

## Meeting of the Board of Trustees April 27, 2020

## CALL TO ORDER: 5:00 P.M.

In an effort to control the spread of COVID-19, this meeting will not be physically open to the public. All members of the public may participate in the meeting via Zoom Videoconference. Upon entry into the meeting; all computers and telephones except for the Board of Trustees shall be muted. The April 27, 2020 Board Meeting will be conducted telephonically.

The closed session and regular session meeting will consist of two locations. The South Orange County Community College District Board of Trustees will participate via teleconference pursuant to Executive Order N-29-20 and N-35-20 issued by Governor Newsom on March 12 and March 21, 2020 respectively.

In compliance with the Executive Order, Board Members, interested parties, and members of the public will be able to call or sign-in to the meeting at 5 p.m. on Monday, April 27, 2020.

**Primary Location:** Saddleback College, Health Sciences/District Offices Building, Chancellor's Conference Room, HS 324, 28000 Marguerite Parkway, Mission Viejo, CA 92692.

**Teleconferencing Location:** via Zoom Videoconferencing at

https://socccd.zoom.us/j/97491383142?pwd=THJ2aEtHZHpUNEUybU12YUFOSDNjUT09

#### Meeting ID 974-9138-3142, Meeting Password: 442288

This agenda is available on the SOCCCD website at <a href="https://www.socccd.edu">www.socccd.edu</a>

Consistent with the provisions of the Executive Order N-29-20 and N-35-20, the above-noticed meeting of the Board of Trustees shall take place as follows:

- 1. Members of the Board of Trustees may participate remotely via Zoom Videoconferencing. If members choose to participate remotely, their locations will not be noticed nor will public access be available at their locations.
- Members of the public may participate via Zoom Videoconferencing using the link above or by calling in to the meeting at (877) 853-5247 (Toll Free) or (888) 788-0099 (Toll Free) Meeting ID: 974-9138-3142, Password: 442288

3. Members of the public wishing to comment on an agenda item or another topic within the jurisdiction of the Board of Trustees will be given the opportunity to ask questions by submitting public comments via email to the Board of Trustees Liaison, Grace Garcia, at: <a href="mailto:ggarcia@socccd.edu">ggarcia@soccd.edu</a>. All public comments will be accepted via email. Submissions must be received prior to the posted start time of the meeting. Please include in the subject line of the email: COMMENTS FOR THE MEETING OF APRIL 27, 2020. Please indicate if you are addressing a specific agenda item, or are making "Public Comment." Submissions will be read aloud at the meeting and must comply with the 2 minute time limit.

## American with Disabilities Act (ADA)

It is the policy of the SOCCCD to fully comply with the requirements of the Americans with Disabilities Act. Consistent with that policy, the facilities where this event will be held are wheelchair accessible. Upon request, this announcement and the agenda or program for the event and any related materials, will be provided in alternative formats (such as large print, braille or accessible electronic text). If you need such materials or other disability accommodations (such as a translator) or more information, please contact the Office of the Chancellor at (949) 582-4840 at least 48 hours before the scheduled event.

## 1.0 PROCEDURAL MATTERS

- 1.1 Call to Order
- 1.2 Roll Call Establishment of Quorum

Trustee T.J. Prendergast, Board President

Trustee Tim Jemal, Vice President

Trustee James Wright, Clerk of the Board

Trustee Barbara Jay, Member

Trustee David Lang, Member

Trustee Marcia Milchiker, Member

Trustee Terri Whitt Rydell, Member

Student Trustee Martha Uriarte

#### 1.3 Public Comments

Members of the public may address the Board on items listed to be discussed in closed session. If you wish to address the board on a closed session item, please submit your request prior to the start of closed session. Speakers are limited to two minutes each.

## RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

- 1.3 Public Employee Employment, Evaluation of Performance, Discipline, Dismissal, Release (Government Code Section 54957 and 594954.5)
  - A. Public Employee Discipline, Dismissal, Release (Government Code

Section 54957(b).)

- 1.4 Conference with Labor Negotiators (Government Code Section 54957.6)
  - A. Faculty Association (FA)

Agency Designated Negotiator: Dr. Cindy Vyskocil, Acting President - IVC

- B. Classified School Employees Association (CSEA)
   Agency Designated Negotiator: Kim Widdes, Acting Vice Chancellor HR
- C. Police Officers Association (POA)

Agency Designated Negotiator: Dr. Cindy Vyskocil, Acting President - IVC

- 1.5 Conference with Legal Counsel (Government Code Section 54956.9)
  - A. Anticipated Litigation (Government Code Section 54956.9(d)(2).) Significant exposure to litigation: 2 potential cases
    - 1. Claim number 583008 Mitchell Khong
    - 2. Claim number 556881 Marc Levinson
  - B. Existing Litigation (Government Code Section 54956.9 (d)(1).)1 case

### **RECONVENE OPEN SESSION: 6:30 P.M.**

#### 2.0 PROCEDURAL MATTERS

- 2.1 Actions Taken in Closed Session
- 2.2 Invocation

Led by Trustee Trustee Barbara Jay

2.3 Pledge of Allegiance

Led by Trustee Tim Jemal

#### 2.4 **Public Comments**

Members of the public may address the Board on any item on the agenda at this time or during consideration of the item. Items not on the agenda that are within the subject matter jurisdiction of the Board may also be addressed at this time. If you wish to address the board, please submit your request prior to the beginning of open session. Speakers are limited to two minutes each.

#### 3.0 REPORTS

- 3.1 Oral Reports: **Speakers are limited to two minutes each.** 
  - A. Student Trustee
  - B. Associated Student Government Reports
  - C. Board Request(s) for Reports

## 4.0 DISCUSSION ITEMS

## 4.1 **SOCCCD: District-wide Strategic Plan**

The presentation will highlight the collaborative planning process, data analysis used to create the Environmental Scan 2019, and the development of the new District-wide Strategic Plan 2020-2025. The Strategic Plan is being submitted for approval under Agenda Item 6.1.

#### 4.2 SOCCCD: Basic Aid Allocation Recommendation FY 2020-2021

A presentation on the basic aid allocation recommendations for FY 2020-2021 will be made to the Board of Trustees this evening. The Basic Aid Allocation Recommendation FY 2020-2021 is being submitted for approval under Agenda Item 6.2.

#### 4.3 **SOCCCD: Sustainability Plan Report**

Representatives from District Services and college staff will present and update on the progress towards achieving the Sustainability Goals set by the Board of Trustees.

#### 5.0 CONSENT CALENDAR ITEMS

All matters on the consent calendar are routine items and are to be approved in one motion unless a Board member requests separate action on a specific item, and states the compelling reason for separate action.

## 5.1 **SOCCCD: Board of Trustees Meeting Minutes**

Approve minutes of a Regular Meeting held on March 23, 2020.

#### 5.2 **SOCCCD: Resolutions**

- 1. Martha Uriarte, Student Trustee
- 2. Emily Quinlan, Professor of the Year, Saddleback College
- 3. Rebecca Leonardo, Associate Professor of the Year, Saddleback College
- 4. Marcela Duran DeMehranfard, Emeritus Professor of the Year, Saddleback College
- 5. Leonard Lamp, Professor of the Year, Irvine Valley College
- 6. Gail Schwartz, Associate Professor of the Year, Irvine Valley College
- 7. Jackie Ovadia, Emeritus Professor of the Year, Irvine Valley College
- 8. Classified Employee Week, May 17-23, 2020

## 5.3 Irvine Valley College: Curriculum Revisions for the 2020-2021 Academic Year

Approve curriculum revisions as recommended by the Curriculum Committee in consultation with the Academic Senate for the 2020-2021 academic year, pursuant to Title 5, Section 53200 et seq.

## 5.4 Saddleback College: New, Revised, and Deleted Curriculum for the 2020-21 and 2021-22 Academic Years

Approve the proposed curriculum changes for the 2020-21 academic year at

Saddleback College and the proposed curriculum changes for the 2021-22 academic year.

## 5.5 SOCCCD: Saddleback College and Irvine Valley College, Notices of Completion, Various Projects

Authorize filing the Notices of Completion for the Central Plant Floor Epoxy project at Saddleback College to Specialty Flooring, Inc., for a contract total of \$89,000, for the Access Control & Security Systems and Hardware project #P19651 at Irvine Valley College to Blue Violet Networks, LLC, for a contract total of \$233,505.46 and for the Performing Arts Center Main Theater Audio Visual Improvements project at Irvine Valley College to EIDIM AV Technology, with a contract total of \$292,086.77.

5.6 SOCCCD: Ratification for Declaration of an Emergency Situation Regarding a Fire in the BSTIC Building at Irvine Valley College, Castlerock Environmental, Inc.

Ratify the declaration of an emergency situation regarding a fire in the BSTIC building at Irvine Valley College and ratify the contract with Castlerock Environmental, Inc. in the amount of \$93,475 for necessary repairs.

- 5.7 **SOCCCD: 2021-2022 Academic Calendar**Accept for review and study the proposed Academic Calendar for 2021-2022.
- 5.8 SOCCCD: Regional Strong Workforce Program Participation Agreement for FY 2019-2020 between Rancho Santiago Community College District and SOCCCD

Approve the Regional Strong Workforce Program Participation Agreement in the amount of \$144,800, extend the Master Agreement term to December 31, 2021, and authorize the Vice Chancellor of Business Services or designee to execute the agreement.

5.9 SOCCCD: Master Subscription Agreement and Order Form for Contract Management Software, Jaggaer, LLC.

Approve the Master Subscription Agreement and Order Form with Jaggaer, LLC for contract management software from May 22, 2020 to May 21, 2025 in the amount of \$256,880.

- 5.10 SOCCD: Declare Miscellaneous Furniture and Equipment as Surplus Approve the sale or disposal of surplus property and authorize the Executive Director of Procurement, Central Services and Risk Management to hire a private auction firm to conduct the auction, and/or donate, recycle or dispose of items.
- 5.11 SOCCCD: Declare Personal Protective Equipment (PPE), Cleaning, Disinfecting and Miscellaneous Supplies as Surplus for Donation
  Ratify the declaration of Personal Protective Equipment (PPE), cleaning, disinfecting and miscellaneous supplies as surplus for donation in response to the COVID-19 pandemic.

## 5.12 SOCCCD: Transfer of Budget Appropriations: Adopt Resolution No. 20-11 to Approve FY 2019-2020 Budget Transfers

Adopt Resolution No. 20-11 to approve the transfer of budget appropriation as listed.

## 5.13 SOCCCD: Budget Amendment: Adopt Resolution No. 20-09 to Amend FY 2019-2020 Adopted Budget

Adopt Resolution No. 20-09 to amend the FY 2019-2020 Adopted Budget as listed.

## 5.14 **SOCCCD:** February – April 2020 Change Orders/Amendments

Ratify the change orders and amendments as listed.

#### 5.15 **SOCCCD: Purchase Orders and Checks**

Ratify the purchase orders and checks as listed.

#### 5.16 **SOCCCD: Contracts**

Ratify contracts as listed.

#### 6.0 GENERAL ACTION ITEMS

#### 6.1 **SOCCCD: District-wide Strategic Plan**

The presentation will highlight the collaborative planning process, data analysis used to create the Environmental Scan 2019, and the development of the new District-wide Strategic Plan 2020-2025.

#### 6.2 SOCCCD: Basic Aid Allocation Recommendation FY 2020-2021

Approve the basic aid funding allocations for 2020-2021 in the amount of \$95,745,695 which will be included in the 2020-2021 Tentative Budget, along with the \$4,300,000 allocation made during 2019-2020 for the Saddleback College ATEP 1st Building project.

#### 6.3 **SOCCCD: OCSBA Board of Directors Interest Form**

Approve possible trustee nomination(s) for transmittal to OCSBA.

## 6.4 SOCCCD: Irvine Valley College B100 Exterior Improvements Project, Award of Bid No. 372, Thomco Construction, Inc.

Approve award of Bid No. 372, B100 Exterior Improvements Project, and approve the agreement with Thomco Construction, Inc., in the amount of \$730,179, and authorize the Vice Chancellor of Business Services or designee, to execute the agreement.

## 6.5 SOCCCD: Coronavirus Aid, Relief, and Economic Security (CARES) Act, Higher Education Stimulus Allocations Recipient's Funding Certification and Agreement

Ratify the emergency financial aid grant funds allocation of \$4,390,957 and authorize the Vice Chancellor of Business Services, or designee, to complete

the application, execute agreements, and accept the remaining institutional purposes funding of \$4,390,956 from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Higher Education Stimulus.

## 6.6 SOCCCD: Assessment of Good Standing for the Foundations and ATEP Facilities Corporation

Affirm that the ATEP Facilities Corporation, the Irvine Valley College Foundation, the Saddleback College Foundation and the Foundation for the South Orange County Community College District remain in good standing.

## 6.7 SOCCCD: Academic Employee and Classified Administrator Personnel Actions – Regular Items

Ratify New Personnel Appointments, Additional Compensation: General Fund, Additional Compensation: Categorical/Non-General Fund, Change of Status, Authorization to Establish and Announce Positions, Reorganization/Reclassification, Resignation/ Retirement/Conclusion of Employment.

- 6.8 SOCCCD: Faculty Conversion to Canvas One Time Stipends Ratify Additional Compensation: Canvas Convesion-General Fund.
- 6.9 SOCCCD: Classified Personnel Actions Regular Items
  Ratify New Personnel Appointments, Authorization to Establish and Announce
  Classified Positions, Reorganization/Reclassification, Authorization to Increase/
  Decrease Hours Per Week and/or Months Per Year for Classified Positions,
  Classified Bilingual Stipend, Additional Compensation, Out of Class
  Assignments for Positions that are Temporarily Available Due to Leaves of
  Absence, etc., Resignation/Retirement/Conclusion of Employment.
- 6.10 SOCCCD: Non-Bargaining Unit Personnel Action Regular Items Ratify New Personnel Appointments, Volunteers.
- 6.11 SOCCCD: SOCCCD Faculty Association (FA) Memorandum of Understanding for Novel Coronavirus (COVID-19)

  Approve Memorandum of Understanding with FA.
- 6.12 SOCCCD: SOCCCD California School Employees Association (CSEA) Memorandum of Understanding for Novel Coronavirus (COVID-19)

  Approve Memorandum of Understanding with CSEA.
- 6.13 SOCCCD: SOCCCD Police Officers Association (POA) Side Letter of Agreement for Novel Coronavirus (COVID-19)

  Approve Side Letter of Agreement with POA.
- 6.14 **SOCCCD: Sabbatical Leave Revision**Approve Revision of Sabbatical Leaves previously approved by the Board.

#### 6.15 **SOCCCD: Sabbatical Leave Rescindment**

Approve Rescindment of Sabbatical Leave previously approved by the Board.

## 7.0 REPORTS

## 7.1 SOCCCD: Staff Response to Public Comments from Previous Board Meeting

None

#### 7.2 SOCCCD: Facilities Plan Status Report

Status of current construction projects.

#### 7.3 **SOCCCD: Monthly Financial Status Report**

The reports display the adopted budget, revised budget and transactions through March 31, 2020.

#### 7.4 SOCCCD: Retiree (OPEB) Trust Fund.

Report for period ending February 29, 2020.

#### 7.5 **SOCCCD: Basic Aid Report**

Report for period ending March 31, 2020.

### 7.6 **SOCCCD: Quarterly Financial Status Report**

Report for period ending March 31, 2020.

## 8.0 REPORTS FROM ADMINISTRATION AND GOVERNANCE GROUPS

Reports by the following individuals and groups may be written and submitted through the docket process prior to distribution of the Board agenda packet. Speakers are limited to two minutes each.

- A. Saddleback College Academic Senate
- B. Irvine Valley College Academic Senate
- C. Faculty Association
- D. Irvine Valley College Classified Senate
- E. Saddleback College Classified Senate
- F. California School Employees Association
- G. Police Officers Association

## 9.0 ADDITIONAL ITEMS

**ADJOURNMENT** (or continuation of closed session if required): 9:00 P.M.

#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DATE: 4/27/20

4.1

ITEM:

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD Environmental Scan 2019 and the District-wide Strategic

Plan 2020-2025

**ACTION:** Discussion/Presentation

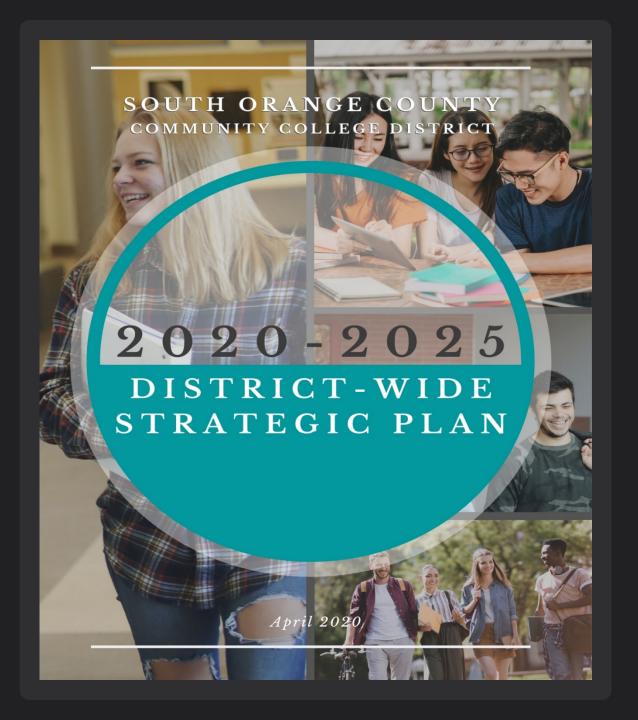
#### **BACKGROUND**

SOCCCD has a strong legacy of making an indelible impact on the lives of students, employees, and the local economy, as such we engaged expert consultants when approaching the process of creating the District's new strategic plan and colleges' Education Master Plans which will chart our priorities for the next several years. Starting at the end of 2018 and throughout 2019 the plans were developed through a collaborative process, involving surveys, focus groups, and participatory governance. The district-wide planning process brought together valued stakeholders from Irvine Valley College, Saddleback College, ATEP, and District Services to develop, the Environmental Scan 2019, and the creation of the new district-wide priorities in the SOCCCD District-wide Strategic Plan 2020-2025.

## **STATUS**

The presentation will highlight the collaborative planning process, data analysis used to create the Environmental Scan 2019, and the development of the new District-wide Strategic Plan 2020-2025.

Item Submitted by: Kathleen F. Burke, Chancellor



# SOCCCD Board of Trustees Presentation on the SOCCCD District-wide Strategic Plan 2020-2025

April 27, 2020

Denice Inciong
District Director, Research, Planning, and Data Management

- I. Strategic & Education Master Planning
  - **⋄** Environmental Scan
  - **Traming our Priorities**
- II. Developing our Shared Priorities
- III. District-wide Strategic Plan Goals, Objectives, Indicators
- IV. District-wide Planning Framework
- v. Next Steps

## Agenda

Strategic & Education
Master Plans

Identifies
educational
needs of the
communities we
serve.

Articulates an overall **vision** for advancing **student achievement and success.** 

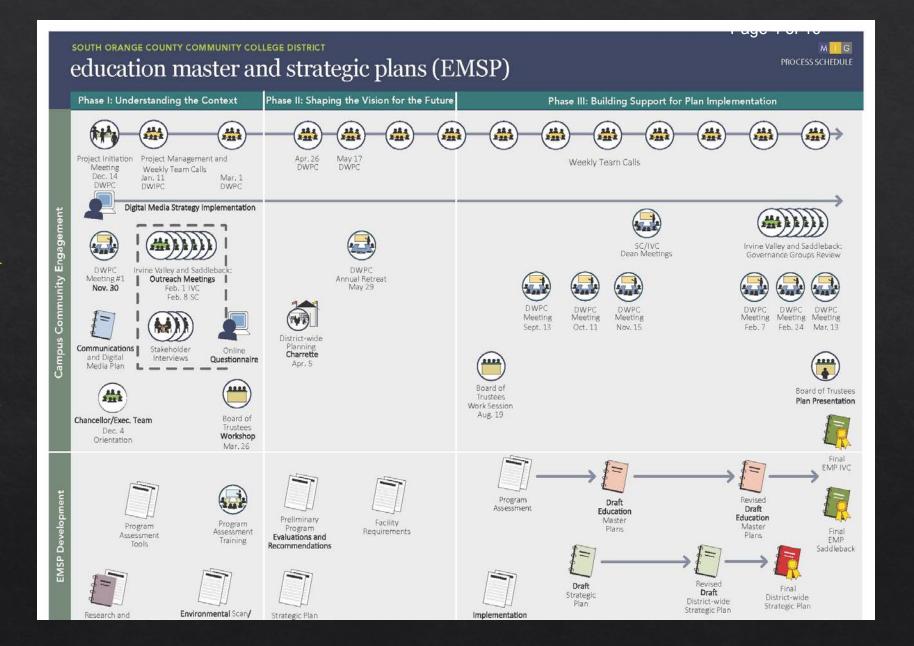
Defines
overarching goals
and strategies for
guiding
development of
college programs.

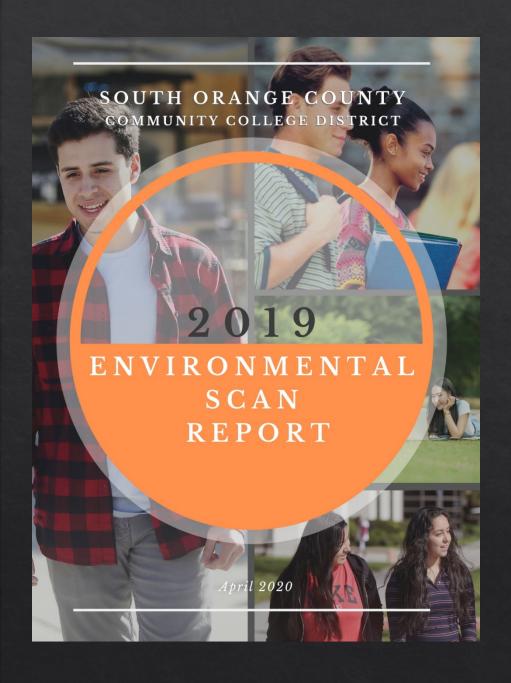
Provides direction for facilities, future faculty and staffing requirements, IT systems, etc.

## **EMSP Process**

I. Understanding the Context:
Environmental Scan

II. Shaping the Visions and Support Plans: District-wide Strategic Plan



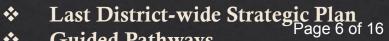


## **Environmental Scan**

Collected data on internal and external trends: population demographics, employment projections, state-wide and community trends, college enrollments, and student outcomes.

## Framing Our Plans

Board of Trustees Goals 2018 to 2020



- **Guided Pathways**
- **Vision for Success**
- **Equity Plans**
- **Student-Centered Funding Formula**



1. Increase degrees and certificates by 15% above the 2016-2017 base number of 6,631 to 7,626



2. Increase by 10% the number of transfer students from the 2016-2017 base number of 6,165 for a January 2021 goal of 6,812.



3. Increase the percent of exiting CTE students who report being employed or advanced in their field above the 2016-2017 base of 67% at Irvine Valley College and 65% at Saddleback College.



4. Decrease the average number of units accumulated by SOCCCD students earning their associate degree below the 2016-2017 base of 88 units district-wide.



5. Decrease achievement gaps of 2017-2018 college identified groups by 10%.



7. Initiate student and employee housing feasibility studies for Irvine Valley College, Saddleback College and ATEP.



- 8. Continue to develop the ATEP campus in the following areas:
- Increase enrollments at ATEP above the 2018-2019 base of 1,702.
- Develop preliminary planning for the SC building(s) at ATEP.
- Continue to identify and evaluate prospective tenants for ATEP



6. Maintain life-long learning and the Emeritus Program enrollment, at a minimum, at the level of enrollments in the 2016-2017 academic year of 3,948 at Irvine Valley College and 33,405 at Saddleback College.

- 1,062 responses to the Community Survey
- 150 Program and Services Assessments
- 2 All-day Focus Groups at each college
- 2 Board of Trustees Planning Sessions
- 80+ participants at the day-long District-wide Planning Charette
- 50+ hours of Districtwide Planning Meetings
- 55+ hours of weekly planning calls



## Evolution of District-wide Priorities to Goals Page 8 of 16

## 10 Themes → 5 Goals & 38 Objectives

## EMSP EMERGING THEMES

- Preparing Students
- Ensuring Equity
- Strategizing Enrollment
- Teaching and Learning Approaches
- Aligning Programs

- Expanding Partnerships
- Marketing and Communication
- Modernizing Facilities and Technology
- Improving Organizational Effectiveness
- Strengthening Relationships

## DEVELOPMENT OF DISTRICT WIDE STRATEGIC PLAN GOALS

Goal 1: Ensuring Student Equity and Closing the Achievement Gap

Goal 2: Transforming Lives Through Learning and Achievement

Goal 3: Maintaining Our Commitment to Continuous Learning, Innovation, and Student Support

Goal 4: Engaging with the Community to Advance Regional Economic Development

Goal 5: Optimizing Our Institutional Design and Structure

## District-wide Strategic Plan Goals 2020-2025

4 District-wide Goals & 29 Supporting Objectives



**ENSURE** 

• GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

**TRANSFORM** 

• GOAL 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS

**ENGAGE** 

• GOAL 3: ENGAGE WITH THE COMMUNITY IN ECONOMIC PROSPERITY, CIVIC EVENTS AND CULTURAL ACTVITIES

**OPTIMIZE** 

• GOAL 4: OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH A STUDENT-CENTERED FOCUS

## GOAL 1: ENSURE STUDENT EQUITY IN 10 of 16 ACCESS AND ACHIEVEMENT

1.1 Reduce and eliminate the achievement gap among underrepresented students 1.2 Reduce and eliminate the achievement gap for completion rates in transfer-level and English. (VFS) math 1.3 Reduce and eliminate the achievement gap between online and traditional classroom classes Increase equity of access into college 1.4 1.5 Reduce and eliminate student Fall to Spring and Fall to Fall retention equity gaps 1.6 Cultivate culturally responsive and inclusive learning and working environment from explicit/implicit bias free 1.7 Cultivate a culturally responsive and inclusive learning and working environment from institutional bias free

# GOAL 2: TRANSFORM LIVES THROUGH 11 of 16 LEARNING AND ACHIEVEMENTS

2.1 a CTE	Increase the number of students annually who earn associate degrees, certificates, or 9 units in program that prepare them for an in-demand job (VFS)
2.2	Increase the number of students transferring annually (VFS)
2.3	Increase completion rates in transfer-level math and English
2.4	Increase course success in online and traditional classroom classes
2.5	Increase student spring to spring and fall to fall retention
2.6 (VFS)	Increase the percent of exiting CTE students who report being employed in their field of study
2.7	Reduce average units accumulated by students who complete degrees (VFS)
2.8	Implement educational programs and student services to indicator non-traditional students
2.9 students	Increase and support the number of outside classroom learning opportunities available for s in each division (and participation in those opportunities)
2.10	Create and support inter-disciplinary learning opportunities both within and across the colleges
2.11	Increase the number of professional development opportunities for faculty and staff

# GOAL 3: ENGAGE WITH THE COMMUNITY THROUGH 16 ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY

- 3.1 Strengthen and expand industry engagement to support student learning, program development, and regional economic development
- 3.2 Increase the number of students who reported obtaining a job closely related to their field of study that strongly support the regional economy (VFS)
- 3.3 Increase participation in extended learning (community and adult education programs, and emeritus institutes)
- 3.4 Increase the number of students who earn college credits while still in high school.
- 3.5 Increase partnerships with higher education institutions.
- 3.6 Increase community participation in civic, athletic, and cultural events

# GOAL 4: OPTIMIZE OUR INSTITUTIONAL Page 13 of 16 DESIGN AND STRUCTURE WITH A STUDENTCENTERED FOCUS

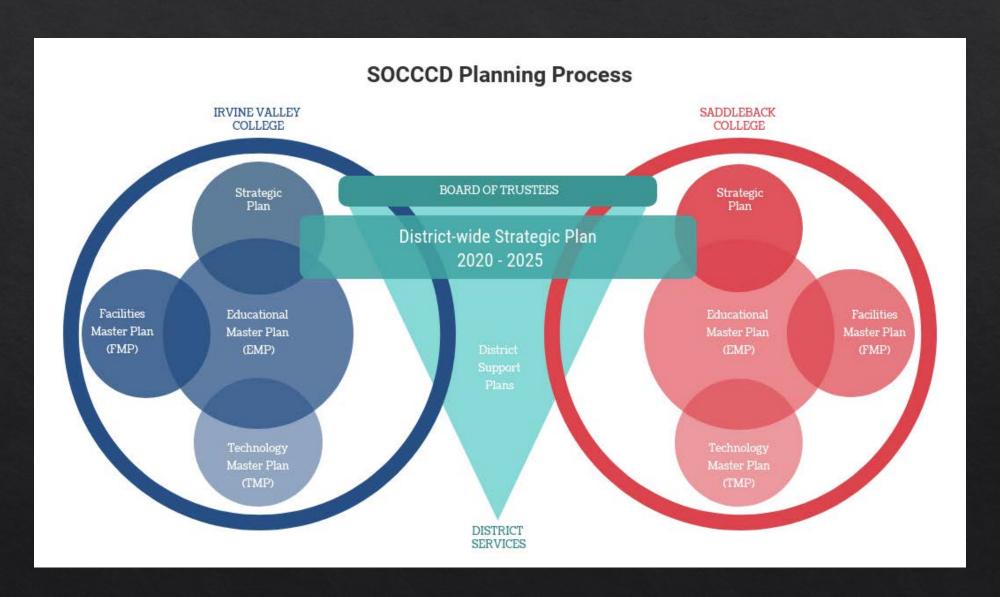
- 4.1 Identify and streamline all institutional policies, practices, and processes pertaining to facilities and technology.
- 4.2 Develop an organizational culture of collaboration across the district
- 4.3 Create a sustainable and robust participatory governance evaluation process
- 4.4 Provide enhanced student support with a student-centered design
- 4.5 Develop and build out the ATEP vision for the colleges including public-private partnerships

## MEASURING THE GOALS

## ♦ EACH OBJECTIVE HAS AN INDICATOR OR METRIC TO EVALUATE PROGRESS

- ♦ INDICATORS ARE BASED ON STATE AND LOCAL METRICS
- ♦ SOME INDICATORS WILL NEED TO ESTABLISH A DATA SOURCE AND BASELINE
- ♦ District & College Research Offices
  - ♦ APPENDIX C
    - ♦ WORKPLAN FOR EACH OFFICE TO ESTABLISH A COMMON AGREED UPON METHODOLOGY AND BASELINE DATA TO BE INCLUDED IN THE ANNUAL PROGRESS REPORT.

## District-wide Planning Framework



Next Step: June Board Meeting

Irvine Valley College's Education Master Plan

Saddleback College's Education Master Plan Discussion & Questions

#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 4.2 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

RE: SOCCCD: Basic Aid Allocation Recommendation FY 2020-2021

**ACTION:** Discussion

#### **BACKGROUND**

The Basic Aid Allocation Recommendation Committee (BAARC) is charged with the implementation of *BP 3110 and AR 3110*, *Basic Aid Fund Allocation Process*, using the plans developed by other district-wide committees and councils. BAARC is chaired by the vice chancellor of business services and is a member participatory governance committee with representation from both colleges and district services staff, including students, the academic senates, CSEA, classified senates, administrators, and managers. The basic aid allocation recommendations follow the annual basic aid cycle, which parallels the District annual budget development process.

## **STATUS**

A presentation on the basic aid allocation recommendations for FY 2020-2021 will be made to the Board of Trustees this evening. The Basic Aid Allocation Recommendation FY 2020-2021 is being submitted for approval under Agenda Item 6.2.



## **BOARD OF TRUSTEES MEETING**

April 27, 2020

## South Orange County CCD

# Basic Aid Allocation Recommendation 2020-2021





## Basic Aid Allocation Recommendation Committee

Basic Aid Allocation Recommendation Committee (BAARC), is the district-wide participatory committee responsible for making recommendations to the Chancellor.

To protect the district and colleges and to be fiscally conservative, only one-time projects are to be funded with basic aid monies.

- BAARC met this spring semester to review district-wide & college plans and funding
  priorities for the projects listed in the areas of technology, capital projects and planning,
  technical and legal consultants to support capital programs.
- A list of basic aid projects totaling \$95,745,695 is being recommended by the Chancellor for Board approval.
- The Chancellor and college presidents support BAARC recommendations as presented this evening.
- BAARC discussions were collegial; input was broad-based.
- Final recommendations were reflective of the mindful discussion & integrated planning efforts.



## Amount Available for Allocation at Tentative Budget\*

Estimated Balance 7/1/20\*\* \$ 22,478,969

Basic Aid Receipts estimated for FY 2020-2021 91,583,408

Less: 20% Contingency for Unrealized Tax Collections (18,316,682)

Total BAARC Recommendation \$ 95,745,695

<sup>\*</sup> Amounts based on information available at the time BAARC met; subsequent changes in property tax estimates and DRAC model funding will be reflected in the Adopted Budget

<sup>\*\*</sup> After allocating \$4,300,000 to Saddleback ATEP 1st Building project in 2019-2020



Long Term Obligations and Fixed Expenses	\$ 11,655,816	
Capital Projects		
<ul> <li>Capital Projects – Priorities 2020-2021</li> </ul>	50,596,879	
<ul> <li>Capital Projects – Special Project Support</li> </ul>	333,000	
Access Controls and ADA		
<ul> <li>Access Controls</li> </ul>	2,600,000	
<ul><li>ADA</li></ul>	3,000,000	
Scheduled Maintenance and Renovation Projects		
<ul> <li>Scheduled Maintenance</li> </ul>	6,100,000	
<ul> <li>Renovation and other facility related projects</li> </ul>	5,460,000	
Technology Projects	16,000,000	
Total BAARC Recommendation	\$ 95,745,695	



## **Long-Term Obligations and Fixed Expenses:**

Retiree Benefits	\$ 5,225,816
Pension Rate Stabilization Program	5,000,000
Trustee Elections	650,000
Credit Card and Bank Fees	650,000
Legislative Advocacy	130,000
Subtotal for Long-Term Obligations and Fixed Expenses	\$ 11,655,816



## **Capital Projects:**

IVC Fine Arts Building	\$ 5,993,256
IVC Student Services Center Renovation	13,202,189
IVC B400 Labs/ Entrance Controls – transfer to Access Controls	(100,000)
SC Athletics Stadium	5,608,798
SC Gateway Building	6,800,261
SC ATAS Building	5,127,000
SC ATEP- SC First Building	4,787,100
SC Science Math Building	4,300,000
SC Student Services Center Renovation	3,378,275
SC Village Demolition	<u>1,500,000</u>
Subtotal for Capital Projects	\$ 50,596,879



## Capital Projects-Special Project Support

District-wide Technology Master Plan	\$	333,000
--------------------------------------	----	---------

Subtotal for Special Project Support \$ 333,000

## Access Controls and ADA Projects:

District-wide ADA Survey – annual allocation	\$ 3,000,000
IVC Access Controls	2,500,000

IVC Access Controls transfer from B400 Labs/Entrance controls project 100,000

Subtotal for Access Controls and ADA Projects \$ 5,600,000





Scheduled Maintenance Projects:	
IVC Scheduled Maintenance	\$ 500,000
SC Repair-Replace Utility Distribution System & 12Kv System	4,700,000
SC Painting	400,000
SC Upgrade Domestic Water System	500,000
Subtotal for Scheduled Maintenance Projects	\$ 6,100,000
Renovation and Other Facilities Related Projects:	
IVC Lighting Upgrades	\$ 570,000
IVC B200 Rebuild Classroom Wing & Labs	2,500,000
SC Site Work at Outfall	130,000
SC Temporary Parking Lot Renovation	300,000
SC Street and Parking Lot repairs	1,000,000
SC Quad Renovation, Arboretum Trail, Meditation Garden	500,000
DW Warehouse Canopy	460,000
Subtotal for Renovation and Other Facilities Related Projects	\$ 5,460,000



## **Technology Projects:**

## Category A

SIS: State Compliance and College Requests	\$ 1,814,400
Workday HR/Finance System	1,398,000

## Category B

Other District-wide Projects 4,496,414

(Data Backup, Cloud Services, IMS Upgrade, MAP and SIS Enhancements)

## Category C

Saddleback (Desktops, Classroom AV, Wireless, Infrastructure Upgrade,
Network Refresh)

6,364,026

Irvine Valley (Desktops, Live Oak Terrace, Marquees)

1,927,160

Subtotal for Technology Projects

\$ 16,000,000



## Thank you

to CIC, DTC, BAARC members

and all other participants!

**Questions & Discussion** 

ITEM: 4.3 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Sustainability Plan Report

**ACTION:** Discussion

#### **BACKGROUND**

In accordance with Board Policy / Administrative Regulation 3006, Sustainability the District and both colleges are taking action to promote environmentally responsible business practices and minimize the impact of college and district operations on the environment.

In support of that policy, SOCCCD recently completed an Integrated Energy Master Plan outlining the path to achieve Zero Net Energy campuses. This plan modeled all energy used at both colleges and developed a plan to both reduce that consumption and offset it with energy generation.

In January 2020, the Board of Trustees made a Resolution in Support of Climate Change and Sustainability Goals set by the Board of Governors. Both the goals and resolution align SOCCCD with the comprehensive Energy and Sustainability Policy of the Board of Governors.

#### **STATUS**

Representatives from District Services and college staff will present an update on the progress towards achieving the Sustainability Goals set by the Board of Trustees.



# Sustainability Report to the Board of Trustees

April 27, 2020

#### SADDLEBACK COLLEGE . IRVINE VALLEY COLLEGE

## **Sustainability Commitment**

- California Community College Board of Governors' Goals
- **Gubernatorial Executive Orders**
- SOCCCD Sustainability and Energy Plan, September 2017
- SOCCCD BP/AR- 3006 Sustainability, February 2019
- SOCCCD Integrated Energy Master Plan, Approach to Net Zero, January 2020
- SOCCCD Board of Trustees, Resolution in Support of Climate Change and Sustainability Goals, January 2020



SADDLEBACK COLLEGE . IRVINE VALLEY COLLEGE . ATEP

## Resolution in Support of Climate Change and Sustainability Goals

### Goal 1 – Reduce Greenhouse Gas (GHG) Emissions

Goal	1990 Levels of CO <sub>2</sub>	By 2025 30% Below 1990	By 2030 40% Below 1990
Irvine Valley	2.2 million pounds	Reduction of 260,000 kWh/yr	Reduction of 500,000 kWh/yr
Saddleback	6.6 million pounds	Reduction of 80,000 kWh/yr	Reduction of 2,500,000 kWh/yr

Almost all GHG Emissions at our colleges come from consumption of electricity and cars driving to campus





SADDLEBACK COLLEGE + IRVINE VALLEY COLLEGE + ATEP

## Resolution in Support of Climate Change and Sustainability Goals

### Goal 1 – Reduce Greenhouse Gas (GHG) Emissions

Summer 4- 10 Schedule
Bus Voucher Program
Online Classes

Reduce Car Trips to Colleges by 20% or more

Each gallon of gas saved, reduces GHG Emission by 20 pounds of CO<sub>2</sub>

Potential to reduce CO<sub>2</sub> emissions by over 1,000,000 pounds per year

EXHIBIT A Page 4 of 16



SADDLEBACK COLLEGE + IRVINE VALLEY COLLEGE + ATEP

## Resolution in Support of Climate Change and Sustainability Goals

### Goal 2 – Increase Renewable Energy Consumption

College	Current Consumption	By 2025 25% from renewable sources	By 2030 50% from renewable sources
Irvine Valley	7,200,000 kWh/yr	Generate 1,800,000 kWh/yr	Generate 3,600,000 kWh/yr
Saddleback	10,750,000 kWh/yr	Generate 2,700,000 kWh/yr	Generate 5,400,000 kWh/yr

Easiest way to achieve is by Photovoltaic panels (PV) = solar panels



SADDLEBACK COLLEGE . IRVINE VALLEY COLLEGE . ATER

## Resolution in Support of Climate Change and Sustainability Goals

## Goal 3 – Zero Net Energy (ZNE) Buildings

- By 2025 50% of new building and major renovations will be ZNE
- By 2030 100% of new building and major renovations will be ZNE

This means SOCCCD must generate enough energy to offset loads created by new construction

## Recommendation to Meet Goals 1, 2, and 3 – Photovoltaic (PV) Panels

			Annual Utility	
	Size of System	Cost	Savings in \$	Payback Period
Irvine Valley	3.8 MW	\$12.1 million	753,082	17 years
Saddleback	6.5 MW	\$20.7 million	1,294,086	17 years

**Exceed GHG** goals through 2030

Meet 2030 ZNE Construction requirements

Exceed 2030 Renewable Energy consumption goal by 50%



SADDLEBACK COLLEGE . IRVINE VALLEY COLLEGE . ATEP

## Resolution in Support of Climate Change and Sustainability Goals

## Goal 4 – Zero Emission Vehicles for Fleet

- By 2025 25% of Fleet will be Zero Emission Vehicles
- By 2030 50% of Fleet will be Zero Emission Vehicles

This includes maintenance and police vehicles as well as vans used in the motor pool

## Resolution in Support of Climate Change and Sustainability Goals

### Goal 4 – Zero Emission Vehicle's for Fleet

College	Current Total Fleet*	Current Zero Emission Vehicles*	By 2025 25% Fleet Zero Emission Vehicle's	By 2030 50% Fleet Zero Emission Vehicle's
Irvine Valley College	46	26	12	23
Saddleback College	77	6	19	39
District Services	6	1	2	3 Page 9

Whenever practical replace maintenance trucks and vans with electric carts



SADDLEBACK COLLEGE + IRVINE VALLEY COLLEGE + ATEP

## Resolution in Support of Climate Change and Sustainability Goals

## Goal 5 – LEED Silver Rating in New Construction

- By 2025 50% of new buildings and major renovations achieve LEED Silver
- By 2030 100% of new buildings and major renovations achieve LEED Silver

AR 3006 requires LEED Gold Incorporated into all Design and Construction Contracts already

EXHIBIT A
Page 10 of 16



SADDLEBACK COLLEGE . IRVINE VALLEY COLLEGE . ATEP

## Resolution in Support of Climate Change and Sustainability Goals

### Goal 6 – Procurement of Sustainable Products

- By 2025 20% increase in procurement of sustainable products/services
- By 2030 25% increase in procurement of sustainable products/services

This includes all items procured by the District and Colleges: from paper & cleaning supplies to materials incorporated into construction projects

### Resolution in Support of Climate Change and Sustainability Goals

### Goal 6 – Procurement of Sustainable Products

All paint complies with EPA Clean Air Act & CARB

In the next 12 months, 100% of cleaning products will be biodegradable and environmentally friendly

All flooring installed meets GreenGuard Certification

At Saddleback, 68% of water is reclaimed

At IVC, 88% of water is reclaimed



SADDLEBACK COLLEGE + IRVINE VALLEY COLLEGE + ATEP

## Resolution in Support of Climate Change and Sustainability Goals

## Goal 7 – Reduction in Municipal Solid Waste

- By 2025 25 % reduction in municipal solid waste
- By 2030 50 % reduction in municipal solid waste

Largest component of waste is single-use containers

EXHIBIT A Page 13 of 16

## Resolution in Support of Climate Change and Sustainability Goals

### Goal 7 – Reduction in Municipal Solid Waste

All yard waste composted on site

Waste hauling contracts require sorting & recycling

Water bottle filling stations required on all new projects

New food service contract requires 100% recycled content on all containers and cutlery

Electric hand dryers installed on all new projects



SADDLEBACK COLLEGE + IRVINE VALLEY COLLEGE + ATE

## Resolution in Support of Climate Change and Sustainability Goals

**Summary of Continuing Efforts** 

### **IVC**

- Battery Energy Storage System
- Reclaimed Water Restrooms
- Upgrade of Building Management System
- EV Charging Stations

### Saddleback

- 2019 Board of Governors Energy & Sustainability Award Winner
- EV Charging Stations
- Upgrade of Building Management System
- No-Emission Grounds Equipment
- Study of Alternate Fuels at Co-generation Plant

EXHIBIT A Page 15 of 16



SADDLEBACK COLLEGE + IRVINE VALLEY COLLEGE + ATEP



## Questions?



ITEM: 5.1 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Minutes of the Board of Trustees Meeting

**ACTION:** Approval

#### Minutes from:

March 23, 2020 Regular Meeting of the Board of Trustees (Exhibit A) are submitted to the Board for review and approval.

Item Submitted By: Kathleen F. Burke, Chancellor

## SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT CHANCELLOR'S CONFERENCE ROOM, HS 324 HEALTH SCIENCES/DISTRICT OFFICES BLDG., SADDLEBACK COLLEGE AND VIA ZOOM VIDEOCONFERENCE

### MINUTES OF THE BOARD OF TRUSTEES' MEETING March 23, 2020

#### PRESENT VIA ZOOM

#### **Members of the Board of Trustees:**

T.J. Prendergast, III, President Timothy Jemal, Vice President James R. Wright, Clerk Barbara J. Jay, Member David B. Lang, Member Marcia Milchiker, Member Terri Whitt Rydell, Member Martha Uriarte, Student Member

#### **Administrative Officers:**

Kathleen F. Burke, Chancellor Robert Bramucci, Vice Chancellor, Technology and Learning Services Ann-Marie Gabel, Vice Chancellor, Business Services Kim Widdes, Acting Vice Chancellor, Human Resources Elliot Stern, President Saddleback College Cindy Vyskocil, Acting President, Irvine Valley College

#### CALL TO ORDER: 5:00 P.M.

The closed session and regular session meeting will consist of two locations. The South Orange County Community College District Board of Trustees will participate via teleconference pursuant to Executive Order N-29-20 signed by Governor Newsom on March 17, 2020.

Primary Location: Saddleback College, Health Sciences/District Offices Building, Chancellor's Conference Room, HS 324, 28000 Marguerite Parkway, Mission Viejo, CA 92692.

Teleconferencing Location: via Zoom Videoconferencing at https://socccd.zoom.us/j/709939642

This agenda is available on the SOCCCD website at www.socccd.edu

Consistent with the provisions of the Executive Order N-29-20, the above-noticed meeting of the Board of Trustees shall take place as follows:

- 1. Members of the Board of Trustees may participate remotely via Zoom videoconferencing. If members choose to participate remotely, their locations will not be noticed nor will public access be available at their locations.
- 2. Members of the public may participate via Zoom videoconferencing using the link above or by calling in to the meeting at (877) 853-5247 US Toll-free or (888) 788- 0099 US Toll-free, Meeting ID: 709 939 642.
- 3. Members of the public wishing to comment on an agenda item or another topic within the jurisdiction of the Board of Trustees will be given the opportunity to ask questions via Zoom through the chat feature or may submit questions via email to the Board of Trustees Liaison, Grace Garcia, at: ggarcia@socccd.edu. All public comments will be accepted via teleconference or email. Submissions must be received prior to the posted start time of the meeting. Please include in the subject line of the email: COMMENTS FOR THE MEETING OF MARCH 23, 2020. Please indicate if you are addressing a specific agenda item, or are making "Public Comment." Submissions will be read aloud at the meeting and must comply with the 2 minute time limit.

#### American with Disabilities Act (ADA)

"It is the policy of the SOCCCD to fully comply with the requirements of the Americans with Disabilities Act. Consistent with that policy, the facilities where this event will be held are wheelchair accessible. Upon request, this announcement and the agenda or program for the event and any related materials, will be provided in alternative formats (such as large print, braille or accessible electronic text). If you need such materials or other disability accommodations or more information, please contact the Office of the Chancellor at (949) 582-4840 at least 48 hours before the scheduled event."

#### 1.0 PROCEDURAL MATTERS

- 1.1 Call to Order
- 1.2 Roll Call Establishment of Quorum

Trustee T.J. Prendergast, Board President Trustee Tim Jemal, Vice President Trustee James Wright, Clerk of the Board Trustee Barbara Jay, Member Trustee David Lang, Member Trustee Marcia Milchiker, Member Trustee Terri Whitt Rydell, Member Student Trustee Martha Uriarte

A roll call of the board took place and quorum was established.

#### 1.3 Public Comments

Members of the public may address the Board on items listed to be discussed in closed session. If you wish to address the board on a closed session item, please complete a yellow form entitled, "Request to Speak" and submit prior to the start of closed session. These forms are available outside the board room. Speakers are limited to two minutes each.

There were no public comments made.

#### RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

- 1.4 <u>Student Discipline (Education Code Section 72122) (1 matter)</u>
  - A. Student Discipline
- 1.5 <u>Public Employee Employment, Evaluation of Performance, Discipline,</u> Dismissal, Release (Government Code Section 54957 and 594954.5)
  - A. Public Employee Discipline, Dismissal, Release (Government Code Section 54957(b).)
- 1.6 Conference with Labor Negotiators (Government Code Section 54957.6)
  - A. Faculty Association (FA)
    - Agency Designated Negotiator: Dr. Cindy Vyskocil, Acting President IVC
  - B. Classified School Employees Association (CSEA)
    - Agency Designated Negotiator: Dr. Cindy Vyskocil, Acting President IVC
  - C. Police Officers Association (POA)
    - Agency Designated Negotiator: Dr. Cindy Vyskocil, Acting President IVC

### 1.7 <u>Conference with Real Property Negotiators (Government Code Section</u> 54956.8)

A. Exchange of Property:

Agency Designated Negotiators: South Orange County Community College District – Ann-Marie Gabel, CPA, Vice Chancellor, Business Services (Seller), Andrew Bernstein, Jackson Tidus, (District Real Estate Legal Counsel) and Gregory G. Gotthardt, FTI Consulting, LLC (District Real Estate Consultant)

Lease of Property by District: Approximately 21.5 acres of real property located at 1610 Valencia Ave. and 1602 Victory Road Tustin, CA 92782 (Property) also known as the Advanced Technology & Education Park (ATEP site)

Negotiating Parties: Advantech Corporation, The Goddard School, Southern California University of Health Sciences, and Edwards Lifesciences

Under Negotiation: Instructions to designated negotiators will concern price and terms of payment for the ground lease of the identified Property.

#### 1.8 Conference with Legal Counsel (Government Code Section 54956.9)

- A. Anticipated Litigation (Government Code Section 54956.9(d)(2).) Significant exposure to litigation: 2 potential cases
- B. Existing Litigation (Government Code Section 54956.9 (d)(1).)
  1 case

#### **RECONVENE OPEN SESSION: 6:30 P.M.**

#### 2.0 PROCEDURAL MATTERS

2.1 Actions Taken in Closed Session

The Board took action in closed session at its meeting on February 24, 2020, not to renew the employment of a probationary faculty member. The administrative remedies of the faculty member have subsequently been exhausted.

- 2.2 Invocation Led by Trustee James Wright
- 2.3 Pledge of Allegiance Led by Trustee Barbara Jay
- 2.4 Public Comments

Members of the public may address the Board on any item on the agenda at this time or during consideration of the item. Items not on the agenda that are within the subject matter jurisdiction of the Board may also be addressed at this time. If you wish to address the board, please complete a yellow form entitled, "Request to Speak" and submit prior to the beginning of open session. These forms are available outside the board room. Speakers are limited to two minutes each.

A public comment was made expressing gratitude to administration and staff for their successful efforts in responding to the current COVID-19 pandemic.

#### 3.0 REPORTS

- 3.1 Oral Reports: Speakers are limited to two minutes each.
  - A. Board Reports
  - B. Associated Student Government Reports
  - C. Board Request(s) for Reports

There were no oral reports.

#### 4.0 DISCUSSION ITEMS

4.1 SOCCCD: District Response to COVID-19
Representatives from Irvine Valley College and Saddleback College will present the district's response to Corona Virus Disease 2019 (COVID-19)

Dr. Elliot Stern, President, Saddleback College and Dr. Cindy Vyskocil, Acting President, Irvine Valley College, presented the SOCCCD response to COVID-19.

#### Item 4.1 Exhibit A

Trustee Prendergast requested to remove item 5.2, and Trustee Jay requested to remove item 5.3 and 5.8 for separate discussion and action.

On a motion made by Trustee Jemal and seconded by Trustee Lang, the balance of the consent calendar was approved on a unanimous roll call vote.

#### 5.0 CONSENT CALENDAR ITEMS

All matters on the consent calendar are routine items and are to be approved in one motion unless a Board member requests separate action on a specific item, and states the compelling reason for separate action.

5.1 SOCCCD: Board of Trustees Meeting Minutes Approve minutes of a Regular Meeting held on February 24, 2020 and a Special Meeting held on February 26, 2020.

#### Item 5.1 Exhibits A-B

#### 5.2 SOCCCD: Resolutions

 Declaring State of Emergency and delegating authority to the Chancellor to close District Centers, Campuses, and Offices, and to otherwise respond to the Novel Coronavirus (COVID -19) if necessary

On a motion made by Trustee Jay and seconded by Trustee Whitt Rydell, the resolution was approved on a unanimous roll call vote.

2. April is Community College Awareness Month

On a motion made by Trustee Jay and seconded by Trustee Whitt Rydell, the resolution was approved on a unanimous roll call vote.

3. Day of Remembrance: Armenian Genocide

On a motion made by Trustee Jemal and seconded by Trustee Whitt Rydell, the resolution was approved on a unanimous roll call vote.

4. Denim Day: Sexual Assault Awareness

On a motion made by Trustee Wright and seconded by Trustee Milchiker, the resolution was approved on a unanimous roll call vote.

Earth Day

On a motion made by Trustee Wright and seconded by Trustee Jay, the resolution was approved on a unanimous roll call vote.

Item 5.2
Resolution 1
Resolution 2
Resolution 3
Resolution 4
Resolution 5

5.3 Saddleback College: New, Revised, and Deleted Curriculum for the 2020-21 Academic Year

Approve the proposed curriculum changes for the 2020-21 academic year at Saddleback College

On a motion made by Trustee Milchiker and seconded by Trustee Jay, this item was approved on a unanimous roll call vote.

#### Item 5.3 Exhibits A-B

5.4 SOCCCD: Saddleback College and Irvine Valley College, Notices of Completion, Various Projects

Authorize filing the Notices of Completion for the Saddleback College, Health Sciences Building Floor Installation project to Signature Floors, for a contract total of \$23,137, for the Saddleback College AGB Wall Replacement project to GDL Best Contractors, Inc., for a contract total of \$48,350, for the Saddleback College Health Sciences Building Roof Repair project to C.I. Services, Inc. for a contract total of \$91,700, for the Saddleback College CDC Interior Painting project to US National Corp., for a contract total of \$46,900, for the Saddleback College Sciences Building HVAC Roof Leak project to Envise, for a contract total of

\$48,388, and for Irvine Valley College Phase 2 Access Control LA-A400 project to Blue Violet Networks, LLC, for a contract total of \$273,006.09.

#### Item 5.4 Exhibits A-F

5.5 Saddleback College and Irvine Valley College: Speakers
Approve general fund honoraria for speakers for events and/or classes at
Saddleback College and Irvine Valley College.

Item 5.5 was pulled from the consent calendar.

#### Item 5.5 Exhibit A

5.6 SOCCCD: Transfer of Budget Appropriations: Adopt Resolution No. 20-07 to Approve FY 2019-2020 Budget Transfers Adopt Resolution No. 20-07 to approve the transfer of budget appropriation as listed.

#### Item 5.6 Exhibit A

5.7 SOCCCD: Budget Amendment: Adopt Resolution No. 20-06 to Amend FY 2019-2020 Adopted Budget.
Adopt Resolution No. 20-06 to amend the FY 2019-2020 Adopted Budget as listed.

#### Item 5.7 Exhibit A

5.8 SOCCCD: January – February 2020 Change Orders/ Amendments Ratify the change orders and amendments as listed.

On a motion made by Trustee Lang and seconded by Trustee Milchiker, this item was approved on a unanimous roll call vote.

#### Item 5.8 Exhibits A-D

5.9 SOCCCD: Purchase Orders and Checks Ratify the purchase orders and checks as listed.

#### Item 5.9 Exhibits A-C

5.10 SOCCCD: Contracts Ratify contracts as listed.

#### Item 5.10 Exhibits A-C

5.11 SOCCCD: Retiree OPEB Trust Actuarial Report and Recommended Funding.

Accept Nyhart's 2020 actuarial report and approve the allocation of \$5,225,816 to fund the normal cost for FY 2020-2021.

Item 5.11 Exhibit A

#### 6.0 GENERAL ACTION ITEMS

6.1 SOCCCD: CCCT Board of Directors Election 2020
Recommendation for SOCCCD board members to nominate up to nine candidates to the CCCT Board of Directors.

The SOCCCD Board of Trustees nominated nine candidates for the CCCT Board of Directors. The names of the nominees are: Andra Hoffman, Los Angeles CCD, Pam Haynes, Los Rios CCD, Barbara Dunsheath, North Orange CCD, Barbara Jean Calhoun, Compton CCD, Thomas J. Prendergast, III, South Orange CCD, Marisa Perez, Cerritos CCD, Larry Kennedy, Ventura CCD, Barry Snell, Santa Monica CCD, Loren Steck, Monterey Peninsula CCD.

On a motion made by Trustee Jemal and seconded by Trustee Wright, this item was approved on a unanimous roll call vote.

#### Item 6.1 Exhibit A

6.2 SOCCCD: OCSBA Maureen DiMarco Award Nomination Recommendation for SOCCCD board members to make a nomination for the Maureen DiMarco Award.

A recommendation was made to submit former nominee, Robert Flournoy, Irvine Valley College Custodian, for the Maureen DiMarco Award.

On a motion made by Trustee Lang and seconded by Trustee Jemal, this item was approved on a unanimous roll call vote.

#### Item 6.2 Exhibit A

6.3 SOCCCD: Board of Governors 2020 Classified Employee of the Year Award

Endorse nomination for transmittal to the California Community College Chancellor's Office.

On a motion made by Trustee Milchiker and seconded by Trustee Jay, this item was approved on a unanimous roll call vote.

#### Item 6.3 Exhibit A

6.4 SOCCCD: Regional Strong Workforce Program Participation Agreement for FY 2019-2020 between Rancho Santiago Community College District and SOCCCD

Approve the Regional Strong Workforce Program participation agreement in the amount of \$1,845,411, extend the term to December 31, 2021, and authorize the Vice Chancellor, Business Services or designee to sign the agreement and amendment.

On a motion made by Trustee Lang and seconded by Trustee Jay, this item was approved on a unanimous roll call vote.

#### Item 6.4 Exhibits A-B

6.5 SOCCCD: HVAC and Roofing for 5 Buildings and Central Plant at Irvine Valley College, Architectural Services, Westberg + White, Inc. Approve the Architectural Services agreement with Westberg + White, Inc. for the HVAC and Roofing for 5 Buildings and Central Plant at IVC, in the amount of \$550,000.

On a motion made by Trustee Jemal and seconded by Trustee Wright, this item was approved on a unanimous roll call vote.

#### Item 6.5 Exhibits A-B

6.6 SOCCCD: Subaward Application Approval - Hazard Mitigation Grant Program

Approve and accept this subaward from Cal OES in the amount of \$125,000.37, the District's share of \$45,040.63, and authorize the Vice Chancellor of Business Services, or designee, to execute the agreement.

On a motion made by Trustee Jay and seconded by Trustee Lang, this item was approved on a unanimous roll call vote.

Item 6.6 Exhibit A 6.7 SOCCCD: Board Policy Revision: BP-3280 Grants and Sponsored Projects, BP-4016 Drug Free Environment and Drug and Alcohol Abuse Prevention Program Approve the board policies as listed.

On a motion made by Trustee Jemal and seconded by Trustee Wright, this item was approved on a unanimous roll call vote.

#### Item 6.7 Exhibits A-B

6.8 SOCCCD: Academic Employee and Classified Administrator Personnel Actions - Regular Items
Ratify New Personnel Appointments, Additional Compensation: General Fund, Additional Compensation: Categorical/Non-General Fund, Workload Banking, Authorization to Eliminate Position and/or Position Numbers, Reorganization/Reclassification, Resignation/Retirement/Conclusion of Employment.

On a motion made by Trustee Whitt Rydell and seconded by Trustee Jay, this item was approved on a unanimous roll call vote.

#### Item 6.8 Exhibit A

6.9 SOCCCD: Faculty Conversion to Canvas One – Time Stipends Ratify Additional Compensation: Canvas Conversion-General Fund.

On a motion made by Trustee Jay and seconded by Trustee Milchiker, this item was approved on a 6-1 roll call vote with Trustees Prendergast, Jemal, Wright, Milchiker, Whitt Rydell and Jay voting aye, and Trustee Lang voting nay.

#### Item 6.9 Exhibit A

6.10 SOCCCD: Classified Personnel Actions – Regular Items
Ratify New Personnel Appointments, Reorganization/Reclassification,
Authorization to Increase/Decrease Hours per week and/or Months per
year for Classified Positions, Change of Status, Classified Bilingual
Stipend, Additional Compensation, Resignation/Retirement/Conclusion
of Employment.

On a motion made by Trustee Wright and seconded by Trustee Jay, this item was approved on a unanimous roll call vote.

#### Item 6.10

#### Exhibit A

6.11 SOCCCD: Non-Bargaining Unit Personnel Action – Regular Items Ratify New Personnel Appointments, Volunteers.

On a motion made by Trustee Milchiker and seconded by Trustee Jay, this item was approved on a unanimous roll call vote.

#### Item 6.11 Exhibit A

6.12 SOCCCD: Adjustment to the California School Employees Association (CSEA) Salary Schedule
Approve the increase to the CSEA salary schedule for 2019 – 2020 and 2020 – 2021.

On a motion made by Trustee Milchiker and seconded by Trustee Jemal, this item was approved on a unanimous roll call vote.

#### Item 6.12 Exhibits A-B

6.13 SOCCCD: Final Action in Public Session – Saddleback College Student Discipline
Approve Student Discipline Hearing Panel's recommendation for expulsion.

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was approved on a unanimous roll call vote.

#### Item 6.13

#### 7.0 REPORTS

7.1 Saddleback College and Irvine Valley College: Speakers
A listing of speakers for events and/or classes at Saddleback College and
Irvine Valley College.

#### Item 7.1 Exhibit A

7.2 SOCCCD: Staff Response to Public Comments from Previous Board Meeting
Public comment from Board of Trustees meeting February 24, 2020 will be addressed.

#### Item 7.2 Exhibit A

7.3 SOCCCD: Facilities Plan Status Report Status of current construction projects.

#### Item 7.3 Exhibit A

7.4 SOCCCD: Monthly Financial Status Report
The reports display the adopted budget, revised budget and transactions through February 29, 2020.

#### Item 7.4 Exhibit A

7.5 SOCCCD: Retiree (OPEB) Trust Fund. Report for period ending January 31, 2020.

#### Item 7.5 Exhibit A

- 8.0 REPORTS FROM ADMINISTRATION AND GOVERNANCE GROUPS
  Reports by the following individuals and groups may be written and submitted through the docket process prior to distribution of the Board agenda packet. Speakers are limited to two minutes each.
  - A. Saddleback College Academic Senate
  - B. Irvine Valley College Academic Senate
  - C. Faculty Association
  - D. Irvine Valley College Classified Senate
  - E. Saddleback College Classified Senate
  - F. California School Employees Association
  - G. Police Officers Association

#### <u>Item 8.0</u>

Chancellor's Written Report

Irvine Valley College Written Report

Saddleback College Written Report

#### 9.0 ADDITIONAL ITEMS

#### ADJOURNMENT (or continuation of closed session if required): 9:00 P.M.

The meeting adjourned at 8:09 p.m.

Kathleen F. Burke

Secretary, Board of Trustees

ITEM: 5.2 DATE: 4/27/20

**TO:** Board of Trustees

**FROM**: Kathleen F. Burke, Chancellor

**RE:** Resolutions

**ACTION**: Approval

Board Resolutions are presented as a formal recognition by the Board of Trustees to honor extraordinary achievements such as board service, national and/or state championships as well as to those who have provided honorable, extraordinary, lasting contributions to students, the community or education. The honorees will accept their board resolution and will be recognized for their achievement at their respective college campus.

There are eight resolutions being submitted to the board for approval this month.

Chancellor Burke will provide a brief summary of each resolution.

#### Student Trustee Recognition for 2019-2020 Term

Martha Uriarte, Student Trustee

#### Professor of the Year Resolutions

- Emily Quinlan, Professor of the Year, Saddleback College
- Rebecca Leonardo, Associate Professor of the Year, Saddleback College
- Marcela Duran DeMehranfard, Emeritus Professor of the Year, Saddleback College
- Leonard Lamp, Professor of the Year, Irvine Valley College
- Gail Schwartz, Associate Professor of the Year, Irvine Valley College
- Jackie Ovadia, Emeritus Professor of the Year, Irvine Valley College

#### Classified School Employees Week May 17 -21, 2020

Item Submitted by: Kathleen F. Burke, Chancellor

A Resolution in honor of Student Trustee Martha Uriarte and in gratitude of her service to the

#### **South Orange County Community College District**

**WHEREAS,** Martha Uriarte served as the elected Student Member of the South Orange County Community College District Board of Trustees for the 2019-2020 Academic Year; and

WHEREAS, Martha Uriarte represented more than 42,000 students from Saddleback College, Irvine Valley College, and the Advanced Technology and Education Park; and

**WHEREAS**, Martha Uriarte was an active student trustee in our district and community, attending on and off-campus events and recognizing the accomplishments of students, faculty, and staff; and

**WHEREAS**, Martha Uriarte remained engaged on both campuses, as a member of the American Association of University Women and through her major of International Business; and

**WHEREAS**, Martha Uriarte worked tirelessly to bring new initiatives and activities to the District, such as district-wide meetings with ASG leaders and great attention to community-wide issues such as food insecurity and homelessness; and

**WHEREAS**, Martha Uriarte focused on the strength of the student voice and regularly held meetings with Trustees and district and college leadership, in addition to hosting open forums on campus to engage with students about campus and district-wide concerns; and

**WHEREAS**, Martha Uriarte was respected and admired by fellow students, faculty, staff and administrators for her work as 2019-2020 Student Trustee; now therefore

**BE IT RESOLVED** that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby recognize, honor, and appreciate the many contributions to the Colleges and District of Martha Uriarte during her term as Student Trustee.

**BE IT FURTHER RESOLVED** that Martha Uriarte find limitless success in her personal and professional endeavors. On behalf of the South Orange County Community College District, we thank Martha Uriarte for her commitment, dedication, and service.

**PASSED AND ADOPTED** on this 27<sup>th</sup> day of April, 2020 in the South Orange County Community College District.

AYES:			
NOES:			
ABSENT:			
ABSTAINED:			

T.J. Prendergast, III, Board of Trustees President South Orange County Community College District

#### April 27, 2020

A resolution declaring that Emily Quinlan is named Saddleback College's 2020 Full-time Professor of the Year and in recognition of her many talents and contributions to students and Saddleback College.

**WHEREAS,** Emily Quinlan, a professor of business law, was named Saddleback College's Professor of the Year; and

**WHEREAS**, Emily Quinlan's students praise her for being an amazing teacher and human being who truly cares about every student, and for creating a fun learning environment that encourages students to make connections with their peers; and

**WHEREAS**, Emily Quinlan is dedicated to demystifying the law for her students and educating them on topics that touch their lives every day, including issues that students are increasingly interested in following the 2016 and 2018 elections, including judicial appointments and executive orders; and

**WHEREAS,** Emily Quinlan is an engaging instructor who encourages her students to have a personal connection with the U.S. Constitution and the law; and

**WHEREAS**, Emily Quinlan gives much of herself outside of the classroom, having facilitated early voting on campus by organizing the "Don't Ghost the Vote" event, and serving as the Pathway to Law School program director and the faculty advisor to the Pre-Law Society.

**PASSED AND ADOPTED** on this 27<sup>th</sup> day of April, 2020 in the South Orange County Community College District.

AYES:		
NOES:		
ABSENT:		
ABSTAINED:		
T. I. Dunundannant. III	 (T	 -

T.J. Prendergast, III, Board of Trustees President South Orange County Community College District

#### April 27, 2020

A resolution declaring that **Rebecca Leonardo** is named Saddleback College's 2020 Associate Professor of the Year and in recognition of her many talents and contributions to students and Saddleback College.

**WHEREAS**, Rebecca Leonardo, a biology instructor at Saddleback College since 2016, was named the Associate Professor of the Year; and

**WHEREAS**, Rebecca Leonardo is inspired by the core principle of biology: adaptation, and regularly applies that principle in considering whether her students are comfortable with new learning material, what may have happened in the news lately that affects her students or her subject, and what she says is the most complicated adaption of all: the individual needs of her students in the classroom;

**WHEREAS**, Rebecca Leonardo's quest to discover the individual needs of her students results in having real compassion for them; being a listening ear and pointing to resources to help them, checking in through email when she feels they may have checked out, and showing understanding and leniency for students in need who benefit from a little flexibility;

**WHEREAS**, Rebecca Leonardo creates better opportunities for her students to learn by adapting to their needs, which in turn instills a feeling of personal progress in her teaching.

**THEREFORE BE IT RESOLVED**, that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby commend and congratulate Rebecca Leonardo as the Saddleback College Outstanding Part-Time Professor of the Year.

PASSED AND ADOPTED on this 27 <sup>th</sup> day of April, 2020 in the South Orange County Community College District.
AYES:
NOES:
ABSENT:
ABSTAINED:

T.J. Prendergast, III, Board of Trustees President South Orange County Community College District

April 27, 2020

A resolution declaring that Marcela Duran DeMehranfard is named Saddleback College's 2020 Emeritus Professor of the Year and in recognition of her many talents and contributions to students and Saddleback College.

**WHEREAS**, Marcela Duran DeMehranfard, who has served at Saddleback College since 2007 and in the Emeritus Institute since 2015, has been named the Emeritus Institute Professor of the Year; and

**WHEREAS**, Marcela Duran DeMehranfard, a Spanish instructor, is described by her students as empathetic and professional and goes the extra mile to validate every student in her class; and

**WHEREAS**, Marcela Duran DeMehranfard's mentally stimulating and socially engaging classes are a great motivator to her students, who say that she has a masterful command of her subject matter and boundless patience; and

**WHEREAS**, Marcla Duran DeMehranfard is beloved by her students, who say that they have learned so much from her and appreciate that she is always cheerful.

**THEREFORE BE IT RESOLVED**, that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby commend and congratulate Marcela Duran DeMehranfard as the Saddleback College Outstanding Emeritus Professor of the Year.

PASSED AND ADOPTED on this 27 <sup>th</sup> day of April, 2020 in the South Orange County Community College District.
AYES:
NOES:
ABSENT:
ABSTAINED:

T.J. Prendergast, III, Board of Trustees President South Orange County Community College District

### April 27, 2020

A resolution declaring that **Leonard Lamp** is named Irvine Valley College's 2020 Professor of the Year and in recognition of his many talents and contributions to students and Irvine Valley College.

**WHEREAS**, Leonard Lamp has five years of mathematics teaching experience at several institutions at both the university and community college levels; and

WHEREAS, Leonard Lamp received his Bachelor of Arts and Master of Arts in mathematics at California State University, San Bernardino, where he graduated Summa Cum Laude and with departmental honors. While enrolled in his MA program, he taught two years at CSUSB and was involved in the development of remedial math courses; and

**WHEREAS**, Leonard Lamp was an instructor and tutor for the Intensive Math Program and Early Start Math Program. During his time with the program, students passed both the beginning algebra and intermediate algebra courses at an 80% pass rate. He was named Graduate Student of the Year and received an Outstanding Thesis Award; and

WHEREAS, while Leonard Lamp was a temporary full-time instructor in the mathematics department at San Bernardino Valley College, he was involved in the development of a non-credit pathway to increase students' probability of completing their transferable math requirement in the first year of college; and

**WHEREAS**, since graduating, Leonard Lamp has continued research with faculty at CSUSB, and has written a paper that is scheduled to be published soon with the Mathematics Association of America. This paper includes an original theorem and proof.

**THEREFORE BE IT RESOLVED** that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby commend and congratulate Leonard Lamp as the Irvine Valley College Outstanding Full-Time Professor of the Year.

<b>PASSED AND ADOPTED</b> on this 27 <sup>th</sup> day of April, 2020 in the South Orange County District.	y Community College
AYES:	
NOES:	
ABSENT:	
ABSTAINED:	

\_\_\_\_\_

T.J. Prendergast, III, Board of Trustees President South Orange County Community College District

#### April 27, 2020

A resolution declaring that Gail Schwartz is named Irvine Valley College's 2020 Associate Professor of the Year and in recognition of her many talents and contributions to students and Irvine Valley College.

**WHEREAS**, while Gail Schwartz has taught at Irvine Valley College for less than two years, she already has a reputation for building community, teaching essential skills, and presenting engaging and relevant lessons; and

WHEREAS, when the award was announced, her class gave her a standing ovation and praised her abilities as an instructor, with many students stating it was the best class they had ever taken; and

WHEREAS, Gail Schwartz received her bachelor's from UCLA in anthropology, a master's from USC in urban planning, and a master's in TESOL from CSUF, as well as a TESOL certificate from UCI. She worked in marketing for an urban planning and architectural firm before teaching, then led the UCI Business English program for 10 years and taught academic and business English for 14 years. She was awarded UCI Teacher of the Year in 2012; and

**WHEREAS**, Gail Schwartz has developed rigorous curriculum and resources, and remains available to mentor students after her classes end. Many past students attribute their professional success to her classes; and

**WHEREAS**, Gail Schwartz's advice on building community online is a model for the IVC School of Languages and Learning Resources and the School of Humanities during their transition to online instruction.

**THERFORE BE IT RESOLVED,** that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby commend and congratulate Gail Schwartz as the Irvine Valley College Outstanding Part-Time Professor of the Year.

<b>PASSED AND ADOPTED</b> on this 27 <sup>th</sup> day of April, 2020 in the South Orange County Commu	nity College
District.	
AYES:	

NOES:		
ABSENT:		
ABSTAINED:		

T.J. Prendergast, III, Board of Trustees President South Orange County Community College District

### April 27, 2020

A resolution declaring that Jackie Ovadia is named Irvine Valley College's 2020 EmeritusProfessor of the Year and in recognition of her many talents and contributions to students and Irvine Valley College.

**WHEREAS**, Jackie Ovadia has taught at the South Orange County Community College District since 2005. She teaches classes in health and fitness, strength and conditioning, Pilates, balance and mobility, and flexibility and chair exercise. She also has taught health and wellness, health risk reduction, nutrition, weight loss, and aquatics; and

**WHEREAS**, "She takes special care to make new students feel welcome," a student nominator wrote. "She creates with her enthusiasm and support a classroom atmosphere that is both challenging and pleasant;" and

**WHEREAS**, Jackie Ovadia's passion is educating through integrative and preventive health. She emphasizes daily healthy habits such as proper dietary choices and exercise regimens; the importance of sleep; stress management; and environmental health; and

**THERFORE BE IT RESOLVED,** that the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby commend and congratulate Jackie Ovadia as the Irvine Valley College Outstanding Emeritus Professor of the Year.

PASSED AND ADOPTED on this 27 <sup>th</sup> day of April, 2020 in the South Orange County Community College District.
AYES:
NOES:
ABSENT:
ABSTAINED:

T.J. Prendergast, III, Board of Trustees President South Orange County Community College District

April 27, 2020

A resolution declaring that the South Orange County Community College District proclaims the week of May 17-23, 2020 Classified School Employee Week in recognition of the many contributions of Classified Employees

**WHEREAS,** Classified School Employees provide invaluable services, skills, and support to the students, faculty, administrators, and staff of the South Orange County Community College District; and

**WHEREAS,** The contributions of Classified School Employees are vital to district operations and promote a positive learning environment that encourages and celebrates student success; and

**WHEREAS,** Classified School Employees are critical in creating a vibrant and student-focused culture that provides for the health, welfare, and safety for all; and

**WHEREAS,** Classified School Employees strive for excellence and innovation throughout the district and provide valued guidance to the students of Saddleback College, Irvine Valley College, and the Advanced Technology and Education Park.

**THEREFORE BE IT RESOLVED,** That the Board of Trustees and the Chancellor of the South Orange County Community College District do hereby recognize, honor and appreciate the many contributions of Classified Employees to quality education in California and in our district and declare the week of May 17-23, 2020 as Classified School Employee Week.

PASSED A District.	ND ADOPTED (	on this 27 <sup>th</sup> day	of April, 2020	in the South	Orange County	Community (	College
AYES:							
NOES:							
ABSENT:							

\_\_\_\_\_

ABSTAINED:

T.J. Prendergast, III, Board of Trustees President South Orange County Community College District

ITEM: 5.3 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** Irvine Valley College: Curriculum Revisions for the 2020-2021 Academic

Year

**ACTION:** Approval

## **BACKGROUND**

Irvine Valley College's (IVC) Curriculum Committee and Academic Senate review and approve curriculum on a regular basis. Subsequently, the curriculum is recommended to the college president or designee for approval.

## **STATUS**

IVC proposes additions, revisions, and deletions to the curriculum of the College. Exhibit A includes new, revised, and deleted courses and programs that are recommended by the Curriculum Committee and includes collegial consultation with the Academic Senate of IVC for the 2020-2021 academic year pursuant to Title 5, Section 53200 et seq.

### RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the proposed curriculum changes for the 2020-2021 academic year at IVC.

	Current		ANTH 3	Culture and Language	3
	Social and Behavioral Sciences Associate in Arts		ANTH 4	Native American Cultures	3
The intent	of this degree is to prepare students for careers a	nd/or higher	ANTH 7	Native Americans of Southern California	3
	the social sciences, generally, or in specific discipling	_	ANTH 9	Introduction to Archeology	3
broad desig		23 WICHIII CHIS	ANTH 1H	Introduction to Physical Anthropology Honors	3
bi oad desig	mation.		ANTH 2H	Cultural Anthropology Honors	3
This degree	e emphasizes the nature of individual and collec	ctive human	ANTH 13	Magic, Witchcraft and Religion	3
behavior: o	ur interactions; the political, economic, social, and p	osychological			
structures a	nd institutions of human beings; and the challenges of	of developing	Economics:		
and sustaini	ng interpersonal and intercultural relationships. Stud	lents employ	ECON 1	Principles of Economics-Micro	3
the fundam	ental principles of the scientific method and apply da	ta collection,	ECON 2	Principles of Economics-Macro	3
synthesis, a	nd analysis to enhance their ability to explain how	groups and	ECON 6	Environmental and Resource Economics	3
subgroups	operate and to make responsible political, mora	, and social	ECON 13	Global Economics	3
decisions.			ECON 20	Introductory Economics	3
			ECON 105	Personal Financial Planning	3
Program Stud	dent Learning Outcomes		ECON 1H	Principles of Economics-Micro Honors	3
_	sful completion of the Social and Behavioral Sciences	AA, students	ECON 2H	Principles of Economics-Macro Honors	3
should be ab	·	,	ECON 10H	Statistics for Business and Economics Honors	3
• Di	scuss human behavior using the sociological perspec	tive.	ECON 10	Statistics for Business and Economics	3
1A •	ticulate the role of theory in sociology.				
	ticulate the role of social research methods in sociol	ogy.	Gender Studies:		
• De	efine and illustrate key sociological concepts.	<i>.</i>	GS 10	Introduction to Women, Gender, and Sexuality	3
	Immarize basic knowledge, questions, and issues ir	substantive		Studies	
ar	reas of sociology		GS 20	Gender and Contemporary Society	3
• Co	ommunicate effectively about sociology				
			Geography:		
Course ID	Title	Units	GEOG 1	Physical Geography	3
			GEOG 2	Cultural Geography	3
	inimum of 18 units from the following courses, includin	-	GEOG 3	World Regional Geography	3
	cted from at least three of the social and behavioral sci	ence	GEOG 38	California Geography	3
disciplines.			GEOG 102	Geography Field Studies- Western United States	2
SOCIAL AND B	EHAVIORAL SCIENCE DISCIPLINES		GEOG 1L	Physical Geography Laboratory	1
Administratio	n of Justice:		GEOG 3H	World Regional Geography Honors	3
AJ 2	Introduction to Administration of Justice	3	GEOG 10	Introduction to Weather and Climate	3
AJ 4	Criminal Law I	3	GEOG 10H	Introduction to Weather and Climate Honors	3
AJ 5	The Community and the Justice System	3	GEOG 12	Introduction to Geographic Information Systems	2
AJ 8	Juvenile Law and Procedures	3	GEOG 20	Global Environmental Problems	3
AJ 6	Criminal Procedures	3			
AJ 3	Introduction to Evidence	3	History:	TI 11' 1 - 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2
AJ 105	Introduction to Investigation	3	HIST 1	The History of World Civilizations to 1500	3
AJ 106	Police Field Operations	3	HIST 2	The History of World Civilizations Since 1500	3
AJ 7	Criminal Law II	3	HIST 10 HIST 11	Western Civilization: Beginnings to the Reformation	
AJ 111	Law Enforcement Administration	3		The West and the World Since the Renaissance	3
AJ 112	Police Supervision	3	HIST 20	American History Through the Civil War	3
AJ 13	Constitutional Law and the Justice System	3	HIST 21 HIST 24	American History Since the Civil War  America After the Bomb: 1945 to the Present	3
AJ 19	Introduction to Corrections	3			3
AJ 150	Report Writing for Administration of Justice	3	HIST 33 HIST 40	The History of the Mexican American People The History of East Asia Before 1800	3
AJ 61	Organized Crime and Criminal Enterprise in	3	HIST 41	The History of East Asia Since 1800  The History of East Asia Since 1800	3
	America		HIST 51	Women in American History	3
AJ 250	P.O.S.T. Certified Arrest, Search, Seizure, and	<del>3</del>	HIST 1H	The History of World Civilizations to 1500 Honors	3
	<del>Firearms</del>		HIST 51H	Women in American History Honors	3
Anthropolo	pgy:		HIST 25	History of California	3
ANTH 1	Introduction to Physical Anthropology	3	HIST 30	History of Ethnicity and Culture in the United State	
ANTH 2	Cultural Anthropology	3	51 50	or Lamines, and calcule in the officed state	

				Honors	
Human Develop	ment:		PSYC 11	Introduction to Language Acquisition	3
HD 7	Developmental Psychology-Childhood and Adolescence	3	PSYC 13H	Psychology of Reasoning and Problem Solving- Honors	3
HD 15	Socialization of the Child-Child, Family, Community	3	PSYC 15A	Faculty Mentored Independent Research in	2
HD 101	Observation and Assessment of Young Children	3		Psychology A	
HD 4	Infant and Toddler Development	3	PSYC 20	The Psychology of Gender	3
HD 105	Infant-Toddler Programs	3	PSYC 32	Psychology of Personality	3
HD 110	Principles and Practices of Teaching Young Children	1 3	PSYC 33	Psychology of Adjustment	3
HD 120	Child Guidance and Discipline	3	PSYC 37H	Abnormal Behavior Honors	3
HD 131	Creative Development in Young Children	3			
HD 145	Language and Literacy Foundations	3	RELATED DISCL	PLINES Students may count a maximum of 9 units fro	m the
HD 150	Health, Safety and Nutrition of Children	3	courses listed k	pelow toward the 18 unit requirement.	
HD 160	Advanced Curriculum Planning	3	Biology:	selen tenara tile 10 amereganement	
HD 181	Practicum: Early Childhood Programs	3	BIO 1	The Life Sciences	2
110 101	Tracticani. Early chilanood Frograms	5	AND	The End Sciences	3
Political Science			BIO 1L	The Life Sciences Laboratory	1
PS 1	American Government	3	BIO 30	California Wildlife and Wildlands	2
PS 3	California Government and Politics	3	BIO 121	Human Anatomy and Physiology	<del></del>
PS 4	Introduction to Political Science	3	BIO 121	Human Anatomy and Physiology	<del></del>
			Cl. : I		
PS 5	Political Philosophy	3	Chemistry:		_
PS 6	Politics and Government of the Middle East	3	CHEM 1A	General Chemistry I	<del>5</del>
PS 7	The Politics of Communist and Post-Communist	3			
	States		Computer Scie		
PS 12	Comparative Politics	3	CS 1	Introduction to Computer Systems	<del>- 3</del>
PS 14	International Relations	3			
PS 17	Latin American Politics and Government	3	Geology:		
PS 41	The History of East Asia Since 1800	3	GEOL 1	Physical Geology	<del>4</del>
PS 1H	American Government Honors	3			
PS 12H	Comparative Politics Honors	3	Health:		
PS 14H	International Relations Honors	3	HLTH 1	Health Education	3
PS 21	Model United Nations	3			
			Mathematics:		
Psychology:			MATH 3A	Analytic Geometry and Calculus I	<del>5</del>
PSYC 1	Introduction to Psychology	3	MATH 3B	Analytic Geometry and Calculus II	<del>5</del>
PSYC 2	Research Methods in Psychology	3	MATH 11	A Brief Course in Calculus	4
PSYC 3	Physiological Psychology	3	MATH 26	Introduction to Linear Algebra	4
PSYC 5	Psychological Aspects of Human Sexuality	3			
PSYC 7	Developmental Psychology-Childhood and	3	Nutrition:		
	Adolescence		NUT 1	Principles of Nutrition	<del>3</del>
PSYC 13	Psychology of Reasoning and Problem Solving	3		•	
PSYC 30	Social Psychology	3	Philosophy:		
PSYC 37	Abnormal Behavior	3	PHIL 2	Introduction to Ethics	2
PSYC 6	Developmental Psychology-Lifespan	3	111122	indicaded on to Ediles	3
PSYC 33	Psychology of Adjustment	3	Writing:		
PSYC 100	, ,	1.5	WR 2	College Writing 2 Critical Thinking, Writing	1
PSYC 100 PSYC 1H	Introduction to Psychology Honors	3	<del>∀∀₹\ ∠</del>	Conces which a child Hilliking, which g	
				Total	<del>24</del>
PSYC 3L	Physiological Psychology Lab	1		TOLAI	<del>2 1</del>
PSYC 3H	Physiological Psychology Honors	3			
PSYC 5H	Psychological Aspects of Human Sexuality Honors	3		See next page	
PSYC 6	Developmental Psychology-Lifespan	3			
PSYC 9	Introduction to Cognition	3			
PSYC 10	Statistical Methods in the Behavioral Sciences	3			
PSYC 10H	Statistical Methods in the Behavioral Sciences	3			

	Revised		ANTH 2H	Cultural Anthropology Honors	3
Emph	asis in Social and Behavioral Sciences Associate in Ar	ts	ANTH 3	Culture and Language	3
			ANTH 4	Native American Cultures	3
	this degree is to prepare students for careers and	_	ANTH 7	Native Americans of Southern California	3
	the social sciences, generally, or in specific disciplines		ANTH 9	Introduction to Archeology	3
	ation. This degree emphasizes the nature of ind		ANTH 13	Magic, Witchcraft and Religion	3
	man behavior: our interactions; the political, econo		7.1111.25	ag.s, recension and realigner	
	ogical structures and institutions of human being	· · ·	Economics:		
_	f developing and sustaining interpersonal and in		ECON 1	Principles of Economics-Micro	3
	Students employ the fundamental principles of the		ECON 1H	Principles of Economics-Micro Honors	3
	apply data collection, synthesis, and analysis to en		ECON 2	Principles of Economics-Macro	3
, ,	ain how groups and subgroups operate and to make	responsible	ECON 2H	Principles of Economics-Macro Honors	3
political, mor	al, and social decisions.		ECON 6	Environmental and Resource Economics	3
			ECON 10	Statistics for Business and Economics	3
Program Stude	nt Learning Outcomes		ECON 10H	Statistics for Business and Economics Honors	3
_	ul completion of the Emphasis in Social and Behavio	ral Sciences	ECON 13	Global Economics	3
AA, students sh	nould be able to:		ECON 20	Introductory Economics	3
• Disc	cuss human behavior using the sociological perspecti	ve.	ECON 105	Personal Financial Planning	3
	culate the role of theory in sociology.		20011 200		
	culate the role of social research methods in sociolo	gy.	Gender Studies:		
• Def	ine and illustrate key sociological concepts.		GS 10	Introduction to Women, Gender, and Sexuality	3
• Sum	nmarize basic knowledge, questions, and issues in	substantive	00 10	Studies	
area	as of sociology		GS 20	Gender and Contemporary Society	3
• Con	nmunicate effectively about sociology			, , ,	
			Geography:		
Course ID	Title U	Jnits	GEOG 1	Physical Geography	3
			GEOG 1L	Physical Geography Laboratory	1
	imum of 18 units from the following courses, including		GEOG 2	Cultural Geography	3
	ed from at least three of the social and behavioral scier	nce	GEOG 3	World Regional Geography	3
disciplines.			GEOG 3H	World Regional Geography Honors	3
SOCIAL AND BE	HAVIORAL SCIENCE DISCIPLINES		GEOG 10	Introduction to Weather and Climate	3
Administration	of Justice:		GEOG 10H	Introduction to Weather and Climate Honors	3
AJ 2	Introduction to Administration of Justice	3	GEOG 12	Introduction to Geographic Information Systems	2
AJ 3	Introduction to Evidence	3	GEOG 20	Global Environmental Problems	3
AJ 4	Criminal Law I	3	GEOG 38	California Geography	3
AJ 5	The Community and the Justice System	3	GEOG 102	Geography Field Studies- Western United States	2
AJ 6	Criminal Procedures	3			
AJ 7	Criminal Law II	3	History:		
AJ 8	Juvenile Law and Procedures	3	HIST 1	The History of World Civilizations to 1500	3
AJ 13	Constitutional Law and the Justice System	3	HIST 1H	The History of World Civilizations to 1500 Honors	3
AJ 19	Introduction to Corrections	3	HIST 2	The History of World Civilizations Since 1500	3
AJ 61	Organized Crime and Criminal Enterprise in	3	HIST 10	Western Civilization: Beginnings to the Reformation	า 3
	America		HIST 11	The West and the World Since the Renaissance	3
AJ 105	Introduction to Investigation	3	HIST 20	American History Through the Civil War	3
AJ 106	Police Field Operations	3	HIST 21	American History Since the Civil War	3
AJ 111	Law Enforcement Administration	3	HIST 24	America After the Bomb: 1945 to the Present	3
AJ 112	Police Supervision	3	HIST 25	History of California	3
AJ 150	Report Writing for Administration of Justice	3	HIST 30	History of Ethnicity and Culture in the United States	3
AJ 168	Cooperative Work Experience: Administration of	3	HIST 33	The History of the Mexican American People	3
	Justice		HIST 40	The History of East Asia Before 1800	3
Anthropolog	y:		HIST 41	The History of East Asia Since 1800	3
ANTH 1	Introduction to Physical Anthropology	3	HIST 51	Women in American History	3
ANTH 1H	Introduction to Physical Anthropology Honors	3	HIST 51H	Women in American History Honors	3
ANITHA	Cultural Anthronology	2			

3

ANTH 2

Cultural Anthropology

Human Develo	pment:			Psychology A	
HD 7	Developmental Psychology-Childhood and	3	PSYC 20	The Psychology of Gender	3
	Adolescence		PSYC 32	Psychology of Personality	3
HD 15	Socialization of the Child-Child, Family, Community	3	PSYC 33	Psychology of Adjustment	3
HD 101	Observation and Assessment of Young Children	3	PSYC 37	Abnormal Behavior	3
HD 4	Infant and Toddler Development	3	PSYC 37H	Abnormal Behavior Honors	3
HD 105	Infant-Toddler Programs	3	PSYC 100	Psychology as a Major and a Profession	1.5
HD 110	Principles and Practices of Teaching Young Children		PSYC 115B	Faculty Mentored Independent Research in	2
HD 120	Child Guidance and Discipline	3	1310 1130	Psychology A	2
HD 131	Creative Development in Young Children	3	PSYC 126	Psychology of Expert Learning	3
HD 145	Language and Literacy Foundations	3	PSYC 127	Cooperative Work Experience: Psychology	1
HD 150	Health, Safety and Nutrition of Children	3	P31C 127	Cooperative work experience. Esychology	1
			Casialagu		
HD 160	Advanced Curriculum Planning	3	Sociology:	lakas duskisas ka Casialasu.	2
HD 181	Practicum: Early Childhood Programs	3	SOC 1	Introduction to Sociology	3
p liv: 10:			SOC 1H	Introduction to Sociology Honors	3
Political Science		2	SOC 2	Social Problems	3
PS 1	American Government	3	SOC 3	Global Sociology: Change in the Modern World	3
PS 1H	American Government Honors	3		Systems	
PS 3	California Government and Politics	3	SOC 10	Introduction to Marriage and Family	3
PS 4	Introduction to Political Science	3	SOC 15	Socialization of the Child-Child, Family, Communi	
PS 5	Political Philosophy	3	SOC 19	The Sociology of Sex and Gender	3
PS 6	Politics and Government of the Middle East	3	SOC 20	Race and Ethnic Group Relations	3
PS 7	The Politics of Communist and Post-Communist	3	SOC 30	Social Psychology	3
	States				
PS 12	Comparative Politics	3			
PS 12H	Comparative Politics Honors	3		Total	18
PS 14	International Relations	3			
PS 14H	International Relations Honors	3			
PS 17	Latin American Politics and Government	3			
PS 21	Model United Nations	3			
PS 41	The History of East Asia Since 1800	3			
Psychology:					
PSYC 1	Introduction to Psychology	3			
PSYC 1H	Introduction to Psychology Honors	3			
PSYC 2	Research Methods in Psychology	3			
PSYC 3	Physiological Psychology	3			
PSYC 3H	Physiological Psychology Honors	3			
PSYC 3L	Physiological Psychology Lab	1			
PSYC 5	Psychological Aspects of Human Sexuality	3			
PSYC 5H	Psychological Aspects of Human Sexuality Honors	3			
PSYC 6	Developmental Psychology-Lifespan	3			
PSYC 7	Developmental Psychology-Childhood and	3			
raic /	Adolescence	3			
PSYC 9	Introduction to Cognition	3			
PSYC 10	Statistical Methods in the Behavioral Sciences	3			
PSYC 10H	Statistical Methods in the Behavioral Sciences Honors	3			
PSYC 11	Introduction to Language Acquisition	3			
PSYC 13	Psychology of Reasoning and Problem Solving	3			
	Psychology of Reasoning and Problem Solving  Psychology of Reasoning and Problem Solving-	3			
PSYC 13H	Honors	J			
PSYC 15A	Faculty Mentored Independent Research in	2			

Action Taken Code	Action Taken Description
assign	assignments
c/l w/	cross-listed with (and list the other course id)
cat desc	catalog description
coreq	corequisite
crs id	course prefix and/or number
dc	delete course
dv	delete version of course
gr opt	grading option
hrs	hours
lim	limitation
Irng obj	learning objectives
moe	methods of evaluation
nc	new course
nv	new version of existing course
oe/oe	open entry/open exit
pcs	program course status
prereq	prerequisite
reactv	course reactivation
rec prep	recommended prep
rpt	repeatability
SAM code	occupational code (A = apprenticeship, B = advanced occupational, C = clearly occupational, D = possibly occupational, E = non-occupational)
sch desc	schedule description
SLOs	student learning outcomes
sr	scheduled review is for courses that are scheduled for review and there are no revisions
ti	titles
TOP code	numerical classification code used to assign programs and courses to disciplines
tps	topics
txt	text-required for all courses numbered 1-299
un	units
val	validation

School	Catalog Id	Course Id	Abbreviated Course Title	Action Taken
Arts	6430.20	TA 15	Rehearsal and Performance: Drama	moe, txt
	6430.10	TA 15A	Introduction to Rehearsal and Performance: Drama	moe, txt
	6430.30	TA 15B	Continuation of Rehearsal and Performance: Drama	moe, txt
	6440.15	TA 17B	Continuation of Rehearsal and Performance: Mixed Genres	moe, txt
BS	14250.00	CIM 201A	Introduction to Computers, Keyboarding and Word I	cat desc, moe, SLOs
	14251.00	CIM 201B	Introduction to Computers, Keyboarding and Word II	cat desc, SLOs
	14301.00	CIM 201C	Introduction to Computers, Keyboarding and Word III	cat desc, moe, SLOs
GC	655.00	COUN 10	Introduction to College Study Skills	cat desc, sch desc, tps, moe, SLOs, txt
IDEA	14868.00	ENGR 11	Intro to Electrical Engineering and Computer Engineering	nc
LST	14235.00	BIO 102	Field Studies: Island Ecosystems	cat desc, sch desc, Irng obj, tps, SLOs
	11017.00	BIO 61	Field Studies: Coastal Marine Ecosystems	cat desc, sch desc, tps, moe, xt
PST	1245.05	CHEM 1A	General Chemistry I	cat desc, sch desc, moe, SLOs
SBS	14489.00	GLBL 1	Introduction to Global Studies	Irng obj, moe, SLOs, txt
	3392.00	HD 168	Cooperative Work Experience: Human Development	tps, moe, SLOs, txt
	3392.20	HD 168	Cooperative Work Experience: Human Development	tps, moe, SLOs, txt
	3392.30	HD 168	Cooperative Work Experience: Human Development	tps, moe, SLOs, txt
	11141.00	HD 65	Introduction to Child Development in Middle Childhood	moe
	5720.00	PS 1	American Government Honors	rec prep, Irng obj, moe, SLOs, txt
				rec prep, Irng obj, tps, assign, moe, SLOs,
	5720.05 PS 1H American Gov		American Government Honors	txt
	5730.00	PS 3	California Government and Politics	Irng obj, moe, SLOs, txt
	5272.10	PS 5	Political Philosophy	Irng obj, moe, SLOs, txt
	10742.00	PSYC 13	Psychology of Reasoning and Problem Solving	moe, SLOs, txt
	10742.05	PSYC 13H	Psychology of Reasoning and Problem Solving Honors	moe, SLOs, txt
	5910.00	PSYC 37	Abnormal Behavior	moe, SLOs
	14486.00	PSYC 9	Introduction to Cognition	moe, SLOs, txt

ITEM: 5.4 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** Saddleback College: New, Revised, and Deleted Curriculum for the

2020-21 and 2021-22 Academic Years

**ACTION:** Approval

## **BACKGROUND**

Saddleback College's Curriculum Committee and Academic Senate review and approve the curriculum on a regular basis. Subsequently, the curriculum is recommended to the college president or designee for approval.

## **STATUS**

Saddleback College proposes additions and revisions to the curriculum of the College for the 2020-21 and 2021-22 academic years. Exhibit A includes new courses, Exhibit B includes revised courses, and Exhibit C includes revised programs for academic year 2020-21. Exhibit D includes new courses, Exhibit E includes revised and deleted courses, and Exhibit F includes new programs for academic year 2021-22. The new, revised, and deleted curriculum is recommended by the Curriculum Committee and includes collegial consultation with the Academic Senate of Saddleback College pursuant to Title 5, Section 53200 et seq.

## **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees approve the proposed curriculum changes for the 2020-21 academic year at Saddleback College as listed in Exhibits A, B, and C and the proposed curriculum changes for the 2021-22 academic year as listed in Exhibits D, E, and F.

## SADDLEBACK COLLEGE NEW COURSES ACADEMIC YEAR 2020-2021

Division	Course Id	<b>Catalog Id</b>	Course Title	Action Taken
				assign=assignments
				CA Classification code (J=workforce prep, K=other
				noncredit enhanced funding, L=not eligible for
				enhanced funding, Y=credit course)
				cat desc= catalog description
				c/l w/+ cross-listed with (and list the other crs id)
				coreq=corequisite
				crs id=course prefix and/or number
				dc=delete course
				dv=delete version of course
				gr opt=grading option
				hrs=hours
				lim=limitation
				Irng obj=learning objectives
				moe=methods of eval
				nc=new course
				nv=new version of existing course
				oe/oe=open entry/open exit
				prereq=prerequisite
				pcs = program course status
				reactv=course reactivation
				rec prep=recommended prep
				rpt=repeatability
				SAM code=occupational code (A=apprenticeship,
				B=advanced occupational, C=clearly occupational,
				D=possibly occupational, E=non-occupational)
				sch desc=schedule description
				SLOs=student learning outcomes
				sr=scheduled review is for courses that are scheduled
				for review and there are no revisions
				ti=title
				TOP code=numerical classification code used to assign
				programs and courses to disciplines
				tps=topics
				txt=text-required for all courses numbered 1-299
				un=units
				val=validation
				nc, 3 units/3 hrs lec/0 hrs lab/0 hr lrng cntr,
				prereq Placement by the current
				assessment process or successful
	BUS 601			completion of MATH 253 with a "C" or
BS	(112)	450220.00	BUSINESS STATISTICS	better., non repeatable, gr opt GR
	. ,			nc, 3 units/2 hrs lec/3 hrs lab/0 hr lrng cntr,
				rec prep CIMA 104 and knowledge of pivot
	CIMA 600		MICROSOFT EXCEL FOR DATA	tables, non-repeatable, gr opt GR - Letter
BS	(105)	450221.00	ANALYTICS	Grade or Pass/No Pass

## SADDLEBACK COLLEGE NEW COURSES ACADEMIC YEAR 2020-2021

	EACT 604			nc, 0 units/2 hrs lec/0 hrs lab/0 hr Irng cntr,
XE	(500)	450215.00	ESTATE PLANNING (EI)	repeatable 99 times, gr opt NC
	EENG 604		INTERMEDIATE CREATIVE	nc, 0 units/3 hrs lec/0 hrs lab/0 hr Irng cntr,
XE	(500)	450218.00	WRITING (EI)	repeatable 99 times, gr opt NC

## SADDLEBACK COLLEGE REVISED COURSES ACADEMIC YEAR 2020-2021

Division	Course Id	<b>Catalog Id</b>	Course Title	Action Taken
				assign=assignments
				CA Classification code (J=workforce prep, K=other
				noncredit enhanced funding, L=not eligible for
				enhanced funding, Y=credit course)
				cat desc= catalog description
				c/l w/+ cross-listed with (and list the other crs id)
				coreq=corequisite
				crs id=course prefix and/or number
				dc=delete course
				dv=delete version of course
				gr opt=grading option
				hrs=hours
				lim=limitation
				Irng obj=learning objectives
				moe=methods of eval
				nc=new course
				nv=new version of existing course
				oe/oe=open entry/open exit
				prereq=prerequisite
				pcs = program course status
				reactv=course reactivation
				rec prep=recommended prep
				rpt=repeatability  SAM code=occupational code (A=apprenticeship,
				B=advanced occupational, C=clearly occupational,
				D=possibly occupational, E=non-occupational)
				sch desc=schedule description
				SLOs=student learning outcomes
				sr=scheduled review is for courses that are scheduled
				for review and there are no revisions
				ti=title
				TOP code=numerical classification code used to assign
				programs and courses to disciplines
				tps=topics
				txt=text-required for all courses numbered 1-299
				un=units
				val=validation
				fr 16.6 hrs lec/0 hr lab/0 hr lrng cntr to 1 hr
HS	MLT 410NC	818075.00	INTRO CLIN LAB PROF	lec/0 hr lab/0 hr lrng cntr
		323373100		fr <del>16.6 hrs lec/0 hr lab/0 hr lrng entr</del> to <b>1 hr</b>
HS	MLT 411NC	818076.00	BASIC LAB PROCEDURES	lec/0 hr lab/0 hr lrng cntr

## Current English as a Second Language – Beginning Level Certificate of Competency

The Certificate of Competency for English as a Second Language – Beginning Level is **designed** for students **to** demonstrate basic English language skills. **Emphasis is on** participating in simple conversations, **expanding** vocabulary, reading **authentic and simplified texts**, and writing grammatically correct sentences **within basic** paragraphs.

The beginning level courses leading to a certificate will prepare students for intermediate levels of English language study by working on all four primary language skills: reading, writing, speaking, and listening. Students will acquire practical communicative vocabulary, rudimentary skills in conversation, composition, and comprehension as well as an introduction to the American sound system. While completion of this certificate will allow—for greater civic involvement and potential job advancement, completion of this certificate alone is insufficient preparation for college-level certificates and degree applicable coursework.

Beginning students are placed within the following sequence of foundation courses, according to their English abilities and may test out of up to two courses. Courses may be offered days, evenings, and weekends during fall, spring and summer. There are no prerequisite skills or enrollment limitations although there is recommended preparation for some courses.

### **Program Student Learning Outcomes**

Students who complete this program will be able to:

- Demonstrate improvement in their grammar.
- Demonstrate improvement in their speaking and comprehension skills.
- Demonstrate improvement in their reading and vocabulary skills.
- Demonstrate improvement in their overall writing skills.

Course ID	Title	Hours
Required Courses:		
ESL 320	Beginning Multiskills I	99.6
<u>Or</u>		
ESL 321*	Beginning Multiskills II	99.6
ESL 322	Beginning Conversation	49.8
ESL 323	Beginning Pronunciation	49.8
ESL 325 <u>*</u>	Beginning Reading and Writing	<u>49.8</u>
	Total Hours for the Certificate:	99.6-249

Students must earn a grade of P (Pass) in the non-credit sections of these classes

\*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Recommended preparation for ESL 321 and ESL 325 is ESL 320.

## Revised English as a Second Language – Beginning Level Certificate of Competency

The Certificate of Competency for English as a Second Language – Beginning Level is for students **who can** demonstrate basic English language skills **such as** participating in simple conversations, **using every-day** vocabulary, reading **short articles**, and writing grammatically correct sentences **in short** paragraphs.

The beginning\_level courses <u>for this</u> certificate will prepare students for intermediate levels of English language. Completion of this certificate will allow students <u>to be more involved in their communities and possibly advance in their jobs; however, completion of this certificate alone is insufficient preparation for college-level certificates and degree-applicable coursework.</u>

Beginning students are placed <u>into courses according to their</u> English abilities and may test out of up to two courses. Courses may be offered days, evenings, and weekends during fall, spring and summer. There are no prerequisite skills or enrollment limitations although there is recommended preparation for some courses.

#### **Program Student Learning Outcomes**

Students who complete this program will be able to:

- Demonstrate improvement in their grammar.
- Demonstrate improvement in their speaking and comprehension skills
- Demonstrate improvement in their reading and vocabulary skills.
- Demonstrate improvement in their overall writing skills.

Course ID	Title	Hours
Required Cou	ırses:	
ESL 320 <b>NC</b>	Beginning Multiskills I	99.6
<u>Or</u>		
ESL 321 <u>NC</u> *	Beginning Multiskills II	99.6
ESL 322 <b>NC</b>	Beginning Conversation	49.8
ESL 323 <u>NC</u>	Beginning Pronunciation	49.8
ESL 325 <b>NC*</b>	Beginning Reading and Writing	<u>49.8</u>
	Total Hours for the Certificate:	99.6-249

Students must earn a grade of P (Pass) in the non-credit sections of these classes.

Recommended preparation for ESL 321 and ESL 325 is ESL 320.

 $<sup>^{\</sup>star}\text{Course}$  has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

## Current English as a Second Language Intermediate Level Certificate of Competency

The Certificate of Competency for English as a Second Language – Intermediate Level is designed for students to demonstrate intermediate English language skills. Emphasis is on participating in intermediate-level conversations, expanding vocabulary, reading authentic and simplified texts, and writing grammatically correct sentences within single and multi-paragraph compositions.

The intermediate level courses leading to a certificate will prepare students for advanced levels of English language study by working on all four primary language skills, including reading, writing, speaking, and listening. Students will expand communicative and academic vocabulary, conversational skills, composition, and comprehension. While completion of this certificate will allow for greater civic involvement and potential job advancement, completion of this certificate alone is insufficient preparation for college-level certificates and degree-applicable coursework.

Intermediate students are placed within the following sequence of foundation courses, according to their English abilities and may test out of up to two courses. Courses may be offered days, evenings, and weekends during fall, spring and summer. There is recommended preparation for intermediate courses.

#### **Program Student Learning Outcomes**

Students who complete this program will be able to:

- Demonstrate improvement in their grammar.
- Demonstrate improvement in their speaking and comprehension skills.
- Demonstrate improvement in their reading and vocabulary skills.
- Demonstrate improvement in their overall writing skills.

Course ID	Title	Hours
Required Courses		
ESL 330*	Intermediate Multiskills I	99.6
<u>Or</u>		
ESL 331*	Intermediate Multiskills II	99.6
ESL 332*	Intermediate Conversation	49.8
ESL 335*	Intermediate Writing I	49.8
Or		
ESL 336*	Intermediate Writing II	49.8
And		
ESL 801*	Intermediate Writing II Lab	24.9
ESL 333*	Intermediate Pronunciation	<u>49.8</u>
	Total Hours for the Certificate:	99.6-273.9

Students must earn a grade of P (Pass) in the non-credit sections of these classes.

## Revised English as a Second Language Intermediate Level Certificate of Competency

The Certificate of Competency for English as a Second Language – Intermediate Level is designed for students to demonstrate intermediate English language skills. Emphasis is on participating in intermediate-level conversations, expanding vocabulary, reading authentic and simplified texts, and writing grammatically correct sentences within single and multi-paragraph compositions.

The intermediate level courses leading to a certificate will prepare students for advanced levels of English language study by working on all four primary language skills, including reading, writing, speaking, and listening. Students will expand communicative and academic vocabulary, conversational skills, composition, and comprehension. While completion of this certificate will allow for greater civic involvement and potential job advancement, completion of this certificate alone is insufficient preparation for college-level certificates and degree-applicable coursework.

Intermediate students are placed within the following sequence of foundation courses, according to their English abilities and may test out of up to two courses. Courses may be offered days, evenings, and weekends during fall, spring and summer. There is recommended preparation for intermediate courses.

#### **Program Student Learning Outcomes**

Students who complete this program will be able to:

- Demonstrate improvement in their grammar.
- Demonstrate improvement in their speaking and comprehension skills.
- Demonstrate improvement in their reading and vocabulary skills.
- Demonstrate improvement in their overall writing skills.

Course ID	Title	Hours
Required Courses	<u>:</u>	
ESL 330 <u>NC</u> *	Intermediate Multiskills I	99.6
<u>Or</u>		
ESL 331 <u>NC</u> *	Intermediate Multiskills II	99.6
ESL 332 <b>NC</b> *	Intermediate Conversation	49.8
ESL 335 <u>NC</u> *	Intermediate Writing I	49.8
Or		
ESL 336 <u>NC</u> *	Intermediate Writing II	49.8
And		
ESL 801 <u>NC</u> *	Intermediate Writing II Lab	24.9
ESL 333 <b>NC</b> *	Intermediate Pronunciation	<u>49.8</u>
	Total Hours for the Certificate:	99.6-273.9

Students must earn a grade of P (Pass) in the non-credit sections of these classes.

<sup>\*</sup>Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

<sup>\*</sup>Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

## Current English as a Second Language Advanced Level Certificate of Competency

The Certificate of Competency for English as a Second Language – Advanced Level is designed for students to demonstrate advanced English language skills.

The required advanced-level courses leading to a certificate will prepare students for academic English language and mainstream academic or vocational courses. Courses for this certificate focus on all four primary language skills, including academic reading, composition writing, speaking, and listening. Students will expand communicative and academic vocabulary, conversational skills, composition, and comprehension. The completion of this certificate will prepare students for college-level certificates and degree-applicable coursework, greater civic involvement, and potential job advancement.

Advanced students are placed within the following sequence of foundation courses, according to their English abilities and may test out of up to four courses. Courses may be offered days, evenings, and weekends during fall, spring and summer. There is recommended preparation for advanced courses.

#### **Program Student Learning Outcomes**

Students who complete this program will be able to:

- Demonstrate improvement in their grammar.
- Demonstrate improvement in their speaking and comprehension skills.
- Demonstrate improvement in their reading and vocabulary skills.
- Demonstrate improvement in their overall writing skills.

Course ID	Title	Hours
Required Core		
ESL 340*	Advanced Multiskills	99.6
ESL 342*	Advanced Conversation	49.8
ESL 343*	Advanced Pronunciation	49.8
ESL 344*	Idioms and Expressions in American English	49.8
Or		
ESL 354	Vocabulary Skills for College	49.8
ESL 350*	Essential Academic Skills	<del>99.6</del>
Or		
ESL 346*	Advanced Writing for Work	49.8
Or ECL 245#	A L. LIACIC L	40.0
ESL 345* And	Advanced Writing I	49.8
ESL 802*	Advanced Writing I Lab	24.9
ESL 347*	Advanced Grammar Review	49.8
Or	Advanced Grammar Keview	49.0
FSL 357*	Grammar Review for College	49.8
L3L 337	Select Two Restricted Elective from below:	99.6
		9.2-498.0
Restricted Electives: (Choo		
ESL 355*	ESL Reading for College: American	
	Literature	49.8
ESL 356*	Academic Success Strategies	40.0
	For ESL Students	49.8
ESL 358*	Listening and Note-Taking Skills for College	49.8
ESL 359*	American Language and Culture	40.0
Ctd.a.stada a.alaia	Through Film	49.8
order to be eligible for the	a noncredit grading option of P (Pass) in eac ne certificate	ii ciass in

<sup>\*</sup>Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description

## Revised English as a Second Language Advanced Level Certificate of Competency

The Certificate of Competency for English as a Second Language – Advanced Level is designed for students to demonstrate advanced English language skills.

The required advanced-level courses leading to a certificate will prepare students for academic English language and mainstream academic or vocational courses. Courses for this certificate focus on all four primary language skills, including academic reading, composition writing, speaking, and listening. Students will expand communicative and academic vocabulary, conversational skills, composition, and comprehension. The completion of this certificate will prepare students for college-level certificates and degree-applicable coursework, greater civic involvement, and potential job advancement.

