Face-to-Face courses remain stable across gender and ethnic demographic categories. Further research on equity metrics will be conducted in the coming year to determine if online sections assist in closing achievement gaps for disproportionately impacted populations.

Success Rates in Hybrid, Online, and Face-to-Face Courses by Race/Ethnicity, 2018-19



Success Rate Comparison by Race/Ethnicity, Hybrid, Online, and Face-to-Face

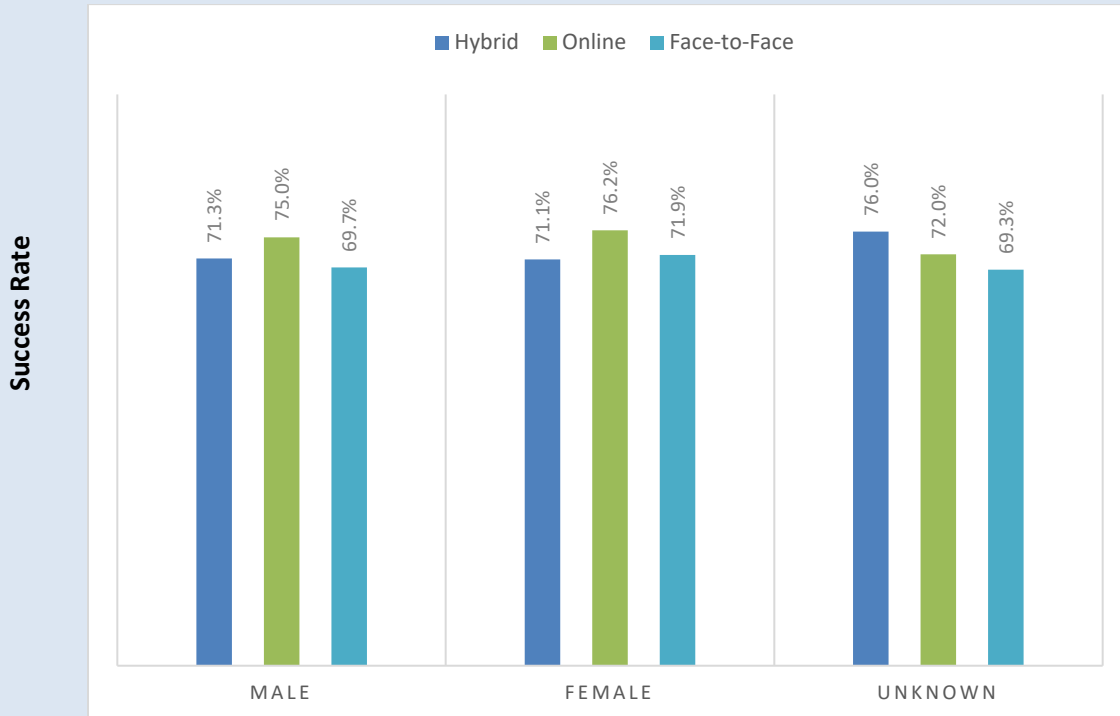
	Hybrid	Online	Face-to-Face
African American	65.6%	67.4%	66.1%
Asian	82.4%	84.7%	80.4%
Caucasian	79.3%	80.8%	78.0%
Hispanic	68.2%	74.3%	68.9%
Pacific Islander	75.0%	77.5%	67.9%
All Students	71.3%	75.8%	70.9%

Sources: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.



SUCCESS RATES IN DISTANCE EDUCATION COURSES

Success Rates in Hybrid, Online, and Face-to-Face Courses by Gender, 2018-19



Success Rate Comparison by Gender, Hybrid, Online, and Face-to-Face

	Hybrid	Online	Face-to-Face
Male	71.3%	75.0%	69.7%
Female	71.1%	76.2%	71.9%
Unknown	76.0%	72.0%	69.3%
All Students	71.3%	75.8%	70.9%

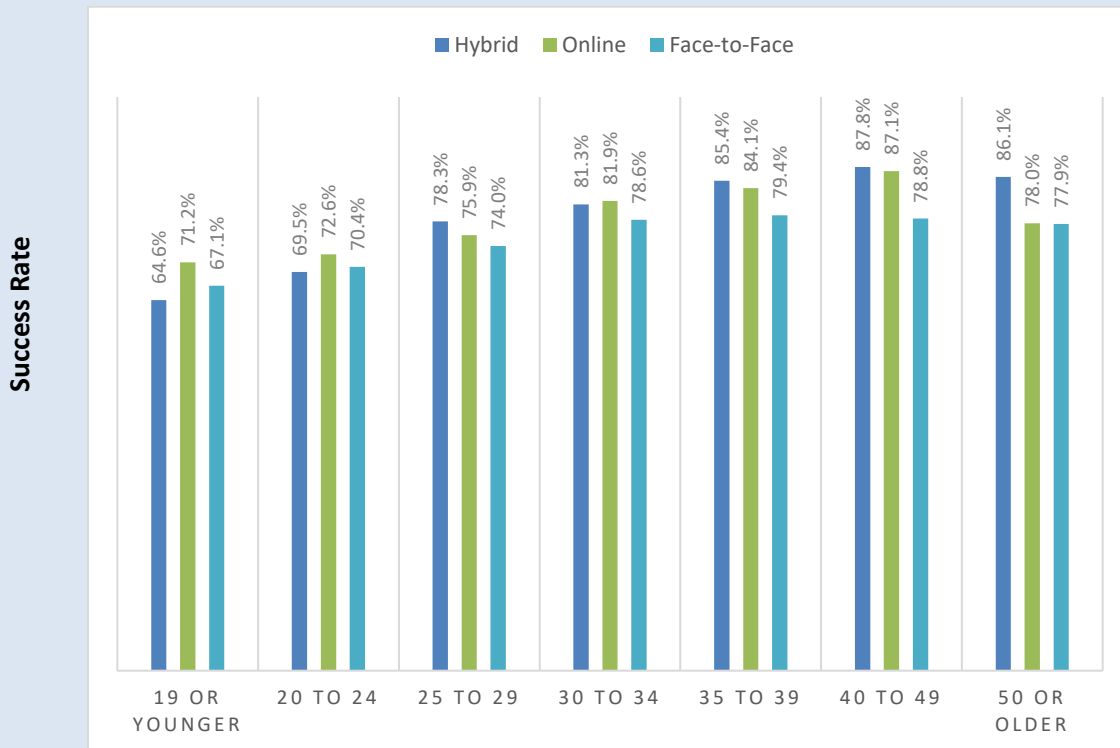
Sources: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.
 Success Rate = (A, B, C, and P Grades / A, B, C, D, F, FW, P, NP, I, and W Grades) * 100



SUCCESS RATES IN DISTANCE EDUCATION COURSES

KEY FINDING: *The highest success rates of any age group are adults between the ages of 40-49, who perform 8% better in Online Courses compared with Face-to-Face Courses.*

Success Rates in Hybrid, Online, and Face-to-Face Courses by Age Range, 2018-19



Success Rate Comparison by Age Range, Hybrid, Online, and Face-to-Face

	Hybrid	Online	Face-to-Face
19 or Younger	64.6%	71.2%	67.1%
20 to 24	69.5%	72.6%	70.4%
25 to 29	78.3%	75.9%	74.0%
30 to 34	81.3%	81.9%	78.6%
35 to 39	85.4%	84.1%	79.4%
40 to 49	87.8%	87.1%	78.8%
50 or Older	86.1%	78.0%	77.9%
All Students	71.3%	75.8%	70.9%

Sources: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.

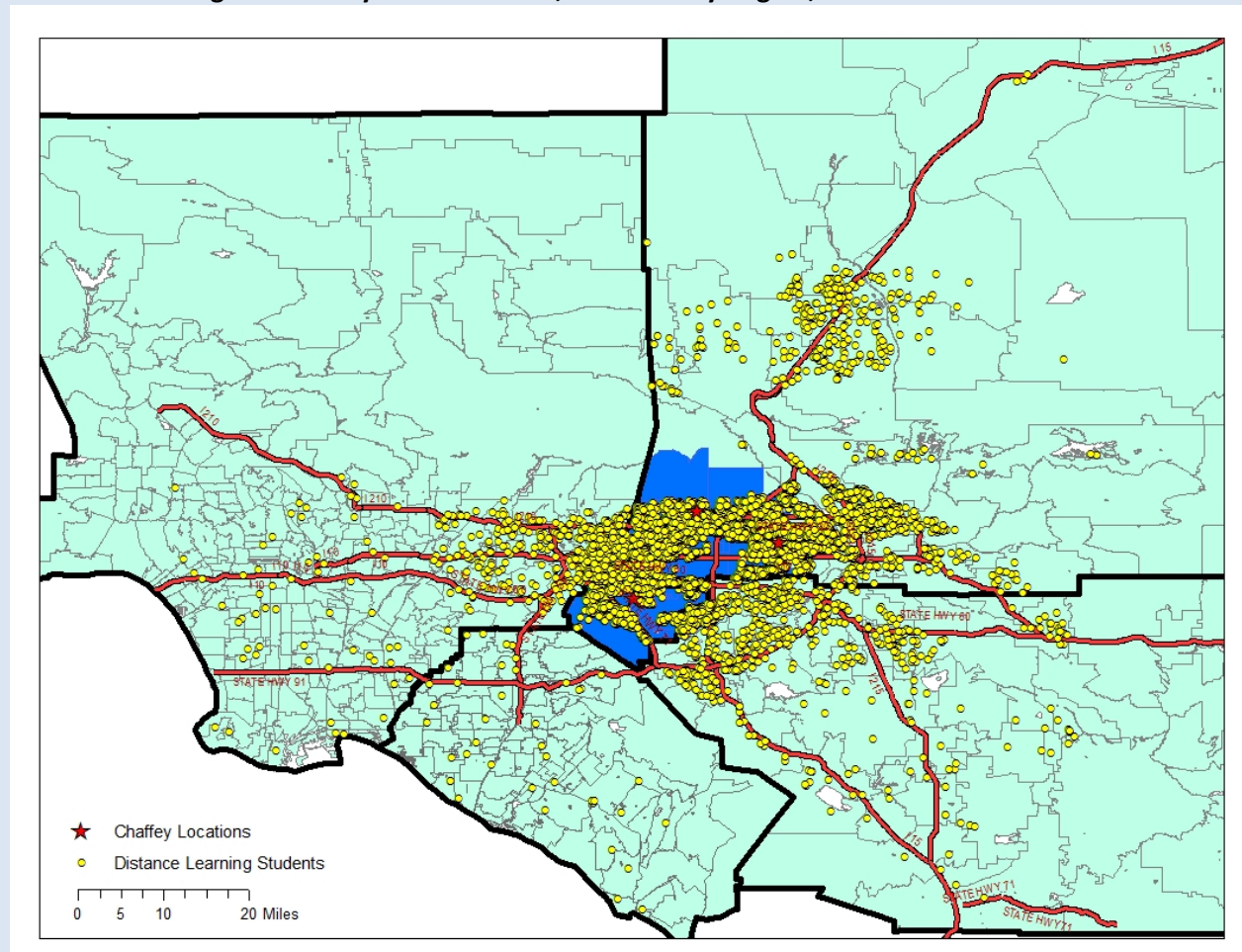
Success Rate = (A, B, C, and P Grades / A, B, C, D, F, FW, P, NP, I, and W Grades) * 100



GEOLOCATION OF DISTANCE EDUCATION STUDENTS

KEY FINDING: *Of out-of-district residents taking Distance Education courses, dense clusters exist to the North (Victorville and Apple Valley), the East (Rialto and Bloomington), and the West (Pomona).*

Distance Learning Students by Home Address, Four-County Region, 2018-19 Academic Year



Sources: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.



GEOLOCATION OF DISTANCE EDUCATION STUDENTS

KEY FINDING: 31% of students taking Distance Education courses are not Chaffey District residents.

Distance Learning Student Headcount by Residency Status N		%
Reside Within Chaffey District	7,219	67.3%
Reside Outside Chaffey District	3,362	31.3%
Out-of-State Students	145	1.4%
All Students	10,726	100.0%

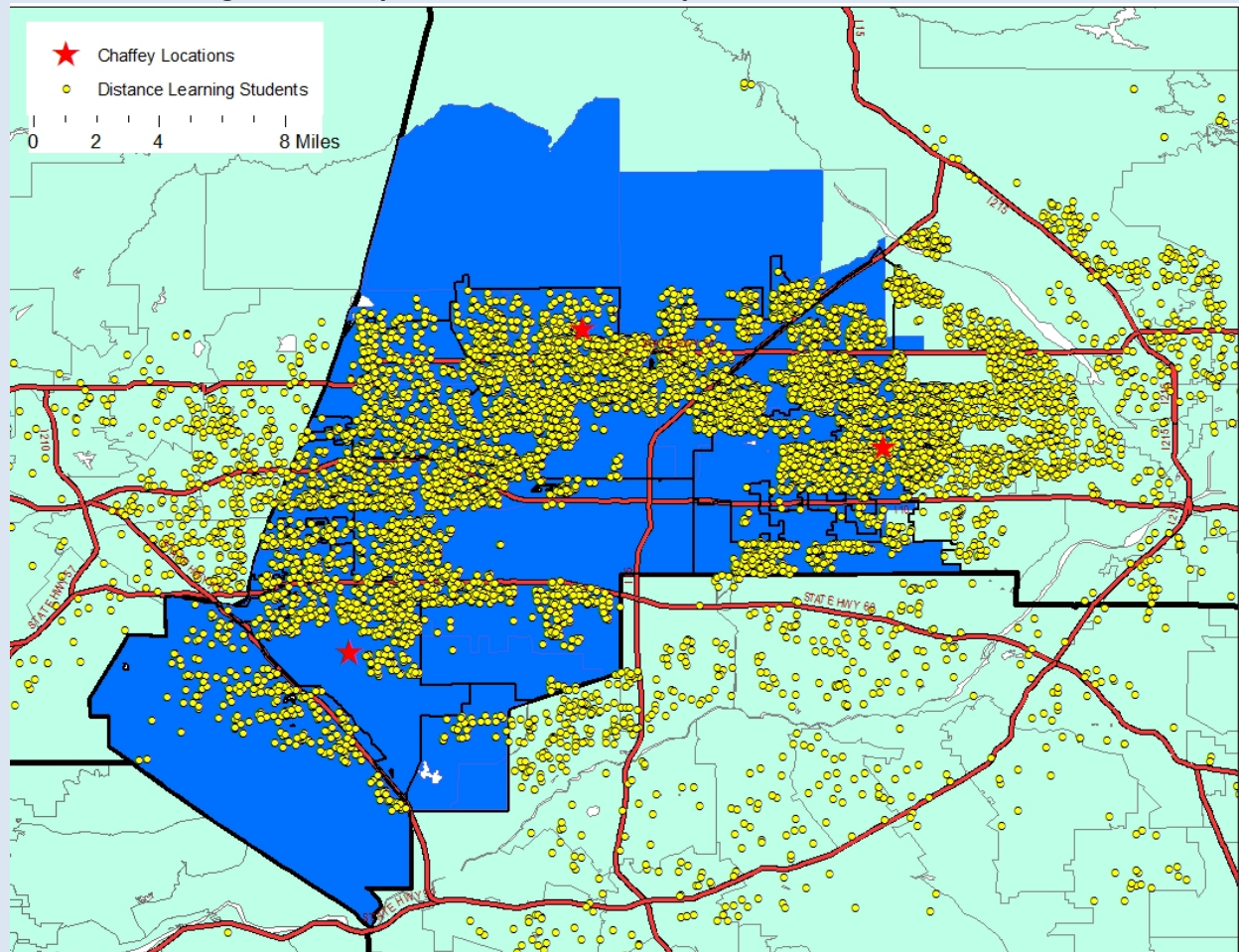
Sources: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.



GEOLOCATION OF DISTANCE EDUCATION STUDENTS

KEY FINDING: 32% (2,358) of all Distance Education students are Fontana residents, with almost as many Rialto and Bloomington residents taking Distance Education courses as well.

Distance Learning Students by Home Address, Chaffey District, 2018-19 Academic Year



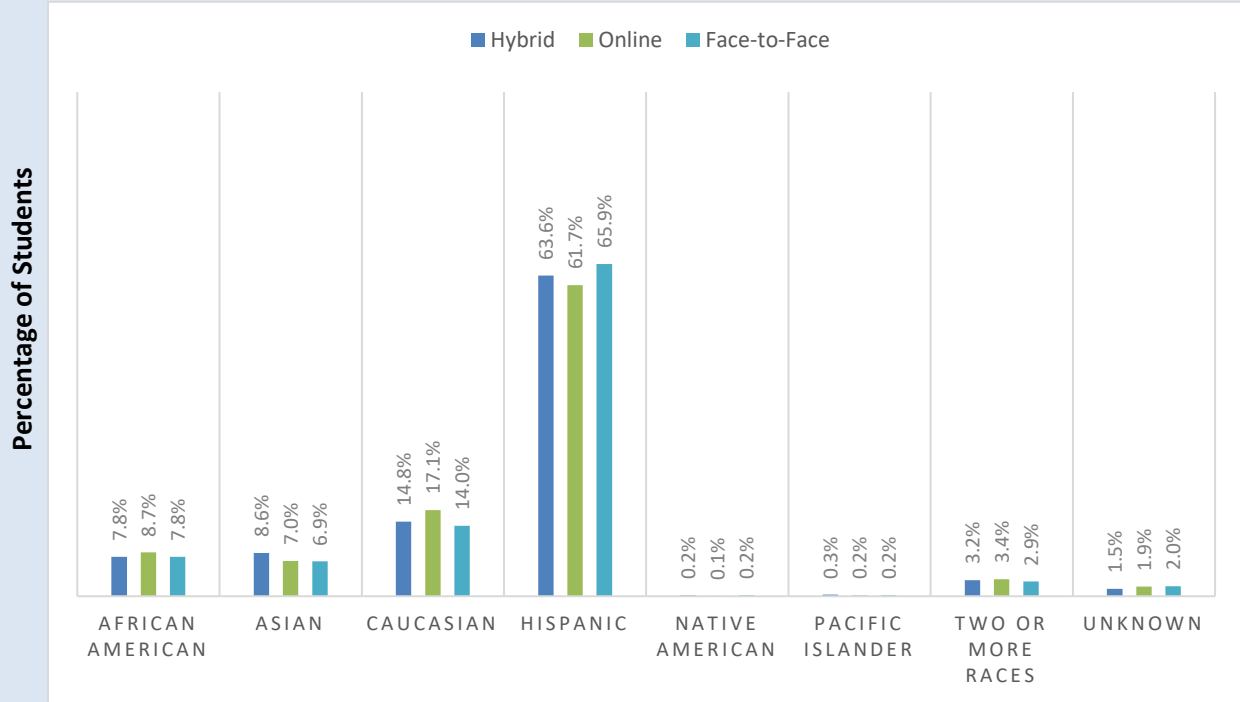
Sources: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.

Distance Learning Student Headcount by District Service Area City

Chino	551	7.6%
Chino Hills	261	3.6%
Fontana	2,358	32.7%
Montclair	211	2.9%
Ontario	1,177	16.3%
Rancho Cucamonga	2,078	28.8%
Upland	583	8.1%
All Students	7,219	100.0%

ADDITIONAL ENROLLMENT DATA

Demographic Comparison of Students Enrolled in Hybrid, Online, and Face-to-Face Courses by Race/Ethnicity, 2018-19



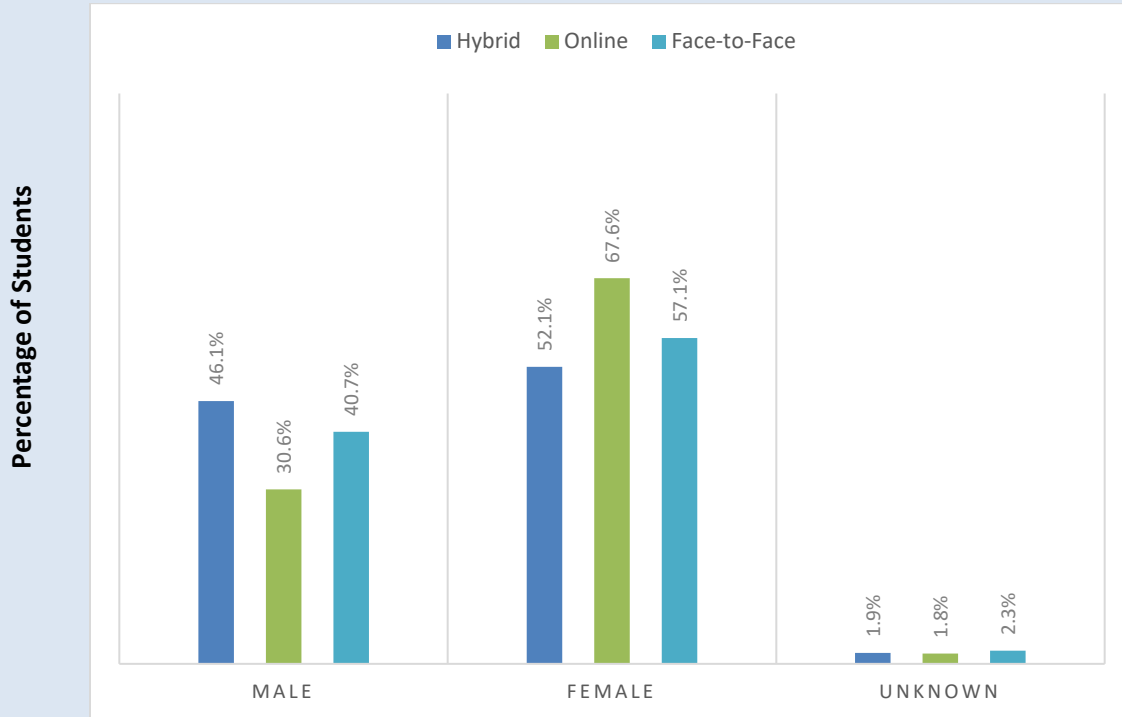
Demographic Comparison by Race/Ethnicity, Hybrid, Online, and Face-to-Face

	Hybrid		Online		Face-to-Face	
	N	%	N	%	N	%
African American	304	7.8%	698	8.7%	2,255	7.8%
Asian	332	8.6%	560	7.0%	1,992	6.9%
Caucasian	575	14.8%	1,377	17.1%	4,020	14.0%
Hispanic	2,467	63.6%	4,962	61.7%	18,980	65.9%
Native American	7	0.2%	11	0.1%	44	0.2%
Pacific Islander	11	0.3%	18	0.2%	69	0.2%
Two or More Races	124	3.2%	270	3.4%	842	2.9%
Unknown	58	1.5%	149	1.8%	584	2.0%
All Students	3,878	100%	8,045	100%	28,786	100%

Sources: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.

Since many students may enroll in hybrid, online, and face-to-face courses simultaneously, reported data represents *the number of students served exclusive to each modality*. Adding data by modality will result in inclusion of duplicate cases and will not result in an accurate count that corresponds to the unduplicated District total.

Demographic Comparison of Students Enrolled in Hybrid, Online, and Face-to-Face Courses by Gender, 2018-19



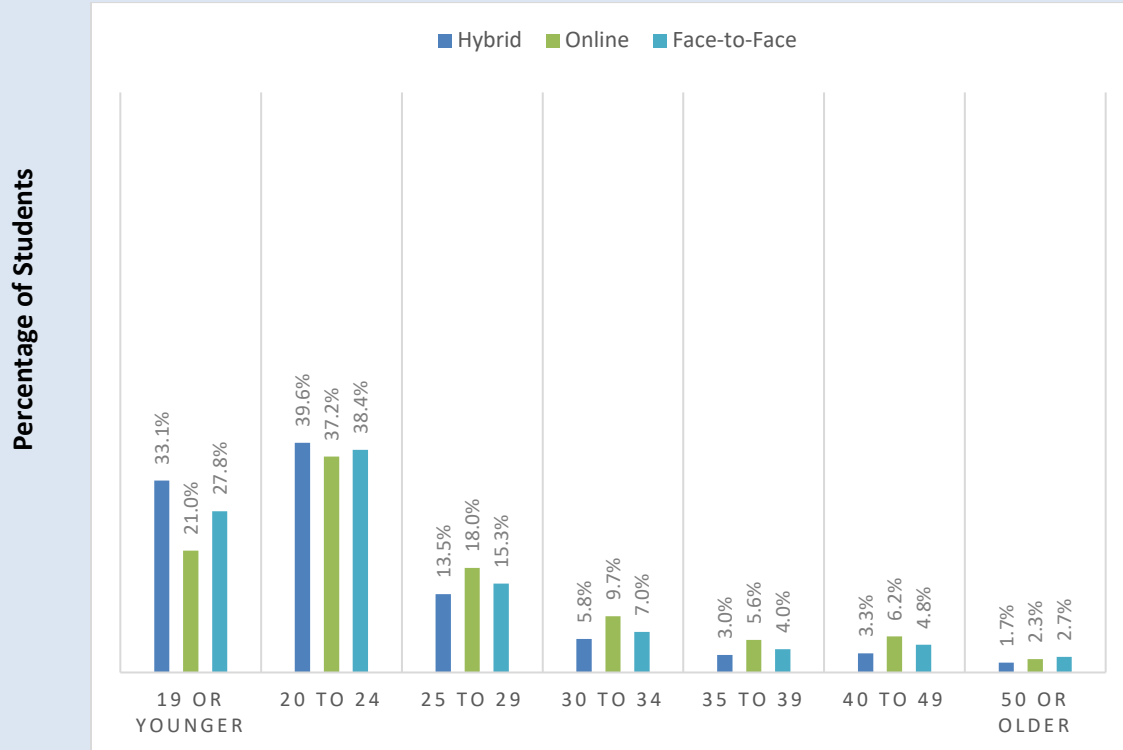
Demographic Comparison by Gender, Hybrid, Online, and Face-to-Face

	Hybrid		Online		Face-to-Face	
	N	%	N	%	N	%
Male	1,786	46.1%	2,461	30.6%	11,705	40.7%
Female	2,020	52.1%	5,437	67.6%	16,433	57.1%
Unknown	72	1.9%	147	1.8%	648	2.3%
All Students	3,878	100.0%	8,045	100.0%	28,786	100.0%

Sources: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.

