MINUTES OF THE GOVERNING BOARD
OF THE CONTRA COSTA COMMUNITY COLLEGE DISTRICT

Regular Meeting

Date: December 14, 2016

Time: 5:00 p.m. – Public Session

Place: George R. Gordon Education Center
                 500 Court Street
                 Martinez, California 04553

Presiding Officer: Vicki Gordon

ROLL CALL

Present   Vicki Gordon, President
                 Greg Enholm, Vice President
                 Tim Farley, Secretary
                 John E. Márquez
                 Gary Walker-Roberts
                 Kwame Baah-Arhin, Student Trustee

        Those present constituted a quorum.

OPEN PUBLIC SESSION, CALL TO ORDER AND RECESS TO CLOSED SESSION

        Board President Vicki Gordon opened the public session at 5:00 p.m.   There being
no public comment, Ms. Gordon said the Board would recess to closed session to conference with
labor negotiator; discuss public employee discipline/dismissal/release; discuss student discipline;
and conference with legal counsel.

RECONVENE PUBLIC SESSION AND PLEDGE OF ALLEGIANCE TO THE U.S. FLAG

        Ms. Gordon reconvened the public session at 6:08 p.m. She said there were no reportable
actions from closed session. Ms. Gordon then called on Richard Livingston, retired Los Medanos
College (LMC) Vice President to lead the Pledge of Allegiance to the U.S. flag.

SPECIAL TRIBUTE TO JOHN ("JACK") CARHART, FOUNDING PRESIDENT OF LOS MEDANOS
COLLEGE AND FORMER CHANCELLOR OF THE CONTRA COSTA COMMUNITY COLLEGE
DISTRICT

        Retired LMC Vice President Richard Livingston spoke regarding the life and achievements of
Mr. John Carhart, founding president of LMC and former chancellor of the District. Retired LMC
Vice President Dan Henry also spoke regarding Mr. Carhart's contributions to the District. Michael
Anker, Contra Costa College (CCC) professor, spoke about the extraordinary qualities Mr. Carhar
possessed. Dr. Robert Kratochvil commented on Mr. Carhart's vision for LMC, including its
innovative architecture that was described and researched in a thesis by Nicholas Nabas, LMC
professor.

Timothy J. Farley spoke regarding the "Martinez pride" surrounding John Carhart. Gary Walker-Roberts gave thanks to John Carhart for paving the way for students to achieve throughout Contra Costa County. Eugene Huff said John Carhart was a founding member of the shared governance model used throughout California. John E. Márquez said there were always positive comments made regarding Mr. Carhart, and he thanked his family members for all of his (Mr. Carhart's) accomplishment. Tina Obinna, retired LMC staff, spoke regarding her positive working relationship with Mr. Carhart, when she worked as his assistant at LMC. Student Trustee Baah-Arhin said, while most current students were not alive when Mr. Carhart served the District, they are now reaping the benefits of everything he did. Willie Mims, community member, said the faculty was quite diverse under John Carha's leadership. Ms. Gordon said Mr. Carhart touched the lives of so many people, and she thanked everyone who came to pay tribute to him.

ADMINISTRATION OF OATHS TO NEWLY ELECTED GOVERNING BOARD MEMBERS FOR WARDS II AND V, ADMINISTRATION OF OATH OF PROVISIONAL APPOINTMENT MEMBER FOR WARD IV; AND ANNUAL ORGANIZATIONAL MEETING

At this point in the meeting Board President Gordon said Board members for Wards II, V and IV would take the oath of office. LaMar Thorpe, Antioch City Council, Mayor Pro-Term administered the oath of office to Greg Enholm. Executive Vice Chancellor, Administrative Services Eugene Huff administered the oaths of office to Vicki Gordon and provisional appointee Gary Walker-Roberts, respectively.

Mr. Walker-Roberts thanked his husband for his attendance at this meeting, and also thanked Dr. Laurie Huffman, his mentor at LMC as well as other community members and students. Mr. Walker-Roberts thanked the Board for their support along with students Districtwide and the three college presidents. Ms. Gordon thanked the community for all of their support. Mr. Enholm said he was grateful for the election process and he commended his opponent, Fernando Sandoval, for all of his efforts. He further thanked various legislators for their support.

Mr. Enholm presented outgoing Board President Gordon with a gavel plaque in appreciation of all her work throughout 2016. Mr. Enholm further presented Ms. Gordon with a second plaque recognizing all of her achievements on behalf of the Board. Ms. Gordon thanked everyone for their support.

In accordance with Education Code section 72000©(2), Ms. Gordon then called the organizational meeting to order at 6:51 p.m. Mr. Márquez made a motion to make nominations for the 2017 slate of officers. He nominated Ms. Gordon as president; Mr. Farley as vice president and himself as secretary. Mr. Farley made a motion to retain the current Board leadership that existed in 2016; namely, Ms. Gordon as president; Mr. Enholm as vice president; and Mr. Farley as secretary. For lack of a second, Mr. Farley's motion died. Mr. Enholm made a motion to nominate himself as president; Mr. Farley as vice president; and Mr. Walker-Roberts as secretary. Mr. Walker-Roberts said, at this time, he was not yet ready to take on a leadership role as secretary of the Board. For lack of a second, Mr. Enholm's motion died.

Mr. Farley questioned whether Ms. Gordon was willing to serve as Board president for an additional 12 months. Ms. Gordon said she was willing to serve. Mr. Farley made an amendment to Mr. Márquez's motion to nominate Ms. Gordon as president; Mr. Enholm as vice president; and himself as secretary. Mr. Enholm then seconded Mr. Farley's motion. Mr. Walker Roberts asked for further comments from Mr. Márquez regarding the original motion that he (Mr. Márquez) made. Mr. Márquez said a new chancellor will need sound direction from the Board on how to proceed. He said Ms. Gordon can serve in that role as the Board president for 2017. He further stated that type

of leadership could also succeed with Mr. Farley serving as Board vice president and himself as Board secretary. Since there were no other comments regarding Mr. Farley's motion, Ms. Gordon asked the Board for a second to Mr. Márquez's original motion. She reiterated that motion proposed the slate of officers would be herself as Board president; Mr. Farley as Board vice president; and Mr. Márquez as Board secretary. The motion was seconded by Ms. Gordon. With two aye votes from Ms. Gordon and Mr. Farley; one no vote from Mr. Enholm; and one abstention from Mr. Walker-Roberts, the Governing Board approved the following slate of officers for 2017 by three aye votes:

Vicki Gordon	President
Timothy J. Farley	Vice President
John E. Márquez	Secretary

Ms. Gordon then closed the organizational meeting at 7:08 p.m.

GOVERNING BOARD PRESIDENT'S REMARKS

Since the Board agenda was quite full, Ms. Gordon said she had no comments regarding Board Policy 1010, Code of Ethics of the Governing Board and Board Policy 1022, Governing Board Communication Protocols. She did urge Board members to review these policies.

SPECIAL PRESENTATION – SENTINELS OF FREEDOM

Due to illness, Sentinels of Freedom Chairman and CEO Michael Conklin was unable to attend the meeting. This item will be placed on the January agenda.

PUBLIC COMMENT

Dr. Jeffrey Michels, CCC professor, prepared a poem in honor of Chancellor Benjamin. Since Dr. Benjamin was unable to attend this meeting, he said he would give it to her privately. Willie Mims, community member, spoke regarding diversity and how it needs to be present Districtwide.

Since there were many people in the audience who wished to address Agenda Item A,

PETITION TO CREATE A SANCTUARY COLLEGE DISTRICT

Ms. Gordon asked fellow Board members for permission to move the attached item to this part of the agenda. On motion of Mr. Walker-Roberts, seconded by Mr. Enholm, with three aye votes from Ms. Gordon, Mr. Farley and Mr. Márquez, the Governing Board unanimously approved discussion of Agenda Item A as its first item for this meeting.

Mr. Farley said the item is being discussed for informational purposes only so staff can receive direction on how to proceed. Mr. Márquez said it is important for the audience to know the Board is taking this item very seriously, even though no action could be currently taken. Mr. Walker-Roberts encouraged applause for all students Districtwide who were able to attend this meeting in support of Agenda Item A.

The following people spoke in support of Agenda Item A, Petition to Create A Sanctuary College District:

1. Dickson Lam
2. Dr. Andrew Barlow
3. Israel Castro Cortez
4. Enrique Duarte
5. Oscar Martinez
6. Agustin Palacios
7. Luis Gonzalez
8. Silvia Osornio
9. Hassam Jamaid
10. Kenny Purizaga
11. Paul Ramirez
12. Maria Dorado
13. Norma Valdez Jiminez
14. Ricardo Sanchez
15. Walter Orellana
16. Marisol
17. Mariela Cuellar
18. Israel Condori
19. Ivan Renata
20. Anaveli Bedolla
21. Mayra Padilla
22. Alex Walker-Griffin
23. Doreen Moreno
24. Willie Mims
25. Marcelo Clark

The Board agreed to hold a special meeting on January 11, 2016, at 6:00 p.m. to discuss the Sanctuary College District and take action. At this point in the meeting, Ms. Gordon said the Board would take a brief recess at 8:55 p.m. Ms. Gordon reconvened the meeting at 9:08 p.m. Ms. Gordon also announced that, due to studies, Student Trustee Baah-Arhin had to leave the meeting early.

Petition to Create a Sanctuary College District

November 23, 2016

To: Members of the Contra Costa Community College District Governing Board
Vicki Gordon, Greg Enholm, Tim Farley, John Marquez, Kwame Baa-Arhin

The Contra Costa Community College District's mission is to transform lives by providing outstanding learning opportunities, nurturing and empowering all students to achieve their educational goals. Together our district community serves one of the most diverse student bodies in the nation and we know there is great fear and uncertainty for many we serve. In the wake of the recent presidential election, we, the undersigned students, staff, faculty, alumni and community of Contra Costa College, Diablo Valley College, and Los Medanos College ask that you investigate with all diligence and urgency what it would mean and require for our colleges to become a sanctuary for students, staff, faculty, and their family members who face imminent deportation.

We also encourage the District to take the following concrete actions:

•Affirm the District's commitment to support and protect all of its students and workers, regardless of their citizenship status, religion, ethnicity, or national origin;

•Take a stand against any federal registry of Muslim Americans and other targeted groups;

•Affirm current admission and financial aid policies regarding undocumented students;

•Create a District policy to not cooperate with federal ICE authorities regarding deportations or immigration raids and assure the entire District and its colleges that District Police will not engage in helping the federal government with deportations or with inquiries regarding the immigration status of students;

•Affirm the District's commitment to create an atmosphere of respect by denouncing hate speech directed at students or employees, including immigrants, people of color, Muslims, individuals with disabilities, and LGBTQ+ individuals, and by informing the college communities of existing resources for reporting and responding to bias or hate incidents; and,

·Provide strictly confidential counseling and legal services for undocumented students, DACA recipients, employees, and their families.

We see the above as concrete actions that the District can take to support and protect people within our community. We have reason to believe that law enforcement officers cannot enter our campuses without permission. Similarly, U.S. Immigration and Customs Enforcement (ICE) officers are subject to restrictions based on a 2011 memo regarding places of worship, schools, and hospitals. (See https://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf)

If we fail to act in the face of President-Elect Trump's stated priorities relative to deportation and the treatment of Muslims, the guiding values that we have affirmed regarding diversity, social justice, and inclusive excellence in the Contra Costa Community College District will appear to have been little more than empty rhetoric. This is a moment when District leadership should stand with other colleges and universities across the nation to protect our most vulnerable students.

Respectfully,

Norma Valdez Jimenez, Contra Costa College, Faculty
Dickson Lam, Contra Costa College, Faculty
Tammeil Gilkerson, Contra Costa College, Manager
Mayra Padilla, Contra Costa College, Manager
Agustin Palacios, Contra Costa College, Faculty
Cecilia Mora, Contra Costa College, Student
Edwin Rubio, Contra Costa College, Alumni
Evelyn Ramírez, Contra Costa College, Community Member
Sixto Turcios, Contra Costa College, Alumni
Nataly Ramirez, Contra Costa College, Community Member
Edgar Vega, Contra Costa College, Alumni
Cinthya Quintero, Contra Costa College, Alumni
Karen Tamirez, Contra Costa College, Alumni
Carlos Alvarado, Contra Costa College, Alumni
Jessica, Contra Costa College, Alumni
Omar Rascon, Contra Costa College, Alumni
David Flores, Contra Costa College, Alumni
Baltazar Vazquez Jr., Contra Costa College, Alumni
Rocio Gonzalez, Contra Costa College, Alumni
Rosa Valdez, Contra Costa College, Alumni and former staff member
Kelly Ramos, Contra Costa College, Classified
Lorena Garcia, Contra Costa College, Community Member
Jim Gardner, Contra Costa College, Classified
Jessica Euyoque, Contra Costa College, Student
Lorena Cortez, Contra Costa College, Classified
Blanca Hernandez, Diablo Valley College   , Alumni
Daniel Vasquez, Contra Costa College, Community Member
Alejandra Franco, Contra Costa College, Community Member
Mayra Ramirez, District Office, Community Member
Jennifer Franco, Contra Costa College, Community Member
Oscar Martinez, Contra Costa College, Student
Jade Smith-Williams, Contra Costa College, Community Member
Rocio Berumen, Contra Costa College, Community Member
Laura Casillas, Contra Costa College, Community Member
Arturo Fernandez, Los Medanos College, Community Member
Kathleen Ramos, Diablo Valley College, Community Member

Rachel Maldonado Aziminia, Contra Costa College, Community Member
Mayra Ramirez, Contra Costa College, Student
Nadia Marangao de Melo Brasil, Contra Costa College, Alumni
Asad Kabir, Contra Costa College, Faculty
Anoosheh Borhan, Contra Costa College, Faculty
Ysrael Condori, Contra Costa College, Classified
Sarah Boland, Contra Costa College, Faculty
Mark Wong, Contra Costa College, Faculty
Maria Alegria, Contra Costa College, Alumni
Esmeralda Madriz Ramos, Contra Costa College, Student
Salvador Ramirez, Contra Costa College, Community Member
Alejandra Oseguera, Contra Costa College, Faculty
Cecilia Valdez, Contra Costa College, Alumni
Gabriela Duenas, Contra Costa College, Student
Sandra Duenas, Contra Costa College, Community Member
Lesly Sanchez Pintor, Contra Costa College, Student
Fidel Quezada, Contra Costa College, Alumni
Genoveva Calloway, Contra Costa College, Alumni
Jessica Lopez, Contra Costa College, Alumni
Lidia Ramirez, Contra Costa College, Community Member
Tenzin Dasael, Contra Costa College, Student
Jennifer Ounjian (prof. O.), Contra Costa College, Faculty
Jarol Fabian Angulo, Contra Costa College, Student
Melissa Merino, Contra Costa College, Student
Jessica Cisneros, Diablo Valley College, Student
Erica Sanchez, UC Berkeley, Community Member
Liliana Herrera, Contra Costa College, Alumni
Nicholas Montano, Contra Costa College, Alumni
Daniel Arredondo, Diablo Valley College, Student
Devin Murphy, Pinole, CA - went to UCLA, Alumni
Ricardo Tavarez, Contra Costa College, Faculty
Teresa Puentes-Sweetser, Contra Costa College, Alumni
Patricia Ponce, Contra Costa College, Community Member
Francisco Dorado, MD, Diablo Valley College, Alumni
Columba Dolan, Diablo Valley College, Student
Fernanda Montalvan , Contra Costa College, Student
Karolo Aparicio, Contra Costa College, Community Member
Myra San Nicolas, Diablo Valley College, Community Member
Pamela Salazar, Diablo Valley College, Student
Beatriz, Diablo Valley College, Classified
Michael G. Hassett, Contra Costa College, Faculty
Joy EichnerLynch, Contra Costa College, Faculty
Anuradha Vikram , Contra Costa College, Community Member
Maria Soledad (Sol) Lara, Diablo Valley College, Alumni
Sara Marcellino, Contra Costa College, Manager
Robert Hawkins, Diablo Valley College, Faculty
Miguel Mauricio, Los Medanos College, Alumni
Edward Cruz, Contra Costa College, Faculty
Randy Carver, Contra Costa College, Faculty
Richard P. Ramos, Contra Costa College, Faculty
Rita Xavier, Contra Costa College, Community Member
Jovana Lara, Diablo Valley College, Community Member

Javier Jimenez, Contra Costa College, Alumni
Mary Casey, Contra Costa College, Community Member
Elvia Ornelas-Garcia, Contra Costa College, Faculty
Edward Nodal, Contra Costa College, Alumni
Jose Herrera Cruz, Contra Costa College, Alumni
Luis Ramirez, Contra Costa College, Community Member
José Rodríguez, Contra Costa College, Friend
Carmen Tirado, Contra Costa College, Student
Alicia Rodriguez, Contra Costa College, Alumni
Claudia Gallo, Contra Costa College, Community Member
Julie Skoler, Contra Costa College, Faculty
Andrew Kuo, Contra Costa College, Faculty
Daniela Matute, Contra Costa College, Student
Alma Pantoja, Diablo Valley College, Student
Maureen Decombe, Contra Costa College, Community Member
Maricela Ramirez, Contra Costa College, Faculty
Carlos-Manuel Chavarria, Contra Costa College, Faculty
Jason Berner, Contra Costa College, Manager
Patrick Mitchell, Contra Costa College, Community Member
Fangzhou Chen, Contra Costa College, Student
Joan Flores, New York University, Colleague
Adriana Betti, Contra Costa College, Community Member
Celeste Palacios, El Cerrito High School, Community Member
Rana Lee Berman, Contra Costa College, Contract Tutor
kata miletich, Community, Not Applicable
Lilliana Patricia Saldaña, UTSA, Professor
Brenda Vega, Contra Costa College, Alumni
Liliana Perez, Contra Costa College, Alumni
Denisse Ambriz, Los Medanos College, Alumni
Heidi Weber, Los Medanos College, Community Member
Isis Hao, Contra Costa College, Community Member
Teresea Archaga, Los Medanos, CollegeManager
Fabiola Gonzalez, Contra Costa College, Educator
Santiago Archaga, Los Medanos College, Student
Lilia Soto, University of Wyoming, Community Member
Lasonja Zeigler, Contra Costa College, Student
Diana Dela Torre, Contra Costa College, Alumni
Hassane Mezine, District Office, Community Member
Roxana Amparo, Contra Costa College, Student
Cinthya Zuniga Quistian, Contra Costa College, Alumni
Karen Rodriguez, Contra Costa College, Community Member
Harry Vélez, University of Puget Sound, Colleague
Eric Ochoa, Contra Costa College, Student
Rodolfo Tovar, Contra Costa College, Community Member
Evelyn Gutierrez , Contra Costa College, Student
Stephanie Patino, Contra Costa College, Student
Lizet Gallardo, Contra Costa College, Student
Kathryn G. McCarty, Contra Costa College, Faculty
Catherine Frost, Contra Costa College, Manager
Kealii Perry, Los Medanos College, Student
Songay Land, Not currently a student, Community Member
Valerie Sullivan, Contra Costa College, Faculty

Colleen Boyle, Contra Costa College, Faculty
Cheryl Collier, Contra Costa College, Student
Sue VanHattum, Contra Costa College, Faculty
Esmeralda Frias, Contra Costa College, Student
Laura Salas, Contra Costa College, Faculty
Melissa Padilla, Boston University, Community Member
Antonio Medrano, ACLU Chair, Community Member
Joyce Bayles, Southwestern College, Puente Project
Selena Hao, RN, Contra Costa College, Alumni
Jaime Godinez, Contra Costa College, Community Member
Lisa Di Iulio Jones, Contra Costa College, Faculty
Abel Pineda , Contra Costa College, Alumni
Lucero Perez, SCU, Community Member
Susan Leong Lee, Contra Costa College, Manager
Irene Maldonado, San Francisco, Allied
Chrissy Anderson-Zavala, UCSC, Community Member
Rebeca Gutierrez Contra Costa College Alumni
Inda Ureta, Contra Costa College, Alumni
Deyanira Mejia, Contra Costa College, Alumni
Maritza Galdamez, Contra Costa College, Alumni
Angelica Coria, Diablo Valley College, Student
Andrea S. Phillips MA, MS, Contra Costa College, Faculty
Luci Castruita, Contra Costa College, Faculty
Megan Kinney, Contra Costa College, Faculty
Ellen Smith, Contra Costa College, Community Member
Carolina Carrasco, Contra Costa College, Student
Michael De Unamuno, Ohlone Community College, Community Member
Bea Joy dela Cruz, Contra Costa College, Student
Irais Velazquez, Diablo Valley College, Student
Lauren Nahas, Contra Costa College, Faculty
Pamela Mirabella, Contra Costa College, Alumni
Irene Chung, Contra Costa College, Faculty
Dennis Franco, Contra Costa College, Manager
Michael Kilivris, Contra Costa College, Faculty
Irena Stefanova, Contra Costa College, Faculty
Vanessa Diaz, UCSD Staff & Alum, Alumni
Judith Flum, Contra Costa College, Faculty
Sandra Ramirez, Contra Costa College, Alumni
Javier Ramirez, Contra Costa College, Student
Raul Ornelas, Contra Costa College, Alumni
Erica Martinez, Contra Costa College, Student
Maria A. Martinez, Contra Costa College, Student
Christian Vazquez, Contra Costa College, Student
Marilu Dominguez, Contra Costa College, Community Member
Alejandro Gonzalez, Contra Costa College, Alumni
Dona DeRusso, Contra Costa College, Classified
Terrill Mead, Contra Costa College, Faculty
Evan Decker, Contra Costa College, Manager
John Vehikite, Contra Costa College, Classified
Kathleen Ely, Contra Costa College, Classified
Michell Naidoo, Contra Costa College, Faculty
Maribel Lopez, Contra Costa College, Alumni

Alma A. Cardenas, Contra Costa College, Classified
Phoebe Keesey, Diablo Valley College, Classified
Brian Williams, Contra Costa College, Classified
Patricia Cuevas, Contra Costa College, Community Member
Zolayma Martin, Contra Costa College, Classified
Lupe Carvajal Dannels, Diablo Valley College, Faculty
Gloria Zarabozo, Diablo Valley College, Manager
Sophia Ramirez, Los Medanos College, Faculty
Megan McDermott, Contra Costa College, Hourly
Miriam Wong, The Latina Center, Executive Director
David Reyes, Los Medanos College, Faculty
Haydee Lindgren, Los Medanos College, Faculty
Nina Ghiselli, Los Medanos College, Faculty
Kenny Purizaga, Los Medanos College, Classified
Magda Mercado, Contra Costa College, Classified
Jessica Moniz, Los Medanos College, Academic Counselor
Gloria Alvarez, Contra Costa College, Community Member
Joshua Bolllman, Contra Costa College, Faculty
Demetria Lawrence, Contra Costa College, Classified
Rashaad McAlpin, Los Medanos College, Classified
Nicole Johnson, Diablo Valley College, Alumni
Scott Warfe, Los Medanos College, Faculty
Rosa Armendariz, Diablo Valley College, Manager
Paula A. Gunder, Los Medanos College, Faculty
Deborah S. Baskin, Los Medanos College, Classified
Ethan Orloff, Los Medanos College, Alumni
Sally Conover, International Education Center at Diablo Valley College, Director
Michael Yeong, Los Medanos College, Faculty
Jeffrey Mitchell Matthews, Los Medanos College, Faculty
Nain Villanueva de Lopez, Contra Costa College, Alumni
Jim Cohen, Los Medanos College, Faculty
Hazel Crawford, Los Medanos College, Faculty
Janice TownsendLos Medanos College Faculty
Paul Wick, Contra Costa College, Alumni
Debra Winckler, Los Medanos College, Faculty
Yvonne Hernandez, Los Medanos College, Alumni
Stacey Miller, Los Medanos College, Faculty
Katie Berryhill, Los Medanos College, Faculty
Sara Toruno-Conley, Los Medanos College, Faculty
Tennille McEwen-Fields, Los Medanos College, Classified
Nadine Zúñiga, Los Medanos College, Student
Emmanuel Pantoja, Los Medanos College, Student
Leslie Alexander, Contra Costa College, Faculty
Briana Orozco, Los Medanos College, Student
Adrian Arriaga, Los Medanos College, Student
Lucile Beatty, Contra Costa College, Faculty
Alejandra Pantoja, Los Medanos College, Student
Rachel Anicetti, Los Medanos College, Classified
Stephany Torres, Los Medanos College, Student
Wanya Panyapoemtaweesakul, Diablo Valley College, Community Member
María Gudino, Los Medanos College, Student
Erich Holtmann, Los Medanos College, Faculty

Melissa Pon, Los Medanos College, Faculty
Michelle Mack, Los Medanos College, Faculty
Charleen Earley, Los Medanos College, Faculty
Ralph Hernandez, Los Medanos College, former student
Dave Belman, Los Medanos College, Manager
Billy Good, Los Medanos College, Faculty
Julia Chang, Los Medanos College, Faculty
Brandy Howard, Contra Costa College, Manager
Dean, Fan of Education, Community Member
Alex Sterling, Los Medanos College, Faculty
Dennis Gravert, Los Medanos College, Faculty
Rudolf Rose, Los Medanos College, Faculty
Erlinda Jones, Los Medanos College, Faculty
Sarah, Los Medanos College, Student
John Nguyen, Los Medanos College, Classified
Jamila Stewart, Los Medanos College, Classified
Joseph L. DeTorres, Ph.D, Contra Costa College, Faculty
Tamara Green, Los Medanos College, Classified
Shirley Baskin, Los Medanos College, retired faculty member
Eric Sanchez, Los Medanos College, Classified
Jennifer Garcia, Los Medanos College, Classified
Phil Gottlieb, Los Medanos College, Faculty
Alicia Bracy-Cruz, Los Medanos College, Classified
Cristina Lopez, Contra Costa College, Community Member
Daniela Tavarez, Los Medanos College, Student
Josephine Perry-Folino, Los Medanos College, Faculty
Marcelo Clark, Los Medanos College, Student
Ruth Goodin, Los Medanos College, Manager
Nicole Trager, PhD, Los Medanos College, Faculty
Kristin Conner, Los Medanos College, Manager
Steven Freeman Jr, Los Medanos College, Manager
Maria G. Perrone, Los Medanos College, Faculty
David J Zimny, Ph.D., Los Medanos College, Faculty
Tiffany Welter, Los Medanos College, Faculty
Briana McCarthy, Los Medanos College, Faculty
Morgan Lynn, Los Medanos College, Faculty
Karla de los Santos, Contra Costa College, Student
Maria I. Dorado, Diablo Valley College, Faculty
Clarissa C. S. Ryan, Los Medanos College, Faculty
Israel Castro Cortez, Los Medanos College, Student
Randy Utz, Los Medanos College, Student
Daniel Martinez, Contra Costa College, Community Member
Richard Stanfield, Los Medanos College, Classified Hourly
Jonathan Patino, Los Medanos College, Student
Genaro Mauricio, Los Medanos College, Student
Julio Campos, Los Medanos College, Student
Lisa Ang, Los Medanos College, Faculty
Caitlin Mitchell, Los Medanos College, Faculty
Susan Levitt, MSW, Contra Costa College, Community Member
Maria Orejuela, Contra Costa College, Community Member
Rodney Wilson II, Contra Costa College, Classified/Student
Leticia Mendoza, Los Medanos College, Classified

Karla Juarez, Contra Costa College, Student
Kamya Cook, Contra Costa College, Student
Daniel Milián-Cavenecia, Contra Costa County, Resident-Community Member
Edward Haven, Los Medanos College, Faculty
Zachary Philip Feere, Los Medanos College, Faculty
Somayeh Yazdanpanah, Contra Costa College, Faculty
Karina Gill, Contra Costa College, Faculty
Kristin Kilian Lobos, Contra Costa College, Student
Mercy Pono, Diablo Valley College, Classified
Sandra Parsons, Los Medanos College, Classified
Andrea Ortiz, Contra Costa College, Alumni
Shawn Usha, Los Medanos College, Faculty
Roseann Erwin, Los Medanos College, Faculty
Margaret Kenrick, Los Medanos College, Classified
Samantha Miyazaki, Los Medanos College, Community Member
Michael Leif Skramstad, Diablo Valley College, Student
Iris Archuleta, Los Medanos College, Faculty
Karl Debro, Contra Costa College, Manager
Gina Davis, Diablo Valley College, Student
Kimberly Wentworth, Los Medanos College, Faculty
Dulcinea Lara, New Mexico State University, Ally
Rosalva Garcia, Contra Costa College, Student
Salvo Arione, Los Medanos College, Faculty
Kristina Cruz, Los Medanos College, Alumni
Julay Brooks, Sarah Lawrence College, N/A
Anthony Zavella Gonzales, Diablo Valley College, Faculty
Richard Foster, Contra Costa College, Alumni
Maria Pantoja, Los Medanos College, Student
Angelica Lara, Contra Costa College, Alumni
Joseph Aguilar, Contra Costa College, Alumni
Agustin Lara, Contra Costa College, Community Member
Daniel Levintow, WCCUSD Teacher, Community Member
David Gabelko, Contra Costa College, Student
Luz Nunez, WCCUSD Teacher, Community Member
Margarita Bouzas, Diablo Valley College, Alumni
Sean Fabun, Contra Costa College, Community Member
David McDonald, De Anza High, Teacher
Estrella Rodriguez, Contra Costa College, Community Member
Anarosa Leano, Contra Costa College, Student
Justin Nogarr, Los Medanos College, Classified
Beatriz Ortega, Contra Costa College, Community Member
Marsha Conley Kuehn, Los Medanos College, Faculty
Susana Alvarado, District Office, Community Member
Christopher Miller, Contra Costa College, Student
Jacqueline Ann Abad Santos, Los Medanos College, Alumni
Lauren Alpuerto, Los Medanos College, Student
Kimberly Stelly, Los Medanos College, Student
Beatriz Hernandez, Los Medanos College, Student
Valleria Rivaa, Los Medanos College, Student
Julissa Martin, Contra Costa College, Student
Rasheedah Grant, Contra Costa College, Student
LeighAnn Davis, Los Medanos College, Student

Debora van Eckhardt, District Office, Alumni
Jency Umana, Contra Costa College, Student
Ivan Rocha Martinez, Contra Costa College, Student
Eva Padilla, Los Medanos College, Faculty
Jane Shetterly, Contra Costa College, Community Member
Lucia Perez, Contra Costa College, Alumni
Nayara Diniz, Contra Costa College, Student
Katia Cruz, Los Medanos College, Student
Angela Lee, Los Medanos College, Student
Alfred I Zuniga, Contra Costa College, Faculty
Graciela Lechon, Contra Costa College, WCCUSD Faculty
Monica Pacini, Contra Costa College, Community Member
Teresa Soria de Morales, De Anza High, Teacher, Former DVC and CCC Student
Monica Boyd, Contra Costa College, Community Member
Gloria Orozco, Contra Costa College, Alumni
Patricia Herrera, Contra Costa College, Classified
Fatham Riordan-Ng, M.Ed., Contra Costa College, Faculty
Renee Savage, Diablo Valley College, Classified
Nina Peters, WCCUSD Elementary Teacher, Community Member
Gina Figone, Contra Costa College, Alumni
Jamari Snipes, Los Medanos College, Alumni
Sheila Ramirez, Contra Costa College, Community Member
Alix Mitgang All   Community Member
María Arteaga, Mother of children attending WCCUSD, Community Member
Julie Jacobson, Diablo Valley College, Student
Estela Banuelos, Contra Costa College, Alumni
Catherine Frost, Contra Costa College, Manager
Sofia Franco, Contra Costa College, Alumni
Joan Riley, Los Medanos College, Faculty
Maryanne Werner-McCullough, Contra Costa College, Faculty
Melinda Capes, Los Medanos College, Faculty
Cindy Lee, WCCUSD Teacher, Community Member
Leticia Perez, Los Medanos College, Faculty
Nancy Ybarra, Los Medanos College, Manager
Pedro Peres, Contra Costa College, Alumni
Catalina Resendiz, Contra Costa College, Community Member
Kimberly Stewart, Contra Costa College, Community Member
Evan de Gennaro, Contra Costa College, Faculty
Hugo Alonso Yataco, Contra Costa College, Student
Meaghan McDermott, Los Medanos College, Alumni
Dionne Perez, Contra Costa College, Faculty
Monica Rodriguez, Contra Costa College, Manager
Trudi Boskin, WCCUSD, Community Member
Albert Ponce Ph.D., Diablo Valley College, Faculty
Andy Barlow, Diablo Valley College, Faculty
Vanna Gonzales, Contra Costa College, Faculty
Heidi Goen-Salter, Diablo Valley College, Faculty
Ana María (Ía) Carbonell, Diablo Valley College,, Faculty
Priscilla Beas, Diablo Valley College, Classified & Adjunct Faculty
Frank Ortega, Diablo Valley College, Faculty
Avilee Goodwin, WCCUSD teacher, Community Member
Annemarie Meyer, Los Medanos College   , Faculty

Raquel Garcia, Diablo Valley College, Faculty
Michael Zilber, Los Medanos College, Faculty
Tracy Lafreniere, Contra Costa College, Alumni
Luis Gonzalez, Contra Costa College, Student
Michaela Davis, Contra Costa College, Student
Jose H. Gonzalez, Los Medanos College, Student
Nia Alexander, Contra Costa College, Student
Andrea Webb, Contra Costa College, Student
Teaya Moody, Contra Costa College, Student
Nikole Slaton, Contra Costa College, Student
Adriana Alarcon, Contra Costa College, Student
Miguel Serrato, Contra Costa College, Student
Kate Campos, Contra Costa College, Student
Tsion Tmariam, Contra Costa College, Student
Kachi Onyeador, Contra Costa College, Student
Melissa Merino, Contra Costa College, Student
Stefhanie Muñoz, Contra Costa College, Student
Sangha Niyogi, Diablo Valley College, Faculty

* Required

Signature

Once your response is received it will be added to the signature list on the petition above. Please do not worry if your signature does not appear immediately, it will be updated on a regular basis. Consider forwarding the petition link to others who may want to add their support: https://docs.google.com/forms/d/e/1FAIpQLSd-VIxxCfj9yl2iGMnDBAEZtomWrtU-3mvOhCHtAoSa4jYKxw/viewform

Name *

Your answer

College *

○ Contra Costa College

○ Diablo Valley College

○ Los Medanos College

○ District Office

○ Other :

What is your affiliation to Contra Costa Community College District? *

○ Student

○ Faculty

○ Classified

○ Manager

○ Alumni

○ Community Member

○ Other :

Email Address *

Your answer

SUBMIT

BILL START

AMENDED IN ASSEMBLY DECEMBER 05, 2016

CALIFORNIA LEGISLATURE— 2017–2018 REGULAR SESSION

HOUSE RESOLUTION No. 4

Introduced by Assembly Member Rendon
(Coauthors: Assembly Members Bonta, Eggman, Cristina Garcia, Gonzalez, Holden, and Levine Levine, Aguiar-Curry, Arambula, Berman, Bloom, Bocanegra, Burke, Caballero, Calderon, Cervantes, Chau, Chiu, Chu, Cooley, Cooper, Dababneh, Daly, Frazier, Friedman, Eduardo Garcia, Gipson, Gloria, Gomez, Gray, Grayson, Irwin, Jones-Sawyer, Kalra, Limón, Low, McCarty, Medina, Mullin, Muratsuchi, Nazarian, O'Donnell, Quirk, Quirk-Silva, Reyes, Ridley-Thomas, Rodriguez, Rubio, Salas, Santiago, Mark Stone, Thurmond, Ting, Weber, and Wood)

December 05, 2016

Relative to immigration.

LEGISLATIVE COUNSEL'S DIGEST

HR 4, as amended, Rendon.

DIGEST KEY

BILL TEXT

WHEREAS, The United States was founded on the principles of freedom and opportunity, a refuge for the oppressed, the persecuted, and those looking for a better life; and

WHEREAS, Immigrants have always played an integral part in American history; and

WHEREAS, America's infrastructure and economic viability in its formative years depended largely on the energy of immigrant laborers and immigrants continue today to add to America's productivity, as well as its culture and economic standing in the world; and

WHEREAS, The contributions of immigrants to the United States prompted former President Lyndon B. Johnson to say: "The land flourished because it was fed from so many sources – because it was nourished by so many cultures and traditions and peoples"; and

WHEREAS, Despite their undisputed contributions, immigrants continue to be vilified by some segments of our society as well as some politicians who seek to forward their ambitions through divisive and misinformed rhetoric; and

WHEREAS, Having learned the painful lessons from history that racial and ethnic discrimination hurts our residents and undermines our prosperity, California stands unified in rejecting the politics of hatred and exclusion; and

WHEREAS, Nowhere else in the nation has been more enriched by the contributions of immigrants than California, home to more foreign-born residents than anywhere else in the country, where they play a vital role in all sectors of our state's economy; and

WHEREAS, California's diversity is a great source of innovation and industry, making California one of the largest economies in the world and an economic engine for the United States; and

WHEREAS, Immigrants are vital to many of California's industries such as technology, healthcare, agriculture, construction, hospitality, and domestic services. Immigrants also represent a large percentage of California's new small business owners and create economic prosperity and needed jobs for everyone; and

WHEREAS, Approximately one tenth of California's work force is undocumented and contributes $130 billion annually to its gross domestic product; and

WHEREAS, The Institute on Taxation and Economic Policy has reported that undocumented immigrants in California paid $2.2 billion in state and local taxes in 2010, including $1.8 billion in sales taxes, $152.1 million in state income taxes, and $302.8 million in property taxes; and

WHEREAS, California has pushed forward in the absence of federal immigration reform with dramatic steps to better integrate immigrant families into our state's fabric by increasing access to healthcare, reforming our justice system, creating a cleaner environment for our children and our grandchildren, and encouraging civic participation and fair political representation; and

WHEREAS, Contrary to California's continued push for thoughtful federal immigration reform, the President-Elect has announced that he will order the increased deportation of undocumented immigrants and that doing so will be a top priority; now, therefore, be it

Resolved by the Assembly of the State of California, that the Assembly condemns in the strongest terms bigoted, racist, or misinformed descriptions of the immigrant community that serve only to foment hatred and violence; and be it further

Resolved, that the Assembly supports a comprehensive and workable approach to solving our nation's historically broken immigration system; and be it further

Resolved, that the Assembly implores the President-elect and Congress to develop rational immigration policies that recognize the contributions of immigrants to the nation, protects the economy, and are just and humane to immigrant families and children; and be it further

Resolved, that the Assembly urges the President-elect not to pursue mass deportation strategies that needlessly tear families apart or target immigrants for deportation based on vague and unjustified criteria; and be it further

Resolved, that the Assembly implores the President-elect to reject any expansion of the "expedited removal" process that operates without administrative oversight and robs individuals of due process; and be it further

Resolved, that the Assembly urges the President-elect to continue President Obama's Deferred Action for Childhood Arrivals program (DACA), which grants "Dreamers" — people who were brought into the country as children by their parents — a temporary reprieve from deportation. Nearly one third of the nation's 742,000 Dreamers live in California where they have earned college degrees and found employment. California needs college-educated young men and women to fuel our economy and cannot afford to lose our Dreamers to deportation; and be it further

Resolved, that the Chief Clerk of the Assembly transmit copies of this resolution to the President-elect and Vice President-elect of the United States, to the Speaker of the House of Representatives, to the Majority Leader of the Senate, and to each Senator and Representative from California in the Congress of the United States.

Date	Location/Result	Ayes	Noes	NVR	Motion
12/05/16	Assembly Floor PASS 57/80 71%	57	14	9	HR 4 RENDON Assembly Third Reading

Ayes: Aguiar-Curry, Arambula, Baker, Berman, Bloom, Bocanegra, Bonta, Burke, Caballero, Calderon, Cervantes, Chau, Chiu, Chu, Cooley, Cooper, Dababneh, Daly, Eggman, Frazier, Friedman, Cristina Garcia, Eduardo Garcia, Gipson, Gloria, Gomez, Gonzalez, Gray, Grayson, Holden, Irwin, Jones-Sawyer, Kalra, Levine, Limón, Low, Maienschein, McCarty, Medina, Mullin, Muratsuchi, Nazarian, O'Donnell, Quirk, Quirk-Silva, Reyes, Ridley-Thomas, Rodriguez, Rubio, Salas, Santiago, Mark Stone, Thurmond, Ting, Weber, Wood, Rendon

Noes: Travis Allen, Bigelow, Brough, Chen, Choi, Flora, Fong, Gallagher, Harper, Kiley, Mathis, Melendez, Obernolte, Patterson

No Votes Recorded: Acosta, Chávez, Cunningham, Dahle, Lackey, Mayes, Steinorth, Voepel, Waldron

REPORTS – CONSTITUENCY LEADERS

Various members of the constituency groups spoke of activities and items of interest.

CONSENT AGENDA – ACTION ITEMS

On motion of Mr. Farley, seconded by Mr. Márquez, with three aye votes from Ms. Gordon Mr. Enholm and Mr. Walker-Roberts, (Student Trustee Advisory Vote - excluding human resources items –absent), the Governing Board unanimously approved Board Report Nos. 34-A through 37-B. On motion of Mr. Farley, seconded by Mr. Márquez, with two aye votes from Ms. Gordon and Mr. Farley, and one abstention from Mr. Walker-Roberts, the Governing Board approved the minutes of special meetings November 1, 2016, and November 4, 2016, and minutes of regular meeting/study session November 9, 2016

Board Report No. 34-A – Ratification of Payroll for Month Ended October 31, 2016. The Governing Board unanimously approved payrolls for the period October 1, 2016, through October 31, 2016, in the total amount of $15,596,968.56.

Board Report No. 34-B – Ratification of Vendor Payments for Month Ended October 31, 2016. The Governing Board unanimously approved vendor payments for the period of October 1, 2016, through October 31, 2016, in the total amount of $13,040,638.50.

Board Report No. 35-A – Agreements and Amendments to Agreements. The Governing Board unanimously authorized the Assistant Secretary to execute the following agreements and amendments.

