



AGENDA
MEETINGS OF THE GOVERNING BOARD
CHAFFEY COMMUNITY COLLEGE DISTRICT
Thursday, November 19, 2020

Pursuant to Governor Newsom's Executive Order N-29-20, dated March 17, 2020, members of the Governing Board of the Chaffey Community College District, staff, and the public will participate in the November 19, 2020 meeting via videoconference. To avoid exposure to COVID-19, this meeting will be held via videoconference and can be accessed at the following link: <https://www.chaffey.edu/leadership/governingboard.php>

Public comments for this meeting will only be accessible via email and should be sent to presidents.office@chaffey.edu. Submissions must be received prior to the posted start time of the Board meeting. Please include in the email subject line: *Public Comments for the Governing Board Meeting of November 19, 2020*. Please indicate in your email if you are addressing a specific agenda item or if you are making a comment regarding an item not on the agenda. All submissions received will be considered a public record under the Public Records Act and are therefore subject to public disclosure. Submissions will be read into the record at the Board meeting and must comply with the three-minute time limit.

- 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. Intersegmental Partnerships and Deliveries Report
 2. Sabbatical Report – Kevin Cameron
 3. Sabbatical Report – Carol Dickerson
 4. Sabbatical Report – Mary Jane Ross
 5. Sabbatical Report – Cindy Walker

- 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. Intersegmental Partnerships and Deliveries Monitoring Report
 - c. Professional Development Monitoring Report
 - d. Quarterly Investment Report and Annual Statements of Investment Guidelines
3. Informational
 - a. Board Policies for Information

E. CONSENT AGENDA

1. Governance Process
 - a. Approval of Minutes, October 22, 2020
2. Academic Affairs
 - a. 2021-2022 Academic Calendar
 - b. 2021 Summer Academic Calendar
 - c. Sabbatical Report – Kevin Cameron
 - d. Sabbatical Report – Carol Dickerson
 - e. Sabbatical Report – Mary Jane Ross
 - f. Sabbatical Report – Cindy Walker
3. Business/Fiscal Affairs
 - a. Budget Increase – Restricted General Fund
 - b. California Community Colleges Mental Health Services Grant Program
 - c. Memorandum of Understanding Between the Chaffey Joint Union High School District and Members of the West End Corridor, Chaffey Regional Adult Education Consortium
 - d. Memorandum of Understanding with Foothill De Anza Community College to Augment Funding for the California Virtual Campus – Online Education Initiative (CVC-OEI) Grant
 - e. Quarterly Financial Status Report for the Period Ending September 30, 2020
4. Human Resources
 - a. Hourly Position Certification
 - b. Management Temporary Assignments
 - c. Memorandum of Understanding – Chaffey Community College District and Chaffey College Faculty Association (CCFA)
 - d. Memorandum of Understanding – Chaffey Community College District and Chaffey Child Development Center Faculty Association (CDCFA)
 - e. Memorandum of Understanding – Chaffey Community College District and California School Employees Association (CSEA), Chapter 431
 - f. Student Worker Position Certification

F. ACTION AGENDA

1. Business/Fiscal Affairs
 - a. Approval to Contract by On-Call Professional Services Agreement for Inspection Services
 - b. Contract, Purchase Order, and Warrant Lists

G. CEO/STAFF REPORTS

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

H. BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

V. **ADJOURNMENT**

The next regular meeting of the Governing Board will be Thursday, December 17, 2020.

[Complete agenda may be viewed at www.chaffey.edu/leadership/governingboard.php](http://www.chaffey.edu/leadership/governingboard.php)

REPORTS

MONITORING

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

November 19, 2020
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 the percentage of the adopted budget that has been expended/encumbered as of the quarter ended September 30, 2020. It also provides three years of historical information so historical trends can be used in the analysis of the current year budget.

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

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

This item is for information only.

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

CHAFFEY COMMUNITY COLLEGE DISTRICT
Quarterly Comparison
Unrestricted General Fund
As of September 30, 2020

	2017-2018				2018-2019				2019-2020				2020-2021		
	Adopted Budget	30-Sep	EOY Actual	September % of Budget	Adopted Budget	30-Sep	EOY Actual	September % of Budget	Adopted Budget	30-Sep	EOY Actual	September % of Budget	Adopted Budget	30-Sep	September % of Budget
INCOME SOURCE															
Prior Year Ending Balance Re-allocation	3,928,578				0				5,399,749						
State General Apportionment	81,382,469	16,132,047	80,783,224	19.82%	91,380,855	16,996,226	84,452,984	18.60%	88,764,527	14,506,476	101,121,425	16.34%	92,314,577	17,232,076	18.67%
Education Protection Act (EPA)	12,165,352	0	12,843,991	0.00%	14,801,508	3,700,664	16,205,427	25.00%	16,519,214	4,129,803	8,250,250	25.00%	18,599,347	4,340,997	23.34%
Miscellaneous	9,801,247	2,079,637	7,769,154	21.22%	8,423,626	2,320,181	9,768,252	27.54%	11,047,945	2,426,426	18,345,017	21.96%	12,006,880	2,343,304	19.52%
Lottery	2,424,980	0	2,693,531	0.00%	2,474,135	0	2,208,651	0.00%	2,588,148	0	3,172,551	0.00%	2,588,148	(170,925)	-6.60%
Total Income	105,774,048	18,211,684	104,089,900	17.22%	117,080,124	23,017,071	112,635,314	19.66%	118,919,834	21,062,705	130,889,243	17.71%	125,508,952	23,745,452	18.92%
EXPENDITURES															
Operational	109,702,626	24,837,364	103,952,122	22.64%	116,772,681	32,002,938	111,735,006	27.41%	124,319,583	32,185,183	120,455,944	25.89%	125,362,661	32,849,699	26.20%
Total Expenditures	109,702,626	24,837,364	103,952,122	22.64%	116,772,681	32,002,938	111,735,006	27.41%	124,319,583	32,185,183	120,455,944	25.89%	125,362,661	32,849,699	26.20%
Surplus or (Deficit)	-	(6,625,680)	137,778	-	-	(8,985,867)	900,308	-	-	(11,122,478)	10,433,299	-	146,291	(9,104,247)	-
Net Surplus or (Deficit)	-	(6,625,680)	137,778	-	-	(8,985,867)	900,308	-	-	(11,122,478)	10,433,299	-	146,291	(9,104,247)	-
SUMMARY, ENDING BAL/RESERVES*															
7% Board Designated Reserves	7,679,184	7,679,184	7,276,649	100.00%	8,174,088	8,174,088	7,821,450	100.00%	8,702,371	8,702,371	8,431,916	100.00%	8,775,386	8,775,386	100.00%
GASB 45 Reserve	500,000	500,000	500,000	-	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	600,000	-	1,600,000	1,600,000	-
Vehicle Replacement Plan	100,000	100,000	100,000	-	100,000	100,000	100,000	-	100,000	100,000	100,000	-	100,000	100,000	-
Resource Allocation (RAC) Reserve	500,000	500,000	300,000	-	300,000	300,000	300,000	-	300,000	300,000	300,000	-	300,000	300,000	-
Capital Outlay Replacement	200,000	200,000	300,000	-	300,000	300,000	300,000	-	300,000	300,000	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	1,343,999	-	1,343,999	1,343,999	-
One-Time Funding	2,661,425	2,661,425	2,161,425	-	1,661,425	1,661,425	2,161,425	-	1,661,425	1,661,425	1,033,784	-	33,784	33,784	-
Cash Deferral Reserve	-	-	-	-	-	-	-	-	-	-	19,000,000	-	19,000,000	19,000,000	-
Undistributed Reserve	3,194,750	3,194,750	8,263,641	-	8,173,644	8,173,644	8,619,148	-	2,838,478	2,838,478	569,622	-	372,443	372,443	-
Total Ending Balances/Reserves	16,779,358	16,779,358	20,845,714	100.00%	21,153,156	21,153,156	21,746,022	100.00%	16,346,273	16,346,273	32,179,321	100.00%	32,325,612	32,325,612	100.00%
Ending Balance %	15.30%		20.05%		18.11%		19.46%		13.15%		26.71%		25.79%		

*Reserve balances remain unchanged until yearend.

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

November 19, 2020

Board Meeting Date

TOPIC INTERSEGMENTAL PARTNERSHIPS AND DELIVERIES MONITORING REPORT

Communication No. IV.D.2.b

SUPPORTS BOARD ENDS STATEMENT/POLICY

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

ACTIVITIES THAT ADDRESS THE ENDS POLICY

- The Intersegmental Partnerships and Deliveries Office, in partnership with Senator Roth (Riverside) and EDGE, drafted SB 554, which was signed into law by Governor Newsom on October 14th. SB 554 is the first law in the United States to expand traditional k12 dual enrollment state policy to also include adults completing high school diplomas and high school equivalency.
- Intersegmental Partnerships and Deliveries Office, in partnership with the CCC Chancellor's Office, Career Ladders Project, and World Education, is currently drafting an "Ability to Benefit" (ATB) California State Option and data reporting process to open a path to Pell funding for adults who do not possess high school diplomas. Chaffey has presented twice to the U.S. Department of Education Assistant Secretary of CTE and Adult Ed Scott Stump to advise on ATB policy.
- Intersegmental Partnerships and Deliveries Office presented to CCC system on the Chancellor's Office Covid-19 Webinar as well as multiple conferences and practitioner webinars on its digital enrollment processes and online dual enrollment course programming as a result of developing a digital dual enrollment strategy and enrollment process in summer and fall 2019, before the COVID-19 pandemic.
- Fall 2020, Intersegmental Partnerships and Deliveries Office generated 2,298 high school dual enrollments, putting the college on pace to lead Region 9 in dual enrollment students served.
- Chaffey College wins a Title V Grant proposal for \$3,000,000 to grow dual enrollment to create an innovative work-based learning program and dramatically increase the numbers of disproportionately impacted students who complete transfer-level Math.

MEANS OF ASSESSMENT

The Intersegmental Partnerships and Deliveries Office conducts annual studies in partnership with the Institutional Research office. These studies review student demographics, success rates, disproportionate impact, enrollment trends and course taking behavior. In addition, the Intersegmental Partnerships and Deliveries Office and the West End Corridor Consortium partnered with WestEd to conduct intersegmental research on the student transition, curricular need, and program enrollment in adult education.

SUMMARY OF EVIDENCE

- Dual Enrollment headcount increased 1,251.1% over the 2012-13 academic year, when only 125 dual enrollment students were enrolled at Chaffey College.
- While overall Chaffey College enrollments declined by 12.6% in Fall 2020 compared to Fall 2019, dual enrollment student enrollments grew by 119% in Fall 2020 compared to fall 2019.
- Between 2018-19 and 2019-20, the percentage of dual enrollment students enrolling in distance education courses increased by 11%.
- Dual Enrollment student success rates in distance education sections are approximately 11% higher than in Face-to-Face Course Enrollments and significantly higher than the overall Chaffey College population.
- Chaffey College Dual Enrollment students are more likely to be non-first generation college students compared to the general population. To counteract this trend, in 2019-20, through strategic partnerships with continuation charter schools, Chaffey College increased its 1st generation college student dual enrollment headcount by approximately 11%.
- Feeder Adult School to Chaffey College transition increased 135% between 2017/18 and 2018/19 as a result of intentional programming incorporated to increase transition rates.

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

Chaffey College

Annual Monitoring Report

2019-2020

Intersegmental Partnerships

November 19, 2020

In this report:

2019-2020 Highlights

Dual Enrollment Growth Scan

Success Rates and Equity in Dual Enrollment

Adult Education Infographic Summaries:

Adult Education Transition

HVAC Adult Education-BAT-InTech Partnership

ESL-Adult Education Partnership

New World of Work Employability Skills Project

2019-20 Highlights

CHAFFEY COLLEGE BECOMES A STATE AND NATIONAL DRIVER FOR EQUITY-BASED DUAL ENROLLMENT POLICY REFORM

- Chaffey College, in partnership with Senator Roth (Riverside) and EDGE, drafted SB 554, which was signed into law by Governor Newsom on October 14th. SB 554 is the first law in the United States to expand traditional k12 dual enrollment state policy to also include adults completing high school diplomas and high school equivalency.
- Chaffey College, in partnership with the CCC Chancellor's Office, Career Ladders Project, and World Education, is currently drafting an "Ability to Benefit" (ATB) California State Option and data reporting process to open a path to Pell funding for adults who do not possess high school diplomas. Chaffey has presented twice to the U.S. Department of Education Assistant Secretary of CTE and Adult Ed Scott Stump to advise on ATB policy.

CHAFFEY COLLEGE IS RECOGNIZED STATE-WIDE FOR EXCELLENCE IN AUTOMATING, STREAMLINING, AND DIGITIZING DUAL ENROLLMENT PROCESSES

- Chaffey College presented to CCC system on the Chancellor's Office Covid-19 Webinar as well as multiple conferences and practitioner webinars on its digital enrollment processes and online dual enrollment course programming as a result of developing a digital dual enrollment strategy and enrollment process in summer and fall 2019, before the COVID-19 pandemic.

CHAFFEY COLLEGE BECOMES A REGIONAL LEAD IN DUAL ENROLLMENT GROWTH

- Fall 2020, Chaffey College generated 2,298 high school dual enrollments, putting the college on pace to lead Region 9 in dual enrollment students served.

CHAFFEY COLLEGE WINS TITLE V GRANT TO EXPAND DUAL ENROLLMENT PROGRAMMING

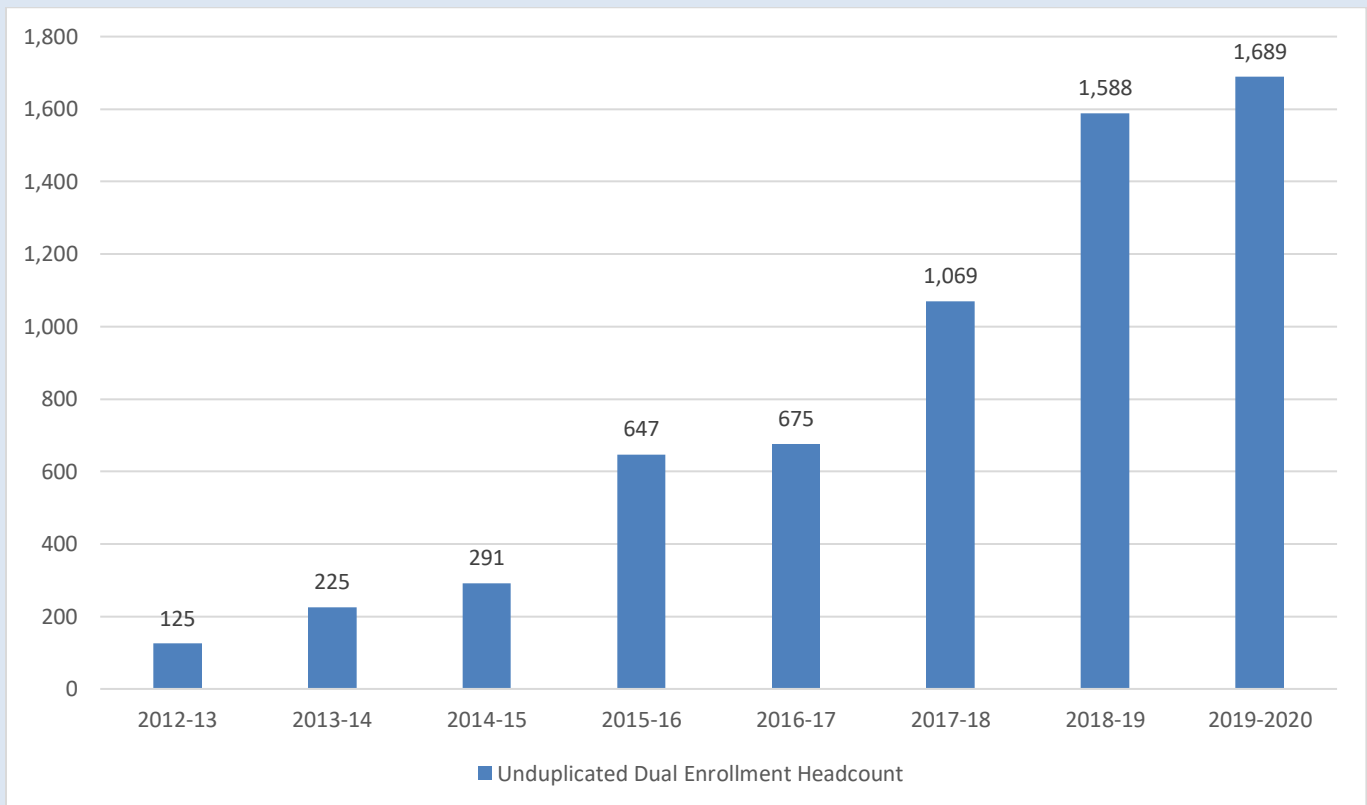
- Chaffey College wins a Title V Grant proposal for \$3,000,000 to grow dual enrollment to create an innovative work-based learning program and dramatically increase the numbers of disproportionately impacted students who complete transfer-level Math.



DUAL ENROLLMENT GROWTH SCAN

KEY FINDING: Dual Enrollment headcount increased 1,251.1% over the 2012-13 academic year, when only 125 dual enrollment students were enrolled at Chaffey College.

Unduplicated Dual Enrollment Headcounts, 2012-13 through 2019-20

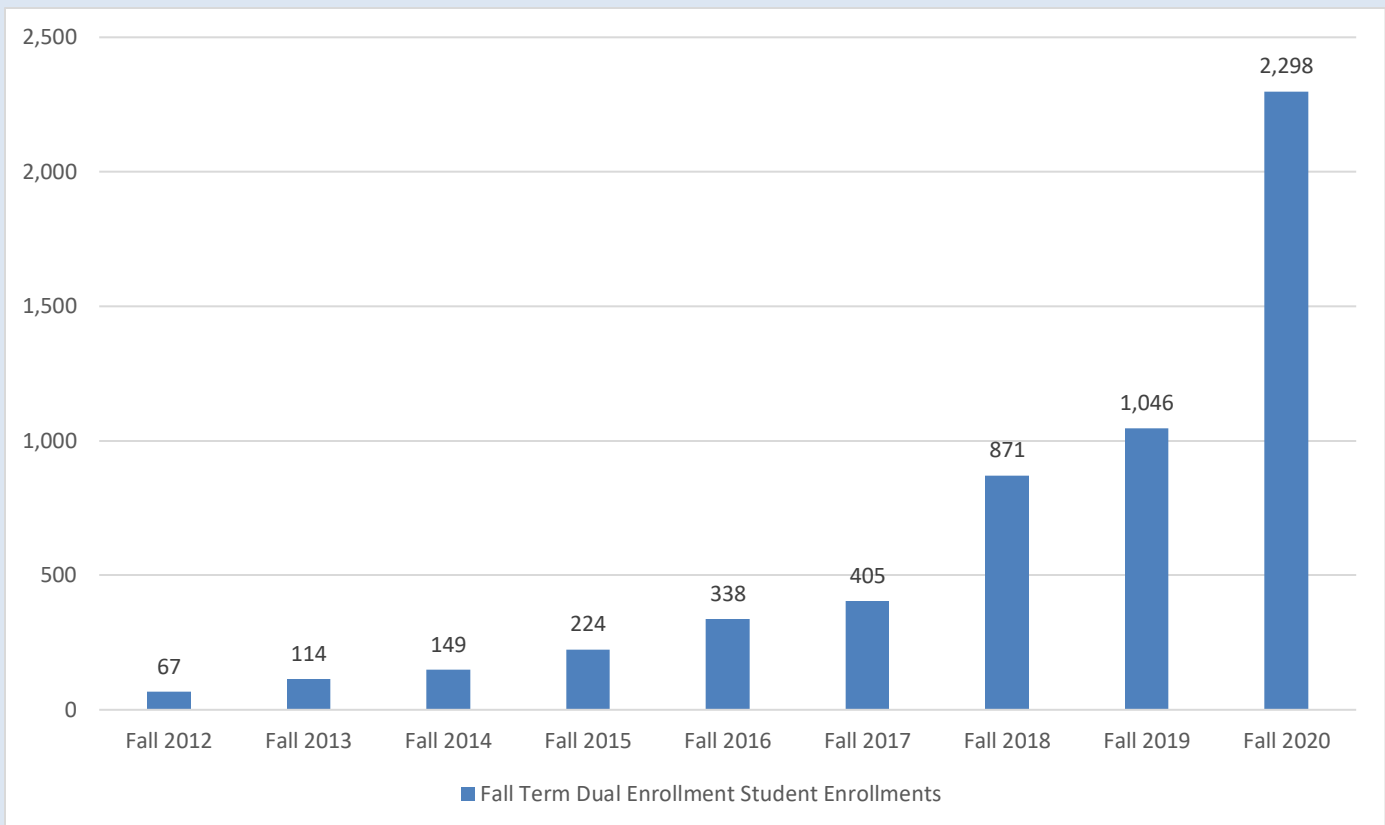




DUAL ENROLLMENT GROWTH SCAN

KEY FINDING: While overall Chaffey College enrollments declined by 12.6% in Fall 2020 compared to Fall 2019, dual enrollment student enrollments grew by 119% in Fall 2020 compared to fall 2019.