Since many students may enroll in hybrid, online, and face-to-face courses simultaneously, reported data represents *the number of students served exclusive to each modality*. Adding data by modality will result in inclusion of duplicate cases and will not result in an accurate count that corresponds to the unduplicated District total.

Demographic Comparison of Students Enrolled in Hybrid, Online, and Face-to-Face Courses by Age Range, 2018-19



Demographic Comparison by Age Range, Hybrid, Online, and Face-to-Face

	Hybrid		Online		Face-to-Face	
	N	%	N	%	N	%
19 or Younger	1,284	33.1%	1,688	17.2%	8,002	27.8%
20 to 24	1,534	39.6%	2,992	39.6%	11,043	38.4%
25 to 29	523	13.5%	1,450	18.5%	4,402	15.3%
30 to 34	226	5.8%	777	9.6%	2,003	7.0%
35 to 39	115	3.0%	453	5.6%	1,160	4.0%
40 to 49	129	3.3%	499	6.5%	1,385	4.8%
50 or Older	67	1.7%	186	3.0%	790	2.7%
Unknown	0	0.0%	0	0.0%	1	0.0%
All Students	3,878	100.0%	8,045	100.0%	28,786	100.0%

Sources: California Community College Chancellor's Office Management Information System (MIS) Referential Data Files.

Since many students may enroll in hybrid, online, and face-to-face courses simultaneously, reported data represents *the number of students served exclusive to each modality*. Adding data by modality will result in inclusion of duplicate cases and will not result in an accurate count that corresponds to the unduplicated District total.

ANTICIPATED FUTURE DIRECTIONS AND NEEDS

FOCUS ON STUDENT SUPPORT

- Chaffey College aims to match the growth of online sections with robust development of online student service components such as online counseling, career center services, library support, proctoring, on-campus computer access, and supplemental instruction.

JOIN THE CVC-OEI EXCHANGE

- The CVC-OEI Exchange is a marketplace of online section and course offering of its member California Community Colleges. Students of participating Exchange institutions may seamlessly enroll in Chaffey College's online sections without completing financial aid or matriculation components.

DEVELOPMENT OF FULLY ONLINE DEGREE PROGRAMS

- To compete with the large 100% online degree programs of out-of-state colleges and private institutions, Chaffey College will develop 100% online degree programs with high quality instruction and immersive high touch technology. Many of these programs will likely leverage powerful emerging virtual reality technologies to assist skill development in the sciences and CTE pathways.

PHYSICAL SPACES FOR ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT

- To facilitate student/faculty support for online learning, as well as development of high quality online courses, dedicated physical space for proctoring, access to computers with high-speed internet, instructional design and media production, and staffing is recommended.

TOPIC **PRESIDENT'S EQUITY COUNCIL MONITORING REPORT**

Communication No. IV.D.2.c

SUPPORTS BOARD ENDS STATEMENT/POLICY

BP 1400 – Core Values

The Governing Board, administrators, faculty and staff of the Chaffey Community College District fulfill the organization's purpose through the application of these core values:

1. Student Success

Chaffey College fosters a climate of inquiry, promotes evidence-based decision making, and provides access to essential learning support.

2. Educational Excellence

Chaffey College supports a spirit of innovation and excellence in teaching and learning as reflected in the core competencies.

3. Climate of Inclusion and Respect

Chaffey College honors representative voices and collaboration in a respectful and professional learning environment.

4. Dynamic Student Services

Chaffey College integrates comprehensive support services into a seamless, accessible, and sensitive network.

5. Responsiveness to the Community

Chaffey College develops community partnerships, unique learning opportunities, and outreach programs to meet the needs of the community.

6. Environmental Responsibility

Chaffey College commits to the preservation, conservation, and responsible use of its resources.

BP 5300 – Student Equity

The Governing Board is committed to assuring student equity in educational programs and college services. The Superintendent/President shall establish and implement a student equity plan that meets the Title 5 standards for such a plan.

BP 7100 – Commitment to Diversity

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Governing Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Governing Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

The President's Equity Council

The President's Equity Council (PEC) is comprised of faculty, staff, managers, students and community members and has engaged in a number of activities designed to meet and exceed Board Policies 1400, 5300 and 7100. During the 2018-2019 academic year, the PEC worked diligently at multiple methods to meet those goals. Throughout the year, the council worked to disseminate information and education, and engage the college community in equity related issues.

There are two major areas in which the President's Equity Council functions, though they are not exhaustive of the work the council performs. First is to address issues of equity across all levels of the college, including student, instruction and service. The second is to serve in an advisory capacity for the Student Equity and Equal Employment Opportunity (EEO) plans.

In working to support the college's mission, the President's Equity Council works to ensure that all students, faculty and staff have an open and welcoming learning and teaching environment. Its overall focus is on the institution's mission of educational excellence for diverse student populations.

The council facilitates and promotes resources and activities that support students who are underrepresented by creating interventions to address barriers to academic success. The council continually assesses and researches data to ensure equitable outcomes for both students and campus-wide hiring practices.

While the President's Equity Council works in pursuit of all the institutional goals, its primary focus is Goal 5 (Chaffey College will decrease the achievement gap). In short, the work of the council provides students with holistic growth in their ability to relate to individuals and cultures different from their own.

Prepared by:	<u>Eric Bishop, Associate Superintendent, Student Services & Legislative Engagement</u>
Submitted by:	<u>Eric Bishop, Associate Superintendent, Student Services & Legislative Engagement</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>



Chaffey College

President's Equity Council

2018-2019 Board Monitoring Report

2018-2019 President's Equity Council Membership

Graciela Arriaga-Sosa	Michelle Martinez
Krysten Audibert	Michael McClellan
Ray Austin	Leta Ming
Eric Bishop – <i>Tri-Chair</i>	Stephanie Moya – <i>Tri-Chair</i>
Baron Brown	Paul Palsa
Christopher Brunelle	Aysia Pennell
Misty Burruel	Jennifer Poe
Sandra Collins	Theresa Rees
Ray Cuellar	David Rentz
Melissa Diaz	Melissa Ruiz-deLeon
Carol Dickerson – <i>Tri-Chair</i>	Julie Sanchez
Melissa DiLorenzo	Cory Schwartz
Andrea Dutton	Giovanni Sosa
Yolanda Friday	Yubel Svensson
Robert Gomez	Rebecca Trawick
Adrienne Grayson	Cindy Walker
Susan Hardie	

Introduction

The President's Equity Council (PEC) is comprised of faculty, staff, managers, students and community members and has engaged in a number of activities designed to meet and exceed Board Policies 1400, 5300, and 7100. During the 2018-2019 academic year, the PEC worked diligently at multiple methods to meet those goals. Throughout the year, the council worked to disseminate information and education, and engage the college community in equity related issues.

There are two major areas in which the President's Equity Council functions; though they are not exhaustive of the work the council performs. First is to address issues of equity across all levels of the college, including student, instruction and service. The second is to serve in an advisory capacity for the Student Equity and Equal Employment Opportunity (EEO) plans. In working to support the college's mission, the President's Equity Council works to ensure that all students, faculty and staff have an open and welcoming learning and teaching environment. Its overall focus is on the institution's mission of educational excellence for a diverse student population.

The council facilitates and promotes resources and activities that support students who are underrepresented by creating interventions to address barriers to academic success. Likewise, the council funds and supports a wide range of college programs that are instrumental in the College's efforts in eliminating the achievement gap. The council continually assesses and reviews data to ensure equitable outcomes for both students and campus-wide hiring practices. While the President's Equity Council works in pursuit of all the institutional goals, its primary focus is Goal 5 (Chaffey College will decrease the achievement gap) and to increase the consciousness of the college with respect to equity related concerns and issues. The work of the council is to support students' holistic growth in their ability to relate to individuals and cultures different from their own. Much discussion during the year was evaluating whether the institutional goal was intentional enough. Rather than "decreasing" the achievement gap, the council discussed making the "elimination" of the achievement gap as a college goal.

As we move into the 2019-2020, the administration of the President's Equity Council shifts from the Office the Associate Superintendent of Student Services and Legislative Engagement to the office of Equity, Outreach and Communications, where the Executive Director will serve as the administrative tri-chair for the council.

Student Equity Plan

In support of the community college mission, Chaffey College's Student Equity Plan (SEP) is designed to ensure equitable access to and success in higher education. The 2015-2018 Chaffey College SEP is congruent with ongoing college-wide conversations and initiatives about addressing and closing achievement gaps. The college is currently finalizing the 2019-2022 plan.

The discussion of equity and closing achievement gaps has been an ongoing and intentional topic of conversation at Chaffey College, ahead of many peer institutions. It has been such a priority that it is prominently listed as one of the college's Institutional Goals with identified activities on how to better serve all of our students. Based on requirements from the California Community College Chancellor's Office, the plan is designed to identify students who are disproportionately impacted from achieving success across numerous metrics. The reality is that many or most students fit at least one metric and a multitude of students can be identified across multiple metrics. The five prescribed metrics are: access, retention, completion of both transfer-level math and English within the first year, earned credit certificates over 18 units or associate degree within three years, and transfer to a four-year institution. While each college's demographics of disproportionate students may vary, colleges are required to identify and address the success rates of current and former foster youth, LGBTQ and veterans.

The College has worked diligently over the years to provide resources to students who are traditionally considered underserved or underrepresented. As it relates to the college mission statement, the population in the college's service area is documented as experiencing: 1) high unemployment, and 2) low college attendance rates. The Office of Special Populations and Equity Programs is charged with monitoring and facilitating the goals of the plan, serve students across the college and guide the college toward a constant equity-minded approach to student service.

Special Populations & Equity Programs

The Office of Special Populations and Equity Programs monitors the Student Equity Plan, its budget, and works to ensure that the goals and objectives of the plan are implemented. Throughout the year, the office assists departments and programs that are geared toward reducing disproportionate impact for students. Some of those departments and programs include Transitional Services, Independent Scholars, Panther Pantry, Veterans Resource Center, Umoja, and Montclair to College.

Campus Based Research

The PEC continuously reviews the student profile as it relates to equity issues, including but not limited to, the data used for the Student Equity Plan. In preparation for the latest production of the Student Equity Plan and in satisfying a Chancellor's Office requirement, the college's annual analysis was performed by the Institutional Research Office. In spring 2019, the Chaffey College Office of Institutional Research examined whether disproportionate impact existed on Student Equity and Achievement (SEA) indicators. The Chancellor's Office has identified five SEA indicators that colleges are mandated to examine:

- 1) Access
- 2) Fall-to-Spring Semester Retention

- 3) Completion of Transfer-Level English and Math
- 4) Vision for Student Success (VSS) Goal Completion
- 5) Transfer to a Four-Year Institution

Across these five indicators, the Chancellor's Office mandated that colleges explore whether disproportionate impact existed by the following student characteristics:

- Gender
- Race/Ethnicity
- Disability Status
- Economically Disadvantaged Status
- First Generation Status
- Foster Youth Status
- LGBTQI Status
- Veterans Status

We examined whether disproportionate impact existed by age range. Consistent with Chancellor's Office reporting requirements, all subgroups were also examined by gender (e.g., male Foster Youth students and female Foster Youth students; male Hispanic students and female Hispanic students; etc.).

To determine whether disproportionate impact existed, the Chancellor's Office provided disaggregated data files to all colleges. The Chancellor's Office also provided the Margin of Error (MoE) guide based on the methodology used to determine disproportionate impact. If the MoE made it possible for the methodology to fall within an acceptable threshold (2.0% or 80%, respectively), DI was not considered to exist.

While Chaffey College examined data over the past four years (2014-15 thru 2017-18) in order to explore DI trends by subgroup, the primary focus was on most recent year (2017-18) data. Examining 2017-18 data, the following subgroups were identified as experiencing the most disproportionate impact:

- African American students (DI identified on 3 of the 5 SEA indicators)
- Foster Youth (DI identified on 3 of the 5 SEA indicators)
- LGTBQI students (DI identified on 3 of the 5 SEA indicators)
- Students 40 to 54 years of age (DI identified on 3 of the 5 SEA indicators)

Other subgroups that experienced DI on multiple indicators were:

- Veterans
- Students 25 to 39 years of age
- Students 50 years of age or older

Supported by the disproportionate impact analyses conducted, Chaffey College has developed a three-year Student Equity Plan that identifies strategies and activities designed to ameliorate observed discrepancies. The complete data set is demonstrated in Appendix A.

Hope Center Report

The college participated in the nationwide #RealCollege Survey during the school year. The survey is the nation's largest annual assessment of basic needs security among college students. The survey specifically evaluates access to affordable food and housing for students. Nearly 86,000 students at 123 colleges participated in 2018. The issue of the impact of food and housing securities among students are areas the PEC has dedicated much time in discussion and work the past couple of years. The full Chaffey College report is attached in Appendix B.

In summary:

- * Overall Basic Needs Insecurity Rates:

- 43% of respondents were food insecure in the prior 30 days
- 57% of respondents were housing insecure in the previous year
- 14% of respondents were homeless in the previous year

- * 65% of students at Chaffey College experienced at least one of these forms of basic needs insecurity in the past year.

- * There is substantial variation in basic needs insecurity across subgroups.

- * 24% of food insecure students utilize SNAP benefits and 6% of homeless students utilize housing benefits.

Equal Employment Opportunity Advisory

Annually, the President's Equity Council serves as the Advisory Committee to the College's Equal Employment Opportunity (EEO) report submitted to the Chancellor's Office. As part of the function, the council conducts robust discussions regarding recruitment and hiring practices to ensure equitable and inclusive processes. The topics included legal compliance in committee structure, reviewing hiring patterns by employment classification, race, and gender, creating equitable processes in position description review, screening processes, and interview question design.

**APPENDIX A:
Campus Based Research**

Student Equity and Achievement (SEA) Disaggregated Data

Equity Indicator #1: Access

Student Population:	2014-15 (36.68%)	2015-16 (40.26%)	2016-17 (43.90%)	2017-18 (44.42%)
Female	36.84	39.69	42.85	43.24
Male	38.88	42.47	46.73	47.10
African American	31.29	34.98	38.98	40.31
Asian	36.07	39.63	43.28	43.53
Filipino	35.85	40.00	42.40	41.37
Hispanic	38.45	41.86	45.67	46.08
Native American	38.76	40.15	39.65	35.91
Pacific Islander	36.79	38.29	39.10	36.17
Two or More Races	n/a	n/a	n/a	n/a
White	35.42	39.42	42.45	43.18
Unknown	31.36	32.70	34.18	31.11
Students With Disabilities	41.28	44.18	45.92	47.33
Economically Disadvantaged	n/a	n/a	n/a	n/a
First Generation	n/a	n/a	n/a	n/a
Foster Youth	31.50	35.21	37.64	37.10
LGBTQ	44.77	46.44	44.23	43.19
Veterans	41.56	44.78	38.35	36.92
19 or Younger	42.51	45.14	50.42	49.72
20 to 24	40.76	44.68	48.04	49.72
25 to 29	33.49	38.64	42.42	42.93
30 to 34	24.08	27.54	31.18	33.62
35 to 39	24.82	27.48	29.46	28.77
40 to 54	25.82	28.68	30.31	30.74
55 or Older	21.51	25.00	26.88	27.49

Access definition: Among all applicants, the proportion who enrolled in the same community college in the selected year. Denominator: All individuals who applied in the selected or previous year through CCC Apply and indicated any educational goal and the college ID in CCC Apply equals Chaffey College. Numerator: Enrollment in the SAME community college identified through CCC Apply in the selected year. To be identified as enrolled, the student must generate one or more enrollment records in the selected year. International students are excluded from this metric.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data

Equity Indicator #1: Access

Student Population:	2014-15	2015-16	2016-17	2017-18
Female	●	●	●	●
Male	●	●	●	●
African American	●	●	●	●
Asian	●	●	●	●
Filipino	●	●	●	●
Hispanic	●	●	●	●
Native American	●	●	●	●
Pacific Islander	●	●	●	●
Two or More Races	n/a	n/a	n/a	n/a
White	●	●	●	●
Unknown	●	●	●	●
Students With Disabilities	●	●	●	●
Economically Disadvantaged	n/a	n/a	n/a	n/a
First Generation	n/a	n/a	n/a	n/a
Foster Youth	●	●	●	●
LGBTQ	●	●	●	●
Veterans	●	●	●	●
19 or Younger	●	●	●	●
20 to 24	●	●	●	●
25 to 29	●	●	●	●
30 to 34	●	●	●	●
35 to 39	●	●	●	●
40 to 54	●	●	●	●
55 or Older	●	●	●	●

Method of Disproportionate Impact Analysis: Percentage Point Gap (PPG). The access rate for each subgroup is compared to the District-wide access rate in the identified year. The California Community College Chancellor's Office has determined that disproportionate impact exists when the access rate of the subgroup is 2.0% or more below the District-wide access rate in the identified year. Margin of Error (MoE) is also considered in the analyses. If the MoE makes it possible for the PPG to be less than 2.0%, disproportionate impact is not considered to exist.

Disproportionate Impact Coding

Green: No disproportionate impact observed. Exceeds District-wide access rate in the reporting year.

Yellow: No disproportionate impact observed. PPG/MoE less than 2.0% below the District-wide access rate in the reporting year.

Red: Disproportionate impact observed. PPG/MoE is 2.0% or more below the District-wide access rate in the reporting year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #1: Access

Student Population:	2014-15 (36.68%)		2015-16 (40.26%)		2016-17 (43.90%)		2017-18 (44.42%)	
	Female	Male	Female	Male	Female	Male	Female	Male
African American	31.44	33.56	34.35	37.13	37.50	42.18	38.77	43.47
Asian	35.59	38.42	38.83	41.98	41.98	46.40	42.91	45.37
Filipino	33.89	40.38	38.18	43.55	39.68	47.52	38.69	45.74
Hispanic	38.90	40.10	41.42	43.74	44.70	48.26	44.92	48.65
Native American	39.07	42.10	40.77	42.35	39.36	41.31	35.58	36.90
Pacific Islander	40.32	35.05	36.04	41.08	37.97	38.62	36.48	34.75
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	34.60	38.90	38.18	42.34	41.04	45.36	41.47	46.11
Unknown	33.21	36.26	37.60	39.57	41.82	44.06	33.94	40.58
Students With Disabilities	40.66	45.08	42.95	48.08	45.95	47.93	46.44	49.81
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Generation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	32.59	33.13	36.07	35.54	38.72	37.37	37.62	37.31
LGBTQ	44.38	50.14	44.12	52.11	42.78	47.58	43.06	44.25
Veterans	43.47	41.42	40.00	46.19	32.81	39.84	30.72	38.69
19 or Younger	43.73	42.86	46.18	45.05	50.91	50.68	50.37	49.77
20 to 24	41.19	42.92	44.01	46.92	47.00	50.67	48.29	52.35
25 to 29	34.47	35.28	38.64	40.56	41.94	45.10	41.65	46.22
30 to 34	24.50	25.42	27.49	29.22	30.56	34.26	33.03	36.32
35 to 39	26.72	22.65	27.46	29.44	29.41	31.95	29.55	28.55
40 to 54	26.32	26.85	28.84	30.14	30.52	31.66	30.71	32.00
55 or Older	21.53	25.70	23.31	30.74	24.43	32.56	25.32	31.56

Access definition: Among all applicants, the proportion who enrolled in the same community college in the selected year. Denominator: All individuals who applied in the selected or previous year through CCC Apply and indicated any educational goal and the college ID in CCC Apply equals Chaffey College. Numerator: Enrollment in the SAME community college identified through CCC Apply in the selected year. To be identified as enrolled, the student must generate one or more enrollment records in the selected year. International students are excluded from this metric.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data

Equity Indicator #1: Access

Student Population:	2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male
African American	Red	Red	Red	Red	Red	Yellow	Red	Yellow
Asian	Yellow	Green	Yellow	Green	Yellow	Green	Yellow	Green
Filipino	Yellow	Green	Yellow	Green	Red	Green	Red	Green
Hispanic	Green	Green	Green	Green	Green	Green	Green	Green
Native American	Green	Green	Green	Green	Yellow	Yellow	Red	Yellow
Pacific Islander	Green	Yellow	Yellow	Green	Yellow	Yellow	Red	Red
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	Red	Green	Red	Green	Red	Green	Red	Green
Unknown	Yellow	Yellow	Yellow	Yellow	Yellow	Green	Red	Yellow
Students With Disabilities	Green	Green	Green	Green	Green	Green	Green	Green
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
First Generation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	Red	Yellow	Red	Red	Red	Red	Red	Red
LGBTQ	Green	Green	Green	Green	Yellow	Green	Yellow	Yellow
Veterans	Green	Green	Yellow	Green	Red	Yellow	Red	Red
19 or Younger	Green	Green	Green	Green	Green	Green	Green	Green
20 to 24	Green	Green	Green	Green	Green	Green	Green	Green
25 to 29	Red	Yellow	Yellow	Green	Yellow	Green	Red	Green
30 to 34	Red	Red	Red	Red	Red	Red	Red	Red
35 to 39	Red	Red	Red	Red	Red	Red	Red	Red
40 to 54	Red	Red	Red	Red	Red	Red	Red	Red
55 or Older	Red	Red	Red	Red	Red	Red	Red	Red

Method of Disproportionate Impact Analysis: Percentage Point Gap (PPG). The access rate for each subgroup is compared to the District-wide access rate in the identified year. The California Community College Chancellor's Office has determined that disproportionate impact exists when the access rate of the subgroup is 2.0% or more below the District-wide access rate in the identified year. Margin of Error (MoE) is also considered in the analyses. If the MoE makes it possible for the PPG to be less than 2.0%, disproportionate impact is not considered to exist.

Disproportionate Impact Coding

Green: No disproportionate impact observed. Exceeds District-wide access rate in the reporting year.

Yellow: No disproportionate impact observed. PPG/MoE less than 2.0% below the District-wide access rate in the reporting year.

Red: Disproportionate impact observed. PPG/MoE is 2.0% or more below the District-wide access rate in the reporting year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #2: Fall-to-Spring Retention

Student Population:	2014-15 (74.49%)	2015-16 (73.23%)	2016-17 (73.80%)	2017-18 (72.36%)
Female	74.68	73.89	74.20	72.62
Male	74.03	72.19	73.25	71.98
African American	69.14	66.48	68.61	65.34
Asian	77.06	75.03	78.13	73.99
Filipino	76.94	77.02	73.74	75.28
Hispanic	75.32	73.96	73.99	72.54
Native American	62.50	66.67	76.31	69.44
Pacific Islander	62.29	60.86	73.46	69.56
Two or More Races	71.75	69.34	73.35	70.76
White	74.51	73.79	74.89	74.60
Unknown	72.49	73.75	71.93	74.01
Students With Disabilities	76.84	77.57	77.78	77.63
Economically Disadvantaged	75.13	74.30	74.96	73.93
First Generation	85.08	70.55	73.70	72.79
Foster Youth	66.08	62.44	69.23	70.28
LGBTQ	71.22	65.97	63.96	65.71
Veterans	72.09	56.38	57.77	72.43
19 or Younger	81.02	79.26	79.21	78.58
20 to 24	72.88	72.70	74.01	71.68
25 to 29	70.42	67.55	67.98	67.10
30 to 34	68.25	66.59	68.57	68.14
35 to 39	72.31	67.99	68.40	66.85
40 to 54	68.94	69.66	69.08	68.27
55 or Older	64.65	69.19	64.51	62.05

Retention definition: Among all students, the proportion retained from fall to spring at the same college in the selected year. Excludes students who completed an award or transferred to a postsecondary institution. Denominator: Students who generated one or more enrollment records in the fall semester and did not complete an award or transfer to a postsecondary institution. Numerator: Students in the cohort who enrolled in the following spring semester. To be identified as enrolled, the student must generate one or more enrollment records in the selected year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #2: Fall-to-Spring Retention

Student Population:	2014-15	2015-16	2016-17	2017-18
Female	Green	Green	Green	Green
Male	Yellow	Yellow	Yellow	Yellow
African American	Red	Red	Red	Red
Asian	Green	Green	Green	Green
Filipino	Green	Green	Yellow	Green
Hispanic	Green	Green	Green	Green
Native American	Red	Yellow	Green	Yellow
Pacific Islander	Red	Yellow	Yellow	Yellow
Two or More Races	Red	Red	Yellow	Yellow
White	Green	Green	Green	Green
Unknown	Yellow	Green	Yellow	Green
Students With Disabilities	Green	Green	Green	Green
Economically Disadvantaged	Green	Green	Green	Green
First Generation	Green	Red	Yellow	Green
Foster Youth	Red	Red	Yellow	Yellow
LGBTQ	Yellow	Red	Red	Red
Veterans	Yellow	Red	Red	Green
19 or Younger	Green	Green	Green	Green
20 to 24	Yellow	Yellow	Green	Yellow
25 to 29	Red	Red	Red	Red
30 to 34	Red	Red	Red	Red
35 to 39	Yellow	Red	Red	Red
40 to 54	Red	Red	Red	Red
55 or Older	Red	Yellow	Red	Red

Method of Disproportionate Impact Analysis: Percentage Point Gap (PPG). The retention rate for each subgroup is compared to the District-wide retention rate in the identified year. The California Community College Chancellor’s Office has determined that disproportionate impact exists when the retention rate of the subgroup is 2.0% or more below the District-wide retention rate in the identified year. Margin of Error (MoE) is also considered in the analyses. If the MoE makes it possible for the PPG to be less than 2.0%, disproportionate impact is not considered to exist.