CONTRA COSTA COLLEGE

NEW/RENEWAL AGREEMENTS:

City of San Pablo
Contract No: 7980.3   (Revenue)
Contract Amount: Maximum: $22.00/participant/session
Contract Period: 09/12/16 through 10/05/16
Services: A renewal agreement to provide swimming lessons
                                          for youth and parents through the City of San Pablo's
                                          Recreation Department.

Catholic Charities of the East Bay
Contract No: 8101.2   (Categorical)
Contract Amount: Maximum: $15,000.00
Contract Period: 01/03/17 through 12/31/17
Services: A renewal agreement for selected student workers to
                                          participate in off-campus work study.

<u>The Regents of the University of California (UC)</u>
Contract No: 8420.0   (Categorical)
Contract Amount: Maximum: $161,360.00
Contract Period: 10/01/16 through 09/30/22
Services: A new agreement to provide evaluation services for National Science Foundation-funded projects, "Scholarships for Excellence, Achievement, and Professional Competence in Science, Math, and Engineering."

<u>California Community Colleges, Chancellor's Office</u>
Contract No: 8421.0   (Categorical)
Contract Amount: Maximum: $4,250.00
Contract Period: 07/01/16 through 06/30/17
Services: A new agreement to provide training workshops to targeted care providers on awareness and identification of commercial sexual exploitation of children.

<u>City of Berkeley</u>
Contract No: 8441.0   (No Cost)
Contract Amount: Maximum: None
Contract Period: 12/14/16 through 12/13/18
Services: A new agreement to support an academic affiliation to offer educational courses to meet public safety needs.

<u>Community Responsive Education Corporation</u>
Contract No: 8445.0   (Categorical)
Contract Amount: Maximum: $25,000.00
Contract Period: 11/09/16 through 06/30/17
Services: A new agreement to organize presentation speakers and workshop facilitators at student equity events.

AMENDMENTS TO AGREEMENTS:

<u>The Regents of the UC</u>
Contract No: 6033.10   (Cost)
Contract Amount: Maximum: $11,000.00
Contract Period: 07/01/14 through 06/30/17
Services: An amended agreement to increase the maximum amount from $8,000.00 to $11,000.00 for the Puente Project.

DIABLO VALLEY COLLEGE

NEW/RENEWAL AGREEMENTS:

The Regents of the UC
Contract No: 5087.21   (Categorical)
Contract Amount: Maximum: $1,921,000.00
Contract Period: 07/01/16 through 06/30/17
Services: A renewal agreement for the Puente Project to
                                increase student transfers to the UC.

The Sequoia Education Group S. L.
Contract No: 7435.7   (Cost)
Contract Amount: Maximum: $30,000.00
Contract Period: 01/01/17 through 06/30/17
Services: A renewal agreement to provide international
                                education marketing and recruitment services.

Orion Academy
Contract No: 8073.2   (Revenue)
Contract Amount: Maximum: $3,396.00
Contract Period: 01/01/17 through 06/30/17
Services: A renewal agreement to provide one credit class in the
                                spring 2017 semester.

Hatchuel Tabernik & Associates, Inc.
Contract No: 8416.0   (Cost)
Contract Amount: Maximum: $20,000.00
Contract Period: 12/15/16 through 06/30/17
Services: A new agreement to design, facilitate a process, gather
                                information and write the updated DVC Educational
                                Master Plan.

Red Hat
Contract No: 8418.0   (No Cost)
Contract Amount: Maximum: None
Contract Period: 01/01/17 through 12/31/17
Services: A new agreement to allow access to a computer
                                network technology curriculum for student and faculty
                                professional development.

FATV (Career America LLC)
Contract No: 8419.0   (Categorical)
Contract Amount: Maximum: $35,880.00
Contract Period: 12/01/16 through 11/30/19
Services: A new agreement to provide use of digital media files
                                or content-hosted Financial Aid TV, a customizable
                                online education service.

Rio Hondo College

Contract No:	8422.0 (Revenue)
Contract Amount:	Maximum: $3,000.00
Contract Period:	12/15/16 through 01/31/17
Services:	A new agreement to provide a workshop on implementing the Career and Technology Education Management Application (CATEMA) student tracking system.

University of Pacific, School of Dentistry

Contract No:	8423.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Waterford Family Dental

Contract No:	8424.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

John P. O' Grady

Contract No:	8425.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Gale Ranch Dental

Contract No:	8426.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Imagine Dental of Alamo

Contract No:	8427.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Danville Smiles

Contract No:	8428.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Michael E. Huguet, DDS & Associates

Contract No:	8429.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Douglas Oliver, DDS

Contract No:	8430.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Bhullar Endodontics

Contract No:	8431.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Susan L. Nuttle, DDS, Inc.

Contract No:	8432.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Jennifer Martin, DDS

Contract No:	8433.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Aloha Pediatric Dentistry

Contract No:	8434.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Art of Smile

Contract No:	8435.0 (No Cost)
Contract Amount:	Maximum: None
Contract Period:	01/01/17 through 12/30/20
Services:	A new agreement to provide a supervised oral health care experience for dental students.

Dr. Denise Bass Allen, DDS, Inc.

Contract No: 8436.0   (No Cost)
Contract Amount: Maximum: None
Contract Period: 01/01/17 through 12/30/20
Services: A new agreement to provide a supervised oral health
                        care experience for dental students.

Solano Family Dentistry

Contract No: 8437.0   (No Cost)
Contract Amount: Maximum: None
Contract Period: 01/01/17 through 12/30/20
Services: A new agreement to provide a supervised oral health
                        care experience for dental students.

Walnut Creek Pediatric Dentistry

Contract No: 8438.0   (No Cost)
Contract Amount: Maximum: None
Contract Period: 01/01/17 through 12/30/20
Services: A new agreement to provide a supervised oral health
                        care experience for dental students.

Pediatric Oral Wellness Dental

Contract No: 8439.0   (No Cost)
Contract Amount: Maximum: None
Contract Period: 01/01/17 through 12/30/20
Services: A new agreement to provide a supervised oral health
                        care experience for dental students.

Dr. Raj Talwar

Contract No: 8440.0   (No Cost)
Contract Amount: Maximum: None
Contract Period: 01/01/17 through 12/30/20
Services: A new agreement to provide a supervised oral health
                        care experience for dental students.

Emily Mathers

Contract No: 8444.0   (Cost)
Contract Amount: Maximum: $8,700.00
Contract Period: 07/01/16 through 06/30/17
Services: A new agreement to provide website writing services
                        for the marketing office.

AMENDMENTS TO AGREEMENTS:

The Regents of the UC

Contract No: 7230.5   (Categorical)
Contract Amount: Maximum: $15,000.00
Contract Period: 07/01/14 through 06/30/17
Services: An amended agreement to increase the maximum
                        amount from $9,000.00 to $15,000.00 to provide
                        funding for Puente mentor activities.

<u>PPL, Inc.</u>
Contract No: 8391.0   (Cost)
Contract Amount: Maximum: $150,000.00
Contract Period: 09/15/16 through 06/30/17
Services: An amended agreement to increase the maximum
                            amount from $120,000.00 to $150,000.00 to provide
                            consulting services in support of grant programs to
                            create alignment around and delivery on workforce
                            training and career pathways.

DISTRICT

NEW/RENEWAL AGREEMENTS:

<u>Judy Breza</u>
Contract No: 7783.2   (Cost)
Contract Amount: Maximum: $80,000.00
Contract Period: 01/01/17 through 06/30/17
Services: A renewal agreement to provide financial consulting
                            services for LMC Business Office.

<u>Ad Club Advertising</u>
Contract No: 8445.0   (Cost)
Contract Amount: Maximum: $60,000.00
Contract Period: 01/01/17 through 12/31/17
Services: A new agreement to provide employment advertising
                            services.

AMENDMENTS TO AGREEMENTS:

<u>Litz USA Student Services, Limited</u>
Contract No: 6721.9   (Cost)
Contract Amount: Maximum: $10,000.00
Contract Period: 09/01/16 through 06/30/17
Services: An amended agreement to extend the ending date
                            from 12/31/16, to 06/30/17, to provide international
                            education marketing and recruitment services.

<u>Central Education Services</u>
Contract No: 6722.9   (Cost)
Contract Amount: Maximum: $20,000.00
Contract Period: 09/01/16 through 06/30/17
Services: An amended agreement to extend the ending date
                            from 12/31/16, to 06/30/17, to provide international
                            education marketing and recruitment services.

Minutes of December 14, 2016

PT VIC Indonesia
Contract No: 6730.6   (Cost)
Contract Amount: Maximum: $7,000.00
Contract Period: 07/01/16 through 06/30/17
Services: An amended agreement to extend the ending date
                     from 12/31/16, to 06/30/17, to provide international
                     education marketing and recruitment services.

Alfalink
Contract No: 7003.7   (Cost)
Contract Amount: Maximum: $7,000.00
Contract Period: 07/01/16 through 06/30/17
Services: An amended agreement to extend the ending date
                     from 12/31/16, to 06/30/17, to provide international
                     education marketing and recruitment services.

Interlink Education Services
Contract No: 7027.3   (Cost)
Contract Amount: Maximum: $18,000.00
Contract Period: 07/01/13 through 06/30/18
Services: An amended agreement to increase the maximum
                     amount from $17,500.00 to $18,000.00 to provide
                     international education marketing and recruitment
                     services.

PIL Overseas Education Consultants
Contract No: 7028.3   (Cost)
Contract Amount: Maximum: $10,500.00
Contract Period: 12/01/12 through 06/30/17
Services: An amended agreement to increase the maximum
                     amount from $9,500.00 to $10,500.00 to provide
                     international education marketing and recruitment
                     services.

Ryugaku Journal, Inc.
Contract No: 7303.1   (Cost)
Contract Amount: Maximum: $1,000.00
Contract Period: 10/01/16 through 06/30/17
Services: An amended agreement to extend the ending date
                     from 12/31/16, to 06/30/17, to provide international
                     education marketing and recruitment services.

PT Sun Education
Contract No: 7349.2   (Cost)
Contract Amount: Maximum: $14,000.00
Contract Period: 07/01/15 through 06/30/18
Services: An amended agreement to increase the maximum
                     amount from $8,000.00 to $14,000.00 to provide
                     international education marketing and recruitment
                     services.

Study Experience
Contract No: 7639.2   (Cost)
Contract Amount: Maximum: $1,000.00
Contract Period: 07/01/16 through 06/30/17
Services: An amended agreement to increase the maximum
                                amount from $500.00 to $1,000.00 and extend the
                                ending date from 12/31/16, to 06/30/17, to provide
                                international education marketing and recruitment
                                services.

Quoc Anh IEC Company, Limited
Contract No: 7764.1   (Cost)
Contract Amount: Maximum: $1,500.00
Contract Period: 07/01/15 through 06/30/18
Services: An amended agreement to increase the maximum
                                amount from $1,000.00 to $1,500.00 to provide
                                international education marketing and recruitment
                                services.

MEC Education Consultants, Inc.
Contract No: 7791.1   (Cost)
Contract Amount: Maximum: $500.00
Contract Period: 07/01/16 through 06/30/17
Services: An amended agreement to extend the ending date
                                from 12/31/16, to 06/30/17, to provide international
                                education marketing and recruitment services.

Education Zone
Contract No: 7792.2   (Cost)
Contract Amount: Maximum: $1,000.00
Contract Period: 07/01/16 through 06/30/17
Services: An amended agreement to extend the ending date
                                from 12/31/16, to 06/30/17, to provide international
                                education marketing and recruitment services.

PT Syscom Education
Contract No: 7937.2   (Cost)
Contract Amount: Maximum: $2,000.00
Contract Period: 07/01/16 through 06/30/17
Services: An amended agreement to extend the ending date
                                from 12/31/16, to 06/30/17, to provide international
                                education marketing and recruitment services.

ELTIM Overseas Education Consultants
Contract No: 7943.1   (Cost)
Contract Amount: Maximum: $2,000.00
Contract Period: 07/01/16 through 06/30/17
Services: An amended agreement to extend the ending date
                                from 12/31/16, to 06/30/17, to provide international
                                education marketing and recruitment services.

Wiseway Global Company, Limited

Contract No:	7969.1 (Cost)
Contract Amount:	Maximum: $2,000.00
Contract Period:	07/01/16 through 06/30/17
Services:	An amended agreement to extend the ending date from 12/31/16, to 06/30/17, to provide international education marketing and recruitment services.

ITEC

Contract No:	7983.1 (Cost)
Contract Amount:	Maximum: $500.00
Contract Period:	07/01/16 through 06/30/17
Services:	An amended agreement to extend the ending date from 12/31/16, to 06/30/17, to provide international education marketing and recruitment services.

Ukeas Worldwide Limited

Contract No:	7996.1 (Cost)
Contract Amount:	Maximum: $3,000.00
Contract Period:	04/01/14 through 06/30/17
Services:	An amended agreement to increase the maximum amount from $2,500.00 to $3,000.00 to provide international education marketing and recruitment services.

Don Daves-Rougeaux

Contract No:	8102.0 (Cost)
Contract Amount:	Maximum: $165,000.00
Contract Period:	03/01/15 through 06/30/17
Services:	An amended agreement to extend the ending date from 12/31/16, to 06/30/17, to provide consulting services as Regional Systems Alignment Coordinator for the SB 1070 grant.

Calculus Roundtable

Contract No:	8145.0 (Categorical)
Contract Amount:	Maximum: $102,820.00
Contract Period:	04/24/15 through 06/30/17
Services:	An amended agreement to extend the ending date from 12/31/16, to 06/30/17, to provide consulting services for the SB 1070 grant project.

Elizabeth Lynch

Contract No:	8188.1 (Cost)
Contract Amount:	Maximum: $1,500.00
Contract Period:	07/01/16 through 06/30/17
Services:	An amended agreement to increase the maximum amount from $1,000.00 to $1,500.00 to provide professional administrative assistance relating to the Northern California Study Abroad Consortium.

Compass Policy Strategies
Contract No: 8224.0   (Cost)
Contract Amount: Maximum: $237,500.00
Contract Period: 12/01/15 through 06/30/17
Services: An amended agreement to increase the maximum
                         amount from $162,500.00 to $237,500.00 and extend
                         the ending date from 12/31/16, to 06/30/17, to provide
                         management services for implementation of the
                         SB 1070 grant project.

Carrie Portis
Contract No: 8240.0   (Cost)
Contract Amount: Maximum: $225,000.00
Contract Period: 01/01/16 through 06/30/17
Services: An amended agreement to increase the maximum
                         amount from $150,000.00 to $225,000.00 and extend
                         the ending date from 12/31/16, to 06/30/17, to project,
                         develop and coordinate the SB 1070 grant project
                         regarding work-based learning systems.

ELS Consulting
Contract No: 8311.1   (Cost)
Contract Amount: Maximum: $4,000.00
Contract Period: 07/01/16 through 06/30/17
Services: An amended agreement to extend the ending date
                         from 12/31/16, to 06/30/17, to provide international
                         education marketing and recruitment services.

New Ways To Work
Contract No: 8350.0   (Cost)
Contract Amount: Maximum: $40,000.00
Contract Period: 05/26/16 through 06/30/17
Services: An amended agreement to extend the ending date
                         from 12/31/16, to 06/30/17, to provide regional advising
                         and technical assistance to help scale work-based
                         learning and align the California Career Pathway Trust
                         sub-regional efforts as part of the SB 1070 grant
                         project.

ISPOT.NET, Inc.
Contract No: 8367.0   (Cost)
Contract Amount: Maximum: $50,000.00
Contract Period: 06/23/16 through 06/30/17
Services: An amended agreement to extend the ending date
                         from 12/31/16, to 06/30/17, to provide consulting
                         services to enhance the ability of students to access
                         work-based learning systems through the Earn & Learn
                         East Bay website.

Career Ladders Project/Foundation for
California Community Colleges

Contract No:	8377.0 (Cost)
Contract Amount:	Maximum: $85,000.00
Contract Period:	07/28/16 through 06/30/17
Services:	An amended agreement to extend the ending date from 12/31/16, to 06/30/17, to leverage local practices and learning to impact student success regionally (SB 1070 goal).

Crowe Horwath LLP

Contract No:	8408.0 (Cost)
Contract Amount:	Maximum: $528,800.00
Contract Period:	07/01/16 through 06/30/19
Services:	An amended agreement to increase the maximum amount from $493,550.00 to $528,800.00 to provide comprehensive District audit including the three foundations, bond financial and performance audits, and other post-employee benefits trust.

LOS MEDANOS COLLEGE

NEW/RENEWAL AGREEMENTS:

Beth Bottoroff

Contract No:	5599.17 (Categorical)
Contract Amount:	Maximum: $3,000.00
Contract Period:	12/01/16 through 06/30/17
Services:	A renewal agreement to conduct foster care education in the areas of personal growth, grief, creativity, music and spirituality.

JCC Technologies

Contract No:	5965.10 (Categorical)
Contract Amount:	Maximum: $1,680.00
Contract Period:	12/01/16 through 06/30/17
Services:	A renewal agreement to conduct foster care education in the area of CPR/First Aid.

Heidi Stanley

Contract No:	6685.5 (Categorical)
Contract Amount:	Maximum: $3,000.00
Contract Period:	12/01/16 through 06/30/17
Services:	A renewal agreement to conduct foster care education in the areas of detecting a drug-exposed baby, skillful listening, dealing with difficult children and crisis de-escalation.

Rancho Medanos Junior High School

Contract No:	6951.8 (Revenue)
Contract Amount:	Maximum: $3,500.00
Contract Period:	10/15/16 through 06/30/17
Services:	A renewal agreement to provide reading and tutoring services for junior high school students.

Suzette Johnson

Contract No:	8442.0 (Categorical)
Contract Amount:	Maximum: $2,000.00
Contract Period:	12/01/16 through 06/30/17
Services:	A new agreement to conduct foster care education in the areas of kinship, taking care of self,-addiction team building, skillful listening, dealing with difficult children and crisis de-escalation.

Kimberly Papillon

Contract No:	8443.0 (Categorical)
Contract Amount:	Maximum: $8,000.00
Contract Period:	01/19/17 through 01/19/17
Services:	A renewal agreement to present a course on the neuroscience of decision making in higher education for faculty and staff during the spring 2017 flex week.

The San Francisco Foundation

Contract No:	8446.0 (Revenue)
Contract Amount:	Maximum: $120,000.00
Contract Period:	09/01/16 through 09/30/17
Services:	A new agreement to support the development of a new 3-unit contextualized math classes for Electrical Technicians and Instrumentation Technicians (ETEC) and Process Technology Program (PTEC) students.

AMENDMENTS TO AGREEMENTS:

The Regents of the UC

Contract No:	6711.6 (Revenue)
Contract Amount:	Maximum: $9,000.00
Contract Period:	07/01/14 through 06/30/17
Services:	An amended agreement to increase the maximum amount from $4,500.00 to $9,000.00 to provide funding for Puente program mentor activities.

Veronica Neal

Contract No:	8315.0 (Cost)
Contract Amount:	Maximum: $30,000.00
Contract Period:	04/08/16 through 06/30/17
Services:	An amended agreement to increase the maximum amount from $18,000.00 to $30,000.00 to plan and facilitate a professional development training series.

Antioch Unified School District
Contract No: 8396.0   (No Cost)
Contract Amount: Maximum: None
Contract Period: 07/01/16 through 06/30/17
Services: An amended agreement to include Deer Valley High
                                 School and Dozier Libbey Medical High School in
                                 establishing a high school-college counseling program.

Board Report No. 35-B – Purchase Orders and Change Orders. The Governing Board unanimously approved purchase orders dated October 1, 2016, through October 31, 2016, in the total amount of $588,745.53 and change orders dated October 1, 2016, through October 31, 2016, in the net increase of $20,023.00.

They also unanimously approved the following purchase order in excess of $175,000.00.

Order No.	Vendor and Description	Amount
7462	Class Leasing, LLC – Blanket order to lease DSA approved modular buildings for physical education and student union complex project L-636 – LMC **(A**)**	$ 428,448.00

(A**)   Funded by 2006 Measure A Bond

Board Report No. 35-C – Disposal of Surplus Property. The Governing Board unanimously authorized the Assistant Secretary to dispose of the following surplus property in accordance with Business Procedure 10.01:

Acquisition Date	Model Year	Description	Vehicle ID No.
1996	1996	Ford Stake Truck	2FTHF25HXTCA62532

Board Report No. 36-A – Employment and Change of Status of Management/Supervisory/ Confidential Employees. The Governing Board approved the following temporary assignments for the period indicated, or shorter, depending on need:

Name	Payroll Title/Monthly Salary From	To	Effective Date/ Location
Chavaria, Gregg	Foundation Development Officer Range M3, Step 4 Full-time, 12 months $8,257.00	Foundation Development Officer Range M3, Step 4 50% time, 12 months $4,128.50	11-01-16 thru 12-31-16 (Continuation from 09-01-16) DVC
Ichigaya, Frank	Lead Custodian Range 50, Step 5 Full-time, 12 months 10% longevity 7.5% shift differential $4,914.90	Custodial Manager (Interim) Range M2, Step 3 Full-time, 12 months 15% longevity $8,675.00	10-01-16 thru 10-31-16 (Continuation from 09-29-14) DVC

Name	Payroll Title/Monthly Salary From	To	Effective Date/ Location
Kaya, Patricia	Executive Coordinator Range 73, Step 5 Full-time, 12 months 15% Longevity $9,054.00	Executive Coordinator Range 73, Step 5 + 5% Full-time, 12 months 15% Longevity $9,512.00	01-01-17 thru 06-30-17 Assuming additional duties of Administrative Project Coordinator (Continuation from 07-01-16) DST
Phillips, Melody	Satellite Business Coordinator (Classified) Range 65, Step 5 Full-time, 12 months $5,997.00	Senior Executive Assistant Range 65, Step 5 (Confidential) Full-time, 12 months 7.5% longevity $6,899.00	11-28-16 thru 06-30-17 DVC to DST

<u>Board Report No. 36-B</u> – Employment and Change of Status of Contract Academic Employees. The Governing Board unanimously approved the employment of the following first-year contract academic employees in accordance with the provisions of the Faculty Salary Schedule:

Name	Discipline/Criteria	Salary Placement	Effective Date/ Location
Brizzi, Alicia	Counseling: EOPS Master's – Social Work	V-6* $71,808.00	08-11-16 thru 05-26-17 DVC
Ponce, Albert	Political Science Doctorate – Political Science	VII-8** $82,536.00	08-11-16 thru 05-26-17 DVC
Scherer, Asa	Mathematics Master's – Mathematics	VI-5** $71,808.00	08-11-16 thru 05-26-17 DVC

* Amending Governing Board Report No. 11-B, dated September 14, 2016
** Amending Governing Board Report No. 19-B, dated October 12, 2016

The Governing Board unanimously approved the following new salary classifications for the listed contract academic employees for the period indicated. Requirements for the classification have been fulfilled and verified in accordance with the provisions of Article 20.3.1.5 of the United Faculty Agreement.

Name	Salary Placement	Academic Year	Location
Keating, Katrina	VII-12	2016-2017	DVC
Reyes, David	VII-3	2016-2017	LMC
Townsend, Janice	VII-21	2016-2017	LMC

Board Report No. 36-C – Employment and Change of Status of Temporary Academic Employees. The Governing Board unanimously approved employment of the following temporary academic employees:

SEMESTER SALARY SCHEDULE

Name	Discipline/Criteria	Salary Placement	Effective Date/ Location
Brosius, Holly	Dance Master's – Dance	VI-9 $79.85	11-04-16 DVC
Flores, Sheena	Kinesiology Master's – Kinesiology	III-1 $59.70	01-18-17 CCC
Lock, Peter	Auto Body Technology California Community Colleges Instructor Credential – Life	VII-22 $97.76	01-18-17 CCC
Sherrill, Daniel	Geography Doctorate – Geography	VII-1 $68.67	10-18-16 DVC
Stein, Kala	Art Master's – Fine Arts (Ceramics)	I-1 $55.20	01-18-17 DVC
Templeton, Emerald	Counseling Master's – Counseling	V-2 $64.19	01-18-17 CCC
Toki, John	Art Master's – Fine Arts (Ceramics)	I-1 $55.20	01-18-17 DVC
Tutor, James, Jr.	Industrial Technology Associate's and six years of work experience	III-1 $59.70	10-17-16 LMC
Ward, Jeffrey	Health; Kinesiology; Physical Education; Recreation Administration Master's – Health, Physical Education and Recreation	IV-1 $61.96	01-18-17 CCC
Winsberg, Paul	Computer Science Master's – Computer Science	III-10 $75.38	01-18-17 DVC
Zeller, Rudy	Physical Education Equivalency Process	VI-20 $93.30	01-18-17 CCC

COUNSELING, LIBRARIAN AND DISABILITIES SPECIALIST SALARY SCHEDULE

Name	Discipline/Criteria	Salary Placement	Effective Date/ Location
Bargzie, Humah	Counseling Master's – Counseling	V-1 $52.01	11-01-16 LMC

Name	Discipline/Criteria	Salary Placement	Effective Date/ Location
Padilla, Eva	Counseling Master's – Counseling	VII-1 $56.45	11-01-16 LMC

INTERCOLLEGIATE ATHLETICS SEASONAL CONTRACT SCHEDULE

Name	Assignment/Discipline/Criteria	Salary Placement	Effective Date/ Location
Luquet, Dennis	Head Coach – Women's Softball Physical Education Instructor Credential, Life – Physical Education	$15,156.00	01-16-17 thru 05-30-17 DVC
Millington, Richard	Associate Coach – Swimming Kinesiology Equivalency Process	$10,152.00	01-14-17 thru 05-16-17 DVC
Tezeno, Granada	Associate Coach – Track and Field Coaching Bachelor's and two years of work experience	$12,624.00	01-12-17 thru 05-16-17 DVC
Vaughn, Ramaundo	Head Coach – Women's Basketball Coaching Bachelor's and two years of work experience	$15,156.00	10-01-16 thru 03-16-17* DVC
Whitmore, Kyle	Head Coach – Track and Field Coaching Bachelor's and two years of work experience	$15,156.00	01-16-17 thru 05-30-17 DVC

*Amending Governing Board Report No. 11-C, dated September 14, 2016

GRATUITOUS

Name	Discipline/Criteria	Effective Date/ Location
Shah, Melody	Computer Information Systems Equivalency Process	01-21-17 CCC
Simon, Krystle	Computer Information Systems Bachelor's and two years of work experience	01-21-17 CCC

SALARY CLASSIFICATION CHANGE

Name	Salary Placement	Effective Date	Location
Becker, Bastian	VII-4	08-09-16	DVC
Li, Yaqiong	VII-1	01-18-17	CCC

Name	Salary Placement	Effective Date	Location
Millington, Ricky	III-4	08-09-16	DVC

Board Report No. 36-D – Employment and Change of Status of Classified Employees. The Governing Board unanimously approved employment of the following regular monthly classified employees, time subject to assignment, for the position and at the salary rate indicated:

Name	Payroll Title/Monthly Salary	Effective Date/ Location
Colvin, Dana	Instructional Laboratory Coordinator Range 56, Step 1 Full-time, 10 months $3,943.00	11-01-16 DVC
Willhoite, Maureen	Administrative Assistant Range 56, Step 1 50% time, 10 months $1,971.50	10-24-16 LMC

The Governing Board unanimously approved the following changes in assignment:

Name	Payroll Title/Monthly Salary From	To	Effective Date/ Location
Bracy-Cruz, Alicia	Administrative Assistant Range 56, Step 5 75% time, 12 months 5% longevity $3,785.25	Student Services and Instructional Support Coordinator Range 62, Step 3 Full-time, 12 months 5% longevity $5,302.00	11-14-16 LMC
Buchanan, Wartney	Custodian II Range 46, Step 5 Full-time, 12 months 15% longevity 5% shift differential $4,568.55	Custodian II Range 46, Step 5 Full-time, 12 months 15% longevity $4,351.00	11-21-16 CCC
Curtis, Jason	Police Services Officer Range 64, Step 5 Full-time, 12 months $5,851.00	Police Services Officer Range 64, Step 5 Full-time, 12 months 10% shift differential $6,458.00	01-01-17 LMC to DVC

Name	Payroll Title/Monthly Salary From	To	Effective Date/ Location
Gaines, Trina	Police Services Officer Range 64, Step 5 Full-time, 12 months 5% longevity $6,147.00	Police Services Officer Range 64, Step 5 Full-time, 12 months 5% longevity $6,147.00	01-01-17 CCC to DVC
Gatlin, Vanessa	Police Services Officer Range 64, Step 3 Full-time, 12 months 5% shift differential $5,570.00	Police Services Officer Range 64, Step 3 Full-time, 12 months 10% shift differential $5,851.00	01-01-17 LMC to CCC
Howe, Thomas	Police Services Officer Range 64, Step 5 Full-time, 12 months $5,851.00	Police Services Officer Range 64, Step 5 Full-time, 12 months 5% shift differential $6,147.00	01-01-17 DVC to LMC
Oliveira, Jose	Police Services Officer Range 64, Step 5 Full-time, 12 months 5% shift differential 12.5% longevity $6,954.00	Police Services Officer Range 64, Step 5 Full-time, 12 months 5% shift differential 12.5% longevity $6,954.00	01-01-17 LMC to DVC
Pace, Evan	Police Services Officer Range 64, Step 5 Full-time, 12 months $5,851.00	Police Services Officer Range 64, Step 5 Full-time, 12 months $5,851.00	01-01-17 DVC to LMC
Peters, Evan	Police Services Officer Range 64, Step 3 Full-time, 12 months 10% shift differential $5,851.00	Police Services Officer Range 64, Step 3 Full-time, 12 months 5% shift differential $5,570.00	01-01-17 DVC to LMC

The following temporary assignments were unanimously approved for the period indicated, or shorter, depending on need:

Name	From	To	Effective Date/ Location
Cadena, Erwin	Shop Equipment Assistant Range 51, Step 3 75% time, 10.5 months 5% shift differential $3,029.51	Shop Equipment Assistant Range 51, Step 3 Full-time, 10.5 months $3,847.00	11-16-16 thru 11-23-16 LMC

Name	Payroll Title/Monthly Salary From	To	Effective Date/ Location
Hankins, Charles	Police Services Officer Range 64, Step 5 Full-time, 12 months $5,851.00	Police Services Officer Range 64, Step 5 + 5% Full-time, 12 months $6,147.00	01-01-17 thru 06-30-17 Assuming additional duties of Field Training Officer CCC
Herrera, Rhodora	Bookstore Operations Assistant Range 53, Step 5 Full-time, 12 months $4,460.00	Lead Bookstore Operations Assistant Range 56, Step 5 Full-time, 12 months $4,803.00	11-01-16 thru 04-30-17 DVC
Ichigaya, Frank	Lead Custodian Range 50, Step 5 Full-time, 12 months 12.5% longevity 7.5% shift differential $5,037.45	Lead Custodian Range 50, Step 5 + 5% Full-time, 12 months 12.5% longevity 7.5% shift differential $5,292.23	11-01-16 thru 12-31-16 Assuming additional duties of Custodial Manager DVC
Long, Christopher	Computer Center Technician II Range 56, Step 3 50% time, 12 months $2,175.50	Counselor Assistant Range 52, Step 5 50% time, 12 months $2,175.50 and Computer and Network Specialist Range 72, Step 1 50% time, 12 months $2,925.50	11-01-16 thru 11-14-16 (Continuation from 10-01-16) DVC
Long, Christopher	Computer Center Technician II Range 56, Step 3 50% time, 12 months $2,175.50	Counselor Assistant Range 52, Step 5 Full-time, 12 months $4,351.00	11-15-16 thru 03-05-17 DVC

Name	Payroll Title/Monthly Salary From	To	Effective Date/ Location
Mack, Renita	Senior Payroll Technician Range 60, Step 5 Full-time, 12 months $5,302.00	Senior Payroll Technician Range 60, Step 5 + 5% Full-time, 12 months $5,570.00	11-01-16 thru 12-31-16 Assuming additional duties of Principal Payroll Technician (Continuation from 07-01-16) DST
McDonald, Kathryn	Police Services Officer Range 64, Step 5 Full-time, 12 months 5% longevity 5% shift differential $6,458.00	Police Services Officer Range 64, Step 5 + 5% Full-time, 12 months 5% longevity $6,458.00	01-01-17 thru 06-30-17 Assuming additional duties of Field Training Officer DVC
Medina, Angela	Senior Account Clerk Range 53, Step 2 Full-time, 12 months $3,847.00	District Accounting Specialist Range 57, Step 1 Full-time, 12 months $4,041.00	11-07-16 thru 12-31-16 DVC to DST
Oleski, David	Police Services Officer Range 64, Step 5 Full-time, 12 months 12.5% longevity $6,619.00	Police Services Officer Range 64, Step 5 + 5% Full-time, 12 months 12.5% longevity $6,954.00	01-01-17 thru 06-30-17 Assuming additional duties of Field Training Officer LMC
Punsalang, Lawrence	Special Student Programs and Services Assistant Range 54, Step 2 Full time, 12 months $3,943.00	Special Student Programs and Services Assistant Range 54, Step 2 60% time, 12 months $2,365.80 and Special Student Programs and Services Assistant Range 54, Step 2 40% time, 12 months $1,577.20	11-01-16 thru 11-30-16 CCC to CCC/ DVC

Name	Payroll Title/Monthly Salary From	To	Effective Date/ Location
Punsalang, Lawrence	Special Student Programs and Services Range 54, Step 2 Full time, 12 months $3,943.00	Special Student Programs and Services Range 54, Step 2 Full time, 12 months $3,943.00	12-01-16 thru 04-02-17 (Continuation from 11-01-16) CCC to DVC
Rogers, Carole	Counselor Assistant Range 52, Step 5 Full-time, 12 months $4,351.00	Counselor Assistant Range 52, Step 5 + 5% Full-time, 12 months $4,572.00	09-14-16 thru 02-28-17 Assuming additional duties of Administrative Assistant LMC
Valencia, Steven	Custodian II Range 46, Step 5 Full-time, 12 months 7.5% longevity $4,041.00	Grounds Worker/ Gardener II Range 53, Step 3 Full-time, 12 months 7.5% longevity $4,351.00	11-01-16 thru 12-31-16 (Continuation from 10-24-16) DVC
Wright, Eddie	Custodian II Range 46, Step 5 Full-time, 12 months 7.5% longevity 7.5% shift differential $4,344.08	Lead Custodian Range 50, Step 4 Full-time, 12 months 7.5% longevity 7.5% shift differential $4,563.38	10-18-16 thru 12-31-16 (Continuation from 09-19-16) DVC

The Governing Board unanimously approved employment of the following hourly classified employees under the provision of Education Code Section 88003, time subject to assignment, for the positions indicated:

SUBSTITUTE

Name	Payroll Title	Effective Date	Location
Crenshaw, Myron	Custodian II	10-27-16	CCC
Fingesi, Amy	Custodian I	10-14-16	LMC
Gonzalez, Genesis	Admissions/Records Assistant I	10-17-16	LMC
Haynes, Joseph	Instructional Assistant	11-01-16	LMC
Larson, Jeremy	Instructional Assistant	11-07-16	LMC
Mains, Kelly	Marketing and Communications Coordinator	10-19-16	DVC
Mesner, Marc	Senior Offset Technician	10-07-16	DVC
Nelson, Janice	Senior Administrative Assistant	09-26-16	DVC
Nguyen, Lon	Custodian I	10-06-16	DVC
Rahmani, Zainularab	Office Assistant II	10-14-16	DVC
Reeves, Antonio	Campus Facilities Assistant	10-21-16	LMC

Minutes of December 14, 2016

Name	Payroll Title	Effective Date	Location
Stanley, Andre	Custodian II	10-19-16	LMC
Sui, Alan	General Office Clerk	11-07-16	DVC
Symon, Donna	Senior Administrative Secretary	10-31-16	CCC

SHORT-TERM

Name	Payroll Title	Effective Date	Location
Barshow, Natalie	Instructional Assistant	09-06-16	CCC
Bradley, Christopher	General Office Clerk	10-21-16	DVC
Brown, Ronetta	Admissions/Records Assistant I	10-25-16	CCC
Davis, Chalese	General Office Clerk	10-17-16	DVC
Fingesi, Amy	Custodian I	10-14-16	LMC
Garcia, Anthony	Contract Class Tutor I	10-03-16	CCC
Garcia, Ricardo	Cashier	10-20-16	DVC
Garvey, Lori	Food Services Assistant	07-01-16	DVC
Ghiragosian, Nadine	Instructional Aide	11-01-16	LMC
Gonzalez Alvarez, Maria	Instructional Assistant	11-08-16	CCC
Levi, Emily	Instructional Laboratory Coordinator	10-15-16	DVC
Montoya, Jacqueline	Secretary	11-02-16	LMC
Rahmani, Zainularab	Office Assistant II	10-14-16	DVC
Stanley, Andre	Custodian II	10-19-16	LMC
Sui, Alan	General Office Clerk	11-07-16	DVC
Tapia, Heather	Instructional Assistant	10-21-16	LMC

PROFESSIONAL EXPERT/RECREATION PROGRAM

Name	Payroll Title	Effective Date	Location
Arellano, Vincente, III	Athletic Program Assistant (Athletics – Football)	09-21-16	LMC
Barnett, Staycee	Community Services Program Instructor III (Upward Bound; Educational Talent Search)	10-28-16	DVC
Bassan, Louann	Self-Funded/Fee Based Program Instructor III (International Education Center)	09-30-16	DVC
Berevoescu, Gabriela	Community Service Program Instructor III (Upward Bound; Educational Talent Search)	10-06-16	DVC
Beteta, Brenda	Community Service Program Instructor III (Upward Bound; Educational Talent Search)	10-28-16	DVC
Clause, Michael	Community Service Program Instructor III (Upward Bound; Educational Talent Search)	10-25-16	DVC
Esquivel, Flor	Self-Funded/Fee Based Program Instructor II (International Education Center)	09-28-16	DVC
Gomez, Diego	Swim Program Instructor I/Aide	07-01-16	CCC
Greig, Enrigueta	Community Service Program Instructor III (Upward Bound; Educational Talent Search)	10-25-16	DVC

Name	Payroll Title	Effective Date	Location
Hayes, Richard	Professional Expert (Music/Recording Arts)	09-18-16	LMC
Hunter, Angela	Community Service Program Instructor III (Upward Bound; Educational Talent Search)	10-06-16	DVC
Jones, Derrick	Athletic Program Assistant II (Men's Basketball)	10-01-16	DVC
Lehman, Davis	Athletic Program Assistant II (Lacrosse)	08-22-16	DVC
Martin, Richard	Athletic Program Assistant II (Athletics – Men's Basketball)	10-01-16	LMC
Matthews, Todd	Advanced Technical Expert (Fire Technology)	11-01-16	LMC
McClarty, Marcus	Athletic Program Assistant I (Football)	08-12-16	CCC
McCurdy, Taggart	Athletic Program Assistant I (Football)	08-15-16	DVC
Millington, Ricky, Jr.	Athletic Program Assistant I (Women's Water Polo)	08-15-16	DVC
Quirico, Lawrence	Athletic Program Assistant I (Baseball)	08-01-16	DVC
Rowe, Jimmy	Community Service Program Instructor III (Upward Bound; Educational Talent Search)	10-25-16	DVC
Seeley, Susan	Community Service Program Instructor III (Upward Bound; Educational Talent Search)	10-06-16	DVC
Shaddox, Karl	Self-Funded/Fee Based Program Instructor III (International Education Center)	09-30-16	DVC
Turner, Theresa	Community Service Program Instructor III (Upward Bound; Educational Talent Search)	09-30-16	DVC
Walsh, Sarah	Community Service Program Instructor III (Upward Bound; Educational Talent Search)	10-25-16	DVC

GRATUITOUS

Name	Payroll Title	Effective Date	Location
Chu, Andy	Counselor Assistant	08-17-16	CCC

Board Report No. 36-E – Sabbatical Leave Report – Faculty. The Governing Board unanimously approved the sabbatical leave report submitted by the following faculty member and reviewed by the Sabbatical Leave Committee for the time period indicated below and for the purpose as stated in the application:

Name	Location	Leave Period
Huff, Mickey	DVC	Spring 2016

Board Report No. 37-A – Out-of-State Field Trips. The Board unanimously approved the following out-of-state field trips. They also authorized the named instructors to accompany the students with no loss of salary. Further, the college presidents were authorized to name the students.

College, Date and Out-of-State Location	Event and Funding Source	Number of Students and Instructor
Diablo Valley College 01.13.17-01.16.17 Bradley University, Peoria, Illinois	"Hell Froze Over" Speech and Debate Invitational Funding: Student and Instructor funded	Seven students Robert M. Hawkins
Contra Costa College 02.19.17-02.25.17 University of Colorado at Denver 04.09.17-04.15.17 Lincoln University, Lincoln, PA; Morgan State University, Baltimore, MD; Hampton University, Hampton, VA; Norfolk State University, Norfolk, VA; Bennett or North Carolina A&T; Greensboro, NC; West Virginia State University - Institute West Virginia and Hagerstown, MD; and Howard University, Morgantown, WV	Region 7; Kennedy Center American College Theatre Festival Funding: Is being paid by various fundraising events and donations Historically Black Colleges and Universities Tour (HBCU) Funding: Student Equity and EOPS funds	Four students Carlos-Manuel Chavarria Six students Joel Nickelson-Shanks

Board Report No. 37-B - New Associate in Arts for Transfer (A.A.-T) Degree in Social Justice – LGBTQ Studies - Los Medanos College. The Governing Board unanimously approved the attached, new A.A.-T degree in LGBTQ Studies at LMC.

LOS MEDANOS COLLEGE

Program or Course Proposal
SIGNATURE PAGE
Associate of Arts Degree in Social Justice: LGBTQ Studies for Transfer

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CURRICULUM & INSTRUCTIONAL ADMINISTRATION:

The program(s) and/or course(s) has/have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of the California Code of Regulations, Title 5.

10/26/16	Louie Giambattista	_____
Date	Name	Curriculum Committee Chairperson

10/26/16	Kevin Horan	_____
Date	Name	Vice President of Instruction and Student Services

10/26/16	Bob Kratochvil	_____
Date	Name	President

DISTRICT (check one):

☒ On _____ (date), the governing board of the <u>Contra Costa Community College District</u> approved the program and/or course proposal(s) attached to this request.