Fall Term dual enrollment student enrollment comparison, Fall 2012-Fall 2020





DUAL ENROLLMENT GROWTH SCAN

KEY FINDING: Between 2018-19 and 2019-20, the percentage of dual enrollment students enrolling in distance education courses increased by 11%.

Course-Taking Behavior of Special Admit Students	Academic Year Enrolled at Chaffey					
	2019-20 (N = 2,957)	2018-19 (N = 2,508)	2017-18 (N = 1,631)	2016-17 (N = 1,069)	2015-16 (N = 1,039)	2014-15 (N = 480)
Units Attempted in Academic Year:						
Mean	4.6	4.71	4.55	4.68	4.70	5.03
Median	3.00	3.00	3.00	3.00	3.00	4.00
% Attempting 6.0+ Units	16.1	26.7	26.9	28.7	34.2	36.4
% Attempting 12.0+ Units	3.6	5.5	4.7	4.6	3.2	5.5
% Attempting 15.0+ Units	2.0	3.3	2.0	1.2	1.4	0.3
Location of Enrollment						
Rancho Campus	38.5	32.3	34.0	35.4	29.5	47.1
Chino Campus	6.1	5.9	7.0	9.0	8.9	7.7
Fontana Campus	6.9	5.8	8.0	6.9	5.4	8.4
Exclusively Online	19.2	9.6	6.5	2.8	1.5	0.8
Hybrid Course(s)	1.8	0.6	1.8	0.6	0.4	0.4
Other Location	29.0	45.8	42.7	45.3	54.3	35.6
% of Face-to-Face Course Enrollments	78.9	89.8	91.7	96.6	98.1	98.8
% of Distance Learning Course Enrollments	21.0	10.2	8.3	3.4	1.9	1.2
% of Enrollments in Transfer-Level Courses	90.4	90.3	90.1	86.5	90.7	83.3
% of Enrollments in CTE Courses	12.6	16.3	22.1	22.8	15.7	33.8



DUAL ENROLLMENT SUCCESS RATES

KEY FINDING: Dual Enrollment student success rates in distance education sections are approximately 11% higher than in Face-to-Face Course Enrollments and significantly higher than the overall Chaffey College population.

Course-Taking Behavior of Special Admit Students	Academic Year Enrolled at Chaffey					
	2019-20 (N = 2,957)	2018-19 (N = 2,508)	2017-18 (N = 1,631)	2016-17 (N = 1,069)	2015-16 (N = 1,039)	2014-15 (N = 480)
Location of Enrollment						
Rancho Campus	86.2	86.3	85.4	86.0	85.7	92.2
Chino Campus	89.5	93.9	87.7	92.7	94.6	86.5
Fontana Campus	87.3	93.8	91.5	90.5	90.9	90.0
Exclusively Online	91.5	90.8	92.5	93.3	81.3	75.0
Hybrid Course(s)	98.1	93.8	79.3	71.4	100.0	100.0
Other Location	73.6	78.8	82.9	93.2	86.7	83.6
Face-to-Face Course Enrollments	81.4	83.3	84.9	90.6	87.4	88.2
Distance Learning Course Enrollments	92.1	91.0	89.7	89.2	85.0	83.3
Enrollments in Transfer-Level Courses	84.2	84.2	85.2	90.7	88.1	89.0
Enrollments in CTE Courses	82.4	85.9	84.2	93.0	89.6	87.0
OVERALL Success Rate						
	83.8	84.1	85.3	90.6	87.4	88.1



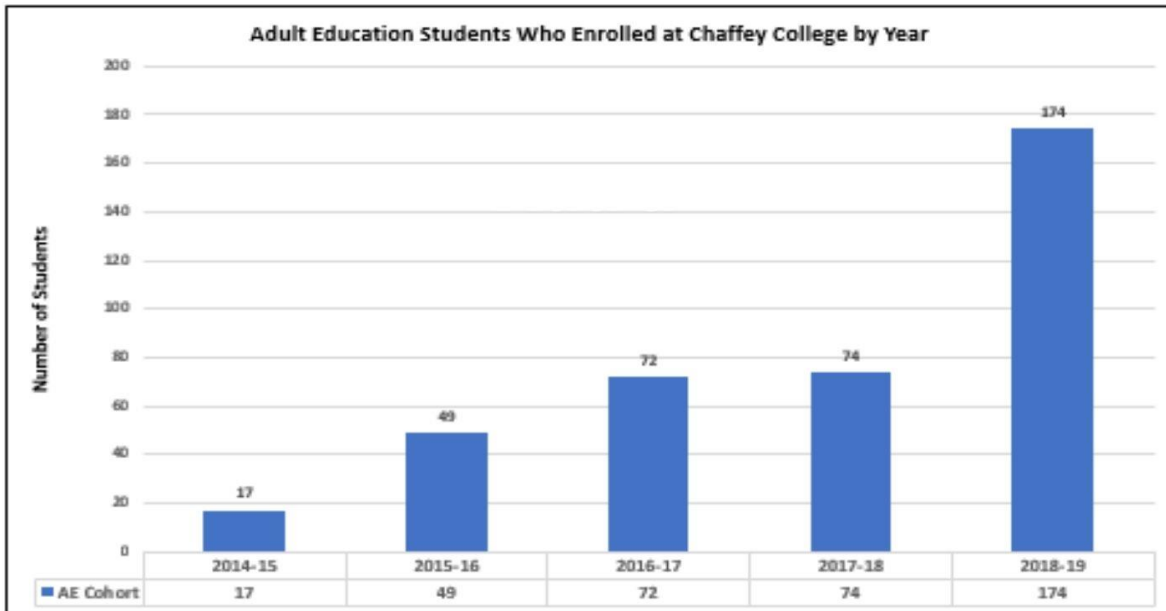
DEMOGRAPHIC CHARACTERISTICS OF DUAL ENROLLMENT STUDENTS

KEY FINDING: Chaffey College Dual Enrollment students are more likely to be non-first generation college students compared to the general population. To counteract this trend, in 2019-20, through strategic partnerships with continuation charter schools, Chaffey College increased its 1st generation college student dual enrollment headcount by approximately 11%.

Demographic Characteristics	Academic Year Enrolled at Chaffey					
	2019-20 (N = 1,689)	2018-19 (N = 1,588)	2017-18 (N = 1,069)	2016-17 (N = 675)	2015-16 (N = 647)	2014-15 (N = 291)
Race/Ethnicity:						
African American	6.4	6.0	6.7	8.9	7.1	6.5
Asian	9.9	10.0	9.8	12.3	13.9	22.0
Caucasian	13.2	10.3	13.5	14.8	13.6	13.1
Hispanic	62.4	67.0	63.8	58.4	58.7	52.2
Native American	0.3	0.1	0.2	0.3	0.2	0.0
Pacific Islander	0.1	0.3	0.3	0.1	0.3	0.0
Two or More Races	3.2	4.1	3.5	3.1	3.6	4.1
Unknown	4.2	2.2	2.2	2.1	2.6	2.1
Gender:						
Male	34.1	35.1	34.5	39.6	38.2	50.8
Female	63.6	62.0	63.1	56.4	56.4	45.4
Unknown/Decline to State	2.2	2.9	2.4	4.0	5.4	3.8
Students w/ Disabilities	0.6	0.6	0.4	0.6	0.3	0.3
First Generation College Students	29.4	18.4	21.4	22.2	20.8	18.6
Economically Disadvantaged	NA	49.1	56.7	60.7	59.4	51.5
Non-English Primary Language	NA	35.1	36.7	37.3	36.6	33.7
High School GPA:						
3.50 - 4.00	NA	56.1	52.2	46.7	47.3	46.6
3.00 - 3.49	NA	24.1	25.9	29.4	30.6	31.8
2.50 - 2.99	NA	13.8	15.7	16.2	15.2	14.4
2.00 - 2.49	NA	6.0	6.2	7.7	6.9	7.2

ADULT EDUCATION INFOGRAPHIC SUMMARIES

TRANSITION PROGRAMS



*386 total. Baldy View RDP student cohorts were not assessed and identified until 2018-19. Baldy View RDP did not provide Instructional Program data.

Adult Education Partnership

- Free select CSU/UC transferable courses
- Free books
- No residency requirement
- Eligibility: enrollment in high school diploma/GED program

Adult Education Dual Enrollment

- Open access to current schedule of classes
- Low cost fees (approx. \$18)
- Student buy books
- No residency requirement
- Eligibility: enrollment in high school diploma/GED program

Adult Education/ESL

- Free noncredit ESL courses
- Levels 4/5 offered in cohort models
- Dedicated counselor and support services



Chaffey College

Adult Education Pathways

ADULT EDUCATION PARTNERSHIP PROGRAM- SPRING 2021



Meet with a counselor to:

- Create a plan
- Get a list of course options
- Explore career and educational goals

Save time money by taking college classes that may apply to your future goals

If you are currently working on your high school diploma or GED, you can take the classes for

Click here <http://bit.ly/ChaffeyCounselor> to make an appointment with a counselor and create YOUR plan!

ACCRIPS 30 Personal Finance	ENGL 18 Advanced Composition and Critical Thinking	HIST 17 United States History through 1877
ASTRON 26 Stars and Galaxies	ENGL 77 Latin Literature	HIST 18 United States History from 1845
ASTRON 35 Planets and the Solar System with Lab	ESC 1 Earth Science	KINLEC 15 Diet and Fitness
BIOL 30 Beginning Medical Terminology	ESC 1L Earth Science Lab	MATH 25 College Algebra
BUS 10 Introduction to Business	FIRETEC 1 Principles of Emergency Services	MUSIC 22 History and Survey of Rock Music
CDE 2 Child Growth and Development	GERO 18 Aging and the Life Course	NURADN 42B Basic Pharmacology
CINEMA 26 Survey of American Cinema	GERO 22 Dying and Death	PSYCH 25 Developmental Psychology: Lifespan Development
CIS 1 Introduction to Computer Information Systems	GUID 3 Career Exploration and Life Planning	SOC 10 Introduction to Sociology
CJ 1 Introduction to the Criminal Justice System	HIST 12 Asian American History	
COMST 2 Fundamentals of Public Speaking		
COMST 4 Fundamentals of Interpersonal Communication		
ENGL 1A Composition		

Provides free courses (up to 11 units)/books to adult school student, **regardless of residency**, currently enrolled in an HSD/GED program.

Adult School Population:
Undocumented
First Generation
Formerly Incarcerated
Low Income
Over 30
Foster Youth
ESL

Wrap Around Services:
Case Management-Style Counseling
Embedded Course Counseling
Success Center Tutoring
Success Coach Support
Outreach Specialist Support
Canvas Support
Adult School Counselor Support

HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION (HVAC)

Offered by the School of Business and Applied Technology in partnership with Adult Education Pathways and InTech Center

Dropped/No Pass
6.9%

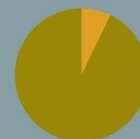


Retention/Success
93.1%

**INAUGURAL
COHORT
SU19/FA19**

**COHORT # 2
SP20/SU20
(COVID TRANSITION)**

Dropped/No Pass
7.2%



Retention/Success
92.8%

CERTIFICATES EARNED

HVAC Level 1: 27
HVAC Level 2: 27

CERTIFICATES EARNED

HVAC Level 1: 26
HVAC Level 2: 26

HVAC INDUSTRY CERTIFICATIONS

**UNIVERSAL R410A: 100%
PASS RATE**
**UNIVERSAL EPA 608: 100%
PASS RATE**

HVAC INDUSTRY CERTIFICATIONS

**UNIVERSAL R410A: 100%
PASS RATE**
**UNIVERSAL EPA 608: 85%
PASS RATE**

FTES & RETURN ON INVESTMENT

The first two completed cohorts generated a combined 73.58 FTES, for a CDCP funding rate (\$5621.94/FTES) of \$413,662.00.

Adult Education Pathways/ESL Partnership

SPRING/FALL 2019

ESL Networking Summit #1

Curriculum Alignment Summit # 2



Chaffey College ESL FT/PT faculty convene with Chaffey, Fontana, Chino Valley and Upland Adult School faculty

FALL 2019

Open Education Resource

FT faculty member converted ESL levels 1-5 to OER materials accessible in Canvas

SPRING 2020

Noncredit ESL Curriculum

Chancellor's Office approval received approving ESL courses to be offered as noncredit; pre-requisites removed, guided self-placement available



SUMMER/FALL 2020

Marketing Outreach

Social Media- Facebook/Instagram

ESL Spanish Flier - Reach: 16,056; Post Engagements: 2,047

ESL Spanish Ad - Reach: 48,800; Post Engagements: 2,337

ESL Chinese Ad - Reach: 53,679; Post Engagements: 1,104

ESL English Ad - Reach: 51,969; Post Engagements: 1,631

Print/Radio



Fontana Herald - ESL ad ran 8/ 14 and 8/ 28. Reach: 11,500

Chino Champion - ESL ad ran 8/15 and 8/22. Reach: 41,978

Que Buena - KRQB 96.1 FM (30 second PSA) ran 19 times between July 27 to Aug 17.

Reach - 48,900

The Intersegmental Partnerships New World of Work Employability Skills Project

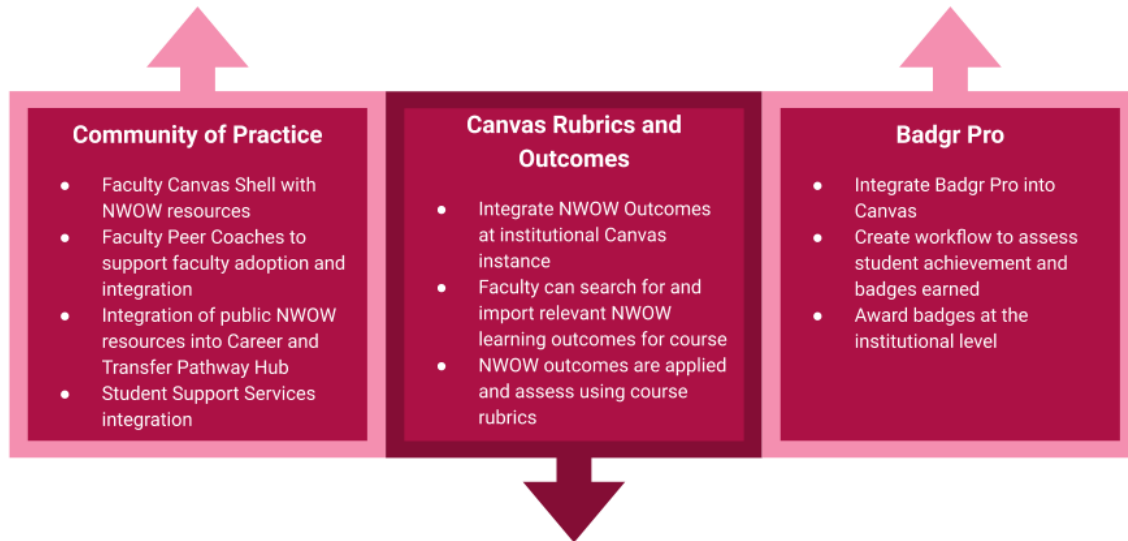
[New World of Work](#) (NWOW) offers a great introduction for students to become aware of 21st century competencies, digital badging, and the ability to earn badges in courses. Having the 21st century competencies embedded, marketed, and accessible as part of the students' entire college experience highlights and reinforces the importance and interdependence of skill development in their personal, academic, and professional lives. As part of the Improving Online Pathways (IOP) Grant, Strongworkforce Program, and 2020-2025 Title V Grant, Chaffey College developed a framework that extends the opportunities for students to develop competencies and receive achievement recognition through badging, while streamlining the faculty and administrative process.

Extending the NWOW Framework

As we deconstructed the current NWOW framework, several opportunities and challenges to integrating the curriculum and awarding badges were identified. Our response was to reimagine how we could provide an open platform that uplifts our faculty and support service area expertise and is more tightly aligned to integrating competencies across the curriculum. The modifications made to the New World of Work statewide framework are:

- **Eliminated the need for faculty to be “NWOW certified”** by developing a Canvas shell that introduced faculty to the NWOW modules and how the use of Canvas rubrics and outcomes can assess student competency as part of the course's existing curriculum. Peer coaches will support faculty who want to adopt and integrate NWOW learning outcomes.
- **Created institutional outcomes for NWOW** that will be available through the Canvas Outcomes feature thus creating a model of developing and assessing students across their learning experience. Institutional outcomes will also allow for longitudinal tracking and reporting of student achievement.
- **Preparing to Integrate Badgr Pro into Canvas.** Chaffey can then sponsor and manage the awarding of digital badges for students at an institution level, maintain the NWOW badge fidelity, and increase student portability of progress and badges across institutions.

Chaffey NWOW Framework



Next Wave

We know that a sustainable model that will allow for a student-first perspective will need institutional and external champions as well as thought-partners. We are collaborating with various academic and student support areas such as the career center, tutoring, library, GE committee, and distance education to identify additional ways to support student exploration and skill development. The response has been overwhelmingly positive. The campus is excited to innovate and pivot to a more responsive and integrative approach.

We are also working within our Region 9 Strong Workforce group to share effective practices and approaches so that other colleges can integrate the extended NWOW framework. This regional approach will allow all to explore integration into student work experiences across the region, digital badge industry acceptance, and increased scalability.

AGENDA ITEM Chaffey Community College District GOVERNING BOARD

(Information)

November 19, 2020

Board Meeting Date

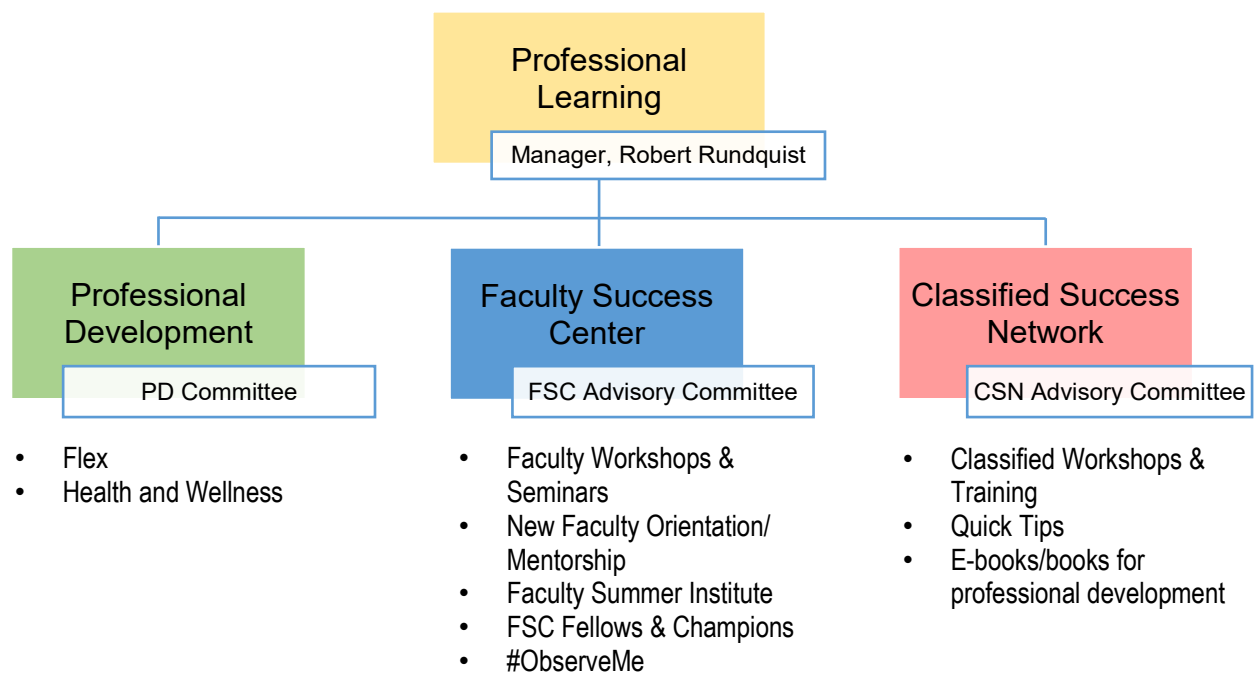
TOPIC PROFESSIONAL DEVELOPMENT MONITORING REPORT

Communication No. IV.D.2.c

SUPPORTS BOARD ENDS STATEMENT/POLICY

BP 7150 Evaluation and Professional Growth – Provide professional development opportunities, consistent with the institutional mission and based on identified teaching and learning needs for administrators, faculty, and classified staff.