Disproportionate Impact Coding

Green: No disproportionate impact observed. Exceeds District-wide retention rate in the reporting year.

Yellow: No disproportionate impact observed. PPG/MoE less than 2.0% below the District-wide retention rate in the reporting year.

Red: Disproportionate impact observed. PPG/MoE is 2.0% or more below the District-wide retention rate in the reporting year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #2: Fall-to-Spring Retention

Student Population:	2014-15 (74.49%)		2015-16 (73.23%)		2016-17 (73.80%)		2017-18 (72.36%)	
	Female	Male	Female	Male	Female	Male	Female	Male
African American	69.22	69.00	68.97	62.38	69.26	67.48	65.26	64.79
Asian	73.10	80.89	73.38	76.94	75.33	80.55	69.92	79.14
Filipino	77.59	74.86	76.50	78.68	71.62	76.77	73.42	77.57
Hispanic	75.99	74.22	74.56	72.91	74.68	72.99	73.02	71.82
Native American	63.15	55.55	57.14	83.33	87.50	61.11	68.42	69.23
Pacific Islander	64.28	60.60	69.56	47.61	69.69	78.57	75.86	60.00
Two or More Races	70.46	73.30	71.60	66.89	71.59	75.90	70.89	71.11
White	73.82	75.25	74.37	73.00	75.37	74.00	75.44	73.66
Unknown	73.72	69.81	73.33	74.63	72.97	72.38	76.44	70.87
Students With Disabilities	77.05	75.76	79.59	75.90	77.89	77.59	76.87	78.06
Economically Disadvantaged	75.21	74.75	74.87	73.31	75.18	74.61	73.93	73.87
First Generation	84.96	85.18	71.32	69.31	74.57	72.46	73.01	72.26
Foster Youth	66.66	64.55	61.29	65.47	73.64	62.10	70.04	70.42
LGBTQ	73.45	68.05	69.90	61.07	64.17	64.36	65.17	66.37
Veterans	60.00	80.76	58.06	56.45	61.29	56.14	65.21	76.41
19 or Younger	81.97	80.07	80.81	77.53	80.77	77.46	80.01	76.82
20 to 24	73.74	71.46	73.90	71.25	75.04	72.82	72.37	70.89
25 to 29	70.67	69.94	67.68	66.79	68.40	67.67	66.78	67.57
30 to 34	69.23	66.12	67.94	63.16	67.95	69.28	68.96	65.63
35 to 39	70.57	75.00	68.00	69.16	69.75	64.77	67.90	65.51
40 to 54	68.76	68.48	70.15	66.96	69.34	68.97	67.72	71.47
55 or Older	63.92	67.12	71.52	64.10	61.82	69.13	61.34	62.96

Retention definition: Among all students, the proportion retained from fall to spring at the same college in the selected year. Excludes students who completed an award or transferred to a postsecondary institution. Denominator: Students who generated one or more enrollment records in the fall semester and did not complete an award or transfer to a postsecondary institution. Numerator: Students in the cohort who enrolled in the following spring semester. To be identified as enrolled, the student must generate one or more enrollment records in the selected year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #2: Fall-to-Spring Retention

Student Population:	2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male
African American	Red	Red	Red	Red	Red	Red	Red	Red
Asian	Yellow	Green	Green	Green	Green	Green	Yellow	Green
Filipino	Green	Green	Green	Green	Yellow	Green	Green	Green
Hispanic	Green	Yellow	Green	Yellow	Green	Green	Green	Yellow
Native American	Yellow	Yellow	Yellow	Green	Green	Yellow	Yellow	Yellow
Pacific Islander	Yellow	Yellow	Yellow	Red	Yellow	Green	Green	Yellow
Two or More Races	Yellow	Yellow	Yellow	Red	Yellow	Green	Yellow	Yellow
White	Yellow	Green	Green	Yellow	Green	Green	Green	Green
Unknown	Yellow	Yellow	Green	Green	Yellow	Yellow	Green	Yellow
Students With Disabilities	Green	Green	Green	Green	Green	Green	Green	Green
Economically Disadvantaged	Green	Green	Green	Green	Green	Green	Green	Green
First Generation	Green	Green	Yellow	Red	Green	Yellow	Green	Yellow
Foster Youth	Yellow	Yellow	Red	Yellow	Yellow	Red	Yellow	Yellow
LGBTQ	Yellow	Yellow	Yellow	Red	Red	Red	Red	Yellow
Veterans	Yellow	Green	Yellow	Red	Yellow	Red	Yellow	Green
19 or Younger	Green	Green	Green	Green	Green	Green	Green	Green
20 to 24	Yellow	Red	Green	Yellow	Green	Yellow	Green	Yellow
25 to 29	Red	Red	Red	Red	Red	Red	Red	Red
30 to 34	Red	Red	Red	Red	Red	Red	Red	Red
35 to 39	Yellow	Green	Red	Yellow	Red	Red	Red	Red
40 to 54	Red	Red	Red	Red	Red	Yellow	Red	Yellow
55 or Older	Red	Red	Yellow	Yellow	Red	Yellow	Red	Red

Method of Disproportionate Impact Analysis: Percentage Point Gap (PPG). The retention rate for each subgroup is compared to the District-wide retention rate in the identified year. The California Community College Chancellor’s Office has determined that disproportionate impact exists when the retention rate of the subgroup is 2.0% or more below the District-wide retention rate in the identified year. Margin of Error (MoE) is also considered in the analyses. If the MoE makes it possible for the PPG to be less than 2.0%, disproportionate impact is not considered to exist.

Disproportionate Impact Coding

Green: No disproportionate impact observed. Exceeds District-wide retention rate in the reporting year.

Yellow: No disproportionate impact observed. PPG/MoE less than 2.0% below the District-wide retention rate in the reporting year.

Red: Disproportionate impact observed. PPG/MoE is 2.0% or more below the District-wide retention rate in the reporting year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #3: Completion of Transfer-Level English and Math

Student Population:	2014-15 (2.41%)	2015-16 (3.66%)	2016-17 (4.17%)	2017-18 (4.46%)
Female	2.00	3.18	3.46	3.64
Male	2.89	4.21	4.99	5.46
African American	1.11	1.75	1.96	0.98
Asian	7.23	10.06	11.61	12.97
Filipino	6.32	8.97	14.60	7.89
Hispanic	1.72	3.04	3.52	3.87
Native American	Insuf.	Insuf.	Insuf.	Insuf.
Pacific Islander	0.00	0.00	0.00	8.33
Two or More Races	5.40	5.78	3.95	6.02
White	4.42	5.16	5.49	6.58
Unknown	0.89	4.76	4.08	5.47
Students With Disabilities	2.06	1.00	1.59	2.26
Economically Disadvantaged	2.16	3.56	4.11	4.24
First Generation	2.01	3.23	4.12	4.62
Foster Youth	2.40	0.00	0.91	1.47
LGBTQ	1.92	0.00	2.12	3.61
Veterans	Insuf.	5.55	11.11	5.55
19 or Younger	3.07	4.86	4.88	5.68
20 to 24	0.98	1.26	3.05	1.59
25 to 29	0.00	0.71	2.47	1.45
30 to 34	0.00	0.00	0.85	0.76
35 to 39	0.00	0.00	0.00	0.00
40 to 54	0.00	0.00	0.69	0.69
55 or Older	0.00	0.00	0.00	0.00

Completion of Transfer-Level English and Math definition: Among all students, the proportion who completed BOTH transfer-level English and Math in their first academic year of credit enrollment within the district. Denominator: First-time credit students in the district in the selected year. Numerator: Students who enrolled in and successfully completed a transfer-level English AND a transfer-level Math course within the selected year and were identified as a first-time student in the district in the selected year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: Indicate 11-29 records. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #3: Completion of Transfer-Level English and Math

Student Population:	2014-15	2015-16	2016-17	2017-18
Female	●	●	●	●
Male	●	●	●	●
African American	●	●	●	●
Asian	●	●	●	●
Filipino	●	●	●	●
Hispanic	●	●	●	●
Native American	Insuf.	Insuf.	Insuf.	Insuf.
Pacific Islander	●	●	●	●
Two or More Races	●	●	●	●
White	●	●	●	●
Unknown	●	●	●	●
Students With Disabilities	●	●	●	●
Economically Disadvantaged	●	●	●	●
First Generation	●	●	●	●
Foster Youth	●	●	●	●
LGBTQ	●	●	●	●
Veterans	Insuf.	●	●	●
19 or Younger	●	●	●	●
20 to 24	●	●	●	●
25 to 29	●	●	●	●
30 to 34	●	●	●	●
35 to 39	●	●	●	●
40 to 54	●	●	●	●
55 or Older	●	●	●	●

Method of Disproportionate Impact Analysis: Percentage Point Gap (PPG). The completion rate for each subgroup is compared to the District-wide completion rate in the identified year. The California Community College Chancellor’s Office has determined that disproportionate impact exists when the completion rate of the subgroup is 2.0% or more below the District-wide completion rate in the identified year. Margin of Error (MoE) is also considered in the analyses. If the MoE makes it possible for the PPG to be less than 2.0%, disproportionate impact is not considered to exist.

Disproportionate Impact Coding

- Green:** No disproportionate impact observed. Exceeds District-wide completion rate in the reporting year.
- Yellow:** No disproportionate impact observed. PPG/MoE less than 2.0% below the District-wide completion rate in the reporting year.
- Red:** Disproportionate impact observed. PPG/MoE is 2.0% or more below the District-wide completion rate in the reporting year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #3: Completion of Transfer-Level English and Math

Student Population:	2014-15 (2.41%)		2015-16 (3.66%)		2016-17 (4.17%)		2017-18 (4.46%)	
	Female	Male	Female	Male	Female	Male	Female	Male
African American	0.56	1.70	2.16	1.49	0.64	2.65	0.92	1.10
Asian	4.54	9.63	9.52	11.42	10.41	13.40	10.40	15.90
Filipino	3.03	8.88	8.10	10.00	13.51	15.38	9.37	7.14
Hispanic	1.56	1.88	2.80	3.30	3.10	4.19	3.30	4.68
Native American	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.
Pacific Islander	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.
Two or More Races	2.73	8.57	4.05	7.44	4.81	3.26	6.75	5.74
White	4.23	4.48	4.18	6.45	3.66	6.85	5.23	8.33
Unknown	0.00	1.96	0.00	10.63	5.00	4.08	3.12	8.33
Students With Disabilities	4.22	0.50	0.00	1.91	0.00	3.14	0.79	3.75
Economically Disadvantaged	1.79	2.54	3.22	3.97	3.50	4.85	3.70	5.11
First Generation	1.81	2.26	3.00	3.53	3.33	4.97	3.83	5.85
Foster Youth	4.87	0.00	0.00	0.00	1.78	0.00	1.29	1.81
LGBTQ	0.00	4.25	0.00	0.00	2.65	0.00	2.87	4.05
Veterans	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	6.67
19 or Younger	2.51	3.64	4.48	5.30	4.55	5.34	5.10	6.53
20 to 24	1.20	0.80	1.02	1.58	2.03	4.07	0.75	2.48
25 to 29	0.00	0.00	0.55	1.05	0.67	5.68	0.59	2.88
30 to 34	0.00	0.00	0.00	0.00	0.00	3.33	0.00	3.12
35 to 39	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
40 to 54	0.00	0.00	0.00	0.00	0.00	2.63	0.97	0.00
55 or Older	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Completion of Transfer-Level English and Math definition: Among all students, the proportion who completed BOTH transfer-level English and Math in their first academic year of credit enrollment within the district. Denominator: First-time credit students in the district in the selected year. Numerator: Students who enrolled in and successfully completed a transfer-level English AND a transfer-level Math course within the selected year and were identified as a first-time student in the district in the selected year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: Indicate 11-29 records. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #3: Completion of Transfer-Level English and Math

Student Population:	2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male
African American	●	●	●	●	●	●	●	●
Asian	●	●	●	●	●	●	●	●
Filipino	●	●	●	●	●	●	●	●
Hispanic	●	●	●	●	●	●	●	●
Native American	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.
Pacific Islander	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.
Two or More Races	●	●	●	●	●	●	●	●
White	●	●	●	●	●	●	●	●
Unknown	●	●	●	●	●	●	●	●
Students With Disabilities	●	●	●	●	●	●	●	●
Economically Disadvantaged	●	●	●	●	●	●	●	●
First Generation	●	●	●	●	●	●	●	●
Foster Youth	●	●	●	●	●	●	●	●
LGBTQ	●	●	●	●	●	●	●	●
Veterans	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	Insuf.	●
19 or Younger	●	●	●	●	●	●	●	●
20 to 24	●	●	●	●	●	●	●	●
25 to 29	●	●	●	●	●	●	●	●
30 to 34	●	●	●	●	●	●	●	●
35 to 39	●	●	●	●	●	●	●	●
40 to 54	●	●	●	●	●	●	●	●
55 or Older	●	●	●	●	●	●	●	●

Method of Disproportionate Impact Analysis: Percentage Point Gap (PPG). The completion rate for each subgroup is compared to the District-wide completion rate in the identified year. The California Community College Chancellor's Office has determined that disproportionate impact exists when the completion rate of the subgroup is 2.0% or more below the District-wide completion rate in the identified year. Margin of Error (MoE) is also considered in the analyses. If the MoE makes it possible for the PPG to be less than 2.0%, disproportionate impact is not considered to exist.

Disproportionate Impact Coding

- Green:** No disproportionate impact observed. Exceeds District-wide completion rate in the reporting year.
- Yellow:** No disproportionate impact observed. PPG/MoE less than 2.0% below the District-wide completion rate in the reporting year.
- Red:** Disproportionate impact observed. PPG/MoE is 2.0% or more below the District-wide completion rate in the reporting year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.
Shaded Cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #4: Vision for Student Success Goal Completion

Student Population:	2014-15	2015-16	2016-17	2017-18
Female	1.026	1.021	1.035	0.992
Male	0.929	0.949	0.948	1.007
African American	0.700	0.733	0.748	0.861
Asian	1.139	1.168	1.215	1.171
Filipino	1.090	1.245	1.117	1.083
Hispanic	0.900	0.912	0.936	0.936
Native American	0.336	2.444	2.055	1.403
Pacific Islander	0.473	0.255	1.321	0.877
Two or More Races	0.937	1.002	1.000	0.896
White	1.430	1.397	1.306	1.276
Unknown	1.269	0.956	0.944	1.245
Students With Disabilities	1.037	.0874	0.853	0.937
Economically Disadvantaged	1.104	1.086	1.111	1.101
First Generation	0.408	0.544	0.780	0.983
Foster Youth	0.309	0.597	0.729	0.675
LGBTQ	0.475	0.613	0.418	0.459
Veterans	0.959	0.448	1.541	0.732
19 or Younger	0.256	0.260	0.333	0.296
20 to 24	1.236	1.334	1.327	1.307
25 to 29	1.408	1.386	1.405	1.388
30 to 34	1.491	1.243	1.229	1.209
35 to 39	1.219	1.038	1.038	1.087
40 to 54	1.525	1.205	0.905	1.146
55 or Older	0.969	0.891	0.764	1.066

Vision for Student Success Goal Completion definition: Among all students, the proportion of students in the subgroup who earned one or more Chancellor’s Office approved certificates, associate degrees, or associate degrees for transfer (ADT) relative to the subgroup’s representation in the total student population in the selected or previous year. Denominator: The subgroup percentage of all students who generated a credit enrollment in the selected or previous year. Numerator: The subgroup percentage of all students who earned one or more Chancellor’s Office approved certificates, associate degrees, or associate degrees for transfer (ADT) in the selected year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: Indicate 11-29 records. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #4: Vision for Student Success Goal Completion

Student Population:	2014-15	2015-16	2016-17	2017-18
Female	Green	Green	Green	Yellow
Male	Yellow	Yellow	Yellow	Green
African American	Red	Red	Green	Yellow
Asian	Green	Green	Green	Green
Filipino	Green	Green	Green	Green
Hispanic	Yellow	Yellow	Yellow	Yellow
Native American	Red	Green	Green	Green
Pacific Islander	Red	Red	Green	Yellow
Two or More Races	Yellow	Green	Green	Yellow
White	Green	Green	Green	Green
Unknown	Green	Yellow	Yellow	Green
Students With Disabilities	Green	Yellow	Yellow	Yellow
Economically Disadvantaged	Green	Green	Green	Green
First Generation	Red	Red	Red	Yellow
Foster Youth	Red	Red	Red	Red
LGBTQ	Red	Red	Red	Red
Veterans	Yellow	Red	Green	Red
19 or Younger	Red	Red	Red	Red
20 to 24	Green	Green	Green	Green
25 to 29	Green	Green	Green	Green
30 to 34	Green	Green	Green	Green
35 to 39	Green	Green	Green	Green
40 to 54	Green	Green	Yellow	Green
55 or Older	Yellow	Yellow	Red	Green

Method of Disproportionate Impact Analysis: Proportionality Index (PI). The proportionality methodology compares the percentage of a disaggregated subgroup to its own percentage in the resultant outcome group. A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained the desired outcome; the lower the proportionality index the lower the attainment rate. The California Community College Chancellor's Office has determined that disproportionate impact exists when the PI of the subgroup is less than 0.800.

Disproportionate Impact Coding

Green: No disproportionate impact observed. Proportionality index of 1.000 or higher in the reporting year.

Yellow: No disproportionate impact observed. Proportionality index of 0.800 to 0.999 in the reporting year.

Red: Disproportionate impact observed. Proportionality index less than 0.800 in the reporting year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #4: Vision for Student Success Goal Completion

Student Population:	2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male
African American	0.753	0.656	0.789	0.646	0.798	0.686	0.818	0.899
Asian	1.135	1.045	1.089	1.230	1.296	1.113	1.035	1.339
Filipino	1.049	1.127	1.142	1.330	1.291	0.947	1.064	1.139
Hispanic	0.899	0.862	0.929	0.869	0.974	0.867	0.944	0.939
Native American	0.000	0.700	1.947	2.921	0.597	4.184	2.440	0.668
Pacific Islander	0.500	0.448	0.000	0.556	1.556	1.154	1.137	0.610
Two or More Races	0.974	0.959	0.956	1.031	0.918	1.131	0.717	1.063
White	1.559	1.162	1.446	1.301	1.311	1.312	1.267	1.281
Unknown	1.470	1.026	1.055	0.773	0.851	0.984	1.331	1.160
Students With Disabilities	1.133	0.871	0.945	0.733	0.871	0.845	0.879	1.029
Economically Disadvantaged	1.119	1.026	1.084	1.063	1.124	1.089	1.083	1.130
First Generation	0.403	0.409	0.537	0.550	0.814	0.715	0.975	0.998
Foster Youth	0.304	0.330	0.733	0.424	0.934	0.471	0.706	0.657
LGBTQ	0.603	0.190	0.623	0.615	0.375	0.455	0.505	0.362
Veterans	2.283	0.372	0.331	0.513	0.865	2.023	1.309	0.415
19 or Younger	0.263	0.256	0.258	0.271	0.358	0.308	0.299	0.300
20 to 24	1.266	1.080	1.366	1.244	1.359	1.267	1.337	1.265
25 to 29	1.454	1.376	1.450	1.269	1.353	1.471	1.313	1.517
30 to 34	1.389	1.712	1.071	1.572	1.207	1.285	1.113	1.405
35 to 39	1.107	1.548	1.075	0.965	0.934	1.291	0.864	1.692
40 to 54	1.406	1.878	1.030	1.618	0.934	0.877	1.009	1.627
55 or Older	0.781	1.400	0.786	1.198	0.826	0.749	1.067	0.967

Vision for Student Success Goal Completion definition: Among all students, the proportion of students in the subgroup who earned one or more Chancellor’s Office approved certificates, associate degrees, or associate degrees for transfer (ADT) relative to the subgroup’s representation in the total student population in the selected or previous year. Denominator: The subgroup percentage of all students who generated a credit enrollment in the selected or previous year. Numerator: The subgroup percentage of all students who earned one or more Chancellor’s Office approved certificates, associate degrees, or associate degrees for transfer (ADT) in the selected year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: Indicate 11-29 records. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #4: Vision for Student Success Goal Completion

Student Population:	2014-15		2015-16		2016-17		2017-18	
	Female	Male	Female	Male	Female	Male	Female	Male
African American	Red	Red	Red	Red	Red	Red	Yellow	Yellow
Asian	Green	Green	Green	Green	Green	Green	Green	Green
Filipino	Green	Green	Green	Green	Green	Yellow	Green	Green
Hispanic	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
Native American	Red	Red	Green	Green	Red	Green	Green	Red
Pacific Islander	Red	Red	Red	Red	Green	Green	Green	Red
Two or More Races	Yellow	Yellow	Yellow	Green	Yellow	Green	Red	Green
White	Green	Green	Green	Green	Green	Green	Green	Green
Unknown	Green	Green	Green	Red	Yellow	Yellow	Green	Green
Students With Disabilities	Green	Yellow	Yellow	Red	Yellow	Yellow	Yellow	Green
Economically Disadvantaged	Green	Green	Green	Green	Green	Green	Green	Green
First Generation	Red	Red	Red	Red	Yellow	Red	Yellow	Yellow
Foster Youth	Red	Red	Red	Red	Yellow	Red	Red	Red
LGBTQ	Red	Red	Red	Red	Red	Red	Red	Red
Veterans	Green	Red	Red	Red	Yellow	Green	Green	Red
19 or Younger	Red	Red	Red	Red	Red	Red	Red	Red
20 to 24	Green	Green	Green	Green	Green	Green	Green	Green
25 to 29	Green	Green	Green	Green	Green	Green	Green	Green
30 to 34	Green	Green	Green	Green	Green	Green	Green	Green
35 to 39	Green	Green	Green	Yellow	Yellow	Green	Yellow	Green
40 to 54	Green	Green	Green	Green	Yellow	Yellow	Green	Green
55 or Older	Red	Green	Red	Green	Yellow	Red	Green	Yellow

Method of Disproportionate Impact Analysis: Proportionality Index (PI). The proportionality methodology compares the percentage of a disaggregated subgroup to its own percentage in the resultant outcome group. A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained the desired outcome; the lower the proportionality index the lower the attainment rate. The California Community College Chancellor's Office has determined that disproportionate impact exists when the PI of the subgroup is less than 0.800.

Disproportionate Impact Coding

Green: No disproportionate impact observed. Proportionality index of 1.000 or higher in the reporting year.

Yellow: No disproportionate impact observed. Proportionality index of 0.800 to 0.999 in the reporting year.

Red: Disproportionate impact observed. Proportionality index less than 0.800 in the reporting year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #5: Transferred to a Four-Year Institution

Student Population:	2014-15	2015-16	2016-17
Female	0.994	1.008	0.987
Male	0.937	0.989	0.987
African American	1.071	0.978	0.947
Asian	1.115	1.459	1.423
Filipino	1.429	1.520	1.107
Hispanic	0.824	0.842	0.880
Native American	1.200	1.936	1.031
Pacific Islander	0.843	0.809	1.031
Two or More Races	1.226	1.077	1.338
White	1.407	1.409	1.314
Unknown	1.219	0.941	0.935
Students With Disabilities	0.754	0.685	0.574
Economically Disadvantaged	1.021	1.031	1.054
First Generation	0.539	0.624	0.790
Foster Youth	0.897	0.860	0.911
LBGTQ	0.847	0.617	0.588
Veterans	2.352	1.776	2.449
19 or Younger	0.500	0.403	0.385
20 to 24	1.464	1.528	1.455
25 to 29	1.094	1.168	1.241
30 to 34	0.990	0.998	1.121
35 to 39	0.834	0.599	0.895
40 to 54	0.563	0.528	0.654
55 or Older	0.288	0.297	0.994

Transferred to a Four-Year Institution definition: Among all students, the proportion of students in the subgroup who transferred to a four-year institution relative to the subgroup's representation in the total student population in the selected or previous year. Denominator: The subgroup percentage of all students who generated a credit enrollment in the selected or previous year. Numerator: The subgroup percentage of all students who transferred to a four-year institution in the selected year.

Insuf. Data: Less than 10 students in the identified subgroup in the reporting year.

Shaded Cells: Indicate 11-29 records. As such, reported data should be interpreted with caution.

Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #5: Transferred to a Four-Year Institution

Student Population:	2014-15	2015-16	2016-17
Female	Yellow	Green	Yellow
Male	Yellow	Yellow	Yellow
African American	Green	Yellow	Yellow
Asian	Green	Green	Green
Filipino	Green	Green	Green
Hispanic	Yellow	Yellow	Yellow
Native American	Green	Green	Green
Pacific Islander	Yellow	Yellow	Green
Two or More Races	Green	Green	Green
White	Green	Green	Green
Unknown	Green	Yellow	Yellow
Students With Disabilities	Red	Red	Red
Economically Disadvantaged	Green	Green	Green
First Generation	Red	Red	Red
Foster Youth	Yellow	Yellow	Yellow
LBGTQ	Yellow	Red	Red
Veterans	Green	Green	Green
19 or Younger	Red	Red	Red
20 to 24	Green	Green	Green
25 to 29	Green	Green	Green
30 to 34	Yellow	Yellow	Green
35 to 39	Yellow	Red	Yellow
40 to 54	Red	Red	Red
55 or Older	Red	Red	Yellow

Method of Disproportionate Impact Analysis: Proportionality Index (PI). The proportionality methodology compares the percentage of a disaggregated subgroup to its own percentage in the resultant outcome group. A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained the desired outcome; the lower the proportionality index the lower the attainment rate. The California Community College Chancellor's Office has determined that disproportionate impact exists when the PI of the subgroup is less than 0.800.

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Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #5: Transferred to a Four-Year Institution

Student Population:	2014-15		2015-16		2016-17	
	Female	Male	Female	Male	Female	Male
African American	1.096	1.054	0.917	1.082	0.975	0.882
Asian	1.040	1.112	1.498	1.392	1.490	1.337
Filipino	1.753	1.182	1.865	1.003	1.323	0.813
Hispanic	0.862	0.745	0.880	0.797	0.906	0.818
Native American	0.650	1.873	2.057	1.028	1.399	0.816
Pacific Islander	0.000	1.601	0.000	1.763	0.911	0.675
Two or More Races	1.390	1.069	1.191	0.887	1.473	1.142
White	1.452	1.239	1.528	1.250	1.355	1.264
Unknown	1.396	0.966	0.713	1.090	0.885	0.949
Students With Disabilities	0.849	0.647	0.820	0.533	0.618	0.545
Economically Disadvantaged	1.064	0.969	1.065	0.983	1.087	0.991
First Generation	0.557	0.515	0.654	0.603	0.846	0.679
Foster Youth	1.085	0.589	0.774	0.897	0.994	0.828
LGBTQ	0.968	0.593	0.658	0.577	0.479	0.799
Veterans	1.357	2.657	2.101	1.627	1.689	3.015
19 or Younger	0.574	0.426	0.434	0.384	0.410	0.376
20 to 24	1.538	1.308	1.609	1.398	1.492	1.346
25 to 29	1.095	1.085	1.215	1.141	1.263	1.201
30 to 34	0.984	1.008	0.995	1.012	1.106	1.151
35 to 39	0.872	0.796	0.664	0.485	0.814	1.079
40 to 54	0.565	0.605	0.500	0.636	0.724	0.451
55 or Older	0.139	0.624	0.226	0.474	0.080	0.146

Transferred to a Four-Year Institution definition: Among all students, the proportion of students in the subgroup who transferred to a four-year institution relative to the subgroup’s representation in the total student population in the selected or previous year. Denominator: The subgroup percentage of all students who generated a credit enrollment in the selected or previous year. Numerator: The subgroup percentage of all students who transferred to a four-year institution in the selected year.

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Student Equity and Achievement (SEA) Disaggregated Data Equity Indicator #5: Transferred to a Four-Year Institution

Student Population:	2014-15		2015-16		2016-17	
	Female	Male	Female	Male	Female	Male
African American	Green	Green	Yellow	Green	Yellow	Yellow
Asian	Green	Green	Green	Green	Green	Green
Filipino	Green	Green	Green	Green	Green	Yellow
Hispanic	Yellow	Red	Yellow	Red	Yellow	Yellow
Native American	Red	Green	Green	Green	Green	Yellow
Pacific Islander	Red	Green	Red	Green	Yellow	Red
Two or More Races	Green	Green	Green	Yellow	Green	Green
White	Green	Green	Green	Green	Green	Green
Unknown	Green	Yellow	Red	Green	Yellow	Yellow
Students With Disabilities	Yellow	Red	Yellow	Red	Red	Red
Economically Disadvantaged	Green	Yellow	Green	Yellow	Green	Yellow
First Generation	Red	Red	Red	Red	Yellow	Red
Foster Youth	Green	Red	Red	Yellow	Yellow	Yellow
LGBTQ	Yellow	Red	Red	Red	Red	Red
Veterans	Green	Green	Green	Green	Green	Green
19 or Younger	Red	Red	Red	Red	Red	Red
20 to 24	Green	Green	Green	Green	Green	Green
25 to 29	Green	Green	Green	Green	Green	Green
30 to 34	Yellow	Green	Yellow	Green	Green	Green
35 to 39	Yellow	Red	Red	Red	Yellow	Green
40 to 54	Red	Red	Red	Red	Red	Red
55 or Older	Red	Red	Red	Red	Red	Red

Method of Disproportionate Impact Analysis: Proportionality Index (PI). The proportionality methodology compares the percentage of a disaggregated subgroup to its own percentage in the resultant outcome group. A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained the desired outcome; the lower the proportionality index the lower the attainment rate. The California Community College Chancellor’s Office has determined that disproportionate impact exists when the PI of the subgroup is less than 0.800.

Disproportionate Impact Coding

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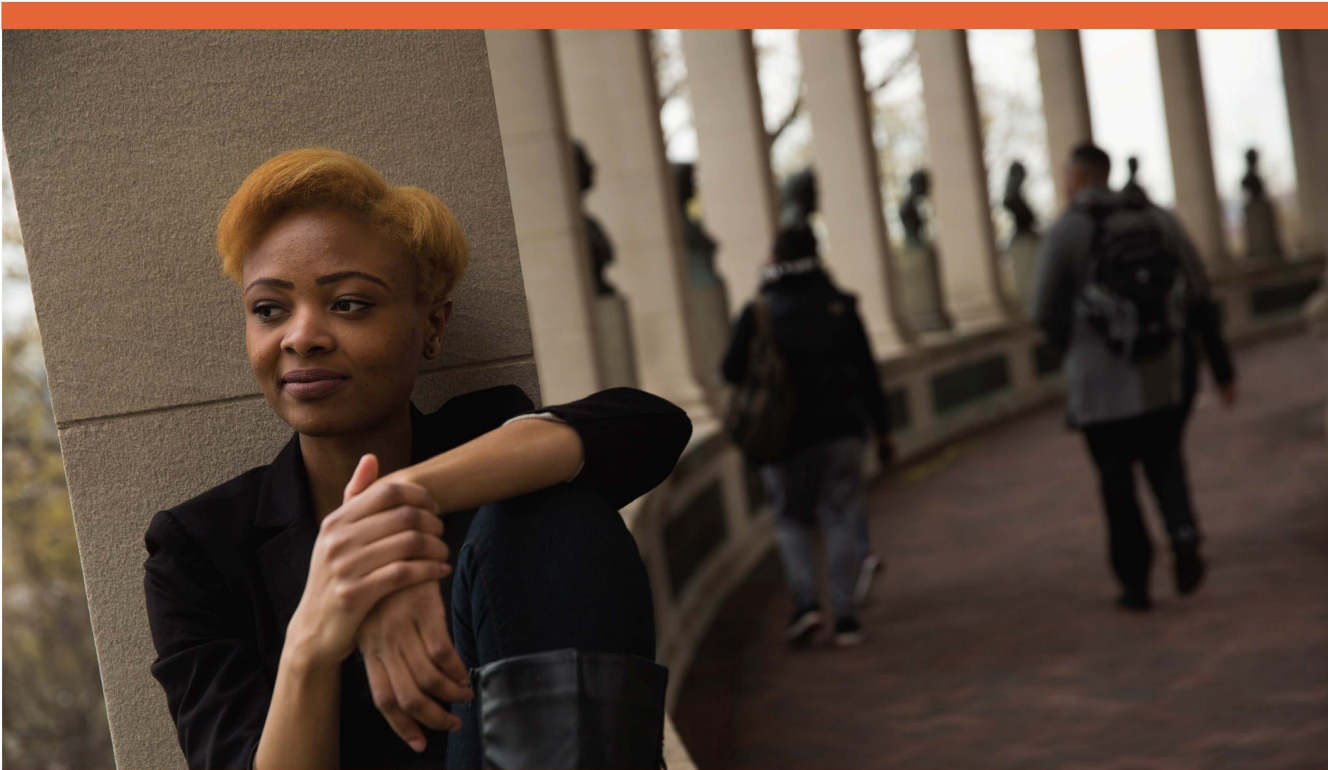
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Shaded Cells: 11-29 students in the identified subgroup in the reporting year. As such, reported data should be interpreted with caution.

APPENDIX B:
#RealCollege Survey Results: Chaffey College



2018 #REALCOLLEGE SURVEY

SCHOOL REPORT

APRIL 2019



For College, Community, and Justice

HOPE4COLLEGE.COM

2018 #REALCOLLEGE SURVEY SCHOOL REPORT FOR CHAFFEY COLLEGE

Report prepared by the Hope Center for College, Community, and
Justice at Temple University

April 2019

OVERVIEW

* Invitations to complete the questionnaire were sent by email to approximately 22,500 students from Chaffey College and 2,084 students participated. Thus, the estimated response rate is 9.3%.

* Overall Basic Needs Insecurity Rates:

- 43% of respondents were food insecure in the prior 30 days
- 57% of respondents were housing insecure in the previous year
- 14% of respondents were homeless in the previous year

* 65% of students at Chaffey College experienced at least one of these forms of basic needs insecurity in the past year.

* There is substantial variation in basic needs insecurity across subgroups.

* 24% of food insecure students utilize SNAP benefits and 6% of homeless students utilize housing benefits.

For more information on the research methodology and survey participants, please refer to the appendices of the National 2018 #RealCollege Survey report.

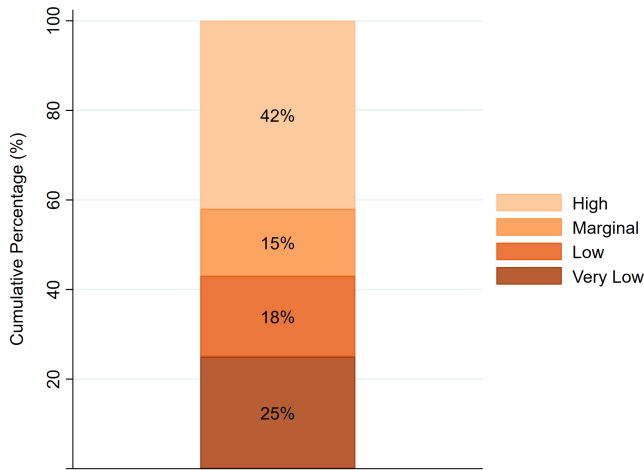
PREVALENCE OF BASIC NEEDS INSECURITY

Food Insecurity

Food insecurity is the limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner. The most extreme form is often accompanied with physiological sensations of hunger. We assessed food security among students using the U.S. Department of Agriculture's (USDA) 18-item set of questions.

During the 30 days preceding the survey, approximately 43% of survey respondents at Chaffey College experienced low or very low levels of food security (Figure 1). Moreover, 49% of survey respondents at Chaffey College worry about running out of food before having money to buy more and 44% cannot afford to eat balanced meals.

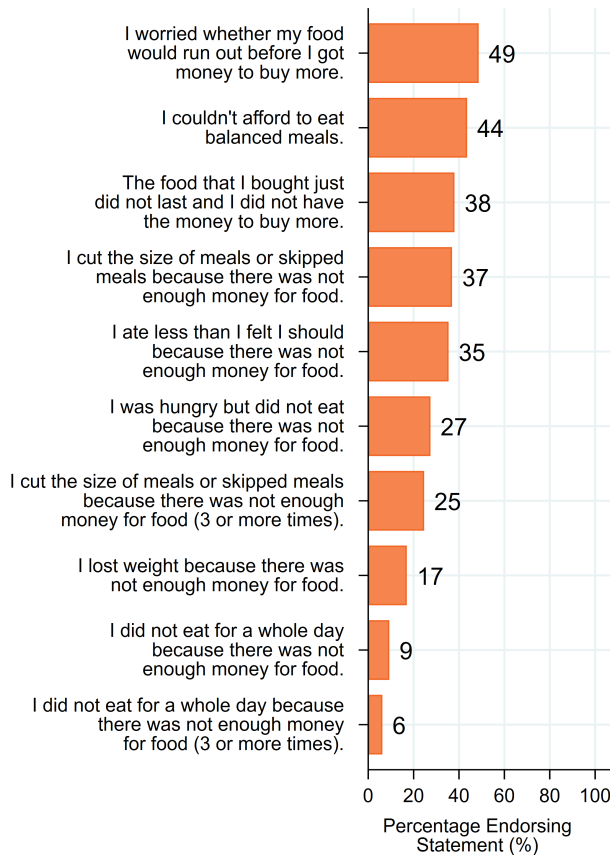
Figure 1. Food Security Among Survey Respondents at Chaffey College



Source: 2018 #RealCollege Survey

Notes: According to the USDA, students at either low or very low food security are termed food insecure. For the full list of questions used to measure food security, see our full report available at www.hope4college.com. Cumulative percentage may not add up to 100 due to rounding error.

Figure 2. Food Insecurity Among Survey Respondents at Chaffey College



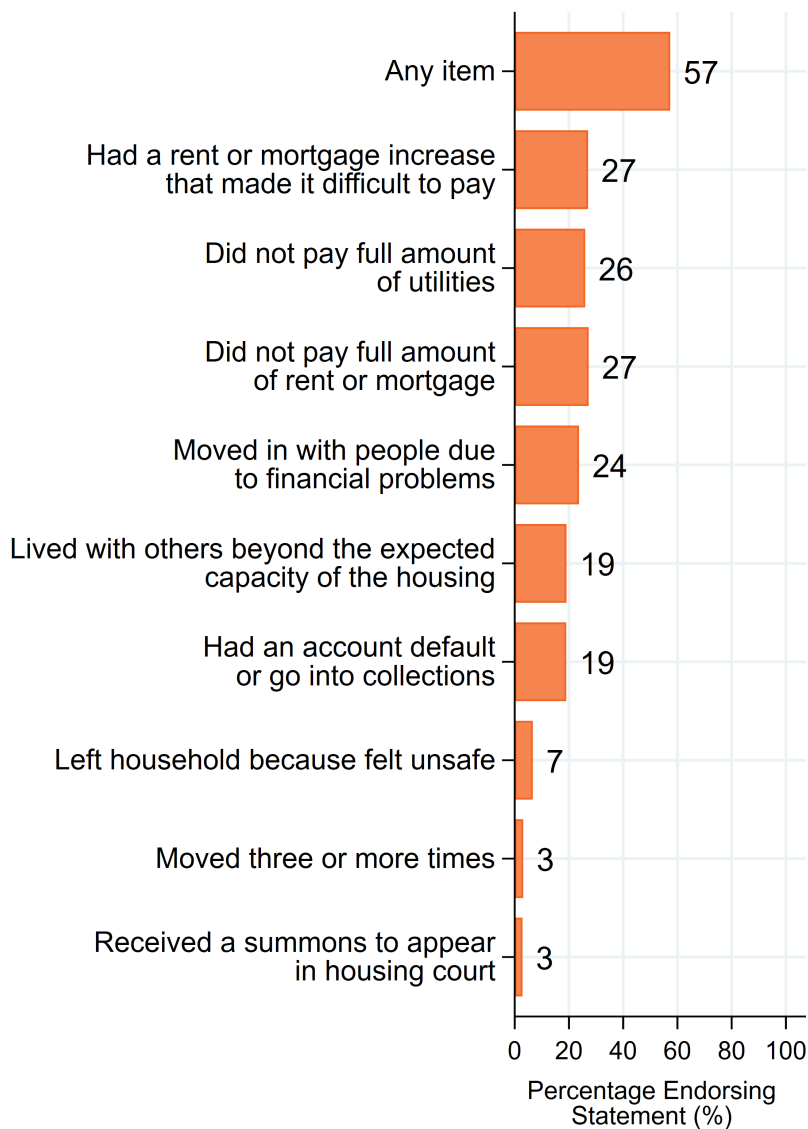
Source: 2018 #RealCollege Survey

Housing Insecurity

Housing insecurity includes a broad set of challenges such as the inability to pay rent or utilities or the need to move frequently. All of these challenges affect students, and results suggest they are more likely to suffer some form of housing insecurity than to have all their needs met during college. Housing insecurity among students was assessed with a nine-item set of questions developed by the Hope Center. Students are classified as housing insecure if they answered affirmatively to experiencing at least one of those items in the previous year.

How prevalent is housing insecurity at Chaffey College? As displayed below, 57% of survey respondents are housing insecure (Figure 3).

Figure 3. Housing Insecurity Among Survey Respondents at Chaffey College



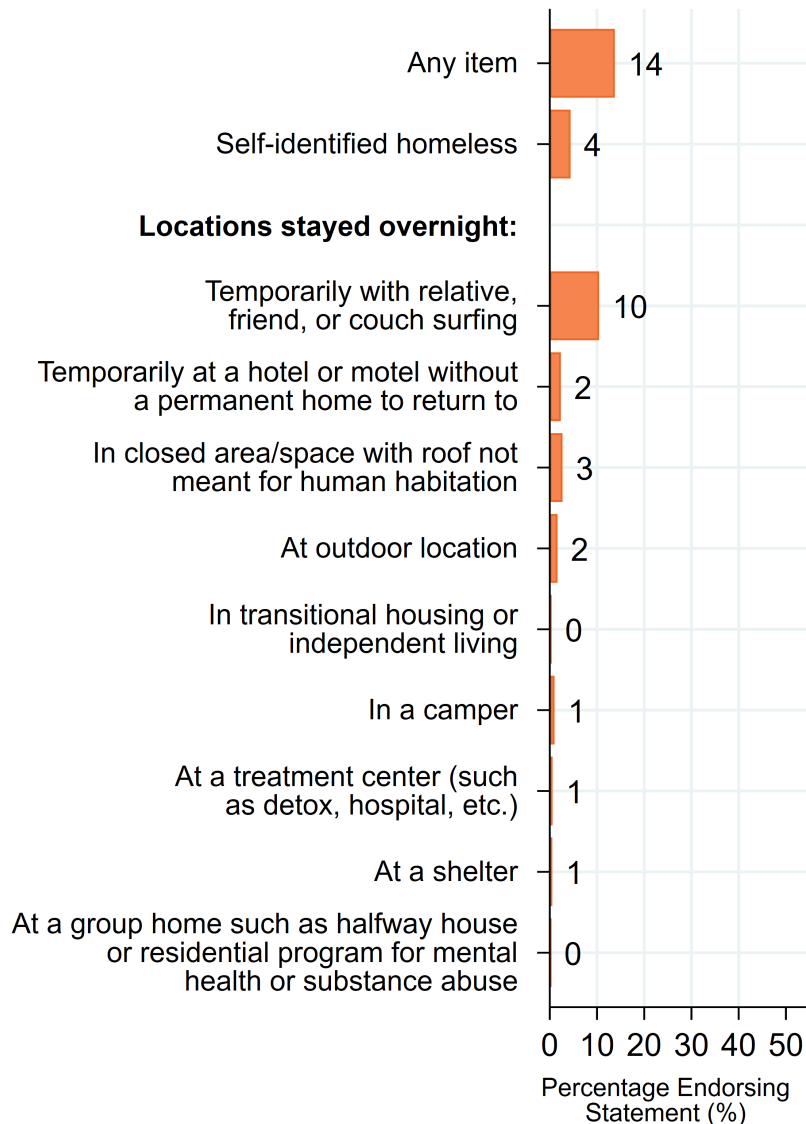
Source: 2018 #RealCollege Survey

Homelessness

Homelessness means that a person does not have a stable place to live. Students were identified as homeless if they responded affirmatively to a question asking if they had been homeless or they experienced living conditions that are considered signs of homelessness in the previous year. Homelessness among students was assessed with a tool developed by California State University researchers.

How prevalent is homelessness at Chaffey College? As displayed below, 14% of survey respondents experience homelessness (Figure 4).

Figure 4. Homelessness Among Survey Respondents at Chaffey College

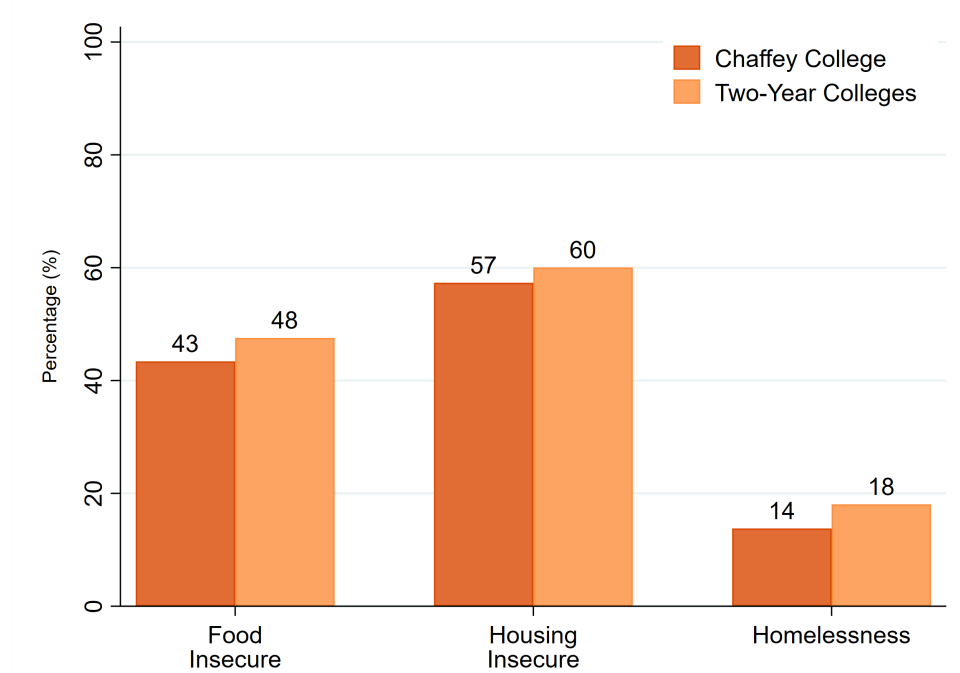


Source: 2018 #RealCollege Survey

COMPARISON TO TWO-YEAR COLLEGES

In comparison to the overall rates for students attending a two-year college in 2018, Chaffey College has a lower rate of food insecurity, a lower rate of housing insecurity, and a lower rate of homelessness (Figure 5).

Figure 5. Comparison of Basic Needs Insecurity

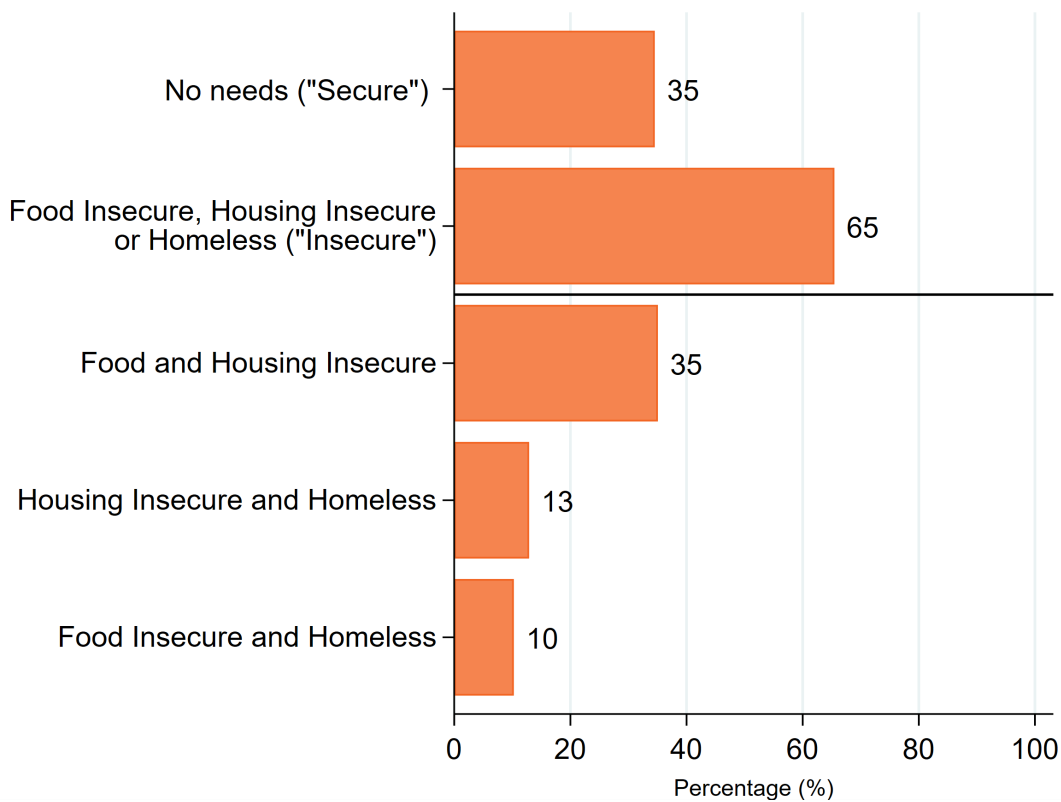


Source: 2018 #RealCollege Survey

OVERLAPPING CHALLENGES

Food insecurity, housing insecurity, and homelessness are overlapping concerns, with 65% of students at Chaffey College experiencing at least one of these forms of basic needs insecurity in the past year (Figure 6).