Advanced students are placed within the following sequence of foundation courses, according to their English abilities and may test out of up to four courses. Courses may be offered days, evenings, and weekends during fall, spring and summer. There is recommended preparation for advanced courses, and some courses have prerequisites and/or corequisites.

#### **Program Student Learning Outcomes**

Students who complete this program will be able to:

- Demonstrate improvement in their grammar.
- Demonstrate improvement in their speaking and comprehension skills.
- Demonstrate improvement in their reading and vocabulary skills.
- Demonstrate improvement in their overall writing skills.

Students will take a minimum of four courses, and courses may be offered in fall, spring, and summer

Course ID	Title	Hours
Required Core		
ESL 340 <b>NC</b> *	Advanced Multiskills	99.6
ESL 342 <u>NC</u> *	Advanced Conversation	49.8
ESL 343 <u>NC</u> *	Advanced Pronunciation	49.8
Choose one Advanced	Vocabulary Course from the following:	
ESL 344 <b>NC</b> * Or	Idioms and Expressions in American English	49.8
ESL 354 <b>NC</b>	Vocabulary Skills for College	49.8
Choose one or two Aca	ademic/Writing Course from the following:	
ESL <b>380NC</b> * Or	Advanced Academic Writing I	99.6
ESL 346 <b>NC</b> * Or	Advanced Writing for Work	49.8
ESL 345 <b>NC</b> * And	Advanced Writing I	49.8
ESL 802 <u>NC</u> *	Advanced Writing I Lab	24.9
Choose one Advanced	Grammar Course from the following:	
ESL 347 <b>NC</b> * Or	Advanced Grammar Review	49.8
ESL 357 <b>NC</b> *	Grammar Review for College	49.8
	Select Two Restricted Elective from below:	99.6
	Total Hours for the Certificate: 249.	<u>00-498.0</u>
Restricted Electives: (Cho	ose <b>two)</b> 99.6 hours	
ESL 355 <u>NC</u> *	ESL Reading for College: American	
ECL DECLIA	Literature	49.8
ESL 356 <u>NC</u> *	Academic Success Strategies For ESL Students	40.0
ESL 358 <b>NC</b> *		49.8 49.8
ESL 358 <b>NC</b> *	Listening and Note-Taking Skills for College American Language and Culture	49.8
LJL JJJ <u>IVC</u>	Through Film	49.8
Students much achieve	a noncredit grading option of P (Pass) in each	
order to be eligible for		

<sup>\*</sup>Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Division	Course Id	Catalog Id	Course Title	Action Taken
				assign=assignments
				CA Classification code (J=workforce prep, K=other
				noncredit enhanced funding, L=not eligible for
				enhanced funding, Y=credit course)
				cat desc= catalog description
				c/l w/+ cross-listed with (and list the other crs id)
				coreq=corequisite
				crs id=course prefix and/or number
				dc=delete course
				dv=delete version of course
				gr opt=grading option
				hrs=hours
				lim=limitation
				Irng obj=learning objectives
				moe=methods of eval
				nc=new course
				nv=new version of existing course
				oe/oe=open entry/open exit
				prereq=prerequisite
				pcs = program course status
				reactv=course reactivation
				rec prep=recommended prep
				rpt=repeatability
				SAM code=occupational code (A=apprenticeship,
				B=advanced occupational, C=clearly occupational, D=possibly occupational, E=non-occupational)
				sch desc=schedule description
				SLOs=student learning outcomes
				sr=scheduled review is for courses that are scheduled for review and there are no revisions
				ti=title
				TOP code=numerical classification code used to assign
				programs and courses to disciplines
				tps=topics
				txt=text-required for all courses numbered 1-299
				un=units
				val=validation
				nc, 1 unit/0.5 hr lec/1.5 hrs lab/0 hr lrng
KNES	KNEA 609	386800.15	ADAPTED YOGA	cntr, non-repeatable
	3.55			nc, 1.5 units/1 hr lec/2 hrs lab/0 hr lrng
KNES	KNEA 609	386800.10	ADAPTED YOGA	cntr, non-repeatable

## SADDLEBACK COLLEGE REVISED AND DELETED COURSES ACADEMIC YEAR 2021-2022

Division	Course Id	Catalog Id	Course Title	Action Taken
				assign=assignments
				CA Classification code (J=workforce prep, K=other noncredit enhanced funding, L=not eligible for enhanced funding, Y=credit course)
				cat desc= catalog description
				c/l w/+ cross-listed with (and list the other crs id)
				coreq=corequisite
				crs id=course prefix and/or number
				dc=delete course
				dv=delete version of course
				gr opt=grading option
				hrs=hours
				lim=limitation
				Irng obj=learning objectives
				moe=methods of eval
				nc=new course
				nv=new version of existing course
				oe/oe=open entry/open exit
				prereq=prerequisite
<u> </u>				pcs = program course status
				reactv=course reactivation
				rec prep=recommended prep
				rpt=repeatability
				SAM code=occupational code (A=apprenticeship, B=advanced occupational, C=clearly occupational, D=possibly occupational, E=non-occupational)
				sch desc=schedule description
				SLOs=student learning outcomes
				sr=scheduled review is for courses that are scheduled for review and there are no revisions
				ti=title
				TOP code=numerical classification code used to assign programs and courses to disciplines
				tps=topics
				txt=text-required for all courses numbered 1-299
				un=units
				val=validation
BS	ACCT 215	613000.05	GENERAL ACCOUNTING	txt
LA	ENG 180	320040.00	SPEED READG/COMP TRNG	SLOs, assign, txt
LA	ENG 190	296040.00	ACADEMIC READING	SLOs, assign, txt
LA	ENG 332B	992492.00	INT READ/VOC LAB ESL	dc
LA	ENG 332C	992493.00	ADV READ/VOC LAB ESL	dc
LA	ENG 333A	284060.00	BASIC RDG SKILLS LAB	SLOs, txt
LA	ENG 333B	992489.00	INT RDG SKILLS LAB	txt
LA	ENG 333C	992490.00	ADV RDG SKILLS LAB	SLOs, txt
MS	CHEM 1A	150010.05	GENERAL CHEMISTRY	tps, Irng obj, assign, txt

## SADDLEBACK COLLEGE REVISED AND DELETED COURSES ACADEMIC YEAR 2021-2022

MS	CHEM 2	405095.00	GEN CHEM PRINCIPLES	dc
MS	CHEM 12A	150080.00	ORGANIC CHEMISTRY	tps, Irng obj, assign txt
MS	CHEM 12B	150090.00	ORGANIC CHEMISTRY	tps, Irng obj, moe, assign txt, val
MS	CHEM 13	405096.00	ORGANIC CHEM PRIN	dc
MS	CHEM 108	430793.00	INTRO GEN,ORG,BIOCHEM	tps, Irng obj, SLOs

# New <u>Environmental Science</u> <u>Associate in Science for Transfer</u>

Environmental Science is an interdisciplinary course of study that draws on science, economics, and mathematics to produce an understanding of the complex interactions between humans and the environment. The Associate in Science in Environmental Science for Transfer Degree provides students with a core curriculum to develop key skills for applying biological, physical, and chemical scientific principles to the study of the environment. Students will also develop skills for critical/analytical thinking and problem-solving that are needed to develop solutions to environmental problems at the local, national, and global level.

Students who complete the Associate in Science in Environmental Science for Transfer Degree receive priority admission to the California State University system, although admission to a specific campus is not guaranteed.

The Associate in Science in Environmental Science for Transfer Degree prepares students to transfer to a 4-year university for further study to prepare for a wide variety of careers. Environmental scientists typically use their knowledge and skills to protect the environment and human health. They may clean up polluted areas, advise policymakers, or work with government and industry to reduce waste and improve environmental conditions. Other career possibilities are academia, environmental law, environmental consulting, biodiversity conservation, and resource management.

#### <u>Program Student Learning Outcomes</u> Students who complete this program will be able to:

- Demonstrate knowledge of the physical, biological, ecological, and social sciences required to effectively address current environmental issues and be prepared to pursue further study in an environmental science program at the baccalaureate level.
- Demonstrate scientific literacy and ability to engage in scientific inquiry concerning environmental issues through the evaluation and analysis of scientific literature, and presentation of results in written and oral form.
- <u>Critically evaluate strategies for sustainable</u> management of environmental systems and for the remediation or restoration of degraded environments and human health protection.

#### **Graduation Requirements**

To earn the Associate in Science in Environmental Science for Transfer degree, students must complete 60 CSU-transferable semester units with a minimum grade point average of 2.0, including both of the following:

- completion of all courses required for the major with a grade of "C" (or "P" Pass) or better; and
- completion of the California State University General Education or Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, and Mathematics (CSU GE¹ or IGETC for STEM²) pattern

## Required Core: Select 1 of 2 options (13-14 units) Option 1

BIO 4A*	Principles of Cellular Biology	4
BIO 4B*	Principles of Organismal Biology	4
CHEM 1A*	General Chemistry	5

Option 2		
BIO 4A*	Principles of Cellular Biology	4
CHEM 1A*	General Chemistry	<u>5</u>
CHEM 1B*	General Chemistry	<u>5</u>
List A: Complet	e 15 units from the following	
	Introduction to Environmental Studies	<u>3</u>
GEOL 1	Introduction to Physical Geology	4
<u>or</u>		
GEOG 1	Physical Geography	3
<u>and</u>		
GEOG 1L*	Physical Geography Laboratory	<u>1</u>
MATH 10*		3
<u>or</u>		
PSYC 44*	Statistics for the Behavioral Sciences	<u>3</u>
MATH 3A*	Analytic Geometry and Calculus	<u>5</u>
<u>or</u>		
MATH 3AH*	Honors Analytic Geometry and Calculus	<u>5</u>
<u>or</u>		
MATH 11*	A Brief Course in Calculus	<u>5</u>
List B: Complet	e 13 units from the following	
ECON 4*		3
or	•	
ECON 4H*	Honors Principles of Microeconomics	3
PHYS 4A*	General Physics	5
and	•	
PHYS 4B*	General Physics	5
or	•	
PHYS 2A*	Introduction to Physics	<u>5</u>
<u>and</u>	•	
PHYS 2B*	Introduction to Physics	<u>5</u>

Total Units for the Major 41-42

- all courses in Area A, B, and E of the traditional CSU GE;
- two courses in Area C one course in Area C1 and one course in Area C2;
- two courses in Area D from two different disciplines.

The following deferred courses must be completed after transfer:

- <u>one remaining lower-division general education course</u> in Area C
- one remaining lower-division general education course in Area D

all courses in Area 1 (except 1C for UC-bound students), 2, and 5 of the traditional IGETC;

<sup>\*</sup>Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

<sup>&</sup>lt;sup>1</sup>CSU GE for STEM is only an option for students earning AS-T degrees in Environmental Science. CSU GE for STEM certification requires the following courses before transfer:

<sup>&</sup>lt;sup>2</sup> IGETC for STEM is only an option for students earning AS-T degrees in Biology for Transfer, Chemistry for Transfer, and/or Environmental Science for Transfer. IGETC for STEM certification requires the following courses before transfer:

- two courses in Area 3 one course in Area 3A and one course in Area 3B; and
- two courses in Area 4 from two different disciplines.

## The following deferred courses must be completed after transfer:

- one remaining lower-division general education course in Area 3;
- one remaining lower-division general education course in Area 4; and
- one course in Area 6 for UC-bound students who have not satisfied the requirement through proficiency.

## New Microsoft Solutions Expert Certificate of Completion

This tuition-free noncredit certificate is composed of three courses that prepare students for the first three levels of the MCSE (Microsoft Certified Solutions Expert) exams. Microsoft is the worldwide leader in the desktop PC marketplace. These three Microsoft certificates have high value in the IT support marketplace. Students need to complete two of the three MSCE courses to obtain the certificate. In general, this certificate caters to skills builders, recently out of work IT professionals, individuals unable to afford boot camp bills, or any student looking to enhance a college degree with important 21st-century skills.

### <u>Program Student Learning Outcomes</u> <u>Students who complete this program will be able to:</u>

- Identify basic operating system terminology.
- <u>Describe and identify the basic components of an operating system.</u>
- Configure a small Microsoft Windows network.

### **Required Core**

Course ID	Title	Hours
CIS 471NC	MCSE Certification Exam Prep I	83
CIS 472NC*	MCSE Certification Exam Prep II	83
CIS 473NC*	MCSE Certification Exam Prep III	83
	Total Hours for the Certificate	249 hrs.

\*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

ITEM: 5.5 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Saddleback College and Irvine Valley College, Notices of

Completion, Various Projects

**ACTION:** Approval

### **BACKGROUND**

The Board of Trustees approved or ratified agreements for the following Saddleback College and Irvine Valley College projects as follows:

- Specialty Flooring, Inc., for a contract total of \$89,000, for the Saddleback College Central Plant Floor Epoxy project. The Board of Trustees approved the associated agreement on December 16, 2019.
- The Board of Trustees approved the associated CMAS Agreements No. 3-17-84-0052B and 4-16-84-0053A with Blue Violet Networks, LLC on June 25, 2018, for the Irvine Valley College Access Control & Security Systems and Hardware project. Pursuant to this approval, on March 23, 2020, the Board of Trustees ratified the purchase order #P196351, for a contract total of \$233,505.46.
- EIDIM AV Technology, for a current contract total of \$291,247.69 with a change order of \$839.08 listed for ratification at this April's board meeting, for a revised contract total of \$292,086.77, for the Irvine Valley College Performing Arts Center Main Theater Audio Visual Improvements project. The Board of Trustees approved the associated agreement on July 15, 2019.

### **STATUS**

Contract work is complete on the projects. Staff recommends the Notices of Completion be filed for the following projects:

- Saddleback College Central Plant Floor Epoxy project (EXHIBIT A)
- Irvine Valley College Access Control & Security Systems and Hardware project (EXHIBIT B)
- Irvine Valley College Performing Arts Center Main Theater Audio Visual Improvements project (EXHIBIT C)

## **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees authorize filing the Notices of Completion for the Central Plant Floor Epoxy project at Saddleback College to Specialty Flooring, Inc., for a contract total of \$89,000, for the Access Control & Security Systems and Hardware project #P19651 at Irvine Valley College to Blue Violet Networks, LLC, for a contract total of \$233,505.46 and for the Performing Arts Center Main Theater Audio Visual Improvements project at Irvine Valley College to EIDIM AV Technology, with a contract total of \$292,086.77. It is also recommended that the Board of Trustees authorize the release of retention 35 days after filing.

Item Submitted By: Ann-Marie Gabel, Vice Chancellor, Business Services

Recording Requested By and Mail to:

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT 28000 Marguerite Parkway Mission Viejo, California 92692 Attn: Facilities Planning

**EXEMPT PER GOVERNMENT CODE 27383** 

#### NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN, that the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, as Owner with vested title in the property hereinafter described, caused improvements to be made to said property to wit: Central Plant Floor Epoxy project at SADDLEBACK COLLEGE, the contract for the doing of which was heretofore entered into the 16th day of December 2019, which contract was made with SPECIALTY FLOORING, INC, as Contractor; that said improvements were completed on the 2nd day of March 2020, and accepted by formal action of the governing board of said District on the 27th day of April 2020, that title to said property is vested in the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California; that the surety for the above-named Contractor is AMERICAN CONTRACTORS INDEMNITY COMPANY that the property hereinafter referred to and on which said improvements were made is described as follows:

SADDLEBACK COLLEGE 28000 MARGUERITE PKWY MISSION VIEJO, CA 92692

	Wilder VIEGO, CIT 9	20,2
SOUTH ORANGE COUNTY COM	MUNITY COLLEGE D	ISTRICT OF ORANGE COUNTY, CA
Ву		
	Ann-Marie Gabel	Dated
	Vice Chancellor, Busines	ss Services
		nly the identity of the individual who signed the lness, accuracy, or validity of that document.
State of California County of Orange		
Subscribed and sworn to (or affirmed) before	e me	
on this day of	, 20	
by Ann-Marie Gabel (Name of Signer)		
proved to me on the basis of satisfactory evic to be the person(s) who appeared before me.	lence	
Signature		
Signature of Notary Public		(Seal)

Recording Requested By and Mail to:

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT 28000 Marguerite Parkway Mission Viejo, California 92692 Attn: Facilities Planning

**EXEMPT PER GOVERNMENT CODE 27383** 

#### NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN, that the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, as Owner with vested title in the property hereinafter described, caused improvements to be made to said property to wit: Access Control & Security Systems and Hardware project #P196351 at IRVINE VALLEY COLLEGE, the contract for the doing of which was heretofore entered into the 10th day of February 2020, which contract was made with BLUE VIOLET NETWORKS, LLC, as Contractor; that said improvements were completed on the 24th day of March 2020, and accepted by formal action of the governing board of said District on the 27th day of April 2020, that title to said property is vested in the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California; that the surety for the above-named Contractor is GENERAL REINSURANCE CORPORATION that the property hereinafter referred to and on which said improvements were made is described as follows:

### IRVINE VALLEY COLLEGE 5500 IRVINE CENTER DRIVE IRVINE CA 92618

IR	VINE, CA 92618		
SOUTH ORANGE COUNTY COMMUNI	TY COLLEGE DI	STRICT OF ORANGE COUNTY, C	CA
By			
ByAnn-M Vice Cl	arie Gabel hancellor, Business		
A notary public or other office completing this cer document to which this certificate is attached, an			_
State of California County of Orange			
Subscribed and sworn to (or affirmed) before me			
on this, 20	_		
by Ann-Marie Gabel (Name of Signer)	_		
proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.			
Signature_			
Signature of Notary Public	<del>_</del>	(Seal)	

Recording Requested By and Mail to:

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT 28000 Marguerite Parkway Mission Viejo, California 92692 Attn: Facilities Planning

**EXEMPT PER GOVERNMENT CODE 27383** 

#### NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN, that the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California, as Owner with vested title in the property hereinafter described, caused improvements to be made to said property to wit: Performing Arts Center Main Theater Audio Visual Improvements project at IRVINE VALLEY COLLEGE, the contract for the doing of which was heretofore entered into the 15th day of July 2019, which contract was made with EIDIM AV TECHNOLOGY, as Contractor; that said improvements were completed on the 3rd day of February 2020, and accepted by formal action of the governing board of said District on the 27th day of April 2020, that title to said property is vested in the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT of Orange County, California; that the surety for the above-named Contractor is WESTERN NATIONAL MUTUAL INSURANCE COMPANY that the property hereinafter referred to and on which said improvements were made is described as follows:

### IRVINE VALLEY COLLEGE 5500 IRVINE CENTER DRIVE IRVINE CA 92618

IRVINE, CA 92618	
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT OF	ORANGE COUNTY, CA
Ву	
Ann-Marie Gabel Vice Chancellor, Business Services	Dated
A notary public or other office completing this certificate verifies only the identit document to which this certificate is attached, and not the truthfulness, accurac	-
State of California County of Orange	
Subscribed and sworn to (or affirmed) before me	
on this, 20	
by Ann-Marie Gabel (Name of Signer)	
proved to me on the basis of satisfactory evidence to be the person(s) who appeared before me.	
Signature Signature of Notary Public	(0 - 1)
Signature of Notary Public	(Seal)

DATE: 4/27/20

ITEM: 5.6

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Ratification for Declaration of an Emergency Situation

Regarding a Fire in the BSTIC Building at Irvine Valley College,

Castlerock Environmental, Inc.

**ACTION:** Ratify

## **BACKGROUND**

Early in the morning of March 29, 2020, a UPS unit overheated and caused a fire in the BSTIC building at Irvine Valley College. Pursuant to Board Resolution No. 20-08 declaring state of emergency and delegating authority to the Chancellor to close District centers, campuses, and offices, and to otherwise respond to the Novel Coronavirus (COVID-19) if necessary (EXHIBIT A) authorizing the District to enter into contracts without advertising or inviting bids in order to respond to emergency situations, subject to approval by the Orange County Superintendent of Schools (EXHIBIT B) and subsequent ratification by the Board of Trustees.

## **STATUS**

The fire caused extensive smoke and water damage, which necessitated immediate emergency repairs to avoid further damage. The repairs were beyond the scope of the District's in-house staff and an expert contractor was called in to undertake the immediate repairs related to ceiling tiles and drywall. The District contracted with Castlerock Environmental, Inc. (EXHIBIT C) to conduct the necessary repairs in the amount of \$93,475.

The cost of repairs is funded by Irvine Valley College's General Fund.

## **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees ratify the declaration of an emergency situation regarding a fire in the BSTIC building at Irvine Valley College and ratify the contract with Castlerock Environmental, Inc. in the amount of \$93,475 for necessary repairs.

## SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT RESOLUTION #20-08 March 23, 2020

EXHIBIT A Page 1 of 5

Attachment to County Emergency Request

A resolution declaring a State of Emergency and delegating authority to the Chancellor to close District Centers, Campuses, and Offices, and to otherwise respond to the Novel Coronavirus (COVID - 19) if necessary

WHEREAS, on March 4, 2020, the Governor of California declared a State of Emergency due to the outbreak and spread of the novel coronavirus (COVID-19); and

WHEREAS, on March 15, 2020, the Chancellor of the South Orange County Community College District declared a State of Emergency due to the outbreak and spread of the novel coronavirus (COVID-19); and

**WHEREAS,** as of March 18, 2020, there are 675 cases reported of COVID-19 in California, 53 cases in Orange County, and officials expect the number of cases to continue increasing; and

WHEREAS, on March 17, 2020, the Orange County Health Officer issued an order prohibiting "all public and private gatherings of any number of people, including at places of work, for all non-essential activities" until 11:59 p.m. on March 31, 2020. Educational institutions are listed as "essential activities" for the purpose of "facilitating distance learning or performing essential functions, provided that social distancing of six-feet per person is maintained to the greatest extent possible"; and

**WHEREAS,** in compliance with the order issued by the Orange County Health Officer, the Chancellor effectively closed all District and college campuses, centers, offices and facilities on March 18, 2020 for all non-essential functions through March 31, 2020; and

**WHEREAS,** on March 19, 2020, Governor Newsom issued Executive Order N-33-20, ordering "all individuals living in the State of California to stay home or at their place of residence except as needed to maintain continuity of operations of the federal critical infrastructure sectors"; and

WHEREAS, Education facilities are a subsector of one of the federal critical infrastructure sectors and Chancellor Oakley has advised that local Board of Trustees, along with the District CEO, have the authority to determine which positions are deemed "essential functions" in order to maintain instruction; and

**WHEREAS,** strict compliance with various statutes and regulations would prevent, hinder, or delay appropriate actions to prevent and mitigate the effects of COVID-19; and

**WHEREAS,** it is imperative to prepare for and implement measures to respond to the spread of COVID-19; and

**WHEREAS,** it is imperative to have the tools to ensure the health and safety of students, employees, and families in our campus communities; and

**WHEREAS,** it is imperative to have the resources to ensure that student learning continues if student educational needs are to be conducted from alternate locations or virtual learning environments; and

WHEREAS, with the guidelines provided by Governor Newsom on March 15, 2020, it is imperative that employees be allowed to take a leave of absence due to being quarantined or staying home after recently returning from Level 3 countries; if they are 65 or over, in a high-risk population, a caregiver for family, or sick from Coronavirus or other illnesses with similar symptoms (e.g., cough, fever, shortness of breath) during this state of emergency; and

WHEREAS, the protection of the health and safety and preservation of the lives and property of the students and employees of the District from the effects of natural emergencies such as COVID-19 is of paramount District importance requiring the responsible efforts of the District; and

**WHEREAS** all District employees are required to serve as disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law under Government Code 3100; and

WHEREAS, Section 1102 of the Public Contract Code defines "emergency" to mean a "sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services;" and 21060.3 of the Public Resources Code and California Environmental Quality Act Guidelines 14 CCR section 15269(c) defines "emergency" to mean "a sudden, unexpected occurrence, involving a clear and imminent danger, demanding immediate action to prevent or mitigate loss of, or damage to, life, health, property, or essential public services. 'Emergency' includes such occurrences as fire, flood, earthquake, or other soil or geological movements, as well as such occurrences as riot, accident, or sabotage"; and

WHEREAS, under California Public Contract Code Section 20654, in an emergency when any repairs, alterations, work, or improvement are necessary to any facility of the college, or to permit the continuance of existing college classes, or to avoid danger to life or property, the Board may, by unanimous vote, with the approval of the County Superintendent of Schools during only the timeframe of this state of emergency do the following: make a contract in writing or otherwise on behalf of the District for the performance of labor and furnishing of materials or supplies for the purpose without advertising for or inviting bids; and

**NOW, THEREFORE BE IT RESOLVED,** that the Board of Trustees of the South Orange County Community College District determines that the circumstances described in the Resolution herein constitute an emergency condition and affirms the Chancellor's declaration of a state of emergency; and

**BE IT FURTHER RESOLVED,** that the Board authorizes the Chancellor and/or designee to take any and all actions necessary to ensure the continuation of public education, and the health and safety of the students and employees, including, but not limited to: relocating students and employees, providing alternative educational program options, and/or directing employees to serve as disaster service workers pursuant to Government Code 3100; and

**BE IT FURTHER RESOLVED,** by unanimous vote, pursuant to Section 20113 of the Public Contract Code, and pending the expected approval by the Orange County Superintendent of Schools, that the Board authorizes the Chancellor or designee to execute contracts without advertising or inviting bids in order to respond to the emergency at District and college sites, subject to subsequent ratification of the contracts by the Board; and

**BE IT FURTHER RESOLVED,** that the Board authorizes the Chancellor, in her discretion, to order closed beyond March 31, 2020, if necessary to comply with the State of California Executive Order N-33-20, District and college centers, campuses, offices, and facilities, all or in part, to ensure the safety of the students and employees of the District; and

**BE IT FURTHER RESOLVED,** that the Board authorizes the Chancellor to take any other action that she deems necessary during this Emergency, including excluding students and employees from District and college facilities, and to keep the Board and the District community informed of all actions taken pursuant to this Resolution; and

**BE IT FURTHER RESOLVED,** that the Board establishes the following positions as "essential functions" and authorizes the employees within these positions to work on District and college centers, campuses, offices, and facilities, **as needed**, to ensure the continuity of instruction:

### **District Services** (58 employees)

- Chancellor's Office (5 employees)
  - Chancellor; District Director, Chancellor and Board Operations; Manager, Office of the Chancellor and Trustee Services; District Director of Public Affairs and Government Relations; and Communications Specialist
- Business Services (42 employees)
  - Vice Chancellor, Business Services (2 employees) Vice Chancellor, Business Services and Executive Assistant of Vice Chancellor
  - Accounting (5 employees) Director of Fiscal Services; Senior Accounting Specialists; and Accounting Specialist
  - Facilities Planning (6 employees) Executive Director of Facilities Planning; Director of Facilities Planning; Senior Project Manager; Project Managers; and Administrative Assistant
  - Fiscal Services (3 employees) Executive Director, Fiscal Services/Comptroller; Accountant; and Administrative Assistant
  - Payroll (10 employees) Payroll and Benefits Manager; Payroll Systems Specialist; Payroll Specialists; Senior Benefits Specialist; and Benefits Specialist
  - Procurement, Central Services, and Risk Management (16 employees) –
     Executive Director of Procurement, Central Services and Risk Management;
     Purchasing and Contracts Manager; Risk Manager; Central Services
     Manager; Contracts Specialists; Senior Administrative Assistant, Program Technician;
     Mailroom Assistant; Warehouse Workers, Central Services Specialist; Lead
     Warehouse Workers; and Warehouse Worker/Delivery Driver
- Tech and Learning Services (9 employees)
  - Vice Chancellor, Tech and Learning Services; Director, IT Infrastructure/Security; Director of Information Technology, Academic Systems; Systems Manager Computer and Networking Operating Systems; Network Systems Technician III; Network Systems Technician II; Applications Specialist II; Database Administrator; and Senior Programmer/Analyst
- Human Resources (2 employees)
  - Human Resources Operations Supervisor and Human Resources Specialist

## Irvine Valley College (42 employees)

- College President (1 employee)
- Administrative Services (29 employees)
  - Campus Police (9 employees) Chief of Police; Police Operations Lieutenant; Police Sergeant; Police Officers; Senior Dispatcher/Records; Dispatcher/Records; and Campus Security Officer
  - Facilities (8 employees) Director of Facilities; Assistant Director of Facilities; Assistant Director of Facilities Capital Outlay Projects; Night Facilities Operations Supervisor; Custodians; Building Maintenance Worker; and Groundskeeper
  - Technology Services (10 employees) Director of Technology Services; Applications Specialist I; Applications Specialist II; Network Systems Technician III; Network Systems Technicians II; Network Systems Technician I; Alternate Media Specialist; Networks Systems Administrator; Senior Administrative Assistant; and Instructional Technologist

- Fiscal Services (2 employees) Vice President of College Administrative Services and Manager, College Fiscal Services
- Student Services (9 employees)
  - Vice President of Student Services; Dean of Counseling; Dean of Enrollment Services; Director of Promise, Recruitment, and Outreach; Assistant Dean of Health, Wellness, and Veterans Services; Assistant Dean of Financial Aid and Student Support Services; Senior Financial Aid Specialist; Coordinator of Equity Programs; and Title IX Investigator
- Instruction (3 employees)
  - Vice President of Instruction; Dean of Math, Science and Engineering; and Dean of The Arts, Library, and Online Education

### Saddleback College (51 employees)

- College President (1 employee)
- Student Services (16 employees)
  - Vice President of Student Services; Dean of Counseling; Dean of Enrollment Services; Dean of Student Equity and Special Programs; Dean of Wellness, Social Services, and Child Development Center; Registrar; Director of Financial Aid; Financial Aid Specialists; Senior Financial Aid Specialist; Outreach Assistant; Senior Administrative Assistants; Senior Counseling Office Assistant; Lead Charge Nurse; and Senior Matriculation Specialist
- Instruction (5 employees)
  - Vice President of Instruction; Executive Dean for Extended Learning; Dean for Math, Science and Engineering; Dean for Kinesiology & Athletics; and Grant Project Manager
- Administrative Services (29 employees)
  - Technology Services (4 employees) Director of Technology Serv/Broadcast Systems; Assistant Director of Technology Services; Network Systems Technicians II; and Network Systems Technicians III
  - Facilities Maintenance and Operations (12 employees) Senior Director of College Facilities; Assistant Director of Facilities; Assistant Director of Facilities – Capital Outlay Projects; Night Facilities Operations Supervisor; Facilities
     Maintenance/Energy Project Manager; Custodians; Building Maintenance Worker; and Groundskeepers
  - Campus Police (9 employees) Chief of Police; Police Operations Lieutenant; Police Officers; Senior Dispatcher/Records; and Police Technical Services Specialist
  - Business Office (4 employees) Vice President for College Administrative Services; Director of Fiscal Contract Services; Student Payment/Veterans Offices Manager; and Senior Fiscal/Veterans Specialist

**BE IT FURTHER RESOLVED,** that the Board of Trustees designates authority to the Chancellor or designee to amend the above list of essential functions as she deems necessary and to advise the Board of Trustees of any such action taken; and

**BE IT FURTHER RESOLVED,** that this Resolution will remain in effect until the state of emergency as determined by Governor Newsom to address the COVID-19 epidemic has ended; and

**BE IT FURTHER RESOLVED,** that the Chancellor, Vice Chancellor of Business Services, or Executive Director of Fiscal Services/Comptroller are hereby authorized to execute for and on behalf of the South Orange County Community College District, a public entity established under the laws of the State of California, any and all applications necessary for the purpose of obtaining certain federal financial assistance under

Public Law 93-288 as amended by the Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988, and/or state financial assistance under the California Disaster Assistance Act and to provide to the Governor's Office of Emergency Services for all matters pertaining to such state disaster assistance the assurances and agreements required. For purposes of this paragraph only, this is a universal resolution and is effective for all open and future disasters up to three (3) years following the date of approval below.

**PASSED AND ADOPTED** on this 23<sup>rd</sup> day of March, 2020 in the South Orange County Community College District.

AYES:	Trustees	Prendergast,	Jemal,	Wright,	Lang,	Milchiker,	Jay,	and	Whitt I	Ryde	ell

NOES:

ABSENT:

ABSTAINED:

President of the Board

South Orange County Community College District



April 1, 2020

# ORANGE COUNTY DEPARTMENT OF EDUCATION

200 KALMUS DRIVE P.O. BOX 9050 COSTA MESA, CA 92628-9050

> (714) 966-4000 FAX (714) 432-1916 www.ocde.us

AL MIJARES, Ph.D. County Superintendent of Schools Anne-Marie Gabel Vice-Chancellor, Business Services South Orange County Community College District 28000 Marguerite Parkway Mission Viejo, CA 92692-3635

Dear Ms. Gabel:

This letter is in response to your District's request for approval to enter into an emergency contract due to extensive smoke and water damage from a fire in the BSTIC building at Irvine Valley College that occurred on March 29, 2020. It is our understanding that the extent of the smoke and water damage necessitates immediate emergency repairs to avoid further damage.

It is also our understanding that the repairs are beyond the scope of the District's in-house staff and an expert contractor must be called in to undertake the repairs immediately.

Consider this letter formal notice of approval to enter into an emergency contract in accordance with Public Contract Code Section 20654. Please be advised that Public Contract Code Section 20654 does not exempt the District from other legal requirements other than not having to advertise or invite bids.

Sincerely,

ORANGE COUNTY BOARD OF EDUCATION

MARI BARKE

JOHN W. BEDELL, PH.D.
REBECCA "BECKIE" GOMEZ

LISA SPARKS, PH.D.

KEN L. WILLIAMS, D.O.

Dean West, CPA

Associate Superintendent Business Services Division

DW:ts



April 1, 2020

Dean West Associate Superintendent, Business Services Orange County Department of Education 200 Kalmus Dr. P.O.Box 9050 Costa Mesa, California 92628

Dear Mr. West,

This letter is a written request by the South Orange County Community College District to the County Superintendent of Schools for approval to enter into a contract for emergency repairs due to extensive smoke and water damage from a fire in the BSTIC building at Irvine Valley College that occurred on March 29, 2020. The extent of the smoke and water damage necessitates immediate emergency repairs to avoid further damage. The repairs are beyond the scope of the District's in-house staff and an expert contractor must be called in to undertake the repairs immediately.

On March 23, 2020, the Board of Trustees passed the attached emergency resolution authorizing the District to enter into contracts without advertising or inviting bids in order to respond to emergency situations, subject to approval by the Orange County Superintendent of Schools and subsequent ratification by the Board of Trustees.

Please consider this letter a formal written request for approval to enter into a contract without advertising for or inviting bids for repairs of the smoke and water damage at Irvine Valley College.

Thank you for your consideration of this matter.

Sincerely,

Ann-Marie Gabel

Ann-Marie Gabel Vice Chancellor, Business Services

Attachment

cc: Priya Jerome

#### **CONTRACT FOR LABOR AND MATERIALS**

This Contract for Labor and Materials ("Contract") is entered into by and between **SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT** ("District") and Castlerock Environmental, Inc. ("Contractor") for the Work of the Project generally described as **Removal and Replacement of Ceiling Tiles and Drywall Wallboard in BSTIC Building at Irvine Valley College**. In consideration of the mutual covenants set forth herein, the Contractor and District agree as follows:

- Contract Price. In consideration of the payment of the sum of Ninety Three Thousand Four Hundred Seventy
  Five Dollars (\$93,475.00) ("the Contract Price"), the Contractor shall perform and complete the Work generally
  described as Removal and Replacement of Ceiling Tiles and Drywall Wallboard in BSTIC Building at
  Irvine Valley College.
- 2. Contract Time and Liquidated Damages. Contractor shall commence the Work on the date indicated in the Notice to Proceed issued by or on behalf of the District and shall complete the Work within Seventeen (17) calendar days after the commencement date for the Work ("the Contract Time"). Failure to complete the Work within the Contract Time will subject the Contractor to Liquidated Damages at the rate of N/A Dollars (\$0.00) until the Project is completed.
- 3. Project Site. The location of the Work is Irvine Valley College BSTIC Building ("the Site").
- **4. Contractor and Subcontractor Insurance**. At all times during the Work, the Contractor and each Subcontractor shall obtain and maintain the following insurance coverages:

Con	Contractor Insurance		
Policy of Insurance	Minimum Coverage Limit		
Workers' Compensation Insurance	In accordance with Laws		
Employer's Liability Insurance	One Million Dollars (\$1,000,000)		
Commercial General Liability and	Per occurrence:		
Property Insurance	One Million Dollars (\$1,000,000)		
	Aggregate:		
	Two Million Dollars (\$2,000,000)		
Automobile Liability Insurance	One Million Dollars (\$1,000,000)		
(combined single limit)			
Contractor Pollution Liability Insurance	One Million Dollars (\$1,000,000) per claim and Two		
	Million Dollars (\$2,000,000) in the aggregate		

Subco	Subcontractors' Insurance				
Policy of Insurance	Minimum Coverage Limit				
Workers' Compensation Insurance	In accordance with Laws				
Employer's Liability Insurance	One Million Dollars (\$1,000,000)				
Commercial General Liability and	Per occurrence: Two Million Dollars (\$2,000,000)				
Property Insurance	Aggregate: Two Million Dollars (\$2,000,000)				
Automobile Liability Insurance	One Million Dollars (\$1,000,000)				
(combined single limit)					
Contractor Pollution Liability Insurance	One Million Dollars (\$1,000,000) per claim and Two				
	Million Dollars (\$2,000,000) in the aggregate				

- 5. Change Order Mark-Up. Mark-ups on the direct costs of Changes directed or authorized by the District pursuant to Paragraph 4 of the Contract Terms and Conditions are limited to ten percent (10%) of the direct costs.
- 6. Contract Documents. The Contract Documents consist of this Contract for Labor and Materials, the attached Contract Terms and Conditions, the Bid Proposal and other documents submitted by the Contractor to the District as a Bidder and the documents identified below. By executing this Contract, the Contractor

acknowledges its receipt and review of the Contract Documents; based upon this review, the Contractor confirms that the Work can be completed for the Contract Price and within the Contract Time. The Contract Documents consist of:

- Notice of Informal Bidding and Bidding Instructions
- Bid Proposal
- Subcontractors List
- Qualifications Statement
- Non-Collusion Affidavit
- Certificate of Worker's Compensation Insurance
- Drug-Free Workplace Certification

- Contract For Labor and Materials
- Bid Bond
- Performance Bond
- Labor and Materials Payment Bond
- Verification of Certified Payroll Records Submittal to Labor Commissioner
- Drawings
- Specifications
- 7. District Project Representative. The District Project Manager for the Work is Jeffrey Hurlbut.
- 8. Contractor Project Representative. The Contractor Project Manager for the Work is Scott Whitacre.

CONTRACTORS ARE REQUIRED BY LAW TO BE LICENSED AND REGULATED BY THE CONTRACTORS' STATE LICENSE BOARD. ANY QUESTIONS CONCERNING A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR, CONTRACTORS' STATE LICENSE BOARD, P.O. BOX 2600, SACRAMENTO, CALIFORNIA 95826

**IN WITNESS WHEREOF,** the District and Contractor have executed this Contract as of the date set forth above.

Castlerock Environmental, Inc.	SOUTH ORANGE COUNTY COMMUNITY
	COLLEGE DISTRICT
Signature:	Signature:  Ann—Morie Gobel  BD544D412A99439
Print Name: Russell D. Plejdrup	Ann-Marie Gabel Print Name:
Title: General Manager	Title: Vice Chancellor, Business Services
Date: April 1, 2020	Date:
Fed Tax ID: 33-0884675	
Address: 10040 Painter Ave.	
City/Sate/Zip: Santa Fe Springs, CA 90670	

## TERMS AND CONDITIONS OF CONTRACT FOR LABOR AND MATERIALS

- 1. Labor and Materials. The Contractor shall furnish and pay for all labor, materials, equipment and services necessary to complete the Work in accordance with the Contract Documents. Unless otherwise expressly provided for in the Contract Documents, all materials, equipment and other items incorporated into the Work shall be new and of the most suitable grade and quality for the purpose intended. The Work is subject to tests/inspections as required by the Contract Documents. The Contractor shall afford the District, the Project Inspector, the Architect and test/inspection services with access to the Work, wherever located and whether in place or in progress. All of the Work shall conform with the requirements of the Contract Documents and applicable laws, ordinances, rules and regulations.
- 2. Submittals. The Contractor shall submit to the District Representative or the Architect, as designated in the Contract Documents, shop drawings, product data and other submittals (collectively "Submittals") required by the Contract Documents promptly and in an orderly sequence while allowing sufficient time for review and comment. No portion of the Work requiring Submittals shall be performed until the required Submittals have been reviewed and accepted.
- 3. Construction Schedule. If required by the District, the Contractor shall prepare a Construction Schedule in such form and format as directed by the District. The Construction Schedule shall reflect all activities necessary to complete the Work and shall be in such detail as required by the District. If a schedule is required, the Contractor shall update the schedule monthly or more frequently as directed by the District or required by the circumstances of the Work. If a Construction Schedule is included as part of the Contract Documents, the Contractor shall complete the Work in accordance with such Construction Schedule.

#### 4. Changes.

- 4.1 Changes to the Work. The District may, by written order, make Changes to the Work, issue additional instructions and to add to or delete from the Work. No Change may be made without the prior written approval and direction of the District. Adjustments of the Contract Price or the Contract Time on account of a Change authorized hereunder will only be made by written Change Order duly executed by the Contractor and the District Representative. Adjustments to the Contract Price for authorized Changes shall be limited to the direct costs of labor and materials necessary to complete the Change plus a mark-up on the direct costs set forth in the Contract. The mark-up represents all compensation due the Contractor for profit, overhead/administrative costs and impacts of a Change. Changes approved by the District shall be reduced to Change Order in the form and substance as set forth in Attachment A hereto.
- 4.2 Substitutions. No substitution of any specified item, product, material or system ("Specified Items") will be considered unless the Contractor submits a request to substitute Specified Items along with data substantiating the equivalency of the proposed substitution with the Specified Items not more than thirty-five (35) days after the date of award of the Contract to the Contractor. The Contractor shall reimburse the District for all costs and expenses incurred by the District to review a proposed substitution for Specified Items. The District's acceptance or rejection of a proposed substitution shall be final. No substitution accepted by the District shall increase the Contract Price or the Contract Time; provided, however, if the cost to furnish/install an approved substitution of is less than the specified Item, the Contract Price shall be reduced by such cost difference. If any Specified Items are identified in any portion of the Contract Documents as "District Standard Materials/Equipment" "match existing in use" or similar words/phrases, in accordance with Public Contract Code §3400, the District shall be deemed to have made a finding that such Specified Items are designated as "sole source" items designed to match existing and in use items. In accordance with Public Contract Code §3400, the District will not consider or accept alternatives or substitutions for any Specified Items so identified.
- 5. Payment Bond; Performance Bond. Prior to commencement of Work, the Contractor shall obtain and deliver to the District a Labor and Materials Payment Bond and a Performance Bond. Bonds required hereunder will be accepted by the District only if: (i) they are in the form and content included in the Contract Documents; (ii) the Bonds are issued by an Admitted Surety Insurer under California law; and (iii) in a penal sum equal to one hundred percent (100%) of the Contract Price.

**6. Safety; Security.** The Contractor shall comply with all applicable laws, ordinances, rules, or regulations pertaining to safety at the Site. The Contractor shall implement safety measures such as fencing, barricades, signs, lights and other precautions to prevent injury or death to persons or damage to property. The Contractor is responsible for securing the Site and Work in place or in progress (including materials/equipment/tools situated at the Site) to prevent theft, loss or damage.

#### 7. Labor.

- 7.1 Prevailing Wage Rates; Hours of Work. The Contractor and all Subcontractors shall: (i) pay their respective workers wage rates not less than the prevailing wage rate established for the classification, trade or work performed by each worker; (ii) maintain complete and accurate payroll records for workers engaged in the Work; and (iii) complete and submit Certified Payroll Records to the Labor Commissioner. The Contractor and Subcontractors shall not permit any worker to provide more than eight (8) hours of work per day or forty (40) hours per week without additional compensation as mandated by law. The Contractor shall be subject to all penalties and assessments provided by law or regulation for violation(s) of the prevailing wage rate requirements or hours of work limitations.
- **7.2** Apprentices. Apprentices, if any engaged in performing any portion of the Work shall be in strict conformity with applicable laws, rules and regulations, including without limitation, Labor Code §§1777.5 through 1777.7, which are incorporated herein by this reference.
- 7.3 Competency and Discipline. The Contractor shall enforce strict discipline and good order among the Contractor's employees, the employees of any Subcontractor and all other persons performing any part of the Work at the Site. Personnel of the Contractor or any Subcontractor shall be subject to removal from the Site for violations of applicable law or District policies. The Contractor shall not permit employment of unfit persons or persons not skilled in tasks assigned to them and shall dismiss from its employ and direct any Subcontractor to dismiss from their employment any person deemed by the District to be unfit or incompetent to perform Work.
- 7.4 Superintendent. The Contractor shall employ a Superintendent fluent in verbal and written English who shall be at the Site at all times during performance of Work at the Site. The Superintendent is the Contractor's Representative for the Work; directions, instructions or other communications to or with the Contractor's Superintendent shall be deemed directions, instructions or communications to or with the Contractor.
- **7.5** Compliance With District Policies. All personnel of the Contractor and Subcontractors shall comply with District policies, including policies prohibiting use of or possession of: tobacco and tobacco products of any form, alcohol, illegal/controlled substances and weapons while on District property.
- 8. Subcontractors. The Work of each Subcontractor shall be set forth in a written Subcontract agreement incorporating by reference this Contract; Subcontracts shall be made available to the District for review upon request of the District. The Contractor is responsible to the District for the acts, omissions and other conduct of Subcontractors. Each Subcontractor shall maintain Workers Compensation/Employers Liability Insurance and Commercial General Liability Insurance as required by the Contract for Labor and Materials.
- 9. Non-Discrimination. The Contractor and its Subcontractors shall not discriminate against any active or prospective employee based upon race, color, ancestry, national origin, religion, sex, age, sexual preference or marital status. The Contractor and its Subcontractors shall comply with all applicable laws, ordinances, rules and regulations prohibiting workplace discrimination and/or discriminatory employment practices.

#### 10. Contract Price.

10.1 Contractor Payment Application. The District will make payment of the Contract Price upon completion of the Work, the Contractor's full performance of all other obligations under this Contract and the Contractor's submission of an Application for Payment ("Payment Application") in such form and content as required by the District. Each Payment Application shall be accompanied by the form of Verification of Certified Payroll Records Submittal to Labor Commissioner included with the Contract Documents.

#### 10.2 Contract Price Payment.

- 10.2.1 Contract Time 60 Days or Less. If the Contract Time is sixty (60) days or less, upon completion of the Work and all other obligations of the Contractor, the Contractor may submit a Payment Application for the entire Contract Price. Upon receipt of the Payment Application, the District Representative will verify that the Work has been completed and that the Contractor has performed all other obligations under the Contract Documents. Within thirty (30) days of the District Representative confirmation of the completion of Work and the Contractor's performance of other obligations hereunder, the District will make payment of the Contract Price.
- 10.2.2 Contract Time More than Sixty (60) Days. If the Contract Time is a duration of sixty (60) days or more, the Contractor may submit Payment Applications on a monthly basis for the value of Work completed in the prior month. Upon receipt of a Payment Application, the District Representative will promptly verify that the Work has been completed as indicated in the Payment Application. Within thirty (30) days of the date of such verification, the District will make payment equal to ninety five percent (95%) of the value of the Work completed as verified by the District Representative. Upon the Contractor's completion of the Work and all other Contractor obligations under the Contract Documents, the Contractor may submit a Payment Application for payment of sums retained from prior Payment Applications. The District may, in its sole discretion, condition payment of the Contract Price, or any portion thereof, upon: (i) the Contractor's preparation of a Schedule of Values for review and acceptance by the District's Representative; and/or (ii) the submittal of executed Waivers and Releases (on Progress Payment or Final Payment, as applicable) for the Contractor and all Subcontractors receiving any portion of the Contract Price.
- 10.2.3 Withholding of Contract Price. The District may withhold payment of any portion of the Contract Price for: (i) claims or the probability of claims being submitted by Subcontractor, Material Suppliers or others in connection with the Work; (ii) defective or non-conforming Work which is not remedied; (iii) uncured Contractor defaults; or (iv) any amount due from the Contractor to the District under the Contract Documents, including without limitation Liquidated Damages.
- 11. Insurance. The Contractor and its Subcontractors shall, at all times, maintain policies of insurance in the minimum coverage amounts set forth in the Contract. All Contractor's Liability Insurance policies shall name the District as an Additional Insured. All policies of insurance shall include provisions that the policy of insurance will not be materially modified, cancelled or allowed to expire without at least thirty (30) days advance notice to the District. Prior to commencing the Work, the Contractor shall deliver Certificates of Insurance and all applicable endorsements for the Contractor and its Subcontractors evidencing the required insurance coverages. Policies of insurance required of the Contractor and Subcontractors is primary; policies of insurance maintained by the District are excess and non-contributory to the Contractor/Subcontractor policies of insurance. All policies of insurance shall be issued by insurers AM Best rated at least VII/A-. No Work at the Site by the Contractor or any Subcontractor will be permitted unless the Contractor and Subcontractor, as applicable has/have submitted Certificates of Insurance evidencing the required insurance policies hereunder to the District Representative.
  - **11.1** The aforementioned insurance shall include coverage for:
    - 11.1.1 The Contractor shall carry Workers' Compensation in accordance with the laws of the State of California. Employer's Liability Insurance in an amount not less than ONE MILLION DOLLARS (\$1,000,000).
      - 11.1.1.1 b) Commercial General Liability insurance with a limit of not less than one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) general aggregate including coverage for the following:
      - 11.1.1.2 Blanket contractual;
      - **11.1.1.3** Broad form property damage;
      - 11.1.1.4 Products/completed operations; and
      - 11.1.1.5 Personal injury.

- **11.1.2** Automobile liability insurance with limits of not less than one million dollars (\$1,000,000) per occurrence for "Any Auto".
- **11.1.3** Pollution Liability Insurance with a limit of not less than one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) general aggregate, contingent to project requirements.

#### 12. Indemnification.

12.1 Contractor Indemnification. To the fullest extent permitted by law, the Contractor shall indemnify, defend and hold harmless the District, the District's Board of Trustees and all members thereof and the District's employees, officers, agents volunteers and representatives (collectively "Indemnified Parties") from all claims, demands, causes of action, losses, damages or liabilities, including without limitation, consequential damages, expert witness fees, attorneys' fees and other related legal fees, costs and expenses, which arise out of or related in any manner to the negligent, grossly negligent or willful conduct of the Contractor, its Subcontractors or their respective employees, agents or representatives in connection with the Work or performance of obligations hereunder. The Contractor's obligations hereunder include without limitation: (i) injury to, or death of, persons; (ii) damage to property; (iii) theft or loss of property; (iv) Stop Payment Notice claims; and (v) other losses, damages or costs arising out of, in whole or in part, of the negligent, grossly negligent or willful conduct of the Contractor or Subcontractors. The Contractor's obligations hereunder shall survive termination of the Contract and/or completion of the Work, and incorporated into and made a part of the obligations of the Surety issuing the Performance Bond. Contractor's obligation to indemnify shall not be restricted to insurance proceeds and agrees to waive all rights to subrogation against the District.

The parties understand and agree that the above provision shall be the sole indemnity, governing this agreement. Any other indemnity that may be attached to this contract as an exhibit shall be void and unenforceable between the parties.

Any attempt to limit the contractor's liability to the District in an attached exhibit shall be void and unenforceable between the District and the Contractor.

**12.2 District Indemnification**. The District will indemnify and hold harmless the Contractor from claims arising out of bodily injury or death of persons or damage to property which arise out of the active negligent, grossly negligent or willful misconduct of the District.

#### 13. District Right to Terminate.

- 13.1 Termination for Contractor Default. The Contractor's failure to comply with any term or condition of the Contract Documents shall constitute default of the Contractor. In such event, the District may terminate the Contract upon seven (7) days written notice to the Contractor. Unless the Contractor shall have commenced, and diligently thereafter prosecute to completion, all required actions to cure such default(s), this Contract shall be deemed terminated, effective as of the seventh (7th) day after the date of the District's written notice. If the District terminates the Contract for default of the Contractor, the Contractor and the Performance Bond Surety shall be jointly and severally liable to the District for all losses, costs and damages arising out of the Contractor's default and costs to complete the Work which exceeds the remaining Contract Price at the time of termination.
- 13.2 Termination for District Convenience. The District may terminate this Contract, in whole or in part, at any time for the convenience of the District and without fault or neglect of the Contractor by written notice to the Contractor, setting forth the effective date of such termination. If the Contract is terminated for the District's convenience, the Contract Price shall be limited to the value of the Work in place or in progress as of the effective date of termination for the District's convenience.
- 14. Warranty. In addition, to warranties arising by operation of law, the Contractor warrants that the Work, materials/equipment incorporated therein and workmanship conform to requirements of the Contract Documents and are not defective. If within one (1) year or such other period set forth in the Contract Documents, any of the Work, materials/equipment or workmanship are determined to be defective or not in compliance with the Contract Documents, the Contractor shall upon the District's demand, promptly take all measures necessary to correct, repair or replace such Work materials/equipment or workmanship. If the Contractor fails to do so, the District may take necessary action to correct, replace or replace such Work,

- materials/equipment or workmanship at the cost and expense of the Contractor. The Performance Bond obligations include the foregoing warranty obligations of the Contractor.
- 15. Tests/Inspections of the Work. The Work shall be subject to tests/inspections if required by the Contract Documents. The Contractor shall be liable for costs of tests/inspections which result from the Work: (i) not being ready for tests/inspections; or (ii) the failure of the Work to comply with the applicable test/inspection standards. If the Work is subject to the jurisdiction of the Division of State Architect ("DSA"), all of the Work shall be subject to inspection/observation by the Project Inspector retained by the District under DSA regulations.

#### 16. Miscellaneous.

- 16.1 Claims Resolution.
  - 16.1.1 Contractor Continuation of Work. Notwithstanding any claim, dispute, disagreement or other matter in controversy between the District and the Contractor relating to the Contract Documents or the Project Work, the Contractor shall continue to diligently prosecute and perform the Work, pending any final determination or decision regarding any such claim, dispute, disagreement or matter in controversy.
  - **16.1.2** Public Contract Code §9204 Claims Resolution Procedures. Claims of the Contractor are subject to the non-binding dispute resolution procedures set forth in Public Contract Code §9204 ("Section 9204").
    - 16.1.2.1 Contractor Claims. Contractor Claims are subject to the Section 9204 Procedures provided, however, that the Section 9204 Procedures are expressly subject to the Contractor's prior full and timely compliance with requirements and procedures of the Contract Documents relating to submittal and resolution of Claims, change orders, disputes and other matters in controversy under the Contract Documents. By this reference, the Section 9204 Procedures are incorporated herein.
    - 16.1.2.2 Subcontractor Claims. Subcontractor Claims are subject to Section 9204 Procedures, as modified herein. The District's review of Subcontractor Claims is expressly subject to the Contractor's submittal of a duly completed and executed form of Contractor Certification of Subcontractor Claim certifying that the Contractor has thoroughly reviewed the Subcontractor Claim and based on the Contractor's review, certify that: (i) the Subcontractor Claim is made by the Subcontractor in good faith; (ii) the Subcontractor Claim is supported by reasonable documentation establishing entitlement to the relief requested and District liability therefor; and (iii) the Subcontractor Claim does not incorporate any request constituting a False Claim under applicable law, including the California False Claim Act (Government Code §12650 et seq.). The form of Contractor Certification of Subcontractor Claim is included in the Contract Documents.
    - 16.1.2.3 Contractor Compliance with Government Code Claims Procedures. Disputed Claims and other matters in controversy asserted by the Contractor against the District are a "suit for money or damages" and subject to Government Code §§945.4, 945.6 and 946 ("Government Code Claims Process"). An express condition precedent to the Contractor's initiation of §20104.4 Dispute Resolution Procedures is the Contractor's compliance with the Government Code Clams Process.
  - **16.1.3 Disputed Claims.** Claims not resolved by the Section 9204 Procedures are subject to the binding dispute resolution procedures of Public Contract Code §20104.4 (Section 20104.4 Dispute Resolution Procedures).
    - **Section 20104.4 Dispute Resolution Procedures, Claims Less Than** \$375,000. Disputed Claims of \$375,000 or less shall be resolved in accordance with the civil action procedures established in Public Contract Code §20104.4.

Mediation conducted pursuant to Section 9204 Procedures shall excuse any further obligation under Section 20104.4 to mediate after litigation has been commenced.

- **16.2 Governing Law; Interpretation.** This Contract shall be governed by the laws of the State of California. This Contract shall be interpreted as a whole and not in favor of the District or the Contractor.
- Force Majeure. The Contractor and District are excused from performance during the time and to the extent that they are prevented from obtaining, performing any act or rendering any services required under this Agreement by a Force Majeure Event. If a Force Majeure Event caused the failure or delay beyond the Parties' control and which by the Parties' exercise of due diligence could not reasonably have been avoided, an extension of contract times in an amount equal to the time loss due to such delay shall be the Contractor's sole and exclusive remedy for such delay. A "Force Majeure Event" shall mean events or circumstances occurring by acts of God, such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters; epidemics; pandemics; quarantine restrictions; fire; strikes; lock-out; commandeering of materials, products, plants or facilities by the government; terrorist attacks; wars; riots; civil disturbances; or governmental acts, including sanction, embargo, and import or export regulation, or order; when satisfactory evidence thereof is presented to the other party, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
- **16.4 Successors.** This Contract shall be binding upon and inure to the benefit of the respective successors-in-interest of the District and the Contractor. The foregoing notwithstanding, the Contractor shall not assign this Contract, any right or obligation hereunder or any portion thereof.
- **16.5 Permits; Approvals.** Unless otherwise expressly provided in the Contract Documents, the District shall obtain and pay for all fees, permits or approvals necessary for construction of the Work.
- **16.6 Waiver of Consequential and Special Damages**. Notwithstanding any right conferred by law or arising by operation of law, by executing the Agreement, the Contractor expressly waives and relinquishes any and all right or entitlement to assert or recover any damages, losses or liabilities from the District which are in the nature of special or consequential damages, losses or liabilities arising out of or related in any manner to the District's breach or default of its obligations under the Contract Documents.
- **16.7 Days.** Unless otherwise stated in the Contract Documents, all references to "days" shall be deemed references to calendar days.
- **16.8** Severability. If any term, condition or provision of this Contract is deemed invalid, illegal or unenforceable by a Court of competent jurisdiction, such term, condition or provision shall be deemed severed herefrom, but all other terms, conditions and provisions hereof shall remain unaffected and in full force and effect.
- **16.9 Entire Agreement**. This Contract and the Contract Documents constitute the entire agreement and understanding of the District and the Contractor concerning the subject matter hereof.

#### **BID PROPOSAL**

PROJECT: Removal and Replacement of Ceiling Tiles and Drywall Wallboard in BSTIC Building at Irvine Valley College

TO: SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ("the District").

FROM:

Bidder Contact Person and Email	Castlerock Environmental, Inc. (Bidder Name)  10040 Painter Avenue (Street Address)  Santa Fe Springs, CA 90670 (City, State, Zip Code) (562 ) 941-9244 (Telephone)  Scott Whitacre			
	scott@castlerockenv.com			
	(Email Address)			
Contractors' License	776105 (License Number)	03/31/2022 (Expiration Date)	A,B,C2,C15,C21,C22, (License Classifications)	ASB,HAZ
DIR Registration Number	1000003462			

#### 1. Bid Proposal

- 1.1 Bid Proposal Amount. The undersigned Bidder proposes and agrees to perform the Contract including, without limitation, providing and furnishing any and all of the labor, materials, tools, equipment and services necessary to perform the Contract and complete in a workmanlike manner all of the Work required for the Project described as: Removal and Replacement of Ceiling Tiles and Drywall Wallboard **BSTIC** Building Irvine Vallev College the Ninety Three Thousand, Four Hundred and Seventy Five - - - - - - -**Dollars** ). The Bidder confirms that it has checked all of the above figures and understands that neither the District nor any of its agents, employees or representatives shall be responsible for any errors or omissions on the part of the undersigned Bidder in preparing and submitting this Bid Proposal.
- 1.2 Acknowledgment of Bid Addenda. The Bidder confirms that this Bid Proposal incorporates and is inclusive of, all items or other matters contained in Bid Addenda issued by or on behalf of the District.

  Addenda Nos. None received, acknowledged and incorporated into this Bid Proposal.

  (inttial)
- 2. Documents Accompanying Bid. The Bidder has submitted with this Bid Proposal the following:
  - (i) Subcontractors List (00 43 13) identifying each Subcontractor performing a portion of the Work valued at or greater than one-half of one percent of the price proposed in the Bid Proposal);
  - (ii) Non-Collusion Affidavit (00 45 19);
  - (iii) Qualifications Statement (00 43 15);
  - (iv) Bid Security of not less than ten percent (10%) of the price proposed in the Bid Proposal in the form of cash, certified/cashier's check payable to the District or a Bid Bond in the form and content included with the Contract Documents (00 61 00);

- (v) Certificate of Workers Compensation Insurance in the form and content included with the Contract Documents (00 45 26);
- (vi) Drug-Free Workplace Certification in the form and content included with the Contract Documents (00 45 27)

The Bidder acknowledges that if this Bid Proposal and the foregoing documents are not fully in compliance with applicable requirements set forth in the Notice of Informal Bidding and Bidding Information and in each of the foregoing documents, the Bid Proposal may be rejected as non-responsive.

- 3. Award of Contract. If the Bidder submitting this Bid Proposal is awarded the Contract, the undersigned will execute and deliver to the District the Contract for Labor and Materials in the form attached hereto within five (5) days after notification of award of the Contract. Concurrently with delivery of the executed Agreement to the District, the Bidder awarded the Contract shall deliver to the District: (a) Certificates of Insurance evidencing all insurance coverages required under the Contract Documents; (b) the Performance Bond; and (c) the Labor and Material Payment Bond. Failure of the Bidder awarded the Contract to strictly comply with the preceding may result in the District's rescission of the award of the Contract and/or forfeiture of the Bidder's Bid Security. In such event, the District may, in its sole and exclusive discretion elect to award the Contract to the responsible Bidder submitting the next lowest Bid Proposal, or to reject all Bid Proposals.
- 4. Acknowledgment and Confirmation. The undersigned Bidder acknowledges its receipt, review and understanding of the Drawings, the Specifications and other Contract Documents pertaining to the proposed Work. The undersigned Bidder certifies that the Contract Documents are, in its opinion, adequate, feasible and complete for providing, performing and constructing the Work in a sound and suitable manner for the use specified and intended by the Contract Documents. The undersigned Bidder certifies that it has, or has available, all necessary equipment, personnel, materials, facilities and technical and financial ability to complete the Work for the amount bid herein within the Contract Time and in accordance with the Contract Documents.

Ву:

,

Russell D. Plejdrup

(Typed or Printed Name)

Title:

General Manager/COO

10040 Painter Avenue Santa Fe Springs, CA 90670



Exhibit C
O Page 11 of 43
Fax: (562) 941-9204
www.Castlerockenv.com

License #776105 DOSH #788

March 30th, 2020

Proposal # SW20205.1
Sent Via E-Mail: rmontiel@ivc.edu

Mr. Ramon Montiel Irvine Valley College

31561 East Nine Drive, Laguna Niguel, CA 92677

REF: Selective Demolition & Reconstruction / Material Replacement Services Irvine Valley College "Business & Technology Innovation Center" 5500 Irvine Center Drive, Irvine, CA 92618

**Castlerock Environmental Inc. (CEI)** is pleased to present this proposal for selective demolition & reconstruction / material replacement services for the property referenced above in accordance with all current applicable Federal, State and local regulatory guidelines.

#### Base Bid – Scope of Work:

Provide engineering controls, labor, supervision, supplies & materials to complete the installation & replacement of the following *fire / water damaged* building materials:

- Remove / dispose of all 2'x4' lay-in ceiling tiles inside of Room #111 (~1,444 SF)
- Remove / dispose of all 2'x4' lay-in ceiling tiles inside of Room #112 (~1,200 SF)
- Remove / dispose of all 2'x4' lay-in ceiling tiles inside of Room #115 (~1,200 SF)
- Remove / dispose of all 2'x4' lay-in ceiling tiles inside of Room #116 (~1,080 SF)
- Remove / dispose of all 2'x4' lay-in ceiling tiles inside of Room #117 (~1,080 SF)
- Remove / dispose of all 2'x4' lay-in ceiling tiles inside of Room #118 (~1,080 SF)
- Replace / install all 2'x4' lay-in "tegular" ceiling tiles inside of Room #111 (~1,444 SF)
- Replace / install all 2'x4' lay-in "tegular" ceiling tiles inside of Room #112 (~1,200 SF)
- Replace / install all 2'x4' lay-in "tegular" ceiling tiles inside of Room #115 (~1,200 SF)
- Replace / install all 2'x4' lay-in "tegular" ceiling tiles inside of Room #116 (~1,080 SF)
- Replace / install all 2'x4' lay-in "tegular" ceiling tiles inside of Room #117 (~1,080 SF)
- Replace / install all 2'x4' lay-in "tegular" ceiling tiles inside of Room #118 (~1,080 SF)
- Replace / install 3/8" drywall wallboard inside of Room #111 (~80 SF)
- Replace / install 3/8" drywall wallboard inside of Room #112 (~72 SF)
- Replace / install 3/8" drywall wallboard inside of Room #115 (~64 SF)
- Replace / install 3/8" drywall wallboard inside of Room #116 (~204 SF)
- Replace / install 3/8" drywall wallboard inside of Room #118 (~28 SF)
- Replace / install 3/8" drywall wallboard inside of Corridor (~356 SF)
- Replace / install 3/8" drywall wallboard inside of <u>Custodial Room</u> (~480 SF)
- CEI to sand down surfaces to a smooth finish, wallboard installation to include taping/mudding at seams. Texture coat application where applicable.
- Primer & paint to follow at areas where removal occurred only.
- Payment & Performance bond is included.

PROJECT DURATION: Scope to be completed in ten (10) shifts over two (2) mobilizations.

#### **CONDITIONS / CLARIFICATIONS:**

- 1. This quote is valid for a period of thirty (30) days and is subject to review and modification thereafter due to possible increased costs for equipment, fuel, labor, materials, fees and/or permits.
- 2. Proposed work schedule is Monday through Friday, daytime or evening hours of operation.
- 3. Bid price is based on two (2) mobilizations to complete the Scope of Work identified.
- 4. CEI has included standard non-union labor with current State prevailing wage rates on this project.
- 5. Additional insured's will be named only when required by client-initiated contract which includes specific insurance requirements, as per existing agreements with our insurance carriers. Blanket insurance endorsements and waivers are available at no cost. Dedicated or scheduled endorsements and waivers will incur additional charges.

Demolition

BASE BID LUMP SUM PRICE

\$ 93,475.00

10040 Painter Avenue Santa Fe Springs, CA 90670



Exhibit C of Page 12 of 43

Fax. (302) 341-3204 www.Castlerockenv.com

> License #776105 DOSH #788

#### **CLIENT/OWNER RESPONSIBILITIES:**

- 6. CEI must receive a written "Notice to Proceed", signed purchase order or sub-contract from the responsible party to be billed for this work prior to any outlay by CEI for notifications, submittals, equipment or materials.
- 7. Advise CEI if other trades will be working in same and/or surrounding area.
- 8. Provide water, power, & adequate space for staging of materials as needed for the duration of our work onsite.
- 9. Remove all obstructions from the work area prior to CEI arrival at job site.
- 10. Provide sanitary facilities for use by work crew for duration of our scheduled work on site.
- 11. Disconnect, isolate and/or cap-off all water, power, and gas utilities as necessary for CEI to perform work.

#### **EXCLUSIONS:**

- 12. Environmental project monitoring, testing, and/or clearances are not included.
- 13. CEI will not be responsible for unforeseen conditions, removal of multiple material layers, undisclosed hazardous materials encountered during the course of our work, delays in schedule due to others and beyond our control.
- 14. Verbal agreements or changes to this bid are not binding and must be documented in writing.
- 15. Field personnel are not authorized to discuss scope of work or modify any aspect of project with anyone.
- 16. CEI will not be responsible for theft of items remaining on-site during and after the services provided.
- 17. Extraordinary insurance coverage beyond our existing policy limits will be ordered and billed as a Change Order condition. Allow up to 30 days for additional coverage to take effect. Bonding is not included, but can be quoted upon request as a Change Order condition. Cost will vary depending on job, up to (3%) of final Contract Value.

Please feel free to contact me at your convenience with any questions regarding the proposed scope of work, Schedule and/or any of the above line items; I would be pleased to address them with you. You may reach me at our offices or directly by cellular phone at (562) 388-5947.

Respectfully submitted,

Castlerock Environmental, Inc.

Scott Whitacre Estimator / Sales

Sent Via Email: Scott@CastleRockEnv.com

California Contractor License Classifications: A, B, C2, C15, C21, C22; ASB, HAZ **DIR Registration #: 1000003462**E.P.A. Lead-Safe Certified Firm NAT-20188-1



### **SUBCONTRACTORS LIST**

Project ("the Work")	Removal and Replacement of Ceiling Tiles and Drywall Wallboard in BSTIC Building at Irvine Valley College			
Bidder Name	Castlerock Environmental, Inc.			
Bidder's Representative Signature	(Signature) Russell D. Plejdrup (Print Name)			

Licensed Name of Subcontractor	Address of Office, Mill or Shop	Trade or Portion of Work	Contractors' License Number	DIR Registration No.
Not Applicable				
[ x ]	*****	****	****	****

[DUPLICATE THIS FORM FOR ADDITIONAL SUBCONTRACTORS]

#### **QUALIFICATIONS STATEMENT**

Each Bidder must complete and submit this Qualifications Statement with the Bidder's Bid Proposal. The Qualifications Statement must be executed under penalty of perjury by an authorized employee or officer of the Bidder. All portions of the Qualifications Statement must be completed failure to do so will render the Bid Proposal non-responsive and rejected. If a Bidder's response to any Essential Requirement results in a "Not Qualified" response, the Bid Proposal of such a Bidder will be rejected for failure of the Bidder to meet Essential Requirements for the Project.

Bidder Na	ame:	Castlerock	Environmen	tal,	Inc.	

#### 1. Insurance and Bonding.

Commercial General Liability Insurance	Insurer: Ste	eadfast Insurance Company		
Liability insurance	Policy No.: GI	PL41880300		
	Broker: Ac	on Risk Insurance Services, West	_	
	Coverage Limits: Per Occurrence (\$_1,000,000		Dollars	
	Aggregate: (\$_2,000,000		Dollars	
Bid, Performance and Labor & Materials	Surety: U	I.S. Specialty Insurance Company		
Labor & Materials Payment Bond	Surety Broker: R	S Bonding & Insurance Agency, Inc.		
•	Randy Spohn or Ma (Surety Broker Cor	ntt Dobyns c/o Erika Guido, Bond Coordinator ntact Name)	_	
	1633 E. Fourth Stree	et, Suite 228	_	
	(Street Address)			
	Santa Ana, CA 92701			
	City, State & Zip Code)			
	(714) 541-4700			
	Telephone	Fax		
	erika@rsbonding.co	m		
	(Email address)			
	Bonding Capacity: Maximum Per F (\$ 3.000.000		Dollars	
	Maximum All Pr (\$ <u>8,000,000</u>	rojects <u>Eight Million</u> _)	Dollars	
Workers Compensation	Insurer: Zu	urich American Insurance Co.		
Insurance	Policy No. W	C440124600		
	-	urich Const West Region c/o Aon Risk Services Wes	t	
	Current EMR 0.8	89		

[CONTINUED NEXT PAGE]

2.	results	tial Requirements. A Bidder will not be deemed qualified and if the response to any of the following in a "not qualified" response; the Bid Proposal of such a Bidder will be rejected for failure of the Bidder t Essential Requirements for the Project.
	2.1	Bidder possesses a valid and currently in good standing California Contractors' license of the trade category(ies) for the Project as set forth in the Notice of Informal Bidding.  _X Yes No (Not Qualified)
	2.2	Bidder has a current commercial general liability insurance policy with coverage limits which meet or exceed the policy limits required for the Project.  _X Yes No (Not Qualified)
	2.3	Bidder has a current workers' compensation insurance policy as required by the Labor Code or is legally self-insured pursuant to Labor Code §3700.  Yes No (Not Qualified)  Bidder is exempt from this requirement, because it has no employees
	2.4	The Bidder's current per project bonding capacity is at least Three Hundred Thousand Dollars (\$300,000). at least Seven Hundred Thousand Five Hundred Dollars (\$750,000) for all projects.  Yes No (Not Qualified)
	2.5	The Bidder's current aggregate bonding capacity for all projects is at least Seven Hundred Thousand Five Hundred Dollars (\$750,000)  _X Yes No (Not Qualified)
	2.6	Bidder is ineligible or debarred from submitting bid proposals for public works projects or public works contracts pursuant Labor Code §1777.1 or Labor Code §1777.7?  Yes (Not Qualified) _X_ No
	2.7	Within the past five (5) years a public agency has determined that the Bidder, or any predecessor to the Bidder, is not a "responsible" bidder for a public works project or a public works contract?  Yes (Not Qualified)  X  No
	2.8	During the past five (5) years, the Bidder or any predecessor to the Bidder, or any of the equity owners of the Bidder been convicted of a federal or state crime involving fraud, theft, or any other act of dishonesty.
		Yes (Not Qualified) _x_ No
	2.9	During the past five (5) years a Surety has completed any project or the Bidder's obligations under a construction contract.
		Yes (Not Qualified) _x_ No
	2.10	During the past five (5) years the Bidder been declared in default under a construction contract to which the Bidder was a party.  Yes (Not Qualified)X No
	2.11	The Bidder's Worker's Compensation Insurance <i>prior five (5) year average</i> Experience Modification Rating ("EMR") rating over the past five (5) years is more than 1.5.  Yes (Not Qualified) X No
	2.12	The Bidder's Worker's Compensation Insurance <i>current</i> average Experience Modification Rating ("EMR") rating is more than 1.5.  Yes (Not Qualified)  X No
	2.13	CAL OSHA or OSHA has cited and assessed penalties against the Bidder for "serious," "willful" or "repeat" violations of its safety or health regulations in the past five (5) years?  Yes (Not Qualified)  X  No

3.	under pena that he/she he/she has accuracy or responses fact or info in any of the that any re	alty of perjue has perso so conducte of response to this Pre- rmation that e response he seponse he seponse he seponse	ary on beha nal knowled d all neces s to this Pro- Qualification t render and es. The abore	If of the above-id dge of each of the ssary and apprope-Qualification Application are by response to be ove-identified Bid	lentified Biddele responses to priate inquiries pplication. The complete and false or misleder acknowled or contains it	r. The this less to describe under the conditions of the third the conditions of the third the t	e undersigned warrants and rep Pre-Qualification Application and determine the truth, completend lersigned declares and certifies urate; there are no omissions of and there are no misstatement and agrees that if the District deta atements of fact so as to be	oresents d/or that ess and that the material s of fact ermines
Exe	ecuted this _	1st	_ day of	April	, 20 <u>20</u>	at <sub>-</sub>	Santa Fe Springs, California (City and State)	·

I declare under penalty of perjury under California law that the foregoing is true and correct.

Ву:

(Signature of Bidder's Authorized Officer or Representative)

Russell D. Plejdrup

(Typed or Printed Name)

Title:

General Manager/COO

### **NON-COLLUSION AFFIDAVIT**

ST	ATE OF CALIFORNIA		
CC	DUNTY OF Los Angeles		
Ι, _	Russell D. Plejdrup (Name)		oses and says that I am the
_	General Manager/COO (Title)	of Castlerock Environmental, Inc. (Bidder Name)	, the party submitting
	foregoing Bid Proposal ("the Bidder"). In clares, states and certifies that:	,	Bid Proposal, the undersigned
1.	The Bid Proposal is not made in the interest association, organization or corporation.	of, or on behalf of, any undisclosed	d person, partnership, company,
2.	The Bid Proposal is genuine and not collus	ive or sham.	
3.	The bidder has not directly or indirectly induhas not directly or indirectly colluded, consput in a sham bid, or to refrain from bidding	pired, connived, or agreed with any	o put in a false or sham bid, and y other bidder or anyone else to
4.	The bidder has not in any manner, directly with anyone to fix the bid price, or that of an bid price or that of any other bidder, or to se or of anyone interested in the proposed cor	ly other bidder, or to fix any overhe cure any advantage against the pu	ead, profit or cost element of the
5.	All statements contained in the Bid Proposa	al and related documents are true.	
6.	The bidder has not, directly or indirectly, so thereof, or divulged information or data re corporation, partnership, company, associ thereof to effectuate a collusive or sham bid	lative thereto, or paid, and will no ation, organization, bid depositor	ot pay, any fee to any person,
Exe	ecuted this 1st day of April		Springs, California (City and State)
l de	clare under penalty of perjury under the law	s of the State of California that the	foregoing is true and correct.
Sia	nature /	<del></del>	

		COMPENSATION	INTO INTO A DIAC
CEDILEICATE	THE WITHOUT LICE		

I, _	Russell D. Plejdrup	the	General Manager/COO	of
	(Name)		(Title)	
	Castlerock Environmental, Inc.		declare, state and certify that:	
	(Bidder Name)			
a	1 th -t O-lifei- Labert O-de 00700/a		I (la) man dala a .	

1. I am aware that California Labor Code §3700(a) and (b) provides:

"Every employer except the state shall secure the payment of compensation in one or more of the following ways:

- (a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in this state.
- (b) By securing from the Director of Industrial Relations a certificate of consent to self-insure either as an individual employer, or one employer in a group of employers, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his or her employees".
- 2. I am aware that the provisions of California Labor Code §3700 require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of this Contract.
- 3. The following information pertains to the Workers Compensation Insurance policy:

Name of Insurer	Zurich American Insurance Co.
Policy No.	WC440124600
Expiration Date	08/23/2021
Name, Address, Telephone, Fax and Email Address of contact for Insurer or Broker	Zurich Const West Region c/o Aon Risk Services West Linda Suh (213) 630-3284 linda.suh@aon.com Wilshire Blvd., Suite 2600, Los Angeles, CA 90017

Signature

			DRUG-FREE \	NORKPLA	CE CERTIFI	CATION	
I, _		astlerock Er	eidrup rint Name) ovironmental, Inc. idder Name)		General Mana	(Title)	of he following:
1.		n aware of t rkplace Act	he provisions and requireme of 1990.	ents of Califo	ornia Governm	ent Code §§8	350 et seq., the Drug Free
2.			d to certify, and do certify, o by doing all of the following:	n behalf of	Contractor tha	t a drug free v	vorkplace will be provided
	A.	possessio	g a statement notifying emp on or use of a controlled so hich will be taken against en	ubstance is	prohibited in	Contractor's	
	В.	Establishi	ng a drug-free awareness p	rogram to in	form employed	es about all of	the following:
		(i)	The dangers of drug abuse	e in the wor	kplace;		
		(ii)	Contractor's policy of main	taining a dr	ug-free workpl	ace;	
		(iii)	The availability of drug cou	ınseling, rel	nabilitation and	l employee-as	sistance programs; and
		(iv)	The penalties that may be	imposed up	on employees	for drug abus	se violations;
	C.	statement	that each employee engager required by subdivision (A) n with the Work of the Contr	, above, an	d that as a co	ndition of emp	ployment by Contractor in
3.	Cali the pand of the	fornia Gove prohibition (c) requiring e statemer	ees to fulfill and discharge alernment Code §8355 by, interior any controlled substance in that each employee engaget required by California Governs of that statement.	er alia, publi in the workp led in the pe	shing a statem lace, (b) estab rformance of t	ent notifying e lishing a drug he Work of the	employees concerning: (a) -free awareness program, e Contract be given a copy
4.	of Capayr payr Free	fication her alifornia Go ments, or be Workplace	I understand that if the Drein, or (b) violated this certiovernment Code §§8355, the oth. Contractor and I further e Act of 1990, Contractor mernment Code §§8350, et se	fication by f Contract a understand ay be subje	ailing to carry warded herein that, should C	out and to implies subject to to contractor viole	plement the requirements ermination, suspension of ate the terms of the Drug-
5.	Code	e §§8350, d	I acknowledge that Contract seq. and hereby certify the obligations under the Drug	at Contract	or and I will ac	there to, fulfill,	of California Government satisfy and discharge all
	clare	under per	nalty of perjury under the la	ws of the S	tate of Califor	nia that all of	the foregoing is true and
Exe	cute	d atSanta	a Fe Springs, California	this _	lst day of _	April	, 20 <u>20</u>
			(City and State)				
		1					
Sigi	natur	e /					

#### **BID BOND**

KNOW ALL MEN BY THESE PRESENTS that we, \_\_\_\_\_U.S. Specialty Insurance Company\_\_, as Surety and Castlerock Environmental, Inc.\_\_\_\_\_, as Principal, are jointly and severally, along with their respective heirs, executors, administrators, successors and assigns, held and firmly bound unto SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ("the Obligee") for payment of the penal sum hereof in lawful money of the United States, as more particularly set forth herein.

### THE CONDITION OF THIS OBLIGATION IS SUCH THAT:

WHEREAS, the Principal has submitted the accompanying Bid Proposal to the Obligee for the Work commonly described as Removal and Replacement of Ceiling Tiles and Drywall Wallboard in BSTIC Building at Irvine Valley College.

WHEREAS, subject to the terms of this Bond, the Surety and the Principal are jointly and severally firmly bound unto the Obligee in the penal sum equal to Ten Percent (10%) of the maximum amount of the Bid Proposal submitted by the Principal to the Obligee, inclusive of amounts proposed for additive Alternate Bid Items, if any.

NOW THEREFORE, if the Principal shall not withdraw said Bid Proposal within the period specified therein after the opening of the same, or, if no period be specified, for sixty (60) days after opening of said Bid Proposal; and if the Principal is awarded the Contract, and shall within the period specified therefore, or if no period be specified, within five (5) days after the prescribed forms are presented to him for signature, enter into a written contract with the Obligee, in accordance with the Bid Proposal as accepted and give such bond(s) with good and sufficient surety or sureties, as may be required, for the faithful performance and proper fulfillment of such Contract and for the payment for labor and materials used for the performance of the Contract, or in the event of the withdrawal of said Bid Proposal within the period specified for the holding open of the Bid Proposal or the failure of the Principal to enter into such Contract and give such bonds within the time specified, if the Principal shall pay the Obligee the difference between the amount specified in said Bid Proposal and the amount for which the Obligee may procure the required Work and/or supplies, if the latter amount be in excess of the former, together with all costs incurred by the Obligee in again calling for bids, then the above obligation shall be void and of no effect, otherwise to remain in full force and effect.

Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration or addition to the terms of the Contract or the Call for Bids, the Work to be performed thereunder, the Drawings or the Specifications accompanying the same, or any other portion of the Contract Documents shall in no way affect its obligations under this Bond, and it does hereby waive notice of any such change, extension of time, alteration or addition to the terms of said Contract, the Call for Bids, the Work, the Drawings or the Specifications, or any other portion of the Contract Documents.

[CONTINUED NEXT PAGE]

In the event suit or other proceeding is brought upon this Bond by the ( jointly and severally liable for payment to the Obligee all costs, expen connection therewith, including without limitation, attorneys' fees.	ses and fees incurred by the Obligee in
IN WITNESS WHEREOF, the Principal and Surety have executed April, 2020 by their duly authorized agents or represented.	this instrument this <u>1st</u> day of tives.
Castlerock Environmental, Inc.  (Bidder/Principal Name)  By:  Russell D. Pleidrup  (Typed or Printed Name)	
Title: General Manager/COO  (Attach Notary Public Acknowledgement of Principal's Signature)	

U.S. Specialty Insurance Company

Surety Name

By:

(Signature of Attorney In-Fact for Surety)

Randy Spohn

(Typed or Printed Name of Attorney-In-Fact)

(Attach: (i) Attorney-In-Fact Certification; (ii) Notary Public Acknowledgment of Authorizing Signature on Attorney-Fact Certification; and (iii) Notary Public Acknowledgement of Attorney-In-Fact's Signature.)

Contact name, address, telephone number and email address for notices to the Surety

Kent Roberts
(Contact Name)
801 S. Figueroa Street, Suite 700
(Street Address)
Los Angeles, CA 90017
(City, State & Zip Code)
(310 ) 957-3082 (310 ) 645-9274
Telephone Fax
Kroberts@trnhcc.com
(Email address)



### **POWER OF ATTORNEY**

AMERICAN CONTRACTORS INDEMNITY COMPANY TEXAS BONDING COMPANY UNITED STATES SURETY COMPANY U.S. SPECIALTY INSURANCE COMPANY

KNOW ALL MEN BY THESE PRESENTS: That American Contractors Indemnity Company, a California corporation, Texas Bonding Company, an assumed name of American Contractors Indemnity Company, United States Surety Company, a Maryland corporation and U.S. Specialty Insurance Company, a Texas corporation (collectively, the "Companies"), do by these presents make, constitute and appoint:

Randy Spohn or Matthew R. Dobyns of Santa Ana, California

its true and lawful Attorney(s)-in-fact, each in their separate capacity if more than one is named above, with full power and authority hereby conferred in its name, place and stead, to execute, acknowledge and deliver any and all bonds, recognizances undertakings or other instruments or contracts of suretyship to include riders, amendments, and consents of surety providing the bond penalty does not exceed
Be it Resolved, that the President, any Vice-President, any Assistant Vice-President, any Secretary or any Assistant Secretary shall be and is hereby vested with full power and authority to appoint any one or more suitable persons as Attorney(s)-in-Fact to represent and act for and on behalf of the Company subject to the following provisions:
Attorney-in-Fact may be given full power and authority for and in the name of and on behalf of the Company, to execute, acknowledge and deliver, any and all bonds, recognizances, contracts, agreements or indemnity and other conditional or obligatory undertakings, including any and all consents for the release of retained percentages and/or final estimates on engineering and construction contracts, and any and all notices and documents canceling or terminating the Company's liability thereunder, and any such instruments so executed by any such Attorney-in-Fact shall be binding upon the Company as if signed by the President and sealed and effected by the Corporate Secretary.
Be it Resolved, that the signature of any authorized officer and seal of the Company heretofore or hereafter affixed to any power of attorney or any certificate relating thereto by facsimile, and any power of attorney or certificate bearing facsimile signature or facsimile seal shall be valid and binding upon the Company with respect to any bond or undertaking to which it is attached.
IN WITNESS WHEREOF, The Companies have caused this instrument to be signed and their corporate seals to be hereto affixed, this day of June, 2018.
AMERICAN CONTRACTORS INDEMNITY COMPANY TEXAS BONDING COMPANY UNITED STATES SURETY COMPANY LUST SPECIAL TY-INSURANCE COMPANY
State of California County of Los Angeles  State of California  By:
Daniel P. Aguilar, Vice President
A Notary Public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document
On this 1st day of June, 2018, before me, Sonia O. Carrejo, a notary public, personally appeared Daniel P. Aguilar, Vice President of American Contractors indemnity Company, Texas Bonding Company, United States Surety Company and U.S. Specialty Insurance Company who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his authorized capacity, and that by his signature on the instrument the person, or the entity upon behalf of which the person acted, executed the instrument.
I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct,
WITNESS my hand and official seal.  Soma Canaza  Notary Public - Carlifornia
Signature (seal)  Signature (seal)
I, Kio Lo, Assistant Secretary of American Contractors Indemnity Company, Texas Bonding Company, United States Surety Company and U.S. Specialty insurance Company, do hereby certify that the above and foregoing is a true and correct copy of a Power of Attorney, executed by said Companies, which is still in full force and effect; furthermore, the resolutions of the Boards of Directors, set out in the Power of Attorney are in full force and effect.
In Witness Whereof, I have hereunto set my hand and affixed the seals of said Companies at Los Angeles, California this

## CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.										
State of <u>CALIFORNIA</u>										
County of ORANGE										
On April 1st, 2020 before me, ASHLEY MARIE SPOHN, NOTARY PUBLIC,										
personally appearedRANDY SPOHN										
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity (ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.										
NOTARY PUBLIC CALIFORNIA SO ORANGE COUNTY I Certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.										
WITNESS my hand and official seal.										
Oshley Monie Soulu Signature of Notary										
OPTIONAL										
Though the data below is not required by law, it may prove valuable to persons relying on the document and could prevent fraudulent reattachment of this form.										
CAPACITY CLAIMED BY SIGNER DESCRIPTION OF ATTACHED DOCUMENT										
☐ INDIVIDUAL ☐ CORPORATE OFFICER										
CORPORATE OFFICER										
PARTNER(S) LIMITED  ATTORNEY-IN-FACT  TRUSTEE(S)  GUARDIAN/CONSERVATOR  OTHER:										
OTHER:  GNER IS REPRESENTING:  ME OF PERSON(S) OR ENTITY(IES)										



## CERTIFICATE OF LIABILITY INSURANCE

DATE(MM/DD/YYYY) 04/01/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this

certificate does not confer rights	s to the certificate holder in hea of such t	enuoi semen	ι( <i>&gt;)</i> .				
PRODUCER		CONTACT NAME:					
Aon Risk Insurance Services W Los Angeles CA Office	est, inc.	PHONE (A/C. No. Ext):	(866) 283-7122	FAX (A/C. No.): (800) 363-01	.05		
707 Wilshire Boulevard Suite 2600		E-MAIL ADDRESS:					
Los Angeles CA 90017-0460 USA			/ERAGE	NAIC #			
INSURED		INSURER A:	Steadfast Insurance Co	mpany	26387		
Castlerock Environmental, Inc 10040 Painter Avenue	•	INSURER B:	Zurich American Ins Co		16535		
Santa Fe Springs CA 90670-301	6 USA	INSURER C:	Allied World National	Assurance Company	10690		
		INSURER D:					
		INSURER E:					
		INSURER F:					
COVEDACES	CERTIFICATE MUMPER, 5700040670	0.4	DEVICION	NUMBED.			

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS,

	EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.  Limits shown are as requested							
INSR LTR	TYPE OF INSURANCE	ADDL S	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
Α	X COMMERCIAL GENERAL LIABILITY	Υ	Υ	GPL418803000	08/23/2019	08/23/2020	EACH OCCURRENCE	\$1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$100,000
							MED EXP (Any one person)	\$5,000
							PERSONAL & ADV INJURY	\$1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	\$2,000,000
	POLICY X PRO- JECT LOC						PRODUCTS - COMP/OP AGG	\$2,000,000
	OTHER:							
В	AUTOMOBILE LIABILITY		Υ	BAP 4401248-00	08/23/2019	08/23/2020	COMBINED SINGLE LIMIT (Ea accident)	\$1,000,000
	X ANY AUTO						BODILY INJURY ( Per person)	
	OWNED SCHEDULED AUTOS						BODILY INJURY (Per accident)	
	X AUTOS ONLY HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	
С	X UMBRELLA LIAB X OCCUR			03119892	08/23/2019	, ,	EACH OCCURRENCE	\$10,000,000
	EXCESS LIAB CLAIMS-MADE			SIR applies per policy ter	ms & condi	tions	AGGREGATE	\$10,000,000
	DED X RETENTION						SIR	\$10,000
В	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY		Υ	WC440124600	08/23/2019	08/23/2020	X PER STATUTE OTH-	
	ANY PROPRIETOR / PARTNER / EXECUTIVE						E.L. EACH ACCIDENT	\$1,000,000
	(Mandatory in NH)	N/A					E.L. DISEASE-EA EMPLOYEE	\$1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE-POLICY LIMIT	\$1,000,000
Α	E&O-PL-Primary			GPL418803000 Claims Made	08/23/2019	08/23/2020	Each Claim/ Agg Deductible	\$1,000,000 \$5,000
						l		

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

RE: Project: Removal and Replacement of Ceiling Tiles and Drywall Wallboard in BSTIC Building at Irvine Valle College. The South Orange County Community College District (The District) is included as Additional Insured in accordance with the policy provisions of the General Liability policy. General Liability evidenced herein is Primary and Non-Contributory to other insurance available to an Additional Insured, but only in accordance with the policy's provisions. A Waiver of Subrogation is granted in favor of The South Orange County Community College District (The District) in accordance with the policy provisions of the General Liability, Automobile Liability and Workers Compensation policies. Umbrella Liability is following form over the General Liability, Automobile Liability and Employers Liability policies listed above. Asbestos, Lead and Mold are included in

CERTIFICATE HOLDER	CANCELL ATION

Southern Orange County Community College District (SOCCCD) Attn: Purchasing & Contracts 28000 Marguerite Pkwy Mission Viejo CA 92692 USA

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Aon Rish Insurance Services West Inc

AGENCY CUSTOMER ID: 570000073139

NER ID: 370000073139

Exhibit C Page 25 of 43

## ACORD®

## ADDITIONAL REMARKS SCHEDULE

Page of

,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	<b></b>		9
AGENCY		NAMED INSURED	
Aon Risk Insurance Services West, Inc.		Castlerock Environmental, Inc.	
POLICY NUMBER See Certificate Number: 570081267081			
CARRIER	NAIC CODE		
See Certificate Number: 570081267081		EFFECTIVE DATE:	

#### ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,
FORM NUMBER: ACORD 25 FORM TITLE: Certificate of Liability Insurance

	INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER		

**ADDITIONAL POLICIES** If a policy below does not include limit information, refer to the corresponding policy on the ACORD certificate form for policy limits.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS	
	OTHER							
Α	Env Contr Poll			GPL418803000	08/23/2019	08/23/2020	Per Occurrence	\$1,000,000
							Deductible	\$5,000

AGENCY CUSTOMER ID: 570000073139

Exhibit C Page 26 of 43

ADDITIONAL REMARKS SCHEDULE

ADDITIO	NAL REM	IARKS SCHEDULE	Page _ of _	
AGENCY		NAMED INSURED		
Aon Risk Insurance Services West, Inc.		Castlerock Environmental, Inc.		
POLICY NUMBER See Certificate Number: 570081267081				
CARRIER	NAIC CODE			
See Certificate Number: 570081267081		EFFECTIVE DATE:		

ADDITIONAL REMARKS						
HIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,						
FORM NUMBER: ACORD 25 FORM	I TITLE: Certificate of Liability Insurance					
Additional Description of Operations / Locations / Vehicles: the Contractors Pollution cover	rage section.					

ACORD 101 (2008/01)



# Additional Insured-Automatic-Owners, Lessees Or Contractors

Coverage Part One-Commercial General Liability Coverage Part Two-Contractor's Pollution Liability

Policy No.	Eff. Date of Pol.	Exp. Date of Pol.	Eff. Date of End.	Producer	Add'l Prem.	Return Prem.
GPL 4188030-00	08/23/2019	08/23/2020	08/23/2019			

#### Named Insured and Mailing Address:

Castlerock Environmental, Inc 10040 Painter Ave Santa Fe Springs, CA 90670

#### Producer:

Aon Risk Insurance Services West, Inc. 707 Wilshire Blvd., Ste #2600 Los Angeles, CA 90017

#### THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the following:

#### **Environmental Services Package Policy**

- [X] COVERAGE PART ONE-COMMERCIAL GENERAL LIABILITY
- [X] COVERAGE PART TWO-CONTRACTOR'S POLLUTION LIABILITY
- Who is an Insured (Section I.) in the COMMON COVERAGE PROVISIONS is amended to include as an additional insured any person(s) or organization(s) whom you are required to add as an additional insured on this policy under a written contract or written agreement.
- 2. The insurance provided to the additional insured person(s) or organization(s) applies only to:
  - a. "Bodily injury", "property damage" or "personal and advertising injury" under COVERAGE PART ONE-COMMERCIAL GENERAL LIABILITY, COVERAGE A - BODILY INJURY AND PROPERTY DAMAGE LIABILITY and COVERAGE B - PERSONAL AND ADVERTISING INJURY LIABILITY caused, in whole or in part, by:
    - (1) Your acts or omissions; or
    - (2) The acts or omissions of those acting on your behalf;

and resulting directly from:

- (a) Your ongoing operations performed for the additional insured, which is the subject of the written contract or written agreement; or
- (b) "Your work" completed as included in the "products-completed operations hazard", performed for the additional insured, which is the subject of the written contract or written agreement; and/or
- b. "Claims" arising out of a "pollution event" under COVERAGE PART TWO CONTRACTOR'S POLLUTION LIABILITY, caused, in whole or in part, by:
  - (1) Your acts or omissions; or
  - (2) The acts or omissions of those acting on your behalf,

and resulting directly from:

(a) "Covered operations" performed for the additional insured, which is the subject of the written contract or written agreement; or

- (b) "Completed operations" of the "covered operations" performed for the additional insured, which is the subject of the written contract or written agreement.
- 3. However, regardless of the provisions of paragraphs 1. and 2. above, the insurance afforded to such additional insured:
  - a. Only applies to the extent permitted by law; and
  - b. Will not be broader than that which you are required by the written contract or written agreement to provide to such additional insured.
- 4. With respect to the insurance afforded to the additional insured under this endorsement, the following is added to **Section III Limits Of Insurance and Deductible**:

The most we will pay on behalf of the additional insured is the amount of insurance:

- Required by the written contract or written agreement you have entered into with the additional insured; or
- b. Available under the applicable Limits of Insurance shown in the Declarations,

whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations

5. The insurance provided to the additional insured person or organization does not apply to:

"Bodily injury", "property damage" or "personal and advertising injury" arising out of the rendering or failure to render any professional architectural, engineering or surveying services including:

- (1) The preparing, approving or failing to prepare or approve maps, shop drawings, opinions, reports, surveys, field orders, change orders or drawings and specifications; and
- (2) Supervisory, inspection, architectural or engineering activities.

This exclusion applies even if the claims against any insured allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by that insured, if the "occurrence" which caused the "bodily injury" or "property damage", or the offense which caused the "personal and advertising injury", involved the rendering of or the failure to render any architectural, engineering or surveying services.

- 6. The additional insured must see to it that:
  - a. We are notified as soon as practicable of an "occurrence", offense or "pollution event", as applicable, that may result in a claim;
  - b. We receive written notice of a claim or "suit" as soon as practicable; and
  - c. A request for defense and indemnity of the claim or "suit" will promptly be brought against any policy issued by another insurer under which the additional insured may be an insured in any capacity. This provision does not apply to insurance on which the additional insured is a Named Insured, if the written contract or written agreement requires that this coverage be primary and non-contributory.
- 7. For the coverage provided by this endorsement:
  - a. The following paragraph is added to Paragraph 8.a. Other Insurance, Conditions (Section V.) in the COMMON COVERAGE PROVISIONS:

Primary and Noncontributory Insurance

This Insurance is primary to and will not seek contribution from any other insurance available to an additional insured under this endorsement provided that:

- (1) The additional insured is a Named Insured under such other insurance; and
- (2) You have agreed in a written contract or written agreement that this insurance would be primary and would not seek contribution from any other insurance available to the additional insured.
- b. The following paragraph is added to Paragraph 8.b. Other Insurance, Conditions (Section V.) in the COMMON COVERAGE PROVISIONS:

This insurance is excess over:

Any of the other insurance, whether primary, excess, contingent or on any other basis, available to an additional insured, in which the additional insured on our policy is also covered as an additional insured on another policy providing coverage for the same "occurrence", offense, claim or "suit". This provision does not apply to any policy in which the additional insured is a Named Insured on such other policy and where our policy is required by written contract or written agreement to provide coverage to the additional insured on a primary and non-contributory basis.

8. This endorsement does not apply to an additional insured which has been added to this policy by an endorsement showing the additional insured in a Schedule of additional insureds, and which endorsement applies specifically to that identified additional insured.

ALL OTHER TERMS AND CONDITIONS OF THE POLICY SHALL APPLY AND REMAIN UNCHANGED.

## Waiver of Transfer of Rights of Recovery Against Others – Blanket as Required by Contract



Policy No.	Eff. Date of Pol.	Exp. Date of Pol.	Eff. Date of End.	Producer	Add'l Prem.	Return Prem.
GPL 4188030-00	08/23/2019	08/23/2020	08/23/2019	75272000		

#### Named Insured and Mailing Address:

CASTLEROCK ENVIRONMENTAL, INC. 10040 Painter Ave Santa Fe Springs, CA 90670-3016

#### **Producer:**

AON RISK INSURANCE SERVICES WEST, INC. 707 WILSHIRE BLVD STE 2600 LOS ANGELES, CA 90017-3533

#### ITHIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the following:

#### **Environmental Services Package Policy**

- [X] COVERAGE PART ONE COMMERCIAL GENERAL LIABILITY
- [  $\chi$  ] COVERAGE PART TWO CONTRACTOR'S POLLUTION LIABILITY
- [X] COVERAGE PART THREE PROFESSIONAL LIABILITY

In consideration of the payment of premium and the Deductible by you and in reliance upon the statements in the Application made a part hereof, we agree with you, subject to all the terms, exclusions and conditions that with respect to the coverage parts indicated above Conditions (Section V.) of the COMMON COVERAGE PROVISIONS, Condition 14. Subrogation is amended by the addition of the following:

We waive any right of recovery we may have against any person or organization whom you are required to waive your right of subrogation by a written contract or written agreement executed and effective prior to the performance of your services which is the subject of such written contract or written agreement.

#### ALL OTHER TERMS AND CONDITIONS OF THE POLICY SHALL APPLY AND REMAIN UNCHANGED.



## **Coverage Extension Endorsement**

Policy No.	Eff. Date of Pol.	Exp. Date of Pol.	Eff. Date of End.	Producer No.	Add'l. Prem	Return Prem.
BAP4401248-00	08/23/2019	08/23/2020	08/23/2019			

#### THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the:

**Business Auto Coverage Form Motor Carrier Coverage Form** 

#### A. Amended Who Is An Insured

- The following is added to the Who Is An Insured Provision in Section II Covered Autos Liability Coverage:
   The following are also "insureds":
  - **a.** Any "employee" of yours is an "insured" while using a covered "auto" you don't own, hire or borrow for acts performed within the scope of employment by you. Any "employee" of yours is also an "insured" while operating an "auto" hired or rented under a contract or agreement in an "employee's" name, with your permission, while performing duties related to the conduct of your business.
  - **b.** Anyone volunteering services to you is an "insured" while using a covered "auto" you don't own, hire or borrow to transport your clients or other persons in activities necessary to your business.
  - c. Anyone else who furnishes an "auto" referenced in Paragraphs A.1.a. and A.1.b. in this endorsement.
  - d. Where and to the extent permitted by law, any person(s) or organization(s) where required by written contract or written agreement with you executed prior to any "accident", including those person(s) or organization(s) directing your work pursuant to such written contract or written agreement with you, provided the "accident" arises out of operations governed by such contract or agreement and only up to the limits required in the written contract or written agreement, or the Limits of Insurance shown in the Declarations, whichever is less.
- 2. The following is added to the **Other Insurance** Condition in the Business Auto Coverage Form and the **Other Insurance Primary and Excess Insurance Provisions Condition** in the Motor Carrier Coverage Form:

Coverage for any person(s) or organization(s), where required by written contract or written agreement with you executed prior to any "accident", will apply on a primary and non-contributory basis and any insurance maintained by the additional "insured" will apply on an excess basis. However, in no event will this coverage extend beyond the terms and conditions of the Coverage Form.

#### B. Amendment - Supplementary Payments

Paragraphs a.(2) and a.(4) of the Coverage Extensions Provision in Section II – Covered Autos Liability Coverage are replaced by the following:

- (2) Up to \$5,000 for the cost of bail bonds (including bonds for related traffic law violations) required because of an "accident" we cover. We do not have to furnish these bonds.
- **(4)** All reasonable expenses incurred by the "insured" at our request, including actual loss of earnings up to \$500 a day because of time off from work.

#### C. Fellow Employee Coverage

The Fellow Employee Exclusion contained in Section II - Covered Autos Liability Coverage does not apply.

#### D. Driver Safety Program Liability and Physical Damage Coverage

1. The following is added to the Racing Exclusion in Section II – Covered Autos Liability Coverage:

This exclusion does not apply to covered "autos" participating in a driver safety program event, such as, but not limited to, auto or truck rodeos and other auto or truck agility demonstrations.

2. The following is added to Paragraph 2. in the Exclusions of Section III – Physical Damage Coverage of the Business Auto Coverage Form and Paragraph 2.b. in the Exclusions of Section IV – Physical Damage Coverage of the Motor Carrier Coverage Form:

This exclusion does not apply to covered "autos" participating in a driver safety program event, such as, but not limited to, auto or truck rodeos and other auto or truck agility demonstrations.

#### E. Lease or Loan Gap Coverage

The following is added to the Coverage Provision of the Physical Damage Coverage Section:

#### Lease Or Loan Gap Coverage

In the event of a total "loss" to a covered "auto", we will pay any unpaid amount due on the lease or loan for a covered "auto", less:

- a. Any amount paid under the Physical Damage Coverage Section of the Coverage Form; and
- **b.** Any:
  - (1) Overdue lease or loan payments at the time of the "loss";
  - (2) Financial penalties imposed under a lease for excessive use, abnormal wear and tear or high mileage;
  - (3) Security deposits not returned by the lessor;
  - (4) Costs for extended warranties, credit life insurance, health, accident or disability insurance purchased with the loan or lease; and
  - (5) Carry-over balances from previous leases or loans.

#### F. Towing and Labor

Paragraph A.2. of the Physical Damage Coverage Section is replaced by the following:

We will pay up to \$75 for towing and labor costs incurred each time a covered "auto" of the private passenger type is disabled. However, the labor must be performed at the place of disablement.

#### G. Extended Glass Coverage

The following is added to Paragraph **A.3.a.** of the **Physical Damage Coverage** Section:

If glass must be replaced, the deductible shown in the Declarations will apply. However, if glass can be repaired and is actually repaired rather than replaced, the deductible will be waived. You have the option of having the glass repaired rather than replaced.

#### H. Hired Auto Physical Damage – Increased Loss of Use Expenses

The Coverage Extension for Loss Of Use Expenses in the Physical Damage Coverage Section is replaced by the following:

#### Loss Of Use Expenses

For Hired Auto Physical Damage, we will pay expenses for which an "insured" becomes legally responsible to pay for loss of use of a vehicle rented or hired without a driver under a written rental contract or written rental agreement. We will pay for loss of use expenses if caused by:

- (1) Other than collision only if the Declarations indicate that Comprehensive Coverage is provided for any covered "auto";
- (2) Specified Causes Of Loss only if the Declarations indicate that Specified Causes Of Loss Coverage is provided for any covered "auto"; or
- (3) Collision only if the Declarations indicate that Collision Coverage is provided for any covered "auto".

However, the most we will pay for any expenses for loss of use is \$100 per day, to a maximum of \$3000.

#### I. Personal Effects Coverage

The following is added to the **Coverage** Provision of the **Physical Damage Coverage** Section:

#### **Personal Effects Coverage**

- **a.** We will pay up to \$750 for "loss" to personal effects which are:
  - (1) Personal property owned by an "insured"; and
  - (2) In or on a covered "auto".
- **b.** Subject to Paragraph **a.** above, the amount to be paid for "loss" to personal effects will be based on the lesser of:
  - (1) The reasonable cost to replace; or
  - (2) The actual cash value.
- **c.** The coverage provided in Paragraphs **a.** and **b.** above, only applies in the event of a total theft of a covered "auto". No deductible applies to this coverage. However, we will not pay for "loss" to personal effects of any of the following:
  - (1) Accounts, bills, currency, deeds, evidence of debt, money, notes, securities, or commercial paper or other documents of value.
  - (2) Bullion, gold, silver, platinum, or other precious alloys or metals; furs or fur garments; jewelry, watches, precious or semi-precious stones.
  - (3) Paintings, statuary and other works of art.
  - **(4)** Contraband or property in the course of illegal transportation or trade.
  - (5) Tapes, records, discs or other similar devices used with audio, visual or data electronic equipment.

Any coverage provided by this Provision is excess over any other insurance coverage available for the same "loss".

#### J. Tapes, Records and Discs Coverage

- 1. The Exclusion in Paragraph B.4.a. of Section III Physical Damage Coverage in the Business Auto Coverage Form and the Exclusion in Paragraph B.2.c. of Section IV Physical Damage Coverage in the Motor Carrier Coverage Form does not apply.
- 2. The following is added to Paragraph 1.a. Comprehensive Coverage under the Coverage Provision of the Physical Damage Coverage Section:

We will pay for "loss" to tapes, records, discs or other similar devices used with audio, visual or data electronic equipment. We will pay only if the tapes, records, discs or other similar audio, visual or data electronic devices:

- (a) Are the property of an "insured"; and
- (b) Are in a covered "auto" at the time of "loss".

The most we will pay for such "loss" to tapes, records, discs or other similar devices is \$500. The **Physical Damage Coverage Deductible** Provision does not apply to such "loss".

#### K. Airbag Coverage

The Exclusion in Paragraph **B.3.a.** of **Section III – Physical Damage Coverage** in the Business Auto Coverage Form and the Exclusion in Paragraph **B.4.a.** of **Section IV – Physical Damage Coverage** in the Motor Carrier Coverage Form does not apply to the accidental discharge of an airbag.

#### L. Two or More Deductibles

The following is added to the **Deductible** Provision of the **Physical Damage Coverage** Section:

If an accident is covered both by this policy or Coverage Form and by another policy or Coverage Form issued to you by us, the following applies for each covered "auto" on a per vehicle basis:

- 1. If the deductible on this policy or Coverage Form is the smaller (or smallest) deductible, it will be waived; or
- 2. If the deductible on this policy or Coverage Form is not the smaller (or smallest) deductible, it will be reduced by the amount of the smaller (or smallest) deductible.

#### M. Physical Damage - Comprehensive Coverage - Deductible

The following is added to the **Deductible** Provision of the **Physical Damage Coverage** Section:

Regardless of the number of covered "autos" damaged or stolen, the maximum deductible that will be applied to Comprehensive Coverage for all "loss" from any one cause is \$5,000 or the deductible shown in the Declarations, whichever is greater.

#### N. Temporary Substitute Autos - Physical Damage

1. The following is added to **Section I – Covered Autos**:

#### **Temporary Substitute Autos - Physical Damage**

If Physical Damage Coverage is provided by this Coverage Form on your owned covered "autos", the following types of vehicles are also covered "autos" for Physical Damage Coverage:

Any "auto" you do not own when used with the permission of its owner as a temporary substitute for a covered "auto" you do own but is out of service because of its:

- 1. Breakdown;
- 2. Repair;
- 3. Servicing;
- 4. "Loss": or
- 5. Destruction.
- 2. The following is added to the Paragraph A. Coverage Provision of the Physical Damage Coverage Section:

#### **Temporary Substitute Autos – Physical Damage**

We will pay the owner for "loss" to the temporary substitute "auto" unless the "loss" results from fraudulent acts or omissions on your part. If we make any payment to the owner, we will obtain the owner's rights against any other party.

The deductible for the temporary substitute "auto" will be the same as the deductible for the covered "auto" it replaces.

#### O. Amended Duties In The Event Of Accident, Claim, Suit Or Loss

Paragraph a. of the Duties In The Event Of Accident, Claim, Suit Or Loss Condition is replaced by the following:

a. In the event of "accident", claim, "suit" or "loss", you must give us or our authorized representative prompt notice of the "accident", claim, "suit" or "loss". However, these duties only apply when the "accident", claim, "suit" or "loss" is known to you (if you are an individual), a partner (if you are a partnership), a member (if you are a limited liability company) or an executive officer or insurance manager (if you are a corporation). The failure of any

agent, servant or employee of the "insured" to notify us of any "accident", claim, "suit" or "loss" shall not invalidate the insurance afforded by this policy.

Include, as soon as practicable:

- (1) How, when and where the "accident" or "loss" occurred and if a claim is made or "suit" is brought, written notice of the claim or "suit" including, but not limited to, the date and details of such claim or "suit";
- (2) The "insured's" name and address; and
- (3) To the extent possible, the names and addresses of any injured persons and witnesses.

If you report an "accident", claim, "suit" or "loss" to another insurer when you should have reported to us, your failure to report to us will not be seen as a violation of these amended duties provided you give us notice as soon as practicable after the fact of the delay becomes known to you.

#### P. Waiver of Transfer Of Rights Of Recovery Against Others To Us

The following is added to the **Transfer Of Rights Of Recovery Against Others To Us** Condition:

This Condition does not apply to the extent required of you by a written contract, executed prior to any "accident" or "loss", provided that the "accident" or "loss" arises out of operations contemplated by such contract. This waiver only applies to the person or organization designated in the contract.

#### Q. Employee Hired Autos - Physical Damage

Paragraph **b.** of the **Other Insurance** Condition in the Business Auto Coverage Form and Paragraph **f.** of the **Other Insurance – Primary and Excess Insurance Provisions** Condition in the Motor Carrier Coverage Form are replaced by the following:

For Hired Auto Physical Damage Coverage, the following are deemed to be covered "autos" you own:

- (1) Any covered "auto" you lease, hire, rent or borrow; and
- (2) Any covered "auto" hired or rented under a written contract or written agreement entered into by an "employee" or elected or appointed official with your permission while being operated within the course and scope of that "employee's" employment by you or that elected or appointed official's duties as respect their obligations to you.