The attached infographics illustrate the activities that support professional development at Chaffey College. These activities are implemented through the following entities: the Professional Development Committee, the Faculty Success Center (FSC), and the Classified Success Network. The graph below demonstrates the ways that these entities work collaboratively to ensure that Chaffey College employees have the opportunities for growth and learning that make Chaffey College excellent.



MEANS OF ASSESSMENT

After all professional learning activities, participants complete an assessment that provides the committees feedback on the quality and relevance of the activity. The committees review the assessment results and use the results to inform improvements to activities and future planning. Institutional Research partners with Professional Development, the Faculty Success Center, and the Classified Success Network in two ways: 1) facilitating a needs assessment for stakeholder groups periodically so that programming is informed by the field and 2) facilitating pre/post or post only surveys that measure

the depth and duration of the learners' experiences. Because of this research, the stakeholder groups can confidently evaluate the results of the programming that has occurred. Additionally, New Faculty Orientation participants create and implement an action research project that is shared at the Innovation Gallery Showcase during Fall Flex. The action research projects serve as a means of assessing the impact of specific innovations implemented by the faculty members.

SUMMARY OF EVIDENCE

The evidence from the assessment data indicate overwhelming levels of satisfaction and positive learning with the activities planned by all three groups. For example, participants in Faculty Summer Institute overwhelmingly reported that their learning was significant and that they would implement many of the strategies they learned in the institute. Professional Development and the FSC have incorporated questions related to additional learning needs in all of the assessments, so that the needs assessment that used to take place every three years now occurs on an ongoing basis. The needs assessment results contribute to that satisfaction since all planning groups use the themes identified in the assessment study to create programming. From those assessments, specific themes emerge: equity/multiculturalism, online teaching and learning, student success, career development, college initiatives/guided pathways, holistic student development, project management, technology, collaborating in the workplace, and alternative teaching/work strategies.

The action research projects from the new faculty demonstrate the integration of learning from New Faculty Orientation into the faculty members' instructional/counseling practices. Many of the projects have led to changes in the way faculty members engage students and some have also led to changes at the departmental level. In addition to being shared at the Flex Innovation Gallery workshop, last year's new faculty projects were shared to the entire campus through a Canvas course so that more people could access the innovative projects from our new faculty.

USE OF RESULTS FOR PLANNING

All groups use the results described above to inform the future of offerings. Further, statewide initiatives and trends inform planning as well. For instance, Flex continues to be a more inclusive event with strands identified for management and staff, as well as faculty. The results are also used to plan other events like the Faculty Summer Institute, Flex workshops, or classified workshops.

Prepared by:	Cindy Walker, Faculty Success Center Facilitator and Vicky Valle, AAIL- PD/FSC
Submitted by:	Laura Hope, Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

Professional Development Report

Highlights from 2019-2020 in Professional Learning at Chaffey College

In This Report

Transition to Online during COVID-19

My Learning Hub

Flex Highlights

Faculty Success Center Highlights

Classified Success Network Highlights



Professional Learning at Chaffey College

Professional learning for Chaffey College faculty, staff, and managers is coordinated by a number of different groups, including the Professional Development (PD) Committee, the Faculty Success Center (FSC), the Classified Success Network (CSN), BLOOM, and Distance Education (DE). This report highlights the work and activities of the PD Committee, FSC, and CSN.



FSC Transition during COVID-19

After an announcement from our CIO on March 13th, the FSC moved to provide services and support for faculty online. Below is a description of programming that was implemented in response to our transition online.

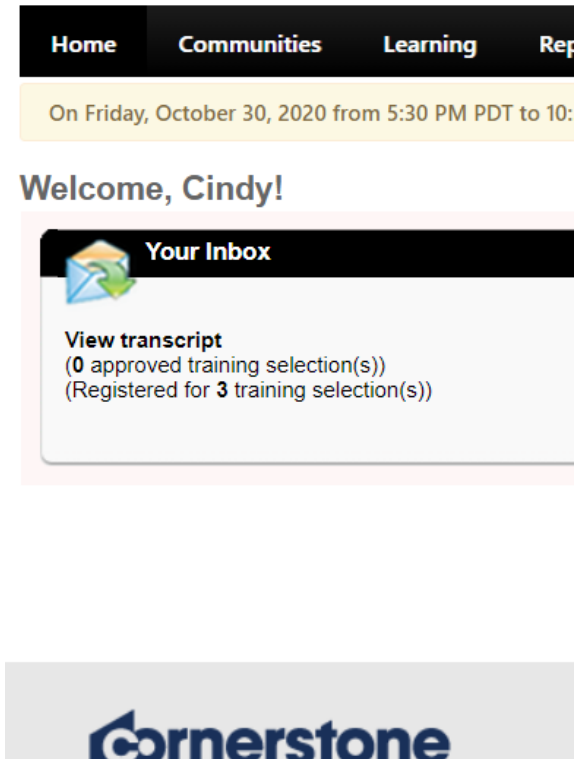
In order to support faculty as they transitioned their courses online, the FSC offered consulting hours online. These consultations offered one-on-one support for faculty looking to transition their courses online as well as develop their skills in online teaching. Faculty could schedule 30-minute appointments with Dionne Henderson, Robin Witt, and/or Ava Nguyen to find support in the following major topics such as *Using Zoom, Navigating Canvas, multimedia for online courses, humanizing online teaching, integrating tools such as Flipgrid to enhance online learning, and Creating and editing lecture videos, etc..*

These hours were in coordination with the DE team's efforts to also provide consultation and support for faculty. On average, FSC staff provided a total of 15-20 hours per week during this transition time. We have since continued to provide consulting hours in Fall 2020.

In addition, the FSC team provided fully online programming for Faculty Lecture Day. Existing programming, if appropriate, was transitioned to being offered online while other programming was postponed for a later time.

Faculty Summer Institute (FSI) was also transitioned to an online format. The topic was also changed to focus on providing faculty with targeted support in developing and enhancing their online courses. The FSI team modeled both synchronous and asynchronous modes of interaction during the institute. In addition, participants were provided with one-on-one consultations with presenters in order to provide them targeted support in developing their online courses for Fall 2020. The FSC Team also focused on marketing and updating the FSC HUB as an online resource for faculty. The team updated the HUB and its offerings to match the needs of faculty during the transition.

My Learning Hub



In Fall 2020, Chaffey began using Cornerstone (named *My Learning Hub* at Chaffey), a professional learning management system that was purchased by the Chancellor’s office, to allow employees to access online courses, register for events, and track their own professional learning. It also provides the college a way to upload in-house trainings as well as the ability to run a variety of reports. Currently, all registration for Flex, Faculty Success Center, and Classified Success Network events is managed through *My Learning Hub*.

Flex Highlights

The theme for Flex for the 2019-2020 year was focused on equipping faculty and staff to infuse strategies that create educational environments that **create a sense of belonging** for students from minoritized backgrounds.

Fall 2019 Flex

30 workshops
545 participants

Spring 2020 Flex

18 workshops
516 participants

April 2020 Flex

9 workshops
516 participants

Faculty Success Center 2019-2020 Highlights

New Faculty Orientation

18 Full-time faculty

16 Friday Sessions (3 hrs each)

Includes mentoring and action research

Temp NFO

4 Temp Full-time faculty

Online Resources/2 in-person sessions

Fall 2019/Spring 2020

32 workshops (ex: Student Equity Online and Offline, How to Teach Online in Plain Language)

147 participants

"Everything in the workshop was beneficial to me and I will be able to begin applying it right away." -Participant

Faculty Summer Institute 2019

Unleashing Your Teaching Superpowers

6 Facilitators

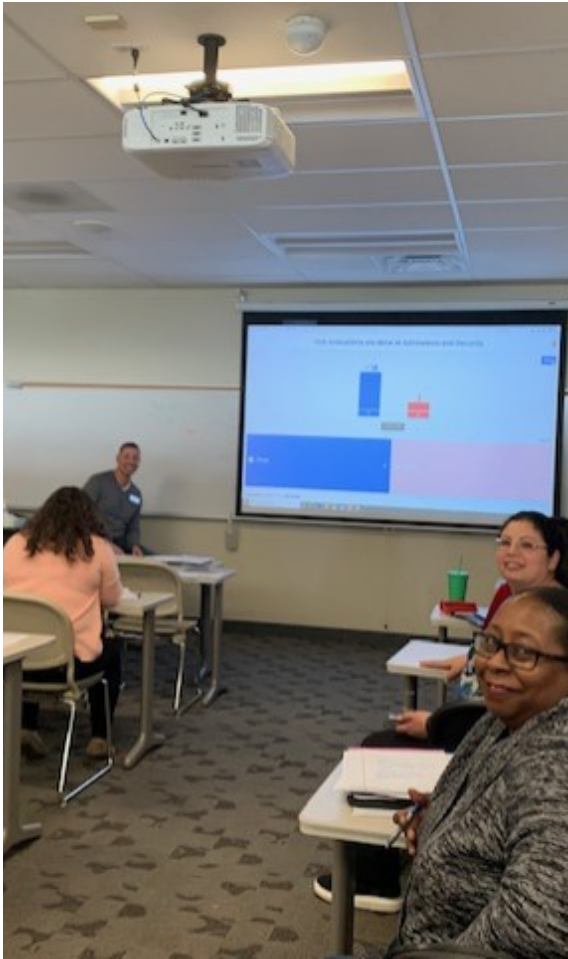
Hybrid Instruction w/ 2 hours online & 18 hours in person

39 participants



"FSI is not only a great way to enhance your teaching, it's a fantastic opportunity to reenergize yourself for teaching and get to know your colleagues." - Participant





Classified Success Network 2019-2020 Highlights

The Classified Success Network offers classified professionals at Chaffey College a wide variety of training and learning opportunities to enhance and improve their skills and effectiveness in their roles on campus.

CSN Committee

Rob Rundquist, Advisor

Olympia Olaluwoye

Jackie Carmona

Saba Kazmi

Sabrina Sanchez

Alisha Serrano

Tina Altis

Vicky Valle

CSN Highlights

13 workshops (ex: *Intro to Guided Pathways, Creating a Sense of Belonging, etc.*)

115 participants

12 Quick tips (ex: *The Do's and Don'ts of Campus Mail*)

"Great job to the presenters for hosting this and bringing staff together to support our students."

- Participant

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

November 19, 2020

Board Meeting Date

TOPIC **QUARTERLY INVESTMENT REPORT AND ANNUAL STATEMENTS OF INVESTMENT GUIDELINES**

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 and the annual statements of investment guidelines for information only.

BACKGROUND

As suggested in Government Code 53646, the district investment reports may be presented to the board quarterly and the investment guidelines annually. The quarterly investment report for the quarter ended September 30, 2020, and the investment guidelines are attached. The investment guidelines include the general investment guidelines statement and the investment guidelines statement for construction funds.

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 September 30, 2020 and the investment guidelines 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

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

Lauren Sanders, Student Trustee

Dr. Henry D. Shannon, Superintendent/President

September 30, 2020

Chaffey Community College District

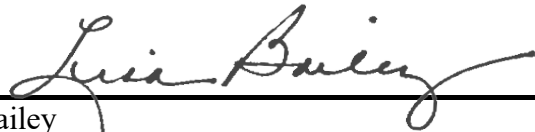
Investment Report

Summary

For The Period Ended September 30, 2020

General Portfolio	Fund Value	Market Value
General Portfolio		
District Funds Investment Pool	\$ 301,016,342	\$ 305,487,364
Other Investments	1,492,553	1,492,647
Irrevocable Trusts	14,659,696	17,237,100
Chaffey District Funds with Financial Institutions - Bank Deposits	3,677,913	3,677,913
Total General Portfolio	<u>\$ 320,846,503</u>	<u>\$ 327,895,023</u>

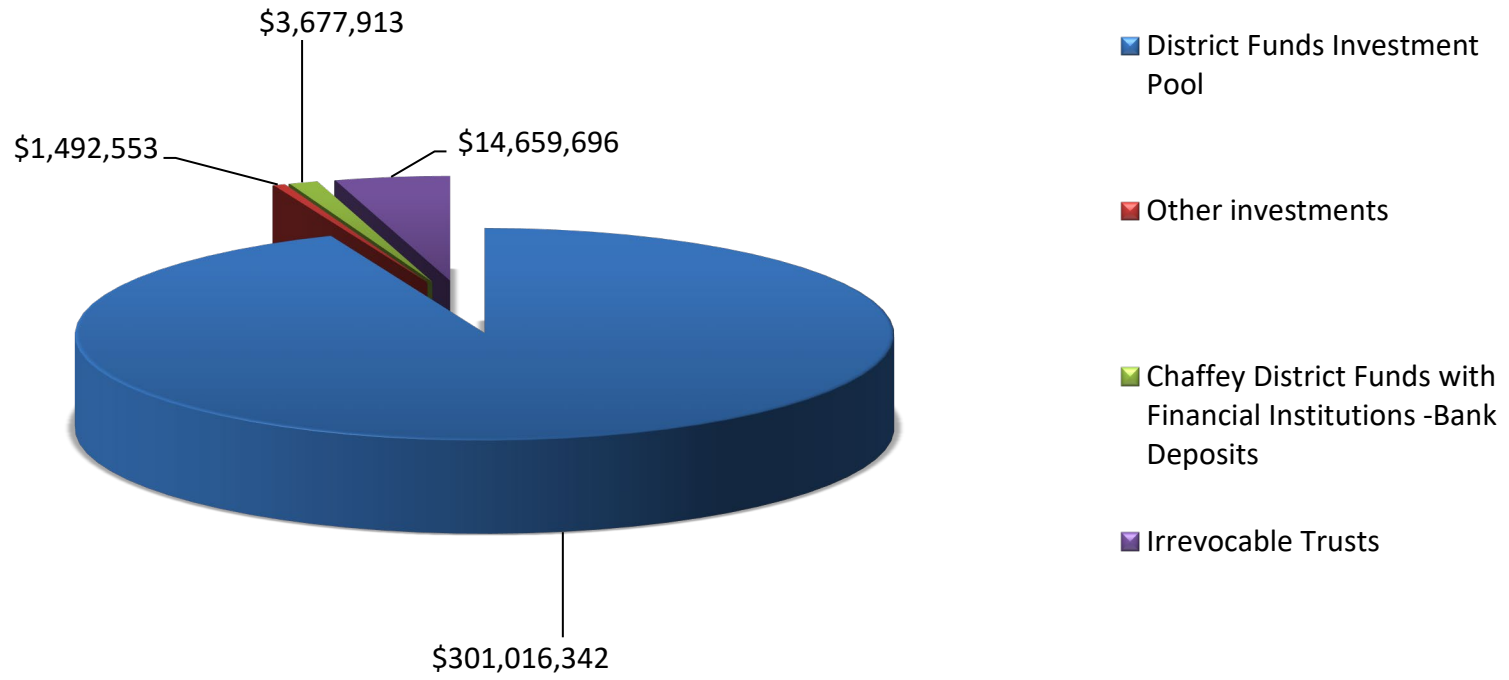
1. I hereby certify that the investments are in compliance with the investment guidelines statement adopted by the Governing Board.
2. The District has the ability to meet its budgeted expenditures for the next six months.
3. The market values for funds held in checking accounts and money market funds 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 September 30, 2020



Chaffey Community College District

Investment Report

Chaffey District Funds in San Bernardino County Investment Pool

For The Period Ended September 30, 2020

Funds/Accounts in County Investment Pool	Fund Number	Account Number	Fund Total	
General Fund	10	9110	\$ 49,573,485	
Bond Debt Service Fund	21	9110	38,435,104	
Children's Center	33	9110	2,569,660	
Bond Fund - Measure L	40	9110	8,090,144	
Capital Projects	41	9110	14,003,316	
Scheduled Maintenance	42	9110	271,378	
Bond Fund - Measure P	43	9110	170,966,649	
Bond Fund - Measure L: Series D	45	9110	3,791	
Bond Fund - Measure L: Series E	46	9110	6,386	
Bond Fund - Measure P: Taxable	47	9110	15,018,071	
Self-Insurance Fund	61	9110	1,562,050	
Vacation Liability	69	9110	516,307	
Total Funds in County Investment Pool			\$ 301,016,342	\$ 305,487,364
Annualized Yield for Quarter Ended	6/30/2020	1.44%		
Annualized Yield for Quarter Ended	9/30/2020	1.14%		
Other Investments			Fund Total	Market Value
US Bank/Payden & Rygel - Series E			1,492,553	1,492,647
Total Other Investments			\$ 1,492,553	\$ 1,492,647
Irrevocable Trusts			Fund Total	Market Value
Benefit Trust Company - Other Post Employment Benefits (OPEB)			10,459,108	12,665,012
Benefit Trust Company - Pension Stabilization Trust (PST)			4,200,588	4,572,088
Total Irrevocable Trusts			\$ 14,659,696	\$ 17,237,100

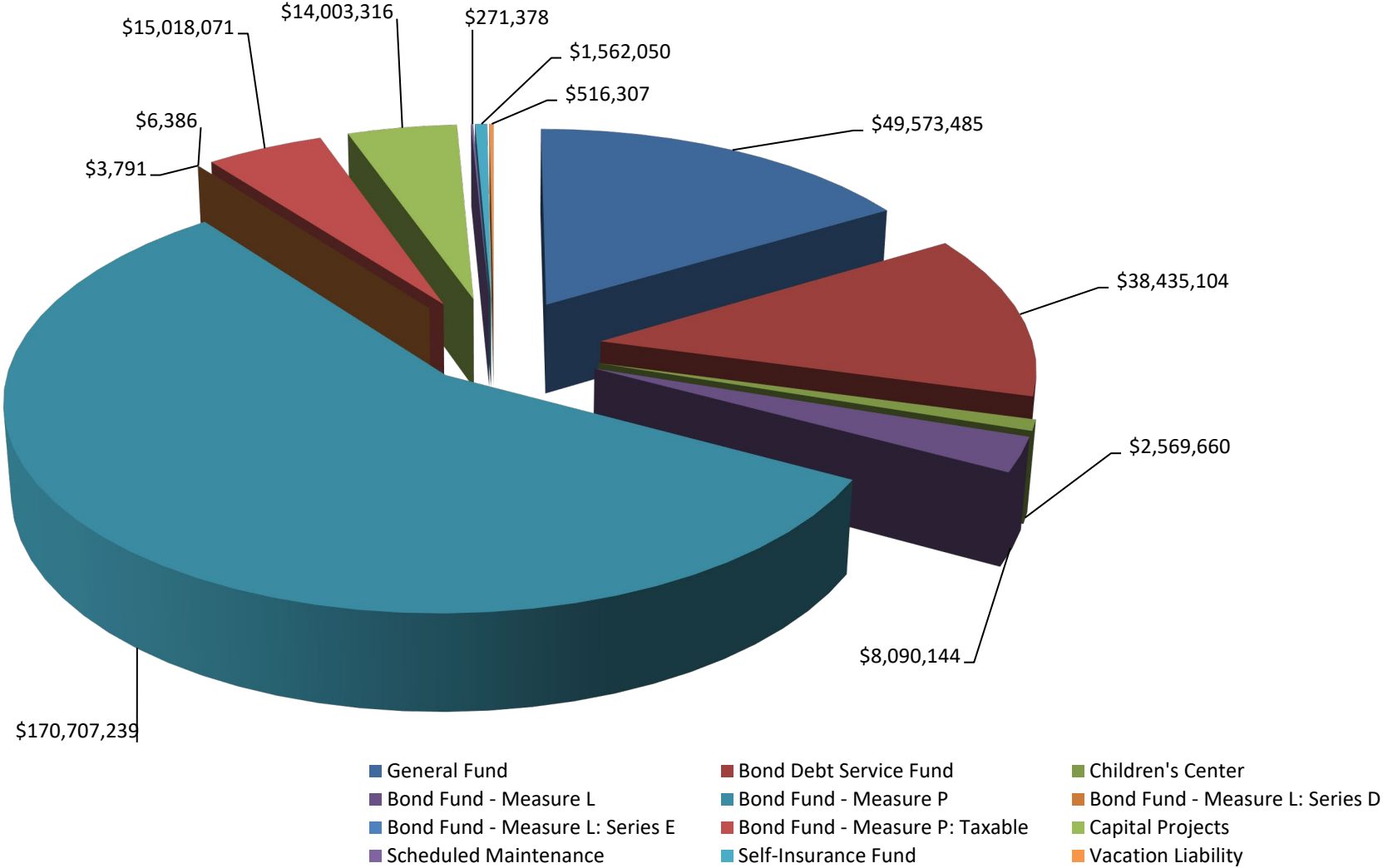
*Note 1: Market value share equates to the District's pro-rata share of the market value of the entire County Pool.