Figure 6. Intersections of Food Insecurity, Housing Insecurity, and Homelessness Among Survey Respondents at Chaffey College



Source: 2018 #RealCollege Survey

DISPARITIES IN BASIC NEEDS INSECURITY

Some students are at higher risk of basic needs insecurity than others. The tables in this section present rates of food insecurity, housing insecurity, and homelessness according to students' demographic, academic, and economic circumstances, as well as their life circumstances.

By Demographic Background

Table 1. Demographic Disparities in Rates of Food Insecurity, Housing Insecurity, and Homelessness Among Survey Respondents at Chaffey College

	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
GENDER ORIENTATION				
Male	401	39	50	15
Female	1,183	45	61	13
Transgender
Other	28	50	79	29

SEXUAL ORIENTATION				
Heterosexual or straight	1,342	43	58	13
Gay or lesbian	58	47	60	26
Bisexual	112	53	58	18
Other	66	50	67	18
RACIAL OR ETHNIC BACKGROUND				
White or Caucasian	369	40	50	14
African American or Black	154	49	65	19
Hispanic or Latinx	949	45	61	14
American Indian or Alaskan Native	39	62	67	33
Middle Eastern or North African or Arab or Arab American	35	49	66	17
Southeast Asian	44	43	39	14
Pacific Islander or Native Hawaiian	25	32	44	16
Other Asian or Asian American	88	28	44	11
Other	52	54	56	13
Prefers not to answer	60	45	65	18
STUDENT IS A U.S. CITIZEN OR PERMANENT RESIDENT				
Yes	1,501	43	58	14
No	58	38	59	16
Prefers not to answer	27	48	63	15
HIGHEST LEVEL OF PARENTAL EDUCATION				
No high school diploma	306	44	65	14
High school diploma	373	44	58	14
Some college	639	48	61	15

Bachelors degree	232	30	40	11
Does not know	54	44	63	24
AGE				
18 to 20	510	33	39	10
21 to 25	430	46	61	15
26 to 30	241	56	73	19
Older than 30	408	47	70	15

Source: 2018 #RealCollege Survey

Note: Results from any category with fewer than 10 participants are not shown in the table.

By Student Academic, Economic, and Life Experiences

Table 2. Rates of Food Insecurity, Housing Insecurity, and Homelessness by Student Life Experiences Among Survey Respondents at Chaffey College

	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
COLLEGE ENROLLMENT STATUS				
Full-time (at least 12 credits)	784	45	57	15
Part-time (fewer than 12 credits)	929	42	58	13
YEARS IN COLLEGE				
Less than 1	434	43	53	15
1 to 2	559	46	59	14
3 or more	596	42	60	12
DEPENDENCY STATUS				
Dependent	544	35	46	8
Independent	1,039	48	64	17
STUDENT RECEIVES THE PELL GRANT				
Yes	760	51	65	17
No	954	38	51	12
STUDENT HAS CHILDREN				
Yes	461	48	64	13
No	1,253	42	55	14
RELATIONSHIP STATUS				

Single	810	41	52	15
In a relationship	476	51	63	16
Married or domestic partnership	264	35	62	7
Divorced	43	60	86	21
Widowed
STUDENT HAS BEEN IN FOSTER CARE				
Yes	53	57	81	42
No	1,547	43	57	13
STUDENT HAS BEEN IN MILITARY				
Yes	31	48	74	23
No	1,567	43	57	14
EMPLOYMENT STATUS				
Employed	935	49	63	15
Not employed, looking for work	342	47	57	17
Not employed, not looking for work	368	25	42	9
STUDENT HAS BEEN CONVICTED OF A CRIME				
Yes	42	67	83	43
No	1,611	43	57	13
DISABILITY OR MEDICAL CONDITION				
Learning disability (dyslexia, etc.)	121	55	59	21
Attention deficit hyperactivity disorder (ADHD)	99	51	64	30
Autism spectrum disorder	21	29	38	10
Physical disability (speech, sight, mobility, hearing, etc.)	91	49	57	21
Chronic illness (asthma, diabetes, etc.)	189	48	69	20

autoimmune disorder, cancer, etc.)				
Psychological disorder (depression, anxiety, etc.)	390	55	68	21
Other	36	56	64	22
No disability or medical condition	982	39	54	11

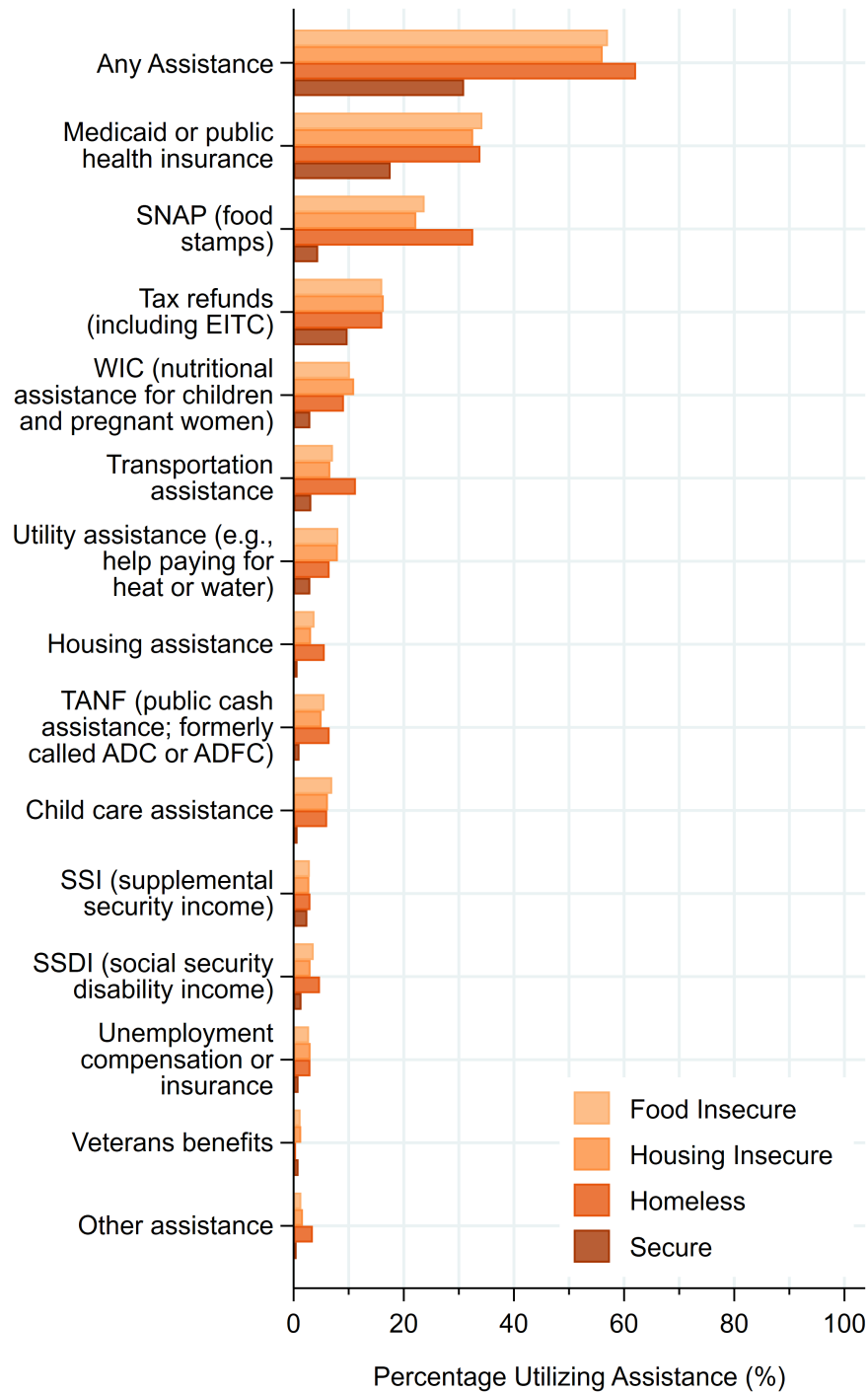
Source: 2018 #RealCollege Survey

Note: Results from any category with fewer than 10 participants are not shown in the table.

UTILIZATION OF SUPPORTS

Many students at Chaffey College who experience basic needs insecurity do not receive public assistance (Figure 7). Fully 24% of food insecure students receive SNAP. In addition, 6% of students who experience homelessness receive housing assistance. It is also worth noting that students who are secure in their basic needs are still accessing public benefits, albeit at lower rates (31%) than their peers.

Figure 7. Use of Assistance Among Survey Respondents at Chaffey College According to Basic Needs Security



Source: 2018 #RealCollege Survey

CONCLUSION

The #RealCollege survey affirms what has been evident to many college administrators, faculty, staff, and students for years: basic needs insecurity is a condition challenging many undergraduates pursuing credentials. The scope of the problem described here is substantial and should be cause for a systemic response.

ABOUT US

The Hope Center for College, Community, and Justice at Temple University is home to an action research team using rigorous research to drive innovative practice, evidence-based policymaking, and effective communications to support #RealCollege students. For more information, visit <https://www.hope4college.com>.

CONTACT INFORMATION

If you have questions about this report, please contact the Hope Center Research Team at hopesrvy@temple.edu.

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

August 29, 2019

Board Meeting Date

TOPIC QUARTERLY INVESTMENT REPORT

Communication No. IV.D.2.d

SUPPORTS BOARD POLICY

Board Policy 6320 Investments - The Superintendent/President is responsible for ensuring that the funds of the District are invested that are not required for the immediate needs of the District. Investments shall be in accordance with law.

PROPOSAL

To present the quarterly investment report for the quarter ended June 30, 2019, for information only.

BACKGROUND

As recommended in Government Code 53646, the district investment reports may be presented to the board quarterly. The quarterly investment report for the period ended June 30, 2019 is attached.

BUDGET IMPLICATIONS

Funding Source – All funds.

Status of Funds – N/A

Future Implications – N/A

RECOMMENDATION

To review the quarterly investment report for the quarter ended June 30, 2019, as presented.

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

Chaffey Community College District Investment Report



Governing Board

Gloria Negrete McLeod, President
Gary C. Ovitt, Vice President
Lee C. McDougal, Clerk
Katherine J. Roberts, Member
Kathleen R. Brugger, Immediate Past President

Nikeenia Williams, Student Trustee

Dr. Henry D. Shannon, Superintendent/President

June 30, 2019

Chaffey Community College District

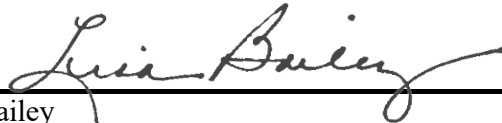
Investment Report

Summary

For The Period Ended June 30, 2019

General Portfolio	Fund Value	Market Value
General Portfolio		
San Bernardino County Investment Pool	\$ 83,012,483	\$ 83,442,275
Other Investments	7,413,548	7,465,190
Irrevocable Trusts	6,191,286	8,210,627
Chaffey District Funds with Financial Institutions - Bank Deposits	2,344,953	2,344,953
Total General Portfolio	\$ 98,962,269	\$ 101,463,044

1. I hereby certify that the investments are in compliance with the investment guidelines statement adopted by the Governing Board.
2. The District has the ability to meet its budgeted expenditures for the next six months.
3. The market values for funds held in checking accounts and money market funds does not change.
4. The fiscal agent provided the market values for investments held in their accounts.
5. The checking accounts include Associated Student Body and other District cash funds.
6. This report meets the requirement of Government Code Sections 16481, 53646, and 53601.

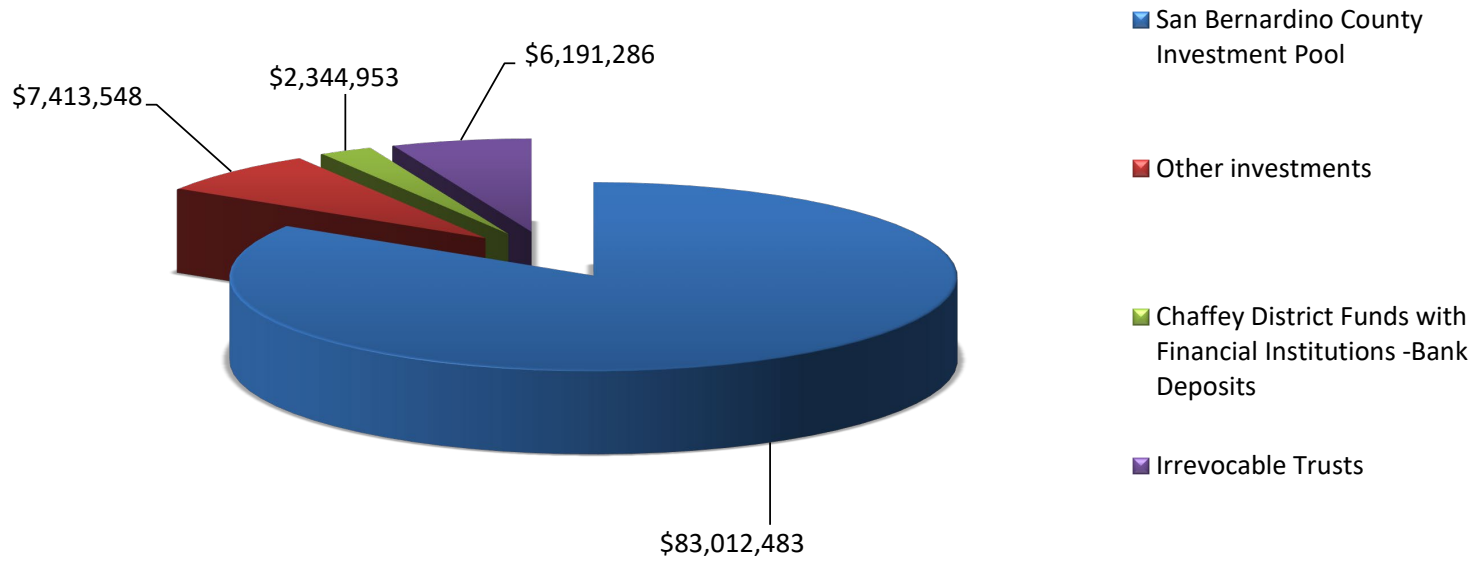


Lisa Bailey

Associate Superintendent, Business Services & Economic Development

Chaffey Community College District
Investment Report

Summary
For The Period Ended June 30, 2019



Chaffey Community College District

Investment Report

Chaffey District Funds in San Bernardino County Investment Pool

For The Period Ended June 30, 2019

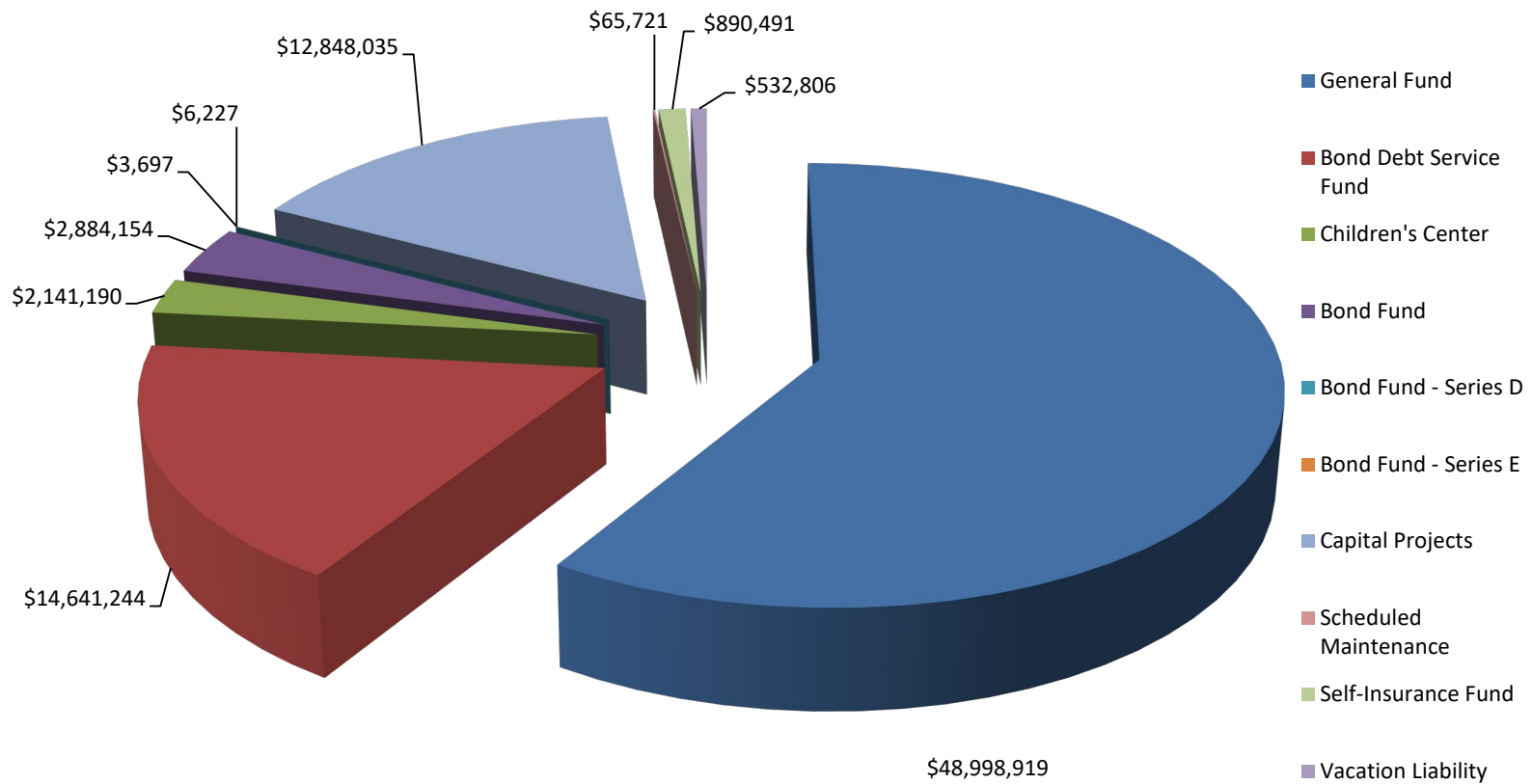
Funds/Accounts in County Investment Pool	Fund Number	Account Number	Fund Total	
General Fund	10	9110	\$ 48,998,919	
Bond Debt Service Fund	21	9110	14,641,244	
Children's Center	33	9110	2,141,190	
Bond Fund	40	9110	2,884,154	
Capital Projects	41	9110	12,848,035	
Scheduled Maintenance	42	9110	65,721	
Bond Fund - Series D	45	9110	3,697	
Bond Fund - Series E	46	9110	6,227	
Self-Insurance Fund	61	9110	890,491	
Vacation Liability	69	9110	532,806	
Total Funds in County Investment Pool			\$ 83,012,483	*Market Value Share <u>\$ 83,442,275.11</u>
Annualized Yield for Quarter Ended	6/30/2019	2.27%		
Annualized Yield for Quarter Ended	3/31/2019	2.21%		
Other Investments			Fund Total	Market Value
US Bank/Payden & Rygel - Series E			7,413,548	7,465,190
Total Other Investments			\$ 7,413,548	\$ 7,465,190
Irrevocable Trusts			Fund Total	Market Value
Benefit Trust Company - Other Post Employment Benefits (OPEB)			5,654,351	7,365,916
Benefit Trust Company - Pension Stabilization Trust (PST)			536,935	844,711
Total Irrevocable Trusts			\$ 6,191,286	\$ 8,210,627

*Note 1: Market value share equates to the District's pro-rata share of the market value of the entire County Pool.

*Note 2: See County Pool Summary on page 5 for further details of County Treasury Investments.

Chaffey Community College
Investment Report

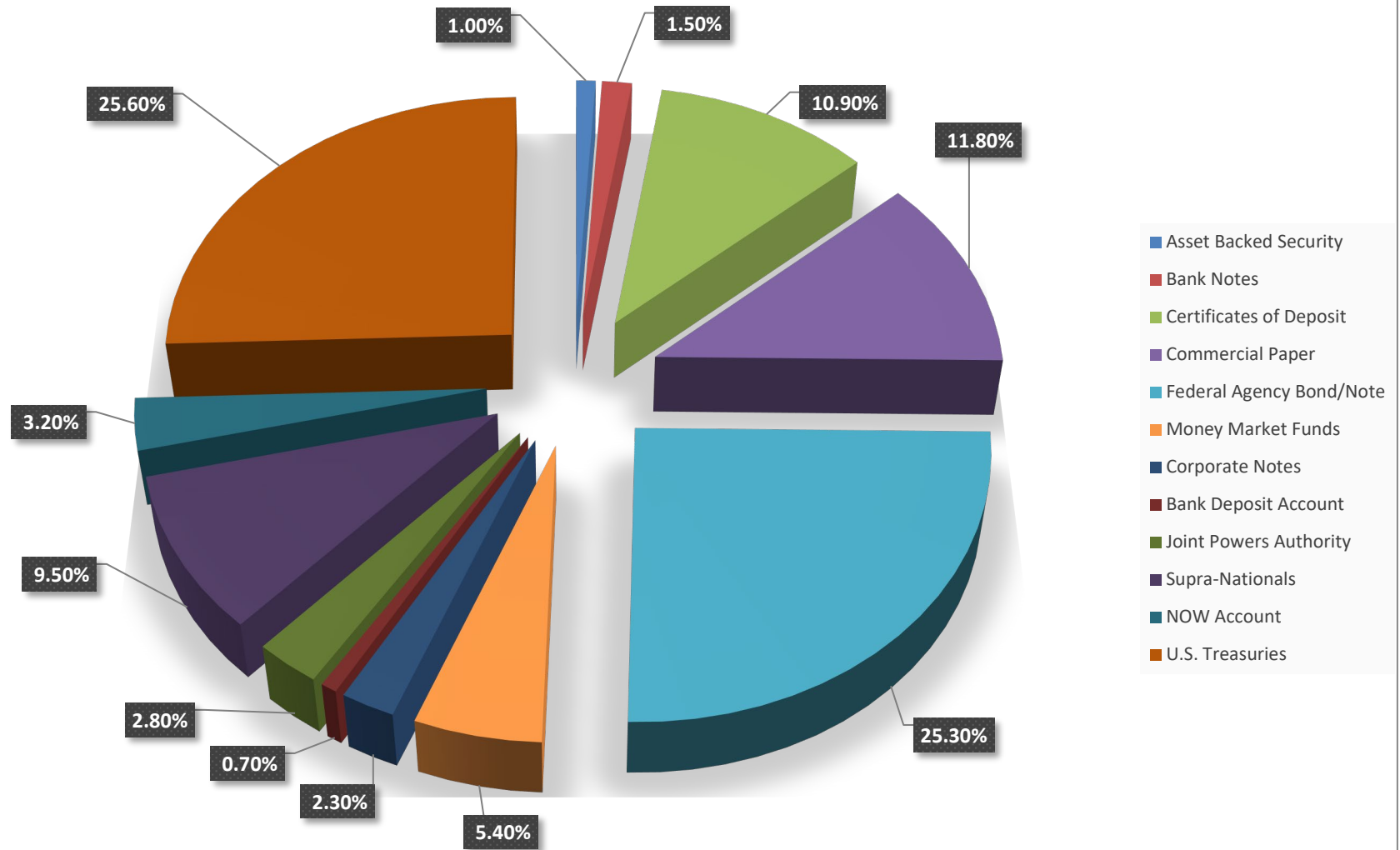
Chaffey District Funds in San Bernardino County Investment Pool
For The Period Ended June 30, 2019



Chaffey Community College District
Investment Report
San Bernardino County Pool Summary
For The Period Ended June 30, 2019

Security Type	Par(\$)	Amortized Cost	Market Value	Yield to Maturity
Asset backed Security	\$ 69,500,000	\$ 69,495,945	\$ 70,062,589	2.70%
Bank Notes	107,000,000	106,975,086	107,674,531	2.70%
Certificates of Deposit	780,000,000	780,000,000	779,619,850	2.42%
Commercial Paper	840,000,000	838,285,662	838,273,265	2.51%
Corporate Notes	164,050,000	163,370,120	164,772,406	2.50%
Federal Agencies	1,788,347,000	1,786,468,828	1,802,667,300	2.21%
Supre - National	680,000,000	677,011,889	680,319,470	1.97%
Money Market Funds	385,000,000	385,000,000	385,000,000	2.24%
Bank Deposit Account	50,000,000	50,000,000	50,000,000	2.37%
Joint Powers Authority	200,000,000	200,000,000	200,000,000	2.45%
NOW Account	225,000,000	225,000,000	225,000,000	2.60%
U.S. Treasuries	1,825,000,000	1,805,149,850	1,820,810,475	2.16%
Total Securities	<u>\$ 7,113,897,000</u>	<u>\$ 7,086,757,379</u>	<u>\$ 7,124,199,886</u>	<u>2.27%</u>
Cash Balances	<u>\$ 118,986,453</u>	<u>\$ 118,986,453</u>	<u>\$ 118,986,453</u>	
Total Investments	<u>\$ 7,232,883,453</u>	<u>\$ 7,205,743,832</u>	<u>\$ 7,243,186,339</u>	
Accrued Interest		26,114,945	26,114,945	
Total Portfolio	<u>\$ 7,232,883,453</u>	<u>\$ 7,231,858,777</u>	<u>\$ 7,269,301,284</u>	

Chaffey Community College District
Investment Report
San Bernardino County Pool Summary Distribution
For The Period Ended June 30, 2019



Chaffey Community College District
Investment Report

Chaffey District Funds with Financial Institutions - Bank Deposits
For The Period Ended June 30, 2019

Institution	Account Name	Collateralized Deposits	Total Deposits	Interest Rate	Maturity Date
Citizen's Business Bank	Associated Student Body Bus. Analyzed Public Funds Acct.	314,910	314,910	*	N/A
Citizen's Business Bank	Associated Student Body Insured Money Market Public Acct.	149,839	149,839	0.35%	N/A
Citizen's Business Bank	Revolving Cash Fund Bus. Analyzed Public Funds Acct.	21,234	21,234	*	N/A
Citizen's Business Bank	Clearing Account Bus. Analyzed Public Funds Acct.	1,858,970	1,858,970	*	N/A
Total All Banking Institutions		<u>\$ 2,344,953</u>	<u>\$ 2,344,953</u>		

*Chaffey College's contract with Citizen's Business Bank includes Account Analysis, which applies interest income to account fees.