However, any "auto" that is leased, hired, rented or borrowed with a driver is not a covered "auto".

#### R. Unintentional Failure to Disclose Hazards

The following is added to the Concealment, Misrepresentation Or Fraud Condition:

However, we will not deny coverage under this Coverage Form if you unintentionally:

- (1) Fail to disclose any hazards existing at the inception date of this Coverage Form; or
- (2) Make an error, omission, improper description of "autos" or other misstatement of information.

You must notify us as soon as possible after the discovery of any hazards or any other information that was not provided to us prior to the acceptance of this policy.

#### S. Hired Auto - World Wide Coverage

Paragraph 7a.(5) of the Policy Period, Coverage Territory Condition is replaced by the following:

(5) Anywhere in the world if a covered "auto" is leased, hired, rented or borrowed for a period of 60 days or less,

#### T. Bodily Injury Redefined

The definition of "bodily injury" in the **Definitions** Section is replaced by the following:

"Bodily injury" means bodily injury, sickness or disease, sustained by a person including death or mental anguish, resulting from any of these at any time. Mental anguish means any type of mental or emotional illness or disease.

### U. Expected Or Intended Injury

The **Expected Or Intended Injury** Exclusion in Paragraph **B. Exclusions** under **Section II – Covered Auto Liability Coverage** is replaced by the following:

### **Expected Or Intended Injury**

"Bodily injury" or "property damage" expected or intended from the standpoint of the "insured". This exclusion does not apply to "bodily injury" or "property damage" resulting from the use of reasonable force to protect persons or property.

### V. Physical Damage – Additional Temporary Transportation Expense Coverage

Paragraph A.4.a. of Section III – Physical Damage Coverage is replaced by the following:

### 4. Coverage Extensions

### a. Transportation Expenses

We will pay up to \$50 per day to a maximum of \$1,000 for temporary transportation expense incurred by you because of the total theft of a covered "auto" of the private passenger type. We will pay only for those covered "autos" for which you carry either Comprehensive or Specified Causes of Loss Coverage. We will pay for temporary transportation expenses incurred during the period beginning 48 hours after the theft and ending, regardless of the policy's expiration, when the covered "auto" is returned to use or we pay for its "loss".

### W. Replacement of a Private Passenger Auto with a Hybrid or Alternative Fuel Source Auto

The following is added to Paragraph **A. Coverage** of the **Physical Damage Coverage** Section:

In the event of a total "loss" to a covered "auto" of the private passenger type that is replaced with a hybrid "auto" or "auto" powered by an alternative fuel source of the private passenger type, we will pay an additional 10% of the cost of the replacement "auto", excluding tax, title, license, other fees and any aftermarket vehicle upgrades, up to a maximum of \$2500. The covered "auto" must be replaced by a hybrid "auto" or an "auto" powered by an alternative fuel source within 60 calendar days of the payment of the "loss" and evidenced by a bill of sale or new vehicle lease agreement.

To qualify as a hybrid "auto", the "auto" must be powered by a conventional gasoline engine and another source of propulsion power. The other source of propulsion power must be electric, hydrogen, propane, solar or natural gas, either compressed or liquefied. To qualify as an "auto" powered by an alternative fuel source, the "auto" must be powered by a source of propulsion power other than a conventional gasoline engine. An "auto" solely propelled by biofuel, gasoline or diesel fuel or any blend thereof is not an "auto" powered by an alternative fuel source.

### X. Return of Stolen Automobile

The following is added to the **Coverage Extension** Provision of the **Physical Damage Coverage** Section:

If a covered "auto" is stolen and recovered, we will pay the cost of transport to return the "auto" to you. We will pay only for those covered "autos" for which you carry either Comprehensive or Specified Causes of Loss Coverage.

All other terms, conditions, provisions and exclusions of this policy remain the same.

### WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY INSURANCE POLICY

WC 04 03 06 (Ed. 4-84)

### WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS ENDORSEMENT— **CALIFORNIA**

This endorsement changes the policy to which it is attached effective on the inception date of the policy unless a different date is indicated below.

(The following "attaching clause" need be completed only when this endorsement is issued subsequent to preparation of the policy.)

This endorsement, effective on	08/23/2019 (DATE)	at 12:01 A.M. standard time, forms a part of
Policy No. WC-4401246-00		Endorsement No.
of the ZURICH AMERICAN INSURANCE CO (NAME OF INSURANCE COMPANY)	MPANY	
issued to CASTLEROCK ENVIRONMENTAL	., INC.	
Premium (if any) \$INCLUDED	_	Authorized Representative

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule. (This agreement applies only to the extent that you perform work under a written contract that requires you to obtain this agreement from us.)

You must maintain payroll records accurately segregating the remuneration of your employees while engaged in the work described in the Schedule.

The additional premium for this endorsement shall be

% of the California workers' compensation pre-

mium otherwise due on such remuneration.

### Schedule

### **Person or Organization**

**Job Description** 

ALL PERSONS AND/OR ORGANIZATIONS THAT ARE REQUIRED BY WRITTEN CONTRACT OR AGREEMENT WITH THE INSURED, EXECUTED PRIOR TO THE ACCIDENT OR LOSS, THAT WAIVER OF SUBROGATION BE PROVIDED UNDER THIS POLICY FOR WORK PERFORMED BY YOU FOR THAT PERSON AND/OR ORGANIZATION.



### **Blanket Notification to Others of Cancellation**

ı	Policy No.	Eff. Date of Pol.	Exp. Date of Pol.	Eff. Date of End.	Producer	Add'l Prem.	Return Prem.
W	C440124600	08/23/2019	08/23/2020	08/23/2019			

### Named Insured and Mailing Address:

Castlerock Environmental, Inc 10040 Painter Ave Santa Fe Springs, CA 90670

### Producer:

Aon Risk Insurance Services West, Inc. 707 Wilshire Blvd., Ste #2600 Los Angeles, CA 90017

### THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the:

Agribusiness Pollution Liability Insurance Policy - Claims Made and Reported Coverage

**Commercial Umbrella Liability Policy** 

Commercial Umbrella Liability Policy - Claims Made and Reported Coverage

**Contractor's Pollution Liability Insurance Policy** 

Contractor's Pollution Liability Insurance Policy - Claims Made and Reported Coverage

Environmental Cleanup and Liability Insurance Policy - Claims Made and Reported Coverage

Environmental Impairment Liability Insurance Policy - Claims Made and Reported Coverage

**Environmental Services Package Policy** 

**Excess Environmental Insurance Policy - Claims Made and Reported Coverage** 

Follow Form Excess Liability Policy

Follow Form Excess Liability Policy - Claims Made and Reported Coverage

Healthcare Pollution Liability Insurance Policy - Claims Made and Reported Coverage

Lender Environmental Collateral Protection and Liability Insurance Outstanding Loan Balance - Claims Made and Reported Coverage

Lender Environmental Collateral Protection and Liability Insurance Policy – Claims Made and Reported Coverage

Professional Consultant's Liability Insurance Policy - Claims Made and Reported Coverage

Professional Environmental Consultant's Liability Insurance Policy

Professional Environmental Consultant's Liability Insurance Policy - Claims Made and Reported Coverage

Public Entity Pollution Liability - Claims Made and Reported Coverage

Real Estate Environmental Liability Insurance Policy - Claims Made and Reported Coverage

**Remediation Stop Loss** 

**Z Choice Pollution Liability** 

Z Choice® Real Estate Environmental Liability - Claims Made and Reported Coverage

Z Choice™ Pollution Liability - Claims Made and Reported Coverage

Z Link® Commercial General and Pollution Liability

**A.** If we cancel this policy by written notice to the first Named Insured for any reason other than nonpayment of premium, we will deliver electronic notification that such policy has been cancelled to each person or organization shown in a Schedule provided to us by the First Named Insured. Such Schedule:

- 1. Must be initially provided to us within 15 days:
  - a. After the beginning of the policy period shown in the Declarations; or
  - **b.** After this endorsement has been added to policy;
- 2. Must contain the names and e-mail addresses of only the persons or organizations requiring notification that such Coverage Part has been cancelled;
- 3. Must be in an electronic format that is acceptable to us; and
- 4. Must be accurate.

Such Schedule may be updated and provided to us by the First Named Insured during the policy period. Such updated Schedule must comply with Paragraphs 2. 3. and 4. above.

- **B.** Our delivery of the electronic notification as described in Paragraph **A.** of this endorsement will be based on the most recent Schedule in our records as of the date the notice of cancellation is mailed or delivered to the first Named Insured. Delivery of the notification as described in Paragraph **A.** of this endorsement will be completed as soon as practicable after the effective date of cancellation to the first Named Insured.
- **C.** Proof of emailing the electronic notification will be sufficient proof that we have complied with Paragraphs **A.** and **B.** of this endorsement.
- **D.** Our delivery of electronic notification described in Paragraphs **A.** and **B.** of this endorsement is intended as a courtesy only. Our failure to provide such delivery of electronic notification will not:
  - 1. Extend the Coverage Part cancellation date;
  - 2. Negate the cancellation; or
  - 3. Provide any additional insurance that would not have been provided in the absence of this endorsement.
- **E.** We are not responsible for the accuracy, integrity, timeliness and validity of information contained in the Schedule provided to us as described in Paragraphs **A.** and **B.** of this endorsement.

ALL OTHER TERMS AND CONDITIONS OF THE POLICY SHALL APPLY AND REMAIN UNCHANGED.



### **Blanket Notification to Others of Cancellation**

Policy No.	Eff. Date of Pol.	Exp. Date of Pol.	Eff. Date of End.	Producer	Add'l Prem.	Return Prem.
BAP440124800	08/23/2019	08/23/2020	08/23/2019			

### Named Insured and Mailing Address:

Castlerock Environmental, Inc 10040 Painter Ave Santa Fe Springs, CA 90670

### Producer:

Aon Risk Insurance Services West, Inc. 707 Wilshire Blvd., Ste #2600 Los Angeles, CA 90017

### THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the:

Agribusiness Pollution Liability Insurance Policy - Claims Made and Reported Coverage

**Commercial Umbrella Liability Policy** 

Commercial Umbrella Liability Policy - Claims Made and Reported Coverage

**Contractor's Pollution Liability Insurance Policy** 

Contractor's Pollution Liability Insurance Policy - Claims Made and Reported Coverage

Environmental Cleanup and Liability Insurance Policy - Claims Made and Reported Coverage

Environmental Impairment Liability Insurance Policy - Claims Made and Reported Coverage

**Environmental Services Package Policy** 

**Excess Environmental Insurance Policy - Claims Made and Reported Coverage** 

Follow Form Excess Liability Policy

Follow Form Excess Liability Policy - Claims Made and Reported Coverage

Healthcare Pollution Liability Insurance Policy - Claims Made and Reported Coverage

Lender Environmental Collateral Protection and Liability Insurance Outstanding Loan Balance - Claims Made and Reported Coverage

Lender Environmental Collateral Protection and Liability Insurance Policy – Claims Made and Reported Coverage

Professional Consultant's Liability Insurance Policy - Claims Made and Reported Coverage

Professional Environmental Consultant's Liability Insurance Policy

Professional Environmental Consultant's Liability Insurance Policy - Claims Made and Reported Coverage

Public Entity Pollution Liability - Claims Made and Reported Coverage

Real Estate Environmental Liability Insurance Policy - Claims Made and Reported Coverage

**Remediation Stop Loss** 

**Z Choice Pollution Liability** 

Z Choice® Real Estate Environmental Liability - Claims Made and Reported Coverage

Z Choice™ Pollution Liability - Claims Made and Reported Coverage

Z Link® Commercial General and Pollution Liability

**A.** If we cancel this policy by written notice to the first Named Insured for any reason other than nonpayment of premium, we will deliver electronic notification that such policy has been cancelled to each person or organization shown in a Schedule provided to us by the First Named Insured. Such Schedule:

- 1. Must be initially provided to us within 15 days:
  - a. After the beginning of the policy period shown in the Declarations; or
  - **b.** After this endorsement has been added to policy;
- 2. Must contain the names and e-mail addresses of only the persons or organizations requiring notification that such Coverage Part has been cancelled;
- 3. Must be in an electronic format that is acceptable to us; and
- 4. Must be accurate.

Such Schedule may be updated and provided to us by the First Named Insured during the policy period. Such updated Schedule must comply with Paragraphs 2. 3. and 4. above.

- **B.** Our delivery of the electronic notification as described in Paragraph **A.** of this endorsement will be based on the most recent Schedule in our records as of the date the notice of cancellation is mailed or delivered to the first Named Insured. Delivery of the notification as described in Paragraph **A.** of this endorsement will be completed as soon as practicable after the effective date of cancellation to the first Named Insured.
- **C.** Proof of emailing the electronic notification will be sufficient proof that we have complied with Paragraphs **A.** and **B.** of this endorsement.
- **D.** Our delivery of electronic notification described in Paragraphs **A.** and **B.** of this endorsement is intended as a courtesy only. Our failure to provide such delivery of electronic notification will not:
  - 1. Extend the Coverage Part cancellation date;
  - 2. Negate the cancellation; or
  - 3. Provide any additional insurance that would not have been provided in the absence of this endorsement.
- **E.** We are not responsible for the accuracy, integrity, timeliness and validity of information contained in the Schedule provided to us as described in Paragraphs **A.** and **B.** of this endorsement.

ALL OTHER TERMS AND CONDITIONS OF THE POLICY SHALL APPLY AND REMAIN UNCHANGED.



### **Blanket Notification to Others of Cancellation**

Policy No.	Eff. Date of Pol.	Exp. Date of Pol.	Eff. Date of End.	Producer	Add'l Prem.	Return Prem.
GPL 4188030-00	08/23/2019	08/23/2020	08/23/2019			

### Named Insured and Mailing Address:

Castlerock Environmental, Inc 10040 Painter Ave Santa Fe Springs, CA 90670

### Producer:

Aon Risk Insurance Services West, Inc. 707 Wilshire Blvd., Ste #2600 Los Angeles, CA 90017

### THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

This endorsement modifies insurance provided under the:

Agribusiness Pollution Liability Insurance Policy - Claims Made and Reported Coverage

**Commercial Umbrella Liability Policy** 

Commercial Umbrella Liability Policy - Claims Made and Reported Coverage

**Contractor's Pollution Liability Insurance Policy** 

Contractor's Pollution Liability Insurance Policy - Claims Made and Reported Coverage

Environmental Cleanup and Liability Insurance Policy - Claims Made and Reported Coverage

Environmental Impairment Liability Insurance Policy - Claims Made and Reported Coverage

**Environmental Services Package Policy** 

**Excess Environmental Insurance Policy - Claims Made and Reported Coverage** 

Follow Form Excess Liability Policy

Follow Form Excess Liability Policy - Claims Made and Reported Coverage

Healthcare Pollution Liability Insurance Policy - Claims Made and Reported Coverage

Lender Environmental Collateral Protection and Liability Insurance Outstanding Loan Balance - Claims Made and Reported Coverage

Lender Environmental Collateral Protection and Liability Insurance Policy – Claims Made and Reported Coverage

Professional Consultant's Liability Insurance Policy - Claims Made and Reported Coverage

Professional Environmental Consultant's Liability Insurance Policy

Professional Environmental Consultant's Liability Insurance Policy - Claims Made and Reported Coverage

Public Entity Pollution Liability - Claims Made and Reported Coverage

Real Estate Environmental Liability Insurance Policy - Claims Made and Reported Coverage

**Remediation Stop Loss** 

**Z Choice Pollution Liability** 

Z Choice® Real Estate Environmental Liability - Claims Made and Reported Coverage

Z Choice™ Pollution Liability - Claims Made and Reported Coverage

Z Link® Commercial General and Pollution Liability

**A.** If we cancel this policy by written notice to the first Named Insured for any reason other than nonpayment of premium, we will deliver electronic notification that such policy has been cancelled to each person or organization shown in a Schedule provided to us by the First Named Insured. Such Schedule:

- 1. Must be initially provided to us within 15 days:
  - a. After the beginning of the policy period shown in the Declarations; or
  - **b.** After this endorsement has been added to policy;
- 2. Must contain the names and e-mail addresses of only the persons or organizations requiring notification that such Coverage Part has been cancelled;
- 3. Must be in an electronic format that is acceptable to us; and
- 4. Must be accurate.

Such Schedule may be updated and provided to us by the First Named Insured during the policy period. Such updated Schedule must comply with Paragraphs 2. 3. and 4. above.

- **B.** Our delivery of the electronic notification as described in Paragraph **A.** of this endorsement will be based on the most recent Schedule in our records as of the date the notice of cancellation is mailed or delivered to the first Named Insured. Delivery of the notification as described in Paragraph **A.** of this endorsement will be completed as soon as practicable after the effective date of cancellation to the first Named Insured.
- **C.** Proof of emailing the electronic notification will be sufficient proof that we have complied with Paragraphs **A.** and **B.** of this endorsement.
- **D.** Our delivery of electronic notification described in Paragraphs **A.** and **B.** of this endorsement is intended as a courtesy only. Our failure to provide such delivery of electronic notification will not:
  - 1. Extend the Coverage Part cancellation date;
  - 2. Negate the cancellation; or
  - 3. Provide any additional insurance that would not have been provided in the absence of this endorsement.
- **E.** We are not responsible for the accuracy, integrity, timeliness and validity of information contained in the Schedule provided to us as described in Paragraphs **A.** and **B.** of this endorsement.

ALL OTHER TERMS AND CONDITIONS OF THE POLICY SHALL APPLY AND REMAIN UNCHANGED.

### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.7 DATE: 4/27/20

**TO:** Board of Trustees

**FROM**: Kathleen F. Burke, Chancellor

RE: SOCCCD: 2021-2022 Academic Calendar

**ACTION**: Review and Study

### **BACKGROUND**

Annually the South Orange County Community College District Academic Calendar Committee convenes to review the development of the academic calendar. During the 2019-20 academic year, representatives from the governance groups studied calendar options for 2021-2022.

### **STATUS**

The District-wide Academic Calendar Committee met on January 30, 2020, and subsequently voted to recommend a calendar for 2021-2022. The academic calendar proposed for 2021-2022 has been reviewed and approved by the District-wide Academic Calendar Committee (Exhibit A). The calendar meets Education Code requirements, accounts for holidays mandated by the California Community College Chancellor's Office (Exhibit B), and includes classified staff holidays in compliance with Article 10 of the California School Employees Association (CSEA) contract and Article 9 of the Police Officers Association Master Agreement.

### **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees accept for review and study the proposed Academic Calendar for 2021-2022 (Exhibit A).

Item Submitted by: Dr. Robert Bramucci, Vice Chancellor, Technology & Learning Services



### ACADEMIC CALENDAR 2021-2022

SADDLEBACK COLLEGE ■ IRVINE VALLEY COLLEGE

### **FALL SEMESTER 2021**

AUGUST 2021										
S	М	T	W	Т	F	S				
	16	17	18	19	20	21				
22	22	24	25	26	27	20				
22	23	24	25	20	21	20				
29	30	31								

SEPTEMBER 2021									
S	М	Т	W	Т	F	S			
			1	2	3	4			
5	6	7	8	9	10	-11			
12	13	14	15	16	17	18			
19	20	21	22	23	24	25			
26	27	28	29	30					

	(	осто	BER	202	1	
S	М	Т	W	Т	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

	NOVEMBER 2021									
S	М	Т	W	Т	F	S				
	1	2	3	4	5	6				
7	8	9	10	11	12	13				
14	15	16	17	18	19	20				
21	22	23	24	25	26	27				
28	29	30								

S	M D	ECEI T	MBER W	202 T	21 F	S
3	IVI	'	1	2		
	6	7	0	2	3	4
5	6	7	8 1E	9	10	11
12	13 20	21	15 22	16	17	18
26	27	28	29	23 30	24	25
20		40		30	31	

### **SPRING SEMESTER 2022**

		JANU —				
S	М	Т	W	Т	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

	FEBRUARY 2022								
S	М	Т	W	Т	F	S			
		1	2	3	4	5			
6	7	8	9	10	11	12			
13	14	15	16	17	18	19			
20	21	22	23	24	25	26			
27	28								

	MARCH 2022								
S	М	Т	W	Т	F	S			
		1	2	3	4	5			
6	7	8	9	10	11	12			
13	14	15	16	17	18	19			
20	21	22	23	24	25	26			
27	28	29	30	31					

		APF	RIL 2	022		
S	М	Т	W	Т	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
		MA	Y 20	22		
_	B. 4	Total Control	3.47	200		_

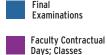
S	M	- 1	VV	- 1	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 <b>†</b>	27	28

### **SUMMER SESSION 2022**

S	М	MA T	Y 20 W	22 T	F	S
29	30	31				
S	М	JUI T	NE 20 W	022 T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
S	М	T	LY 20 W	)22 T	F	S
					1	2
3	4	5	6	7	1	2
3 10	4	5 12	6	7		
					8	9
10	11	12	13	14	8 15	9
10 17	11 18	12 19	13	14 21	8 15 22	9 16 23
10 17 24	11 18	12 19 26	13	14 21 28	8 15 22 29	9 16 23
10 17 24	11 18	12 19 26	13 20 27	14 21 28	8 15 22 29	9 16 23
10 17 24 31	11 18 25	12 19 26	13 20 27	14 21 28	8 15 22 29	9 16 23 30
10 17 24 31	11 18 25	12 19 26 AUG	13 20 27 UST	14 21 28 2022 T	8 15 22 29	9 16 23 30

### LEGEND





Not in Session



Classes Not

in Session



Note: Each college may develop an individual final exam schedule.



### ACADEMIC CALENDAR 2021-2022

SADDLEBACK COLLEGE ■ IRVINE VALLEY COLLEGE

FALL SEMESTER 2021	
August 16-20 (Monday-Friday)	Professional Development Days
August 23 (Monday)	Instruction Begins
August 23-October 20 (Monday-Wednesday)	8-Week Session
September 6 (Monday)	Labor Day – Holiday
October 21-December 21 (Thursday-Tuesday)	8-Week Session
November 11 (Thursday)	Veterans Day - Holiday
November 25-26 (Thursday/Friday)	Thanksgiving - Holiday
December 15-21 (Wednesday-Tuesday)	Final Examinations
December 22 (Wednesday)	Faculty Contractual Day (Classes Not in Session)
December 22-January 17 (Wednesday-Monday)	Classes Not in Session
December 23-January 3 (Thursday-Monday)	District/Colleges Closed - Holiday
SPRING SEMESTER 2022	
January 1 (Saturday - observed on Dec. 31, 2021)	New Year's Day – Holiday
January 11-14 (Tuesday-Friday)	Professional Development Days
January 17 (Monday)	Martin Luther King, Jr. Day — Holiday
January 18 (Tuesday)	Instruction Begins
January 18-March 18 (Tuesday-Friday)	8-Week Session
February 18 (Friday)	President Lincoln's Day - Holiday
February 21 (Monday)	Presidents' Day - Holiday
February 22 (Tuesday)	Faculty Contractual Day (Classes Not in Session)
March 20-26 (Sunday-Saturday)	Spring Break/Classes Not in Session
March 25 (Friday)	Friday of Spring Break - Holiday
March 28-May 25 (Monday-Wednesday)	8-Week Session
March 31 (Thursday)	Cesar Chavez Day – Holiday
May 19-25 (Thursday-Wednesday)	Final Examinations
May 26 (Thursday)	Faculty Contractual Day (Classes Not in Session)
May 26 (Thursday)	College Commencements
SUMMER SESSION 2022	
May 30 (Monday)	Memorial Day – Holiday
May 31-August 14 (Tuesday-Sunday)	Summer Session
July 4 (Monday)	Fourth of July - Holiday

2021-20	22 SU	MMARY	
Instructional Days	Fall	Spring	Total
Monday	16	15	31
Tuesday	17	16	33
Wednesday	16	17	33
Thursday	14	15	29
Friday	15	15	30
SUBTOTAL	78	78	156
Professional Development	5	4	9
<b>Faculty Contractual Days</b>	1	2	3
Finals	5	5	10
TOTAL	89	89	178

**Summer 2022:** Start dates and session lengths may vary. See college online schedules for more information.

**Vision:** To be an educational leader in a changing world.

**Mission:** We provide a dynamic and innovative learning environment to diverse learners of all ages, background and abilities. We promote access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region.



### VOTING INFORMATION 2021-2022

SADDLEBACK COLLEGE ■ IRVINE VALLEY COLLEGE

- National Voter Registration Day: Tuesday, September 28, 2021
- Last day to register to vote online, in person, or by mail: TBD\*
- Early Voting: **TBD\***

The date, times, and locations for early voting and conditional voter registration may be confirmed on the California Secretary of State website or at your county's elections office.

- Primary Election Date(s): TBD\*
- General Election Date(s): TBD\*

\*Note: As dates are determined by the state, we will update the online PDF with the new information.

### **MEMORANDUM**

October 23, 2019 Via Email

TO: Chief Executive Officers Chief Business Officers

Chief Information System Officers

**Chief Instructional Officers** 

Deans of Admissions and Records, Registrar

FROM: Frances Parmelee, Assistant Vice Chancellor

College Finance and Facilities Planning Division

RE: Legally Mandated Holidays for Fiscal Years 2019-20, 2020-21, 2021-22, and 2022-23

A list of the legally mandated academic holidays, as specified by Education Code section 79020, is attached for your convenience in establishing your future academic calendars for fiscal years 2019-20, 2020-21 and 2021-22, and 2022-23

In addition to the legally mandated holidays listed, a college may close on March 31, known as "Cesar Chavez Day," and the fourth Friday in September, known as "Native American Day," if the district's governing board district agrees to close the college for that purpose. When "Cesar Chavez Day" falls on a Saturday or Sunday, the agreed-upon college closure day shall occur on the preceding Friday or succeeding Monday, respectively. If "Cesar Chavez Day" happens to fall on a weekday, there is no flexibility to move the corresponding holiday observance. The district shall continue to maintain the minimum required 175 days of instruction. If the district does not close for "Cesar Chavez Day" or "Native American Day," appropriate observances should be held in commemoration.

Senate Bill 568 (Portantino, Chapter 648, Statutes of 2019) modified Education Code section 79020 adding an additional optional holiday for Glendale Community College. Effective January 1, 2020, Glendale Community College may close on April 24, known as "Armenian Genocide Remembrance Day", if the district's governing board agrees to close the college for that purpose.

Please contact Natalie Wagner, Specialist at (916) 327-1554 or e-mail at <a href="mailto:nwagner@cccco.edu">nwagner@cccco.edu</a> for holiday or academic calendar configuration questions.

Attachment

### LEGALLY MANDATED ACADEMIC HOLIDAYS

Education Code section 79020 requires community colleges to be closed on the following holidays:

- New Year's Day (January 1)
- Dr. Martin Luther King, Jr. Day (third Monday in January)
- Lincoln Day (February 12)
- Washington Day (third Monday in February)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Veterans Day (November 11)
- Thanksgiving Day (date proclaimed by US President)
- Christmas Day (December 25)

Generally, if any of these dates falls on a Saturday or Sunday, the holiday is observed on the preceding Friday or Monday, respectively. However, Education Code section 79020 provides specific allowances for observance flexibility which is reflected in the following schedules for Veterans Day and Lincoln Day depending on the day of the week on which these holidays fall.

### Fiscal Year 2019-20

Date of Observance	Day of the Week	Holiday
July 4, 2019	Thursday	Independence Day
September 2, 2019	Monday	Labor Day
November 11, 2019	Monday	Veterans Day
November 28, 2019	Thursday	Thanksgiving Day
December 25, 2019	Wednesday	Christmas
January 1, 2020	Wednesday	New Year's Day
January 20, 2020	Monday	Dr. Martin Luther King, Jr. Day
	Friday, Monday, Wednesday, Friday	Lincoln Day
February 17, 2020	Monday	Washington Day
May 25, 2020	Monday	Memorial Day

### Fiscal Year 2020-21

Date of Observance	Day of the Week	Holiday
July 3, 2020	Friday	Independence Day (Observance)
September 7, 2020	Monday	Labor Day
November 9, 11, 13, 2020	Monday, Wednesday, Friday	Veterans Day
November 26, 2020	Thursday	Thanksgiving Day
December 25, 2020	Friday	Christmas
January 1, 2021	Friday	New Year's Day
January 18, 2021	Monday	Dr. Martin Luther King, Jr. Day
February 12, 2021	Friday	Lincoln Day
February 15, 2021	Monday	Washington Day
May 31, 2021	Monday	Memorial Day

### Fiscal Year 2021-22

Date of Observance	Day of the Week	Holiday
July 5, 2021	Monday	Independence Day (Observance)
September 6, 2021	Monday	Labor Day
November 11, 12, 2021	Thursday, Friday	Veterans Day
November 25, 2021	Thursday	Thanksgiving Day
December 24, 2021	Friday	Christmas (Observance)
December 31, 2021	Friday	New Year's Day (Observance)
January 17, 2022	Monday	Dr. Martin Luther King, Jr. Day
February 11, 18, 2022	Friday, Friday	Lincoln Day (Observance)
February 21, 2022	Monday	Washington Day
May 30, 2022	Monday	Memorial Day

### Fiscal Year 2022-23

Date of Observance	Day of the Week	Holiday
July 4, 2022	Monday	Independence Day (Observance)
September 5, 2022	Monday	Labor Day
November 11,2022	Friday	Veterans Day
November 24, 2022	Thursday	Thanksgiving Day
December 26, 2022	Monday	Christmas (Observance)
January 2, 2023	Monday	New Year's Day (Observance)
January 16, 2023	Monday	Dr. Martin Luther King, Jr. Day
February 10, 13, 14, 17, 2023	Friday, Monday, Tuesday, Friday	Lincoln Day
February 20, 2023	Monday	Washington Day
May 29, 2023	Monday	Memorial Day

### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.8 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Regional Strong Workforce Program Participation

Agreement for FY 2019-2020 between Rancho Santiago Community

College District and SOCCCD

**ACTION:** Approval

### **BACKGROUND**

In 2016, the state legislature approved a \$200 million appropriation to fund "better and more" career technical education (CTE) throughout the state. The funding was split 60 percent (directly to local colleges) and 40 percent for regional CTE development activities. Each year, the region determines the amount of funding for agreed upon projects for all participating colleges. The nine Orange County community colleges collaborate on the desired projects where funding would be provided for the lead and participating colleges.

Irvine Valley College will receive 2019-2020 Strong Workforce Program (SWP) regional funding for multi-sector automation pathways, the biotech regional collaborative, and regional marketing and branding for its career education programs.

### **STATUS**

This current Participation Agreement is for the Scope of Work for the 2019-2020 allocation of \$144,800 for the SWP Regional funds, and extends the term to December 31, 2021, as seen in EXHIBIT A. The original Master Agreement that was submitted by Rancho Santiago Community College District (fiscal agent), covered activities over a four year period from July 1, 2016 to June 30, 2020, as seen in EXHIBIT B. Saddleback College and Irvine Valley College are participating in various CTE projects, and both colleges will continue to lead and participate in the regional support of career technical education program development and improvement with the other Orange County community colleges.

### RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Regional Strong Workforce Program Participation Agreement in the amount of \$144,800, extend the Master Agreement term to December 31, 2021, and authorize the Vice Chancellor of Business Services or designee to execute the agreement.



### Building the future through quality education

2323 North Broadway • Santa Ana, CA 92706 -1640 • (714) 480-7300 • www.rsccd.edu

Santa Ana College • Santiago Canyon College

February 07, 2020

Debbie Vanschoelandt
Dean, Career & Continuing Education, and Integrated Design Engineering and Automation (IDEA)
Irvine Valley College
15445 Lansdowne Rd.
Tustin, CA 92782

### RE: Participation Agreement for SWP-Regional Share Allocation Year 19/20 Projects

Dear Dean Vanschoelandt:

Your college's participation in or leadership of Strong Workforce Program-Regional Share approved projects for the Fiscal Year 2019/2020 allocation has been approved. Enclosed is the Participation Agreement (PA) to allocate \$144,800 for Irvine Valley College's performance of FY 1920 projects. The term for performance of SWP-RF, 19/20 projects is 7/1/2019 – 12/31/2021.

The Participation Agreement consists of the following:

- 1. The Participation Agreement Summary Sheet including budgets for the 83% Base fund projects. Amendments will be issued to include Incentive project budgets when the 17% incentive funds are known and received by Fiscal Agent.
- 2. Workplan templates Excel workbook to be completed for each project your college is involved in.
- 3. The existing Master Agreement\* with the college district, which is the Board approved Agreement that contains the terms and conditions for the use of Strong Workforce Program Regional Funds. \*Will be amended to extend June 30,2020 end date (more to follow).
- 4. Project applications representing the Scope of Work are in the process of being certified in NOVA and will be shared once the Participation Agreements have been fully executed.

The Participation Agreement represents the Scope of Work to be performed, and are developed for each fiscal year allocation.

### **Instructions:**

- Please have the authorized representatives sign the Participation Agreement Summary Sheet, in blue ink, and mail or scan in color and email the sheet directly to <u>Landa\_Alejandra@rsccd.edu</u> by <u>March 17, 2020</u>. Workplans for all participating projects must be submitted with the signed PA.
- 2. Retain a copy of the signed Participation Agreement Summary Sheet, the SWP Project Applications, and the Master Agreement for your files, as these together constitute the SWP-RF 19/20 Agreement for your college.

Once we receive the signed Summary Sheet, we will generate a purchase order for you to charge against. Please work with your Fiscal Office to set up the budget at your institution so that you can expedite the use of funds.

If you have any questions or require additional assistance, please contact me. Respectfully,

Alejandra Landa Strong Workforce Program – Regional Funds

Landa Alejandra@rsccd.edu (714) 484-5413

**BOARD OF TRUSTEES:** 

Claudia C. Alvarez • Arianna P. Barrios • John R. Hanna • Zeke Hernandez • Lawrence R. "Larry" Labrado • Nelida Mendoza Yanez • Phillip E. Yarbrough

Participation Agreement: DO-19-2182-26

Master Agreement: DO-17-2185-13

### **EXHIBIT A**

### **Participation Agreement - Summary Sheet**

Scope of Work for Strong Workforce Program – Regional Funds

This Participation Agreement constitutes **Irvine Valley College's** Scope of Work for the **2019-2020** allocation of Strong Workforce Regional Funds under the Master Agreement **DO-17-2185-13**, and is subject to the terms and conditions as outlined in the Master Agreement.

Master Agreement Number	DO-17-2185-13
Participation Agreement Number	DO-19- <b>2182</b> -26
ACTION	Original
Fiscal Year Allocation	2019 - 2020
Term	07/01/2019 - 12/31/2021
Name of College	Irvine Valley College
District	South Orange County CCD
Participation Agreement Point of Contact	
Name	Debbie Vanschoelandt
Title	Dean, Career & Continuing Education, and Integrated Design Engineering and Automation (IDEA)
Address	15445 Lansdowne Rd.
City, State Zip	Tustin, CA 92782
Phone, Email	(949) 367-8310, dvanschoelandt@ivc.edu
SWP-Regional Sh	are FY 19/20 - REGIONAL PROJECTS
83% PROJECTS	
1. Project Name	Automation Pathways: Multi-Sector
a. Is the college a Lead for this Project?	No (lead is Santiago Canyon)
b. Amount of funds for this project	\$54,000
2. Project Name	Cloud Computing - A Faculty Driven Approach to Learning
a. Is the college a Lead for this Project?	No (lead is Rancho Santiago CCD)
b. Amount of funds for this project	\$0
3. Project Name	CyberPatriot 19-20
a. Is the college a Lead for this Project?	No (lead is Coastline)
b. Amount of funds for this project	\$0
4. Project Name	NetLabs 19-20
a. Is the college a Lead for this Project?	No (lead is Coastline)
b. Amount of funds for this project	\$0
5. Project Name	OC Biotechnology Regional Collaborative
a. Is the college a Lead for this Project?	No (lead is Santiago Canyon)
b. Amount of funds for this project	\$60,800
6. Project Name	OC Center of Excellence
a. Is the college a Lead for this Project?	No (lead is LAOCRC-OC)
b. Amount of funds for this project	\$0

Participation Agreement: DO-19-2182-26

Master Agreement: DO-17-2185-13

### **EXHIBIT A**

### **Participation Agreement - Summary Sheet**

Scope of Work for Strong Workforce Program – Regional Funds

This Participation Agreement constitutes **Irvine Valley College's** Scope of Work for the **2019-2020** allocation of Strong Workforce Regional Funds under the Master Agreement **DO-17-2185-13**, and is subject to the terms and conditions as outlined in the Master Agreement.

7. Project Name	Regional Director Funding (Business & Entrepreneurship)
a. Is the college a Lead for this Project?	No (lead is Santa Ana)
b. Amount of funds for this project	\$0
8. Project Name	Regional Director Funding (ECU)
a. Is the college a Lead for this Project?	No (lead is Saddleback)
b. Amount of funds for this project	\$0
9. Project Name	Regional Director Funding (Health)
a. Is the college a Lead for this Project?	No (lead is Golden West)
b. Amount of funds for this project	\$0
10. Project Name	Regional Director Funding (ICT/DM)
a. Is the college a Lead for this Project?	No (lead is Rancho Santiago CCD)
b. Amount of funds for this project	\$0
11. Project Name	Regional Director Funding (RHT)
a. Is the college a Lead for this Project?	No (lead is Orange Coast)
b. Amount of funds for this project	\$0
12. Project Name	Regional Marketing
a. Is the college a Lead for this Project?	No (lead is Saddleback)
b. Amount of funds for this project	\$30,000
13. Project Name	TalentEd Story Maps: Regional Implementation
a. Is the college a Lead for this Project?	No (lead is Coast CCD)
b. Amount of funds for this project	\$0
14. Project Name	VSL - Business+Entrepreneur (BUS+ENT)
a. Is the college a Lead for this Project?	No (lead is Santa Ana)
b. Amount of funds for this project	\$0
Total 83% Funds	\$144,800
7% INCENTIVE FUNDS PROJECTS	
15. Project Name	OC Careers in Education Pathway Collaborative
a. Is the college a Lead for this Project?	No (Co-leads are Santa Ana & Santiago Canyon)
b. Amount of funds for this project	\$0
Total 17% Incentive Funds	\$0
Grand Total Allocation	\$144,800

EXHIBIT A Page 4 of 4

Participation Agreement: DO-19-2182-26

Master Agreement: DO-17-2185-13

### **EXHIBIT A**

### **Participation Agreement - Summary Sheet**

Scope of Work for Strong Workforce Program – Regional Funds

This Participation Agreement constitutes **Irvine Valley College's** Scope of Work for the **2019-2020** allocation of Strong Workforce Regional Funds under the Master Agreement **DO-17-2185-13**, and is subject to the terms and conditions as outlined in the Master Agreement.

**NOTE on Scope of Work**: The Project Applications included with this Participation Agreement represent the Scope of Work to be performed. As each Project may be a combined effort of multiple colleges and partners, it is understood that the college in this Participation Agreement has responsibility to implement some component of this work, as represented in the Project Application and as appropriate to meeting the goals and intent of the project.

**NOTE on Project Leadership**: Colleges that serve as the Project Lead are responsible for keeping informed about the progress of all colleges and partners in the Project, convening Project partners, facilitating modifications to project plans and budgets according to the terms of the Master Agreement, and providing project update reports as requested by the Regional Consortia, Fiscal Agent, or the California Community Colleges Chancellor's Office.

IN WITNESS WHEREOF, the Parties hereto certify that they have read and understand all the terms and conditions contained herein and have caused this Agreement to be executed as of the day that all Parties have signed the Agreement.

Name of President or Designee:	
Signature:	Date:
Name of Fiscal Officer or Designee:	
Signature:	Date:
F	Regional Consortium
LA/OC RC Director: Gustavo Chamorro , Ed.D.	
Signature:	Date:
R	SCCD - Fiscal Agent
Name of Fiscal Agent Representative: Sarah Santo	yo
Signature:	Date:

### ORANGE COUNTY REGION STRONG WORKFORCE PROGRAM – REGIONAL FUND MASTER AGREEMENT BETWEEN RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT AND SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

July 1, 2016 – June 30, 2020

This Agreement, entered into February 27, 2017 between Rancho Santiago Community College District, hereinafter referred to as "Fiscal Agent," and South Orange County Community College District (hereinafter referred to as "Sub-recipient). The Fiscal Agent and Sub-recipient are also referred to collectively as "Parties" and individually as "Party." This Agreement is based on the Strong Workforce Program-Regional Fund Agreement between the Fiscal Agent and the California Community Colleges Chancellor's Office, i.e., Prime Sponsor, and is effective to cover activities beginning July 1, 2016 and ending June 30, 2020 supported by Strong Workforce Program-Regional Fund allocations disbursed in 2016-2017, 2017-2018, and 2018-2019.

WHEREAS, the Rancho Santiago Community College District has been designated as the Fiscal Agent for the Strong Workforce Program – Regional Share for the Los Angeles and Orange County region and is responsible for distributing funds to the South Orange County Community College Districts within the region following certification of the Regional Plans by the Regional Consortia, and is responsible for monitoring the work of the Agreement for compliance with the terms and conditions of the funds, as delineated in the Fiscal Agent Scope of Work (Exhibit B), and

WHEREAS, Rancho Santiago Community College District has the right to enter into agreements with outside entities for various services with the approval of the Board of Trustees; and

WHEREAS, Sub-recipient has agreed to participation in the purpose of the Agreement according to the terms and conditions hereinafter set forth,

NOW, THEREFORE, the Parties agree as follows:

### 1. PARTICIPATION AGREEMENT

Sub-recipient shall perform the Scope of Work detailed using individually executed Participation Agreements (Exhibit A). Such Participation Agreements shall fully detail the Scope of Work between Parties. As needed, the Scope of Work can be amended and modified based on written approval by the Parties. By signing this Master Agreement, the Fiscal Agent and Sub-recipient agree that Participation Agreements signed by the Parties will be binding under this Master Agreement without further action by the Parties.

### 2. TERM OF AGREEMENT

Effective Date of Agreement: July 1, 2016

Expiration Date of Agreement: June 30, 2020

Parties may modify this Master Agreement and any Participation Agreement annually, contingent upon the availability of grant funds, as mutually agreed upon.

### 3. RULES FOR DELIVERABLES

- A. Each Participation Agreement will identify a point of contact for the Participation Agreement, and points of contact for major project components in the Scope of Work as appropriate. The Sub-recipient will inform the Fiscal Agent of any changes to the point(s) of contact in a timely manner.
- B. Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices.
- C. Products, results, and measureable outcomes shall be provided as detailed in each Participation Agreement.
- D. Any document or written report prepared in whole or in part by Parties shall reference the Strong Workforce Program relating to the preparation of such document or written report.
- E. All products resulting from this Agreement or its subcontracts in whole or in part shall reference the California Community Colleges, Chancellor's Office and the specific funding source (Strong Workforce Program).
- F. All references to the project shall include the phrase, "funded in part by the California Community Colleges, Chancellor's Office."

### 4. PARTICIPATION AGREEMENT PAYMENTS AND INVOICING

Project allocations from Fiscal Agent to the Sub-recipient will be specified in the Participation Agreement, based on the Regional Plans certified by the Regional Consortia. Funds are to be utilized by the Sub-recipient in accordance with the terms and conditions of both this Master Agreement, the pertinent Participation Agreement, and guidance on the allowable use of funds from the California Community Colleges Chancellor's Office (Exhibit C). If the there is a reduction in funding by the Chancellor's Office, the Fiscal Agent reserves the right to require adjustment to the scope of work and funding of the Participation Agreements accordingly, up to and including the end of all activities under this Agreement and any Participation Agreement.

The Fiscal Agent shall make payments to the Sub-recipient up to the amount listed in the Participation Agreement, to be paid on a quarterly basis through a reimbursement process

according to the expenditures submitted in the quarterly reports and upon submission of an invoice for payment. Invoices referencing the Participation Agreement number should be submitted to the following address:

Rancho Santiago CCD ATTN: Resource Development 2323 North Broadway, Ste. 350 Santa Ana, CA 92706

### 5. BUDGET MANAGEMENT

The Sub-recipient will manage its budgets so that there is a clear distinction between Local Strong Workforce funds (which are not in any way related to this Agreement) and Regional Strong Workforce Funds (which are the subject of this Agreement), and a clear distinction between the fiscal year of the allocation (e.g., that the allocation for 2016-2017 is distinct from the allocation for 2017-2018). Since the term for the use of the funds is more than one year there will be concurrent use of separate allocations. In such cases, it is advised that the Sub-recipient assign separate project numbers to each year's allocation, or in some other manner make a clear distinction between the separate allocations.

### 6. REPORTING

Program and financial reports will be submitted on a quarterly basis, according to the system and requirements of the California Community College Chancellor's Office. A reporting schedule will be disseminated to the Sub-recipient at least 30 days prior to the due date of the first report. Reports will be due 20 days after the end of the last month of the quarter.

NOTE: The <u>first</u> quarterly report will be due on the next due date following approval of this Agreement.

A Final Program and Expenditure Report will be due at the end of the project, according to the requirements of the Chancellor's Office. The Fiscal Agent will inform the Sub-recipient of the requirements and the due date for the Final Report at least three months before the end date of the Agreement.

The Sub-recipient is responsible for all Strong Workforce Program-Regional Funds reporting to the Fiscal Agent. Fiscal Agent is responsible for all Strong Workforce Program-Regional Funds Reporting to the Chancellor's Office.

### 7. MODIFICATIONS

If a Sub-recipient desires to change the amount, scope of work, or make substantial revision to the outcomes of a Participation Agreement the following process must be followed:

A. The Sub-recipient notifies the Fiscal Agent and the Project Lead of the desired changes.

- **B.** The Sub-recipient notifies the other colleges involved in the regional project related to the Participation Agreement, and secures agreement of the change(s) from the other colleges and/or the Project Lead.
- C. The Fiscal Agent will conduct a technical review of the requested changes to ensure compliance with the grant terms and conditions, and will modify the Participation Agreement to reflect the requested changes.
- D. The Sub-recipient and Fiscal Agent will sign the amended Participation Agreement, which will replace the prior Participation Agreement and become the active Participation Agreement once executed.

### 8. USE OF FUNDS - TRAVEL

If Strong Workforce Program-Regional funds will be used for out-of-state travel, the Party must submit an Out-of-State travel request form to the Fiscal Agent who will review it to ensure compliance with the California Community Colleges Chancellor's Office requirements.

### 9. SHARED USE OF EQUIPMENT or RESOURCES

In the event that Sub-recipient uses funds to secure equipment or other resources to be used in common or for shared use with other colleges, a separate agreement may be needed between or among them to outline the terms and conditions of that use. The Sub-recipient should notify the Fiscal Agent of the intent for shared use of equipment and resources, and the Fiscal Agent will clarify the requirements with the Chancellor's Office, and provide guidance to the Sub-recipient regarding development of a shared use agreement.

### 10. SUBCONTRACTS

- A. In any event, if the Sub-recipient wishes to enter into a subcontract agreement for performance of any part of the activities listed in the Participation Agreement, the Sub-recipient shall disclose the intended purpose and amount of the subcontracting and identify the proposed subcontractor to the Fiscal Agent in a timely manner.
- B. The Sub-recipient agrees to be as fully responsible to the Fiscal Agent for the acts and omissions of its subcontractors and of persons either directly or indirectly employed by them, as it is for the acts and omissions of persons directly employed by the Sub-recipient. The Sub-recipient's obligation to pay its subcontractors is independent from the obligation of the Fiscal Agent to make payments to the Sub-recipient. As a result, the Fiscal Agent shall have no obligation to pay or enforce the payment of any monies to any subcontractor.

### 11. RECORDS AND AUDITS

A. The Sub-recipient must maintain records regarding the use of Program funds and progress made toward objectives and/or performance under the applicable Participation Agreement.

- B. The Sub-recipient must maintain a list of the cost and location of the equipment purchased with Strong Workforce Program funds.
- C. The Sub-recipient agrees that the Fiscal Agent, the Chancellor's Office, the Bureau of State Audits, and any other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. The Sub-recipient agrees to maintain such records for possible audit for a minimum of five (5) years after the final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. The Sub-recipient agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, the Sub-recipient agrees to include a similar right of the Fiscal Agent, the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s) to audit records and interview staff in any subcontract related to performance of this Agreement or any Participation Agreement.
  - 1) If any audit or other actions involving the records has been started before the expiration of this period, the records must be retained until the completion of the action and resolution of all issues which arise from it or until the end of the five (5) year period, whichever is later.
  - 2) All records must be retained throughout the project. The five (5) year period of retention starts on the last day of the performance period stipulated in the Participation Agreement.

### 12. NOTICES

A Party to this Agreement may give notice to the other Party by sending an email or through certified mail to the addresses specified below. Such notice shall be effective when received. Each Party has the responsibility of keeping notice contact information accurate and current.

South Orange County Community College District

**Primary Contact** 

Name: Dr. Debra L. Fitzsimons

Title: Vice Chancellor Address: 2800 Marguerite Pkwy.

City, State Zip: Mission Viejo, CA 92692

Email, phone:

**Fiscal Contact** 

Name: Himberly mccord
Title: Executive Director

Address: 2800 Marguerite Pkwy.

City, State Zip: Mission Viejo, CA 92692

Email, phone:

### Fiscal Agent - Rancho Santiago Community College District

**Primary Contact** 

Janeth Manjarrez, SWP Director 2323 North Broadway, Ste. 350 Santa Ana, CA 92706 Manjarrez Janeth@rsccd.edu (714) 480-7471

### **Fiscal Contact**

Peter J. Hardash, Vice Chancellor of Business Operations & Fiscal Services 2323 North Broadway, 4<sup>th</sup> Floor Hardash Peter@rsccd.edu, (714) 480-7340 Santa Ana, CA 92706

### 13. TERMINATION

Either Party may terminate this Agreement, with or without cause upon thirty (30) days written notice served upon the other Party. Notice shall be deemed served on the date of mailing. Upon termination, or notice thereof, the Parties agree to cooperate with one another in the orderly transfer of contract responsibilities, records, and pertinent documents.

The obligations of RSCCD under this Agreement are contingent upon the availability of State funds, as applicable, for the reimbursement of expenditures to the Sub-recipient. In the event that such funding is terminated or reduced, RSCCD shall provide the Sub-recipient with written notification of such determination and RSCCD shall reimburse the Sub-recipient for costs incurred up to the termination date. Notice shall be deemed served on the date of receipt by the Sub-recipient; with receipt determined by certified mail delivery confirmation. Upon termination, or notice thereof, the Parties agree to cooperate with one another in the orderly transfer of contract responsibilities, records, and pertinent documents.

### 14. UNENFORCEABLE PROVISION

In the event that any provision of this Agreement is unenforceable or held to be unenforceable, then the Parties agree that all other provisions of this Agreement remain in full force and effect and shall not be affected thereby.

### 15. DISPUTES

In the event of a dispute between the Parties, the aggrieved Party shall notify the other Party and provide a detailed description of the alleged problem. The Parties agree to use reasonable efforts to resolve such dispute by good faith negotiations and mutual agreement. In the event such informal resolution is not successful within a reasonable period of time, the Parties hereby agree that such dispute will be resolved in the manner specified below.

Except as otherwise provided in this Agreement, any dispute concerning any question arising under this Agreement shall be decided by the Fiscal Agent and/or the Prime Sponsor. In such a case, the decision shall be reduced to writing and a copy thereof shall be mailed or otherwise furnished to the Sub-recipient. The decision shall be final and conclusive unless within thirty (30) calendar days from the mailing or delivery of such copy, the Fiscal Agent receives from Sub-recipient a written request to appeal said decision. Pending final decision of the appeal, Sub-recipient shall act in accordance with the written decision of the Fiscal Agent or the Prime Sponsor, whichever is the final arbiter of the dispute. The handling of non-criminal complaints, including discrimination complaints, and complaints and reports of criminal fraud, waste and abuse shall be as prescribed by the State of California, and/or the Prime Sponsor, whichever is applicable, in accordance with applicable provisions of the Code of Federal Regulations.

### 16. INDEMNIFICATION

All Parties to this Agreement shall agree to defend, indemnify, and hold harmless the other Parties, its officers, agents, employees, and volunteers, from and against all loss, cost, and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of activities, or the performance or nonperformance of obligations under this Agreement, of the indemnifying Parties, or those of any of its officers, agents, employees, or volunteers. The provisions of this Article do not apply to any damage or losses caused solely by the negligence or willful misconduct of the Parties or any of its agents or employees.

### 17. INSURANCE

All Parties are self-insured public entities for the purposes of professional liability, general liability and workers' compensation. The Parties each warrant that through its program of self-insurance it has adequate liability, general liability and workers' compensation to provide coverage for liabilities arising out of the Fiscal Agent and Parties performance of this contract.

### 18. INDEPENDENT CONTRACTOR

The Sub-recipient, in the performance of this Agreement, shall be and act as independent contractors and not as employees of Fiscal Agent. The Sub-recipient understands and agrees that it and all of its employees shall not be considered officers, employees or agents of the Fiscal Agent, and are not entitled to benefits of any kind or nature normally provided to employees of the Fiscal Agent and/or to which Fiscal Agent's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. The Sub-recipient assumes full responsibility for its acts and/or liabilities including those of its employees or agents as they relate to the services provided under this Agreement. The Sub-recipients shall assume full responsibility for withholding and payment of all: federal, state, local and applicable income taxes; workers' compensation; contributions, including but not limited to, unemployment insurance and social security with respect to the Sub-recipient's employees. The Fiscal Agent will not withhold taxes, unemployment insurance or social security for the Sub-recipient's employees or independent subcontractors. The Sub-recipient agrees to indemnify and hold the Fiscal Agent harmless from and against any and all liability arising from any failure of the Sub-

recipient to withhold or pay any applicable tax, unemployment insurance or social security when due.

### 19. ASSURANCES

- A) By signing this Agreement the Parties certify they will comply with the terms and conditions outlined in the Strong Workforce Program Trailer Bill (*Exhibit C*), and with the guidance documents provided by the California Community College Chancellor's Office (*Exhibit D*).
- B) By signing this Agreement the Sub-recipient certifies that it complies with state and federal requirements for Standards of Conduct, Workers' Compensation Insurance, Participation in Grant-Funded Activities, Non-Discrimination, Accessibility for Persons with Disabilities, Drug-Free Workplace Certification, Intellectual Property, and Debarment and Suspension, and will adhere to these legal standards and requirements in the performance of work related to this Agreement.

### 20. WAIVER

Any waiver by Fiscal Agent of any breach of any one or more of the terms of this Agreement shall not be construed to be a waiver of any subsequent or other breach of the same or of any other term. Failure on the part of Fiscal Agent to require full, exact, and complete compliance with any terms of this Agreement shall not be construed as in any manner changing the terms of this Agreement, or stopping Fiscal Agent from enforcing the terms of this Agreement.

### 21. SEVERABILITY

If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect without being impaired or invalidated in any way.

### 22. AGREEMENT IS COMPLETE

No amendment, alteration or variation of the terms of this Agreement shall be valid unless made in writing, signed by the Parties, and approved as required. No oral understanding or agreement not incorporated in this Agreement is binding on any of the Parties.

IN WITNESS WHEREOF, all Parties agree.

FISCAL AGENT

Rancho Santiago Community College District

Peter J. Hardash

Vice Chancellor, Business Ops. & Fiscal Svcs.

Date:

Board approved: February 27, 2017

SUB-RECIPIENT

South Orange County Community College

Districk

Name:

Title:

Dr. Debra L. Fitzsimons

Vice Chancellor Business Services

Date:

MAY 1 5 2017

EIN: 95-2479872

DO-17-2185-13

Strong Workforce Program-Regional Funds

Page 8 of 8 Master Agreement

### **EXHIBIT B**

### STATE OF CALIFORNIA

### **CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4550 SACRAMENTO, CA 95811-6549 (916) 445-8752

http://www.cccco.edu



August 25, 2016

To:

**Regional Consortium Chairs** 

From:

Matt Roberts, Ed.D. Dean of Field Operations Workforce and Economic Development Division

Subject:

Guidance on use of funds for strong workforce program

This memorandum provides guidance on the use of funds for the strong workforce program.

## August 24, 2016 - Scope of Work

## Roles and Responsibility

## Regional Share Fiscal Agent

The fiscal agent has no authority over decisions on the use of funding, rather the fiscal agent role is to dispense, monitor and audit sub-grants once spending decisions have been authorized by the CTE Regional Consortia as stipulated in Strong Workforce legislation. The district designated as the fiscal agent shall perform the following roles and responsibilities:

- Provide a single-point of contact to act as an embedded member of the CTE Regional Consortium (RC) Team to account for financial operation and control associated with the Regional Share.
- Review sub-awardee applications for compliance with grant terms and requirements. Work with sub-awardees to resolve issues that arise.
  - Review sub-award application budgets to ensure that expenditures are allowable under the grant terms and conditions, are properly classified, and that the calculations are correct. Work with sub-awardees to resolve any issues that arise.
- Develop policies, procedures, systems and timelines for disbursement of funds.
- Determine the documentation required to ensure funds are properly accounted for
- Develop systems to track each of the contracts/grants and their status that can be shared with the RCs, the CCCCO grant monitors, and
- Develop sub-award agreements with each of the sub-awardees that incorporate the contracting requirements of the CCCCO and the Fiscal
- Provide information, guidelines and technical assistance to sub-awardees.
- Manage the flow of funds to sub-awardees by receiving, reviewing and approving claims for funds and ensure that proper documentation has been received to verify that what was requested conforms to what was approved when discrepancies occur.
- Issue payments and verify that payments have been received.
- Fulfill reporting requirements by receiving and monitoring quarterly reports and final reports from the sub-awardees.
  - Follow-up on missing or incorrect reports. Work with sub-awardees to resolve issues.
- Consolidate reports and report up to the RC/CCCCO as required and upon request.
- Conduct sub-recipient monitoring and audits, in accordance with grant requirements and OMB Uniform Guidelines.
- Field questions on allowable expenditures in accordance with any CCCCO guidance
- Review sub-awardees' requests for approval of contracts and sub-agreements, prior to forwarding requests to CCCCO for final approval. Provide guidance and direction to the colleges to ensure compliance and facilitate CCCCO review and approval, as needed
- Collaborate with RCs to standardize Strong Workforce related fiscal related and reporting processed, procedures and to develop recommendations and responses to CCCCO.

### **EXHIBIT B**

## Expanded Regionalized Coordination:

everaged with the Perkins 1b funds, and becomes the total funds available for RC basic operations and key talent expenditures. These amounts Under this model, the CTE Regional Consortia shall use 5% of the regional share allocation for basic operations of the CTE Regional Consortia The chart below shows a regional model funding breakdown that includes the following sources: Perkins 1b and the regional share allocation. capacity including any fiscal agency costs. 2% of the 5% regional share operational amount will cover the fiscal agency costs (with amounts adjusted to a maximum of \$200,000 and a minimum of \$100,000. This adjustment affects Regions B, D, & G1). The remaining 3% is then are represented in the last column of the chart.

					From Regional Share	Fiscal Agent Costs	FA Minimum	FA Maximum	Allowable Fiscal Agent Costs*	Regional Share Available for RC	Total Funds for RC	or RC
tegion	Region	Perkins 1	.B Leadership	Regional Share	ĸ	ž		٠,		Infrastructure		
⋖	Northern Inland, Northern Coastal, Greater Sacramento	s	370,000.00 \$	6,970,845.00	'n				33,416.90	•	•	125.35
<b>æ</b>	SF/San Mateo, East Bay, Silicon Valley, North Bay, Santa Cruz/Monterey	s	370,000.00 \$	16,675,900.00	10				\$ 200,000.00	10	•	28.00
Ų	Central Valley, Mother lode	•	300,000,00 \$	7,779,382.00	*				\$ 155,587.64		•	381.46
۵	South Central Coast	•	220,000,00 \$	4,227,548.00	40				\$ 100,000,00			377.40
ш	San Diego & Imperial	•	220,000.00 \$	6,604,171.00	**				\$ 132,083.42		• • •	125.13
u.	Inland Empire & Desert	•	220,000.00 \$	7,703,557.00	10				\$ 154,071.14		• • • • • • • • • • • • • • • • • • • •	106.71
ច	Los Angeles	s	\$ 00.000,581	18,631,147.00	40		\$ 100,000.00	\$200,000.00	\$ 200,000.00	31,557.35	•	916,557.35
B	G2 Orange County	•	185,000.00 \$	7,407,450.00	\$ 370,372.50 \$			. 0	\$ 148,149.00		\$	223.50
		s	2,070,000.00 \$	76,000,000.00	40	1,520,000.00			\$ 1,229,308.10	\$ 2,570,691.90	\$ 4,640,	,640,691.90
	* 2% or a ceiling of \$200,000 and a floor of \$100,000											ChartA

# **Budget Development Guidance/Fiscal Agent fees**

As you continue budget development, please consider the following points:

- The total amount taken from the regional share allocation is 5%. Of this amount, the fiscal agency costs shall be capped at 2% (=40% of the 5%) or a maximum of \$200,000 and a minimum of \$100,000 for each region, leaving 3% (=60% of the 5%) to cover regional consortium
- operational costs such as office space, network support, copier use, personnel, etc. The 3% (along with the Perkins 1B allocation) will fund Indirect cannot be taken on any part of the 5% funds. The 2% (with a max of \$200,000 and a min of \$100,000) shall fund the fiscal agent the regional consortium operational costs such as clerical/office staff, travel, meeting facilitation, etc.
- Perkins 1B funds should be used to pay for Key Talent costs, such as the RC salaries. Keep in mind that these funds have a 4% indirect being charged to the each of these grants. •
- CTE program(s). The remaining 10% covers soft costs associated with Task Force recommendations should not be used to build regional If 5% of the regional allocation is for fiscal agent and regional consortium costs, and 85% of the regional allocation is for more and better consortium capacity or infrastructure. This percentage should be used for the following:
  - Region-wide outreach to employers with ultimate goal of increasing internships/hires
    - Region-wide outreach to students/parents about CTE options
      - Additional data-related needs
- Professional development for curriculum approval

1	Strong Workforce Program
2 3	Trailer Bill Language – 2016-2017 California State Budget
5 4 5	Highlighted in yellow is language of interest to local colleges/districts and their CTE Regional Consortia.
6 7	88820.
8	This part shall be known, and may be cited, as the Strong Workforce Program.
9 10	88821.
11	(a) The Legislature finds and declares all of the following:
12 13	(1) California's economic competitiveness is fueled, in part, by the strength of its regional economies and its skilled workforce.
14	(2) Upward social and economic mobility helps keep the state's economy diversified and vibrant.
15 16	(3) The attainment of industry-valued "middle skill credentials" serves as a gateway for a large and diverse number of careers in the state's economy.
17 18 19 20 21	(4) California's local educational agencies, community college districts, interested public four-year universities, local workforce development boards, economic development and industry leaders, and local civic representatives should collaboratively work together to inform the offerings of courses, programs, pathways, and workforce development opportunities that enable students to access the current and future job market and further social and economic mobility.
22 23 24	(b) The Strong Workforce Program is hereby established for the purpose of expanding the availability of quality community college career technical education and workforce development courses, programs, pathways, credentials, certificates, and degrees.
25 26 27 28	(c) To facilitate program coordination and alignment with other workforce training, education, and employment services in the state, the Strong Workforce Program shall operate in a manner that complies with the California Strategic Workforce Development Plan, required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), and expand upon existing consortia infrastructure.
29 30 31 32 33	(d) To avoid duplication of effort, activities funded under the Strong Workforce Program shall be informed by, aligned with, and expand upon the activities of existing workforce and education regional partnerships, including those partnership activities that pertain to regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), adult education block grant consortia, and K-12 career technical education programs.
34 35	(e) All of the following guiding principles shall apply to each consortium participating in the Strong Workforce Program:
36 37 38 39	(1) A community college district participating in the consortium shall ensure that its community college career technical education and workforce development courses, credentials, certificates, degrees, programs, and pathway offerings are responsive to the needs of employers, workers, civic leaders, and students.
40 41 42	(2) The consortium shall collaborate with other public institutions, including, but not limited to, local educational agencies, adult education consortia, local workforce development boards, and interested California State University and University of California institutions.

43 44	(3) The consortium shall collaborat <b>6 tribing Winnleiprese Programs</b> , representatives from the labor community, and ecollaborate Bill being mage er 20 to 12 Collaborate Bill being mage er 20 Collaborate Bill being mage er 20 Collaborate Bill being er 20 Collaborate Bill
45	Hid <b>h)iTheomsosium</b> ishalldoolud o colleberatio beatitime and antisons identified in the adadivisions in a
46	planning meetings, provide them with adequate notice of the consortium's proposed decisions, and
47	solicit, consider, and respond to comments from them regarding the consortium's proposed decisions.
48	(5) Collaborative efforts shall focus upon evidence-based decisionmaking and student success with
49	workforce outcomes aligned with the performance accountability measures of the federal Workforce
50	Innovation and Opportunity Act (Public Law 113-128), and closing labor market and employment gaps.
51	Each consortium shall strive to align programmatic offerings in the most effective and efficient manner to
52	avoid duplication of effort and streamline access to services, and education and training opportunities.
53	(6) Community college districts and other entities participating in a consortium are encouraged to
54	develop long-term partnerships with private sector employers and labor partners to provide coordinated
55	courses, programs, and pathways with employer involvement in the assessment, planning, and
56	development of community college career technical education courses, programs, and pathways. To the
57	extent practicable, employer partnerships should build upon regional partnerships formed pursuant to
58	the federal Workforce Innovation and Opportunity Act (Public Law 113-128) and other state or federal
59	programs.
60	(7) Community college districts and other entities participating in a consortium are encouraged to develop
61	and work closely with public and private organizations that offer workforce development programs and
62	pathways to young adults with autism and other developmental disabilities to provide a comprehensive
63	approach to address workforce readiness and employment.
64	(f) The chancellor's office shall, in consultation with the California Workforce Development Board, the Academic
65	Senate for California Community Colleges, and its partners formed pursuant to the federal Workforce Innovation
66	and Opportunity Act (Public Law 113-128), as applicable, develop and implement policies and guidance necessary
67	to implement the Strong Workforce Program, including policies and guidance necessary for consortia, including
68	community college districts and their regional partners, to increase the number of aligned middle skill and career
69	technical education courses, programs, pathways, credentials, certificates, and degrees. No later than June 30,
70	2017, the chancellor's office shall develop and implement policies and guidance pursuant to this subdivision and
71	bring before the Board of Governors of the California Community Colleges any policies, regulations, and guidance
72	necessary to accomplish all of the following:
73	(1) Facilitate the development, implementation, and sharing of career technical education effective
74	practices, curriculum models and courses, and community college credentials, certificates, degrees, and
75	programs across regions and among community college districts.
76	(2) Enable community college districts to develop career technical education and workforce outcomes,
77	and applicable associate degrees and certificates as appropriate.
78	(3) Provide accessible performance and labor market data that can be used flexibly by participating
79	community college districts and their regional partners to support the implementation of the Strong
80	Workforce Program and related efforts to align regional workforce and education programming with
81	regional labor market needs.
82	(4) Encourage local efficiency through coordinated and collaborative regional workforce efforts in which
83	community college districts are partners.
84	(5) Support curriculum processes to ensure that students are able to efficiently transfer college-level
85	career technical education credits across community college districts and to the California State University
86	and the University of California.
	· · · · · · · · · · · · · · · · · · ·

87	(6) Improve sector-based engagem <b>striong Memployar Program</b> a region.
00	Trailer Bill Language – 2016-2017 California State Budget
88	(7) Provide, in partnership with employers, work-based learning opportunities for students that increase
89	Hi <b>ुंते</b> संप्रात्र <b>ाक्ष्मिक्ष्मिक्षां अपने कुरावपुंख्यम् भौक्षां</b> चेत्रे-to local colleges/districts and their CTE Regional Consortia.
90	(8) Enable community college districts to facilitate and optimize their resources to support the Strong
91	Workforce Program and other related regional workforce development efforts.
92	(9) Ensure that community college district Strong Workforce Program expenditures are focused on
93	improving student success with workforce outcomes for all students enrolled in community college career
94	technical education courses, programs, and pathways.
95	(10) (A) Notwithstanding the June, 30, 2017, implementation date specified in this subdivision, develop
96	and implement a plan to streamline the course and curriculum approval process, both at the state and
97	local levels. The plan shall reflect an expedited state approval process for career technical education
98	courses, programs, and certificates, and may include the elimination of an existing state course and
99	program approval process. The plan shall reflect one of the following two options:
100	(i) A process of course and curriculum approval that enables community college districts
101	to develop a course or program within one academic year and to offer that course or
102	program the subsequent academic year.
103	(ii) A process of course and curriculum approval that enables community college district
104	to develop a course or program within one academic semester and to offer that course
105	or program the subsequent academic semester.
106	(B) The plan described in subparagraph (A) shall also reflect the creation of a process that enables
107	career technical education courses and programs to be portable among community college districts.
108	This process shall enable a community college district to adapt, adopt, or adapt and adopt another
109	community college district's approved career technical education courses, programs, and curriculum
110	within one academic semester and to offer that course or program, or utilize that curriculum, the
111	subsequent academic semester.
112	(C) The chancellor's office shall consult with the Legislature and the Governor prior to implementing
113	the plan. The plan shall be developed no later than July 1, 2017, and implemented no later than
114	January 1, 2018.
115	(11) Eliminate barriers to hiring qualified instructors for career technical education courses, including
116	reevaluating the required minimum qualifications for career technical education instructors.
117	(g) After June 30, 2017, and only as necessary, the chancellor's office may develop and implement revised polices
118	and guidance and bring regulations before the Board of Governors of the California Community Colleges as
119	necessary for a community college district and its regional partners to accomplish both of the following:
120	(1) Implement and expand the amount of aligned middle skill and career technical education credentials,
121	certificates, degrees, courses, programs, and pathways in accordance with paragraphs (1) to (11),
122	inclusive, of subdivision (f).
123	(2) Implement the recommendations of the Strong Workforce Task Force.
124	(h) (1) For purposes of this section, the chancellor's office shall consider input provided by relevant stakeholders,
125	including the Academic Senate of the California Community Colleges and the California Workforce Development
126	Board, prior to implementing revised guidance, policies, or regulatory changes.

127 128 129 130 131 132	(2) For purposes of this article and in costoping by ortifortic Programation requirements in Sections 70901 and 70902, the Academic Serial and Elik Carigorgia & 20016 & 2007 (Californ in Statet Buildiges career technical education subcommittee to provide recommendations on career technical education issues. No less than 70 percent of the inhibition of
134	88822.
135 136	For purposes of this part, the following terms have the following meanings:
137 138 139	(a) "Career pathways" means an identified series of positions, work experiences, or educational benchmarks or credentials that offer occupational and financial advancement within a specified career field or related fields over time.
140 141	(b) "Career technical education credential" means a workforce certificate, degree, or industry-recognized credential.
142 143 144	(c) "Career Technical Education Regional Consortium," or "consortium," means an administrative grouping of community college districts by the Division of Workforce and Economic Development of the chancellor's office for the purpose of coordination and joint planning within regions, as defined in subdivision (i).
145	(d) "Chancellor's office" means the Office of the Chancellor of the California Community Colleges.
146 147	(e) "Industry" or "industry sectors" means trade associations or those firms that produce similar products or provide similar services using somewhat similar business processes.
148 149 150	(f) "Middle skill credential" means a certificate, associate's degree, or industry-recognized credential that is less than a bachelor's degree but more than a high school diploma and facilitates student success with workforce outcomes.
151	(g) "Plan" means the regional plan established under this part.
152	(h) "Program" means the Strong Workforce Program established under this part.
153 154 155 156 157 158	(i) "Region" means a geographic area of the state defined by economic and labor market factors containing at least one industry cluster and the cities, counties, or community college districts, or all of them, in the industry cluster's geographic area. To the extent possible, for the purposes of this part, collaborative regions should align with federal Workforce Innovation and Opportunity Act (Public Law 113-128) regional planning unit boundaries specified in the California Strategic Workforce and Development Plan and expand upon existing consortium infrastructure established by the chancellor's office.
159 <b>1</b> 60	(j) "Strong Workforce Task Force" means the Task Force on Workforce, Job Creation and a Strong Economy commissioned by the Board of Governors of the California Community Colleges.
161 162	88823.
163 164 165	(a) Commencing July 1, 2017, as a condition of receipt of funds from this program for a fiscal year, each consortium, in consultation with collaborating entities identified in paragraph (2) of subdivision (e) of Section 88821, shall submit a plan to the chancellor's office that has been updated for that fiscal year.
166	(b) The plan pursuant to subdivision (a) shall include all of the following requirements:

167 168 169	(1) The names of the community college glatic college glatic paging in the consortium, including the name of the community college like Bill edugating college (2016) (California Stand Budgetnes of entities collaborating pursuant to paragraph (2) of subdivision (e) of Section 88821.		
170 171 172	Highlighted in yellow is language of interest to local colleges/districts and their CTE Regional Consortia.  (2) The governance model for the consortium. Decisions governing, or relating to, the distribution of fiscal resources shall be determined exclusively by the community college districts participating in the consortium.		
173 174 175	(3) An analysis of regional labor market needs informed by a federal Workforce Innovation and Opportunity Act (Public Law 113-128) economic analysis and other sources as applicable. This analysis shall also include wage data for each industry sector or labor market need identified.		
176 177	(4) An inventory of regionally prioritized and locally prioritized projects and programs that close relevant labor market and employment gaps.		
178 179	(5) Measurable regional goals that align with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128).		
180 181 182	(6) For regionally prioritized projects and programs, a work plan, spending plan, and budget. The work plan, spending plan, and budget shall identify the amount of funding allocated for one-time and ongoing expenditures.		
183 184 185 186	(7) A description of the alignment of work plans, spending plans, and other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those plans required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).		
187 188	(c) Each consortium shall submit a plan by January 31 once every four years and shall annually update the plan by January 31 of each year until the next new plan is submitted.		
189 190 191 192 193	(d) The chancellor's office shall review the plans on a four-year cycle and ensure that annual updates are made by each consortium. The chancellor's office shall determine if each consortium has made significant progress in meeting the goals and measures outlined in its plan, and provide technical assistance to a consortium that has not met its goals. The chancellor's office is encouraged to provide technical assistance pursuant to this subdivision through the Institutional Effectiveness Partnership Initiative.		
194 195 196	(e) To avoid duplication of effort, plans developed pursuant to this section shall be informed by, aligned with, and expand upon regional plans and planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).		
197 198 199			
200 201 202	(g) Community college districts shall meet with the members of their consortium not less than annually to inform on the delivery of career technical education and workforce development courses, programs, and pathways within the region.		
203 204 205 206 207 208	(h) Each region's plan shall be for the primary purpose of informing the development of strategies related to career technical education and workforce development courses, programs, and pathways. Each region's plan shall reflect strategies to efficiently and effectively utilize any available public and private resources, including funds for the Career Technical Education Pathways Program established in Part 52 (commencing with Section 88530), in a manner that better aligns career technical education courses, programs, and pathways with the needs of their regional economies.		

(i) It is the intent of the Legislature to align carrong Mcorkforge Paograms chnical education programs within the Strong Workforce Program. Strafficional banguage Ho2016f2017 Kollingian Straffin Blydget Office, and the Department of Finance are requested to investigate the potential consolidation of community college career technical education by the local consolidation of the community college career technical education by the local consolidation of the local consolidation

88824.

- (a) This section only applies for the 2016–17 fiscal year.
- (b) To promote the success of community college students and the career technical education programs that serve them, up to 5 percent of the funds appropriated for the program in the annual Budget Act may be allocated by the Board of Governors of the California Community Colleges to a community college district for statewide activities to improve and administer the program, including the facilitation of system, program, and data alignment at the state and regional levels. The chancellor's office shall consult with the California Workforce Development Board and other appropriate state agencies on the development of all statewide activities that would be implemented by the selected district to facilitate broader workforce and education system alignment. Statewide coordination activities funded out of this allocation may include, but are not limited to, the following activities:
  - (1) State-level coordination for the development of labor market analyses pertaining to economic and industry trends and jobs projections for the purpose of supporting common regional planning efforts and the alignment of career technical education program offerings with regional labor market dynamics.
  - (2) Research, evaluation, and technical assistance on the use of effective local and regional policies, best practices, and model partnerships.
  - (3) Development and prototyping of innovative policies, practices, and coordinated services with local workforce and education partners.
  - (4) Participation of community college districts in existing regional coalitions and planning efforts.
- 232 (5) Cross-training local program staff.
- 233 (6) Development and maintenance of a state-level cross-system data reporting mechanism with partners 234 formed pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128) for the 235 purpose of monitoring workforce program outcomes and performance accountability.
  - (7) Leveraging allocated funds with state and local partners through interagency agreements, memorandums of understanding, or other appropriate mechanisms.
  - (c) (1) The chancellor's office shall provide to the Department of Finance and the Legislative Analyst's Office its recommendations for the allocation of funds available for each consortium no later than August 30, 2016. The department shall approve the allocation plan before the release of funding. Each consortium, in consultation with local colleges, community college districts, and the chancellor's office, shall select a community college to be a fiscal agent that shall directly receive funds apportioned for the consortium in accordance with this section. The chancellor's office shall determine, for purposes of allocating funds for the consortium and its community college districts, the local unemployment rate, the region's proportion of career technical education full-time equivalent students, and proportion of projected job openings. Each of these three factors shall comprise one-third of the allocation formula. Funds may be used for regionally prioritized projects and programs and locally prioritized projects and programs that meet regional needs for career technical education and workforce development courses, programs, pathways, credentials, certificates, and degrees.
    - (2) Forty percent of the funds apportioned for the program shall be provided directly to the fiscal agent of the consortium for the purpose of funding regionally prioritized projects and programs that meet the needs of local and regional economies, as identified in regional plans and Workforce Innovation and Opportunity Act (Public Law 113-128) regional plans.

253 254 255 256 257 258	(3) Sixty percent of the funds apportion at the consortion of the funds apportion of the funds apportion of the consortion of the purpose of funding regionally prioritized projects and programs within the community college district that missisting the consortion of the community of the community of the consortion of
259 260	(d) As a condition of receipt of funds pursuant to subdivision (c), a community college district shall comply with all of the following requirements:
261	(1) Be a member of a consortium.
262 263 264	(2) Participate in regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128) and other efforts to align workforce, employment, and education services.
265 266 267	(3) Work with other members of the consortium to create and submit a plan to the chancellor by January 31, 2017, for inclusion in the submissions of regional plans for purposes of the program and the federal Workforce Innovation and Opportunity Act (Public Law 113-128).
268 269 270 271 272	(4) Provide accessible performance and labor-market data that can be used by community college districts and their regional partners to support the implementation of the program and describe related efforts to align regional workforce and education programming with regional labor market needs, including, but not limited to, regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).
273	(5) Certify that the use of funds will meet the intent of the program to accomplish all of the following:
274 275	(A) Increase the number of students in quality career technical education courses, programs, and pathways that will achieve successful workforce outcomes.
276 277 278 279	(B) Increase the number of quality career technical education courses, programs, and pathways that lead to successful workforce outcomes, or invest in new or emerging career technical education courses, programs, and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes.
280 281 282	(C) Address recommendations from the Strong Workforce Task Force, including the recommended provision of student services related to career exploration, job readiness and job placement, and work-based learning.
283 284 285 286 287 288	(e) Funds appropriated to community college districts for the program shall supplement, not supplant, existing funding of community college career technical education programs. This subdivision shall not be interpreted to mean that a participating community college district is prohibited from eliminating or altering existing programs, but the percentage of that community college district's total full-time equivalent students enrolled in career technical education courses relative to the total full-time equivalent students enrolled in the district shall not be reduced from the percentage computed for the 2015–16 fiscal year.
289	(f) A consortium shall allocate funds only to community college districts.
290 291	88825.
292	(a) This section applies commencing with the 2017–18 fiscal year.
293 294	(b) To promote the success of community college students and the career technical education programs that serve them, up to 5 percent of the funds appropriated for the program may be allocated by the Board of Governors of

295 296 297 298 299 300 301 302	the California Community Colleges to a com <b>Stroity Woldge distribution state</b> activities to improve and administer the program, incl <b>Tdaile tiBilfacities of 2916-2017 California State</b> Buiggertent at the state and regional levels and the implementation of the 25 recommendations presented to the board of governors on January 19 and 20, 2016 phighte Strope/Manisforce/Task Spinter Electromed North Colleges in the development of all statewide activities that would be implemented by the selected district to facilitate broader workforce and education system alignment. Statewide coordination activities funded out of this allocation may include, but are not limited to, the following activities:
303 304 305	(1) State-level coordination for the development of labor market analyses pertaining to economic and industry trends and jobs projections for the purpose of supporting common regional planning efforts and the alignment of career technical education program offerings with regional labor market dynamics.
306 307	(2) Research, evaluation, and technical assistance on the use of effective local and regional policies, best practices, and model partnerships.
308 309	(3) Development and prototyping of innovative policies, practices, and coordinated services with local workforce and education partners.
310	(4) Participation of community college districts in existing regional coalitions and planning efforts.
311	(5) Cross-training local program staff.
312 313 314	(6) Development and maintenance of a state-level cross-system data reporting mechanism with partners formed pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128) for the purpose of monitoring workforce program outcomes and performance accountability.
315 316	(7) Leveraging allocated funds with state and local partners through interagency agreements, memorandums of understanding, or other appropriate mechanisms.
317 318 319 320	(c) (1) Forty percent of the funds apportioned for the program shall be apportioned directly to the fiscal agent of the consortium for the purpose of funding regionally prioritized projects and programs that meet the needs of local and regional economies, as identified in regional plans and Workforce Innovation and Opportunity Act (Public Law 113-128) regional plans.
321 322 323 324 325 326	(2) Sixty percent of the funds apportioned for the program shall be apportioned directly to community college districts in the consortium. Funds apportioned directly to a community college district shall be expended for the purpose of funding regionally prioritized projects and programs within the community college district that meet the needs of local and regional economies, as identified in regional plans and Workforce Innovation and Opportunity Act (Public Law 113-128) regional plans. As a condition of receiving direct funding, each community college district shall actively participate in its consortium.
327 328 329	(d) The allocation of funds to a consortium shall be based on a schedule determined by the chancellor's office and is effective for the four years of each plan cycle. Within the four-year plan cycle, this schedule may be altered to reflect changes in the statewide allocation for the program as appropriated in the annual Budget Act.
330 331 332	(e) The chancellor's office shall provide to the Department of Finance and the Legislative Analyst's Office its recommendations for the allocation of funds available for each consortium no later than August 30 of each year. The department shall approve the allocation plan before the release of funding.
333 334	(f) (1) For each four-year plan cycle, the chancellor's office shall determine the amount of funds to be allocated to each consortium based on the following weighted factors in each region:
335	(A) The unemployment rate. This factor shall comprise 33 percent of the allocation formula.

337	comprise 33rpalareAllicitatingualgucet20116e2017aCalifornia State Budget
338 339	Highlighted <mark>(नि) ग्रेंशकार कुण्यानंतुका बुध अनुपानसंख्यां एक शरका एकाल वृष्टि इन्दीनसम्बन्ध के नेसी सम्मानदंग्य किन्दीनात्वा एका डोमसंब. allocation formula.</mark>
340 341 342	(D) The proportion of successful workforce outcomes as evidenced by the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128). This factor shall comprise 17 percent of the allocation formula.
343 344 345	(2) For each four-year plan cycle, the chancellor's office shall determine the amount of funds to be allocated directly to each community college district within a consortium based on the weighted factors, specified in subparagraphs (A) to (D), inclusive, of paragraph (1), in each district within the region.
346 347 348	(g) A consortium shall allocate funds in accordance with its plan and only to community college districts. Decisions governing, or relating to, the distribution of the consortium's fiscal resources shall be determined exclusively by the community college districts participating in the consortium.
349 350	(h) As a condition of receipt of funds under this section, a participating community college district shall comply with all of the following:
351	(1) Be a member of a consortium.
352 353 354	(2) Participate in regional planning efforts formed pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128) and other efforts that align workforce, employment, and education services.
355 356	(3) Work with other consortium members to create and submit a plan to the chancellor's office by January 31 of every fourth year of a four-year plan cycle.
357 358 359 360 361	(4) Provide accessible performance and labor market data that can be used by community college districts and their regional partners to support the implementation of the program and any related efforts to align regional workforce and education programming with regional labor market needs, including, but not limited to, regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).
362	(5) Include interested public universities in regional planning.
363	(6) Certify that the use of funds will meet the intent of the program to accomplish all of the following:
364 365	(A) Increase the number of students in quality career technical education courses, programs, and pathways that will achieve successful workforce outcomes.
366 367 368 369	(B) Increase the number of quality career technical education courses, programs, and pathways that lead to successful workforce outcomes, or invest in new or emerging career technical education courses, programs, and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes.
370 371 372	(C) Address recommendations from the Strong Workforce Task Force, including the recommended provision of student services related to career exploration, job readiness and job placement, and work-based learning.
373 374 375	(i) Funds appropriated to community college districts for the program shall supplement, not supplant, existing funding of community college career technical education programs. This subdivision shall not be interpreted to mean that a participating community college district is prohibited from eliminating or altering existing programs,

376 but the percentage of that community collegerding latter before the percentage of that community collegerding latter before the percentage of that community colleger latter before the percentage of the percentage 377 technical education courses italione illustrate in the district shall not be 378 reduced from the percentage computed for the 2015-16 fiscal year. Highlighted in yellow is language of interest to local colleges/districts and their CTE Regional Consortia. 379 (j) Programs, courses, or instructional materials developed using funding from the program may be made available 380 to all community college districts, as appropriate, through the online clearinghouse of information created as part 381 of the Institutional Effectiveness Partnership Initiative. 382 88826. 383 384 (a) The chancellor's office shall implement performance accountability outcome measures for the program that 385 provide the Governor, the Legislature, and the general public with information that quantifies employer and 386 student outcomes for those participating in the program. These performance accountability measures shall, to the 387 extent possible, align with the performance accountability measures of the federal Workforce Innovation and 388 Opportunity Act (Public Law 113-128). Outcome measures shall include, to the extent possible, demographic data, 389 to allow policymakers and the general public to evaluate progress in closing equity gaps in program access and 390 completion, and earnings of underserved demographic groups. 391 (b) The chancellor's office shall post on its Internet Web site, for ease of access, all regional plans and their 392 subsequent progress plans, and solicit feedback from each consortium on recommendations they have for overall 393 program improvement. 394 (c) (1) Commencing in 2018, the chancellor's office shall submit a report on the program to the Governor and the Legislature on or before the January 1 immediately subsequent to the fiscal year which the report addresses. This 395 396 report shall include, but is not limited to, all of the following: 397 (A) Data summarizing outcome accountability performance measures collected by the chancellor's office 398 pursuant to subdivision (a). 399 (B) A summary of recommendations for program improvement collected by the chancellor's office 400 pursuant to subdivision (b). 401 (C) Recommendations for future allocations to consortiums based upon program outcomes, including, at 402 a minimum, the number of certificates granted to, and wage increases of, students who have completed a 403 career technical education program. 404 (2) A report to be submitted pursuant to paragraph (1) shall be submitted in compliance with Section 9795 of 405 the Government Code.

# Guidelines, Definitions and Reasonable Standards for Strong Workforce Funding Investment

(Local and Regional Share)

#### Reasonable

Reasonable is defined by the dictionary as: agreeable to sound judgment, not exceeding the limit prescribed by reason (not excessive), moderate in price, and a rational decision. Systems that can guide this definition are: necessary for the performance of the funding; follow sound business practices (procurement processes, follow state and local laws, follow the terms of the funding source); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

The following, directly relate to Strong Workforce Education Code Requirements and some examples of the standard non-allowable activities that meet the "front-page of the newspaper" test of reasonable and the allowable indirect cost rate:

- Supplanting: Funds appropriated to community college districts for local or regional share investment shall supplement, not supplant, existing funding of community college career technical education programs. This shall not be interpreted to mean that a participating community college district is prohibited from eliminating or altering existing programs, but the percentage of that community college district's total full-time equivalent students enrolled in career technical education courses relative to the total full-time equivalent students enrolled in the district shall not be reduced from the percentage computed for the 2015–16 fiscal year. [EC§88824(e)]
- Funding CTE Only: Funds expended must show a direct benefit to the requirements of the Strong Workforce Program outcomes of increasing the number of quality students or programs in CTE courses programs and pathways and addressing the recommendations of the Strong Workforce Task Force. [EC§88824(d)(5)(A-C)]
- Duplication of Effort: To avoid duplication of effort, activities funded under the Strong Workforce Program shall be informed by, aligned with, and expand upon the activities of existing workforce and education regional partnerships, including those partnership activities that pertain to regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), adult education block grant consortia, and K-12 career technical education programs. [EC§88821(4)(d)
- District Procedures: All fiscal policy and program procedures adopted by the applicable Community College District shall be followed when expending (local and regional) allocations.

#### Non-Allowable Activities:

Entertainment – Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

Alcoholic Beverages - Costs of alcoholic beverages are unallowable.

Contingency (Rainy Day Funds) – Contributions to a contingency reserve or any similar provision made for events the occurrence of which cannot be foretold with certainty as to time, intensity, or with an assurance of their happening, are unallowable.

Goods and Services for Personal Use – Cost of goods and services for Personal use is unallowable.

Lobbying – Lobbying is never allowed unless it meets the following criteria: (1) Technical and factual presentations on topics directly related to the performance of a grant, contract, or other agreement (through hearing testimony, statements, or letters to the Congress or a State legislature, or subdivision, member, or cognizant staff member thereof), in response to a documented request (including a Congressional Record notice requesting testimony or statements for the record at a regularly scheduled hearing) made by the recipient member, legislative body or subdivision, or a cognizant staff member thereof, provided such information is readily obtainable and can be readily put in deliverable form, and further provided that costs under this section for travel, lodging or meals are unallowable unless incurred to offer testimony at a regularly scheduled Congressional hearing pursuant to a written request for such presentation made by the Chairman or Ranking Minority Member of the Committee or Subcommittee conducting such hearings.

**Contributions or Donations** – Cash or property contributions or donations are unallowable.

Fund Raising and Investment Costs - Costs of organized fund raising, including financial campaigns, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions are unallowable, regardless of the purpose for which the funds will be used.

#### Indirect Cost Rates Allowed

Allocation	Indirect Cost Rate (Total Direct Costs)	
60% Local Share	4%	
40% Regional Share	No Indirect Allowed	

The following table can be used as a quick reference guide for participation requirements and/or plan requirements as listed within Division 7, Title 3 Education Code Section 88820-88826 (Strong Workforce Program) guidelines. This table is not meant to substitute a full review of

Division 7, Title 3 Education Code Section 88820-88826 (Strong Workforce Program) guidelines in their entirety in addition to all recommendations from the Strong Workforce Task Force. Links to the above mentioned documents and documents that are designed to inform in the development of these investments can be found at: <a href="http://doingwhatmatters.ccco.edu/StrongWorkforce.aspx">http://doingwhatmatters.ccco.edu/StrongWorkforce.aspx</a>

Recipients of Local or Regional Share Funding Shall	Plans for Local or Regional Share Funding Shall Address
Be a member of a consortium [EC§88824(d)(1)]  (Career Technical Education Regional Consortium," or "consortium," means an administrative grouping of community college districts by the Division of Workforce and Economic Development of the chancellor's office for the purpose of coordination and joint planning within regions, as defined in subdivision [EC88822§(c)])	Increasing the number of student in quality career technical education courses, programs, and pathways that will achieve successful workforce outcomes.  [EC§88824(d)(5)(A)]
Work with other members of the consortium to create and submit a plan to the chancellor by January 31, 2017 [EC§88824 (d)(2)], for inclusion in the submissions of regional plans for purposes of the program and the federal Workforce Innovation and Opportunity Act (Public Law 113-128).	Increasing the number of quality career technical education courses, programs, and pathways that lead to successful workforce outcomes, or invest in new or emerging career technical education courses, programs, and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes (completions, transfer, employment rates, employment in a field of study, earning, median change in earning, proportion of student who attained living wages). [EC§88824(d)(5)(B)]
Collaborate: [EC§88821(a-e)] All Community College Districts participating in local or regional investments are required to follow collaboration requirements as specified in these sections.	Address recommendations from the Strong Workforce Task Force, including the recommended provision of student services related to career exploration, job readiness and job placement, and work-based learning. [EC§88824(d)(5)(C)] http://doingwhatmatters.cccco.edu/portals/6/docs/sw/2016 11%20Workforce Task Force Implementation%20Recommendations%20Version%201.pdf
LMI Data: [EC§88824(d)(4)] Provide accessible performance and labor-market data that can be used by community college districts and their regional partners to support the implementation of the program and describe related efforts to align regional workforce and education programming with regional labor market needs, including, but not limited to, regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128).	Local Investment Shall: Provide Evidence of Demand for Workers within the funded CTE Program or Across Multiple Programs  Identify geography and occupations targeted  Identify demand and supply and gap Cite source of Labor Market Information

#### **Local Investment Planning Efforts:**

[EC§88823(f)] Community College Districts participating in a consortium shall utilize their region's plan to inform local campus planning efforts to implement career technical education courses, programs, and pathways and integrate available local, regional, state, and nonpublic resources to ensure that students will achieve successful workforce outcomes.

Regional Investment Shall -- [EC 88823(b)(3-7)] review for the following:

Summary of Local Share Investments by Sector

Regional/Sub Regional Labor Market Information

Supply & Demand Table with Living Wage Occupations

Other Establish Questions & Agenda for Collaborative Regional Planning

Are priority and emergent sectors for the region still the same?

What more must be done for students to move through the region's career pathways in the sectors?

How will job placement, internships, and regional industry engagement be coordinated?

How can industry inform and co-invest in CTE?

Certifications: [EC§88824(d)(5)(A-C)]Community College Districts will certify that the use of funds will meet the intent of the program to accomplish all of the following:

- (A) Increase the number of students in quality career technical education courses, programs, and pathways that will achieve successful workforce outcomes.
- (B) Increase the number of quality career technical education courses, programs, and pathways that lead to successful workforce outcomes, or invest in new or emerging career technical education courses, programs, and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes.
- (C) Address recommendations from the Strong Workforce Task Force, including the recommended provision of student services related to career exploration, job readiness and job placement, and work-based learning.

#### Regional Share Plan [EC §88823 (h)]

Each region's plan shall be for the primary purpose of informing the development of strategies related to career technical education and workforce development courses, programs, and pathways. Each region's plan shall reflect strategies to efficiently and effectively utilize any available public and private resources, including funds for the Career Technical Education Pathways Program established in Part 52 (commencing with Section 88530), in a manner that better aligns career technical education courses, programs, and pathways with the needs of their regional economies.

#### Regional Share Consortium Shall:

- [EC§88824(c)(1) & §88823(b)(1)] each consortium shall select a CCD to be fiscal agent.
- [EC§88824(f)] a consortium shall allocate funds only to CCDs.
- [EC§88823(b)(2] a consortium shall establish
  a governance model for the consortium.
   Fiscal Resources shall be determined
  exclusively by the CCDs participating in the
  consortium.

# Frequently Asked Questions for \$200M Budget Rollout Strong Workforce Program

#### Local Strong Workforce System FAQs

- Q: What is the URL link for the Local Strong Workforce System?
- A: http://swplocal.cccco.edu/
- Q: How do I obtain the user name and password for the Local Strong Workforce System?
- A: The District Contact person will need to email **strongworkforcehelpdesk@cccco.edu** to obtain a list of usernames and passwords for colleges within their district. The usernames and passwords will then be distributed to the colleges.
- Q: How do we know who is the district representative? Is it the CEO, the VPI, the CBO?
- A: The Chancellor's Office will leave it to the discretion of the CCD to assign the representative that will, on behalf of the CCD, acquire and distribute its colleges usernames and passcodes.
- Q: Is there a Board of Trustees action required?
- A: No, under statute there is no required board of trustee approval required at the local level. However, colleges and districts should follow local policy.
- Q: Does the template receive some sort of "official approval," and if so, do we have to wait to begin expending funds?
- A: Yes, the Local Share Template is certified at the college level and then at the district level to verify the budget. However, funds can be expended now, but be mindful that the expenditures are contingent on the budget, and the proposed increase to the Strong Workforce Metric outcomes.
- Q: Who is the CSA (college signing authority) for my college?
- A: A list of CSAs by college can be found here.
- Q: Who is the DSA (district signing authority) for my district?
- A: A list of DSAs by district can be found here.
- Q: Does the criterion of "evidence of demand" include existing programs or just new and emerging programs?
- A: Evidence of demand can include existing programs. For example, the Labor Market Information (LMI) or Launch board data might indicate there is an oversupply in a particular area where a program currently exists. A second example might include expanding an existing program because of greater need as shown by LMI or Launch board data.
- Q: Is there any plan to share effective practices in college decision making for the local funds. In other words, how are colleges ensuring that the discussions are broad and engaging of faculty leaders across the institution while at the same time ensuring that CTE faculty expertise and discipline knowledge is respected?

A: The **guidance document about allowable costs** talks about ensuring that input has been received by faculty and dean levels in order to inform planning. In addition, the Labor Market Information (LMI) and data elements called for in the plan are designed to help create and sustain data conversations that are part of effective planning. Keep in mind that FTES must not go below the baseline ratio established for CTE FTES.

#### Q: Oh no! I've submitted my plan on accident. What do I do now?

A: If you've submitted a plan on accident, you will need to look at the spreadsheet and see who at your College was given CSA access. The CSA can then login and mark your plan as "Needs Revision". This kicks the submitted plan back to you to edit and re-submit.

## Q: As a test, I created too many plans that I do not need. Can I delete them?

A: Yes! Although plans that are not submitted do not hinder the application process and those that are accidently submitted can be unlocked, we have worked diligently to bring you this feature. To prevent data loss, this feature will be implemented overnight and will be live 1/25/2017.

## Q: Oops. I submitted a plan that I do not want at all.

A: Follow the same procedure as above. Have the CSA unlock the plan and then just do not resubmit it. You can then delete on 1/25/2017.

#### Q: The budget total is not calculating!

A: The field requested that we make the indirect costs field customizable. In our effort to remove the hard locked auto calculation for indirect costs, it released a cascade of issues. Fortunately, our staff has applied a fix, and as of 1/24/2017, the budget is working properly.

# Q: I am still having issues. How can I make it easier for you to replicate this and solve it within a reasonable period?

A: Login to the Local Share Template, and on the navigation bar click on "Report Issue". Here you can replicate the steps so that our staff can properly address the issue. You can also go here <a href="https://swplocal.cccco.edu/issues/lognew">https://swplocal.cccco.edu/issues/lognew</a>

#### Q: Why did the Task Force Recommendations pop up on my system?

A: If you chose All Programs, you are then prompted to choose Strong Workforce Task Force Recommendations that are most applicable to how you are spending the money. Please note that you will need to click on the recommendations to expand them. Click through the recommendations until you can see check boxes. You are free to choose as many as you would like in each category.

#### Q: I can't seem to find ALL Programs.

A: The All Programs Top Code does populate. However, you have to scroll further down so you can see it. A quick work around is entering TOP 6 - All Programs - (All)

#### Q: Where did the optional CTE Calculator go?

A: Due to confusion and low user interaction, we have removed this feature.

#### All Other FAQs

# Q: Are we required to obtain approval from the Chancellor's Office for out-of-state travel funded by SWP?

A: No, however colleges should review such expenditures to ensure that the extra expense involved in out-of-state travel will contribute significantly to meeting the goals of the Strong Workforce Program. Colleges should also be comfortable that out-of-state travel could appear on the front page of the paper or the evening news without causing the public to question the validity of the expense. Colleges must, of course, follow their district's policies with regard to travel.

Approved by CO: 4/6/17

# Q: We have a building that requires renovation in order for us to offer a new CTE program that meets a need in our regional labor market. May we use Strong Workforce Program funds to support this renovation?

- A: As with all CTE investments, colleges should judge the appropriateness of an investment by assessing the extent to which it supports the Strong Workforce Program goals. As 888824(5) states, districts must certify that the use of Strong Workforce Program funds meets the following requirements:
- A) Increase the number of students in quality CTE courses, programs, and pathways that will achieve successful workforce outcomes
- B) Increase the number of quality CTE courses, programs, and pathways that lead to successful workforce outcomes, or invest in new or emerging CTE courses, programs and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes.
- C) Address recommendations from the Strong Workforce Task Force, including the recommended provision of student services related to career exploration, job readiness and job placement, and work-based learning.

Colleges should also take into consideration the requirement that these funds not supplant. Assuming that there is a documented strong labor market demand for the program and that the program is the sole beneficiary of the renovation, then this could be a very appropriate expenditure. If the building renovation would also benefit programs that are not CTE or are serving occupations that are not demand, it would be appropriate to fund the renovation with SWP funds in proportion to the indemand CTE program's share of the overall costs and benefits of the renovation.

Approved by CO: 4/6/17

# Q: Can SWP funds be used to cover registration fees and other supportive costs for College Promise programs modeled after the Long Beach Promise?

- A: The Ed Code does not allow colleges to use district resources to pay for student registration fees that are not otherwise waived. (The Board of Governors Fee Waiver is an example of a specifically authorized fee waiver.) See Enrollment Fee Waivers Legal Opinion O 11-03 for more information. Other expenses consistent with the goals of the legislation may be eligible. As 888824(5) states, districts must certify that the use of Strong Workforce Program funds meets the following requirements:
- A) Increase the number of students in quality CTE courses, programs, and pathways that will achieve successful workforce outcomes

- B) Increase the number of quality CTE courses, programs, and pathways that lead to successful workforce outcomes, or invest in new or emerging CTE courses, programs and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes.
- C) Address recommendations from the Strong Workforce Task Force, including the recommended provision of student services related to career exploration, job readiness and job placement, and work-based learning.

Approved by CO: 4/6/17

# Q: Is it acceptable to offload existing faculty salaries onto Strong Workforce Program funding?

A: The statute 88824 (e) specifically says "Funds appropriated to community college districts for the program shall supplement, and NOT SUPPLANT, existing funding of community college career technical education programs."

888824 (5) states that districts must certify that the use of Local Share meets the following:

- A) Increase the <u>number</u> of students in quality CTE courses, programs, and pathways that will achieve successful workforce outcomes
- B) Increase the number of <u>quality</u> CTE courses, programs, and pathways that lead to successful workforce outcomes, or invest in new or emerging CTE courses, programs and pathways that may become operative in subsequent years and are likely to lead to successful workforce outcomes.
- C) Address recommendations from the Strong Workforce Task Force, including the recommended provision of student services related to career exploration, job readiness and job placement, and work-based learning.

Successful workforce outcomes are limited to these multiple measures:

#### **INCREASE QUANTITY ("more")** - required

CTE enrollment

## IMPROVE QUALITY ("better") - choose at least one

- Completion
- Transfer
- Employment rates
- Employment in field of study
- Earnings
- Median change in earnings
- Proportion of students who attained living wages

Shifting existing salaries to this pot is supplanting. And, is out of compliance with the law as allowable use for the dollars.

# Q: Can you explain the performance-based portion of the Strong Workforce program that is scheduled to begin in 2017-18?

A: The statute introduces a *workforce success and social mobility incentive* into the formula for allocating 1/6th of the dollars starting the second year of Strong Workforce Program. As a trade-off for offering unprecedented flexibility in the use of these dollars to drive more and better CTE, the Governor and Legislature incorporated this incentive to ensure that our colleges remain focused on

delivering the much-needed 1 million more industry-valued middle-skill credentials that served the goal of the Board of Governors Strong Workforce Task Force.

In order to advise the implementation of the *workforce success and social mobility incentive*, a stakeholder committee (to be called the '17% Committee') is being formed to examine several possible several possible models across states for implementing incentives and advise on the roll out. The aim is to ensure there is fairness for the colleges while meeting the intent of the statute. The ASCCC has been invited to participate on this committee, which will not meet until early 2017.

# Q: Can I hire (e.g., CTE faculty, CTE Deans, coordinators, job developers, counselors for CTE counseling, etc.) using the Strong Workforce Program funds?

A: It is your decision on how best to use the funds as long as you are driving more CTE and better CTE outcomes and adhering to the requirements of the trailer bill language.

We recommend that no less than 17% of your Local Share be kept flexible. This is because in year two, 17% of your Local Share is determined based on your college's contributions to workforce outcomes. This variable is new in year two, and not in year one. Financially strong districts have a rule of thumb to not spend more than 75% of a categorical on personnel cost. In a few year's time, your CTE programs may need a monies retool/upgrade to keep them relevant. So, it is best to give yourself some financial flexibility by not committing all your Local Shares to ongoing personnel cost.

- Q: Where can I find a copy of the Strong Workforce Program trailer bill language?
- A: Click here for a pdf or word version.
- Q: When will Local Share and Regional Share allocations be known?
- A: Preliminary allocations will be published by the CCCCO by 7/31/16 and made final upon approval by the Board of Governors at its 9/19/16 meeting.
- Q: What is the data source for modeling the allocations?
- A: The **trailer bill language** specifies the factors and the weighting of the factors in determining the Local Shares and Regional Shares. The CCCCO has used EMSI five-year projections as the source for 'projected job openings'. ESRI by zip code is the source for 'unemployment'. 'CTE FTES' data is from 2014-15, which is the latest year of data provided by colleges to the CCCCO MIS system. The CCCCO does not need any data from colleges/districts to model the allocations.
- Q: Will non-credit be included in the 'CTE FTES' calculations for allocations?
- A: Yes, both non-credit and credit 'CTE FTES' are included.
- Q: Will the local Strong Workforce funds come to the college as categorical?
- A: Yes
- Q: Are these ongoing funds?
- A: Yes, every year, \$200M in funds will be made available as a categorical to our system.
- Q: Can we collect FTES apportionment on these CTE programs?

A: Yes, as long as some portion is funded by general funds and the district does not otherwise receive full compensation for the direct education costs of the course(s) from any public or private agency, individual, or group in accordance with Education Code Section 84752 and California Code of Regulations, Title 5 Section 58051.5.

## Q: How long do we have to spend the funds?

A: The 2016-17 allocations will be available for Local Share spending through December 31, 2018. Note: Each year, you will get another year's allocation of Local Share.

#### Q: What if I can't figure out enough ways to use my 2016-17 Local Shares?

A: Your use of Local Share will be reviewed in year two and we will start a discussion with you to return funds halfway through year two if any are still uncommitted.

Q: With the development of new programs comes substantive change applications with the ACCJC. Not only is it time consuming for someone to prepare the substantive change documents, but they also have to pay a fee to ACCJC to process it. Can the Strong Workforce funds be used to pay for this?

A: It is your decision on how to use the funds as long as you are meeting the multiple measures of CTE outcomes and adhering to the requirements of the trailer bill language.

#### Q: Does the 50% law apply?

A: These are restricted categorical funds and therefore excluded from the 50% law.

#### Q: Does the FON apply?

A: If any staff hired is tenure track, that portion can count towards your FON.

# Q: Who can be voting members of the CTE Consortium for the use of the Regional Shares of the \$200M?

A: Trailer bill section 88823 under subdivision of bullet point (b), (2), states: "Decisions governing, or relating to, the distribution of fiscal resources shall be determined exclusively by the community college districts participating in the consortium." Each CTE Regional Consortia has or will post to their website the decision-making structure agreed upon by their participating colleges/districts.

# Q: What are the TOP codes associated with "CTE FTES" in COMIS? Isn't there a data dictionary online?

A: TOP codes are identified as being Vocational (CTE), or not, in the TOP Code Manual.

# Q: Where can find out more about the federal Workforce Innovation & Opportunities Act (WIOA)?

A: See helpful WIOA links.

#### Q: How should a multi-college district allocate Local Share funds between its colleges?

A: There are a number of methods districts have used to allocate Local Share funds between their colleges. Below are some examples:

- 1. Allocate based on CTE FTES

- Allocate based on FTES
   Allocate based on weighting CTE FTES and FTES
   Allocated based on weighting CTE FTES and FTES
   Allocated based on the same 3 variables as SWP: unemployment, projected job openings, CTE FTES

#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.9 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Master Subscription Agreement and Order Form for

Contract Management Software, Jaggaer, LLC.

**ACTION:** Approval

#### BACKGROUND

The Board of Trustees approved the Master Subscription Agreement with Jaggaer, LLC, formerly known as SciQuest, Inc. on May 18, 2015, for the Contracts Management Software System Project pursuant to RFP #321D.

# **STATUS**

The current agreement with Jaggaer, LLC is set to expire on May 21, 2020. The license needs to be renewed to support the continuity of services. The Procurement department recommends renewal of the agreement to continue utilizing the software for creating and tracking all contracts for the District. The Master Subscription Agreement and Order Form (EXHIBIT A) in the amount of \$256,880 is for the term of five years from May 22, 2020 to May 21, 2025.

Basic aid funding for this agreement is included in the HR/Finance Software System budget.

## RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Master Subscription Agreement and Order Form with Jaggaer, LLC for contract management software from May 22, 2020 to May 21, 2025 in the amount of \$256,880.

Item Submitted By: Ann-Marie Gabel, Vice Chancellor, Business Services



# MASTER SUBSCRIPTION AGREEMENT TERMS AND CONDITIONS

Purchases of Subscriptions and Services (as defined below) under a Purchase Document with JAGGAER, LLC ("JAGGAER") and the party named in such Purchase Document ("Client") shall be subject to the following, additional Terms and Conditions as of the dates specified in the Purchase Document (the "Effective Date"). By executing an initial Purchase Document, Client agrees to be bound by the following additional Terms and Conditions.

- 1. **DEFINITIONS.** In addition to the terms defined elsewhere in the Agreement, the terms set forth in this Section 1 shall have the following meanings:
- 1.1. "Agreement" shall mean these Master Subscription Agreement Terms and Conditions, Purchase Documents, the Terms of Service posted at <a href="http://www.JAGGAER.com/terms-of-service/">http://www.JAGGAER.com/terms-of-service/</a> and such other documents, attachments and exhibits that the parties' authorized representatives may mutually agree to in writing from time to time.
- 1.2. "Affiliates" shall mean any entity which directly or indirectly controls, is controlled by or is under common control with the subject entity. "Control," for purposes of this definition, means direct or indirect ownership or control of more than 50% of the voting interests of the subject entity. JAGGAER and Client agree that Affiliates of Client may access JAGGAER Applications and Services from JAGGAER by entering into a Purchase Document with JAGGAER.
- 1.3. "Authorized Users" shall mean (i) Client's employees, contractors, subcontractors and outsourcing vendors and (ii) employees, contractors, subcontractors and outsourcing vendors of any Affiliates or other entities designated in an Order Form as being authorized by Client to access and use the JAGGAER Applications and Services, in each case who have been supplied user identification and passwords by Client. Any use by contractors, subcontractors or outsourcing vendors acting on Client's behalf shall be subject to the terms of the Agreement and Client remains responsible for its obligations and for the activities and omissions of such third parties.
- **1.4. "Client Data"** shall mean data generated, uploaded or transmitted by Authorized Users using the JAGGAER Applications.
- 1.5. "Master Subscription Agreement" or "MSA" shall mean these Master Subscription Agreement Terms and Conditions with a version date of October 4, 2019. Any subsequent or other versions of the Master Subscription Agreement Terms and Conditions shall not apply to Client or any Purchase Document entered into by Client. Upon Client's execution of a Purchase Document, this MSA shall govern all Purchase Documents entered into by Client and JAGGAER. This MSA may not be modified or amended, except to the extent set forth in writing and signed by duly authorized representatives of JAGGAER and Client.
- 1.6. "Order Form" shall mean the ordering documents executed by JAGGAER and Client that represent the initial purchase of the Subscription to the JAGGAER Applications and certain Services, and any subsequent ordering documents that from time to time are executed hereunder by Client and JAGGAER and which shall expressly refer to the Agreement.
- 1.7. "Professional Services" shall mean any implementation, training, consulting, data migration, conversion, integration or other services provided by JAGGAER to Client, as set forth in a Statement of Work or as described in the Terms of Service.
- **1.8. "Purchase Document"** shall mean an Order Form or Statement of Work. Purchase Documents shall be deemed incorporated herein by reference.
- **1.9. "JAGGAER Applications"** shall mean those software applications made available to Client by JAGGAER via a Subscription.
- **1.10. "Services"** shall mean the Support Services and Professional Services.

- **1.11.** "Statement of Work" shall mean any document executed by JAGGAER and Client describing the deliverables, milestones, project plan, acceptance criteria and other items related to the delivery of the implementation services and other Professional Services provided by JAGGAER to Client.
- **1.12.** "Subscription" shall mean the right of Authorized Users to access the JAGGAER Applications and certain Professional Services during the Subscription Term, as set forth in an Order Form.
- **1.13. "Support Services"** shall mean the maintenance and support services described in the Terms of Service and provided in connection with the JAGGAER Applications.
- **1.14.** "Terms of Service" shall mean those Support Services and Professional Services terms posted at <a href="http://www.JAGGAER.com/terms-of-service/">http://www.JAGGAER.com/terms-of-service/</a>, which are incorporated herein. Client acknowledges and agrees it has read, understands and agrees to be bound by the Terms of Service.