*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 September 30, 2020



Chaffey Community College District

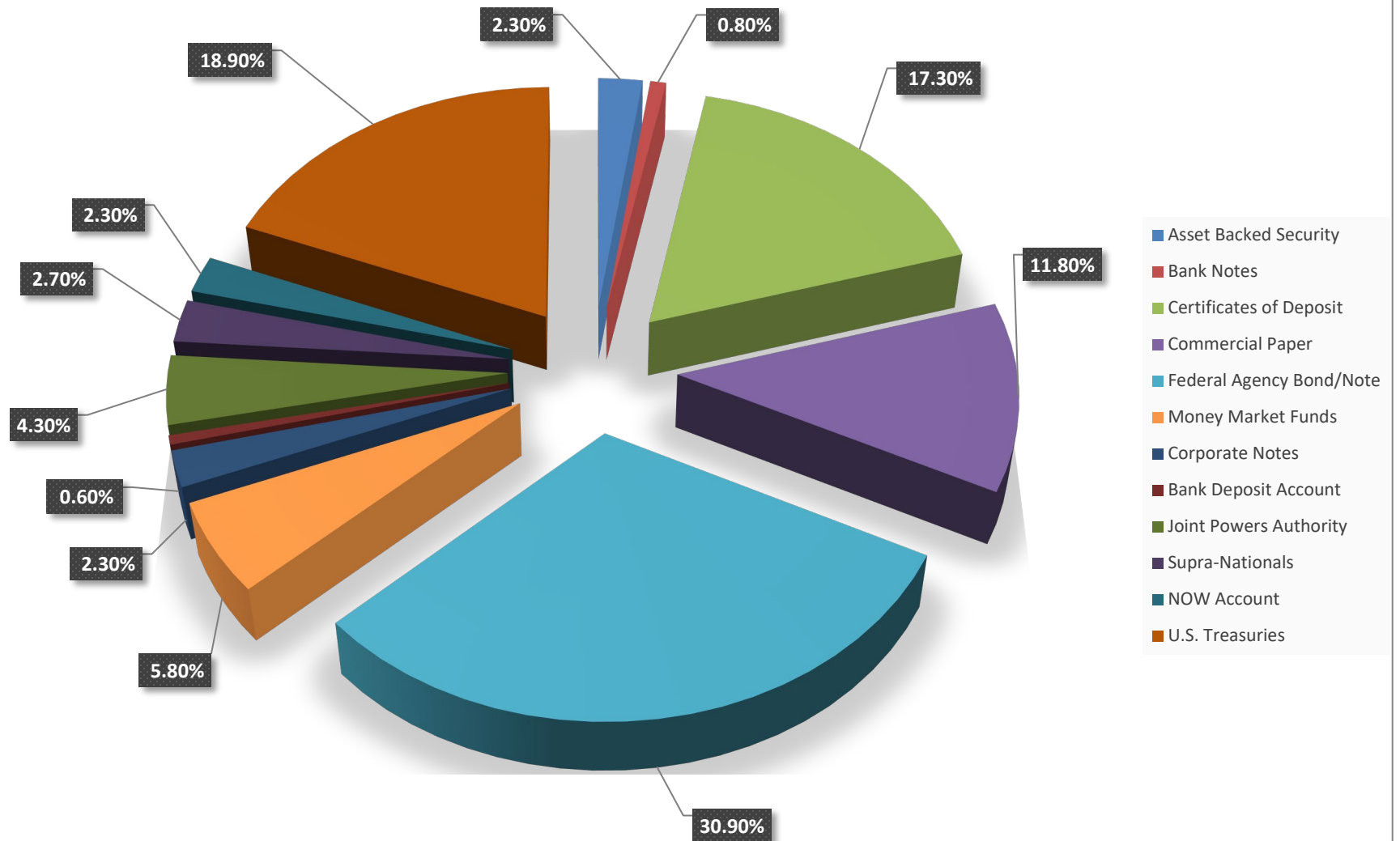
Investment Report

San Bernardino County Pool Summary

For The Period Ended September 30, 2020

Security Type	Par(\$)	Amortized Cost	Market Value	Yield to Maturity
Asset Backed Security	\$ 196,008,463	\$ 196,170,937	\$ 199,348,061	2.00%
Bank Notes	70,000,000	70,003,788	71,277,577	2.55%
Certificates of Deposit	1,500,000,000	1,500,000,000	1,500,718,183	0.48%
Commercial Paper	1,025,000,000	1,024,550,299	1,024,674,100	0.23%
Corporate Notes	193,090,000	192,788,571	195,880,544	2.12%
Federal Agencies	2,618,235,000	2,621,414,664	2,673,944,497	1.47%
Supre - National	225,000,000	225,211,362	230,639,755	2.38%
Money Market Funds	497,000,000	497,000,000	497,000,000	0.01%
Bank Deposit Account	50,000,000	50,000,000	50,000,000	0.10%
Joint Powers Authority	375,000,000	375,000,000	375,000,000	0.25%
NOW Account	200,000,000	200,000,000	200,000,000	0.30%
U.S. Treasuries	1,575,000,000	1,572,111,372	1,636,039,075	2.01%
Total Securities	<u><u>\$ 8,524,333,463</u></u>	<u><u>\$ 8,524,250,993</u></u>	<u><u>\$ 8,654,521,792</u></u>	<u><u>1.14%</u></u>
Cash Balances	<u>\$ 223,180,747</u>	<u>\$ 223,180,747</u>	<u>\$ 223,180,747</u>	
Total Investments	<u><u>\$ 8,747,514,210</u></u>	<u><u>\$ 8,747,431,740</u></u>	<u><u>\$ 8,877,702,539</u></u>	
Accrued Interest		<u>23,189,465</u>	<u>23,189,465</u>	
Total Portfolio	<u><u>\$ 8,747,514,210</u></u>	<u><u>\$ 8,770,621,205</u></u>	<u><u>\$ 8,900,892,004</u></u>	

Chaffey Community College District
Investment Report
San Bernardino County Pool Summary Distribution
For The Period Ended September 30, 2020



Chaffey Community College District
Investment Report

Chaffey District Funds with Financial Institutions - Bank Deposits
For The Period Ended September 30, 2020

Institution	Account Name	Collateralized Deposits	Total Deposits	Interest Rate	Maturity Date
Citizen's Business Bank	Associated Student Body Bus. Analyzed Public Funds Acct.	557,027	557,027	*	N/A
Citizen's Business Bank	Associated Student Body Insured Money Market Public Acct.	150,404	150,404	0.20%	N/A
Citizen's Business Bank	Revolving Cash Fund Bus. Analyzed Public Funds Acct.	20,188	20,188	*	N/A
Citizen's Business Bank	Clearing Account Bus. Analyzed Public Funds Acct.	2,950,294	2,950,294	*	N/A
Total All Banking Institutions		<u>\$ 3,677,913</u>	<u>\$ 3,677,913</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.

**CHAFFEY COMMUNITY COLLEGE DISTRICT
GENERAL INVESTMENT GUIDELINES STATEMENT
NOVEMBER 19, 2020**

It shall be the investment guidelines of Chaffey Community College District to achieve the highest possible fiscal return on monies derived from all sources consistent with:

- A. State law (Sections 53601 et seq. and 53635 et seq. of the California Government Code).
- B. Good fiscal practice.
- C. A quasi-liquid position.
- D. Concern as to the source of funds available for investment.
- E. Appropriate procedures in place to safeguard all cash and investments.

Acceptable Investments:

U.S. Treasury Instruments	Federal Agency Securities
Collateralized Mortgage Issues	Repurchase Agreements
Domestic Money Market Certificates	Certificates of Deposit
Market Sweep Accounts	Bankers Acceptances
Commercial/Financial Paper	Medium Term Note Obligations
Asset Backed Securities	Municipal Securities
Money Market Sweep Accounts	

Maturity Parameters

Maximum maturity of any single issue: 5 years

Credit Quality & Concentration Restrictions

- A. Commercial paper must carry the highest letter and numerical ranking (A- 1 /P- 1/F- 1) as provided for by at least two of the three following nationally recognized rating services: Standard & Poor's (A-1), Moody's Investment Services (P-1) or Fitch IBCA Inc. (F-1). Eligible paper is further limited to issuing corporations of \$500,000,000 and have long-term debt ratings, if any, of "A" or better.

In addition, no more than 15% of the portfolio may be invested in commercial paper; unless the dollar-weighted average of commercial paper held is less than 31 days. Given this restriction, a maximum of 30% of the portfolio can be invested in

commercial paper. Purchases of commercial paper may not exceed 270 days maturity nor represent more than 10% of the outstanding paper of the issuing corporation.

- B. No more than 30% of the portfolio can be invested in certificates of deposit or in corporate obligations (rated A or better).
- C. No more than 20% of the portfolio may be invested in any issuer except for U.S. government securities and federal agency securities.
- D. No more than 40% of the portfolio can be invested in bankers acceptances and may not exceed 180 days maturity. No more than 30% of the portfolio can be placed in bankers acceptances of any single commercial bank. Issuing banks must be rated by two of the nationally recognized rating agencies (see above) and must not be rated below the following minimum short-term ratings: A- I /P- 1 /F- 1.
- E. No more than 20% of the portfolio can be invested in collateralized mortgage obligations (CMOs) and asset backed securities. Securities eligible for investment shall have a credit rating of "AA" or better and its issuer shall have a credit rating of "A" or higher for the issuer's debt by at least two nationally recognized rating services (see above).
- F. No more than 30% of the portfolio may be invested in medium-term notes. Eligible notes shall be rated "A" or better by at least two of the three nationally recognized rating agencies (see above). Additionally, if the medium-term note issuer has any short-term rating, it may not be less than the following: A-I/P-I/F-1.
- G. At the time of purchase, all permitted investments shall conform in all respects with these investment guidelines statement and with California Government Code Sections 53601, 53601.1, 53601.2, 53601.6, 53601.5 and 53635 as such may be amended from time to time. If a percentage restriction is adhered to at the time of purchase, a later increase or decrease in percentage resulting from a change in values or assets will not constitute a violation of that restriction. Furthermore, if a credit rating standard is adhered to at the time of purchase; a later downgrade in credit rating will not constitute a violation of that standard. Securities which are downgraded below the minimum acceptable rating levels must be reviewed for possible sale within a reasonable amount of time.
- H. Any investment transactions, credit risk criterion, or market valuation which is not in compliance with this investment policy must be documented and approved, by the president or associate superintendent of business services and economic development, in writing. Thereafter, action shall be taken by the president or associate superintendent of business services and economic development to correct such matter as soon as practical.

Memorandum of Investment
(Effective November 20, 2019)

Consistent with board investment guidelines, the president and associate superintendent of business services and economic development are authorized to invest as follows:

- A. County treasury through the San Bernardino County Schools pool
- B. Investments required through participation in tax revenue anticipation notes (TRANS) and certificates of participation
- C. Banks or savings associations whose deposits are insured by the Federal Deposit Insurance Corporation (FDIC Insured)
- D. State or federal credit unions whose accounts are insured by the National Credit Union Share Insurance Fund or guaranteed by the California Credit Union Share Guaranty Corporation. Investment in state or federal credit unions is prohibited if any member of the Governing Board or any individuals responsible for investment-making decisions of the district also serve on the board of directors or any board appointed committee of the state or federal credit union.

**CHAFFEY COMMUNITY COLLEGE DISTRICT
INVESTMENT GUIDELINES FOR CONSTRUCTION FUNDS
NOVEMBER 19, 2020**

I. STATEMENT OF PURPOSE

The purpose of this statement is to establish a clear understanding between Chaffey Community College District and the Investment Advisors regarding investment objectives, goals, and guidelines for the Construction Funds investment portfolio. It is intended to provide meaningful guidance in the management of the portfolio and not be overly restrictive given the changing economic and investment market conditions. This policy statement shall be reviewed no less than annually by the Investment Committee or its authorized representative and the Investment Advisor. Any modifications to this policy should be immediately provided to the Investment Advisors.

II. RULES

- A.** General Rule: Chaffey Community College will operate its Construction Fund investments under the prudent-man. This affords Chaffey CCD a broad spectrum of investment opportunities as long as the investment is deemed prudent and is allowable under current legislation of the State of California {Government Code Section 53600, et. seq.}.
- B.** Criteria for selecting investments and the order of priority are known by the California Municipal Treasurer’s Association as “SLY”:
- 1.) **Safety:** The safety and risk associated with an investment refers to the potential loss of principal, interest, or a combination of these amounts. Chaffey Community College District only operates in those investments that are considered very safe.
 - 2.) **Liquidity:** This refers to the ability to “cash in” at any moment in time with a minimal chance of losing some portion of principal or interest. Liquidity is an important investment quality, especially when the need for unexpected funds appears occasionally.
 - 3.) **Yield:** This is the potential dollar earnings an investment can provide, and sometimes is described as the “rate of return”.

III. INVESTMENT OBJECTIVES

Preservation and protection of Chaffey CCD'S capital is the guiding philosophy of the investment advisor which will manage each portfolio to meet the guidelines stated in the California Government Code 53600 and 53601. This is primarily a fixed income portfolio comprised of domestic fixed income instruments and cash equivalents, and is intended to be structured in accordance with Chaffey CCD's objectives. This portfolio will be managed less aggressively than strictly discretionary fixed income portfolios. In accordance with the investment objectives stated below, assets in the portfolio will be managed in a conservative manner.

The primary investment objective is:

Safety of Principal

The safety and risk associated with an investment refers to the potential loss of principal, interest, or a combination of these amounts. Chaffey CCD will only operate in those investments that are considered to have a high degree of safety of principal and that concurs with the provisions of this Investment Policy.

Preservation of Purchasing Power

Asset growth, exclusive of contributions and withdrawals, should exceed the rate of inflation in order to preserve the purchasing power of Chaffey CCD's assets.

The secondary, but also important investment objective is:

Growth of Capital

- A.** Asset growth, exclusive of contributions and withdrawals, should also exceed the return of the Local Agency Investment Fund (LAIF) plus fees on a consistent basis. If the investment policies of LAIF should change, this objective will be re-evaluated.
- B.** Asset growth, exclusive of contributions and withdrawals, should provide a rate of return competitive with that of an index comprised of the Barclay's 1-3 Year Government/Corporate Index and 90 Day Treasury Bills, while incurring similar or less risk than such index. Growth of capital shall be expected to be somewhat less than that of a more aggressively structured discretionary fixed income portfolio over time.
- C.** Cash flow and asset/liability matching information will be made readily available to the investment advisor. Adequate liquid cash should be maintained by Chaffey CCD so that a forced sale of longer-term securities at a loss is unnecessary to cover short-term cash needs. The overall program shall be designed and managed with a degree of professionalism worthy of the public trust. Losses are acceptable on a sale before maturity and should be taken only if the reinvested proceeds will earn a total return greater than what would have been earned by the old investment

considering any capital loss or foregone interest on the original investment, or to accommodate an unforeseen or immediate, unpredicted need for funds. While active management of the account will be utilized to attain the highest returns with the least amount of risk the investment advisor should only buy securities that could be held to maturity without loss to Chaffey CCD.

The above objectives are expected to be achieved over a minimum time horizon of 1.0 – 5 Years. Should these parameters change, the Investment Advisor will be authorized to make the appropriate adjustments and allocations to the portfolio to meet the new requirements. All changes and adjustment will be approved by the Investment Committee or their authorized representative.

IV. INVESTMENT GUIDELINES

General: Subject to the limitations stated herein, if an approved outside investment advisor is utilized, they may be given full discretion consistent with the investment objective of this portfolio. The asset allocation of the portfolio between fixed income and cash equivalents will vary according to the investment advisor's outlook for the economy and the financial markets. A portion of the portfolio may be allocated to cash equivalents when the investment advisor deems prudent.

Fixed Income Investments: The fixed income portion of the portfolio will consist entirely of U.S. dollar denominated, investment grade issues. The portfolio will be well diversified, utilizing U.S. Treasuries, and securities issued by Federal Agencies. Corporate Securities will be allowable as indicated in Section VI. Portfolio Restrictions. Securities may have a maximum -5-Year final stated maturity. The maturity structure of the portfolio will vary according to the investment advisors interest rate outlook, tailored within the restrictions Chaffey CCD has specified. The investment advisor is an active fixed income manager, and securities will not necessarily be held until maturity.

Short-Term Investment: Short-Term investments will consist of U.S. Treasury Bills, floating rate notes or similar instruments and/or U.S. Government Money Market funds.

Endowment Proceeds. Notwithstanding any other provision herein stated, the investment of proceeds of the District's Election of 2002 General Obligation Bonds, Series 2012E (the "Endowment Proceeds"), and interest earnings thereon, shall be separately invested and accounted for in accordance with the restrictions contained in Section 12(b)(1) of the resolution of the Board of Trustees of the District authorizing the issuance of the such bonds, adopted on June 28, 2012 (the "Endowment Resolution").

V. INVESTMENT PERFORMANCE REVIEW and REPORTS

Monthly statements with positions marked to the market, all transactions and summary of income will be sent to the Investment Committee or its designated representative.

The portfolio performance results will be measured on a quarterly basis by the investment advisor. Investment performance will be measured against commonly accepted market benchmarks which approximate the specific restrictions on the portfolio in accordance with applicable current legislation by the State of California.

Notwithstanding the foregoing, with respect to the investment of the District's Endowment Proceeds, statements and portfolio performance results shall be delivered in such a time and manner as to permit the District to comply with the recordkeeping and monitoring requirements of Section 12(b)(2) of the Endowment Resolution.

VI. PORTFOLIO RESTRICTIONS

Within the framework of the above stated objectives, Chaffey CCD has placed the following further restrictions in California Government Code on the investment advisors:

1. No derivatives will be allowed in the portfolio.
2. Up to 100% of available funds are allowed to be placed in U. S. Treasury issues, FNMA, or FHLMC. However, not more than 30% of the available funds at the time of investment shall be placed in any one particular Agency of the U. S. Government (GNMA, FFCS, and FHLB). Furthermore, investments in any one financial institution in combination with any other debt from that institution shall not exceed 20% of Chaffey CCD's available funds.
3. Corporate Securities are allowed in Chaffey CCD's portfolio up to a maximum of 30% at the time of issuance, a credit rating of A or better, and a maximum maturity of five years. Except as provided in Section VI(4) below, the maximum remaining maturity on any position may be no longer than 5 years.
4. The investment of Endowment Proceeds, and interest earnings thereon, shall be invested in accordance with the provision of Section 12(b)(1) of the Endowment Resolution. In service thereof, the investment of such Endowment Proceeds in investments with maturities exceeding 5 years is hereby authorized.

VII. DELEGATION OF AUTHORITY

Chaffey CCD's Investment Committee or its authorized representative is authorized to:

- A. Formulate any and all procedures necessary to implement this policy.
- B. Determine the allocation of the Chaffey CCD's total available funds available for investment.
- C. Engage consultants to assist in the investment, management, oversight, evaluation, or other services related to Chaffey CCD's investments.