All funds are collateralized and fully insured.

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

August 29, 2019
Board Meeting Date

TOPIC **2019-2020 BUDGET PUBLIC HEARING**

Communication No. IV.E.1.a

SUPPORTS BOARD 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 hold a public hearing on the 2019-2020 proposed budget.

BACKGROUND

Title 5, Section 58301 requires the Governing Board of each district to hold a public hearing on the proposed budget for the ensuing fiscal year on or before the 15th day of September. The budget shall not be finally adopted by the Governing Board of the district until after the public hearing has been held.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

To hold a public hearing on the 2019-2020 proposed budget. Adoption of the 2019-2020 budget and adoption of Resolution 82919 are recommended on Communication No IV.E.1.b.

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

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

August 29, 2019
Board Meeting Date

TOPIC **2019-2020 BUDGET ADOPTION**

Communication No. IV.E.1.b

SUPPORTS BOARD 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 adopt the 2019-2020 budget, and to approve Resolution 82919.

BACKGROUND

Title 5, Section 58305 requires that each district’s board approve the final budget for the year prior to September 15th. All budgets have been prepared in accordance with state and county guidelines and represent a conservative budget for revenues and expenditures in the 2019-2020 fiscal year. The adopted budget is based on assumptions that are included in the state budget signed by the Governor on June 27, 2019.

BUDGET IMPLICATIONS

Funding Source – All district funds

Status of Funds – The budget has been developed utilizing standard accounting practices and within legal limits.

Future Implications – The budget is developed for one year only. The Governing Board is provided information quarterly.

RECOMMENDATION

It is recommended the Governing Board:

- a. Adopt the 2019-2020 budget.
- b. Approve Resolution 82919.

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

RESOLUTION 82919

**A RESOLUTION OF THE GOVERNING BOARD
OF CHAFFEY COMMUNITY COLLEGE
ADOPTING THE OPERATING BUDGET OF SAID COLLEGE
FOR THE FISCAL YEAR 2019-2020**

WHEREAS, the General Fund group is comprised of the Unrestricted Fund and Restricted Fund;

WHEREAS, the Capital Projects Funds Group is comprised of the following funds: Capital Projects Fund, Scheduled Maintenance Fund, Measure L Fund and Measure P Fund;

WHEREAS, the Enterprise Funds Group is comprised of the following funds: Campus Store, Food Services and Chaffey College Chino Community Center;

WHEREAS, the Internal Services Funds Group is comprised of the following funds: Self Insurance and Vacation Liability;

WHEREAS, the Special Revenue Funds Group is comprised of the following fund: Child Development Center;

WHEREAS, the Trust Funds Group is comprised of the following funds: Chaffey College Student Government and Auxiliary Donation Accounts;

NOW THEREFORE, be it resolved, determined and ordered by the Governing Board of Chaffey Community College District that, the College's Operating Budget for the Fiscal Year 2019-2020, submitted by the President to the Governing Board, is herewith adopted for the Chaffey Community College District for the Fiscal Year 2019-2020.

Ayes:

Nays:

Abstain:

Absent:

As clerk of Governing Board of the Chaffey Community College District of San Bernardino County, California, I hereby certify that the above and foregoing resolution was duly and regularly adopted by the Board at a regular meeting thereof on the 29th of August, 2019 and passed by a majority of said board.

IN WITNESS WHEREOF, I have hereunto set my hand this 29th day of August, 2019.

Lee C. McDougal
Clerk, Governing Board
Chaffey Community College

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

August 29, 2019
Board Meeting Date

TOPIC **PUBLIC HEARING JOINT PROPOSAL/PRELIMINARY AGREEMENT OF THE CHILD DEVELOPMENT CENTER FACULTY ASSOCIATION (CDCFA) AND CHAFFEY COMMUNITY COLLEGE DISTRICT**

Communication No. IV.E.2.a

SUPPORTS BOARD POLICY

Board Policy 7140 Collective Bargaining – The District will assure that employees are treated equitably and evaluated regularly and systematically. Negotiated agreements with employee groups shall be fair, equitable, and affordable.

The Superintendent/President shall:

- Conduct collective bargaining in a manner that is fair, applies principles of interest-based bargaining, and complies with Governing Board-established parameters.
- Approve collective bargaining contracts.

PROPOSAL

It is recommended that a public hearing be held on the joint proposal/preliminary agreement of the Child Development Center Faculty Association (CDCFA) and the Chaffey Community College District.

BACKGROUND

As a result of the collaborative bargaining process between the district and the association, a joint proposal/preliminary agreement was reached and was ratified by the association. Section 3547 of the Government Code requires that the public be given an opportunity to express itself regarding the joint proposal/preliminary agreement at a public meeting of the public school employer. A public hearing will be held during the board meeting. Copies of the proposed preliminary agreement will be available at the board meeting.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund

Status of Funds – 2019-20 total estimated cost of \$52,025, which includes 2018-19 one-time compensation and salary schedule modifications totaling \$36,965. These costs are included in the 2019-20 general unrestricted budget.

Future Implications – The estimated cost of \$10,587 for the 2020-21 year will be included in next year's budget

RECOMMENDATION

It is recommended that a public hearing be held on the joint proposal/preliminary agreement of the Child Development Center Faculty Association (CDCFA) and the Chaffey Community College District.

A proposal to adopt the joint agreement with the Child Development Center Faculty Association (CDCFA) is Communication IV.E.2.b on this agenda.

Prepared by:	Susan Hardie, Director, Human Resources
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

August 29, 2019

Board Meeting Date

TOPIC **JOINT PROPOSAL/PRELIMINARY AGREEMENT OF THE CHILD DEVELOPMENT CENTER FACULTY ASSOCIATION (CDCFA) AND CHAFFEY COMMUNITY COLLEGE DISTRICT**

Communication No. IV.E.2.b

SUPPORTS BOARD POLICY

Board Policy 7140 Collective Bargaining – The District will assure that employees are treated equitably and evaluated regularly and systematically. Negotiated agreements with employee groups shall be fair, equitable, and affordable.

The Superintendent/President shall:

- Conduct collective bargaining in a manner that is fair, applies principles of interest-based bargaining, and complies with Governing Board-established parameters.
- Approve collective bargaining contracts.

PROPOSAL

It is recommended that the Governing Board adopt the joint proposal/preliminary agreement of the Child Development Center Faculty Association (CDCFA) and the Chaffey Community College District.

BACKGROUND

As a result of the collaborative bargaining process between the district and the association, a joint proposal/preliminary agreement was reached and was ratified by the association. Section 3547 of the Government Code requires that the public be given an opportunity to express itself regarding the joint proposal/preliminary agreement at a public meeting of the public school employer. A public hearing will be held during the board meeting. Copies of the proposed preliminary agreement will be available at the board meeting.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund

Status of Funds – 2019-20 total estimated cost of \$52,025, which includes 2018-19 one-time compensation and salary schedule modifications totaling \$36,965. These costs are included in the 2019-20 general unrestricted budget.

Future Implications – The estimated cost of \$10,587 for the 2020-21 year will be included in next year's budget.

RECOMMENDATION

It is recommended that the Governing Board adopt the joint proposal/preliminary agreement of the Child Development Center Faculty Association (CDCFA) and the Chaffey Community College District.

Prepared by:	Susan Hardie, Director, Human Resources
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

August 29, 2019

Board Meeting Date

TOPIC **APPROVAL OF MINUTES, JULY 11, 2019**

Communication No. IV.F.1.a

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 July 11, 2019, 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 July 11, 2019, 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, July 11, 2019, in the boardroom of the Marie Kane Center for Student Services/Administration. Board President Brugger called the meeting to order at 2:00 p.m.

Members present: Ms. Brugger, Mr. McDougal, Ms. McLeod, Mr. Ovitt, Ms. Roberts, Ms. Williams (Student Trustee)

Members absent: None

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 2:24.

STUDY SESSION

A study session commenced on the following topics:

Alumni Partnership Report – Janeth Rodriguez provided a presentation entitled *Chaffey College Alumni Changing Lives*. Her report included: a video of alum Beverly Cleary, lifetime achievement award recipient; alumni traditions including faculty and staff alumni breakfast, tailgate which will be held September 14, 2019, and commencement countdown; grad awareness month, Grad Fest at all three campuses; alumni/student round table networking event; Alumni and Faith-Based Leader Council; Alumni Quakes Night; expanded outreach by attending local council meetings; alumni features and *I Am Chaffey* campaign; Chaffeyans Retiree Association outreach efforts; looking into the future by administering an alumni survey to gauge interest of alumni; *Road to an Engaged Alumni-Base*; video of alum of the year, Mayor Tim Sandoval from City of Pomona.

Dr. Shannon praised Ms. Rodriguez for her hard work.

REGULAR SESSION

The regular session reconvened, and Student Trustee Nikeenia Williams led the Pledge of Allegiance to the Flag.

ORGANIZATION

The Governing Board elected the following officers to serve in 2019–2020:

Gloria Negrete-McLeod – President

(President McLeod assumed chairmanship of the meeting.)

Gary C. Ovitt – Vice President and Representative to the San Bernardino County Committee on School District Organization

Lee C. McDougal – Clerk and Alternate voting representative to the San Bernardino County Committee on School District Organization

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

PUBLIC COMMENTS

There were no public comments.

COMMUNITY LINKAGES

GOVERNING BOARD

Student Trustee Nikeenia Williams reported that she is currently working on an event for summer school students and collaborating with Alisha Rosas and the Marketing Department on strategies to better reach the students.

Trustee Ovitt provided a printed report of community events he attended during the month of July that included the following: Ontario Fourth of July Parade, First 5 agenda review and Commission meeting, and Promise Scholars Board meeting.

Trustee McDougal reported that in July he attended a meeting to discuss the future of Chaffey's presence in Fontana and the Classified Senate Inauguration Luncheon.

Trustee Roberts reported that she attended the Classified Senate Inauguration Luncheon, the Chino State of the City event, the Toyota Arena name change event, the Foundation golf tournament dinner, and the Ontario Fourth of July Parade hosted by the Ovitt's. Ms. Roberts commented that the Ovitts feed the entire community a pancake breakfast and hot dog lunch on this day.

Trustee Brugger reported that in July she attended the Chaffey College Foundation golf tournament dinner and the Classified Senate Inauguration Luncheon.

Board President McLeod reported that in July she visited CIM with Dr. Shannon to speak to incarcerated students, which was very enlightening. She also attended the Classified Senate Inauguration Luncheon.

LEGISLATIVE UPDATE

Dr. Eric Bishop provided a PowerPoint presentation which included: Governor Newsome signed his first budget; 2019-2020 budget impacts – provides 3.26 percent COLA; financial aid expansion; AB 302 Impact Review/Considerations. Dr. Bishop explained that AB 302 would require districts that have parking facilities on campus to grant overnight parking for homeless students enrolled at least half time. He further discussed regulations and security issues and will work with the district attorneys for legal opinions.

PRESENTATIONS

There were no presentations at the July 11, 2019, meeting.

FOUNDATION

No report.

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 or Ratification of:

- Kelli Florman to the position of campus police captain, 1.0 FTE, 12 months, range 15, step F of the management salary schedule, effective August 1, 2019.
- Timi Brown to the position of director, athletics, 1.0 FTE, 12 months, range 23, step B of the management salary schedule, effective July 8, 2019.
- Jessica Huizar to the position of educational services generalist, 1.0 FTE, 12 months, range 15, step A of the CSEA salary schedule, effective August 1, 2019.
- Cynthia Hoover to the position of grant generalist, 1.0 FTE, 12 months, range 16, step A of the CSEA salary schedule, effective August 1, 2019.
- Chingping Wong to the position of instructor, culinary arts (baking and pastry), 1.0 FTE, 10-month tenure-track assignment, effective August 14, 2019.
- Ryan Concepcion to the position of programmer analyst, 1.0 FTE, 12 months, range 43, step A of the CSEA salary schedule, effective August 1, 2019.
- Ariel Sales-Martinez to the position of research analyst, 1.0 FTE, 12 months, range 33, step B of the CSEA salary schedule, effective July 15, 2019.
- Hourly personnel including adjunct faculty, contract faculty overload, and short-term workers.
- Nathanael Akin to the temporary, unclassified, professional expert position of athletic trainer, effective July 1, 2019, through June 30, 2020, under the terms and conditions of the employment agreement.
- Brashit Tarmani to the temporary, unclassified, professional expert position of athletic trainer, effective July 1, 2019, through June 30, 2020, 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.)

Appointment of:

The Governing Board approved the revised educational services coordinator assignments for the 2019–20 academic year as identified on the attached list
Michelle Wallace to the position of financial aid coordinator, 1.0 FTE, 12-months, range 27, step H of the CSEA salary schedule, effective July 1, 2019.

CONSENT AGENDA

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

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

Through this action, the following were approved (Approval of Minutes, June 27, 2019, through Management Personnel Plan/Employment Contracts).

GOVERNANCE PROCESS

The minutes of the June 27, 2019, regular board meeting were approved as presented.

The Governing Board changed the date of the August Board meeting to Thursday, August 29, 2019.

The Governing 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.

BUSINESS/FISCAL AFFAIRS

The Governing Board approved Resolution No. 71119B requesting the Board of Supervisors of San Bernardino County to establish a tax rate for bonds of Chaffey Community College District expected to be sold during fiscal year 2019-2020, and authorizing necessary action in connection therewith. (This resolution has been made part of the minutes of this meeting.)

The Governing Board approved the revised district authorized signature list to be effective July 11, 2019.

The Governing Board approved the Board of Governors and California Community Colleges Chancellor's Office Currently and Formerly Incarcerated Students Reentry Program 2019-2020 grant award in the amount of \$113,636.

The Governing Board approved:

- a. The designation of the Inland Valley Daily Bulletin as the newspaper for the publication of the notice of public hearing on the 2019-2020 budget.
- b. August 26, 27, and 28, 2019 between 8:00 a.m. and 4:30 p.m. as the dates and times the 2019-2020 budget will be available for public inspection in the Chaffey Community College District Budgeting and Fiscal Services Office.
- c. August 29, 2019, at 2:05 p.m. as the date and time of the budget public hearing to be held in the Chaffey Community College District board room.

The Governing Board approved Resolution No. 71119C 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 agreement between Foothill-De Anza Community College District and Chaffey Community College District for the California Virtual Campus – Online Education Initiative (CVC-OEI) sub-grant in the amount of \$306,205 for the period of July 1, 2019 through June 30, 2020.

The Governing Board approved the Budget Transfer Report for the period of April 1, 2019 through June 25, 2019.

The Governing Board approved and authorized the District to enter into a rental agreement with Chaffey Joint Union High School District (“CJUHSD”), for classroom space located at Ontario High School, 901 West Francis Street, Ontario, California, as a temporary facility for educational classes, for the periods of August 19, 2019, through December 19, 2019, and a total rental fee of \$18,308.70, at the rates as noted above, in accordance with the terms and conditions of the application and permit for use of school facilities as administered by CJUHSD’s civic center policies and procedures.

HUMAN RESOURCES

The Governing Board adopted the District’s initial proposal and opened contract negotiations with Chaffey College Faculty Association.

The Governing Board approved the employment contract between the Governing Board of the Chaffey Community College District and the director, athletics, management position.

ACTION AGENDA

Associate Superintendent Lisa Bailey introduced Frank Vega, from RBC Capital Markets, and David Casnocha, bond counsel. They were invited to answer the Board's questions regarding the action item resolutions. Mr. Vega presented on interest rate movements, municipal bond fund flows, Measure L general obligation bond refunding analysis, Measure P general obligation bonds, Series A overview, and a proposed time schedule and summary of key deliverables. Board President McLeod asked how the College is locked into these low interest rates, and it was explained that by refunding/refinancing Measure L bonds, a \$3.7 million savings to taxpayers was realized by lowering interest rates and applying the savings to Measure P. Mr. Casnocha discussed the tax levy resolution on the consent agenda and the refunding bond for Measure L and resolution for Measure P on the action agenda.

Lisa Bailey thanked Kim Erickson, Anita Undercoffer and Patrick Cabildo and their staffs for their work.

BUSINESS/FISCAL AFFAIRS

The Governing Board approved Resolution No. 71119, a resolution of the Governing Board of the Chaffey Community College District, San Bernardino County, California, authorizing the issuance of Chaffey Community College District (San Bernardino County, California) election of 2018 General Obligation Bonds, Series A, and actions related thereto. (This resolution has been made part of the minutes of this meeting.)

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

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

The Governing Board approved Resolution No. 71119A, a resolution authorizing the issuance of Chaffey Community College District (San Bernardino County, California) election of 2019 General Obligation Refunding Bonds. (This resolution has been made part of the minutes of this meeting.)

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

Yeas: Ms. Brugger, Ms. McLeod, Mr. McDougal,
Ms. Roberts, Mr. Ovitt and Ms. Williams (advisory)

Nays: None
Absent: None

The Governing Board of the District approved and authorized Change Order No. 11 in the amount of \$306,104 to contract No. 2018PW40 with Robert Clapper Construction Services for the Measure L Build Out Projects.

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

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

The contract, purchase order, and warrant lists were ratified. (These lists have been made part of the minutes of this meeting.)

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

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

CEO/STAFF REPORTS

Henry Shannon, superintendent/president, presented the Board with copies of his monthly report. The report highlighted the CIM visit, and an update from the office of student services. Dr. Shannon thanked President McLeod and staff members working on the Turning Point program. President Shannon noted that it is cheaper to educate than incarcerate.

Acting Faculty Senate President Robin Witt had no report.

Trisha Albertsen, Classified Senate president, highlighted the Classified Senate luncheon.

CSEA President Monica Han had no report.

Emily Avila, on behalf of CCFA President Jonathan Ausubel, reiterated that CCFA looks forward to a swift, interest-based round of negotiations.

CDCFA had no report.

BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

None.

ADJOURNMENT

The meeting adjourned at 3:21 p.m.

The next regular meeting of the Chaffey Community College District Governing Board will be Thursday, August 29, 2019.

President

Clerk

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

August 29, 2019
Board Meeting Date

TOPIC 2018-2019 CALIFORNIA STATE PRESCHOOL (CSPP – 8419) AMENDMENT 02

Communication No. IV.F.2.a

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 Amendment 02 to increase the amount of the California Department of Education 2018-2019 California State Preschool program (CSPP - 8419) by \$72,626.

BACKGROUND

In November, 2018, the Governing Board approved contract CSPP with the California Department of Education (CDE) in the amount of \$359,862. The CDE has amended the contract by increasing the maximum reimbursable amount by \$72,626, due to the minimum days of enrollment increasing from 7,453 to 8,958.

BUDGET IMPLICATIONS

Funding Source – California Department of Education, Child Development Division.

Status of Funds – The revenue and expenses of \$72,626 for this amendment were included in the 2018-2019 restricted Child Development Center fund budget.

Future Implications – It is anticipated the Child Development Center will continue to receive funds from the California Department of Education (CDE), Child Development Division in the future.

RECOMMENDATION

It is recommended that the Governing Board approve Amendment 02 to increase the amount of the California Department of Education 2018-2019 California State Preschool program (CSPP - 8419) by \$72,626.

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

August 29, 2019

Board Meeting Date

TOPIC **AGREEMENT BETWEEN CHAFFEY COMMUNITY COLLEGE DISTRICT, HOSTING THE CENTER OF EXCELLENCE (COE), AND RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT FOR LABOR MARKET RESEARCH ON FISCAL AGENT SUB-AGREEMENT DO-19-2566-01**

Communication No. IV.F.2.b

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 Fiscal Agent Sub-Agreement DO-19-2566-01 between Rancho Santiago Community College District and Chaffey College, hosting the Center of Excellence, to conduct labor-market research for the period of July 1, 2019 through June 30, 2020 in the amount of \$200,000.

BACKGROUND

Integral to the Economic and Workforce Development program and the Strong Workforce initiative, the mission of the Centers of Excellence for Labor Market Research (COE) is to provide quality labor market data and information to help the California Community Colleges respond to local workforce needs. The COE supports the colleges by producing labor market reports for new and existing programs of study; provides on-call data support for investments funded through statewide programs (such as Strong Workforce); facilitates workshops on the uses of labor market information; collaborates on the development of data tools and dashboards; and serves as a research advisor to regional educational institutions, workforce agencies, or other community partners. The COE hosted at Chaffey College is receiving a grant award of \$200,000 to host the Center of Excellence for Labor Market Research initiatives serving the community colleges in Region F.

BUDGET IMPLICATIONS

Funding Source – California Community Colleges Chancellor’s Office with Rancho Santiago Community College District as the fiscal agent.

Status of Funds – Funds of \$200,000 are included in the 2019-2020 proposed restricted general fund adopted budget.

Future Implications –None

RECOMMENDATION

It is recommended that the Governing Board approve Fiscal Agent Sub-Agreement DO-19-2566-01 between Rancho Santiago Community College District and Chaffey College, hosting the Center of Excellence, to conduct labor-market research for the period of July 1, 2019 through June 30, 2020 in the amount of \$200,000.

Prepared by:	Michael Goss, Director Center of Excellence
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

August 29, 2019
Board Meeting Date

TOPIC: APPROVAL TO DESIGNATE KLEIN EDUCATIONAL SYSTEMS AS A SINGLE SOURCE VENDOR FOR A SOLE SOURCE PROCUREMENT

Communication No. IV.F.2.c

SUPPORTS BOARD POLICIES

Supports and complies with policies: 2700 Conflict of Interest, 6100 Delegation of Authority, 6330 Purchasing, and 6340 Contracts.

PROPOSAL

It is recommended that the Governing Board of the District authorize Chaffey Community College to negotiate and enter into a contract with Klein Educational Systems, Inc. on a single source basis for the sole source products and equipment it exclusively distributes in the state of California as described herein, pursuant to California Public Contract Code, Section 3400.

BACKGROUND

Under California Public Contract Code Section 3400 (c)(3), the District may make a finding designating that certain products, things, or services are only available from one source. The Strong Workforce Program has provided funding for the Mechatronics Technicians Training Pathway program. The funds will be used to purchase instructional equipment for the InTech Training Center.

Sole Source Product Justification: Chaffey has identified the Amatrol and FANUC America Corporation Mechatronics Learning System distributed exclusively by Klein Educational Systems to add to existing equipment for the mechatronics industrial automation program. This equipment covers a broad array of applications across a balance of mechanical, electrical, electronics, fluid power and software to enable learners to work effectively in virtually any industrial setting. Purchasing from Klein Educational Systems is the only way to ensure the product listed is compatible with the existing Amatrol and FANUC learning content and equipment presently at the InTech Regional Training Center.

Single Source Vendor Justification: Klein Educational Systems is the exclusive authorized distributor for Amatrol and FANUC manufactured products within the state of California. Attached are two sole source letters from Amatrol and FANUC America Corporation confirming Klein Educational Systems as their exclusive distributor. Therefore, this Agenda Item is requesting Governing Board consideration for approval of Klein Educational Systems as the single source vendor for its respective sole source equipment required to be purchased under the grant for the purposes described herein. The proposed contract amount is \$145,691.64.

BUDGET IMPLICATIONS

Funding Source – Restricted general fund.

Status of Funds – Funds of \$145,691.64 for this contract are included in the 2019-2020 restricted general fund budget.

Future Implications – N/A.

APPROVAL TO DESIGNATE KLEIN EDUCATIONAL SYSTEMS AS A SINGLE SOURCE VENDOR FOR A SOLE SOURCE PROCUREMENT

August 29, 2019

Page 2

RECOMMENDATION

District staff recommends Governing Board approval that Klein Educational Systems is the single source supplier for Amatrol and FANUC products, Amatrol and FANUC products are sole source products for the performance and services required under the subject Strong Workforce Program grant as described in this Agenda Item, and Chaffey may proceed to negotiate and enter into a sole source contract with Klein Educational Systems for the products and equipment described herein.

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



FANUC America Corporation.
3900 West Hamlin Road
Rochester Hills, Michigan 48309-3253
www.fanucamerica.com

August 13, 2019

Clementine Garrett
Buyer, Purchasing Services
Chaffey College
Rancho Cucamonga, CA

RE: FANUC America Certified Education Robot Training Program and Products

Dear Ms. Garrett,

This letter is to confirm that the FANUC America Corporation (hereinafter FANUC) Certified Education Training programs and products is an exclusive offer for Chaffey Community College.