☐ The governing board has delegated to me the authority to approve program and/or course proposal(s), and I have approved the proposal(s) attached to this request.

_____	Helen Benjamin	_____
Date	Name	Signature, Superintendent/Chancellor

CAREER TECHNICAL EDUCATION (CTE) PROGRAMS ONLY:

The program(s) fulfill(s) the requirements of employers in the occupation, provide students with appropriate occupational competencies, and meet any relevant professional or licensing standards.

_____	_____	_____
Date	Name	Signature, Regional Consortium Chair

Los Medanos College
Associate in Arts in Social Justice: LGBTQ Studies for Transfer

Criteria A. Appropriateness to Mission

The objective of the Associate in Arts in Social Justice: LGBTQ Studies for Transfer Degree is to facilitate the transfer of students from Los Medanos College to the CSUs to pursue an undergraduate degree in LGBT Studies, Women's Studies and Gender Studies. The Associate in Arts in Social Justice: LGBTQ Studies for Transfer Degree is designed to provide educational experiences at the lower division level with depth, breadth and rigor to ensure that transfer students are well prepared to succeed in upper division work in LGBTQ Studies. This preparation is comparable to lower division work completed in the first two years in the California State University. The specific courses that comprise our Associate in Arts in Social Justice: LGBTQ Studies for Transfer Degree were selected and designed to meet the Transfer Model Curriculum and the lower division requirements for transfer to the California State University System baccalaureate degree programs in LGBT Studies, Women's Studies and Gender Studies. The Associate in Arts in Social Justice: LGBTQ Studies for Transfer Degree also prepares students for a large variety of careers in law, health care, counseling, journalism, news media, theatre, film, fine arts, administration of justice, local and national politics, non-profits, and education. Most employers today welcome employees with expertise in diversity, including knowledge and experience with LGBTQ issues.

Item 1. Statement of Program Goals and Objectives (PSLOs):
Students who completed this degree will be able to:

1. Read critically a variety of primary and secondary, interdisciplinary, multicultural "texts" (essays, literature, visual art, film, music) about LGBTQ history, politics, literature, arts and media, and think critically and creatively about these works.
2. Summarize the histories and experiences LGBTQ people, as well as other oppressed ethnic, class, and gender minority groups in the United States, and discuss their contributions to the development of American society.
3. Analyze the social and political construction of sexual orientation and gender identity, as well as that of race, ethnicity, class, and gender and sexual orientation, and articulate how these concepts operate across social and cultural institutions.
4. Evaluate the ethical implications of the patterns of social and political power that affect sexual and gender minorities, as well as racial, ethnic, class minorities in the United States.
5. Analyze and evaluate the history of American social movements that have sought justice for oppressed sexual and gender minorities, as well as racial, ethnic, and class minority groups.
6. Compare and contrast the American experience of oppression and liberation with that of other selected nations and cultures.

Item 2. Catalog Description

The Associate in Arts in Social Justice: LGBTQ Studies for Transfer Degree Program at Los Medanos College offers students a multidisciplinary approach to the study of Lesbian, Gay, Bisexual, Transgender and Queer identities, culture, art, literature politics, history and society in the United States and across cultures. Through the Arts, Humanities, and Social Sciences, students will incorporate queer theory,

theories of race and ethnicity, and feminist theory, to examine, analyze and compare social and political movement, and consider the ways that we currently understand and have historically understood various constructions of sexuality, gender identity and behavior depending upon historic time and global location. To support this multidisciplinary approach, students in the Associate in Arts in Social Justice: LGBTQ Studies for Transfer Degree Program may take courses in history, psychology, politics, literature, film, art, ethnic studies, gender studies, child development and health. The degree requires a minimum of 18 units lower division work in LGBTQ Studies and related disciplines and is combined with the California State General Education Pattern to prepare students to take upper division courses at a California State University.

Pursuant to SB1440, section 66746, please note the following completion requirements:

    (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

        (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.

        (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

    (2) Obtainment of a minimum grade point average of 2.0.

Students must earn a C or better in all courses required for the major or area of emphasis.

Associate in Arts in Social Justice: LGBTQ Studies for Transfer Degree Program Requirements:

Required Core Courses			9 units
SOCSC-110	Introduction to Social Justice Studies		3 units
ENGL/SOCSC -135	Introduction to LGBTQ Studies		3 units
ENGL/SOCSC -136	Introduction to Gender Studies		3 units

List A:			9 units
Area 1:	HIST-055	History of Sexuality in North America	3 units
Area 2:	ENGL-050	LGBT Literature	3 units
Area 3:	CHDEV-050	Teaching in a Diverse Society	3 Units
	PSYCH-014	Psychology of Human Sexuality	3 Units

Total Units for Major:	**18**
Total Units that may be double counted	15 (CSUGE) 12 (IGETC)
Total CSU GE units	39
Total IGETC units	37
Electives	18 (CSU)
	17 (IGETC)
Total Units for degree:	60

Transfer Model Curriculum (TMC) Template for Social Justice Studies

CCC Major or Area of Emphasis: Social Justice Studies
TOP Code: 2201.30

CSU Major(s): African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture & Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology - Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women's Studies. See TMC for complete list of CSU majors)

Total Units: 18 *(all units are minimum semester units)*

the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the nber of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or ETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go Chancellor's Office Academic Affairs page, RESOURCE section located at:

http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx

he ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be U transferable. ***All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the sociate Degree for Transfer (ADT) proposal to the Chancellor's Office.***

ere no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided ne TMC at:

http://www.c-id.net/degreereview.html

ich the appropriate ASSIST documentation as follows:
* *Articulation Agreement by Major (**AAM**)* demonstrating lower division preparation in the major at a CSU;
* *CSU Baccalaureate Level Course List by Department (**BCT**)* for the transfer courses; and/or,
* *CSU GE Certification Course List by Area (**GECC**).*

acronyms ***AAM, BCT,*** and ***GECC*** will appear in **C-ID Descriptor** column directly next to the course to indicate which report need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to ://www.assist.org.

Associate in Arts in Social Justice Studies for Transfer Degree
College Name: Los Medanos College

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS					
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**GE Area**		
					CSU	**IGETC**	
REQUIRED CORE: (9 units)							
ntroduction to Social Justice Studies 3) **OR** ntroduction to Race and Ethnicity (3)	SJS 110 **OR** SOCI 150	ENGL/ SOCSC 110	Introdcution to Social Justice Studies	3			
ntroduction to Women's Studies (3) **OR** ntroduction to Lesbian, Gay, Bisexual nd Transgender (LGBT) Studies (3) **OR** ntroduction to Gender (3)	SJS 120 **OR** SJS 130 **OR** SOCI 140	ENGL/ SOCSC 135	Introduction to LGBTQ Studies	3	D	4D	

Any **REQUIRED CORE** course not already used or any course articulated as lower-division preparation in the Social Justice Studies, African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture & Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology – Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women's Studies major at a CSU.	*AAM*	ENGL/ SOCSC 136	Introduction to Gender Studies	3		
LIST A: Select three courses from at least two of the following areas (9 units) Courses must be related to social justice, gender/women, or ethnicity/race.						
Area 1: History or Government (3)	*GECC*	HIST 55	History of Sexuality in North America	3	D	4G
Area 2: Arts and Humanities (3)	*GECC*	ENGL 150	LGBTQ Literature	3	C2	3B
Area 3: Social Science (3)	*GECC*	CHDEV 50	Teaching in a Diverse Society	3	D	
		PSYCH 14	Psychology of Human Sexuality	3	D, E	4D, 4I
Area 4: Quantitative Reasoning and Research Methods						
Introduction to Statistics (3) **OR** Introduction to Statistics in Sociology (3) **OR** Introduction to Political Science Research Methods (3) **OR** Introduction to Research Methods in Psychology (3) **OR** Introduction to Research Methods in Psychology with Lab (4) **OR**	MATH 110 **OR** SOCI 125 **OR** POLS 160 **OR** PSY 200 **OR** PSY 205B **OR**					

Introduction to Research Methods (3)	SOCI 120					
Area 5: Major Preparation Any course articulated as lower-division preparation in the Social Justice Studies, African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture & Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology – Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women's Studies major at a CSU not already used.	*AAM*					

Total Units for the Major:	**18**	**Total Units for the Major:**	18	
		Total Units that may be double-counted (*The transfer GE Area limits must not be exceeded*)	15	12
		General Education (CSU-GE or IGETC) Units	39	37
		Elective (CSU Transferable) Units	18	17
		Total Degree Units (maximum)	**60**	

<u>Board Report No. 38-A</u> – No report.

<u>Board Report No. 39-A</u> - Ratification of Contract for Contract Administrator. With the upcoming retirement of Dr. Helen Benjamin on December 31, 2016, the District recently completed a nationwide search to fill her position of Chancellor. Dr. Fred E. Wood was recommended to serve as the next Chancellor of the District. Funding is from existing allocations.

On motion of Mr. Márquez, seconded by Mr. Farley, with three aye votes from Ms. Gordon, Mr. Enholm, and Mr. Walker-Roberts, the Governing Board unanimously ratified the attached contract, for the following contract administrator:

<u>Name</u>	<u>Title</u>	<u>Location</u>
Wood, Fred E.	Chancellor	DST

CONTRA COSTA COMMUNITY COLLEGE DISTRICT
CONTRACT OF EMPLOYMENT

Dr. Fred Wood
CHANCELLOR
December 14, 2016

1. **Parties:**

   This employment contract (hereinafter referred to as "this Agreement") is made between the Contra Costa Community College District (hereinafter referred to as "District") and Dr. Fred Wood, (hereinafter referred to as "Chancellor"). The Board of Trustees of the Contra Costa Community College District is hereinafter referred to as "Governing Board" or "Board."

2. **Purpose:**

   This Agreement is for the purpose of retaining Dr. Fred Wood to fill the full-time, educational administrator position of Chancellor.

3. **Term:**

   The term of this Agreement shall be for the period commencing January 1, 2017, and ending on June 30, 2020, unless extended by mutual agreement and in conformance with applicable laws and regulations. [Education Code section 72411(a)] After completion of twelve (12) months of service to the District, the Board shall consider a possible extension of the term of the Agreement.

4. **Annual Salary:**

   A. **Base Salary:**

   Chancellor shall receive a base annual salary of Three-Hundred Thousand Dollars ($300,000) per twelve months of service. Salary shall be payable in twelve equal, monthly disbursements. Where only a portion of the contract year is served, compensation shall be prorated.

   B. **"Pay for Performance" Annual Salary Increase Based on Evaluation Rating:**

   On or before July 1, 2018, and on or before the first day of July of each succeeding year thereafter, and for so long as this Agreement remains in effect, Chancellor shall receive an increase in base salary over the prior fiscal year's base salary according to the following schedule based on the number of fiscal years of service in the position and the rating Chancellor receives on the evaluation established pursuant to Section 10 of this Agreement.

Fiscal Years in Position	Performance Rating				
	Unacceptable	Needs Improvement	Meets Requirements	Exceeds Requirements	Outstanding
1	0%	1%	3%	4%	5%
2-6	0%	0%	3%	4%	5%
7-10	0%	0%	2%	3%	4%
11+	0%	0%	2%	3%	3%

C.   **Adjustments to Performance-Based Salary Increases:**

Performance-based salary increases may be further increased by the Board in its sole discretion in any fiscal year in consideration of increased State funding, salary increases provided to other employee groups, or other factors the Board deems appropriate such as equitable adjustments based on comparability studies of similar positions.

In the event that the Board suspends step movement on the Management Salary Schedule for administrators in any fiscal year, salary increases under this section shall also be suspended. Such increases shall be restored only to the same extent and on the same terms that they are restored for administrators.

Likewise, in the event that the Board imposes salary reductions (e.g. furlough days) on administrators, salary under this section shall also be reduced to the same extent as for other administrators and restored to the same extent and on the same terms as for administrators.

5.   **Automobile Allowance:**

The Board shall provide Chancellor an automobile allowance of six hundred dollars ($600) per month for the duration of this Agreement to compensate Chancellor for the use of his personal vehicle for travel on the District's behalf within the County of Contra Costa. Chancellor shall necessarily be required to maintain his automobile in a continuously operable and reasonably safe condition. For travel outside of Contra Costa County on District business, Chancellor shall receive mileage and other traveling expenses permitted under the Board's policies and administrative procedures for expense reimbursement.

6.   **Vacation, Sick Leave and Holiday Benefits:**

Chancellor shall be required to render 12 months of full and regular service to the District during each annual period covered by this Agreement. Chancellor shall have all rights and entitlements to vacation, sick leave and holiday benefits as defined herein.

A.   **Vacation Accrual:**

Chancellor shall have all rights and entitlements to paid vacation as defined and provided for under Section 11 of the District's *Management, Supervisory and Confidential Employees Personnel Manual* as adopted on January 28, 2004 and as may be amended during the term of this Agreement, except that Chancellor shall

earn vacation at the rate of twenty (20) hours per month. Vacations in excess of one week's duration must be approved by the Governing Board.

B.   Sick Leave:

Chancellor shall have all rights and entitlements to paid sick leave as defined and provided for in Section 12.17 of the District's *Management, Supervisory and Confidential Employees Personnel Manual* as adopted on January 28, 2004, and as may be amended during the term of this Agreement.

C.   Paid Holidays:

Chancellor shall have all rights and entitlements to paid holidays as defined and provided for in Section 10 of the District's *Management, Supervisory and Confidential Employees Personnel Manual* as adopted on January 28, 2004, and as may be amended during the term of this Agreement.

D.   Additional Leave:

Chancellor shall have all rights and entitlements to any and all additional forms of leave as defined and provided for in Section 12 of the District's *Management, Supervisory and Confidential Employees Personnel Manual* as adopted on January 28, 2004, and as may be amended during the term of this Agreement.

7.   Medical, Dental, Vision and Other District-Sponsored Benefits:

Chancellor shall have all rights and entitlements to District-sponsored medical, dental, vision and other insurance benefits as defined and provided for in Section 8 of the District's *Management, Supervisory and Confidential Employees Personnel Manual*, as adopted on January 28, 2004, and as may be amended during the term of this Agreement.

8.   Benefits upon Retirement:

District shall provide Chancellor and/or Chancellor's surviving spouse or dependents with all rights and entitlements to continued benefits upon Chancellor's retirement to the same degree these benefits are available to all other educational administrators, as more specifically defined in Section 8.8 of the District's *Management, Supervisory and Confidential Employees Personnel Manual*, as adopted on January 28, 2004, and as may be amended during the term of this Agreement.

9.   Duties:

Chancellor shall serve as chief executive officer of Contra Costa Community College District. Chancellor shall be responsible for implementation of the Board's decisions, policies, plans, procedures and directives in connection with the continuing establishment, operation, maintenance and improvement of the District as an institution of higher learning.

Chancellor shall additionally perform all of the duties of Chancellor of a California community college district as required by the laws, rules and regulations of the State of California and the policies adopted by the Board as well as other responsibilities and duties

as may be assigned by the Board.

10. Evaluation of Performance:

The Board shall annually evaluate the performance of the Chancellor in accordance with Governing Board Policy 1016, Human Resources Procedure 2030.13, and such other Board policies and administrative procedures which may be adopted over the course of that Term of this Agreement.

11. Personal Communication Device:

Chancellor shall maintain in his possession a personal mobile phone or other personal communication device for District business. Chancellor shall be reasonably available for communication on such device twenty-four hours per day.

12. Termination:

A. Automatic Termination:

This Agreement shall automatically terminate upon the death of Chancellor or inability of Chancellor to perform the duties of the position due to disability.

If a question exists concerning the ability of Chancellor to return to duty, the Board may require Chancellor to submit to a fitness for duty examination to be performed by a Board-selected physician or psychiatrist as appropriate. The examination shall be done at District expense. The physician or psychiatrist shall limit his/her report to the issue of whether Chancellor has a disability which prohibits him from performing the duties of Chancellor with or without reasonable accommodation. Chancellor consents to the release of this report to the Board.

B. Termination by Mutual Consent:

(1) Governing Board, with the consent of Chancellor, may at any time terminate this Agreement, effective on the next succeeding first day of July, and re-employ Chancellor, on any terms and conditions as may be mutually agreed upon by Governing Board and Chancellor, for a new term to commence on the effective date of the termination of the existing term of employment.

(2) Chancellor, with the consent of Governing Board, may at any time terminate this Agreement effective on a mutually agreed date. In the event that this Agreement is terminated under this provision, all pay and all benefit eligibility will cease as of the last day of service.

C. Termination "For Cause":

Governing Board may terminate this Agreement "for cause" which shall be defined as (1) an occurrence of any event which would justify dismissal of an instructor as set forth in California Education Code section 87732, (2) acts done in bad faith to the detriment of the District; (3) refusal to comply with lawful Board directives, or failure to comply with the specific provisions of this Agreement if not cured within

10 calendar days of notice of the noncompliance; (4) material breach of this Agreement; (5) conviction of a crime involving moral turpitude, or physical or emotional harm to any person.

The applicable procedures for a "for cause" termination are as follows:

Governing Board shall provide Chancellor a reasonably detailed statement of the reasons for the action. Chancellor shall be entitled to meet with the Board in closed session to state why the Board should not terminate the Agreement. If the Governing Board decides to terminate this Agreement pursuant to this section, the Board shall provide Chancellor with its decision in writing. Upon issuance of the Board's decision Chancellor shall immediately cease to receive compensation, benefits, and other allowances as set forth in this Agreement.

D.   Termination without Cause:

The Governing Board may terminate this Agreement for any reason, i.e., "without cause." In such an event, the Board shall provide Chancellor with severance equal to the monthly salary of the Chancellor multiplied by the number of months left on the unexpired term of this Agreement. If the unexpired term of this Agreement is twelve (12) months or greater, the severance pay shall be an amount equal to the monthly salary of the Chancellor multiplied by twelve (12). Chancellor's medical, dental and vision benefits will be paid for the same duration of time as covered in the settlement, up to twelve (12) months, or until Chancellor obtains other employment providing for such benefits. This severance package shall constitute Chancellor's sole remedy for any and all damages he may claim against the District arising out of his employment and its termination. The parties acknowledge that this "termination for convenience" clause is consistent with Government Code sections 53260-53261 which state that the maximum cash settlement shall be an amount equal to the monthly salary of the Chancellor multiplied by twelve (12) with twelve (12) months' paid health benefits.

E.   "Non Renewal Notice" Required / Effect of Failure to Provide:

If the Governing Board determines that Chancellor is not to be re-employed with the District beyond the term of this Agreement, the Board must notify Chancellor in writing of its election not to renew Chancellor's employment. This notice must be provided to Chancellor at least forty-five (45) calendar days prior to the expiration of this Agreement. Chancellor is directed to and agrees to remind the Governing Board of this obligatory notice provision at least six (6) months before the termination date of this Agreement. [Education Code section 72411(b)]

If the Governing Board fails to provide the Chancellor with the requisite forty-five (45) calendar day notice of its election not to continue the employment of Chancellor beyond the term of this Agreement, Chancellor shall be deemed to be rehired by District for an additional term not to exceed one (1) year beyond the expiration date of this Agreement. All terms and conditions as stated in this Agreement shall remain the same. [Education Code section 72411(c)]

F.   Effect of Abuse of Office Conviction

Contract of Employment, Chancellor   Page 5 of 7
Between: Contra Costa Community College District and Dr. Fred Wood

Notwithstanding any other provision of this Agreement, and as mandated by Government Code Section 53243 et seq., in the event Chancellor is convicted of a crime constituting "abuse of office," Chancellor shall reimburse the District to the fullest extent mandated by Government Code Section 53243 et seq. (i.e. for paid leave, criminal defense expenditures, or any cash settlement.). In the event of such conviction, the District shall make no payments barred by Government Code Section 53243 et seq.

13. Moving Expenses

Chancellor shall be entitled on a one-time basis to all reasonable and necessary moving expenses up to a maximum of Seven Thousand Dollars ($7,000). The Board shall approve the final reimbursement amount based on receipts for expenses incurred.

14. Outside Professional Activities

Chancellor may undertake outside professional activities, including consulting, teaching, speaking, and writing with approval of the Board. Chancellor's outside professional activities shall not interfere in any way with the performance of Chancellor's duties and except with advance approval of the Board shall not be performed during regular work hours. Chancellor shall not use District staff, equipment or property in performing these outside activities without prior approval by the Board.

15. Governing Law, Interpretation and Savings Clause:

The parties agree that this Agreement shall be subject to the laws of the State of California and the rules and regulations of the California State Board of Governors of California Community Colleges. Venue for any dispute shall be Contra Costa County. In no event shall any terms of this Agreement control over an applicable law or regulation of the State of California.

Further, the parties agree that this Agreement shall be interpreted in accordance with its fair meaning, and that captions are for the purpose of organization and the convenience of the reader and these shall not be considered in interpreting or construing the meaning of the terms or provisions of this Agreement. References to applicable codes are merely for reference and ease of reading.

If any term or provision of the Agreement is determined to be invalid or unenforceable, such a determination shall not invalidate any other term or condition or the validity of the balance of this Agreement.

16. Mediation of Disputes

The parties acknowledge that alternative dispute resolution can be an effective means to resolve disputes between the parties regarding interpretation of this Agreement. In the event that the parties are unable to resolve such a dispute themselves, and upon mutual agreement to mediate, the parties shall endeavor to mutually select a third party mediator from the list provided by the California State Mediation and Conciliation Service. Otherwise the mediator shall be selected by alternate striking from a list of 11 proposed candidates. The

cost of mediation shall be borne equally by the parties.

17. **Amendment:**

This Agreement may be amended by the mutual consent of the Governing Board and Chancellor. All amendments shall be in writing, and signed by the parties hereto.
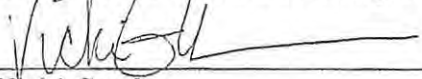
18. **Entire Agreement:**

The parties agree that no other promise, agreement or offer, oral or written, exists between them, except for those expressed in this Agreement. No parole evidence may be admitted to prove the existence of any such promise, offer, agreement or to otherwise challenge a term or condition expressed in this Agreement.

18. **Prior Agreements:**

This agreement supersedes all prior contracts of employment. Any such prior contracts are of no force and effect as of the beginning date of the Term set forth above.

ON BEHALF of the Governing Board of Contra Costa Community College District:

_____   12/16/16
Vicki Gordon   Date
President, Governing Board of the
Contra Costa Community College District
County of Contra Costa, State of California

I, Dr. Fred Wood, have reviewed this Agreement and declare I have had an opportunity to present this Agreement for review by an attorney of my choosing. I further declare that I accept the terms and conditions set forth in this Agreement, and I agree to comply with the conditions thereof and to fulfill all of the duties of my employment with the Contra Costa Community College District.

_____   12/7/16
Dr. Fred Wood   Date

Board Report No. 39-B – Approval of Tentative Agreement with Public Employees Union, Local 1, for the 2016-17 Fiscal Year. Local 1 President Mike West summarized positive changes made to this Tentative Agreement.

The attached Tentative Agreement is the result of negotiations between the District and Public Employees Union, Local 1, to close collective bargaining for the 2016-17 fiscal year. The cost of the agreement is estimated at $5,000.00 for continuation of benefits coverage levels for certain represented employees reduced in time, all of which is a new, one-time cost. Funding is from existing District and college budgets.

On motion of Mr. Walker-Roberts, seconded by Mr. Enholm, with three aye votes from Ms. Gordon, Mr. Farley and Mr. Márquez, the Governing Board unanimously approved the attached Tentative Agreement with Public Employees Union, Local 1.

2016-17 Tentative Agreement Between Contra Costa Community College District and Public Employees Union, Local 1

After a series of negotiating sessions considering all 2016-17 re-openers, the Parties have agreed that all current articles of the Collective Bargaining Agreement remain the same, with the exception of the following:

Compressed Calendar Statement

1. Local 1 is supportive of students being able to complete their educational objectives in a shorter amount of time leading to improved student retention and success.

2. Parties mutually agree that Local 1 shall be involved in operational decisions that may affect members.

3. If there are unanticipated contractual issues that need to be negotiated regarding a compressed calendar, they will be automatic negotiations reopeners.

ARTICLE 9 - LEAVES

9.16 ~~CATASTROPHIC LEAVE: The District shall allow employees to donate sick leave to individual employees who have suffered long-term disabilities or illnesses. Donating employees shall retain a thirty (30) day balance of sick leave after their donation and may donate no more than twenty-five (25) days of sick leave per year. The donation form can be obtained in the District Human Resources Office. A copy of the form can be found in Appendix B.~~

OPTIONAL CATASTROPHIC LEAVE PROGRAM: Employees shall be entitled to participate in an optional catastrophic leave program. The District shall maintain and manage eligibility for, participation in, and use of, the catastrophic leave program. A copy of the use request form can be found in Appendix B.

9.16.1 Each fiscal year (July 1st), every permanent Local 1 represented employee may opt into or out of the catastrophic leave program by donating one day of sick or vacation leave. An employee must notify the District no later than June 1st of each year for changes effective that July 1st. Once an employee opts in, the employee will continue to be in the program and will automatically donate and have deducted one day of the same type of leave each July 1 until the employee opts out or is no longer employed by the District.

9.16.2 An employee may opt into family coverage by donating one additional day annually to cover use for family members. The employee must opt into employee coverage to be eligible for family coverage. Once an employee opts into family coverage, the employee will continue to be in the program and will automatically donate and have deducted one day of the same type of leave each July 1 until the employee opts out or is no longer employed by the District.

9.16.3 For purposes of calculations, a "day" shall be defined as the employee's normal, regular service day at the point of donation or usage. Changes in months of service and/or hours worked per week shall not be factored in donation or usage.

9.16.4 Program usage shall be subject to certain requirements.

9.16.4.1   Employee must first exhaust all available and eligible accrued leave (including, but not limited to; sick leave, extended sick leave, vacation leave, personal necessity leave, personal catastrophic leave) before becoming eligible to use catastrophic leave.

9.16.4.2   Employee must use any leave credits that he/she continues to accrue on a monthly basis prior to using catastrophic leave.

9.16.4.3   An individual employee may use the catastrophic leave program for a maximum of 60 days in any 10-year period.

9.16.4.4   An individual employee may use the catastrophic leave program for a maximum of three separate occurrences in any 10-year period.

9.16.4.5   For family coverage usage eligibility, family shall be defined as the negotiated definition of "immediate family" in Article 9.1.1.

9.16.4.6   For purposes of determining an occurrence, usage need not fall on consecutive days. An "occurrence" shall be defined as usage related to one eligible event and may include absences on nonconsecutive days for periodic or episodic treatments, etc.

ARTICLE 14 – EVALUATION

The Classified Evaluation Form (Appendix D) shall be amended for evaluations commencing January 1, 2017 and after. A new criterion "9" shall be added, using the existing rating scale with the addition of a "Not Applicable" check-box option.

9. Student Learning Outcomes: Assists in using and/or uses the results of the assessment of student learning outcomes to improve teaching and learning.

ARTICLE 16 – DISCIPLINARY ACTION

16.1   ~~DISCIPLINARY ACTION – GENERAL~~PROGRESSIVE INTERVENTION: The District shall be committed to support and foster employee improvement by coaching, motivating, providing specific suggestions and directives to help improve an employee's performance or behavioral deficiencies, and address such issues at the earliest possible opportunity to assist in the employee's positive change. No letter of counseling, written warning, or reprimand shall be issued unless the immediate supervisor and/or appropriate manager has met, or showed a good faith effort to meet, with the employee (and L1 representation if desired by the employee) to discuss the issue(s) and identify option(s) to improve deficiency(ices). All efforts to improve an employee's performance or behavior will be documented and reviewed by the immediate supervisor to justify any additional level(s) of progressive intervention or discipline if warranted. All documentation of progressive intervention may be used in a disciplinary proceeding.

ARTICLE 20 – SALARY AND BENEFITS

20.4.7.1   Participation in Medicare: All employees who retire from District service and become Medicare-eligible (currently age 65) are required to enroll in a Medicare-coordinated plan. Failure to enroll in a Medicare-coordinated plan after receiving 30 days' notice from the District of this requirement shall result in termination of health benefits. All persons ~~retirees from the bargaining unit~~ who receive health benefits from the District must provide evidence to the District that they have successfully enrolled in Medicare Part A or present documentation why they are not eligible to enroll. For retirees enrolled in District benefits the District will reimburse Medicare Part B for those retiring with Medicare Part A. ~~For retirees enrolled in District benefits, to be eligible for reimbursement for Medicare B, retirees must participate in a District-sponsored Medicare Coordinated/Advantage program for the period in which reimbursement is sought.~~

Benefits Premiums Co-Pays for Those Reduced in Time: Employees reduced in weekly hours of work (FTE) as a result of reductions in fiscal years 2010-11, 2011-12, and 2012-13, shall have the District's share of the costs of benefits premiums restored to the level of the FTE for which they have permanency for the duration of their 63-month reemployment rights, plus an additional 12 months (75 months total), or until such FTE is restored or obtained rights are exercised or refused. District and Local 1 shall meet and agree on the list of eligible employees.

Compensation Reopener: Parties agree that if another employee group settles for additional compensation for 2016-17, Parties will automatically reopen on compensation.

Police Services Reopener: Parties mutually agree to automatically reopen Article 9 as it relates to holiday pay and schedule for police services officers.

ARTICLE 21 – SUMMER WORK SCHEDULE

21.2   **WHEN IS THE SUMMER WORK SCHEDULE:** The summer work schedule shall be ~~from~~ the Monday following the end of the spring semester through the Friday which falls two weeks before the start of the regular fall semester.
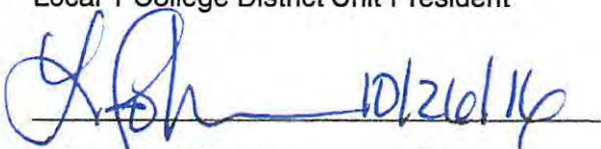
        21.2.1   SPRING BREAK: The summer work schedule shall apply to the week designated as "spring break" and all provisions of this article shall also apply.

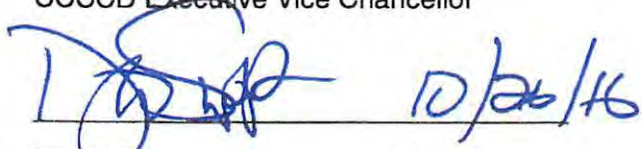|			
signature 10/26/16		_signature_ 10/26/16	
Mike West, Date		Gene Huff Date	
Local 1 College District Unit President		CCCCD Executive Vice Chancellor	
signature 10/26/16		_signature_ 10/26/16	
LaKeesha Johnson Date		Dio Shipp Date	
PEU Local 1 Senior Business Agent		CCCCD Associate Vice Chancellor, CHRO	

Board Report No. 39-C – Classification Descriptions and/or Salary Schedules. The District has had recent challenges filling two Director of Nursing positions overseeing nursing programs at LMC and CCC. After analyzing the challenges and researching national trends for hiring Director of Nursing positions within college systems, it was determined by both colleges that this position should be placed at a higher level. The Associate Dean of Nursing position will absorb all the duties and responsibilities previously included in the Director of Nursing position at each college; may report to a dean position or higher; and will be placed at range M7 ($8,675 - $10,569/ per month) on the Management Salary Schedule. College leadership and District human resources believe these enhancements will attract a much more diverse and highly qualified pool of applicants.

At the April 27, 2016 Governing Board meeting, the Board approved the new job description of Payroll Services Supervisor, requiring the possession of an "earned bachelor's degree" as a minimum qualification (Board Back-up No. 39-C). In an effort to attract a more diverse and qualified applicant pool, it is being recommended to lower the possession of a bachelor's degree requirement to the "Equivalent to the completion of an AA degree." Lowering this minimum qualification comes with a corresponding lowering of the salary placement of this position on the Supervisory Salary Schedule, from Range 69 to Range 68. The new salary range for the Payroll Services Supervisor will be $5,583-$6,804 per month. Funding is from existing budget resources.

On motion of Mr. Enholm, seconded by Mr. Walker-Roberts, with three aye votes from Ms. Gordon, Mr. Farley and Mr. Márquez, the Governing Board unanimously approved the addition of the attached, new management classification description to the Management Salary Schedule, effective December 15, 2016:

Classification	Salary Range	Monthly Salary
Associate Dean of Nursing and Allied Health	M7	$8,675 - $10,569

Further, they unanimously approved the attached, amended supervisory classification description, effective December 15, 2016:

Payroll Services Supervisor	68	$5,583 - $6,804

Contra Costa Community College District
Classification Specification

Contra Costa
Community
College District

pathways to success

Associate Dean, Nursing and Allied Health

Class Code	OT Status	EEO Category	Represented Status	Salary Grade	Effective Date	Status	Pages
	Exempt	Exec/Admin/Managerial	Management	M7	12/15/2016	Academic Administrator	1 of 2

DEFINITION: Under direction of the Dean, directs, plans, organizes, and coordinates assigned Nursing and Allied Health programs in support of District, college and departmental goals in order to assure standards for accreditation are met as well as compliance with appropriate policies and procedures. This position will provide supervision of the faculty and staff in assigned programs which may include: registered nursing, licensed vocational nurse to registered nurse, vocational nursing, emergency medical sciences (emergency medical technician and paramedic), certified nurse assistant, home health aide, and medical assisting. This position will build and maintain collaborative relationships with community partners, specifically hospitals and other healthcare organizations; prepare required reports and monitor the department's budget, including facilitating grant applications and management.

DISTINGUISHING CHARACTERISTICS: An Associate Dean supports the Division Dean in managing the planning, operation and evaluation of a Nursing and/or Allied Health department. A Dean serves as a division/area administrator, overseeing the delivery of instructional, student or support services programs within a defined area or divisions. A Senior Dean can have multiple major programs reporting to the position and may supervise lower level Deans and administrators. The Executive Dean classification is reserved for the oversight of major college-wide or Districtwide programs, projects or large off-campus centers.

EXAMPLES OF DUTIES/ESSENTIAL FUNCTIONS: Duties/essential functions may include, but not be limited to, the following:

- Directs, plans, organizes and coordinates all aspects of the nursing and assigned allied health programs including funding, staffing, delivery and evaluation.
- Works collaboratively with the division dean, faculty, and other staff to develop, implement and evaluate curriculum in nursing and assigned allied health programs, assuring standards for accreditation are met.
- Provides required reports for program and college accreditation. This may include accreditation reports for the Registered Nursing, Vocational Nursing, Certified Nursing Assistant/Home Health Aide, and Paramedic Programs; and annual reports to the Board of Registered Nursing, Board of Vocational Nursing & Psychiatric Technicians, Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions, and American Heart Association accrediting and/or licensing agencies.
- Assures currency of continuing education license.
- Establishes program goals and supports program and services improvement through ongoing collaborative assessment of the program.
- Establishes and maintains partnerships with community-based organizations, hospitals and other healthcare organizations.
- Carries out functions of Nursing Director as regulated by the Board of Registered Nursing and Board of Vocational Nursing and Psychiatric Technicians to ensure program compliance.
- Demonstrates "clinical competence" as defined by the Board of Registered Nursing in Section 1420.
- Maintains current knowledge of procedures, regulations and laws related to nursing and other assigned allied health programs
- Interprets and analyzes appropriate laws, policies, rules and collective bargaining contracts to determine impact on the assigned programs and oversees compliance and reporting strategies.
- Provides consultation and resource support to faculty, managers and staff in regard to regulation and policy.
- Supervises and evaluates assigned department staff; recommends the retention and employment of faculty and staff; coordinates staff schedules and workload assignments.
- Provides or coordinates staff training.
- Participates in the development of annual budget; monitors and controls expenditures within adopted budget; oversees and prepares state reports and ensures timely and accurate submission.
- Researches grant opportunities and participates as appropriate in grant writing and grant management.
- Assists in the resolution of complaints and grievances by student, staff and faculty in accordance with District policies and procedures.
- Prepares and maintains timely and accurate reporting to District, State and federal offices.

Contra Costa Community College District - Classification Specification

Associate Dean, Nursing and Allied Health

Class Code	OT Status	EEO Category	Represented Status	Salary Grade	Effective Date	Status	Pages
	Exempt	Exec/Admin/Managerial	Management	M7	12/15/16	Academic Manager	2 of 2

- Coordinates the use of facilities, clinical sites, equipment and supplies.
- Supervises the preparation, review and revision of the class schedule and the development of course syllabi, catalogs or other materials related to the nursing and other assigned allied health department.
- Serves on college and District committees as assigned.
- Performs other duties as assigned.

MINIMUM QUALIFICATIONS:

Knowledge Of: Nursing and other allied health program principles, practices and content; applicable program accreditation standards; budget preparation and control; grant writing and management; planning, supervising and evaluating the work of others, employee motivation and training; applicable federal, state, local, District and college laws, rules and regulations, and collective bargaining contract provisions; complex business level English usage, spelling, grammar and punctuation; modern office tools such as computers and printers; typical modern office computer software programs; report and presentation writing.

Ability To: Perform and implement duties and functions above. Required abilities also include but are not limited to: plan, organize, develop and evaluate the activities and curriculum of a college nursing department; network with statewide nursing programs and identify trends in nursing education and programs; communicate effectively, both orally and in writing; interpret, apply and explain rules, regulation, policies and procedures; analyze situations accurately and adopt an effective course of action; utilize a variety of teaching strategies to foster critical thinking and application of theory to practice; establish and maintain effective working relationships with those contacted in the course of performing required duties; demonstrate understanding of, sensitivity to, and respect for the diverse academic, socio-economic, race, ethnicity, gender identity, sexual orientation, age, mental or physical disability, and religious background of all students, faculty and staff, and with all individuals encountered in the performance of required duties.

Education/Training: The Board of Registered Nursing and the Board of Vocational Nursing & Psychiatric Technicians require:

A master's or higher degree from an accredited college or university which includes course-work in nursing education or administration (Section 1425)

Experience: The Board of Registered Nursing and the Board of Vocational Nursing & Psychiatric Technicians require:
- A minimum of 3 years' experience as a registered nurse with one (1) year of continuous, full time or its equivalent experience providing direct patient care as a registered nurse within the previous five years.
AND
- One (1) year of experience as an administrator with validated performance of administrative responsibilities.
AND
- Two (2) years of experience teaching in a pre- or post-licensure registered nursing program.

License/Certification: The Board of Registered Nursing and the Board of Vocational Nursing & Psychiatric Technicians require:

A current, clear and active license to practice as a Registered Nurse in California.

Actions: Newly created classification adopted by the Governing Board on December 14, 2016

Contra Costa Community College District - Classification Specification

PAYROLL SERVICES SUPERVISOR

Contra Costa Community College District
pathways to success

Class Code	OT Status	EEO Category	Represented Status	Salary Grade	Effective Date	Status	Pages
	Exempt	Exec/Admin/Managerial	Supervisory	68	12/15/2016	Classified	1 of 2

DEFINITION:

Under the direction of the Director of Payroll Services, the Payroll Services Supervisor plans, organizes, and supervises the work of the payroll technicians and other clerical staff; explains and interprets payroll procedures and processes for others; performs a variety of complex payroll functions; and performs other related work as required.

EXAMPLES OF DUTIES/ESSENTIAL FUNCTIONS:

- Plans, organizes, and supervises the work of the District payroll technicians and other clerical staff. Collaborates with accounting services, purchasing services, facility services, and college business management and staff to ensure seamless operations.
- Oversees the maintenance of payroll records and resolves discrepancies with payroll documents and records, including errors in payment, deductions, and benefit accruals.
- Reviews the work of subordinates for accuracy, completeness, and compliance.
- Processes the District classified monthly payroll, oversees and processes District Tax Sheltered Annuity (TSA) programs, sick leave, and worker's compensation.
- In collaboration with the Information Technology Department, assists in the development and ongoing maintenance of computer application procedures pertaining to the processing of payroll documents.
- Provides training to assigned departmental staff and assistance to other District employees regarding payroll procedures and processes. When necessary, confers with other agencies regarding interpretation and application of laws, policies, and regulations.
- Reviews and evaluates employee performance to ensure efficient and effective operations to foster an environment of continuous improvement.
- Resolves substantive problems, payroll procedure interpretations, discrepancies and handles non-routine inquiries related to payroll.
- Receives and attempts to resolve complaints involving payroll functions and responds to information requests regarding payroll matters.
- Evaluates, revises, and implements work methods and assigns work flows used by the unit in processing payroll documents and data.
- Assists in design and recommendations of District payroll procedures, guidelines, and practices to ensure accuracy in processing and the meeting of deadlines.
- Assists outside auditors by providing payroll documentation and works with the Director of Payroll Services on any audit responses and/or corrective actions.
- Professionally communicates by written correspondence, e-mail, and telephone with both internal and external recipients.
- Participates in the employment process for new payroll staff.
- Evaluates the work of assigned staff.
- Participates in all phases of payroll work as assigned.

MINIMUM QUALIFICATIONS:

Knowledge of:

- Regulations, policies, and standards governing payroll and benefits processes.

Contra Costa Community College District - Classification Specification

PAYROLL SERVICES SUPERVISOR

Class Code	OT Status	EEO Category	Represented Status	Salary Grade	Effective Date	Status	Pages
	Exempt	Exec/Admin/Managerial	Supervisory	68	12/15/2016	Classified	2 of 2

- Federal, state, and local reporting requirements relating to payroll processes.
- Operation of payroll and financial accounting systems and the input and securing of information and data.
- Principles of supervision and training.

Ability to:
- Plan, organize and supervise the operations of a payroll office.
- Analyze data and draw sound conclusions.
- Prepare and maintain accurate, concise and complete records and reports.
- Speak and write effectively.
- Establish and maintain cooperative working relationships.

Education and Experience:
~~An earned bachelor's degree from an accredited college or university in accounting, business, public administration or other related field or the equivalent.~~ **Equivalent to the completion of an AA degree from an accredited institution of higher education.**

Three years of increasingly responsible professional payroll experience, including at least one year at a supervisory level.

Demonstrated sensitivity to and understanding of diversity in the workplace and educational environment.