- D. Take other actions, as appropriate and necessary, to implement and carry out this policy.

VIII. ETHICS AND CONFLICT OF INTEREST

Officers, employees, and agents involved in the investment process shall refrain from personal business activities that could conflict with proper execution of the investment program, or which could impair their ability to make impartial decisions. Officers, employees, and agents involved in the investment process shall abide by the California Government Code Section 1090 et. seq. and the California Political Reform Act (California Government Code Section 81000 et. seq.)

IX. SUMMARY

All investments are to be made in a prudent manner. (Per Prudent Man rule Civil Code 2261).

The investment advisors will manage the assets in strict adherence to California Government Code 53600 - 53601 and to any other restrictions set forth in Chaffey CCD's Policy Statement.

This policy statement will be reviewed annually. Any additions or modifications of objectives and goals on the part of Chaffey CCD shall be brought to the attention of the investment advisor.

The investment of Endowment Proceeds shall be conducted and monitored in accordance with the specific requirements set forth in the Endowment Resolution.

INFORMATIONAL

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

(Information)

November 19, 2020
Board Meeting Date

TOPIC **BOARD POLICIES FOR INFORMATION**

Communication No. IV.D.3.a

SUPPORTS BOARD POLICY

Board Policy 2410 Board Policies and Administrative Procedures - The Governing Board may adopt such policies as are authorized by law or determined by the Governing Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Governing Board on a specific issue within its subject matter jurisdiction.

PROPOSAL

To receive Board Policies for first reading and discussion.

BACKGROUND

In July, 2011, the district began working with a consultant from the Community College League of California (CCLC) to update its Board Policies to align with the recommended policies developed through the legal firm of Liebert Cassidy Whitmore in conjunction with the CCLC. Utilizing the CCLC Policy and Procedure Subscription Service templates, the district will ensure that all legal requirements, recommendations, suggested good practices, and accreditation requirements are fully addressed.

The district is continuing its work to review and update policies during the 2020–2021 academic year. As part of this process, board policies were reviewed by Board Member Ovitt in his capacity as Governing Board Policy Liaison prior to their submission to the Governing Board for first reading. The Board Policies included for first reading are from Chapter 3 (General Institution).

RECOMMENDATION

It is recommended that the Governing Board receive board policies for first reading and discussion.

Prepared by:	Jim Fillpot, Dean, Institutional Research, Policy, and Grants
Recommended by:	Henry D. Shannon, Superintendent/President



**Governing Board Policies
Presented to the Governing Board for Information
November 19, 2020**

Chapter 3 – General Institution

- BP 3430 Prohibition of Harassment
- BP 3440 Service Animals
- BP 3500 Campus Safety
- BP 3501 Campus Security and Access
- BP 3505 Emergency Operations Plan
- BP 3510 Workplace Violence
- BP 3515 Reporting of Crimes
- BP 3518 Child Abuse Reporting
- BP 3520 Local Law Enforcement
- BP 3530 Weapons on Campus
- BP 3540 Dating Violence, Domestic Violence, Sexual Assault, and Stalking

CONSENT AGENDA

GOVERNANCE PROCESS

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020
Board Meeting Date

TOPIC APPROVAL OF MINUTES, OCTOBER 22, 2020

Communication No. IV.E.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 October 22, 2020, 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 October 22, 2020, regular Board meeting.

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

**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, October 22, 2020, virtually via videoconference. Board President Ovitt called the meeting to order at 2:00 p.m.

Members present: Ms. Brugger, Mr. McDougal, Ms. McLeod, Mr. Ovitt,
Ms. Sanders (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 2:01 p.m. Closed session was adjourned at 2:44 p.m.

STUDY SESSION

Environmental Sustainability Update – Associate Superintendent of Administrative Services Melanie Siddiqi introduced Sam Gaddie, sustainability and environmental safety officer, who presented the following: solar carport system – performance, savings and benefits; monthly production report; expected performance index; financial savings; Chino Instructional Building – net zero energy project; recycling – batteries, light tubes and bulbs, pallets, scrap metal, paint; hazardous waste disposal and recycling; energy efficiency; LED upgrades to exterior lighting; and electric vehicle charging stations.

Maintenance and Operations Update – Troy Ament, executive director, facilities and construction, presented the following: maintenance department highlights – vending machine inventory control plan, implementation of LED retrofit lighting campaign, preventative maintenance protocols enhanced; maintenance work order update; grounds highlights – Toro commercial riding reel mower, comprehensive campus landscape and irrigation checks; operations highlights – ongoing review of staffing, work schedules, and building assignments; facilities development completed projects and projects under construction; Central Plant – thermal energy storage permanent load shifts, Trane chillers, boilers and boiler loop; COVID pandemic campus reopening prep and personal protective equipment; and outside agency collaboration/partnerships. Mr. Ament thanked Sam Gaddie for ensuring the

College is following environmental and safety regulations; Richard Levine, manager, maintenance, for his hard work on campus with deep cleaning projects during the pandemic; and Sarah Riley, manager, facilities development, for her work on scheduled maintenance and state-funded projects.

REGULAR SESSION

The regular session reconvened at 3:24 p.m., and Board Trustee McLeod led the Pledge of Allegiance to the Flag.

PUBLIC COMMENTS

There were no public comments.

COMMUNITY LINKAGES GOVERNING BOARD

Student Trustee Lauren Sanders reported participating in the following activities: Chaffey College Transfer Fair, senate and executive meetings, Black Chamber of Commerce Inland Cities East Business Mixer, facilitated the workshop for SSCCC for Black Caucus California Community Colleges, spoke on Leadership Conference February 2021, Redlands Chamber of Commerce Mixer, SSCCC Brown Act webinar, CCSG Activities Committee, awarded Molly Adams Scholarship from Chaffey College, Enrollment and Success Management Committee meeting, College Planning Committee, Special Governing Board meeting, Chaffey Citizens Oversight Committee Bond meeting, DPS event, Black Caucus regular meeting, Chaffey College Guided Pathways Committee meeting, Curriculum Committee meeting, meeting with SSCCC executive director and president, participated on CCSG Finance and Delegation Committee meetings.

President Sanders thanked the CCSG Communications Committee for sending out their first newsletter today.

Trustee McLeod had no report.

Trustee McDougal had no report.

Trustee Brugger reported that she made her monthly donations to the College, attended the San Bernardino County Senior Disabled Fund meeting, and sent flowers to retired Board member Katie Roberts.

Board President Ovitt reported attending the following: Ontario Parks and Recreation Commission and worked on the master plan for the parks in the city; YMCA Board meeting, Children's Fund Board meeting, Esparanza Scholarship Board meeting, and walked for his wife's campaign.

LEGISLATIVE UPDATE

Dr. Janeth Rodriguez, director, alumni and community relations, provided a presentation which included updates on the Undocumented Student Action Week, which was attended by Senator Connie Leyva; SB 860 – Foster Youth Services Coordinating Program: postsecondary education financial aid applications; AB 2416 – Postsecondary education: student financial aid: satisfactory academic progress; and SB 1232 CalWORKs: postsecondary education.

FOUNDATION

Dr. Lisa Nashua, executive director of the Foundation, provided a written report which included: 2020-2021 scholarship application review, Black Minds Matter Scholarship, Chaffey College Foundation Completion Counts Scholarship, journalism program support, Rockefeller Philanthropies, the James Irvine Foundation Better Careers Initiative, exploration of a virtual fundraising event, and save the date for the 2021 Chaffey College Foundation Golf Tournament.

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 (4:0) vote.

Employment or Ratification of:

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

Appointment of:

The Governing Board approved the appointment of Garrett Kenehan to the position of interim dean, mathematics and science, 1.0 FTE, 8 months, range 32, step D of the management salary schedule, effective November 1, 2020, through June 30, 2021.

MONITORING

The following reports were submitted to the Governing Board for their information:

Library/Cybraries Monitoring Report

CONSENT AGENDA

A motion was made by Ms. Brugger, seconded by Ms. McLeod, to approve the consent agenda as presented.

Yeas: Ms. Brugger, Mr. McDougal, Ms. McLeod, Mr. Ovitt,
Ms. Sanders (advisory)

Nays: None

Through this action, the following were approved (Approval of Minutes, September 24, 2020, through Quarterly Budget Transfer Report.)

GOVERNANCE PROCESS

The minutes of the September 24, 2020, regular Board meeting were approved as presented.

The minutes of the October 6, 2020, special Board meeting were approved as presented.

GENERAL INSTITUTION

The Governing Board approved the Chaffey College Mid-Term Accreditation Report.

BUSINESS/FISCAL AFFAIRS

The Governing Board approved the budget increase of \$177,637 to the 2020-2021 restricted general fund budget for the corrections to the Disabled Programs and Services (DPS) allocation and the Individual Training Account (ITA) Program Referrals budget.

The Governing Board approved the Title V Developing Hispanic-Serving Institutions Program Grant from the United States Department of Education in the amount of \$3,000,000 for the period of October 1, 2020 through September 30, 2025.

The Governing Board approved the Budget Transfer Board Reports for the 2019-2020 fiscal year-end closing and the period of July 1, 2020 through September 30, 2020.

ACTION AGENDA

BUSINESS/FISCAL AFFAIRS

The contract, purchase order, and warrant lists were ratified on the motion of Ms. McLeod, second of Mr. McDougal. (These lists have been made part of the minutes of this meeting.)

Yeas: Ms. Brugger, Ms. McLeod, Mr. McDougal, Mr. Ovitt,
Ms. Sanders (advisory)

Nays: None

The Governing Board ratified the existence of emergency conditions threatening public health, safety and welfare and the continuance of classes resulting from damage to all twelve (12) Central Plant boilers, on the Rancho Cucamonga Campus, and the award of a contract to Enviser of Garden Grove, California, for repairs necessary to remediate the same by installing four (4) replacement boilers, for a total cost not-to-exceed \$392,136, on the motion of Ms. McLeod, second of Mr. McDougal.

Yeas: Ms. Brugger, Ms. McLeod, Mr. McDougal, Mr. Ovitt,
Ms. Sanders (advisory)
Nays: None

CEO/STAFF REPORTS

Dr. Henry Shannon, superintendent/president, presented the Board with copies of his monthly report. The report highlighted: Hispanic Heritage Month programming at Chaffey College, Global Community College Leadership Network virtual event, Chaffey College Tailgate activities, \$100 million donation committed to Foundation for California Community Colleges to help students finish college, Finish Line Scholars Program and updates from Equity, Outreach and Communications, Instruction, and the Office of Student Services.

Faculty Senate President Nicole DeRose submitted a report which included accomplishments by Marc Meyer, anthropology; Michelle Dowd, journalism; and Terezita Overduin, library.

Classified Senate President Trisha Albertsen submitted a report highlighting Saba Kazmi, coordinator, International Student Center; Trisha Albertsen, Hope Ell, Vicky Valle, Sarah Schmidt, and Sonia Torres who attended the California Community Colleges Pathways to Equity Conference; and the Classified Senate See's Candy fundraiser.

CSEA President Monica Han provided a CSEA newsletter called *The Classified Scoop*, which focused on classified employees Joseph Cascio, Information Technology, and Mervine Drake, Information Technology.

CCFA President Jonathan Ausubel thanked Laura Hope and Lisa Bailey on the CCFA MOU recently signed, and stated that all of the items were mutually agreed upon. He also thanked Troy Ament and his staff for creating a safe working environment for faculty, students and classified staff on campus.

CDCFA had no report.

BOARD COMMENTS, REQUESTS, AND FUTURE AGENDA ITEMS

None.

ADJOURNMENT

The meeting was adjourned at 3:56 p.m.

The next regular meeting of the Chaffey Community College District Governing Board was changed to Thursday, November 19, 2020, and will be held via videoconference.

President

Clerk

ACADEMIC AFFAIRS

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020

Board Meeting Date

TOPIC 2021-2022 ACADEMIC CALENDAR

Communication No. IV.E.2.a

SUPPORTS BOARD POLICY

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

PROPOSAL

To approve the 2021-2022 academic calendar.

BACKGROUND

The proposed 2021-2022 academic calendar was developed by the Calendar Committee, which includes representatives from Faculty Senate, Classified Senate, faculty association, and management and reflects the provisions of Article 17 (Academic Calendar) of the Chaffey Community College District/Chaffey College Faculty Association Agreement.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board approve the 2021-2022 academic calendar.

Prepared by:	Robert Rundquist, Interim Dean, Institutional Effectiveness and Intersegmental Partnerships
Submitted by:	Laura Hope, Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

Chaffey College 2021-2022 Academic Calendar

Fall Semester 2021

August 16 – December 19

89 service days

DRAFT

Convocation.....	August 11
Institutional Flex Days	August 12-13
INSTRUCTION BEGINS	August 16
Labor Day Holiday.....	September 6
Veterans Day Holiday	November 11
Thanksgiving Holiday (college closed)	November 25-28
FINAL EXAMINATIONS	December 13-19
INSTRUCTION ENDS	December 19
Winter Recess (college closed).....	December 23-January 1

Registration for Short Term Classes

FAST TRACK I (08/16/2021-10/06/2021)

INSTRUCTION BEGINS **September 7**

14-week: INSTRUCTION ENDS **December 10**

FAST TRACK II (10/18/2021-12/09/2021)

		2021							2022									
		M	T	W	T	F	S	S	M	T	W	T	F	S	S			
WEEK																WEEK		
August	1							1							1	2	January	
	2	2	3	4	5	6	7	8	3	4	5	6	7	8	9			
	3	9	10	11	12	13	14	15	10	11	12	13	14	15	16	1		
September	4	16	17	18	19	20	21	22	17	18	19	20	21	22	23	2	February	
	5	23 ³⁰	24 ³¹	25	26	27	28	29	24 ³¹	25	26	27	28	29	30	3		
	6			1	2	3	4	5			1	2	3	4	5	6		4
	7	6	7	8	9	10	11	12	7	8	9	10	11	12	13	5		
	8	13	14	15	16	17	18	19	14	15	16	17	18	19	20	6		
October	9	20	21	22	23	24	25	26	21	22	23	24	25	26	27	7	March	
	10	27	28	29	30				28							8		
	11				1	2	3	4	5			1	2	3	4	5		6
November	12	4	5	6	7	8	9	10	7	8	9	10	11	12	13	10	April	
	13	11	12	13	14	15	16	17	14	15	16	17	18	19	20	11		
	14	18	19	20	21	22	23	24	21	22	23	24	25	26	27	12		
	15	25	26	27	28	29	30	31	28	29	30	31				13		
	16															14		
December	17	8	9	10	11	12	13	14	4	5	6	7	8	9	10	15	May	
	18	15	16	17	18	19	20	21	11	12	13	14	15	16	17	16		
	19	22	23	24	25	26	27	28	18	19	20	21	22	23	24	17		
	20	29	30						25	26	27	28	29	30	18			
	21															19		

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

NOTE: Weekend classes meet following Friday holidays and before Monday holidays unless specifically designated as a holiday on this calendar.

IMPORTANT SAFETY EVENTS	
The Great California Shakeout Earthquake Drill	October 15, 2020
Emergency Drill	April 14, 2021

Chaffey College 2021-2022 Academic Calendar

Spring Semester 2022

January 10 – May 18

87 service days

DRAFT

Institutional Flex Day (Required) January 6
 Institutional Flex Day January 7
INSTRUCTION BEGINS **January 10**

Martin Luther King, Jr. Holiday January 17

Lincoln Holiday February 18
 Washington Holiday February 21
 Spring Break March 14-20

Faculty Lecture Day (Required Flex Day - no classes held) April 20

FINAL EXAMINATIONS **May 12-18**
INSTRUCTION ENDS **May 18**
 Commencement May 19

Memorial Day Holiday May 30

Registration for Short Term Classes

FAST TRACK I DATES (01/10/2022-03/07/2022)

14-WEEK SESSION (01/31/2022-05/11/2022)

INSTRUCTION BEGINS **January 31**

14-week: INSTRUCTION ENDS **May 11**

FAST TRACK II DATES (03/21/2022-05/11/2022)

		2021							2022								
		M	T	W	T	F	S	S	M	T	W	T	F	S	S		
WEEK																WEEK	
August								1							1	2	January
		2	3	4	5	6	7	8	3	4	5	6	7	8	9		
		9	10	11	12	13	14	15	10	11	12	13	14	15	16	1	
September	1	16	17	18	19	20	21	22	17	18	19	20	21	22	23	2	
	2	23	24	25	26	27	28	29	24	25	26	27	28	29	30	3	
	3			1	2	3	4	5	1	2	3	4	5	6	4		
	4	6	7	8	9	10	11	12	7	8	9	10	11	12	13	5	
	5	13	14	15	16	17	18	19	14	15	16	17	18	19	20	6	
	6	20	21	22	23	24	25	26	21	22	23	24	25	26	27	7	
	7	27	28	29	30				28								
October	8				1	2	3	1	2	3	4	5	6	8			
	9	4	5	6	7	8	9	10	7	8	9	10	11	12	13	9	
	10	11	12	13	14	15	16	17	14	15	16	17	18	19	20	10	
	11	18	19	20	21	22	23	24	21	22	23	24	25	26	27	11	
	12	25	26	27	28	29	30	31	28	29	30	31				12	
November	13	1	2	3	4	5	6	7				1	2	3	13		
	14	8	9	10	11	12	13	14	4	5	6	7	8	9	10	14	
	15	15	16	17	18	19	20	21	11	12	13	14	15	16	17	15	
	16	22	23	24	25	26	27	28	18	19	20	21	22	23	24	16	
	17	29	30						25	26	27	28	29	30	17		
December	18			1	2	3	4	5						1	18		
	19	6	7	8	9	10	11	12	2	3	4	5	6	7	8	19	
	20	13	14	15	16	17	18	19	9	10	11	12	13	14	15	20	
	21	20	21	22	23	24	25	26	16	17	18	19	20	21	22	21	
	27	28	29	30	31			23	24	25	26	27	28	29	22		

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

NOTE: Weekend classes meet following Friday holidays and before Monday holidays unless specifically designated as a holiday on this calendar.

IMPORTANT SAFETY EVENTS	
The Great California Shakeout Earthquake Drill	October 15, 2020
Emergency Drill	April 14, 2021

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020

Board Meeting Date

TOPIC 2021 SUMMER ACADEMIC CALENDAR

Communication No. IV.E.2.b

SUPPORTS BOARD POLICY

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

PROPOSAL

To approve the 2021 Summer Academic Calendar.

BACKGROUND

The proposed 2021 Summer Academic Calendar was developed by the Calendar Committee, which includes representatives from Faculty Senate, Classified Senate, faculty association, and management and reflects the provisions of Article 17 (Academic Calendar) of the Chaffey Community College District/Chaffey College Faculty Association Agreement.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended the Governing Board approve the 2021 Summer Academic Calendar.

Prepared by:	Robert Rundquist, Interim Dean, Institutional Effectiveness and Intersegmental Partnerships
Submitted by:	Laura Hope, Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

Chaffey College 2021 Summer Sessions Calendar

Summer Sessions 2021

June 7 - July 30

- 8 Week Session June 7 – July 30
- First 6 Week Session June 7 – July 16
- Second 6 Week Session June 21 – July 30

■ 8 Week Session

Memorial Day Holiday (observed) May 31
■ INSTRUCTION BEGINS ■ June 7

Independence Day Holiday (observed) July 5

■ INSTRUCTION ENDS ■ July 30

■ First 6 Week Session

DRAFT

Memorial Day Holiday (observed) May 31
■ INSTRUCTION BEGINS ■ June 7

Independence Day Holiday (observed) July 5

■ INSTRUCTION ENDS ■ July 16

■ Second 6 Week Session

Memorial Day Holiday (observed) May 31
■ INSTRUCTION BEGINS ■ June 21

Independence Day Holiday (observed) July 5

■ INSTRUCTION ENDS ■ July 30

		2021															
		WEEK							WEEK								
		M	T	W	T	F	S	S	M	T	W	T	F	S	S		
March		1	2	3	4	5	6	7	1	2	3	4	5	6		June	1
		8	9	10	11	12	13	14	● 7	8	9	10	11	12	13		2
		15	16	17	18	19	20	21	14	15	16	17	18	19	20		3
		22	23	24	25	26	27	28	● 21	22	23	24	25	26	27		4
	29	30	31					28	29	30							
April				1	2	3	4				1	2	3	4		July	5
		5	6	7	8	9	10	11	▲ 5	6	7	8	9	10	11		6
		12	13	14	15	16	17	18	12	13	14	15	16	17	18		7
		19	20	21	22	23	24	25	19	20	21	22	23	24	25		8
	26	27	28	29	30			26	27	28	29	■ 30	31				
May						1	2							1		August	1
		3	4	5	6	7	8	9	2	3	4	5	6	7	8		2
		10	11	12	13	14	15	16	9	10	11	12	13	14	15		3
		17	18	19	20	21	22	23	16	17	18	19	20	21	22		4
	²⁴ ▲	25	26	27	28	29	30	²³ ₃₀	²⁴ ₃₁	25	26	27	28	29	5		

LEGEND	
●	= 8 Week Session and First 6 Week Session Instruction Begins
●	= Second 6 Week Session Instruction Begins
▲	= Holiday
■	= Instruction Ends

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020

Board Meeting Date

TOPIC **SABBATICAL REPORT – KEVIN CAMERON**

Communication No. IV.E.2.c

SUPPORTS BOARD POLICY

Board Policy 7340 Leaves – The Superintendent/President shall establish procedures for employee leaves as authorized by law and by any collective bargaining agreements entered into by the District.