The FANUC LRM200iD/4S LR Mate 200iD/4S Robot with R-30iB Mate Plus Controller, and the F-MECHCON Amatrol to FANUC Conversion Option for Mechatronics can only be purchased from KLEIN EDUCATIONAL SYSTEMS, INC.

The sale price offered to your school is significantly discounted from the price that would be offered to a commercial or industrial customer and shows KLEIN EDUCATIONAL SYSTEMS and FANUC's commitment to supporting technical education. FANUC offers U.S. based manufacturing that includes robots, CNC, simulation software and product development.

The FANUC Robot and educational products are being provided by KLEIN EDUCATIONAL SYSTEMS INC., the exclusive FANUC Education Authorized Reseller for the state of California. We are pleased to be working in collaboration with KLEIN EDUCATIONAL SYSTEMS INC. on this opportunity for Chaffey College.

Respectfully,

FANUC America Corporation

Paul Aiello

Director – Certified Education
paul.aiello@fanucamerica.com

Jonathan R. Potter

District Manager – Certified Education
jonathan.potter@fanucamerica.com





August 13, 2019

Clementine Garrett
Buyer, Purchasing Services
Chaffey College
Rancho Cucamonga, CA

Subject: Amatrol Sole Source Letter

Dear Ms. Garrett,

This is to advise your organization that Klein Educational Systems, Inc. at 523 G Street, Davis, CA 95616, is the authorized distributor for Amatrol products within the state of California.

Amatrol uses exclusive distributors for specific states. Therefore, *Klein Educational Systems* is the only distributor supported by Amatrol for California purchases.

Amatrol is the only manufacturer that can produce and supply the following product(s) quoted by *Klein Educational Systems*: 87-MS1 Pick and Place Feeding Station, 87-MS2 Gauging Station, 87-MS3 Orientation-Processing Station, 87-MS4, Sorting-Buffering Station, 87-MS5-C1 Servo Robot Assembly Station – FANUC, 87-500F FANUC 200iD/4S Robot Integration to Amatrol Mechatronics, 87-MS6 Torque Assembly Station, 87-MS7 Inventory Storage Station and 41222 Hand Tool Package for Mechatronics Systems.

All Amatrol learning systems include student curriculum and instructor's guides, which can be used in either a self-paced or lecture-lab environment. All Amatrol curricula use the same format, including learning objectives and industry skills. The instructor's curriculum includes all testing, authentic (skills) assessment resources, and rubrics for consistent student assessment. Only Amatrol-branded curriculum can guarantee full compatibility of hands-on skills and objectives with Amatrol learning systems.

If you need further information, please contact me at 800-264-8285.

Sincerely,

A handwritten signature in black ink, appearing to read "Kent Powell", is written over a light blue horizontal line.

Kent Powell
North America Sales Manager

Learning Systems for Technical Education

www.amatrol.com Fax 812-283-1584 Phone 812-288-8285

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

August 29, 2019

Board Meeting Date

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

Communication No. IV.F.2.d

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 82919A 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 82919A 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 82919A, 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 82919A

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. 82919A

**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 29th day of August 2019, at a regular meeting by the following vote:

Ayes:
Noes:
Abstentions:
Absent:

I, Lee McDougal, 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.

Lee McDougal
Clerk, Governing Board

EXHIBIT A

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

BOARD MEETING DATE: AUGUST 29, 2019

<u>Quantity</u>	<u>Description (Make, Model, Color, Dimensions, Etc.)</u>	<u>Serial #s (Asset #'s)</u>
1	Video Magnifier, Handheld 03-Versa+	09202443 (134390)
1	Printer, HP LaserJet Enterprise with Automatic Duplex	CNDCJ5K0BP (138809)
2	Hide-Away Table w/ Ergonomic LCD Arm & Keyboard/Mouse Platform	NA (133066), NA (133067),
1	Love Seat	NA (139693)
2	Sofa, 3-Seater	NA (139691), NA (139692)
1	Desk w/ Return Wood	NA (122016)
1	HP Laser Printer 4100N	USBDB10909 (117242)
1	REFRIGERATOR 2 DOOR	NA (115677)

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

August 29, 2019
Board Meeting Date

TOPIC EDUCATION PROTECTION ACCOUNT EXPENSE DETERMINATION

Communication No. IV.F.2.e

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 determination that Proposition 55 Education Protection Account funds in the estimated amount of \$16,519,214 be used to partially fund instructional faculty salaries and benefits for the 2019-2020 fiscal year.

BACKGROUND

Proposition 55, the California Children’s Education and Health Care Act of 2016, is an extension of Proposition 30, extending the personal income tax increase through 2030-31. This proposition temporarily extends increased income taxes for upper-income earners (\$250,000 for individuals and \$500,000 for couples) but does not extend the sales and use tax, which expired on January 1, 2017. These increased taxes provide continuing funding for local school districts and community colleges. The Education Protection Account (EPA) was created in the state General Fund to receive and disburse these temporary tax revenues.

Districts have sole authority to determine how the moneys received from the EPA are spent, provided that the governing board makes these spending determinations in open session of a public meeting of the governing board. Each entity receiving funds must annually publish on its Internet web site an accounting of how much money was received from the EPA and how that money was spent. Additionally, the annual independent financial and compliance audit required of community colleges shall ascertain and verify whether the funds provided from the EPA have been properly disbursed and expended as required by law. Expenses incurred to comply with these additional audit requirements may be paid from the EPA.

EPA expenditures will be recorded annually on the CCFS-311 (Prop 55 EPA expenditure report, copy attached), which can also be used as a template for districts to publish their EPA expenditures on their website.

Revenue for EPA funds are unrestricted and should be recorded in object code 8630. The Act specifically prohibits the expenditure of EPA funds for administrative salaries and benefits or any other administrative costs. The District will incur a sufficient level of non-administrative costs (e.g., instruction and student support costs) to easily ensure that EPA funds are not used for administrative costs.

The District’s 2019-2020 estimated EPA funds of \$16,519,214 will be used to partially fund instructional faculty salaries and benefits. These funds are not additional funds, but are components of the state “computational revenue” calculation.

BUDGET IMPLICATIONS

Funding Source – N/A

Status of Funds – N/A

Future Implications – N/A

RECOMMENDATION

It is recommended the Governing Board approve the determination that Proposition 55 Education Protection Account funds in the estimated amount of \$16,519,214 be used to partially fund instructional faculty salaries and benefits for the 2019-2020 fiscal year.

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

Budget Year: 2019-2020

District ID:

Name: Chaffey College

Activity Classification	Activity Code	Unrestricted			
EPA Proceeds:	8630	16,519,214			
Activity Classification	Activity Code	Salaries and Benefits (1000 - 3000)	Operating Expenses (4000 - 5000)	Capital Outlay (6000)	Total
Instructional Activities - Faculty Salaries and Benefits	0100-5900	16,519,214			16,519,214
Total Expenditures for EPA*		16,519,214	0	0	16,519,214

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

August 29, 2019

Board Meeting Date

TOPIC **MEMORANDUM OF UNDERSTANDING BETWEEN THE CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT AND CHAFFEY COLLEGE, A MEMBER OF THE WEST END CORRIDOR CHAFFEY REGIONAL ADULT EDUCATION CONSORTIUM**

Communication No. IV.F.2.f

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 Memorandum of Understanding between Chaffey Joint Union High School District and Chaffey College, a member of the West End Corridor Chaffey Regional Adult Education Consortium, for the period of July 1, 2019 through June 30, 2020 in the amount of \$300,000.

BACKGROUND

In July, 2019, Chaffey College received a revised allocation schedule from the West End Corridor Chaffey Regional Adult Education Consortium. This allocation schedule included an annual increase to \$300,000 that will continue depending on State budget availability and in accordance with the 2019-2022 MOU between Chaffey College and the Chaffey Regional Adult Education Consortium, which was approved by the Governing Board on December 15, 2015, and has since been received by Chaffey College.

BUDGET IMPLICATIONS

Funding Source – California Community College Chancellor’s Office

Status of Funds – The 2019-2020 proposed restricted general fund adopted budget will be increased by \$300,000 as indicated below:

48xxx	Income	\$300,000
51xxx	Academic Salaries	\$43,200
52xxx	Classified Salaries	160,109
53xxx	Benefits	79,648
55xxx	Other Services	17,043
	Total	\$300,000

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board approve Memorandum of Understanding between Chaffey Joint Union High School District and Chaffey College, a member of the West End Corridor Chaffey Regional Adult Education Consortium, for the period of July 1, 2019 through June 30, 2020 in the amount of \$300,000.

Prepared by:	Matthew Morin, Director of Intersegmental Partnerships and Deliveries
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

August 29, 2019
 Board Meeting Date

TOPIC REGIONAL APPRENTICESHIP CONSORTIUM LAUNCH EMPLOYER PARTNER OUTREACH

Communication No. IV.F.2.g

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 agreement between Riverside Community College District and Chaffey Community College District in the amount of \$30,000 for the period of July 3, 2019 through June 30, 2020 to provide employer partner outreach for the Inland Empire Desert Region Consortium LAUNCH Apprenticeship Network.

BACKGROUND

The Chaffey Community College District intends to provide employer outreach services for the purposes of increasing employer partnerships within the LAUNCH Apprenticeship Network and will complete the following scope of work: Conduct employer outreach activities; Visit and meet with employers to provide information on the LAUNCH Apprenticeship Network; Attend and participate in local employer networking and outreach events, such as career fairs, industry gatherings, etc.; Develop employer outreach collateral (i.e. program flyers, brochures, etc.); and Sign new employers into the apprenticeship network.

BUDGET IMPLICATIONS

Funding Source – Riverside Community College District.

Status of Funds – The 2019-2020 restricted general fund budget will be increased by \$30,000 as indicated below:

48xxx	Income	<u>\$30,000</u>
52xxx	Classified Salaries	\$22,000
53xxx	Benefits	<u>8,000</u>
	Total	<u>\$30,000</u>

Future Implications –None

RECOMMENDATION

It is recommended that the Governing Board approve the agreement between Riverside Community College District and Chaffey Community College District in the amount of \$30,000 for the period of July 3, 2019 through June 30, 2020 to provide employer partner outreach for the Inland Empire Desert Region Consortium LAUNCH Apprenticeship Network.

Prepared by:	Sandra Sisco, Director, Economic Development Vanessa Thomas, Associate Dean, Strong Workforce
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

August 29, 2019
Board Meeting Date

TOPIC STATEWIDE DIRECTOR – ENERGY, CONSTRUCTION & UTILITIES

Communication No. IV.F.2.h

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 Statewide Director, Energy, Construction & Utilities Grant from the California Community Colleges Chancellor’s Office in the amount of \$372,000 for the period of July 1, 2019 through September 30, 2020.

BACKGROUND

In response to the Chancellor’s Office campaign, *Doing What Matters for Jobs and the Economy*, the purpose of this grant funding is to supply in-demand skills for employers by convening statewide industry employer led skills panels and advisory groups to create relevant career pathways and stackable credentials, promote student success, and get Californians into open jobs. Key activities under this framework include: a focus on statewide priority/emergent sectors and industry clusters in the area of Energy, Construction & Utilities; take effective strategies to scale statewide; integrate and leverage programming between funding streams; promote common metrics for student success; remove structural barriers to execution.

BUDGET IMPLICATIONS

Funding Source – California Community Colleges Chancellor’s Office

Status of Funds – Funds of \$372,000 for this grant are included in the 2019-2020 proposed restricted general fund adopted budget.

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board approve the Statewide Director, Energy, Construction & Utilities Grant from the California Community Colleges Chancellor’s Office in the amount of \$372,000 for the period of July 1, 2019 through September 30, 2020.

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

August 29, 2019
Board Meeting Date

TOPIC **STRONG WORKFORCE PROGRAM PARTICIPATION AGREEMENT 2017/20-19-B - R4 MULTI PROJECT AWARD**

Communication No. IV.F.2.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 Strong Workforce Program Participation Agreement No. 2017/20-19-B-R4 Multi Project Award, between Riverside Community College District and Chaffey Community College, in the amount of \$674,821 for the period of July 1, 2019 through December 31, 2021.

BACKGROUND

Under Master Agreement No. 2017/20-19-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. 2017/20-19-B-R4 Multi Project Award, is incorporated into the Master Agreement No. 2017/20 and outlines deliverables specific to Chaffey College, as it relates to the following projects: No. 2017/20-19-B-P01 – R4 Mechatronics Technician Training Pathway; No. 2017/20-19-B-P02– R4 Makerspace; No. 2017/20-19-B-P03– R4 Placement and Clinical Site Coordination; No. 2017/20-19-B-P05– R4 Advanced Vehicle Technologies Labs and Instruction; No. 2017/20-19-B-P07– R4 Regional and District Job Developers; No. 2017/20-19-B-P08–R4 CTE Advisory Communities; No. 2017/20-19-B-P10—R4 Healthcare (Nursing & Allied Health) Educator Bootcamp; No. 2017/20-19-B-P12—R4 LAUNCH: Inland Empire Apprenticeship & Work-based Learning; No. 2017/20-19-B-P14– R4 Inland Empire Cyberhub Centers; No. 2017/20-19-B-P16—R4 Awarding Veterans the CTE College Credit they Deserve; No. 2017/20-19-B-P19—R4 ACUE Faculty Professional Development; and No. 2017/20-19-B-P20—R4 Be My Guest; No. 2017/20-19-B-P21—R4 Business Information Worker Model Curriculum Alignment; No. 2017/20-19-B-P23—R4 Machining for the Manufacturing Empire.

BUDGET IMPLICATIONS

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

Status of Funds – Funds of \$674,821 for this agreement are included in the 2019-2020 proposed restricted general fund adopted budget.

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board approve the Strong Workforce Program Participation Agreement No. 2017/20-19-B-R4 Multi Project Award, between Riverside Community College District and Chaffey Community College, in the amount of \$674,821 for the period of July 1, 2019 through December 31, 2021.

Prepared by:	<u>Vanessa Thomas, Associate Dean, Strong Workforce</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

August 29, 2019
Board Meeting Date

TOPIC **STRONG WORKFORCE PROGRAM PARTICIPATION AGREEMENT 2017/20-19-B-P00 R4 REGIONAL PROJECT COORDINATION AND SUPPORT**

Communication No. IV.F.2.j



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 Strong Workforce Program Participation Agreement No. 2017/20-19-B-P00 R4 Regional Project Coordination and Support, between Riverside Community College District and Chaffey Community College, in the amount of \$25,000 for the period of July 1, 2019 through June 30, 2020.

BACKGROUND

Under Strong Workforce Program Master Agreement No. 2017/20-19-B, 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. 2017/20-19-B-P00 R4, is incorporated into the Master Agreement No. 2017/20 and outlines deliverables specific to Chaffey College, as it relates to P00 – R4 Regional Project Coordination and Support.

BUDGET IMPLICATIONS

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

Status of Funds – Funds of \$25,000 for this agreement are included in the 2019-2020 proposed restricted general fund adopted budget.

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board approve Strong Workforce Program Participation Agreement No. 2017/20-19-B-P00 R4 Regional Project Coordination and Support, between Riverside Community College District and Chaffey Community College, in the amount of \$25,000 for the period of July 1, 2019 through June 30, 2020.

Prepared by:	<u>Vanessa Thomas, Associate Dean, Strong Workforce</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

August 29, 2019
Board Meeting Date

TOPIC **STRONG WORKFORCE PROGRAM PARTICIPATION AGREEMENT 2017/20-19-B-P00 R4 REGIONAL PROJECT MANAGEMENT – P01 AND P23**

Communication No. IV.F.2.k

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 Strong Workforce Program Participation Agreement No. 2017/20-19-B-P00 R4 Regional Project Management – P01 and P23, between Riverside Community College District and Chaffey Community College District, in the amount of \$102,654 for the period of July 1, 2019 through June 30, 2020.

BACKGROUND

Chaffey College was selected to provide program management for two Strong Workforce Round 4 Projects, including: P01 - Mechatronics and P23 - Machining. Funds from this award will be used to secure the services of a part-time Project Director who will be responsible to ensure all activities and deliverables are met in accordance with both project workplans. Activities include, but are not limited to the following: providing overall leadership for each project; chairing regional collaborative meetings; facilitating curriculum alignment meetings; coordinating project reporting efforts; networking with Statewide Director of Advanced Manufacturing, business partners and community volunteers; and coordinating the dissemination of regional project communications.

BUDGET IMPLICATIONS

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

Status of Funds –Funds of \$102,654 for this agreement are included in the 2019-2020 proposed restricted general fund adopted budget.

Future Implications – NONE

RECOMMENDATION

It is recommended that the Governing Board approve Strong Workforce Program Participation Agreement No. 2017/20-19-B-P00 R4 Regional Project Management – P01 and P23, between Riverside Community College District and Chaffey Community College District, in the amount of \$102,654 for the period of July 1, 2019 through June 30, 2020.

Prepared by:	Sandra Sisco, Director, Economic Development Vanessa Thomas, Associate Dean, Strong Workforce
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

August 29, 2019
Board Meeting Date

TOPIC MANAGEMENT PERSONNEL PLAN/EMPLOYMENT CONTRACTS

Communication No. IV.F.3.a

SUPPORTS BOARD POLICY

Board Policy 7250, Educational Administrators - Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment.

Board Policy 7260, Classified Supervisors, Managers, and Administrators – If a classified administrator is employed by an appointment or contract, the appointment or contract shall be subject to the same conditions as applicable to educational administrators.

PROPOSAL

To ratify the employment contracts between the Governing Board of the Chaffey Community College District and the management employees in the positions listed below:

<u>Level II</u>	<u>Proposed Contract Expiration Date</u>
Dean, Health Sciences	June 30, 2021
Interim Dean, Business and Applied Technology	June 30, 2020

BACKGROUND

The Chaffey Community College District Management Professional Development/Evaluation Personnel Plan approved by the Governing Board on May 24, 2018, consistent with the provisions of California Education Code, Section 72411, a provision enacted under AB1725, requires all instructional and student services administrators to be employed, and all other administrators may be employed, by the Governing Board of the district by an appointment or contract not to exceed four years. The applicable provisions of the Management Professional Development/Evaluation Personnel Plan approved by the Governing Board provides that managers appointed to Level I positions may be employed by the Governing Board under contract for a period not greater than four (4) years. Managers appointed to Level II, Level III, and Level IV positions may be employed by the Governing Board under contract for a period not greater than three (3) years.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund
Status of Funds – The personnel costs associated with these positions are included in the 2019–20 budget.
Future Implications – It is anticipated that these costs will be ongoing.

RECOMMENDATION

It is recommended the Governing Board ratify the employment contracts between the Governing Board of the Chaffey Community College District and the management employees in the positions listed above.

Prepared by:	Susan Hardie, Director, Human Resources
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

August 29, 2019
Board Meeting Date

TOPIC PROFESSIONAL EXPERT COMPENSATION

Communication No. IV.F.3.b

SUPPORTS BOARD POLICY

Board Policy 7130 Compensation – Salary schedules, compensation and benefits, including health and welfare benefits, for all classes of employees and each contract employee shall be established by the Governing Board.

PROPOSAL

To ratify changes to the annual compensation reflected in the 2019-20 employment agreements between the Governing Board of the Chaffey Community College District and the professional expert positions listed below:

<u>Position Title</u>	<u>Proposed Increase</u>
Accounting Manager	3%
Administrator, Campus Police	3%
Communications Management	3%
Deputy Chief of Police	3%
Deputy Sector Navigator, Advanced Manufacturing	3%
Director, Center of Excellence, Region 9	3%
Director, Special Populations and Equity Programs	3%
Director, Upward Bound	3%
Economic Development Administrator	3%
Grant Coordinator	3%
Grant Director	3%
Labor Market Research Manager	3%
Maintenance Manager	3%
Manager, Administrative Application Systems	3%
Manager, Facilities Development	3%
Manager, Grounds	3%
Sustainability and Environmental Safety Officer	3%
Workforce Development Coordinator	3%

BACKGROUND

Consistent with the Management Professional Development Plan, the district is proposing a 3% increase for these positions, effective July 1, 2019.

BUDGET IMPLICATIONS

Funding Source – Restricted and unrestricted general fund

Status of Funds – The personnel costs associated with this increase will be approximately \$65,612 (salary \$50,584; benefits \$15,028) for the 2019–20 fiscal year. Funding for these increases is included in the 2019–20 budget.

Future Implications – These temporary costs will expire.

PROFESSIONAL EXPERT COMPENSATION

August 29, 2019

Page 2

RECOMMENDATION

It is recommended the Governing Board ratify changes to the annual compensation reflected in the 2019-20 employment agreements between the Governing Board of the Chaffey Community College District and the professional expert positions listed above.

Prepared by:	Susan Hardie, Director, Human Resources
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

August 29, 2019

Board Meeting Date

TOPIC CONTRACT, PURCHASE ORDER AND WARRANT LISTS

Communication No. IV.G.1.a

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 July 2019.

BUDGET IMPLICATIONS

Funding Source – All Funds

Status of Funds – Funding for these contracts, purchase orders, and warrants are included in the 2019-2020 adopted district budgets.

Future Implications – None

RECOMMENDATION

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

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

CONTRACT AND CHANGE ORDER LIST¹

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020CS74	ACI Specialty Benefits	Rancho Cucamonga, CA	Annual service agreement for the 2019-2020 Employee Assistance Program (EAP) for benefit eligible employees, for the period of July 1, 2019 through June 30, 2020, as approved by Human Resources.	\$9,107.40	Unrestricted General Fund
2019CS744	Action Sales	Monterey Park, CA	Amendment 1 to increase the not-to-exceed amount, for sales tax invoiced on equipment, as approved by Chino Campus. ²	1,575.19	Restricted General Fund
2020CS72	Aimee Mele	Ontario, CA	For a not-to-exceed amount, to provide on-call sign language interpreter services to students, for the period of July 1, 2019 through June 30, 2020, as approved by Disability Programs and Services. ³	20,000.00	Restricted General Fund
2020CS46	Alert Security Systems	Upland, CA	For a not-to-exceed amount, to install one (1) new door and to relocate existing electrical in AD-151, located at the Rancho Cucamonga Campus, for the period of July 8, 2019 through August 8, 2019, as approved by Business Services and Economic Development.	3,600.00	Unrestricted General Fund
2019CS793	Alert Security Systems Inc.	Orange, CA	For a not-to-exceed amount, to install a new wall in the Gymnasium, Room 108, located at the Rancho Cucamonga Campus, for the period of June 1, 2019 through June 30, 2019, as approved by Facilities Development.	4,300.00	Unrestricted General Fund
2020CS91	Alert Security Systems Inc.	Upland, CA	For a not-to-exceed amount, to install new electrical, data and repaint two (2) offices and several doors and window frames in the Gymnasium building located at Chaffey College, Rancho Cucamonga Campus, for the period of July 2, 2019 through August 31, 2019, as approved by Student Services.	4,900.00	Unrestricted General Fund
2019PW780	Alert Security Systems, Inc.	Upland, CA	Amendment 1 to increase the not-to-exceed amount, for additional work to install a new drop ceiling in the front office and large office areas of Wargin Hall located at the Rancho Cucamonga Campus, for the period of June 15, 2019 through July 31, 2019 as approved by Facilities Development.	4,700.00	Unrestricted General Fund
2020CS36	Alyssa Henderson	Glendora, CA	For a not-to-exceed amount, to provide event coordinator assistant services for the Chaffey College Chino Community Center, located at the Chino Campus, for the period of July 1, 2019 through June 30, 2021, as approved by Chino Campus.	24,840.00	Chino Community Center
2020CS20	Anastasia Zamora-Ortiz	Ontario, CA	For a not-to-exceed amount, to provide training to District's business clients and community partners in the areas of, but not limited to: soft skills training, resume writing, case management, career coaching, computer skills training, employer engagement, placement management, LinkedIn and job search methods and strategies, for the period of July 1, 2019 through June 30, 2020, as approved by Workforce Development. ⁴	8,400.00	Restricted General Fund

¹ Funding for all contracts and change orders on this list are included in the 2019-2020 adopted district budgets.

² Funded by Strong Workforce budget.

³ Funded by Disability Programs and Services (DPS) budget.