Actions: Adopted by the governing board on April 27, 2016
Amended: December 14, 2016

Contra Costa Community College District - Classification Specification

PAYROLL SERVICES SUPERVISOR

Contra Costa
Community
College District

Class Code	OT Status	EEO Category	Represented Status	Salary Grade	Effective Date	Status	Pages
	Exempt	Exec/Admin/Managerial	Supervisory	69	5/1/2016	Classified	1 of 2

DEFINITION:

Under the direction of the Director of Payroll Services, the Payroll Services Supervisor plans, organizes, and supervises the work of the payroll technicians and other clerical staff; explains and interprets payroll procedures and processes for others; performs a variety of complex payroll functions; and performs other related work as required.

EXAMPLES OF DUTIES/ESSENTIAL FUNCTIONS:

- Plans, organizes, and supervises the work of the District payroll technicians and other clerical staff. Collaborates with accounting services, purchasing services, facility services, and college business management and staff to ensure seamless operations.
- Oversees the maintenance of payroll records and resolves discrepancies with payroll documents and records, including errors in payment, deductions, and benefit accruals.
- Reviews the work of subordinates for accuracy, completeness, and compliance.
- Processes the District classified monthly payroll, oversees and processes District Tax Sheltered Annuity (TSA) programs, sick leave, and worker's compensation.
- In collaboration with the Information Technology Department, assists in the development and ongoing maintenance of computer application procedures pertaining to the processing of payroll documents.
- Provides training to assigned departmental staff and assistance to other District employees regarding payroll procedures and processes. When necessary, confers with other agencies regarding interpretation and application of laws, policies, and regulations.
- Reviews and evaluates employee performance to ensure efficient and effective operations to foster an environment of continuous improvement.
- Resolves substantive problems, payroll procedure interpretations, discrepancies and handles non-routine inquiries related to payroll.
- Receives and attempts to resolve complaints involving payroll functions and responds to information requests regarding payroll matters.
- Evaluates, revises, and implements work methods and assigns work flows used by the unit in processing payroll documents and data.
- Assists in design and recommendations of District payroll procedures, guidelines, and practices to ensure accuracy in processing and the meeting of deadlines.
- Assists outside auditors by providing payroll documentation and works with the Director of Payroll Services on any audit responses and/or corrective actions.
- Professionally communicates by written correspondence, e-mail, and telephone with both internal and external recipients.
- Participates in the employment process for new payroll staff.
- Evaluates the work of assigned staff.
- Participates in all phases of payroll work as assigned.

Contra Costa Community College District - Classification Specification

PAYROLL SERVICES SUPERVISOR

Contra Costa
Community
College District

Class Code	OT Status	EEO Category	Represented Status	Salary Grade	Effective Date	Status	Pages
	Exempt	Exec/Admin/Managerial	Supervisory	69	5/1/2016	Classified	2 of 2

MINIMUM QUALIFICATIONS:

Knowledge of:
- Regulations, policies, and standards governing payroll and benefits processes.
- Federal, state, and local reporting requirements relating to payroll processes.
- Operation of payroll and financial accounting systems and the input and securing of information and data.
- Principles of supervision and training.

Ability to:
- Plan, organize and supervise the operations of a payroll office.
- Analyze data and draw sound conclusions.
- Prepare and maintain accurate, concise and complete records and reports.
- Speak and write effectively.
- Establish and maintain cooperative working relationships.

Education and Experience:
An earned bachelor's degree from an accredited college or university in accounting, business, public administration or other related field or the equivalent.

Three years of increasingly responsible professional payroll experience, including at least one year at a supervisory level.

Demonstrated sensitivity to and understanding of diversity in the workplace and educational environment.

Board Report No. 40-A – No report.

Board Report No. 41-A – Facilities Planning Agreements and Amendments to Agreements. On motion of Mr. Farley, seconded by Mr. Enholm, with three aye votes from Ms. Gordon, Mr. Márquez and Mr. Walker-Roberts (Student Trustee Advisory Vote – absent), the Governing Board unanimously authorized the Assistant Secretary to execute the following facilities-related agreements and amendments to agreements:

AMENDMENTS TO AGREEMENTS:

CONTRA COSTA COLLEGE

Lathrop Construction Associates   **New College Center**

Contract No: 7919.0
Original Contract Amount: $ 51,560,000.00
Current Contract Amount through Ch. No. 35: $ 55,149,805.14
Increase (Decrease) for Ch. No. 36: $ 65,600.00 in Construction
Amended Contract Amount: $ 55,215,405.14

Current Period of Performance: 10/14/2013 through 09/22/2016
Amended Period of Performance: 10/14/2013 through 09/22/2016

	Budget	Expenses
Planning and Design:	$ 7,425,028.85	$ 5,714,052.88
Testing and Inspection:	$ 2,886,760.78	$ 1,491,539.74
Construction:	$ 58,155,215.95	$ 55,932,960.47
FFE:	$ 3,157,933.67	$ 2,705,573.50
Other, incl. Contingency:	$ 750,554.75	$ 593,052.29
Total Project:	$ 72,375,494.00	$ 66,437,183.88

Scope of Work: This is a general construction contract.

Reason for Change: This is an amended agreement to incorporate a number of changes, which include site work; landscaping; electrical; and revised underground utilities.

Budget Impact: None. The amended agreement is within the construction budget. **Funding Sources: A*, A** and 2002 bond interest**

Kleinfelder   **Contra Costa College/ Land-Use Planning**

Contract No: 8374.0
Original Contract Amount: $ 354,371.00
Current Contract Amount through Ch. No. 1: $ 409,799.00
Increase (Decrease) for Ch. No. 2: $ 9,240.00 in Testing and Inspection
Amended Contract Amount: $ 419,039.00

Current Period of Performance: 06/28/2016 through 11/17/2016
Amended Period of Performance: 06/28/2016 through 11/17/2016

	Budget	Expenses
Planning and Design:	$ 454,000.00	$ 247,843.30
Testing and Inspection:	$ 88,500.00	$ 61,679.61
Construction:	$ 7,500.00	$
FFE:	$	$
Other, incl. Contingency:	$.	$.

Total Project:	$ 550,000.00	$ 309,522.91

Scope of Work: Provide fault trench investigation services.

Reason for Change: This is an amended agreement to repair and restore the irrigation system and landscaping in the area of the trenching.

Budget Impact: None. The amended agreement is within the project budget.
Funding Source: E*

tBP/Architecture   New College Center

Contract No:	7149.1
Original Contract Amount:	$ 3,966,000.00
Current Contract Amount through Ch. No. 16:	$ 5,358,973.03
Increase (Decrease) for Ch. No. 17:	$ 23,046.00 in Planning and Design
Amended Contract Amount:	$ 5,382,019.03

Current Period of Performance:	12/09/2010 through 02/15/2016
Amended Period of Performance:	12/09/2010 through 12/31/2016

	Budget	Expenses
Planning and Design:	$ 7,425,028.85	$ 5,714,052.88
Testing and Inspection:	$ 2,886,760.78	$ 1,491,539.74
Construction:	$ 58,155,215.95	$ 55,932,960.47
FFE:	$ 3,157,933.67	$ 2,705,573.50
Other, incl. Contingency:	$ 750,554.75	$ 593,052.29
Total Project:	$ 72,375,494.00	$ 66,437,183.88

Scope of Work: Provide comprehensive architectural and engineering planning, design and construction administration services.

Reason for Change: This is an amended agreement for additional architectural and engineering services, which include landscaping site visits; soil evaluation; and audio-visual and telecommunication site visits to facilitate the work at the site.

Budget Impact: None. The amended agreement is within the project budget.
Funding source: A*, A and 2002 bond interest**

Cal Pacific Construction   Seismic Retrofit/Performing Arts Center

Contract No:	8347.0
Original Contract Amount:	$ 1,237,000.00
Current Contract Amount through Ch. No.2:	$ 1,296,110.56
Increase (Decrease) for Ch. No. 3:	$ 1,974.32 in Construction
Amended Contract Amount:	$ 1,298,084.88

Current Period of Performance:	04/28/2016 through 09/13/2016
Amended Period of Performance:	04/28/2016 through 01/31/2017

	Budget	Expenses
Planning and Design:	$ 508,000.00	$ 482,615.84
Testing and Inspection:	$ 144,000.00	$ 112,629.27
Construction:	$ 2,334,337.00	$ 2,322,351.88
FFE:	$ 39,000.00	$ 4,580.17
Other, incl. Contingency:	$ 89,000.00	$ 47,334.49
Total Project:	$ 3,114,337.00	$ 2,969,511.65

Scope of Work: This is a general construction contract.

Reason for Change: This is an amended agreement to incorporate a number of changes which include modifications and installation of an existing compressed air system; and reduction of costs to re-install existing exterior letters in a different location of the building.

Budget Impact: This is phase two of seismic retrofits at Contra Costa College, which was possible due to phase one bids being significantly lower than expected. The amended agreement is within the project budget.
Funding Source: State and local scheduled maintenance and 2006 Bond rebate

DIABLO VALLEY COLLEGE

Graham Prewett, Inc.   **Roof Replacement Phase 1: Engineering Technology and Administration**

Contract No:	8387.0
Original Contract Amount:	$ 1,308,000.00
Current Contract Amount through Ch. No.2:	$ 1,345,120.07
Increase (Decrease) for Ch. No. 3:	$ 18,952.47 in Construction
Amended Contract Amount:	$ 1,364,072.54
Current Period of Performance:	08/01/2016 through 12/31/2016
Amended Period of Performance:	08/01/2016 through 12/31/2016

	Budget	Expenses
Planning and Design:	$ 72,200.00	$ 55,510.00
Testing and Inspection:	$	$
Construction:	$ 2,100,000.00	$ 486,875.00
FFE:	$	$
Other, incl. Contingency:	$ 246,095.00	$ 8,565.28
Total Project:	$ 2,418,295.00	$ 550,950.28

Scope of Work: This is a general construction contract to replace roofs on the engineering technology and administration building.

Reason for Change: This is an amended agreement to incorporate a number of changes which include replacing dry-rotted tongue and groove at engineering and technology building canopies and decking; installing backer rod and caulking at engineering and technology building canopies, as requested by the college. It also includes replacement plywood decking at the administration building and replacement of dry-rotted wood siding at the penthouse high-roofs in the administration building.

Budget Impact: None. The amended agreement is within the construction budget
Funding Source: E*

LOS MEDANOS COLLEGE

W. A. Thomas   **Gymnasium Improvements**

Contract No:	8330.0
Original Contract Amount:	$ 1,137,000.00
Current Contract Amount through Ch. No. 2:	$ 1,204,159.96
Increase (Decrease) for Ch. No. 3:	$ 35,663.11 in Construction

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Amended Contract Amount: $ 1,239,623.07

Current Period of Performance: 04/01/2016 through 10/31/2016
Amended Period of Performance: 04/01/2016 through 01/15/2017

	Budget	Expenses
Planning and Design:	$ 150,258.00	$ 142,325.19
Testing and Inspection:	$ 16,694.00	$ 24,740.00
Construction:	$ 1,056,655.00	$ 1,077,931.71
FFE:	$ 224,484.00	$ 11,224.62
Other, incl. Contingency:	$ 76,909.00	$ 19,630.22
Total Project:	$ 1,525,000.00	$ 1,275,851.74

Scope of Work: This is a general construction contract to renovate the college gymnasium interior.

Reason for Change: This is an amended agreement to incorporate a number of changes which include adding fire alarm scope; college-requested ramp, and additional demolition; glazing, and framing; and fixing of issues with the existing sound wiring. The final completion date has been extended 45 days due to continuing close-out activity.

Budget Impact: None. Although the construction line item is slightly over budget, the overall project is within budget.
Funding Source: A**

tBP Architecture   **College Complex Level Two**
Contract No: 8293.0
Original Contract Amount: $ 193,244.00
Current Contract Amount: $ 193,244.00
Increase (Decrease) for Ch. No. 1: $ 8,980.00 in Planning and Design
Amended Contract Amount: $ 202,224.00

Current Period of Performance: 01/21/2016 through 01/31/2017
Amended Period of Performance: 01/21/2016 through 01/31/2017

	Budget	Expenses
Planning and Design:	$ 462,540.00	$ 184,281.86
Testing and Inspection:	$ 118,600.00	$ 310.00
Construction:	$ 3,022,000.00	$ 68,970.61
FFE:	$ 407,550.00	$ 398,658.92
Other, incl. Contingency:	$ 289,310.00	$ 42,037.61
Total Project:	$ 4,300,000.00	$ 694,259.00

Scope of Work: Provide comprehensive architectural and engineering design services for the renovation of various locations of level two of the college complex.

Reason for Change: This is an amended agreement for additional design and engineering services to redesign the audio-visual system for level two of the college complex project.

Budget Impact: None. The amended agreement is within the project budget.
Funding Source: A**, E*, and RDA fund

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Pacific Coast General Engineering   **Tennis Court Renovation Project**
Contract No: 8362.0
Original Contract Amount: $ 374,357.00
Current Contract Amount: $ 374,357.00
Increase (Decrease) for Ch. No. 1: $ 33,248.92 in Construction
Amended Contract Amount: $ 407.605.92

Current Period of Performance: 05/26/2016 through 11/02/2016
Amended Period of Performance: 05/26/2016 through 01/02/2017

	Budget	Expenses
Planning and Design:	$ 49,584.00	$
Testing and Inspection:	$ 22,710.00	$ 10,575.00
Construction:	$ 382,285.00	$ 182,399.90
FFE:	$ 7,570.00	$
Other, incl. Contingency:	$ 37,851.00	$ 666.42
Total Project:	$ 500,000.00	$ 193,641.32

Scope of Work: This is a general construction contract.

Reason for Change: This is an amended agreement to incorporate changes which include unforeseen soil condition investigation; lime/cement treatment; and credit for reduction in aggregate base and asphalt thickness due to the strengthened soil. Based on the soil issues, the substantial completion date was extended 15 non-compensable days. Final completion date has been extended 60 non-compensable days for continuing close-out activity and pending changes to the fence gate.

Budget Impact: None. Although the construction line item is slightly over budget, the overall project is within budget.
                      Funding Source: A and E***

Pacific Coast General Engineering   **Tennis Court Renovation Project**
Contract No: 8362.0
Original Contract Amount: $ 374,357.00
Current Contract Amount through Ch. No. 1: $ 407,605.92
Increase (Decrease) for Ch. No. 2: $ 18,685.30 in Construction
Amended Contract Amount: $ 426,291.22

Current Period of Performance: 05/26/2016 through 11/02/2016
Amended Period of Performance: 05/26/2016 through 01/02/2017

	Budget	Expenses
Planning and Design:	$ 49,584.00	$
Testing and Inspection:	$ 22,710.00	$ 10,575.00
Construction:	$ 382,285.00	$ 182,399.90
FFE:	$ 7,570.00	$
Other, incl. Contingency:	$ 37,851.00	$ 666.42
Total Project:	$ 500,000.00	$ 193,641.32

Scope of Work: This is a general construction contract.

Reason for Change: This is an amended agreement to incorporate a number of changes which include college-requested change from fabric to plastic slats; removal of unforeseen existing utility boxes; adding quick coupler water connection; additional soil excavation; and modification to the

post arrangement to avoid interference with the existing gutter.

Budget Impact: None. Although the construction line item is slightly over budget, the overall project is within budget.
Funding Source: A** and E*

DISTRICTWIDE

LPAS

Various Projects Districtwide, including Los Medanos College Gymnasium Modernization

Contract No:	8160.0
Original Contract Amount:	$ 355,500.00
Current Contract Amount through Ch. No. 4:	$ 412,450.00
Increase (Decrease) for Ch. No. 5:	$ 7,750.00 in Planning and Design
Amended Contract Amount:	$ 420,200.00

Current Period of Performance:	06/24/2015 through 12/30/2017
Amended Period of Performance:	06/24/2015 through 12/30/2017

	Budget	Expenses
Planning and Design:	$ 578,822.00	$ 354,074.80
Testing and Inspection:	$ 147,994.00	$ 49,490.00
Construction:	$ 5,233,975.00	$ 1,506,597.59
FFE:	$ 415,484.00	$ 16,983.75
Other, incl. Contingency:	$ 680,245.00	$ 40,501.75
Total Project:	$ 7,056,520.00	$ 1,967,648.89

Scope of Work: Provide comprehensive architectural and engineering design services.

Reason for Change: This is an amended agreement to provide additional design services and calculations to replace existing headers at existing exterior doors; and to provide architectural revisions required to accommodate header replacement.

Budget Impact: None. The amended agreement is within the project budget.
Funding Source: A**, E* and local fund

LPAS

Various Projects Districtwide, including Los Medanos College Gymnasium Modernization

Contract No:	8160.0
Original Contract Amount:	$ 355,500.00
Current Contract Amount through Ch. No. 5:	$ 420,200.00
Increase (Decrease) for Ch. No. 6:	$ 3,900.00 in Planning and Design
Amended Contract Amount:	$ 424,100.00

Current Period of Performance:	06/24/2015 through 12/30/2017
Amended Period of Performance:	06/24/2015 through 12/30/2017

	Budget	Expenses
Planning and Design:	$ 578,822.00	$ 354,074.80
Testing and Inspection:	$ 147,994.00	$ 49,490.00
Construction:	$ 5,233,975.00	$ 1,506,597.59
FFE:	$ 415,484.00	$ 16,983.75
Other, incl. Contingency:	$ 680,245.00	$ 40,501.75

Total Project: $ 7,056,520.00 $ 1,967,648.89
Scope of Work: Provide comprehensive architectural and engineering design services.

Reason for Change: This is an amended agreement for additional services to revise the lighting
                        and reflected ceiling plans; prepare Title 24 energy compliance forms;
                        electrical coordination; Division of the State Architect coordination
                        (document preparation, submission, and incorporation of plan check
                        comments); and review of related submittals and shop drawings.

Budget Impact: None. The amended agreement is within the project budget.
                        Funding Source: A**, E* and local funds

A*   Funded by 2002 Measure A Bond
A**   Funded by 2006 Measure A Bond
E*   Funded by 2014 Measure E Bond

Board Report No. 42-A - Proposed Revisions to Board Policy 1024, Meetings of the
Governing Board, (Second Reading). The review and subsequent revisions to this policy are in
accordance with the District's regular cycle of review and Community College League of California's
policy/procedure standards.

On motion of Mr. Marquez, seconded by Mr. Enholm. with three aye votes from Ms. Gordon,
Mr. Farley and Mr. Walker-Roberts,(Student Trustee Advisory Vote – absent), the Governing Board
unanimously approved the attached, proposed revisions to Board Policy 1024, Meetings of the
Governing Board, (Second Reading)

Contra Costa Community College District   Board Policy 1024

MEETINGS OF THE GOVERNING BOARD

A quorum necessary to **for** the transaction of business at any meeting of the Governing Board shall consist of three members (majority) of the Governing Board. **The Rules and Regulations of the Governing Board** *Robert's Rules of Order* shall govern the **procedural** conduct of meetings. **Otherwise,** *Robert's Rules of Order shall apply to determine the rules for the orderly conduct of meetings.* in all matters not covered by the Rules and Regulations or policies/procedures of the Governing Board.

The Rules and Regulations and the policies/procedures of the Governing Board may be suspended for any meeting of the Governing Board by an affirmative vote of all members present, except for those vote specifications as noted in Board Policy 1024, V.B and V.C. or any Rules and Regulations or policies/procedures based upon the California Education Code or other statutes.

The Rules and Regulations and the policies and procedures of the Governing Board may be amended at any regular meeting, or any special meeting, when properly placed on the agenda and approved by three affirmative votes.

I.   TYPES OF MEETINGS

A.   Regular meetings of the Governing Board shall be open to the public, be accessible to persons with disabilities, and be held at the District Office or at a college of the District as regularly scheduled in accordance with Government Code Sections 54950 et seq. (Brown Act). A notice identifying the location, date and time of each regular meeting of the Governing Board shall be posted in **each community college of the District** at least ~~72 hours~~ **10 days** prior to the meeting and shall remain posted until the day and time of the meeting.

B.   Special meetings may be called by the President or by a majority of the members of the Governing Board. Notice of such meetings shall be posted at least 24 hours before the time of the meeting **and delivered to the local news media requesting such notice**. No business other than that indicated in the notice may be transacted or discussed.

C.   Emergency meetings may be called by the President of the Governing Board when prompt action is needed because of actual or threatened disruption of public facilities under such circumstances as are permitted by the Brown Act, including work stoppage, crippling disasters, and other activity that severely impairs public health or safety. No closed session shall be conducted during an emergency meeting, except as provided for in the Brown Act to discuss a dire emergency. Notice of such an emergency meeting will be provided to the local news media as required by law.

D.   Meetings Adjourned to Another Time: Any regular or special meeting may be adjourned to a later time or date by majority **of the** vote**s cast** of those present, provided a specific future meeting time to reconvene is set for such an adjourned meeting in accordance with the Brown Act. When no quorum appears for a regular or special meeting, by mutual agreement of Governing Board members present or the Acting Secretary, if no Governing Board members are present, a specific time may be set for an adjourned meeting. At such adjourned meetings all business may be regularly transacted which would have been proper at the meeting from which adjournment isdt taken, all in accordance with the Brown Act.

Government Code sections 54955, 54956, 54956.5
Education code section 72000(d)(1)

II.   AGENDAS

Under the direction of the Governing Board, the agenda is prepared by the Chancellor. The Board agenda is comprised of the Table of Contents (brief description of the closed and public sessions) and the individual Board reports.

A.   The Chancellor shall submit an agenda, which includes reports and recommendations, to each member of the Governing Board at least ~~four working days prior to the scheduled meeting of the Governing Board, except as provided in Board Policy 1024, Section II.B.~~ **72-hours in advance**.

B.   Whenever it is necessary to submit any report or recommendation to the Governing Board ~~without meeting the Brown Act 72-hour notice requirement~~ **after the regular meeting agenda has been posted,** said report or recommendation ~~must carry as part of its title, in addition to the regular number, the plainly typed phrase, "Waiver of Provisions, Board Policy 1024, Section II. A requested."~~ **shall be made available to the public at the time the writing is submitted to the Board members. The document in question shall clearly indicate that it has been added to the Board packet after the 72-hour agenda deadline.**

A.   Three working days (72 hours) before each regular meeting of the Governing Board the official agenda shall be posted in a conspicuous place at the District Office, in the administration offices of each college, and on the District web site; for special meetings, 24 hours.

B.   The agenda for each regular or special meeting shall contain information regarding whether a closed session will be held and shall identify the topics to be discussed in any closed session in the manner required by law.

C.   The order of business may be changed by **general** consent of the Board.

D.   No business may be acted on or discussed which is not on the agenda, except when one or more of the following apply:

   •   a majority decides there is an "emergency situation" as defined for emergency meetings;

   •   two-thirds of the members **present** (or all members if less than two-thirds are present) determine there is a need for immediate action and the need to take action came to the attention of the Board subsequent to the agenda being posted; and/or

   •   an item appeared on the agenda of and was continued from a meeting held not more than five **calendar** days earlier.

E.   Public Right to Place Matters on Agenda

   Members of the public may place matters directly relating to ~~community college~~ District business on the agenda of District Governing Board meetings, and members of the public may address the Board regarding items on the agenda as such items are taken up. Persons seeking to place items on the agenda must submit a written description of the item to the Chancellor. Speakers must adhere to the subject provided in writing. The request to be placed on the agenda must be in accordance with deadlines set by the Chancellor's Office for preparation of agenda materials. The Chancellor will schedule the item on the next regular meeting agenda, if possible, but not later than forty-five (45) working days after the date the request is submitted.

   Members of the public submitting items on the agenda will be allotted five (5) minutes to address the Governing Board on the item. After the item has been placed on the agenda and considered by the Board at a regular or special meeting, it will not be placed on the agenda again for ninety (90) days unless the Board continues the matter for further discussion and/or action.

                                                      Government Code 54954.2, Education Code 72121.5

III.   **CLOSED SESSION**

Closed sessions of the Board shall only be held as permitted by applicable legal provisions, including but not limited to the Brown Act, California Government Code and California Education Code.

A.   Matters discussed in closed session may include:
   1.   the appointment, employment, evaluation of performance, discipline or dismissal of a public employee;

2.   charges or complaints brought against a public employee by another person or employee, unless the accused public employee requests that the complaints or charges be heard in an open session. (The employee shall be given at least 24 hours written notice of the closed session.);

3.   advice of counsel on pending litigation, as defined by law;

4.   consideration of tort liability claims as part of the District's membership in any joint powers agency formed for purposes of insurance pooling;

5.   real property transactions;

6.   threats to public security;

7.   review of the District's position regarding labor negotiations and giving instructions to the District's designated negotiator;

8.   discussion of student disciplinary action, with final action taken in public;

9.   conferring of honorary degrees;

10.   consideration of gifts from a donor who wishes to remain anonymous; and

11.   consideration of its response to a confidential final draft audit report from the Bureau of State Audits.

B.   After any closed session, the Board shall reconvene in open (public) session before adjourning and shall announce any actions taken in closed session and the vote or abstention of every member present.

C.   All matters discussed or disclosed during a lawfully held closed session and all notes, minutes, records or recordings made of such a closed session are confidential and shall remain confidential unless and until required to be disclosed by action of the Board or by law.

D.   If any person requests an opportunity to present complaints to the Board about a specific employee, such complaints shall first be presented to the Chancellor. Notice shall be given to the employee against whom the charges or complaints are directed.

If the complaint is not resolved at the administrative level, the matter shall be scheduled for a closed session of the Board. The employee shall be given at least 24 hours written notice of the closed session, and shall be given the opportunity to request that the complaints be heard in an open meeting of the Board.

Education Code Section 72122
Government Code Sections 11125.4, 54956.75, 54956.8, 54956.9, 54956.95, 54957, 54957.6

IV.   MINUTES

A.   A record of all transactions of the Governing Board shall be recorded and kept on file in the District Office as the permanent official record of the District. The minutes shall, at a minimum, be open to inspection by the public during regular office hours. For convenience, the District will make every effort to provide the Governing Board agendas, minutes, policies and procedures on the web site.

B.   The action of the Governing Board shall be recorded in accordance with Section 72121(a) of the Education Code. A member's position on an issue or vote may be entered in the record upon the request of the member. Governing Board members' comments should be recorded immediately after the result of the vote has been announced by the President and before the introduction of a new question or issue.

V.   VOTING

A.   The Governing Board shall act by majority vote of all of the membership constituting the Governing Board, except as otherwise required by law. Most procedural motions require a majority of the votes of those Governing Board members present cast in order to pass, except as otherwise provided by Robert's Rules of Order. shall suffice for such actions as do not require a specified number of affirmative votes. In the event of a tie vote, the motion at issue shall

lose. No action shall be taken by secret ballot. The Board will publicly report any action taken in open session and record the vote or abstention of each individual member present.

Education Code section 72000(d)(3)

B.   The following actions require a two-thirds majority of all members of the Board:

- resolution of intention to sell or lease real property (except where a unanimous vote is required);

- resolution of intention to dedicate or convey an easement;

- resolution authorizing and directing the execution and delivery of a deed;

- action to declare the District exempt from the approval requirements of a planning commission or other local land use body;

- appropriation of funds from an undistributed reserve; and

- resolution to condemn real property.

C.   The following actions require a unanimous vote of all members of the Board:

- resolution authorizing a sale or lease of District real property to the state, any county, city, or to any other school or community college district; and

- resolution authorizing lease of District property under a lease for the production of gas.

Education Code 81310 et seq., 81365, 81511, 81432
Government Code Section 53094, 54950, et seq.
Code of Civil Procedure, Section 1245.240

VI.   SUSPENSION OF THE RULES FOR CONDUCT OF MEETINGS OF THE GOVERNING BOARD

The rules for the conduct of meetings of the Governing Board expressed in this Policy as supplemented by Robert's Rules of Order may be suspended for any meeting of the Governing Board by an affirmative vote of all members present. Requirements based on the Education Code, the Government Code or other statutes may not be suspended in this manner.

This Policy may be amended at any regular meeting, or any special meeting, when properly placed on the agenda and approved by three affirmative votes.

Rules 29-30 of Rules and Regulations of the Governing Board

Board Report No. 42-B – Proposed Revisions to Board Policy 5034, Internal Audit Services (IAS) Charter, (Second Reading). The review and subsequent revisions to this policy are in accordance with the District's regular cycle of review and Community College League of California's policy/procedure standards. On motion of Mr. Márquez, seconded by Mr. Enholm, with three aye votes from Ms. Gordon, Mr. Farley and Mr. Walker-Roberts, (Student Trustee Advisory Vote – absent), the Governing Board unanimously approved the attached, proposed revisions to Board Policy 5034, Internal Audit Services (IAS) Charter, (Second Reading).

Contra Costa Community College District   **Board Policy 5034**

INTERNAL AUDIT SERVICES (IAS) - CHARTER

The District is committed to the principles of trustworthiness, respect, responsibility, fairness, and stewardship and has therefore charged the Internal Audit Services (IAS) department with the monitoring of processes and controls to ensure that these values are constantly upheld.

Purpose
IAS is an objective and independent appraisal activity established within the District as a service designed to add value and improve the District's governance, risk management, and control processes.

Internal auditing is a control which functions by examining and evaluating the adequacy and effectiveness of other controls across the District.

Objective
The objective of IAS is to assist the District and its employees in improving current operations, ensuring compliance to laws and regulations, and managing risks. These objectives are accomplished by: constantly analyzing, appraising, and assessing processes for adequate and effective controls; identifying process improvement areas; and providing management with value added recommendations on activities reviewed.

The audit objective includes promoting effective control at reasonable cost.

Scope
The scope of IAS encompasses the evaluation of the District's system of internal control and the quality of performance. The scope includes:

1.   reviewing the reliability and integrity of financial and operating information;
2.   reviewing the systems established to ensure compliance with policies, plans, procedures, laws, and regulations;
3.   reviewing the safeguarding of assets and verifying the existence of assets;
4.   appraising the economy and efficiency with which resources are utilized;
5.   reviewing operations and programs to determine whether results are consistent with established objectives, goals, and plans; and
6.   investigating violations and conducting special projects as required by management.

Authority
IAS reports to the Board Finance Committee and Chancellor and functions under the policies established by management, the Governing Board, and Government Code §1236.

The Director of IAS is authorized unlimited access to all District records, properties, and personnel relevant to the performance of audits and investigations.

Responsibility
The responsibility of IAS includes:

1.   serving the District in a manner consistent with the International Standards for the Professional Practice of Internal Auditing and the Code of Ethics of the Institute of Internal Auditors;

2. coordinating audit activities with others and functioning as the audit liaison in order to best achieve the audit objectives of the District; and
3. submitting an annual audit schedule and summary activity reports to the Chancellor and to the Board Finance Committee.

IAS has no authority or responsibility for activities audited. It cannot develop and implement policies and procedures, prepare records, or establish processes that fall under its auditing purview. It can only review and make recommendations to management.

Conducting Internal Audits
Internal audits will be conducted in accordance with Business Procedure 21.02.

PETITION TO CREATE A SANCTUARY COLLEGE DISTRICT

Please see page 960 of these minutes for further information on this item. Local 1 President Mike West said he hoped action will be taken regarding a sanctuary college district at the special January 11, 2017, meeting. Ms. Gordon thanked the Board for being present and listening as the item was presented. Mr. Enholm summarized the attached document so that the "resolves" could be understood. Ms. Gordon suggested this attachment be included in communications to all those working on this item.

EDUCATIONAL PLANNING REPORT

Mr. Márquez thanked Dr. Montemayor Lenz, Associate Vice Chancellor, Educational Services, for all her work on this report. Mr. Enholm said associate degrees for transfer have increased substantially at Diablo Valley College (DVC). He said these efforts should be praised. Mr. Walker-Roberts also praised the hard work of LMC in finalizing its transfer degree for Spanish as well as the transfer degree for LGBT.

Pursuant to the California Code of Regulations, Board Policy 4008 and Curriculum and Instruction Procedure 4008, the District/colleges are annually engaged in ongoing activities that lead to the continuous review, evaluation and improvement of educational programs. This year, the District Educational Planning Committee met on October 4, 2016, to discuss the review, establishment, modification, and discontinuance of programs for each of the colleges. The annual meeting provides an opportunity for each college to provide status reports, program review activities, and to highlight student learning outcome activities.

The attached Educational Planning Report was presented to the Governing Board for information. It includes individual college program reviews and an update on each college's progress on student learning outcomes. The reviews also include a list of the college's Associate Degrees for Transfer (Senate Bill 1440).

Contra Costa College

Program Review Narrative

Progress Since 2015

Changes to Program Review (Please include current status and what was done)

Contra Costa College continues to support a robust program review process and is committed to continuous quality improvement in both our institutional integrated planning and within our programs and services. In the Spring 2015 at the College's All College Day meeting, a discussion was held about the organization of our divisions and departments with leadership from the College, Academic Senate and United Faculty jointly working to find ways to support a more effective and supportive institution. Through facilitated discussions and a faculty survey, the College implemented several changes to departments to help create clearer program autonomy and more opportunities for cross program collaboration beginning fall 2016. The Social Sciences Department was split into the following separate departments: sociology/social sciences; psychology; political science; and, history, anthropology & geography. The former Computer and Related Electronics Department was reconfigured to include the disciplines of economics, business and real estate together with computer communication technology, computer information systems and business office technology into a newly formed Business, Information and Communications Technology (BICT) Department.

In 2015-2016 the College's academic programs undergoing comprehensive program review all used the newly adopted web-based program review process (WEPR). Currently efforts are being made to transition the College's administrative and student services areas onto the WEPR and discontinue use of paper-based program review forms. In addition to moving these programs online, the College is also working to move the annual program plans, required annually by all programs and services, to the WEPR as well.

The College's comprehensive program review process has traditionally been completed each semester with different program assigned to complete their review in either the fall or spring term. Each program review is then validated by a constituent-based validation team and then reviewed by President' Cabinet for commendations and recommendations, if warranted. While the process has functioned well for a number of years, the College recognized the need to assess the effectiveness of the process and make recommendations for improvement. Starting in summer 2016, President's Cabinet developed a recommendation to move the comprehensive program review process to an annual cycle giving programs almost the entire academic year for review of their programs. The current recommendation also includes updating the process for annual plans and resource allocations and for embedding the responsibility for validating program reviews into the College's already active Planning Committee. The College believes recalibrating the program review process will reduce workload and redundancy, provide department/program support throughout the review process, and create more institutional capacity for integrated planning in and amongst constituency groups. Below is the recommended timeline for program review:

Date	Program Review
May	Notification of Comprehensive Program Review Sent to Departments. Forms and Data Sheets Distributed.
August	Additional Data Request due to Research & Institutional Effectiveness Office
September-October	Identify New Faculty & Classified Prioritization List from Previous Year Program Reviews & Annual Plans
End of October	Preliminary Draft of Comprehensive Review
November	Self-Study Teams Meet/Confer with Program Review Subgroups to Obtain Feedback/Suggestions
Mid-December	Final Draft of Comprehensive Review
Mid-February	Final Version of Comprehensive Review and Annual Plans
March	Validation Reports of Comprehensive and Annual Reviews Returned to Programs
End of March	Completed Program Reviews and Summary Reports Posted for use in Resource Allocation Process

The recommended changes to the program review process and the charge of the College's Planning Committee are now going through review at College Council and in other shared governance committees. The College hopes to have a decision on the updated program review process by the end of October 2016.

The College requires all instructional, student services and administrative programs/departments to undergo a comprehensive program review every four years with annual reviews in the other three years. Instructional programs in designated career technical education (CTE) areas are required to complete a comprehensive program review every two years that also assesses labor market supply and demand, regional duplication, and student completion and employment. All comprehensive program reviews are vetted through a validation process which includes input from all constituency groups.

Programs on Watch/In Trouble (Include reason)

Enrollment in **Computer Communication Technology** (CCT) has continued a negative trend since 2013. The field of Information and Communication Technology (ICT) continues to be a priority sector in the region. With grant funded support from the Career Pathways Trust, an external consultant was hired to work with CCT faculty to analyze curriculum needs and develop and align curriculum to meet industry standards. This collaborative revitalization work began in fall 2015 and continued through spring 2016.

As a result, CCT curriculum has been updated and is moving through the CIC approval process, while program alignment with industry needs, four year programs and course sequences with local high school IT academies continues through the LPAT partnership. New certificates have been developed for Business Information Worker (BIW) and Computer Information Systems (CIS) curriculum have been updated and aligned with the state standard curriculum.

Additionally, CCC is now a member of the Cisco Academy where the newly aligned curriculum enables a clear pipeline with high school IT academies. To showcase the redeveloped programs, CCC hosted the first Cisco Academy Computer Build competition in Spring 2016 where eight Greater Bay Area high schools participated and had the opportunity to meet Computer Technology faculty and experience working in CCC computer labs.

CCT faculty continue to be engaged in collaborative efforts with West Contra Costa Unified School District (WCCUSD) teachers to build a robust pipeline of high school students entering the program with the support of CTE Enhancement Funds. This renewed commitment by CCT, CIS, and Business Office Technology (BOT) faculty to strengthen their partnerships with WCCUSD and engage more effectively with their Advisory Committee has resulted in increased teamwork among faculty in the department as reflected in the curriculum updates for over 12 courses within the department.

CCT	FA2013	FA2014	FA2015	FA2016
FTES	3.54	3.13	2.06	2.65
Productivity	11.7	8.93	6.88	8.47
Number of courses	3	3	3	4

Most Improved Programs

While enrollment continues to be a concern, a more deliberate approach to scheduling with an eye toward being more efficient has had some positive results. Most of the Liberal Arts Division programs experienced increases in productivity over the last year, with the largest increases seen in Journalism (+21.7%) Drama (+16.7%), Speech (+15.2%), English (+12.9%), and Humanities/Philosophy (+12.7%).

Early Childhood Education (ECHD): While enrollment and productivity continue to decline, the program has shown has shown increases in their completion and success rates between 2014-2015 to 2015-2016 from 84% to 87% and 73% to 75%, respectively. There was also an increase in degree and certificate awarded: AS degrees 9 to 11; certificates 27 to 38 and 1 AST was completed. The First 5 Child Development Training Consortium, and Early Childhood Mentor grants which provide ECE students with advising, tutoring, books and supplies, trainings and other supports may be the reason for the departments increased rates.

Emergency Medical Services (EMS): The greatest percentage of increased enrollment in the LAVA division came from Emergency Medical Services. Enrollment grew from 53 students in 2014-2015 to 209 students in 2015-2016. Given our direct partnership with the West Contra Costa Unified School District health academies and The City of Berkeley, we anticipate even greater enrollment with the launch of our paramedic program offerings in spring 2017.

Health and Human Services (HHS): While the college has been experiencing a sharp decline in enrollment, the program has shown a 10% increase in enrollment from 801 in 2014-2015 to 869 in 2015-2016. The small increase in enrollment has also include a slight increase in productivity rates from 14.1 to 14.6. There has been an increase in the 18-30 unit certificates from 5 to 12, the 30-60 unit certificates from 6 to 43 and the associates degrees from 10 to 16.

Medical Assisting (ME): The program showed an increase of enrollment from 434 to 476 along with an increase in productivity from 15.19 to 17.13 between 2014-2015 and 2015-2016. There was also an increase in success rates from 79% to 82.85% and a ten-fold increase in associate degrees and certificates awarded.

Real Estate(RE): Enrollment in the program continues to be a concern, however the program has made strides toward program sustainability over the past year. The past four-year academic periods have seen a steady increase in enrollment, from 22 students in fall 2013 to 88 students in fall 2016. The department has been successful in drawing upon strong part-time faculty as demand for their course offerings have gradually increased. During fall 2016, the RE certificate is being revised by the program coordinator to meet the state's unit limit standards. This update to the certificate is expected to be complete by spring 2017.

Status for 2016

Programs on Watch/In Trouble (Include reason)

Computer Communication Technology (CCT) program will continue to stay on watch during the 2016-2017 academic year despite the slight increases in enrollment and the focus on revitalization last academic year. The CCT, Computer Information Systems (CIS), and Business Office Technology (BOT) programs continue to work together to streamline our curriculum and create guided pathways that are clearly articulated and lead to employment and transfer opportunities for our students. The single full-time faculty member in the CCT program will retire in June 2017, so the three programs are working together to determine what to do with the CCT program and whether the course offerings can be converted to support the CIS program and the Cisco Academy certificate.

Enrollment in **Computer Science** (COMP) continues to decrease since the only full-time faculty member in the Computer Science program went on 100% banked load in spring 2015. Since this time, only four Computer Science courses have been offered and the only COMP course on the fall 2016 schedule had to be cancelled due to challenges in finding qualified faculty. The department has had difficulty locating part-time COMP professors to maintain stability in course offerings for two primary reasons: (1) hiring part-time COMP professors that are not already maxed out on load and are willing to prepare for additional classes at CCC has been a challenge; (2) some of the advanced COMP course outlines require specific programming languages that are now outdated and need to be updated, thus interested part-time faculty find it daunting to re-learn outdated or obscure software that is not readily used in industry. Tech Futures Graduating class in spring 2016 had over 30 graduates wanting to start Computer Science at CCC and with our reduced course offerings over the past four academic years have been advised to enroll at DVC. This has resulted in lost FTES for the college in a program area that continues to be in high demand given CCC's proximity to Silicon Valley.

COMP SCI	SP 2014	FA 2014	SP 2015	FA 2015	SP 2016	FA 2016
FTES	3.98	8.75	3.19	7.04	3.6	0
Productivity	3.75	24.99	9.1	20.11	10.29	0
Number of course	4	1	2	1	2	0

Since the full-time faculty member in Computer Science will retire at the end of the spring 2017 semester, the current department structure that houses the COMP program (BICT— Business, Information & Communication Tech. department) has put forth a request to hire a new full-time COMP faculty member in spring 2017 who can update the curriculum and revitalize the program. Additionally, the BICT department, in partnership with the APEG (Astronomy, Physics, Engineering & Geology) department, would like to have Computer Science moved under the APEG department umbrella as it better aligns with Engineering pathway and skill competencies. The connections between COMP and the other fields within the APEG department present a natural home for COMP not only as a subfield within Engineering (Computer Engineering), but also as a key skillset for Engineering careers. This transfer of COMP is welcome by the APEG dept. and will enable them to continue development of Engineering and add Computer Engineering as an area of expertise to more holistically serve Engineering students in preparation for transfer.