PROPOSAL

To review and accept the sabbatical leave report from Kevin Cameron, School of Social and Behavioral Sciences, who was granted a sabbatical leave for the spring 2020 semester.

BACKGROUND

Pursuant to District procedures, faculty on leave must return to the service of the District for a period of time not less than twice that of their leaves and must, no later than Friday of the eighth week of instruction, submit a report of sabbatical leave activities to the Chief Instructional Officer. In accordance with District sabbatical leave procedures, the Faculty Senate has carefully reviewed this report, and has formally recommended its acceptance. The Dean and Associate Superintendent of Instruction and Institutional Effectiveness have also reviewed the report and concur in the recommendation of acceptance. Attached with the board materials, is a copy of the executive summary of the sabbatical leave report. The full report and materials are available through the Office of the Associate Superintendent of Instruction and Institutional Effectiveness. In addition to the written report, the faculty recipient will present an oral report to the Board.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board approve the sabbatical leave report.

Submitted by:	<u>Laura Hope, Associate Superintendent, Instruction and Institutional Effectiveness</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

Statement of Purpose

The purpose of this Sabbatical leave is to research the possible connection between the philosophy of Arthur Schopenhauer and the ontology of politics. In conjunction with the research, I plan on writing a paper (approximately 30 pages) to summarize my research and findings. My research will broach both the study of the works of Schopenhauer and contemporary studies in political behavior, particularly those influenced by neuro and cognitive science. The goal is to investigate to what extent one can read Schopenhauer's theory of will as the basis for understanding politics in its ontological form. I hope to outline a theory of politics that goes beyond just understanding politics in its phenomenal forms. In doing so, I hope to bring a deeper understanding of the nature of politics to my classes at Chaffey College.

Executive Summary

This project was an exploratory attempt to locate an ontology of politics by integrating the philosophy of Schopenhauer into contemporary research on political behavior. For this project, I did extensive research on the works of Arthur Schopenhauer, the secondary literature on Schopenhauer, and contemporary work on political behavior influenced by neuro and cognitive science. The sabbatical activities included researching library databases, extensive reading, and organizing and writing the finished research paper. The bibliography included with the paper demonstrates the breadth of my research. The paper itself turned out to be slightly longer than planned (44 pages). This was mainly due to my research requiring more elucidation than originally anticipated.

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

November 19, 2020
Board Meeting Date

TOPIC **SABBATICAL REPORT – CAROL DICKERSON**

Communication No. IV.E.2.d

SUPPORTS BOARD POLICY

Board Policy 7340 Leaves – The Superintendent/President shall establish procedures for employee leaves as authorized by law and by any collective bargaining agreements entered into by the District.

PROPOSAL

To review and accept the sabbatical leave report from Carol Dickerson, School of Business and Applied Technologies, who was granted a sabbatical leave for Academic Year 2019-20.

BACKGROUND

Pursuant to district procedures, faculty on leave must return to the service of the District for a period of time not less than twice that of their leaves and must, no later than Friday of the eighth week of instruction, submit a report of sabbatical leave activities to the Chief Instructional Officer. In accordance with District sabbatical leave procedures, the Faculty Senate has carefully reviewed this report, and has formally recommended its acceptance. The Dean and Associate Superintendent of Instruction and Institutional Effectiveness have also reviewed the report and concur in the recommendation of acceptance. Attached with the board materials, is a copy of the executive summary of the sabbatical leave report. The full report and materials are available through the Office of the Associate Superintendent of Instruction and Institutional Effectiveness. In addition to the written report, the faculty recipient will present an oral report to the Board.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board approve the sabbatical leave report.

Submitted by:	Laura Hope, Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

EXECUTIVE SUMMARY

In alignment with my sabbatical objectives, I successfully earned a certificate in online teaching and design. The certificate was earned by completing six courses offered by @One Online Network of Educators, which is a partnership with the Chancellor's office. The courses within the certificate program are based on the CVC OEI Course Design Rubric.

I used the knowledge obtained from the certificate program to develop a financial accounting distance education course (template) that will be shared with adjunct instructors. The design of the template was also influenced by the three professional development conferences that I attended and the assistance of my Chaffey College colleagues. The theoretical foundation for the template includes a robust emphasis on instructor-student and student-student interactions. The assignments are designed to build a class community in which students are working together to solve complex, ambiguous, and unstructured accounting problems. The template includes authentic formative and summative assessments that are based on real life scenarios that students would encounter in the professional environment. In a professional environment, teamwork is important. Therefore, the template is designed with a diversity of assignments in which students work both individually and with other students. To understand accounting is to practice accounting. Consequently, the template was designed for students to have frequent opportunities to practice the concepts.

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020
Board Meeting Date

TOPIC **SABBATICAL REPORT – MARY JANE ROSS**

Communication No. IV.E.2.e

SUPPORTS BOARD POLICY

Board Policy 7340 Leaves – The Superintendent/President shall establish procedures for employee leaves as authorized by law and by any collective bargaining agreements entered into by the District.

PROPOSAL

To review and accept the sabbatical leave report from Mary Jane Ross, Fontana Success Center, who was granted a sabbatical leave for Academic Year 2019-20.

BACKGROUND

Pursuant to District procedures, faculty on leave must return to the service of the District for a period of time not less than twice that of their leaves and must, no later than Friday of the eighth week of instruction, submit a report of sabbatical leave activities to the Chief Instructional Officer. In accordance with District sabbatical leave procedures, the Faculty Senate has carefully reviewed this report, and has formally recommended its acceptance. The Dean and Associate Superintendent of Instruction and Institutional Effectiveness have also reviewed the report and concur in the recommendation of acceptance. Attached with the board materials, is a copy of the executive summary of the sabbatical leave report. The full report and materials are available through the Office of the Associate Superintendent of Instruction and Institutional Effectiveness. In addition to the written report, the faculty recipient will present an oral report to the Board.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board approve the sabbatical leave report.

Submitted by:	Laura Hope, Associate Superintendent, Instruction and Institutional Effectiveness
Recommended by:	Henry D. Shannon, Superintendent/President

Statement of Purpose

The purpose of my sabbatical was to accomplish the following: 1) Critically survey existing ESL grammar textbooks; 2) Read and annotate key texts on English grammar for ESL students; 3) Create an annotated bibliography to assist colleagues in evaluating available grammar texts; 4) Develop original ideas on a “Lego approach” to teaching grammar, breaking concepts into simple pieces and connecting them one at a time; and 5) Explore color coding and pictures as tools for clarifying grammatical relationships. I hoped to apply Objectives 4 and 5 to the creation of a grammar textbook that could be used as an adjunct text for multiple levels of ESL. My goal was to complete a detailed chapter outline and at least two sections of a grammar textbook, focusing in particular on Levels 3-5. Since students in the same ESL class often come from different educational backgrounds, the book would be designed so that a student could start with the exercises in a chapter, skip to the next chapter if they had no difficulty, or backtrack and read the lesson if they had difficulty or needed to review. Each lesson would be scaffolded on the previous one. I also wanted to use my sabbatical to look at the existing corpus and explore what publishing opportunities might be available for such a textbook once it has been tested in the classroom. Finally, I planned to develop a website to accompany the book. The long term goal was to provide a no-cost textbook and website for Chaffey ESL students that our faculty could use to supplement their current materials.

Executive Summary

My sabbatical journey began with a critical review of approximately thirty books on English grammar. After completing my review, which I soon realized included a large amount of redundant material, I focused on reading and annotating the four texts most directly applicable to my proposed sabbatical book. I also chose the twenty-one books most applicable to Chaffey College ESL students and created an annotated bibliography, intended primarily for ESL faculty to use as a resource when selecting course textbooks.

With my initial analysis complete, I began to experiment with a building blocks approach to teaching grammar by breaking concepts into simple pieces and connecting them one at a time, using color coding and pictures as tools for clarifying grammatical relationships. This was the most challenging aspect of the work, as once I began applying the concepts to an actual book, I had to continually backtrack to revise and supply missing connections. It was a process of experimentation, frustration, discovery, and revision, as I was working in uncharted territory. Slowly but surely, I developed an approach that felt authentic and held promise for success. I had committed only to a detailed outline and two sections of a textbook in my sabbatical proposal, as I was uncertain how complicated creating an original and visually varied approach would be. I had also planned to develop a website to accompany the book. I am pleased to report that I was able to meet and exceed those initial objectives. Upon completing the first section of the book in March, I created an alpha version of the website and made it available to our two full-time ESL faculty. I subsequently completed the textbook and

updated the website, URL <https://www.symbaloo.com/home/mix/13eP2DcVL7>, both of which became available to Chaffey students and ESL faculty as a no-cost option in July.

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020

Board Meeting Date

TOPIC **SABBATICAL REPORT – CINDY WALKER**

Communication No. IV.E.2.f

SUPPORTS BOARD POLICY

Board Policy 7340 Leaves – The Superintendent/President shall establish procedures for employee leaves as authorized by law and by any collective bargaining agreements entered into by the District.

PROPOSAL

To review and accept the sabbatical leave report from Cindy Walker, Faculty Success Center, who was granted a sabbatical leave for Academic Year 2019-20.

BACKGROUND

Pursuant to District procedures, faculty on leave must return to the service of the District for a period of time not less than twice that of their leaves and must, no later than Friday of the eighth week of instruction, submit a report of sabbatical leave activities to the Chief Instructional Officer. In accordance with District sabbatical leave procedures, the Faculty Senate has carefully reviewed this report, and has formally recommended its acceptance. The Dean and Associate Superintendent of Instruction and Institutional Effectiveness have also reviewed the report and concur in the recommendation of acceptance. Attached with the board materials, is a copy of the executive summary of the sabbatical leave report. The full report and materials are available through the Office of the Associate Superintendent of Instruction and Institutional Effectiveness. In addition to the written report, the faculty recipient will present an oral report to the Board.

BUDGET IMPLICATIONS

N/A

RECOMMENDATION

It is recommended that the Governing Board approve the sabbatical leave report.

Submitted by:	<u>Laura Hope, Associate Superintendent, Instruction and Institutional Effectiveness</u>
Recommended by:	<u>Henry D. Shannon, Superintendent/President</u>

Statement of Purpose

My goal for my sabbatical year was to research and design a faculty leadership development program for Chaffey College. Faculty take on numerous leadership roles, both formal and informal, and have significant influence and impact in these leadership roles. However, faculty leaders have not had the opportunity for formalized faculty leadership training at Chaffey. For this past year, I conducted and analyzed surveys and interviews with faculty, managers, and experts in the field, performed a literature review related to faculty leadership development, met with an advisory team to interpret the data and design a faculty leadership development course, and implemented the first FLOWS course (Faculty Leadership Online Workshop Series course - fully online due to COVID-19). This sabbatical report details the process and results of my research, sabbatical activities, and the design of the faculty leadership course.

Executive Summary

Over the course of last year, I engaged in critical action research to explore the needs of Chaffey College faculty leaders as they navigate leading in their faculty roles. Title V California education code assigns faculty the responsibility to lead in a variety of academic and professional matters, including curriculum development, academic planning, college committees, educational program development, shared governance, faculty professional development, and many other areas (Title V California Education Code – 52300 Definitions Thomson Reuters, 2018). Chaffey College has over 70 faculty leaders in paid or reassigned positions such as coordinators, Faculty Senate President, Faculty on Special Assignment (FOSA), Community Advisors, Curriculum Chair, Honors Director, and many more faculty serve in unpaid or unofficial leadership roles. These faculty leaders encounter many challenges, tasks, and responsibilities that require skills

and strategies beyond teaching and subject-matter expertise, yet most faculty have not had the opportunity for professional learning in these leadership skills (Cooper & Pagotto, 2003; Kezar & Lester, 2009).

In light of the distinct need for faculty leadership development, I assessed the needs of our faculty leaders, researched faculty leadership development content and approaches, and designed and implemented a faculty leadership course that would serve as the foundation for faculty leadership support at Chaffey College. I did not include the implementation of the course in my sabbatical proposal, but I was able to implement the course (fully online due to COVID-19) during this summer with the course concluding August 31, 2020.

Sabbatical Activities

Throughout the year, I engaged in numerous activities to learn, grow, research, and implement an effective faculty leadership development program as well as enhance my own leadership development. In addition to completing several courses in a doctoral program in Higher Education Leadership at Azusa Pacific University (these courses were not included in my sabbatical proposal, but I have included them here because they are relevant to my personal learning and growth as a faculty leader as well as to my sabbatical project), I also interviewed faculty leadership development experts, met with leaders at Chaffey College, attended numerous professional learning workshops, conducted surveys and interviews, met with an advisory group, and designed and implemented a faculty leadership development course (the implementation of the course was not included in my sabbatical proposal).

BUSINESS/FISCAL AFFAIRS

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020
 Board Meeting Date

TOPIC **BUDGET INCREASE – RESTRICTED GENERAL FUND**

Communication No. IV.E.3.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 ensures fiscal health and stability, supports Governing Board priorities and financial planning and budgeting, and is consistent with generally accepted principles of accounting and business practices.

PROPOSAL

To approve the budget increase of \$166,471 to the 2020-2021 restricted general fund budget to the Disaster Relief Emergency Student Financial Aid allocation. Also, to approve adjustments to the Perkins and Career Technical Education (CTE) allocations.

BACKGROUND

Per notification from the Chancellor’s Office, the District is receiving an allocation of \$166,471 for the Disaster Relief Emergency Student Financial Aid allocation. In addition, the final Perkins and Career Technical Education (CTE) allocation adjustments have been received.

<u>Program</u>	<u>Current Budgeted Allocation</u>	<u>Adjustments</u>	<u>Revised Allocation</u>
Disaster Relief SFA Allocation	\$0	\$166,471	\$166,471
CTE	42,641	(11,406)	31,235
Perkins	<u>810,177</u>	<u>11,406</u>	<u>821,583</u>
Total	<u>\$852,818</u>	<u>\$166,471</u>	<u>\$1,019,289</u>

BUDGET IMPLICATIONS

Funding Source – California Community Colleges Chancellor’s Office.

Status of Funds – The 2020-2021 restricted general fund budget will be increased as indicated below for these programs:

48xxx	Income	\$166,471
57xxx	Financial Aid	<u>166,471</u>
	Total	<u>\$166,471</u>

Future Implications – N/A

RECOMMENDATION

It is recommended that the Governing Board approve the budget increase of \$166,471 to the 2020-2021 restricted general fund budget to the Disaster Relief Emergency Student Financial Aid allocation. Also, to approve adjustments to the restricted Perkins and CTE allocations.

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

November 19, 2020

Board Meeting Date

TOPIC **CALIFORNIA COMMUNITY COLLEGES MENTAL HEALTH SERVICES GRANT PROGRAM**

Communication No. IV.E.3.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 the Mental Health Service Program Grant from the California Community Colleges Chancellor's Office in the amount of \$350,000 for the period of May 1, 2020 through December 31, 2021.

BACKGROUND

Chaffey College has received funding from the California Community College Chancellor's Office to improve student access to mental health services and early identification and intervention programs.

BUDGET IMPLICATIONS

Funding Source – California Community Colleges Chancellor's Office

Status of Funds – The 2020-2021 restricted general fund budget will be increased as indicated below:

48xxx	Income	<u>\$350,000</u>
51xxx	Academic Salaries	\$60,000
52xxx	Classified Salaries	66,240
53xxx	Benefits	20,062
54xxx	Supplies	1,750
55xxx	Other Services	<u>201,948</u>
	Total	<u>\$350,000</u>

Future Implications – None

RECOMMENDATION

It is recommended that the Governing Board approve the Mental Health Service Program Grant from the California Community Colleges Chancellor's Office in the amount of \$350,000 for the period of May 1, 2020 through December 31, 2021.

Prepared by:	Chris H. Brunelle, Dean, Student Affairs Alisha Rosas, Interim Vice President of Student Services and Executive Director of Equity, Outreach and Communications
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

November 19, 2020

Board Meeting Date

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

Communication No. IV.E.3.c

SUPPORTS BOARD POLICY

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

PROPOSAL

To approve the Memorandum of Understanding between Chaffey Joint Union High School District, Members of the West End Consortium and Chaffey Community College in the amount of \$306,877 for the period of October 15, 2020 through June 30, 2021.

BACKGROUND

In January 2019, the State signaled continued support for the California Adult Education Program by continuing funding and requiring consortia to develop a second round of three year plans. The West End Corridor Adult Education Consortium completed its three year plan in July, 2019 and determined a renewed fiscal declaration that increased Chaffey College’s allocation from \$200,000 to \$300,000 annually. Chaffey College received the \$300,000 allocation for the 2019-2020 year and will receive \$306,877 for the 2020-2021 fiscal year. These additional funds will contribute to continue the employment of Adult Education Transitions and ESL Pathway marketing, books, other instructional materials, the Assistant Director of Adult Education Pathways, the Administrative Assistant II for the Office of Intersegmental Partnerships, the Director of Intersegmental Partnerships, and counseling for the California Adult Education Program.

BUDGET IMPLICATIONS

Funding Source – Chaffey Joint Union High School District/California Community College Chancellor’s Office

Status of Funds – The 2020-2021 restricted general fund budget will be increased by \$306,877, as indicated below:

48xxx	Income	<u>\$306,877</u>
52xxx	Classified Salaries	\$121,251
53xxx	Benefits	45,658
55xxx	Other Services	<u>139,968</u>
	Total	<u>\$306,877</u>

Future Implications – Funds for year three of the MOU will be included in the 2021- 2022 restricted general fund budgets.

MEMORANDUM OF UNDERSTANDING BETWEEN THE CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT AND MEMBERS OF THE WEST END CORRIDOR, CHAFFEY REGIONAL ADULT EDUCATION CONSORTIUM
November 19, 2020
Page 2

RECOMMENDATION

It is recommended that the Governing Board approve the Memorandum of Understanding between Chaffey Joint Union High School District, Members of the West End Consortium and Chaffey Community College in the amount of \$306,877 for the period of October 15, 2020 through June 30, 2021.

Prepared by:	Matthew Morin, Director of Intersegmental Partnerships Robert Rundquist, Interim Dean Institutional Effectiveness and Intersegmental Partnerships
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**

November 19, 2020

Board Meeting Date

TOPIC **MEMORANDUM OF UNDERSTANDING WITH FOOTHILL-DE ANZA COMMUNITY COLLEGE TO AUGMENT FUNDING FOR THE CALIFORNIA VIRTUAL CAMPUS –ONLINE EDUCATION INITIATIVE (CVC-OEI) GRANT**

Communication No. IV.E.3.d

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 Memorandum of Understanding (MOU) between Foothill - De Anza Community College District and Chaffey Community College District in the amount of \$15,000 for the period of September 15, 2020 through January 31, 2021

BACKGROUND

Chaffey College, through submission of a Subaward Agreement to participate in Phase 2: Grant Implementation is a recipient of Grant Completion Support Reimbursement (up to \$15,000). The funding for allowable activities in the Phase 3: Post-Implementation; Conducting college-wide analyses of the programmatic gaps and opportunities to improve online student success leading to increased employability or gains in wages is an important component of developing a responsive final report and also serves to strategically support future program growth opportunities at participating college(s). This funding will greatly enhance the quality of those analyses.