⁴ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020CS28	Beatriz Helton	Upland, CA	For a not-to-exceed amount, to participate in an exhibition at the Rancho Cucamonga City Hall, for the period of August 5, 2019 through June 6, 2020, as approved by Wignall Museum.	\$250.00	Unrestricted General Fund
2020CS99	Brianna Harvey	Los Angeles, CA	For a not-to-exceed amount, to lead a presentation at the Girl Talk Event, held on July 27, 2019, as approved by Student Services.	300.00	Unrestricted General Fund
2020CS23	Brittany Hennon	Rancho Cucamonga, CA	For a not-to-exceed amount, to participate in an exhibition at the Rancho Cucamonga City Hall, for the period of August 5, 2019 through June 6, 2020, as approved by Wignall Museum.	250.00	Unrestricted General Fund
2020CS70	Campus EAI	Chicago, IL	For a not-to-exceed amount, to support Single Sign-On's (SSO) for multiple applications, for the period of July 1, 2019 through June 30, 2020, as approved by Administrative Services.	4,000.00	Unrestricted General Fund
2020CS27	Christopher Alday	Minneapolis, MN	For a not-to-exceed amount, to participate in an exhibition at the Rancho Cucamonga City Hall, for the period of August 5, 2019 through June 6, 2020, as approved by Wignall Museum.	250.00	Unrestricted General Fund
2020CS71	Christopher Singleton	Los Angeles, CA	For a not-to-exceed amount, to provide EOS Console Training, for the period of June 11, 2019 through June 12, 2019, as approved by Theatre Arts. ⁵	500.00	Restricted General Fund
2020CS61	Controltec, Inc.	Escondido, CA	Service License Usage and Maintenance Fee, to provide proprietary software system to track pertinent child information pertaining to attendance at the childcare center, for the period of July 1, 2019 through June 30, 2020, as approved by Child Development Center.	3,090.00	Children's Center Fund
2020CS101	Corey Kwok	Arcadia, CA	For a not-to-exceed amount, to serve as announcer for home football games, for the period of September 14, 2019 through November 23, 2019, as approved by Athletics.	720.00	Auxiliary Services Fund
2020CS40	Dana LaMon	Lancaster, CA	For a not-to-exceed amount to serve as keynote speaker for the Chaffey College Management retreat, on August 2, 2019, as approved by the Superintendent/President's Office.	1,000.00	Unrestricted General Fund
2019CS647	Saddler Consulting Group	Los Angeles, CA	For a not-to-exceed amount, to deliver training to the District's business clients and community partners and their workers in the following areas, but not limited to: Business skills, commercial skills, literacy skills, computer skills, management skills and safety skills, for the period of April 8, 2019 through June 30, 2019, as approved by Economic Development. ⁶	5,000.00	Restricted General Fund
2020CS65	Devaney Pate Morris and Cameron	San Diego, CA	For a not-to-exceed amount, to provide legal services for the District, for the period of July 1, 2019 through June 30, 2020, as approved by Human Resources.	30,000.00	Unrestricted General Fund
2020CS66	Donel Rickle Williams	Los Angeles, CA	For a not-to-exceed amount, to participate in an exhibition at the Rancho Cucamonga City Hall, for the period of August 5, 2019 through June 6, 2020, as approved by Wignall Museum.	250.00	Unrestricted General Fund
2019CS699	E&J Gallo Winery	Modesto, CA	For a not-to-exceed amount to deliver manufacturing skills training to E&J Gallo Winery workers, for the period of April 5, 2019 through June 30, 2019, as approved by Economic Development. ⁷	75,000.00	Restricted General Fund

⁵ Funded by Strong Workforce budget.

⁶ Funded by Economic Development grant funds.

⁷ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019PW796	Eichenberger Inspection	Alta Loma, CA	For a not-to-exceed amount to provide Division of the State Architect certified and approved project inspection services for the Solar Project, for the period of December 1, 2018 through June 30, 2019, as approved by Administrative Services.	\$3,200.00	Capital Projects Fund
2019CS791	Elizabeth Hernandez	Van Nuys, CA	For a not-to-exceed amount, to provide two workshops titled "UndocuJoy: Fostering the Empowerment & Resilience of our Undocumented Community," on April 27, 2019, as approved by Extended Opportunity Programs and Services. ⁸	200.00	Restricted General Fund
2020CS18	Erlinda R. Maris	Chino, CA	For a not-to-exceed amount, to deliver training to workers of District's business clients and community partners in the areas of, but not limited to: soft skills, resume writing, case management, career coaching, computer skills, employer engagement, placement management, LinkedIn and job search methods and strategies, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ⁹	20,800.00	Restricted General Fund
2020CS22	Fiori Barton	Rancho Cucamonga, CA	For a not-to-exceed amount, to facilitate a painting workshop at The Girl Talk event held on July 27, 2019, as approved by Special Populations and Equity. ¹⁰	1,200.00	Restricted General Fund
2019PW782	Floor Technology Group	Orange, CA	For a not-to-exceed amount, to complete carpet installation in the Information Services Building, for the period of July 8, 2019 through August 15, 2019, as approved by Facilities Development. ¹¹	79,880.80	Restricted General Fund
2019PW581	Geocon West Inc.	Redlands, CA	For a not-to-exceed amount, to provide Geotechnical investigation services between Omnitrans Transit Center and Panther Drive, for the period of March 21, 2019 through December 31, 2019, as approved by Facilities Development. ¹²	6,332.00	Restricted General Fund
2019PW787	Geocon West Inc.	Redlands, CA	For a not-to-exceed amount, to provide Geotechnical investigation services for the Chino Campus, for the period of November 15, 2018 through December 31, 2019, as approved by Facilities Development.	17,740.00	Capital Projects Fund
2019PW789	Geocon West Inc.	Redlands, CA	For a not-to-exceed amount, to provide Geotechnical Investigation services for the Fontana Campus, for the period of February 6, 2019 through December 31, 2019, as approved by Administrative Services.	17,740.00	Capital Projects Fund
2019CS794	Grad Guru	Berkeley, CA	Year 1 of a 3-Year Agreement for the Grad Guru software application program which includes student functionality such as District calendar information and 150 pre-loaded tips, administrator functionality to create and publish campus specific notifications, and provide hands-on application kick-off workshop to train on custom content creation process, as approved by Instructional Support. ¹³	58,795.20	Restricted General Fund
2019CS764	Jeffrey Thomas Daigneault	Riverside, CA	For a not-to-exceed amount, provide training and consulting services, for the period of May 10, 2019 through June 30, 2019, as approved by Economic Development. ¹⁴	3,000.00	Restricted General Fund

⁸ Funded by restricted Extended Opportunities Programs and Services funds.

⁹ Funded by Economic Development grant funds.

¹⁰ Funded by Student Equity budget.

¹¹ Funded by Physical Plant & Instructional Support Block grant budget.

¹² Funded by Physical Plant & Instructional Support Block grant budget.

¹³ Funded by Title V, Hispanic Serving Institution grant funds.

¹⁴ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020CS67	Jennifer A. Ingalls	San Bernardino, CA	For a not-to-exceed amount, to provide on-call sign language interpreter services to students, for the period of July 1, 2019 through June 30, 2020, as approved by Disability Programs and Services. ¹⁵	\$30,000.00	Restricted General Fund
2020CS49	Strategic 32	San Rafael, CA	For a not-to-exceed amount, to create and implement targeted and sustainable strategies to reach broader, diverse communities for the District's Sector Navigator, Energy, Construction and Utilities, for the period of July 1, 2019 through December 31, 2019, as approved by Economic Development. ¹⁶	80,000.00	Restricted General Fund
2020CS95	Liebert Cassidy Whitmore	Los Angeles, CA	For a not-to-exceed amount, to provide consulting and legal services pertaining to employment relations and school law matters, for the period of July 1, 2019 through June 30, 2020, as approved by Human Resources.	3,570.00	Unrestricted General Fund
2020CS32	Leibert Cassidy Whitmore	Los Angeles, CA	Professional Legal Services Agreement, to provide the District with consulting, representational and legal services pertaining to employment relations matters and school law matters, for the period of July 1, 2019 through June 30, 2020, as approved by Human Resources.	150,000.00	Unrestricted General Fund
2020CS21	Linda A. Burton	Fontana, CA	For a not-to-exceed amount to provide vocational training to District's clients and community partners in the areas of, but not limited to: employability skills, job search, job placement, marketing, work experiences sites, and placement reports, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ¹⁷	35,000.00	Restricted General Fund
2019PW284	Little Diversified Architectural Consulting	Newport Beach, CA	Amendment 2 to extend the term end date from June 30, 2019 to December 31, 2019 and to increase the not-to-exceed amount for additional services for ATL Welding Renovation, as approved by Administrative Services. ¹⁸	14,610.00	Restricted General Fund
2019CS784	LittleNurse, LLC.	Albuquerque, NM	For a not-to-exceed amount, to evaluate the associate degree in nursing program self-study report and provide feedback and proposed changes, for the period of June 21, 2019 through August 31, 2019, as approved by Health Sciences. ¹⁹	3,000.00	Restricted General Fund
2020CS1	Loma Linda, School of Behavioral Health	Loma Linda, CA	Affiliation Agreement between Loma Linda University, Department of Psychology (LLUDP) and Chaffey Community College District (CCCD), whereas LLUDP will provide CCCD, as-needed student counseling and psychological services, including crisis interventions, on-going therapy and assessment, and other psycho-education services, as requested by Student Health Services and/or the Associate Superintendent of Student Services and Legislative Engagement, for the period of July 1, 2019, through June 30, 2020, as approved by Student Health Services. ²⁰	45,300.00	Restricted General Fund

¹⁵ Funded by Disability Programs and Services (DPS) budget.

¹⁶ Funded by Economic Development grant funds.

¹⁷ Funded by Economic Development grant funds.

¹⁸ Funded by Strong Workforce budget.

¹⁹ Funded by Strong Workforce budget.

²⁰ Funded by restricted Student Health Services budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019CS461	Backgrounds Unlimited	San Dimas, CA	Amendment 1 to increase the not-to-exceed amount, for additional background investigation services, as approved by Human Resources.	\$815.00	Unrestricted General Fund
2019CS792	Lucy Valencia	Chino, CA	For a not-to-exceed amount, support and facilitate collaborative EOPS Next Up and IS Foster Youth workshops and activities, for the period of January 23, 2019 through April 10, 2019, as approved by Extended Opportunity Programs and Services. ²¹	937.50	Restricted General Fund
2019CS797	Lucy Valencia	Chino, CA	For a not-to-exceed amount, to support and facilitate foster youth awareness activities and focus group meetings, for the period of April 9, 2019 through June 30, 2019, as approved by Extended Opportunity Programs and Services. ²²	1,275.00	Restricted General Fund
2019PW704	Manley's Boiler LLC	Buena Park, CA	Amendment 1 to increase the not-to-exceed amount, for additional work to install one (1) 60-gallon buffer tank, as approved by Facilities Development. ²³	9,154.47	Restricted General Fund
2020CS16	Marvin Smith	Menifee, CA	For a not-to-exceed amount, to facilitate training services in the areas of human behavior and emotional intelligence on July 24, 2019, as approved by Special Populations. ²⁴	720.00	Restricted General Fund
2020CS25	MaryBly Cannon-Diaz	Upland, CA	For a not-to-exceed amount, to participate in an exhibition at the Rancho Cucamonga City Hall, for the period of August 5, 2019 through June 6, 2020, as approved by Wignall Museum.	250.00	Unrestricted General Fund
2020CS68	Melissa Cable	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide on-call sign language interpreter services to students, for the period of July 1, 2019 through June 30, 2020, as approved by Disability Programs and Services. ²⁵	10,000.00	Restricted General Fund
2019CS100	Melissa Quiroz	Rancho Cucamonga, CA	Amendment 1 to increase the not-to-exceed amount for additional on-call sign language interpreter services, as approved by Disability Programs and Services. ²⁶	375.00	Restricted General Fund
2020CS73	Melissa Quiroz	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide on-call sign language interpreter services to students, for the period of July 1, 2019 through June 30, 2020, as approved by Disability Programs and Services. ²⁷	30,000.00	Restricted General Fund
2019CS80	Montgomery Hardware Co.	Rancho Cucamonga, CA	Amendment 1 to extend the term end date to December 31, 2019, as approved by Facilities Development.	No Cost Impact	
2020CS24	Mora Douk	Ontario, CA	For a not-to-exceed amount, to participate in an exhibition at the Rancho Cucamonga City Hall, for the period of August 5, 2019 through June 6, 2020 as approved by Wignall Museum.	250.00	Unrestricted General Fund
2019CS61	Nicole Miller & Associates, Inc.	San Clemente, CA	Amendment 1 to increase the not-to-exceed amount, for additional independent workplace investigation services, as approved by Human Resources.	4,518.00	Unrestricted General Fund

²¹ Funded by NextUp Cooperating Agencies Foster Youth Educational Support (CAFYES Next Up) budget.

²² Funded by NextUp Cooperating Agencies Foster Youth Educational Support (CAFYES Next Up) budget.

²³ Funded by Physical Plant & Instructional Support Block grant budget.

²⁴ Funded by Student Equity budget.

²⁵ Funded by Disability Programs and Services (DPS) budget.

²⁶ Funded by Disability Programs and Services (DPS) budget.

²⁷ Funded by Disability Programs and Services (DPS) budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2020CS43	Nicole Miller & Associates, Inc.	San Clemente, CA	For a not-to-exceed amount, to provide as-needed investigative services, safety and security services, and training, for the period of July 1, 2019 through June 30, 2020, as approved by Human Resources.	\$30,000.00	Unrestricted General Fund
2020PW78	Painting and Décor Inc	Orange, CA	For a not-to-exceed amount, paint the exterior and interior of the Chino Community Center Building Located at Chaffey College, Chino Campus, for the period of July 17, 2019 through July 30, 2019, as approved by Chino Campus.	19,290.00	Chino Community Center Fund
2019CS254	Precision Security and Protective Services, Inc.	Santa Ana, CA	Amendment 1 to increase the not-to-exceed amount, to provide as-needed unarmed security services at the Rancho Cucamonga, Fontana, and Chino Campuses, for the period of July 1, 2018, through June 30, 2019, as approved by Public Safety. ²⁸	13,194.00	Restricted General Fund
2020CS10	Print & Finishing Solutions	Placentia, CA	Annual Preventative Maintenance Agreement to perform preventative maintenance inspections on the Kodak offset printing press, located at the Lithography department, for the period of July 1, 2019 through June 30, 2020, as approved by Lithography.	6,900.00	Unrestricted General Fund
2020CS51	Pro Line Gym Floors, Inc,	Coto de Caza, CA	For a not-to-exceed amount, wet scrub the Sports Center and Sicosky gymnasium floors and add conference logos, for the period of July 7, 2019 through December 31, 2019, as approved by Facilities/Physical Plant.	12,750.00	Unrestricted General Fund
2019CS177	Quick Caption, Inc.	Riverside, CA	Amendment 2 to increase the not-to-exceed amount, for sign language interpreting services, as approved by Disability and Program Services. ²⁹	16,850.00	Restricted General Fund
2020CS83	Quick Caption, Inc	Riverside, CA	For a not-to-exceed amount, to provide on-site and remote computer aided Communication Access Real-time Translation services, for persons who are deaf or hard of hearing as requested by the Department of Disability Programs and Services, for the period of July 1, 2019 through June 30, 2020, as approved by Disability Programs and Services. ³⁰	30,000.00	Restricted General Fund
2020CS63	Ranchito Tivo Boer Goat Ranch	Chino, CA	For a not-to-exceed amount, to provide weed abatement and brush clearance services, for the period of July 1, 2019 through June 30, 2020, as approved by Chino Campus.	7,800.00	Unrestricted General Fund
2020CS26	Raylene De La Torre	Rialto, CA	For a not-to-exceed amount, to participate in an exhibition at the Rancho Cucamonga City Hall, for the period of August 5, 2019 through June 6, 2020, as approved by Wignall Museum.	250.00	Unrestricted General Fund
2020CS47	RDM Electric Co., Inc.	Ontario, CA	For a not-to-exceed amount, to provide labor for the installation of electrical upgrades to install equipment in the Aeronautics building on Chaffey College, Rancho Campus, for the period of July 11, 2019 through December 31, 2019, as approved by Automotive Technology. ³¹	14,849.00	Restricted General Fund
2019CS113	RISE Interpreting Inc.	Riverside, CA	Amendment 4, to increase the not-to-exceed amount, for additional interpreting services, as approved by Disability Programs and Services. ³²	6,840.00	Restricted General Fund

²⁸ Funded by restricted Parking budget.

²⁹ Funded by Disability Programs and Services (DPS) budget.

³⁰ Funded by Disability Programs and Services (DPS) budget.

³¹ Funded by Strong Workforce budget.

³² Funded by Disability Programs and Services (DPS) budget.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019CS75	RISE Interpreting Inc.	Riverside, CA	Amendment 3, to increase the not-to-exceed amount for additional interpreting services, as approved by Human Resources.	\$17,544.00	Unrestricted General Fund
2019CS40A	Rita Elias	Upland, CA	Amendment 1 to extend the contract term end date to June 30, 2020 for event coordinator services, as approved by Chino Campus.	72,876.00	Chino Community Center Fund
2020CS62	Ryan Perez	Rancho Cucamonga, CA	For a not-to-exceed amount, to participate in an exhibition at the Rancho Cucamonga City Hall, for the period of August 5, 2019 through June 6, 2020, as approved by Wignall Museum.	250.00	Unrestricted General Fund
2018PW458	S&K Engineers	Monrovia, CA	Amendment 1, extend the term end date to June 30, 2019, as approved by Facilities Development.	No Cost Impact	
2019CS446	Scott McLeod Plumbing, Inc.	Rancho Cucamonga, CA	Amendment 2 to increase the not-to-exceed amount, for additional emergency plumbing repairs, as approved by Facilities/Physical Plant.	4,762.00	Unrestricted General Fund
2020CS84	Shaw HR Consulting Inc.	Newbury Park, CA	For a not-to-exceed amount, to provide consulting services in the areas of FEHA/ADA disability interactive process coordination and facilitation, essential function job analysis development, fitness-for-duty management, and FEHA/ADA file review and customized training and workshops, for the period of July 1, 2019 through June 30, 2020, as approved by Human Resources. ³³	2,500.00	Restricted General Fund
16CS320	Siemens Industry, INC.	Cypress, CA	Amendment 1 to increase the not-to-exceed amount and to extend the completion time end date to September 30, 2019, for additional services for Building Automation, Fire, and Security Systems maintenance at the Rancho Cucamonga, Chino, and Fontana Campuses, as approved by Facilities/Physical Plant.	18,211.00	Scheduled Maintenance Fund
2018PW233	Smith-Emery Laboratories	Los Angeles, CA	Amendment 5 to extend the term date to December 31, 2019 and to increase the not-to-exceed amount for additional services for the Measure L Build Out Project, as approved by Administrative Services.	10,545.65	Measure L Bond Fund
2020PW38	Sneary Construction, Inc.	Upland, CA	For a not-to-exceed amount, to paint the interior of the Information Services Building located at the Rancho Cucamonga Campus, for the period of July 10, 2019 through August 10, 2019, as approved by Facilities Development. ³⁴	16,500.00	Restricted General Fund
2019CS205	SoCal Compliance Service	Rancho Cucamonga, CA	Amendment 1 to increase the not-to-exceed amount for additional inspection services, as approved by Facilities/Physical Plant.	164.00	Unrestricted General Fund
2020CS76	Sophia Brooks Henson	Corona, CA	For a not-to-exceed amount, to provide training and consulting services for workers of District's business clients and community partners in the areas of, but not limited to: business skills, continuous improvement, manufacturing skills, commercial skills, health care, literacy skills, computer, management skills and safety skills, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ³⁵	6,800.00	Restricted and Unrestricted General Fund

³³ Funded by Staff Diversity funds.

³⁴ Funded by Physical Plant & Instructional Support Block grant budget.

³⁵ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019CS776	South Orange County Community College	Mission Viejo, CA	For a not-to-exceed amount to, provide training services to companies using (ETP) funds, for the period of July 1, 2019 through June 30, 2020. As approved by Economic Development. ³⁶	75,000.00	Restricted General Fund
2019PW790	Southland Industries	Garden Grove, CA	For a not-to-exceed amount, to provide asphalt patching on areas of College Drive, for the period of June 25, 2019 through July 30, 2019, as approved by Facilities Development. ³⁷	33,298.00	Restricted General Fund
2020CS30	Stephen Nagy	Victorville, CA	For a not-to-exceed amount, to provide InTech Center training services for workers of District's business clients and community partners in the areas of but not limited to: business skills, continuous improvement, manufacturing skills, commercial skills, health care, literacy skills, computer skills, management skills and safety skills, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ³⁸	5,000.00	Restricted General Fund
2020CS64	Steris Corporation	Mentor, OH	Annual Maintenance Agreement to perform scheduled preventive maintenance repair visits, inspection, and technical support for the Seismic Autoclave sterilizer machine in the Health Sciences Building, located at the Chino Campus, for the period of July 1, 2019 through June 30, 2020, as approved by Chino Campus.	9,788.07	Unrestricted General Fund
2020CS69	Steris Corporation	Mentor, OH	Annual Maintenance Agreement to perform scheduled preventive maintenance repair visits, inspection, and technical support for the Seismic Autoclave sterilizer machine in the Beeks Lab, located at the Rancho Cucamonga Campus, for the period of July 1, 2019 through June 30, 2020, as approved by Math and Science.	9,381.81	Unrestricted General Fund
2019CS750	The Education Collaboration	Torrance, CA	For a not-to-exceed amount, to deliver seminar/workshop/training related to Video Game Design with Minecraft, Egyptology with Minecraft, STEM Comics, Robotics Design, Virtual Surgeon, Virtual Piano, Making GIFs, Movie Makers Stop Motion, and Tutorial Video Production as outlined in Course and Rental Quotes and/or schedule, for the period of June 3, 2019 through August 1, 2019, as approved by Career Development & Distance Education.	7,085.00	Unrestricted General Fund
2020CS48	The NCHERM Group LLC	Berwyn, PA	For a not-to-exceed amount, provide the District with a BIT assessment on July 31, 2019, as approved by Business Services and Economic Development.	15,000.00	Unrestricted General Fund
2020CS31	Thor Safety	Corona, CA	For a not-to-exceed amount, to provide training and industry consulting services, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ³⁹	5,000.00	Restricted General Fund
2020CS29	Timothy Haerens	Rancho Cucamonga, CA	For a not-to-exceed amount, to participate in an exhibition at the Rancho Cucamonga City Hall, for the period of August 5, 2019 through June 6, 2020, as approved by Wignall Museum.	250.00	Unrestricted General Fund

³⁶ Funded by Economic Development grant funds.

³⁷ Funded by Physical Plant & Instructional Support Block grant budget.

³⁸ Funded by Economic Development grant funds.

³⁹ Funded by Economic Development grant funds.

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2019CS723	University Enterprises Corp at CSUSB	San Bernardino, CA	For a not-to-exceed amount, to provide curriculum and present "EntreTech" and "Own It" workshops to workers of District's business clients and community partners, for the period of April 16, 2019 through June 30, 2019, as approved by Economic Development. ⁴⁰	\$6,000.00	Restricted General Fund
2019CS774	Victor Valley College	Victorville, CA	Memorandum of Understanding between Victor Valley College (VVC) and Chaffey Community College District (CCCD), whereas VVC in partnership with CCCD will provide training to companies using ETP funds and assist with all administrative requirements for the period of March 18, 2019 through June 30, 2020, as approved by Economic Development. ⁴¹	25,000.00	Restricted General Fund
2019CS203	WAXIE Sanitary Supply	San Diego, CA	Amendment 1 to increase the not-to-exceed amount for additional Janitorial Vendor Managed Inventory services, as approved by Administrative Services.	7,436.00	Unrestricted General Fund
2019CS737	Western Indoor Environmental Services	Monterey Park, CA	For a not-to-exceed amount, to provide all materials and equipment necessary to clean and degrease kitchen exhaust fans, hoods, filters, grease catchers, and accessible ductwork from the roof of the hood at the Panther Bistro Dining Commons and Child Development, for the period of March 27, 2019 through June 30, 2019, as approved by Facilities/Physical Plant.	2,690.00	Unrestricted General Fund
2020CS6	Whole Mind Wellness Services	Montebello, CA	For a not-to-exceed amount, to provide student counseling services, for the period of July 1, 2019 through June 30, 2020, as approved by Student Health Services. ⁴²	19,800.00	Restricted General Fund
2020CS45	William Napoli	Alta Loma, CA	For a not-to-exceed amount, to provide training and consulting services, for the period of July 1, 2019 through June 30, 2020, as approved by Economic Development. ⁴³	14,000.00	Restricted General Fund
2019CS717	WLC Architects Inc,	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide a Preliminary plan/rendering for the new Chaffey College Veterans Center, for the period of May 1, 2019 through June 30, 2019, as approved by Student Services.	8,000.00	Unrestricted General Fund

List reflects contracts entered into and change orders to existing contracts through July 31, 2019.⁴⁴

⁴⁰ Funded by Economic Development grant funds.

⁴¹ Funded by Economic Development grant funds.

⁴² Funded by restricted Student Health Services budget.

⁴³ Funded by Economic Development grant funds.

⁴⁴ Funding for all contracts and change orders on this list are included in the 2019-2020 adopted district budgets.

CHAFFEY COMMUNITY COLLEGE

WARRANT REGISTER REPORT

FOR THE MONTH OF JULY 2019

GENERAL FUNDS (10)

PAYROLL	5,289,709.84	
COMMERCIAL	<u>7,799,968.11</u>	
TOTAL FUND (10)		13,089,677.95

SCHEDULED MAINTENANCE FUND (42) 29,911.03

BUILDING FUND (40) 115,898.07

EARLY RETIREMENT FUND (61) 961.19

VACATION LIABILITY (69) 29,820.08

CAPITAL OUTLAY PROJECT FUND (41) 108,699.22

CHILD DEVELOPMENT FUND (33)

PAYROLL	91,035.22	
COMMERCIAL	<u>237,316.30</u>	
TOTAL FUND (33)		328,351.52

TOTAL ALL FUNDS **\$ 13,703,319.06**

PAYROLL WARRANT/ADVICE NUMBERS

125880-125975 411723-413232

COMMERCIAL WARRANT NUMBERS

1013988-1014062 1718839-1720216

PURCHASE ORDER NUMBERS

BPO's	13938-14319	\$ 5,104,051.67	(13937 voided)
PO's	52879-53056	\$ 402,384.47	(52872-52878 voided)