Programs Being Investigated

Updates/expansion of certificates in Digital Media

New Instructional Programs Proposal for being implemented (already investigated). Remember to complete the separate new program form.

Paramedic Program
Craft Brewing Certificate of Achievement

Programs to be Modified/Reduced (Include last program review date and/or reason for modification)

None

Programs to be Discontinued (Include reasons for being discontinued and status of faculty/staff involved)

None

Student Learning Outcomes (SLOs)

In the past year, CCC has continued to work with Governet to customize the CurricUNET SLO module in order to meet the needs of the College. While the College had hoped to receive the SLO module in spring 2016, the target date to implement the module is now fall 2016. The SLO module will systematically record, track, and report the level of attainment of the SLOs at the course, program, and institutional levels. In addition, the outcome assessment data will be available and accessible to faculty

and staff to inform decisions related to instruction, allocation priorities, and services to support student success.

As stated in the 2015 Education Planning Report, the College adopted DVC's program review template for instructional programs. The template includes performance metrics and course and program level SLO assessment results and recommendations tied to instruction, program, and institutional effectiveness. The new template for non-instructional and administrative programs/units will be completed in spring 2017. The non-instructional and administrative programs/units will continue to use the current program review template.

In an attempt to streamline the program review process, an annual cycle for completing reviews and validations has been recommended. The proposed cycle will occur annually with a comprehensive program review every four years for academic programs and CTE programs completing a comprehensive program review every two years. The primary components of the Annual Plan will include PSLO/ISLO assessment processes, goals, objectives and activities, staffing information, technology/equipment information and budget information.

To simplify the mapping of Institutional Student Learning Outcomes (ISLOs) to course and program level learning outcomes, and to identify a smaller number of measurable ISLOs, the SLO/AUO Committee is proposing to reduce and broaden the current 14 ISLOs to four or five core competencies. The intent of the 14 ISLOs was to align with the GE and IGETC requirements. These 14 ISLOs evolved from CCC's original (1997) eight core competencies.

(data from 2016 AACJC report)

	Percentage	Comments
% of **programs** with SLOs (ending with degree or certificate)	100%	
% of **program** SLOs with ongoing assessment	48%	Deans continue to work with departments To develop an assessment tracking schedule in order to reach 100% ongoing PLOAs. Also, CCC working to streamline program review to an annual cycle for ongoing PLOAs/SLOAs.
% of **courses** with SLOs	100%	
% of **course** SLOs with ongoing assessment	58%	Deans continue to work with departments on an assessment tracking schedule in order to reach 100% ongoing course-level SLOAs. In addition, CCC is working with Governet on customizing the SLO Module. CCC is also working to streamline program review to an

		annual cycle which will include ongoing PLOAs/SLOAs.
% of **Student and Learning Support** with SLOs	100%	
% of **Student and Learning Support Services** SLOs with ongoing assessment	90%	
% of **administrative units** with SLOs	100%	
% of **administrative units** with ongoing assessment	100%	
% of **Institutional** Outcomes	100%	
% of **Institutional** Outcomes with ongoing assessment	50%	The new program review instructional template has impacted the completion by departments of the SLO Assessment Report.

Transfer Degrees (per SB 1440)

As of the fall 2016 semester, CCC has 19 approved AA/AS-Ts. Three additional AA/AS-Ts are either pending state approval, completing the local approval process or pending program revitalization.

Transfer Degree	Type	Academic Year Approved
Administration of Justice	AS-T	2011-2012
Anthropology	AA-T	2015-2016
Biology	AS-T	2016-2017
Business Administration	AS-T	2015-2016
Chemistry	AS-T	(Pending @ CCCCO)
Communication Studies	AA-T	2011-2012
Computer Science	AS-T	Pending Program Revitalization
Early Childhood Education	AA-T	2014-2015
Economics	AA-T	2015-2016
English	AA-T	2014-2015
Geography	AA-T	2015-2016
History	AA-T	2015-2016
Journalism	AA-T	2014-2015
Kinesiology	AA-T	2014-2015
Mathematics	AS-T	2014-2015
Music	AA-T	2013-2014
Physics	AS-T	2014-2015
Political Science	AA-T	2013-2014
Psychology	AA-T	2014-2015
Sociology	AA-T	2014-2015

Spanish	AA-T	2015-2016
Studio Arts	AA-T	2016-2017* Faculty have been working on course C-ID approval for degree over the last year.

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Diablo Valley College

Program Review Narrative

Progress Since 2015

Changes to Program Review

In 2015-16, the revised process for program review developed and approved in 2014-15 was piloted. According to the new process, 25% of all programs were scheduled to complete a comprehensive program review. Other programs that sought resource allocation were allowed to participate. As a result of the pilot in 2015-16, improvements were made to the WEPR templates to reduce redundancy and increase efficiency and effectiveness in Spring 2016 in preparation for the 2016-17 cycle. All scheduled comprehensive Instructional and Student Service reviews were completed as required. Several Administrative Program Reviews were not completed. The President's Office is currently evaluating the process for APR.

DVC has always performed a two-year review of CTE programs, first as a stand-alone process, and subsequently integrated into program review. With the revision of the program review cycle to four years instead of two years, the college acknowledges the need to comply with Education Code 78016, which requires a two year review of CTE programs. Given the new metrics included with the Strong Workforce Program as well as the requirement to align with the new WIOA metrics, the CCCCD CTE Deans group is developing an evaluation and reporting strategy to make CTE outcomes more transparent as well as comply with Perkins, Ed Code, WIOA and SWP requirements.

Comprehensive Program Reviews Completed 2015-16

Instructional Program Review

Instructional Program/Unit Name	Year
Art and Art History	2015-16
Music	2015-16
Administration of Justice	2015-16
Economics	2015-16
Political Science	2015-16
Mathematics	2015-16
Nutrition	2015-16
Health Science and Addiction Studies	2015-16
Apprenticeship	2015-16
Construction	2015-16
Geography	2015-16

Student Services Program Review

Student Services Department	Year
Assessment	2015-16
Financial Aid	2015-16
ISAS	2015-16
EOPS/CARE	2015-16

Administrative Program Review

Administrative Unit	Year
President's Office	2015-16
San Ramon Campus Administration	2015-16
Maintenance and Operations	2015-16
Distance Education	2015-16
Marketing and Communications	2015-16

Programs on Watch/In Trouble

Computer Network Technology has completed the program revitalization process. Courses have been revised and new degrees and certificates are pending approval at the Chancellor's Office. A new faculty member has been hired. The program will continue to be monitored to ensure enrollment growth and student completions.

Most Improved Programs

The DVC Scheduling Committee has evaluated historical trends and made recommendations for additions to the schedule to meet our FTES targets. While not all departments and programs are finding increased demand for their additional offerings, the following disciplines show continued strong fill rates and productivity (over 18):

Art History, Film, Japanese, Health Science, Nutrition, Business Accounting, Business Marketing, Kinesiology Activity, Athletics, Computer Science, Mathematics, Astronomy, Administration of Justice, Early Childhood Education, Sign Language, Anthropology, Economics, Geography, History, Psychology, Sociology

In addition to focusing on increasing enrollment, the college has made the development of associate degrees for transfer a priority. Overall, degree awards have increase dramatically over the past five years as a result:

College-wide

In particular, the following programs' outcomes shown remarkable increases:

Psychology

Business

Biology

Promising Practices

PACE

Program for Adult College Education (PACE) is a two-year program geared for adults who are juggling demands from work and/or family, which enables students to complete the lower division transfer requirements for the UC, CSU and private college systems. Students receive support from both the faculty and PACE staff as well as from their peers in a collaborative learning community. Courses are offered on weeknights and some weekends in online or hybrid formats. A designated PACE counselor works with students to create an educational plan for transfer and long-term goals. The program also provides Supplemental Instruction for English and Math classes in the program.

The PACE program was piloted in the Fall 2015 semester with a "Pre-PACE" curriculum of developmental English and Math classes. The program began with 12 students in the Fall 15 semester and has now grown to 78 students taking a variety of classes in our curriculum. We are currently offering the first two terms of our curriculum in addition to the Pre-PACE classes.

Students attended a "Meet and Greet" session at the start of the Fall 2016 semester that included presentations on Scholarships, Work Experience and information on the Learning Center. They met the faculty and tutors who are teaching in the program this semester and we had representatives from John F. Kennedy University, Columbia College and CSU East

Bay present information to our students about their PACE (or PACE-type) programs for the Bachelors Degree.

Students completed a survey asking about their experience in the DVC PACE program and the results showed that students love the program and especially find having classes set aside for them as working adults, the extra assistance and support as well as the flexibility of online and hybrid courses to be most helpful. One student commented "It has been a wonderful experience – best community college program I've been a part of."

MESA

The MESA program (http://mesa.ucop.edu/)was established at DVC in Fall 2014, by a steering committee of STEM faculty who came together during flex week, responding to a call for action to support the success of academically and financially disadvantaged DVC students is STEM fields. Opening its doors in October 31, 2014 with 35 students, the MESA program currently has 98 students and over 100 friends of MESA students. With over 60 events in 2015-16 (speaker series, field trips, internships info sessions, boot camps, review sessions, student leadership camps, TAG workshops, scholarship application and educational planning workshops etc.,) MESA has become an invaluable STEM student resource, a networking hub, and a cross-disciplinary faculty link on campus.

Of the 110 MESA students in 2015-16, 8.18% received scholarships, 10.9% secured internships in summer 2016, and 22.7% transferred to 4-year schools. Since July 1, 2016, the MESA program has received 72 applications and admitted 13 new MESA students. To qualify for MESA, students need to be full time students, eligible for transfer level math; working for a STEM major that requires at least Calculus II; and either first generation college students and/or eligible for financial aid. Applicants, who do not satisfy the above criteria, are invited to group events and are offered limited services as "friends of MESA".

Of the 110 MESA students in 2015-16, 26% were Hispanic, compared to 16% in STEM courses; 5% were African American, compared with 3% in STEM courses; also 71% were on financial aid, while 68% were first generation college students.

The MESA program at DVC is planning to apply to the state to receive endowed status in Spring 2017.

STEMovation

Stemovation at DVC (http://www.stemovation.org/) is a college wide effort, driven by faculty, to bring equity in STEM. Stemovation began in Spring 2015, as an innovation DVC project, and was built on the success of the MESA program; it uses MESA as a hub to adopt equity STEM teaching strategies, scaffolding in the development of student metacognitive skills, outreach and early interventions with the target student populations before they

arrive at DVC, and professional development and interdisciplinary conversations for STEM faculty around equity and access. Each spring, Stemovation is committed to organize a retreat for STEM faculty to brainstorm and reflect, and where actionable goals and objectives are agreed upon for the next year. The first such retreat took place in Spring 2016 with 20 STEM faculty participants. The 2016-17, Stemovation key areas of focus are:

AREA 1: Outreach and STEM Pathways

AREA 2: Intra- and Interdepartmental STEM Backwards Design

AREA 3: Conversations in Counseling

AREA 4: STEM Professional Development

The STEM Pathways, part of Stemovation (AREA 1), is notable for creating a pathway for incoming DVC STEM HS graduates from MDUSD for 2016-17. 18 students are currently registered in the pathway in its pilot year. Extensive STEM outreach activities at MDHS, Concord and YVHS and strong connections across the STEM HS and DVC faculty are a by-product of the pathways.

High School Dual Enrollment/Articulation

Diablo Valley College continues to emphasize the value of high school articulation as a student recruitment, acceleration and retention strategy. The following chart indicates the number of students benefitting and the value to the community.

School Year	(DVC) ARTDM	(LMC)(CCC) AUTO/AUSER	(DVC) (LMC) BUSAC	(LMC) BUS MEDTERM	(DVC) (LMC) CIS/COMSC	(DVC) CONST	(DVC) (LMC) EDUC/CHDEV	(DVC) (CCC) CULN/CULIN	(LMC) EMS	(DVC) (LMC) ENGIN/ARCHI	(LMC) FIRE	TOTALS
2010 - 11	26	-	4	83	0	7	27+20= 47	19	-	29	-	215
2011 - 12	46	-	11	118	12+5 = 17	0	82	92	-	54	-	420
2012 - 13	112	-	7	114	8+6=14	4	191	129	-	85	-	656
2013 – 14	245	-	9	5	14	4	105+25= 130	129	-	85	-	621
2014 – 15	438	-	5	4	83	0	138	129	-	87	-	884
2015 - 16	448	1	7	85	0	8	109+49=158	93	0	108	0	912
Total Students earning units	1315	1	43	409	132	23	746	591	-	448	-	3,708 students
TOTAL UNITS EARNED	2644.5	4	129	1227	400	92	2,238	782	0	1570	0	9,086.5 units
DVC, LMC, CCC VALUE @ $46.00 PER UNIT	$121,647	$184	$5,934	$56,442	$18,400	$4,232	$102,948	$35,972		$72,220		$417,979
CSU VALUE @ $372.00 PER UNIT	$983,754	$1,488	$47,988	$456,444	$148,800	$34,224	$832,536	$290,904		$584,040		$3,380,178

The following report indicates impacts of early college experiences on college enrollment and success:

Early College Experience	Count	DVC Head count				
		Active Major	Topscode 12 or more units	Degrees	Cert	Transfer Prepared
CATEMA * students with valid DVC ID #	1331	895	125	13	8	371
NOT Entered into CATEMA	5	4	0	0	0	1
CARER -130 (2009-2014)	218	110	28	1	3	62
CULINARY SUMMER CAMP (2013-2014)	60	41	2	0	0	5
ENGINEERING SUMMER CAMP (2006-2014)	490	262	56	5	7	161
* CATEMA = 6 years of data						

28% of CATEMA students transfer prepared
41% of CATEMA students with active majors transfer prepared
50% of CARER-130 students transfer prepared

Status for 2016

Programs on Watch/In Trouble (Include reason)

Currently no programs are on watch/in trouble.

Programs Being Investigated

Engineering Model Curriculum
Plant Science TMC
Social Justice TMC
Noncredit CDCP – Business, Culinary, PreApprenticeship, Assessment Preparation

New Instructional Programs

ADT Film, Television and Electronic Media
AA Industrial Design
Certificate of Achievement Associate Teacher

New Instructional Programs Pending Chancellor's Office Approval

ADT Elementary Education
AS Information Communication Technology
CA Information Communication Technology
CA Network Technology Fundamentals
CA Network Cybersecurity

Programs to be Modified/Reduced (Include last program review date and/or reason for modification)

None at this time.

Programs to be Discontinued

Through the program review process, it was recommended the following programs be discontinued:

None at this time.

Student Learning Outcomes (SLOs)

Narrative of Progress

DVC has a robust and continuous process for the assessment of student learning outcomes.

(data from AACJC report)

	Percentage	Comments
% of **programs** with SLOs (ending with degree or certificate)	100%	
% of **program** SLOs with ongoing assessment	86%	Includes new programs for which there has not been time to complete an assessment cycle.
% of **courses** with SLOs	100%	Excluding topics, experimental and courses developed since March 2015
% of **course** SLOs with ongoing assessment	100%	Excluding topics, experimental and courses developed since March 2015
% of **Student and Learning Support** with SLOs	100%	
% of **Student and Learning Support Services** SLOs with ongoing assessment	100%	
% of **administrative units** with SLOs		Not required for accreditation
% of **administrative units** with ongoing assessment		Not required for accreditation
% of **Institutional** Outcomes	100%	
% of **Institutional** Outcomes with ongoing assessment	100%	

Transfer Degrees (per SB 1440)

(Provide a brief description and identify the SB1440 degrees developed and approved to date)

1. AS-T Administration of Justice
2. AA-T Anthropology
3. AA-T Art History
4. AS-T Biology
5. AA-T Business Administration
6. AA-T Communication Studies
7. AS-T Early Childhood Education
8. AA-T Economics
9. AA-T English
10. AS-T Geography

11. AS-T Geology
12. AA-T History
13. AA-T Journalism
14. AA-T Kinesiology
15. AA-T Mathematics
16. AA-T Music
17. AS-T Nutrition
18. AA-T Philosophy
19. AS-T Physics
20. AA-T Political Science
21. AA-T Psychology
22. AA-T Sociology
23. AA-T Studio Arts
24. AA-T Theater Arts
25. AA-T Spanish

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Los Medanos College

Program Review Narrative

Los Medanos College (LMC) conducts a comprehensive program review of all its instructional, student services, and administrative programs/units every five years. All programs and units participate in an annual program review update, in addition to the comprehensive program review. A five-year cycle was selected to align with the Title 5 requirement of updating all course outlines of record (COORs) at least once in five years. The annual update enables all programs to plan for the upcoming year and to review the progress of the previous year regularly and systematically. This process does not differentiate between other programs and Career Technical Education (CTE) programs, which are required to conduct a program review every two years. The last comprehensive program review was conducted during the 2012-13 academic year, with the next one due during 2017-18.

All program/unit reviews are uploaded to a 'home-grown' electronic submission tool called the "Program Review Submission Tool" (PRST), which is enhanced annually based on user feedback. This tool is the single repository for program/unit review and planning, as well as program-level and course-level assessment reports. The PRST also indicates whether funds are being requested through the Resource Allocation Process (RAP), which dovetails with the program/unit review process annually. Planning, program review, assessment, resource allocation, and professional development – in keeping with accreditation standards related to process integration – are fully aligned in the program review process and have been incrementally incorporated into the PRST.

Progress Since 2015

Changes to Program Review (Please include current status and what was done)

Both instructional and student services deans have been working closely with department chairs, service area leads, and the Planning Committee to move toward a validation process that is meaningful to programs – providing them with detailed feedback about their annual updates, and working collaboratively with them to garner needed resources for program improvement. A rubric was developed in collaboration with department chairs that provides feedback on each aspect of program review. At the beginning of the annual update process, it serves as a coaching tool to help departments use data, analysis and reflection to write a focused program review. At the conclusion of the annual update period, it serves as a written document that verifies that the program has received detailed feedback on every aspect of program review, and also captures program improvements and program needs as they align with the College's Strategic Directions. In this way, the Planning Committee can collect a comprehensive list of achievements and needs for LMC's Strategic Directions and use that information for college-wide efforts that will both support individual programs and ensure that collective progress is being made on each of the goals.

The program review process is discussed and adjusted (as necessary) by the Planning Committee, which is the shared governance body charged with overseeing college planning. The process is implemented by the Office of Planning & Institutional Effectiveness (PIE), which was established in July 2013.

Previously, learning communities requested a separate reporting format to be incorporated into the common PRST. The Planning Committee approved this request, and the PRST was modified to provide this feature in Fall 2014. Below are several recent changes/developments related to program review:

- The PRST has been enhanced to include institutional and program-level standards of student success and completion as required by ACCJC. It was also enhanced to upload course-level and program-level assessment reports. It now includes two optional sections: "Professional Development" to document needs and ongoing activities; and "Departmental Successes" to document programmatic, student, faculty, staff, or other accomplishments.
- Progress on the exploration of a new validation process has been slower than anticipated due to the retirement of the Senior Dean of Planning & Institutional Effectiveness. The position remained vacant during 2015-16, and a recruitment to fill the position is currently underway.
- Elements of the program review process are becoming more and more a part of the culture of LMC as a means of planning for the next year's program improvements: reviewing student completion and success data; analyzing assessment results; and revisiting the previous year's progress on objectives/goals. The process has become viewed as helpful to 'build' and improve programs, rather than as just a 'task' to be completed.
- LMC had been working towards the full implementation of CurricUNET, which was to begin with the curriculum inventory module and then expand to their program review, assessment, and catalog modules. Continued delays in implementation and on-going errors made by the vendor resulted in the College cancelling all services and contracts with the vendor. LMC will begin exploring alternate vendors for these services when the new Senior Dean of Planning & Institutional Effectiveness is in place.

Programs on Watch/In Trouble (Include reason)

None.

Most Improved Programs (Please use your own elements when choosing the programs for this section. Ideas could be the top 5 improved programs due to increase in resources or the most improved over a three year period. Please include the reason for Improvement including productivity)

Automotive Technology

Automotive Technology is continuing to grow and become and even more robust program at Los Medanos College. In addition to adding new courses last year, it is improving the program through National Automotive Technicians Education Foundation (NATEF) certification. NATEF's mission is to *"improve the quality of automotive technician training programs nationwide at secondary and post-secondary, public and proprietary schools."* The program is also growing its industry engagement and is partnering with Fiat Chrysler through the MOPAR Career Automotive Program, which provides curriculum collaboration between Fiat Chrysler and LMC with the purpose of graduating industry-prepared technicians. A similar partnership is currently under development with Subaru.

Early Childhood Education & Child Study Center

The Child Study Center (CSC) has been able to expand its program due to support from the U.S. Department of Education "Child Care Access Means Parents in School" (CCAMPIS) grant, which funds reduced tuition for student parents, as well as funding additional teachers and assistants. In 2013-14, the program grew with one additional 2-year-old class (12 toddlers) and an expansion of the infant program (8 more babies). During the 2015-16 academic year, the Center served a total of 28 additional student families that would not have otherwise been accommodated. This is the fourth and final year of the CCAMPIS grant; if it is offered again, however, the College will re-apply. Parents repeatedly comment on the importance of having quality child care on campus, and that they would have to drop classes or drop out completely if they did not have this option available.

The CSC has received the highest ratings (100+) for national accreditation, with no deficiencies found. The site monitor for National Association for the Education of Young Children (NAEYC) accreditation commented offline (and privately) that "your center is a model center, you should write a text and video tape the work you are doing." The California Quality Matters initiative has awarded the CSC with the highest quality standard rating of five stars. Similarly, the evaluator from the Contra Costa Department of Education has requested that our site be included on their tour of High Quality Care and Education Centers in Contra Costa County.

During 2015-16, 229 part-time or full-time working students accessed the First 5 Professional Development Program for Early Childhood Educators (PDP), which provides an array of services and supports such as educational and professional growth advising, learning communities, math tutoring, semester-length textbook loans, credential assistance, and financial stipends.

The 2015-16 academic year culminated in a recognition ceremony for continuing ESL cohort students, math cohort students, and degree graduates. The ESL cohort students began their journey with the four courses required for the Child Development Assistant and Associate Teacher Certificates, while taking their identified ESL or English course, continuing with the completion of the Child Development Certificate of Achievement, and nearing the completion of their general education Associate's Degree graduation and transfer requirements. The math cohort began in Spring 2014 with the "Foundations of Arithmetic & Study Skills" course and advanced through completion of "Introduction to Statistics" in Spring 2016.

The ceremony – held in May 2016 – recognized 13 ESL cohort students, who continued pursuit of the Associate's Degree in Child Development or Early Childhood Education. Fourteen students who completed "Intermediate Algebra" and/or "Introduction to Statistics" were likewise recognized, along with 34 Child Development/Early Childhood Education degree graduates. Twenty-eight of the identified degree graduates accessed First 5 PDP advising, and 26 of those students planned on transferring. Many of these degree graduates are now attending CSU East Bay, U.C. Davis, Sacramento State, and S.F. State, while continuing to work with children.

Workforce Development

Initially funded with the TAACCCT Grant, the Workforce Development unit has become an integral element in providing support to LMC programs, often bridging instructional and student services efforts to ensure students are effectively and efficiently served at the College. The Workforce Development unit coordinates the Career Advancement Academies, career-themed summer bridge activities, Cooperative Work Experience, and serves as administrative lead and/or support for Adult Education, Career Pathways, Apprenticeship Grant, and partner-specific initiatives funded through BART and East Bay Funding Collaborative (to name a few). As more initiatives require alignment to the Workforce Innovation and Opportunity Act (WIOA) metrics, the Workforce Development unit becomes even more essential to ensuring the metrics are measured and, when needed, to recommending changes or improvements. This could include revised business process to ensure students receiving WIOA funding are served more effectively, or providing data to support supply-and-demand analysis for jobs and the economy.

BART Grant

Bay Area Rapid Transit (BART) is partnering with Los Medanos College in an innovative program, funded in part by a grant from the Federal Transit Administration, to train for careers in the field of transit. The project – dubbed the Transit Career Ladders Training Program (TCLT) – is designed to meet the growing needs of the transit workforce by providing training access for traditionally under-represented individuals.

BART has contracted for instruction of 22 units of Electrical and Instrumentation Technology coursework over three semesters for five BART employees currently in non-technical positions. Recruitment to fill the remaining 25 seats in the cohort occurred in Spring 2016. During the 2016 summer session, the cohort completed a six-week, 72-hour "summer bridge" consisting of a 1-unit college success course, math and English assessment preparation, and an introduction to careers in electrical and electronics maintenance.

The partnership, which includes electrical & electronics programs at a total of five Bay Area community colleges, is being examined by transit agencies from across the state as a model for serving the workforce development needs of the transit industry.

STEM Transfer Velocidad Grant

The ultimate goal of the Los Medanos College STEM Transfer *Velocidad* grant is to increase the number of STEM degree seeking and transfer students, especially Latino students, by focusing on four major areas: 1) Institutional STEM Readiness; 2) Transfer Readiness; 3) Articulation Readiness; and 4) College Readiness for High School STEM Students.

LMC's *Velocidad* grant significantly surpassed its targets in several objectives. With the help of various programs and efforts supported by this project, LMC has exceeded its target for the overall number of students seeking and attaining STEM degrees. The number of Hispanic students enrolling and completing STEM degree programs at the College continues to increase steadily. The number of Hispanic STEM students enrolled at LMC has more than doubled the target figure identified in the grant. STEM course enrollments (especially among Latino students) have continued to fill to maximum at the new Brentwood Lab, and the College is working to expand the student support services in Brentwood to better serve this growing community.

Accomplishments of the grant include, but are not limited to, the development of the STEM Ambassador Program, expansion of the Accelerated Calculus Path Offerings, and two recent activities: STEM Jam and STEM Mixer.

HSI STEM Grant

Los Medanos College will be finishing the final year of a five-year Department of Education HSI (Hispanic Serving Institution) grant on September 30, 2016. Together with the hard work of many staff, faculty and managers at LMC, this grant has provided students with a wide array of new opportunities and has resulted in increased outcomes in a variety of metrics. These have included a 76% increase in the number of STEM degree seeking overall, with a 172% increase the number of these students who are Hispanic. Additionally, there has been more than a 50% increase in the number of STEM UC applicants, with this number more than doubling for LMC's Hispanic population. Finally, through the work of the grant, the College has obtained 246 new articulation agreements with its top four-year transfer institutions – with nearly another 200 requests pending. This work has significantly streamlined the transfer experience for STEM students at Los Medanos College.

The grant has yielded many positive outcomes, not all of which can be outlined in this report, but what follows are examples of those activities that have contributed to increases in STEM participation and student success. The grant has provided much needed infrastructure upgrades in the form of new equipment (for existing labs), and the building of a new temporary lab at the Brentwood Center. The new lab in Brentwood has enabled the College to offer Biology and Physics lab courses at this site, thus increasing its capacity for offering pathways to STEM transfer. The new lab equipment has given students access to a modern STEM education and allowed faculty to update curriculum accordingly. Additionally, this new equipment – along with the outstanding leadership of several faculty members – has allowed a major growth in LMC's emphasis on early STEM research for students. This has included providing a summer research program on campus, supporting students' attendance (where they presented) at academic conferences, and for the past two years hosting a STEM student research symposium. This past year, LMC was proud to be able to send a team of students to NASA's Johnson Space Center in Houston, where they tested the Isolate Regolith Inspection Sampler (I.R.I.S.) – a tool that they proposed, designed, and manufactured. This work included not only the chance to work with NASA scientists, but also the opportunity to have their tool used during the subsequent NEEMO-21 Mission and the prospect of seeking intellectual property rights for their original design.

There is a feeling of accomplishment for the major strides the College has made over the last five years via its STEM grant. Mostly, there is a sense of pride around inspiring STEM students and supporting them through this work – and eagerness to see what is in store for them in the future.

Speech

Since its inception in Spring 2011, the LMC Debate Team has traveled across the state of California and the United States to represent the College at nationally recognized intercollegiate debate tournaments. In Fall 2015, the LMC Debate Team began competing in British Parliamentary (BP/Worlds) style debate. This style of debate is a preferred debate style internationally, and one that the LMC Debate Advisory Board deemed most advantageous for students. The LMC Debate Team is one of the trail-blazing community college programs in the United States competing in British Parliamentary debate. In fact, the LMC Debate Team is often the only community college competing against four-year universities at tournaments. The Mustang debaters hold their own against competitors from universities that include, but are not limited to: U.C.L.A, U.C. Davis, Cal Poly, Dominican University, and Claremont College. The team has earned honors such as the 2016 National Champions in BP Debate for Community Colleges, which was received at the tournament hosted by Morehouse College (Atlanta, GA); they earned the same award in 2015, when they participated in the national competition in Anchorage, AK. Locally, the LMC Debate Team is actively engaged in East Contra Costa County. They host a Public Debate every semester, with one held on campus and the past seven at Pittsburg City Hall. The Debate Team has a wonderful relationship with the City of Pittsburg and LMC's surrounding community. In fact, the team holds the attendance record at City Hall, and average attendance at its Public Debates is approximately 75 citizens. In the short time the Debate Team has been in existence, the College has successfully transferred students to a variety of four-year universities, including U.C Berkeley, U.C.L.A., U.C. Davis, S.F. State, Cal Poly, Sonoma State, and CSU East Bay.

Drama

Every year, the Drama Department participates in the Kennedy Center American College Theatre Festival (KCACTF). This regional festival/conference brings together colleges and universities from seven states for a competition and celebration of the artistic achievements of students. Over the past seven years, the Drama Department has taken more than 200 students to compete at the festival; many of these students have transferred to prestigious institutions that sends representatives to KCACTF. The Drama Department has also been recognized at the festival for: its curriculum and training; three student regional awards; productions identified twice as regional finalists; and, last year, LMC student Federico Bartolo received the National Hip-Hop Theatre Creator Award at the John F. Kennedy Center in Washington, DC. Participation in this festival has not only given LMC's Drama Department a respected national presence, it has opened opportunities for every student who has been able to attend.

Journalism

LMC's Journalism Program will host the annual Northern Regional Conference of the Journalism Association of Community Colleges Saturday, October 15, in the College Complex and Recital Hall. Approximately 200 journalism students and faculty are expected to participate in a full day of workshops, contests, and meetings, and attendees will have the opportunity to network with numerous professionals in the field. In addition, several representatives from Northern California transfer institutions will be on hand to answer questions about their journalism and mass communication programs. The event is being coordinated by Professor Cindy McGrath, who is currently a member of the JACC Board of Directors.

Basic Skills and Student Outcomes Transformation Grant (English and Math)

Los Medanos College has been awarded a $1.5 million grant from the California Community Colleges Chancellor's Office for Basic Skills and Student Outcomes Transformation. The purpose of this grant is "to enable colleges receiving an award to implement or expand innovations and redesign in the areas of assessment, student services, and instruction." At LMC, the focus is on dramatically shortening the developmental education sequence, thereby significantly increasing the numbers of students who complete college level English and math courses within one year. Grant goals include: reforming placement practices with the use of robust multiple measures, the placement of students directly into transfer level English and math courses with required co-requisite support courses, the creation of a Supplemental Instruction program in college-level English, and scaling up accelerated developmental courses for those students who need one semester of remediation prior to college level. The grant provides the College with the resources necessary to accomplish this curricular redesign and provide the professional development that will be critical to its successful implementation.

Status for 2016

Programs on Watch/In Trouble (Include reason)

None.

However, the College continues to experience difficulty in recruiting and hiring adequate levels of qualified full-time instructors for the Nursing program. Each recruitment effort for a single nursing position often results in only a few minimally qualified candidates. Normal attrition and retirement has exacerbated the issue. The Nursing program currently has vacancies for two full-time instructional positions and a Board of Registered Nursing (BRN) required Director position. This issue has been discussed in great length with LMC's advisory committees. The most significant feedback/challenge continually posed from the field is that faculty wages are substantially lower than nursing practitioner wages, and that the pool of Registered Nurses with State minimum qualification (MQ) required Master's degree has not increased. While there is now substantial monetary and career opportunity incentive for Associate's Degree RNs to earn a Bachelor's in Nursing (BSN), there is little incentive for BSN RNs to earn a Master's degree.

Programs Being Investigated

AA-T in Philosophy

New Certificate of Achievement in ESL to include first non-credit courses

New Instructional Programs Proposal for being implemented (already investigated). Remember to complete the separate new program form.

AA-T in Spanish: approved by Academic Senate in Spring 2016; to be reviewed by SGC and Curriculum Committee in Fall 2016.

AS-T in Social Justice Studies: LGBT Studies

Programs to be Modified/Reduced (Include last program review date and/or reason for modification)

English as a Second Language (ESL)

In order to more equitably and successfully serve and support the East Contra Costa County population of adult English language learners, the LMC English as a Second Language (ESL) department is developing eight new non-credit ESL courses and four related certificates of completion. The proposed *entry-stage* non-credit ESL courses are English for general purposes (EGP) courses and will support foreign-born, adult students' acquisition of beginning to low-intermediate basic interpersonal communication skills (BICS).

These skills will enable students to engage in everyday social, personal, and civic transactions and to interact with increasing confidence and competence – thus meeting what experience has shown to be the most immediate language learning needs and desires of the ESL students who come to the College from within its service area. Additionally, the eight non-credit ESL courses will serve to establish a 'base of success' for these students who, as their basic language proficiency increases, become interested in and can see themselves taking advantage of the many educational/career opportunities that LMC has to offer. On a pathway to these opportunities, students who are first provided the means to establish this base and develop the necessary BICS via the non-credit ESL curriculum will increase their ability to successfully progress on to understanding and building their cognitive academic language proficiency (CALP) – the focus of the College's subsequent *engage-* and *exit-stages*, intermediate credit, and advanced credit ESL courses, which are English for academic purposes (EAP) courses.

As LMC's credit ESL courses integrate disciplinary and career content, skills, and behaviors, students engaging and exiting the program will be prepared to pursue their interests and be able to participate and succeed in any of the general and career technical education courses that make up their educational plan. Students' ability to achieve such a goal will be significantly increased by the College's new non-credit ESL courses; older adults, new immigrants, and students with low first-language literacy and educational backgrounds will benefit from the needed additional time, practice, and more flexible entry/exit system of the non-credit ESL courses' repeatability and managed enrollment features. And, last but certainly not least, the 'no tuition' feature of the non-credit ESL courses will help support low income students' ability to access the LMC ESL program, while also helping the institution improve its capacity to address the economic realities and financial challenges students face.

Programs to be Discontinued (Include reasons for being discontinued and status of faculty/staff involved)

Through the program review process, it was recommended the following programs be discontinued:

None.

Student Learning Outcomes (SLOs)

Narrative of Progress

The Student Learning Outcome (SLO) and Program Learning Outcome (PLO) assessment cycle takes place over a five-year timeline. Each of the course level SLOs are assigned to one of four possible cohorts. The final year of the cycle is reserved for the PLO assessment. At first glance, the numbers below may seem alarming, however, they represent the current status of courses and programs within the five-year cycle.

In the PLO assessment cycle, it is important to note that LMC changed its definition of "program" in the middle of the current five-year assessment cycle. Prior to this change, "programs" were being defined at the department level only. If a single department had four certificate programs, these were being counted as one single program as it related to assessment. LMC updated its definition to more accurately reflect the need for each program to have its own set of PLOs. All of LMC's programs are being assessed in the fifth year of the assessment cycle in 2016-17. Prior to the change in definition, LMC had 100% programs with ongoing assessment. The drop in percentage listed below is the direct result of the expanded definition of "program."

(data from AACJC report)

	Percentage	Comments
% of **programs** with SLOs (ending with degree or certificate)	100%	
% of **program** SLOs with ongoing assessment	56.8%	All programs are currently being assessed in 2016-17, which is the 5th year in the LMC assessment cycle.
% of **courses** with SLOs	100%	
% of **course** SLOs with ongoing assessment	100%	All LMC courses have been placed in one of four assessment cohorts. There is a smaller number of courses that for a variety of reasons have fallen out of cycle and placed into a new cohort for assessment. The college is working on a system that readily identifies these courses, so that a detailed number of them can be provided. This system is expected to be in place by end of Spring 2017.

(SLO Data from ACCJC Report – cont'd)	Percentage	Comments
% of **Student and Learning Support** with SLOs	100%	
% of **Student and Learning Support Services** SLOs with ongoing assessment	100%	
% of **administrative units** with SLOs	N/A	
% of **administrative units** with ongoing assessment	N/A	
% of **Institutional** Outcomes	100%	
% of **Institutional** Outcomes with ongoing assessment	80%	The fifth and final ILO is currently being assessed in 2016-2017.

Transfer Degrees (per SB 1440)

(Provide a brief description and identify the SB1440 degrees developed and approved to date)

At the conclusion of the 2016-17 academic year, LMC will have available to students 20 AA/S-T degrees listed below. The two newest degrees, Biology and Chemistry, are still pending final approval from the State Chancellor's Office and/or notice of offering to ACCJC.

Transfer Degree	Type	Year Approved
Biology	AS-T	2016-17 (pending)
Chemistry	AS-T	2016-17 (pending)
Anthropology	AA-T	2014-15
Art History	AA-T	2014-15
Music	AA-T	2014-15
Administration of Justice	AS-T	2013-14
Computer Science	AS-T	2013-14
English	AA-T	2013-14
History	AA-T	2013-14
Journalism	AA-T	2013-14
Mathematics	AS-T	2013-14
Studio Arts	AA-T	2013-14
Communication Studies	AA-T	2012-13
Business Administration	AS-T	2012-13
Early Childhood Education	AS-T	2012-13
Kinesiology	AA-T	2012-13
Physics	AS-T	2012-13
Psychology	AA-T	2012-13
Sociology	AA-T	2012-13
Theatre Arts	AA-T	2012-13

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DISTANCE EDUCATIONI STRATEGIC PLAN, 2017-2022

Eugene Huff, Executive Vice Chancellor, Administrative Services thanked CCC Vice President Tammeil Gilkerson for her leadership on this project. In 2014, the Contra Costa Community College District adopted a strategic plan with four specific goals aimed at actualizing the District's vision of excellence in learning and equitable student success. Chief among these goals is a focus on enhancing student learning and success to create opportunities for thoughtful reflection and learning that uses meaningful data and creates opportunities for dialogue among the richly diverse communities the District serves. One identified objective under this area is to support high-quality distance education as an option for increasing access and promoting student success. To this end, in the fall of 2016, the District engaged in a dialog about ways to strengthen distance education in and among the three colleges...

Under the charge of providing guidance and strategic direction for college and District leadership around distance education, the District Distance Education Council (DDEC) played a key role in initiating the dialog and developing a comprehensive plan for supporting high-quality distance education in the future. The purpose of the District's Distance Education Strategic Plan (Plan) is to provide Districtwide goals and broad strategic recommendations to support the colleges with their distance education programs. Furthermore, the Plan provides concrete objectives that facilitate achievement toward the District's adopted strategic goals.

Strategic Goal 1	*Enhance Student Learning and Success: Create opportunities for thoughtful reflection and organizational learning that uses meaningful quantitative and qualitative data, dialogue with diverse members of the community, student feedback, and other information in order to improve student outcomes.*
Objective:1.3	*Support high-quality distance education as an option for increasing access and promoting student success.*
Board Goal 1.1	*Continue to strengthen the Board's capacity to monitor improvement in student learning and success metrics and other information.*
Action1.1.a	*Receive and discuss reports on student progress. Make policy recommendations if needed.*

Contra Costa Community College District

Distance Education Strategic Plan

2017-2022

CONTENTS

Distance Education Strategic Plan

INTRODUCTION

In 2014 the Contra Costa Community College District adopted a strategic plan with four specific goals aimed at actualizing the District's vision of excellence in learning and equitable student success. Chief among these goals is a focus on enhancing student learning and success to create opportunities for thoughtful reflection and learning that uses meaningful data and creates opportunities for dialogue among the richly diverse communities we serve. One identified objective under this area is to support high-quality distance education as option for increasing access and promoting student success. To this end, in the fall of 2016 the District engaged in a dialog about ways to strengthen distance education in and among the three colleges in the district: Contra Costa College, Diablo Valley College and Los Medanos College.

Under the charge of providing guidance and strategic direction for college and District leadership around distance education, the District Distance Education Council (DDEC) played a key role in initiating the dialog and developing a comprehensive plan for supporting high-quality distance education in the future. The purpose of the Contra Costa Community College District Distance Education Strategic Plan (Plan) is to provide districtwide goals and broad strategic recommendations to support the colleges with their distance education programs. Furthermore, the Plan provides concrete objectives that facilitate achieving the District's adopted strategic goals.

PLAN DEVELOPMENT CHRONOLOGY

Date	Event/Action
June 20, 2016	Chancellor Assigns Distance Education Strategic Plan Development
July-August 2016	District Distance Education Council (DDEC) Chairs and District Lead Develop Draft Strategic Planning Timeline & Action Plan
August 24, 2016	DDEC Meeting: Discussion of Strategic Planning Timeline & Action Plan
September 16, 2016	Districtwide Strategic Planning Session
September 20-27, 2016	Video of Districtwide Strategic Planning Session & Online Survey Available for Additional Feedback
September 27, 2016	Expanded Chancellor's Cabinet Meeting: Review Planning Session Feedback and Preliminary Goals
September 28, 2016	DDEC Meeting: Review Planning Session Feedback & Establish Preliminary Goals
September 28, 2016-October 11, 2016	Feedback on Preliminary Goals from Colleges: Distance education committees and Academic Senates
October 13, 2016	DDEC Meeting: Review Feedback & Incorporate Feedback on Preliminary Goals and Develop Action Items
October 24, 2016	Vice Presidents' Meeting: Review Draft Goals and Action Items
October 26, 2016	DDEC Meeting: Review & Approve Draft of Strategic Plan

November 15, 2016	Expanded Chancellor's Cabinet & Consultation Council: Review & Approve Draft Strategic Plan
November 30, 2016	Produce Final Draft of Strategic Plan
December 6, 2016	Districtwide Governance Council: Review Final Draft of Strategic Plan
December 14, 2016	Board Meeting: Approve Final Draft of Strategic Plan

IN APPRECIATION

We express appreciation to all participants in the development of the plan.