#### 2. CHANGES; COOPERATION.

- 2.1. Changes. In connection with JAGGAER's efforts to continually improve the JAGGAER Applications and Services, JAGGAER may from time to time develop and make available to JAGGAER's clients, free of charge, enhancements, upgrades, updates, improvements, modifications, extensions and other changes to the JAGGAER Applications, Services and Terms of Service ("Changes"). JAGGAER shall provide Client reasonable, advance notice of all Changes to the JAGGAER Applications, Services and Terms of Service in order to, among other things, enable Client to prepare for upcoming releases, learn about new features, and access key information about the JAGGAER Applications, Services and Terms of Service. IN NO EVENT MAY JAGGAER MAKE ANY CHANGES THAT MATERIALLY AND ADVERSELY IMPACT THE CLIENT'S USE OF THE JAGGAER APPLICATIONS OR SERVICES. Client hereby authorizes JAGGAER to implement such Changes.
- **2.2. Terms.** JAGGAER shall provide the JAGGAER Applications and Services to Client pursuant to these Terms and Conditions and any specific limitations set forth in Purchase Documents.

#### 3. USE OF THE JAGGAER APPLICATIONS AND SERVICES.

- 3.1. Proprietary Rights. This is a subscription agreement for use of the JAGGAER Applications. The Agreement is not a sale, or assignment and transfer, of any software. Client agrees that JAGGAER, its licensors or its suppliers retain all right, title and interest (including all patent, copyright, trade secret and other intellectual property rights) in and to the JAGGAER Applications, the Services, Services deliverables and any and all related and underlying software (including interfaces created by JAGGAER), databases, technology, reports and documentation, and any adaptation, modification, derivation, addition or extension to the JAGGAER Applications and Services. Except for the Subscription granted hereunder, nothing in the Agreement gives the Client any right, title or interest in or to the JAGGAER Applications, the Services or any related documentation.
- **3.2. JAGGAER License.** JAGGAER hereby grants to Client a nontransferable, non-exclusive license during the Subscription Term, to allow Authorized Users to access and use the JAGGAER Applications for its internal business purposes.

#### 3.3. Use Guidelines.

3.3.1. The JAGGAER Applications are provided to Client for use only as expressly set forth in the Agreement, and Client will not

use the JAGGAER Applications in whole or in part for any other use or purpose. In particular, Client will not, and will not allow any third party to: (i) decompile, disassemble, reverse engineer or attempt to reconstruct, identify or discover any source code, underlying ideas, underlying user interface techniques or algorithms of the JAGGAER Applications by any means, or disclose any of the foregoing; (ii) except as expressly set forth in the Agreement, provide, rent, lease, lend, or use the JAGGAER Applications for timesharing, subscription, or service bureau purposes; (iii) sublicense, transfer or assign the JAGGAER Applications or any of the rights or licenses granted under the Agreement; or remove or obscure any trademark, product identification, proprietary marking, copyright or other notices provided with the JAGGAER Applications or related documentation.

- 3.3.2. Client shall not: (i) use the JAGGAER Applications for storage, possession, or transmission of any information, the possession, creation or transmission of which violates any state, local or federal law; (ii) transmit Client Data using the JAGGAER Applications that infringes upon or misappropriates the intellectual property or privacy rights of any third party; (iii) perform any load testing of the JAGGAER Applications or attempt to probe, scan or test the vulnerability of the JAGGAER Applications without JAGGAER's prior, written consent; or (iv) log into a server or account that Client is not authorized to access.
- 3.4. Client Responsibilities. Client is responsible for all activity occurring under Authorized User accounts and for each Authorized User's compliance with all terms and conditions of the Agreement. Client shall have sole responsibility for the accuracy, quality, integrity, legality, reliability and appropriateness of all Client Data generated, uploaded and transmitted by Client and Authorized Users. Client shall use commercially reasonable efforts to prevent unauthorized access to, or use of, the JAGGAER Applications and notify JAGGAER immediately of any unauthorized use of any password or account or any other known or suspected breach of security.

#### 3.5. Authorized Users.

- 3.5.1. The Subscription to the JAGGAER Applications is granted solely to Authorized Users and shall not be shared with any third parties, except as set forth in Section 1.3 above. If a maximum number of Authorized Users is specified in the Order Form, the number of Authorized Users accessing the JAGGAER Applications shall not exceed such maximum number. User Subscriptions are for named users and cannot be shared or used by more than one user but may be reassigned from time to time when Authorized Users have terminated an employment or some other prior relationship with Client, changed job status or function, or otherwise no longer require ongoing use of the JAGGAER Applications.
- 3.5.2. Client acknowledges that the price of the Subscription purchased hereunder is based on Client's access requirements as provided to JAGGAER as of the Effective Date of the Agreement. In the event Client wishes to subsequently expand access to additional users, Affiliates, business units or otherwise, Client may purchase additional Subscriptions to the JAGGAER Applications by executing separate Order Forms hereunder.
- **3.6. Client's Ownership of all Client Data.** Client owns all right, title and interest in, and to, all Client Data. Client Data is deemed Confidential Information under this Agreement. In connection with Client's use of the JAGGAER Applications, JAGGAER is provided access to Client Data. Client grants to JAGGAER a limited license to use the Client Data only to the extent set forth in this Agreement.
- 3.7. Security and Privacy of Client Data. JAGGAER understands the sensitive nature of the Client Data and other Confidential Information provided by Client. JAGGAER shall maintain the confidentiality of Client Data in accordance with its confidentiality obligations under this Agreement. Additionally, JAGGAER shall maintain, at a minimum, industry standard administrative, physical and technical safeguards for protection of the security, confidentiality and integrity of Client Data. Lastly, JAGGAER adheres to, and is audited by independent third-party auditors for

compliance with, industry data handling standards (such as Service Organization Control ("SOC") standards) or equivalent standards. JAGGAER shall not use or disclose Client Data except as needed to facilitate Client's use of the JAGGAER Applications and Services, or otherwise to perform or provide services under this Agreement, as further described in the <a href="https://www.jaggaer.com/service-privacy-policy/">https://www.jaggaer.com/service-privacy-policy/</a>, which is incorporated into this Agreement. JAGGAER is a participant in the EU-U.S. and Swiss-U.S. Privacy Shield Frameworks.

#### 4. FEES: PAYMENT.

- 4.1. Fees; Payment. Client agrees to pay JAGGAER all of the fees agreed to in the Purchase Documents. Fees for the JAGGAER Applications and Services will be invoiced in accordance with the terms of the Purchase Document. Unless otherwise stated in the Purchase Document, all payments shall be made in United States dollars no later than thirty (30) days after the date of invoice, payable in full, without reduction for any offset, withholding or other claims (except with respect to charges then under reasonable and good faith dispute as evidenced in a writing promptly sent by Client to JAGGAER prior to the payment due date). All payments not received when due shall accrue interest at a rate per month of one and one-half percent (1.5%) (excluding reasonably disputed payments). Payment obligations are non-cancellable and, except as set forth in Sections 5.3, 6.1 and 7.1 below, all fees are non-refundable. Client shall remit payment via electronic funds transfer to the account designated in the invoice.
- **4.2. Taxes.** The fees payable under the Agreement shall not include local, state, federal or foreign sales, use, value-added, excise or personal property or other similar taxes or duties now in force or enacted in the future imposed on the transaction and/or the delivery of the Services, all of which Client shall be responsible for and pay in full except those taxes based on the net income of JAGGAER. If Client is exempt from the payment of any such taxes, upon execution of the Agreement, Client shall provide JAGGAER with a valid tax exemption certificate authorized by the appropriate taxing authority.
- 4.3. Suspension of Service. IF ANY CLIENT ACCOUNT IS THIRTY (30) DAYS OR MORE OVERDUE (EXCEPT WITH RESPECT TO CHARGES THEN UNDER REASONABLE AND GOOD FAITH DISPUTE), IN ADDITION TO ANY OTHER RIGHTS AND REMEDIES (INCLUDING THE TERMINATION RIGHTS SET FORTH IN THE AGREEMENT), JAGGAER RESERVES THE RIGHT, UPON TEN (10) DAYS PRIOR WRITTEN NOTICE TO CLIENT, TO SUSPEND THE SUBSCRIPTION TO THE JAGGAER APPLICATIONS AND PROVISION OF SERVICES WITHOUT LIABILITY TO JAGGAER UNTIL SUCH ACCOUNT IS PAID IN FULL.

#### 5. TERM AND TERMINATION.

- **5.1. Term of the Agreement.** The Agreement commences on the Effective Date and continues until the Subscription to the JAGGAER Applications granted in accordance with the Agreement has expired or the Agreement is terminated earlier, pursuant to the Terms and Conditions set forth herein.
- **5.2. Term of Subscription.** The subscription term to the JAGGAER Applications shall be as set forth in the Order Form (the "Subscription Term"). Any renewal(s) of the Subscription Term shall be in accordance with terms set forth in the Order Form.
- **5.3. Termination for Cause.** Either party may terminate the Agreement by written notice if the other party commits a material breach and fails to cure such breach within thirty (30) days following receipt of written notice of such breach.
- **5.4. Outstanding Fees.** Termination shall not relieve Client of the obligation to pay JAGGAER the fees agreed in the Order Form unless (i) Client terminates the Agreement in accordance with Section 5.3 above, in which case Client shall be entitled to a prorated refund of any pre-paid Subscription fees for the remaining number of months left in the Subscription Term following the effective date of termination or (ii) the Agreement is terminated in accordance with Section 6.1 or 7.1.
- **5.5. Effect of Termination.** Upon any termination or expiration of the Agreement (i) JAGGAER will terminate Client's access to the

JAGGAER Applications and will cease providing the Services; (ii) Client shall immediately cease any and all use of and access to any JAGGAER Applications; and (iii) each party hereunder shall return to the other party any and all Confidential Information of the other party in its possession.

#### 6. WARRANTY.

- **6.1. JAGGAER** Applications Warranty. JAGGAER hereby warrants that the JAGGAER Applications will operate in substantial conformity with the then-current published specifications. In the event of any failure of the JAGGAER Applications to perform in substantial conformity to such specifications, JAGGAER will, at JAGGAER's sole option, and as Client's sole and exclusive remedy, either (i) repair the applicable JAGGAER Applications or (ii) terminate the Agreement and/or the Subscription to the JAGGAER Applications and refund to Client a sum equal to the Subscription fees paid for the period during which the JAGGAER Applications were rendered unusable, prorated on a monthly basis.
- **6.2.** JAGGAER warrants that it uses commercially reasonable efforts, including the use of industry standard virus scans, to protect from the introduction of any viruses, harmful or malicious code into the JAGGAER Applications.
- **6.3. Services Warranty.** JAGGAER represents and warrants that it will perform the Services in a good, workmanlike and professional manner. Client's remedy for breach of the warranties in this paragraph shall be the re-performance of the relevant Services free of charge.
- 6.4. DISCLAIMER OF WARRANTIES. EXCEPT FOR THE WARRANTIES CONTAINED IN THIS SECTION 6, JAGGAER MAKES NO WARRANTIES REGARDING THE JAGGAER APPLICATIONS AND SERVICES. JAGGAER SPECIFICALLY DISCLAIMS ANY AND ALL OTHER WARRANTIES, WHETHER EXPRESS OR IMPLIED. INCLUDING WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NONINFRINGEMENT. JAGGAER DOES NOT WARRANT THAT ACCESS TO THE JAGGAER APPLICATIONS WILL UNINTERRUPTED OR ERROR-FREE, THAT ALL DEFECTS AND ERRORS IN THE JAGGAER APPLICATIONS WILL CORRECTED, OR THAT THE JAGGAER APPLICATIONS AND SERVICES WILL MEET CLIENT'S PARTICULAR REQUIREMENTS OR EXPECTATIONS. JAGGAER DOES NOT PROVIDE ANY WARRANTIES REGARDING THE ACCURACY OF DATA OR INFORMATION PROVIDED BY THIRD PARTIES. JAGGAER SHALL NOT BE LIABLE OR RESPONSIBLE FOR ANY DELAYS, INTERRUPTIONS. SERVICE FAILURES AND ANY OTHER PROBLEMS ARISING FROM CLIENT'S USE OF THE INTERNET, ELECTRONIC COMMUNICATIONS OR ANY OTHER SYSTEMS. THE PROVISIONS OF THIS SECTION ALLOCATE THE RISKS UNDER THE AGREEMENT BETWEEN JAGGAER AND CLIENT. JAGGAER'S PRICING REFLECTS THIS ALLOCATION OF RISK AND THE LIMITED WARRANTIES SPECIFIED HEREIN.

#### 7. JAGGAER INDEMNIFICATION.

7.1. JAGGAER Indemnification. JAGGAER shall defend, indemnify and hold harmless Client from and against any and all claims, suits, proceedings, losses, damages, liabilities, costs and expenses (including, without limitation, reasonable attorneys' fees) arising out of any claims, demands, suits or proceedings brought by a third party alleging that the JAGGAER Applications infringe upon any patent, copyright or trademark or misappropriate any trade secret or other intellectual property rights of any third party. JAGGAER shall have no obligation to indemnify Client to the extent any alleged patent infringement arises out of (a) the use of the JAGGAER Applications in combination by Client with other data, products, software, processes or materials not provided or authorized by JAGGAER; (b) the modification of the JAGGAER Applications by a party other than JAGGAER; (c) any unauthorized use of the JAGGAER Applications or (d) the Client Data. Should the JAGGAER Applications as used by Client infringe, or in JAGGAER's commercially reasonable opinion be likely to infringe, JAGGAER shall, at its option and sole expense: (i)

procure for Client the right to continue to use the JAGGAER Applications, (ii) modify the JAGGAER Applications to eliminate any such claim that might result from their use hereunder, provided such modification does not adversely affect the functional capabilities of the JAGGAER Applications or (iii) replace the JAGGAER Applications with equally suitable, compatible and functionally equivalent non-infringing JAGGAER Applications at no additional charge to Client. If none of these options is commercially practicable, then the Agreement may be terminated by JAGGAER without further obligation or liability on the part of either party hereto except that JAGGAER agrees to promptly refund to Client the fees paid by Client for the portion of the Subscription Term for which the JAGGAER Applications would no longer be available to Client. This Section 7 states the entire liability and obligation of JAGGAER, and Client's exclusive remedy, with respect to any intellectual property infringement relating to the JAGGAER Applications.

- 7.2. Data Security Indemnification. To the extent any security breach or unauthorized use or disclosure of Client Data or Personal Information results from any failure by JAGGAER to comply with its obligations under this Agreement or applicable law, JAGGAER shall pay or reimburse Client for (i) Client's actual, out-of-pocket costs related to notification, reporting, communications, credit monitoring and other redress activities required under applicable law resulting from such failure to comply or (ii) fines incurred by Client resulting from JAGGAER's failure to comply.
- **7.3. Procedures.** JAGGAER's indemnification obligations are conditioned upon Client: (i) giving JAGGAER prompt written notice of any claim, action, suit or proceeding for which Client is seeking indemnity; (ii) granting control of the defense and settlement to JAGGAER (except that JAGGAER shall not enter into any settlement of a claim that imposes any obligations upon Client without the consent of Client, which consent will not be withheld unreasonably); and (iii) reasonably cooperating with JAGGAER at JAGGAER's expense.

#### 8. CONFIDENTIAL INFORMATION.

- 8.1. Obligations. During the term of the Agreement and for a period of three (3) years after the date of termination or expiration of the Agreement, each party: (i) shall treat as confidential all Confidential Information (as defined below) provided by the other party; (ii) shall not use such Confidential Information except as expressly permitted under the terms of the Agreement or otherwise previously authorized in writing by the disclosing party; (iii) shall implement reasonable procedures to prohibit the disclosure, unauthorized duplication, reverse engineering, disassembly, decompiling, misuse or removal of such Confidential Information; and (iv) shall not disclose such Confidential Information to any third party. Without limiting the foregoing, each party shall use at least the same degree of care to prevent the disclosure of the other party's Confidential Information as it uses to prevent the disclosure of its own Confidential Information and shall in any event use no less than a reasonable degree of care. "Confidential Information" shall mean all confidential information of a party, whether written or oral, and whether in paper or electronic format, disclosed to a receiving party that is designated in writing or identified as confidential at the time of disclosure or should be reasonably known by the receiving party to be Confidential Information due to the nature of the information disclosed and the circumstances surrounding the disclosure. Client Data and Confidential Information related to either party's customer lists, customer information, products, technical information, pricing information, pricing methodologies, Supplier-provided information or information regarding the disclosing party's business planning or business operations shall be deemed Confidential Information without any marking or further designation.
- **8.2. Exceptions.** Notwithstanding the above, the receiving party's nondisclosure obligations shall not apply to information that: (i) was generally available to the public at the time it was disclosed, or becomes generally available to the public through no fault of the receiving party; (ii) was known to the receiving party at the time of disclosure as shown by written records in existence at the time of disclosure; (iii) was developed independently by the receiving party prior to the disclosure, as shown by written records in existence prior

to the disclosure; (iv) is disclosed with the prior written approval of the disclosing party; (v) becomes known to the receiving party from a source other than the disclosing party without breach of the Agreement by the receiving party and in a manner which is otherwise not in violation of the disclosing party's rights; or (vi) is disclosed pursuant to the order or requirement of a court, administrative agency, or other governmental body, provided that the receiving party shall provide reasonable advance notice to enable the disclosing party to seek a protective order.

9. LIMITATIONS OF LIABILITY. NEITHER PARTY, ITS AFFILIATES, DIRECTORS, OFFICERS, EMPLOYEES, AGENTS OR CONTRACTORS, SHALL BE LIABLE TO THE OTHER PARTY FOR ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES OR LIABILITY (INCLUDING REASONABLE ATTORNEYS' FEES) THAT RESULT FROM OR ARE RELATED TO THE AGREEMENT OR ANY OF THE JAGGAER APPLICATIONS, WHETHER IN CONTRACT OR TORT OR UNDER ANY OTHER THEORY OF LIABILITY. EVEN IF THE OTHER PARTY HAS BEEN INFORMED OF THE POSSIBILITY OF SUCH DAMAGES OR LIABILITY. IN ANY EVENT, EXCEPT FOR AMOUNTS OWED TO JAGGAER BY CLIENT AS SET FORTH IN AN ORDER FORM, THE AGREEMENT OR ANOTHER DOCUMENT, THE AGGREGATE LIABILITY OF EITHER PARTY RELATED TO OR ARISING OUT OF THE AGREEMENT OR ANY OF THE JAGGAER APPLICATIONS, WHETHER IN CONTRACT, TORT OR UNDER ANY OTHER THEORY OF LIABILITY, SHALL NOT EXCEED THREE TIMES (3X) THE AMOUNTS RECEIVED BY JAGGAER FROM CLIENT IN THE TWELVE MONTHS PRECEDING THE EVENT GIVING RISE TO SUCH DAMAGES. THE LIMITATIONS OF LIABILITY UNDER THIS SECTION SHALL NOT APPLY TO ANY OBLIGATIONS AND LIABILITIES ARISING FROM VIOLATIONS BY EITHER PARTY HEREUNDER OF SECTIONS 3 (USE OF THE JAGGAER APPLICATIONS AND SERVICES) OR 8 (CONFIDENTIAL INFORMATION) OF THE AGREEMENT, OR ANY INDEMNIFICATION PROVIDED BY JAGGAER UNDER SECTION 7.1 OF THE AGREEMENT RELATING TO INTELLECTUAL PROPERTY INFRINGEMENT.

JAGGAER'S AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO SECTION 7.2 (DATA SECURITY INDEMNIFICATION) WILL NOT EXCEED \$1 MILLION.

#### 10. GENERAL PROVISIONS.

- **10.1. Governing Law.** The Agreement shall be governed by and construed in accordance with the laws of the State of California without application of the California conflicts of laws principles and without application of the United Nations Convention on the International Sale of Goods.
- **10.2.** Insurance. Throughout the term of the Agreement and at JAGGAER's sole expense, JAGGAER shall maintain the following insurance coverage from an insurer with a rating no less than AM Best A-VII:
  - (i) Commercial General Liability Insurance. General liability insurance coverage in the amount of one million dollars (US\$1,000,000) per occurrence limit and two million dollars (US\$2,000,000) aggregate for bodily injury and property damage, including products liability. Contractor liability and independent contractors included. Completed operations coverage with a two million dollars (US\$2,000,000) aggregate included.
  - (ii) Technology Errors and Omissions Insurance. Technology errors and omissions insurance coverage in the amount of ten million dollars (US\$10,000,000), including cyber security liability, network security and privacy. Additionally, JAGGAER maintains an excess technology errors and omissions insurance coverage in the amount of five million dollars (US\$5,000,000).
  - (iii) Automobile Liability Insurance. Automobile liability insurance covering all owned, hired or non-owned motor vehicles used in conjunction with the performance of this

Agreement in the amount of million dollars per occurrence (US\$1,000,000), combined single limit for bodily injury and property damage.

- Worker's (iv) Workers' Compensation Insurance. compensation insurance with statutory limits as applicable, and employer's liability insurance in the amount of five hundred thousand dollars (US\$500,000) per accident for bodily injury by accident and five hundred thousand dollars (US\$500,000) per employee for bodily injury by disease with a five hundred thousand dollars (US\$500,000) policy limit for bodily injury by disease. This shall cover all JAGGAER employees who are engaged in any work performed under this Agreement.
- (v) Umbrella Coverage. Umbrella Coverage in the amount of five million dollars (US\$5,000,000) aggregate and five million dollars (US\$5,000,000) per occurrence over general liability, auto liability and employer's liability.

Upon Client's request, JAGGAER will provide Client with a copy of a certificate of insurance.

#### 10.3.

JAGGAER shall issue District an endorsement naming the District, Board of Trustees, officers, agents, employees, and volunteers as additional insureds to JAGGAER's Commercial General Liability, Automobile Liability, and Cyber Liability Policies. JAGGAER's insurance Liability shall be primary and f the District's insurance coverage and limits shall be non-contributory.

JAGGAER'S policies of insurance and accompanying endorsements required by this Agreement shall not be cancelled or materially modified except upon thirty (30) days' advance written notice to District. Written notice of cancellation or material modification shall be from the insurer(s) issuing the policy(ies) of insurance to the District.

Certificate(s) and Endorsement(s) evidencing the required coverages and limits set forth herein shall be provided to District upon JAGGAER'S execution of this Agreement.

- 10.4. Local Laws and Export Control. JAGGAER and Client shall comply with the export laws and regulations of the United States and other applicable jurisdictions in providing and using the JAGGAER Applications and Services. Without limiting the foregoing, (i) each party represents that it is not named on any U.S. government list of persons or entities prohibited from receiving exports, and (ii) Client shall not permit Authorized Users to access or use the JAGGAER Applications or Services in violation of any U.S. export embargo, prohibition or restriction
- **10.5. Severability.** If any provision of the Agreement is held to be invalid or unenforceable for any reason, it shall be deemed omitted and the remaining provisions will continue in full force without being impaired or invalidated in any way. The parties agree to replace any invalid provision with a valid provision that most closely approximates the intent and economic effect of the invalid provision.
- **10.6. Waiver.** The waiver by either party of a breach of any provision of the Agreement will not operate or be interpreted as a waiver of any other or subsequent breach.
- **10.7. Assignment.** The Agreement shall be binding upon the parties' respective successors and permitted assigns. Neither party shall assign the Agreement, and/or any of its rights and obligations hereunder, without the prior written consent of the other party, which consent shall not be unreasonably withheld. Notwithstanding the above, either party may assign or transfer the Agreement upon a change of control or pursuant to a sale of all or substantially all the stock or assets of the assigning party.
- **10.8. Independent Contractors.** The parties to the Agreement are independent contractors. There is no relationship or partnership,

joint venture, employment, franchise or agency created hereby between the parties. Neither party will have the power to bind the other or incur obligations on the other party's behalf without the other party's prior written consent.

- **10.9. Publicity.** Neither party may issue any press release regarding the Agreement without the other party's prior written consent. Either party may include the name and logo of the other party in lists of customers and vendors, regardless of format or media.
- 10.10. Notices. Unless otherwise stated in the Agreement, any notices required to be given under the terms of the Agreement, shall be in writing and either delivered personally, delivered by a nationally or internationally recognized overnight courier service or sent by registered or certified mail. Notices to JAGGAER shall be addressed to: 3020 Carrington Mill Blvd., Suite 100, Morrisville, NC 27560, Attention: General Counsel. Billing-related notices to Client shall be addressed to the billing contact designated by Client in the Purchase Document, and legal notices to Client shall be addressed to Client's signatory of this Agreement. Notices shall be deemed to have been received: (i) on the day given if delivered by hand (securing a receipt evidencing such delivery); (ii) on the second day after notice is sent, if sent by an overnight courier service; or (iii) on the fifth day after notice was mailed, if sent by registered or certified mail.
- **10.11. Survival.** All provisions of the Agreement relating to proprietary rights, payment of fees accrued, confidentiality and non-disclosure, indemnification and limitation of liability shall survive the completion of the Services or any termination of the Agreement.
- 10.12. Electronic Signature, Facsimile, Email Transmission; Counterparts. The Agreement (including any Purchase Document) may be executed and delivered by electronic signature, facsimile or email and each full reproduction, including reproductions by photocopy or scan, shall be deemed an original. Receipt of any such reproduction by facsimile or email transmission shall be deemed delivery of an original.
- 10.13. Force Majeure. Neither party will be liable to the other for any failure to meet its obligations under the Agreement where such failure is caused by events beyond its reasonable control such as failure of communications networks, inability to timely obtain instructions or information from the other party, governmental action, fire, storms, floods or other acts of God, provided that the party seeking to rely on such circumstances gives written notice of such circumstances to the other party hereto and uses reasonable efforts to overcome such circumstances.
- **10.14. Subsequent Modifications.** No amendment, alteration or modification of the Agreement shall be effective or binding unless it is set forth in a writing signed by duly authorized representatives of both parties.
- 10.15. Entire Agreement. The Agreement, including these Terms and Conditions, the Terms of Service, Purchase Documents, and all exhibits attached hereto, constitutes the entire agreement between the parties in connection with the subject matter hereof, and all prior and contemporaneous agreements, understandings, negotiations and discussions, whether oral or written, of the parties, and there are no warranties, representations and/or agreements among the parties in connection with the subject matter hereof except as set forth in the Agreement, notwithstanding any different or additional terms that may be contained in the form of a purchase order or other document used by Client to place orders or otherwise effect transactions under this Agreement. No purchase order submitted by Client, even if accepted by JAGGAER, shall be deemed to modify any of the terms of this Agreement unless JAGGAER has stated its intent to do so in writing. No modification or amendment to the Agreement, including any Purchase Document, shall be binding upon the parties except to the extent set forth in writing and signed by duly authorized representatives of JAGGAER and Client. In the event of any inconsistency between the terms and conditions of the Agreement and a Purchase Document, now or hereafter appended hereto, the terms of the Purchase Document shall govern.

**IN WITNESS WHEREOF**, this Agreement has been executed by and on behalf of the Parties, the day and year signed below.

JAGGAER, LLC	South Orange County Community College District
Name:	Name:
Title:	Title:
Date:	Date:



#### **Order Form**

Terms and Conditions Client Information Offer Valid Through: 4/30/2020

Payment Terms: Net 30 Client: South Orange County Community Quote #: Q-41856

College District

Currency: USD Billing Contact: Herb Richter

Billing Frequency: Annual Address: 28000 Marguerite Pkwy, Mission

Viejo, California 92691 Email: hrichter@socccd.edu Phone: (949) 348-6123

#### **Products**

Product Name	Quantity	Metric
JAGGAER Contracts +	Unlimited	Users
JAGGAER Integration as a Service (IaaS)	Unlimited	Users
JAGGAER University - Base Annual Subscription	2	Users

#### **Pricing Summary**

Subscription Term	Pricing
05/22/2020 05/21/2021	USD 49,400.00
05/22/2021 05/21/2022	USD 51,870.00
05/22/2022 05/21/2023	USD 51,870.00
05/22/2023 05/21/2024	USD 51,870.00
05/22/2024 05/21/2025	USD 51,870.00
Total:	USD 256,880.00

#### **Product Special Terms and Conditions**

In the event of a conflict between these Product Special Terms and Conditions and the terms contained in a prior order form, addendum or other document mutually signed by the parties, these Product Special Terms and Conditions control.

JAGGAER Contracts + is new name for "Contract Director"

JAGGAER Integration as a Service is new name for "ERP Integration as a Services (IaaS)"

5 year term as follows:

5/23/2020-5/22/2021 - \$49,400

5/23/2021-5/22/2022 - \$51.870

5/23/2022-5/22/2023 - \$51,870

5/23/2023-5/22/2024 - \$51.870

5/23/2024-5/22/2025 - \$51,870

Pricing is based on an operating budget of \$331,000,000

This Order Form will not automatically renew and will be for a maximum of 5 years.



**Purchase Order Information** 

Date Signed:

Is a Purchase Order required for the purchase or payment of the Subscriptions on this Order Form? (Client to complete)  [ ] No [ ] Yes - If yes, please enter PO #:  PO Number:  PO Amount:  If the Purchase Order number is not available at the time of the Order Form effective date, Client acknowledges and agrees to provide the Purchase Order number within ten business days of the Order Form effective date. Client also acknowledges and agrees that payment terms and the payment itself are not dependent upon provision of the Purchase Order number, and that payment can and will be mad without the Purchase Order number should obtaining a Purchase Order number become delayed.		
Client	JAGGAER, LLC	
Signature: Print Name:	Signature: Print Name:	
Title:	Title:	

THANK YOU FOR YOUR BUSINESS!

Date Signed:

#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.10 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Declare Miscellaneous Furniture and Equipment as Surplus

**ACTION:** Approval

## **BACKGROUND**

The Procurement, Central Services & Risk Management department accumulates surplus supplies, equipment, materials and other items including "lost and found" merchandise from various departments at the warehouse on both campuses. Items, which are determined to be of no usable value to the district, are then aggregated for disposal. Board Policy 3600 requires that the Board of Trustees authorize the sale or disposal of surplus or obsolete supplies and equipment no longer suitable for district purposes.

## **STATUS**

The items described in EXHIBIT A have accumulated over the past months and have been found no longer suitable for District or college use. It is recommended that a public auction be held in accordance with the requirements of Education Code Section 81450 (b).

#### RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the sale or disposal of surplus property and authorize the Executive Director of Procurement, Central Services and Risk Management to hire a private auction firm to conduct the auction, and/or donate, recycle or dispose of items.

# SOCCCD SURPLUS LIST April 27, 2020

ltem	Category	Quantity
Whiteboards	Equipment	6
Drafting Tables	Equipment	31
Electric Date/Time Stamp Machines	Equipment	3
Ice Machines	Equipment	2
Hyper Deck Back Machine	Equipment	1
Stationary Bicycle	Equipment	1
Basketball Ball Rack	Equipment	1
Basketball Shooting Machine	Equipment	1
Treadmill	Equipment	1
Preacher Curl Machine	Equipment	1
Roman Chair Machine	Equipment	1
Hydrocollator Machine	Equipment	1
Maxicam Machines by Dynamics	Equipment	2
Floor Scrubbers	Equipment	4
Wet Vacuums	Equipment	3
Typewriter	Equipment	1
Mannequin Cases	Equipment	2
Microwave	Equipment	1
Printers	Equipment	5
Scantron Clickers (case)	Equipment	1
Defibrillator	Equipment	1
Pizza Oven	Equipment	1
Lecterns	Furniture	5
Desks	Furniture	33
Tables	Furniture	2
File Cabinets	Furniture	13
Bookshelves	Furniture	2
Chairs	Furniture	24
Video Cameras	Audio/Visual	2
Overhead Projectors	Audio/Visual	5
Ceiling Mounted Speakers (pallets)	Audio/Visual	3
Wheelchair	Accessories	1

#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 5.11 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Declare Personal Protective Equipment (PPE), Cleaning,

Disinfecting and Miscellaneous Supplies as Surplus for Donation

**ACTION:** Ratification

#### **BACKGROUND**

Pursuant to the outbreak of COVID-19, various medical service providers are in dire need of Personal Protective Equipment (PPE), cleaning, disinfecting and miscellaneous supplies (hereafter collectively referred to as supplies) to support the growing number of patients and in light of the global shortage for such supplies. Several of the District's clinical affiliation partners and surrounding health care providers reached out to seek donations of supplies to help augment their dwindling inventories. The Health Sciences, Math, Science, Engineering, Arts, and Communication programs at Saddleback College identified the attached EXHIBIT A as surplus supplies from their existing inventory. Board Policy 3600 requires that the Board of Trustees authorize the donation of surplus supplies and equipment no longer needed for district purposes. Additionally, on March 23, 2020 the Board of Trustees adopted Resolution No. 20-08 Declaring a State of Emergency and delegating authority to the Chancellor to close District centers, campuses, and offices, and to otherwise respond to the Novel Coronavirus (COVID – 19) if necessary.

#### **STATUS**

In accordance with Resolution No. 20-08 and the requirements of Education Code Section 81450 (b), the Chancellor declared the attached EXHIBIT A items as surplus and authorized the donation of the supplies to various clinical affiliation partners and health care providers to include Mission Hospital, Fountain Valley Hospital, Riverside Community Hospital, Whittier Hospital and St. Jude.

## **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees ratify the declaration of Personal Protective Equipment (PPE), cleaning, disinfecting and miscellaneous supplies as surplus for donation in response to the COVID – 19 pandemic.

# Personal Protective Equipment (PPE), Cleaning, Disinfecting and Miscellaneous Supplies Surplus List

# April 27, 2020

ltem	Category	Quantity
XS Nitrile Powder Free Gloves	PPE	2,000
Small Nitrile Powder Free Gloves	PPE	45,600
Medium Nitrile Powder Free Gloves	PPE	26,600
Large Nitrile Powder Free Gloves	PPE	65,100
XL Nitrile Powder Free Gloves	PPE	10,000
Sterile Gloves Size 6	PPE	500
Sterile Gloves Size 6.5	PPE	1,650
Sterile Gloves Size 7	PPE	1,356
Sterile Gloves Size 7.5	PPE	780
Sterile Gloves Size 8	PPE	586
Sterile Gloves Size 8.5	PPE	400
Sterile Gloves Size 9	PPE	300
Chloroprene Gloves: Small	PPE	1,900
Chloroprene Gloves: Medium	PPE	1,500
Chloroprene Gloves: Large	PPE	800
Latex Gloves: Small	PPE	100
Latex Gloves: Medium	PPE	1,400
Latex Gloves: Large	PPE	1,000
Vinyl Gloves: Small	PPE	600
Vinyl Gloves: Medium	PPE	800
Vinyl Gloves: Large	PPE	1,000
Yellow Isolation Gowns	PPE	50
Blue Surgical Caps	PPE	200
Masks w/ Earloops (No Shield)	PPE	200
Masks w/ Shields	PPE	280
Molded Face Masks	PPE	71
N95 Disposable Respirator Masks	PPE	190
Goggles	PPE	338
Full Face Shields	PPE	75
Super Sani Large Wipes - Containers	Cleaning/Disinfecting	16
Sani-10 Disinfectant Concentrate Bottles	Cleaning/Disinfecting	6
Alcohol Prep Pads (100 per box)	Cleaning/Disinfecting	1
Alcohol Prep Pads (200 per box)	Cleaning/Disinfecting	21
Benzalkonium Towelettes	Cleaning/Disinfecting	250
Purell Refill NXT – 100 mL Bag	Cleaning/Disinfecting	13
Purell Refill (5392) – 1200 mL	Cleaning/Disinfecting	2
Purell 2L Bottles	Cleaning/Disinfecting	6
Purell 20 oz Bottle	Cleaning/Disinfecting	6

# Personal Protective Equipment (PPE), Cleaning, Disinfecting and Miscellaneous Supplies Surplus List

# April 27, 2020

Item	Category	Quantity
Purell 12 oz Bottles	Cleaning/Disinfecting	29
Hand Soap 1L	Cleaning/Disinfecting	2
Labcoats: XS	Miscellaneous	30
Labcoats: Small	Miscellaneous	20
Labocoats: Medium	Miscellaneous	40
Labcoats: Large	Miscellaneous	30
Labcoats: XL	Miscellaneous	110

# SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ITEM: 5.12 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Transfer of Budget Appropriations: Adopt Resolution No.

20-11 to Approve FY 2019-2020 Budget Transfers

**ACTION:** Approval

## **BACKGROUND**

Title 5, California Code of Regulations, Section 58307 requires the Board of Trustees to approve by resolution, by a two-thirds (2/3) vote of its members, all transfers of funds from its contingency reserve to any expenditure classification, and approve, by a majority vote, all transfers of funds between expenditure classifications other than that originating from the contingency reserve.

## **STATUS**

For the reporting period ending March 31, 2020 and in accordance with Administrative Regulation 3101, the transfer of budget appropriations are summarized on EXHIBIT A and presented for approval.

## RECOMMENDATION

The Chancellor recommends that the Board of Trustees adopt Resolution No. 20-11 to approve the transfer of budget appropriations as listed.

## SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

#### **RESOLUTION NO. 20-11**

April 27, 2020

WHEREAS, the Governing Board of the South Orange County Community College District has determined that appropriation transfers between classifications are required to meet operational needs, pursuant to Title 5 of the California Code of Regulations, Section 58307;

NOW, THEREFORE, BE IT RESOLVED that such appropriations are to be transferred according to the following schedule:

<b>General Fund</b>			
<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
1000	Academic Salaries		\$177,547
2000	Classified Salaries	\$187,413	
3000	Employee Benefits		\$18,219
4000	Books and Supplies		\$165,376
5000	Other Operating Expenses & Services	\$184,964	
6000	Capital Outlay		\$1,617
7500	Student Financial Aid	\$ 300	
7600	Other Payments to Students		\$9,918
Total Transf	fers - General Fund	\$372,677	\$372,677
Capital Outlay Fu	<u>nd</u>		
<u>Account</u>	<u>Description</u>	<u>From</u>	<u>To</u>
4000	Books and Supplies		\$4,500
5000	Other Operating Expenses & Services		\$136,832
6000	Capital Outlay	\$116,332	
7900	Contingency	\$25,000	
Total Transfers – Capital Outlay Fund		\$141,332	\$141,332
Associated Stude	nt Government - Saddleback College		
Account	Description	<u>From</u>	<u>To</u>
4000	Books and Supplies	\$2,966	<u> </u>
5000	Other Operating Expenses & Services		\$2,966
Total Transf	fers - Associated Student Government - SC	\$2,966	\$2,966
Associated Stude	nt Covernment Invine Valley College		
Account	nt Government - Irvine Valley College <u>Description</u>	<u>From</u>	<u>To</u>
4000	Books and Supplies	<u>110111</u>	<u></u> \$438
5000	Other Operating Expenses & Services	\$488	Ψίσσ
7600	Other Payments to Students	Ψ+00	\$50
	fers - Associated Student Government - IVC	\$488	\$488
iotai iialisi	iers - Associated Student Government - IVC	<b>9400</b>	Ψ400
Total Transf	fer	\$517,463	\$517,463

# SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

# BUDGET TRANSFERS FY 2019-2020

# **RESOLUTION NO. 20-11**

A	pril 27, 2020			
STATE OF CALIFORNIA ) ) COUNTY OF ORANGE )				
I, Kathleen F. Burke, Secretary to the Board of Trustees of South Orange County Community College District of Orange County, California, hereby certify that the Budget Transfers and foregoing Resolution in the amount of \$517,463 was duly and regularly adopted by the said Board at a regular meeting thereof held on April 27, 2020.  IN WITNESS WHEREOF, I have hereunto set my hand and seal this 28th day of April, 2020.				
	Kathleen F. Burke Secretary to the Board of Trustees			

# SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ITEM: 5.13 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Budget Amendment: Adopt Resolution No. 20-09 to

Amend FY 2019-2020 Adopted Budget

**ACTION:** Approval

# **BACKGROUND**

Title 5 of the California Code of Regulations, Section 58308 provides that the Board of Trustees by resolution may amend the District budget to provide for the expenditure of funds, the amount of which was unknown at the time of the adoption of the final budget.

## **STATUS**

In order to properly account for the revenues and expenditures of these funds, it is necessary to amend the FY 2019-2020 Adopted Budget.

# **General Fund**

Total Budget Amendment	\$6,500
Total Increase to the General Fund	\$6,500
Child Development Training Consortium, Irvine Valley College	\$6,500

#### RECOMMENDATION

The Chancellor recommends that the Board of Trustees adopt Resolution No. 20-09 to amend the FY 2019-2020 Adopted Budget as indicated in EXHIBIT A.

Item Submitted By: Ann-Marie Gabel, Vice Chancellor, Business Services

## SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

#### **RESOLUTION NO. 20-09**

April 27, 2020

WHEREAS, the Governing Board of the South Orange County Community College District has determined that income in the amount of \$6,500 is assured to said District as an increase of the amounts required to finance the total proposed budget expenditures and transfers for fiscal year 2019-2020 from sources listed in Title 5 of the California Code of Regulations, Section 58308;

WHEREAS, the Governing Board of the South Orange County Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BEIT RESOLVED that such funds are to be appropriated according to the following schedule:

# **General Fund**

Account 8600	Income Source State Revenue	<u>Amount</u> \$6,500 <b>\$6,500</b>
<u>Account</u> 7000	Expenditure Description Other Outgoing	Amount \$6,500 <b>\$6,500</b>
	Total Budget Amendment	\$6,500

#### **BUDGET AMENDMENT FY 2019-2020**

#### **RESOLUTION NO. 20-09**

April 27, 2020

STATE OF CALIFORNIA )	
COUNTY OF ORANGE )	
I, Kathleen F. Burke, Secretary to the Boa Community College District of Orange County, C Amendment and foregoing Resolution in the an adopted by the said Board at a regular meeting t	California, hereby certify that the Budget nount of \$6,500 was duly and regularly
IN WITNESS WHEREOF, I have hereunto April, 2020.	set my hand and seal this 28 <sup>th</sup> day of
	Kathleen F. Burke
Sec	cretary to the Board of Trustees

ITEM: 5.14 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: February – April 2020 Change Orders/ Amendments

**ACTION:** Ratification

#### **BACKGROUND / STATUS**

On November 19, 2018, the Board of Trustees authorized the Chancellor/designee to execute change orders and amendments up to \$200,000 for board ratification. The following change orders and amendments were reviewed and approved by the Vice Chancellor of Business Services or designee, following review by legal counsel, when appropriate.

Exhibit	Contractor Name/Description	Change Order/ Amendment Amount	Revised Total Contract Amount
Α.	PCL Construction Services, Inc. Construction Services Agreement Change Order No. 8 – For added services to modify pathway for permanent data due to relocation of IDF room and extend the contract 22 days, from October 22, 2019 to November 13, 2019 for the Saddleback Collge Stadium and Site Improvement project. SOCCCD	\$11,174.00	\$53,893,892.00
B.	Soltek Pacific Construction Construction Services Agreement Change Order No. 02 – To establish an all inclusive lump sum price and extend the contract three months, from April 30, 2020 to July 31, 2020 for the Access Control project.  Saddleback College	\$0	\$9,689,830.00
C.	ComputerLand of Silicon Valley Microsoft Campus License Agreement Amendment No. 01 – To purchase additional Microsoft licenses for IVC and Saddleback College.  SOCCCD	\$105,000.00	\$713,344.80

Item Submitted By: Ann-Marie Gabel, Vice Chancellor, Business Services

D.	IBI Group Architectural Services Agreement Amendment No. 02 – To provide additional architectural and engineering services to revise architectural, civil and structural details and plans for the IVC Health Center - Concessions project.	\$12,040.00	\$399,127.00
	SOCCCD		
E.	EIDIM Group, Inc dba EIDIM AV Technology Technology Services Agreement Change Order No. 01 – For procurement and installation of rack mounted computer system equipment and extend the contract 2 ½ months, from November 18, 2019 to February 3, 2020 for the Performing Arts Center Main Theater AV Improvement project.	\$839.08	\$292,086.77
	Irvine Valley College		

#### **RECOMMENDATION**

The Chancellor recommends the Board of Trustees ratify the change orders and amendments as listed.

#### Saddleback College Stadium and Site Improvement Project Change Order No. 8

#### March 26, 2020

Bid #	DESCRIPTION	CONTRACTOR		CONTRACT AMOUNT	Previously Approved COR's	CO No. 8 COR Total	REVISED CONTRACT AMOUNT	Approved Time Extension (Cal. days)
2043	Design-Build Contractor	PCL Construction Services, Inc.		\$48,999,900	\$4,882,818	\$11,174	\$53,893,892	299
		4350 Executive Drive, Suite 270	TOTAL	48,999,900		\$11,174	\$53,893,892	299

COR No.	Date	Description	Requested	Status	Amount	Time Extension
59.2	1/2/2020	Modify pathway for permanent data due to College relocation of IDF room.	District	reviewed	\$11,174	0
N/A	3/1/2020	Grant 22 calendar days of excusable, non-compensable delay(s) for inclement weather impacts for December 2019 and January 2020.	District	reviewed	\$0	22
107	1/16/2020	De-scope the repair of the Campus Outfall from the project scope identified during the bid phase in Addendum No. 7 for a credit.	District	reviewed	(\$289,000)	0
N/A	3/16/2020	Transfer of credit from hard construction cost budget to Contract Allowance 1, District Directed Design Refinements/Clarifications.  District reviews		reviewed	\$289,000	0
		TOTAL THIS CHANGE ORDER REQUEST			\$11,174	22

## EXHIBIT B Page 1 of 1

# South Orange County Community College District Saddleback College Access Control Project Bid No. 2060 Board Change Order No. 02

April 3, 2020

Bid #	DESCRIPTION	CONTRACTOR		CONTRACT AMOUNT	Previously Approved COR's	COR Total	REVISED CONTRACT AMOUNT	Previously Approved Time Extension (cal days)
2060	General Contractor	Soltek Pacific Construction		\$9,900,000.00	<\$210,710>	<\$210,710>	\$9,689,830.00	0
		2424 Congress Street, San Diego, CA 92110	TOTAL	\$9,900,000.00			\$9,689,830.00	0

COR No.	Date	Description	Requested	Status	Amount	Time Extension
2	4/3/2020	Establish an all inclusive lump sum price per Article 4.1 of contract. \$9,689,830.	By District	Approved	\$0.00	
		Time extension due to procurement delays.				92
		TOTAL THIS CHANGE ORDER REQUEST			\$0.00	92

DocuSign Envelope ID: 899D4AD3-90B3-4F11-9B04-AF517974D2D0

ComputerLand
of Silicon Valley

482 West San Carlos St

San Jose, CA 95110 Telephone: 408-519-3200 www.cland.com

Fax ....: 408-519-3260

**EXHIBIT C** Page 1 of 2 Quotation

Ship to Irvine Valley College

5500 Irvine Center Drive Irvine, CA 92618

Salesperson Sheri York Date ...... 3/17/2020

syork@cland.com *Number* .....: 161496-2 Director, Software & Licensing age ...... 1 of 1 Phone: 800-639-1319 Sales order .....: 161496 Phone: 408-519-3221 direct Payment ...... Net 15

Fax ...: 408-519-3260 Purchase order ....:

Bill to South Orange Comm Coll Dist

Attn: Accounts Payable 28000 Marguerite Parkway Mission Viejo, CA 92692

Contact Bruce Hagan

bhagan@ivc.edu 949-451-5254

Item number	Description	Quantity	Unit price	Amount
AAD-38391CFB	M365 EDU A3 UNIFIED PER FAC/STAFF EQU	1,500.00	35.00	52,500.00
AAA-73002CSB	LEVEL B CAMPUS EES M365 EDU A3 PER USER STUDENT USE BENEFIT	60,000.00		0.00
	CAMPUS AGMT LEVEL B			

Hi Loc,

Here is the revised quote as requested, prorated for the 7 months remaining in the term.

We have also included the free Student Use Benefit licenses at the 1:40 ratio on the quote.

Please let me know if you have any questions.

Warm Regards, Zabrin

\*Pricing is persuant to Microsoft Consortium Agreement for Microsoft Campus Licenses using Foundation of California Community Colleges (FCCC) Computerland of Silicon Valley Agreement 01C36440

DocuSigned by:

BD544D412A99439... Ann-Marie Gabel

3/18/2020

52,500.00 Subtotal .....: Tax ....: 0.00 Shipping & handling : 0.00 Total ....: 52,500.00



482 West San Carlos St San Jose, CA 95110

www.cland.com

Telephone: 408-519-3200 Fax ....: 408-519-3260

**EXHIBIT C** Page 2 of 2 Quotation

Ship to Saddleback College 28000 Marguerite Pkwy Mission Viejo, CA 92692 Salesperson Sheri York syork@cland.com Date ..... 3/17/2020

*Number* .....: 161497-5 Director, Software & Licensing age ...... 1 of 1

Phone: 800-639-1319

Sales order .....: 161497 Phone : 408-519-3221 direct Payment ...... Net 15

Fax ...: 408-519-3260

Purchase order ....:

Bill to South Orange Comm Coll Dist

Attn: Accounts Payable 28000 Marguerite Parkway Mission Viejo, CA 92692

Contact **Anthony Maciel** 

amaciel@saddleback.edu

(949) 582-4882

			Amount
	1,500.00	35.00	52,500.00
FT 365 A3 UNIFIED STU USE BENEFIT	60,000.00		0.00
	J A3 UNIFIED PER FAC/STAFF EQU CAMPUS EES FT 365 A3 UNIFIED STU USE BENEFIT FFS CAMPUS 1 Y	CAMPUS EES FT 365 A3 UNIFIED STU USE BENEFIT 60,000.00	CAMPUS EES FT 365 A3 UNIFIED STU USE BENEFIT 60,000.00

Hi Loc,

Here is the revised quote as requested, prorated for the 7 months remaining in the term.

We have also included the free Student Use Benefit licenses at the 1:40 ratio on the quote.

Please let me know if you have any questions.

Warm Regards, Zabrin

\*Pricing is persuant to Microsoft Consortium Agreement for Microsoft Campus Licenses using Foundation of California Community Colleges(FCCC) Computerland of Silicon Valley Agreement 01C36440

> 4nn-Maz/128/2010 Ann-Marie Gabel

3/18/2020

52,500.00 Subtotal .....: Tax ....: 0.00 Shipping & handling : 0.00 Total ....: 52,500.00



## TO THE ARCHTECTURAL SERVICES AGREEMENT AT IRVINE VALLEY COLLEGE

Amendment No: 02

THIS AMENDMENT to AGREEMENT dated April 24, 2017 between IBI Group and South Orange County Community College District for the Health Center-Concessions Project.

The ARCHITECT and SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT do mutually agree as follows:

- 1. Provide additional architectural and engineering services to revise architectural, civil and structural details and plans
- 2. The total contract value as been revised from \$387,087 to \$399,127

Original Contract Amount-	\$365,467
Amendment No. 1 –	\$ 21,620
Amendment No. 2 – Lump Sum	\$ 12,040
Total Contract Amount-	\$399,127

Where any Article or portion is amended or superseded, the balance of that Article not specifically amended or superseded shall remain in effect as originally written. Where any Article or portion thereof is supplemented, that supplement shall be considered added thereto, and the original provisions of the Article shall remain in effect as originally written. Where any Paragraph or Section is referenced, such Paragraph or Section is superseded and replaced by the language herein. Except as amended herein, the terms and conditions of the original AGREEMENT shall remain in full force and effect.

IN WITNESS WHEREOF, said PARTIES have executed this AMENDMENT as of the date first above written.

IBI Group	ure of Authorized Representative	SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT  Signature of Authorized Representative
Print Name:	Thomas R Moore	Print Name: Priya Jerome
Print Title:	Senior Principal	Print Title: Executive Director- Procurement, Risk Mgmt
Date:	2/04/2020 tmoore@ibigroup.com	Date: 2/21/2020
Email & Phone:	949.833.5588	Email & Phone: (949)582-4405

# South Orange County Community College District Irvine Valley College Performing Arts Center Main Theater Audio Visual Improvements Bid No. 364 Board Change Order No. 1

#### March 18, 2020

Bid #	DESCRIPTION	CONTRACTOR		CONTRACT AMOUNT	Previously Approved COR's	COR Total	REVISED CONTRACT AMOUNT	Previously Approved Time Extension (cal days)
364	General Contractor	EIDIM AV Technology		\$291,247.69	\$0.00	\$839.08	\$292,086.77	0
		6905 Oslo Circle, Suite J, Buena Park, CA 90621	TOTAL	\$291,247.69			\$292,086.77	0

COR No.	Date	Description	Requested	Status	Amount	Time Extension
1	3/3/2020	Additive Change Order/Time Extension	By District	Approved	\$839.08	77
		TOTAL THIS CHANGE ORDER REQUEST			\$839.08	77

ITEM: 5.15 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Purchase Orders and Checks

**ACTION:** Ratification

#### **BACKGROUND**

In accordance with the provisions of the California Education Code Sections 81656 and 85230, purchase orders and checks are submitted for ratification by the Board of Trustees.

#### **STATUS**

The following purchase orders are submitted to the Board of Trustees for ratification:

- 56 purchase orders \$5,000 and above amounting to \$2,284,842.14
- 469 purchase orders below \$5,000 amounting to \$370,950.72
- Combined total for all purchase orders is \$2,655,792.86

The purchase order list is provided in order of supplier (EXHIBIT A), and in order of amount (EXHIBIT B).

The District processed 1,543 checks in the amount of \$15,263,600.17 as summarized and submitted for ratification by the Board of Trustees (EXHIBIT C).

#### RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the purchase orders and checks as listed.



## **South Orange County Community College District**

## County Country Country

## **Purchase Order Ratification (Supplier)**

February 26, 2020 through April 5, 2020

<u>PO #</u>	<u>Supplier</u>	Location	<u>Description</u>	<u>Amount</u>
P196609	Albertsons LLC	SC	Grocery Cards for Extended Opportunity Programs and Services students	14,107.50
P196781	Anacortes Telescope & Wild Bird Inc.	SC	Robotic Telescope Mount for Astronomy Program	28,100.40
P197117	Apple Computer, Inc.	SC	Mac Computers for Campus Desktop Refresh Project	312,305.72
P196897	Apple Computer, Inc.	SC	Mac Minis for Campus Desktop Refresh Project	5,141.23
P196921	Blue Violet Networks, LLC	IVC	Equipment and Materials for Access Control Project - CMAS Board Approved 02/24/18	331,443.67
P197118	BSN Sports LLC	IVC	Equipment for Baseball	11,111.26
P197024	CDW Government LLC	SC	HP Chromebooks Needed Due to Campus Closure - FCCC Board Approved 06/25/18	55,200.82
P197017	CDW Government LLC	SC	Spectrum Racks for Stadium Project - FCCC Board Approved 06/25/18	17,461.97
P197073	CDW Government LLC	SC	Laptop Charging Carts for Campus Desktop Refresh Project - FCCC Board Approved 06/25/18	11,313.75
P197121	CDW Government LLC	SOCCCD	Additional RAM to Enhance Nutanix Virtual Environment - FCCC Board Approved 06/25/18	6,141.75
P196953	Corporate Business Interiors	SOCCCD	Office Furniture for District Services	11,280.91
P197154	CPR Savers & First Aid Supply	IVC	Equipment for CPR Classes	5,155.78
P197076	Diversified Business Services	IVC	Customized Promotional T-Shirts for Outreach Events	7,255.09
P196685	Diversified Business Services	IVC SOCCCD	Supplies for Academic Milestone Recognition for Promise Grant Program students	6,994.78
P196624 P196608	Division of the State Architect Division of the State Architect	SC	Plan Check Fees for Health Center Concession Project at IVC Plan Check Fees for Veterans Center Tenant Improvement Project at SC	16,615.40 5,000.00
P196876	Eplus Technology, Inc.	SC	Cisco Phones for Stadium Project - CMAS Board Approved 05/20/19	12,975.90
P197000	FHEG Irvine Valley College Bookstore	IVC	College Bus Passes for Extended Opportunity Programs and Services students	9,200.00
P197026	FHEG Saddleback College Bookstore	SC	Transportation Cards for the Student Equity Program for Economically Disadvantaged students	14,000.00
P197005	FHEG Saddleback College Bookstore	SC	Textbook Cards for Student Equity Program for Economically Disadvantaged students	12,200.00
P196671	FHEG Saddleback College Bookstore	SC	Gas Cards for Extended Opportunity Program and Services and CARE students	7,500.00
P196857	Fisher Scientific Company, LLC	SC	Equipment for Biology Labs - FCCC Board Approved 6/25/18	6,021.16
P197152	Fisher Scientific Company, LLC	IVC	Materials and Supplies for Biology Program - FCCC Board Approved 06/25/18	5,952.78
P196937	Fisher Scientific Company, LLC	SC	Instructional Supplies for Chemistry Laboratories - FCCC Board Approved 06/25/18	5,124.91
P196920	Global Equipment Company, Inc.	IVC	Hand Sanitizer	6,620.41
P196780	GOBI Library Solutions	IVC	Books for Library	6,000.00
P197038	GST	SC	Laptops Needed Due to Campus Closure per Board Resolution 18-28	59,304.65
P197001	GST	IVC	Laptops Needed Due to Campus Closure per Board Resolution 18-28	59,282.52
P196607	GST	SC	Computer Equipment for ATAS and Interior Design Classroom Lab per Board Resolution 18-28	51,927.34
P196973	GST	SC	Computer Equipment and Hardware for Student Health Center per Board Resolution 18-28	5,661.94
P196670	Keenan & Associates	SOCCCD	Pollution Liability Premium and Fees	136,621.84
P196601	Liberty Paper	SOCCCD	Copy Paper	21,650.19
P197055	Office Depot	SC	Supplies for Architecture & Drafting Classes - FCCC Board Approved 06/26/17	5,604.28
P197075	Paton Group	SC	Air Filtration System for Advanced Manufacturing	7,175.82
P196672	Pocket Nurse Enterprises, Inc.	SC	Simulation Equipment for Nursing	10,369.09
P196905	Pocket Nurse Enterprises, Inc.	SC	Simulation Supplies for Nursing	9,251.93
P196606 P196975	Questyme USA Sehi Computer Products	SC SC	APC Replacement Batteries for IDF Refresh Project Computers for Campus Desktop Refresh Project per Board Resolution No. 18-07	14,558.82 504,762.93
P190975	Sehi Computer Products Sehi Computer Products	SC	Projectors and Flat Panels for Stadium Project per Board Resolution No. 18-07	75,212.16
P197029	Sehi Computer Products	SC	Laptop and Desktop Computers for Stadium Project per Board Resolution No. 18-07	65,245.67
P196748	Sehi Computer Products	SC	Laptops for Student Success and Support Program per Board Resolution No. 18-07	36,183.38
P197004	Sehi Computer Products	SC	Laptops for Campus Desktop Refresh Project per Board Resolution No. 18-07	30,775.50
P197025	Sehi Computer Products	SC	Laptops for Student Success and Support Program per Board Resolution No. 18-07	16,215.53
P197061	Southland Instruments, Inc.	IVC	Equipment for Biology Lab Courses	6,573.45
P196898	Southwest Offset Printing Company	SC	Printing for Emeritus Summer 2020 Schedule of Classes	6,489.05
P197143	Spectrum Chemical Mfg. Corp.	SC	Personal Protective Eqipment for Chemistry Lab students	21,289.89
P196779	SVM, LP	IVC	Gas Cards for Extended Opportunity Programs and Services students	10,295.00
P196952	The Gunlocke Co.	SOCCCD	Office Furniture for District Services	26,123.83
P196621	The Myers-Briggs Company	SC	MBTI and Strong Assessments for Counseling Classes	6,368.08
P197003	Traffic Management, Inc.	IVC	Parking Supplies Needed Due to Campus Closure	7,097.50
P196654	United Interiors	IVC	Chairs for EOC Center	6,662.58
P197157	Veritas Managed Solutions Inc	SOCCCD	Wireless Access Enclosures for Stadium Project	81,037.84
P197077	Verizon Wireless	IVC	Blanket PO for Ellipsis Jetpacks Needed Due to Campus Closure	12,000.00
P196749	WAXIE Sanitary Supply	SC	Custodial Supplies - FCCC Board Approved 06/25/18	23,021.38
P196842	WAXIE Sanitary Supply	SC	Custodial Supplies - FCCC Board Approved 06/25/18	13,724.91
P196847	West Coast Lights & Sirens	IVC	Emergency Equipment for 2020 Ford Explorers for Police Department	24,129.85

 56 Purchase Orders \$5,000 and Above
 2,284,842.14

 469 Purchase Orders Under \$5,000
 370,950.72

 Total Purchase Orders
 2,655,792.86



## **South Orange County Community College District**

#### DRANGE BOUNT COMMUNITY COLLEGE DISTRICT

## **Purchase Order Ratification (Amount)**

February 26, 2020 through April 5, 2020

<u>PO #</u>	<u>Supplier</u>	Location	<u>Description</u>	<u>Amount</u>
P196975	Sehi Computer Products	SC	Computers for Campus Desktop Refresh Project per Board Resolution No. 18-07	504,762.93
P196921	Blue Violet Networks, LLC	IVC	Equipment and Materials for Access Control Project - CMAS Board Approved 02/24/18	331,443.67
P197117	Apple Computer, Inc.	SC	Mac Computers for Campus Desktop Refresh Project	312,305.72
P196670	Keenan & Associates	SOCCCD	Pollution Liability Premium and Fees	136,621.84
P197157	Veritas Managed Solutions Inc	SOCCCD	Wireless Access Enclosures for Stadium Project	81,037.84
P197030	Sehi Computer Products	SC	Projectors and Flat Panels for Stadium Project per Board Resolution No. 18-07	75,212.16
P197029	Sehi Computer Products	SC	Laptop and Desktop Computers for Stadium Project per Board Resolution No. 18-07	65,245.67
P197038	GST	SC	Laptops Needed Due to Campus Closure per Board Resolution 18-28	59,304.65
P197001	GST	IVC	Laptops Needed Due to Campus Closure per Board Resolution 18-28	59,282.52
P197024	CDW Government LLC	SC	HP Chromebooks Needed Due to Campus Closure - FCCC Board Approved 06/25/18	55,200.82
P196607	GST Oction and Park at	SC	Computer Equipment for ATAS and Interior Design Classroom Lab per Board Resolution 18-28	51,927.34
P196748	Sehi Computer Products	SC	Laptops for Student Success and Support Program per Board Resolution No. 18-07	36,183.38
P197004	Sehi Computer Products	SC SC	Laptops for Campus Desktop Refresh Project per Board Resolution No. 18-07	30,775.50
P196781 P196952	Anacortes Telescope & Wild Bird Inc. The Gunlocke Co.	SOCCCD	Robotic Telescope Mount for Astronomy Program Office Furniture for District Services	28,100.40 26,123.83
P196847	West Coast Lights & Sirens	IVC	Emergency Equipment for 2020 Ford Explorers for Police Department	24,129.85
P196749	WAXIE Sanitary Supply	SC	Custodial Supplies - FCCC Board Approved 06/25/18	23,021.38
P196601	Liberty Paper	SOCCCD	Copy Paper	21,650.19
P197143	Spectrum Chemical Mfg. Corp.	SC	Personal Protective Egipment for Chemistry Lab students	21,289.89
P197017	CDW Government LLC	SC	Spectrum Racks for Stadium Project - FCCC Board Approved 06/25/18	17,461.97
P196624	Division of the State Architect	SOCCCD	Plan Check Fees for Health Center Concession Project at IVC	16,615.40
P197025	Sehi Computer Products	SC	Laptops for Student Success and Support Program per Board Resolution No. 18-07	16,215.53
P196606	Questyme USA	SC	APC Replacement Batteries for IDF Refresh Project	14,558.82
P196609	Albertsons LLC	SC	Grocery Cards for Extended Opportunity Programs and Services students	14,107.50
P197026	FHEG Saddleback College Bookstore	SC	Transportation Cards for the Student Equity Program for Economically Disadvantaged students	14,000.00
P196842	WAXIE Sanitary Supply	SC	Custodial Supplies - FCCC Board Approved 06/25/18	13,724.91
P196876	Eplus Technology, Inc.	SC	Cisco Phones for Stadium Project - CMAS Board Approved 05/20/19	12,975.90
P197005	FHEG Saddleback College Bookstore	SC	Textbook Cards for Student Equity Program for Economically Disadvantaged students	12,200.00
P197077	Verizon Wireless	IVC	Blanket PO for Ellipsis Jetpacks Needed Due to Campus Closure	12,000.00
P197073	CDW Government LLC	SC	Laptop Charging Carts for Campus Desktop Refresh Project - FCCC Board Approved 06/25/18	11,313.75
P196953	Corporate Business Interiors	SOCCCD	Office Furniture for District Services	11,280.91
P197118 P196672	BSN Sports LLC Pocket Nurse Enterprises, Inc.	IVC SC	Equipment for Baseball Simulation Equipment for Nursing	11,111.26 10,369.09
P196779	SVM, LP	IVC	Gas Cards for Extended Opportunity Programs and Services students	10,295.00
P196905	Pocket Nurse Enterprises, Inc.	SC	Simulation Supplies for Nursing	9,251.93
P197000	FHEG Irvine Valley College Bookstore	IVC	College Bus Passes for Extended Opportunity Programs and Services students	9,200.00
P196671	FHEG Saddleback College Bookstore	SC	Gas Cards for Extended Opportunity Program and Services and CARE students	7,500.00
P197076	Diversified Business Services	IVC	Customized Promotional T-Shirts for Outreach Events	7,255.09
P197075	Paton Group	SC	Air Filtration System for Advanced Manufacturing	7,175.82
P197003	Traffic Management, Inc.	IVC	Parking Supplies Needed Due to Campus Closure	7,097.50
P196685	Diversified Business Services	IVC	Supplies for Academic Milestone Recognition for Promise Grant Program students	6,994.78
P196654	United Interiors	IVC	Chairs for EOC Center	6,662.58
P196920	Global Equipment Company, Inc.	IVC	Hand Sanitizer	6,620.41
P197061	Southland Instruments, Inc.	IVC	Equipment for Biology Lab Courses	6,573.45
P196898	Southwest Offset Printing Company	SC	Printing for Emeritus Summer 2020 Schedule of Classes	6,489.05
P196621	The Myers-Briggs Company	SC	MBTI and Strong Assessments for Counseling Classes	6,368.08
P197121	CDW Government LLC	SOCCCD	Additional RAM to Enhance Nutanix Virtual Environment - FCCC Board Approved 06/25/18	6,141.75
P196857	Fisher Scientific Company, LLC	SC	Equipment for Biology Labs - FCCC Board Approved 06/25/18	6,021.16
P196780 P197152	GOBI Library Solutions Fisher Scientific Company, LLC	IVC IVC	Books for Library  Materials and Supplies for Biology Program - FCCC Board Approved 06/25/18	6,000.00 5,952.78
P197132 P196973	GST	SC	Computer Equipment and Hardware for Student Health Center per Board Resolution 18-28	5,952.76 5,661.94
P197055	Office Depot	SC	Supplies for Architecture & Drafting Classes - FCCC Board Approved 06/26/17	5,604.28
P197154	CPR Savers & First Aid Supply	IVC	Equipment for CPR Classes	5,155.78
P196897	Apple Computer, Inc.	SC	Mac Minis for Campus Desktop Refresh Project	5,141.23
P196937	Fisher Scientific Company, LLC	SC	Instructional Supplies for Chemistry Laboratories - FCCC Board Approved 06/25/18	5,124.91
P196608	Division of the State Architect	SC	Plan Check Fees for Veterans Center Tenant Improvement Project at SC	5,000.00

 56 Purchase Orders \$5,000 and Above
 2,284,842.14

 469 Purchase Orders Under \$5,000
 370,950.72

 Total Purchase Orders
 2,655,792.86



#### **South Orange County Community College District**

EXHIBIT C Page 1 of 1

#### **Check Ratification**

### February 26, 2020 through April 5, 2020

<u>Fund</u>	<u>Checks</u>	<u>Amount</u>
01 General Fund	1,269	7,952,927.66
07 IVC Community Education	4	8,834.48
09 SC Community Education	33	122,643.12
12 Child Development	8	142,089.48
40 Capital Outlay	147	6,374,448.35
68 Self Insurance	7	10,948.03
71 Retiree Benefit	2	498,104.50
95 SC Associated Student Government	41	122,199.16
96 IVC Associated Student Government	32	31,405.39
Total	1.543	15.263.600.17

ITEM: 5.16 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Contracts

**ACTION:** Ratification

#### **BACKGROUND**

On November 19, 2018, the Board of Trustees authorized the Chancellor/designee to approve individual business contracts less than \$200,000, with the following exceptions: contracts involving bid limits, the Chancellor/designee shall be limited to less than \$200,000 for public works projects and \$95,200 for equipment, supplies and maintenance projects.

#### **STATUS**

From February 21, 2020 through March 19, 2020, the Vice Chancellor of Business Services, or appropriate designee, reviewed and approved 128 total contracts following review by legal counsel, when appropriate.

Contract summaries are as follows:

EXHIBIT	# OF CONTRACTS	CONTRACT AMOUNT	TOTAL
А	51	≥\$5,000 to <\$200,000	\$1,618,158.11
В	14	\$ Zero Value	\$0.00
С	2	≥\$15,000 to <\$200,000	\$35,300.00
N/A	61	Under \$5,000	\$84,257.97
TOTAL	128		\$1,737,716.08

#### RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify all of the contracts as listed.

Item Submitted By: Ann-Marie Gabel, Vice Chancellor, Business Services



#### February 21, 2020 through March 19, 2020 Contracts with Values between \$5,000 and \$200,000 Board Date: April 27, 2020

#### **CONTRACTOR NAME**

#### **CONTRACT AMOUNT**

Ad Club Advertising Services	\$170,000.00
Professional Services Agreement (Amend No. 1) – To increase contract	<b>+</b> 11 <b>3,000</b>
value by \$20,000 from current agreement amount of \$150,000 for	
additional advertising of job postings through 6/30/2020.	
District Services	
Westberg + White, Inc.	\$107,000.00
Architectural Services Agreement – To provide consulting services for	
HVAC and Roofing for A200 and PAC Buildings Project from 1/23/2020 to 8/31/2021.	
Irvine Valley College	
LEBA Architects	\$102,520.00
Architectural Services Agreement (Amend No. 5) – To increase contract	
value by \$9,140 from current agreement amount of \$93,380 for	
additional design scope for the Veterans Center Tenant Improvement	
Project through 12/7/2020.	
Saddleback College	
Vital Inspection Services, Inc.	\$97,504.00
DSA Inspection Services Agreement (Amend No. 1) – To increase	
contract value by \$5,280 from current agreement amount of \$92,224 for	
additional services for B200 Physical Sciences, PE100 Locker Rooms	
Remodel, and Access Control & Security Systems and Hardware	
Projects through 8/31/2020.	
Irvine Valley College	
Ninyo & Moore Geotechnical & Environmental Sciences Consultants	\$96,974.00
Geotechnical Testing & Inspection Services Agreement (Amend No. 2) -	
To increase contract value by \$1,644 from current agreement amount of	
\$95,330 for additional geotechnical testing and inspection services for	
Health Center Concession and New Parking Lot Projects through	
1/18/2020.	
District Services	

	•
Pyro-Comm Systems, Inc. Professional Services Agreement (Amend No. 2) – To increase contract value by \$20,000 from current agreement amount of \$60,000 for additional fire alarm inspection services and to extend term by six months through 6/30/2020.  Saddleback College	\$80,000.00
Saudieback College	
Interact Communications, Inc. Independent Contractor Agreement – To provide marketing services to promote career education from 3/16/2020 to 6/30/2020.  Saddleback College	\$70,000.00
D. Woolley & Associates Land Survey Services Agreement (Amend No. 1) – To increase contract value by \$18,188 from current agreement amount of \$49,987 for additional services for District-wide ADA Accessibility Project through 6/1/2021.  District Services	\$68,175.00
Education Vision Institute Professional Services Agreement – To provide international student recruitment services from 2/25/2020 to 2/24/2025. Saddleback College	\$50,000.00
Global Trading and Consulting, Inc.  Professional Services Agreement – To provide international student recruitment services from 3/2/2020 to 3/1/2025.  Saddleback College	\$50,000.00
Grand Visionary LLC Professional Services Agreement – To provide international student recruitment services from 2/25/2020 to 2/24/2025.  Saddleback College	\$50,000.00
LLE Study & Travel USA, Inc.  Professional Services Agreement – To provide international student recruitment services from 3/15/2020 to 3/14/2025.  Saddleback College	\$50,000.00
Vital Link Independent Contractor Agreement (Amend No. 1) – No-cost revision to extend hosting services for the Summer CTE Academy by four months through 10/31/2020.  Saddleback College	\$45,359.24
Economic Modeling LLC dba Emsi Software License Agreement – Renewal of Career Coach guidance software from 3/1/2020 to 2/28/2023.  Irvine Valley College	\$44,550.00

	1 ago o oi
YDraw LLC	\$36,000.00
Independent Contractor Agreement (Amend No. 1) – No-cost four month	
extension to design videos for Human Resources Equal Opportunity	
(EEO) trainings through 4/30/20.	
District Services	
Cultivar Group, Inc.	\$32,500.00
-	φ32,300.00
Independent Contractor Agreement (Amend No. 1) – To increase	
contract value by \$2,500 from current agreement amount of \$30,000 for	
additional customized leadership coaching and to extend term through	
2/29/2020.	
Irvine Valley College	
<u>Vector Solutions</u>	\$30,925.00
Software License Agreement – Subscription license for interactive online	
sexual assault prevention programs to meet Title IX mandates from	
3/1/2020 to 2/28/2022.	
Irvine Valley College and Saddleback College	
Curvature LLC	\$25,740.00
Software License Agreement – Renewal of Compellent data	φ20,7 10.00
·	
management software and support from 3/12/2020 to 3/11/2021.	
Irvine Valley College	
Orange County Visitors Association	\$25,000.00
Independent Contractor Agreement – To provide student outreach	Ψ20,000.00
services through the Orange County Tourism Workforce Initiative from	
1/1/2020 to 12/31/2020.	
Saddleback College	
Chongro Overseas Educational Institute	\$20,000.00
Professional Services Agreement – To provide international student	. ,
recruitment services from 3/16/2020 to 3/15/2025.	
Irvine Valley College	
Envision Study Group	\$20,000.00
Professional Services Agreement – To provide international student	
recruitment services from 3/15/2020 to 3/14/2025.	
Irvine Valley College	
Gangnam Edu	\$20,000.00
	Ψ20,000.00
Professional Services Agreement – To provide international student	
recruitment services from 2/28/2020 to 2/27/2025.	
Irvine Valley College	
Gladiator AB	\$20,000.00
Professional Services Agreement – To provide international student	
recruitment services from 3/18/2020 to 3/17/2025.	
Irvine Valley College	
iivine valley college	

Overseas Educational Corp. (OEC) Professional Services Agreement – To provide international student	\$20,000.00
recruitment services from 3/2/2020 to 3/1/2025.	
Irvine Valley College	
The Solis Group	\$18,612.00
Labor Compliance Services Agreement (Amend No. 1) – To increase	, , 
contract value by \$5,076 from current agreement amount of \$13,536 for	
additional services for B200 Physical Sciences Project and to extend	
term by three months through 6/20/2020.	
Irvine Valley College	
<u>Vital Link</u>	\$18,270.04
Independent Contractor Agreement (Amend No. 1) – No-cost revision to	
extend hosting services for Odyssey Day 2.0 career fair by six months	
through 10/31/2020.	
Saddleback College	
C.E.M. LAB Corp.	\$14,975.00
Geotechnical Testing & Inspection Services Agreement (Amend No. 1) -	
No-cost revision to extend services for B200 Physical Sciences Project	
by four months through 3/15/2020.	
Irvine Valley College	
Industrial Technical Services	\$14,910.00
Field Services Agreement – To provide annual testing and maintenance	
for HVAC variable frequency drives (VFDs) from 7/1/2020 to 6/30/2021.	
Saddleback College	
CDW Government LLC	\$14,750.00
Professional Services Agreement – To provide consulting services of	
network access control for Forescout security monitoring platform from	
1/1/2020 to 6/30/2020.	
Irvine Valley College and Saddleback College	
Infobase Learning	\$14,465.79
Software License Agreement – Renewal of Films on Demand online	
video library from 3/1/2020 to 4/30/2021.	
Saddleback College	
H2 Environmental Consulting Services, Inc.	\$14,000.00
Environmental Services Agreement – To provide hazardous materials	
abatement services for ATAS Building Project from 2/21/2020 to	
2/21/2022.	
District Services	
H2 Environmental Consulting Services, Inc.	\$13,840.00
Environmental Services Agreement – To provide hazardous materials	
survey services for various buildings related to HVAC Roofing Survey	
Project from 2/6/2020 to 8/31/2020.	
Irvine Valley College	

Traffic Management, Inc. Independent Contractor Agreement (Amend No. 1) – To increase	\$13,030.00
contract value by \$3,840 from current agreement amount of \$9,190 for	
rental of light tower for Parking Lot 1B and to extend term by two months through 3/31/2020.	
District Services	
OCLC, Inc.	\$12,461.82
Software License Agreement – Renewal of CONTENTdm archival	<b>,</b> , , , , , , , , , , , , , , , , , ,
subscription for secure storage of Saddleback Library master files from	
4/1/2020 to 3/31/2021.	
Saddleback College	
VFS Fire and Security Services	\$11,055.00
Field Services Agreement – Annual fire alarm inspection services from 3/16/2020 to 6/15/2020.	
Irvine Valley College	
Jaggaer LLC	\$10,875.00
Professional Services Agreement – To provide consulting services for	
contract management system updates from 2/25/2020 to 12/31/2020.	
District Services	
TM Software LLC	\$10,800.00
Professional Services Agreement – To provide support for Tidemark	
budget development software from 1/1/2020 to 12/31/2020.	
District Services	
Point and Click Solutions, Inc.	\$10,455.00
Software License Agreement – Renewal of Point and Click medical	
records software for Student Health Center from 12/15/2019 to	
12/14/2020.	
Saddleback College	
Pillsbury, Winthrop, Shaw, Pittman, LLP	\$10,000.00
Professional Services Agreement – To provide FCC-related legal	
services in support of college radio station from 3/17/2020 to 6/30/2022.	
Saddleback College	
Broadcast Music, Inc.	\$8,953.22
Music Licensing Agreement – License to play copyright music from	
7/1/2019 to 6/30/2020.	
Irvine Valley College and Saddleback College	
Swank Motion Pictures, Inc.	\$8,000.00
Independent Contractor Agreement (Amend No. 1) – To increase	
contract value by \$3,000 from current agreement amount of \$5,000 for	
additional movie licenses and rentals and to extend term by five months	
through 12/19/2020.	
Saddleback College – ASG	

SAMF Software LLC		•
The Solis Group Task Order – To provide labor compliance services for Saddleback College AV Integration/Installation Services Project from 3/17/2020 to 8/31/2020.  District Services  Overseas Education & Culture Center of Korea (OECKO) Professional Services Agreement – To provide international student recruitment services from 3/3/2020 to 3/2/2025.  Irvine Valley College  North State Environmental Independent Contractor Agreement – To provide clarifier and neutralization tank services from 2/15/2020 to 3/15/2020. Irvine Valley College  Amazon.Com Services, Inc. Educational Services Agreement – To receive customized Lean Six Sigma Yellow Belt training through Economic and Workforce Development from 2/25/2020 to 2/26/2020.  Saddleback College  Veteran Electrical Power Systems, Inc. Field Services Agreement – To provide LED strip lights in the IDEA building from 3/4/2020 to 5/4/2020.  District Services  Mary Jane Maquire-Fong Independent Contractor Agreement – To provide best practices and curriculum development consulting services for the new infant toddler program at the Child Development Center from 1/13/2020 to 5/20/2020.  Saddleback College  Montana State University Subgrant Agreement – To provide activities in support of the National Science Foundation (NSF) Optics, Photonics, and Lasers Technical Education Curriculum Development Project (OPAL TEC) from 2/1/2020 to 9/30/2020.  Irvine Valley College  D Rapid Prototyping, Inc. Independent Contractor Agreement – Renewal of annual maintenance and software update for 3D printer from 3/1/2020 to 2/28/2021.	Software License Agreement – Renewal of JAMF Pro Casper Suite imaging and mobile device management software from 4/8/2020 to	\$7,984.00
Task Order – To provide labor compliance services for Saddleback College AV Integration/Installation Services Project from 3/17/2020 to 8/31/2020.  District Services  Overseas Education & Culture Center of Korea (OECKO) Professional Services Agreement – To provide international student recruitment services from 3/3/2020 to 3/2/2025.  Irvine Valley College  North State Environmental Independent Contractor Agreement – To provide clarifier and neutralization tank services from 2/15/2020 to 3/15/2020. Irvine Valley College  Amazon.Com Services. Inc. Educational Services Agreement – To receive customized Lean Six Sigma Yellow Belt training through Economic and Workforce Development from 2/25/2020 to 2/26/2020.  Saddleback College  Veteran Electrical Power Systems. Inc. Field Services Agreement – To provide LED strip lights in the IDEA building from 3/4/2020 to 5/4/2020.  District Services  Mary Jane Maguire-Fong Independent Contractor Agreement – To provide best practices and curriculum development consulting services for the new infant toddler program at the Child Development Center from 1/13/2020 to 5/20/2020.  Saddleback College  Montana State University Subgrant Agreement – To provide activities in support of the National Science Foundation (NSF) Optics, Photonics, and Lasers Technical Education Curriculum Development Project (OPAL TEC) from 2/1/2020 to 9/30/2020.  Irvine Valley College  3D Rapid Prototyping, Inc. Independent Contractor Agreement – Renewal of annual maintenance and software update for 3D printer from 3/1/2020 to 2/28/2021.		
College AV Integration/Installation Services Project from 3/17/2020 to 8/31/2020.  District Services  Overseas Education & Culture Center of Korea (OECKO) Professional Services Agreement — To provide international student recruitment services from 3/3/2020 to 3/2/2025.  Irvine Valley College  North State Environmental Independent Contractor Agreement — To provide clarifier and neutralization tank services from 2/15/2020 to 3/15/2020. Irvine Valley College  Amazon.Com Services, Inc. Educational Services Agreement — To receive customized Lean Six Sigma Yellow Belt training through Economic and Workforce Development from 2/25/2020 to 2/26/2020.  Saddleback College  Veteran Electrical Power Systems, Inc. Field Services Agreement — To provide LED strip lights in the IDEA building from 3/4/2020 to 5/4/2020.  District Services  Mary Jane Maguire-Fong Independent Contractor Agreement — To provide best practices and curriculum development consulting services for the new infant toddler program at the Child Development Center from 1/13/2020 to 5/20/2020.  Saddleback College  Montana State University Subgrant Agreement — To provide activities in support of the National Science Foundation (NSF) Optics, Photonics, and Lasers Technical Education Curriculum Development Project (OPAL TEC) from 2/1/2020 to 9/30/2020.  Irvine Valley College  3D Rapid Prototyping, Inc. Independent Contractor Agreement — Renewal of annual maintenance and software update for 3D printer from 3/1/2020 to 2/28/2021.	The Solis Group	\$7,980.00
State   Services   S	College AV Integration/Installation Services Project from 3/17/2020 to	
Professional Services Agreement – To provide international student recruitment services from 3/3/2020 to 3/2/2025.    Irvine Valley College	District Services	
Independent Contractor Agreement – To provide clarifier and neutralization tank services from 2/15/2020 to 3/15/2020.  Irvine Valley College  Amazon.Com Services, Inc.  Educational Services Agreement – To receive customized Lean Six Sigma Yellow Belt training through Economic and Workforce Development from 2/25/2020 to 2/26/2020.  Saddleback College  Veteran Electrical Power Systems, Inc. Field Services Agreement – To provide LED strip lights in the IDEA building from 3/4/2020 to 5/4/2020.  District Services  Mary Jane Maquire-Fong Independent Contractor Agreement – To provide best practices and curriculum development consulting services for the new infant toddler program at the Child Development Center from 1/13/2020 to 5/20/2020.  Saddleback College  Montana State University Subgrant Agreement – To provide activities in support of the National Science Foundation (NSF) Optics, Photonics, and Lasers Technical Education Curriculum Development Project (OPAL TEC) from 2/1/2020 to 9/30/2020.  Irvine Valley College  3D Rapid Prototyping, Inc. Independent Contractor Agreement – Renewal of annual maintenance and software update for 3D printer from 3/1/2020 to 2/28/2021.	Professional Services Agreement – To provide international student recruitment services from 3/3/2020 to 3/2/2025.	\$7,000.00
Amazon.Com Services, Inc.  Educational Services Agreement – To receive customized Lean Six Sigma Yellow Belt training through Economic and Workforce Development from 2/25/2020 to 2/26/2020.  Saddleback College  Veteran Electrical Power Systems, Inc. Field Services Agreement – To provide LED strip lights in the IDEA building from 3/4/2020 to 5/4/2020.  District Services  Mary Jane Maguire-Fong Independent Contractor Agreement – To provide best practices and curriculum development consulting services for the new infant toddler program at the Child Development Center from 1/13/2020 to 5/20/2020.  Saddleback College  Montana State University Subgrant Agreement – To provide activities in support of the National Science Foundation (NSF) Optics, Photonics, and Lasers Technical Education Curriculum Development Project (OPAL TEC) from 2/1/2020 to 9/30/2020.  Irvine Valley College  3D Rapid Prototyping, Inc. Independent Contractor Agreement – Renewal of annual maintenance and software update for 3D printer from 3/1/2020 to 2/28/2021.	Independent Contractor Agreement – To provide clarifier and neutralization tank services from 2/15/2020 to 3/15/2020.	\$6,647.00
Educational Services Agreement – To receive customized Lean Six Sigma Yellow Belt training through Economic and Workforce Development from 2/25/2020 to 2/26/2020.  Saddleback College  Veteran Electrical Power Systems, Inc. Field Services Agreement – To provide LED strip lights in the IDEA building from 3/4/2020 to 5/4/2020.  District Services  Mary Jane Maguire-Fong Independent Contractor Agreement – To provide best practices and curriculum development consulting services for the new infant toddler program at the Child Development Center from 1/13/2020 to 5/20/2020.  Saddleback College  Montana State University Subgrant Agreement – To provide activities in support of the National Science Foundation (NSF) Optics, Photonics, and Lasers Technical Education Curriculum Development Project (OPAL TEC) from 2/1/2020 to 9/30/2020.  Irvine Valley College  3D Rapid Prototyping, Inc. Independent Contractor Agreement – Renewal of annual maintenance and software update for 3D printer from 3/1/2020 to 2/28/2021.		ФС 550 00
Veteran Electrical Power Systems, Inc.   \$6,500.00     Field Services Agreement – To provide LED strip lights in the IDEA     building from 3/4/2020 to 5/4/2020.   District Services	Educational Services Agreement – To receive customized Lean Six Sigma Yellow Belt training through Economic and Workforce	
Veteran Electrical Power Systems, Inc.   Field Services Agreement – To provide LED strip lights in the IDEA   building from 3/4/2020 to 5/4/2020.   District Services	·	
Mary Jane Maguire-Fong Independent Contractor Agreement – To provide best practices and curriculum development consulting services for the new infant toddler program at the Child Development Center from 1/13/2020 to 5/20/2020.  Saddleback College  Montana State University Subgrant Agreement – To provide activities in support of the National Science Foundation (NSF) Optics, Photonics, and Lasers Technical Education Curriculum Development Project (OPAL TEC) from 2/1/2020 to 9/30/2020.  Irvine Valley College  3D Rapid Prototyping, Inc. Independent Contractor Agreement – Renewal of annual maintenance and software update for 3D printer from 3/1/2020 to 2/28/2021.	Field Services Agreement – To provide LED strip lights in the IDEA	\$6,500.00
Independent Contractor Agreement – To provide best practices and curriculum development consulting services for the new infant toddler program at the Child Development Center from 1/13/2020 to 5/20/2020.  Saddleback College  Montana State University Subgrant Agreement – To provide activities in support of the National Science Foundation (NSF) Optics, Photonics, and Lasers Technical Education Curriculum Development Project (OPAL TEC) from 2/1/2020 to 9/30/2020.  Irvine Valley College  3D Rapid Prototyping, Inc. Independent Contractor Agreement – Renewal of annual maintenance and software update for 3D printer from 3/1/2020 to 2/28/2021.		
Subgrant Agreement – To provide activities in support of the National Science Foundation (NSF) Optics, Photonics, and Lasers Technical Education Curriculum Development Project (OPAL TEC) from 2/1/2020 to 9/30/2020.  Irvine Valley College  3D Rapid Prototyping, Inc. Independent Contractor Agreement – Renewal of annual maintenance and software update for 3D printer from 3/1/2020 to 2/28/2021.	Independent Contractor Agreement – To provide best practices and curriculum development consulting services for the new infant toddler program at the Child Development Center from 1/13/2020 to 5/20/2020.	\$6,450.00
Independent Contractor Agreement – Renewal of annual maintenance and software update for 3D printer from 3/1/2020 to 2/28/2021.	Subgrant Agreement – To provide activities in support of the National Science Foundation (NSF) Optics, Photonics, and Lasers Technical Education Curriculum Development Project (OPAL TEC) from 2/1/2020 to 9/30/2020.	\$6,200.00
	Independent Contractor Agreement – Renewal of annual maintenance and software update for 3D printer from 3/1/2020 to 2/28/2021.	\$5,750.00

VFS Fire & Security Services	\$5,395.00
Independent Contractor Agreement – Annual fire alarm inspection	
services from 3/25/2020 to 7/25/2020.	
Saddleback College	



#### February 21, 2020 through March 19, 2020 Contracts with Value of \$0 Board Date: April 27, 2020

#### **CONTRACTOR NAME**

#### **CONTRACT AMOUNT**

Biola University	\$0.00
Clinical Affiliation Agreement – For external students to train with the	
Student Health Center from 8/19/2019 to 8/19/2022.	
Saddleback College	
California Community Colleges Chancellor's Office	\$0.00
Professional Services Agreement – To participate in the Chancellor's Office	
Tax Offset Program(COTOP) from 10/1/2019 to 12/31/2020.	
Irvine Valley College and Saddleback College	
California State University Dominguez Hills	\$0.00
Clinical Affiliation Agreement – For external students to train with the	
Student Health Center from 2/22/2020 to 2/22/2025.	
Saddleback College	
Capistrano Beach Care Center	\$0.00
Clinical Affiliation Agreement – To provide clinical site for students enrolled	
in Certified Nursing Assistant program from 2/26/2020 to 2/25/2022.	
Saddleback College	
City of Lake Forest	\$0.00
Facility Use Agreement – Location use of Civic Center, Sports Park, and	
The Clubhouse for Emeritus classes and events from 8/19/2019 to	
8/18/2022.	
Irvine Valley College	
City of Lake Forest	\$0.00
Facility Use Agreement – Location use of Civic Center and Sports Park for	
Emeritus classes and events from 8/19/2019 to 8/18/2022.	
Saddleback College	
Covenant Hills Treatment Center	\$0.00
Clinical Affiliation Agreement – To provide clinical site for students enrolled	
in Human Services program from 3/4/2020 to 3/3/2022.	
Saddleback College	
Medhero Advanced Urgent Care	\$0.00
Clinical Affiliation Agreement – To provide clinical site for students enrolled	
in Medical Assisting program from 3/4/2020 to 3/3/2022.	
Saddleback College	

Mission Family Practice	\$0.00
Clinical Affiliation Agreement – To provide clinical site for students enrolled	
in Medical Assisting program from 3/15/2020 to 3/14/2022.	
Saddleback College	
Orange County Development Board	\$0.00
Memorandum of Understanding – To establish an agreement concerning	
the operations of the Orange County America's Job Center of California	
(AJCC) in support of the Workforce Innovation and Opportunity Act (WIOA) from 7/1/2020 to 6/30/2023.	
Saddleback College	
Redlands Community Hospital	\$0.00
Clinical Affiliation Agreement – To provide clinical site for students enrolled	
in Health Information Technology program from 1/13/2020 to 1/12/2025.	
Saddleback College	
Riverside Community Hospital	\$0.00
Clinical Affiliation Agreement – To provide clinical site for students enrolled	
in Medical Laboratory Technician and Phlebotomy programs from	
12/17/2019 to 12/16/2021.	
Saddleback College	
<u>SparkPost</u>	\$0.00
Software License Agreement – License to access functionaity in Workday	
for getting analytical information for emails from campaigns from 3/24/2020	
to 3/23/2025.	
District Services	
Stanbridge University	\$0.00
Student Field Work Agreement – For external students to train with the	
Adapted Kinesiology Department from 1/1/2020 to 1/1/2025.	
Saddleback College	



#### February 21, 2020 through March 19, 2020

## Contracts awarded through the California Uniform Public Construction Cost Accounting Act (CUPCCAA) with values between \$15,000 and \$200,000

Board Date: April 27, 2020

Contractor Name / Description of Contract	Change Order # and Amount	Total Contract Amount	# of Contractors Solicited	# of Bids Received	Rationale for Award
A.J. Fistes Corporation Field Services Agreement: To paint the interior of the SCI building.  Saddleback College	N/A	\$19,900.00	355	13	Contract awarded to lowest responsive, responsible bidder.
Dabco, Inc. Field Services Agreement: To repair sewer pipe in PE 206. Saddleback College	N/A	\$15,400.00	5	2	Contract awarded to lowest responsive, responsible bidder.

ITEM: 6.1 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: District-wide Strategic Plan 2020-2025

**ACTION:** Approval

#### **BACKGROUND**

SOCCCD has a strong legacy of making an indelible impact on the lives of students, employees, and the local economy, as such we engaged expert consultants when approaching the process of creating SOCCCD's strategic plan to chart our priorities for the next several years. MIG, a consulting firm, focused on community visioning, strategic planning, landscape architecture, and urban planning and design to engage the community in a collaborative process to build inclusive plans. The District Director of Research, Planning, and Data Management, and co-chair of our District-wide Planning Council, co-facilitated with MIG the development of the district's strategic plan and colleges' education master plan.

Starting at the end of 2018 and throughout 2019, the District-wide Strategic Plan 2020-2025 was developed through a collaborative process, involving surveys, focus groups, and participatory governance. Developing our strategic plan brought together valued stakeholders from Irvine Valley College, Saddleback College, ATEP, and District Services.

SOCCCD began local goal setting at the annual Board of Trustee's Self-Evaluation workshop on September 29, 2018 where the trustees reviewed the Vision for Success and aligned their annual board goals to the system-wide goals. The district and colleges began work on developing the new strategic plan in November 2019. Between January and April 2019, MIG developed an Environmental Scan to lay the groundwork for the planning process. The Environmental Scan included a review of existing plans, the CCCCO Vision for Success goals, data sets on local, state-wide, and national trends and a great deal of input from all college constituency groups, including students, and the local community. The data collection and analysis in the Environmental Scan created the framework for the development of the four primary district-wide goals and supporting objectives.

#### **STATUS**

Finalizing the strategic plan means that we were able to balance all of the elements that have been essential to making the District and colleges exceptional while

Item Submitted by: Kathleen F. Burke, Chancellor

anticipating changes to programs and practices that the future will demand to sustain a certain level of excellence and achieve even greater heights.

In the District-wide Strategic Plan 2020-2025, we commit our energies to goals that define the District's areas of strength and to initiatives created by faculty, staff, and students in areas ripe for expansion and in newly created avenues that fit squarely within our mission and values. These innovations will ensure that the South Orange County Community College District continues to thrive. We take pride in our focused energy to plan and prepare to achieve something substantial. We are under no illusions that our efforts will be without challenge; thus, our planning document is a flexible one, allowing us to be responsive to those challenges while still adhering to the plan's goals.

#### **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees approve the District-wide Strategic Plan (Exhibit A) and the Environmental Scan Report (Exhibit B).



#### **ACKNOWLEDGMENTS**

#### **Board of Trustees**

T.J. Prendergast III, President, Trustee Area 2 Timothy Jemal, Vice President, Trustee Area 7 James R. Wright, Clerk, Trustee Area 6 Barbara J. Jay, Member, Trustee Area 3 David B. Lang, Member, Trustee Area 1 Marcia Milchiker, Member, Trustee Area 5 Terri Whitt Rydell, Member, Trustee Area 4 Martha Uriarte, Student Trustee

#### District-wide Planning Council (DWPC) and District-wide Integrated Planning Committee (DWIPC) Members

**District Services** 

Kathleen Burke, Chancellor, Chair

Denice Inciong\*, Co-Chair, District Director of Research, Planning and Data Management

Robert Bramucci, Vice Chancellor, Technology and Learning Services

Ann-Marie Gabel, Vice Chancellor, Business Services

Kim Widdes, Acting Vice Chancellor, Human Resources

Medhanie Ephrem\*, Classified Management Representative

Nicole Ortega\*, Classified Senate Representative

Letitia Clark, District Director, Public Affairs and Government Relations

Grace Garcia, District Director, Office of the Chancellor & Board Operations

Mayra Arias\*, Senior Administrative Assistant

Saddleback College	Irvine Valley College

Elliot Stern, President

Tram Vo-Kumamoto, Vice-President for Instruction Christopher McDonald, Vice-President for

Juan Avalos, Vice-President for Student Services

Cory Wathen, Vice-President of Administrative Services Davit Khachatryan, Vice-President for

Blake Stephens, Academic Senate President

Morgan Barrows\*, Faculty Representative

Claire Cesareo\*, Faculty Representative

Craig Connor\*, Classified Senate Representative

John Jaramillo\*, Dean Representative

Jennifer Klein\*, Director of Planning, Research, and

Accreditation

Suzette Quinlan\*, Student Representative

Cindy Vyskocil, Acting President

Instruction

Linda Fontanilla, Vice-President for Student

Services

Administrative Services

June McLaughlin\*, Academic Senate President

Cheryl Bailey\*, Faculty Representative Robert Melendez\*, Faculty Representative

Maria Nunez, Classified Senate Representative

Amy Hunter, Classified Senate Representative

Traci Fahimi\*, Dean Representative

Loris Fagioli\*, Director of Research, Planning,

and Accreditation

Feras Khatib\*, Student Representative

<sup>\*</sup> Asterisks indicate members who belong to both the DWPC and DWIPC

#### LETTER FROM THE CHANCELLOR

The South Orange County Community College District (SOCCCD) has over 50 years of history in the community with significant institutional accomplishments, transformational leadership, and monumental initiatives. Some might say we are in the *life-changing* business.

Since SOCCCD is a District with a strong legacy of making an indelible impact on the lives of students, employees, and the local economy, one can only imagine the challenge of charting a course for the next several years. Therefore, we engaged expert consultants when approaching the process of creating SOCCCD's strategic plan. MIG, a consulting firm, focuses on community visioning, strategic planning, landscape architecture, and urban planning and design. They were selected through a competitive process to engage the community in a collaborative process to build inclusive plans.

With the help of MIG, our most valued stakeholders were brought together. Through a year-long collaborative process, involving focus groups and participatory governance, we developed the *District-wide Strategic Plan 2020-2025* to guide the future goals for and development of Irvine Valley College, Saddleback College, ATEP, and District Services. Finalizing this strategic plan means that we were able to balance all of the elements that have been essential to making the District and colleges exceptional while anticipating changes to programs and practices that the future will demand to sustain a certain level of excellence and achieve even greater heights.

As a District, we are dedicated to the education of the next generation of leaders. We, the Board of Trustees, faculty, staff, students, alumni, and friends, initiated a new strategic plan with a clear focus on innovation, adapting to economic changes, and responding to the demands of higher education in the 21<sup>st</sup> Century.

The District-wide Strategic Plan 2020-2025 reaffirms that the South Orange County Community College District is a place dedicated to cultivating and promoting career education, providing rigorous general education preparation for transfer to a four-year university, and engaging the adult population in lifelong learning to ensure a vibrant and active community. This vision requires that we provide a distinctive educational experience, as we embrace technological evolution. In pursuit of our ambitious strategic goals, our community of scholars of all ages will have a profound impact on our community – locally, nationally, and globally. We are under no illusions that our efforts will be without challenge; thus, our planning document is a flexible one, allowing us to be responsive to those challenges while still adhering to the plan's goals.

As we work towards the next 50 years in service to our students, we do so with the intention of building a stronger, more profound community, one prepared for the dynamic character of the higher education landscape in the next century. We approach this work, knowing that our success depends upon gathering existing and new partners alike who wish to imagine our future.

This plan presents the pathway forward for the next five years. We thank you for helping to develop the plan, for reading the plan, and for your commitment to achieving each goal.

Thank you,

Kathleen F. Burke, Ed.D.

Chancellor

#### **TABLE OF CONTENTS**

I. Introduction	1
About SOCCCD	3
District Organization	5
SOCCCD Mission and Vision	6
The District-wide Strategic Plan 2020-2025	6
Related District-wide and College Plans and Processes	7
Plan Development Process	10
II. Environmental Scan – External and Internal Data Gathering	13
Community and Regional Context	15
South Orange County Community College District Demographics and Trends	18
Relation to State Initiatives	23
III. District-wide Planning Council and Strategic Plan Goals Identification	25
Table 1: District-wide Goal Development - Comparative Matrix	28
IV. District-wide Goals and Objectives	33
Goal 1: Ensure Student Equity in Access and Achievement	36
Goal 2: Transform Lives Through Learning and Achievements	37
Goal 3: Engage with the Community Through Athletic and Cultural Events, Enrichment Progr in Creating Economic Prosperity	-
Goal 4: Optimize Our Institutional Design and Structure with a Student-Centered Focus	39
V. Conclusion	41
APPENDIX A	44
Planning Terms	44
APPENDIX B	46
SOCCCD BOARD OF TRUSTEES' GOALS 2018-19	46
APPENDIX C	47
Indicators - Data and Methodology Notes	47



## INTRODUCTION

#### I. INTRODUCTION

In the fall of 2018, SOCCCD embarked on obtaining a consultancy to assess the external and internal environment of SOCCCD and create the next district-wide strategic plan (the current plan timeframe is 2014-2020) and college education master plans. The identification of both current and potential future programs of instruction and support services (including the expansion of existing programs, and distribution of courses, programs, and services among the District's two colleges), and the development of a distinct identity and direction for each institution. SOCCCD's district-wide and college planning processes and established collegial governance and decision-making processes were important factors in the selection of the consultancy chosen to develop these foundational master plans, that also support the direction and development of other essential planning documents such as the facilities and technology master plans. MIG consultancy was chosen to support the development of the education master and strategic plans (EMSP).

#### **ABOUT SOCCCD**

SOCCCD covers 382 square miles, serving nearly one million residents across 26 communities in the southern portion of Orange County (Map 1).¹ The District covers the largest square mile area of four community college districts in Orange County. Established in 1967, SOCCCD is a multi-campus district comprised of Saddleback College and Irvine Valley College. Originally a satellite campus to Saddleback, Irvine Valley became an independent institution in 1985. In 2007, the District opened the Advanced Technology & Education Park (ATEP) in the City of Tustin, which provides opportunities to study advanced technology and complete career, technical and workforce development training programs for high demand industries.

SOCCCD aims to promote access, success, and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. Saddleback and Irvine Valley are fully accredited and aim to provide an educational foundation to a diverse local and regional community. The colleges offer programs with transfer opportunities to four-year colleges and universities, associate degrees, certificate awards, employment, and occupational skills training and community and basic skills education. Both colleges use Guided Pathways models to foster student learning and expand student success, promote equitable program access and outcomes, and provide connections for students to the regional economy.

#### SERVICE AREA

The SOCCCD Service Area comprises cities and unincorporated communities across southern Orange County, including Aliso Viejo, Dana Point/Capistrano Beach, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Lake Forest (includes Foothill Ranch), Mission Viejo, parts of Newport Beach, Rancho Santa Margarita, San Clemente, San Juan Capistrano, Tustin and parts of Santa Ana; and the unincorporated communities of Coto de Caza, Emerald Bay, Ladera Ranch, Las Flores, North Tustin, Trabuco Canyon and Trabuco Highlands (Map 1).

<sup>&</sup>lt;sup>1</sup> South Orange County Community College District, About the District, accessed May 2019, www.socccd.edu/about/about.html

There are three other community college districts in Orange County, served by seven community colleges. An additional 17 community colleges are located within a 50-mile radius of SOCCCD.<sup>2</sup>

MAP 1: SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT



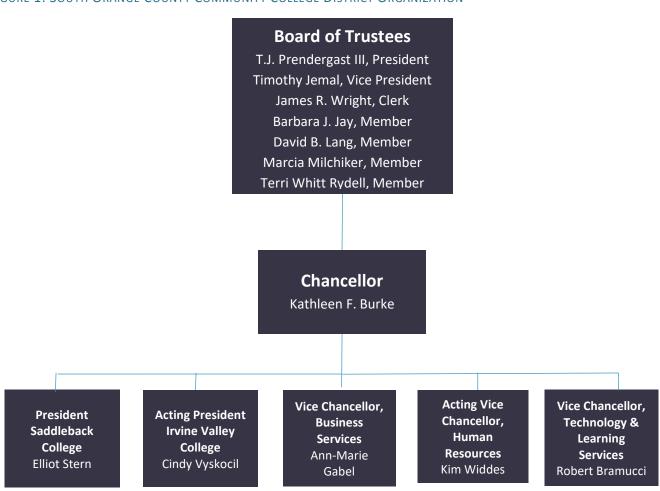
Source: US Census

 $<sup>^2\</sup> California\ Community\ Colleges\ Chancellor's\ Office,\ Find\ a\ College\ Near\ You,\ accessed\ May\ 2019,\ http://www.cccco.edu/Students/Find-a-College/Find-a-College-Near-You$ 

#### **DISTRICT ORGANIZATION**

The District is governed by a seven-member elected Board of Trustees by voters in south Orange County. A student trustee is elected by the students of Saddleback College and Irvine Valley College and serves a one-year advisory term of office. The Chancellor is the chief executive officer of the district.

FIGURE 1: SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ORGANIZATION



Source: www.socccd.edu

#### SOCCCD MISSION AND VISION

#### **MISSION**

We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds, and abilities. The District promotes access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. The SOCCCD contributes to the economic vitality of the region.

#### VISION

To be an educational leader in a changing world.

#### CORE VALUES/GUIDING PRINCIPLES

We invest in our students' success, employees, facilities, and community, with wise use of our resources.

#### THE DISTRICT-WIDE STRATEGIC PLAN 2020-2025

The South Orange County Community College District (SOCCCD) District-wide Strategic Plan 2020-2025 articulates overarching institutional goals, desired outcomes, measurable objectives and targets that are the foundation for all other plans at the district and college level. Together these district-wide goals and objectives constitute an overall strategic plan framework for the District and its two community colleges. Specifically, faculty and staff at Irvine Valley College, Saddleback College, and District Services will use this framework as a guide to identify strategies and action at their institutional level to help achieve these district-wide goals and objectives.

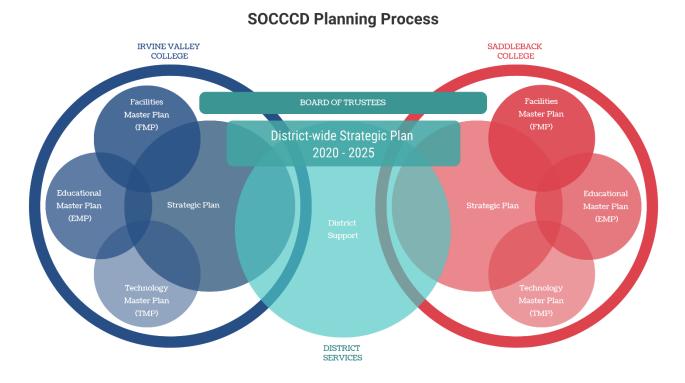
The District-wide Strategic Plan is designed to work in conjunction with other SOCCCD planning documents, including the Saddleback College Education Master Plan and Irvine Valley College Education Master Plan. Together, the SOCCCD Strategic Plan and Saddleback College and Irvine Valley College Education Master Plans will comprise the overall SOCCCD Education Master and Strategic Plans (EMSP).

#### RELATED DISTRICT-WIDE AND COLLEGE PLANS AND PROCESSES

#### SOCCCD EDUCATION MASTER AND STRATEGIC PLANS (EMSP)

The SOCCCD District-wide Strategic Plan was developed concurrently with the Education Master Plans of both Irvine Valley College and Saddleback College. Together, these three inter-related plans comprise the Education Master and Strategic Plan (EMSP) for the District. Community input collected at both colleges was applied to develop all three EMSP planning documents. The role of the District-wide Strategic Plan (DWSP) within the EMSP is to provide an overarching framework of goals and objectives for the Education Master Plans of the two colleges. In turn, the EMSP will form the foundation for a new Facilities Master Plan and a Technology Master Plan to be developed for each of the two colleges, as well as other planning documents and processes (see Figure 2).

FIGURE 2: RELATION BETWEEN DISTRICT-WIDE EMSP AND COLLEGE EMSP



A common set of planning terminology was referenced when developing the SOCCCD District-wide Strategic Plan and the college education master plans. A full list of planning terminology is included in Appendix A.

PLANNING TERMINOLOGY DEFINED

An Education Master and Strategic Plans (EMSP) are a series of long and short-range comprehensive planning documents that define overarching goals and objectives the district and colleges will pursue to carry out their mission and achieve their envisioned future. The current EMSP initiative will result in three distinct but wholly aligned planning documents: the

SOCCCD District-wide Strategic Plan, the Irvine Valley College Education Master Plan, and the Saddleback College Education Master Plan.

- An Environmental Scan is an assessment of current conditions and trends, including community and student demographics, economics, social conditions and other factors that are likely to impact the future of the district/college.
- The Mission explains why the district/college exists. The Mission describes the overall purpose of the district/college.
- The Vision is an aspirational statement describing the district/college ideal future state. The vision statement describes what success will look and feel like.
- Values are the core principles by which the colleges and the district will carry out their mission. They define the basic attributes and beliefs that shape and guide district/college decisionmaking and provide ways of choosing among competing priorities.
- Goals are broad statements of direction that define what the district/college is trying to achieve.
- Objectives are detailed methods for attaining the goals. They should be specific, measurable, achievable, realistic, and time-based.
- **Action Steps** are detail actions for making progress towards accomplishing the objectives.

#### IRVINE VALLEY COLLEGE AND SADDLEBACK COLLEGE EDUCATION MASTER PLANS (EMP)

As part of an integrated, district-wide planning process, the two colleges worked together with the District to develop Education Master Plans that provide guidelines for programmatic decision-making based on regional and student data. These two Education Master Plans articulate the most important priorities of each college and how those priorities will be addressed over the coming decade. Each EMP does this by identifying the educational needs of its students and the greater community they serve and aligning their efforts to target these needs. In this way, the two Education Master Plans provide Irvine Valley College and Saddleback College blueprints for their future development. As both colleges serve the same District community their respective plans complement and reinforce each other while reflecting the respective strengths and unique qualities of each.

#### IRVINE VALLEY COLLEGE AND SADDLEBACK COLLEGE STRATEGIC PLANS

In addition to the Saddleback College and Irvine Valley Education Master Plans, the colleges are developing college-level strategic plans that respond to their respective vision, mission, and values. The goals and objectives of these two college-level strategic plans are aligned with the goals of the DWSP, but each of the colleges and district services retains the flexibility to identify the strategies and actions they determine are needed to best support the priorities of the college and district. Annually, the colleges will review these strategies/actions, evaluate the progress that has been made over the past year, and adjust as needed.

#### FACILITIES MASTER PLANS (FMP)

Drawing upon quantitative and qualitative data collected for the District-wide Strategic Plan and the Education Master Plans for both colleges, new Facilities Master Plans (FMP) will also be developed for the campus. The FMPs will provide an inventory and an assessment of all campus facilities, determine space requirements based on educational program needs, identify facility and infrastructure opportunities, and offer a vision and plan for the future development of each campus.

#### TECHNOLOGY MASTER PLANS (TMP)

Following the completion of the EMSP, a new Technology Master Plan (TMP) will be developed at each college. Each TMP ensures the colleges maintain currency and sufficiency with their evolving technological requirements and aligns with educational priorities. The TMP will be designed to improve technology decision-making processes and identify resources to support ongoing technology systems, infrastructure, and security needs.

#### PLAN DEVELOPMENT PROCESS

## DISTRICT-WIDE PLANNING COUNCIL (DWPC) AND DISTRICT-WIDE INTEGRATED PLANNING COMMITTEE (DWIPC)

The MIG project team met regularly with the SOCCCD District-wide Planning Council (DWPC) and District-wide Integrated Planning Committee (DWIPC), a sub-committee of the DWPC to communicate and coordinate all the development of the district-wide strategic plan. The DWPC and DWIPC represented the SOCCCD community throughout the project and provided guidance and oversight by participating in strategy sessions, providing input, reviewing findings and actively participating in the development of the Strategic Plan. In this way, members of the DWPC and DWIPC, representing both Irvine Valley College and Saddleback College as well as District Services, played a central role in the development of the District-wide Strategic Plan and the two Education Master Plans which together constitute the overall EMSP. This ensured that all three plans emerged from a district-wide collaborative planning process that reflected the views and perspectives of all three institutions.