BUDGET IMPLICATIONS

Funding Source – Foothill - De Anza Community College District on behalf of the California Virtual Campus – Online Education Initiative

Status of Funds – The 2020-2021 restricted general fund budget will be increased as indicated below:

48xxx	Income	<u>\$15,000</u>
52xxx	Classified Salaries	\$5,300
53xxx	Benefits	2,786
55xxx	Other Services	<u>6,914</u>
	Total	<u>\$15,000</u>

Future Implications – None

MEMORANDUM OF UNDERSTANDING WITH FOOTHILL-DE ANZA COMMUNITY COLLEGE TO
AUGMENT FUNDING FOR THE CALIFORNIA VIRTUAL CAMPUS – ONLINE EDUCATION
INITIATIVE (CVC-OEI) GRANT
November 19, 2020
Page 2

RECOMMENDATION

It is recommended that the Governing Board approve the Memorandum of Understanding (MOU) between Foothill - De Anza Community College District and Chaffey Community College District in the amount of \$15,000 for the period of September 15, 2020 through January 31, 2021.

Prepared by:	Matthew Morin, Director of Intersegmental Partnerships Robert Rundquist, Interim Dean Institutional Effectiveness and Intersegmental Partnerships
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

November 19, 2020

Board Meeting Date

TOPIC QUARTERLY FINANCIAL STATUS REPORT FOR THE PERIOD ENDING SEPTEMBER 30, 2020

Communication No. IV.E.3.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 promotes fiscal health and stability, supports Governing Board priorities and financial planning and budgeting, and is consistent with generally accepted principles of accounting and business practices.

PROPOSAL

To approve the Quarterly Financial Status Report for the period ending September 30, 2020.

BACKGROUND

The Quarterly Financial Status Report is provided to apprise the Governing Board of the district's fiscal condition and is presented for approval, as required by the Chancellor's Office of the California Community Colleges. The report is consistent with the 2020-2021 adopted budget.

BUDGET IMPLICATIONS

Funding Source – The unrestricted general fund budget

Status of Funds – The report is within appropriations indicated in the 2020-2021 adopted budget.

Future Implications – None

RECOMMENDATION

It is recommended the Governing Board approve the Quarterly Financial Status Report for the period ending September 30, 2020.

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

California Community Colleges
QUARTERLY FINANCIAL STATUS REPORT, CCFS-311Q
 Fiscal Year 2020-2021

District: (920) Chaffey Community College

Quarter Ended: September 30, 2020

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

As of June 30 for fiscal year specified.

	FY 2017-18 Actual	FY 2018-19 Actual	FY 2019-20 Actual	FY 2020-21 Projected
Revenues:				
Unrestricted General Fund Revenues (Objects 8100, 8600, and 8800)	104,076,905	112,620,680	130,848,579	125,483,952
Other Financing Sources (Objects 8900)	12,995	14,634	40,664	25,000
Total Unrestricted Revenues	104,089,900	112,635,314	130,889,243	125,508,952
Expenditures:				
(Objects 1000-6000)	102,597,274	109,452,792	118,191,594	121,235,011
Other Outgo (Objects 7100, 7200 7300, 7400, 7500, & 7600)	1,354,847	2,282,214	2,264,350	4,127,650
Total Unrestricted Expenditures	103,952,121	111,735,006	120,455,944	125,362,661
Revenues Over(Under)Expenditures	137,779	900,308	10,433,299	146,291
Fund Balance, Beginning	20,707,936	20,845,714	21,746,022	32,179,321
Prior Year Adjustments + (-)	0	0	0	0
Adjusted Fund Balance, Beginning	20,707,936	20,845,714	21,746,022	32,179,321
Fund Balance, Ending	20,845,715	21,746,022	32,179,321	32,325,612
% of GF Balance to GF Expenditures	20.05%	19.46%	26.71%	25.79%

II. Annualized Attendance FTES: This data is being captured in CCFS-320 and is no longer required here.

Annualized FTES	
(Excluding apprentices and non-resident)	

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

	As of the specified quarter ended for each fiscal year presented			
	2017-18	2018-19	2019-20	2020-21
Cash, excluding borrowed funds	31,865,436	37,975,061	43,142,037	50,646,611
Cash, borrowed funds only	0	0	0	0
Total Cash	31,865,436	37,975,061	43,142,037	50,646,611

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

Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col.2)
Revenues:				
Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	125,483,952	125,483,952	23,745,427	18.9%
Other Financing Sources (Objects 8900)	25,000	25,000	25	0.1%
Total Unrestricted Revenues	125,508,952	125,508,952	23,745,452	18.9%
Expenditures:				
Unrestricted General Fund Expenditures (Objects 1000-6000)	121,235,011	121,251,011	25,048,645	20.7%
Other Outgo (Objects 7100, 7200, 7300, 7500, & 7600)	4,127,650	4,111,650	1,236,980	30.1%
Total Unrestricted Expenditures	125,362,661	125,362,661	26,285,625	21.0%
Revenues Over(Under) Expenditures	146,291	146,291	(2,540,173)	
Adjusted Fund Balance, Beginning	32,179,321	32,179,321	32,179,321	
Fund Balance, Ending	32,325,612	32,325,612	29,639,148	
% of UGF Fund Balance to UGF Expenditures	25.79%	25.79%		

V. Has the district settled any employee contracts during this quarter? YES NO
 If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

SALARIES

Contract Period Settled (Specify)	Management		Academic-Permanent		Academic-Temporary		Classified/Confidential	
	Total Cost Increase	%	Total Cost Increase	%	Total Cost Increase	%	Total Cost Increase	%
Year 1			285,600		292,875			
Year 2			174,142		321,394			
Year 3			185,055		70,850			

*As specified in Collective Bargaining Agreement or other Employment Contract

BENEFITS

Contract Period Settled (Specify)	Management		Academic-Permanent		Academic-Temporary		Classified/Confidential	
	Total Cost Increase	%	Total Cost Increase	%	Total Cost Increase	%	Total Cost Increase	%
Year 1			54,692		56,085			
Year 2			33,087		61,065			
Year 3			39,047		14,949			

c. Provide an explanation on how the district intends to fund salary and benefit increases and also identify the revenue source/object codes. The first year of salary and benefit increases given are one-time, off-schedule compensation and will be funded by one-time UGF revenue. Years two and three amounts will be funded by UGF revenue.

d. Did any contracts settled in this time period cover part-time, temporary faculty? YES NO

d.1 Does the contract include minimum standards for the terms of reemployment preference and evaluation for part-time, temporary faculty in order to remain eligible to receive Student Equity and Achievement Program funds? YES NO

d.2 Does the collective bargaining agreement achieve parity between compensation for full-time and part-time, temporary faculty? YES NO

*As a condition for receiving Student Equity and Achievement Programs funds, negotiations between districts and the exclusive representative for part-time, temporary faculty must include minimum standards for the terms of reemployment preference and evaluation as outlined in Education Code section 87482.3. Education Code section 78222(d)(2) links the negotiation requirement to receipt of funds for the Student Equity and Achievement Program.

VI. Did the district have significant events for the quarter (include incidence of long-term de settlement of audit citings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? YES NO

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

VII. Does the district have significant fiscal problems that must be addressed this year? YES NO
 Next Year? YES NO

CERTIFICATION

Chaffey Community College District

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

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

 District Chief Business Officer Date

 District Superintendent Date

Quarter Ended: September 30, 2020

Governing Board Meeting Date: November 19, 2020

HUMAN RESOURCES

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020

Board Meeting Date

TOPIC HOURLY POSITION CERTIFICATION

Communication No. IV.E.4.a

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 approve the attached short-term worker and apprentice position and salary schedule effective January 1, 2021.

BACKGROUND

The administration recommends salary changes as reflected in the attached short-term worker position schedule due to the increase in the state minimum wage to \$14.00 per hour effective January 1, 2021.

BUDGET IMPLICATIONS

Funding Source – Restricted and unrestricted general fund

Status of Funds – Affected budgets will absorb any increased expenditures as a result of this hourly position certification proposal

Future Implications – N/A

RECOMMENDATION

It is recommended the Governing Board approve the attached short-term worker and apprentice position and salary schedule effective January 1, 2021.

Prepared by:	Susan Hardie, Executive Director, Human Resources
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry D. Shannon, Superintendent/President

POSITION DESCRIPTION LISTING

(170 days or 980 hours in an academic year is the maximum an employee can work in a short-term position)

Short-Term Workers

Short-Term Worker 1: Positions in this pay group work under supervision; require minimal skill level; perform routine tasks which require a brief training period; provide instructional or departmental assistance; **may** require knowledge of software packages; perform routine tasks; and exercise judgment appropriate to level of assignment.

\$14.00/hr

Short-Term Worker 2: Not currently assigned.

Short-Term Worker 3: Positions in this pay group perform skilled work under minimal direction; require extensive knowledge, education/training and experience; and exercise independent judgment and initiative.

\$15.50/hr

Short-Term Worker 4: Positions in this pay group perform highly skilled work with minimal direction; require extensive knowledge, education/training and experience; and exercise independent judgment and initiative.

\$18.00/hr

Short-Term Worker 5: Positions in this pay group perform at advanced level. Positions in this group are generally regarded as paraprofessional and require advanced knowledge, education/training, and experience; exercise independent judgment and initiative.

\$22.00/hr

Short-Term Worker 6: Positions in this pay group perform at a highly advanced level. Positions in this pay group are regarded as professional and/or highly technical advanced education and/or training is required; makes recommendations and exercises independent judgment and initiative.

\$25.00/hr

Short-Term Worker 7: Positions in this pay group perform at a highly advanced level. Positions in this pay group are regarded as professional and/or have highly technical or advanced education and/or training; makes recommendations and exercises independent judgment and initiative specific to the area/program employed.

\$30.00/hr

Short-Term Worker 8: Positions in this pay group perform at the highest level of expertise; require expert knowledge, education/training, and experience; make recommendations and exercise independent judgment and initiative.

\$40.00/hr

Short-Term Worker 9: Positions in this pay group perform at the highest level of expertise; require expert knowledge, education/training, and experience; make recommendations and exercise independent judgment and initiative, specific to the area/program employed.

\$48.00/hr

Governing Board Member

\$400.00/mo

Apprentices

Apprentice 1: Trainees in this pay group perform under close instruction; develop skills, abilities, and sensitivities for assisting a diverse population in an educational setting. Trainees in this pay group may perform work in the Child Development Center and must be enrolled in at least three (3) units, showing continuous progress towards a child development permit and/or degree in Early Childhood Education and have successfully completed at least six (6) units in Early Childhood Education. These trainees perform under very close instruction, work directly with children, oversee daily activities, and with help of the center teachers develop and implement activities. **OR** Trainees in this pay group may require tutoring experience or subject competency; and provide tutoring, basic computer, and online instructional support for faculty, staff, and students. **OR** Trainees in this pay group perform skilled work under general direction and exercise independent decision-making within the scope of responsibility; and provide support for productions, exhibitions, and presentations for faculty, staff, students, and the community.

\$14.00/hr

Apprentice 2, 3, 4, 5, 6, 7, & 8: Not currently assigned.

Apprentice 9: Trainees in this pay group perform skilled work under general instruction; may require a bachelor's degree; and provide assistance to faculty, management, and staff including individual and small group tutoring, mentoring, coaching, and/or accounting support. May provide advanced instructional/technological support.

\$15.00/hr

Master Tutor Apprentice 10: Trainees in this pay group have already demonstrated leadership and expertise and have 2 years' experience in a learning lab, tutorial center, learning resource center, or the equivalent; must complete Level 2 CRLA certification, NADE or other appropriate organization certification); require a bachelor's degree; play a mentoring role for the developing apprentices to better assist students in individual and small group tutoring, directed learning activities, learning groups, and through the use of instructional technology.

\$17/hr

POSITION DESCRIPTION LISTING

(170 days or 980 hours in an academic year is the maximum an employee can work in a short-term position)

Short-Term Workers

Short-Term Worker 1: Positions in this pay group work under supervision; require minimal skill level; perform routine tasks which require a brief training period; provide instructional or departmental assistance; may require knowledge of software packages; perform routine tasks; and exercise judgment appropriate to level of assignment.

\$14.00/hr

Short-Term Worker 2: Not currently assigned.

Short-Term Worker 3: Positions in this pay group perform skilled work under minimal direction; require extensive knowledge, education/training and experience; and exercise independent judgment and initiative.

\$15.50/hr

Short-Term Worker 4: Positions in this pay group perform highly skilled work with minimal direction; require extensive knowledge, education/training and experience; and exercise independent judgment and initiative.

\$18.00/hr

Short-Term Worker 5: Positions in this pay group perform at advanced level. Positions in this group are generally regarded as paraprofessional and require advanced knowledge, education/training, and experience; exercise independent judgment and initiative.

\$22.00/hr

Short-Term Worker 6: Positions in this pay group perform at a highly advanced level. Positions in this pay group are regarded as professional and/or highly technical advanced education and/or training is required; makes recommendations and exercises independent judgment and initiative.

\$25.00/hr

Short-Term Worker 7: Positions in this pay group perform at a highly advanced level. Positions in this pay group are regarded as professional and/or have highly technical or advanced education and/or training; makes recommendations and exercises independent judgment and initiative specific to the area/program employed.

\$30.00/hr

Short-Term Worker 8: Positions in this pay group perform at the highest level of expertise; require expert knowledge, education/training, and experience; make recommendations and exercise independent judgment and initiative.

\$40.00/hr

Short-Term Worker 9: Positions in this pay group perform at the highest level of expertise; require expert knowledge, education/training, and experience; make recommendations and exercise independent judgment and initiative, specific to the area/program employed.

\$48.00/hr

Governing Board Member

\$400.00/mo

Apprentices

Apprentice 1: Trainees in this pay group perform under close instruction; develop skills, abilities, and sensitivities for assisting a diverse population in an educational setting. Trainees in this pay group may perform work in the Child Development Center and must be enrolled in at least three (3) units, showing continuous progress towards a child development permit and/or degree in Early Childhood Education and have successfully completed at least six (6) units in Early Childhood Education. These trainees perform under very close instruction, work directly with children, oversee daily activities, and with help of the center teachers develop and implement activities. **OR** Trainees in this pay group may require tutoring experience or subject competency; and provide tutoring, basic computer, and online instructional support for faculty, staff, and students. **OR** Trainees in this pay group perform skilled work under general direction and exercise independent decision-making within the scope of responsibility; and provide support for productions, exhibitions, and presentations for faculty, staff, students, and the community.

\$14.00/hr

Apprentice 2, 3, 4, 5, 6, 7, & 8: Not currently assigned.

Apprentice 9: Trainees in this pay group perform skilled work under general instruction; may require a bachelor's degree; and provide assistance to faculty, management, and staff including individual and small group tutoring, mentoring, coaching, and/or accounting support. May provide advanced instructional/technological support.

\$15.00/hr

Master Tutor Apprentice 10: Trainees in this pay group have already demonstrated leadership and expertise and have 2 years' experience in a learning lab, tutorial center, learning resource center, or the equivalent; must complete Level 2 CRLA certification, NADE or other appropriate organization certification); require a bachelor's degree; play a mentoring role for the developing apprentices to better assist students in individual and small group tutoring, directed learning activities, learning groups, and through the use of instructional technology.

\$17/hr

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020
 Board Meeting Date

TOPIC MANAGEMENT TEMPORARY ASSIGNMENTS

Communication No. IV.E.4.b

THIS ITEM SUPPORTS BOARD POLICY

Board Policy 7120 – The District will recruit and retain diverse faculty and staff who are qualified by appropriate education, training, and experience to support programs and services.

PROPOSAL

To ratify the temporary assignments for the management employees indicated below.

BACKGROUND

In accordance with the superintendent/president’s objectives, and in support of the strategic plan to address the reduction in funding, the following management employees are being assigned additional temporary assignments for the 2020–21 fiscal year. Therefore, it is proposed that the employees will receive compensation accordingly.

Name	Title	Effective Date	% Increase
Raymond Cuellar	Director, Grant Development and Management and Title III, Perkins, and Strong Workforce Oversight	10/15/20-06/30/21	5%
Ruth Ann Valencia	Director, Career and Transfer Center and Interim Director, Admissions and Records	11/06/20-06/30/21	10%

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund

Status of Funds – The personnel costs associated with these temporary assignments will be approximately \$15,856 (salary \$13,269; benefits \$2,587), with a net reduction of salary and benefits costs totaling approximately \$239,937 (salary \$176,945; benefits \$62,992) for the 2020–21 year.

Future Implications – These temporary assignments will expire.

RECOMMENDATION

It is recommended the Governing Board ratify the temporary assignments for the management employees as indicated above.

Prepared by:	Susan Hardie, Executive Director, Human Resources
Reviewed by:	Lisa Bailey, Associate Superintendent, Business Services and Economic Development
Recommended by:	Henry Shannon, Superintendent/President

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020

Board Meeting Date

TOPIC **MEMORANDUM OF UNDERSTANDING – CHAFFEY COMMUNITY COLLEGE DISTRICT AND CHAFFEY COLLEGE FACULTY ASSOCIATION (CCFA)**

Communication No. IV.E.4.c

SUPPORTS BOARD POLICY

Board Policy 7140, Collective Bargaining – 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 approve the attached memorandum of understanding between the Chaffey Community College District and Chaffey College Faculty Association (CCFA).

BACKGROUND

The District recognizes the importance of maintaining safe facilities and operations, for the benefit of the students, faculty, staff, and communities we serve. The District and CCFA convened to negotiate the effects of issues related to the COVID-19 pandemic. The attached MOU reflects the agreed upon provisions through May 20, 2021.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund

Status of Funds – The total estimated personnel costs associated with this MOU are \$106,554 (salary \$103,100; benefits \$3,454) for the 2020-21 year. These costs are unanticipated, but funds have been identified and are included in the 2020-21 budget.

Future Implications – It is anticipated that these costs will not be on-going.

RECOMMENDATION

It is recommended the Governing Board approve the attached memorandum of understanding between the Chaffey Community College District and Chaffey College Faculty Association (CCFA).

Prepared by:	Susan Hardie, Executive 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

November 19, 2020

Board Meeting Date

TOPIC **MEMORANDUM OF UNDERSTANDING – CHAFFEY COMMUNITY COLLEGE DISTRICT AND CHAFFEY CHILD DEVELOPMENT CENTER FACULTY ASSOCIATION (CDCFA)**

Communication No. IV.E.4.d

SUPPORTS BOARD POLICY

Board Policy 7140, Collective Bargaining – 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 approve the attached memorandum of understanding between the Chaffey Community College District and Chaffey Child Development Center Faculty Association (CDCFA).

BACKGROUND

The District recognizes the importance of maintaining safe facilities and operations, for the benefit of the students, faculty, staff, and communities we serve. The District and CDCFA convened to negotiate the effects of issues related to the COVID-19 pandemic. The attached MOU reflects the agreed upon provisions through May 21, 2021.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund

Status of Funds – The total estimated personnel benefit costs associated with this MOU are \$68,535 for the 2020-21 year. These costs are unanticipated, but funds have been identified and are included in the 2020-21 budget.

Future Implications – It is anticipated that these costs will not be on-going.

RECOMMENDATION

It is recommended the Governing Board approve the attached memorandum of understanding between the Chaffey Community College District and Chaffey Child Development Center Faculty Association (CDCFA).

Prepared by:	Susan Hardie, Executive 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

November 19, 2020

Board Meeting Date

TOPIC **MEMORANDUMS OF UNDERSTANDING – CHAFFEY COMMUNITY COLLEGE DISTRICT AND CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER 431**

Communication No. IV.E.4.e

SUPPORTS BOARD POLICY

Board Policy 7140, Collective Bargaining – 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 approve the attached memorandums of understanding between the Chaffey Community College District and California School Employees Association (CSEA), Chapter 431.

BACKGROUND

The District recognizes the importance of maintaining safe facilities and operations, for the benefit of the students, faculty, staff and communities we serve. The District and CSEA convened to negotiate the effects of issues related to the COVID-19 pandemic. The attached MOUs reflect the agreed upon provisions through February 28, 2021.