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Sally Montemayor-Lenz
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Richard Robison
Mario Tejada
Penny Wilkins
Deborah Wilson

CORE BELIEFS & DISTRICT GOALS

Vision

To be a beacon of excellence in learning and equitable student success.

Mission

To transform lives by providing outstanding learning opportunities, nurturing and empowering all students to achieve their educational goals.

Values

- Equity Through Diversity.
- Learning Culture.
- Open Communication at Every Level.
- Collaborative Partnerships.
- Thoughtful Reflection.
- Academic Freedom.
- Integrity.
- Innovative Experimentation.
- Respect for All Members of the Contra Costa Community College District Community.

District Goals: 2014-2019

Goal 1: Enhance student learning and success.

Goal 2: Strengthen current and create new partnerships.

Goal 3: Create a culture of continuous improvement and tangible success.

Goal 4: Be good stewards of the District's resources.

Distance Education Mission

To provide equitable access to innovative and high-quality online learning opportunities and student support services that empower students to achieve their educational goals.

BACKGROUND

Transforming the lives of students through outstanding and innovative instruction has consistently been a hallmark of the quality education offered at each of the three colleges in the Contra Costa Community College District. The history of distance education dates back to the early years when the District's colleges, Contra Costa College, Diablo Valley College and Los Medanos College, offered distance education courses in video (teleconference) formats. The development of online and hybrid courses grew organically at each college based on the interest of individual faculty and the creation of new technological resources that further eliminated place-based boundaries to instruction. Each college worked independently and chose its own Learning Management System (LMS) with local technical support for faculty and students.

In March 2011, the Chancellor's Cabinet agreed to obtain a single LMS for all three colleges. A representative group from across the District was convened to develop requirements, review, and select the LMS. The Learning Management System Taskforce (LMST) made a final selection of Desire2Learn and developed a training and migration plan. Classes were first offered on D2L beginning in summer 2013 and the LMST completed its charge in spring 2014 when all classes were migrated from the individual college's legacy platforms.

Moving to a shared LMS was the catalyst for a unified focus on distance education districtwide. While the charge of the LMST was completed in spring 2014, it became clear that an ongoing districtwide group should continue to convene and focus on governance of the Desire2Learn system in terms of monitoring operations and performance, identifying training needs, and assessing opportunities for new updates and upgrades. Now the Learning Management System Work Group (LMSWG), the membership includes college distance education coordinators and LMS administrators with leadership from the District Director of Information Technology. In addition to the official charge, the LMSWG provides a venue for districtwide problem solving and best practices related to the LMS.

Having a sophisticated learning management system districtwide allowed the District's colleges to not only have a unified system for online and hybrid courses, but provided a platform that could also enhance face-to-face instruction. Faculty throughout the district adopted Desire2Learn for a variety of different applications and usages. Given the more widespread use of the LMS for both online, hybrid and face-to-face instruction, in fall 2013 the distance education chairs and coordinators from all three colleges informally came together to create the District Distance Education Council (DDEC) to address the instructional technology needs in the district.

Given the rapid growth in online learning, the District recognized the need to formally establish a group that would take a broader view of distance education beyond just the technical applications of the LMS into areas such as online pedagogy, faculty professional development training and support, student support, user interfaces, evaluation, policies, accreditation, state and federal expectations and requirements, and more. Utilizing the distance education committees at each campus as a regular source of input and feedback, DDEC was formally charged with providing regular interactions the LMSWG, instructional leadership at each college and the District Office to provide strategic direction,

guidance, and support to ensure that distance education is effective and consistent part of how the District meets its mission. The DDEC reports directly to District's Consultation Council.

In June 2015 the Online Education Initiative (OEI), a California Community College Chancellor's Office program, offered a new learning management system, Canvas, to all California Community Colleges for free. The colleges and District embarked on a feasibility study and joint decision-making process to determine whether or not the District should adopt the new LMS. In December 2015 the District agreed to adopt the Canvas LMS and began implementation and training of administrators and key trainers in spring 2016. The first courses on Canvas were offered in summer 2016 by early faculty adopters and intensive support has been occurring to transition faculty and students from Desire2Learn by summer 2017. Through the adoption of Canvas, the district now has 24/7 telephone help service for both faculty and students which supplements the training available at each college.

In addition to offering shared resources such as Canvas, the OEI is working to eliminate achievement gaps between online and traditional face-to-face courses by providing dedicated support to centralize and scale best practices for online courses and instruction. The OEI is developing centralized online course application, registration and administration, in addition to creating standards for course content and instruction in online courses. Moreover, the statewide initiative also includes a student readiness component to support colleges as they help students assess whether or not online instruction is the best modality for their learning. In 2014, the Accrediting Commission for Community and Junior Colleges (ACCJC) also integrated more explicit requirements for planning and assessment of distance education through the adoption of revised standards with increased emphasis on student learning and achievement. The District recognizes the need to stay abreast of these developments in order to assess and leverage opportunities to support high-quality distance education and ongoing assessment districtwide.

CURRENT TRENDS

Online enrollment statewide is nearly one million students and continues to grow much faster than face-to-face enrollments in every student demographic category. A similar trend can be seen within the Contra Costa Community College District. Currently total enrollment in online courses is approaching 9 percent of total enrollments at 20,200 with 22 percent of students districtwide enrolling in at least one online course. This number is up from 15 percent ten years ago. Over the last 10 years, enrollment in online and hybrid courses have been the only source of net enrollment growth in the District. The dip in online enrollment in 2012-2013 aligns with reduction in sections across the District due to the statewide economic downturn. In 2015-2016 approximately two-thirds of the District's distance education course were fully online (100%) with the other third consisting of hybrid courses. Online offerings are most prevalent in business management disciplines, including travel marketing and computer information systems courses, which have the largest share of enrollments in online courses.

Table 1: Ten Year Trend in 100% Online Enrollments
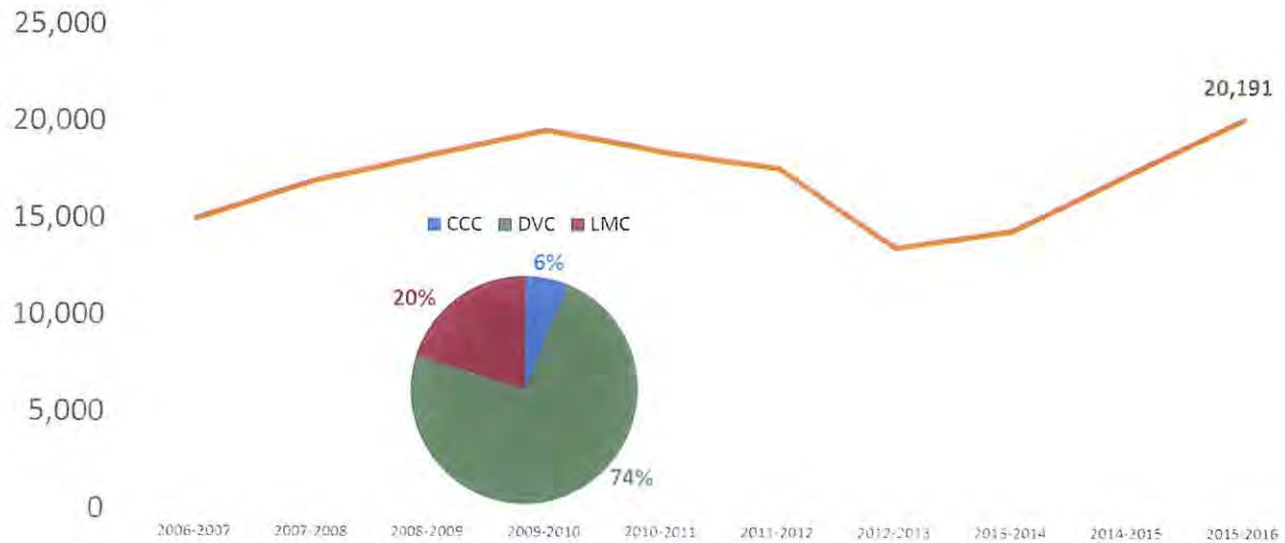
Table 2: Summary of District Online by Percentage of Online Component 2015-2016

Percent of instruction delivered online

100%	64%	**64%** Fully Online Courses
90 – 99%	7%	
80 – 89%	8%	
70 – 79%	3%	
60 – 69%	6%	
50 – 59%	5%	**36%** Blended/Hybrid Courses
40 – 49%	2%	
30 – 39%	3%	
20 – 29%	1%	
10 – 19%	1%	
0 – 9%	0%	

N = 31,485
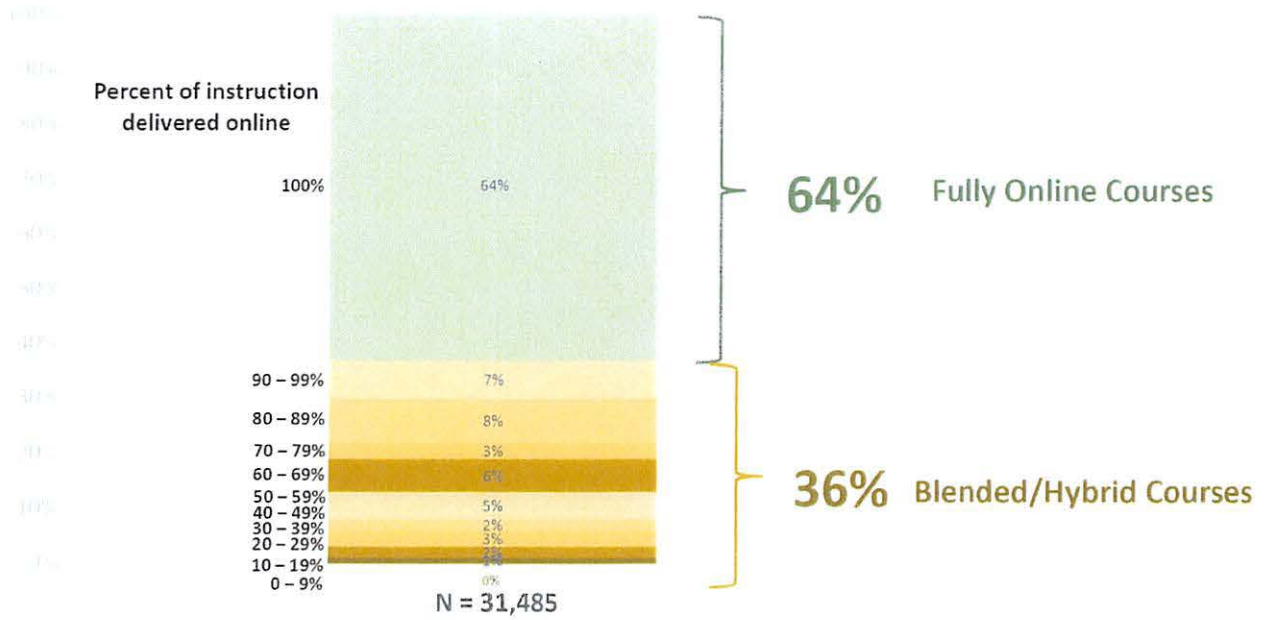
Table 3: Summary of College Online by Percent of Online Component 2015-2016

	4CD	CCC	DVC	LMC
Enrollments:	N = 31,485	N = 4,039	N = 21,786	N = 5,660
	64%	30.6%	68.3%	72.2%
		21.9%		
		10.1%		
	7%		5.7%	1.9%
	8%	15.6%	9.3%	4.8%
	3%			4.8%
	6%		4.7%	8.4%
	5%	4.4%	5.7%	
	2%	1.9%		6.9%
	3%		1.3%	0.0%
	1%		0.3%	
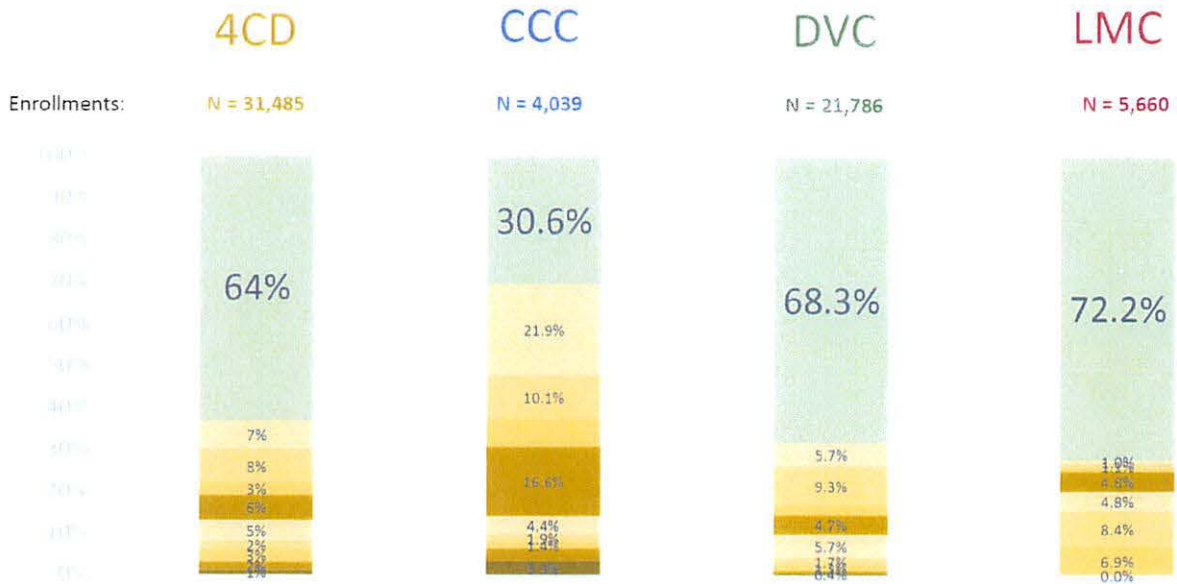
Table 4: Participation in Online Course by Discipline 2015-2016

Share of online enrollment within subject area (2015/16)

Subject	Percentage
Travel Marketing	100.0%
Computer Information Systems	64.0%
Business Marketing	53.9%
Business Accounting	52.6%
Film (see FTVE FA 16)	43.4%
Business Management	42.7%
Health Education	38.0%
Health Science	36.8%
Business	36.7%
Real Estate	34.4%
Business Information Mgmt.	33.1%
Social Science	32.3%
Administration of Justice	23.7%
Child Development	20.8%
History	19.9%
Kinesiology	19.7%
Library Studies	19.4%
Drama	14.4%
Computer Science (DVC & LMC)	13.8%
Spanish	13.5%

Student participation rates in online courses are growing in every demographic category. While all participation is growing across demographic groups, White, Asian American and Filipino students are enrolling at higher rates than African American and Hispanic students. Additionally, there has been a steady and consistent gap in participation rates by gender, with the widest gap in 2015-2016 with females at 10.3 percent and males at 7.1 percent of students accessing online courses. The gap between traditional college age students, under 25 years old, and older students, above 25 years old, has also consistently grown every year since 2006-2007. Recent high school graduates enroll in online courses to a lesser degree than older students. Whereas, students 40 years and older have experienced the fastest rate of growth in online enrollment districtwide.

Table 5: Participation Rates for Online Course by Student Ethnicity
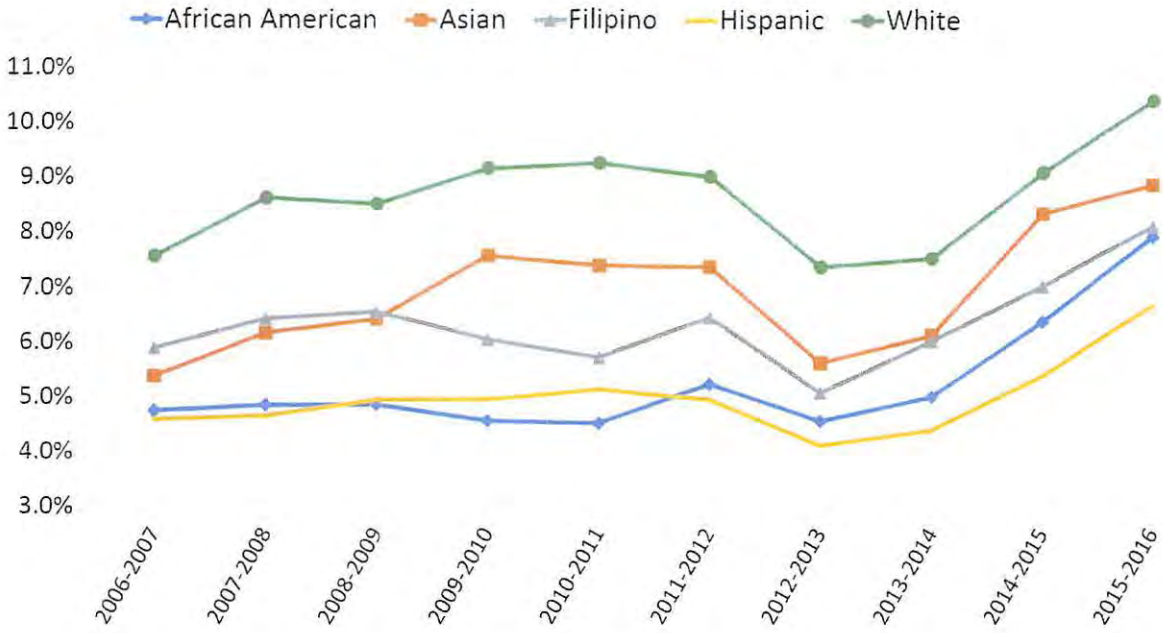
Table 6: Participation Rates for Online Course by Gender
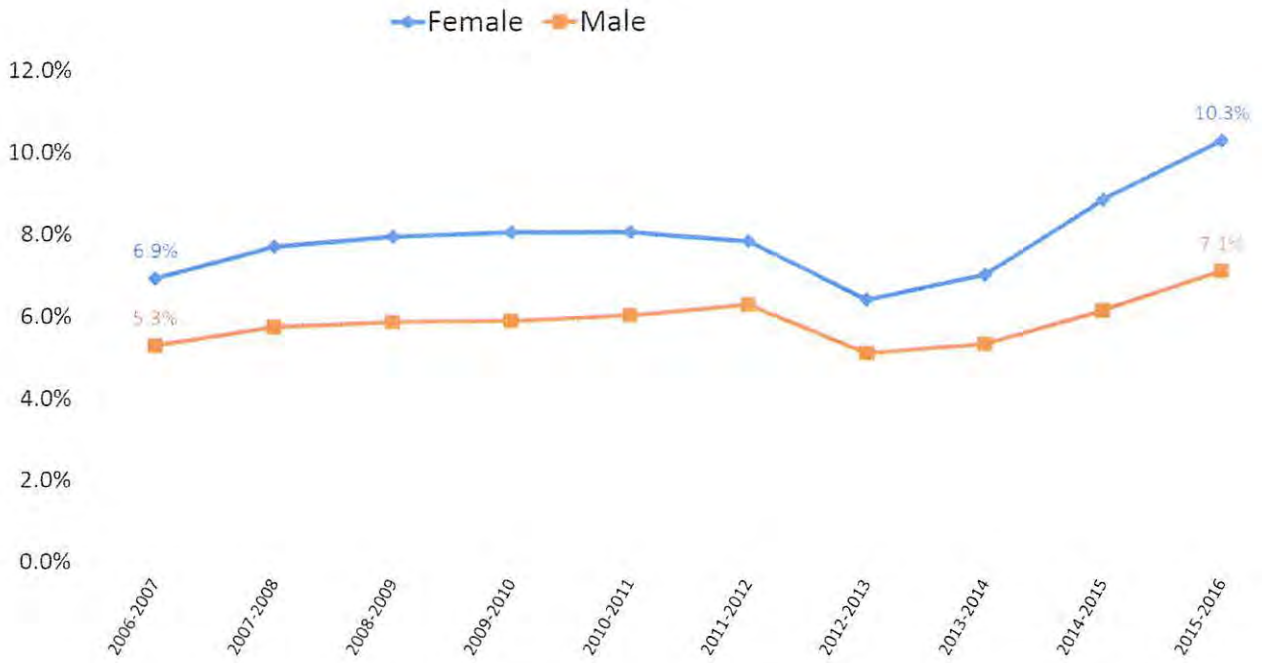
Table 7: Participation Rates for Online Course by Age

Legend: ◆ College Age ▬ Older Students

Less than 25 Years Old | *25+ Years Old*

Older Students: 7.4% → 13.5%
College Age: 5.6% → 7.2%
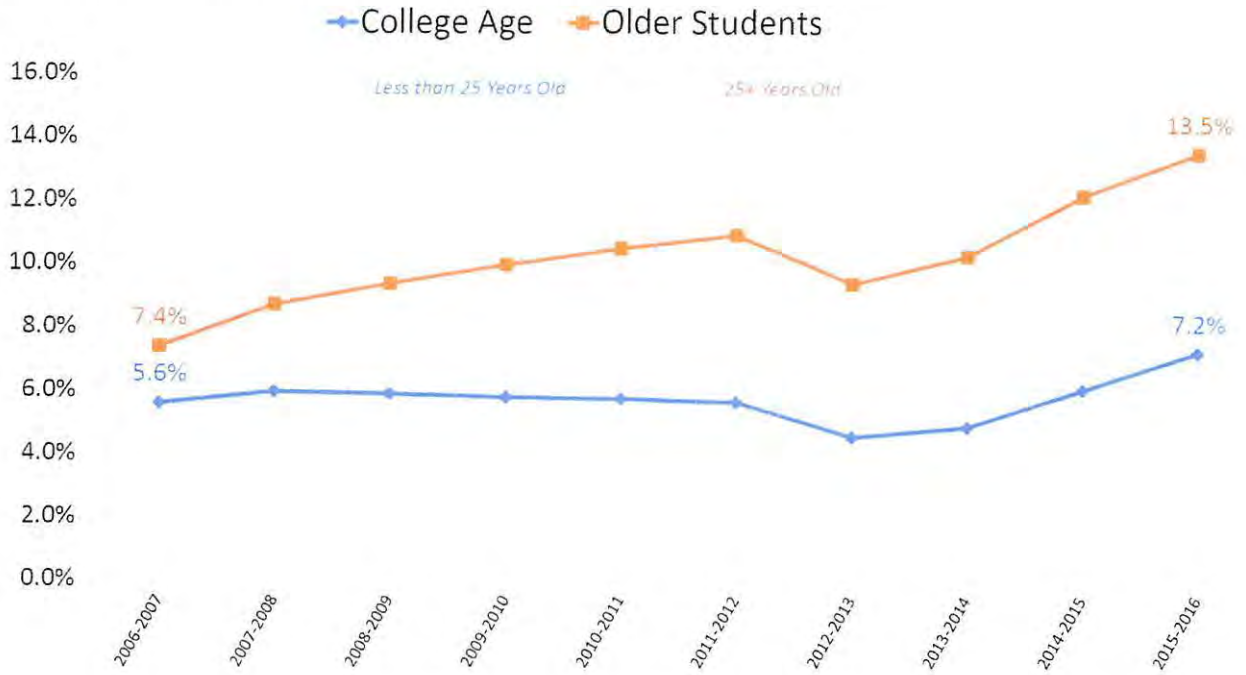
Table 8: Participation Rates for Online Course by Age (Detailed View)

Legend: ◆ A Less than 20 years old ▬ B 20 to 24 years old ▲ C 25 to 39 years old — D 40 or more years old

D 40 or more years: 5.7% → 13.6%
C 25 to 39 years: 8.5% → 13.4%
B 20 to 24 years: 7.7% → 9.6%
A Less than 20 years: 4.2% → 5.3%
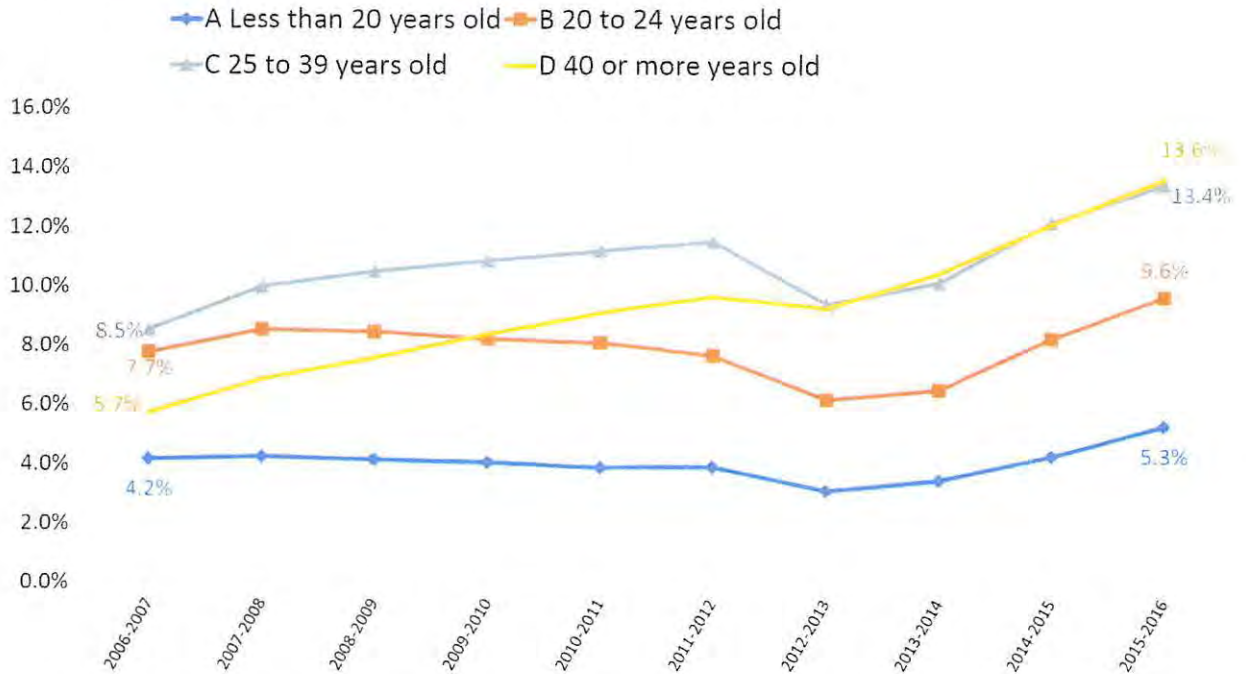
Consistent with statewide findings, the District's online course success rates are lower than traditional face-to-face courses for every student demographic category. However, the gaps in success rates, across nearly all student populations, is shrinking and nearly all the gaps are smaller than what has been observed statewide. In 2006-2007 the success rate for online courses was 12.7 percentage points lower than those taking face-to-face courses. In 2015-2016 the gap in success rate shrunk by almost half to 6.5 percentage points.

Table 9: Ten Year Trend in Online Performance Gap (percentage point difference in course success rates, online minus face-to-face)

Table 10: Ten Year Trend in Online Performance Gap (percentage point difference in course success rates, online minus face-to-face)

DISTANCE EDUCATION STRATEGIC GOALS

Goal 1: Develop Principles of Excellence.

Objectives

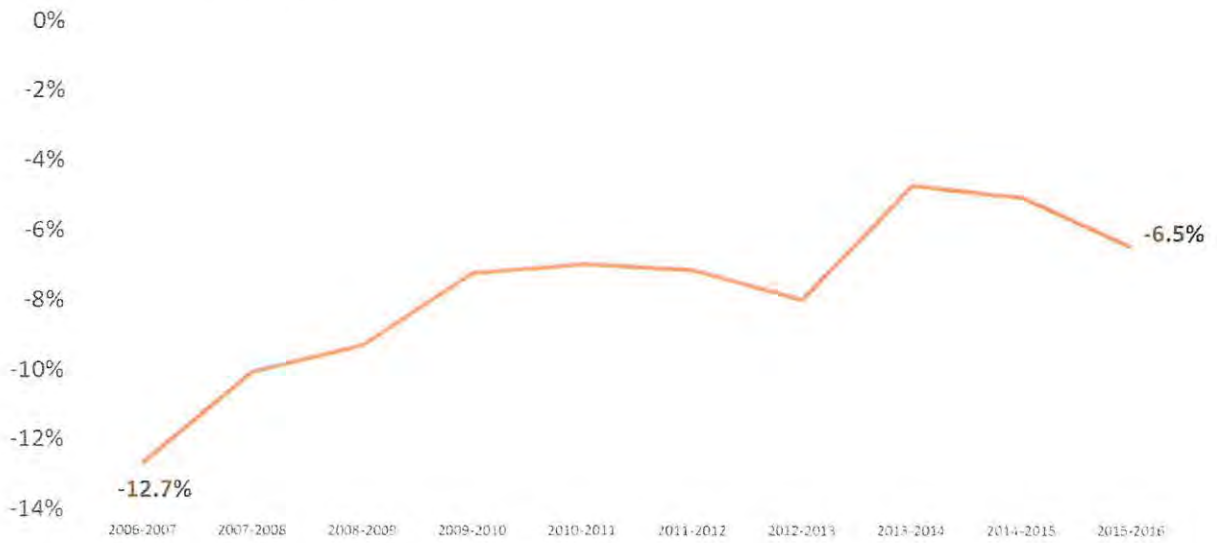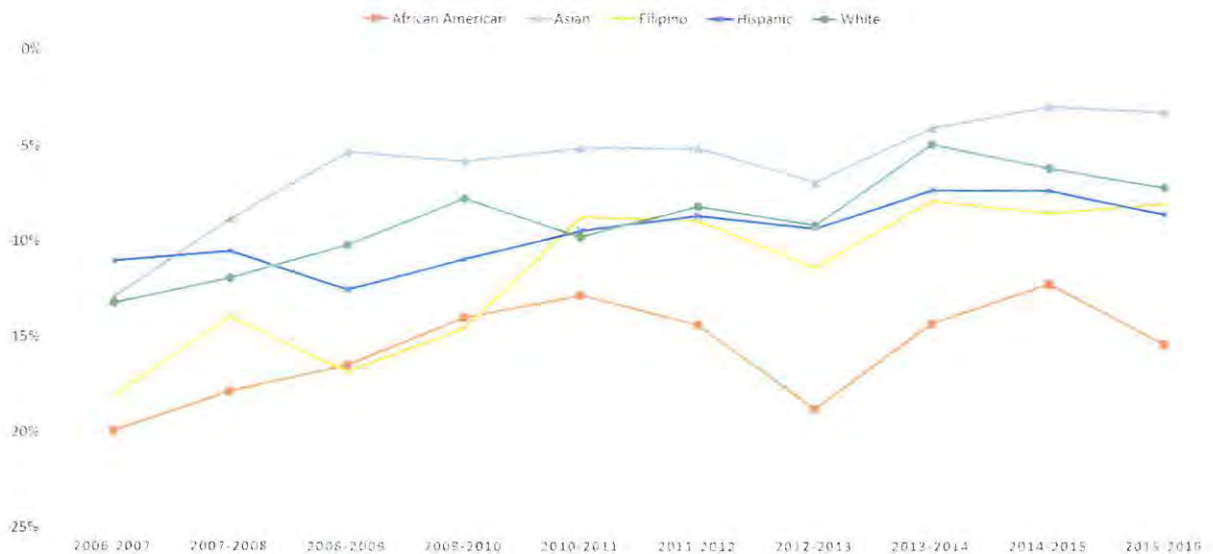1.1 Develop districtwide principles and best practices that promote equitable student outcomes for online teaching in collaboration with the academic senates at each college.

1.2 Develop recommended course templates and models to improve the student user experience districtwide.

1.3 Provide dedicated instructional design support to ensure course development, consistency and accessibility.

Possible Action Items

- Collect and analyze best practices from other colleges and organizations.
- Align best practices with accreditation standards.
- Hire instructional designer(s).

Goal 2: Enhance Professional Development.

Objectives

2.1 Provide ongoing training for faculty and staff in both effective pedagogy and technology for online instruction and delivery of online support services.

2.2. Establish regular discipline-specific and cross-disciplinary conversation sessions to discuss pedagogy and course development across the district.

2.3 Explore developing a mentorship support program for new online instructors.

2.4 Leverage resources to promote access and parity in training opportunities at each college.

Possible Action Items

- Coordinate districtwide distance education training calendar.
- Plan discipline-specific and cross-disciplinary activities.
- Survey faculty on training needs and mentorship interest.
- Collect and analyze best practices from other colleges and organizations.

Goal 3: Expand Student Support Services.

Objectives

3.1 Develop districtwide principles and best practices for online student service delivery.

3.2 Provide a distance education orientation for students to assess their technology skills and readiness for online instruction.

3.3 Develop district website for a single-point of access to a full range of student support services and online course information.

3.4 Explore and promote cost saving opportunities for students, such as technology and textbook alternatives.

Possible Action Items

- Explore adoption of distance education orientation.
- Curate and share resources on Open Educational Resources (OER).
- Collect and analyze best practices from other colleges and organizations.

Goal 4: Improve Technology Infrastructure and Support.

Objectives

4.1 Create access to a media production studio to support faculty and staff to professionalize learning materials and resources for online instruction and services.

4.2 Explore providing peer-based support for students needing help with both hardware and software related issues.

4.3 Evaluate district technology infrastructure for providing high quality distance education in collaboration with technology staff.

Possible Action Items

- Analyze technology infrastructure (i.e., course search tools, Wi-Fi, LTI integration).
- Establish media production studio(s).
- Collect and analyze best practices from other colleges and organizations.

Goal 5: Strengthen District Support for Coordination and Continuous Improvement.

Objectives

5.1 Explore models for districtwide coordination of distance education to provide leadership to fully implement the distance education strategic plan and to facilitate communication between the district and colleges.

5.2 Identify funding to create an ongoing budget to support high quality distance education including funding for professional development, infrastructure-related needs and marketing.

5.3 Develop a regular process for districtwide data analysis of distance education to promote ongoing improvement including standardized metrics and feedback from students, staff and faculty.

5.4 Monitor and assess external developments and explore integrating opportunities that will improve distance education districtwide.

Possible Action Items

- Determine best structure of districtwide distance education coordination and budget.
- Assign and recommend responsibilities for coordinator of districtwide distance education plan implementation.
- Collaborate with district research to create a data dashboard and regularly scheduled reports.
- Create an ongoing process for collecting and analyzing external developments.

PROPOSED FIVE-YEAR ACTION PLAN FOR IMPLEMENTATION

Possible Action Item	Strategic Goal	Proposed Timeline
• Explore adoption of distance education orientation.	3.2 Provide a distance education orientation for students to assess their technology skills and readiness for online instruction.	Spring 2017
• Analyze technology infrastructure (i.e., course search tools, Wi-Fi, LTI integration).	4.3 Evaluate district technology infrastructure for providing high quality distance education in collaboration with technology staff.	Spring 2017-ongoing
• Assign and recommend responsibilities for coordinator of districtwide distance education plan implementation.	5.1 Explore models for districtwide coordination of distance education to provide leadership to fully implement the distance education strategic plan and to facilitate communication between the district and colleges.	Spring 2017
• Determine best structure of districtwide distance education coordination and budget.	5.2 Identify funding to create an ongoing budget to support high quality distance education including funding for professional development, infrastructure-related needs and marketing.	Spring 2017
• Create an ongoing process for collecting and analyzing external developments.	5.4 Monitor and assess external developments and explore integrating opportunities that will improve distance education districtwide.	Spring 2017-ongoing
• Collect and analyze best practices from other colleges and organizations. • Align best practices with accreditation standards.	1.1 Develop districtwide principles and best practices that promote equitable student outcomes for online teaching in collaboration with the academic senates at each college.	2017-2018
• Coordinate districtwide distance education training calendar.	2.1 Provide ongoing training for faculty and staff in both effective pedagogy and technology for online instruction and delivery of online support services.	2017-2018

	2.4 Leverage resources to promote access and parity in training opportunities at each college.	
• Collect and analyze best practices from other colleges and organizations.	**2.1** Provide ongoing training for faculty and staff in both effective pedagogy and technology for online instruction and delivery of online support services. **2.3** Explore developing a mentorship support program for new online instructors.	2017-2018
• Collect and analyze best practices from other colleges and organizations.	**3.1** Develop districtwide principles and best practices for online student service delivery. **3.3** Develop district website for a single-point of access to a full range of student support services and online course information.	2017-2018
• Collaborate with district research to create a data dashboard and regularly scheduled reports.	**5.3** Develop a regular process for districtwide data analysis of distance education to promote ongoing improvement including standardized metrics and feedback from students, staff and faculty.	2017-2018
• Hire instructional designer(s).	**1.2** Develop recommended course templates and models to improve the student user experience districtwide. **1.3** Provide dedicated instructional design support to ensure course development, consistency and accessibility.	2018-2019
• Plan discipline-specific and cross-disciplinary activities.	**2.1** Provide ongoing training for faculty and staff in both effective pedagogy and technology for online instruction and delivery of online support services. **2.2** Establish regular discipline-specific and cross-disciplinary conversation sessions to	2018-2019

	discuss pedagogy and course development across the district.	
• Survey faculty on training needs and mentorship interest.	**2.1** Provide ongoing training for faculty and staff in both effective pedagogy and technology for online instruction and delivery of online support services development across the district. **2.3** Explore developing a mentorship support program for new online instructors.	2018-2019
• Curate and share resources on Open Educational Resources (OER).	**3.4** Explore and promote cost saving opportunities for students, such as technology and textbook alternatives.	2018-2019
• Establish media production studio(s).	**4.1** Create access to a media production studio to support faculty and staff to professionalize learning materials and resources for online instruction and services.	2019-2020
• Collect and analyze best practices from other colleges and organizations.	**4.1** Create access to a media production studio to support faculty and staff to professionalize learning materials and resources for online instruction and services. **4.2** Explore providing peer-based support for students needing help with both hardware and software related issues.	2019-2020

APPENDIX

DEFINITIONS

Distance Education (ACCJC): "Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one of more technologies to deliver instruction to students who are separated from the instructor and which support regular or substantive interaction between the student and the instructor, either synchronously or asynchronously."

Distance Education (Title 5, section 55200): "Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology."

Instructional Technology: "Instructional Technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning. ...Resources are sources of support for learning, including support systems and instructional materials and environments. ... The purpose of instructional technology is to affect and effect learning" (Association for Educational Communications and Technology).

Online Course: An online course in the Contra Costa Community College District is a class offered entirely online that has no required face-to-face meetings. In the schedule of classes these courses are coded as **online**.

Hybrid Course: A hybrid course in the Contra Costa Community College District is a class that offers instruction both online and on-campus. Required in-person class meetings are included in the schedule of classes following a predictable pattern (on the same day(s) of the week and at the same time). In the schedule of classes these courses are coded as **partially online**.

REFERENCES & SOURCES OF AUTHORITY
Distance Education (ACCJC Guide to Evaluating Distance Education and Correspondence Education)

Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one of more technologies to deliver instruction to students who are separated from the instructor and which support regular or substantive interaction between the student and the instructor, either synchronously or asynchronously. Distance education often incorporated technologies such as the internet; on-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellites or wireless communication devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs in conjunction with any other technologies.

Instructor Contact (ACCJC Implementation of New U.S. Department of Education Regulations, New Evaluation Team Responsibilities)

The (evaluation) team must assess whether the courses are distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as a part of the student's grade).

Distance Education (Title 5, section 55200)

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

Standards of Course Quality (Title 5, section 55202)

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.)

Instructor Contact (Title 5, section 55204)

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Separate Course Approval (Title 5, section 55206)

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures. (Title 5, section 55206)

Faculty Selection and Workload (Title 5, section 55208)

(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the

list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.

(b) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).

(c) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. (Title 5, section 55208)

Distance Education (U.S. Department of Education)

Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audioconferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Student Authentication (CCCCD Board Policy 4014)

To ensure the integrity of the Distance and Correspondence Education offerings and comply with federal regulations (34 CFR§602.17g) and ACCJC policies, each college will ensure student authentication to Distance and Correspondence Education classes using the unique student ID and password issued by the Contra Costa Community College District as part of the enrollment process. Required use of the student ID and password serves as a means to validate that the student who is registered for a course is the same student doing the work and receiving the grades/credits. The District and the colleges will, at all times, work to ensure that each student's password is protected against public disclosure. Students shall be notified about steps to take in order to request the issuance of a new password should they believe that their existing password has been compromised.

Learning Management System Work Group (LMSWG): The focus of the LMS Work Group is on post implementation and governance factors of the learning management system. The Work Group will meet regularly to review the operation and usage components of the system.

District Distance Education Council (DDEC): The focus of DDEC is districtwide coordination and strategic planning of distance education efforts, districtwide representation of faculty regarding learning management system and decisions, preparation of the colleges and district for participation of in the statewide Online Education Initiative and state authorization requirements.

Curriculum Committee: Approves course outline of record and online supplement.

STRATEGIC PLAN DEVELOPMENT FEEDBACK
Districtwide Distance Education Strategic Planning Session
Friday, September 16, 2016
Breakout Group Feedback
41 attendees

1. **What do you believe is the fundamental goal of offering distance education option to students?**
   - Increasing completion rates
   - Increasing success rates
   - Greater access
   - Limiting loss of students going elsewhere for classes (*=1)
   - Increase the number of AA/AAT degrees online
   - Provide a self-paced learning environment
   - Opportunities for access & completion
   - Convenience
   - Meets learning style
   - Increases enrollment numbers
   - Flexibility; Extend quality teaching into new modalities to increase access for all populations
   - Target & incorporate different populations
   - Access (*=2)
   - Increase speed to graduation
   - Promote student success
   - Variety of course offerings
   - Increase enrollment
   - Professional enhancement opportunities (i.e. Continuing Education (CEU))
   - "Meet students where they are at"
   - Access
   - Increase enrollment
   - Completion timeline
   - Improve success
   - Increase enrollment
   - Increase diversity
   - Flexibility
   - Reduce barriers to degree
   - Greater opportunity

What do you believe is the fundamental goal of offering distance education option to students?