### District-wide Planning Council (DWPC) and District-wide Integrated Planning Committee (DWIPC) Members District Services

Kathleen Burke, Chancellor, Chair

Denice Inciong\*, Co-Chair, District Director of Research, Planning and Data Management

Robert Bramucci, Vice Chancellor, Technology and Learning Services

Ann-Marie Gabel, Vice Chancellor, Business Services

Kim Widdes, Acting Vice Chancellor, Human Resources

Medhanie Ephrem\*, Classified Management Representative

Nicole Ortega\*, Classified Senate Representative

Letitia Clark, District Director, Public Affairs and Government Relations

Grace Garcia, District Director, Chancellor

Mayra Arias\*, Senior Administrative Assistant

#### Saddleback College

Elliot Stern, President

Tram Vo-Kumamoto, Vice-President for Instruction
Juan Avalos, Vice-President for Student Services

Cory Wathen, Vice-President of Administrative Services

Blake Stephens, Academic Senate President

Morgan Barrows\*, Faculty Representative

Claire Cesareo\*, Faculty Representative

Craig Connor\*, Classified Senate Representative

John Jaramillo\*, Dean Representative

Jennifer Klein\*, Director of Planning, Research, and Accreditation

Suzette Quinlan\*, Student Representative

#### Irvine Valley College

Cindy Vyskocil, Acting President

Christopher McDonald, Vice-President for Instruction

Linda Fontanilla, Vice-President for Student Services

Davit Khachatryan, Vice-President for Administrative Services

June McLaughlin\*, Academic Senate President

Cheryl Bailey\*, Faculty Representative

Robert Melendez\*, Faculty Representative

Maria Nunez, Classified Senate Representative

Amy Hunter, Classified Senate Representative

Traci Fahimi\*, Dean Representative

Loris Fagioli\*, Director of Research, Planning, and

Accreditation

Feras Khatib\*, Student Representative

<sup>\*</sup> Asterisks indicate members who belong to both the DWPC and DWIPC

The planning process was divided into three phases and is illustrated in Figure 3. The first phase identified trends, issues and community preferences and synthesized these findings into an Environmental Scan report. This analysis identified educational needs and priorities as well as the future educational opportunities for the District and both Saddleback and Irvine Valley colleges. Key themes identified in Phase I were summarized and presented to SOCCCD leadership and community members in Phase II for further consideration.

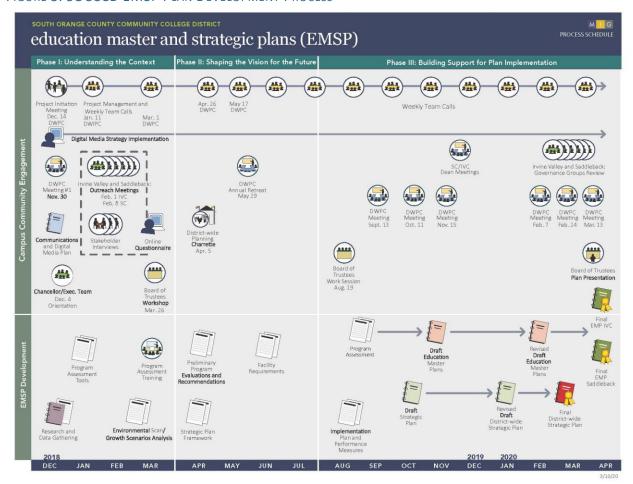


FIGURE 3. SOCCCD EMSP PLAN DEVELOPMENT PROCESS

Phase II defined a clear path forward for the District based on a shared understanding of where the District was and where it wanted to be in the future. The District-wide Planning Council (DWPC) and the project team utilized findings from Phase I and the District-wide Planning Charrette to identify goals and objectives that will shape the future direction of the District and two colleges. These goals and objectives constitute a framework that was further refined in a series of internal DWPC and DWIPC discussions. During this same period, divisional and program assessment and growth projections data were developed to assist in the drafting of descriptive and analytical overviews of each academic school in Irvine Valley College and academic division at Saddleback College as well as student services at both colleges. These will form the core content for the Education Master Plans of both colleges but were developed as part of the overall EMSP planning process that shaped this District-wide Strategic Plan.

Phase III built support for the plan through a careful, inclusive review of the draft plans. The draft versions of the Strategic Plan and college Education Master Plans were reviewed by staff, the DWPC, and DWIPC, the community, and Board of Trustees.

#### PLANNING PROCESS STAKEHOLDERS AND COMMUNITY

The strategic plan is informed by the SOCCCD community input solicited through a variety of public engagement activities. The project team initiated public engagement with the development of a communications plan to ensure that all stakeholders were reached, including staff, faculty, administrators, students, and community members. Phase I included two days of workshops on the campuses of Saddleback College and Irvine Valley College, an online questionnaire for all SOCCCD stakeholders, and a questionnaire for instructional program faculty chairs and services area managers.

#### SOCCCD BOARD OF TRUSTEES

At two key milestones, the project team met with the Board of Trustees to share findings from the EMSP planning process. In phase I of the project, at a planning study session, the trustees shared their key issues and priorities of the Board as outlined in the 2018-2019 Board of Trustees Goals, see Appendix B. The board goals helped to frame the development of priorities in the district. In phase II of the project, the environmental scan data, and the developing District-wide goals were shared with the Board. The Board of Trustees engaged in a discussion on the goals that shaped the final goals and objectives developed by the District-wide Planning Council (DWPC).



## ENVIRONMENTAL SCAN

EXTERNAL AND INTERNAL DATA
GATHERING

#### II. ENVIRONMENTAL SCAN – EXTERNAL AND INTERNAL DATA GATHERING

#### **ENVIRONMENTAL SCAN HIGHLIGHTS**

The consultant team developed an Environmental Scan as part of the planning process for the Strategic Plan. This Scan provides a report on the internal and external current conditions related to population and demographics, business growth, student enrollment, success factors, and competitive educational providers. Data analysis was incorporated through the Environmental Scan existing conditions report and in the development of goals and objectives for long-term planning.

An Environmental Scan collected background information about South Orange County Community College District, statewide and broader community college trends, and qualitative and quantitative data to report on the internal and external conditions which play a role in informing the development of the three interrelated components of the Education Master and Strategic Plan (EMSP).<sup>3</sup>

This section summarizes the internal and external trends identified during the Environmental Scan — including changing population demographics, employment projections, college enrollments, and student outcomes. Information provided by this Scan will assist SOCCCD and Saddleback and Irvine Valley colleges in preparing and responding to current conditions and anticipated changes, opportunities, and challenges in the future. It serves as a guide for the colleges and the District in determining the future directions of programs, facilities, faculty and staff, support services for students, communications and outreach, and financial resources.

#### **COMMUNITY AND REGIONAL CONTEXT**

#### **DEMOGRAPHIC TRENDS**

#### AN AGING WORKFORCE AND POPULATION

- The growth of adult residents in older age groups will drive most of Orange County's population growth over the next few decades, with substantial growth among seniors aged 75 and older.
- Increasing retirements among older adult workers will provide more job opportunities for younger workers.
- The number of adults of working age (25 to 64 years old) in the region is expected to be flat in the coming decades.

#### **DECLINING SCHOOL AGE ENROLLMENT**

- Orange County's school-age enrollments are projected to decline sharply by 2025, mirroring larger statewide trends following declines in birthrates after the Great Recession.
- There will be 40,000 fewer K-12 enrollments in Orange County in 2027 than there were in 2017, a loss of nearly nine percent of school-age students.

<sup>&</sup>lt;sup>3</sup> College-level information from the Environmental Scan is available in the Education Master Plans for Irvine Valley College and Saddleback College.

#### GROWING ETHNIC DIVERSITY CONTINUES TO SHAPE THE REGION

- Southern California will be a majority Latinx/Hispanic region by 2025.<sup>4</sup>
- In Orange County, currently, one-third of residents are Latinx/Hispanic, and 20 percent are of Asian descent. By 2060, 40 percent of the population will be Latinx/Hispanic, and 25 percent will be Asian.

#### HIGH COST OF LIVING

- Median home values and gross rents in the South Orange County Community College District Service Area are higher than the Orange County median values.
- Transportation costs amount to 25 percent of the average Orange County resident's monthly budget.

#### **EMPLOYMENT**

- Employment in the SOCCCD Service Area is projected to grow by nearly 17 percent, with 100,000 new jobs expected by 2035.
- Health care services firms employ the most workers in Orange County; within the South Orange County Community College District, more people are employed in Professional and Technical Services occupations.

#### **DEMOGRAPHIC IMPLICATIONS FOR COMMUNITY COLLEGES**

- Declines in regional school enrollments and high school graduation rates may lead to fewer college-age student enrollments at local institutions.
- Growing older adult populations may lead to an expansion in health care services and related fields
- Retirements among older workers in middle-skill professions offer opportunities for community college students.
- SOCCCD and other colleges will need to plan for a mix of academic programs and support services that appropriately meet the diverse needs of older and non-traditional students, such as adult learners in need of re-training for new career paths, or increased community education classes for seniors.

#### REGIONAL INDUSTRY AND EMPLOYMENT TRENDS

#### SIGNIFICANT INDUSTRIES IN SOUTHERN CALIFORNIA AND ORANGE COUNTY

- In Southern California, growth in the Health Care sector over the next decade is expected to create an additional 330,000 jobs in the region. The Logistics sector (Transportation and Warehousing) is projected to grow by 22 percent, adding 81,000 jobs. Hospitality (Accommodation and Food Services) will grow by 15 percent, about 113,000 new jobs.
- Orange County employment growth projections mirror some of the broader regional trends, with Health Care, Hospitality, and Administrative Support Services sectors projected to grow the most over the next decade.

<sup>&</sup>lt;sup>4</sup> In this case, Southern California refers to the region governed by the Southern California Association of Governments, commonly referred to as SCAG. This includes Los Angeles, Orange, Riverside, San Bernardino and parts of Imperial and Ventura Counties.

- Key industry clusters in Orange County and Southern California include information technology, digital media, and data analytics; biotech, including bioscience research, biopharmaceuticals, and medical device manufacturing; health care services; and professional and technical services.
- The region is also a hotbed for action sports companies and has large and growing tourism and hospitality industries.

#### **EMERGING INDUSTRIES IN ORANGE COUNTY**

• Emerging industries in the region include those connected to the green economy and businesses involved in the integration of IT and healthcare.

#### **GROWING OPENINGS IN MIDDLE-SKILL JOBS**

- Nearly a third of all new job openings in the coming years will require "middle skills," education, and training beyond a high school diploma: such as associate degrees or certification awards, occupational licensing, or apprenticeship opportunities.
- By 2025, the state of California is likely to face a shortage of more than a million workers with some postsecondary training.
- Retirements will lead to increased numbers of openings in middle-skill jobs.

#### THE CHANGING NATURE OF WORK

 The advances of tech-infused workplaces require workers who understand how to use technology and data, and who are flexible and adaptable as industries and work evolves.

#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT DEMOGRAPHICS AND TRENDS

#### **ENROLLMENT**

- The number of students at SOCCCD (by headcount) has declined 11 percent since 2009.
- District-wide enrollments have declined by 8,000 (6.6 percent) between 2009 and 2017, and by 1,900 (1.7 percent) since 2013.
- SOCCCD total full-time equivalent students (FTES) has experienced slight increases in Fall 2016 and declines in Fall 2015 and Fall 2017 but has remained relatively flat in the period between Fall 2009 and Fall 2017, averaging 12,490 full-time equivalent students during this time.

#### **STUDENT DEMOGRAPHICS**

- Ninety percent of students live within the community college district; two percent of the student body qualify for AB 540 status.
- Both schools are experiencing an increase in enrollment among older adults and high school age students. One in four students at Saddleback are over 50 years of age; most students at Irvine Valley are under 30 years old. The number of dual-enrolled students has tripled at Saddleback College and is up sharply at Irvine Valley College as well.
- White, non-Hispanic students constitute most students at Saddleback, but only about a third of students at Irvine Valley.
- There has been a rise in enrollments among students of Asian and mixed descent at both schools between 2013 and 2017. Both have seen declines among African American students.
- More than 40 percent of new, first time students at Irvine Valley are economically disadvantaged,
   while 32 percent of first time Saddleback students are.
- Nearly one in six students at Saddleback (16 percent) and one in five at Irvine Valley (19 percent) are first-generation students, meaning they are the first in their immediate family to attend postsecondary school after high school

#### **EDUCATIONAL GOALS**

- Most students who enroll at Saddleback and Irvine Valley Colleges have plans to transfer to fouryear schools.
- Ten percent of South Orange County Community College District students say they are enrolled in career training; another 20 percent have personal development educational goals.

#### **INSTRUCTION METHODS**

- The number of SOCCCD students taking online classes has grown 26 percent since 2013.
- Twenty percent of students take classes via multiple methods of instruction.
- Rates of retention and success are improving among online students, though success rates still fall below traditional classroom outcomes.

#### STUDENT OUTCOMES

- Both Saddleback and Irvine Valley perform above the statewide average when looking at the completion rates of students, those who complete a degree or certificate, and/or transfer to another school within six years of their initial enrollment.
- Student cohort persistence rates have grown between 2008 and 2012 class cohorts, and completion rates are well above statewide averages.

Among many students of color, those who enroll already prepared for college are more likely to complete their programs of study.

#### **DEGREES AND AWARDS**

- Saddleback College and Irvine Valley College collectively offer more than 220 associate degrees and nearly 200 certificate awards.
- The number of certificates and degrees awarded to Irvine Valley College students grew by more than 75 percent and by 44 percent at Saddleback College between 2013 and 2017.
- Both colleges offer 18 of the top 25 degrees among students who graduate from SOCCCD; these
  account for nearly 75 percent of all degrees awarded in the district.
- In 2017, students at both schools needed an average of at least 8.5 semesters to complete their degree or certificate awards.

#### **TRANSFERS**

- Transfer rates have grown significantly at both schools, up more than 20 percent from 2013 to
- Among transfer students, 55 percent of Irvine Valley College students and 45 percent of Saddleback College students transfer to UCs and CSUs, and the top five in-state destinations are the same for both colleges.

#### IRVINE VALLEY COLLEGE ON-CAMPUS WORKSHOPS

On February 1, 2019, MIG staff facilitated a series of 11 workshops at Irvine Valley College. The purpose of these sessions was to gather qualitative information from a broad spectrum of the campus community to inform the development of the college and the District-wide Strategic Plan. During the workshops, the consultant team heard from representatives of the following college groups and committees:

- Academic Senate
- Associated Student Governments
- Classified Senate
- Classified Staff and Evening Employees
- Deans and Managers
- Faculty
- Guided Pathways
- Institutional Effectiveness Committee
- President's Executive Council
- Strategic Planning and Accreditation Council

In addition to meetings with specific groups, MIG held an open forum to which the entire campus community was invited.

#### SADDLEBACK COLLEGE ON-CAMPUS WORKSHOPS

On February 8, 2019, MIG staff facilitated a series of eight workshops at Saddleback College to gather qualitative information from a broad spectrum of the campus community to inform the development of the college and districtwide Strategic Plan. These sessions were like those held at Irvine Valley College a week earlier. During the campus workshops, the consultant team heard from the college following groups and committees:

- Academic Senate
- Associated Student Government
- Classified Senate
- Management Team
- Planning and Budget, Steering Committee and Educational Planning Committee
- President's Cabinet
- Student Success Coordinating Committee

Like the workshop series at Irvine Valley College, the consultant team also held an open forum to which the entire campus community was invited.

#### **ON-CAMPUS WORKSHOP FINDINGS**

Several key issues and challenges were identified during the Irvine Valley and Saddleback College oncampus workshops. These issues, along with findings from the online questionnaire (presented below), were used to help identify major themes that would shape the development of the district-wide strategic plan.

- Declining college-age population and changing demographics
- Responding effectively to the impact of social media and technology on everything
- Aligning programs with ever-changing labor market needs
- Addressing aging facilities and infrastructure
- Overcoming misperceptions that a community college is a "lesser" education
- Improving organizational decision-making; desire for more transparency and collaboration
- Providing a sense of community for student commuters
- Integrating Guided Pathways & similar initiatives into the organizational culture and structure
- Meeting the many non-academic needs of today's students that impact learning
- Preparing faculty and staff for a more diverse student body
- Simplifying a complex enrollment process
- Improving full-time/part-time faculty ratio
- Moving beyond previous inter-college tension
- Ensuring consistent information delivery to students
- Reducing delivery time for new facilities
- Responding effectively to state mandates (e.g., equity, new funding formula)

#### ONLINE QUESTIONNAIRE

SOCCCD launched an online survey to collect input from stakeholders on the District's programs and facilities in February 2019. The survey remained open for approximately two months until April 2019, collecting a total of 1,062 responses. The online survey provided stakeholders who might not participate in a traditional workshop or intercept event with an opportunity to share their experiences and needs on their own time. Key findings from the online questionnaire as expressed by participants included the following:

- Respond to Students' Needs Participants indicated that classes, administrative, business, and student services need to be more responsive to students' needs, particularly those of lowincome students, working students, and students with families.
- Reputable Participants have generally had positive experiences with the colleges and District, noting that the colleges have excellent transfer rates, rigorous academic programs, and highquality professors, while still being relatively affordable.
- High-Quality Professors Professors are generally well regarded and are described as knowledgeable and caring.
- Unmet Facility Needs —A variety of facility needs were identified, including additional classrooms, up-to-date technology, faster and more reliable internet, and wellness and athletic facilities, among others.
- Affordability The colleges and District are perceived as affordable overall, but many participants indicated a need to reduce the cost of materials, programs, and amenities, including textbooks, parking, and online courses.
- Communication Improve communication between stakeholder groups, including departments, services, faculty and staff, the student body and the community.
- Additional Staff Members There is a need for more full-time professors and more staff members in the administrative, business, student services, and IT departments.

#### PROGRAM AND UNIT ASSESSMENTS

A core element of the EMSP development process is the evaluation and assessment of existing programs and the exploration of potential new programs. The initial step in the program assessment process took place while the on-campus workshops and online questionnaires were also engaging the overall community of both colleges. This was in the form of a program and unit assessment questionnaire distributed internally at both colleges and within district services. The purpose of the questionnaire was to gather information from faculty, staff, managers, and administrators to assess the needs, issues, challenges, and opportunities associated with the programs/units in each college and district services. This information along with findings from the environmental scan, campus workshops, and online questionnaire was used to help identify emerging themes presented at the district-wide charrette and to guide further development of the Education Master Plans.

#### **DISTRICT-WIDE CHARRETTE**

Following Phase I, the consultant team identified ten recurring themes across all engagement activities and presented these themes at a districtwide Charrette on April 5, 2019. These ten themes are listed below. Approximately 80 stakeholders attended the event and participated in small group discussions to provide additional input on the ten recurring themes. The input collected at the Charrette was summarized and incorporated into Phase II.

- Theme A: Teaching and Learning Approaches
- Theme B: Preparing Students
- Theme C: Aligning Programs
- Theme D: Ensuring Equity
- Theme E: Strategizing Enrollment
- Theme F: Modernizing Facilities and Technology
- Theme G: Improving Organizational Effectiveness
- Theme H: Expanding Partnerships
- Theme I: Marketing and Communication
- Theme J: Strengthening Relationships

#### **RELATION TO STATE INITIATIVES**

In recent years, the California Community Colleges system has launched numerous statewide initiatives to improve successful outcomes for students in every community college across the state. The development of the District-wide Strategic Plan and the rest of the EMSP was an opportunity for SOCCCD to continue its ongoing efforts to fully align itself with both the goals and spirit of these initiatives profiled below.

#### **VISION FOR SUCCESS**

Released in September 2017, the Vision for Success established a vision for improving the performance of the California community college system. The purpose is to ensure the community college system is fulfilling its aim to help students complete their educational goals. It does this by adopting six student outcome goals that clearly define priorities and a focus for the system as a whole:

- Goal 1 –Increase the number of students earning credentials by at least 20 percent
- Goal 2 –Increase the number of students who transfer by 35 percent
- Goal 3 –Reduce average units accumulated by students who complete degrees to 79
- Goal 4 –Increase the number of students who get jobs in their field of study to 69 percent
- Goal 5 –Reduce equity gaps among underrepresented students by 40 percent over 5 years and eliminate the gaps in 10 years
- Goal 6 –Fully close regional achievement gaps by 2026-27 through faster improvements among colleges located in regions with the lowest educational attainment of adults

Vision for Success is the foundational statewide initiative for ensuring positive outcomes for students entering the community college system. The other initiatives are aligned with the Vision for Success as they were designed to help make its goals a reality.

#### **GUIDED PATHWAYS**

Guided Pathways is the primary vehicle for achieving the Vision for Success goals. It is a framework designed to help students reach their goals by creating highly structured, crystal clear roadmaps that lead to defined educational or career objectives. Guided Pathways also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. The Guided Pathways framework consists of four major pillars:

- Create clear curricular pathways to employment and further education
- Help students choose and enter their pathway
- Help students stay on their path
- Ensure that learning is happening with intentional outcomes

#### AB 705

AB 705 is a bill signed by the Governor on October 13, 2017, that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

#### AB 19: CALIFORNIA PROMISE PROGRAM

AB 19, the California Promise Program, authorizes colleges to waive enrollment fees for one year for all first-time, full-time students. Previously only students who could meet certain criteria qualified for the enrollment waiver program formerly known as the Board of Governors Fee Waiver.

#### STUDENT EQUITY AND ACHIEVEMENT (SEA) PROGRAM

The Student Equity and Achievement (SEA) program eliminated separate funding for three categorical programs – Student Success and Support Programs (SSSP), Basic Skills Initiative, and Student Equity. It integrates the three programs into the single SEA program to advance the system-wide goal of achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

#### STUDENT CENTERED FUNDING FORMULA (SCFF) METRICS

The Student-Centered Funding Formula (SCFF) was introduced in the 2018-19 budget. In prior fiscal years, enrollment was the traditional driver of community college funding, but many students who entered community college never completed a degree or certificate or transfer, or it took them a long time to do so. The new SCFF is in part, a performance-based funding formula that reflects the degree to which students in each college are successfully achieving their educational and career outcomes. Discretionary funds are to be allocated to community college districts based on three calculations.

- A base allocation, which largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include the number of students earning
  associate degrees and credit certificates, the number of students transferring to four-year
  colleges and universities, the number of students who complete transfer-level math and English
  within their first year, the number of students who complete nine or more career education
  units and the number of student who have attained the regional living wage.

#### AB 288: DUAL ENROLLMENT

AB 288 establishes the College and Career Access Pathways (CCAP) partnerships to facilitate the development and promotion of K-12 and community college dual enrollment programs. It helps advanced high school students to begin college early, and by doing so, it saves both students and the state time, money, and scare educational resources. It also improves college readiness skills for those students academically underprepared for college-level course work and by doing so, helps a broader range of students transition from high school to college, particularly students from backgrounds for which a college education was not a given.



# DISTRICT-WIDE PLANNING COUNCIL

STRATEGIC PLAN GOALS
IDENTIFICATION

#### III. DISTRICT-WIDE PLANNING COUNCIL AND STRATEGIC PLAN GOALS IDENTIFICATION

The ten themes and related results that emerged from the district-wide charrette were carefully reviewed and discussed in a series of DWIPC and DWPC meetings culminating in a May 2019 DWPC retreat. The project team initiated the process by sharing ideas and strategies for addressing each of the themes generated by breakout groups during the charrette. To further stimulate discussion, the project team presented a framework that showed a convergent relationship between the emerging themes with the goals of the current district-wide strategic plan (2014-2020) and the six statewide goals of the California Community Colleges Vision for Success.

In addition, district-wide initiatives proposed by the Board of Trustees in response to findings from the Environmental Scan were presented. In response to this information, during the first of these meetings, DWIPC members suggested that the Guided Pathways structure could provide a further clarifying lens for translating the charrette themes into a set of meaningful goals for the strategic plan. Input from this initial DWIPC discussion was used to convert the ten charrette themes into a more compact set of five goals that reflected statewide priorities as conveyed in the Vision for Success and by Guided Pathways.

Subsequently, during a vigorous brainstorming discussion, these five draft goals were examined, analyzed, and reconfigured by the full DWPC to ensure these strategic goals were targeting the most critical educational and institutional priorities of the district and the two colleges.

Later that same month, during a day-long retreat, DWPC members worked together to further clarify these strategic plan goals by identifying desired outcomes, objectives, measurable targets, and data sources for each goal. Goals and objectives were also reviewed to ensure alignment with district-wide initiatives previously identified by the Board of Trustees.

In the weeks that followed, the DWPC continued to focus on the results of their retreat discussion to refine their proposed goals and objectives, resulting in the four strategic goals and their objectives presented here in the final chapter of this document.

The following comparative matrix illustrates the emergence of the key district-wide goals and its relationship and integration with key local and statewide initiatives.

TABLE 1: DISTRICT-WIDE GOAL DEVELOPMENT - COMPARATIVE MATRIX

Proposed District-wide	Themes from External and Internal	<b>Guided Pathways</b>	District-wide	Vision for Success (VFS)
Strategic Plan Goals	Scans	Structure	Strategic Plan	2018-2019 Board of Trustees
			2014-2020	(BOT) Goals
Goal 1: Ensuring	Theme B: Preparing Students	I – Clarify the Path	Goal 2 –Enhance	VFS Goal 5: Reduce equity gaps
Student Equity in	Prepare students to achieve their	II – Get on the Path	the teaching and	among underrepresented
Access and	learning goals and successfully complete	III – Stay on the Path	learning	students by 40 percent over 5
Achievement	their educational programs in a		environment	years and eliminate the gaps in
All students have been	reasonable amount of time by			10 years.
provided equal access to	redesigning academic programs in			
quality education and	concert with wrap-around support			BOT Goal 5: Research and
traditionally	services to provide each student with a			identify equity gaps and report
underrepresented	clear focus on what they need to do to			back to the Board on a plan to
students have achieved	realize their future aspirations.			reduce achievement gap(s).
their desired				
educational outcomes	Theme C: Aligning Programs			
to the same extent and	Align our programs throughout the			
at the same rate as all	district with current and long-term labor			
other students.	market needs by equipping students			
	with the relevant skills, knowledge, and			
	experiences to ensure successful			
	outcomes for all students (transfer and			
	CTE students).			
	Theme D: Ensuring Equity			
	Promote success for all students by			
	identifying and mitigating factors that			
	contribute to disproportionate impacts			
	among different student populations.			

Proposed District-wide	Themes from External and Internal	Guided Pathways	District-wide	Vision for Success (VFS)
Strategic Plan Goals	Scans	Structure	Strategic Plan	2018-2019 Board of Trustees
			2014-2020	(BOT) Goals
Goal 2: Transforming	Theme A: Teaching and Learning	III – Stay on the Path	Goal 1 – Foster an	VFS Goal 1 – Increase the
Lives Through Learning	Approaches	IV – Ensure Learning	environment (of)	number of students earning
and Achievements	Adopt a wider array of pedagogies and		creativity,	credentials by at least 20
The lives of our students	provide more holistic student services to		innovation,	percent.
are transformed by the	address the needs of the current wave		respectful	BOT Goal 1: Increase by at least
learning opportunities	of students. Provide faculty and staff		interactions, and	5% the number of SOCCCD
they experience, the	with professional development to		creativity	students who acquire associate
skills they acquire and	improve their ability to serve these			degrees, credentials, certificates
the achievements they	students.		Goal 2 – Enhance	or specific skill sets that prepare
attain.			the teaching and	them for an in-demand job.
			learning	
			environment	VFS Goal 2 – Increase the
				number of students who transfer
				by 35 percent.
				BOT Goal 2: Increase by 8% the
				number of SOCCCD students
				transferring to 4-year colleges or
				universities.
				VFS Goal 3 – Reduce average
				units accumulated by students
				who complete degrees to 79
				BOT Goal 4: Decrease the
				average number of units
				accumulated by SOCCCD
				students earning their associate
				degrees by at least 3%.

Proposed District-wide	Themes from External and Internal	<b>Guided Pathways</b>	District-wide	Vision for Success (VFS)
Strategic Plan Goals	Scans	Structure	Strategic Plan	2018-2019 Board of Trustees
			2014-2020	(BOT) Goals
Goal 3: Engaging with	Theme E: Strategizing Enrollment	Promoting the Path	Goal 3 –Advance	VFS Goal 4 – Increase number of
the Community in	Carry out a district-wide, pro-active, and		economic and	students who get jobs in their
Economic Prosperity,	strategic response to demographic		workforce	field of study to 69 percent.
Civic Events and	decline in traditional (18-24) students		development	BOT Goal 3: Increase the percent
<b>Cultural Activities</b>	through enrollment management,			of exiting CTE students who
Strategic partnerships	leveraging strength in on-line programs,			report being employed or
enable us to serve the	reaching out to non-traditional students,			advanced in their field of study.
civic, cultural and	and other targeted approaches.			
economic needs of our				BOT Goal 6: Maintain life-long
communities.	Theme H: Expanding Partnerships			learning and emeritus program
	Expand and enhance partnerships with			enrollment at (at least) current
	K-12 school districts, local business			levels.
	community, local cities, and 4-year			
	institutions.			
	Theme I: Marketing and			
	Communication			
	Raise the profile of each of the colleges			
	based on a new vision of what is			
	required of community colleges in the			
	21 <sup>st</sup> century.			
	·			

Proposed District-wide	Themes from External and Internal	Guided Pathways	District-wide	Vision for Success (VFS)
Strategic Plan Goals	Scans	Structure	Strategic Plan	2018-2019 Board of Trustees
			2014-2020	(BOT) Goals
Goal 4: Optimizing Our	Theme G: Improving Organizational	Institutionalize	Goal 1 – Foster an	BOT Goal 7: Research and
Institutional Design and	Effectiveness	Support for Guided	environment (of)	identify non-academic barriers
Structure with a	Improve organizational effectiveness,	Pathways	creativity,	and report findings to the Board
Student-Centered Focus	internal communication, collaboration		innovation,	on strategies to address these
Our institutional	and decision-making within each college		respectful	barriers.
systems, facilities and	through greater transparency and		interactions, and	
infrastructure are	inclusiveness. Engage faculty and staff		creativity	<b>BOT Goal 8:</b> Review the current
optimized, accessible	to document, streamline, and simplify			status of ATEP for the purpose of
and sustainable to	processes and systems within each			establishing measurable goals.
achieve our goals.	college and throughout the district.		Goal 4 –	
			Strengthen long	
	Theme J: Strengthening Relationships		term financial	
	Strengthen the inter-institutional		health and	
	working relationships between IVC, SC,		institutional	
	and the District by pursuing		effectiveness	
	opportunities to collaborate on shared			
	goals.			
	Theme F: Modernizing Facilities and			
	Technology			
	Expand and modernize college facilities			
	and infrastructure as determined by			
	program requirements and student			
	needs. Reexamine current funding			
	approach and philosophy to support			
	long term capital projects needed to			
	meet college programming needs.			



## DISTRICT-WIDE GOALS & OBJECTIVES

#### IV. DISTRICT-WIDE GOALS AND OBJECTIVES

Goals provide the district with direction for long-term decision making and guidance as well as an organizing structure for specific strategies and actions that will be carried out at the college level. The desired outcome more fully conveys what success will look like when the goal is achieved. Grouped with each goal are objectives that detail the methods that will be undertaken to move toward the achievement of the goal. Each objective includes an indicator metric to identify how progress towards the goal will be evaluated. The research offices at the District and colleges have identified data sources and methodology needed to establish the indicators for each objective, see Appendix C for detailed definitions of the indicators. As the colleges develop their related strategic plans, the research offices will establish common metrics for each indicator and data will be provided in the annual update of the district-wide strategic plan.

The District-wide Planning Committee (DWPC) utilized findings from the EMSP planning process to translate the ten themes presented at the District-wide Planning Charrette into a more compact set of four goals presented below. Through a series of internal working sessions, the DWPC identified objectives for each goal and the targets and data sources that will be used to track progress over time.

These goals and their objectives illustrate the future direction of the South Orange County Community College District over the next five years.

GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

GOAL 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS

GOAL 3: ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY FOR ALL

GOAL 4: OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH A STUDENT-CENTERED FOCUS

#### **GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT**

Desired Outcome: All students have been provided equal access to quality education and traditionally underrepresented students have achieved their desired educational outcomes to the same extent and at the same rate as all other students.

#### **OBJECTIVES**

#### 1.1 Reduce and eliminate the achievement gap among underrepresented students

Indicator: Reduce and eliminate the achievement gap among underrepresented students in the number of students annually who earn associate degrees, certificates, transfer, become transfer ready, or complete 9 units in a CTE program that prepares them for a specific occupation

## 1.2 Reduce and eliminate the achievement gap for completion rates in transfer-level math and English. (VFS)

 Indicator: Increase the completion rate of transfer-level math and English within students' first year to 50 percent

#### 1.3 Reduce and eliminate the achievement gap between online and traditional classroom classes

Indicator: Establish baseline data set for each college and district-wide

#### 1.4 Increase equity of access into college

 Indicator: Establish a baseline for the overall percentage of students who enroll after applying and by underrepresented student groups

#### 1.5 Reduce and eliminate student Fall to Spring and Fall to Fall retention equity gaps

 Indicator: Establish a baseline for student retention rates by underrepresented student groups

## 1.6 Cultivate culturally responsive and inclusive learning and working environment free from explicit/implicit bias

Indicator: Establish a baseline to measure explicit/implicit bias

## 1.7 Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias

 Indicator: Establish a baseline to measure culturally responsive and inclusive learning environment

#### **GOAL 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS**

*Desired Outcome:* The lives of our students are transformed by the learning opportunities they experience, the skills they acquire, and the achievements they attain.

#### **OBJECTIVES**

- 2.1 Increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program that prepare them for an in-demand job (VFS)
  - Indicator: Establish a baseline of completion by award type and CTE program
- 2.2 Increase the number of students transferring annually (VFS)
  - Indicator: Increase transfers to UC, CSU, and all other institutions by 35%
  - Indicator: Establish a baseline to measure "transfer ready" students
- 2.3 Increase completion rates in transfer-level math and English
  - Indicator: Increase the completion rate of transfer-level math and English within students' first year to 50 percent
- 2.4 Increase course success in online and traditional classroom classes
  - Indicator: Establish a baseline for course success in online and traditional classes
- 2.5 Increase student spring to spring and fall to fall retention
  - Indicator: Establish baseline percentage for the student retention rates
- 2.6 Increase the percent of exiting CTE students who report being employed in their field of study (VFS)
  - Indicator: Increase CTE employment rate to 69 percent
- 2.7 Reduce average units accumulated by students who complete degrees (VFS)
  - Indicator: Reduce average units accumulated from 88 to 79 units
- 2.8 Implement educational programs and student services to indicator non-traditional students
  - Indicator: Establish baseline of "non-traditional" students
- 2.9 Increase and support the number of outside classroom learning opportunities available for students in each division (and participation in those opportunities)
  - Indicator: Establish a baseline of "outside learning opportunities"
- 2.10 Create and support inter-disciplinary learning opportunities both within and across the colleges
  - Indicator: Establish a baseline for inter-disciplinary learning opportunities
- 2.11 Increase the number of professional development opportunities for faculty and staff
  - Indicator: Establish a baseline for professional development programs

## GOAL 3: ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY

Desired Outcome: Strategic partnerships enable us to serve the civic, cultural, and economic needs of our communities.

#### **OBJECTIVES**

- 3.1 Strengthen and expand industry engagement to support student learning, program development, and regional economic development
  - Indicator: Establish baseline counts of partnerships by developing a rubric to categorize existing partnerships
- 3.2 Increase the number of students who reported obtaining a job closely related to their field of study that strongly support the regional economy (VFS)
  - Indicator: Increase the percentage of students reporting obtaining a job closely related to their field of study to 76% based on Career Technical Education Outcomes Survey (CTEOS)
- 3.3 Increase participation in extended learning (community and adult education programs, and emeritus institutes)
  - Indicator: Establish a baseline for extended learning programs
- 3.4 Increase the number of students who earn college credits while still in high school.
  - Indicator: Establish a baseline of students who are dual-enrolled (CCAP) and concurrently enrolled
- 3.5 Increase partnerships with higher education institutions.
  - Indicator: Establish a baseline of partnerships with higher education institutions
- 3.6 Increase community participation in civic, athletic, and cultural events
  - Indicator: Establish a baseline for measuring community participation in civic, athletic, and cultural activities.

## GOAL 4: OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH A STUDENT-CENTERED FOCUS

*Desired Outcome:* Our institutional systems, facilities, and infrastructure are optimized, accessible, and sustainable to achieve our goals.

#### **OBJECTIVES**

- 4.1 Identify and streamline all institutional policies, practices, and processes pertaining to facilities and technology.
  - Indicator: Completion of college and district facilities and technology master plans that include a student-centered principle, established standards, and an appropriate resource planning model
- 4.2 Develop an organizational culture of collaboration across the district
  - Indicator: Implement the District-wide Climate Survey in 2020 to establish a baseline on organizational culture and collaboration
- 4.3 Create a sustainable and robust participatory governance evaluation process
  - Indicator: Review and analyze all committee evaluations for effective participatory governance and decision-making
- 4.4 Provide enhanced student support with a student-centered design
  - Indicator: Establish areas of student need for expanded student support services
  - Indicator: Explore student housing feasibility in the district
- 4.5 Develop and build out the ATEP vision for the colleges including public-private partnerships
  - Indicator: Establish a baseline of deliverables for ATEP vision



### CONCLUSION

#### V. CONCLUSION

As one of the three planning documents which together constitute the SOCCCD Education Master and Strategic Plan (EMSP), the goals and objectives of the District-wide Strategic Plan 2020-2025 provide an overarching framework that clarifies strategic priorities for the District as a whole, including the Education Master Plans for both Irvine Valley College and Saddleback College.

In addition to the two Education Master Plans developed in conjunction with the District-wide Strategic Plan (DWSP), the two colleges are developing their specific strategic plans. Although two college-level strategic plans are aligned with the goals of the District-wide Strategic Plan 2020-2025, each of the colleges (as well as District Services) will need to identify their specific strategies and actions for achieving the overall goals and objectives of the EMSP. The strategies and actions the colleges identify will build on their respective strengths and opportunities as the faculty and staff understand them. For the same reason, each college may find it necessary to identify strategic goals and objectives beyond those in the District-wide Strategic Plan 2020-2025. In this way, the District-wide Strategic Plan 2020-2025 will ensure overall strategic alignment between the District and the two colleges while providing a foundation for district-wide collaboration. At the same time, the two colleges will retain the institutional flexibility they require to respond to challenges and opportunities specific to their unique needs and circumstances.

#### **APPENDIX A**

#### **PLANNING TERMS**

- The Mission explains why the district/college exists. The Mission describes the overall purpose of the district/college.
- The Vision is an aspirational statement describing the district/college ideal future state. The vision statement describes what success will look and feel like.
- Values are the core principles by which the colleges and the district will carry out their mission. They define the basic attributes and beliefs that shape and guide district/college decision-making and provide ways of choosing among competing priorities.
- Goals are broad statements of direction that define what the district/college is trying to achieve.
- Objectives are detailed methods for attaining the goals. They should be specific, measurable, achievable, realistic, and time-based.
- Action Steps are detail actions for making progress towards accomplishing the objectives.
- Implementation Plans consist of strategies and action steps, i.e., projects and initiatives that each college and district services have selected to achieve the goals and objectives of the EMSP. Each year the colleges and district services will review their strategies and action steps considering the progress achieved and will revise and update their implementation plans as needed.
- Performance Measures describe the college's progress toward achieving its goals and objectives and may be quantitative or qualitative.
- Education Master and Strategic Plans (EMSP) are long-range comprehensive planning documents that define overarching goals and objectives the district and colleges will pursue to carry out their mission and achieve their envisioned future. The current EMSP initiative will result in three distinct but wholly aligned planning documents: the SOCCCD District-wide Strategic Plan, the Irvine Valley College Education Master Plan, and the Saddleback College Education Master Plan.
- An Environmental Scan is an assessment of current conditions and trends, including community
  and student demographics, economics, social conditions, and other factors that are likely to
  impact the future of the district/college.
- A Program Review is a periodic assessment and evaluation conducted by college faculty and staff of educational programs provided by the college with recommendations for future

program development, faculty and staffing, facilities and equipment, technology, and support services.

- Administrative Unit Review (AUR) is a process like a program review for making recommendations to improve the effectiveness of administrative service and student support units.
- A Facilities Master Plan (FMP) envisions the future physical environment of the district/college (e.g. facility needs and learning spaces) based upon the vision, mission, and goals of the EMSP. Enrollment projections and other data provided by the EMSP will help to inform the development of the FMP.
- A Technology Master Plan (TMP) envisions the future technology needs of the district/college
  and establishes technology guidelines and planning goals that will support the vision, mission,
  and goals of the EMSP.

#### **APPENDIX B**

#### SOCCCD BOARD OF TRUSTEES' GOALS 2018-19

- 1. Increase by at least 5% the number of SOCCCD students who acquire associate degrees, credentials, certificates or specific skill sets that prepare them for an in-demand job.
- 2. Increase by 8% the number of SOCCCD students transferring to 4-year colleges or universities.
- 3. Increase the percent of exiting CTE students who report being employed or advanced in their field of study.
- 4. Decrease the average number of units accumulated by SOCCCD students earning their associate degrees by at least 3%.
- 5. Research and identify equity gaps and report back to the Board on a plan to reduce the achievement gap(s).
- 6. Maintain life-long learning and emeritus program enrollment at (at least) current levels.
- 7. Research and identify non-academic barriers and report findings to the Board on strategies to address these barriers.
- 8. Review the current status of ATEP for the purpose of establishing measurable goals.

Source: <a href="http://www.socccd.edu/about/BoardSelfEvaluation17.html">http://www.socccd.edu/about/BoardSelfEvaluation17.html</a>

#### **APPENDIX C**

#### INDICATORS – DATA AND METHODOLOGY

Goal	Objective #	Objective Description	Indicator	Data and Methodology (January 2020)	State Data Source
GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT  Desired Outcome: All students have been provided equal access to quality education and traditionally underrepresented students have achieved their desired educational outcomes to the same extent and	1.1	Reduce and eliminate the achievement gap among underrepresented students.	Reduce and eliminate the achievement gap among underrepresented students in the number of students annually who earn associate degrees, certificates, transfer, become transfer ready, or complete 9 units in a CTE program that prepares them for a specific occupation	Define the achievement gap Methodology: Exclude emeritus students Number of students annually who earn: 1. associate degrees 2. certificates 3. transfer 4. become transfer ready 5. complete 9 units in a CTE program that prepares them for a specific occupation  Underrepresented students are aligned with the state's definition: ethnicity, disabilities, economically disadvantaged, veterans, and foster	Success Metric
at the same rate as all other students.	1.2	Reduce and eliminate the achievement gap for completion rates in transfer-level math and English.	Increase the completion rate of transfer-level math and English within students' first year to 50 percent	youth  Methodology: Student Success  Metric for degree-seeking students	Success Metric

1.3	Reduce and eliminate the achievement gap between online and traditional classroom classes.	Establish baseline data set for each college and district-wide	Data Definition: Course success rate for all online (M72) and face-to-face courses that are offered in both modalities. Is Hybrid (M73) courses part of online or face-to-face; consider placing in face-to-face.	
1.4	Increase equity of access into college.	Establish a baseline for the overall percentage of students who enroll after applying and by underrepresented student groups	Methodology: Define data with research offices  Underrepresented students are aligned with the state's definition: ethnicity, disabilities, economically disadvantaged, veterans, and foster youth (for all metrics in Goal 1)	College Equity Plans
1.5	Reduce and eliminate student Fall to Spring and Fall to Fall retention equity gaps	Establish a baseline for student retention rates by underrepresented student groups	Methodology:  Underrepresented students are aligned with the state's definition: ethnicity, disabilities, economically disadvantaged, veterans, and foster youth (for all metrics in Goal 1)	College Equity Plans
1.6	Cultivate culturally responsive and inclusive learning and working environment free from explicit/implicit bias.	Establish a baseline to measure explicit/implicit bias	Workplan needed: Defining explicit and implicit bias	
1.7	Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias.	Establish a baseline to measure culturally responsive and inclusive learning environment	Workplan needed: Defining culturally responsive and inclusive learning environment	

GOAL 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS  Desired Outcome: The lives of our students are transformed by	2.1	Increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program that prepare them for an indemand job	Establish a baseline of completion by award type and CTE program	Methodology: Exclude emeritus students  Number of students annually who earn:  1. associate degrees 2. certificates 3. complete 9 units in a CTE program that prepares them for a specific occupation	Success Metric
the learning opportunities they experience, the skills they acquire, and the achievements they attain.	2.2	Increase the number of students transferring annually.	Increase transfers to UC, CSU, and all other institutions by 35%  Establish a baseline to measure goal for "transfer ready" students	Methodology: Exclude emeritus students  Number of students annually who earn:  1. transfer 2. become transfer ready	Success Metric
,	2.3	Increase completion rates in transfer-level math and English.	Increase the completion rate of transfer-level math and English within students' first year to 50 percent	Methodology: Student Success Metric for degree-seeking students	
	2.4	Increase course success in online and traditional classroom classes.	Establish a baseline for course success in online and traditional classes	Data Definition: Course success rate for all online (M72) and face-to-face courses that are offered in both modalities. Is Hybrid (M73) courses part of online or face-to-face; consider placing in face-to-face.	
	2.5	Increase student to spring and fall to fall retention	Establish baseline percentage for the student retention rates		
	2.6	Increase the percent of exiting CTE students who report being employed in their field of study	Increase the CTE employment rate to 69 percent	Methodology: Student Success Metric	Success Metric

2.7	Reduce average units accumulated by students who complete degrees.	Reduce average units accumulated from 88 to 79 units		Success Metric
2.8	Implement educational programs and student services to target non-traditional students.	Establish baseline of "non- traditional" students	Workplan: Definition of "non- traditional students"	
2.9	Increase and support the number of outside classroom learning opportunities available for students in each division (and participation in those opportunities).	Establish a baseline of "outside learning opportunities"	Workplan: Definition of "outside learning opportunities"	
2.10	Create and support inter- disciplinary learning opportunities both within and across the colleges	Establish a baseline for inter- disciplinary learning opportunities	Workplan: Definition of "interdisciplinary learning opportunities"	
2.11	Increase the number of professional development opportunities for faculty and staff	Establish a baseline for professional development programs	Workplan: Definition of "professional development programs"	

GOAL 3: ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL	3.1	Strengthen and expand industry engagement to support student learning, program development, and regional economic development	Establish baseline counts of partnerships by developing a rubric to categorize existing partnerships	Workplan: Create and implement partnership rubric	
EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY	3.2	Increase the number of students who reported obtaining a job closely related to their field of study that strongly support the regional economy	Increase the percentage of students reporting obtaining a job closely related to their field of study to 76% based on Career Technical Education Outcomes Survey (CTEOS)	Methodology: Student Success Metric	Success Metric
Desired Outcome: Strategic partnerships enable us to serve	3.3	Increase participation in extended learning (community and adult education programs, and emeritus institutes)	Establish a baseline for extended learning programs	Workplan: Definition of "extended learning programs"	
the civic, cultural, and economic needs of our communities.	3.4	Increase the number of students who earn college credits while still in high school.	Establish a baseline of students who are dual-enrolled (CCAP) and concurrently enrolled	Methodology: Baseline for CCAP and Concurrently Enrolled	
	3.5	Increase partnerships with higher education institutions.	Establish a baseline of partnerships with higher education institutions	Workplan: Definition of partnerships with higher education institutions	
	3.6	Increase community participation in civic, athletic, and cultural events	Establish a baseline for measuring community participation in civic, athletic, and cultural activities.	Workplan: Definition of community participation in civic, athletic, and cultural activities	
GOAL 4: OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH	4.1	Identify and streamline all institutional policies, practices, and processes pertaining to facilities and technology.	Completion of college and district facilities and technology master plans that include a student-centered principle, established standards, and an	Workplan: Facilities and Technology master plan	

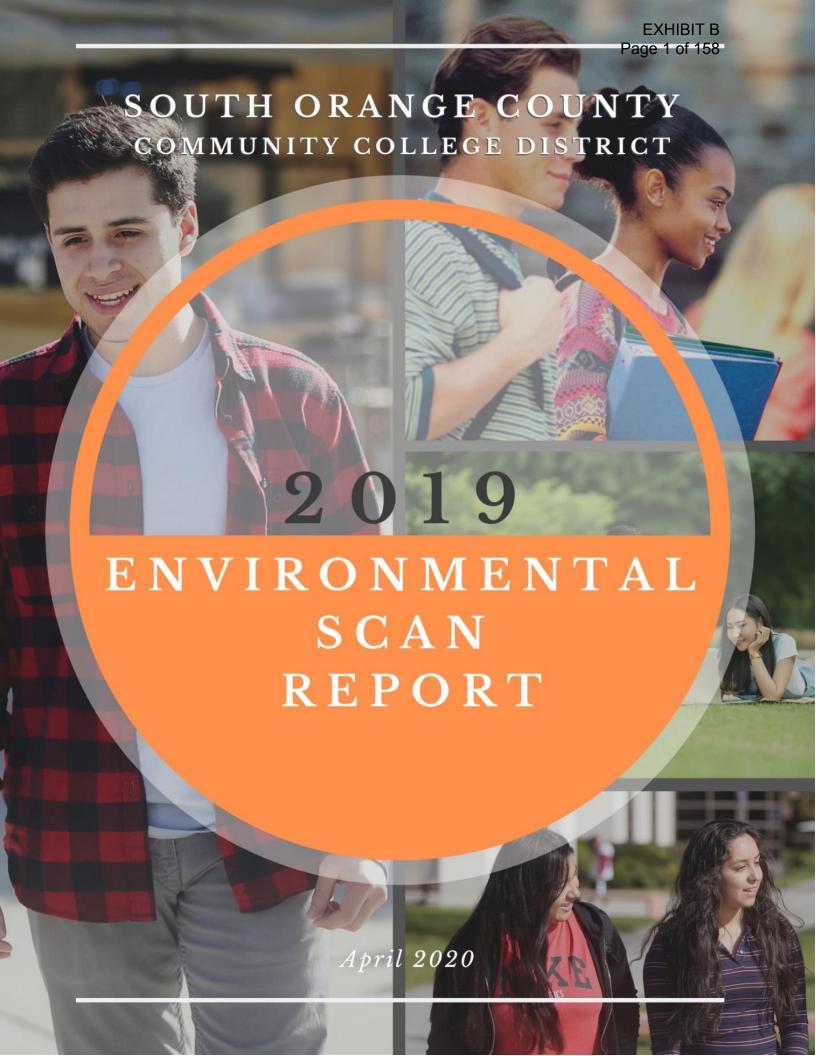
A STUDENT- CENTERED FOCUS Desired Outcome:			appropriate resource planning model.	
Our institutional systems, facilities, and infrastructure are optimized, accessible, and	4.2	Develop an organizational culture of collaboration across the district.	Implement the District-wide Climate Survey in 2020 to establish a baseline on organizational culture and collaboration	Methodology: Implement Climate Survey
sustainable to achieve our goals.	4.3	Create a sustainable and robust participatory governance evaluation process.	Review and analyze all committee evaluations for effective participatory governance and decision-making	Methodology: Review committee evaluation
	4.4	Provide enhanced student support with a student-centered design.	Establish areas of student need for expanded student support services.  Explore student housing feasibility in the district	Workplan: Define Data
	4.5	Develop and build out the ATEP vision for the colleges including public-private partnerships	Establish a baseline of deliverables for ATEP vision	Workplan: Define ATEP Deliverables

## EXHIBIT A Page 59 of 60 SOCCCD DISTRICT-WIDE STRATEGIC PLAN 2020 – 2025

## SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

2020-2025

DISTRICT-WIDE STRATEGIC PLAN



#### TABLE OF CONTENTS

TABLE OF CONTENTS	1
SUMMARY AND OVERVIEWKEY FINDINGS AND IMPLICATIONS	
OUTREACH SUMMARY	
METHODOLOGY	
SERVICE AREA AND DISTRICT DEMOGRAPHICSSOCCCD SERVICE AREA, CAMPUS LOCATIONS, AND GOALS	
SERVICE AREA AND REGIONAL POPULATION TRENDS	17
REGIONAL DEMOGRAPHICS: AGE	23
REGIONAL DEMOGRAPHICS: RACE AND ETHNICITY	26
EDUCATIONAL ATTAINMENT AND COLLEGE PREPAREDNESS	28
HOUSEHOLDS, INCOME, AND POVERTY	37
REGIONAL EMPLOYMENT TRENDS	40
REGIONAL INDUSTRY AND EMPLOYMENT TRENDSSOUTHERN CALIFORNIA REGIONAL CONTEXT	
ORANGE COUNTY INDUSTRY AND JOB TRENDS	55
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT DEMOGRAPHICS AND TRENDS	
AGE AND GENDER DEMOGRAPHICS OF STUDENTS	88
RACE, ETHNICITY, AND FIRST-GENERATION STUDENTS	93
ECONOMIC CHARACTERISTICS OF STUDENTS	97
COLLEGE READINESS	104
STUDENT SUCCESS	112
MAJORS, DEGREES AND CERTIFICATES	130
FACULTY TO STUDENT RATIOS	144
APPENDIX	145
APPENDIX A: ENROLLMENT DATA BY DIVISION & SCHOOL	147
APPENDIX B: TRANSFER DATA	150
APPENDIX C: TOP 25 DEGREE AND CERTIFICATE AWARDS DATA	152

#### **LIST OF FIGURES** Figure 3: District Projected Population Growth, 2008 to 2035 .......21 Figure 4: Projected K-12 Enrollment, Orange County, 2017-2027 ......24 Figure 5: Orange County Projected Population Change by Age, 2010 to 2060 .......25 Figure 6: Orange County Projected Population Age Group, 2010 and 2060 ......25 Figure 7: Orange County Projected Population by Race/Ethnic Group, 2010 and 2060 ......27 Figure 9: Associate Degree Only, SOCCCD, 2016......32 Figure 10: Bachelor's Degree or Higher, SOCCCD, 2016......33 Figure 11: High School Dropout Rates (Grades 9-12), Southern California Counties, 2011-12 to 2016-17 School Figure 12: English Language Learners as Percent of Total K-12 Enrollment, Southern California Counties, 2018.....34 Figure 13: English Language Learners as Percent of Total K-12 Enrollment, Orange County High School districts, Figure 14: Students Meeting English Language Arts and Math Benchmarks in Orange County by School District, Figure 15: UC/CSU Eligible High School Graduates in Orange County and California, 2016-2017 School Year .......36 Figure 17: Employment by Industry, SOCCCD and Orange County, 2018 .......44 Figure 19: Key Industry Sectors and Total Middle Skill Jobs, Southern California Region, 2016......52 Figure 20: Southern California Regional Employment Growth Projections by Industry Sector, 2018 to 2028 .......53 Figure 21: Orange County Employment Growth Projections by Industry Sector, 2018 to 2028......57 Figure 22: Fastest Growing Jobs by Educational Attainment in Orange County, 2018 to 2028 ......59 Figure 23: Occupations with Greatest Expected Number of Positions by Educational Attainment in Orange County, Figure 24: Fastest Growing Jobs in Orange County Requiring Postsecondary Certification, 2018 to 2028 ......61 Figure 26: Student Headcount, Saddleback and Irvine Valley Colleges, Fall 2009 to Fall 2017.......73 Figure 27: Full-Time Equivalent Students (FTES), Saddleback and Irvine Valley Colleges, Fall 2009 to Fall 2017 ......74 Figure 28: Census Enrollment (Duplicated Headcount), Saddleback and Irvine Valley Colleges, Fall 2009 to Fall 2017 Figure 30: Largest Enrollment Growth/Declines by School, Irvine Valley College, Fall 2013 to Fall 2017......77 Figure 31: Student Headcount by Residency, Saddleback College, Fall 2017......78 Figure 33: High School Feeder Districts, Saddleback College, Fall 2017......80 Figure 35: Student Headcount by Educational Goals, Saddleback and Irvine Valley Colleges and SOCCCD, Fall 2017 Figure 36: Student Headcount by Status, Saddleback College, Fall 2013 to Fall 2017 ......83 Figure 37: Student Headcount by Status, Irvine Valley College, Fall 2013 to Fall 2017......84 Figure 38: Student Headcount by Credit Load, Saddleback College, Fall 2017 .......85 Figure 39: Student Headcount by Credit Load, Irvine Valley College, Fall 2017......85 Figure 40: Student Headcount by Instruction Method, Saddleback College, Fall 2013 to Fall 2017......86 Figure 41: Student Headcount by Instruction Method, Irvine Valley College, Fall 2013 to Fall 2017 ......87 Figure 42: Age Distribution at Saddleback College, Fall 2017 .......89 Figure 43: Age Distribution at Irvine Valley College, Fall 2017 .......89 Figure 44: Age Distribution at Saddleback College, Fall 2013 to Fall 2017......90 Figure 45: Age Distribution of Students at Irvine Valley College, Fall 2013 to Fall 2017 ......91

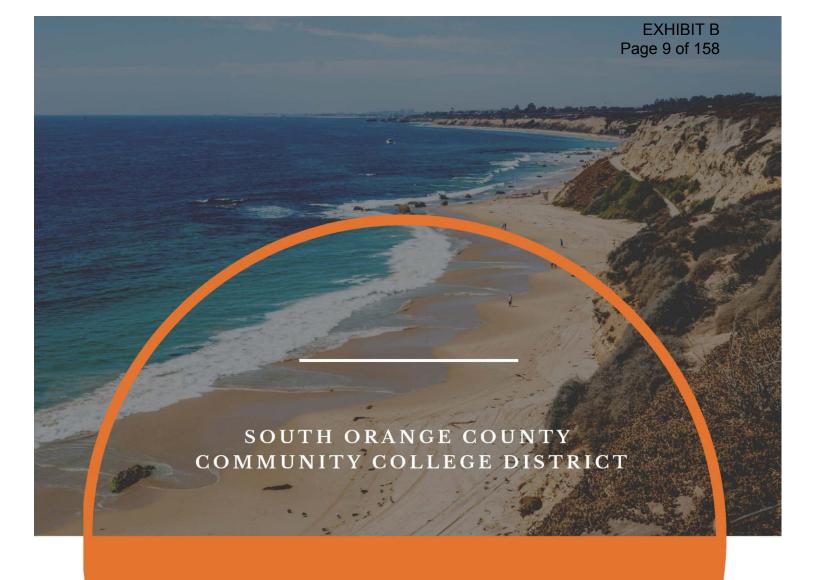
Figure 49: Race and Ethnicity, Irvine Valley College, Fall 2013 and Fall 2017	94
Figure 50: First Generation Students, Saddleback College, Fall 2017	95
Figure 51: First Generation Students, Irvine Valley College, Fall 2017	95
Figure 52: First Generation Students by Ethnicity, Saddleback and Irvine Valley Colleges, Fall 2017	96
Figure 53: Economic Status of First-Time Students, Saddleback and Irvine Valley Colleges, Fall 2016	99
Figure 54: Percent of Students Receiving Aid by Award Type, Saddleback and Irvine Valley Colleges, 2017-20	18100
Figure 55: Percent of Students Awarded Promise Grants, Saddleback and Irvine Valley Colleges and California	a
Statewide, School Years 2013-2014 to 2017-2018	100
Figure 56: Students Receiving Financial Aid by Award Type, Saddleback College, School Years 2013-2014 to 2	2017-
2018	
Figure 57: Students Receiving Financial Aid by Award Type, Irvine Valley College, School Years 2013-2014 to	2017-
2018	
Figure 58: Weekly Student Employment Hours, Saddleback College, Fall 2017	103
Figure 59: Weekly Student Employment Hours, Irvine Valley College, Fall 2017	
Figure 60: Basic Skills Math and English Section Counts, Saddleback College, Fall 2013 to Fall 2019	
Figure 61: Basic Skills Math and English Section Counts, Irvine Valley College, Fall 2013 to Fall 2019	
Figure 62: Transfer-Level Math and English Section Counts, Saddleback College, Fall 2013 to Fall 2019	
Figure 63: Transfer-Level Math and English Section Counts, Irvine Valley College, Fall 2013 to Fall 2019	
Figure 64: Basic Skills Math and English Census Enrollment, Saddleback College, Fall 2013 to Fall 2019	
Figure 65: Basic Skills Math and English Census Enrollment, Irvine Valley College, Fall 2013 to Fall 2019	
Figure 66: Transfer-Level Math and English Census Enrollment, Saddleback College, Fall 2013 to Fall 2019	
Figure 67: Transfer-Level Math and English Census Enrollment, Irvine Valley College, Fall 2013 to Fall 2019	
Figure 68: Retention and Success Rates in Basic Skills Math and English, Saddleback College, Fall 2013 to Fall	
Tigare 90. Netertion and Success Nates in Busic Skins Wattrana English, Suddieback Conege, Fair 2015 to Fair	
Figure 69: Retention and Success Rates in Basic Skills Math and English, Irvine Valley College, Fall 2013 to Fa	
Figure 70: Retention And Success Rates In Transfer-Level Coursework, Saddleback College, Fall 2013 To Fall 2	
Tigare 70. Netertion And Success Nates in Transfer Level Coursework, Suddieback Conege, Tail 2015 To Fail 2	
Figure 71: Retention And Success Rates In Transfer-Level Coursework, Irvine Valley College, Fall 2013 To Fall	
Figure 72: Retention and Success Rates among First-Time Students, Saddleback and Irvine Valley Colleges, Fa	
to Fall 2017	
Figure 73: Average Units Attempted and Earned Among First-Time Students, Saddleback and Irvine Valley Co	
Fall 2013 to Fall 2017	
Figure 74: Retention by Instruction Method, Saddleback College, Fall 2013 to Fall 2017	
Figure 75: Success by Instruction Method, Saddleback College, Fall 2013 to Fall 2017	
Figure 76: Retention by Instruction Method, Irvine Valley College, Fall 2013 to Fall 2017	
Figure 77: Success by Instruction Method, Irvine Valley College, Fall 2013 to Fall 2017	
Figure 78: Completion Rates by Cohort Year, SOCCCD and Statewide, 2007-08 to 2011-12	
Figure 79: Completion, Persistence and 30-unit Rates, Saddleback College, Student Cohorts 2007-2008 Through	
2011-12	_
Figure 80: Completion, Persistence and 30-unit Rates, Irvine Valley College, Student Cohorts 2007-2008 Thro	
2010-2011	_
Figure 81: Degrees and Certificates Awarded, Saddleback College, Academic Years 2013-14 to 2017-18	
Figure 82: Degrees and Certificates Awarded, Irvine Valley College, Academic Years 2013-14 to 2017-18	
Figure 83: Average Semesters Attended by Degree Type, Saddleback College, Academic Years 2013-14 to 20	
Figure 24. Avenue Comparture Attended Drive to Dogres Avenue Invite Valley College Academic Value 2012	
Figure 84: Average Semesters Attended Prior to Degree Award, Irvine Valley College, Academic Years 2013-2	
2017-18.	
Figure 85: Average Semesters Attended Prior to Certificate Award, Saddleback College, Academic Years 2013	
2017-18.	
Figure 86: Average Semesters Attended Prior to Certificate Award, Irvine Valley College, Academic Years 2017	
to 2017-18	
Figure 87: Total Transfers to UC and CSU Schools, Saddleback College, Academic Years 2013-14 to 2017-18.	
Figure 88: Total Transfers to UC and CSU Schools, Irvine Valley College, Academic Years 2013-14 to 2017-18	123

#### SOCCCD ENVIRONMENTAL SCAN REPORT 2019

Figure 89: Student Transfers to Four Year Institutions, Saddleback College, 2017	124
Figure 90: Student Transfers to Four Year Institutions, Irvine Valley College, 2017	124
Figure 91: Transfers to Four-year Colleges and Universities, Saddleback College, Academic Years 2013-14 to	2017-
18	125
Figure 92: Transfers to Four-year Colleges and Universities, Irvine Valley College, Academic Years 2013-14 to	o 2017-
18	126
Figure 93: Transfers to UC and CSU Institutions from Irvine Valley and Saddleback Colleges, 2017	127
Figure 94: Top 25 Transfers to all Four-Year Institutions, Irvine Valley College, 2013-14 to 2017-18 Academic	Years
	128
Figure 95: Top 25 Transfers to all Four-Year Institutions, Saddleback College, 2013-14 to 2017-18 Academic	Years
	129
Figure 96: Top 25 AA/AS Degrees Awarded, Saddleback and Irvine Valley Colleges, 2017-18 Academic Year	133
Figure 97: Top 25 Associate Degree Awards By Major, Saddleback College, Academic Years 2013-14 to 2017	-18.134
Figure 98: Top 25 Associate Degree Awards By Major, Irvine Valley College, Academic Years 2013-14 to 201	7-18135
Figure 99: Top 25 Certificate Disciplines By Total Awards, Saddleback and Irvine Valley Colleges, Academic Valley Colleges	⁄ear
2017-18	138
Figure 100: Top 25 Certificate Awards By Program, Saddleback College, Academic Years 2013-14 to 2017-18	139
Figure 101: Top 25 Certificate Awards By Program, Irvine Valley College, Academic Years 2013-14 to 2017-1	8140
Figure 102: CTE Sections Offered, Saddleback and Irvine Valley Colleges, Fall 2013 to Fall 2017	141
Figure 103: Student Headcount and Enrollment in CTE Classes, Saddleback College, Fall 2013 to Fall 2017	
Figure 104: Student Headcount and Enrollment in CTE Classes, Irvine Valley College, Fall 2013 to Fall 2017	142
Figure 105: CTE Sections by Division, Saddleback College, Academic Year 2017-18	
Figure 106: CTE Sections by Division, Irvine Valley College, Academic Year 2017-18	143

#### **LIST OF TABLES**

Table 1: SOCCCD and College Enrollment by City, Fall 2017	18
Table 2: County and SOCCCD Populations, 2017	
Table 3: SOCCCD Service Area Population, 2017	20
Table 4: Region, County and District Population Growth Projections, 2008 to 2035	22
Table 5: Population Growth Projections for Cities in SOCCCD, 2008 to 2035	22
Table 6: District and County Population by Age Group, 2017	24
Table 7: Service Area, District and County Population by Race/Ethnicity Group, 2017	
Table 8: SOCCCD Cities Population by Race/Ethnic Group, 2017	27
Table 9: Service Area, District and County Educational Attainment by Percent, 2017	30
Table 10: Educational Attainment, Cities in SOCCCD, 2017	30
Table 11: District Household size, Median Income and Percent Living Below Poverty, 2017	38
Table 12: SOCCCD Service Area Household size, Median Income and Percent Living Below Poverty, 2017	
Table 13: District Housing Tenure, Median Home Value and Gross Rent, 2017	
Table 14: SOCCCD Service Area Housing Tenure, Median Home Value and Gross Rent, 2017	
Table 15: Employment Status, 2017	
Table 16: Employment Status, SOCCCD Service Area, 2017	41
Table 17: County, District Service Area Employment Growth Projections, 2008-2035	43
Table 18: SOCCCD Service Area Employment Growth Projections, 2008-2035	
Table 19: Employment by Industry, SOCCCD and Orange County, 2018	45
Table 20: Top 30 Occupation Groups in SOCCCD Service Area, 2018	47
Table 21: Top 30 Occupation Groups in Orange County, 2018	48
Table 22: Southern California Regional Employment Growth Projections by Industry Sector, 2018 to 2028	54
Table 23: Industries with the Highest Current and Projected Location Quotients, Orange County, 2018 and 2028	56
Table 24: Orange County Employment Growth Projections by Industry Sector, 2018 to 2028	58
Table 25: Top Middle-Skill Jobs by Projected Openings Related to Saddleback Programs, 2018 to 2028	63
Table 26: Top Middle-Skill Jobs by Projected Openings Related to Irvine Valley Programs, 2018 to 2028	64
Table 27: Top Middle-Skill Jobs by Projected Openings Related to Programs Offered at Both SOCCCD Colleges, 2	018
to 2028	65
Table 28: Top Middle-Skill Jobs by Projected Openings with No Related SOCCCD Programs, 2018 to 2028	66
Table 29: Total Number of SOCCCD Degree Programs, 2019	
Table 30: Associate Degrees Offered at both SOCCCD Colleges	
Table 31: Total Number of SOCCCD Certificate Programs, 2019	.136
Table 32: Certificate Awards Offered at Both SOCCCD Colleges, 2019:	.137
Table 33: CTE Training by Industry Sector Offered At SOCCCD:	.141
Table 34: Student to Faculty Ratios and Instructional Loads, Saddleback College, Fall 2013 to Fall 2017	
Table 35: Student to Faculty Ratios and Instructional Loads, Irvine Valley College, Fall 2013 to Fall 2017	.144



SUMMARY & OVERVIEW

#### SUMMARY AND OVERVIEW

This Environmental Scan provides background information and qualitative and quantitative data in support of the development of the South Orange County Community College District's (SOCCCD) Strategic Plan and the colleges' education master plans. The overarching purpose of these plans are to provide clear strategies to further the district-wide educational goals in respect to academic programs, support services, and facilities.

The sections that follow emphasize the internal and external trends, including changing population demographics, employment projections, college enrollments, and student outcomes, which play a role in the development of the plans, and in determining the future direction of programs, facilities, faculty and staff, support services for students, communications and outreach, and financial resources.

#### **KEY FINDINGS AND IMPLICATIONS**

#### **DEMOGRAPHIC TRENDS**

#### AN AGING WORKFORCE AND POPULATION

- The growth of adult residents in older age groups will drive most of Orange County's population growth over the next few decades, with substantial growth among seniors aged 75 and older.
- Increasing retirements among older adult workers will provide more job opportunities for younger workers.
- The number of adults of working age (25 to 64 years old) in the region is expected to be flat in the coming decades.

#### **DECLINING SCHOOL-AGE ENROLLMENT**

- Orange County's school-age enrollments are projected to decline sharply by 2025, mirroring larger statewide trends following declines in birthrates after the Great Recession.
- There will be 40,000 fewer K-12 enrollments in Orange County in 2027 than there were in 2017, a loss of nearly nine percent of school-age students.

#### **GROWING ETHNIC DIVERSITY CONTINUES TO SHAPE THE REGION**

- Southern California will be a majority Latinx/Hispanic region by 2025.<sup>1</sup>
- In Orange County, currently, one-third of residents are Latinx/Hispanic, and 20 percent are of Asian descent. By 2060, 40 percent of the population will be Latinx/Hispanic, and 25 percent will be Asian.

#### HIGH COST OF LIVING

- Median home values and gross rents in the South Orange County Community College District Service Area are higher than the Orange County median values.
- Transportation costs amount to 25 percent of the average Orange County resident's monthly budget.

#### **EMPLOYMENT**

- Employment in the SOCCCD Service Area is projected to grow by nearly 17 percent, with 100,000 new jobs expected by 2035.
- Health care service firms employ the most workers in Orange County; within the South Orange County
   Community College District, more people are employed in professional and technical services occupations.

<sup>&</sup>lt;sup>1</sup> In this case, Southern California refers to the region governed by the Southern California Association of Governments, commonly referred to as SCAG. This includes Los Angeles, Orange, Riverside, San Bernardino and parts of Imperial and Ventura Counties.

#### **DEMOGRAPHIC IMPLICATIONS FOR COMMUNITY COLLEGES**

- Declines in regional school enrollments and high school graduation rates may lead to fewer college-age student enrollments at local institutions.
- Growing older adult populations may lead to an expansion in health care services and related fields.
- Retirements among older workers in middle-skill professions offer opportunities for community college students.
- SOCCCD and other colleges will need to plan for a mix of academic programs and support services that
  appropriately meet the diverse needs of older and non-traditional students, such as adult learners in need
  of re-training for new career paths, or increased community education classes for seniors.

#### REGIONAL INDUSTRY AND EMPLOYMENT TRENDS

#### SIGNIFICANT INDUSTRIES IN SOUTHERN CALIFORNIA AND ORANGE COUNTY

- In Southern California, growth in the health care sector over the next decade is expected to create an additional 330,000 jobs in the region. The logistics sector (transportation and warehousing) is projected to grow by 22 percent, adding 81,000 jobs. Hospitality (accommodation and food services) will grow by 15 percent, about 113,000 new jobs.
- Orange County employment growth projections mirror some of the broader regional trends, with health care, hospitality, and administrative support services sectors projected to grow the most over the next decade.
- Key industry clusters in Orange County and Southern California include information technology, digital media, and data analytics; biotech, including bioscience research, biopharmaceuticals, and medical device manufacturing; health care services; and professional and technical services.
- The region is also a hotbed for action sports companies and has large and growing tourism and hospitality industries.

#### **EMERGING INDUSTRIES IN ORANGE COUNTY**

• Emerging industries in the region include those connected to the green economy and businesses involved in the integration of IT and health care.

#### **GROWING OPENINGS IN MIDDLE-SKILL JOBS**

- Nearly a third of all new job openings in the coming years will require "middle skills," education, and training beyond a high school diploma: such as associate degrees or certification awards, occupational licensing, or apprenticeship opportunities.
- By 2025, the state of California is likely to face a shortage of more than a million workers with some postsecondary training.
- Retirements will lead to increased numbers of openings in middle-skill jobs.

#### THE CHANGING NATURE OF WORK

The advances of tech-infused workplaces require workers who understand how to use technology and data, and who are flexible and adaptable as industries and work evolves.

#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT DEMOGRAPHICS AND TRENDS

#### **ENROLLMENT**

- The number of students at SOCCCD (by headcount) has declined 11 percent since 2009.
- District-wide enrollments have declined by 8,000 (6.6 percent) between 2009 and 2017, and by 1,900 (1.7 percent) since 2013.
- SOCCCD total FTES has experienced slight increases in Fall 2016 and declines in Fall 2015 and Fall 2017 but
  has remained relatively flat in the period between Fall 2009 and Fall 2017, averaging 12,490 full-time
  equivalent students during this time.

#### STUDENT DEMOGRAPHICS

- Ninety percent of students live within the community college district; two percent of the student body qualify for AB 540 status.
- Both schools are experiencing an increase in enrollment among older adults and high school age students. One in four students at Saddleback are over 50 years of age; most students at Irvine Valley are under 30 years old. The number of dual-enrolled students has tripled at Saddleback College and is up sharply at Irvine Valley College as well.
- White, non-Hispanic students constitute most students at Saddleback, but only about a third of students at Irvine Valley.
- There has been a rise in enrollments among students of Asian and mixed descent at both schools between 2013 and 2017. Both have seen declines among African American students.
- More than 40 percent of new, first time students at Irvine Valley are economically disadvantaged (students who receive financial assistance due to having a lower income status), while 32 percent of first time Saddleback students are.
- Nearly one in six students at Saddleback (16 percent) and one in five at Irvine Valley (19 percent) are firstgeneration students, meaning they are the first in their immediate family to attend postsecondary school after high school.

#### **EDUCATIONAL GOALS**

- Most students who enroll at Saddleback and Irvine Valley have plans to transfer to four-year schools.
- Ten percent of South Orange County Community College District students say they are enrolled in career training; another twenty percent have personal development educational goals.

#### INSTRUCTION METHODS

- The number of SOCCCD students taking online classes has grown 26 percent since 2013.
- Twenty percent of students take classes via multiple methods of instruction.
- Rates of retention and success are improving among online students, though success rates still fall below traditional classroom outcomes.

#### **STUDENT OUTCOMES**

- Both Saddleback and Irvine Valley perform above the statewide average when looking at the completion rates of students, those who complete a degree or certificate, and/or transfer to another school within six years of their initial enrollment.
- Student cohort persistence rates have grown between 2008 and 2012 class cohorts, and completion rates are well above statewide averages.
- Among many students of color, those who enroll already prepared for college are more likely to complete their programs of study.

#### **DEGREES AND AWARDS**

- Saddleback College and Irvine Valley College collectively offer more than 220 associate degrees and nearly 200 certificate awards.
- The number of certificates and degrees awarded to Irvine Valley College students grew by more than 75 percent and by 44 percent at Saddleback College between 2013 to 2017.
- Both colleges offer 18 of the top 25 degrees among students who graduate from SOCCCD; these account for nearly 75 percent of all degrees awarded in the district.
- In 2017, students at both schools needed an average of at least 8.5 semesters to complete their degree or certificate awards.

#### **TRANSFERS**

- Transfer rates have grown significantly at both schools, up more than 20 percent from 2013 to 2017.
- Among transfer students, 55 percent of Irvine Valley College students and 45 percent of Saddleback College students transfer to UCs and CSUs, and the top five in-state destinations are the same for both colleges.

#### **OUTREACH SUMMARY**

Members of the South Orange County Community College District community, including students, administrators, faculty, staff, and residents of the SOCCCD Service Area, have shared ideas for the future directions of the District and the upcoming Educational Master and Strategic Plan through a series of focus groups, interviews, and an online questionnaire.

#### **METHODOLOGY**

This environmental scan makes extensive use of data collected from a variety of sources. We used current and historical demographic and economic data from the U.S. Census American Community Survey and the Bureau of Labor Statistics to look at and compare the South Orange County Community College District Service Area, Orange County and the Southern California region. Both the Southern California Association of Governments (SCAG) and the California Department of Finance provide projection estimates of future population and employment growth. K-12 enrollment and graduation data and projections are provided by the California Department of Education and California Department of Finance. Industry and employment data were gathered through EMSI and BLS, and from the Orange County Business Council. Student and college-level data was provided by SOCCCD through the inForm data warehouse; some institution-level data and statewide community college data were collected through the California Community Colleges' Chancellor's Office Data Mart, IPEDS, and NCES.

It is important to note that the population and employment growth projections and trends will be impacted by ongoing changes in the economy and the reactions that employers, colleges, consumers, and others have over time to those changes. This information serves as a direction toward future planning but will need to be updated on an ongoing basis to remain relevant with evolving trends.



# SERVICE AREA & DISTRICT DEMOGRAPHICS

#### SERVICE AREA AND DISTRICT DEMOGRAPHICS

This chapter focuses on demographic, economic, and population trends and characteristics within the South Orange County Community College District (SOCCCD), and trends related to the broader Orange County and Southern California region. This overview is intended to provide insight into the external forces which affect the District and its colleges—Saddleback College and Irvine Valley College—as well as current and prospective students and to inform District and College decision-making processes regarding future programs and services.

#### SOCCCD SERVICE AREA, CAMPUS LOCATIONS, AND GOALS

South Orange County Community College District is the largest of four community college districts in Orange County. It covers 382 square miles, serving nearly one million residents in 26 communities in the southern section of Orange County (Figure 1).<sup>2</sup> Established in 1967, SOCCCD is a multi-campus district comprised of Saddleback and Irvine Valley Colleges. Originally, a satellite campus to Saddleback, Irvine Valley became an independent institution in 1985 and recently opened the Advanced Technology & Education Park (ATEP) in the City of Tustin. ATEP offers students the opportunity to focus on advanced technology, career technical, and workforce development training programs to support high demand industries.

#### **SERVICE AREA**

The SOCCCD service area includes cities in southern Orange County including, Aliso Viejo, Dana Point (Capistrano Beach), Irvine, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Lake Forest (including Foothill Ranch), Mission Viejo, Newport Beach, Rancho Santa Margarita, San Clemente, San Juan Capistrano, Tustin and parts of Santa Ana; and the unincorporated communities of Coto de Caza, Emerald Bay, Ladera Ranch, Las Flores, North Tustin, Trabuco Canyon, and Trabuco Highlands (see Figure 1 which follows below).

There are three other community college districts in Orange County and seven community colleges within these districts. An additional 17 community colleges are located within a 50-mile radius of South Orange County Community College District.<sup>3</sup>

<sup>&</sup>lt;sup>2</sup> South Orange County Community College District, About the District, accessed May 2019, www.socccd.edu/about/about.html

<sup>&</sup>lt;sup>3</sup> California Community Colleges Chancellor's Office, Find a College Near You, accessed May 2019,



FIGURE 1: SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT MAP

Source: US Census

Saddleback and Irvine Valley Colleges are fully accredited, and both aim to provide an educational foundation to a diverse local and regional community. The colleges offer programs with transfer opportunities to four-year colleges and universities, associate degrees, certificate awards, employment and occupational skills training, and community and basic skills education.<sup>4</sup> Both use Guided Pathways models to foster student learning and expand student success, promote equitable program access and outcomes, and provide connections for students to the regional economy.

South Orange County Community College District "promotes access, success, and equity to meet each student's goals of skills development, certificate, associate degree, transfer, or personal enrichment." SOCCCD's recent planning initiative, Strategic Plan 2014-2020, included these goals:

- Foster an environment characterized by creativity, innovation, respectful interactions, and collaborations
- Promote students' success by enhancing the teaching and learning environment
- Advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education

<sup>&</sup>lt;sup>4</sup> South Orange County Community College District, Fast Facts, March 2019, https://www.socccd.edu/documents/FastFacts-March-2019.pdf

<sup>&</sup>lt;sup>5</sup> South Orange County Community College District, Mission, accessed May 2019, https://www.socccd.edu/about/SOCCCDMissionVisionGoals.htm

<sup>&</sup>lt;sup>6</sup> South Orange County Community College District, District-Wide Planning, accessed May 2019, https://www.socccd.edu/about/DWPlanning.htm

 Strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation

#### SERVICE AREA AND REGIONAL POPULATION TRENDS

The next section describes the cities within the South Orange County Community College District Service Area, the District's relationship to the region, and examines projections for regional population growth through the coming decades.

#### SERVICE AREA POPULATIONS

- At least 83 percent of students enrolled at South Orange County Community College District live within the District's Service Area.
- At Saddleback College, 88 percent of students reside within the SOCCCD Service Area; at Irvine Valley, 74
  percent of students are residents of the District Service Area (see Table 1 below).
- One in five students (20 percent) from the South Orange County Community College District live in the City of Irvine (Figure 2).
- More than 11 percent of SOCCCD students are residents of Mission Viejo, the second-largest concentration of SOCCCD students among Orange County cities.

#### **REGIONAL POPULATION TRENDS**

South Orange County Community College District's population (975,000 people) represents about one-third
of the total population of Orange County of nearly 3.2 million people (Table 2).

#### **REGIONAL POPULATION PROJECTIONS**

- Orange County population projections by the Southern California Association of Governments (SCAG)
  estimate that an additional 150,000 people will be living in the county by 2035, or a growth of about five
  percent from 2020 to 2035 (see Table 4).
- The greater SCAG region, which encompasses Orange, Los Angeles, Riverside, and San Bernardino Counties and parts of Ventura and Imperial counties, is estimated to grow 12 percent, or 2.4 million people, between 2020 and 2035. Much of this growth will be in Riverside and San Bernardino Counties, where some city populations are projected to grow as much as 50 percent.<sup>7</sup>

#### **SERVICE AREA POPULATION PROJECTIONS**

- The South Orange County Community College District Service Area is projected to grow at a similar rate (four percent) over this period (2020 to 2035), with total growth approximately 39,000 new residents (see Table 4).
- Nearly all the SOCCCD Service Area's projected growth is estimated to take place in the City of Irvine, which
  may grow by 15 percent between 2020 and 2035, adding an estimated 38,600 people to its population (see
  Table 4).
- Most other cities in the South Orange County Community College District Service Area are projected to have only slight gains or in population over this period.

<sup>&</sup>lt;sup>7</sup> Southern California Association of Governments, Socio Economic Library: Adopted 2012 RTP Growth Forecast, accessed April 2019 from http://gisdata.scag.ca.gov/Pages/SocioEconomicLibrary.aspx

TABLE 1: SOCCCD AND COLLEGE ENROLLMENT BY CITY, FALL 2017

City	Saddleback College	e	Irvine Valley	College	SOCCCD Tot	al
City	Number	Percent	Number	Percent	Number	Percent
Aliso Viejo	1,629	5.98%	397	2.58%	2,026	4.75%
Anaheim	174	0.64%	332	2.16%	506	1.19%
Capistrano Beach	257	0.94%			257	0.60%
Corona			109	0.71%	109	0.26%
Costa Mesa	158	0.58%	212	1.38%	370	0.87%
Dana Point	999	3.66%			999	2.34%
Foothill Ranch	254	0.93%	178	1.16%	432	1.01%
Fountain Valley			127	0.83%	127	0.30%
Garden Grove			190	1.24%	190	0.45%
Huntington Beach	140	0.51%	134	0.87%	274	0.64%
Irvine	1,917	7.03%	6,698	43.61%	8,615	20.21%
Ladera Ranch	783	2.87%			783	1.84%
Laguna Beach	359	1.32%	215	1.40%	574	1.35%
Laguna Hills	1,144	4.20%	219	1.43%	1,363	3.20%
Laguna Niguel	2,399	8.80%	269	1.75%	2,668	6.26%
Laguna Woods	2,069	7.59%			2,069	4.85%
Lake Elsinore	102	0.37%			102	0.24%
Lake Forest	1,789	6.56%	894	5.82%	2,683	6.30%
Mission Viejo	4,337	15.91%	557	3.63%	4,894	11.48%
Newport Beach	106	0.39%	193	1.26%	299	0.70%
Orange	128	0.47%	283	1.84%	411	0.96%
Other Cities	2,183	8.01%	1,660	10.81%	3,843	9.02%
Rancho Santa Margarita	1,458	5.35%	324	2.11%	1,782	4.18%
San Clemente	2,065	7.57%	153	1.00%	2,218	5.20%
San Juan Capistrano	1,454	5.33%			1,454	3.41%
Santa Ana	252	0.92%	885	5.76%	1,137	2.67%
Trabuco Canyon	881	3.23%	166	1.08%	1,047	2.46%
Tustin	226	0.83%	1,163	7.57%	1,389	3.26%
SOCCCD Service Area Total	24,126	88.49%	11,426	74.40%	35,552	83.41%
All Cities Served	27,263	100.00%	15,358	100.00%	42,621	100.00%
		· · · · · · · · · · · · · · · · · · ·				

Note(s): "Other Cities" is a grouping of cities with under 100 students. Rows highlighted in gray represent cities that fall within SOCCCD's Service Area.

Source: SOCCCD inFORM Data Warehouse

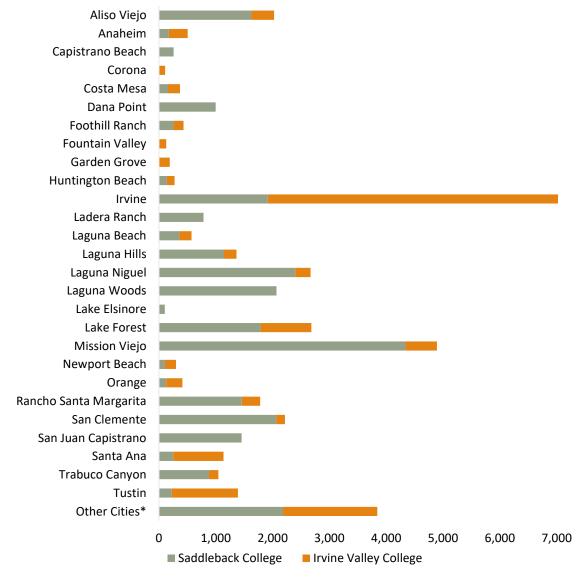


FIGURE 2: SOCCCD ENROLLMENT BY CITY, FALL 2017

Note(s): "Other Cities" is a grouping of cities with under 100 students.

Source: SOCCCD inFORM Data Warehouse

TABLE 2: COUNTY AND SOCCCD POPULATIONS, 2017

Region	Population	% of County
SOCCCD	973,197	30.83%
Orange County	3,155,816	-

Note: SOCCCD population totals do not include unincorporated community population counts due to data unavailability. Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 3: SOCCCD SERVICE AREA POPULATION, 2017

City	Population
Aliso Viejo	50,691
Dana Point	34,028
Irvine	256,877
Laguna Beach	23,224
Laguna Hills	31,235
Laguna Niguel	65,429
Laguna Woods	16,314
Lake Forest	81,812
Mission Viejo	96,535
Newport Beach	86,793
Rancho Santa Margarita	49,078
San Clemente	65,226
San Juan Capistrano	35,948
Tustin	80,007
SOCCCD Service Area	973,197

Note: Does not include unincorporated areas due to data unavailability.

Source: US Census ACS 5-Year Estimates, 2013-2017

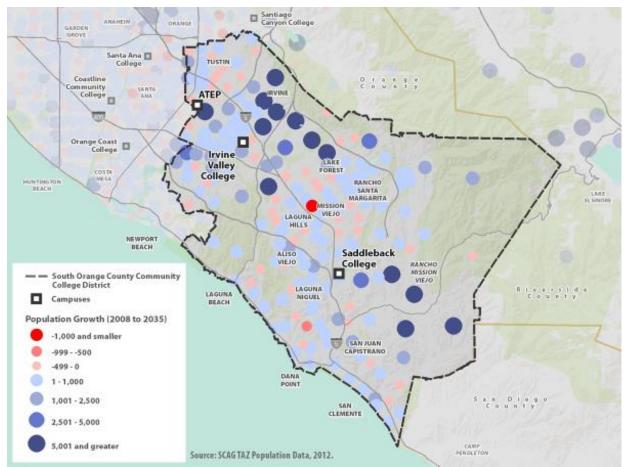


FIGURE 3: DISTRICT PROJECTED POPULATION GROWTH, 2008 TO 2035

Source: SCAG Socio Economic Library, Adopted 2012 Growth Forecast

Table 4: Region, County and District Population Growth Projections, 2008 to 2035

Region	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
SOCCCD	890,800	1,001,700	1,041,600	3.98%	39,900
Orange County	2,989,500	3,266,200	3,421,100	4.74%	154,900
Los Angeles County	9,778,000	10,404,000	11,353,000	9.12%	949,000
Riverside County	2,128,000	2,592,000	3,324,000	28.24%	732,000
San Bernardino County	2,016,000	2,268,000	2,750,000	21.25%	482,000
SCAG Region	17,895,000	19,663,000	22,091,000	12.35%	2,428,000

Source: SCAG Socio Economic Library, Adopted 2012 Growth Forecast

Table 5: Population Growth Projections for Cities in SOCCCD, 2008 to 2035

City	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
Aliso Viejo	47,200	51,500	51,000	-0.97%	-500
Dana Point	33,400	35,900	36,200	0.84%	300
Irvine	203,600	265,600	304,200	14.53%	38,600
Laguna Beach	22,700	23,500	23,400	-0.43%	-100
Laguna Hills	30,300	32,100	32,000	-0.31%	-100
Laguna Niguel	62,700	65,700	65,200	-0.76%	-500
Laguna Woods	16,200	17,000	16,900	-0.59%	-100
Lake Forest	77,200	88,100	87,400	-0.79%	-700
Mission Viejo	93,200	96,600	97,000	0.41%	400
Newport Beach	84,200	88,700	90,300	1.80%	1,600
Rancho Santa Margarita	47,800	49,500	49,000	-1.01%	-500
San Clemente	63,200	68,100	68,300	0.29%	200
San Juan Capistrano	34,400	38,100	37,800	-0.79%	-300
Tustin	74,700	81,300	82,900	1.97%	1,600
SOCCCD Total	890,800	1,001,700	1,041,600	3.98%	39,900

Source: SCAG Socio Economic Library, Adopted 2012 Growth Forecast

### REGIONAL DEMOGRAPHICS: AGE

This next section looks at the age demographics of the population within Orange County and the South Orange County Community College District Service Area, as well as regional and service area projections for growth or decline by age cohort in the coming decades. Most of Southern California, Orange County, and the SOCCCD Service Area populations are growing older and the number of school age children is in a precipitous decline. Families are leaving the area as well, as many are priced out of local housing opportunities. These changes have implications for college enrollments and the regional economy.

#### **CURRENT POPULATION DEMOGRAPHICS**

- School age children (those from 5 to 17 years old) make up about 16 percent of the South Orange County
  Community College District Service Area population and the broader Orange County population as well (see
  Table 4 below).
- About nine percent of residents in the Service Area and county are in the traditional college age cohort (18 to 24 years old), while 54 percent are working age adults.
- Seniors (those 65 and older), make up about 15 percent of the population in the SOCCCD Service Area, and 13.5 percent of Orange County's population.

# **DECLINING K-12 ENROLLMENTS**

An approaching "cliff" in K-12 student enrollments projected in the next decade may lead to a similar decline in enrollments at community colleges among traditional school age students, as Orange County loses more than 40,000 school age children by 2027 (Figure 4).9

## By 2060 IN ORANGE COUNTY<sup>10</sup>

- The population of school age children is expected to continue to decline, a trend that will mirror similar declines across the region and the state (Figure 5).
- The proportion of college age residents to the whole population will be like what it is today, decreasing by less than one percent.
- Growth in the working age adult population, those between the ages of 25 and 64, will also be flat (two
  percent growth).
- Retirees and older adults will grow substantially, especially among those 75 years of age and older.
- Retirees and seniors will become nearly one third of the county's population by 2060 (Figure 6).

### ADDITIONAL AGE-RELATED IMPLICATIONS FOR THE REGION

- Demand for childcare and education occupations may wane with fewer young and school age children.
- Growth can be anticipated in industries and occupations related to healthcare and others which cater to senior populations.
- Retirements will lead to an increased number of openings, many in middle-skill jobs.

<sup>&</sup>lt;sup>8</sup> Orange County Business Council, Orange County Workforce Indicators Report, 2019, p.21, https://www.ocbc.org/research/workforce-indicators-report/

<sup>&</sup>lt;sup>9</sup> California Department of Finance, Projected California Public K-12 Graded Enrollment by County by Year, 2018 Series

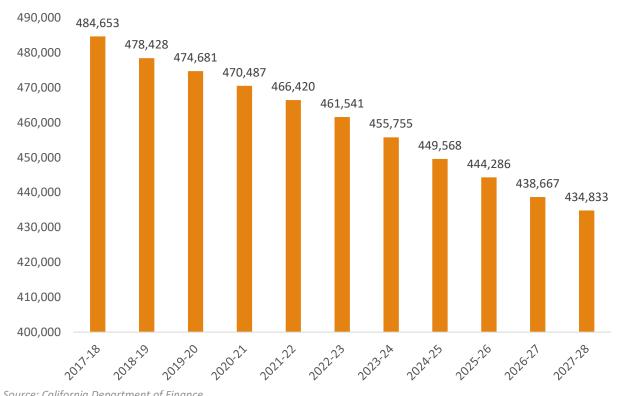
<sup>&</sup>lt;sup>10</sup> Southern California Association of Governments, Orange County Economic Report, 2018, p.9,

TABLE 6: DISTRICT AND COUNTY POPULATION BY AGE GROUP, 2017

Age Group	SOCCCD	% of SOCCCD	Orange County	% of Orange County
Under 5 years	54,808	5.63%	188,952	6.00%
5 to 17 years	153,280	15.75%	527,815	16.73%
18 to 24 years	87,874	9.03%	306,891	9.70%
25 to 64 years	530,871	54.55%	1,705,713	54.05%
65 years and older	146,364	15.04%	426,445	13.51%

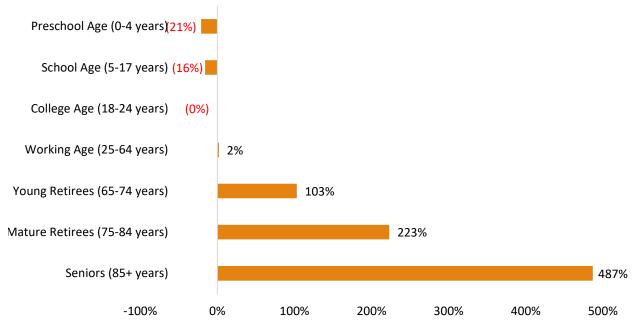
Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 4: PROJECTED K-12 ENROLLMENT, ORANGE COUNTY, 2017-2027



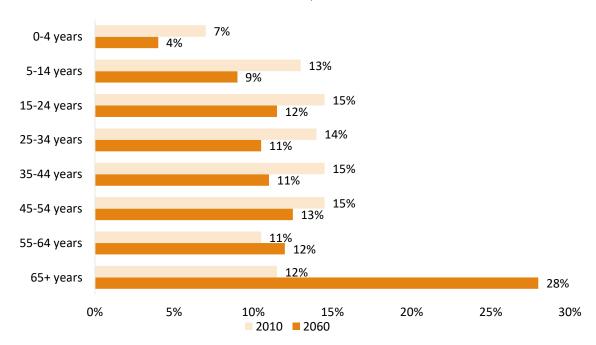
Source: California Department of Finance

FIGURE 5: ORANGE COUNTY PROJECTED POPULATION CHANGE BY AGE, 2010 TO 2060



Source: SCAG County Economic Report, 2018

FIGURE 6: ORANGE COUNTY PROJECTED POPULATION AGE GROUP, 2010 AND 2060



Source: Orange County Business Council Workforce Indicators Report, 2019

### REGIONAL DEMOGRAPHICS: RACE AND ETHNICITY

Alongside changes in age, Orange County continues to grow in its ethnic diversity. Entrepreneurs and highly educated workers "with global connections" provide important economic advantages and cultural assets to the region, but many new immigrants and residents and their children are in need of training programs and support. Expanding access to English language programs, for example, will help guarantee a steady supply of workers with basic skills in reading and writing to fill a growing number of job openings expected as older workers retire.

### **CURRENT POPULATION DEMOGRAPHICS**

- More than half of residents in Orange County are Asian, or Latinx (of any race); only two in five identify as white (see Table 7).
- While the South Orange County Community College District Service Area holds a similar ratio of Asian residents as the County population, nearly 60 percent of its residents are white.
- The SOCCCD Service Area has only about half the rate of Latinx residents as the County as a whole.
- Asian residents constitute over 40 percent of the population in the city of Irvine; 41 percent of residents in Tustin and 36 percent in San Juan Capistrano are Latinx (see Table 8).

# **REGIONAL PROJECTIONS BY RACE AND ETHNICITY**

- In Orange County, the proportion of white residents will continue to decline over the coming decades;
   estimates from SCAG estimates project a ten percentage point decrease from 2010 to 2060 (see Figure 7).<sup>12</sup>
- By 2060, Latinx residents will represent nearly 40 percent of the population of Orange County, and nearly one in four residents will be Asian.

TABLE 7: SERVICE AREA, DISTRICT AND COUNTY POPULATION BY RACE/ETHNICITY GROUP, 2017

Race	SOCCCD	Orange County
White (alone)	58%	41%
African American (alone)	2%	2%
Hispanic or Latinx (of any race)	18%	34%
Asian (alone)	19%	20%
American Indian / AK Native (alone)	0.2%	0.2%
Native HI / Pacific Islander (alone)	0.2%	0.3%
Some other race (alone)	0.2%	0.2%
Two or more races	4%	3%

Source: US Census ACS 5-Year Estimates, 2013-2017

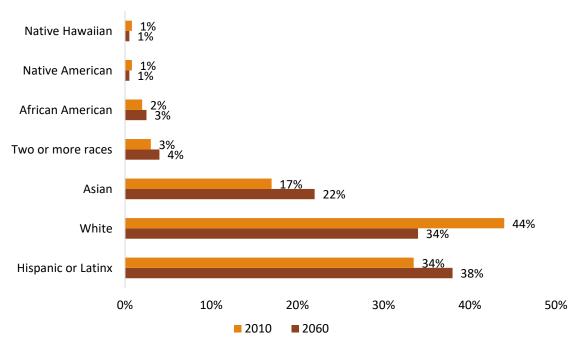
<sup>&</sup>lt;sup>11</sup> Southern California Association of Governments, Orange County Economic Report, 2018, p.9, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018\_EconomicReportOC.pdf <sup>12</sup> Southern California Association of Governments, Orange County Economic Report, 2018, p.10, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018\_EconomicReportOC.pdf <sup>26</sup> | SERVICE AREA AND DISTRICT DEMOGRAPHICS

TABLE 8: SOCCCD CITIES POPULATION BY RACE/ETHNIC GROUP, 2017

City	White (alone)	African American (alone)	Hispanic or Latinx (of any race)	Asian (alone)	Am Indian / Alaska Native (alone)	Native Hawaiian / Pacific Islander (alone)	Some other race (alone)	Two or more races
Aliso Viejo	60%	2%	18%	15%	0.4%	0.1%	0.2%	4%
Dana Point	76%	2%	16%	3%	0.3%	0.0%	0.2%	2%
Irvine	42%	2%	10%	42%	0.1%	0.2%	0.2%	5%
Laguna Beach	82%	1%	8%	5%	0.1%	0.4%	0.4%	3%
Laguna Hills	59%	2%	21%	14%	1%	0.5%	0.0%	3%
Laguna Niguel	66%	2%	17%	10%	0.1%	0.2%	0.1%	4%
Laguna Woods	76%	0.4%	4%	18%	0.0%	0.0%	0.1%	1%
Lake Forest	54%	2%	25%	15%	0.4%	0.2%	0.2%	4%
Mission Viejo	67%	1%	17%	10%	0.2%	0.1%	0.1%	4%
Newport Beach	81%	1%	8%	8%	0.2%	0.1%	0.1%	2%
Rancho Santa Margarita	63%	2%	20%	10%	0.0%	0.1%	0.3%	4%
San Clemente	73%	1%	18%	4%	0.1%	1%	0.2%	3%
San Juan Capistrano	57%	0.1%	36%	3%	0.4%	0.2%	1%	2%
Tustin	30%	2%	41%	22%	1%	0.3%	0.1%	3%
SOCCCD Service Area	58%	2%	18%	19%	0.2%	0.2%	0.2%	4%

Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 7: ORANGE COUNTY PROJECTED POPULATION BY RACE/ETHNIC GROUP, 2010 AND 2060



Source: SCAG County Economic Report, 2018

## EDUCATIONAL ATTAINMENT AND COLLEGE PREPAREDNESS

The South Orange County Community College District Service Area and Orange County have high levels of advanced educational attainment, with the proportion of residents with bachelor's degrees or higher reaching 65 percent in several cities in the Service Area. And while SOCCCD's Service Area also has a greater proportion of residents who have completed high school than the county, there are parts of the region where residents have lower than average levels of basic educational attainment.

Lack of literacy and language proficiency are among the most serious barriers to entry into the labor market and career progression. Regardless of industry, English-language and communication skills are essential factors for success in school and the workplace. Employers want workers with soft skills, critical thinking capabilities, and an adaptable mindset - something that many students learn and get to practice in baccalaureate programs but may not access in high school or vocational training settings.

High school dropout rates, the number of students who are English Language Learners (ELLs), and the proportion of high school students who graduate prepared for college-level classes are all key outcomes measures, which can help determine whether a region is properly preparing its students for college study and work.<sup>14</sup>

For students who do earn associate degrees or higher, there is a wage premium in many important and growing sectors of the economy. In an analysis of key Orange County industry sectors by the Orange County Business Council, community college graduates, on average, made nearly 60 percent more than their peers with only a high school degree. Five years later, they made 100 percent more than peers with just a high school education.<sup>15</sup>

The sections below look at the educational outcomes of residents in the Service Area and Orange County, including high school graduation rates, college preparedness, and eligibility, and postsecondary degree attainment.

# **EDUCATIONAL ATTAINMENT**

- Residents of the South Orange County Community College District Service Area have higher rates of educational attainment than Orange County as a whole. Only 85 percent of residents in all of Orange County have completed high school, while 94 percent of SOCCCD residents have a high school degree (see Table 9 below).
- More than half of SOCCCD Service Area residents (55 percent) hold a bachelor's degree or higher, while less than 40 percent of Orange County residents have a bachelor's or advanced degrees.
- The cities of Irvine, Laguna Beach and Newport Beach have the highest rates of residents with bachelor's degrees or higher (65 to 67 percent), while Tustin and San Juan Capistrano have the lowest rates of bachelor's degree holders (41 percent and 37 percent, respectively) (Table 10).
- San Juan Capistrano, Aliso Viejo, and Mission Viejo have some of the highest levels of associate degree attainment with no additional education, from 12 to 17 percent (See Figure 9).
- There may be a high demand for community college education in areas north of Lake Forest and around ATEP where there are high levels of high school graduates and low levels of residents with associate degrees (See Figure 8 and Figure 9 below).
- Parts of Irvine and Tustin, which have the lowest rates of educational attainment beyond high school in the district may be key concentrations of potential students for associate's or other postsecondary degrees (See Figure 10).

<sup>&</sup>lt;sup>13</sup> See for example Wrigley et al, The Language of Opportunity: Expanding Employment Prospects for Adults with Limited English Skills, The Center for Law and Social Policy, 2003, https://www.clasp.org/sites/default/files/public/resources-and-publications/files/0150.pdf

<sup>&</sup>lt;sup>14</sup> Orange County Business Council, Orange County Workforce Indicators Report, 2019, p.28, https://www.ocbc.org/research/workforce-indicators-report/

<sup>&</sup>lt;sup>15</sup> Orange County Business Council, Orange County Workforce Indicators Report, 2019, p.37, https://www.ocbc.org/research/workforce-indicators-report/

### **HIGH SCHOOL DROPOUT RATES**

- Orange County has some of the lowest dropout rates in California and has been consistently below the statewide average (Figure 11).
- Among South Orange County Community College District Service Area high school feeder districts, dropout rates were below one percent in the 2016-2017 school year.<sup>16</sup> In other parts of the county, more students struggle to complete high school.

#### **ENGLISH LANGUAGE LEARNERS**

- Nearly one in four students in Orange County are English Language Learners, a rate higher than in other Southern California counties and higher than the California statewide average (Figure 12).
- At Irvine and Newport-Mesa Unified School Districts, one in five students are ELLs (Figure 13).
- The most common languages other than English spoken by students in Orange County schools include Spanish (32.6 percent), Vietnamese (5.3 percent), Korean, (1.9 percent), and Mandarin (1.5 percent).

#### **COLLEGE ELIGIBILITY**

- Among SOCCCD feeder schools, California Department of Education data shows that Laguna Beach,
  Capistrano and Irvine Unified School Districts lead all Orange County districts in the percentage of high
  school students who meet English and math benchmarks in SAT scores. Most SOCCCD feeder districts have
  performance rates above 70 percent (Figure 14).
- More than half of all Orange County high school graduates were eligible for entrance into the University of California and California State University systems in 2016-2017.<sup>18</sup>
- In Orange County, nearly all ethnic groups outpace the statewide average among UC and CSU eligibility. However, Native American, Latinx, and African American students have the least college readiness among Orange County students, representing under 40 percent of students from these backgrounds who are prepared upon graduation for college (Figure 15).

<sup>&</sup>lt;sup>16</sup> Orange County Business Council, Orange County Workforce Indicators Report, 2019, p. 30, https://www.ocbc.org/research/workforce-indicators-report/

<sup>&</sup>lt;sup>17</sup> California Department of Education, Orange County Language Group Data, 2018-19

<sup>&</sup>lt;sup>18</sup> California Department of Education, Graduates Meeting UC/CSU Entrance Requirements, 2009-17

Table 9: Service Area, District and County Educational Attainment by Percent, 2017

Region	Less than a high school degree	High school degree or higher	Bachelor's degree or higher
SOCCCD	5%	94%	55%
Orange County	13%	85%	39%

Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 10: EDUCATIONAL ATTAINMENT, CITIES IN SOCCCD, 2017

City	Less than a high school degree	High school degree or higher	Bachelor's degree or higher
Aliso Viejo	3%	96%	56%
Dana Point	5%	94%	49%
Irvine	3%	96%	67%
Laguna Beach	3%	97%	65%
Laguna Hills	7%	92%	49%
Laguna Niguel	4%	96%	53%
Laguna Woods	4%	95%	44%
Lake Forest	6%	92%	45%
Mission Viejo	4%	94%	47%
Newport Beach	2%	98%	66%
Rancho Santa Margarita	4%	96%	50%
San Clemente	5%	95%	49%
San Juan Capistrano	13%	84%	37%
Tustin	13%	85%	41%
SOCCCD Service Area	5%	94%	55%

Source: US Census ACS 5-Year Estimates, 2013-2017

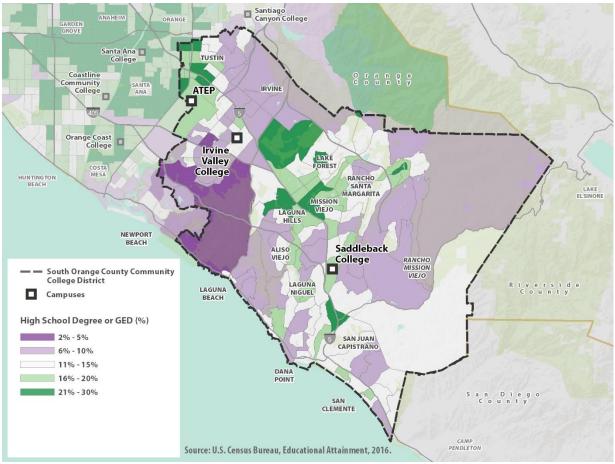


FIGURE 8: HIGH SCHOOL DEGREE OR GED ONLY, SOCCCD, 2016

Source: US Census

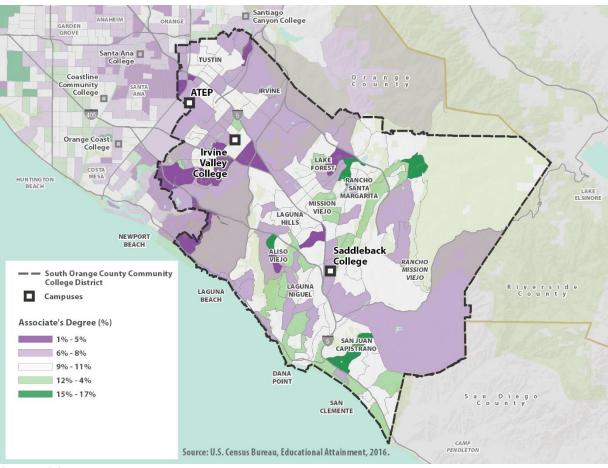


FIGURE 9: ASSOCIATE DEGREE ONLY, SOCCCD, 2016

Source: US Census

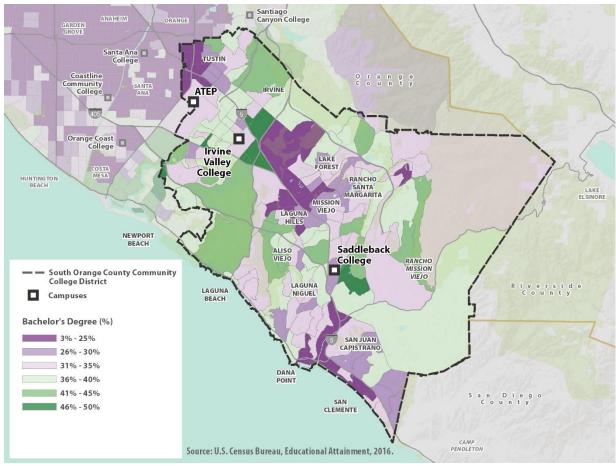
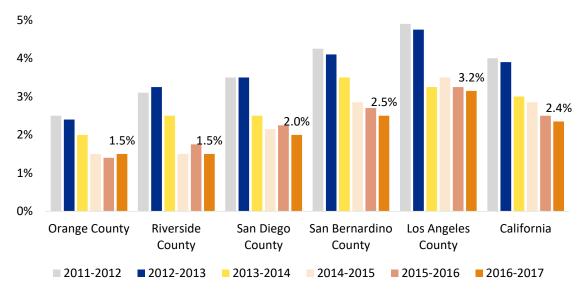


FIGURE 10: BACHELOR'S DEGREE OR HIGHER, SOCCCD, 2016

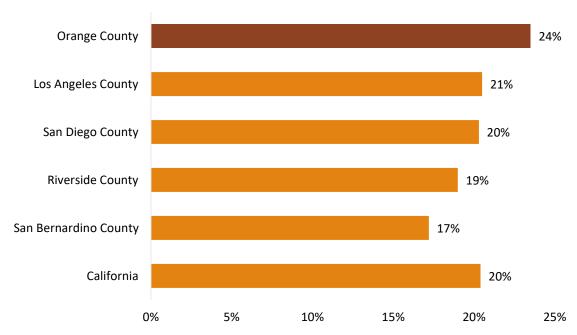
Source: US Census

FIGURE 11: HIGH SCHOOL DROPOUT RATES (GRADES 9-12), SOUTHERN CALIFORNIA COUNTIES, 2011-12 TO 2016-17 SCHOOL YEARS



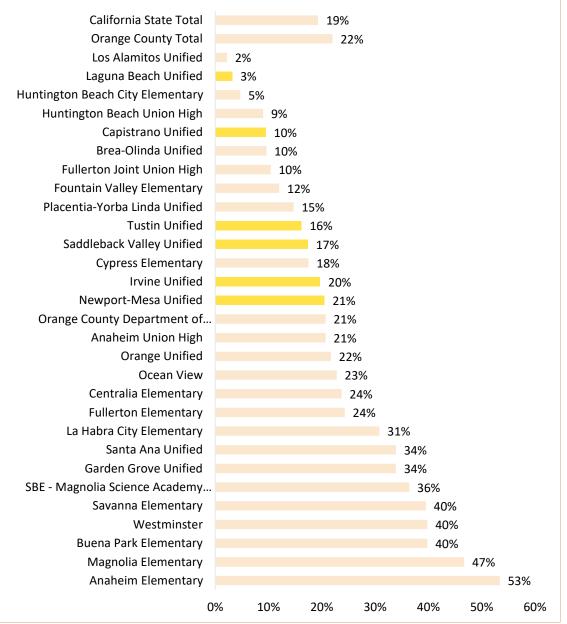
Source: California Department of Education and Orange County Business Council

FIGURE 12: ENGLISH LANGUAGE LEARNERS AS PERCENT OF TOTAL K-12 ENROLLMENT, SOUTHERN CALIFORNIA COUNTIES, 2018



Source: California Department of Education and Orange County Business Council

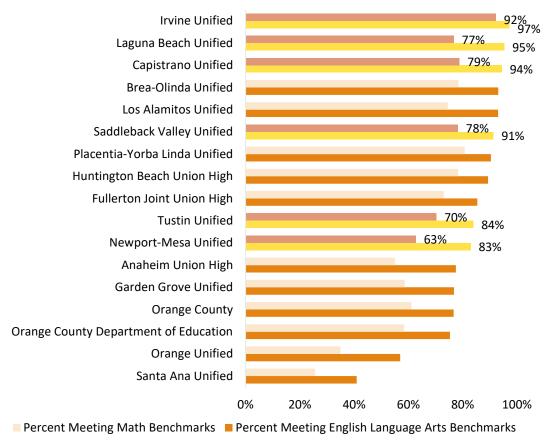
FIGURE 13: ENGLISH LANGUAGE LEARNERS AS PERCENT OF TOTAL K-12 ENROLLMENT, ORANGE COUNTY HIGH SCHOOL DISTRICTS, 2018-2019 SCHOOL YEAR



Note: Yellow highlights refer to SOCCCD feeder district schools.