BUDGET IMPLICATIONS

Funding Source – Unrestricted general fund

Status of Funds – The estimated personnel costs associated with these MOUs are \$332,556 (salary \$303,569; benefits \$28,987) for the 2020-21 year. These costs are unanticipated, but funds have been identified and are included in the 2020-21 budget.

Future Implications – It is anticipated that these costs will not be on-going.

RECOMMENDATION

It is recommended the Governing Board approve the attached memorandums of understanding between the Chaffey Community College District and California School Employees Association (CSEA), Chapter 431.

Prepared by:	Susan Hardie, Executive 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

November 19, 2020

Board Meeting Date

TOPIC STUDENT WORKER POSITION CERTIFICATION

Communication No. IV.E.4.f

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 approve the attached student worker salary schedule effective January 1, 2021.

BACKGROUND

The administration recommends salary changes as reflected in the attached position schedule due to the increase in the state minimum wage to \$14.00 per hour effective January 1, 2021.

BUDGET IMPLICATIONS

Funding Source – Restricted and unrestricted general fund
Status of Funds – Affected budgets will absorb any increased expenditures as a result of this hourly position certification proposal.
Future Implications – N/A

RECOMMENDATION

It is recommended the Governing Board approve the attached student worker salary schedule effective January 1, 2021.

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

POSITION DESCRIPTION LISTING

Student Workers

Student Worker 1, Entry-Level-Positions: Student Workers in this pay group require minimal previous experience. Acceptable performance levels can be reached primarily through on-the-job training. Examples: entry-level office assistants, entry-level lab assistants, entry-level bookstore clerks, police cadets, Maintenance and Operations assistants, student ambassadors and food service workers

\$14.00/hour

Student Worker 2, Intermediate-Level Positions: Student Workers in this pay group require some previous experience. Acceptable performance levels can be reached primarily through a combination of prior knowledge, skills and abilities working in conjunction with on-the-job training. Examples: Intermediate-level office assistants and lab assistants, peer advisors and senior bookstore clerks.

\$14.25/hour

Student Worker 3, Advanced-Level Positions: Student Workers in this pay group have considerable previous experiences or certification such as a medical assistant certificate or CPR certificate. Although on-the-job training may be provided, acceptable performance levels can only be reached through a sufficient amount of specific prior knowledge, skills and abilities. Examples: Tutors, medical assistants and Information Technology interns.

\$14.50/hour

POSITION DESCRIPTION LISTING

Student Workers

Student Worker 1, Entry-Level-Positions: Student Workers in this pay group require minimal previous experience. Acceptable performance levels can be reached primarily through on-the-job training. Examples: entry-level office assistants, entry-level lab assistants, entry-level bookstore clerks, police cadets, Maintenance and Operations assistants, student ambassadors and food service workers

\$14.00/hour

Student Worker 2, Intermediate-Level Positions: Student Workers in this pay group require some previous experience. Acceptable performance levels can be reached primarily through a combination of prior knowledge, skills and abilities working in conjunction with on-the-job training. Examples: Intermediate-level office assistants and lab assistants, peer advisors and senior bookstore clerks.

\$14.25/hour

Student Worker 3, Advanced-Level Positions: Student Workers in this pay group have considerable previous experiences or certification such as a medical assistant certificate or CPR certificate. Although on-the-job training may be provided, acceptable performance levels can only be reached through a sufficient amount of specific prior knowledge, skills and abilities. Examples: Tutors, medical assistants and Information Technology interns.

\$14.50/hour

ACTION AGENDA

BUSINESS/FISCAL AFFAIRS

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020

Board Meeting Date

TOPIC **APPROVAL TO CONTRACT BY ON-CALL PROFESSIONAL SERVICES AGREEMENT FOR INSPECTION SERVICES**

Communication No. IV.F.1.a

SUPPORTS BOARD POLICY

Supports and complies with policies: 2710 Conflict of Interest, 6100 Delegation of Authority, 6330 Purchasing, 6340 Contracts, and 6600 Capital Construction.

PROPOSAL

To authorize the District to enter into four, five-year term, on-call professional services agreements in the amount not to exceed \$3,000,000 each with Knowland, Inc. of Rancho Palo Verdes, California, Sandy Pringle Associates, Inc. of Torrance, California, TYR, Inc. of Costa Mesa, California and Vital Inspection Services, Inc. of Anaheim, California, for Request for Qualifications (RFQ) No. 2021PW146 Inspection Services. The District is creating a pool of four firms to perform inspection services for the Measure P Bond program for all district locations.

BACKGROUND

In November 2018, voters in the District approved Measure P a \$700 million general obligation bond. In order to implement the Measure P bond program, the District will require inspection services for all locations. On September 29, 2020, the district released RFQ 2021PW146 Inspection Services. The services include verification of compliance with the Division of State Architect (DSA) approved plans and specifications for the new and modernized college facilities. The selected firms will serve as the Project Inspectors for DSA and the district at the project site. The RFQ specified that the district intended to hire one or more firms and will award task order agreements for a specific project assignment on an as needed basis. The project assignment will include: scope of work, cost estimates, and conditions specific to the project. As the need for services on a project arises, a task order agreement will be brought to the Governing Board for ratification. Eleven firms submitted proposals by the RFQ deadline on October 14, 2020. District staff evaluated each proposal based on the evaluation criteria as identified in the RFQ. Upon completion of the due diligence review, Knowland, Inc. of Rancho Palo Verdes, California, Sandy Pringle Associates, Inc. of Torrance, California, TYR, Inc. of Costa Mesa, California and Vital Inspection Services, Inc. of Anaheim, California were determined by staff to be the best qualified to perform inspection services and recommends that the district enter into four, five-year term, on-call professional services agreements in the amount not to exceed \$3,000,000 with each firm.

BUDGET IMPLICATIONS

Funding Source – Measure P bond fund: Appropriate project funding source to be determined when task order agreements are assigned to projects.

Status of Funds – Funds are available in the appropriate bond project budget.

Future Implications – N/A

APPROVAL TO CONTRACT BY ON-CALL PROFESSIONAL SERVICES AGREEMENT FOR INSPECTION SERVICES

November 19, 2020

Page 2

RECOMMENDATION

To authorize the District to enter into four, five-year term, on-call professional services agreements with Knowland, Inc. of Rancho Palo Verdes, California, Sandy Pringle Associates, Inc. of Torrance, California, TYR, Inc. of Costa Mesa, California and Vital Inspection Services, Inc. of Anaheim, California, for Request for Qualifications (RFQ) No. 2021PW146 Inspection Services in the amount not to exceed \$3,000,000 for each firm.

Attachment: RFQ 2021PW146: Inspection Services Firm Proposals

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

RFQ 2021PW146 - INSPECTION SERVICES POOL

Firm Name	City	State
American Engineering Laboratories, Inc.	La Habra	CA
Eichenberger Inspection	Alta Loma	CA
HBI Inspections	Chino Hills	CA
Independent Construction Inspection	Valencia	CA
Knowland, Inc.	Rancho Palos Verdes	CA
MTGL, Inc.	Anaheim	CA
Prodigal Investment Group	La Canada	CA
Sandy Pringle Associates, Inc.	Torrance	CA
Stephen Payte DSA Inspections, Inc.	Quartz Hill	CA
TYR, Inc.	Costa Mesa	CA
Vital Inspection Services, Inc.	Anaheim	CA

AGENDA ITEM
Chaffey Community College District
GOVERNING BOARD

November 19, 2020
Board Meeting Date

TOPIC CONTRACT, PURCHASE ORDER, AND WARRANT LISTS

Communication No. IV.F.1.b

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 October 2020.

BUDGET IMPLICATIONS

Funding Source – All Funds

Status of Funds – Funding for these contracts, purchase orders, and warrants are included in the 2020-2021 adopted district budgets.

Future Implications – None

RECOMMENDATION

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

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

CONTRACT AND CHANGE ORDER LIST¹

Contract Number	Vendor	City, State	Description of Service	Amount	Funding Source
2021CS152	Ai-Media, Inc.	Youngstown, OH	For a not-to-exceed amount, to provide as-needed live captioning services for the Equity Outreach & Communications department for the period of October 01, 2020 through June 30, 2021, as approved by Marketing and Public Relations. ²	1,580.00	Restricted General Fund
2020CS560	Allison Mechanical, Inc.	Redlands, CA	Amendment #1 – to extend the ending date of this agreement from June 30, 2020 to October 30, 2020, as approved by Facilities Department.	No Cost Impact	Unrestricted General Fund
2021CS12	American Crane Training and Consulting	Claremont, CA	Amendment #4 - to increase the contract amount to provide additional training services, as approved by Economic Development. ³	5,000.00	Restricted General Fund
2021CS161	Ashley Lauren Rogers	Brooklyn, NY	For a not-to-exceed amount, to conduct a workshop on Trans and Nonbinary narratives and representation in the media on November 10, 2020, as approved by Language Arts Department.	500.00	Unrestricted General Fund
2021CS166	Best Best & Krieger, LLP	Ontario, CA	For a not-to-exceed amount, to provide general and special legal services related to the District for the period of July 01, 2020 through June 30, 2021, as approved by the Office of the Associate Superintendent, Business Services and Economic Development.	40,000.00	Unrestricted General Fund and Measure P Bond Fund
2021PW160	Carpet Service Bert the Dutchman	Orange, CA	For a not-to-exceed amount, to install carpet flooring, rubber top-set base and vinyl transitions in Room 103B, Closet in Room 103B, and Office 107 in AD Building at the Rancho Cucamonga Campus, for the period of October 08, 2020 through June 30, 2021, as approved by Special Populations and Equity Program. ⁴	2,787.87	Restricted General Fund
2021CS90	Cision	Chicago, IL	For a not-to-exceed amount, to provide social media advertising notification for Chaffey College events for the period of August 12, 2020 through August 30, 2021, as approved by Marketing and Public Relations.	10,872.00	Unrestricted General Fund
2020PW565	DLR Group, Inc.	Riverside, CA	Amendment #1 – to modify the contract agreement to include reimbursement for approved expenses identified in the proposal for each Task Order issued subject to the not-to-exceed sum, as approved by Measure P Construction Program.	No Cost Impact	Measure P Bond Fund
2021CS156	Edgar Paul Pazimo, Jr.	Ontario, CA	For a not-to-exceed amount, to provide DJ Services on Spirit Day, August 28, 2020, as approved by Student Services. ⁵	500.00	Restricted General Fund

¹ Funding for all contracts and change orders on this list are included in the 2020-2021 adopted district budgets.

² Funded by Student Equity budget.

³ Funded by Economic Development grant funds.

⁴ Funded by Student Equity budget.

⁵ Funded by California Promise budget.

List reflects contracts entered into and change orders to existing contracts through October 31, 2020.²²

2021CS110	Gisella Moya	Oakland, CA	For a not-to-exceed amount, to present a virtual workshop for the EOPS Dreamer Students titled "Secret Life of a UnDACAmended Student," on August 06, 2020, as approved by Counseling and Student Success and Supporting Programs. ⁶	\$250.00	Restricted General Fund
2020PW98	HMC Group	Ontario, CA	Amendment #4 – to provide additional services to hire the Commissioning Authority to perform fundamental commissioning services as required by the California Energy Code & CALGreen for the Chino Instructional Building Project, as approved by Administrative Services.	34,850.00	Measure P Bond Fund
2020PW563A	HMC Group	Ontario, CA	Task Order #1 – to provide concept design services for the new Chaffey College Ontario campus for the period of August 24, 2020 through August 24, 2021, as approved by Measure P Construction Program.	15,000.00	Measure P Bond Fund
2021CS167	Jon Wollenhaupt	Sacramento, CA	For a not-t-exceed amount, to develop marketing tools to assist In-Tech Center with its Centers for Applied Competitive Technologies initiative. Services include but not limited to: web-site development, search engine optimization, on-going web-site audit reporting, written content development and graphic design services for the period of October 01, 2020 through October 31, 2020, as approved by Economic Development. ⁷	13,425.00	Restricted General Fund
2021CS157	Joseph Speigl	Fontana, CA	For a not-to-exceed amount, to provide training and industry consulting services for the workers of the Districts business clients and community partners, 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 October 01, 2020 through June 30, 2021, as approved by Economic Development. ⁸	4,800.00	Restricted General Fund
2021CS116	Kone, Inc.	Cypress, CA	For a not-to-exceed amount, to provide maintenance service for 3 elevators located on the Rancho campus: (1) Parking Lot 23 (2) Student Services/Administration Building and (3) Berz Excellence Building for the period of July 01, 2020 through June 30, 2021, as approved by Facilities.	8,682.48	Unrestricted General Fund
2021CS170	Lauren Servais	Santa Rosa, CA	For a not-to-exceed amount, a presentation for the new faculty leadership course, FLOWS, for the period of July 01, 2020 through August 28, 2020, as approved by, Guided Pathways. ⁹	500.00	Restricted General Fund
2021PW84D	Leighton Consulting, Inc.	Rancho Cucamonga, CA	Task Order #4 – to provide abatement monitoring, clearance testing and related closeout report during the demolition of the Fontana property located at Sierra Avenue and Underwood for the period of October 02, 2020 through December 31, 2020, as approved by Measure P Construction Program.	14,973.00	Measure P Bond Fund

⁶ Funded by restricted Extended Opportunities Programs and Services funds.

⁷ Funded by Economic Development grant funds.

⁸ Funded by Economic Development grant funds.

⁹ Funded by Guided Pathways budget.

List reflects contracts entered into and change orders to existing contracts through October 31, 2020.²²

2021CS37	Lynne Berman	Rio Verde, AZ	Amendment #1 – to extend the ending date of the agreement from October 31, 2020 to December 30, 2020, as approved by Health Sciences. ¹⁰	No Cost Impact	Restricted General Fund
2021CS69	Mary Aileen Lawson	Rancho Cucamonga, CA	Amendment #1 – to extend the ending date of the agreement from October 30, 2020 to December 30, 2020, as approved by Health Sciences Department. ¹¹	No Cost Impact	Restricted General Fund
2021CS147	Microsoft	Reno, NV	Year 1 of a 4-year agreement, for a not-to-exceed amount, Microsoft Campus license agreement for faculty and staff, beginning October 01, 2020 through September 30, 2021, as approved by Technical Services. ¹²	96,027.75	Unrestricted General Fund and Restricted General Fund
2021CS48	Michael W. Koehler	Highland, CA	For a not-to-exceed amount, to provide training and industry consulting services for the workers of the Districts business clients and community partners, 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 01, 2020 through June 30, 2021, as approved by Economic Development. ¹³	24,300.00	Restricted General Fund
2021CS163	Michael Lesiecki	Phoenix, AZ	For a not-to-exceed amount, provide support services for industry panel webinar, including rehearsal and event management for the period of October 13, 2020 through October 16, 2020, as approved by Economic Development. ¹⁴	750.00	Restricted General Fund
2021CS164	Monika Hogan	Altadena, CA	For a not-to-exceed amount, present a new faculty leadership course, FLOWS for the period of July 01, 2020 through August 28, 2020, as approved by Guided Pathways. ¹⁵	220.00	Restricted General Fund
2021CS173	Muditha Senanayake	Diamond Bar, CA	For a not-to-exceed amount, review syllabus, for section FM 60 13586 Textiles consisting of: self-evaluation, test and handouts, on-line observation, and review materials and checklist of paperwork for the period of September 18, 2020 through November 03, 2020, as approved by Chino Campus.	500.00	Unrestricted General Fund
2021CS98	Natalie M. Wyatt	La Verne, CA	For a not-to-exceed amount, provide a presentation for a management and confidential retreat on the topic of mental health strategies on August 07, 2020, as approved by Presidents Office.	400.00	Unrestricted General Fund
2021CS153	Occupational Health Centers of California	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide as-needed health services to the District which shall include but are not limited to: fitness for duty exams, drug screening, hepatitis B vaccines, alcohol testing, TB skin testing for faculty and/or staff, for the period of July 01, 2020 through June 30, 2021, as approved by Human Resources.	1,500.00	Unrestricted General Fund

¹⁰ Funded by Strong Workforce budget.

¹¹ Funded by Strong Workforce budget.

¹² Funded by restricted Lottery funds.

¹³ Funded by Economic Development grant funds.

¹⁴ Funded by Economic Development grant funds.

¹⁵ Funded by Guided Pathways budget.

List reflects contracts entered into and change orders to existing contracts through October 31, 2020.²²

2021CS17	Otha D. Liggins	Rancho Cucamonga, CA	Amendment #1 – to increase the not-to-exceed amount of the contract for additional training services, as approved by Economic Development. ¹⁶	\$9,600.00	Restricted General Fund
2021CS145	Public Economics	Orange, CA	For a not-to-exceed amount, consultant will provide special services and advice to the District consisting of: financial, economic, facilities and administrative matters related to payments from former redevelopment agencies, for the period of July 01, 2020 through June 30, 2021, as approved by Administrative Services.	35,000.00	Capital Projects Fund
2021CS165	Remberto Aguilar	Grand Terrace, CA	For a not-to-exceed amount, to provide training and industry consulting services for the workers of the Districts business clients and community partners, 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 September 01, 2020 through June 30, 2021, as approved by Economic Development. ¹⁷	25,000.00	Restricted General Fund
2021CS52	Rise Interpreting, Inc.	Riverside, CA	For a not-to-exceed amount, to provide ASL interpreting services for hearing impaired for the period of July 01, 2020 through June 30, 2021, as approved by Human Resources.	30,000.00	Unrestricted General Fund
2021CS61	Rise Interpreting, Inc.	Riverside, CA	For a not-to-exceed amount, to provide ASL Interpreting services for the hearing impaired for the period July 28, 2020 through June 30, 2021, as approved by Disability Programs and Services Department. ¹⁸	20,000.00	Restricted General Fund
2019PW310	Sinha and Keyfauber Engineering	Monrovia, CA	Amendment #3 – to extend the end date of the contract from June 30, 2020 to December 31, 2020 for additional time to complete the project, as approved by Facilities Department. ¹⁹	No Cost Impact	Restricted General Fund
2021CS154	Tatum Lugo	Hesperia, CA	For a not-to-exceed amount, to provide on-call sign language interpreter services for the period of October 01, 2020 through June 30, 2021, as approved by Disability Program and Services. ²⁰	10,000.00	Restricted General Fund
2021CS158	Vincent Zurowski	Rancho Cucamonga, CA	For a not-to-exceed amount, to provide training and industry consulting services for the workers of the Districts business clients and community partners, 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 October 01, 2020 through June 30, 2021, as approved by Economic Development. ²¹	4,800.00	Restricted General Fund
2021CS175	Unicon	Gilbert, AZ	For a not-to-exceed amount, to provide open source support programs and consulting services for the period of November 01, 2020 through October 31, 2021, as approved by Administrative Services.	10,000.00	Unrestricted General Fund

¹⁶ Funded by Economic Development grant funds.

¹⁷ Funded by Economic Development grant funds and by Contract Education program.

¹⁸ Funded by Disability Programs and Services (DPS) budget.

¹⁹ Funded by Physical Plant & Instructional Support Block grant budget.

²⁰ Funded by Disability Programs and Services (DPS) budget.

²¹ Funded by Economic Development grant funds.

²² Funding for all contracts and change orders on this list are included in the 2020-2021 adopted district budgets.

CHAFFEY COMMUNITY COLLEGE

WARRANT REGISTER REPORT

FOR THE MONTH OF OCTOBER 2020

GENERAL FUNDS (10)

PAYROLL	6,847,305.29	
COMMERCIAL	5,094,119.07	
TOTAL FUND (10)		11,941,424.36

SCHEDULED MAINTENANCE FUND (42) 37,021.89

BUILDING FUND (40 and 43) 466,928.68

EARLY RETIREMENT FUND (61) 915.03

VACATION LIABILITY (69) -

CAPITAL OUTLAY PROJECT FUND (41) 475,372.11

CHILD DEVELOPMENT FUND (33)

PAYROLL	4,598.40	
COMMERCIAL	31,707.66	
TOTAL FUND (33)		36,306.06

TOTAL ALL FUNDS **\$ 12,957,968.13**

PAYROLL WARRANT/ADVICE NUMBERS

127259-127309 440362-442103 (VOID 441332-441540)

COMMERCIAL WARRANT NUMBERS

1015844-1015893 1737931-1739308

PURCHASE ORDER NUMBERS

BPO's	14834-14862	\$	87,566.00
PO's	54911-55010	\$	400,490.16