1-3 Votes	4-6 votes	7-9 votes	10-12 votes

Increasing Completion Rates	Increasing success rates	Greater access	Increases enrollment numbers
Opportunities for access & completion	Promote student success	Opportunities for access & completion	Target and incorporate different populations
Increase speed to graduation	Improve Success	Convenience	Increase enrollment
Completion timeline		Flexibility; extend quality of teaching into new modalities to increase access for all populations	Increase enrollment
Reduce barriers to degree		Access	Increase enrollment
		"Meet students where they are at"	Limiting loss of students going elsewhere for classes
		Access	
		Flexibility	
		Greater opportunity	
	Meets learning style	Increase the number of AA/AAT degrees online	Professional enhancement opportunities (i.e. Continuing Education (CEU)
	Provide self-paced learning environment	Variety of course offerings	
		Increase diversity	

2. **What do you believe will help students be more successful in distance education courses?**
   - Student readiness module
     - Assess their skills in tech, time-management, etc. (*=1)
     - Follow-up by college to help fix gaps in knowledge, skills
   - A "welcome to online classes" portal that will connect students with syllabi, book requirements, skill assessments/placement (*=4)
   - Cohort Model (*=2)
   - Training for faculty in good practices for DE
   - Increasing peer interaction
   - Include online components into all classes
   - Preparing students realistically for online courses
   - Instructor engagement (*=8)
   - Personal/Individual interactions
   - Supportive interaction/encouragement/realistic expectations
   - Online quizzes—enables immediate feedback & corrective comments
   - Archive course content enhances review of material; enhance communication
   - Revision of writing because of quick feedback loop
   - The teacher essential for interactive environment (*=1)
   - Student course/grade standing
   - Facilitate more interactions between students
   - Help to be successful in DE
   - Access to "free technology"-computer checkouts/loans for faculty and students (*=1)
   - Student help desk for tech issues (hardware & software) ex. Geek Squad (*=10)
   - Online readiness program-how to; expectations; question-required or optional, incentive, # of units (*=4)
   - Rethink student services (*=5)
   - Districtwide support services: pre-support online readiness/digital readiness (*=2)
   - OER grants and program
   - Counseling
   - Tutoring
   - Library reference
   - Proctoring
   - Supplemental instruction-help
   - More computer labs
   - Consistent feedback
   - Intro video from instructors
   - Personal laptops for students
   - Student productivity apps
   - Training for instructors
   - Regular contact

What do you believe will help students be more successful in distance education courses?

1-3 Votes	4-6 votes	7-9 votes	10-12 votes

Student Readiness Module: Assess skills in tech/time management; Follow-up by college to help fill the gaps	Cohort model	Training for faculty in good practices for DE	Rethink student services	Include online components into all classes
A "welcome to online classes" portal that will connect students with syllabi, book requirements, skill assessments/placement	Increasing peer interaction	Instructor engagement	Counseling	Archive course content enhances review of material
Preparing students realistically for online courses	Personal/individual interactions	Enhance communication	Tutoring	Access to "free technology"-computer checkouts/loans for faculty & students
Supportive interaction/encouragement/realistic expectations	Supportive interaction/encouragement/realistic expectations	Online quizzes-enables immediate feedback & corrective comments	Library reference	Student help desk for tech issues (hardware & software) ex. Geek Squad
Help to be successful in DE	Facilitate more interaction between students	Revision of writing because quick feedback loop	Proctoring	More computer labs
Online readiness program-how to; expectations; question-required or optional, incentive, # of units	Regular contact	The teacher essential for interactive environment	Supplemental instruction-help	Personal laptops for students
Districtwide support services: pre-support online readiness/digital readiness		Training for instructors		Student productivity apps
		Consistent feedback		
		Intro video from instructors		

3. **What do we need to do to offer quality distance education courses/programs within the District?**
   - Continue to discuss & train faculty to evaluate online classes/teaching
   - Standards for design (course): consistent, clear, logical, intuitive
   - Student support services
   - Requirements to teach online
   - Consistency & continuity of CMS (*=2)
   - Consistency in District Policy regarding DE
   - Instructor/staff training and support in technology & pedagogy (*=4)
   - Share sessions between DE instructors-even across Districts (for specific disciplines) (*=4)
   - More tech support for new online students (*=1)
   - Distance orientation training (onboarding through student services integrations) (*=1)
   - Send email with link for students to "areyoureadyciscourses.com" (centralized resource) (*=1)
   - Instructor training for online minimum standards on the tech side AND pedagogical side; high expectation for both students and faculty! (*=1)
   - Mentorship with $ for support (*=2)
   - Student centered to reduce competition
   - Shared resources: library, marketing
   - Hire instructional designers
   - Districtwide DE coordinator (*=10)
     - Dean position (*=1)
   - IT support dedicated for online (*=1)
   - 4CD Online college: Online campus webpage (*6)
   - Faculty technology (quality)
   - P/T tech checkout
   - $400,000 LMS D2L (*=1)
     - Professional development: pedagogy, technology support, new developments (*=7)
     - Help with compliance & supporting students with disabilities and or obstacles to access (*=6)
   - District support
   - Professional development
   - Funding

What do we need to do to offer quality distance education courses/programs within the District?

1-3 Votes	4-6 votes	7-9 votes	10-12 votes

Standards for design (course): consistent, clear, logical, intuitive	Student support services	Instructor/staff training and support in technology & pedagogy	Consistency in District Policy regarding DE	Hire instructional designers
Consistency & continuity of CMS	More tech support for new online students	Instructor training for online minimum standards on the tech side and pedagogical side; high expectations for students and faculty!	Continue to discuss & train faculty to evaluate online classes/teaching	Districtwide DE Coordinator Dean position (1 vote)
Share resources: library, marketing	Distance orientation training (onboarding through student services integrations)	Mentorship with $ for support	Requirements to teach online	IT support dedicated for online
4CD Online College: online campus webpage		Share sessions between DE instructors-even across Districts (for specific disciplines)		District support
Help with compliance & supporting students with disabilities or obstacles to access		Professional development: pedagogy, technology, support, new development		
		Professional development		
Student centered to reduce competition	Send email with link for students to areeyoureadyciscourses.com (centralized resource)			Faculty technology (quality)
				P/T tech checkout
				$400,000 LMS D2L
				Funding

4. **What support and infrastructure is needed to support student success and quality distance education offerings?**
   - Online tutoring (*=3)
   - Each college needs a DE budget to use for needs
   - Cost of books & access codes (*=4)
   - Research on closing success gap. How can we support all students?
   - Exit poll for why students drop/withdraw
   - Intervention strategies (*=2)
   - Focus/research on equality of results across demographic groups (*=5)
   - Computer labs/tech support for students
   - High quality online services: e.g. tutoring, readiness, zoom embedded in courses (*=1)
   - Instructional design support including some consistency in navigation (*=6)
   - Providing some template options for instructor use.
   - Facility for training & production (*=1)
   - Hire student beta testers to go over the course before going live (*=3)
   - Equitable student services for online students (*=2)
   - More tech support for new online students (*=1)
   - Distance orientation training (onboarding through student services integrations) (*=1)
   - Send email with link for students to "areyoureadyciscourses.com" (centralized resource) (*=1)
   - Instructor training for online minimum standards on the tech side AND pedagogical side; high expectation for both students and faculty! (*=1)
   - Mentorship with $ for support (*=2)
   - Stipends to develop online programs/classes (*=11)
   - Protection for newly offered courses: 2 semesters to prevent from being cut due to low enrollment (*=1)
   - DSS support-vetting the question, regular and consistent feedback from instruction (*1)
   - ADA-support for making classes accessible (Section 508) (*=1)
   - Technology evaluation
   - Each campus should have a point person
   - Equitable district-wide support of specific college goals (*=1)
   - DE created IT support plan
   - Target intervention strategies
   - Tech for students
   - Instructional designers-faculty at every campus (*=11)
   - More research: texture & variegated (*=1)
   - Trained support staff
   - Tech support
   - Quality online instructors (*=3)
   - Support services
   - Orientation (online & F2F option) not class related

What support and infrastructure is needed to support student success and quality distance education offerings?

1-3 Votes	4-6 votes	7-9 votes	10-12 votes

Online tutoring	Computer labs/tech support for students	Instructor training for online minimum standards on the tech side AND pedagogical side; high expectations for both students and faculty	Research on closing the success gap. How can we support all students?	Instructional design support including some consistency in navigation
High quality online services: e.g. tutoring, readiness, zoom embedded in courses	More tech support for new online students	Mentorship with $ for support	Exit poll for why students drop/withdraw	Providing some template options for instructor use
Equitable student services for online students	Tech for students	DSS support-vetting the question-regular and consistent feedback from instruction	Focus/research on equality of results across demographic groups	Facility for training & production
Distance orientation training (onboarding through student services integrations)	Trained support staff		Intervention strategies	Stipends to develop online programs/classes
Support services	Tech support		Technology evaluation	ADA support for making classes accessible (Section 508)
Orientation (online & F2F option) not class related!			Target intervention strategies	Instructional designers-faculty at every campus
			More research: textured & variegated	
Send email with link for students to areyoureadyciscourses.com (centralized resource)	Each college needs a DE budget to use for needs	Quality online instructors		Protection for newly offered courses: 2 semesters to prevent from being cut due to low enrollment
Cost of books & access codes	DE created IT support plan			Each campus should have a point person
	Equitable district-wide support of specific-college goals			Hire student beta testers to go over the course before going live

5. **If there were no limits on funding, what is your vision of what we want our distance education/online offerings to look like within the District?**

- Supplies that support learning for students and faculty: textbooks, access codes, equipment, training (*=3)
- Supplemental Instruction/T.A.s
- Access to instructional consultant-instructional designers for each college (*=6)
- More hours for CMS support & training
- Establish & maintain PACE & weekend programs at each college
- Studio for faculty to record lectures for DE courses. (*=6)
- UC/CSU interns for Team Teaching
- Tech specialists to "professionalize" the content & accessibility (*=9)
- Funding for additional training
- As many as possible (all?) courses have online version
- F2F tutoring 4 DE—traveling tutors
- Supply tech for students (comp)
- Effective evaluations of online teaching (*=2)
- Training & support
- Tech support for students
- Mentoring and team teaching model excellence in online teaching
- Department level bylaws that establish interactive standards for online teaching (*=2)
- District level pathway development of pathways
- Course search for 100% online courses
- Cohort students for online
- Pay & Time faculty to develop courses or move them online
- Production studio with staff (*=9)
- Ipads/laptops for students & faculty (*=4)
- Smart classrooms
- Student employment: TA's for online/accessibility (*=6)
- Conferences (fully-funded)
- Reduce faculty teaching load (3 classes per semester) (*=1)

- Increase salary
- Increase offerings
- Ads in California
- More data research
- Hire more "new" faculty (online)
- SIL for everyone (*=1)
- Instructional design
- Online training certified (*=2)
- Online training to offer faculty growth
- OEI
- Media lab for student & instructors: Build stuff and to solve online problems (*=4)
- Classroom update
- Designate areas for faculty support
- Fast WIFI district-wide (*=2)
- Software stipend
- Update tech: contemporary tech
- Variation in offering?
- Need online student services (counseling, FA, tutoring, assessment) (*=1)
- Current accurate degree audits
- Hybrid?
- Faculty buy-in?
- Graduated
- Infrastructure
- Single portal
- Faster
- Reassessing Faculty DE (*=1)
- Course development stipends $$ (*=3)

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If there were no limits on funding, what is your vision of what we want our distance education/online offerings to look like within the District

1-3 Votes		4-6 votes		7-9 votes		10-12 votes

Supplies that support learning for students and faculty: textbooks, access codes, equipment & **training**	Supplemental instruction/T.A.s	Access to instructional consultant-instructional designers for each college	Supplies that support learning for students and faculty: **textbooks, access codes, equipment** & training	Effective evaluations of online teaching		Smart classrooms
More hours for CMS support & training	UC/CSU interns for team teaching	Studio for faculty to record lectures for DE courses	Supply tech for students (comp)	Department level bylaws that establish interactive standards for online teaching		Classroom update
Funding for additional training	F2F tutoring 4 DE—traveling tutors	Tech specialists to "professionalize" the content & accessibility	Tech support for students	Reassessing Faculty DE		Fast WIFI district-wide
Training and support	Student employment: TAs for online/accessibility	Production studio with staff	Ipads/laptops for students and faculty	Hire more "new" faculty (online)		Update tech: contemporary tech
Mentoring and team teaching model excellence in online teaching	SIL for everyone	Instructional design	Software stipend			Infrastructure
Conference (fully-funded)		Media lab for students & instructors: build stuff and to solve problems online				Single Portal
Online training certified		Designate areas for faculty support				Faster
Online training to offer faculty growth						

Ads in California	Cohort students for online	Pay & time faculty to develop courses or move them online	Establish & maintain PACE & weekend programs at each college	More data research		Course search for 100% online courses
	Need online student services (counseling, FA, tutoring, assessment)	Reduce faculty teaching load (3 classes per semester)	As many as possible (all?) courses have online version			Current accurate degree audits
		Increase salary	District level pathway development of pathways			OEI
		Course development stipends $$	Increase offerings			
			Variation in offering?			
			Hybrid?			

ONLINE SURVEY FEEDBACK

Q1 What do you believe is the fundamental goal of offering distance education options to students?

Answered 9   Skipped 0

#	Responses	Date
1	To meet the educational needs of students in an economical and ecologically sustainable fashion	9/28/2016 1:56 PM
2	To provide increased access to courses and programs.	9/27/2016 7:56 PM
3	The goal of distance education is to offer students more flexibility in completing their educational goals	9/27/2016 2:56 PM
4	Access to an education in instances where for whatever reason the student cannot attend "live" classes	9/26/2016 5:02 PM
5	To provide educational opportunities to people who otherwise would not attend or who have difficulty attending traditional classroom courses, due to time, distance or transportation issues, work, or other responsibilities and challenges.	9/21/2016 7:58 AM
6	Increasing the type and number of students we can serve	9/20/2016 8:33 PM
7	Provide a variety of options to complete coursework, can help with accommodating various student groups students with full work schedules, students with family responsibilities, students with limited transportation, etc.	9/20/2016 6:14 PM
8	Allow students to obtain a degree without ever having to physically attend any of the campuses	9/20/2016 4:05 PM
9	offer alternatives for students who cannot attend college face to face	9/20/2016 3:55 PM

Q2 What do you believe will help students be more successful in distance education courses?

Answered 9   Skipped 0

#	Responses	Date
1	Lower success rates are a given for distance education courses. Accept it and allow increased maximum course enrollments. However, an online primer could be required for first time distance education students. My experience suggests that hybrid courses are much more successful	9/28/2016 1:56 PM
2	Setting a base line of competency for students taking online classes. to provide faculty with a base line of training competency to teach online classes.	9/27/2016 7:56 PM
3	Realizing that online courses require more hours of study and is not easier.	9/27/2016 2:56 PM
4	Course design and readiness assessment	9/26/2016 5:02 PM
5	"Facetime" or live in-person interaction, and if that is not possible, frequent "online" interaction with teachers and other students, and occasional "online" interaction with counselors and other support professionals. Also, the technology must be simple and reliable.	9/21/2016 7:58 AM
6	1. Excellent course design and instructor support—most important 2. Student support services provided virtually—tutoring, help desk, etc	9/20/2016 8:33 PM
7	This might exist already, but maybe a required pre-test or online orientation before enrolling in an online course to see if students will be prepared to take an online course.	9/20/2016 6:14 PM
8	Quality non-publisher based courses generated by experienced online faculty. Single line of technical support district-wide that solves issues in a matter of hours, not days.	9/20/2016 4:05 PM
9	Having a strong personal responsibility ethic and desire to learn independently.	9/20/2016 3:55 PM

Q3 What do we need to do to offer quality distance education courses/programs within the District?

Answered: 9   Skipped: 0

#	Responses	Date
1	Form a collaborative effort with local college districts to allow hiring dedicated administrative dean and at least three webmasters to provide 24/7 tech support.	9/28/2016 1:56 PM
2	We need to develop faculty training tools and a standard of competency for faculty teaching online. There is too much disparity between classes currently.	9/27/2016 7:56 PM
3	Train faculty on how to develop and maintain online courses.	9/27/2016 2:56 PM
4	Instructors need support with course design - not technical help such as what we have now, but course designers who are well versed in online pedagogy and facile with the LMS. Other institutions offer this type of support, but we don't.	9/26/2016 5:02 PM
5	Figure out how the faculty payment structure will work and how our LMS (Canvas) can be leveraged for this purpose.	9/21/2016 7:58 AM
6	Offer lots of trainings in best practices in DE, possibly the resources of an instructional designer or mentor for newer faculty, do course review for instructional design along with faculty evaluations.	9/20/2016 8:33 PM
7	Have a variety of courses offered across the District to provide students with different options at all three colleges.	9/20/2016 6:14 PM
8	Leadership and an understanding that even though not all faculty believe online is the right mode for them, it is the right mode for some students. Folks need to participate or at least let it happen without obstruction. This is an expansion of our offerings as a District	9/20/2016 4:05 PM
9	Hire trained teachers who know how to conduct effective distance education courses; have a online platform that is conducive to teaching and learning	9/20/2016 3:55 PM

Q4 What support and infrastructure is needed to support student success and quality distance education offerings?

Answered: 8   Skipped: 1

#	Responses	Date
1	Collaborate with current state wide efforts to standardize course management tool and tech support	9/28/2016 1:56 PM
2	The infrastructure needed to support both students and faculty is an ongoing one. The drop in labs are excellent for faculty teaching and refining online courses. Students who are taking classes online need similar resources for support on campus.	9/27/2016 2:56 PM
3	Course designers dedicated to support faculty and readiness tools for counselors and students. Instructors need individualized and group support with course design. Way too often when our classes are full students are encouraged to take the course online. This is not a reason to take a course online - online learning takes a specific skill set.	9/26/2016 5:02 PM
4	I don't know.	9/21/2016 7:58 AM
5	Most important is support for faculty to make the transition to teaching online and continuing support for faculty to create and sustain quality courses. Making sure that the time commitment is not a surprise, sharing and vetting ideas and approaches, providing training resources in a variety of modalities.	9/20/2016 8:33 PM
6	Offer more trainings for the new Canvas	9/20/2016 6:14 PM
7	There needs to be a single contact point for all student support, technical or otherwise that is properly staffed and resolves issues in short order (2 - 3hours at the most). This means we need to own our content and not rely on publisher material. The Student Support offices will need to work more efficiently and not delay students. The online offerings could be limited in scope to a few subjects to help streamline the process. There needs to be a solid support system for faculty as well to aid in development of content and to keep it fresh and relevant to students. Also the content must be accessible which I think means a bigger role for the DSPS office. They seem to have no involvement in online now. District eBook publishing would be a great offering as well. This would again streamline courses and could also cut costs to students. Perhaps online should run as it's own virtual campus within the District.	9/20/2016 4:05 PM
8	Reliable online platform that is teacher and student friendly. Professional development and network of other teachers to call upon and support for students via the internet.	9/20/2016 3:55 PM

Q5 If there were no limits on funding, what is your vision of what we want our distance education/online offerings to look like within the District?

Answered: 9 Skipped: 0

#	Responses	Date
1	Focus on IGETC by creating a robust subset that is offered year round as open entry exit without usual semester restrictions	9/28/2016 1:56 PM
2	I think it would be the 4th college within the district This kind of infrastructure would catapult the quality and breadth of online offerings. There is too much pocket repetition between the 3 colleges currently	9/27/2016 7:56 PM
3	Distance education should be the same learning experience as face-2-face classes. The interaction in my opinion, should reflect the same learning experience. It, however, requires a greater commitment from online faculty. For example, conducting face-2-face weekly online classes with focused discussions builds a community of learners.	9/27/2016 2:56 PM
4	There should be a percentage of online offerings set as a portion of our overall course offerings - a thoughtful strategy for online course offerings. There should be on-staff course designers familiar with the LMS and online pedagogy designated to support instructors in their course design. There should be a readiness instrument for students that is interactive, attractive, easy to use, and accurate in its diagnosis. Counselors, department chairs, and instructors should understand the readiness issues integral to online learning so that we are strategic in our assessment and enrollment of students in online classes. Online instructors should be compensated for time spent on course design; online instructors should also be evaluated for their effective and strategic use of online pedagogy Instructors would have a platform for sharing their courses and instructional and assessment strategies. Publishers' materials should be used thoughtfully and strategically, not as a substitute for instruction but as an instructional tool - there is a big difference.	9/26/2016 5:02 PM
5	There would be online courses available that could be completed at the students' own pace but within a defined time period, there would be courses that were taught in a classroom but delivered in real-time online, and there would be courses that were real-time classroom courses that would be recorded and students could watch the recordings on their own time within a pre-defined period of time. Penn State's "World Campus" is a good model.	9/21/2016 7:58 AM
6	Supporting course design and faculty with a permanent full-time instructional designer at each college, creating mentorship and support programs for faculty transitioning to teaching online including course release/reassigned time while they are designing an online course or converting a course to online More tools integrated into the LMS-- VoiceThread in particular has cross-disciplinary applications Lots of PD trainings and opportunities--possibly Increased funding for outside trainings from @One or OLC or others	9/20/2016 8:33 PM
7	With the move to the compressed calendar, it would be great to offer online classes, specifically transfer GE courses, across the district during a December/January Winter Intersession. Classes offered during this time period would help students who are close to transferring to fit in or take any last minute classes needed to fulfill their general education/transfer requirements	9/20/2016 6:14 PM
8	A complete online degree without ever having to attend a physical campus Throw in the previously mentioned items. Thank you!	9/20/2016 4:05 PM
9	I think your question is vague and will not illicit good responses. This is the kind of question that a good online instructor would not ask.	9/20/2016 3:55 PM

Minutes of December 14, 2016

ASSEMBLY BILL 288, COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP
AGREEMENTS, (FIRST READING)

      Consistent with Education Code Section 76004, the governing board of a community college district may enter into a College and Career Access Pathways (CCAP) Partnership Agreement with the governing board of a school district. The State Chancellor's Office legal opinion 16-02, further stipulates that "CCAP Partnership Agreements apply only to public schools."

      As mandated by law, the governing board of each district shall present the dual enrollment partnership agreement first as an informational item for a first reading and at a subsequent open public meeting, accept comments from the public and approve or disapprove the proposed agreement.

      This informational item includes the Contra Costa Community College District CCAP Partnership Agreement and an Appendix for the college that identifies college and school district-specific agreements. One CCAP Partnership Agreement is proposed. It is Los Medanos College with Pittsburg Unified School District.

CONTRA COSTA COMMUNITY COLLEGE DISTRICT
COLLEGE AND CAREER ACCESS PATHWAYS
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT
2016-2017

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Los Medanos College ("COLLEGE") a college of the Contra Costa Community College District ("4CD"), 500 Court Street, Martinez, CA 94553, and Pittsburg Unified School District ("SCHOOL DISTRICT").

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Contra Costa Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a public school district serving grades 9-12 located in Contra Costa County and within the regional service area of 4CD, unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, 4CD and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" as specified in Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor's Office, 4CD and COLLEGE;

NOW THEREFORE, 4CD, the COLLEGE and SCHOOL DISTRICT agree as follows:

1.   TERM OF AGREEMENT

1.1   The term of this CCAP Agreement shall be for one year beginning on July 1, 2016, and ending on June 30, 2017, and requires annual renewal each year by July 1, unless otherwise terminated in accordance with Section 19 of this Agreement.

Note: All referenced Sections from AB 288 (Education Code 76004)

1.2 This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)

1.3 The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)

1.4 A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department [California Department of Education] before the start of the CCAP partnership. Sec. 2 (c)(3)

2. DEFINITIONS

2.1 CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of 4CD and applicable law. Sec. 2 (a)

2.2 Consistent with AB 288, this CCAP Agreement may include "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

2.3 Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

Note: All referenced Sections from AB 288 (Education Code 76004)

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

3.1 Student Eligibility - Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" as specified Sec. 2 (a) and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." Sec. 1 (d)

3.2 Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and 4CD standards and policies.

3.3 College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and 4CD policy.

3.4 Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.

3.5 Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)

3.6 As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)

3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically,

the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.

3.8 Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

4.1 The COLLEGE will be responsible for processing student applications.

4.2 The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

4.3 The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

4.4 The SCHOOL DISTRICT and COLLEGE understand and agree that successful COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.

4.5 COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.

4.6 Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code Sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. Sec. 2 (f)(q)

5. PARTICIPATING STUDENTS

5.1 A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.

5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement

Note: All referenced Sections from AB 288 (Education Code 76004)

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will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT.

5.3 Participating students must meet all 4CD prerequisite requirements as established by the 4CD and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.

5.4 Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.

5.5 Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.

5.6 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through the SCHOOL DISTRICT. COLLEGE shall ensure that student support services, including counseling and guidance, assistance with assessment and placement, and tutoring are available to participating students at the COLLEGE. SCHOOL DISTRICT shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL DISTRICT.

5.7 Students who withdraw from courses offered as part of this CCAP Agreement will not receive COLLEGE credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COLLEGE policy.

5.8 A course dropped within the 4CD drop "without a W" deadline will not appear on the SCHOOL DISTRICT or the COLLEGE transcript.

6. CCAP AGREEMENT COURSES

6.1 A COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus within the SCHOOL DISTRICT during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)

6.2 Courses offered as part of this CCAP Agreement at the COLLEGE may not limit enrollment in the course. Sec. 2 (o)(1)

6.3 The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.

Note: All referenced Sections from AB 288 (Education Code 76004)

6.4   The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE with the approval of the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)

6.5   Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly reviewed and approved.

6.6   Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with 4CD academic standards.

6.7   Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.

6.8   Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.

6.9   Courses offered as part of this CCAP Agreement and taught by SCHOOL DISTRICT instructor are part of an approved Instructional Service Agreement as required by 4CD Business Procedure 2.02.

6.10   Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to 4CD and COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT.   In the event of a conflict between 4CD and/or COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the 4CD regulations, policies, procedures, prerequisites, and standards, shall prevail.

6.11   Site visits and instructor evaluations by one or more representatives of the COLLEGE and or 4CD shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with 4CD academic standards.

6.12   A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with 4CD and COLLEGE guidelines, policies, pertinent statutes and regulations.

6.13   Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with 4CD guidelines, policies, pertinent statutes, and regulations.

Note: All referenced Sections from AB 288 (Education Code 76004)

6.14 COLLEGE has the sole right to control and direct the instructional activities of all instructors, including those who are SCHOOL DISTRICT employees.

6.15 This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

7. INSTRUCTOR(S)

7.1 All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the 4CD.

7.2 The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)

7.3 This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)

7.4 Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.

7.5 COLLEGE and SCHOOL DISTRICT certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

7.6 Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person

Note: All referenced Sections from AB 288 (Education Code 76004)

who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.

7.7 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training shall be approved by and provided by the COLLEGE.

7.8 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited address course content, course delivery, assessment, evaluation, and/or research and development in the field.

7.9 Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of 4CD.

7.10 The COLLEGE may select instructors from SCHOOL DISTRICT personnel. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of 4CD specifically with regard to their duties as instructors.

7.11 The COLLEGE shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction, subject to approval by 4CD.

8. ASSESSMENT OF LEARNING AND CONDUCT

8.1 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.

8.2 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.

8.3 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.

Note: All referenced Sections from AB 288 (Education Code 76004)

8.4 Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

9.1 The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with 4CD policies and standards. Sec. 2 (c)(2)

9.2 The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)

9.3 The COLLEGE will provide SCHOOL DISTRICT personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with 4CD policy and COLLEGE procedures and academic standards.

9.4 The SCHOOL DISTRICT shall provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students and other related services as deemed necessary.

9.5 The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.

9.6 This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1)(A-D)

- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)

Note: All referenced Sections from AB 288 (Education Code 76004)

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- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)

- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)

- The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

10. APPORTIONMENT

10.1 4CD shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.

10.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)

10.3 4CD shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)

10.4 The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)

11. CERTIFICATIONS

11.1 The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.

11.2 4CD certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

11.3 The SCHOOL DISTRICT agrees and acknowledges that 4CD will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.

Note: All referenced Sections from AB 288 (Education Code 76004)

11.4 This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)

11.5 This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)

11.6 This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)

11.7 The COLLEGE certifies that:

- A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)

- A community college course that is oversubscribed of has a waiting list shall not be offered or included in this Agreement. Sec. 2 (k)(2)

- The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)

11.8 This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

12. PROGRAM IMPROVEMENT

12.1 The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

13. RECORDS

13.1 Permanent records of student attendance, grades and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. Permanent records of

Note: All referenced Sections from AB 288 (Education Code 76004)

student enrollment, grades and achievement for COLLEGE students shall be maintained by COLLEGE.

13.2 Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. REIMBURSEMENT

14.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

15. FACILITIES

15.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to 4CD or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

15.2 The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.

15.3 The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

16. INDEMNIFICATION

16.1 The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and 4CD and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.

16.2 The 4CD agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators,

Note: All referenced Sections from AB 288 (Education Code 76004)

independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of 4CD and COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the 4CD and COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

17. INSURANCE

17.1 The SCHOOL DISTRICT, in order to protect the 4CD, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS ($1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS ($100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE and 4CD, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE and to 4CD.

17.2 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COLLEGE and 4CD, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this Agreement. SCHOOL DISTRICT is not responsible for non-School District personnel who may serve as instructors or students who are not affiliated with the SCHOOL DISTRICT.

18. NON-DISCRIMINATION

18.1 Neither the SCHOOL DISTRICT nor the COLLEGE and 4CD shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

Note: All referenced Sections from AB 288 (Education Code 76004)
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19.   TERMINATION

19.1   Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

20.   NOTICES

20.1   Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

COLLEGE
Los Medanos College
2700 E. Leland Rd.
Pittsburg, CA 94565
Attn: Dr. Robert Kratochvil, President

4CD
Contra Costa Community College District
500 Court St.
Martinez, CA 94553
Attn: David Wetmore, Director of Purchasing

SCHOOL DISTRICT
Pittsburg Unified School District
200 Railroad Avenue
Pittsburg, CA 94565
Attn: Dr. Janet Schulze, Superintendent

21.   INTEGRATION

21.1   This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement. All agreements or representations, express or implied, oral or written, of the Parties with regard to the subject matter hereof are incorporated into this Agreement.

22.   MODIFICATION AND AMENDMENT

22.1   No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

Note: All referenced Sections from AB 288 (Education Code 76004)

23. GOVERNING LAWS

23.1 This agreement shall be interpreted according to the laws of the State of California.

24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

24.1 For locations outside the geographical boundaries of 4CD, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

25. SEVERABILITY

25.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

26.1 This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on December 14, 2016

By: _____   By:_____

Dr. Janet Schulze   Dr. Robert Kratochvil
Superintendent   President
Antioch Unified School District   Los Medanos College

By:_____

David Wetmore, Director of Purchasing
Contra Costa Community College District

Note: All referenced Sections from AB 288 (Education Code 76004)
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APPENDIX

COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Los Medanos College ("COLLEGE") a college of the Contra Costa Community College District (4CD), 500 Court Street, Martinez, CA 94553 and Pittsburg Unified School District (SCHOOL DISTRICT.") and

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and *Sec. 2 (c)(1)*

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and *Sec. 2 (c)(1)*

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; *Sec. 2 (k)(3)*

NOW THEREFORE, 4CD, the COLLEGE and SCHOOL DISTRICT agree as follows:

1. **CCAP AGREEMENT**

    a. COLLEGE and SCHOOL DISTRICT shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. *Sec. 2 (b)*

    b. COLLEGE shall file this CCAP Agreement with the office of the Chancellor of the California community colleges prior to the start of the partnership. *Sec. 2 (c)(2)*

    c. COLLEGE and SCHOOL DISTRICT shall review and establish new or amended CCAP Agreements annually on or before March 1, 2017 and follow the protocols set forth in (a) and (b) of this section.

Note: All referenced Sections from AB 288 (Education Code 76004)

d. 4CD, COLLEGE and SCHOOL DISTRICT point of contact: *Sec. 2 (c)(2)*

LOCATION	NAME	TELEPHONE	EMAIL
4CD:	Sally Montemayor Lenz, Ed.D.	925-229-6826	sally@4cd.edu
College:	Kevin Horan, Ed.D.	925-473-7401	khoran@losmedanos.edu
School District:	Anthony Molina	925.473.2300	amolina@pittsburg.k12.ca.us

2. STUDENT SELECTION

a. SCHOOL DISTRICT shall certify that all participating students meet the minimum school day reporting requirements as specified in California Education Code 46114 and 41146. In all circumstances the COLLEGE shall claim allowable FTES for the enrollment of high school students in a CCAP Agreement community college course.

b. SCHOOL DISTRICT shall select students consistent with the intent of AB 288 to include: high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness" *Sec. 2 (a)* and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate." *Sec. 1 (d)*

c. COLLEGE and SCHOOL DISTRICT shall certify that participating students will have a signed parental consent form on file with the COLLEGE. *Preamble and Sec. 2 (c)(1)*

d. COLLEGE and SCHOOL DISTRICT shall certify that participating students may enroll in up to a maximum of 15 unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. *Sec. 2 (p)(1-3)*

3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

a. COLLEGE is responsible for all educational program(s) and course(s) and offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

Note: All referenced Sections from AB 288 (Education Code 76004)

4. **CCAP AGREEMENT PROGRAM YEAR FALL 2016** - college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR: 2016-2017_____COLLEGE: Los Medanos College

EDUCATIONAL PROGRAM: Matriculation/Student Success_____SCHOOL DISTRICT: Pittsburg Unified School District_____
_____HIGH SCHOOL: Pittsburg High School _____

TOTAL NUMBER OF STUDENTS TO BE SERVED: 120	TOTAL PROJECTED FTES: 10

COURSE NAME	COURSE NUMBER	TERM	TIME	DAYS/ HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
1. Career Development	032	Fall	3:00-4:20	Mon/Tues	Roniqua Cook-Greene	■ CC ☐ HS	CC ■ HS
2. College Orientation	030	Spring	2-3 pm	Tuesday	TBD	■ CC ☐ HS	☐ CC ■ HS
3. Career Development	032	Spring	2-3 pm	Thursday	TBD	■ CC ☐ HS	☐ CC ■ HS
4. Drama	016	Spring	2-3 pm	Mon/Wed/Friday	Nick Garcia	■ CC ☐ HS	☐ CC ■ HS

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered *(Sec. 2 (c)(1):*

Senior students will be recruited for this program based on a targeted GPA of 2.0 – 2.8 and priority will be given to first generation college students. Vulnerability for attending college post-high school graduation should also be considered. The program is not designed for students who may not graduate from high school, nor is it designed for highly motivated students who have a clear trajectory towards a 4-year university or college. Rather, it is designed for students who are uncertain about attending college or are lacking the skills to successfully complete the requirements to successfully enroll at LMC.

121416-1126

5. BOOKS AND INSTRUCTIONAL MATERIALS - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
1. Career Development	Taking Charge of your Career Direction, Robert D Lock, 2005, 5th edition	$151.35		
2.				
3.				

121416-1127

6. MANDATED ANNUAL STATE REPORTING

a.   COLLEGE and SCHOOL DISTRICT shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.

b.   COLLEGE and SCHOOL DISTRICT shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and reconciled on or before _____ and shall be reported annually in compliance with all applicable state and federal privacy laws. The 4CD shall annually report the student data to the office of the Chancellor of the California Community Colleges. *Sec. 2 (t) (1)(A)*

c.   COLLEGE and SCHOOL DISTRICT shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. *Sec. 2 (t) (1)(B)*

d.   COLLEGE and SCHOOL DISTRICT shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. *Sec. 2 (t)(1)(C)*

e.   COLLEGE and SCHOOL DISTRICT shall report the annual total number of full-time equivalent students generated by this CCAP Agreement. *Sec. 2 (t)(1)(D)*

f.   COLLEGE and SCHOOL DISTRICT shall ensure that the point of contact for each site establish protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

7. CCAP AGREEMENT DATA MATCH AND REPORTING

a.   COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.

b.   COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

8. PRIVACY OF STUDENT RECORDS

a.   COLLEGE and SCHOOL DISTRICT understand an agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior

Note: All referenced Sections from AB 288 (Education Code 76004)   **20** | P a g e

written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

b. Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)

c. Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.

d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R.§ 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

9. FACILITIES USE

a. COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.

b. COLLEGE, as part of Section 15.3 of this CCAP Agreement, shall extend access and use of the following COLLEGE facilities:

BUILDING	CLASSROOM	DAYS	HOURS
Pittsburg High School- spring	G205 and G208 (lab)	Mon/Tues	3:00-4:20
Pittsburg High School- fall	G205 and G208 (lab)	Mon/Tues/Wed/Th/Fri	2:00-3:00 pm

10. INSURANCE

a. The 4CD, in order to protect the SCHOOL DISTRICT, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement, shall secure and maintain in force during the entire term of this agreement, insurance coverage

Note: All referenced Sections from AB 288 (Education Code 76004)   21 | P a g e

or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS ($1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS ($100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the SCHOOL DISTRICT, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the SCHOOL DISTRICT.

b. For the purpose of Workers' Compensation, COLLEGE and 4CD shall be the "primary employer" for all its personnel who perform services as instructors and support staff. COLLEGE and/or 4CD shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE AND 4CD agree to hold harmless, indemnify, and defend SCHOOL DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE and/or 4CD personnel connected with providing services under this Agreement. COLLEGE and 4CD are not responsible for non-COLLEGE and/or non-4CD personnel who may serve as instructors or students who are not affiliated with the COLLEGE and/or 4CD.

REPORT ON GRANTS FOR 2015-16

The attached Schedule of Districtwide Grants for 2015-16 was presented to the Board for information.

Net changes in entitlement funds from 2014-15 to 2015-16 are summarized in the table below. Of particular note on this annual report is the continued funding increase provided for the Student Success and Support Program as well as the Student Equity Program. Funding for Student Success and Support Program increased from $1.8M in 2013-14 to $5.6M in 2015-16 and funding for Student Equity Program increased from $1.4M in 2014-15 to $3.1M in 2015-16. Advanced apportionment schedules for 2016-17 indicate further increases for the Student Success and Support Program. Both programs aim to enhance access to California community colleges and promote program completion.

In addition, the Chancellor's Office has provided increased funding for the Physical Plant and Instructional Support Program. Colleges are strategically using these dollars to fund plant improvements as well as funding new and replacement instructional equipment.

Districtwide Change in State and Federal Entitlements
from Fiscal Year 2014-15 to 2015-16

	2014-15	2015/16	Incr/(Decr)
AB602 Board Financial Aid Program	1,066,559	1,145,356	78,797
Basic Skills Initiative	270,000	278,943	8,943
California Work Opportunity	649,636	627,972	(21,664)
& Responsibility to Kids (CalWORKs)			-
Cooperative Agencies Resources for Education (CARE)	245,478	410,595	165,117
CTE Transitions	129,807	135,357	5,550
Perkins IV, I-C	1,075,626	967,777	(107,849)
Disabled Student Programs & Services (DSPS)	3,118,660	3,163,516	44,856
Extended Opportunity Programs & Services (EOPS)	2,219,351	3,007,849	788,498
Federal College Work Study	481,223	522,377	41,154
Instructional Equipment & Library	119,322	1,505,784	1,386,462
Student Success - Credit	4,131,684	5,644,747	1,513,063
Student Success - Non-Credit	2,542	-	(2,542)
Student Equity	1,390,323	3,136,341	1,746,018
Staff Diversity	11,136	11,136	-
Temporary Assistance for Needy Families (TANF)	158,495	144,991	(13,504)
Total	15,069,842	20,702,741	5,632,899

The District has actively pursued competitive grants to augment and enhance the colleges' programs and services. It is important to note that competitive grants may be funded over multiple years or the granting agency may permit unexpended funds to be expended in a subsequent year. The table below summarizes the net year-over-year changes to annual grant funding. Staff will be available at the Governing Board meeting to address any questions.

Annual Grant Funding

	2011-12	2012-13	2013-14	2014-15	2015-16
CCC	$ 4,245,460	$ 3,818,157	$ 4,042,047	$ 3,106,411	$ 3,114,768
DVC	2,582,974	3,654,952	3,233,043	4,058,595	3,650,144
LMC	2,492,670	2,368,157	3,227,211	2,931,736	2,349,239
DO	-	1,919,173	1,193,336	2,164,884	815,000
Competitive Grants	$ 9,321,104	$ 11,760,439	$ 11,695,637	$ 12,261,626	$ 9,929,151
CCC	2,652,088	2,623,394	3,171,386	4,001,876	5,180,096
DVC	3,685,944	3,643,945	4,464,907	6,915,128	9,066,272
LMC	2,505,964	2,436,091	3,075,104	4,145,266	6,448,803
DO	12,196	12,196	7,934	7,572	7,570
Entitlement Grants	$ 8,856,192	$ 8,715,626	$ 10,719,331	$ 15,069,842	$ 20,702,741
Grand Total	$ 18,177,296	$ 20,476,065	$ 22,414,968	$ 27,331,468	$ 30,631,892

Annual Grant Expenditures[1]

	2011-12	2012-13	2013-14	2014-15	2015-16
CCC	$ 3,737,560	$ 3,828,952	$ 4,326,368	$ 2,711,103	$ 3,008,297
DVC	2,924,153	3,176,835	3,699,173	4,284,029	3,703,399
LMC	2,011,242	2,498,034	3,004,529	2,993,174	2,896,095
DO	992,198	687,365	2,259,359	2,655,314	2,353,510
Competitive Grants	$ 9,665,153	$ 10,191,186	$ 13,289,429	$ 12,643,620	$ 11,961,300
CCC	2,741,443	2,650,113	3,072,912	4,013,124	4,685,296
DVC	3,659,419	3,632,571	4,288,603	6,025,198	8,637,344
LMC	2,915,071	2,572,242	3,041,268	4,198,874	5,701,112
DO	7,673	254,883	58,902	4,270	37,965
Entitlement Grants	$ 9,323,606	$ 9,109,809	$ 10,461,685	$ 14,241,466	$ 19,061,717
Grand Total	$ 18,988,759	$ 19,300,995	$ 23,751,114	$ 26,885,086	$ 31,023,018

[1]Includes carryover funds spent in that fiscal year.