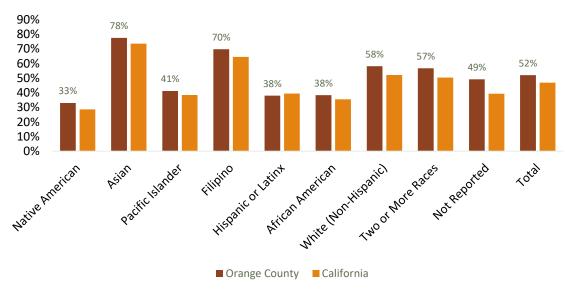
Source: California Department of Education

FIGURE 14: STUDENTS MEETING ENGLISH LANGUAGE ARTS AND MATH BENCHMARKS IN ORANGE COUNTY BY SCHOOL DISTRICT, 2016-2017 SCHOOL YEAR



Note: Yellow highlights refer to SOCCCD feeder district schools. Source: California Department of Education, DataQuest

FIGURE 15: UC/CSU ELIGIBLE HIGH SCHOOL GRADUATES IN ORANGE COUNTY AND CALIFORNIA, 2016-2017 SCHOOL YEAR



Source: California Department of Finance and Orange County Business Council

# HOUSEHOLDS, INCOME, AND POVERTY

Income and poverty levels within communities often correlate with educational attainment rates, as these determine the capacity of families to afford the expense and time required to attend and complete high school, college, and other educational studies. This section describes the income and related living characteristics of households in Orange County and the SOCCCD Service Area.

Residents in the SOCCCD area tend to pay more for housing, whether they rent or own their homes, than in Orange County as a whole. Some cities with the highest rents, such as Irvine, also have some of the highest rates of residents living below poverty. Both median household incomes and home values in the district's service area are higher than those across Orange County and statewide.

Connected to housing affordability are transportation costs, usually a household's second-largest expense. In Orange County, households spend nearly 25 percent of their incomes on transportation, an average annual cost of more than \$14,000.<sup>19</sup>

The rising costs of living in Orange County and the broader Southern California region are forcing many lower-income residents and families to look for more affordable housing opportunities farther away from metropolitan centers. This puts residents farther away from work and schools, adding additional time and cost burdens on families experiencing increased transportation costs and longer commutes.

### HOUSEHOLD CHARACTERISTICS

- The South Orange County Community College District has fewer average people per household (2.6) than Orange County (3.0 people per household) and the California statewide average (also 3.0 people per household) (see Table 11 below).
- Tustin, Laguna Hills, San Juan Capistrano and Lake Forest have an average household size (2.9 to 3.0 people per household) closest to the County and California average household size of 3.0 people (Table 12).

# **INCOME AND POVERTY**

- SOCCCD median household income of \$97,891 is considerably higher than the Orange County average of \$81,851 and much higher than the statewide average of \$67,169 (see Table 11).
- The SOCCCD Service Area has a lower percentage of households living in poverty (9 percent) compared to all of Orange County (12 percent), and California statewide rates (15 percent).
- Tustin and Irvine have higher rates of residents living below the poverty line than Orange County rates (Table 12).
- Laguna Woods has the lowest median household income and the fewest people per household among cities
  in the South Orange County Community College District. It also has the lowest median home values and
  rents in the district (Table 12 and Table 14).

### HOME VALUES AND RENTAL COSTS

- Median home values are six percent higher and rental costs 18 percent higher in South Orange County Community College District cities than in Orange County; SOCCCD median home values and rents are nearly 50 percent higher than statewide values and rents (Table 13).
- Median rent in the city of Irvine, which has some of the highest rates of renters in the District, is more than \$2,110 per month. This is on par with rents in SOCCCD communities with the highest median home values, such as Newport Beach and Laguna Beach (Table 14).

<sup>19</sup> The Center for Neighborhood Technology, Orange County H+T Fact Sheet, accessed March 2019 from htaindex.cnt.org
SERVICE AREA AND DISTRICT DEMOGRAPHICS | 37

TABLE 11: DISTRICT HOUSEHOLD SIZE, MEDIAN INCOME AND PERCENT LIVING BELOW POVERTY, 2017

Region	Total Households	Average Persons Per Household	Median Household Income	Percent of Residents Living Below Poverty Level
SOCCCD	363,412	2.6	\$97,891	9%
Orange County	1,024,976	3.0	\$81,851	12%
California	12,888,128	3.0	\$67,169	15%

Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 12: SOCCCD SERVICE AREA HOUSEHOLD SIZE, MEDIAN INCOME AND PERCENT LIVING BELOW POVERTY, 2017

City	Total Households	Average Persons Per Household	Median Household Income	Percent of Residents Living Below Poverty Level
Aliso Viejo	18,661	2.7	\$106,353	5%
Dana Point	14,616	2.3	\$90,310	8%
Irvine	92,869	2.7	\$95,573	13%
Laguna Beach	10,485	2.2	\$117,586	7%
Laguna Hills	10,368	3.0	\$99,797	9%
Laguna Niguel	25,075	2.6	\$99,206	7%
Laguna Woods	11,251	1.5	\$40,837	11%
Lake Forest	27,965	2.9	\$96,963	7%
Mission Viejo	33,833	2.8	\$107,988	5%
Newport Beach	37,971	2.3	\$119,379	6%
Rancho Santa Margarita	17,339	2.8	\$106,939	4%
San Clemente	24,565	2.6	\$101,843	6%
San Juan Capistrano	12,229	2.9	\$81,730	11%
Tustin	26,185	3.0	\$73,567	14%
SOCCCD Service Area	363,412	2.6	\$97,891	9%

Source: US Census ACS 5-Year Estimates, 2013-7

TABLE 13: DISTRICT HOUSING TENURE, MEDIAN HOME VALUE AND GROSS RENT, 2017

Region	Owner-occupied	Renter-occupied	Median Home Value	Median Gross Rent
SOCCCD	61%	39%	\$825,100	\$1,998
Orange County	57%	43%	\$620,500	\$1,693
California	55%	46%	\$443,400	\$1,358

Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 14: SOCCCD Service Area Housing Tenure, Median Home Value and Gross Rent, 2017

City	Owner-occupied	Renter-occupied	Median Home Value	Median Gross Rent
Aliso Viejo	60%	40%	\$582,300	\$2,092
Dana Point	60%	40%	\$833,800	\$1,941
Irvine	48%	52%	\$753,400	\$2,114
Laguna Beach	63%	38%	\$1,570,700	\$2,191
Laguna Hills	71%	29%	\$649,700	\$1,906
Laguna Niguel	71%	30%	\$737,400	\$2,004
Laguna Woods	76%	24%	\$246,600	\$1,656
Lake Forest	69%	31%	\$585,100	\$1,846
Mission Viejo	78%	23%	\$640,800	\$2,123
Newport Beach	57%	43%	\$1,695,700	\$2,118
Rancho Santa Margarita	71%	29%	\$619,200	\$1,812
San Clemente	66%	34%	\$849,300	\$1,775
San Juan Capistrano	74%	26%	\$635,100	\$1,886
Tustin	48%	52%	\$585,700	\$1,696
SOCCCD Service Area	61%	39%	\$825,100	\$1,998

Source: US Census ACS 5-Year Estimates, 2013-2017

### REGIONAL EMPLOYMENT TRENDS

Employment in Orange County and the South Orange County Community College District Service Area is projected to grow over the next decade. Much of the job growth in Orange County is expected to take place in key parts of the SOCCCD Service Area.

The section below describes these trends and provides details about which industries, like health care and professional services, serve as key employment centers for SOCCCD and the region. Chapter 3, which follows below, presents in more detail regional employment and industry trends in Southern California, Orange County, and in the SOCCCD Service Area.

### COUNTY AND DISTRICT EMPLOYMENT RATES AND PROJECTIONS

- Approximately two-thirds of residents in the South Orange County Community College District who are 16 years of age and older, or about 1.7 million people, are employed or looking for work (see Table 15 below).
- The rate of labor force participation in SOCCCD, 66 percent, is the same as Orange County, and slightly higher than the statewide average of 63 percent of working-age adults.
- Among SOCCCD cities, labor force participation rates are highest in Aliso Viejo (76 percent) and Rancho Santa Margarita (75 percent), and lowest in Laguna Woods (22 percent) (Table 16).
- Orange County is projected to add 150,000 jobs between 2020 and 2035 (Table 17).
- Nearly half of those positions will be in the SOCCCD Service Area, which is projected to hold another 74,000 jobs by 2035.
- The cities of Irvine and Tustin, and the areas nearest ATEP will account for most of the new growth (93,000 jobs) in the District (see areas with dark green circles in Figure 16 and Table 18).

### **EMPLOYMENT BY INDUSTRY AND OCCUPATION**

- Health care services firms employ the most workers in Orange County, approximately 201,000 people. In the South Orange County Community College District, 73,000 people work in health care services fields (see Figure 17 and Table 19 below).
- The professional and technical services (PTS) sector is the largest in SOCCCD, at more than 12 percent of all workers, followed by health care services (11 percent).
- Related PTS and health services occupation groups with the most workers in the District include business operations and financial specialists, computer occupations, personal care workers and health practitioners (Figure 18).
- Other key industry sectors in SOCCCD include hospitality, government, administrative and support services, retail, manufacturing, and insurance, and finance sectors, which employ seven percent or more of workers in SOCCCD.

TABLE 15: EMPLOYMENT STATUS, 2017

Region	Population 16 years and over	Population 16 years and over in Civilian Labor Force		
		Population	Percent	
SOCCCD	790,152	519,450	66%	
Orange County	2,524,230	1,657,036	66%	
California	30,910,058	19,485,061	63%	

Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 16: EMPLOYMENT STATUS, SOCCCD SERVICE AREA, 2017

City	Population 16	Population 16 years and over in Civilian Labor Force			
	years and over	Population	Percent		
Aliso Viejo	39,000	29,766	76%		
Dana Point	29,088	19,098	66%		
Irvine	205,809	131,904	64%		
Laguna Beach	19,753	12,557	64%		
Laguna Hills	25,829	17,880	69%		
Laguna Niguel	53,789	35,792	67%		
Laguna Woods	16,303	3,545	22%		
Lake Forest	65,982	47,031	71%		
Mission Viejo	80,369	52,866	66%		
Newport Beach	73,082	45,253	62%		
Rancho Santa Margarita	37,774	28,388	75%		
San Clemente	52,464	33,755	64%		
San Juan Capistrano	28,720	17,390	61%		
Tustin	62,190	44,225	71%		
SOCCCD Service Area	790,152	519,450	66%		

Source: US Census ACS 5-Year Estimates, 2013-2017

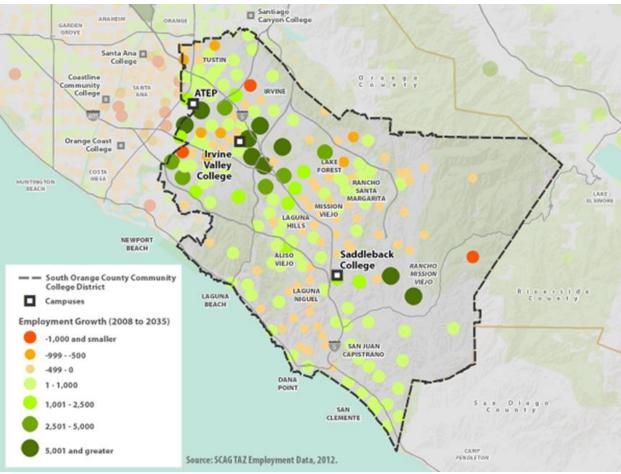


FIGURE 16: PROJECTED EMPLOYMENT GROWTH, 2008 TO 2035

Source: SCAG Socio Economic Library, Adopted 2012 Growth Forecast

TABLE 17: COUNTY, DISTRICT SERVICE AREA EMPLOYMENT GROWTH PROJECTIONS, 2008-2035

Region	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
SOCCCD	579,000	601,600	675,600	12.30%	74,000
Orange County	1,624,400	1,626,100	1,779,100	9.41%	153,000

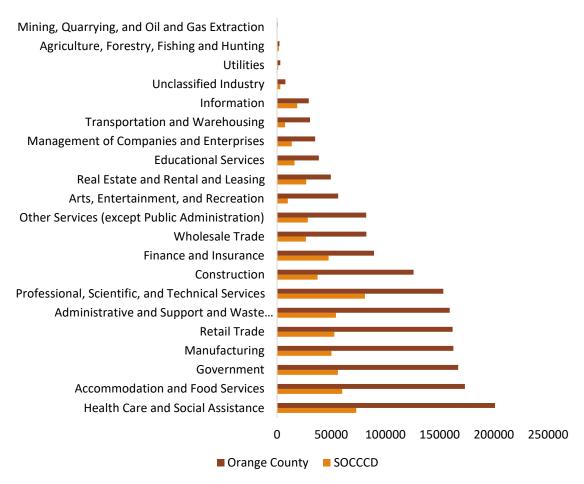
Source: SCAG Socio Economic Library, Adopted 2012 Growth Forecast

TABLE 18: SOCCCD SERVICE AREA EMPLOYMENT GROWTH PROJECTIONS, 2008-2035

City	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
Aliso Viejo	17,200	19,600	19,700	0.51%	100
Dana Point	13,600	13,500	13,700	1.48%	200
Irvine	223,500	242,000	291,800	20.58%	49,800
Laguna Beach	14,000	14,000	14,100	0.71%	100
Laguna Hills	19,900	20,400	20,500	0.49%	100
Laguna Niguel	20,000	20,100	21,000	4.48%	900
Laguna Woods	5,500	6,200	6,700	8.06%	500
Lake Forest	44,500	40,600	45,800	12.81%	5,200
Mission Viejo	37,200	38,000	38,800	2.11%	800
Newport Beach	82,500	77,000	77,700	0.91%	700
Rancho Santa Margarita	17,700	16,300	16,600	1.84%	300
San Clemente	25,600	26,300	26,600	1.14%	300
San Juan Capistrano	15,700	15,700	15,800	0.64%	100
Tustin	42,100	51,900	66,800	28.71%	14,900
SOCCCD Service Area	579,000	601,600	675,600	12.30%	74,000

Source: SCAG Socio Economic Library, Adopted 2012 Growth Forecast

FIGURE 17: EMPLOYMENT BY INDUSTRY, SOCCCD AND ORANGE COUNTY, 2018



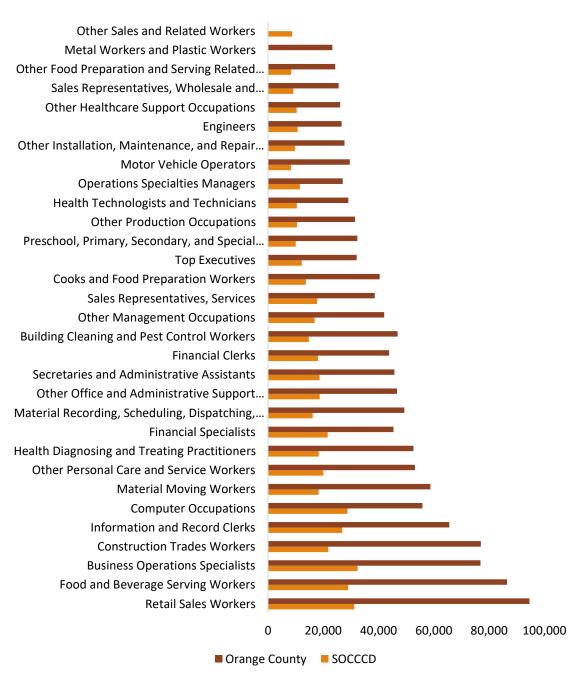
Source: EMSI, BLS QCEW

TABLE 19: EMPLOYMENT BY INDUSTRY, SOCCCD AND ORANGE COUNTY, 2018

Industry Sector	SOCCCD	SOCCCD	Orange County	Orange County
Professional, Scientific, and Technical Services	80,998	12.2%	153,362	8.5%
Health Care and Social Assistance	73,082	11.0%	201,108	11.1%
Accommodation and Food Services	60,097	9.0%	173,364	9.6%
Government	56,114	8.4%	167,055	9.2%
Administrative and Support and Waste Management and Remediation Services	54,281	8.2%	159,334	8.8%
Retail Trade	52,936	7.9%	161,951	8.9%
Manufacturing	50,147	7.5%	162,637	9.0%
Finance and Insurance	47,528	7.1%	89,545	4.9%
Construction	37,363	5.6%	125,979	7.0%
Other Services (except Public Administration)	28,410	4.3%	82,270	4.5%
Real Estate and Rental and Leasing	26,839	4.0%	49,678	2.7%
Wholesale Trade	26,663	4.0%	82,454	4.6%
Information	18,683	2.8%	29,182	1.6%
Educational Services	16,138	2.4%	38,562	2.1%
Management of Companies and Enterprises	13,674	2.1%	35,140	1.9%
Arts, Entertainment, and Recreation	9,893	1.5%	56,399	3.1%
Transportation and Warehousing	7,446	1.1%	30,415	1.7%
Unclassified Industry	2,928	0.4%	7,703	0.4%
Agriculture, Forestry, Fishing and Hunting	1,603	0.2%	2,274	0.1%
Utilities	1,070	0.2%	3,047	0.2%
Mining, Quarrying, and Oil and Gas Extraction	88	0.0%	557	0.0%

Source: EMSI, BLS QCEW

FIGURE 18: TOP 30 OCCUPATION GROUPS IN SOCCCD AND ORANGE COUNTY, 2018



Source: EMSI, BLS QCE

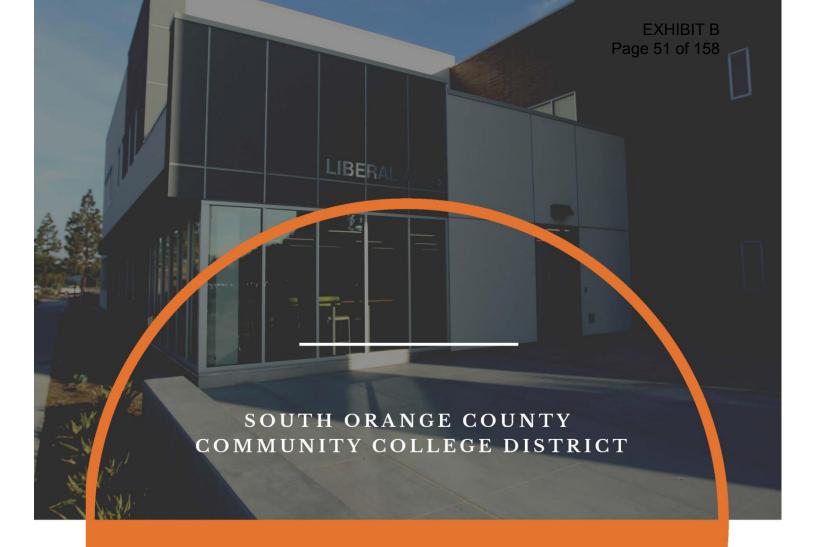
TABLE 20: TOP 30 OCCUPATION GROUPS IN SOCCCD SERVICE AREA, 2018

Occupation Groups	2018 Resident Workers	2018 Jobs	2018 Net Commuters
Business Operations Specialists	22,748	32,435	9,687
Retail Sales Workers	23,540	31,200	7,660
Food and Beverage Serving Workers	19,889	29,045	9,156
Computer Occupations	18,452	28,795	10,343
Information and Record Clerks	17,999	26,890	8,891
Construction Trades Workers	15,828	21,826	5,998
Financial Specialists	14,946	21,589	6,643
Other Personal Care and Service Workers	15,358	20,066	4,708
Other Office and Administrative Support Workers	13,623	18,728	5,105
Secretaries and Administrative Assistants	12,828	18,634	5,806
Health Diagnosing and Treating Practitioners	12,991	18,355	5,364
Material Moving Workers	13,277	18,308	5,031
Financial Clerks	12,248	18,132	5,884
Sales Representatives, Services	12,300	17,817	5,517
Other Management Occupations	12,799	16,839	4,040
Material Recording, Scheduling, Dispatching, and Distributing Workers	12,285	16,197	3,912
Building Cleaning and Pest Control Workers	11,291	14,761	3,470
Cooks and Food Preparation Workers	9,805	13,688	3,883
Top Executives	8,537	12,262	3,725
Operations Specialties Managers	7,796	11,512	3,716
Engineers	7,144	10,750	3,606
Other Production Occupations	6,767	10,580	3,813
Health Technologists and Technicians	7,202	10,469	3,267
Other Healthcare Support Occupations	6,762	10,357	3,595
Preschool, Primary, Secondary, and Special Education School Teachers	9,467	10,027	560
Other Installation, Maintenance, and Repair Occupations	7,290	9,761	2,471
Sales Representatives, Wholesale and Manufacturing	6,492	9,162	2,670
Other Sales and Related Workers	7,347	8,768	1,421
Other Food Preparation and Serving Related Workers	5,639	8,441	2,802
Motor Vehicle Operators	7,279	8,362	1,083

TABLE 21: TOP 30 OCCUPATION GROUPS IN ORANGE COUNTY, 2018

Occupation Groups	2018 Resident	2018 Jobs	2018 Net
	Workers		Commuters
Retail Sales Workers	86,021	94,585	8,564
Food and Beverage Serving Workers	76,654	86,530	9,876
Construction Trades Workers	62,958	77,007	14,049
Business Operations Specialists	68,164	76,896	8,732
Information and Record Clerks	58,167	65,607	7,440
Material Moving Workers	54,906	58,754	3,848
Computer Occupations	48,654	55,888	7,234
Other Personal Care and Service Workers	55,077	53,165	(1,912)
Health Diagnosing and Treating Practitioners	46,156	52,615	6,459
Material Recording, Scheduling, Dispatching, and Distributing Workers	46,166	49,346	3,180
Building Cleaning and Pest Control Workers	40,336	46,883	6,547
Other Office and Administrative Support Workers	44,652	46,674	2,022
Secretaries and Administrative Assistants	41,627	45,733	4,106
Financial Specialists	40,878	45,404	4,526
Financial Clerks	39,141	43,832	4,691
Other Management Occupations	38,861	42,051	3,190
Cooks and Food Preparation Workers	37,412	40,396	2,984
Sales Representatives, Services	34,618	38,649	4,031
Preschool, Primary, Secondary, and Special Education School Teachers	32,299	32,345	46
Top Executives	28,412	32,094	3,682
Other Production Occupations	27,967	31,537	3,570
Motor Vehicle Operators	30,369	29,611	(758)
Health Technologists and Technicians	25,443	29,065	3,622
Other Installation, Maintenance, and Repair Occupations	25,827	27,672	1,845
Operations Specialties Managers	23,910	27,032	3,122
Engineers	22,779	26,623	3,844
Other Healthcare Support Occupations	22,333	26,147	3,814
Sales Representatives, Wholesale and Manufacturing	22,509	25,570	3,061
Other Food Preparation and Serving Related Workers	21,601	24,352	2,751
Metal Workers and Plastic Workers	19,533	23,317	3,784

Source: EMSI, BLS QCE



REGIONAL
INDUSTRY &
EMPLOYMENT
TRENDS

# REGIONAL INDUSTRY AND EMPLOYMENT TRENDS

This chapter builds upon the employment trends in the previous section, looking at the key industry sectors that drive the Orange County and regional economies, job growth projections in middle-skill occupations in these industries, and how these industries and occupations relate to programs of study at South Orange County Community College District.

### SOUTHERN CALIFORNIA REGIONAL CONTEXT

Several industry sectors, including health care services, entertainment, professional and technical services, and logistics and transportation, provide large numbers of middle-skill jobs in Southern California (see Figure 19 below). Many of these same sectors are projected to see substantial growth over the coming decade, thanks to rising demand for services to support older adult populations, the ongoing integration of tech into the workplace and the digitization of our daily lives, and the need to address large-scale issues such as climate change and antibiotic-resistant viruses.

These trends present both challenges and opportunities for community colleges to build training programs and curriculums that offer students the skills they need to work in the challenging careers of the present and participate in shaping the regional economy of the near future.

### KEY INDUSTRIES AND MIDDLE-SKILL JOBS

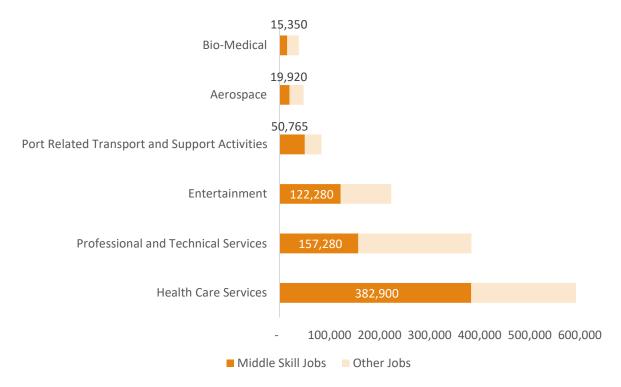
- In health care, the sector projected to grow the most over the next decade, two of every three jobs are middle-skill positions.<sup>20</sup>
- The professional services sector, which includes occupations that provide specialized knowledge-based services such as advertising, accounting, financial and legal services, engineers, real estate, and business consulting, provides more than 150,000 middle-skill jobs in the Southern California region.

# **REGIONAL JOB GROWTH PROJECTIONS**

- In Southern California, growth in health care services over the next decade is expected to grow by nearly one third and provide an additional 330,000 jobs in the region (Figure 20 and Table 22). More than 200,000 of these may be middle-skill jobs.
- The logistics sector (transportation and warehousing) is projected to grow by 22 percent, adding 81,000 jobs, while hospitality (accommodation and food services) will grow by 15 percent, about 113,000 new jobs (Table 22).
- Construction, educational services, and arts and entertainment are also projected to grow in Southern California by 10 percent or more by 2028.

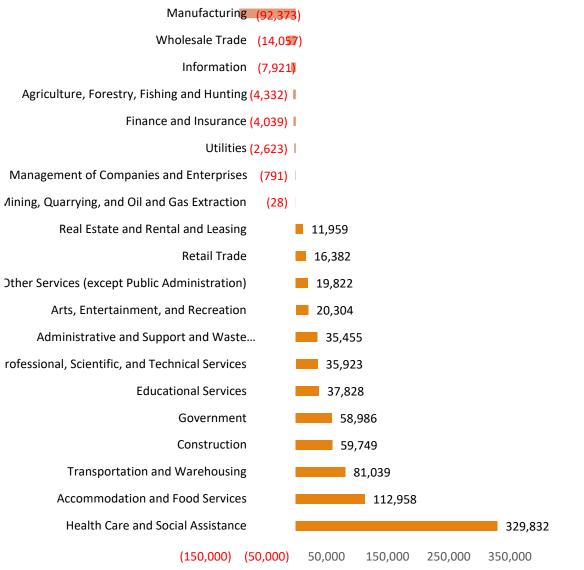
<sup>&</sup>lt;sup>20</sup> Center for Competitive Workforce, Initial Findings Report: L.A. & Orange County Community Colleges: Powering Economic Opportunity, Target Industries, https://competitiveworkforce.la/initial-findings/

FIGURE 19: KEY INDUSTRY SECTORS AND TOTAL MIDDLE SKILL JOBS, SOUTHERN CALIFORNIA REGION, 2016



Note: Data for Southern California combines the four counties of Los Angeles, Orange, San Bernardino, and Riverside. Source: Center for Competitive Workforce, 2019

FIGURE 20: SOUTHERN CALIFORNIA REGIONAL EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028



Source: EMSI

TABLE 22: SOUTHERN CALIFORNIA REGIONAL EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028

				2018 to	Growth,
Industry Sector	2018 Jobs	2023 Jobs	2028 Jobs	2028	2018 to
				Change	2028
Health Care and Social Assistance	1,172,637	1,372,082	1,502,469	329,832	28%
Accommodation and Food Services	776,042	849,377	889,000	112,958	15%
Transportation and Warehousing	372,377	427,062	453,416	81,039	22%
Construction	471,830	509,297	531,579	59,749	13%
Government	1,066,519	1,102,240	1,125,505	58,986	6%
Educational Services	234,545	258,082	272,373	37,828	16%
Professional, Scientific, and Technical Services	566,929	589,901	602,852	35,923	6%
Administrative and Support and Waste Management and Remediation Services	592,584	616,321	628,039	35,455	6%
Arts, Entertainment, and Recreation	212,345	226,515	232,649	20,304	10%
Other Services (except Public Administration)	437,954	448,374	457,776	19,822	5%
Retail Trade	808,369	820,180	824,751	16,382	2%
Real Estate and Rental and Leasing	188,489	196,496	200,448	11,959	6%
Mining, Quarrying, and Oil and Gas Extraction	3,695	3,580	3,667	(28)	(1%)
Management of Companies and Enterprises	101,852	102,103	101,061	(791)	(1%)
Utilities	19,815	18,319	17,192	(2,623)	(13%)
Finance and Insurance	276,186	273,818	272,147	(4,039)	(1%)
Agriculture, Forestry, Fishing and Hunting	24,164	21,470	19,832	(4,332)	(18%)
Information	265,509	259,637	257,588	(7,921)	(3%)
Wholesale Trade	377,932	371,660	363,875	(14,057)	(4%)
Manufacturing	620,719	569,224	528,346	(92,373)	(15%)
Total Jobs	8,627,778	9,079,810	9,332,832	705,054	8%

Source: EMSI; Data for Southern California Region includes four counties of Los Angeles, Orange, San Bernardino, and Riverside

### ORANGE COUNTY INDUSTRY AND JOB TRENDS

Orange County employment growth projections mirror some of the broader regional trends, with health care, hospitality, and administrative support services sectors projected to grow the most over the next decade.

## **KEY AND EMERGING INDUSTRY CLUSTERS**

- In Orange County, key industry clusters include IT, digital media and big data analytics, bioscience research, biopharmaceuticals and medical device manufacturing health care, and business and professional services.<sup>21</sup>
- The region is also a hotbed for action sports companies and has large and growing tourism and hospitality sectors.
- Emerging industry clusters include those connected to the growing green economy and businesses involved in the integration of IT and healthcare.
- Several manufacturing sub-sectors, including medical device manufacturing, apparel, electronics, computer, and aerospace manufacturing, are highly concentrated in Orange County (see Table 23).
- Tourism and hospitality firms, especially those related to amusement parks, are also concentrated in Orange County, as are a host of professional and business-related firms, such as those who specialize in real estate and financial services.

### **INDUSTRY GROWTH**

- Health care services employment is projected to grow the most in Orange County, with nearly 57,000 new positions needed by 2028 (Figure 21 and Table 24).
- Construction, educational services, management services, and arts and entertainment are also projected to achieve double-digit growth in Orange County by 2028.

## **EMPLOYMENT GROWTH**

- Overall, operations managers and registered nurses will have the most openings; most of the highest growth jobs require a bachelor's degree or higher education (Figure 22 and Figure 23).
- Those jobs which need community college education (either an associate degree or postsecondary certificate award), which are expected to have the most openings include accounting clerks, teacher, medical, nursing and dental assistants, vocational nurses; auto techs and mechanics, and preschool teachers (Figure 24 and Figure 25).
- Dental hygienists and paralegals are projected to have the most openings among jobs that require a terminal associate degree.

### **SOCCCD PROGRAMS AND GROWING OCCUPATIONS**

 Both Colleges have programs to prepare students for some of the highest projected middle-skill occupations including bookkeeping and accounting, teacher assistants, pre-school teachers, and electrical and electronics engineering technicians (Table 27).

# SKILLS GAP

- Employers in key industries are finding it hard to fill job openings due to the growing skills gap among available workers.
- Community colleges can partner with businesses to expand career and technical training for key industry clusters, including IT, construction, hospitality & tourism, and healthcare, and help to prepare students to fill available and "hard to fill" middle-skill jobs.<sup>22</sup>
- Employers need a workforce that understands how to use technology and data. They need workers who are flexible and adaptable as industries evolve and have problem-solving skills to help businesses maintain competitive advantage and create value.<sup>23</sup> Community college programs need to prepare students for rapid changes in technology and provide students with skills they need to adapt to these changes.

<sup>&</sup>lt;sup>21</sup> Center for a Competitive Workforce, L.A. & Orange County Community Colleges: Powering Economic Opportunity, October 2017, p.4; Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.49

<sup>&</sup>lt;sup>22</sup> Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.35

<sup>&</sup>lt;sup>23</sup> Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.9

Table 23: Industries with the Highest Current and Projected Location Quotients, Orange County, 2018 and 2028

Industry	2018 Jobs	2028 Jobs	% Change	2018 LQ	2028 LQ	2018 Earnings Per Worker
Amusement Parks and Arcades	29,076	31,817	9%	11.85	11.83	\$36,562
Medical Equipment and Supplies  Manufacturing	18,923	20,809	10%	5.26	5.51	\$102,797
Apparel Knitting Mills	632	283	(55%)	5.20	3.76	\$77,109
Audio and Video Equipment Manufacturing	1,067	882	(17%)	4.73	4.14	\$88,046
Land Subdivision	2,215	2,207	(0%)	4.20	4.65	\$152,462
Cut and Sew Apparel Manufacturing	4,470	3,522	(21%)	3.78	4.03	\$68,989
Unclassified Industry	7,703	10,015	30%	3.16	3.65	\$57,615
Semiconductor and Other Electronic Component Manufacturing	12,392	10,280	(17%)	2.99	2.67	\$119,496
Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	13,438	11,819	(12%)	2.96	2.73	\$145,804
Manufacturing and Reproducing Magnetic and Optical Media	429	577	34%	2.71	4.51	\$148,071
Non-depository Credit Intermediation	17,830	20,970	18%	2.56	2.71	\$111,887
Electric Lighting Equipment Manufacturing	1,356	1,327	(2%)	2.54	2.52	\$82,561
Computer and Peripheral Equipment Manufacturing	4,401	3,624	(18%)	2.50	2.27	\$174,564
Activities Related to Credit Intermediation	8,278	9,977	21%	2.34	2.33	\$95,032
Offices of Real Estate Agents and Brokers	12,368	11,463	(7%)	2.32	2.27	\$112,152
Aerospace Product and Parts Manufacturing	12,491	13,434	8%	2.25	2.40	\$144,837
Drugs and Druggists' Sundries Merchant Wholesalers	5,709	6,047	6%	2.23	2.41	\$128,669
Apparel, Piece Goods, and Notions Merchant Wholesalers	3,904	3,825	(2%)	2.21	2.07	\$70,958
Activities Related to Real Estate	20,988	23,035	10%	2.21	2.01	\$69,981
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	8,752	8,365	(4%)	2.13	2.00	\$74,459

Source: EMSI

FIGURE 21: ORANGE COUNTY EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028

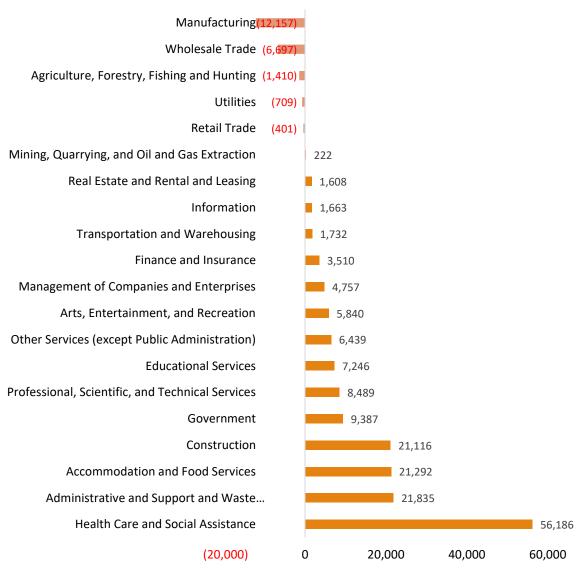
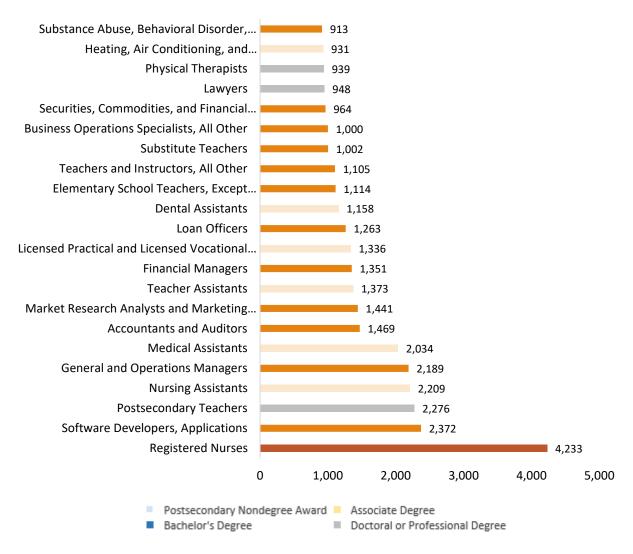


Table 24: Orange County Employment Growth Projections by Industry Sector, 2018 to 2028

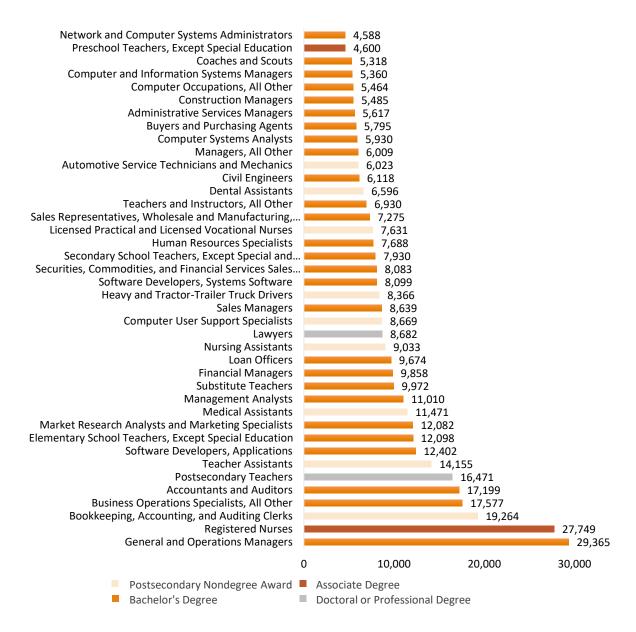
Industry Sector	2018 Jobs	2023 Jobs	2028 Jobs	2018 to 2028 Change	Growth, 2018 to 2028
Health Care and Social Assistance	201,108	234,771	257,294	56,186	28%
Administrative and Support and Waste Management and Remediation Services	159,334	173,480	181,169	21,835	14%
Accommodation and Food Services	173,364	187,294	194,656	21,292	12%
Construction	125,979	139,220	147,095	21,116	17%
Government	167,055	172,743	176,442	9,387	6%
Professional, Science, and Technical Services	153,362	158,794	161,851	8,489	6%
Educational Services	38,562	43,088	45,808	7,246	19%
Other Services (except Public Administration)	82,270	86,190	88,709	6,439	8%
Arts, Entertainment, and Recreation	56,399	60,555	62,239	5,840	10%
Management of Companies and Enterprises	35,140	38,393	39,897	4,757	14%
Finance and Insurance	89,545	91,697	93,055	3,510	4%
Transportation and Warehousing	30,415	31,747	32,147	1,732	6%
Information	29,182	30,180	30,845	1,663	6%
Real Estate and Rental and Leasing	49,678	50,818	51,286	1,608	3%
Mining, Quarrying, and Oil and Gas Extraction	557	682	779	222	40%
Retail Trade	161,951	161,942	161,550	(401)	(0%)
Utilities	3,047	2,626	2,338	(709)	(23%)
Agriculture, Forestry, Fishing and Hunting	2,274	1,369	864	(1,410)	(62%)
Wholesale Trade	82,454	78,898	75,757	(6,697)	(8%)
Manufacturing	162,637	156,627	150,480	(12,157)	(7%)
Total Jobs	1,812,019	1,910,249	1,964,277	152,258	8%

FIGURE 22: FASTEST GROWING JOBS BY EDUCATIONAL ATTAINMENT IN ORANGE COUNTY, 2018 TO 2028



Source: QCEW Occupational Projections Data, EMSI

FIGURE 23: OCCUPATIONS WITH GREATEST EXPECTED NUMBER OF POSITIONS BY EDUCATIONAL ATTAINMENT IN ORANGE COUNTY, 2028



Source: QCEW Occupational Projections Data, EMSI

FIGURE 24: FASTEST GROWING JOBS IN ORANGE COUNTY REQUIRING POSTSECONDARY CERTIFICATION, 2018 TO 2028

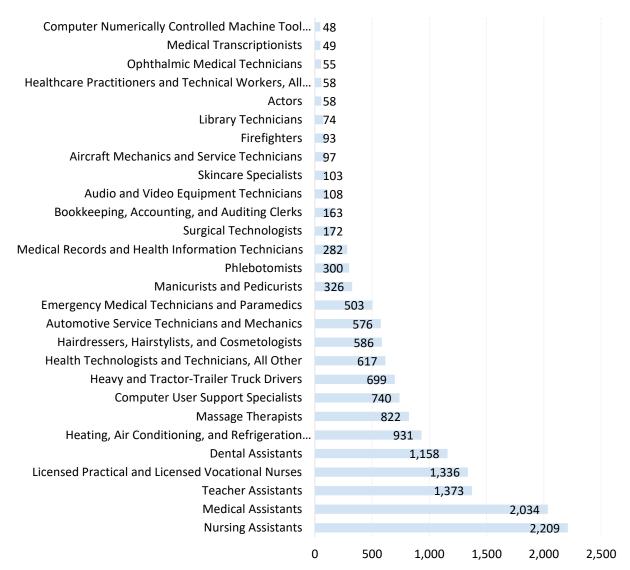


FIGURE 25: FASTEST GROWING JOBS IN ORANGE COUNTY REQUIRING AA/AS DEGREE, 2018 TO 2028

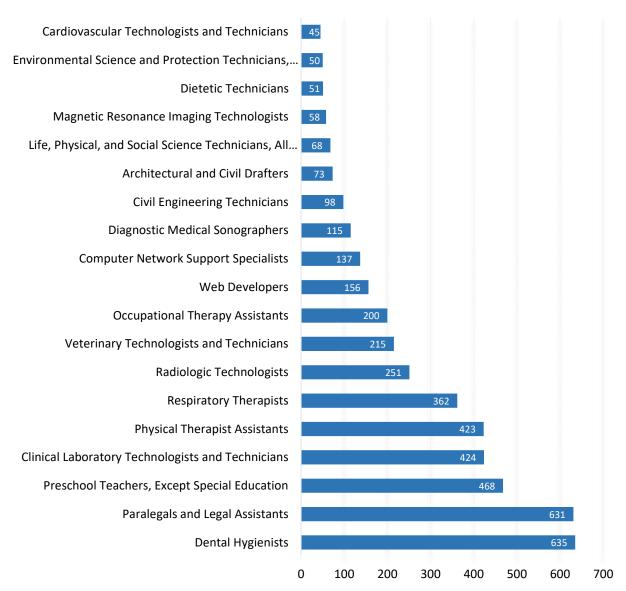


TABLE 25: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS RELATED TO SADDLEBACK PROGRAMS, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 % Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Registered Nurses	4,245	18%	17,209	Associate degree	3,217
Medical Assistants	2,011	21%	13,032	Postsecondary non degree award	2,201
Licensed Practical and Licensed Vocational Nurses	1,334	21%	6,252	Postsecondary non degree award	1,489
Automotive Service Technicians and Mechanics	560	10%	5,867	Postsecondary non degree award	396
Hairdressers, Hairstylists, and Cosmetologists	575	21%	4,134	Postsecondary non degree award	1,075
Manicurists and Pedicurists	315	13%	3,277	Postsecondary non degree award	1,972
Clinical Laboratory Technologists and Technicians	429	15%	2,306	Associate degree	1,001
Health Technologists and Technicians, All Other	615	26%	2,256	Postsecondary non degree award	984
Emergency Medical Technicians and Paramedics	508	28%	1,744	Postsecondary non degree award	1,008
Phlebotomists	306	26%	1,639	Postsecondary non degree award	3
Medical Records and Health Information Technicians	276	15%	1,474	Postsecondary non degree award	1,209
Computer, Automated Teller, and Office Machine Repairers	(215)	(15%)	1,283	Some college, no degree	40
Skincare Specialists	101	18%	795	Postsecondary non degree award	1,501
Environmental Science and Protection Technicians, Including Health	49	10%	668	Associate degree	64
Barbers	43	15%	316	Postsecondary non degree award	135
Healthcare Practitioners and Technical Workers, All Other	58	14%	281	Postsecondary non degree award	945
Dietetic Technicians	50	19%	279	Associate degree	999
Sound Engineering Technicians	9	3%	265	Postsecondary non degree award	28
Captains, Mates, and Pilots of Water Vessels	40	22%	242	Postsecondary non degree award	8
Broadcast Technicians	(24)	(9%)	222	Associate degree	34
Forest and Conservation Technicians	6	7%	111	Associate degree	3
Ship Engineers	7	19%	55	Postsecondary non degree award	8
Motorboat Operators	3	21%	20	Associate degree	8

TABLE 26: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS RELATED TO IRVINE VALLEY PROGRAMS, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 % Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Paralegals and Legal Assistants	610	17%	4,454	Associate degree	248
Telecommunications Equipment Installers and Repairers, Except Line Installers	(254)	(8%)	3,281	Postsecondary non degree award	0
Human Resources Assistants, Except Payroll and Timekeeping	21	1%	1,801	Associate degree	39
Civil Engineering Technicians	96	7%	1,237	Associate degree	44
Life, Physical, and Social Science Technicians, All Other	69	10%	918	Associate degree	0
Mechanical Drafters	30	5%	525	Associate degree	1
Prepress Technicians and Workers	(70)	(17%)	453	Postsecondary non degree award	32
Electrical and Electronics Drafters	14	3%	425	Associate degree	0
Legal Support Workers, All Other	25	5%	412	Associate degree	227
Drafters, All Other	18	8%	219	Associate degree	61
Electronic Home Entertainment Equipment Installers and Repairers	3	2%	145	Postsecondary non degree award	0
Court Reporters	7	22%	35	Postsecondary non degree award	52

TABLE 27: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS RELATED TO PROGRAMS OFFERED AT BOTH SOCCCD COLLEGES, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 % Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Bookkeeping, Accounting, and Auditing Clerks	18	0%	21,334	Some college, no degree	489
Teacher Assistants	1,456	11%	15,333	Some college, no degree	22
Preschool Teachers, Except Special Education	456	11%	4,693	Associate degree	1,394
Electrical and Electronics Engineering Technicians	(120)	(5%)	1,921	Associate degree	53
Web Developers	147	7%	1,704	Associate degree	1,755
Architectural and Civil Drafters	63	3%	1,617	Associate degree	137
Computer Network Support Specialists	124	6%	1,574	Associate degree	1,139
Actors	62	7%	967	Some college, no degree	287
Chemical Technicians	(2)	(0%)	905	Associate degree	1
Electrical and Electronics Repairers, Commercial and Industrial Equipment	(30)	(3%)	861	Postsecondary non degree award	40
Engineering Technicians, Except Drafters, All Other	27	3%	844	Associate degree	27
Industrial Engineering Technicians	14	3%	417	Associate degree	37
Mechanical Engineering Technicians	8	2%	394	Associate degree	18
Electro-Mechanical Technicians	(14)	(4%)	280	Associate degree	20
Desktop Publishers	(14)	(13%)	103	Associate degree	24

TABLE 28: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS WITH NO RELATED SOCCCD PROGRAMS, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 % Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Nursing Assistants	2,198	32%	11,102	Postsecondary non degree award	956
Heavy and Tractor-Trailer Truck Drivers	634	8%	9,161	Postsecondary non degree award	224
Dental Assistants	1,150	21%	7,689	Postsecondary non degree award	1,249
Computer User Support Specialists	703	9%	6,735	Some college, no degree	1,139
Massage Therapists	818	29%	4,082	Postsecondary non degree award	1,354
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	965	41%	3,702	Postsecondary non degree award	160
Dental Hygienists	634	26%	2,282	Associate degree	1,054
Physical Therapist Assistants	436	57%	1,605	Associate degree	1,014
Respiratory Therapists	360	17%	1,413	Associate degree	1,075
Veterinary Technologists and Technicians	227	18%	1,292	Associate degree	955
Library Technicians	67	8%	1,273	Postsecondary non degree award	15
Audio and Video Equipment Technicians	114	11%	1,141	Postsecondary non degree award	99
Radiologic Technologists	251	19%	987	Associate degree	1,115
Surgical Technologists	173	23%	820	Postsecondary non degree award	1,039
Occupational Therapy Assistants	205	52%	818	Associate degree	1,109
Firefighters	72	7%	777	Postsecondary non degree award	0
Aircraft Mechanics and Service Technicians	76	9%	711	Postsecondary non degree award	43
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	41	7%	601	Postsecondary non degree award	120
Medical Equipment Repairers	(11)	(2%)	519	Associate degree	75
Tool and Die Makers	(19)	(4%)	472	Postsecondary non degree award	0
Psychiatric Technicians	35	7%	420	Postsecondary non degree award	987
Diagnostic Medical Sonographers	115	25%	377	Associate degree	1,029
Medical Transcriptionists	48	20%	355	Postsecondary non degree award	943
Ophthalmic Medical Technicians	52	19%	282	Postsecondary non degree award	0
Magnetic Resonance Imaging Technologists	59	16%	265	Associate degree	171
Radio, Cellular, and Tower Equipment Installers and Repairs	(6)	(2%)	254	Associate degree	0
Cardiovascular Technologists and Technicians	45	13%	228	Associate degree	987
Insurance Appraisers, Auto Damage	(76)	(25%)	218	Postsecondary non degree award	0
Environmental Engineering Technicians	19	9%	207	Associate degree	3

Table 28 (cont'd): Top Middle-Skill Jobs by Projected Openings with No Related SOCCCD Programs, 2018 to 2028

Description	2018 - 2028 Change	2018 - 2028 % Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Geological and Petroleum Technicians	13	7%	199	Associate degree	0
Agricultural and Food Science Technicians	1	1%	156	Associate degree	0
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	(41)	(22%)	144	Postsecondary non degree award	349
Morticians, Undertakers, and Funeral Directors	14	14%	142	Associate degree	35
Wind Turbine Service Technicians	39	46%	138	Postsecondary non degree award	1
Motorcycle Mechanics	(9)	(7%)	126	Postsecondary non degree award	0
Respiratory Therapy Technicians	(52)	(29%)	118	Associate degree	1,092
Aerospace Engineering and Operations Technicians	8	8%	95	Associate degree	3
Avionics Technicians	8	8%	85	Associate degree	34
Nuclear Medicine Technologists	17	15%	79	Associate degree	943
First-Line Supervisors of Fire Fighting and Prevention Workers	8	14%	48	Postsecondary non degree award	293
Radiation Therapists	16	26%	48	Associate degree	943
Nuclear Technicians	(2)	(5%)	43	Associate degree	0
Electrical and Electronics Installers and Repairers, Transportation Equipment	1	2%	42	Postsecondary non degree award	385
Fire Inspectors and Investigators	4	18%	28	Postsecondary non degree award	293
Air Traffic Controllers	1	4%	25	Associate degree	0
Commercial Divers	4	36%	16	Postsecondary non degree award	956



# SOCCCD DEMOGRAPHICS & TRENDS

## SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT DEMOGRAPHICS AND TRENDS

This chapter focuses on the demographic composition of South Orange County Community College District students. The sections which follow below explores metrics such as enrollment trends, college preparedness, economic status, and completion rates to guide and inform future program and service development.

A note on terminology: Student enrollment is measured below in several ways.

- Student headcount refers to the actual number of students enrolled at each college.
- Full-Time Equivalent Students (FTES) is a calculation used by the State of California to determine college performance, productivity, and funding levels. It quantifies total student workload: one FTES is equivalent to approximately 525 hours of instruction over an academic term and can be generated from one full-time student or a combination of multiple part-time students.
- Census enrollment (or duplicated headcount) refers to student counts per every class section in each academic term. A count of all class enrollments is taken on the census day, often the last day students can drop or register for a class in that term period. Because students are counted in each class in which they are enrolled, a full-time student taking four classes will be counted four times, while a student enrolled in one class will be counted once.

## **ENROLLMENT TRENDS**

## STUDENT HEADCOUNT

- South Orange County Community College District has experienced an 11 percent decline in student headcount since 2009, with about 5,000 fewer students enrolled in 2017 (see Figure 26 below).
- District-wide, the number of students has declined by 8,000 students between 2009 and 2014 but subsequently has grown by more than 3,000 students since 2014.
- Between 2009 and 2017, student headcounts at Saddleback College have declined by 11 percent or about 3,000 students.
- Irvine Valley College student headcounts have declined by about 1,700 students since 2009, or about 10 percent.
- Saddleback College has had near-flat headcounts for the last five academic years (2013 to 2017), an average of approximately 26,000 students from 2013 to 2017.
- At Irvine Valley College, student headcounts grew seven percent from 2013 to 2017, about 1000 students.

## FULL-TIME EQUIVALENT STUDENTS (FTES)

- The number of full-time Equivalent Students (FTES) at SOCCCD has remained relatively flat between 2009 and 2017; growth in FTES at Irvine Valley College has offset declines at Saddleback College (Figure 27).
- Irvine Valley College experienced a ten percent spike in FTES growth between 2015 and 2016, with an additional 495 full-time equivalent students in 2016. This was mostly due to growth in Mathematics and Computer Science and Languages and Learning Schools. However, there were declines in nearly all academic schools at Irvine Valley College in 2017.
- Saddleback College FTES has declined by about five percent (-425 FTES) between 2009 and 2017.
- From 2013 to 2017, Saddleback College FTES totals have declined 1.4 percent (-109 FTES); at Irvine Valley College, FTES has grown by 8.1 percent or 370 FTES.

## CENSUS ENROLLMENT (DUPLICATED HEADCOUNT), TOTALS AND DIVISION/SCHOOL HIGHLIGHTS

- SOCCCD-wide census enrollments have declined by nearly 8,000 (or 6.6 percent) between 2009 and 2017 (Figure 28).
- Much of the decline in class enrollments have occurred at Saddleback College, which experienced a decline of more than 9,200 enrollments (almost 12 percent) from 2009 to 2014.
- Irvine Valley College has seen a slight increase in class enrollments from 2009 to 2017, but enrollments have been relatively flat from 2013 to 2017.

- Enrollments in Saddleback College's Online Education and Emeritus Institute Divisions have increased by 27 percent and 17 percent, respectively, between 2013 and 2017 (see Figure 29 below). Saddleback's Continuing Education Division enrollments have more than tripled between 2015 and 2017.
- Student Equity, Kinesiology, Counseling, Social and Behavioral Sciences, and Liberal Arts Divisions at Saddleback have experienced the largest declines between 2013 and 2017.
- Total enrollments in Irvine Valley College's School of Mathematics and Computer Science grew by 30
  percent from 2013 to 2017, while the Social and Behavioral Sciences, Emeritus Institute, Humanities, and
  Kinesiology, Athletics, and Health Sciences Schools experienced the largest enrollment declines (Figure 30).

## STUDENT RESIDENCY AND HIGH SCHOOL HOME DISTRICTS

- Ninety percent of students who attend Saddleback and Irvine Valley Colleges are residents of communities within the South Orange County Community College District Service Area (Figure 31 and Figure 32).
- About two percent of all SOCCCD students qualify as AB 540 students.<sup>24</sup>
- Capistrano Unified School District (USD) is the largest feeder high school for Saddleback College (42 percent
  of students who indicated this is their first time in college), while Irvine USD sends the most first-time
  college students of any one district (31 percent) to Irvine Valley College (Figure 33 and Figure 34).

## STUDENT EDUCATIONAL GOALS, STATUS AND CREDIT LOAD

- Most students who enroll at Saddleback and Irvine Valley Colleges expect to transfer to a four-year institution to complete their studies. This is especially true at Irvine Valley, where two out of every three students want a transfer degree (Figure 35).
- Seven percent of all students at SOCCCD say their educational goals are to earn a certificate or degree award; another seven percent say they are enrolled for career training.
- Two-thirds of students at Irvine Valley College and 70 percent of students at Saddleback College are continuing students, enrolling for a second year or second semester of instruction (Figure 36 and Figure 37).
- Fifteen percent of students at Irvine Valley College indicate this is the first time they are attending college; about 11 percent of students at Saddleback College say they are first time students.
- At both schools, 17 percent of students are returning to school after some time away from study.
- Dual enrollments have grown at both colleges: the number of dual-enrolled high school students has tripled at Saddleback College, from 164 students in 2013 to nearly 500 in 2017. At Irvine Valley, an additional 150 high school students are dual enrolled in 2017 compared to 2013.
- Full-time students represent one-quarter of students at Saddleback, and more than 40 percent at Irvine Valley (Figure 38, Figure 39). Part-time students constitute nearly half the student body at both schools.
- Saddleback has a much higher number of noncredit students or about 27 percent of students. Only about ten percent of Irvine Valley's students are noncredit students.

## STUDENT HEADCOUNT BY METHOD OF INSTRUCTION

- The number of enrollments in internet-based classes has increased at both colleges, with 48 percent more enrollments in 2017 at Irvine Valley College and 17 percent more enrollments at Saddleback College than in 2013 (Figure 40 and Figure 41).
- Twenty percent of students at Saddleback College take classes via multiple methods of instruction; at Irvine Valley College, this number increased from 15 percent in 2013 to 23 percent in 2017.

<sup>&</sup>lt;sup>24</sup> AB 540 allows undocumented students and others considered non-residents to pay in-state tuition rates if they have attended high school in California for at least three years. See ab540.com

FIGURE 26: STUDENT HEADCOUNT, SADDLEBACK AND IRVINE VALLEY COLLEGES, FALL 2009 TO FALL 2017



Term Saddleback Irvine Valley SOCCCD Fall 2009 29,877 16,872 46,749 Fall 2010 28,929 16,192 45,121 Fall 2011 27,981 15,512 43,493 Fall 2012 27,033 14,832 41,865 Fall 2013 26,085 14,152 40,237 Fall 2014 25,137 13,472 38,609 Fall 2015 25,540 39,368 13,828 Fall 2016 26,464 14,996 41,460

15,158

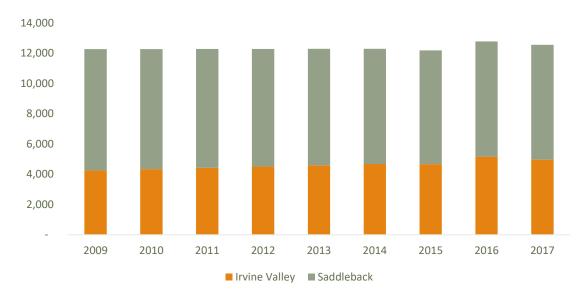
Source: SOCCCD inFORM Data Warehouse

26,510

Fall 2017

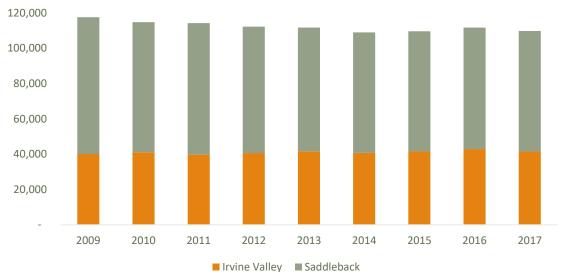
41,668

FIGURE 27: FULL-TIME EQUIVALENT STUDENTS (FTES), SADDLEBACK AND IRVINE VALLEY COLLEGES, FALL 2009 TO FALL 2017



Term Saddleback Irvine Valley SOCCCD Fall 2009 8,007 4,259 12,266 Fall 2010 7,928 4,343 12,271 Fall 2011 7,849 12,276 4,427 Fall 2012 7,770 4,511 12,281 Fall 2013 7,691 4,595 12,286 Fall 2014 7,612 4,679 12,291 Fall 2015 7,516 4,669 12,185 Fall 2016 7,609 5,164 12,773 Fall 2017 7,582 4,965 12,547

FIGURE 28: CENSUS ENROLLMENT (DUPLICATED HEADCOUNT), SADDLEBACK AND IRVINE VALLEY COLLEGES, FALL 2009 TO FALL 2017



Irvine	Valley	■ Saddleback

Term	Saddleback	Irvine Valley	SOCCCD
Fall 2009	77,436	40,120	117,556
Fall 2010	73,670	41,121	114,791
Fall 2011	74,399	39,764	114,163
Fall 2012	71,645	40,588	112,233
Fall 2013	70,047	41,606	111,653
Fall 2014	68,172	40,761	108,933
Fall 2015	68,004	41,572	109,576
Fall 2016	68,742	42,883	111,625
Fall 2017	68,254	41,521	109,775

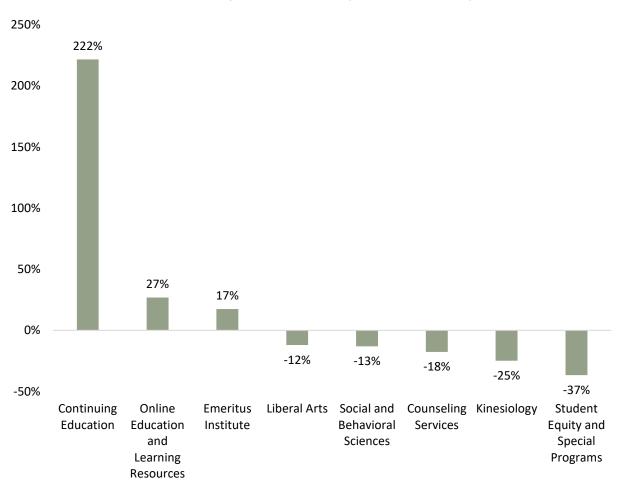


FIGURE 29: LARGEST ENROLLMENT GROWTH/DECLINES BY DIVISION, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

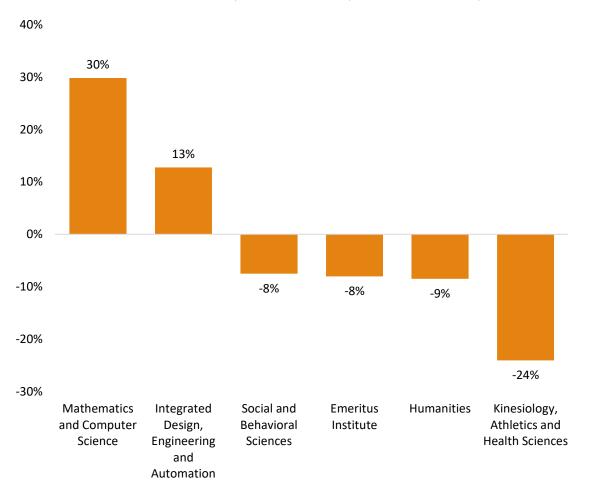
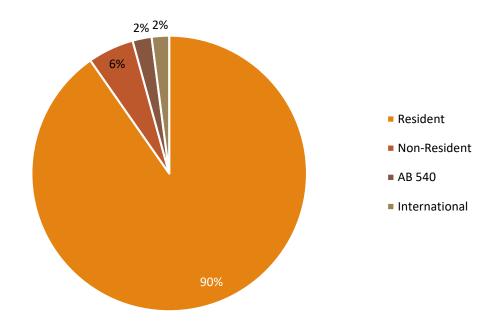


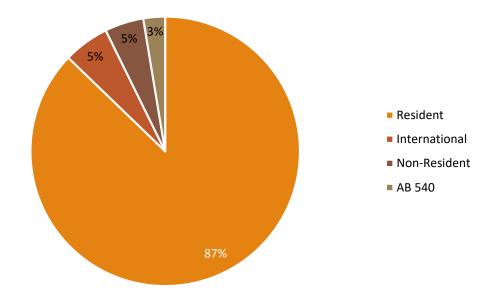
FIGURE 30: LARGEST ENROLLMENT GROWTH/DECLINES BY SCHOOL, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017

FIGURE 31: STUDENT HEADCOUNT BY RESIDENCY, SADDLEBACK COLLEGE, FALL 2017



Residency	Saddleback		
	Fall 2017	Fall 2017	
	Count	Percent	
AB 540	593	2%	
International	542	2%	
Non-Resident	1,435	5%	
Resident	23,940	90%	
Total	26,510	100%	

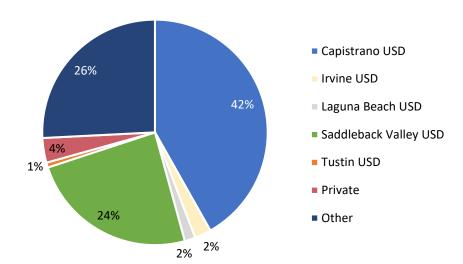
FIGURE 32: STUDENT HEADCOUNT BY RESIDENCY, IRVINE VALLEY COLLEGE, FALL 2017



	Irvine Valley		
Residency	Fall 2017	Fall 2017	
	Count	Percent	
AB 540	396	3%	
International	834	6%	
Non-Resident	707	5%	
Resident	13,220	87%	
Total*	15,157	100%	

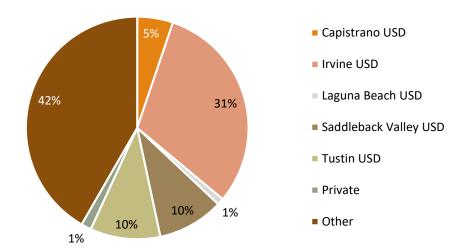
\*Note: Irvine Valley student total does not match headcount due to missing data for one student.

FIGURE 33: HIGH SCHOOL FEEDER DISTRICTS, SADDLEBACK COLLEGE, FALL 2017



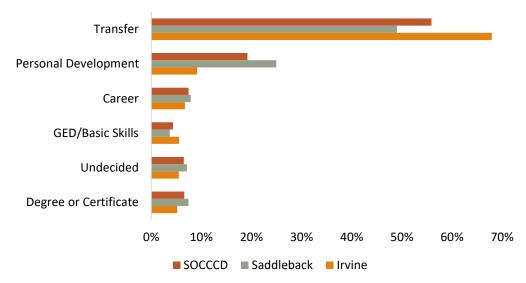
High School District	Fall 2017	Fall 2017
Capistrano USD	1,005	42%
Irvine USD	57	2%
Laguna Beach USD	37	2%
Saddleback Valley USD	582	24%
Tustin USD	17	0.7%
Private	85	4%
Other	620	26%
Total	2,403	100%

FIGURE 34: HIGH SCHOOL FEEDER DISTRICTS, IRVINE VALLEY COLLEGE, FALL 2017



High School District	Fall 2017	Fall 2017
Capistrano USD	113	5%
Irvine USD	669	31%
Laguna Beach USD	21	1%
Saddleback Valley USD	209	10%
Tustin USD	221	10%
Private	32	2%
Other	904	42%
Total	2,169	100%

FIGURE 35: STUDENT HEADCOUNT BY EDUCATIONAL GOALS, SADDLEBACK AND IRVINE VALLEY COLLEGES AND SOCCCD, FALL 2017



	Saddleback		Irvine	Valley	SOCCCD	
Educational Goals	Fall 2017	Fall 2017	Fall 2017	Fall 2017	Fall 2017	Fall 2017
	Count	Percent	Count	Percent	Count	Percent
Transfer	12,992	49%	10,296	68%	23,288	56%
Personal Development	6,610	25%	1,388	9%	7,998	19%
Career	2,084	8%	1,017	7%	3,101	7%
Undecided	1,879	7%	832	5%	2,711	7%
GED/Basic Skills	978	4%	841	6%	1,819	4%
Degree or Certificate	1,967	7%	784	5%	2,751	7%
Total	26,510	100%	15,158	100%	41,668	100%

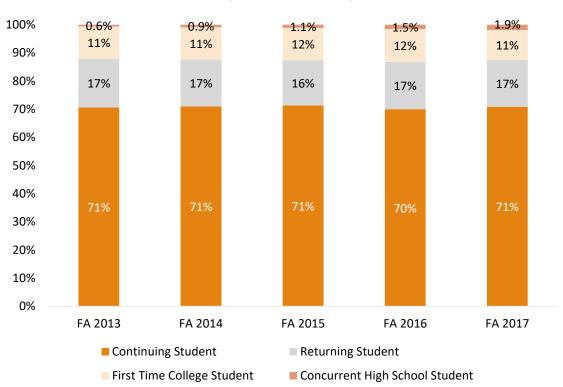


FIGURE 36: STUDENT HEADCOUNT BY STATUS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

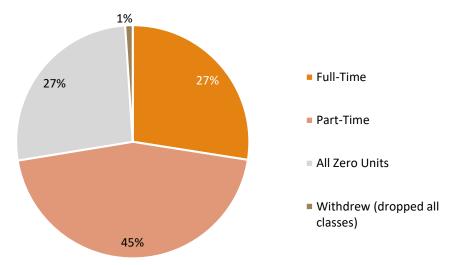
Enrollment Status	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Continuing Student	18,425	17,845	18,214	18,530	18,790
Returning Student	4,504	4,174	4,097	4,441	4,426
First Time College Student	2,990	2,887	2,944	3,087	2,793
Concurrent High School Student	164	227	282	404	498
Other	2	4	3	2	3
Total	26,085	25,137	25,540	26,464	26,510

100% 2.6% 2.7% 2.7% 3.4% 3.5% 90% 16% 17% 15% 17% 16% 80% 17% 18% 17% 18% 16% 70% 60% 50% 40% 64% 30% 20% 10% 0% FA 2013 FA 2014 FA 2015 FA 2016 FA 2017 ■ Continuing Student ■ Returning Student First Time College Student ■ Concurrent High School Student

FIGURE 37: STUDENT HEADCOUNT BY STATUS, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017

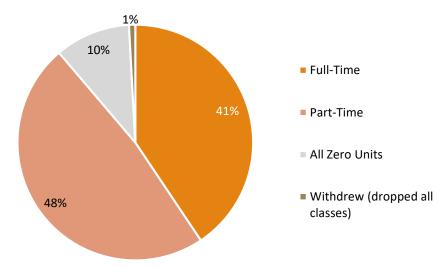
Concurrent High School Student Other	377	349	369 2	516	523
First Time College Student	2,250	2,252	2,413	2,352	2,335
Returning Student	2,578	2,355	2,241	2,722	2,572
Continuing Student	8,947	8,516	8,803	9,405	9,726
Enrollment Status	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017

FIGURE 38: STUDENT HEADCOUNT BY CREDIT LOAD, SADDLEBACK COLLEGE, FALL 2017



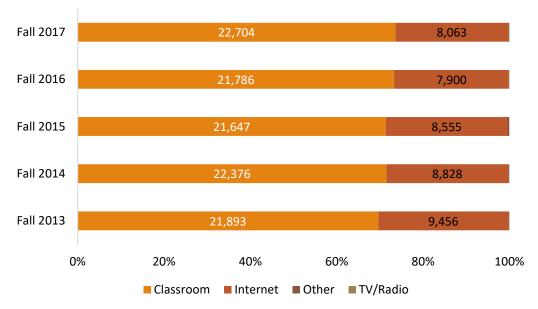
Student Status	Fall 2	2013	Fall 2	2014	Fall 2	2015	Fall 2	2016	Fall 2	2017
Full-Time	7,772	30%	7,556	30%	7,419	29%	7,343	28%	7,285	28%
Part-Time	12,737	49%	12,085	48%	11,900	47%	12,021	45%	11,914	45%
All Zero Units	5,251	20%	5,215	21%	5,924	23%	6,824	26%	7,035	26%
Withdrew	325	1%	281	1%	297	1%	276	1%	276	1%
Total	26,085	100%	25,137	100%	25,540	100%	26,464	100%	26,510	100%

FIGURE 39: STUDENT HEADCOUNT BY CREDIT LOAD, IRVINE VALLEY COLLEGE, FALL 2017



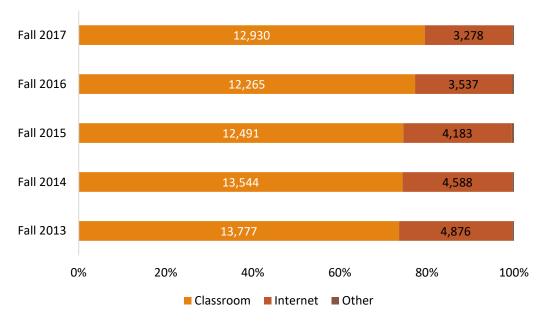
Student Status	Fall 2	2013	Fall 2	2014	Fall 2	2015	Fall 2	2016	Fall 2	2017
Full-Time	5,852	41%	5,951	44%	5,959	43%	6,487	43%	6,156	41%
Part-Time	7,437	53%	7,174	53%	7,328	53%	7,639	51%	7,302	48%
All Zero Units	802	6%	280	2%	482	4%	804	5%	1,569	10%
Withdrew	61	0.4%	67	0.5%	59	0.4%	66	0.4%	131	0.9%
Total	14,152	100%	13,472	100%	13,828	100%	14,996	100%	15,158	100%

FIGURE 40: STUDENT HEADCOUNT BY INSTRUCTION METHOD, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Instruction Method	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	22,704	21,786	21,647	22,376	21,893
Internet	8,063	7,900	8,555	8,828	9,456
Other	47	22	109	68	68
TV/Radio	38	20	20	18	16
Total	30,852	29,728	30,331	31,290	31,433

FIGURE 41: STUDENT HEADCOUNT BY INSTRUCTION METHOD, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017



Instruction Method	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	12,930	12,265	12,491	13,544	13,777
Internet	3,278	3,537	4,183	4,588	4,876
Other	56	67	79	62	65
Total	16,264	15,869	16,753	18,194	18,718

## AGE AND GENDER DEMOGRAPHICS OF STUDENTS

South Orange County Community College District is experiencing similar trends in age as other colleges in the region and across California, including slight declines among college-age students offset by growing numbers of high school age and older adult students. The next two sections describe the demographics of the SOCCCD student population, looking at age and gender below, and race, ethnicity, and first-generation status in the section which follows.

#### STUDENTS BY AGE

- Traditional college students (those ages 18 to 21 years old) make up about 45 percent of the student population at Irvine Valley College, and about one third (34 percent) of students at Saddleback College (see Figure 42 and Figure 43 below).
- Nearly one in four students at Saddleback College are 60 years of age or older.
- High school students (those under 18 years of age) represent seven percent of the Irvine Valley College student population, but only three percent of students at Saddleback College.

## TRENDS AMONG AGE COHORT GROUPS

- Both Saddleback and Irvine Valley Colleges are experiencing an increase in enrollments among older adults and high school students (Figure 44 and Figure 45).
- Between 2013 to 2017, the number of students at Saddleback College who are 60 years of age or older increased by nearly 900 students.
- During the same period, the number of students at Irvine Valley College over the age of 60 increased by 360 students, and Irvine Valley College gained nearly 640 more students who are at least 40 years old.
- Saddleback College has experienced declines in enrollments of students who are college-age (18 to 21 years old) (a loss of 500 students) and nearly 400 more among students who are 22 to 29 years old.
- Irvine Valley College has experienced flat to slight growth in enrollments among these younger groups.

## STUDENTS BY GENDER

- The gender ratios at both schools have remained relatively steady over the five years from 2013 to 2017, and women represent more students at both schools (Figure 46 and Figure 47).
- This is especially true at Saddleback College, where 60 percent of students are women.

FIGURE 42: AGE DISTRIBUTION AT SADDLEBACK COLLEGE, FALL 2017

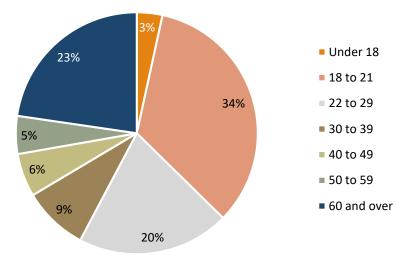


FIGURE 43: AGE DISTRIBUTION AT IRVINE VALLEY COLLEGE, FALL 2017

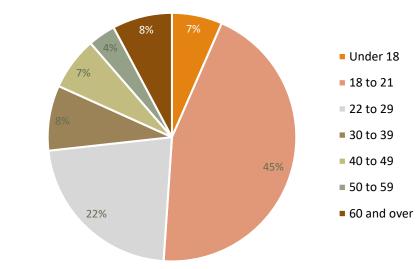
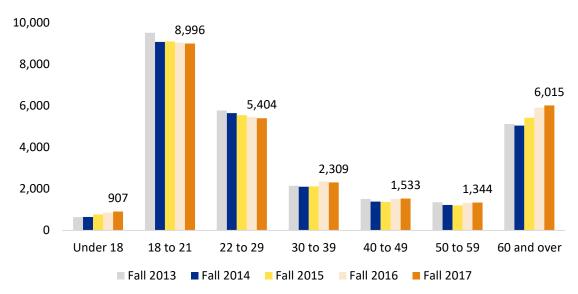


FIGURE 44: AGE DISTRIBUTION AT SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



	Fall 2013		Fall 2017		
Age Group	Number of Percent of Student		Number of	Percent of Student	
	Students	Body	Students	Body	
Under 18	638	2%	907	3%	
18 to 21	9,518	36%	8,996	34%	
22 to 29	5,775	22%	5,404	20%	
30 to 39	2,152	8%	2,309	9%	
40 to 49	1,517	6%	1,533	6%	
50 to 59	1,355	5%	1,344	5%	
60 and over	5,127	20%	6,015	23%	
Total	26,082	100%	26,508	100%	

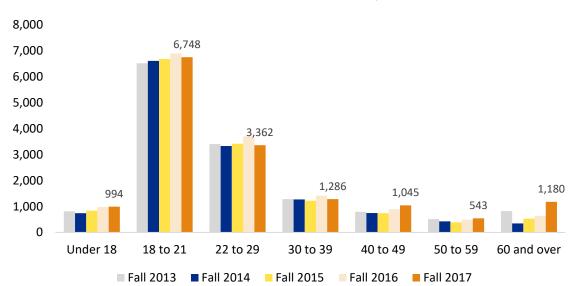


FIGURE 45: AGE DISTRIBUTION OF STUDENTS AT IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017

	Fall 2013		Fall 2017	
Age Group	Number of Students	Percent of Student Body	Number of Students	Percent of Student Body
Under 18	816	6%	994	7%
18 to 21	6,517	46%	6,748	45%
22 to 29	3,405	24%	3,362	22%
30 to 39	1,286	9%	1,286	8%
40 to 49	798	6%	1,045	7%
50 to 59	512	4%	543	4%
60 and over	818	6%	1,180	8%
Total	14,152	100%	15,158	100%

100% 80% 40% 40% 41% 41% 41% 60% 40% 20% 0% Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 ■ Female ■ Male

FIGURE 46: GENDER DISTRIBUTION OF STUDENTS AT SADDLEBACK COLLEGE, 2013 TO 2017

\*Note: Data excludes students who decline to state gender.

Source: SOCCCD inFORM Data Warehouse

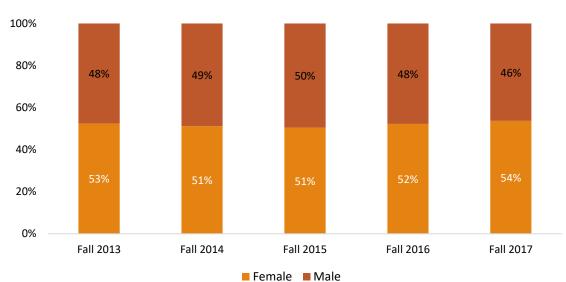


FIGURE 47: GENDER DISTRIBUTION OF STUDENTS AT IRVINE VALLEY COLLEGE, 2013 TO 2017

\*Note: Data excludes students who decline to state gender.

# RACE, ETHNICITY, AND FIRST-GENERATION STUDENTS

Three-fourths of community college students in California are students of color. Nearly half are Hispanic/Latinx, and 14 percent are Asian. More than 40 percent of community college students statewide are in the first generation of their families to attend college. SOCCCD has more white students than the state average. However, it also reflects the growing diversity of Orange County—Asian and Hispanic/Latinx student populations are growing at both Saddleback and Irvine Valley. One in five students at Irvine Valley and one in six students at Saddleback are first-generation students. Among major ethnic groups, about one-third of Latinx students and one-fifth of Native Hawaiian or Pacific Islander students are in the first generation of their families to go to college at SOCCCD.

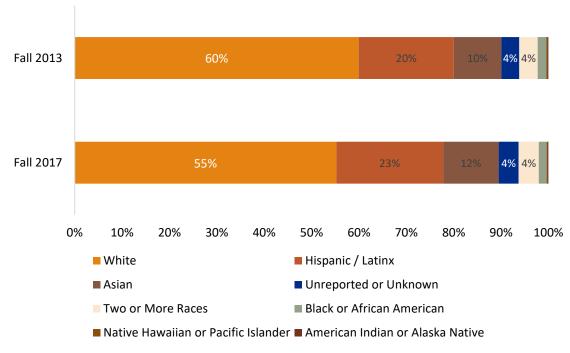
#### RACE AND ETHNICITY

- Most students at Saddleback College identify as white, non-Hispanic (55 percent of students in 2017) (see Figure 48 below).
- A little more than one-third of students (36 percent) at Irvine Valley College identifies as white, and nearly one third are Asian (32 percent) (Figure 49).
- One in four students (about 23 percent) at both Saddleback and Irvine Valley Colleges identify as Hispanic/Latinx.
- There has been a rise in enrollments among students of Asian, Latinx, and mixed descent at both schools between 2013 and 2017.
- Saddleback and Irvine Valley Colleges have experienced similar declines in African American enrollment (approximately 40 students) or an 8.5 percent loss at Saddleback, and nearly 11 percent at Irvine Valley.

## **FIRST-GENERATION STUDENTS**

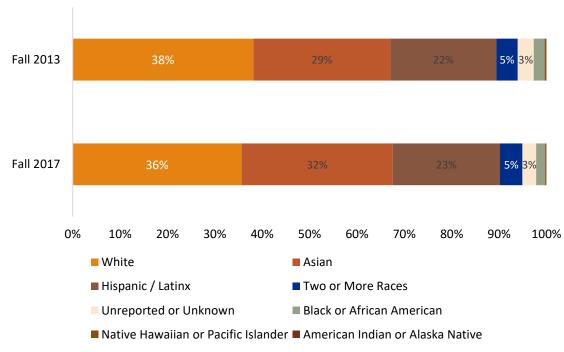
- One in five students at Irvine Valley College and one in six at Saddleback College are first-generation students (Figure 50 and Figure 51).
- One-third of Hispanic/Latinx students at Irvine Valley College and 28 percent of Hispanic/Latinx students at Saddleback College are first-generation college students (Figure 52).
- Nearly one in five of both African American students and students of Native Hawaiian or Pacific Islander backgrounds at both colleges are first-generation students.

FIGURE 48: RACE AND ETHNICITY, SADDLEBACK COLLEGE, FALL 2013 AND FALL 2017



Source: SOCCCD inFORM Data Warehouse, IPEDS Ethnicity Categories

FIGURE 49: RACE AND ETHNICITY, IRVINE VALLEY COLLEGE, FALL 2013 AND FALL 2017



Source: SOCCCD inFORM Data Warehouse, IPEDS Ethnicity Categories

FIGURE 50: FIRST GENERATION STUDENTS, SADDLEBACK COLLEGE, FALL 2017

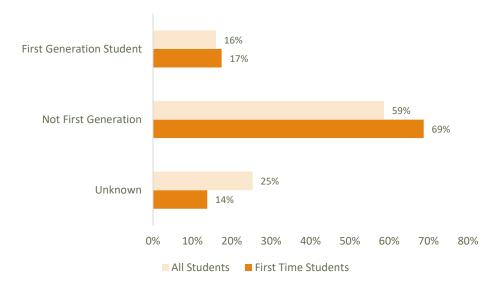


FIGURE 51: FIRST GENERATION STUDENTS, IRVINE VALLEY COLLEGE, FALL 2017

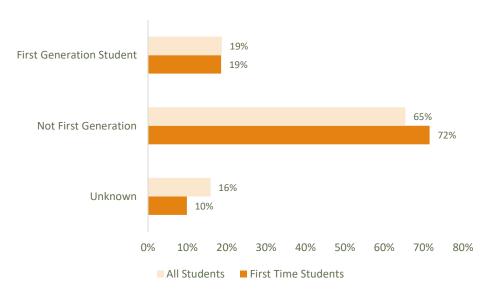
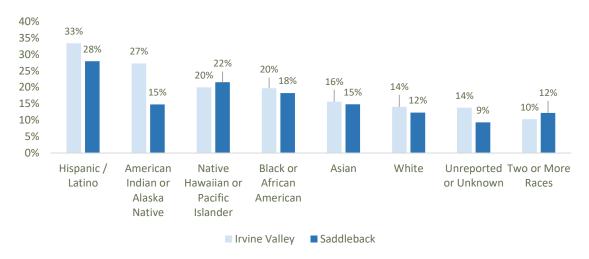


FIGURE 52: FIRST GENERATION STUDENTS BY ETHNICITY, SADDLEBACK AND IRVINE VALLEY COLLEGES, FALL 2017



#### **ECONOMIC CHARACTERISTICS OF STUDENTS**

Community colleges enroll students regardless of economic background and ability to pay. As an affordable and accessible option for education and training, community college creates opportunities for social mobility and improving prospects for increased earnings over one's lifetime.

A recent report by the Century Foundation found that most community college students come from families that have less income and wealth than those of students who attend private four-year colleges and universities. Eighty percent of community college students in California work at least part-time. Nearly half of all students receive some level of financial aid, including grants, work-study funding, and scholarships. More than half of California community college students are considered "economically disadvantaged," and many experience additional barriers as first-generation students, foster youth, veterans, and/or immigrants. East of the control of the cont

#### **ECONOMICALLY DISADVANTAGED STUDENTS**

Among first-time college students attending SOCCCD, forty-one percent of first-time students at Irvine Valley College and 32 percent of first-time students at Saddleback College qualify as economically disadvantaged (see Figure 53 below).

<sup>&</sup>lt;sup>25</sup> The Century Foundation, Recommendations for Providing Community Colleges the Resources They Need, April 2019, p.8, https://production-tcf.imgix.net/app/uploads/2019/04/25171942/recommendation\_commcollege\_2019.pdf

<sup>&</sup>lt;sup>26</sup> California Career Center, California Community College System, accessed October 2019 from https://www.calcareercenter.org/Home/Content?contentID=205

<sup>&</sup>lt;sup>27</sup> California Community Colleges Chancellor's Office, Student Financial Assistance, accessed October 2019 from https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/Student-Financial-Assistance-Programs

<sup>&</sup>lt;sup>28</sup> Foundation for California Community Colleges, About the Colleges, https://foundationccc.org/About-Us/About-the-Colleges. The California Community Colleges Chancellor's Office defines students as "economically disadvantaged" if their personal or family income is below the poverty line, and/or they participate in at least one of the following public assistance programs including CalWORKS, SSI and General Assistance, or have received grants such as the Promise Grant or Pell Grants to pursue their education California Community Colleges, Specifications for the Carl D. Perkins Career and Technical Education Act of 2006, December 19, 2014, p.4.

### Figure 53

### FINANCIAL AID

- The number of SOCCCD students receiving Promise Grants and other awards has grown from 2013 to 2017 at both colleges, though as a percent of total students, the ratio has declined (Figure 54).
- Nearly half of Irvine Valley College students (48 percent) and 38 percent of Saddleback College students received Promise Grants in 2017, which cover the cost of enrollment fees for Community College classes.
- Saddleback College Promise Grants rates reflect the statewide average of student aid, while more students
  at Irvine Valley College received Promise Grants between the 2013 and 2017 school years than statewide
  (Figure 55).
- The total aid amount of grant awards to students at Irvine Valley College has increased by \$5 million (38 percent) between 2013 and 2017, while at Saddleback College, grant totals have declined \$1.7 million (about eight percent) over this period (Figure 56 and Figure 57).
- Changes in grant aid totals make up most of the change in financial aid amounts over this period at both schools.

## **STUDENT EMPLOYMENT**

- More than 60 percent of students at both Saddleback College and Irvine Valley College work and attend classes (Figure 58 and Figure 59).
- About one-third of students at both colleges work at least 20 hours per week.
- At least one in five students at both Saddleback and Irvine Valley work full or nearly full time (30 or more hours a week), and 11 percent of students at Irvine Valley and 12 percent at Saddleback work more than 40 hours per week in addition to taking classes.

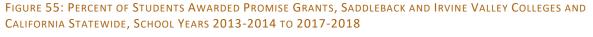
80% 68% 70% 59% 60% 50% 41% 40% 32% 30% 20% 10% 0% Irvine Valley Saddleback ■ Not Economically Disadvantaged ■ Economically Disadvantaged

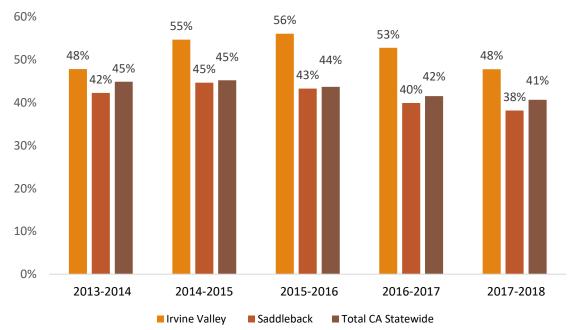
FIGURE 53: ECONOMIC STATUS OF FIRST-TIME STUDENTS, SADDLEBACK AND IRVINE VALLEY COLLEGES, FALL 2016

60% 48% 50% 38% 40% 30% 19% 20% 11% 10% 1% 1% 1% 1% 0% 0% 0% California College **Grants Total Loans Total** Scholarship Total Work Study Total **Promise Grant** Total ■ Irvine Valley ■ Saddleback

FIGURE 54: PERCENT OF STUDENTS RECEIVING AID BY AWARD TYPE, SADDLEBACK AND IRVINE VALLEY COLLEGES, 2017-2018

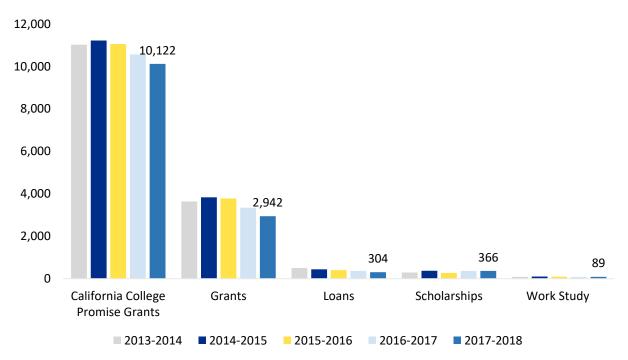
Source: California Community Colleges Chancellor's Office





Source: California Community Colleges Chancellor's Office

FIGURE 56: STUDENTS RECEIVING FINANCIAL AID BY AWARD TYPE, SADDLEBACK COLLEGE, SCHOOL YEARS 2013-2014 TO 2017-2018



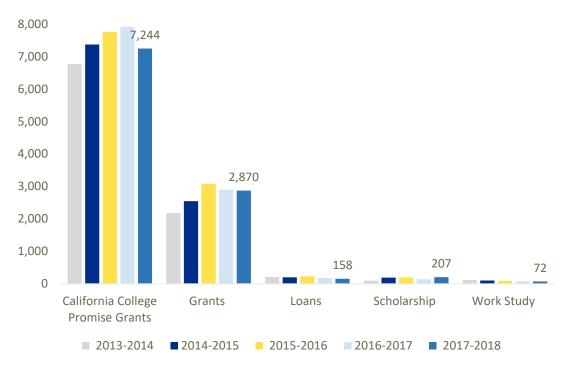
	2013-2014		2014-2015		2015-2016	
Award Type	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount
CA College Promise Grants	11,025	\$7,767,081	11,225	\$7,902,353	11,057	\$7,898,174
Grants	3,635	\$13,116,532	3,833	\$14,203,479	3,784	\$14,606,538
Loans	501	\$2,672,604	442	\$2,521,420	406	\$2,280,198
Scholarship	292	\$390,954	373	\$588,770	268	\$489,010
Work Study	85	\$156,163	104	\$157,806	94	\$226,559
Saddleback Total*	11,173	\$24,103,334	11,439	\$25,373,828	11,240	\$25,500,479

Award Type	201	6-2017	2017-2018		
	Students Served	Aid Amount	Students Served	Aid Amount	
CA College Promise Grants	10,564	\$7,313,216	10,122	\$7,008,439	
Grants	3,345	\$13,055,026	2,942	\$12,180,476	
Loans	365	\$2,069,464	304	\$1,824,733	
Scholarship	366	\$488,365	366	\$682,950	
Work Study	82	\$231,209	89	\$543,444	
Saddleback Total*	10,736	\$23,157,280	10,293	\$22,240,042	

<sup>\*</sup> Most students receive more than one type of aid award.

Source: California Community Colleges Chancellor's Office

FIGURE 57: STUDENTS RECEIVING FINANCIAL AID BY AWARD TYPE, IRVINE VALLEY COLLEGE, SCHOOL YEARS 2013-2014 TO 2017-2018



Award Type	2013-2014		2014-2015		2015-2016	
	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount
CA College Promise Grants	6,768	\$4,861,429	7,369	\$5,453,334	7,756	\$5,768,451
Grants	2,179	\$8,621,918	2,545	\$10,198,679	3,078	\$11,918,646
Loans	209	\$1,208,386	201	\$1,142,304	232	\$1,240,856
Scholarship	98	\$104,381	193	\$165,055	195	\$236,965
Work Study	115	\$374,371	102	\$339,172	91	\$383,302
Irvine Valley Total*	6,878	\$15,170,485	7,558	\$17,298,544	7,953	\$19,548,220

Award Type	2016	6-2017	2017-2018		
	Students Served	Aid Amount	Students Served	Aid Amount	
CA College Promise Grants	7,916	\$5,772,862	7,244	\$5,306,169	
Grants	2,900	\$11,943,396	2,870	\$13,179,033	
Loans	181	\$743,325	158	\$642,063	
Scholarship	140	\$163,820	207	\$475,434	
Work Study	76	\$306,751	72	\$540,976	
Irvine Valley Total*	8,135	\$18,930,154	7,475	\$20,143,675	

<sup>\*</sup> Most students receive more than one type of aid award. Source: California Community Colleges Chancellor's Office

FIGURE 58: WEEKLY STUDENT EMPLOYMENT HOURS, SADDLEBACK COLLEGE, FALL 2017

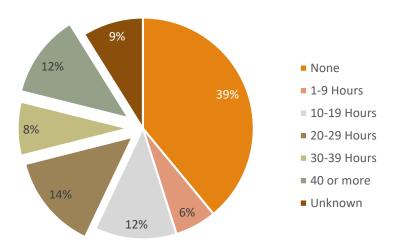
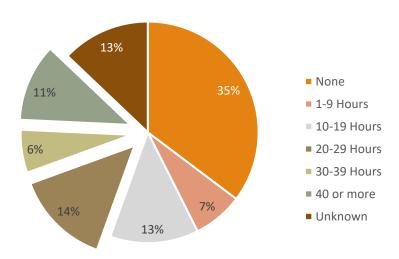


FIGURE 59: WEEKLY STUDENT EMPLOYMENT HOURS, IRVINE VALLEY COLLEGE, FALL 2017



## **COLLEGE READINESS**

College readiness is a strong predictor of whether a new student will complete their educational program successfully. It refers to a set of skills, knowledge, and attributes a student should possess to be ready to succeed in entry-level college courses, but in practice, it has not always been easy to assess in individual students. Placement exams have been a primary method used to assess college readiness among incoming first-year college students. Sixty percent of community college students do not pass placement exams in math and English and are directed to remedial classes before they could begin regular course work in those subjects. <sup>29</sup> This delays and often ends a student's educational progress--studies show that for every remedial level course placement, a student's chances of completing college and transfer-level English and math classes declines. <sup>30</sup> Remedial placements exacerbate the achievement gap among low-income college students and students of color.

As a result of the passage of AB 705 in 2018, California community colleges are required to maximize the probability that all students will enter and complete-transfer level coursework in English and math within a one-year time frame. Instead of testing, students will be assessed for placement based upon high school coursework, grades, and grade point average, which are considered better predictors of college success. Colleges are using corequisite classes, tutoring, and other strategies to improve outcomes for students who may need additional assistance to advance in their studies. Early implementation at some colleges shows that success rates in transfer-level courses have remained stable and the share of students finishing these classes has risen. Outcomes have improved for students in every demographic group.

In the past, community colleges tracked first-time students assessed into basic skills English, math, and ESL classes and evaluated completion outcomes in these classes. Now, most students starting community college will begin their post-secondary careers in transfer-level English and math courses. The data we include below looks at the recent historical performance of transfer-level English and math completion among students before AB 705 was instituted—these data points will serve as the base from which to measure future English and math outcomes among students. We also include recent enrollments and sections counts for basic skills and transfer-level math and English classes, which show a decline in basic skills class sections and enrollments, and growth among transfer-level sections and enrollments.

#### **BASIC SKILLS AND TRANSFER-LEVEL SECTION COUNTS**

- At Saddleback College, section counts among math and English basic skills classes have declined from a recent high of 37 and 67, respectively, in Fall 2016 to eight and two sections in Fall 2019 (see Figure 60 below).
- In the last three fall terms, an additional 32 English and 20 math transfer-level sections have been added at Saddleback (Figure 62).
- At Irvine Valley, the number of math basic skills sections have declined from 56 in Fall 2016 to 35 in Fall 2019 (Figure 61).
- Since Fall 2013, transfer-level math sections at Irvine Valley have grown by 80 percent (47 additional sections)
   and transfer-level English sections by 62 percent (27 additional sections) (Figure 63).

<sup>&</sup>lt;sup>29</sup> Community College Research Center, Toward Better Course Placements: A Guide to Launching a Multiple Measures Assessment System, Teacher's College, Columbia University, July 2018,

https://ccrc.tc.columbia.edu/media/k2/attachments/2018\_Multiple\_Measures\_Guide\_1.pdf

<sup>&</sup>lt;sup>30</sup> California Acceleration Project, Changing Placement Policies, accessed October 2019 from https://accelerationproject.org/Placement

<sup>&</sup>lt;sup>31</sup> Community College Research Center, Toward Better Course Placements, July 2018

<sup>&</sup>lt;sup>32</sup> Public Policy Institute of California, Remedial Education Reforms at California's Community Colleges: Early Evidence on Placement and Curricular Reforms, August 2018, p.3, https://www.ppic.org/wp-content/uploads/remedial-education-reforms-at-californias-community-colleges-august-2018.pdf

#### **BASIC SKILLS AND TRANSFER-LEVEL ENROLLMENTS**

- Basic skills enrollments at Saddleback have experienced a similar decline to section counts, with only 209 enrollments in basic skills math in Fall 2019 and 47 in basic skills English (Figure 64), down from 1,545 enrollments in math and 1,164 in English basic skills in Fall 2016.
- At Saddleback, there were 1,478 more enrollments in transfer-level classes in Fall 2019 than in Fall 2016 (Figure 66).
- Enrollments in basic skills classes at Irvine Valley College have declined by 340 in basic skills math and 105 enrollments in basic skills English between Fall 2016 to Fall 2019 (Figure 65).
- Transfer-level math enrollments have grown by 579 enrollments between Fall 2016 and Fall 2019, and by 276 in transfer-level English (Figure 67).

### TRANSFER LEVEL COURSEWORK OUTCOMES

- Retention rates among students in transfer-level English courses at Saddleback College have declined slightly over the past few fall terms to 88 percent in 2017; retention rates in transfer-level math classes has risen slightly from 72 percent of students in 2013 to 75 percent in 2017 (Figure 70).
- At Irvine Valley College, retention rates among transfer-level English and math classes has been relatively flat; in 2017, 91 percent of students in English and 84 percent of students in math remained in their classes for the entire term (Figure 71).
- Three out of four students at Saddleback College (75 percent) passed their transfer-level English classes, and more than half (55 percent) succeeded in transfer-level math at the school in 2017.
- At Irvine Valley, 60 percent of transfer-level math students passed their classes in 2017, as did 80 percent of transfer-level English students.

FIGURE 60: BASIC SKILLS MATH AND ENGLISH SECTION COUNTS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019

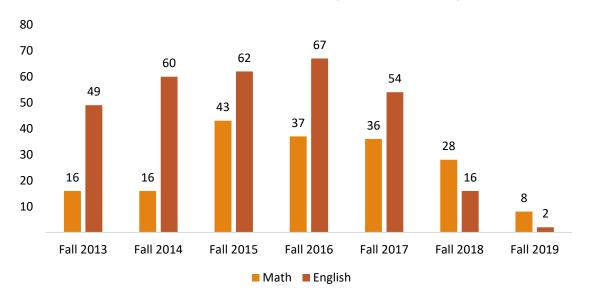


FIGURE 61: BASIC SKILLS MATH AND ENGLISH SECTION COUNTS, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2019

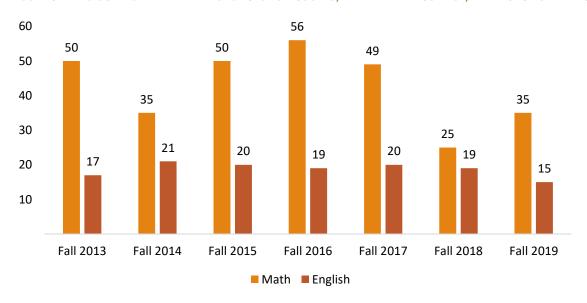


FIGURE 62: TRANSFER-LEVEL MATH AND ENGLISH SECTION COUNTS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019

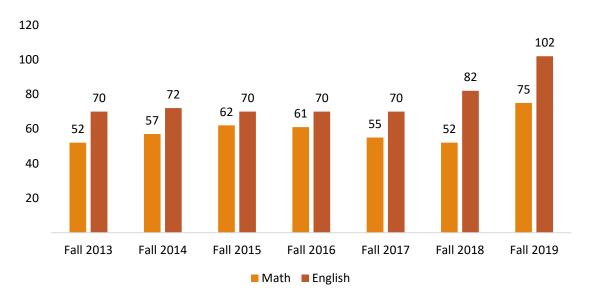


FIGURE 63: TRANSFER-LEVEL MATH AND ENGLISH SECTION COUNTS, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2019

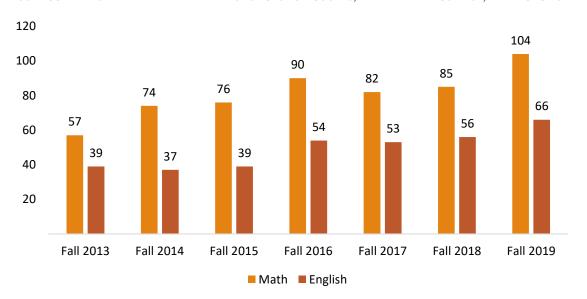


FIGURE 64: BASIC SKILLS MATH AND ENGLISH CENSUS ENROLLMENT, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019

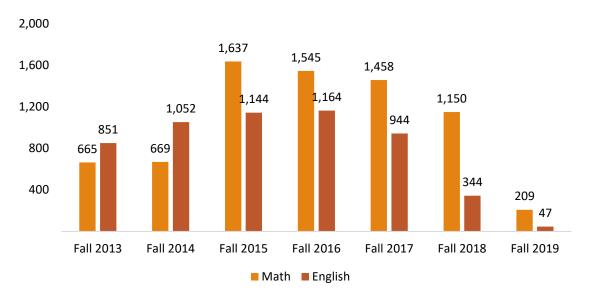


FIGURE 65: BASIC SKILLS MATH AND ENGLISH CENSUS ENROLLMENT, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2019

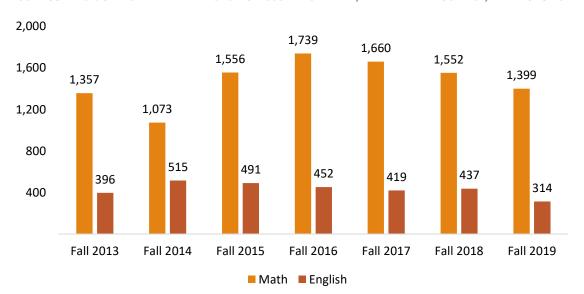


FIGURE 66: TRANSFER-LEVEL MATH AND ENGLISH CENSUS ENROLLMENT, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019

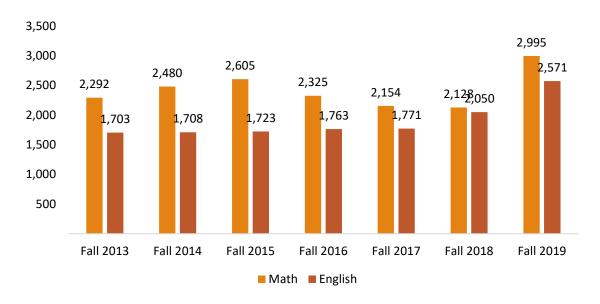


FIGURE 67: TRANSFER-LEVEL MATH AND ENGLISH CENSUS ENROLLMENT, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2019

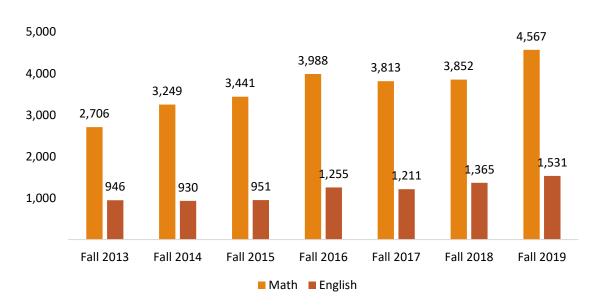


FIGURE 68: RETENTION AND SUCCESS RATES IN BASIC SKILLS MATH AND ENGLISH, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2018

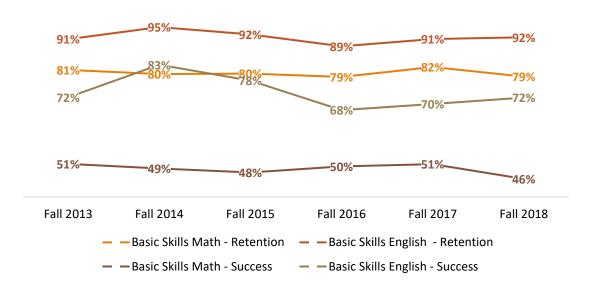


FIGURE 69: RETENTION AND SUCCESS RATES IN BASIC SKILLS MATH AND ENGLISH, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2018

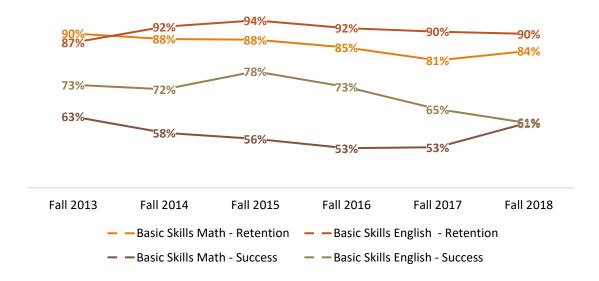


FIGURE 70: RETENTION AND SUCCESS RATES IN TRANSFER-LEVEL COURSEWORK, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2018

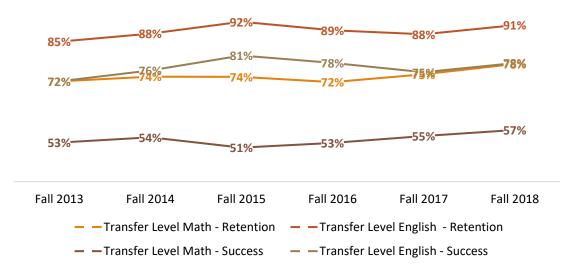
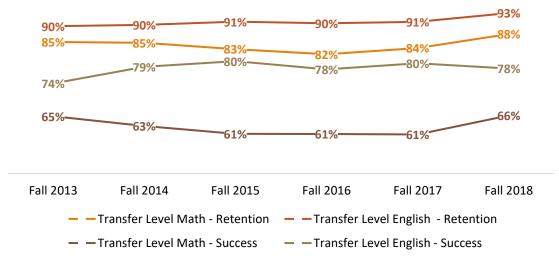


FIGURE 71: RETENTION AND SUCCESS RATES IN TRANSFER-LEVEL COURSEWORK, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2018



#### STUDENT SUCCESS

Only about 40 percent of students who begin their postsecondary education at a community college complete a certificate or degree program within six years.<sup>33</sup> While a majority of students who enter community college have goals to transfer to a four-year institution, only about one-third transfer, and of these students, less than half graduate with a bachelor's degree in a six-year timeframe.<sup>34</sup>

These low completion rates are due to a variety of factors, including the preparedness of entering students for college coursework; family and/or work obligations; the financial need of students and the lack of resources at community colleges to fully support students with adequate aid; and imbalanced support for students who need help to navigate college.<sup>35</sup> As mentioned in the previous section, the California Community College system is undergoing significant changes to help improve student outcomes and meet goals regarding equity and access for students from marginalized backgrounds.

The California Community Colleges Chancellor's Office provides a set of metrics that measure student success from enrollment through graduation and beyond into the workforce. These measures "pinpoint critical milestones and accomplishments" related to the college system's "Vision for Success" goals to improve student outcomes. And they provide data for recent changes to the state's funding formula which allocates some funds to community college districts based upon student outcomes, including how many students transfer or earn degrees or certificates; complete transfer-level math or English classes in their first year of study; complete at least nine Career Technical Education units; and how many students earn the regional living wage post-graduation. The study of the study

This section provides a look at South Orange County Community College District's Student Success Metrics, including student retention and success rates, first-time student outcomes, the number of terms students need to earn a degree, transfer rates to four-year institutions, and award outcomes.

### FIRST TIME STUDENT OUTCOMES

- Retention rates among first-time college students are above 90 percent at both Saddleback and Irvine Valley Colleges, while success rates among these students are at about 70 percent (see Figure 72).
- Units attempted among first-time college students has risen slightly between 2013 and 2017, at both Saddleback and Irvine Valley (Figure 73).

### **RETENTION AND SUCCESS BY INSTRUCTION METHOD**

- Retention rates among online students at both colleges have improved between 2013 and 2017 to nearly match classroom retention levels (Figure 74 and Figure 76).
- Success rates for online students lag in-person student outcomes by two and three percentage points at Saddleback and Irvine College respectively (Figure 75 and Figure 77).

<sup>&</sup>lt;sup>33</sup> National Student Clearinghouse Research Center, Completing College: A National View of Student Completion Rates—Fall 2012 Cohort, December 2018, p.19, https://nscresearchcenter.org/wp-content/uploads/SignatureReport16.pdf
<sup>34</sup> Elizabeth Mann Levesque, Improving Community College Completion Rates by Addressing Structural and Motivational Barriers, Brookings Institution, October 2018, https://www.brookings.edu/research/community-college-completion-rates-structural-and-motivational-barriers/

 <sup>&</sup>lt;sup>35</sup> Camile Esch, Pathway to the Baccalaureate: How One Community College is Helping Underprepared Students Succeed, New America Foundation, 2010, https://www.newamerica.org/education-policy/policy-papers/pathway-to-the-baccalaureate/
 <sup>36</sup> California Community Colleges Chancellor's Office, Data: Student Success Metrics, Accessed October 2019 from https://www.cccco.edu/College-Professionals/Data

<sup>&</sup>lt;sup>37</sup> California Community Colleges Chancellor's Office, Student Centered Funding Formula, Accessed October 2019 from https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula

#### **COMPLETION AND PERSISTENCE RATES**

- Both Saddleback College and Irvine Valley College have higher rates of completion than the statewide average—the completion rate includes all students who complete a degree or certificate and/or transfer to another school within six years of their initial enrollment (Figure 78).
- Over the last five tracked student cohort years (2007-2008 to 2011-2012), Irvine Valley's completion rates averaged around 63 percent, and Saddleback's completion rates averaged 58 percent. This is a ten to fifteen percentage point difference above the California statewide average rate of 48 percent.
- During these cohort years, persistence rates among students has improved by four percentage points at Saddleback College (Figure 79), and 11 percentage points at Irvine Valley College (Figure 80).
- Students who enroll at Irvine Valley College ready for college are more likely to complete their programs than students at other California community colleges, while similar students who enroll at Saddleback College complete programs at the same rate as the state average.

#### **DEGREE AND CERTIFICATE AWARD RATES**

- The number of certificates and degrees awarded by SOCCCD has increased more than 75 percent at Irvine Valley and 44 percent at Saddleback, between 2013 and 2017 (Figure 81 and Figure 82).
- The number of associate degrees for transfer awarded at Irvine Valley College is up almost 280 percent over the five years and up 220 percent at Saddleback College.
- The number of full transfer certifications awarded at Irvine Valley College has almost doubled during this period.

## TIME TO DEGREE

- In 2017-18, it took an average of 12 semesters at Irvine Valley College and nearly 14 semesters at Saddleback College to earn an associate degree in science (Figure 83 and Figure 84).
- Students earning transfer degrees are, on average able to graduate faster than students earning terminal degrees.
- To earn a certificate of achievement award in 2017-18, the average student needed nine class semesters at Irvine Valley College and nearly 12 semesters at Saddleback College (Figure 85 and Figure 86).
- Students earning proficiency certificates at Irvine Valley College or Occupational Skills Awards at Saddleback
   College needed an average of 8.4 and 8.9 semesters respectively, to complete their programs.

#### **STUDENT TRANSFER RATES**

An increasing number of SOCCCD students are earning transfer degrees, and more are choosing to attend UC and CSU schools (Figure 87 and Figure 88).

# TRANSFERS TO FOUR YEAR INSTITUTIONS

- In 2017, 45 percent of transfer students from Saddleback College and 55 percent of transfer students from Irvine Valley College enrolled at a University of California or California State University school (Figure 89 and Figure 90).
- Saddleback College students who transfer to in-state public schools are twice as likely to attend a CSU than a UC school. Two-thirds of transfers from Saddleback College to California public four-year schools are to CSUs.
- Nearly 50 percent of Irvine Valley College transfer students, and 43 percent of Saddleback College transfer students to UC and CSUs attend CSU-Fullerton or UC-Irvine (Figure 93).
- Other public institutions that draw the most students from both colleges include CSU-Long Beach, UCLA, UC-San Diego.
- Transfers among Irvine Valley College students to out of state schools have declined between 2013 and 2017, while the number of Saddleback College students transferring out of state public schools has grown.

FIGURE 72: RETENTION AND SUCCESS RATES AMONG FIRST-TIME STUDENTS, SADDLEBACK AND IRVINE VALLEY COLLEGES, FALL 2013 TO FALL 2017

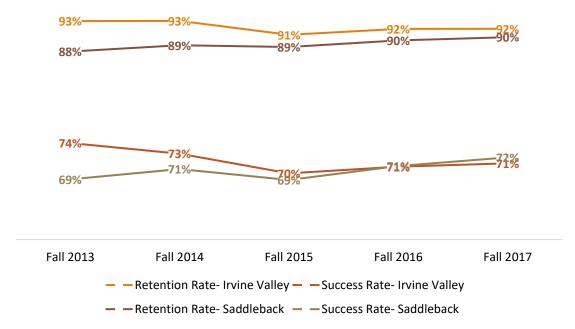
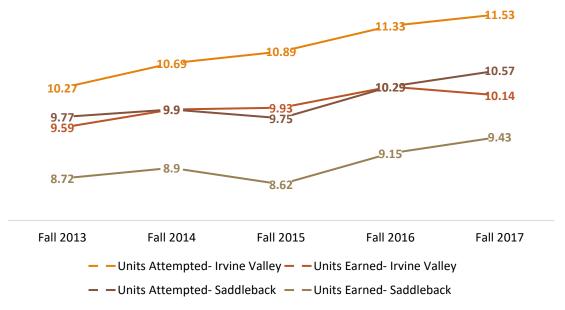


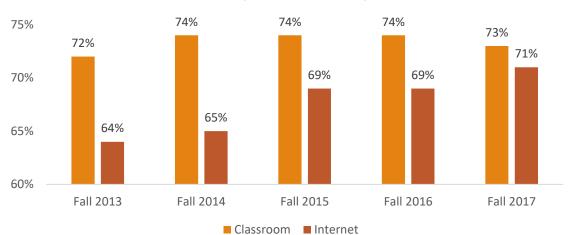
FIGURE 73: AVERAGE UNITS ATTEMPTED AND EARNED AMONG FIRST-TIME STUDENTS, SADDLEBACK AND IRVINE VALLEY COLLEGES, FALL 2013 TO FALL 2017



90% 88% 88% 87% 87% 87% 87% 87% 87% 86% 86% 84% 84% 83% 82% 80% Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 ■ Classroom ■ Internet

FIGURE 74: RETENTION BY INSTRUCTION METHOD, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

FIGURE 75: SUCCESS BY INSTRUCTION METHOD, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

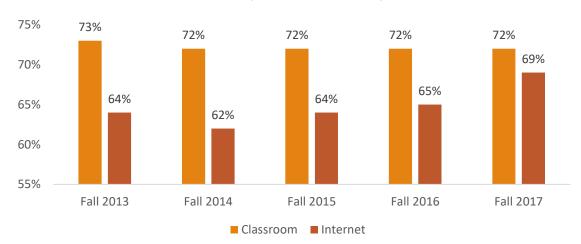


Instruction Method Retention	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	87%	87%	88%	87%	87%
Internet	83%	84%	87%	86%	87%
Other	94%	99%	96%	92%	95%
TV/Radio	79%	65%	95%	78%	94%
Instruction Method Success	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	72%	74%	74%	74%	73%
Internet	64%	65%	69%	69%	71%
Other	84%	93%	85%	89%	86%
TV/Radio	71%	55%	80%	72%	81%

90% 89% 89% 89% 89% 89% 88% 88% 86% 86% 86% 85% 84% 83% 82% 80% Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 ■ Classroom ■ Internet

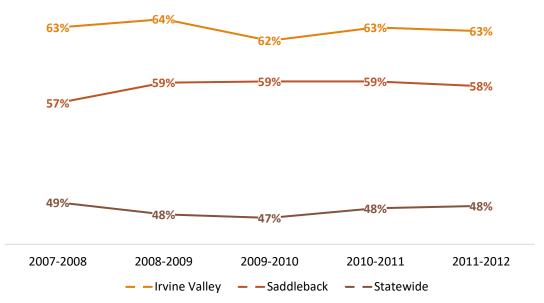
FIGURE 76: RETENTION BY INSTRUCTION METHOD, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017

FIGURE 77: SUCCESS BY INSTRUCTION METHOD, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017



Instruction Method Retention	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	89%	89%	89%	89%	89%
Internet	85%	83%	86%	86%	88%
Other	94%	90%	90%	96%	98%
Instruction Method Success	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	73%	72%	72%	72%	72%
Internet	64%	62%	64%	65%	69%
Other	85%	84%	85%	92%	93%

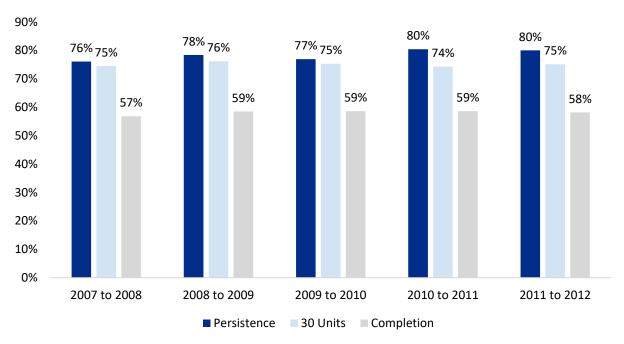
FIGURE 78: COMPLETION RATES BY COHORT YEAR, SOCCCD AND STATEWIDE, 2007-08 TO 2011-12



	Irvine Valley		Saddleback		Statewide		
Cohort Year	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	
2007-2008	1,415	63%	2,683	57%	196,424	49%	
2008-2009	1,631	64%	2,874	59%	211,810	48%	
2009-2010	1,804	62%	2,892	59%	204,472	47%	
2010-2011	1,854	63%	2,835	59%	198,012	48%	
2011-2012	1,834	63%	2,968	58%	188,597	48%	

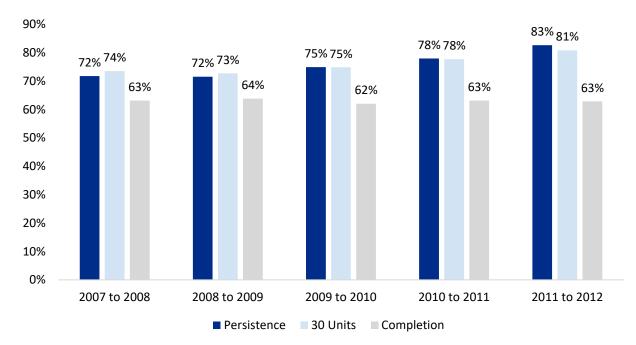
Source: California Community Colleges Chancellor's Office, Student Success Scorecards for Irvine Valley College and Saddleback College

FIGURE 79: COMPLETION, PERSISTENCE AND 30-UNIT RATES, SADDLEBACK COLLEGE, STUDENT COHORTS 2007-2008 THROUGH 2011-12



Source: California Community Colleges Chancellor's Office

FIGURE 80: COMPLETION, PERSISTENCE AND 30-UNIT RATES, IRVINE VALLEY COLLEGE, STUDENT COHORTS 2007-2008 THROUGH 2010-2011



Source: California Community Colleges Chancellor's Office

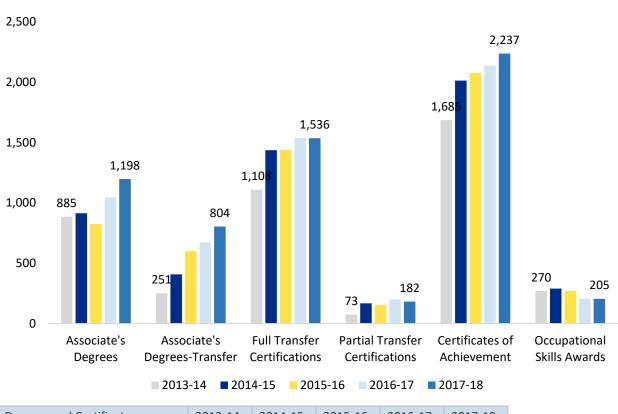
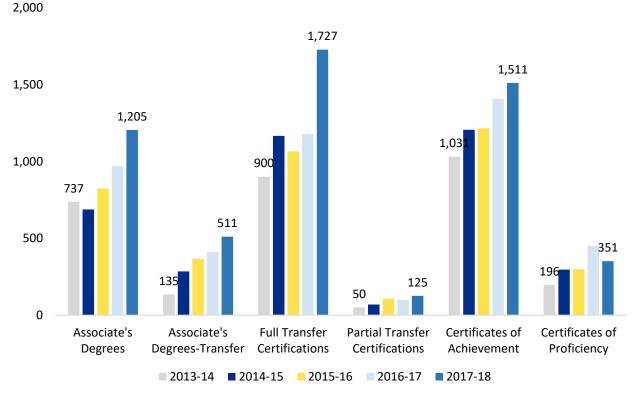


FIGURE 81: DEGREES AND CERTIFICATES AWARDED, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18

Degrees and Certificates	2013-14	2014-15	2015-16	2016-17	2017-18
Associate in Arts	624	608	531	654	795
Associate in Arts-Transfer	198	254	353	398	451
Associate in Science	261	306	293	391	403
Associate in Science-Transfer	53	154	247	273	353
Full Transfer Certification	1,108	1,436	1,439	1,537	1,536
Partial Transfer Certification	73	168	153	200	182
Certificate of Achievement	1,685	2,013	2,075	2,137	2,237
Occupational Skills Award	270	289	271	205	205
Total	4,272	5,228	5,362	5,795	6,162

FIGURE 82: DEGREES AND CERTIFICATES AWARDED, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Degrees and Certificates	2013-14	2014-15	2015-16	2016-17	2017-18
Associate in Arts	675	623	710	855	1,086
Associate in Arts- Transfer	68	101	156	185	220
Associate in Science	62	65	114	114	119
Associate in Science -Transfer	67	184	209	227	291
Full Transfer Certification	900	1,166	1,065	1,179	1,727
Partial Transfer Certification	50	69	106	99	125
Certificate of Achievement	1,031	1,206	1,216	1,408	1,511
Certificate of Proficiency	196	296	298	450	351
Total	3,049	3,710	3,874	4,517	5,430

FIGURE 83: AVERAGE SEMESTERS ATTENDED BY DEGREE TYPE, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18

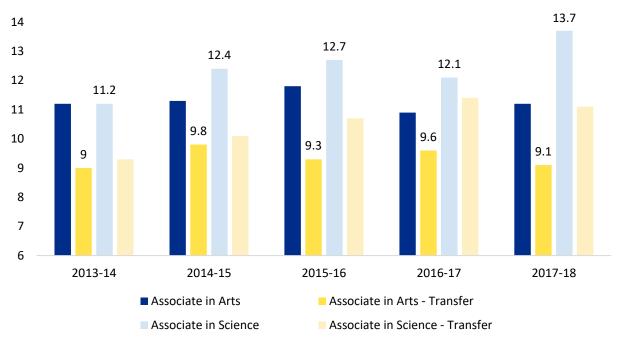


FIGURE 84: AVERAGE SEMESTERS ATTENDED PRIOR TO DEGREE AWARD, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18

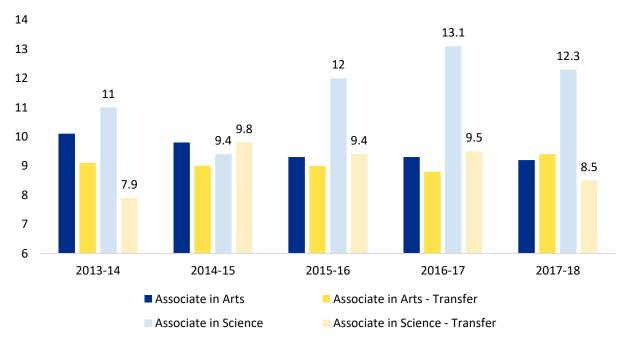


FIGURE 85: AVERAGE SEMESTERS ATTENDED PRIOR TO CERTIFICATE AWARD, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



FIGURE 86: AVERAGE SEMESTERS ATTENDED PRIOR TO CERTIFICATE AWARD, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18

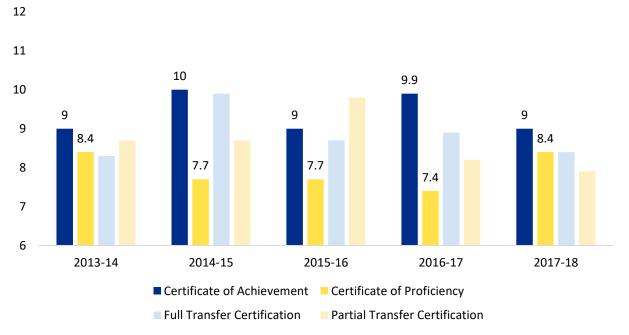


FIGURE 87: TOTAL TRANSFERS TO UC AND CSU SCHOOLS, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18

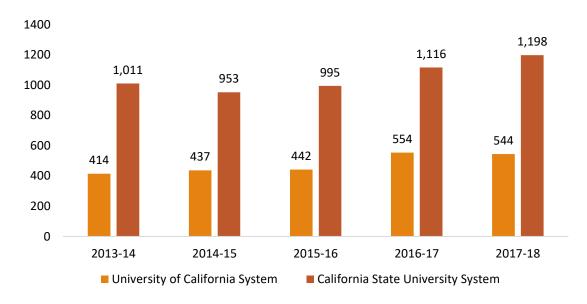


FIGURE 88: TOTAL TRANSFERS TO UC AND CSU SCHOOLS, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18

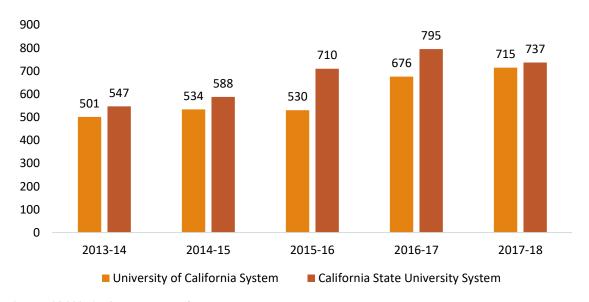


FIGURE 89: STUDENT TRANSFERS TO FOUR YEAR INSTITUTIONS, SADDLEBACK COLLEGE, 2017

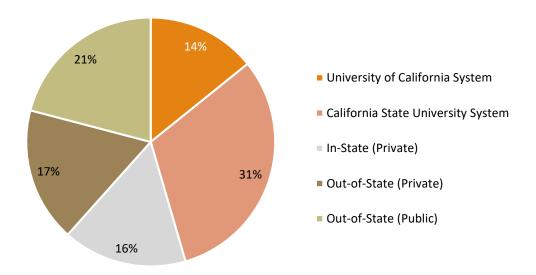


FIGURE 90: STUDENT TRANSFERS TO FOUR YEAR INSTITUTIONS, IRVINE VALLEY COLLEGE, 2017

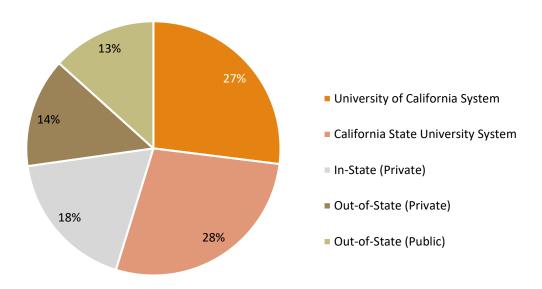
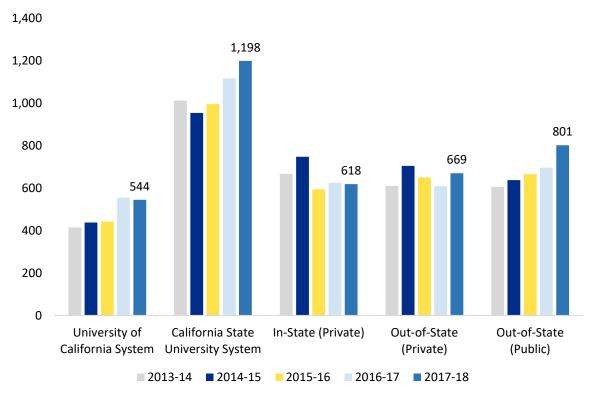
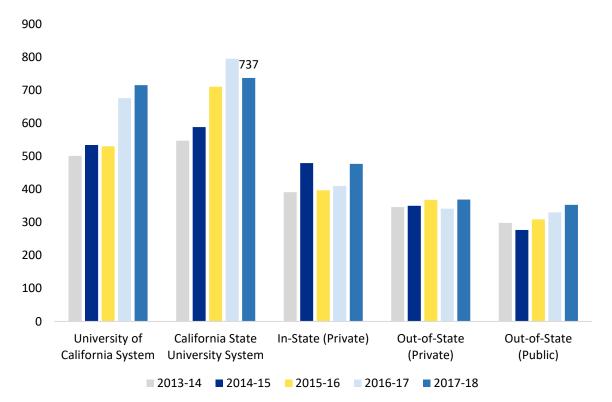


FIGURE 91: TRANSFERS TO FOUR-YEAR COLLEGES AND UNIVERSITIES, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Annual Transfers all, Saddleback	2013-14	2014-15	2015-16	2016-17	2017-18
University of California System	414	437	442	554	544
California State University System	1,011	953	995	1,116	1,198
In-State (Private)	666	747	593	624	618
Out-of-State (Private)	610	704	650	608	669
Out-of-State (Public)	605	637	665	696	801
Total	3,306	3,478	3,345	3,598	3,830

FIGURE 92: TRANSFERS TO FOUR-YEAR COLLEGES AND UNIVERSITIES, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Annual Transfers all, Irvine Valley	2013-14	2014-15	2015-16	2016-17	2017-18
University of California System	501	534	530	676	715
California State University System	547	588	710	795	737
In-State (Private)	391	479	397	410	477
Out-of-State (Private)	346	350	368	341	369
Out-of-State (Public)	298	277	309	330	353
Total	2,083	2,228	2,314	2,552	2,651

FIGURE 93: TRANSFERS TO UC AND CSU INSTITUTIONS FROM IRVINE VALLEY AND SADDLEBACK COLLEGES, 2017

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

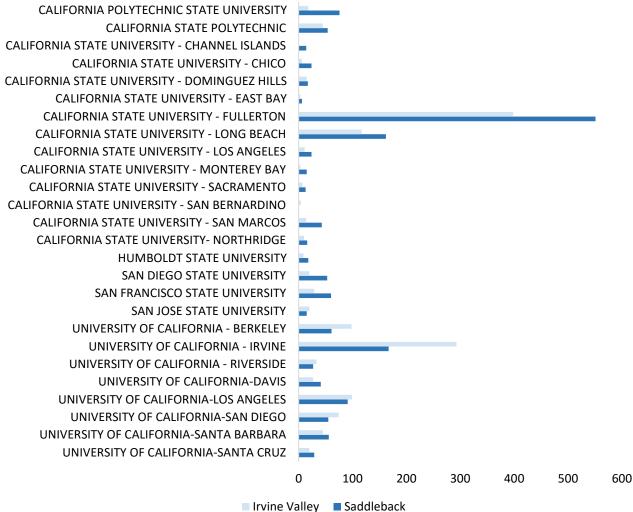
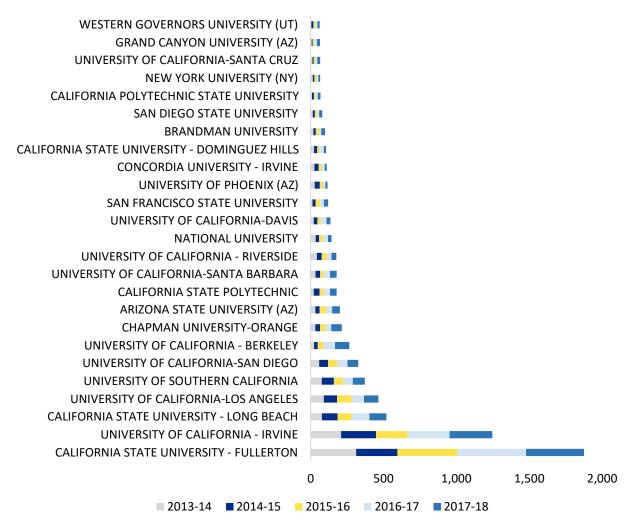
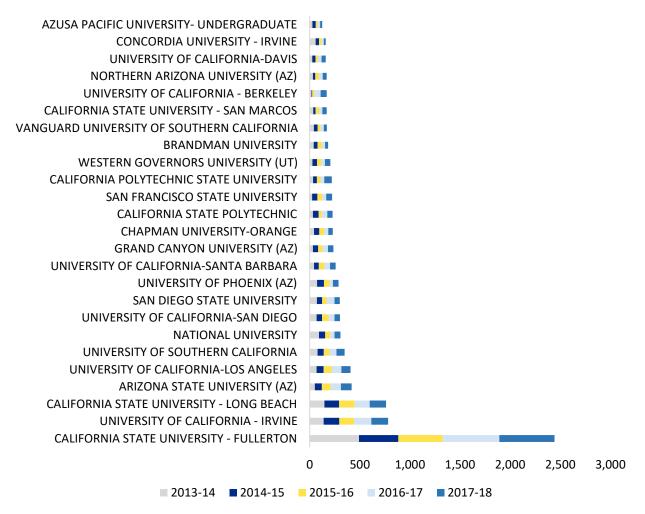


FIGURE 94: TOP 25 TRANSFERS TO ALL FOUR-YEAR INSTITUTIONS, IRVINE VALLEY COLLEGE, 2013-14 TO 2017-18 ACADEMIC YEARS



Note: See Appendix for additional Transfer data. Source: SOCCCD inFORM Data Warehouse

FIGURE 95: TOP 25 TRANSFERS TO ALL FOUR-YEAR INSTITUTIONS, SADDLEBACK COLLEGE, 2013-14 TO 2017-18 ACADEMIC YEARS



Note: See Appendix for additional Transfer data. Source: SOCCCD inFORM Data Warehouse

### MAJORS, DEGREES AND CERTIFICATES

South Orange County Community College District offers 222 degree and 199 certificate awards at Saddleback and Irvine Valley Colleges.

This section details the academic programs and awards available at Saddleback and Irvine Valley Colleges and looks at the top degree majors and certificate programs at both schools. We also look at CTE Programs available at both schools.

### FINDINGS:

### **DEGREE PROGRAMS AND TOP DISCIPLINES**

- Saddleback College graduates more students in Communications, Fine Arts, Health Sciences, History, Physical Sciences, Political Science (see Figure 96 and Figure 97 below).
- Irvine Valley College graduates more students in Early Childhood Education, Mathematics, Natural Sciences, and Social and Behavioral Sciences, Accounting, and Computer Science (Figure 98).
- Saddleback is the only college in SOCCCD that offers a Registered Nurse degree program.
- Irvine Valley offers specialties in Criminal Justice and Paralegal studies.
- Both schools graduate a similar number of students in Biology, Business, Chemistry, Kinesiology, Physics,
   Psychology, and Sociology.
- Both colleges offer eighteen of the top 25 degrees among students who graduate from Saddleback or Irvine Valley.

### **CERTIFICATE PROGRAMS AND TOP DISCIPLINES**

- There are at least 53 certificate awards in 23 similar programs offered at both schools. Some of these may have partial curriculum overlap—for example, Irvine Valley College's Administration of Justice Certificate curriculum prepares students for roles as police officers, detectives, and other law enforcement,<sup>38</sup> while Saddleback's Community Corrections program focuses on corrections departments and probation work (Table 32).<sup>39</sup>
- Both Saddleback and Irvine Valley offer certificates in Accounting, English as a Second Language, Business Management and Entrepreneurship studies, Real Estate, Infant and Early Childhood Care and Education, Theatre Arts, and Digital Design (Figure 99).
- Among the top 25 certificate programs at Irvine Valley and Saddleback, two-thirds of these or a similar equivalent can be found at both schools (Figure 100 and Figure 101)

### CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

- CTE classes constitute 14 percent of class sections at Irvine Valley College and 28 percent of class sections at Saddleback College (Figure 102).
- In the Fall 2017 term, there were nearly 16,000 enrollments from 9,600 students in CTE classes at Saddleback College, and 5,300 enrollments from 3,600 students at Irvine Valley College (Figure 103 and Figure 104).

<sup>&</sup>lt;sup>38</sup> Irvine Valley College, Administration of Justice Program, Accessed April 2019 from http://academics.ivc.edu/sbs/aoj/Pages/default.aspx

<sup>&</sup>lt;sup>39</sup> Saddleback College, Community Based Corrections, Accessed April 2019 from https://www.saddleback.edu/hs/hs/community-based-corrections

TABLE 29: TOTAL NUMBER OF SOCCCD DEGREE PROGRAMS, 2019

IRVINE VALLEY	79
A.A. Degree	34
A.A Transfer Degree	18
A.S. Degree	19
A.S. Transfer Degree	8
SADDLEBACK	143
A.A. Degree	39
A.A Transfer Degree	19
A.S. Degree	78
A.S. Transfer Degree	7
Total, SOCCCD	222

Sources: California Chancellor's Office Curriculum Inventory (COCI) Data, 2019; Website Course Listings, 2019

TABLE 30: ASSOCIATE DEGREES OFFERED AT BOTH SOCCCD COLLEGES

Major, A.A. or A.S. Degrees	Major, A.A. or A.S. for Transfer
Accounting	Anthropology
Administrative Assistant	Art History
Anthropology	Biology
Art	Business Administration
Biology	Communication Studies
Business Management	Early Childhood Education
Chemistry	Economics
Computer Science	Elementary Teacher Education
Dance	English
Economics	Geography
English Literature	Geology
Fine and Applied Arts	Global Studies
French	History
Geology	Kinesiology
Health Sciences	Mathematics
Humanities	Music
Infant/Toddler	Philosophy
Japanese	Physics
Mathematics	Political Science
Music	Psychology
Philosophy	Sociology
Physical Sciences	Spanish
Political Sciences	Studio Arts
Real Estate	Theatre Arts
Social and Behavioral Sciences	
Spanish	
Theatre Arts	
Theatre Arts: Technical Theatre	

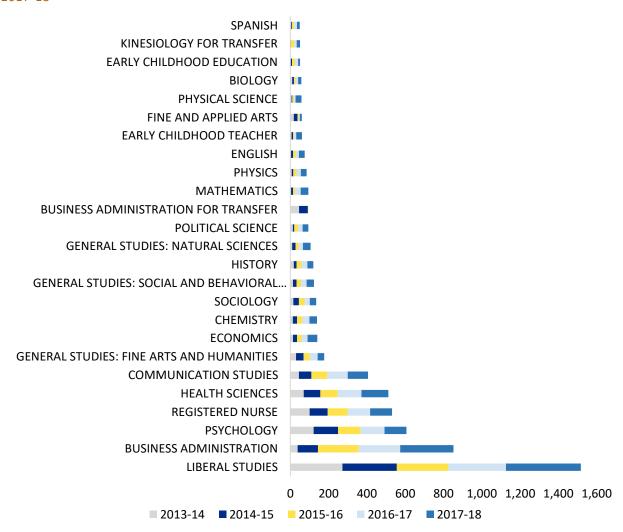
Sources: California Chancellor's Office Curriculum Inventory (COCI) Data, 2019; Website Course Listings, 2019

0 100 200 300 400 500 600 Accounting 34 Biology 10 16 Business 272 Chemistry 46 39 Communications 47 106 Computer Languages 10 **Computer Science** Early Childhood Ed 237 40 Economics Fine Arts 7 44 **Health Sciences** 48 140 History 12 - 31 Humanities and Languages 17 Justice 25 Kinesiology 15 18 **Liberal Studies** Mathematics 57 40 **Natural Sciences** 72 40 Paralegal Studies 3 Physical Science 11 31 Physics 29 30 Political Science 8 30 Psychology 92 114 Registered Nurse 114 Social and Behavioral Sciences 502 Sociology 32 33 Spanish - 14 Studio Arts 13 ■ Irvine Valley ■ Saddleback

FIGURE 96: TOP 25 AA/AS DEGREES AWARDED, SADDLEBACK AND IRVINE VALLEY COLLEGES, 2017-18 ACADEMIC YEAR

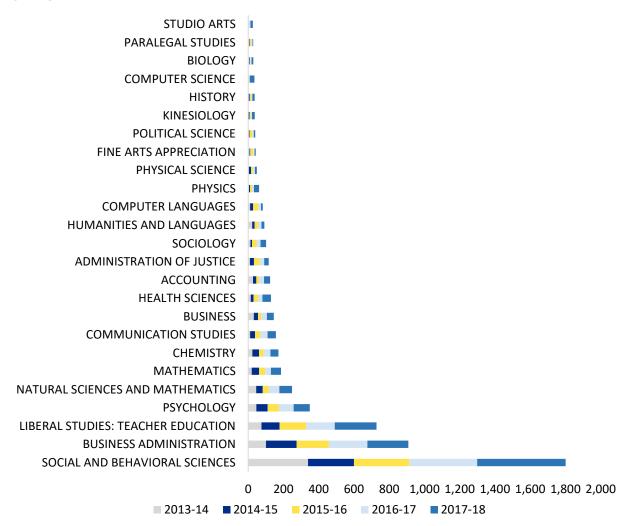
Sources: California Chancellor's Office Curriculum Inventory (COCI) Data, 2019; Website Course Listings, 2019

FIGURE 97: TOP 25 ASSOCIATE DEGREE AWARDS BY MAJOR, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Note: See Appendix for additional Top 25 Degree and Certificate data.

FIGURE 98: TOP 25 ASSOCIATE DEGREE AWARDS BY MAJOR, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Note: See Appendix for additional Top 25 Degree and Certificate data. Source: SOCCCD inFORM Data Warehouse

TABLE 31: TOTAL NUMBER OF SOCCCD CERTIFICATE PROGRAMS, 2019

Irvine Valley	69
Certificate of Achievement	25
Certificate of Completion	3
Certificate of Proficiency	41
Saddleback	130
Certificate of Achievement	100
Certificate of Competency	2
Certificate of Completion	3
Occupational Skills Award	25
Total, SOCCCD	199

Source(s): California Chancellor's Office Curriculum Inventory (COCI) Data, 2019; Website Course Listings, 2019

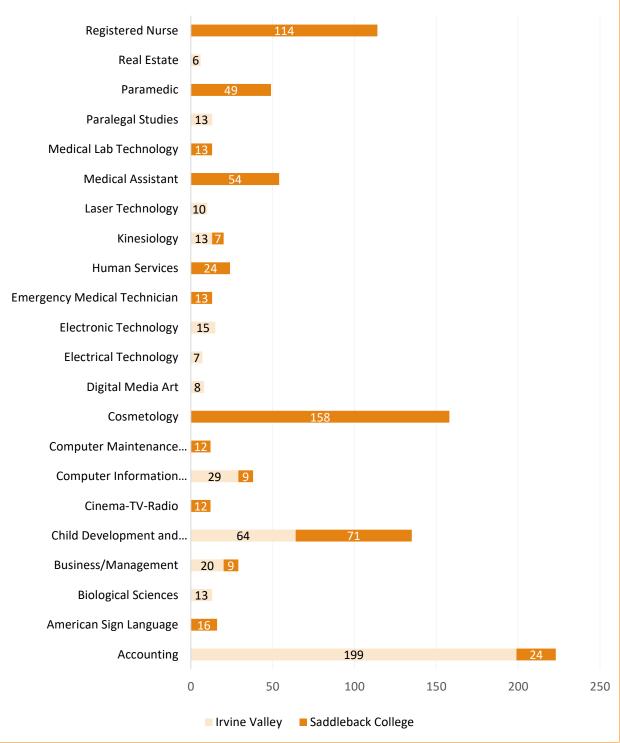
TABLE 32: CERTIFICATE AWARDS OFFERED AT BOTH SOCCCD COLLEGES, 2019:

Certificate Programs
Accounting
Administrative Assistant
Advanced Adult ESL
Beginning Adult ESL
Business Information Worker
Business Leadership/Management
Coaching
Computer Graphics and Digital Design
Computerized Accounting
Corrections and Law Enforcement
CSU General Education
Early Childhood Assistant/Associate Teacher
Electronic Technology
Entrepreneurship
Entrepreneurship Skills
IGETC
Infant/Toddler
Intermediate Adult ESL
Real Estate
Real Estate Escrow/Sales
School-Age Child
Theatre Arts Entertainment and Theatre Technology
Web Authoring and Design

Note: Some certificate programs offer multiple, similar awards; some certificate awards available at both colleges may have similar curriculums or partial overlap with other certificate courses.

Source(s): California Chancellor's Office Curriculum Inventory (COCI) Data, 2019; Website Course Listings, 2019

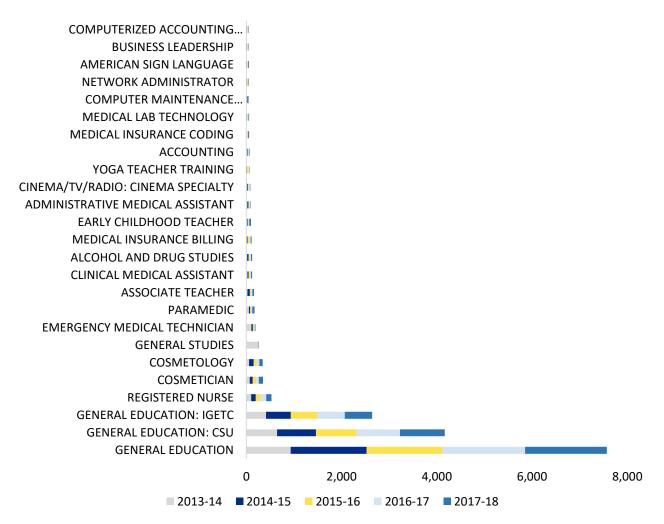
FIGURE 99: TOP 25 CERTIFICATE DISCIPLINES BY TOTAL AWARDS, SADDLEBACK AND IRVINE VALLEY COLLEGES, ACADEMIC YEAR 2017-18



Note: Excludes general education studies certificates.

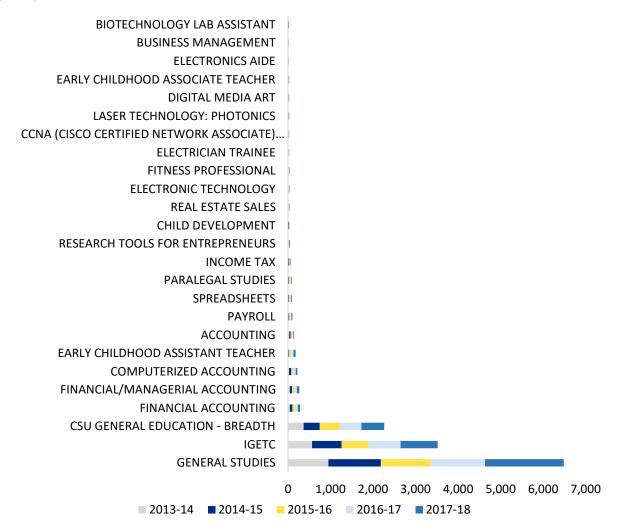
Source(s): California Chancellor's Office Curriculum Inventory (COCI) Data, 2019; Website Course Listings, 2019

FIGURE 100: TOP 25 CERTIFICATE AWARDS BY PROGRAM, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Note: See Appendix for additional Top 25 Degree and Certificate data.

FIGURE 101: TOP 25 CERTIFICATE AWARDS BY PROGRAM, IRVINE VALLEY COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18

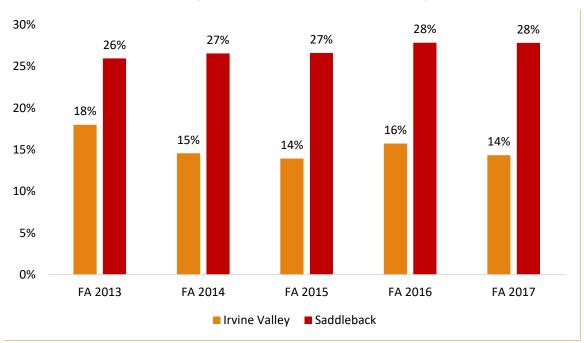


Note: See Appendix for additional Top 25 Degree and Certificate data. Source: SOCCCD inFORM Data Warehouse

TABLE 33: CTE TRAINING BY INDUSTRY SECTOR OFFERED AT SOCCCD:

Saddleback <sup>40</sup> :	Irvine Valley (IDEA at ATEP <sup>41</sup> :
Advanced Manufacturing	Trades and Construction
Advanced Transportation and Renewables	Business and HR
Energy (Efficiency) & Utilities	Design Tools and Manufacturing
Global Trade and Logistics	Employee Skills Development
Healthcare	Leadership and Soft Skills Courses
Information & Communication Technologies (ICT) & Digital Media	Business consulting services
Life Sciences & Biotech	
Retail/Hospitality/Tourism	
Small Business	

FIGURE 102: CTE SECTIONS OFFERED, SADDLEBACK AND IRVINE VALLEY COLLEGES, FALL 2013 TO FALL 2017



 $<sup>^{40}</sup>$  Saddleback College, Economic and Workforce Development Office, accessed March 2019 from www.saddleback.edu/ewd

 $<sup>^{41}</sup>$  Irvine Valley College, Business and Employee Training Programs, accessed March 2019 from www.ivc.edu/ewd/Pages/business.aspx

FIGURE 103: STUDENT HEADCOUNT AND ENROLLMENT IN CTE CLASSES, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

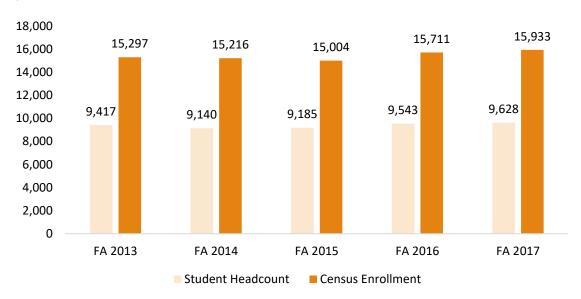


FIGURE 104: STUDENT HEADCOUNT AND ENROLLMENT IN CTE CLASSES, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017

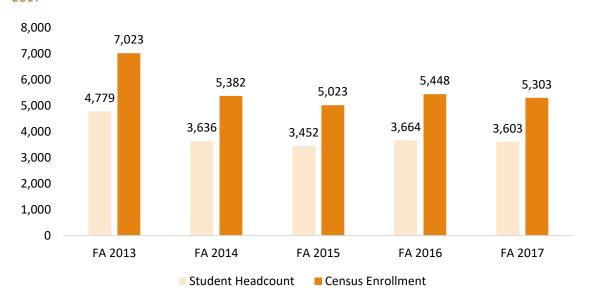


FIGURE 105: CTE SECTIONS BY DIVISION, SADDLEBACK COLLEGE, ACADEMIC YEAR 2017-18

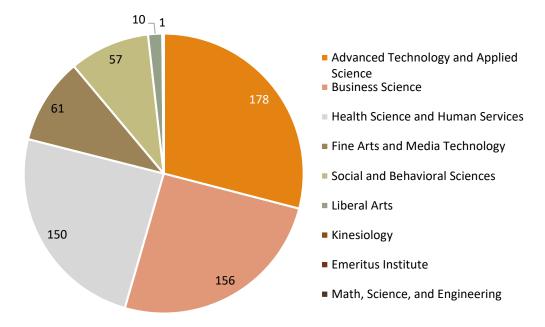
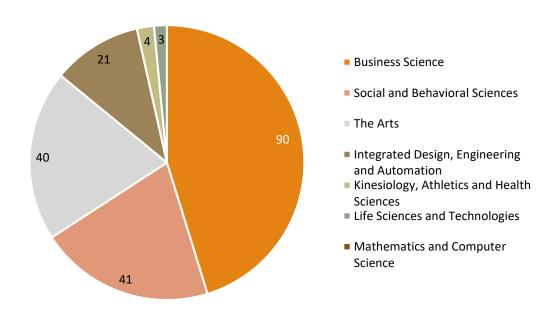


FIGURE 106: CTE SECTIONS BY DIVISION, IRVINE VALLEY COLLEGE, ACADEMIC YEAR 2017-18



### **FACULTY TO STUDENT RATIOS**

Student to faculty ratios help measure how efficiently colleges are using one of their most important resources. Below we compare student counts with those of faculty to get a sense of instructional productivity and efficiency at SOCCCD.

The student to faculty ratio, or FTES/FTEF, measures how many full-time equivalent students per each full-time equivalent faculty member. Instructional load or WSCH/FTEF (Weekly Student Contact Hours/ Full-Time Equivalent Faculty), measures the number of student hours per week each full-time equivalent faculty member has per week in the school term.

### FINDINGS:

### **FACULTY RATIOS AND LOAD**

- From 2013 to 2017, Saddleback College has had an average of nearly 518 full-time equivalent faculty; its average student to faculty ratio over this period was 14.69 full-time equivalent students per FTEF (see Table 34 below).
- Irvine Valley College has averaged 311 full-time equivalent faculty between 2013 and 2017, and an average student to faculty ratio of 15.53 (Table 35).
- The instructional load at both colleges has fluctuated slightly during this period; the average load at Saddleback College was 506 student class hours per full-time faculty member, while at Irvine Valley College, the average was 480 hours per full-time faculty member.

TABLE 34: STUDENT TO FACULTY RATIOS AND INSTRUCTIONAL LOADS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

Term	Total FTEF	Census WSCH	Census FTES	Student/Faculty Ratio (FTES/FTEF)	Load (WSCH/FTEF)
Fall 2013	503.83	260,997	7,691	15.27	518
Fall 2014	517.49	255,698	7,612	14.71	494
Fall 2015	505.73	261,911	7,516	14.86	518
Fall 2016	539.51	264,844	7,609	14.10	491
Fall 2017	522.15	265,468	7,582	14.52	508
Average, Fall Terms 2013 - 2017	517.74	261,784	7,602	14.69	506

Source: SOCCCD inFORM Data Warehouse

TABLE 35: STUDENT TO FACULTY RATIOS AND INSTRUCTIONAL LOADS, IRVINE VALLEY COLLEGE, FALL 2013 TO FALL 2017

Term	Total FTEF	Census WSCH	Census FTES	Student/Faculty Ratio (FTES/FTEF)	Load (WSCH/FTEF)
Fall 2013	277.94	142,151	4,595	16.53	511
Fall 2014	300.47	143,132	4,680	15.58	476
Fall 2015	305.55	145,036	4,668	15.28	475
Fall 2016	359.08	159,950	5,164	14.38	445
Fall 2017	312.61	154,356	4,965	15.88	494
Average, Fall Terms 2013 - 2017	311.13	148,925	4,814	15.53	480



### APPENDICES

### APPENDICES

### APPENDIX A: ENROLLMENT DATA BY DIVISION & SCHOOL

TABLE A1: CENSUS ENROLLMENT (DUPLICATED HEADCOUNT) BY DIVISION, SADDLEBACK, 2013 TO 2017

Division	2013	2014	2015	2016	2017	Change, 2013 to 2017
Emeritus Institute	10,201	10,121	10,820	11,911	11,973	1,772
Social and Behavioral Sciences	12,838	11,659	11,044	10,732	11,155	-1,683
Liberal Arts	12,117	11,856	11,393	11,312	10,655	-1,462
Math, Science, and Engineering	9,787	10,014	9,836	9,309	8,902	-885
Fine Arts and Media Technology	6,645	6,532	6,525	6,569	6,543	-102
Advanced Technology and Applied Science	4,451	4,283	4,072	4,252	4,436	-15
Business Science	4,264	4,294	4,166	4,178	4,305	41
Health Science and Human Services	3,509	3,423	3,462	3,833	3,631	122
Kinesiology	3,673	3,516	3,212	2,905	2,758	-915
Online Education and Learning Resources	1,430	1,428	2,149	1,710	1,813	383
Continuing Education	-	-	365	973	1,174	809
Counseling Services	1,012	938	872	977	833	-179
Student Equity and Special Programs	120	108	88	81	76	-44
Total	70,047	68,172	68,004	68,742	68,254	-1,793

Note: Continuing Education data available only from Fall 2015 to Fall 2017.

TABLE A2: CENSUS ENROLLMENT (DUPLICATED HEADCOUNT) BY SCHOOL, IRVINE VALLEY, 2013 TO 2017

School	2013	2014	2015	2016	2017	Change, 2013 to 2017
Mathematics and Computer Science	6,005	6,378	7,214	8,677	7,796	1,791
Social and Behavioral Sciences	7,076	6,929	6,827	6,648	6,544	-532
Humanities	6,575	6,270	6,300	6,419	6,016	-559
The Arts	4,426	4,304	4,344	4,583	4,425	-1
Languages and Learning Resources	4,374	4,512	5,139	4,410	4,295	-79
Business Science	3,024	3,042	2,800	2,945	2,824	-200
Life Sciences and Technologies	2,526	2,767	2,244	2,780	2,579	53
Emeritus Institute	2,153	1,469	1,593	1,084	1,980	-173
Physical Sciences and Technologies	1,654	1,629	1,705	1,935	1,705	51
Kinesiology, Athletics and Health Sciences	1,968	1,684	1,698	1,576	1,494	-474
Guidance and Counseling	1,449	1,294	1,315	1,473	1,439	-10
Integrated Design, Engineering and Automation	376	483	393	353	424	48
Total	41,606	40,761	41,572	42,883	41,521	-85

TABLE A3: FTES BY DIVISION, SADDLEBACK, 2013 TO 2017

Division	2013	2014	2015	2016	2017
Advanced Technology and Applied Science	680	682	659	691	755
Business Science	467	507	512	510	529
Continuing Education	-	-	45	139	177
Counseling Services	91	85	80	85	75
Emeritus Institute	551	559	573	616	586
Fine Arts and Media Technology	791	778	760	784	768
Health Science and Human Services	466	452	451	484	471
Kinesiology	397	386	357	343	324
Liberal Arts	1,207	1,177	1,184	1,177	1,135
Math, Science, and Engineering	1,601	1,658	1,606	1,548	1,502
Online Education and Learning Resources	107	112	132	107	105
Social and Behavioral Sciences	1,322	1,207	1,149	1,117	1,148
Student Equity and Special Programs	11	9	8	8	7
Total	7,691	7,612	7,516	7,609	7,582

Note: Data available only from Fall 2015 to Fall 2017.

Source: SOCCCD inFORM Data Warehouse

TABLE A4: FTES BY SCHOOL, IRVINE VALLEY, 2013 TO 2017

School	2013	2014	2015	2016	2017
Business Science	312	326	300	318	303
Emeritus Institute	62	53	51	45	55
Guidance and Counseling	97	96	94	109	107
Humanities	656	634	652	698	654
Integrated Design, Engineering and Automation	58	71	60	57	67
Kinesiology, Athletics and Health Sciences	223	195	195	183	180
Languages and Learning Resources	447	464	468	514	602
Life Sciences and Technologies	373	402	334	422	400
Mathematics and Computer Science	788	881	945	1,174	1,020
Physical Sciences and Technologies	365	366	379	439	394
Social and Behavioral Sciences	699	693	683	662	651
The Arts	515	498	508	543	532
Total	4,595	4,679	4,669	5,164	4,965

### APPENDIX B: TRANSFER DATA

TABLE A5: TOP 25 TRANSFERS TO ALL FOUR-YEAR INSTITUTIONS, SADDLEBACK, 2013 TO 2017

Type of Institution	University	Total Transfers, 2013 to 2017
In-State Public	CALIFORNIA STATE UNIVERSITY - FULLERTON	2,443
In-State Public	UNIVERSITY OF CALIFORNIA - IRVINE	782
In-State Public	CALIFORNIA STATE UNIVERSITY - LONG BEACH	761
Out-of-State Public	ARIZONA STATE UNIVERSITY (AZ)	419
In-State Public	UNIVERSITY OF CALIFORNIA-LOS ANGELES	407
In-State Private	UNIVERSITY OF SOUTHERN CALIFORNIA	348
In-State Private	NATIONAL UNIVERSITY	307
In-State Public	UNIVERSITY OF CALIFORNIA-SAN DIEGO	302
In-State Public	SAN DIEGO STATE UNIVERSITY	300
Out-of-State Private	UNIVERSITY OF PHOENIX (AZ)	287
In-State Public	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	259
Out-of-State Private	GRAND CANYON UNIVERSITY (AZ)	236
In-State Private	CHAPMAN UNIVERSITY-ORANGE	230
In-State Public	CALIFORNIA STATE POLYTECHNIC	229
In-State Public	SAN FRANCISCO STATE UNIVERSITY	224
In-State Public	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	221
Out-of-State Private	WESTERN GOVERNORS UNIVERSITY (UT)	206
In-State Private	BRANDMAN UNIVERSITY	184
In-State Private	VANGUARD UNIVERSITY OF SOUTHERN CALIFORNIA	171
In-State Public	CALIFORNIA STATE UNIVERSITY - SAN MARCOS	170
In-State Public	UNIVERSITY OF CALIFORNIA - BERKELEY	170
Out-of-State Public	NORTHERN ARIZONA UNIVERSITY (AZ)	169
In-State Public	UNIVERSITY OF CALIFORNIA-DAVIS	160
In-State Private	CONCORDIA UNIVERSITY - IRVINE	159
In-State Private	AZUSA PACIFIC UNIVERSITY- UNDERGRADUATE	125

TABLE A6: TOP 25 TRANSFERS TO ALL FOUR-YEAR INSTITUTIONS, IRVINE VALLEY, 2013 TO 2017

Type of Institution	University	Total Transfers, 2013 to 2017
In-State Public	CALIFORNIA STATE UNIVERSITY - FULLERTON	1,876
In-State Public	UNIVERSITY OF CALIFORNIA - IRVINE	1,246
In-State Public	CALIFORNIA STATE UNIVERSITY - LONG BEACH	520
In-State Public	UNIVERSITY OF CALIFORNIA-LOS ANGELES	465
In-State Private	UNIVERSITY OF SOUTHERN CALIFORNIA	372
In-State Public	UNIVERSITY OF CALIFORNIA-SAN DIEGO	327
In-State Public	UNIVERSITY OF CALIFORNIA - BERKELEY	265
In-State Private	CHAPMAN UNIVERSITY-ORANGE	214
Out-of-State Public	ARIZONA STATE UNIVERSITY (AZ)	200
In-State Public	CALIFORNIA STATE POLYTECHNIC	178
In-State Public	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	178
In-State Public	UNIVERSITY OF CALIFORNIA - RIVERSIDE	176
In-State Private	NATIONAL UNIVERSITY	143
In-State Public	UNIVERSITY OF CALIFORNIA-DAVIS	136
In-State Public	SAN FRANCISCO STATE UNIVERSITY	120
Out-of-State Private	UNIVERSITY OF PHOENIX (AZ)	116
In-State Private	CONCORDIA UNIVERSITY - IRVINE	110
In-State Public	CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HILLS	106
In-State Private	BRANDMAN UNIVERSITY	99
In-State Public	SAN DIEGO STATE UNIVERSITY	79
In-State Public	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	67
Out-of-State Private	NEW YORK UNIVERSITY (NY)	65
In-State Public	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	65
Out-of-State Private	GRAND CANYON UNIVERSITY (AZ)	64
Out-of-State Private	WESTERN GOVERNORS UNIVERSITY (UT)	62
		· · · · · · · · · · · · · · · · · · ·

### APPENDIX C: TOP 25 DEGREE AND CERTIFICATE AWARDS DATA

TABLE A7: TOP 25 ASSOCIATE DEGREE AWARDS BY MAJOR, SADDLEBACK, 2013 TO 2017

Top 25 Degrees	2013-14	2014-15	2015-16	2016-17	2017-18	Total
LIBERAL STUDIES	272	284	269	301	391	1,517
BUSINESS ADMINISTRATION	38	106	213	217	278	852
PSYCHOLOGY	122	128	116	126	114	606
REGISTERED NURSE	101	94	104	118	114	531
HEALTH SCIENCES	70	87	90	125	140	512
COMMUNICATION STUDIES	45	65	84	106	106	406
GENERAL STUDIES: FINE ARTS AND HUMANITIES	30	39	32	42	34	177
ECONOMICS	14	21	23	32	51	141
CHEMISTRY	13	22	28	37	39	139
SOCIOLOGY	16	29	30	27	33	135
GENERAL STUDIES: SOCIAL AND BEHAVIORAL SCIENCES	14	18	24	29	38	123
HISTORY	18	14	26	31	31	120
GENERAL STUDIES: NATURAL SCIENCES	10	17	17	22	40	106
POLITICAL SCIENCE	13	8	20	23	30	94
BUSINESS ADMINISTRATION FOR TRANSFER	46	46	2			94
MATHEMATICS	4	10	11	29	40	94
PHYSICS	7	9	16	23	30	85
ENGLISH	4	10	15	16	30	75
EARLY CHILDHOOD TEACHER	6	9	5	11	30	61
FINE AND APPLIED ARTS	18	19	8	5	10	60
PHYSICAL SCIENCES	6	5	7	9	31	58
BIOLOGY	10	9	8	14	16	57
EARLY CHILDHOOD EDUCATION	1	8	15	17	10	51
KINESIOLOGY FOR TRANSFER	-	3	18	12	18	51
SPANISH	5	4	11	15	14	49

TABLE A8: TOP 25 ASSOCIATE DEGREE AWARDS BY MAJOR, IRVINE VALLEY, 2013 TO 2017

Top 25 Degrees	2013-14	2014-15	2015-16	2016-17	2017-18	Total
SOCIAL AND BEHAVIORAL SCIENCES	340	260	313	386	502	1,801
BUSINESS ADMINISTRATION	101	174	183	218	233	909
LIBERAL STUDIES: TEACHER EDUCATION	75	103	150	163	237	728
PSYCHOLOGY	46	65	63	84	92	350
NATURAL SCIENCES AND MATHEMATICS	45	38	34	60	72	249
MATHEMATICS	20	42	34	33	57	186
CHEMISTRY	24	38	25	39	46	172
COMMUNICATION STUDIES	11	28	30	41	47	157
BUSINESS	32	24	18	32	39	145
HEALTH SCIENCES	15	15	25	26	48	129
ACCOUNTING	27	19	16	28	34	124
ADMINISTRATION OF JUSTICE	10	23	31	27	25	116
SOCIOLOGY	13	9	27	21	32	102
HUMANITIES AND LANGUAGES	23	13	19	20	17	92
COMPUTER LANGUAGES	11	17	29	16	10	83
PHYSICS	5	6	11	11	29	62
PHYSICAL SCIENCE	4	12	12	10	11	49
FINE ARTS APPRECIATION	7	5	17	7	7	43
POLITICAL SCIENCE	4	3	17	8	8	40
KINESIOLOGY	2	5	8	7	15	37
HISTORY	3	6	9	6	12	36
COMPUTER SCIENCE	-	1	4	4	26	35
BIOLOGY	5	3	3	8	10	29
PARALEGAL STUDIES	5	2	9	9	3	28
STUDIO ARTS	-	-	3	10	13	26

TABLE A9: TOP 25 CERTIFICATE AWARDS BY PROGRAM, SADDLEBACK, 2013 TO 2017

Top 25 Certificates	2013-14	2014-15	2015-16	2016-17	2017-18	Total
GENERAL EDUCATION	931	1,597	1,589	1,736	1,718	7,571
GENERAL EDUCATION: CSU	647	814	860	905	942	4,168
GENERAL EDUCATION: IGETC	413	522	559	572	575	2,641
REGISTERED NURSE	103	95	105	113	114	530
COSMETICIAN	73	63	70	57	88	351
COSMETOLOGY	59	97	64	52	70	342
GENERAL STUDIES	249	7	3	1	-	260
EMERGENCY MEDICAL TECHNICIAN	107	32	25	15	13	192
PARAMEDIC	54	28	25	17	49	173
ASSOCIATE TEACHER	24	51	23	30	34	162
CLINICAL MEDICAL ASSISTANT	24	25	28	23	23	123
ALCOHOL AND DRUG STUDIES	19	28	24	26	24	121
MEDICAL INSURANCE BILLING	-	25	46	21	19	111
EARLY CHILDHOOD TEACHER	11	18	15	18	37	99
ADMINISTRATIVE MEDICAL ASSISTANT	22	21	18	19	12	92
CINEMA/TV/RADIO: CINEMA SPECIALTY	11	20	12	31	12	86
YOGA TEACHER TRAINING	-	13	37	16	7	73
ACCOUNTING	12	14	10	17	15	68
MEDICAL INSURANCE CODING	43	15	4	-	-	62
MEDICAL LAB TECHNOLOGY	8	8	11	17	13	57
COMPUTER MAINTENANCE TECHNOLOGY	7	21	8	8	12	56
NETWORK ADMINISTRATOR	9	9	15	12	9	54
AMERICAN SIGN LANGUAGE	7	6	17	7	16	53
BUSINESS LEADERSHIP	8	9	11	11	9	48
COMPUTERIZED ACCOUNTING SPECIALIST	9	5	12	12	9	47

TABLE A10: TOP 25 CERTIFICATE AWARDS BY PROGRAM, IRVINE VALLEY, 2013 TO 2017

Top 25 Certificates	2013-14	2014-15	2015-16	2016-17	2017-18
GENERAL STUDIES	950	1,235	1,171	1,278	1,852
IGETC	565	694	621	768	872
CSU GENERAL EDUCATION - BREADTH	365	382	467	510	537
FINANCIAL ACCOUNTING	41	61	52	75	55
FINANCIAL/MANAGERIAL ACCOUNTING	43	54	47	64	56
COMPUTERIZED ACCOUNTING	25	50	41	64	39
EARLY CHILDHOOD ASSISTANT TEACHER	10	16	32	70	49
ACCOUNTING	29	30	37	30	19
PAYROLL	14	15	19	33	21
SPREADSHEETS	8	14	25	26	20
PARALEGAL STUDIES	5	17	32	23	13
INCOME TAX	10	21	13	16	9
RESEARCH TOOLS FOR ENTREPRENEURS	-	1	-	28	17
CHILD DEVELOPMENT	4	19	6	7	4
REAL ESTATE SALES	10	6	9	8	6
ELECTRONIC TECHNOLOGY		5	11	11	11
FITNESS PROFESSIONAL	8	5	7	3	13
ELECTRICIAN TRAINEE	6	4	5	6	7
CCNA (CISCO CERTIFIED NETWORK ASSOCIATE) ROUTING AND SWITCHING	-	8	5	6	9
LASER TECHNOLOGY: PHOTONICS	-	1	12	4	10
DIGITAL MEDIA ART	8	3	4	3	8
EARLY CHILDHOOD ASSOCIATE TEACHER	2	2	2	9	11
ELECTRONICS AIDE	1	7	5	6	4
BUSINESS MANAGEMENT	2	3	6	8	3
BIOTECHNOLOGY LAB ASSISTANT	-	-	1	8	13

# SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

2019

ENVIRONMENTAL SCAN REPORT

### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 6.2 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

RE: SOCCCD: Basic Aid Allocation Recommendation FY 2020-2021

**ACTION:** Approval

### **BACKGROUND**

The Basic Aid Allocation Recommendation Committee (BAARC) is charged with the implementation of BP 3110 and AR 3110, *Basic Aid Funds Allocation Process*, using the plans developed by other district-wide committees and councils. BAARC is chaired by the vice chancellor of business services and is a member participatory governance committee with representation from both colleges and district services staff, including students, the academic senates, CSEA, classified senates, administrators, and managers. The basic aid allocation recommendations follow the annual basic aid cycle, which parallels the District annual budget development process.

### **STATUS**

BAARC received prioritized project lists for consideration from the Capital Improvement Committee (CIC) and the District Technology Committee (DTC). The lists were reviewed and recommendations are supported by a collaborative, collegial, inclusive, and transparent participatory governance process. The interaction with the colleges was extensive throughout the process. These recommendations are supported by both college presidents and the Chancellor.

The recommendations from BAARC to the Chancellor are attached (EXHIBIT A) with a total recommended amount to be funded of \$95,745,695 in 2020-2021, after allocating \$4,300,000 during 2019-2020 to start the Saddleback College ATEP 1<sup>st</sup> Building project. The reserve for unrealized tax collections totals \$18,316,682 and equals the 20% contingency required in BP 3110 and AR 3110.

### RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the basic aid funding allocations for 2020-2021 in the amount of \$95,745,695 which will be included in the 2020-2021 Tentative Budget, along with the \$4,300,000 allocation made during 2019-2020 for the Saddleback College ATEP 1<sup>st</sup> Building project.



## SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT 28000 Marguerite Parkway ◆ Mission Viejo ◆ CA ◆ 92692-3635 Phone: 949/582-4664 FAX: 949/347-2472

### **MEMORANDUM**

TO: Kathleen F. Burke, Chancellor

FROM: Ann-Marie Gabel, Vice Chancellor of Business Services

DATE: March 24, 2020

SUBJECT: Recommendations by BAARC for Basic Aid Funding for FY 2020-2021

### **Overview of Process:**

The Basic Aid Allocation Recommendation Committee (BAARC) met on March 9, 2020. We accomplished the following: reviewed and discussed the recommendations from the District Technology Committee (DTC) and the Capital Improvement Committee (CIC), studied the calculation used in developing the total basic aid funds available for the BAARC allocation; and came to consensual agreement on all the recommended allocations using BAARC funds in the 2020-2021 fiscal year.

BAARC completed its work following BP 3110 and AR 3110 in which planning drove the basic aid budget recommendations. The Capital Improvement Committee (CIC) and District Technology Committee (DTC) made funding priority recommendations to BAARC based on District-wide plans including the Education and Facilities Master Plan, 5 Year Construction Plan, Scheduled Maintenance Plan, and college Technology Plans. The District-wide Strategic Plan and college strategic plans were also utilized to support CIC and DTC's recommendations to BAARC. Their recommendations to BAARC honored and supported the college and district priority setting that took place through their respective participatory governance groups.

One of the first steps delineated within the BAARC process was to project the available funding using a conservative estimate for property tax and student fee income. We developed a conservative determination of basic aid allocation amounts including funds returned from completed projects and unspent funds from the prior year. The Total Basic Aid Funds Available after allowing for a conservative 20% Contingency for Unrealized Tax Collections of \$18,316,682 is \$95,745,695 (See Attachment A).

CIC submitted projects in categories of capital projects, related special project support, access controls, accessibility upgrades, scheduled maintenance, and renovation and other facilities related projects (See Attachment B). DTC submitted projects for annual maintenance of our SIS and Workday systems, exploration of upgrades and/or new systems and/or functionality of existing systems, and college projects related to technology refresh cycles to meet the various technology needs district-wide (See Attachment C).

### **Recommendations:**

At the March 9, 2020 meeting, BAARC made the following recommendations for project allocations in the 2020-2021 fiscal year:

Long Term Obligations and Fixed Expenses	\$ <u>11,655,816</u>
BAARC Allocations:	
Capital Projects	
<ul> <li>Capital Projects as identified in the EFMP – from BAARC</li> </ul>	\$50,596,879
<ul> <li>Capital Projects – Special Project Support – from CIC</li> </ul>	\$333,000
Access Control Projects – from CIC	\$2,600,000
ADA Projects – from CIC	\$3,000,000
Scheduled Maintenance Projects – from CIC	\$6,100,000
Renovation and Other Facilities Related Projects – from CIC	\$ 5,460,000
District-wide Technology Priority Projects – from DTC	\$ <u>16,000,000</u>
Total BAARC Allocations:	\$ <u>84,089,879</u>
Total BAARC Recommendation	\$95,745,695
Contingency for Unrealized Tax Collections (20%)	\$18,316,682

The Long Term Obligations and Fixed Expenses allocation, which includes Legislative Advocacy of \$130,000, Trustee Election of \$650,000, Retiree Benefits for the current year of \$5,225,816, Pension Rate Stabilization Program of \$5,000,000, and Credit Card/Banking Fees of \$650,000 total \$11,655,816. The Long Term Obligations and Fixed Expenses were subtracted from the Total Amount Available for Allocation to get the Net Amount Available for Allocation of \$84,089,879. This was the amount that BAARC was allowed to recommend for basic aid funding for the various

areas such as capital projects, scheduled maintenance, and major technology initiatives outlined in the board policy and administrative regulation.

The original requests from CIC and DTC totaled \$87,387,690; therefore, to balance the recommended priorities to the Net Amount Available for Allocation of \$84,089,879, BAARC approved the recommendation from CIC to reduce the Irvine Valley College Student Services Center Renovation project from \$16,500,000 to \$13,202,189 to close the gap of \$3,297,811.

Along with the recommendations made above for fiscal year 2020-2021, BAARC also recommended allocating \$4,300,000 in fiscal year 2019-2020 to the Saddleback College ATEP 1<sup>st</sup> Building project so that the project could start sooner. The amounts available in 2020-2021, assume this allocation has been made.

BAARC understands that this is a recommendation to the Chancellor and that after conferring with the Presidents, some adjustments may be made by the Chancellor to this recommendation prior to it going to the Board of Trustees for information, discussion, and board input. We ask that if any adjustments occur, that BAARC be informed of the adjustments. After the Chancellor's final review and approval, a report to the board regarding the final basic aid recommendations will be presented to the Board of Trustees at the April 27, 2020 meeting. The recommendations will also be incorporated into the Tentative Budget for FY 2020-2021 at the June 22, 2020 Board Meeting.

The recommendation to the Chancellor in this report was made with consensus by BAARC for all projects listed. The recommendations honor the planning processes that occurred both District-wide and at the college level throughout the year and is supportive of the recommendations that came out of the planning committees of CIC and DTC.

cc: BAARC, CIC, and DTC members
Presidents and Vice Chancellors

### **South Orange County CCD Determination of Basic Aid Allocation Amounts** Fiscal Year 2020-2021

	FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2019-2020	FY 2020-2021
	Actual	Actual	Budget	Projected	Projected
Post of Too Post of 1	040 050 000	004 444 000	004 050 000	000 440 000	044 447 500
Property Tax Revenue 1	212,359,222	224,144,333	231,050,000	232,440,000	241,117,500
Net Student Fee Revenue <sup>3</sup>	16,881,038	16,764,765	16,500,000	16,200,000	16,800,000
Interest on Property Taxes	161,708	211,623	100,000	125,000	125,000
Total Revenues	229,401,968	241,120,721	247,650,000	248,765,000	258,042,500
PY DRAC Allocation Adjustment	-	-	-	-	-
DRAC Model Allocation	(156,461,881)	(160,820,622)	(161,922,903)	(161,922,903)	(166,459,092)
Total Property Taxes for Basic Aid	72,940,087	80,300,099	85,727,097	86,842,097	91,583,408
Contingency for Unrealized Tax Coll (20%)	(12,830,424)	(14,657,876)	(17,145,419)	(17,145,419)	(18,316,682)
Net Amount Property Taxes for Basic Aid	60,109,663	65,642,223	68,581,678	69,696,678	73,266,726
Prior Year Contingency Unallocated Prior Year Funds	11,702,190 10,688,526	12,830,424 20,919,973	14,657,876 17,728,330	14,657,876 17,728,330	17,145,419 5,333,550
Basic Aid Project Funds Returned	7,516,378	1,528,254		1,006,864	
Total Basic Aid Funds Available	90,016,757	100,920,874	100,967,884	103,089,748	95,745,695
Long Term Obligations and Fixed Exp <sup>2</sup> Allocation for Basic Aid Projects Additional Allocation <sup>4</sup> Allocation for Unfunded OPEB Liability	(17,360,000) (50,786,784) (950,000) -	(5,544,000) (77,647,044) (1,500)	` ′	(5,830,000) (87,626,198) (4,300,000)	(11,655,816) -
Net Amount Available for BAARC Allocation	20,919,974	17,728,330	7,511,686	5,333,550	84,089,879

<sup>1</sup> Per BP 3110 and AR 3110, Property Taxes are based on conservative estimates Notes:

based off conservative	Collinates			
4,610,000	4,894,000	5,040,000	5,040,000	5,225,816
		660,000	660,000	-
	500,000			
150,000	150,000	130,000	130,000	130,000
		-	-	650,000
12,600,000		-	-	5,000,000
20-21				650,000
17,360,000	5,544,000	5,830,000	5,830,000	11,655,816
750,000	1,500			
200,000				
			4,300,000	
	4,610,000 150,000 12,600,000 20-21 17,360,000 750,000	500,000 150,000 12,600,000 20-21 17,360,000 5,544,000 750,000 1,500	4,610,000 4,894,000 5,040,000 660,000  1500,000 1500,000 1300,000  12,600,000 -  12,600,000 -  17,360,000 5,544,000 5,830,000  750,000 1,500	4,610,000     4,894,000     5,040,000     5,040,000       500,000     500,000     130,000     130,000       150,000     150,000     130,000     -     -       12,600,000     -     -     -       20-21     17,360,000     5,544,000     5,830,000     5,830,000       750,000     1,500       200,000

ATTACHMENT	B Capital and Scheduled Maintenance Project Priorities  Recommendation based on 3.9.20 BAARC meeting	
	Recommendation based on 5.5.20 Branco meeting	-
Location	Project Description	Amount
Capital Projec	ets	Recommended Basic Aid Funding
IVC	Fine Arts Building	\$5,993,256
IVC	Student Services Center Renovation	\$13,202,189
IVC	B400 Labs/Entrance Controls - transfer to Access Controls	(\$100,000)
SC	Athletics Stadium	\$5,608,798
SC	Gateway Building	\$6,800,261
SC	ATAS Building	\$5,127,000
SC	ATEP - SC First Building	\$4,787,100
SC	Science Math Building	\$4,300,000
SC	Student Services Center Renovation	\$3,378,275
SC	Village Demolition	\$1,500,000
	Subtotal for Capital Projects	\$50,596,879
Capital Projec	cts-Special Project Support – Planning, Specialists, Legal	Recommended Basic Aid Funding
DW	IPP, FPP, 5YP	\$333,000
	Subtotal for Special Projects	\$333,000
Access Contr	rol	Recommended Basic Aid Funding
IVC	Access Controls	\$2,500,000
IVC	Access Controls transfer from B400 Labs/ Entrance Controls project	\$100,000
	Subtotal for Access Control	\$2,600,000
ADA		Recommended Basic Aid Funding
DW	District-wide ADA Survey - annual allocation	\$3,000,000
	Subtotal for ADA	\$3,000,000
Scheduled Ma	aintenance Projects - Priorities	Recommended Basic Aid Funding
IVC	Scheduled Maintenance	\$500,000
SC	Repair-Replace Utility Distribution System & 12Kv System	\$4,700,000
SC	Painting	\$400,000
SC	Upgrade Domestic Water System	\$500,000
	Subtotal for Scheduled Maintenance Projects	\$6,100,000
Renovation a	nd Other Facilities Related Projects	Recommended Basic Aid Funding
IVC	Lighting Upgrades	\$570,000
IVC	B200 Rebuild Classroom Wing & Labs	\$2,500,000
SC	Site work at Outfall	\$130,000
SC	Temporary Parking Lot Renovation	\$300,000
SC	Street and Parking Lot Repairs	\$1,000,000
SC	Quad Renovation, Arboretum Trail, Meditation Garden	\$500,000
DW	Warehouse Canopy	\$460,000
Sı	ubtotal for Renovation and Other Facilities Related Projects	\$5,460,000
	Total - CIC Recommendation FY 2019-2020	\$68,089,879

#### Irvine Valley College Capital Improvement Project Recommendations FY 2020-2021

BAARC 3.9.20 Updates **EXHIBIT A** Page 6 of 12

							011						2020 202											T-1-1		Basic Aid	Page 6 of 12
		Planning			,	Approved	Oth Exist														20	24-2025 &	R	Total equested		Existing Funding	
# Project Name	Туре	Document		ject Budget		Amount	Fund		State Fun	ding	Amount Need		2019-2020	020-2021	20	021-2022	2	022-2023		23-2024	i	peyond		Funding	1	12.31.19	Comment
11 Soccer and Practice Fields	Renovation	EFMP1 2016-2021	\$	10,175,000	\$	10,175,000	\$	•	\$	-	\$ -	\$	10,000,000	\$ -	\$	-	\$	•	\$	-	\$	-	\$	-	\$		Planning money from Basic Aid approved in FY 2018-2019
Library Phase II Remodel	Renovation/ FF&E	EFMP1 2011-2016	\$	1,000,000	\$	900,000	\$ 10	0,000	\$	-	\$ -	\$	900,000	\$ -	\$	-	\$	-	\$	-	\$	-	\$	-	\$		Planning money from RDA funds. Planning began FY 2017-2018. BA assigned as follows to get to existing: P0705, IVC Library Exterior \$46,686
Electric Vehicle Charging Station	New Construction	Sustainability Plan	\$	400,000	\$	400,000	\$	-	\$	-	\$ -	\$	400,000	\$ -	\$	•	\$	-	\$	-	\$	-	\$	-	\$	400,000	
B200 Rebuild Classroom Wing & Labs. Phase I. II and III	Renovation	FCA <sup>2</sup> 2011-2016	\$	6,310,000	\$	2,100,000	\$ 21	0,000	\$	-	\$ 4,000,0	00 \$	200,000	\$ 2,500,000	\$	1,500,000	\$	-	\$	-	\$	-	\$	4,000,000		14,719	
10 Fine Arts Building	New Construction	EFMP <sup>1</sup> 2011-2016	\$	59,269,914	\$	22,621,278	\$	-	\$ 22,462,	,000	\$ 14,186,63	36 \$	7,172,680	\$ 5,993,256	\$	8,193,380	\$	-	\$	-	\$	-	\$	14,186,636	\$	1	Scheduled Maintenance is on-going. Project budget reflects overdue need. Approved is as of FY 2019-2020.
Access Control	New Facilities System	EFMP <sup>1</sup> 2011-2016	\$	6,800,000	\$	4,300,000		-	\$	-	\$ 2,500,0	00 \$	2,581,185	\$ 2,500,000	\$	-	\$	-	\$	-	\$	-	\$	2,500,000	\$		Phased work, on-going. Cameras and panics complete. Need funds for required ADA door upgrade.
Overdue Scheduled Maintenance Projects	Maintenance	FCA <sup>2</sup> 2011-2016	\$	20,328,162	-	3,828,162		-			\$ 16,500,0	-		\$ -	\$	,,,,,,,,,					\$	2,500,000	•	16,500,000	-		Scheduled Maintenance is on-going. Project budget reflects overdue need. Approved is as of FY 2019-2020.
Infrastructure Repairs	Scheduled Maintenance	Mapping	\$	4,000,000	•	-		-			\$ 4,000,0			\$ 500,000	·		•	1,750,000	•	-			•				Repair/replace utility distribution system and 12kV system. Upgrade domestic water system.
Student Services Center Renovation	Renovation/ FF&E	EFMP <sup>1</sup> 2011-2016	\$	90,000,000	\$	23,850,000	\$	•	\$	-	\$ 66,150,0	00 \$	23,850,000	\$ 16,500,000	\$	16,500,000	\$	16,500,000	\$ 1	6,650,000	\$	-	\$	66,150,000	\$		Upgrade domestic water system (transite pipe replacement). Church Property Landscape
Lighting Upgrades	Renovation	FCA <sup>2</sup> 2011-2016 Sustainability	\$	3,800,000		-	\$	-	\$	-	\$ 3,800,0	00 \$	-	\$ 570,000	\$	3,230,000			\$		\$	-	\$	3,800,000			Balance for building interiors' LED and Lighting controls
12 B300 First & Second Floor Renovation	Renovation	EFMP <sup>1</sup> 2011-2016	\$	14,986,194		-	\$	-	\$ 7,521,	,413	\$ 7,464,78	31 \$	· -	\$ -	\$			5,699,447	\$	1,440,432			\$	7,464,781			FPP FY 2021-2022, This may roll over, Requests reflect PP & WD in FY 2021-2022. Construction in FY 2022-2023 and Furniture FY 2023-2024. Will address difference between District and state budget after programming is complete. Estimated state funding \$6,815,757.
17 Campus Entrance Plaza	Renovation	EFMP <sup>1</sup> 2011-2016	\$	9,202,000			\$	-	\$		\$ 9,202,0		-	\$ -	\$	920,200		., . ,	\$		\$	-	\$	9,202,000		-	
PV Covered Parking	New Construction	Sustainability	\$	21,000,000	\$	-	\$	-	\$	- :	\$ 21,000,00	00 \$	-	\$ -	\$	2,541,000	\$	9,229,500	\$	9,229,500	\$	-	\$	21,000,000	\$		This amount is target for full amount to achieve net zero. Design Funding at 11% with 10% contingency = \$2,420,000.
A200 Success Center	Remove/ Replace Renovation	EFMP <sup>1</sup> 2011-2016/ FAC <sup>2</sup> 2011-2016	\$	39,565,000	\$	505,005	\$	-	\$ 19,529,	,997	\$ 19,529,99	98 \$	-	\$	\$	-	\$	4,787,366	\$	7,371,316	\$	7,371,316	\$	19,529,998	\$		IPP 2019 was for renovation not remove and replace. Develop new IPP using these numbers. FY 2022-2023 request is full design at 11% of project value x 10% confingency. Will address difference between District and state budget after programming is complete.
21 A-Quad Landscape/Hardscape	Renovation	EFMP <sup>1</sup> 2011-2016	\$	6,206,000	\$	-	\$	-	\$	-	\$ 6,206,0	00 \$	-	\$ -	\$	-	\$	620,600	\$	-	\$	5,585,400	\$	6,206,000	\$	-	
	Renovation	EFMP <sup>1</sup> 2011-2016		1,002,085		-	-	-	•	-	,,002,0			 -	\$		\$	100,209			\$	901,876		1,002,085		-	
New Fine Arts Promenade Landscape and Hardscape	New Construction	EFMP <sup>1</sup> 2011-2016	\$	7,169,000	\$	-	\$	-	\$	-	\$ 7,169,0	00 \$	-	\$ -	\$	-	\$	716,900	\$	-	\$	6,452,100	\$	7,169,000	\$	•	
24 New Auxiliary Gymnasium	New Construction	EFMP <sup>1</sup> 2011-2016	\$	18,725,000	\$	-	\$	-	\$	-	\$ 18,725,0	00 \$	-	\$ -	\$	-	\$	1,872,500	\$	-	\$	16,852,500	\$	18,725,000	\$	-	
TOTAL			\$ 3	19,938,355	\$	68,679,445	\$ 31	0,000	\$ 49,513,	,410	\$ 201,435,50	00 \$	45,103,865	\$ 28,563,256	\$ 3	38,959,482	\$ 5	3,558,322	\$ 40	,691,248	\$ 3	89,663,192	\$2	01,435,500	\$ 6	32,063,264	

BAARC Approved Recommendation 3.9.20 to reduce Student Services Center Renovation by \$3,297,811 for new project total of \$13,202,189.

\$ (3,297,811) NEW TOTAL \$ 25,265,445

<sup>1</sup> Education and Facilities Master Plan

<sup>2</sup> Facilities Condition Assessment State Funded or Potential State Funded Project

Saddleback College Capital Improvement Project Recommendations
FY 2020-2021

BAARC 3.9.20 Updates **EXHIBIT A** Page 7 of 12

									FY:	2020-2021								Page 7 of 12
# Project Name	Type	Planning Document	Pro	oiect Budaet	Approved Amount	Other Existing Funding	State Funding	Amount Needed	2019-2020	2020-2021		2021-2022	2022-2023	2023-2024	2024-2025 & To		Basic Aid Existing Funding 12.31.19	Comment
1 Athletic Stadium	New Construction	EFMP <sup>1</sup> 2011- 2016			39,525,000			5,608,798		\$ 5,608,7	98 \$	- \$	- \$		- \$			oney set aside for maximum exposure on claim
1 Sitework at Outfall	Renovation	EFMP <sup>1</sup> 2011- 2016	\$	1,300,000 \$	-	\$ -	- \$	1,300,000	\$ -	\$ 130,0	100 \$	1,170,000 \$	- \$	- \$	- \$	1,300,000	\$ - Es	timated costs to be determined during design
2 ATAS Building	New Construction	EFMP <sup>1</sup> 2011- 2016	\$	69,227,000 \$	64,100,000	\$ -	- \$	5,127,000	\$ -	\$ 5,127,0	100 \$	- \$	- \$	- \$	- \$	5,127,000	\$ 8,608,554 N	ew Connector Road budget
7 Gateway Building	New Construction	EFMP <sup>1</sup> 2011- 2016	\$	68,161,473 \$	26,258,000	\$ -	\$ 25,345,000 \$	16,558,473	\$ 6,599,180	\$ 6,800,2	861 \$	9,758,212 \$	- \$	- \$	- \$	16,558,473	fo	funded to District budget level then \$16,558,473 r a project total of \$68,161,473. Difference shown FY 2021-2022.
Repair/Replace Utility Distribution System and 12 Kv System	Maintenance	FCA <sup>2</sup> 2011-2016	6 \$	27,000,000 \$	2,200,000		ş - ş	24,800,000	\$ 2,200,000	\$ 4,700,0	00 \$	6,200,000 \$	6,200,000 \$	6,200,000 \$	1,500,000 \$	24,800,000	b	cheduled Maintenance is on-going. Project adget reflects overdue need. Approved is as of 1 2019-2020.
Temporary Parking Lot Renovation	Renovation	FCA <sup>2</sup> 2011-201	6 \$	2,000,000 \$	-	\$ -	- \$	2,000,000	\$ -	\$ 300,0	00 \$	1,700,000 \$	- \$	- \$	- \$	2,000,000	\$ - PI	anning money
Street and Parking Lot Repairs	Renovation	FCA <sup>2</sup> 2011-201	6 \$	10,000,000 \$	-	\$ -	- \$	10,000,000	\$ -	\$ 1,000,0	00 \$	1,000,000 \$	1,000,000 \$	1,000,000 \$	6,000,000 \$	10,000,000		of 5A, Changes adjacent to Gateway norovements and temporary lot mods.
Painting	Maintenance	FCA <sup>2</sup> 2011-2016	6 \$	2,500,000 \$	-	\$ -	- \$	2,500,000	\$ -	\$ 400,0	00 \$	500,000 \$	500,000 \$	500,000 \$	600,000 \$	2,500,000		ooms in BGS and SM
Upgrade domestic water system	Maintenance	Mapping	\$	4,000,000 \$	-	\$ -	- \$	4,000,000	\$ -	\$ 500,0	100 \$	1,750,000 \$	1,750,000 \$	- \$	- \$	4,000,000		ograde domestic water system (transite pipe placement). Church Property Landscape
15 ATEP SC 1st Building	New Construction	EFMP <sup>1</sup> 2011- 2016	\$	75,100,000 \$	-	\$ -	- \$	75,100,000	\$ 4,300,000	\$ 4,787,1	00 \$	33,006,450 \$	33,006,450 \$	-	\$	70,800,000		esign Funding at 11% with 10% contingency 59,087,100.
Quad Renovation, Arboretum Trail, Meditation Garden	Renovation and New Construction		\$	5,042,000 \$	-	\$ -	- \$	5,042,000	\$ -	\$ 500,0	100 \$	4,542,000 \$	- \$	- \$	- \$	5,042,000		.,,
PV Covered Parking	New Construction	Sustainability	\$	21,000,000 \$	-	\$ -	- \$	21,000,000	\$ -	\$	- \$	2,541,000 \$	9,229,500 \$	9,229,500 \$	- \$	21,000,000	Ze	is amount is target for full amount to achieve nevero. Design Funding at 11% with 10% contingency \$2,420,000. Includes lots 5A, 9 and 10.
12 Science Math Building	New Construction	EFMP <sup>1</sup> 2011- 2016	\$	33,325,956 \$	750,000	\$ -	\$ 16,701,332 \$	15,874,624	ş -	\$ 4,300,0	100 \$	659,063 \$	13,561,207 \$	1,654,354	\$	20,174,624	re 20 di	P FY 2021-2022. This may roll over. Requests flect PP & WD in FY 2021-2022. Construction in FY 2022-2023 and Furniture FY 2023-2024. Will address flerence between District and state budget after oggramming is complete.
Multiple Roof Repairs	Repairs	FCA <sup>2</sup> 2011-201	6 \$	1,000,000 \$	-	\$ -	- \$	1,000,000	\$ -	\$	- \$	1,000,000 \$	- \$	- \$	- \$	1,000,000	\$ - PI	complex, LRC, SSC, BGS, & HS
District Services/HS Structural (Review and Desian)	Repairs	FCA <sup>2</sup> 2011-2016	6 \$	750,000 \$	-	\$ -	- \$	750,000	\$ -	\$	- \$	- \$	750,000	\$	- \$	750,000		eplaster stairwells and breakroom drywall acking.
14 TAS Building	Renovation	EFMP <sup>1</sup> 2011- 2016	\$	24,450,399 \$	-	\$ -	\$ 11,964,662 \$	12,485,737	\$ -	\$	- \$	- \$	982,739 \$	10,220,333 \$	1,282,665 \$	12,485,737	e: D \$3	P FY 2022-2023 Funding. Develop FPP, District stimate = \$24,450,399. IPP estimate = \$23,927,012. esign Funding =11% with 10% contingency = e.958,499. FY 2024-2025 equal difference etween state and local and FF&E.
Lifetime Fitness and Wellness Center	New Construction	EFMP <sup>1</sup> 2011- 2016	\$	17,779,833 \$	· -	\$ -	\$ - \$	17,779,833	\$ -	\$	- \$	- \$	2,151,360 \$	7,814,236 \$	7,814,237 \$	17,779,833		esign Funding at 11% with 10% contingency
16 Student Services	New Construction	EFMP <sup>1</sup> 2011- 2016	\$	27,919,625	\$ -	\$ -	- \$	27,919,625	\$ -	\$ 3,378,2	75 \$	- \$	-	\$	24,541,350 \$	27,919,625	\$ - D	esign Funding at 11% with 10% contingency 53,378,275.
21 Fine Arts Building Renovation	Renovation	2016	\$	31,030,000 \$		\$ -	\$ 15,515,000 \$	15,515,000	\$ -	\$	- \$	- \$	- \$	3,754,630 \$	11,760,370 \$	15,515,000	\$ - IP flu di	FY 2023-2024. Scope and project value to be ushed out during IPP process. Will address fference between District and state budget after ogramming is complete.
PE Complex Renovation	Renovation		\$	31,030,000 \$		\$ -	\$ 15,515,000 \$	15,515,000	\$ -	\$	- \$	- \$	- \$	3,754,630 \$	11,760,370 \$	15,515,000	flu	P FY 2023-2024. Scope and project value to be ushed out during IPP process. Will address fference between District and state budget after ogramming is complete.
Village Demolition	Demo and New Construction	EFMP <sup>1</sup> 2011- 2016	\$	1,500,000 \$		\$ -	- \$			\$ 1,500,0	100 \$	- \$	- \$	- \$			-	
Parking Structure	New Construction	EFMP <sup>1</sup> 2011- 2016	\$	33,000,000 \$	-	\$ -	- \$	33,000,000	\$ -	\$	- \$	- \$	- \$	- \$	33,000,000 \$	33,000,000	\$ - Ft	ture FMP Project
Student and Employee Housina	New Construction		\$	26,000,000 \$		-	*			-	- \$	- \$	- \$		26,000,000 \$	26,000,000	-	ture FMP Project
AGB Demolition and Quad Extension	Demo and New Construction	EFMP <sup>1</sup> 2011- 2016	\$	1,500,000 \$		·					- \$	- \$	1,500,000 \$			1,500,000	-	ture FMP Project
Total			\$ :	582,455,084	132,833,000	\$ 22,705,000	\$ 85,040,994 \$	341,876,090	\$ 13,099,180	\$ 39,031,4	34 \$	63,826,725 \$	70,631,256	44,127,683 \$	124,258,992 \$	341,876,090	\$ 38,740,858	

<sup>&</sup>lt;sup>1</sup> Education and Facilities Master Plan

<sup>&</sup>lt;sup>2</sup> Facilities Condition Assessment State Funded or Potential State Funded Project

### District-wide and Totals Capital Improvement Project Recommendations

EXHIBIT A
Page 8 of 12

						_			F	Y 2020-2021											Page 8 of 12
Location	_ Project Name	Туре	Planning Document	Project Budget	Approved Amount	Other Existing Funding	State Funding	Am.	ount Needed	2019-2020	2020-2021	2021-2022		2022-2023	2023-202		024-2025 and beyond		al Requested Funding	Basic Aid Existing Funding 12.31.19	Comment
ATEP	First Building Support	Planning	Strategic Plan	\$ 5,101,992	\$ 2,317,303	\$ -	\$ -	\$	2,784,689	\$ 796,978	\$ -	\$ -	\$	-	\$	. \$	2,784,689	9 \$	2,784,689	\$ 955,264	All three support years fulfilled for IVC. SC Seed money funding identified in 24-25 and beyond.
ATEP	Site Development	Planning	Strategic Plan	\$ 18,625,000	\$ 12,625,000	\$ -	\$ -	\$	6,000,000	\$ 2,000,000	\$ -	\$ 2,000,000	0 \$	-	\$ 2,000,00	00 \$	2,000,000	) \$	6,000,000	\$ 1,683,073	Development Plan, Design Guidelines, Contractor's Manual, Consultants.
ATEP	Signage	New Construction	ATEP Development	\$ 4,931,121	\$ 4,931,121	\$ -	\$ -	\$	-	\$ 4,931,121	\$ -	\$ -	\$	-	\$	. \$	-	\$	-	\$ 2,884,464	Monument and Wayfinding Signage, Phase I
District-wide	ADA Projects	Planning	ADA Survey	\$ 36,000,000	\$ 9,000,000	\$ -	\$ -	\$	27,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	0 \$	3,000,000	\$ 3,000,00	00 \$	15,000,000	\$	27,000,000	\$ 6,685,934	\$3 mil per year for 12 years to address ADA Survey items.
District-wide	EFMP	Planning	EFMP <sup>1</sup> 2011-2016	\$ 3,233,000	1,400,000	0 \$ -	\$ -	\$	1,833,000	\$ -	\$ 333,000	\$ -	\$	-	\$	. \$	1,500,000	5 \$		Scheduled Maintenance is on-going.	First year focus on Education Master Plan.: (\$234,675) IT Master Plan to align with all other Master Planning.
District-wide	IPP, FPP, 5YP	Planning	EFMP <sup>1</sup> 2011-2016	\$ 2,800,000	\$ 1,350,000	\$ -	\$ -	\$	1,450,000	\$ 1,140,000	\$ -	\$ -	\$	-	\$	\$	1,450,000	\$	1,450,000	\$ 1,137,215	Submitting IPP, FPP and 5YP, FY 2018-2019 \$415,000 funded.
District-wide	Pre-Planning & Investigation	Planning	EFMP <sup>1</sup> 2011-2016	\$ 1,681,140	) \$ 1,181,140	0 \$ -	\$ -	\$	500,000	\$ 396,140	\$ -	\$ -	\$	-	\$	· \$	500,000	\$	500,000	\$ 566,573	Budget set aside for unknown projects arising mid-year that might require A/E services to obtain project budget, other planning information, i.e. Storm Water Pla This year District will pursue a Housing Feasibility Study.
District-wide	Architectural Standards	Planning	EFMP <sup>1</sup> 2011-2016	\$ 3,000,000	\$ 1,500,000	\$ -	\$ -	\$	1,500,000	\$ 1,500,000	\$ -	\$ -	\$	-	\$	\$	1,500,000	\$	1,500,000	\$ 1,497,641	Develop District standard for design documents.
District-wide	Warehouse Canopies	Renovation		\$ 870,000	\$ 410,000	0 \$ -	\$ -	\$	460,000	\$ 410,000	\$ 460,000	\$ -	\$	-	\$	. \$	-	\$	460,000	Upgrade domestic water	Provide cover for surplus at warehouse.
TOTAL				\$ 76,242,253	\$ 34,714,564	\$ -	\$ -	\$	41,527,689	\$ 13,764,239	\$ 3,793,000	\$ 5,000,000	0 \$	3,000,000	\$ 5,000,00	00 \$	24,734,689	7 \$	41,527,689	\$ 15,410,164	
TOTAL FOR ALL REQUESTS	s			\$ 978,635,692	\$ 236,227,009	\$ 23,015,000	\$ 134,554,404	1 \$	584,839,279	\$ 71,967,284	\$ 68,089,879	\$ 107,786,207	7 \$	127,189,578	\$ 89,818,9	31 \$	188,656,873	3 \$	584,839,279	\$ 116,214,286	
1 Education o	and Facilities Master Plan																				_
			District SC IVC (BAARC revision)	\$ 582,455,084		\$ - \$ 22,705,000 \$ 310,000			341,876,090	\$ 13,099,180	\$ 39,031,434		5 \$	70,631,256	\$ 44,127,6	33 \$	124,258,992	2 \$	341,876,090	\$ 15,410,164 \$ 38,740,858 \$ 62,063,264	
			TOTAL FOR ALL	\$ 978,635,692	\$ 236,227,009	\$ 23,015,000	\$ 134,554,404	\$	584,839,279	\$ 71,967,284	\$ 68,089,879	\$ 107,786,207	7 \$ 1	127,189,578	\$ 89,818,9	31 \$	188,656,873	3 \$	584,839,279	\$ 116,214,286	



## OFFICE OF THE VICE CHANCELLOR OF TECHNOLOGY & LEARNING SERVICES MEMORANDUM

To: Ann-Marie Gabel, Chair

Basic Aid Allocation Recommendation Committee (BAARC)

From: Dr. Robert Bramucci, Chair

District-wide Technology Committee (DTC)

Date: February 28, 2020

Re: 2020-2021 Proposed Basic Aid Funding for Technology Projects

DTC met on Thursday, February 20, 2020, and agreed by consensus to the following basic aid funding request for 2020-2021 technology projects:

CATEGORY	2020-2021 Proposed Technology	2020-2021 Funding Allocation
	Projects	Request Approved by DTC on 2/20/20
Category A		
SIS: State Compliance and College Requests Workday HR/Finance System	\$1,814,400 \$1,398,000	\$1,814,400 \$1,398,000
Sub-total Category A	\$3,212,400	\$3,212,400
Category B*  Other District-wide Projects (MAP Enhancements, Network Security, Infrastructure, SIS, IMS, Data Warehouse, etc.)	\$4,494,414	\$4,496,414
Sub-total Category B	\$4,496,414	\$4,496,414
Category C  College Projects	Saddleback: \$7,198,426	Saddleback: \$6,364,026
(Desktop Refresh, Classroom Technology Refresh, Wireless Expansion, Cabling Refresh, Telecommunications Refresh, marquees, etc.)	IVC: \$1,927,160	IVC: \$1,927,160
Sub-total Category C	\$9,125,586	\$8,291,186
SUBTOTAL	\$16,834,400	\$16,000,000
Innovation (Up to 5% per AR 3110)	\$0	\$0
TOTAL *Cotogorus B. District wide Duciesto 2020 2021	\$16,834,400	\$16,000,000

<sup>\*</sup>Category B, District-wide Projects: 2020-2021 **one-time reduction** in the amount of \$1,897,386 due to project backlog; funds allocated to Category C, College Projects. Categories B and C are typically split 50-50 after subtracting Category A.

# District-wide Technology Committee 2020-2021 Proposed Technology Projects for Basic Aid Funding Consideration SUMMARY

Approved by DTC on February 20, 2020

Project Name	020-2021 mated Cost	Fundi I Appro	020-2021 ng Allocation Request yed by DTC on 2/20/20
CATEGORY A - SIS and Workday Systems			
SIS: State Compliance and College Requests	\$ 1,814,400	\$	1,814,400
Workday HR/Finance System FY 2020-2021	\$ 1,398,000	\$	1,398,000
Subtotal: Category A	\$ 3,212,400	\$	3,212,400
CATEGORY B - District-wide Projects			
Attendance Tracking	\$ 200,000	\$	200,000
Block Registraton - Phase 2	\$ 150,000	\$	150,000
Data Integration Phase 2 - Financial Aid	\$ 200,000	\$	200,000
District-wide Business Continuity Technical Planning	\$ 150,000	\$	150,000
District-wide Data Backup Refresh (includes colleges)	\$ 905,734	\$	905,734
District-wide Infrastructure Cloud Services	\$ 500,000	\$	500,000
District-wide Private WAN Network Refresh	\$ 220,000	\$	220,000
District-wide Vulnerability Assessment	\$ 200,000	\$	200,000
InFORM Data Warehouse Upgrade - Assessment on Reporting Portal and Existing Reports	\$ 200,000	\$	200,000
Instructional Management System (IMS) Upgrade	\$ 715,680	\$	715,680
MAP Enhancements/Guided Pathways Support	\$ 385,000	\$	385,000
Service Desk and EDR Security*  * This item may be funded with general funds. Once this is approved as a general fund expense, this item will be removed and funds will be reallocated.	\$ 245,000	\$	245,000

# District-wide Technology Committee 2020-2021 Proposed Technology Projects for Basic Aid Funding Consideration SUMMARY

Approved by DTC on February 20, 2020

Project Name	2020-2021 imated Cost	2020-2021 Funding Allocation Request Approved by DTC on 2/20/20
SIS Architecture Upgrade Phase 2	\$ 275,000	\$ 275,000
SIS Development Process Improvements	\$ 150,000	\$ 150,000
Subtotal: Category B	\$ 4,496,414	\$ 4,496,414
CATEGORY C - College Projects		
Saddleback College		
Cabling Plant Refresh	\$ 1,258,665	\$ 1,132,799
Classroom Technology and Audio-Video Refresh	\$ 565,500	\$ 508,950
Computer Refresh	\$ 843,960	\$ 759,564
Data Center Relocation	\$ 195,000	\$ -
Domain Name System (DNS)	\$ 938,748	\$ 844,873
Intermediate Distribution Facility (IDF) Refresh	\$ 390,000	\$ 390,000
Physical Telecommunications Infrastructure Upgrade	\$ 1,089,830	\$ 980,847
Storage Area Network	\$ 889,147	\$ 800,232
Virtual System Refresh	\$ 627,576	\$ 564,818
Wireless Expansion	\$ 400,000	\$ 381,943
Subtotal Saddleback College	\$ 7,198,426	\$ 6,364,026

# District-wide Technology Committee 2020-2021 Proposed Technology Projects for Basic Aid Funding Consideration SUMMARY

Approved by DTC on February 20, 2020

Project Name	-	2020-2021 imated Cost	Fun	2020-2021 ding Allocation Request oved by DTC on 2/20/20
Irvine Valley College				
Computer Desktop Refresh	\$	510,000	\$	510,000
Live Oak Terrace (LOT) Conversion into an Outdoor Theater (Technology Only)	\$	985,160	\$	985,160
New Marquees	\$	432,000	\$	432,000
Subtotal Irvine Valley College	\$	1,927,160	\$	1,927,160
Subtotal: Category C	\$	9,125,586	\$	8,291,186
Subtotal: All Categories	\$	16,834,400	\$	16,000,000
Innovation (Up to 5% per AR 3110)	\$	-	\$	-
TOTAL	\$	16,834,400	\$	16,000,000

#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 6.3 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: OCSBA Board of Directors Interest Form

**ACTION:** Approval

#### **BACKGROUND**

The Orange County School Boards Association (OCSBA) provides an opportunity for school and community college board members from throughout the county to network and obtain pertinent legislative and educational information that impacts public education at the local level and statewide. For this reason, it is important that the Board of Directors be made up of board members from as many districts across the county as possible.

#### **STATUS**

The responsibilities of the Board of Directors include attendance at three to four dinner meetings and up to five Board of Directors meetings annually. Members may also be invited to serve on special committees. The term for the Board of Officers is one year, and Directors is two years. Each OCSBA board member must be currently serving on a school board. Members must have served at least two years on their district board of trustees. There shall be no more than two trustees from any one school board serving on the board of directors at the same time.

#### RECOMMENDATION

The Chancellor recommends that the Board of Trustees determine if they wish to nominate a trustee(s) for the OCSBA Board of Directors, and, if so, approve the nomination(s) for transmittal to OCSBA as shown in Exhibit A.

Item Submitted By: Kathleen F. Burke, Chancellor



## **Orange County School Boards Association**

200 Kalmus Drive • P.O. Box 9050 • Costa Mesa, CA 92628-9050 • ocsba@ocde.us

April 1, 2020

**TO:** Board Members of Orange County School Districts, Community

Colleges, and Regional Occupational Programs

**FROM:** Suzie Swartz, OCSBA 1<sup>st</sup> Vice President and OCSBA Nominating Committee

Chairperson

**SUBJECT:** OCSBA BOARD OF DIRECTORS INTEREST FORM

The Orange County School Boards Association (OCSBA) provides an opportunity for school and community college board members from throughout the county to network and obtain pertinent legislative and educational information that affects public education at the local level and statewide. For this reason, it is important that the Board of Directors be made up of board members from as many districts across the county as possible.

The responsibilities of the Board of Directors include attendance at three dinner meetings and up to five Board of Directors meetings annually. Members may also be invited to serve on special committees. The term for the Board of Officers is one year, and Directors is two years. Each OCSBA board member must be currently serving on a local school board. To be eligible for nomination to the slate, members must have served at least two years on their district board of trustees and be in good standing. There shall be no more than two trustees from any one school board serving on the board of directors at the same time.

If you are interested in being considered for nomination to the OCSBA Board of Directors, please complete the attached form and return it by **Thursday**, **April 30**, **2020** via email to **ocsba@ocde.us**. If you have any questions, please call Rosalee Hormuth, OCDE/OCSBA Representative, at (714) 708-4980.

SS:rh

cc: Superintendents and Chancellors



## Interest Form for OCSBA Board of Director Positions 2020-2021

Email:  Street Address: City/Zip: Phone: Fax:  District: Years on the Board:  Term Dates:  I am interested in serving on the OCSBA Board of Directors because: (please use additional paper if necessary)  Special areas of interest: (please see attached list of open positions)  Have you completed the CSBA Masters in Governance?	Name:	
Phone: Fax:  District: Years on the Board:  Term Dates:  I am interested in serving on the OCSBA Board of Directors because: (please use additional paper if necessary)  Special areas of interest: (please see attached list of open positions)  Have you completed the CSBA Masters in Governance?	Email:	
District:  Years on the Board:  Term Dates:  I am interested in serving on the OCSBA Board of Directors because: (please use additional paper if necessary)  Special areas of interest: (please see attached list of open positions)  Have you completed the CSBA Masters in Governance?	Street Address:	City/Zip:
Term Dates:  I am interested in serving on the OCSBA Board of Directors because: (please use additional paper if necessary)  Special areas of interest: (please see attached list of open positions)  Have you completed the CSBA Masters in Governance?	Phone:	Fax:
I am interested in serving on the OCSBA Board of Directors because:  (please use additional paper if necessary)  Special areas of interest: (please see attached list of open positions)  Have you completed the CSBA Masters in Governance?  Yes No	District:	Years on the Board:
(please use additional paper if necessary)  Special areas of interest: (please see attached list of open positions)  Have you completed the CSBA Masters in Governance?	Term Dates:	
(please see attached list of open positions)  Have you completed the CSBA Masters in Governance?   Yes  No	I am interested in serving on the OCSBA Board of Di (please use additional paper if necessary)	rectors because:
How many CSBA Annual Conventions have you attended?  Do you generally attend the OCSBA Dinner Meetings and Seminars? ☐ Yes ☐ No	How many CSBA Annual Conventions have you atter	nded?



### OCSBA Board of Directors 2020-2021 Vacant Positions

Please identify with a check mark the board position(s) you are interested in.

OFFICERS  Term 2020-2021 – 1 Year Term (Recommended prior OCSBA Board of Directors' experience)	
President	
First Vice President	
Vice President of Programs	
Secretary	
Treasurer	
DIRECTORS Term 2020-2022 – 2 Year Term	
Elementary District Representative	
Unified District Representative	
High School District Representative	
ETC Representative	
Legislative Representative	

Email completed forms to: Rosalee Hormuth, OCDE/OCSBA Representative <a href="https://ocsba@ocde.us">ocsba@ocde.us</a>

#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 6.4 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Irvine Valley College B100 Exterior Improvements Project,

Award of Bid No. 372, Thomco Construction, Inc.

**ACTION:** Approval

#### BACKGROUND

On June 23, 2014, the Board of Trustees approved basic aid funding for Irvine Valley College Scheduled Maintenance B100 Roof and HVAC at a value of \$493,350, with matching funding required from Irvine Valley College. This project addresses aging roofing and mechanical systems at one of the oldest buildings on campus.

#### **STATUS**

On February 26 and March 4, 2020, SOCCCD ran a newspaper advertisement requesting bids for the Irvine Valley College B100 Exterior Improvements Project. The request for bids was also posted on the District website and sent through the PlanetBids portal. A total of 334 contractors were solicited. Ten bids were received on April 2, 2020. The lowest responsive, responsible bid was submitted by Thomco Construction, Inc. in the amount of \$730,179 (EXHIBIT A). District Services and college staff have reviewed the bids and recommend approval of bid and award of agreement to Thomco Construction, Inc.

Basic Aid funds are available in the amount of \$493,350, with a local match of \$493,350 for a total of \$986,700 available funds.

#### **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees approve award of Bid No. 372, B100 Exterior Improvements Project, and approve the agreement (EXHIBIT B) with Thomco Construction, Inc., in the amount of \$730,179, and authorize the Vice Chancellor of Business Services or designee to execute the agreement.

#### Bid No. 372 B100 Exterior Improvements Project Irvine Valley College South Orange County Community College District

#### **April 27, 2020**

CONTRACTORS	LOCATION	<u>AMOUNT</u>
*Thomco Construction, Inc.	Anaheim, CA	\$730,179.00
RAN Enterprises, Inc.	Huntington Beach, CA	\$787,400.00
Kazoni, Inc.	Costa Mesa, CA	\$803,776.38
Caltec Corp.	Westminster, CA	\$837,592.00
Optima RPM, Inc.	Irvine, CA	\$849,200.00
Exbon Development	Garden Grove, CA	\$856,253.01
SS+K Construction, Inc.	Woodland Hills, CA	\$878,038.00
PCN3, Inc.	Los Alamitos, CA	\$917,000.00
Harik Construction, Inc.	Glendora, CA	\$918,000.00
Fast-Track Construction Corp.	Culver City, CA	\$1,171,000.00

<sup>\*</sup>Recommended Award



#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

## CONSTRUCTION SERVICES AGREEMENT B100 EXTERIOR IMPROVEMENTS, IRVINE VALLEY COLLEGE

#### THOMCO CONSTRUCTION, INC.

THIS AGREEMENT, dated the 28<sup>th</sup> day of April, 2020, in the County of Orange, State of California, is by and between South Orange County Community College District, (hereinafter referred to as "DISTRICT"), and Thomco Construction, Inc., 1279 N. Patt Street, Anaheim, CA 92801 (hereinafter referred to as "CONTRACTOR").

The DISTRICT and the CONTRACTOR, for the consideration stated herein, agree as follows:

- CONTRACTOR agrees to complete the Project known as B100 Exterior Improvements, Irvine Valley College (Bid 372), according to all the terms and conditions set forth in the Project Documents, including but not limited to the Notice Calling For Bids, Information for Bidders, Bid Form, Bid Security, Designation of Subcontractors, all prequalification forms submitted pursuant to Public Contract Code Section 20651.5, if any, Non-collusion Declaration, Workers' Compensation Certificate, Faithful Performance Bond, Payment Bond, Escrow Agreement, if applicable, Drug-Free Workplace Certification, Change Orders, Shop Drawing Transmittals, Insurance Certificates and Endorsements, Guarantees, CONTRACTOR'S Certificate Regarding Non-Asbestos Containing Materials, Disabled Veteran Business Enterprises Certification, if applicable, General Conditions, Supplemental Conditions, if any, Special Conditions, if any, Drawings, Specifications, and all modifications, addenda and amendments thereto by this reference incorporated herein. The Project Documents are complementary, and what is called for by any one shall be as binding as if called for by all.
- CONTRACTOR shall perform within the time set forth in Paragraph 4 of this Agreement everything required to be performed, and shall provide, furnish and pay for all the labor, materials, necessary tools, expendable equipment, and all taxes, utility and transportation services required for construction of the Project. All of said work shall be performed and completed in a good workmanlike manner in strict accordance with the drawings, specifications and all provisions of this Agreement as hereinabove defined and in accordance with applicable laws, codes, regulations, ordinances and any other legal requirements governing the Project. The CONTRACTOR shall be liable to the DISTRICT for any damages arising as a result of a failure to fully comply with this obligation, and the CONTRACTOR shall not be excused with respect to any failure to so comply by any act or omission of the Architect, Engineer, Inspector, Division of State Architect, or representative of any of them, unless such act or omission actually prevents the CONTRACTOR from fully complying with the requirements of the Project Documents, and unless the CONTRACTOR protests at the time of such alleged prevention that the act or omission is preventing the CONTRACTOR from fully complying with the Project Documents. Such protest shall not be effective unless reduced to writing and filed with the DISTRICT within three (3) working days of the date of occurrence of the act or omission preventing the CONTRACTOR from fully complying with the Project Documents.

- 3. DISTRICT shall pay to the CONTRACTOR, as full consideration for the faithful performance of this Agreement, subject to any additions or deductions as provided in the Project Documents, the sum of Seven Hundred Thirty Thousand, One Hundred Seventy-Nine Dollars (\$ 730,179.00).
- 4. The work shall be commenced on the date of the DISTRICT'S Notice to Proceed and shall be completed within eighty-nine (89) consecutive calendar days from the date specified in the Notice to Proceed.
- 5. **Time is of the essence**. If the work is not completed in accordance with Paragraph 4 above, it is understood that the DISTRICT will suffer damage. It being impractical and infeasible to determine the amount of actual damage, in accordance with Government Code Section 53069.85, it is agreed that CONTRACTOR shall pay to DISTRICT as fixed and liquidated damages, and not as a penalty, the sum of One Thousand Dollars (\$1,000.00) for each calendar day of delay until work is completed and accepted. Time extensions may be granted by the DISTRICT as provided in Article 64 of the General Conditions. Liquidated damages shall be imposed as set forth in Article 64 of the General Conditions.
- 6. Termination for Cause or Non-appropriation. In the event CONTRACTOR defaults in the performance of the Agreement as set forth in General Conditions Article 13(a) or if there is a non-appropriation of funds or insufficient funds as set forth in General Conditions Article 13(d), then this Agreement shall terminate or be suspended as set forth in General Conditions Article 13.
- 7. Termination for Convenience. DISTRICT has discretion to terminate this Agreement at any time and require CONTRACTOR to cease all work on the Project by providing CONTRACTOR written notice of termination specifying the desired date of termination. Upon receipt of written notice from DISTRICT of such termination for DISTRICT'S convenience, CONTRACTOR shall:
  - (i) Cease operations as directed by DISTRICT in the notice;
  - (ii) Take any actions necessary, or that DISTRICT may direct, for the protection and preservation of the work; and
  - (iii) Not terminate any insurance provisions required by the Project Documents.

In case of such termination for DISTRICT'S convenience, CONTRACTOR shall be entitled to receive payment from DISTRICT for work satisfactorily executed and for proven loss with respect to materials, equipment, and tools, including overhead and profit for that portion of the work completed. In the case of Termination for Convenience, DISTRICT shall have the right to accept assignment of subcontractors. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to the DISTRICT.