CONTRA COSTA COMMUNITY COLLEGE DISTRICT
SCHEDULE OF DISTRICTWIDE GRANTS
For the Fiscal Year 2015-16

							FISCAL YEAR INFORMATION			CURRENT YEAR ACTIVITY		
		GRANT INFORMATION									Carryover Remaining Grant Amount (overspent)	Carryover To Subsequent Period
Name of Grant	Type	Purpose	Beginning Date	Ending Date	Entire Grant Authorized	Current Fiscal Year Grant Amount	Carryover Amount	Fiscal Year Entitlement	Expenses			
COMPETITIVE GRANTS												
District Office												
AB 86 Adult Education	State	Workforce Development	03/05/2014	12/31/2015	399,683		97,861	97,861	87,342		10,519	-
CA Apprenticeship Initiative	State	Workforce Development	01/21/2016	02/28/2018	815,000	815,000		815,000	27,994		787,006	787,006
Career Advancement Academy (CAA IV)	State	Workforce Development	02/01/2014	06/30/2016	525,000		237,392	237,392	237,392		-	-
CTE Pathways SB 1070 (2014-15)	State	Workforce Development	01/01/2015	06/30/2017	1,639,884		1,530,413	1,530,413	660,259		870,154	870,154
TAACCCT	Fed	Workforce Development	10/01/2012	09/30/2016	4,566,417		-	1,708,385	1,708,385	1,340,523	367,862	367,862
Subtotal Competitive Grants - DO					7,945,984	815,000	3,574,051	4,389,051	2,353,510		2,035,541	2,025,022
Contra Costa College												
AB 86 Adult Education	State	Workforce Development	03/05/2014	12/31/2015	11,400		3,731	3,731	27		3,704	-
AB 104 Adult Education (2015-16)	State	Workforce Development	07/01/2015	06/30/2017	248,907	47,959	-	47,959	1,673		46,286	46,286
CA Apprenticeship Initiative	State	Workforce Development	01/21/2016	02/28/2018	60,000	60,000	-	60,000			60,000	60,000
CA Endowment	Other	Workforce Development	02/15/2016	02/14/2018	210,000	210,000	-	210,000	1,378		208,622	208,622
Career Advancement Academy (CAA IV)	State	Workforce Development	02/01/2014	02/28/2018	103,013	28,013	75,000	103,013	103,013		-	-
CCCLLI (CA Community College Linked Learning Initiative)	Other	Career Guidance	07/01/2012	06/30/2016	400,000		112,747	112,747	112,747		-	-
CCPT II	State	Workforce Development	07/01/2015	06/30/2019	440,795	217,234	-	217,234	252		216,982	216,982
CCPT - Intermediary	State	Workforce Development	07/01/2014	06/30/2018	91,318	91,318	-	91,318	7,364		83,954	83,954
CCPT - Peralta (CA Career Pathways Trust)	State	Workforce Development	07/01/2014	06/30/2018	620,961	217,336	279,511	496,847	117,766		379,081	379,081
Child Development Training Consortium	State	Child Development	09/01/2016	06/30/2016	15,000	15,000	-	15,000	8,265		6,735	-
CSEC (Commercial Sexual Exploitation of Children)	State	Foster Care	07/01/2015	06/30/2016	3,750	3,750	-	3,750	3,750		-	-
CTE Enhancement	State	Workforce Development	01/01/2015	08/31/2016	320,233	43,073	277,160	320,233	296,170		24,063	24,063
CTE Pathways SB 1070 (2014-15)	State	Workforce Development	01/01/2015	06/30/2017	9,250		9,250	9,250	5,321		3,929	3,929
EDC Partnership	Other	Workforce Development	07/01/2015	06/30/2017	45,000	45,000	-	45,000	-		45,000	45,000
Enrollment Growth and Retention for RN Programs	State	Nursing	07/01/2015	06/30/2016	186,587	186,587	-	186,587	186,587		-	-
First 5	Other	Child Development	07/01/2015	06/30/2016	295,002	295,002	-	295,002	295,002		-	-
Foster and Kinship Care Training	State	Foster Care	07/01/2015	06/30/2016	97,362	97,362	-	97,362	97,362		-	-
Foster Pride Training	Other	Foster Care	07/01/2015	06/30/2016	10,800	10,800	-	10,800	10,800		-	-
Foster Relative Training (Heritage)	Other	Foster Care	07/01/2015	06/30/2016	30,400	30,400	-	30,400	30,400		-	-
Gateway to College (Gateway Alternative HS Program)	Other	Child Development	07/01/2015	06/30/2016	653,420	653,420	-	653,420	653,420		-	-
MCHS SciMath	State	Middle College HS-Math Sci	07/01/2015	06/30/2016	99,000	99,000	-	99,000	99,000		-	-
Music Events	Other	Music Showcase	07/01/2015	06/30/2016	45,000		27,820	27,820	15,533		12,287	12,287
Psychosocial Grant	Other	Social Service	07/01/2015	06/30/2016	27,000	27,000	-	27,000	27,000		-	-
Puente Project Mentor	Other	Student Support	07/01/2015	06/30/2016	1,500	1,500	2,596	4,096	-		4,096	4,096
TAACCCT	Fed	Workforce Development	10/01/2012	09/30/2016	800,000		123,069	123,069	123,069		-	-
Title III - HSI	Fed	Student Support/Enrichment	10/01/2011	09/30/2016	3,666,886	735,014	613,047	1,348,061	714,406		633,655	633,655
USDA NIFA	Fed	Student Support/Enrichment	09/01/2012	08/31/2016	295,000	-	149,474	149,474	97,992		51,482	51,482
Subtotal Competitive Grants - CCC					8,787,584	3,114,768	1,673,405	4,788,173	3,008,297		1,779,876	1,769,437
Diablo Valley College												
AB 86 Adult Education	State	Workforce Development	03/05/2014	12/31/2015	17,100		9,300	9,300	2,451		6,849	-
AB 104 Adult Education (2015-16)	State	Workforce Development	07/01/2015	06/30/2017	239,639	27,489	-	27,489	-		27,489	27,489
CA Apprenticeship Initiative	State	Workforce Development	01/21/2016	02/28/2018	60,000	60,000	-	60,000	-		60,000	60,000
Career Advancement Academy (CAA IV)	State	Workforce Development	02/01/2014	06/30/2016	75,000		5,498	5,498	5,498		-	-
Carnegie Statway	Other	Instructional Support	04/01/2012	06/30/2016	17,000		7,463	7,463	60		7,403	7,403
CCPT II	State	Workforce Development	07/01/2015	06/30/2019	440,795	217,234	-	217,234	-		217,234	217,234
CCPT - CCCOE	State	Workforce Development	07/01/2014	06/30/2019	381,000	133,350	170,611	303,961	168,833		135,128	135,128
Child Development Training Consortium	State	Child Development	07/01/2015	06/30/2016	7,500	7,500		7,500	7,500		-	-
Chevron Industrial Pathways	Other	Career Guidance	07/01/2015	06/30/2016	203,160	22,900	79,844	102,744	16,798		85,947	85,947
CSEC (Commercial Sexual Exploitation of Children)	State	Foster Care	07/01/2015	06/30/2016	3,750	3,750	-	3,750	3,750		-	-
CSUEB Bachelor's Plus Early Pathways	Other	Workforce Development	07/01/2015	06/30/2016	5,880		522	522	522		-	-
CTE Enhancement	State	Workforce Development	01/01/2015	08/31/2016	390,833	47,146	159,265	206,411	206,411		-	-
Distance Ed CLSD (Carryover)	Other	Distance Education	07/01/2007	06/30/2016	16,198		11,283	11,283			11,283	11,28
COMPETITIVE GRANTS - Continued											-	

CONTRA COSTA COMMUNITY COLLEGE DISTRICT
SCHEDULE OF DISTRICTWIDE GRANTS
For the Fiscal Year 2015-16

Name of Grant	Type	Purpose	Beginning Date	Ending Date	Entire Grant Authorized	Current Fiscal Year Grant Amount	Carryover Amount	Fiscal Year Entitlement	Expenses	Carryover Remaining Grant Amount (overspent)	Carryover To Subsequent Period
Diablo Valley College - COMPETITIVE GRANTS - Continued										-	
Energy Efficiency	State	Workforce Development	10/01/2014	09/30/2016	52,500	11,250	34,343	45,593	37,265	8,328	8,328
First 5	Other	Child Development	07/01/2015	06/30/2016	295,002	295,002		295,002	290,474	4,528	-
Foster and Kinship Care Training	State	Foster Care	07/01/2015	06/30/2016	175,288	175,288		175,288	173,935	1,353	-
Foster Relative Training (Heritage)	Other	Foster Care	07/01/2015	06/30/2016	32,400	32,400		32,400	32,400	-	-
NSF Chem Wiki II	Fed	Online Textbook Development	10/01/2015	09/30/2017	86,026	86,026		86,026	23,673	62,353	62,353
NSF DMAF (Digital Modeling, Analysis and Fabrication)	Fed	Workforce Development	05/01/2013	04/30/2017	871,580	273,231	116,407	389,638	282,354	107,284	107,284
[1] Puente Project	State	Student Support	07/01/2015	06/30/2016	1,183,000	1,183,000		1,183,000	1,144,580	38,420	38,420
Puente Project Mentor	Other	Student Support	07/01/2015	06/30/2016	3,000	3,000		3,000	3,000	-	-
TAACCCT	Fed	Workforce Development	10/01/2012	09/30/2016	1,500,000		262,511	262,511	236,037	26,474	-
TRIO Scholarships I	Other	Student Support/Enrichment	01/01/2015	03/31/2017	293,657	90,000	124,348	214,348	104,029	110,319	110,319
TRIO Scholarships II	Other	Student Support/Enrichment	01/01/2014	03/31/2016	202,795		118,517	118,517	118,517	-	-
Talent Search	Fed	Support for 1st-yr College Student	09/01/2011	08/31/2016	1,492,350	301,625	89,869	391,494	330,999	60,495	60,495
TCLTP (Transit Career Ladders Training Program)	Fed	Workforce Development	05/01/2016	01/31/2018	161,000	161,000	-	161,000	3,837	157,163	157,163
Upward Bound	Fed	Student Support	09/01/2012	08/31/2017	1,210,858	250,000	94,293	344,293	253,875	90,418	90,418
Workability III	State	Rehabilitation	07/01/2013	06/30/2016	806,859	268,953	-	268,953	256,602	12,351	-
Subtotal Competitive Grants - DVC					**10,224,168**	**3,650,144**	**1,284,074**	**4,934,218**	**3,703,399**	**1,230,819**	**1,179,264**
Los Medanos College											
AB 86 Adult Education	State	Workforce Development	03/05/2014	12/31/2015	14,250		9,205	9,205	148	9,057	-
AB 104 Adult Education (2015-16)	State	Workforce Development	07/01/2015	06/30/2017	125,652	11,354	-	11,354		11,354	11,354
ACE Cabrillo College (Carryover)	Other	Special Cohorts	07/01/2015	06/30/2016	29,701		4,096	4,096		4,096	4,096
AVID Grant	Other	Special Cohorts	07/01/2015	06/30/2016	87,869		8,246	8,246	1,437	6,809	6,809
CA Apprenticeship Initiative	State	Workforce Development	01/21/2016	02/28/2018	60,000	60,000	-	60,000		60,000	60,000
Career Advancement Academy (CAA IV)	State	Workforce Development	02/01/2014	06/30/2016	75,000		13,208	13,208	13,208	-	-
CCAMPIS (Childcare Access Means Parents In School)	Fed	Childcare Services	10/01/2013	09/30/2017	401,236	100,309	66,869	167,178	132,498	34,680	34,680
CCCLLI (CA Community College Linked Learning Initiative)	Other	Workforce Development	05/01/2013	06/30/2016	75,000		62,561	62,561	15,751	46,810	46,810
CCPT II	State	Workforce Development	07/01/2015	06/30/2019	440,795	217,234	-	217,234	439	216,795	216,795
CCPT - CCCOE	State	Workforce Development	07/01/2014	06/30/2019	381,000	133,350	190,500	323,850	58,573	265,277	265,277
Child Development Training Consortium (Includes carryover)	State	Child Development	09/01/2015	06/30/2016	23,800	23,800	1,411	25,211	8,906	16,306	16,306
CSEC (Commercial Sexual Exploitation of Children)	State	Foster Care	07/01/2015	06/30/2016	3,750	3,750	-	3,750	3,750	-	-
CTE Enhancement	State	Workforce Development	01/01/2015	08/31/2016	237,588	43,073	190,442	233,515	231,697	1,818	1,818
Early Childhood Mentor Program	Other	Child Development	08/01/2015	07/31/2016	8,502	8,502		8,502	6,435	2,067	-
Enrollment Growth and Retention for Registered Nursing	State	Nursing	07/01/2015	06/30/2016	146,687	146,687		146,687	146,687	-	-
EXITO (Creating a Robust & Effective Transfer Pipeline)	Fed	Student Support	10/01/2010	09/30/2016	3,118,853		396,311	396,311	320,855	75,455	75,455
First 5	Other	Child Development	07/01/2015	06/30/2016	295,002	295,002		295,002	276,274	18,728	-
Foster and Kinship Care Training	State	Foster Care	07/01/2015	06/30/2016	189,030	189,030		189,030	189,030	-	-
Foster Relative Training (Heritage)	Other	Foster Care	07/01/2015	06/30/2016	37,800	37,800		37,800	37,800	-	-
HSI STEM	Fed	Math & Sci Recruitmt &Success	09/01/2011	09/30/2016	3,991,775	748,765	407,467	1,156,232	862,999	293,233	293,233
Math Path (Carryover)	Other	Special Cohorts	07/01/2012	06/30/2015	9,030		4,206	4,206	992	3,214	3,214
MESA	State	Special Cohorts	07/01/2014	06/30/2015	50,500	50,500		50,500	50,500	-	-
NSF STEM for ECE	Fed	Child Development	01/01/2015	08/31/2016	55,313	55,313		55,313	34,672	20,641	20,641
NSF STEM Scholars	Fed	Math & Sci Recruitmt &Success	09/01/2013	08/31/2018	625,611		508,611	508,611	99,598	409,013	409,013
Puente Project Mentor (Includes Carryover)	Other	Student Support	07/01/2013	06/30/2016	4,500	1,500	2,368	3,868	1,235	2,633	2,633
SODA Foundation (Carryover)	Other	Vocational Education	01/03/2011	06/30/2015	213,113	11,400	24,114	35,514	14,413	21,101	21,101
TAACCCT	Fed	Workforce Development	10/01/2012	09/30/2016	1,200,000		301,972	301,972	301,972	-	-
TCLTP (Transit Career Ladders Training Program)	Fed	Workforce Development	05/01/2016	01/31/2018	161,000	161,000		161,000	42,101	118,899	118,899
Welding - CTE Enhancement	State	Workforce Development	01/01/2015	06/30/2016	50,870	50,870	-	50,870	44,123	6,747	-
Subtotal Competitive Grants - LMC					**12,113,227**	**2,349,239**	**2,191,587**	**4,540,826**	**2,896,095**	**1,644,733**	**1,608,134**
Subtotal Districtwide Competitive Grants					**39,070,963**	**9,929,151**	**8,723,117**	**18,652,268**	**11,961,300**	**6,690,968**	**6,581,856**

121416-1134

CONTRA COSTA COMMUNITY COLLEGE DISTRICT
SCHEDULE OF DISTRICTWIDE GRANTS
For the Fiscal Year 2015-16

Name of Grant	Type	Purpose	Beginning Date	Ending Date	Entire Grant Authorized	Current Fiscal Year Grant Amount	Carryover Amount	Fiscal Year Entitlement	Expenses	Carryover Remaining Grant Amount (overspent)	Carryover To Subsequent Period
ENTITLEMENT GRANTS											
District Office											
Instructional Equipment	State	Instructional Equipment	07/01/2015	06/30/2016	34,515		34,515	34,515	34,515	-	-
Staff Diversity (Includes Carryover)	State	Staff Development	07/01/2015	06/30/2016	7,572	7,570	32,830	40,400	3,450	36,950	36,950
Subtotal Entitlements - DO					42,087	7,570	67,345	74,915	37,965	36,950	36,950
											-
Contra Costa College											
AB602 Board Fin Aid Staffing	State	Student Support	07/01/2015	06/30/2016	283,984	283,984		283,984	283,984	-	-
Basic Skills Initiative	State	Student Support	07/01/2015	06/30/2016	90,000	90,000	49,181	139,181	66,924	72,257	72,257
CalWorks	State	Child Development	07/01/2015	06/30/2016	216,206	216,206		216,206	202,071	14,135	-
CARE (Cooperative Agencies Resources for Education)	State	Student Welfare Support	07/01/2015	06/30/2016	166,616	166,616		166,616	146,881	19,735	-
CTE Transitions	Fed	Student Support	07/01/2015	06/30/2016	45,119	45,119		45,119	45,119	-	-
DSPS (Disabled Student Programs & Services)	State	Student Support	07/01/2015	06/30/2016	729,457	729,457		729,457	729,457	-	-
EOPS (Extended Opportunity Programs and Services)	State	Student Welfare Support	07/01/2015	06/30/2016	1,082,800	1,082,800		1,082,800	1,082,800	-	-
Federal College Work Study	Fed	Financial Aid	07/01/2015	06/30/2016	139,242	139,242		139,242	139,242	-	-
Instructional Equipment (Includes Carryover)	State	Instructional Equipment	07/01/2014	06/30/2014	387,774	387,774		387,774	188,480	199,294	199,294
Student Success and Support Program (Carryover)	State	Student Success	07/01/2014	12/31/2015	838,618		74,105	74,105	74,105	-	-
Student Success and Support Program	State	Student Success	07/01/2015	12/31/2016	1,049,947	1,049,947		1,049,947	996,617	53,330	53,330
Student Success - Non-Credit (Carryover)	State	Student Success	07/01/2014	12/31/2015	2,542		1,697	1,697	1,697	-	-
Student Equity (Carryover)	State	Student Success	07/01/2014	12/31/2015	278,065		6,553	6,553	6,553	-	-
Student Equity	State	Student Success	07/01/2015	12/31/2016	715,861	715,861		715,861	449,392	266,469	266,469
Perkins IV, Title 1-C	Fed	Vocational Education	07/01/2015	06/30/2016	222,072	222,072		222,072	222,072	-	-
Staff Diversity (Includes Carryover)	State	Staff Development	07/01/2015	06/30/2016	1,115	1,115	32,433	33,548		33,548	33,548
TANF (CalWorks)	Fed	Child Development	07/01/2015	06/30/2016	49,903	49,903	-	49,903	49,903	-	-
Subtotal Entitlements - CCC					6,299,321	5,180,096	163,968	5,344,064	4,685,296	658,768	624,898
Diablo Valley College											
AB602 Board Fin Aid Staffing	State	Student Support	07/01/2015	06/30/2016	517,878	517,878	-	517,878	517,878	-	-
Basic Skills Initiative	State	Student Support	07/01/2015	06/30/2016	98,943	98,943	90,000	188,943	100,330	88,613	88,613
CalWorks	State	Child Development	07/01/2015	06/30/2016	183,669	183,669	-	183,669	183,669	-	-
CARE (Cooperative Agencies Resources for Education)	State	Student Welfare Support	07/01/2015	06/30/2016	120,418	120,418	-	120,418	120,068	350	-
CTE Transitions	Fed	Vocational Education	07/01/2015	06/30/2016	45,119	45,119	-	45,119	45,119	-	-
DSPS (Carryover)	State	Student Support	07/01/2014	06/30/2015	1,526,009		114,843	114,843	114,843	-	-
DSPS (Disabled Students Programs & Services)	State	Student Support	07/01/2015	06/30/2016	1,572,484	1,572,484	-	1,572,484	1,559,923	12,561	12,561
EOPS (Extended Opportunity Programs and Services)	State	Student Welfare Support	07/01/2015	06/30/2016	1,059,197	1,059,197	-	1,059,197	1,059,197	-	-
Federal College Work Study	Fed	Financial Aid	07/01/2014	06/30/2016	300,025	213,981	-	213,981	213,981	-	-
Instructional Equipment	State	Instructional Equipment	07/01/2014	06/30/2015	516,824	430,780	86,044	516,824	516,823	-	-
Student Success and Support Program (Carryover)	State	Student Success	07/01/2014	12/31/2015	2,248,991		872,063	872,063	872,063	-	-
Student Success and Support Program	State	Student Success	07/01/2015	12/31/2016	2,758,362	2,758,362		2,758,362	1,603,335	1,155,027	1,155,027
Student Equity (Carryover)	State	Student Success	07/01/2014	12/31/2015	736,871		326,322	326,322	326,322	-	-
Student Equity	State	Student Success	07/01/2015	12/31/2016	1,562,350	1,562,350	-	1,562,350	901,210	661,140	661,140
Perkins IV, Title 1-C	Fed	Vocational Education	07/01/2015	06/30/2016	459,304	459,304	-	459,304	459,304	-	-
Staff Diversity (Includes Carryover)	State	Staff Development	07/01/2015	06/30/2016	1,336	1,336	9,721	11,057	2,508	8,549	8,549
TANF (CalWorks)	Fed	Child Development	07/01/2015	06/30/2016	42,451	42,451	-	42,451	40,771	1,680	-
Subtotal Entitlements - DVC					13,750,231	9,066,272	1,498,992	10,565,264	8,637,344	1,927,920	1,925,890
Los Medanos College											
AB602 Board Fin Aid Staffing	State	Student Support	07/01/2015	06/30/2016	343,494	343,494		343,494	343,494	-	-
Basic Skills Initiative	State	Student Support	07/01/2015	06/30/2016	174,515	90,000	84,515	174,515	96,188	78,326	78,326
CalWorks	State	Student Welfare Support	07/01/2015	06/30/2016	228,097	228,097		228,097	227,359	738	-
CARE (Cooperative Agencies Resources for Education)	State	Student Welfare Support	07/01/2015	06/30/2016	123,561	123,561		123,561	120,715	2,846	-
CTE Transitions	Fed	Student Support	07/01/2015	06/30/2016	45,119	45,119		45,119	32,379	12,740	-
ENTITLEMENT GRANTS - Continued											-

Name of Grant	Type	Purpose	Beginning Date	Ending Date	Entire Grant Authorized	Current Fiscal Year Grant Amount	Carryover Amount	Fiscal Year Entitlement	Expenses	Carryover Remaining Grant Amount (overspent)	Carryover To Subsequent Period
Los Medanos College - ENTITLEMENT GRANTS - Continued										-	
DSPS (Disabled Student Programs & Services)	State	Student Support	07/01/2015	06/30/2016	861,575	861,575		861,575	861,575	-	-
EOPS (Extended Opportunity Programs and Services)	State	Student Support	07/01/2015	06/30/2016	865,852	865,852		865,852	864,948	904	-
Federal College Work Study	Fed	Financial Aid	07/01/2015	06/30/2016	169,154	169,154		169,154	169,154	-	-
Instructional Equipment	State	Instructional Equipment	07/01/2014	06/30/2016	687,230	687,230		687,230	193,126	494,104	494,104
Student Success and Support Program	State	Student Success	07/01/2015	12/31/2016	1,836,438	1,836,438		1,836,438	1,829,199	7,239	7,239
Student Equity (Carryover)	State	Student Success	07/01/2014	12/31/2015	375,387	-	261,534	261,534	261,534	-	-
Student Equity	State	Student Success	07/01/2015	12/31/2016	858,130	858,130	-	858,130	372,179	485,951	485,951
Perkins IV, Title 1-C	Fed	Vocational Education	07/01/2015	06/30/2016	286,401	286,401		286,401	276,624	9,777	-
Staff Diversity (Includes Carryover)	State	Staff Development	07/01/2015	06/30/2016	1,115	1,115	6,677	7,792	-	7,792	7,792
TANF (CalWorks)	Fed	Child Development	07/01/2015	06/30/2016	52,637	52,637	-	52,637	52,639	(2)	-
Subtotal Entitlements - LMC					6,908,705	6,448,803	352,726	6,801,529	5,701,112	1,100,415	1,073,412
Subtotal Districtwide Entitlements					27,000,344	20,702,741	2,083,032	22,785,772	19,061,717	3,724,053	3,661,150
TOTAL DISTRICTWIDE GRANTS (COMPETITIVE & ENTITLEMENTS)					66,071,307	30,631,892	10,806,149	41,438,041	31,023,018	10,415,021	10,243,006

121416-1136

CONTRA COSTA COMMUNITY COLLEGE DISTRICT
SCHEDULE OF DISTRICTWIDE GRANTS
For the Fiscal Year 2015-16

Name of Grant	Type	Purpose	Beginning Date	Ending Date	Entire Grant Authorized	Current Fiscal Year Grant Amount	Carryover Amount	Fiscal Year Entitlement	Expenses	Carryover Remaining Grant Amount (overspent)	Carryover To Subsequent Period
		GRANT INFORMATION				**FISCAL YEAR INFORMATION**			**CURRENT YEAR ACTIVITY**		
Subtotal Competitive Grants - CCC					8,787,584	3,114,768	1,673,405	4,788,173	3,008,297	1,779,876	1,769,437
Subtotal Entitlements - CCC					6,299,321	5,180,096	163,968	5,344,064	4,685,296	658,768	624,898
TOTAL GRANTS CCC					15,086,905	8,294,864	1,837,373	10,132,237	7,693,593	2,438,644	2,394,335
Subtotal Competitive Grants - DVC					10,224,168	3,650,144	1,284,074	4,934,218	3,703,399	1,230,819	1,179,264
Subtotal Entitlements - DVC					13,750,231	9,066,272	1,498,992	10,565,264	8,637,344	1,927,920	1,925,890
TOTAL GRANTS DVC					23,974,399	12,716,416	2,783,067	15,499,483	12,340,743	3,158,739	3,105,154
Subtotal Competitive Grants - LMC					12,113,227	2,349,239	2,191,587	4,540,826	2,896,095	1,644,733	1,608,134
Subtotal Entitlements - LMC					6,908,705	6,448,803	352,726	6,801,529	5,701,112	1,100,415	1,073,412
TOTAL GRANTS LMC					19,021,932	8,798,042	2,544,313	11,342,355	8,597,207	2,745,148	2,681,546
Subtotal Competitive Grants - DO					7,945,984	815,000	3,574,051	4,389,051	2,353,510	2,035,541	2,025,022
Subtotal Entitlements - DO					42,087	7,570	67,345	74,915	37,965	36,950	36,950
TOTAL GRANTS DO					7,988,071	822,570	3,641,396	4,463,966	2,391,475	2,072,491	2,061,972
TOTAL GRANTS DISTRICTWIDE					66,071,307	30,631,892	10,806,149	41,438,041	31,023,018	10,415,021	10,243,006
[1] Pass through funds less amount retained by District for admin costs ($38,420)						(1,144,580)					
Net grant funding for 2015-16						29,487,312					
2014-15 total grant funding						27,331,468					
Pass through funds less amount retained by District for admin costs ($43,017)						(1,294,370)					
Net grant funding for 2014-15						26,037,098					

Funding Types	
State	CCCCO / CA Dept of Ed
Fed	Federal
Other	Local/Private/Misc

121416-1137

GLOSSARY OF TERMS
GRANTS

AB 86 Adult Education
A workforce development grant for adult education planning.

AB 104 Adult Education
A workforce development grant to set forth improvements and enhancements to services provided to adult learners.

AB 602 Board Financial Aid Staffing
A state grant to provide increased Financial Aid staffing and enhanced Financial Aid services and capacity.

Academy of College Excellence (ACE)
A grant to provide programs for underprepared students.

Advancement Via Individual Determination (AVID)
A grant to provide funds to help students transfer to a four year institution.

Basic Skills Initiative
A state entitlement grant to maximize the utilization of the system's basic skills courses.

California Apprenticeship Initiative
A workforce development grant to implement an innovative apprenticeship model and to deliver apprenticeships across diverse occupational pathways.

California Career Pathways Trust (CCPT)
A workforce development grant to build support and transitions to help students move in a direct path from secondary to post-secondary enrollment.

California Community College Linked Learning Initiative (CCCLLI)
A grant to strengthen the links between high schools and California community colleges to support successful transition from secondary to post-secondary education.

California Endowment
A grant to support health care bridge programs to increase access, equity and opportunity for high school and college-level students in West Contra Costa County.

California Math and Science Partnership
A cooperative grant with Pittsburg Unified School District (PUSD) to have District faculty assist the PUSD with its math curriculum.

California State University East Bay (CSUEB) Bachelor's Plus Early Pathways (BPEP)
A grant to assist students majoring in liberal studies.

California Work Opportunity and Responsibility to Kids (CalWORKS)
A state entitlement grant for the purpose of assisting welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency through coordinated student services.

Camille and Henry Dreyfus Foundation
A grant dedicated to advance the science of chemistry, chemical engineering and related sciences.

Career Advancement Academy (CAA)
A workforce development grant to provide career technical education (CTE) training for undereducated and underemployed young adults.

Cooperative Agencies Resources for Education (CARE)
A state entitlement grant that is a component of Extended Opportunity Programs and Services (EOPS) to support welfare recipient students that are head of household with young children.

Carnegie Statway
A grant to provide instructional support for the Pathway Instructional System focused on statistics, data analysis, and causal reasoning.

Career Technical Education (CTE) Community Collaborative Projects
A state grant to provide CTE opportunities for middle schools and high schools and to provide linkages to California community colleges and other public schools.

CTE Enhancement
A state grant to develop, enhance, retool, and expand quality CTE offerings that respond to labor market needs.

CTE Pathways SB 1070
A state grant to align CTE pathways between high schools and California community colleges.

CTE Transitions
A federal entitlement grant to help CTE students transition from high school to California community colleges.

CTE Workforce Innovation Partnerships
A state grant to assist in developing projects aligned with economic and workforce development (EWD) priority areas.

Chevron Industrial Pathways
A grant to provide career guidance support for CTE students.

Childcare Access Means Parents in School (CCAMPIS)
A federal grant to establish campus based childcare programs for low-income students.

Child Development Training Consortium
A state grant to provide resources to professionals that work with children.

Commercial Sexual Exploitation of Children (CSEC) Awareness and Identification
A grant provided by California Department of Social Services to provide awareness and identification training to target groups.

Disabled Student Programs and Services (DSPS)
A state entitlement grant to provide support services to students with disabilities.

Distance Ed CLSD
A grant for live or closed captioning of content applicable to the campus' distance learning efforts.

Early Childhood Mentor Program
A grant to provide resources to professionals serving children birth to five years old.

Economic Development Corporation (EDC) Partnership
A grant to provide financial assistance to San Pablo residents who are enrolled in career technical education programs.

Energy Efficiency
A state grant for program improvements in the areas of commercial construction and energy efficiency.

Enrollment Growth and Retention for RN Programs
A state grant to improve nursing programs.

Extended Opportunity Programs and Services (EOPS)
A state entitlement grant to encourage the enrollment, retention and transfer of economic and educational disadvantaged students.

Federal College Work Study
A federal grant to provide funds for part-time employment to help needy students to finance the costs of postsecondary education.

First 5
A grant to design programs that address the needs of children 0 to 5 and their families.

Foster and Kinship Care Training
A state grant to provide education to out-of-home caregivers of foster children.

Foster Pride Training
A grant to provide resources and education to foster parents.

Foster Relative Training (Heritage)
A grant to provide resources and education to foster parents of foster children 0 to 5.

Gateway to College
A grant to help young adults complete high school diploma requirements.

Hispanic Serving Institutions (HSI) Science, Technology, Engineering and Math (STEM)
A federal grant to increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics and to develop model transfer and articulation agreements between two-year and four-year institutions in such fields.

HSI - EXITO
A federal grant to increase transfer services and transfer rates to four year colleges and universities for Hispanic and other low-income students.

HSI – Title III
A federal grant to increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics and to develop model transfer and articulation agreements between two-year and four-year institutions in such fields.

Information Communication Technology
State grant to provide NetLab training for faculty.

Instructional Equipment
A state entitlement grant to purchase instructional equipment.

Metropolitan Transportation Commission (MTC) – Bay Area Regional Prosperity Plan (BARPP)
Supplement funding for the TAACCCT program.

Middle College High School (MCHS) SciMath
A state grant to reduce high school drop-out rates and enable at-risk students to obtain a quality high school education.

Math Path
A grant to provide an accelerated math pathway for students.

Mathematics, Engineering, Science Achievement (MESA)
A state grant to serve financially and educationally disadvantaged students seeking majors in MESA fields.

Music Events
A Lesher Foundation grant for Children's Concert Series support.
National Science Foundation (NSF) Chem Wiki
A federal grant to set up an open access, free chemistry textbook environment where the information is constantly re-written by students and faculty.

NSF Digital Modeling, Analysis and Fabrication (DMAF)
A federal grant to create DMAF lab and develop curriculum.

NSF STEM for Early Childhood Education (ECE)
A grant to fund a pilot course teaching science and math concepts to children under the age of five.

NSF STEM Scholars
A federal grant to provide scholarships for students who are majoring in one of the STEM fields.

NSF Transforming Undergrad Education in Science (TUES)
A federal grant to improve the quality of STEM education for all students.

Perkins IV, Title 1-C
A federal entitlement grant to build connection between secondary and post-

secondary education and to develop high quality CTE in California.

Psychosocial
A grant to provide a Psychosocial Rehabilitation certificate program.

Puente Project
A grant to improve transfer rates of underserved student populations.

Puente Project Mentor
A grant to establish mentoring relationships between students and professionals from certain industries.

San Francisco Foundation – Bay Area Workforce Funding Collaborative (BAWFC)
Supplemental funding for the TAACCCT program.

Staff Diversity
A state grant to support staff development in diversity.

State Pre-School
A pass through grant to Contra Costa County to provide high quality early education services to children and their families within the county.

Statement of Demonstrated Ability (SODA)
A grant to enhance services to low income students.

Student Equity
A state entitlement grant to increase access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students.

Student Success and Support Program
A state entitlement grant to enhance access to California community colleges and to promote and sustain efforts of students to be successful.

Talent Search
A federal grant to assist individuals from disadvantaged backgrounds in academics, career development and financial counseling.

Telecom and Technology Infrastructure (TTIP)
A state entitlement grant to provide system wide technical innovations and support.

Temporary Assistance for Needy Families (TANF)
A federal entitlement grant to provide cash aid grants to CalWORKS students.

Trade Adjustment Assistance Community College and Career Training (TAACCCT)
A federal department of labor (DOL) grant to provide training programs for unemployed workers.

Transit Career Ladders Training Program (TCLTP)
A grant to provide technical training classes from outreach to completion and certification.

TRIO Scholarships
A grant to provide scholarships for students in the Talent Search and Upward Bound programs.

United States Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA)
A federal grant to increase Hispanic and underrepresented students pursuing food and agriculture related bioscience careers.

Upward Bound
A federal grant to provide support to participants in their college entrance preparations.

Workability III
A state grant to provide career guidance and related services for students with disabilities.

ABX 1 26 SUCCESSOR OVERSIGHT BOARD MEMBER REPLACEMENT NOMINEE

This item was presented to the Board for discussion and determination of member replacement nominees to the successor Oversight Board. The Board recommended that the following replacement names be sent to the State Chancellor's Office as nominees for appointment, beginning December 15, 2016.

Redevelopment Agency	Proposed Community College Representative	Current Representative
City of Danville	Gary Walker-Roberts	John T. Nejedly
City of San Ramon	Eugene Huff	John T. Nejedly

The listing of the District's city redevelopment agencies, with current appointed representatives, is attached as back-up.

APPOINTED FOR SUCCESSOR OVERSIGHT BOARDS
AS OF DECEMBER 14, 2016

Redevelopment Agency	Appointed Community College Representative
DVC Project Area:	
City of Clayton	Jonah Nicholas
City of Concord	Ray Pyle
City of Danville	John Nejedly
City of Lafayette	Richard Whitmore
City of Pleasant Hill	Tim Farley
City of San Ramon	John Nejedly
City of Walnut Creek	Vicki Gordon
LMC Project Area:	
City of Antioch	Robert Kratochvil
City of Brentwood	Kevin Horan
City of Oakley	Robert Kratochvil
City of Pittsburg	Robert Calone
Contra Costa County	Greg Enholm
CCC Project Area:	
City of El Cerrito	Lizeht Zepeda
City of Hercules	Vicki Gordon
City of Pinole	John Márquez
City of Richmond	John Márquez
City of San Pablo	Mariles Magalong
Contra Costa County	Greg Enholm

NEW COURSE OFFERINGS

Listed below are the community college courses which have been approved by the College Curriculum/Instruction Committee, the college president, and the chancellor.

COURSE – CREDIT	UNITS	APPROVED PROGRAM(S)	REASON FOR ADDITION
CONTRA COSTA COLLEGE			
ADJUS-163C (Security Guard Certification - Firearms Course)	1	Administration of Justice	Unit Change
ART-224 (Painting: Intermediate I)	3	Art	Unit Change
ART-225 (Painting: Intermediate II)	3	Art	Unit Change
ART-232 (Digital Art: Intermediate I)	3	Art	Unit Change
ART-233 (Digital Art: Intermediate II)	3	Art	Unit Change
ART-235 (Hot Metals Jewelry: Intermediate I)	3	Art	Unit Change
ART-236 (Hot Metals Jewelry: Intermediate II)	3	Art	Unit/Title Change
ART-240 (Sculpture: Intermediate I)	3	Art	Unit Change
ART-274 (Drawing and Composition: Intermediate I)	3	Art	Unit Change
COMSC-011 (Systems and Network Administration)	3	Computer Science	Unit Change
COMSC-012 (Introduction to Information Systems Security)	3	Computer Science	Unit Change
EMED-205 (Paramedic Field Internship)	10 – 15	Emergency Medical Technician	New Course
HED-110 (Introduction to Public Health)	3	Health Education	New Course

COURSE – CREDIT	UNITS	APPROVED PROGRAM(S)	REASON FOR ADDITION
CONTRA COSTA COLLEGE (cont'd)			
PE-280 (Academic Planning for Student Athletes)	1	Physical Education	Credit Status Change
PHILO-101 (Introduction to Philosophy)	3	Philosophy	New Course
SPAN-110 (Conversational Spanish I)	3	Spanish	Change in Prior Transfer Level
SPAN-111 (Conversational Spanish II)	3	Spanish	Change in Prior Transfer Level
LOS MEDANOS COLLEGE			
ART-003 (Art Studio Practice)	3	Art	New Course
ENGL-210 (Introduction to Latino Literature and Its Latin American Roots)	3	English	New Course
ENGL-211 (Introduction to Chicano Literature)	3	English	New Course
MUSIC-058 (Musical Theater: Orchestra I)	1	Music	New Course
MUSIC-068 (Musical Theater: Vocal I)	1	Music	New Course
PE-008B (Intermediate Weight Training)	1	Physical Education	New Course
PE-014B (Intermediate Volleyball)	1	Physical Education	New Course
PE-026B (Intermediate Soccer)	1	Physical Education	New Course
PE-046B (Intermediate Basketball)	1	Physical Education	New Course
PHIL-120 (Introduction to Ethics)	1	Philosophy	New Course

COURSE – CREDIT	UNITS	APPROVED PROGRAM(S)	REASON FOR ADDITION

LOS MEDANOS COLLEGE (cont'd)

PHIL-130 (History of Ancient Philosophy)	1	Philosophy	New Course
PHIL-132 (History of Modern Philosophy)	1	Philosophy	New Course
PHIL-140 (Philosophy of Religion)	1	Philosophy	New Course
PHIL-150 (Philosophy through Film and Literature)	1	Philosophy	New Course

RESIGNATIONS, RETIREMENTS, 39-MONTH REEMPLOYMENT AND/OR LEAVES OF ABSENCE

The following resignations were accepted:

Name	Payroll Title	Location	Hire Date	Effective End of Day	Years of Service
Baskind, Tamar	English Professor	DVC	08-16-06	12-16-16	10
Jennings, Eva	Senior Academic/Student Services Manager	DST	03-04-13	12-06-16	3
Steinecke, Joy	College Human Resources Assistant	CCC	05-08-12	12-02-16	4
Watanuki, Anita	Fiscal Operations Specialist	DST	07-01-11	11-16-16	5

Ms. Gordon acknowledged the retirement of Ms. Goodin. Mr. Márquez and Interim DVC President Ted Wieden acknowledged the retirement of Ms. McRoberts. The following retirements were accepted:

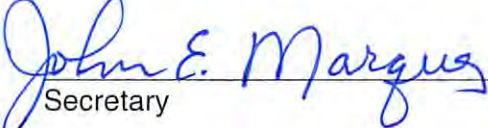|					
Chan, Tom	Lead Custodian	DVC	08-08-88	12-30-16	28
Goodin, Ruth	Senior Foundation Director	LMC	08-27-01	03-11-17	15
McRoberts, Catherine	Senior Office Assistant	DVC	04-11-94	12-30-16	22
Collazo, Monserrate	Mathematics Professor	DVC	08-17-89	12-16-16	27

REPORTS – COLLEGE PRESIDENTS, GOVERNING BOARD AND CHANCELLOR

On behalf of the college presidents, Dr. Robert Kratochvil, LMC President, wished the Board much happiness over the holidays. He also encouraged everyone to be safe. Mr. Huff congratulated Mr. Enholm and Ms. Gordon on their reelections to the Board. He also congratulated Mr. Walker-Roberts on his provisional appointment.

ADJOURNMENT

There being no further business to come before the Governing Board, Ms. Gordon adjourned the meeting in memory of John Carhart, retired LMC president and chancellor; Adele Hanson, retired CCC family life education specialist; William Sims, former CCC student; Cierra Ford, former CCC student; Grant Cottam, retired DVC Construction Technology and Apprenticeship Program professor; Ronald Lopes, retired CCC professor; and Christie Schwandt, retired DVC Senior Account Clerk at 10:13 p.m. The next regular meeting of the Governing Board will be held at the George R. Gordon Education Center on Wednesday, January 25, 2017, at 6:00 p.m.

Respectfully submitted,

John E. Marquez
Secretary

HB:pk