8. Hold Harmless and Indemnification. Contractor shall defend, indemnify and hold harmless District, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of Work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, District, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless District, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

- (a) Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the Work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the District.
- (b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the District, arising out of or in any way connected with Work covered by this Agreement or the Contract Documents, whether said injury or damage occurs either on or off District property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the District.
- (c) Any dispute between Contractor and CONTRACTOR'S subcontractors/supplies/ Sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or Material supplier of any tier or any other person employed in connection with the Work and/or filing of any stop notice or mechanic's lien claims.

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents or employees, on account of or founded upon any cause, damage, or injury identified herein Article 5 and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

The CONTRACTOR'S and Subcontractors' obligation to defend, indemnify and hold harmless the Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Work; and (5) any claims of violation of the Americans with Disabilities Act ("ADA").

This indemnity shall survive termination of the contract or final payment thereunder. This indemnity is in addition to any other rights or remedies which the DISTRICT may have under the law or under the Project Documents. In the event of any claim or demand made against any party which is entitled to be indemnified hereunder, the DISTRICT may in its sole discretion reserve, retain or apply any monies due to the CONTRACTOR under the Project Documents for the purpose of resolving such claims; provided, however, that the DISTRICT may release such funds if the CONTRACTOR provides the DISTRICT with reasonable assurance of protection of the DISTRICT'S interests. The DISTRICT shall in its sole discretion determine whether such assurances are reasonable.

9. CONTRACTOR shall take out, prior to commencing the work, and maintain, during the life of this Agreement, and shall require all subcontractors, if any, whether primary or secondary, to take out and maintain the

insurance coverages set forth below and in Articles 16, 17, 18 and 19 of the General Conditions. CONTRACTOR agrees to provide all evidences of coverage required by DISTRICT including certificates of insurance and endorsements.

Public Liability Insurance for injuries including accidental death, to any one person in an amount not less than

\$2,000,000

Subcontractors of every tier

\$1,000,000

and

Subject to the same limit for each person on account of one accident,

in an amount not less than \$2,000,000

Subcontractors of every tier \$1,000,000

**Property Damage Insurance** 

in an amount not less than \$2,000,000

Subcontractors of every tier \$1,000,000

Course of Construction Insurance without exclusion or limitation in an

amount not less than \$2,000,000

Excess Liability Insurance (Contractor only) \$2,000,000

Insurance Covering Special Hazards: The following special hazards shall be covered by rider or riders to above-mentioned public liability insurance or property damage insurance policy or policies of insurance, or by special policies of insurance in amounts as follows:

Automotive and truck where operated in amounts as above

Material hoist where used in amounts as above

#### **Waiver of Subrogation**

Contractor waives (to the extent permitted by law) any right to recover against the District, and its respective elected officials, officers, employees, agents, and representatives for damages to the Work, any part thereof, or any and all claims arising by reason of any of the foregoing, but only to the extent that such damages and/or claims are covered by property insurance and only to the extent of such coverage (which shall exclude deductible amounts) actually carried by the District.

The provisions of this section are intended to restrict each party to recovery against insurance carriers only to the extent of such coverage and waive fully and for the benefit of each, any rights and/or claims which might give rise to a right of subrogation in any insurance carrier. The District and the Contractor shall each obtain in all policies of insurance carried by either of them, a waiver by the insurance companies there under of all rights of recovery by way of subrogation for any damages or claims covered by the insurance.

Additional Insured Endorsement Requirements.

The Contractor shall name, on any policy of insurance required the District, their officers, employees, Construction Manager, Architect, and all other Agents and Representatives as additional insureds. Subcontractors shall name the Contractor, the District, their officers, employees, Construction Manager, Architect, and all other Agents and Representatives as additional insureds. The Additional Insured Endorsement included on all such insurance policies shall state that coverage is afforded the additional insured with respect to claims arising out of operations performed by or on behalf of the insured. The additional insured endorsement shall be an ISO CG 20 10 (04/13), or an ISO CG 20 38 (04/13), or their equivalent as determined by the District in its sole discretion. If the additional insureds have other insurance that is applicable to the loss, such other insurance shall be on an excess or contingent basis. The insurance provided by the Contractor must be designated in the policy as primary to any insurance obtained by the District. The amount of the insurer's liability shall not be reduced by the existence of such other insurance.

10. Public Contract Code Section 22300 permits the substitution of securities for any retention monies withheld by the DISTRICT to ensure performance under this Agreement. At the request and expense of the CONTRACTOR, securities equivalent to the monies withheld shall be deposited with the DISTRICT, or with a state or federally chartered bank in California as the escrow agent, who shall then pay such monies to the CONTRACTOR. The DISTRICT retains the sole discretion to approve the bank selected by the CONTRACTOR to serve as escrow agent. Upon satisfactory completion of the Agreement, the securities shall be returned to the CONTRACTOR. Securities eligible for investment shall include those listed in Government Code Section 16430 or bank or savings and loan certificates of deposit. The CONTRACTOR shall be the beneficial owner of any securities substituted for monies withheld and shall receive any interest thereon.

In the alternative, under Section 22300, the CONTRACTOR may request DISTRICT to make payment of earned retention monies directly to the escrow agent at the expense of the CONTRACTOR. Also at the CONTRACTOR'S expense, the CONTRACTOR may direct investment of the payments into securities, and the CONTRACTOR shall receive interest earned on such investment upon the same conditions as provided for securities deposited by CONTRACTOR. Upon satisfactory completion of the Agreement, CONTRACTOR shall receive from the escrow agent all securities, interest and payments received by escrow agent from DISTRICT pursuant to the terms of Section 22300.

- 11. Prevailing Wages. Wage rates for this Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the work is to be performed for each craft, classification, or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the District and are also available from the Director of the Department of Industrial Relations. Monitoring and enforcement of the prevailing wage laws and related requirements will be performed by the Labor Commissioner/ Department of Labor Standards Enforcement (DLSE). The following are hereby referenced and made a part of this Agreement and Contractor stipulates to the provisions contained therein: (1) Chapter 1 of Part 7 of Division 2 of the Labor Code (Section 1720 et seq.); and (2) California Code of Regulations, Title 8, Chapter 8, Subchapters 3 through 6 (Section 16000 et seq.)
- 12. If CONTRACTOR is a corporation, the undersigned hereby represents and warrants that the corporation is duly incorporated and in good standing in the State of <u>California</u>, and that <u>Diana L. Thompson</u>, whose title is <u>President</u>, is authorized to act for and bind the corporation.
- 13. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon

application of either party the Agreement shall forthwith be physically amended to make such insertion or correction.

14. This Agreement constitutes the entire agreement of the parties. No other agreements, oral or written, pertaining to the work to be performed, exists between the parties. This Agreement can be modified only by an amendment in writing, signed by both parties and pursuant to action of the Governing Board of the District. This Agreement shall be governed by the laws of the State of California.

#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 6.5 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Coronavirus Aid, Relief, and Economic Security (CARES) Act,

**Higher Education Stimulus Allocations** 

**ACTION:** Ratification and Approval

#### BACKGROUND

On April 9, 2020, the US Department of Education's Secretary of Education issued a letter (EXHIBIT A) stating that Saddleback College and Irvine Valley College are eligible to receive COVID-19 stimulus allocations based on student enrollment as part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

On March 23, 2020, the Board of Trustees passed Resolution #20-08 declaring a State of Emergency on behalf of the District and authorized the Chancellor, or designee, to ""take any and all action necessary to ensure the continuation of public education and to "execute any and all applications necessary for the purpose of obtaining certain federal financial assistance".

#### **STATUS**

The CARES Act provides institutions with significant discretion on how to award this emergency assistance to students. This means that each institution may develop its own system and process for determining how to allocate these funds, which may include distributing the funds to all students or only to students who demonstrate significant need. The only statutory requirement is that the funds be used to cover expenses related to the disruption of campus operations due to coronavirus (including eligible expenses under a student's cost of attendance, such as food, housing, course materials, technology, health care, and childcare).

In order to access the funds, each institution is required to enter into the Recipient's Funding Certification and Agreement for Emergency Financial Aid Grants to Students under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (EXHIBIT B).

The total District allocation is \$8,781,913 of which \$4,390,957 is the minimum amount that must be awarded for emergency financial aid grants to students. The remaining \$4,390,956 is reserved for institutional purposes. The breakdown by college is as follows:

- Irvine Valley College: \$4,485,810 of which, \$2,242,905 (50%) is the minimum allocation that must be awarded for emergency financial aid grants to students (EXHIBIT C).
- Saddleback College: \$4,296,103 of which, \$2,148,052 (50%) is the minimum allocation that must be awarded for emergency financial aid grants to students (EXHIBIT D).

Item Submitted By: Elliott Stern, President, Saddleback College

Cindy Vyskocil, Acting President, Irvine Valley College Ann-Marie Gabel, Vice Chancellor, Business Services At this time, only the emergency financial aid grant funds totaling \$4,390,957 are available for release upon execution of the Certificate of Funding Agreement. On behalf of the colleges, as requested by the Chancellor, the Vice Chancellor of Business Services has signed the Certificate of Funding Agreement for both colleges in order to expedite the availability of funds for our students. The remaining portion of funds reserved for institutional purposes totaling \$4,390,956 will be released at a later date and require an additional application.

The colleges will award the emergency financial aid grant funds in two rounds. The first round will allocate a maximum of \$500 to each student. These funds will target those students who were already financial aid eligible with unmet need or who now have financial need based on a change of economic circumstance due to the COVID-19 pandemic. Students were notified of the opportunity to apply via each college website. The students were required to complete a simple, online form indicating an estimate of their need related to technology, housing, food, and/or other identified need. The colleges are still discussing the second round allocations which could include, but is not limited to, funding food insecurities, supplementing each of the college foundation's emergency funds, or creating incentives for the "Stay on Track" initiative.

#### RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the emergency financial aid grant funds allocation of \$4,390,957 and authorize the Vice Chancellor of Business Services, or designee, to complete the application, execute agreements, and accept the remaining institutional purposes funding of \$4,390,956 from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Higher Education Stimulus.

Ann-Marie Gabel, Vice Chancellor, Business Services



## THE SECRETARY OF EDUCATION WASHINGTON, DC 20202

April 9, 2020

#### Dear College and University Presidents:

These are unprecedented and challenging times for your students and for you. I know you find yourselves grappling with issues you never imagined, and I want to assure you we are here to support you in your missions and to quickly provide the resources and flexibilities you need to continue educating your students. That's why we're focused on implementing the Coronavirus Aid, Relief, and Economic Security (CARES) Act quickly and faithfully.

I gave my team a charge as soon as the CARES Act was signed into law: get support to those most in need as quickly as possible. That starts with college students whose lives have been disrupted, many of whom are facing financial challenges and struggling to make ends meet.

As you know, the CARES Act provides several different methods for distributing roughly \$14 billion in funds to institutions of higher education. The most significant portion of that funding allocation provides that \$12.56 billion will be distributed to institutions using a formula based on student enrollment. Of the amount allocated to each institution under this formula, at least 50 percent must be reserved to provide students with emergency financial aid grants to help cover expenses related to the disruption of campus operations due to coronavirus. We are prioritizing this funding stream in order to get money in the hands of students in need as quickly as possible.

The CARES Act provides institutions with significant discretion on how to award this emergency assistance to students. This means that each institution may develop its own system and process for determining how to allocate these funds, which may include distributing the funds to all students or only to students who demonstrate significant need. The only statutory requirement is that the funds be used to cover expenses related to the disruption of campus operations due to coronavirus (including eligible expenses under a student's cost of attendance, such as food, housing, course materials, technology, health care, and child care). With that said, I would like to encourage the leadership of each institution to prioritize your students with the greatest need, but at the same time consider establishing a maximum funding threshold for each student to ensure that these funds are distributed as widely as possible. As a point of reference, you might consider using the maximum Federal Pell grant (for the 2019-2020 academic year, \$6,195) as that threshold. In addition, if you determine that your institution's students do not have significant financial need at this time, I would ask that you consider giving your allocation to those institutions within your state or region that might have significant need.

In order to access these funds, all institutions must sign and return the Certificate of Funding and Agreement via: grants.gov (https://www.grants.gov/web/grants/applicants/registration.html), acknowledging the terms and conditions of the funding. After the Department has received the

certificate, institutions may draw down their emergency assistance funds using the Department's G5 system.

The Department is also working expeditiously to allocate the remaining funding that is reserved for institutional use, and we will provide details on how institutions may apply for this institutional funding, as well as for other emergency funding, in the coming days. Thank you for your continued work on behalf of America's students.

Sincerely,

Betsy Devos

# Recipient's Funding Certification and Agreement Emergency Financial Aid Grants to Students under the Coronavirus Aid, Relief, and Economic Security (CARES) Act

Section 18004(a)(1)	of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), authorizes
the Secretary of Education (	'Secretary") to allocate formula grant funds in the amount of
\$ <u>2,242,905.00</u> t	o Irvine Valley College as part of the South Orange County CCD
	"Recipient").

Section 18004(c) of the CARES Act requires Recipient to use no less than fifty percent of the funds received to provide emergency financial aid grants to students for expenses related to the disruption of campus operations due to coronavirus (including eligible expenses under a student's cost of attendance such as food, housing, course materials, technology, health care, and child care). This Certification and Agreement solely concerns the emergency financial aid grants to students under Section 18004(c) of the CARES Act.

To address the pressing financial need of students due to the disruption of campus operations from coronavirus, and pursuant to the authority duly delegated to the Secretary under the CARES Act and associated with the coronavirus emergency, as stated in Proclamation 9994 of March 13, 2020, "Declaring a National Emergency Concerning the Novel Coronavirus Disease (COVID-19) Outbreak," *Federal Register* Vol. 85, No. 53 at 15337-38, the Secretary and Recipient agree as follows:

- 1. The Secretary will provide Recipient fifty (50) percent of its formula grant funds (the "advanced funds") for the sole and exclusive purpose of providing emergency financial aid grants to students for their expenses related to the disruption of campus operations due to coronavirus, such as food, housing, course materials, technology, health care, and child-care expenses.
- 2. Recipient agrees to promptly make available emergency financial aid grants from the advanced funds directly to students for their expenses related to the disruption of campus operations due to coronavirus, such as food, housing, course materials, technology, health care, and child-care expenses. Recipient shall not use the advanced funds to reimburse itself for any costs or expenses, including but not limited to any costs associated with significant changes to the delivery of instruction due to the coronavirus and/or any refunds or other benefits that Recipient previously issued to students.
- 3. Recipient retains discretion to determine the amount of each individual emergency financial aid grant consistent with all applicable laws including non-discrimination laws. Recipient acknowledges that the Secretary recommends the maximum Federal Pell Grant for the applicable award year as an appropriate maximum amount for a student's emergency financial aid grant in most cases, and the Recipient should be mindful of each student's particular socioeconomic circumstances in the staging and administration of these grants. The Secretary strongly encourages Recipient's financial aid administrator to exercise the use of professional judgment available under Section 479A of the Higher Education Act of 1965 (HEA), 20 U.S.C § 1087tt, to make adjustments on a case-by-case basis to exclude individual emergency financial aid grants from the calculation of a student's expected family contribution. The Secretary does not consider these individual emergency financial aid grants to constitute Federal financial aid under Title IV of the HEA.

- 4. In consideration for the advanced funds and as conditions for their receipt, Recipient warrants, acknowledges, and agrees that:
- (a) The advanced funds shall not be used for any purpose other than the direct payment of grants to students for their expenses related to the disruption of campus operations due to coronavirus, such as food, housing, course materials, technology, health care, and child-care;
- (b) Recipient holds those funds in trust for students and acts in the nature of a fiduciary with respect thereto;
- (c) Recipient shall promptly comply with Section 18004(e) of the CARES Act and (i) report to the Secretary thirty (30) days from the date of this Certification and Agreement and every forty-five (45) days thereafter in accordance with 2 CFR 200.333 through 2 CFR 200.337, or in such other additional form as the Secretary may specify, how grants were distributed to students, the amount of each grant awarded to each student, how the amount of each grant was calculated, and any instructions or directions given to students about the grants; and (ii) document that Recipient has continued to pay all of its employees and contractors during the period of any disruptions or closures to the greatest extent practicable, explaining in detail all specific actions and decisions related thereto, in compliance with Section 18006 of the CARES Act;
- (d) Recipient shall comply with all requirements in Attachment A to this Certification and Agreement;
- (e) Recipient shall promptly and to the greatest extent practicable distribute all the advanced funds in the form of emergency financial aid grants to students by one year from the date of this Certification and Agreement, and document its efforts to do so as part of the report specified in subsection (c) above;
- (f) Recipient shall cooperate with any examination of records with respect to the advanced funds by making records and authorized individuals available when requested, whether by (i) the U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; and
- (g) failure to comply with this Certification and Agreement, its terms and conditions, and/or all relevant provisions and requirements of the CARES Act or any other applicable law may result in Recipient's liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; 18 USC § 1001, as appropriate; and all of the laws and regulations referenced in Attachment A, which is incorporated by reference hereto.

RECIPIENT or Authorized Representative of Recipient	Ito side and
OPEID Number	02539500
DATE	04-14-2020

#### Attachment A to Recipient's CARES Funding Certification and Agreement

The Recipient assures and certifies the following:

- Recipient will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; nondiscrimination; Hatch Act provisions; labor standards; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; Recipient will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and Recipient will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Recipient will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

#### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1801-0005. The time required to complete this information collection is estimated to be 2,853 total burden hours. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: Hilary Malawer, 400 Maryland Avenue, SW. Washington, D.C. 20202.

# Recipient's Funding Certification and Agreement Emergency Financial Aid Grants to Students under the Coronavirus Aid, Relief, and Economic Security (CARES) Act

Section 18004(a)(1)	of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), authorizes
the Secretary of Education (	"Secretary") to allocate formula grant funds in the amount of
\$ <u>2,148,052.00</u>	to Saddleback College as part of the South Orange County CCD
l l	("Recipient").

Section 18004(c) of the CARES Act requires Recipient to use no less than fifty percent of the funds received to provide emergency financial aid grants to students for expenses related to the disruption of campus operations due to coronavirus (including eligible expenses under a student's cost of attendance such as food, housing, course materials, technology, health care, and child care). This Certification and Agreement solely concerns the emergency financial aid grants to students under Section 18004(c) of the CARES Act.

To address the pressing financial need of students due to the disruption of campus operations from coronavirus, and pursuant to the authority duly delegated to the Secretary under the CARES Act and associated with the coronavirus emergency, as stated in Proclamation 9994 of March 13, 2020, "Declaring a National Emergency Concerning the Novel Coronavirus Disease (COVID-19) Outbreak," *Federal Register* Vol. 85, No. 53 at 15337-38, the Secretary and Recipient agree as follows:

- 1. The Secretary will provide Recipient fifty (50) percent of its formula grant funds (the "advanced funds") for the sole and exclusive purpose of providing emergency financial aid grants to students for their expenses related to the disruption of campus operations due to coronavirus, such as food, housing, course materials, technology, health care, and child-care expenses.
- 2. Recipient agrees to promptly make available emergency financial aid grants from the advanced funds directly to students for their expenses related to the disruption of campus operations due to coronavirus, such as food, housing, course materials, technology, health care, and child-care expenses. Recipient shall not use the advanced funds to reimburse itself for any costs or expenses, including but not limited to any costs associated with significant changes to the delivery of instruction due to the coronavirus and/or any refunds or other benefits that Recipient previously issued to students.
- 3. Recipient retains discretion to determine the amount of each individual emergency financial aid grant consistent with all applicable laws including non-discrimination laws. Recipient acknowledges that the Secretary recommends the maximum Federal Pell Grant for the applicable award year as an appropriate maximum amount for a student's emergency financial aid grant in most cases, and the Recipient should be mindful of each student's particular socioeconomic circumstances in the staging and administration of these grants. The Secretary strongly encourages Recipient's financial aid administrator to exercise the use of professional judgment available under Section 479A of the Higher Education Act of 1965 (HEA), 20 U.S.C § 1087tt, to make adjustments on a case-by-case basis to exclude individual emergency financial aid grants from the calculation of a student's expected family contribution. The Secretary does not consider these individual emergency financial aid grants to constitute Federal financial aid under Title IV of the HEA.

- 4. In consideration for the advanced funds and as conditions for their receipt, Recipient warrants, acknowledges, and agrees that:
- (a) The advanced funds shall not be used for any purpose other than the direct payment of grants to students for their expenses related to the disruption of campus operations due to coronavirus, such as food, housing, course materials, technology, health care, and child-care;
- (b) Recipient holds those funds in trust for students and acts in the nature of a fiduciary with respect thereto;
- (c) Recipient shall promptly comply with Section 18004(e) of the CARES Act and (i) report to the Secretary thirty (30) days from the date of this Certification and Agreement and every forty-five (45) days thereafter in accordance with 2 CFR 200.333 through 2 CFR 200.337, or in such other additional form as the Secretary may specify, how grants were distributed to students, the amount of each grant awarded to each student, how the amount of each grant was calculated, and any instructions or directions given to students about the grants; and (ii) document that Recipient has continued to pay all of its employees and contractors during the period of any disruptions or closures to the greatest extent practicable, explaining in detail all specific actions and decisions related thereto, in compliance with Section 18006 of the CARES Act;
- (d) Recipient shall comply with all requirements in Attachment A to this Certification and Agreement;
- (e) Recipient shall promptly and to the greatest extent practicable distribute all the advanced funds in the form of emergency financial aid grants to students by one year from the date of this Certification and Agreement, and document its efforts to do so as part of the report specified in subsection (c) above;
- (f) Recipient shall cooperate with any examination of records with respect to the advanced funds by making records and authorized individuals available when requested, whether by (i) the U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; and
- (g) failure to comply with this Certification and Agreement, its terms and conditions, and/or all relevant provisions and requirements of the CARES Act or any other applicable law may result in Recipient's liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; 18 USC § 1001, as appropriate; and all of the laws and regulations referenced in Attachment A, which is incorporated by reference hereto.

RECIPIENT or Authorized Representative of Recipient	An Dais toll
OPEID Number	00891800
DATE	04-14-2020

#### Attachment A to Recipient's CARES Funding Certification and Agreement

*The Recipient assures and certifies the following:* 

- Recipient will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; nondiscrimination; Hatch Act provisions; labor standards; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; Recipient will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and Recipient will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- Recipient will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

#### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1801-0005. The time required to complete this information collection is estimated to be 2,853 total burden hours. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: Hilary Malawer, 400 Maryland Avenue, SW. Washington, D.C. 20202.

## Page 36 extracted from report of 85 pages \* Irvine Valley College $^{\text{Page 1 of 1}}$

			Minimum Allocation to
			Emergency Financial A
<u>OPEID</u>	<u>School</u>	Total Allocation	<b>Grants to Students</b>
02520000	International School Of Skin And Nailcare	\$154,203	\$77,1
02562500	International Technical College	\$234,857	\$117,4
03411400	International Training Careers	\$397,293	\$198,6
	Inver Hills Community College	\$1,718,868	\$859,4
	Iona College	\$3,070,913	\$1,535,4
00186500	Iowa Central Community College	\$3,053,198	\$1,526,5
00186400	Iowa Lakes Community College	\$966,888	\$483,4
00826000	Iowa School Of Beauty	\$169,529	\$84,7
3441300	Iowa School Of Beauty	\$106,994	\$53,4
02306900	Iowa School Of Beauty	\$56,508	\$28,2
00186900	Iowa State University Of Science & Technology	\$21,698,857	\$10,849,4
00187100	Iowa Wesleyan University	\$699,320	\$349,6
00459800	Iowa Western Community College	\$3,175,383	\$1,587,6
3588300	Irene'S Myomassology Institute	\$284,945	\$142,4
	Irvine Valley College	\$4,485,810	\$2,242, <sup>9</sup>
0737500	Island Drafting & Technical Institute	\$149,013	\$74,
	Isothermal Community College	\$1,012,055	\$506,0
0235600	Itasca Community College	\$741,976	\$370,
0240900	Itawamba Community College	\$4,419,244	\$2,209,
0273900	Ithaca College	\$4,583,253	\$2,291,
2166200	Iti Technical College	\$1,381,165	\$690,
3469300	Ivaem College	\$127,721	\$63,
0991700	Ivy Tech Community College Of Indiana	\$33,040,571	\$16,520,
3732300	lyrs School Of Technology & Trades	\$54,919	\$27,
	J D Academy Of Salon And Spa	\$89,296	\$44,
	J Sargeant Reynolds Community College	\$4,151,184	\$2,075,
	J. F. Drake State Community And Technical College	\$761,763	\$380,
	J. Michael Harrold Beauty Academy	\$104,382	\$52,
	J.F. Ingram State Technical College	\$448,264	\$224,
	Jackson College	\$3,892,134	\$1,946,
	Jackson State Community College	\$2,838,469	\$1,419,
	Jackson State University	\$8,446,248	\$4,223,
	Jacksonville College	\$283,804	\$141,
	Jacksonville State University	\$6,050,640	\$3,025,
	Jacksonville University	\$2,208,846	\$1,104,
	James A. Rhodes State College	\$1,292,073	\$646,
	James Madison University	\$1,292,073	\$6,040,
	James Rumsey Technical Institute	\$138,292	\$69,
	James Sprunt Community College	\$661,318	\$330,
	Jamestown Business College	\$577,492	\$288,
	Jamestown Community College	\$2,306,997	\$1,153,
	Jarvis Christian College	\$1,888,040	\$944,
	Jay'S Technical Institute	\$126,939	\$63,
	Jb'S Hair Design And Barber College	\$116,861	\$58,
	Jean Madeline Aveda Institute	\$361,534	\$180,
	Jefferson College	\$2,610,155	\$1,305,
	Jefferson Community And Technical College	\$5,179,693	\$2,589,
	Jefferson Community College	\$2,361,051	\$1,180,
	Jefferson County Dubois Area Vocational Techl School Practical Nursing	\$49,739	\$24,
	Jefferson Lewis Boces Program Of Practical Nursing	\$105,234	\$52,
	Jefferson State Community College	\$3,729,878	\$1,864,
	Jenks Beauty College	\$224,888	\$112,
	Jenny Lea Academy Of Cosmetology	\$249,743	\$124,
	Jenny Lea Academy Of Cosmetology	\$76,044	\$38,
	Jersey College	\$5,119,863	\$2,559,
	Jewish Theological Seminary Of America (The)	\$118,674	\$59,
	Jfk Medical Center Muhlenberg Harold B. And Dorothy A. Snyder Schools	\$417,854	\$208,
	Jna Institute Of Culinary Arts	\$118,411	\$59,
	Joe Kubert School Of Cartoon & Graphic Art (The)	\$105,343	\$52,
2511500	Joffrey Ballet School, American Ballet Center	\$95,735	\$47,
000000	John A Gupton College	\$36,947	\$18,

OPEID	School	Total Allocation	Minimum Allocation to be Awarded for Emergency Financial Aid Grants to Students
02495000	Robert Paul Academy Of Cosmetology Arts & Sciences	\$64,827	\$32,414
	Roberto-Venn School Of Luthiery	\$35,092	\$17,546
	Roberts Wesleyan College	\$1,381,405	\$690,703
	Robeson Community College	\$1,637,622	\$818,811
	Rochester Community And Technical College	\$2,629,500	\$1,314,750
	Rochester General-Isabella Graham Hart School Of Practical Nursing	\$229,264 \$10,380,480	\$114,632
	Rochester Institute Of Technology Rochester University	\$787,257	\$5,190,240 \$393,629
	Rock Valley College	\$3,290,405	\$1,645,203
	Rockford University	\$1,225,910	\$612,955
	Rockhurst University	\$1,169,737	\$584,869
00295800	Rockingham Community College	\$933,713	\$466,857
00287700	Rockland Community College	\$3,626,632	\$1,813,316
02272900	Rockland County Boces Adult Education	\$104,744	\$52,372
	Rocky Mountain College	\$933,392	\$466,696
	Rocky Mountain College Of Art + Design	\$761,314	\$380,657
	Rocky Mountain Montessori Teacher Training Program	\$20,588	\$10,294
	Rocky Mountain University Of Health Professions	\$223,276	\$111,638
	Rocky Vista University	\$262,167 \$2,629,911	\$131,084
	Roger Williams University Rogers Academy Of Hair Design	\$188,446	\$1,314,956 \$94,223
	Rogers State University	\$2,586,804	\$1,293,402
	Rogue Community College	\$2,523,281	\$1,261,641
	Rolf Institute Of Structural Integration (The)	\$23,419	\$11,710
	Rolla Technical Institute Center	\$210,305	\$105,153
00151500	Rollins College	\$2,692,112	\$1,346,056
	Roosevelt University	\$2,927,478	\$1,463,739
	Rosalind Franklin University Of Medicine And Science	\$600,592	\$300,296
	Rose - Hulman Institute Of Technology	\$1,191,507	\$595,754
	Rose State College	\$3,084,740	\$1,542,370
	Rosedale Bible College	\$54,367	\$27,184
	Rosedale Technical College Rosel School Of Cosmetology	\$842,493 \$83,474	\$421,247 \$41,737
	Roseman University Of Health Sciences	\$893,841	\$446,921
	Rosemead Beauty School	\$187,022	\$93,511
	Rosemont College	\$653,142	\$326,571
	Ross Medical Education Center	\$2,973,094	\$1,486,547
02533600	Ross Medical Education Center	\$2,521,578	\$1,260,789
02339700	Ross Medical Education Center	\$2,390,068	\$1,195,034
	Ross Medical Education Center	\$2,164,321	\$1,082,161
	Ross Medical Education Center	\$1,965,598	\$982,799
	Rosslyn Training Academy Of Cosmetology	\$21,345	\$10,673
	Rowan College At Burlington County	\$3,750,316	\$1,875,158
	Rowan College Of South Jersey	\$6,557,641	\$3,278,821
	Rowan University Rowan-Cabarrus Community College	\$14,471,695 \$2,845,506	\$7,235,848 \$1,422,753
	Roxborough Memorial Hospital	\$167,758	\$1,422,733
	Roxbury Community College	\$1,677,144	\$838,572
	Royale College Of Beauty And Barbering	\$76,241	\$38,121
	Rudae'S School Of Beauty Culture	\$234,658	\$117,329
	Rudy & Kelly Academy, A Paul Mitchell Partner School	\$378,939	\$189,470
00980000	Rush University	\$683,762	\$341,881
	Rust College	\$1,359,587	\$679,794
	Rutgers, The State University Of New Jersey	\$54,160,640	\$27,080,320
	Saber College	\$382,767	\$191,384
	Sacramento City College	\$7,946,038	\$3,973,019
	Sacramento Ultrasound Institute	\$39,829	\$19,915
	Sacred Heart Major Seminary	\$74,193	\$37,097
	Sacred Heart Seminary And School Of Theology Sacred Heart University	\$28,515 \$4,305,177	\$14,258 \$2,152,589
00140200	Sacred Heart Offiversity	\$4,305,177	\$2,152,589

#### SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 6.6 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Assessment of Good Standing for Foundations and ATEP

**Facilities Corporation** 

**ACTION:** Approval

#### **BACKGROUND**

Title 5, California Code of Regulations, Section 59263 Administrative Regulation 3610 *Auxiliary Organizations including Foundations*, require community college districts to prepare and keep current a list of auxiliary organizations in good standing. In addition, the Chancellor's Office recently released their Contracted District Audit Manual (CDAM) for the 2019-20 fiscal year which requires the District to list its auxiliary organizations that are in good standing as supplemental information within the audit report. The District currently has four (4) auxiliary organizations: ATEP Facilities Corporation, Irvine Valley College Foundation, Saddleback College Foundation and the Foundation for the South Orange County Community College District. The District, in consultation with the Executive Directors of the Saddleback College Foundation and the Irvine Valley College Foundation, created a template to allow each auxiliary organization to perform a self-assessment of their standing for review by the District.

#### **STATUS**

In accordance with Title 5, Section 59263, Administrative Regulation 3610 *Auxiliary Organizations including Foundations*, and the CDAM issued by the State Chancellor's Office, each of the Foundations and the ATEP Facilities Corporation submitted their good standing self-assessments (EXHIBITS A, B, C and D). Based upon our review of the self-assessments submitted, it is our determination that each of the Foundations and the ATEP Facilities Corporation are in good standing.

#### RECOMMENDATION

The Chancellor recommends that the Board of Trustees affirm that the ATEP Facilities Corporation, the Irvine Valley College Foundation, the Saddleback College Foundation and the Foundation for the South Orange County Community College District remain in good standing.

## **Good Standing Self-Assessment**

Name of Auxiliary Organization: Saddleback College Foundation Date: \_\_April 8, 2020\_\_\_\_\_

**Instructions:** Please answer the following questions in order to complete the annual self-review for compliance related to good standing in accordance with AR 3610. Some answers may require an explanation, or in instances where non-compliance was identified, an Action Plan. Use the space below to provide a response.

For all three Foundations and the ATEP Facilities Corporation, this review must be completed and presented to the District Board of Trustees annually.

		.,		21/2	Explanation/
#	Questions	Yes	No	N/A	Action Plan
	Were the Articles of incorporation filed with the Secretary of				
1	State of California and does the Auxiliary Organization attest to				
_	being in compliance with the provisions of its Articles of				
	Incorporation?	Х			
	Is the composition of the Board of Directors compliant with				
2	governing rules and regulations (Bylaws/Articles of Incoporation,				
	if any), including provisions of AR 3610?	Χ			
3	Do the Bylaws contain the required provisions as noted in AR				
3	3610?	Χ			
	Does the Auxiliary Organization attest to being in compliance with				
	the following:				
3a	Procedures for adopting annual program and budget?	Χ			
3b	Procedures for accepting gifts, donations, etc.?	Χ			
2-	Procedures for holding at least one public meeting per quarter				
3c	and ensuring compliance with Brown Act provisions?	Χ			
	Does the Auxiliary Organziation Board of Directors approve any				
4	changes made to their Bylaws, Articles of Incorporation, and				
	policies?	Χ			
	If changes were made to the Bylaws, Articles of Incorporation,				
4a	and/or policies during the fiscal year, were they submitted to the				
	District?	Χ			
	Is the Master Agreement current? Note: Master Agreements				
5	should be reviewed by both the Auxiliary Organization Board and				
	the Board of Trustees at least every five (5) years.	Χ			
	Does the Master Agreement contain required provisions as stated				
5a	in AR 3610 and does the Auxiliary Organization attest to being in				
	compliance with the terms of the Master Agreement?	Х			
	Does the Auxiliary Organization have a Code of Ethics Statement				
6	or follow the District's Code of Ethics? (Note: District employees				
	must comply with the District Code of Ethics, BP/AR 4001).	Х			
6	Is the annual conflict of interest disclosure on file for each Board				
6a	Member?	Х			
Cla	If a conflict of interest was disclosed, did the Board Member				
6b	abstain from voting?			Χ	

## **Good Standing Self-Assessment**

					Explanation/
#	Questions	Yes	No	N/A	Action Plan
	Are the services, programs, and activities conducted by the				
	Auxiliary Organization for the benefit of the educational programs				
7	of the District? (For example: provide means for educational				
	activities not normally funded by the State or allowed within the				
	General Fund).	Χ			
	Does the Auxiliary Organization Board of Directors approve/ratify				
8	all expenditures? (If needed for audit and/or self-assessments,				
8	support documentation is maintained and available for				
	inspection).	Χ			
9	Was the Schedule of Commensurate Return prepared and				
9	submitted to the District?	Χ			
10	In regards to the annual Financial Audit and/or Review:				
10a	Was there a going concern issued by the independent auditors?		Χ		
10b	Was it approved by the Auxiliary Organization Board?	Χ			
10c	Was it posted on the Foundation website?	Χ			
10d	Was it submitted to the District Board of Trustees?	Χ			
10e	Was it submitted to the State Chancellor's Office?	Χ			
	Were the annual tax returns completed and filed with the IRS and				
11	California Franchise Tax Board? Was the Registration Renewal Fee				Will be
1 11	Report completed and submitted to the Registry of Charitable				submitted by
	Trusts?		Χ		May 15, 2020

I certify that the information provided above is true and correct and documents of such assurance can be provided upon request.

Print Name/Title:	Elizabeth McCann, Executive Director	
Signature:	greizanew P. on Ce	

Name of Auxiliary Organization: Irvine Valley College Foundation

Date: 4/13/2020

Instructions: Please answer the following questions in order to complete the annual self-review for compliance related to good standing in accordance with AR 3610. Some answers may require an explanation, or in instances where non-compliance was identified, an Action Plan. Use the space below to provide a response.

For all three Foundations and the ATEP Facilities Corporation, this review must be completed and presented to the District Board of Trustees annually.

#	Questions	Yes	No	N/A	Explanation/ Action Plan
	Were the Articles of incorporation filed with the Secretary of	2000		200	
	State of California and does the Auxiliary Organization attest to			100	
1	being in compliance with the provisions of its Articles of				
	Incorporation?	x			
	Is the composition of the Board of Directors compliant with		2 1		
2	governing rules and regulations (Bylaws/Articles of Incoporation,				
	if any), including provisions of AR 3610?	X			
	Do the Bylaws contain the required provisions as noted in AR	10.00	H		
3	3610?	x			
	Does the Auxiliary Organization attest to being in compliance with	7-00			
	the following:		Ser		
3a	Procedures for adopting annual program and budget?	Х	Ny	1 1 1	
3b	Procedures for accepting gifts, donations, etc.?	Х			
	Procedures for holding at least one public meeting per quarter				
3c	and ensuring compliance with Brown Act provisions?	Х			
	Does the Auxiliary Organziation Board of Directors approve any		17-11-	LU.	
4	changes made to their Bylaws, Articles of Incorporation, and	10.10			
	policies?	X		1	
	If changes were made to the Bylaws, Articles of Incorporation,				
4a	and/or policies during the fiscal year, were they submitted to the				
	District?	Х			
	Is the Master Agreement current? Note: Master Agreements				The master
5	should be reviewed by both the Auxiliary Organization Board and				agreement ha
3	the Board of Trustees at least every five (5) years.	7		196	an evergreen
	the Board of Trustees at least every five (5) years.	X	10		clause.
	Does the Master Agreement contain required provisions as stated				City.
5a	in AR 3610 and does the Auxiliary Organization attest to being in	42.0	- 11		
	compliance with the terms of the Master Agreement?	Х	119	A. Oh	
	Does the Auxiliary Organization have a Code of Ethics Statement			1	
6	or follow the District's Code of Ethics? (Note: District employees	1			
	must comply with the District Code of Ethics, BP/AR 4001).				
		X	Star !		
6a	Is the annual conflict of interest disclosure on file for each Board Member?	х			
10	If a conflict of interest was disclosed, did the Board Member	^			
6b	abstain from voting?		198		N/A

#	Questions	Yes	No	N/A	Explanation/ Action Plan
7	Are the services, programs, and activities conducted by the Auxiliary Organization for the benefit of the educational programs of the District? (For example: provide means for educational activities not normally funded by the State or allowed within the General Fund).	x			
8	Does the Auxiliary Organization Board of Directors approve/ratify all expenditures? (If needed for audit and/or self-assessments, support documentation is maintained and available for inspection).	U-11 124			
9	Was the Schedule of Commensurate Return prepared and submitted to the District?		x		We are still discussing what counts on the monetary side
10	In regards to the annual Financial Audit and/or Review:		1836	No.	More and the second
10a	Was there a going concern issued by the independent auditors?		X		
10b	Was it approved by the Auxiliary Organization Board?	X			a test to the
10c	Was it posted on the Foundation website?	X			
10d	Was it submitted to the District Board of Trustees?	X	III III		
10e	Was it submitted to the State Chancellor's Office?	Х			
11	Were the annual tax returns completed and filed with the IRS and California Franchise Tax Board? Was the Registration Renewal Fee Report completed and submitted to the Registry of Charitable Trusts?	18			

I certify that the information provided above is true and correct and documents of such assurance can be provided upon request.

Print Name/Title:	Elissa Oransky, Executive Director, Foundation
Signature:	96-91/16
Signature.	

Date: April 8, 2020

### **Good Standing Self-Assessment**

Name of Auxiliary Organization: The Foundation for the South Orange County CCD

**Instructions:** Please answer the following questions in order to complete the annual self-review for compliance related to good standing in accordance with AR 3610. Some answers may require an explanation, or in instances where non-compliance was identified, an Action Plan. Use the space below to provide a response.

For all three Foundations and the ATEP Facilities Corporation, this review must be completed and presented to the District Board of Trustees annually.

#	Questions	Yes	No	N/A	Explanation/ Action Plan
1	Were the Articles of incorporation filed with the Secretary of State of California and does the Auxiliary Organization attest to being in compliance with the provisions of its Articles of Incorporation?				
2	Is the composition of the Board of Directors compliant with governing rules and regulations (Bylaws/Articles of Incoporation, if any), including provisions of AR 3610?	11			
3	Do the Bylaws contain the required provisions as noted in AR 3610?	х			
	Does the Auxiliary Organization attest to being in compliance with the following:			1.55	
3a	Procedures for adopting annual program and budget?		Х		
3b	Procedures for accepting gifts, donations, etc.?	Х			
3с	Procedures for holding at least one public meeting per quarter and ensuring compliance with Brown Act provisions?	х			
4	Does the Auxiliary Organziation Board of Directors approve any changes made to their Bylaws, Articles of Incorporation, and policies?	х			
4a	If changes were made to the Bylaws, Articles of Incorporation, and/or policies during the fiscal year, were they submitted to the District?			x	
5	Is the Master Agreement current? Note: Master Agreements should be reviewed by both the Auxiliary Organization Board and the Board of Trustees at least every five (5) years.				
5a	Does the Master Agreement contain required provisions as stated in AR 3610 and does the Auxiliary Organization attest to being in compliance with the terms of the Master Agreement?	17			
6	Does the Auxiliary Organization have a Code of Ethics Statement or follow the District's Code of Ethics? (Note: District employees must comply with the District Code of Ethics, BP/AR 4001).				
6a	Is the annual conflict of interest disclosure on file for each Board Member?	Х			1
6b	If a conflict of interest was disclosed, did the Board Member abstain from voting?			Х	

## Good Standing Self-Assessment

#	Questions	Yes	No	N/A	Explanation/ Action Plan
7	Are the services, programs, and activities conducted by the Auxiliary Organization for the benefit of the educational programs of the District? (For example: provide means for educational activities not normally funded by the State or allowed within the General Fund).				
8	Does the Auxiliary Organization Board of Directors approve/ratify all expenditures? (If needed for audit and/or self-assessments, support documentation is maintained and available for inspection).				
9	Was the Schedule of Commensurate Return prepared and submitted to the District?			х	There is very little activity.
10	In regards to the annual Financial Audit and/or Review:				
10a	Was there a going concern issued by the independent auditors?		Х		
10b	Was it approved by the Auxiliary Organization Board?	Х			
10c	Was it posted on the Foundation website?	Х			
10d	Was it submitted to the District Board of Trustees?	Χ			
10e	Was it submitted to the State Chancellor's Office?	Х			
11	Were the annual tax returns completed and filed with the IRS and California Franchise Tax Board? Was the Registration Renewal Fee Report completed and submitted to the Registry of Charitable Trusts?				

I certify that the information provided above is true and correct and documents of such assurance can be provided upon request.

Print Name/Title:	Ann-Marie Gabel, Board President	M
Signature:	- Dais LaD	

# **Good Standing Self-Assessment**

Name of Auxiliary Organization: ATEP Facilities Corporation Date: April 8, 2020

**Instructions:** Please answer the following questions in order to complete the annual self-review for compliance related to good standing in accordance with AR 3610. Some answers may require an explanation, or in instances where non-compliance was identified, an Action Plan. Use the space below to provide a response.

For all three Foundations and the ATEP Facilities Corporation, this review must be completed and presented to the District Board of Trustees annually.

#	Questions	Yes	No	N/A	Explanation/ Action Plan
	Were the Articles of incorporation filed with the Secretary of				
1	State of California and does the Auxiliary Organization attest to				
3. <del>1.</del> 32	being in compliance with the provisions of its Articles of				
	Incorporation?	Χ			
	Is the composition of the Board of Directors compliant with				
2	governing rules and regulations (Bylaws/Articles of Incoporation,				
	if any), including provisions of AR 3610?	X			
3	Do the Bylaws contain the required provisions as noted in AR				
3	3610?	Х			
	Does the Auxiliary Organization attest to being in compliance with				
	the following:				
3a	Procedures for adopting annual program and budget?	Х			
3b	Procedures for accepting gifts, donations, etc.?			Х	
	Procedures for holding at least one public meeting per quarter				***************************************
3c	and ensuring compliance with Brown Act provisions?	Χ	00 00 00 00 00 00 00 00 00 00 00 00 00		
	Does the Auxiliary Organziation Board of Directors approve any				
4	changes made to their Bylaws, Articles of Incorporation, and				
	policies?	Χ			
	If changes were made to the Bylaws, Articles of Incorporation,				
4a	and/or policies during the fiscal year, were they submitted to the				
	District?			Х	
	Is the Master Agreement current? Note: Master Agreements				30) 110000
5	should be reviewed by both the Auxiliary Organization Board and				
	the Board of Trustees at least every five (5) years.	Х			
	Does the Master Agreement contain required provisions as stated				
5a	in AR 3610 and does the Auxiliary Organization attest to being in				
	compliance with the terms of the Master Agreement?	Х			
H	Does the Auxiliary Organization have a Code of Ethics Statement				
6	or follow the District's Code of Ethics? (Note: District employees				
	must comply with the District Code of Ethics, BP/AR 4001).	Х			
7.42	Is the annual conflict of interest disclosure on file for each Board				
6a	Member?	Х			
C.L.	If a conflict of interest was disclosed, did the Board Member				
6b	abstain from voting?		6	Х	

# **Good Standing Self-Assessment**

#	Questions	Yes	No	N/A	Explanation/ Action Plan
7	Are the services, programs, and activities conducted by the Auxiliary Organization for the benefit of the educational programs of the District? (For example: provide means for educational activities not normally funded by the State or allowed within the General Fund).				
8	Does the Auxiliary Organization Board of Directors approve/ratify all expenditures? (If needed for audit and/or self-assessments, support documentation is maintained and available for inspection).			x	There has been no activity yet.
9	Was the Schedule of Commensurate Return prepared and submitted to the District?			х	There has been no activity yet.
10	In regards to the annual Financial Audit and/or Review:				
10a	Was there a going concern issued by the independent auditors?			X	
10b	Was it approved by the Auxiliary Organization Board?			Х	]
10c	Was it posted on the Foundation website?			Х	
10d	Was it submitted to the District Board of Trustees?			Х	There has been
10e	Was it submitted to the State Chancellor's Office?			Х	no activity yet.
11	Were the annual tax returns completed and filed with the IRS and California Franchise Tax Board? Was the Registration Renewal Fee Report completed and submitted to the Registry of Charitable Trusts?			x	

I certify that the information provided above is true and correct and documents of such assurance can be provided upon request.

Print Name/Tit	le:	Ann-Marie Gabel, Board President	
Signaturo.	_ h	- 40	

ITEM: 6.7 DATE: 4/27/20

**TO:** Board of Trustees

**FROM**: Kathleen F. Burke, Chancellor

**RE**: SOCCCD: Academic Employees and Academic/Classified

Administrator/Manager Personnel Actions/Ratifications – Regular

Items

**ACTION**: Ratification

## **BACKGROUND**

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

## **STATUS**

Personnel are employed in the South Orange County Community College District for the purpose of achieving the goals of the District while supporting and assisting students with respect to their educational goals.

#### RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the academic employees and classified administrator/manager personnel actions as shown in Exhibit A.

## SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ACADEMIC EMPLOYEE AND ACADEMIC/CLASSIFIED ADMINISTRATOR/MANAGER PERSONNEL ACTIONS/RATIFICATIONS

#### A. <u>NEW PERSONNEL APPOINTMENTS</u>

- 1. <u>ADMINISTRATIVE/MANAGEMENT EMPLOYMENT</u> (Ratified Pursuant to Board Policy 4000)
- a. JOHAL, AMRIK, ID #023831, is to be employed as Director of Student Life and Equity, Pos. #P0007012, Office of Student Services, Irvine Valley College, Salary Schedule Range 15, Step 5 (\$131,076), effective May 1, 2020.
- b. JOHNSON, STEPHEN, is to be employed as Interim Vice President for Student Services, Office of the President, Irvine Valley College, Salary Schedule Range 25, Step 8 (16.87% FTE), effective May 4, 2020. This is a temporary replacement until the full time permanent position is filled. (Exhibit B, Attachment 1)

# 2. **ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF** (Ratified - Pursuant to Board Policy 4000)

			Approx.	
			<u>Salary</u>	
<u>Applicant</u>	<u>Highest Degree</u>	<u>Assignment</u>	<u>Placement</u>	Start Date
	MS/Occupational	Adapted		
<sup>1</sup> Bowen, Devon	Therapy	Kinesiology/SC	2	05/25/20
Carlsson, Maria	MA/Spanish	Spanish/SC	2	05/25/20
Kennedy, Sandra	MA/Anthropology	Anthropology/SC	2	08/17/20
<sup>2</sup> Noyes, Martin	MFA/Theatre Arts	Theatre Arts/IVC	2	08/17/20
Steindler, Savyonne	MS/TESOL	Adult ESL/SC	2	05/25/20
Velazquez, Alma	MA/Spanish	Spanish/SC	2	05/25/20

#### B. ADDITIONAL COMPENSATION: GENERAL FUND

		Not to Exceed	
<u>Name</u>	Activity	Amount (\$)	Effective Date
Afshari, Maryam	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Albert, Brad	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Alston, William	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Anhvy, Do	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Augsburger, Renee	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Baggs, Tiffany	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Bagwell, Janet	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Barrows, Morgan	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20

<sup>&</sup>lt;sup>1</sup> Current NBU Employee, Coaching Aide, Kinesiology Division, Saddleback College

<sup>&</sup>lt;sup>2</sup> Current NBU Employee, Theatre Arts Aide, School of Fine Arts, Irvine Valley College & Related to Jo Ann Noyes, Part-Time Faculty, Mathematics, Irvine Valley College

Name         Activity         Amount (S)         Effective Date           Billingsley, Bill         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bird, Chrissy         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Black, Janine         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Blasius, Mary         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bogusiewicz, Kelley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bownan, Donald         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bownan, Donald         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bravo, Adam         Spring 2020 Jazz Events         \$500.00         02/10/20-03/27/20           Bravo, Adam         Spring 2020 Jazz Events         \$500.00         02/10/20-03/27/20           Briano, Teresa         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Briano, Teresa         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Calacino, Michael         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Calacino, Michael         2 Hour Canvas Workshop         \$88.32			Not to Exceed	
Bird, Chrissy         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Black, Janine         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Blasius, Mary         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bogusiewicz, Kelley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Boonyad, Sansanee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bowman, Donald         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bravo, Adam         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Briano, Teresa         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Brown, Daniel         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bumbesti, Mircea         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Calacino, Michael         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop	Name	Activity	Amount (\$)	Effective Date
Black, Janine	Billingsley, Bill	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Blasius, Mary   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Bogusiewicz, Kelley   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Boonyad, Sansance   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Bowman, Donald   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Bravo, Adam   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Bravo, Adam   Spring 2020 Jazz Events   \$500.00   02/10/20-03/17/20   Bravo, Adam   Spring 2020 Jazz Events   \$500.00   02/10/20-03/17/20   Bravo, Adam   Spring 2020 Jazz Events   \$500.00   02/10/20-03/17/20   Brown, Daniel   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Brown, Daniel   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Bumbesti, Mircea   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Calacino, Michael   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Canett-Bailes, Loretta   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Castello, Anthony   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Castello, Anthony   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Castello, Rosendo   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Cavazzi, Bentley   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Cervantes, Rebecca   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Chhun, Stephanie   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Chis, Sang   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Chis, Sang   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Craig, Brandee   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Cushing, Joe   2 Hour Canvas Workshop   \$88.32   03/16/20-03/27/20   Dautie, Brittany   2 Hour Canvas Work	Bird, Chrissy	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Bogusiewicz, Kelley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Boonyad, Sansanee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bowman, Donald         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Brawo, Adam         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bravo, Adam         Spring 2020 Jazz Events         \$500.00         02/10/20-03/21/20           Briano, Teresa         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Brown, Daniel         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bumbesti, Mircea         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Calacino, Michael         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castillo, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Carvantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop <td>Black, Janine</td> <td>2 Hour Canvas Workshop</td> <td>\$88.32</td> <td>03/16/20-03/27/20</td>	Black, Janine	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Boonyad, Sansanee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bowman, Donald         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bravo, Adam         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bravo, Adam         Spring 2020 Jazz Events         \$50.00         02/10/20-03/11/20           Briano, Teresa         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Brown, Daniel         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bumbesti, Mircea         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Calacino, Michael         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Canett-Bailes, Loretta         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chin, Sang         2 Hour Canvas Workshop<	Blasius, Mary	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Bowman, Donald         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bravo, Adam         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bravo, Adam         Spring 2020 Jazz Events         \$500.00         02/10/20-03/11/20           Briano, Teresa         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Brown, Daniel         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bumbesti, Mircea         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Calacino, Michael         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Canett-Bailes, Loretta         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castallo, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chhun, Stephanie         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Corta, Ross         2 Hour Canvas Worksh	Bogusiewicz, Kelley	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Bravo, Adam         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bravo, Adam         Spring 2020 Jazz Events         \$500.00         02/10/20-03/11/20           Briano, Teresa         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Brown, Daniel         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bumbesti, Mircea         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Calacino, Michael         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cantetl-Bailes, Loretta         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chhin, Stephanie         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hou	Boonyad, Sansanee	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Bravo, Adam         Spring 2020 Jazz Events         \$500.00         02/10/20-03/11/20           Briano, Teresa         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Brown, Daniel         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bumbesti, Mircea         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Calacino, Michael         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Canett-Bailes, Loretta         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chhin, Stephanie         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas	Bowman, Donald	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Briano, Teresa         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Brown, Daniel         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bumbesti, Mircea         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Calacino, Michael         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Canett-Bailes, Loretta         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castillo, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chin, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Worksh	Bravo, Adam	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Brown, Daniel         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Bumbesti, Mircea         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Calacino, Michael         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Canett-Bailes, Loretta         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castillo, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cotta, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crajo, Brande         2 Hour Canvas Wo	Bravo, Adam	Spring 2020 Jazz Events	\$500.00	02/10/20-03/11/20
Bumbesti, Mircea         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Calacino, Michael         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Canett-Bailes, Loretta         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castillo, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crajo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Wo	Briano, Teresa	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Calacino, Michael         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Canett-Bailes, Loretta         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castillo, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chhun, Stephanie         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chois, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Craig, Brandee         2 Hour	Brown, Daniel	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Canett-Bailes, Loretta         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castello, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chhun, Stephanie         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Craig, Brandee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crapo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Wor	Bumbesti, Mircea	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Castello, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Castillo, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chhun, Stephanie         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Craig, Brandee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crayo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop <td>Calacino, Michael</td> <td>2 Hour Canvas Workshop</td> <td>\$88.32</td> <td>03/16/20-03/27/20</td>	Calacino, Michael	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Castillo, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chhun, Stephanie         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Craig, Brandee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crapo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop <td>Canett-Bailes, Loretta</td> <td>2 Hour Canvas Workshop</td> <td>\$88.32</td> <td>03/16/20-03/27/20</td>	Canett-Bailes, Loretta	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Castillo, Rosendo         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cavazzi, Bentley         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chhun, Stephanie         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crago, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop	Castello, Anthony	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Cervantes, Rebecca         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Chhun, Stephanie         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Craig, Brandee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crapo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cusning, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop		2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Chhun, Stephanie         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Craig, Brandee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crapo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cunningham, Craig         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Davis, Bernadette         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop <td>Cavazzi, Bentley</td> <td>2 Hour Canvas Workshop</td> <td>\$88.32</td> <td>03/16/20-03/27/20</td>	Cavazzi, Bentley	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Chhun, Stephanie         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Craig, Brandee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crapo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cusning, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Davis, Bernadette         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop	Cervantes, Rebecca	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Choi, Sang         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Craig, Brandee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crapo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cuniningham, Craig         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Worksh	Chhun, Stephanie	•	\$88.32	03/16/20-03/27/20
Christian, Jessica         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Craig, Brandee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crapo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cunningham, Craig         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Worksh	•	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Cioczek-Georges, Renata         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Craig, Brandee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crapo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cunningham, Craig         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dissel, Elizabeth         2 Hour Canvas Worksho	<u> </u>	^	\$88.32	03/16/20-03/27/20
Costa, Ross         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Craig, Brandee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crapo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cunningham, Craig         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dissel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop		2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Craig, Brandee         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Crapo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cunningham, Craig         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dewarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Diesel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop		•	\$88.32	03/16/20-03/27/20
Crapo, Steve         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cunningham, Craig         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Davis, Bernadette         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dissel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop	Craig, Brandee	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Cruz, Caroline         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cunningham, Craig         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Davis, Bernadette         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Diesel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop </td <td></td> <td>2 Hour Canvas Workshop</td> <td>\$88.32</td> <td>03/16/20-03/27/20</td>		2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Cunningham, Craig         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Davis, Bernadette         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dissel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop <td>_</td> <td>2 Hour Canvas Workshop</td> <td>\$88.32</td> <td>03/16/20-03/27/20</td>	_	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Cushing, Joe         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Davis, Bernadette         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Diesel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dinger, Michelle         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop <td>Cunningham, Craig</td> <td>^</td> <td>\$88.32</td> <td>03/16/20-03/27/20</td>	Cunningham, Craig	^	\$88.32	03/16/20-03/27/20
Custance, Doug         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Davis, Bernadette         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Diesel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dinger, Michelle         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20		^	\$88.32	03/16/20-03/27/20
Daly, Anthony         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Davis, Bernadette         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Diesel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dinger, Michelle         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20		i		
Daniels, Brittany         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Davis, Bernadette         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Diesel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dinger, Michelle         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20		i		
Datu, Ruth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Davis, Bernadette         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Diesel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dinger, Michelle         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20	·	^		
Davis, Bernadette         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Diesel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dinger, Michelle         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20		•		
DeMarco-Barrett, Barbara         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Diesel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dinger, Michelle         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20		^		
DeSaracho, Mariana         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Diesel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dinger, Michelle         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20		^		
Diesel, Elizabeth         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dinger, Michelle         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20		*		
Dinger, Michelle         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20	·			
Dixon, David         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20		^		
Donelson, Sue         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20	<u> </u>	^		
Dowling, Denise         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20           Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20	· · · · · · · · · · · · · · · · · · ·	•		
Druce, Sharon         2 Hour Canvas Workshop         \$88.32         03/16/20-03/27/20				
	-			

		Not to Exceed	
<u>Name</u>	Activity	Amount (\$)	Effective Date
Duran DeMehranfard,			
Marcela	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Eid, Maggie	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Eldred, Stacy	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Elizalde-Henson, Susan	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Enamorado, Alexa	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Enciso, Maria	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Espinosa, Manuel	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Evançoe, Eugene	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Ewing, Richard	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Fanney, Elise	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Fernandez, Ricardo	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Ferrell, Ben	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Fier, Scott	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Figueira, Vera	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Fisher, Marni	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Fong, Fleur	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Foote, Alan	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
French, Jim	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Friedrich, Monica	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Fuentes, Wilma	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Futami, Kim	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Gardner, Carla	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Garringer-Stonick,	•		
Lyndelle	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Garthoffner, Jennifer	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Giertych, Paula	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Gilbert, Annie	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Gilmore, Shelly	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Giordano, David	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Gliadkovskaya, Katya	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Gliadkovsky, Kirill	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Gonsowski, Steve	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Gonzalez, Frank	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Gordon, Sara	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Gounev, Georgy	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Grayson, Ari	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Gronnerud, Kathleen	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Gross, Jacqueline	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Ground, Andy	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Haas, Sharon	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Haight, Laura	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20

		Not to Exceed	
<u>Name</u>	<u>Activity</u>	Amount (\$)	Effective Date
Haley, Michelle	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hall, Peggy	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hardesty, Catharine	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Harrison, Milagros	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hass, Kevin	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hays, Scott	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hecht, Susan	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hedgecock, Jennifer	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hernandez Bravo,			
Carmenmara	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hodjer, Eva	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hoff, Laura	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hoffman, Bill	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Holder, Bethany	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Holmes, Barbara	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Holoboski, Mark	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hong, Song	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hoolihan, Lori	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hu, Judy	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Huang, Margaret	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Huggins, Barbara	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hughes, Luther	Spring 2020 Jazz Events	\$700.00	01/27/20-03/11/20
Hunt, Matthew	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Huntington, John	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Hurtado, Alex	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Ibbotson, Jill	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Inlow, Lisa	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Ito, Manami	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Jackson, Janet	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Jacques, Michael	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Jekabsons, Ivars	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Jenkins, Tina	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Johnson, Craig	Spring 2020 Opera Duo	\$3,886.08	01/07/20-03/01/20
Johnson, Paul	Spring 2020 Jazz Events	\$550.00	01/27/20-03/11/20
Jones, Cristina	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Kaefer, Kenneth	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Karimi, Majid	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Kihyet, Connie	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Kijel, Silvia	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Kouritas, Georgios	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Kucharski, Phillis	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Kunze, Lori	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20

		Not to Exceed	
<u>Name</u>	<u>Activity</u>	Amount (\$)	Effective Date
Lamorena, Felix	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Lane, Gary	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
LaRue, Ryan	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Leavy, Susan	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Leonard, Stephanie	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Levine, Joel	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Lommatsch, Cheryl	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Lopez, Terry	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Lotterman, Brad	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Lowe, Lesley	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Lu, Jianjua	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Lunetto, Kathleen	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Lynch, Stephanie	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Ma, Wendy	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Mackie, Linda	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Mahotka Patterson,			
Kara	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Maki, Lauren	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Massamiri, Tania	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
McBride, Lori	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
McClaine, Serena	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
McClellan, Anne-Marie	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
McConkey, Jennifer	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
McDermott, Kim	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
McGuire, Bill	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
McMahon, Arnold	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
McNicol, BJ	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Medling, Jane	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Meshkin, Nahid	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Messenger, Lisa	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Messier, Claire	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Meyerson, Richard	2 Hour Canvas Workshop	\$88.32	
Mikhailik, Yevgeniya	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Mitchell, Kiandra	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Mogasemi, Med	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Moinfar, Donna	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Monette, Michael	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Moore, Mark	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Morrison, Anna	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Nassimi, Mona	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Neill, Carolyn	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Nelson, Alicia	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20

		Not to Exceed	
<u>Name</u>	Activity	Amount (\$)	Effective Date
Neukomm, William	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Neuse, James	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Nielsen, Marilee	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Oliveira, Carlos	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Ortiz, Renee	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Ottaiano, Ric	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Otto, Heather	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Paltin, Caroline	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Park, Annie	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Parra, Michael	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Passarelli, Bruno	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Pemberton, Scott	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Pfeiler, Donna	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Pino, David	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Pinter, Gerald	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Pinter, Gerald	Spring 2020 Jazz Events	\$1,100.00	01/27/20-03/11/20
Pires, Marcelo	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Podolak, Mark	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Popa, Aura	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Porter, Jennifer	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Rahbari, Soroosh	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Ray, Shatarupa	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Raynesford, Kim	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Reidenbaugh, Byron	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Reinhardt, William	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Robin, Kim	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Rodrigues-Morris,	•		
EvaMarie	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Roffel, Frank	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Rogers Cloud, Robin	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Rohles, Jennifer	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Rosenn, Tristen	Spring 2020 Jazz Events	\$550.00	01/27/20-03/11/20
Rosner, Marley	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Scarfone, Femia	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Schubert, Patricia	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Schultz, Andrew	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Sebei, Eman	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Selke, Dennis	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Shaw, Kat	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Sierakowski, Elisia	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20

1. It is recommended that the following <u>Saddleback College</u> faculty members be compensated upon completion of additional duties as indicated below.

		Not to Exceed	
<u>Name</u>	Activity	Amount (\$)	Effective Date
Silenia, Reid	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Slavik, Kirsten	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Sleep, Katherine	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Smith, Kristin Nicole	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Sommerville, Nancy	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
South, Marla	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Staley, Deborah	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Stephens, Blake	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Stevenson, Bill	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Stillman, Denise	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Stonick, Lyndelle	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Stout, Ron	Spring 2020 Jazz Events	\$700.00	01/27/20-03/11/20
Street, Karah	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Strong, Peggy	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Swanson, Rosemary	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Tang, Simon	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Teh, Steve	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Tener, Andrea	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Tolentino, Emmanuel	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Tomlinson, Kristen	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Triebwasser, Lisa	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Truong, Leah	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Tsai, Henry	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Turcotte, Jan	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Turner, Pamme	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
VanGuilder, Michael	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Vargish, Timothy	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Vatandoust, Fariba	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Ventura, Janet	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Vo Luong, My	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Voisard, Norbert	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Walker, Tina	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Weiss, Elaine	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Willis, Eugenia	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Wilson, Steven	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Worcester, Pamela	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Yamaguchi, Nathaniel	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Yassine, Amina	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20
Zimmerman, Ray	2 Hour Canvas Workshop	\$88.32	03/16/20-03/27/20

General Fund/SC Month to Date: SC APPROVED FISCAL YEAR TO DATE: \$29,447.84 \$476,773.15

# C. <u>ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND</u>

1. It is recommended that the following <u>Irvine Valley College</u> faculty members be compensated upon completion of additional duties as indicated below.

		Not to Exceed	
<u>Name</u>	Activity	Amount (\$)	Effective Date
Beck, Rebecca	WR 302 Instructor Meeting 2	\$176.64	01/10/20-01/10/20
Evans, Julie	WR 302 Instructor Meeting 7	\$132.48	02/07/20-02/07/20
Evans, Julie	WR 302 Instructor Meeting 4	\$176.64	01/10/20-01/10/20
Evans, Julie	WR 302 Support Training 1	\$88.32	03/06/20-03/06/20
Galvin, Kelicia	WR 302 Support Training 2	\$88.32	03/06/20-03/06/20
Horikawa, Kazumi	Math 10&Math317 CoreqMtg1	\$44.16	01/10/20-01/10/20
Johnson, Jeffrey	Co-Coordinator – WR 302 2	\$397.44	01/06/20-01/10/20
Meyer, Kurt	WR 302 Support Training 3	\$88.32	03/06/20-03/06/20
Ng, Alan	AESL 503 -6	\$441.60	08/19/19-12/18/19
O'Connor, Vanessa	WR 302 Instructor Meeting 5	\$132.48	02/07/20-02/07/20
O'Connor, Vanessa	WR 302 Support Training 4	\$88.32	03/06/20-03/06/20
Ponzillo, Gizelle	ESL SI Coordinator	\$441.60	01/07/20-01/10/20
Shiring, Richard	Math 10&Math317 CoreqMtg2	\$44.16	01/10/20-01/10/20
Shiring, Richard	Math 10&Math317 CoreqMtg3	\$66.24	03/27/20-03/27/20
Vernazza, Daniel	WR 302 1 - Co-Coordinator	\$397.44	01/06/20-01/10/20

Categorical/Non-General Fund/IVC Month to Date: \$2,804.16 IVC APPROVED FISCAL YEAR TO DATE: \$218,579.00

2. It is recommended that the following <u>Saddleback College</u> faculty members be compensated upon completion of additional duties as indicated below.

		Not to Exceed	
<u>Name</u>	<u>Activity</u>	Amount (\$)	Effective Date
Branch-Stewart, Kim	Human Services Project Expansion	\$2,649.60	02/01/20-04/30/20
Call, Linda	Sim Med Admin Skills Lab	\$529.92	11/01/19-11/30/19
Ferreira, Mia	Human/Social Service Liaison	\$2,649.60	02/01/20-04/30/20
Gross, Cindy	Sim Med Admin Improvement 4th Sem	\$529.92	11/01/19-11/30/19
Huggins, Barbara	Sim Med Admin Improvement	\$1,766.40	11/01/19-11/30/19
Huggins, Barbara	Nursing Medicaton Admin Advisor	\$3,312.00	02/01/20-02/28/20
Kapp, Lindsay	Docucare Implementation	\$883.20	02/01/20-02/28/20
Nastanski, Jennifer	Docucare Implementation	\$3,091.20	02/01/20-02/28/20
Neill, Carolyn	Docucare Implementation	\$662.40	02/01/20-02/28/20
Smith, Christina	Student Internship Coord.	\$5,570.80	01/07/20-05/21/20

Categorical/Non-General Fund/SC Month to Date: \$21,645.04 SC APPROVED FISCAL YEAR TO DATE: \$674,286.56

#### D. CHANGE OF STATUS

1. BEATY, JOHN, ID #006740, is to be employed as Interim Assistant Director of Technology Services, Categorical, Pos. #P0017633, College Administrative Services, Irvine Valley College, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 14, Step 8, 40 hours per week, 12 months per year, effective March 24, 2020, ending on June 30, 2020, or sooner. Employment in this position is contingent upon restricted funding by the Irvine Valley College Redevelopment Allocation. This is a temporary replacement until the full time permanent position is filled.

#### E. <u>AUTHORIZATION TO ESTABLISH AND ANNOUNCE POSITIONS</u>

1. ASSISTANT DIRECTOR OF TECHNOLOGY SERVICES, a Classified Manager, Pos. #P0016779, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 14, Technology Services, Irvine Valley College seeks authorization to establish and announce this full-time, 40 hours per week, 12 months per year position to its staff complement, effective September 17, 2019. Employment in this position is contingent upon restricted funding by the Irvine Valley College Redevelopment Allocation. This position was approved by the Chancellor or designee on September 17, 2019.

#### F. REORGANIZATION/RECLASSIFICATION

- 1. SADDLEBACK COLLEGE seeks authorization to change the following positions, within its organization as defined by Title 5 Education Code, Sections 53021 (a), (b), and (c) Recruitment.
  - a. CHANGE TITLE FROM DEPUTY SECTOR NAVIGATOR (DSN), ENERGY CONSTRUCTION AND UTILITIES (ECU), CATEGORICAL, a Classified Manager, Pos. #P0015122, Division of Business Sciences and Economic and Workforce Development, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 17, full-time, 40 hours per week, 12 months per year;

    TO REGIONAL DIRECTOR OF EMPLOYER ENGAGEMENT, CATEGORICAL, a Classified Manager, Division of Business Sciences and Economic and Workforce Development, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 17, full-time, 40 hours per week, 12 months per year position, effective February 28, 2020. Employment in this position is contingent upon funding by the Regional Director of Employer Engagement Grant. This change was approved by the Chancellor or designee on March 6, 2020.

# F. REORGANIZATION/RECLASSIFICATION - Continued

- 2. DISTRICT SERVICES seeks authorization to change the following positions, within its organization as defined by Title 5 Education Code, Sections 53021 (a), (b), and (c) Recruitment.
  - a. **CHANGE RANGE FROM** SYSTEMS MANAGER COMPUTERS AND NETWORKING OPERATING SYSTEMS, a Classified Manager, Pos. #P0004600, Technology Learning Services, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 14, full-time, 40 hours per week, 12 months per year;

**TO** SYSTEMS MANAGER – COMPUTERS AND NETWORKING OPERATING SYSTEMS, a Classified Manager, Pos. #P0004600, Technology Learning Services, Academic Administrators and Classified Administrators/Managers Salary Schedule Range 15, full-time, 40 hours per week, 12 months per year, effective April 3, 2020. This change was approved by the Chancellor on April 3, 2020.

#### G. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

#### 1. **RESIGNATIONS**

1. COTTON, PHILLIP, ID #023161, Assistant Director of Facilities-Capital Outlay Projects, #P0008122, Facilities, Maintenance and Operations – Administration, Saddleback College. Hired August 14, 2017, resignation effective March 27, 2020.

#### 2. **RETIREMENTS**

1. <sup>3</sup>PESTOLESI, DIANE, ID #007909, Dean of Health Sciences and Human Services, #P0004616, Office of Instruction, Saddleback College. Hired August 12, 1996, retirement effective August 1, 2020, 23 years and 11 months service.

<sup>&</sup>lt;sup>3</sup> Retirement date has been changed from July 1, 2020, as indicated on the March 23, 2020, Academic Employees and Academic/Classified Administrator/Manager Personnel Actions/Ratifications.



# AGREEMENT FOR EMPLOYMENT OF INTERIM VICE PRESIDENT FOR STUDENT SERVICES IRVINE VALLEY COLLEGE BETWEEN

# THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT AND

#### DR. STEPHEN JOHNSON

THIS EMPLOYMENT AGREEMENT (hereinafter "Agreement") is entered into and made effective on the 4th day of May, 2020, by and between the Governing Board of the South Orange County Community College District (hereinafter referred to as either the "District" or "Board", as appropriate) and Dr. Stephen Johnson (hereinafter "Dr. Johnson").

#### IT IS HEREBY AGREED AS FOLLOWS:

- 1. <u>Interim Vice President, Student Services</u>. Dr. Johnson is hereby employed as Interim Vice President for Student Services at the District's Irvine Valley College campus for a period of time commencing on May 4, 2020, and ending on July 30, 2020 (16.87% FTE) or until the position is filled or as provided herein. The Interim Vice President for Student Services is an academic employee as defined in Education Code Section 87001(a), and an educational administrator or student services administrator as defined in Education Code Section 87002(b), and a management employee as defined by Government Code Section 3540.1(g).
- 2. <u>General Terms and Conditions of Employment</u>. This Agreement is subject to all applicable laws of the State of California; the rules and regulations of the Board of Governors of the California Community Colleges; and the rules, regulations, policies, and procedures of the District, all of which shall be made a material part of the terms and conditions of this Agreement as if set forth in full. This agreement shall prevail over any conflicting District rules, regulations, policies or procedures.
- 3. <u>Powers and Duties</u>. Dr. Johnson shall perform all of the powers and duties of the position of Interim Vice President for Student Services at Irvine Valley College, as set forth in the position description, and such other duties as may be assigned. During the term of this contract, Dr. Johnson may be transferred or assigned to any duties or positions for which he possesses the minimum qualifications required by law. However, reassignment pursuant to this Section of the Agreement, during the term of this Agreement, shall not result in a reduction of compensation during the term of this Agreement.
- 4. <u>Salary</u>. Salary paid to the Interim Vice President for Student Services shall be paid at Range 25, Step 8, of the Academic and Classified Administrators/Classified Managers Salary Schedule. The salary shall be paid in equal monthly installments for the duration of the Agreement (16.87% FTE). The Board reserves the right to increase the Interim Vice President for Student Services' salary from time to time. Any adjustment in salary during the term of this Agreement shall not be interpreted as a new agreement nor operate as an extension or renewal of this Agreement.
- 5. <u>Professional Schedule and Sick Leave</u>. Dr. Johnson shall be required to render a maximum of 41 days of full and regular service to the District during the term covered by this Agreement. Dr. Johnson shall accrue no vacation or sick days as part of this Agreement.
  - 6. Expenses and Required Memberships:

- 6.1 The District shall reimburse Dr. Johnson, as actually budgeted, and in accordance with District policy and procedures, for all actual and necessary expenses incurred in attending meetings, conferences, and other activities required of Dr. Johnson in the performance of the duties of Interim Vice President for Student Services at Irvine Valley College.
- 6.2 In addition to any reimbursement provided under section 6.1, above, the District will reimburse Dr. Johnson for travel expenses outside the County of Orange in accordance with District policies and procedures.
  - 7. Amendment, Termination, or Non-renewal.
  - 7.1 This Agreement may be amended by mutual written agreement between the parties.
- 7.2 Non-renewal of this Agreement shall be in accordance with Education Code Section 72411. However, as this is an Interim assignment for less than one year with an expiration date of no later than July 30, 2020, or until the position is filled, no further notice of termination shall be required.
- 7.3 This Agreement may be terminated by the Board prior to its expiration. Prior to exercising its right to early termination of this Agreement, the Board, the Chancellor, or designee, shall provide the Interim Vice President for Student Services with 30 days' written notice. If the Board determines to terminate this Agreement pursuant to this Section, the Interim Vice President for Student Services shall not be entitled to any additional procedural protections. Upon the effective date of termination pursuant to this Section, the Interim Vice President for Student Services shall immediately cease to receive the compensation, benefits and allowances set forth in this Agreement.
- 7.4 In accordance with Government Code Section 53260, the maximum cash settlement that the Interim Vice President for Student Services may receive upon termination shall be an amount equal to the monthly salary of the employee multiplied by the number of months left on the unexpired term of the contract. As further required under California Government Code §53243 et seq., the Interim Vice President for Student Services shall be required to fully reimburse the District any salary if the Interim Vice President for Student Services is convicted of a crime involving an abuse of his or her office or position. This Agreement incorporates by reference and is subject to the provisions of California Government Code Sections 53260, 53243, 53243.1, 53243.2, 53243.3, and 53243.4.
- 8. <u>Entire Agreement</u>. This Agreement is an integrated agreement and constitutes the entire agreement between the parties pertinent to the subject matter hereof. It supersedes all prior agreements and understandings of the parties in connection herewith. It is the product of arms-length negotiations between the parties and shall not be interpreted in favor of either party nor against the other party on account of such party drafting any of the provisions of this Agreement.
- 9. <u>Headings</u>. The headings in this Agreement are inserted for convenience of reference and shall not be considered in the construction of the provisions of this Agreement.
- 10. <u>Applicable Law</u>. This Agreement is drawn to be effective in, and shall be construed in accordance with the laws of, the State of California.
- 11. <u>Savings Clause.</u> If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, such provision shall not be deemed valid nor binding except to the extent permitted by law, but all other provisions shall continue to remain in full force and effect.

IN WITNESS WHEDEOE the parties harete have	Page 3
IN WITNESS WHEREOF, the parties hereto have of day and year written below.	dury approved and executed this Agreement on the
GOVERNING BOARD OF THE SOUTH ORANGE COU	JNTY
COMMUNITY COLLEGE DISTRICT	
y	Dated
Dr. Kathleen F. Burke	Dated
Chancellor	
South Orange County Community College District	
у	Dated
Or. Stephen Johnson	
nterim Vice President for Student Services rvine Valley College	
Tylle valley College	

ITEM: 6.8 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Faculty Conversion to Canvas One-Time Stipends

**ACTION:** Ratification

#### **BACKGROUND**

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

# **STATUS**

Those academic employees' personnel actions (Canvas Conversion one-time stipend) shown in Exhibit A are presented to the Board of Trustees for ratification to be effective on the dates as shown on the Exhibit.

#### **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees ratify the academic employee personnel actions as shown in Exhibit A.

Item Submitted By: Kim Widdes, Acting Vice Chancellor, Human Resources

# SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ACADEMIC EMPLOYEE AND CLASSIFIED ADMINISTRATOR PERSONNEL ACTIONS/RATIFICATIONS

# A. ADDITIONAL COMPENSATION: CANVAS CONVERSION-GENERAL FUND

1. It is recommended that the following <u>Irvine Valley College</u> faculty members be compensated as indicated below for the **Canvas Conversion (IVC converted beginning Fall 2016**) - 2016/2017, 2017/2018, 2018/2019 and 2019/2020 fiscal years.

		<u>N</u>	Not to Exceed	
<u>Name</u>	<u>Activity</u>		Amount (\$)	Effective Date
A mril 27, 2020	N/C Common Commonica			
April 27, 2020	IVC Canvas Conversion		-	
March 23, 2020	IVC Canvas Conversion		-	
February 24, 2020	IVC Canvas Conversion		-	
January 21, 2020	IVC Canvas Conversion		-	
December 16, 2019	IVC Canvas Conversion		-	
November 18, 2019	IVC Canvas Conversion	\$	2,000.00	
October 28, 2019	IVC Canvas Conversion		-	
September 23, 2019	IVC Canvas Conversion		-	
August 26, 2019	IVC Canvas Conversion		-	
July 15, 2019	IVC Canvas Conversion		1,000.00	
June 24, 2019	IVC Canvas Conversion		2,000.00	
May 20, 2019	IVC Canvas Conversion		-	
April 22, 2019	IVC Canvas Conversion		1,000.00	
March 25, 2019	IVC Canvas Conversion		1,000.00	
February 25, 2019	IVC Canvas Conversion		5,000.00	
January 22, 2019	IVC Canvas Conversion		13,000.00	
December 10, 2018	IVC Canvas Conversion		-	
November 19, 2018	IVC Canvas Conversion		-	
October 29, 2018	IVC Canvas Conversion		37,000.00	
September 24, 2018	IVC Canvas Conversion		17,000.00	
August 27, 2018	IVC Canvas Conversion		45,500.00	
July 30, 2018	IVC Canvas Conversion		35,500.00	
June 25, 2018	IVC Canvas Conversion		163,000.00	
May 21, 2018	IVC Canvas Conversion		145,000.00	
April 30, 2018	IVC Canvas Conversion		50,500.00	
March 26, 2018	IVC Canvas Conversion		-	
1.121011 20, 2010	1. 5 5411,415 5611,6161011			
	TOTAL TO DATE:	\$	518,500.00	

# A. <u>ADDITIONAL COMPENSATION: CANVAS CONVERSION-GENERAL FUND</u> - Continued

2. It is recommended that the following <u>Saddleback College</u> faculty members be compensated as indicated below for the <u>Canvas Conversion</u> (SC converted beginning Fall 2017) - 2017/2018, 2018/2019 and 2019/2020 fiscal years.

		Not to Exceed	
<u>Name</u>	<u>Activity</u>	Amount (\$)	Effective Date
Budica, Jessica	Canvas Conversion, Web-Enhanced	\$1,000.00	01/16/18-05/23/18
Passarelli, Bruno	Canvas Conversion, Web-Enhanced	\$1,000.00	01/13/19-05/20/19

April 27, 2020	SC Canvas Conversion	\$ 2,000.00
March 23, 2020	SC Canvas Conversion	2,000.00
February 24, 2020	SC Canvas Conversion	1,000.00
January 21, 2019	SC Canvas Conversion	-
December 16, 2019	SC Canvas Conversion	1,000.00
November 18, 2019	SC Canvas Conversion	6,000.00
October 28, 2019	SC Canvas Conversion	10,000.00
September 23, 2019	SC Canvas Conversion	1,000.00
August 26, 2019	SC Canvas Conversion	13,000.00
July 15, 2019	SC Canvas Conversion	2,000.00
June 24, 2019	SC Canvas Conversion	11,000.00
May 20, 2019	SC Canvas Conversion	36,500.00
April 22, 2019	SC Canvas Conversion	4,000.00
March 25, 2019	SC Canvas Conversion	60,000.00
February 25, 2019	SC Canvas Conversion	49,500.00
December 10, 2018	SC Canvas Conversion	14,000.00
November 19, 2018	SC Canvas Conversion	20,000.00
October 29, 2018	SC Canvas Conversion	190,500.00
September 24, 2018	SC Canvas Conversion	56,500.00
August 27, 2018	SC Canvas Conversion	184,000.00
July 30, 2018	SC Canvas Conversion	63,500.00
June 25, 2018	SC Canvas Conversion	116,000.00
May 21, 2018	SC Canvas Conversion	58,000.00
April 30, 2018	SC Canvas Conversion	73,000.00
March 26, 2018	SC Canvas Conversion	177,000.00

TOTAL TO DATE:

\$ 1,192,500.00

ITEM: 6.9 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Classified Personnel Actions – Regular Items

**ACTION:** Ratification

# **BACKGROUND**

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

# **STATUS**

Personnel are employed in the South Orange County Community College District for the purpose of achieving the goals of the District while supporting and assisting students with respect to their educational goals.

# **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees ratify the classified personnel actions as shown in Exhibit A.

#### CLASSIFIED PERSONNEL ACTIONS/RATIFICATIONS

# A. <u>NEW PERSONNEL APPOINTMENTS</u>

- 1. <u>CLASSIFIED EMPLOYMENT</u> (Information Items Pursuant to Board Policy 4000)
  - a. AYALA-CASTANEDA, NANCY is to be employed as Admissions and Records Specialist I, Categorical, Pos. #P0016043, Admissions and Records, Saddleback College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 116, Step 3, 40 hours per week, 12 months per year, effective March 16, 2020. Employment in this position is contingent upon funding by the Adult Education Block Grant. The Board of Trustees approved this position on July 15, 2019.
  - b. CAAMAL, MARCO, #024991 is to be employed as College Compliance Support Specialist, Pos. #P0016534, Title IX Operations, Irvine Valley College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 127, Step 2, 40 hours per week, 12 months per year, effective March 23, 2020. The Board of Trustees approved this position on September 23, 2019.
  - c. DEITRICH, ALLYSON, #024976, is to be employed as Office Assistant, Pos. #P0015220, Financial Aid, Irvine Valley College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 113, Step 1, 40 hours per week, 12 months per year, effective March 16, 2020. The Board of Trustees approved this position on April 22, 2019.
  - d. FAULKNER, RICHARD, #020092, is to be employed as Laboratory Technician, Life/Physical Sciences, Pos. #P0008127, School of Physical Sciences, Irvine Valley College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 122, Step 1, 25 hours per week, 12 months per year, effective March 23, 2020.
  - e. <sup>1</sup>PARRA, JACQUELINE, #014296, is to be employed as Admissions and Records Specialist I, Categorical, Pos. #P0016044, Admissions and Records, Saddleback College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 116, Step 3, 40 hours per week, 12 months per year, effective March 16, 2020. Employment in this position is contingent upon funding by the Adult Education Block Grant. The Board of Trustees approved this position on July 15, 2019.
  - f. PHELPS, RILEY, #024862, is to be employed as Program Assistant, Categorical, Pos. #P0012728, Veterans Education and Transition Services, Saddleback College, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 118, Step 1, 24 hours per week, 12 months per year, effective March 9, 2020. Employment in this position is contingent upon funding by the Veterans Credit Articulation Track Award. The Board of Trustees approved this position on January 22, 2018.

<sup>&</sup>lt;sup>1</sup> Related to Lori Parra, Extended Opportunity Program Specialist I, Extended Opportunity Programs and Services, Saddleback College

#### B. AUTHORIZATION TO ESTABLISH AND ANNOUNCE CLASSIFIED POSITIONS

1. OFFICE ASSISTANT, CATEGORICAL, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 113, Student Equity and Special Programs, Saddleback College, seeks authorization to establish and announce this part-time, 27.5 hours per week, 12 months per year position to its staff complement, effective April 9, 2020. Employment in this position is contingent upon funding by Disabled Student Programs and Services (DSPS). This position was approved by the Chancellor on April 9, 2020.

#### C. REORGANIZATION/RECLASSIFICATION

- 1. <sup>2</sup>SADDLEBACK COLLEGE seeks authorization to change the reporting structure for the following position(s) within their organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment, from reporting to the Dean of Enrollment Services, to begin reporting to the Dean of Counseling Services, effective March 17, 2020.
  - a. Program Outreach Specialist, Categorical, Pos. #P0014582 (Appointed to Erlynne Ballo, ID #020052)
  - b. Program Outreach Specialist, Categorical, Pos. #P0016910 (Vacant)
- 2. SADDLEBACK COLLEGE seeks authorization to change the reporting structure for the following position(s) within their organization as defined by Title 5 Education Code, Section 53021 (a), (b), and (c) Recruitment, from reporting to the Dean of Economic and Workforce Development and Business Science, to begin reporting to the Director of Economic and Workforce Development, effective April 13, 2020.
  - a. Administrative Assistant, Categorical, Pos. #P0016818 (Appointed to Sandra Cubillos Bezanilla, ID #011129)

# D. <u>AUTHORIZATION TO INCREASE/DECREASE HOURS PER WEEK AND/OR MONTHS PER YEAR FOR CLASSIFIED POSITIONS</u>

 LABORATORY ASSISTANT, CATEGORICAL, Pos. #P0011543, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 116, Adult Education, Extended Learning, Saddleback College, seeks authorization to increase the hours per week and months per year for this part-time, 10.5 hours per week, 10 months per year position, to part-time, 25 hours per week, 12 months per year, effective April 9, 2020. <u>Employment in this position is contingent upon funding by the California Adult Education Program (CAEP)</u>. (Position #P0011543, is vacant)

<sup>&</sup>lt;sup>2</sup> The effective date of this reporting structure change was March 17, 2020 (originally indicated as April 13, 2020, on the March 23, 2020, Classified Personnel Actions/Ratifications).

#### E. CLASSIFIED BILINGUAL STIPEND, ADDITIONAL COMPENSATION

- 1. AYALA-CASTANEDA, NANCY, ID #024243, Admissions and Records Specialist I, Pos. #P0016043, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 116, Step 3, 40 hours per week, 12 months per year, Admissions and Records, Saddleback College, is to be granted additional compensation of 2% of the base salary, for verified bilingual ability used as a regular and routine component of assigned duties, as outlined in the C.S.E.A. contract, Article 8.1.1 "Bilingual Stipend", effective March 16, 2020.
- 2. PARRA, JACQUELINE, ID #014296, Admissions and Records Specialist I, Pos. #P0016044, C.S.E.A. Classified Bargaining Unit Salary Schedule Range 116, Step 3, 40 hours per week, 12 months per year, Admissions and Records, Saddleback College, is to be granted additional compensation of 2% of the base salary, for verified bilingual ability used as a regular and routine component of assigned duties, as outlined in the C.S.E.A. contract, Article 8.1.1 "Bilingual Stipend", effective March 16, 2020.
- **F.** <u>OUT OF CLASS ASSIGNMENTS</u> FOR POSITIONS THAT ARE TEMPORARILY AVAILABLE DUE TO LEAVES OF ABSENCE, ETC.
  - 1. SADDLEBACK COLLEGE **placed** the following permanent classified employees from temporary, and/or out of class assignments.

		<u>Temporary</u>	Range/		<b>Effective</b>
<u>Name</u>	Permanent Assignment	<u>Assignment</u>	<u>Step</u>	<u>Hours</u>	<u>Date</u>
Oropallo, John	P0003343, Building	P0017598, Locksmith	128/6	40	03/09/2020
	Maintenance Worker				

#### G. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

		Resignation	Retirement
<u>Name</u>	Position Title	<u>Date</u>	<u>Date</u>
Ayala-Castaneda, Nancy	Office Assistant, #P0011544/SC	03/15/2020	N/A
Matthews, Brenda	Custodian, #P0005171/IVC	03/20/2020	N/A
Falcon, Brianah	Greenhouse Assistant #P0003554/SC	03/06/2020	N/A
Missel, Daniel	Police Officer #P0003142/SC	03/23/2020	N/A
Santiago, Abraham	Program Assistant, Categorical #P0003612/SC	05/11/2020	N/A

ITEM: 6.10 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Non-Bargaining Unit Personnel Actions – Regular Items

**ACTION:** Ratification

# **BACKGROUND**

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

# **STATUS**

Personnel are employed in the South Orange County Community College District for the purpose of achieving the goals of the District while supporting and assisting students with respect to their educational goals.

## **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees ratify the non-bargaining unit personnel actions as shown in Exhibit A.

# SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT NON-BARGAINING UNIT PERSONNEL ACTIONS/RATIFICATIONS

#### A. <u>NEW PERSONNEL APPOINTMENTS</u>

1. The following individuals are to be employed as **Substitutes** in the classification noted below, on an if-and-as-needed basis. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

		<u>Hourly</u>	
<u>Name</u>	<u>Classification</u>	<u>Rate (\$)</u>	Start/End Date
Cekicer, Simten	Office Asst./IVC	19.53	03/23/20-06/30/20
Eaton, Michelle	Sr. Admin. Asst./IVC	27.60	03/10/20-06/30/20
Turingan, Alana-Sara	Outreach Asst./SC	21.56	03/02/20-06/30/20
Villarreal, Osvaldo	Police Officer/SC	30.46	03/25/20-06/30/20

2. The following individuals are to be employed as **Short-Term (Temporary)** positions for the **2019/2020** academic year, on an if-and-as-needed basis, and shall work no more than 160 days in any fiscal year. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

		<u>Hourly</u>	
<u>Name</u>	<u>Position</u>	<u>Rate (\$)</u>	Start/End Date
Amin, Zihad	Project Specialist/IVC	25.00	02/26/20-06/30/20
Bowen, Devon	Project Specialist/SC	16.00	03/02/20-06/30/20
Burnett, Larcyn	TMD Aide/SC	13.50	03/15/20-06/30/20
Cornaire, Natalie	Project Specialist/SC	30.00	02/29/20-04/30/20
El-Tayeb, Yasmine	TMD Aide/SC	40.00	03/05/20-06/30/20
Florkey, Alexandra	TMD Aide/IVC	16.00	03/04/20-06/30/20
Gaona, Sandra	Clerk/IVC	13.50	03/12/20-06/30/20
Johnson, Suzette	Project Specialist/IVC	17.00	03/12/20-06/30/20
Lemoine, Jeffrey	TMD Aide/IVC	14.00	03/03/20-06/30/20
Macias, Luis	Project Specialist/IVC	17.00	03/12/20-06/30/20
Moreno, Mariana	Project Specialist/SC	21.00	02/27/20-06/30/20
Noyes, Martin <sup>1</sup>	TMD Aide/IVC	20.00	05/26/20-06/30/20
Pasqualetto, Matthew	Project Specialist/SC	19.00	02/27/20-06/30/20
Rangel, Destinee	Project Specialist/IVC	15.00	03/15/20-06/30/20
Sanchez, Ann Marie	Project Specialist/IVC	17.00	03/12/20-06/30/20
Sedor, Samantha	TMD Aide/SC	13.50	03/02/20-06/30/20
Signorelli, Keoni	TMD Aide/IVC	14.00	03/11/20-06/30/20
Whitlow, Lloyd	TMD Aide/IVC	20.00	03/16/20-06/30/20
Whitson, Beau	Project Specialist/IVC	17.00	03/12/20-06/30/20

<sup>&</sup>lt;sup>1</sup> Related to Jo Ann Noyes, Associate Faculty, Mathematics, Computer Sciences & Engineering, Irvine Valley College

# A. <u>NEW PERSONNEL APPOINTMENTS</u> - Continued

3. The following individuals are to be employed as **Student Help** (**Temporary**), Irvine Valley College and Saddleback College, on an if-and-as-needed-basis, for the **2019/2020** academic year.

Start/End Date
03/15/20-06/30/20
03/02/20-06/30/20
03/17/20-06/30/20
03/17/20-06/30/20
03/10/20-06/30/20
03/05/20-06/30/20
03/11/20-06/30/20
03/15/20-06/30/20
03/05/20-06/30/20
03/15/20-06/30/20
03/05/20-06/30/20
03/18/20-06/30/20

4. The following individuals are to be employed on a temporary basis, as **Professional Expert, Community and Contract Education**, Irvine Valley College and Saddleback College, as defined in the California Education Code 88003, for the **2019/2020** academic year. Each individual's rate of pay not to exceed the amount as defined below. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

		<u>Hourly</u>	
<u>Name</u>	<u>Position</u>	Rate (\$)	Start/End Date
Arnett, Isabella	Tutor/SC	13.50	03/03/20-06/30/20
Bahena, Eulalia	FKCE Monitor/SC	30.00	03/18/20-06/30/20
Barreira, Kelly	Comm. Ed. Trainer/SC	15.00	03/05/20-06/30/20
Best, Thomas	Tutor/IVC	16.00	03/03/20-06/30/20
Bhandari, Harleen	Tutor/SC	15.50	03/04/20-06/30/20
Cox, Kelly	Comm. Ed. Trainer/SC	15.00	03/05/20-06/30/20
Ghaly, James	Tutor/SC	13.50	03/04/20-06/30/20
Grimes, Nicholas	Clinical Skills Specialist/SC	15.00	03/18/20-06/30/20
Gucker, Jeffrey	Clinical Skills Specialist/SC	40.00	03/05/20-06/30/20
Heath, Matthew	Comm. Ed. Trainer/SC	15.00	02/21/20-06/30/20
Ibarra, Maria	FKCE Monitor/SC	30.00	03/04/20-06/30/20
Johnson, Madisyn	Tutor/SC	13.50	03/02/20-06/30/20
Kinsella, Jessica	Comm. Ed. Trainer/SC	37.50	03/05/20-06/30/20
Lance, Douglas	Tutor/SC	13.50	02/15/20-06/30/20
Martin, Kyle	Clinical Skills Specialist/SC	15.00	03/05/20-06/30/20
Miller, James	Clinical Skills Specialist/SC	40.00	03/16/20-06/30/20
Pines, Philip	Med. Prof./SC	70.00	07/01/19-06/30/20
Reed, Katherine	Model/IVC	25.00	03/15/20-06/30/20
Rounds, Michael	Comm. Ed. Trainer/SC	15.00	03/04/20-06/30/20

#### B. VOLUNTEERS

1. The following individuals are to be approved as Volunteers for the 2019/2020 and 2020/2021 academic years.

<u>Division of Kinesiology and Athletics, Saddleback College</u> Nguyen, Corey

School of Social & Behavioral Sciences, Irvine Valley College Ayuazi, Bijan Roux, Oceane

ITEM: 6.11 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

RE: SOCCCD: SOCCCD Faculty Association (FA) - Memorandum of

Understanding for Novel Coronavirus (COVID-19)

**ACTION:** Approval

## **BACKGROUND**

In response to an outbreak of the Novel Coronavirus ("COVID-19"), which is currently categorized by the World Health Organization as a globalized pandemic, and declared by the Governor of California to be a state emergency, and by the President of the United States to be a national emergency, the District and the Faculty Association have agreed to conduct all Summer 2020 course related assignments in Canvas and through the emergency online modality of choice for all full-time and part-time faculty.

# **STATUS**

This agreement is expressly made pursuant to the Education Employment Relations Act and the Collective Bargaining Agreement between the parties.

#### **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees approve the Faculty Association Memorandum of Understanding between the District and FA.

# COLLEGE DISTRICT FACULTY ASSOCIATION, CTA/NEA

# April 6, 2020

MEMORANDUM OF UNDERSTANDING BETWEEN THE SOUTH ORANGE COUNTY

COMMUNITY COLLEGE DISTRICT AND THE SOUTH ORANGE COUNTY COMMUNITY

This Memorandum of Understanding is entered into between the South Orange County Community College District and the South Orange County Community College District Faculty Association, CTA/NEA (hereinafter referred to as the "Association"), and is expressly made pursuant to the Education Employment Relations Act and the Collective Bargaining Agreement between the parties.

In response to an outbreak of the Novel Coronavirus ("COVID-19"), which is currently categorized by the World Health Organization as a globalized pandemic, and declared by the Governor of California to be a state emergency, and by the President of the United States to be a national emergency, the Parties hereby agree as follows for the Summer 2020 intersession:

 Part-time and full-time faculty, including counselors, librarians, and learning disability specialists, shall conduct all Summer 2020 course related assignments in Canvas and through the emergency online modalities of their choice and will evaluate all enrolled students accordingly.

2. The District will make every effort to maintain the approved summer assignments for part-time faculty, including counselors, librarians, and learning disability specialists. The District, in consultation with discipline experts and their deans, will evaluate and determine whether or not to cancel or change specific sections. Should a general education section be considered for cancellation the District will attempt to offer a comparable assignment where possible. The comparable assignment may or may not be at the same LHE.

3. During this emergency situation, Article XV, section 15.2.e, of the Academic Employee Master Agreement is suspended, and all low-enrolled sections allowed to continue will be compensated fully and not offered as contracted classes.

4. The district agrees that faculty cannot be held responsible for completing contractual obligations in the event of technological issues outside their control.

5. This agreement is non-precedential, will not bind the Parties in any future action, whether under similar circumstances or not, and cannot be introduced in any grievance, arbitration, complaint, administrative, or legal proceeding as evidence of past practice or intent of the Parties or meaning or application of the collective bargaining agreement.

Except as provided herein, neither Party is waiving any rights or entitlement which it may otherwise possess. The Parties agree to continue a collegial dialogue regarding all aspects of the COVID-19 pandemic, and to communicate new information with one another as soon as reasonably practicable. The Parties agree that this MOU is reached in a rapidly changing and fluid physical, social, and political climate, and that subsequent events may require additional discussions, or create additional impacts and effects, and agree to meet and negotiate over those matters in good faith.

52 53 The Parties agree and understand that this MOU shall expire after the current public-health crisis 54 has subsided, which shall be determined in relation to any Local, County, State, and Federal order 55 involving quarantine, a declared statement of the end of an emergency, or similar 56 pronouncements; or as declared by the SOCCCD Chancellor, Dr. Kathleen Burke. 57 58 **South Orange County Community College** South Orange County Community 59 **College District District Faculty Association, CTA/NEA** 60 61 62 63 64 Dr. Cindy Vyskocil Claire Cesareo Chief Negotiator, SOCCCD Chief Negotiator, SOCCCD FA 65 66 67 68 \_4/8/20 at 5:03 PM\_\_ 69 Date Date

51

ITEM: 6.12 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

RE: SOCCCD: SOCCCD California School Employees Association (CSEA)

Memorandum of Understanding for Novel Coronavirus (COVID-19)

**ACTION:** Approval

## **BACKGROUND**

In response to an outbreak of the Novel Coronavirus ("COVID-19"), which is currently categorized by the World Health Organization as a globalized pandemic, and declared by the Governor of California to be a state emergency, and by the President of the United States to be a national emergency, the District and the California School Employees Association have agreed that essential functions of the District operations should be maintained, and that provisions should be made for District employees impacted by the coronavirus pandemic.

## **STATUS**

This agreement is expressly made pursuant to the Education Employment Relations Act and the Collective Bargaining Agreement between the parties.

#### **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees approve the California School Employees Association Memorandum of Understanding between the District and CSEA.

# MEMORANDUM OF UNDERSTANDING BETWEEN

# SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT (DISTRICT) AND

# CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, Chapter 586 (CSEA)

#### **CORONAVIRUS/COVID-19 EFFECTS**

#### April 14, 2020

The South Orange County Community College District ("District") and the California School Employees Association and its Chapter 586 ("CSEA") (collectively "Parties") recognize the importance of maintaining safe facilities and operations for the benefit of the students and communities served by the District, and for the safety of District employees.

We encourage all District employees to practice social distancing for themselves and their families, and we recognize the importance of prudent measures to prevent District employees, students, their families, or other people using District facilities from being exposed to or infected with coronavirus. The District and CSEA recognize that significant measures to control the spread of coronavirus have been enacted by Federal, State, County and District officials, and we further recognize that slowing or preventing the spread of coronavirus, and the disease the virus can create, COVID-19, is of the utmost importance.

CSEA and the District further agree to cooperate, now and into the future, on steps to be taken to identify potential exposure to coronavirus, and to prevent the spread of the disease COVID-19. We further agree that essential functions of the District operations should be maintained, and that the below provisions should be made for District employees impacted by the coronavirus pandemic.

Pursuant to negotiations between the Parties, the following Memorandum of Understanding (MOU) is in regards to the effects related to the District's response to the coronavirus/COVID-19 pandemic, notwithstanding those District actions taken in response to legislative, regulatory, and/or executive actions. To these ends, the District and CSEA agree as follows:

1. By this MOU, the District and CSEA notify the District's employees and CSEA bargaining unit members of their duty to perform their assigned work, when required by the District, during the current coronavirus/COVID-19 pandemic absent reasonable fears for their health or safety as per the conditions specified herein; that is, to grieve specific work assignments and seek advocacy through their union at work, CSEA, rather than to outright refuse work assignments absent evidence that the assigned task is illegal or unsafe and/or puts their own health or another's health at risk

2. During the current State of Emergency period, employees must either: (1) report to work remotely as needed; (2) report to the physical work site, as needed; or (3) be relieved of duty by requesting available leave.

a. During normal work hours, all employees working remotely and not on an approved leave must be available to receive calls and/or emails from District administrators regarding work-related matters.

b. During this same period, all current sick leave requests may be re-designated from another source at the election of the employee. Any employee who is currently utilizing

sick leave shall be afforded the opportunity to remain on paid/working status within the direct management of the District, shall be afforded the opportunity to take paid leave, and shall be afforded the opportunity to take leave without pay and not be required to use paid sick leave or any other form of paid time off consistent with the terms of the Parties Collective Bargaining Agreement.

- c. Similarly, during the current State of Emergency period, any employee who was previously approved and scheduled for vacation shall be allowed to cancel such vacation leave in order to be available to work during the full extent of the crisis.
- The District agrees to inform CSEA, within a reasonable time frame, when the District directs significant numbers of unit members to report for work on-site during COVID-19 related closures.
- 4. The District agrees to provide personal protection equipment (PPE), as required by OSHA and the CDC guidance, to unit members with a heightened exposure (defined as anything above low exposure) risk of exposure to COVID-19, as set forth in the Occupational Safety and Health Administration (OSHA)'s "Guidance on Preparing Workplaces for COVID-19." Specific individual duties requiring enhanced PPE shall be identified by the unit member to their immediate supervisor, and subject to approval and procurement.
- 5. The parties recognize that the Federal "Families First Coronavirus Response Act," also known as HR 6201, provides most employees with two weeks (80 hours for full-time, or a pro rata share for part-time) of paid leave for coronavirus-related absences, and extends Family Medical Leave Act (FMLA) leave.

The parties recognize that such leave as provided by HR 6201 shall be available to eligible unit members who are unable to work or telework, that the District is entitled to request documentation of the circumstances surrounding the leave request, and that these leaves shall be drawn prior to any other forms of paid or unpaid leave available to an eligible employee in the appropriate circumstances, as follows:

- The unit member is subject to a federal, state, or local quarantine or isolation order related to COVID-19, full-paid leave shall be granted with compensation of not more than \$511 per day (\$5,110 in total);
- (2) The unit member has been advised by a health care provider to self-quarantine because of COVID-19, full-paid leave shall be granted with compensation of not more than \$511 per day (\$5,110 in total);
- (3) The unit member is experiencing symptoms of COVID-19 and is seeking a medical diagnosis, full-paid leave shall be granted with compensation of not more than \$511 per day (\$5,110 in total);
- (4) The unit member is caring for an individual subject to a quarantine or isolation order, or who has been advised to self-isolate, paid leave at two-thirds the regular rate (or state minimum wage, whichever is greater) shall be granted with compensation of not more than \$200 per day (\$2,000 in total);
- (5) The unit member is caring for their own child whose school or place of care is closed or whose childcare provider is unavailable due to COVID-19 precautions, paid leave at two-thirds the regular rate (or state minimum wage, whichever is greater) shall be granted with compensation of not more than \$200 per day (\$2,000 in total); or

(6) The unit member is experiencing substantially similar conditions as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury (the Parties recognize that these conditions have not been specified yet).

The parties further recognize that HR 6201 extends FMLA leave in various ways, including making it available to any unit member who has been employed for at least 30 days, making it available to employees unable to work or telework due to the need to care for an employee's child if the child's school or place of care has been closed due to a public health emergency and no other suitable person is available to care for their child, and creating a partially paid leave (capped at \$200 per day; \$10,000 aggregate) after the first 10 days.

The parties acknowledge that unit members may use any previously accrued leave balances to supplement the partial wages provided in HR 6201.

6. Sick leave policies will be liberally construed to encourage employees suffering from any respiratory symptoms or fever not to infect others by coming to work. Employees who have exhausted accrued sick leave may use extended sick leave or may elect to use accrued vacation leave.

7. Employees at higher risk of serious illness from coronavirus or who are over the age of 65 or immunocompromised through acute or chronic illness, or who have family members in their immediate households over the age of 65 or who are immunocompromised, shall be granted reasonable accommodations for known medical conditions, upon request, for the first opportunity to remain at home during the time the district site or college is closed.

8. If State and Federal directive(s), authorization(s), and/or appropriation(s) for additional paid sick leave are approved, unit members who utilize paid sick leave for the purposes of quarantine, diagnosis, or preventative care shall be entitled to a leave credit in those amounts and at those rates as authorized by law. Unit members may supplement additional leave received with their own accrued leave in order to receive a full rate of pay if the additional leave provides for only partial pay.

9. The District may seek to add additional instructional days or classes to a semester or quarter this year or next year. Unit members that are 12-month employees shall be directed and assigned as needed. Compensation and hours shall be determined by the Collective Bargaining Agreement, including provisions for overtime assignments, as determined on a case-by-case basis due to operational needs. Unit members working less than 12-months may be offered additional assignments based upon programmatic needs, and will be paid compensation on a pro rata basis for the additional assignment or service in accordance with Education Code Section 88002. Where required by law, the District will negotiate or consult with CSEA regarding working conditions not presently contemplated in this MOU or the Parties Collective Bargaining Agreement.

10. Unit members working out-of-class assignments during the current State of Emergency period (such as work providing coronavirus mitigation, sanitation work, or service in a designated quarantine facility) shall receive out-of-class as per the CBA and Education Code § 88010. Similarly, unit members performing work in a lower classification (such as due to work providing coronavirus mitigation, sanitation work, or service in a designated quarantine facility) during the current closure of the college shall receive the range and step of their normal and customary classification.

 11. The District will inform CSEA as soon as practicable and in compliance with applicable law, including HIPAA, if it learns of a confirmed or presumed positive coronavirus exposure or infection (with or without symptoms) or of COVID-19 disease among any District employee or student occurring in or on District facilities.

- 12. The District agrees to provide a safe and sanitary work environment for employees per OSHA regulations and guidance from the Centers for Disease Control. The District will inform its employees of currently-prevailing public health recommendations, including hygiene and sanitation, to help prevent the spread of the virus and will ensure that its facilities have the necessary supplies for preventive sanitation measures (such as soap and water, disposable towels or tissues, and hand sanitizer). The District shall make all reasonable effort to accommodate social distancing protocols (distancing at least six (6) feet), including limiting occupancy by department, room or workspace, and will accommodate "remote" or "telecommute" requests where possible and in alignment with the District's managerial prerogative. CSEA will cooperate with the District in any necessary public health actions, such as contact tracing of infected individuals.
- 13. The District shall offer telecommuting training to those classified employees, who may practically and logically be able to perform their normal and customary duties through telecommuting, on the same basis as is afforded to other employee groups within the District. The District shall make all reasonable effort to accommodate unit members who request to telecommute during the state of emergency where logical and practical and in alignment with the District's managerial prerogative.
- 14. In the event that an Employee in the bargaining unit is directed to perform "remote work," including performing administrative tasks, responding to electronic correspondence, and/or participating in audio- or video-conferencing, the Employee will remain available and be compensated for their regular hours of work for the entire period in which they are scheduled to work.
- 15. CSEA recognizes and supports the District and the education community's efforts to maintain funding to mitigate the current or any future closure of any District facility due to the coronavirus/COVID-19 pandemic.
- 16. During the COVID-19 pandemic, the Parties agree to suspend ongoing evaluations required by the collective bargaining agreement. For the duration of this MOU, and in the event that a probationary employee is on an approved leave of absence longer than ten (10) working days due to COVID-19, the District intends to extend the probationary period for that employee by the period of time equal to the leave of absence. CSEA will not oppose nor assist any employee in opposing such extension. The Parties agree to meet and negotiate any impacts created when the evaluation cycles resume, and agree that no employee shall receive a negative evaluation solely as a result of the pandemic.
- 17. The District agrees that the CSEA Executive Board (E-Board) may access the \$30,000 fund set aside for professional growth in Article 8.18 for the purpose and intent of assisting unit members experiencing financial need caused by COVID-19. In order to access these funds, the CSEA E-Board will be required to provide to the Acting Vice Chancellor of HR in writing:

  1) the name of the employee receiving a portion of these funds; 2) amount being approved for that employee; and 3) an acknowledgment that the employee has been informed that the monies being provided are an additional form of compensation and therefore taxable earnings. The total aggregate amount that is requested cannot exceed \$30,000. The CSEA E-Board shall exercise its discretion in accepting applications and apportioning these funds in a responsible manner.

- 212 213
- 214 215 216
- 217 218
- 219 220 221
- 222 223 224

- 226 227
- 228 229 230 231
- 232 233
- 234

235 236 237

238 239 240

241 242 243

244 245 246

247 248

249 250 251

252

Date

Date

Kim Widdes

April 14, 2020

Acting Vice Chancellor, Human Resources

18. This MOU is non-precedential, and may not be used to establish a past-practice in any respect. All provisions of the CBA and/or past practices specifically modified as contemplated in this MOU shall automatically revert back to the CBA and to the past practices previously in place prior to this MOU upon expiration of all emergency declarations by District, County, State of Federal directive or fiat or Chancellor Kathleen F. Burke.

- 19. The District and CSEA agree to meet to negotiate over further topics and provisions, including an extension of the current provisions contemplated in this MOU, if the coronavirus pandemic or any emergency declaration is extended beyond that which is currently known or contemplated.
- 20. This District acknowledges that this Memorandum of Understanding (MOU) is subject to review under CSEA's internal policy 610.

The Parties agree and understand that this MOU shall expire after the current public-health crisis has subsided, which shall be determined in relation to any Local, County, State, and Federal order involving quarantine, a declared state of emergency, or similar pronouncements, or on December 31, 2020, whichever occurs first.

Agreed to this 14th day of April 2020 at Orange County, California.

**South Orange County Community** California School Employees **College District** Association and its Chapter 586

Derguson Themo Joshua Taylor Scott Ferguson Greene Chief Negotiator President, CSEA Chapter 586

April 14, 2020

April 14, 2020

Date

Matthew Phutisatayakul Labor Relations Representative, CSEA

ITEM: 6.13 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: SOCCCD Police Officers Association (POA) – Side Letter of

Agreement for Novel Coronavirus (COVID-19)

**ACTION:** Approval

# **BACKGROUND**

On February 11, 2020, the World Health Organization announced a disease, Coronavirus Disease 2019 (COVID-19), that is causing worldwide uncertainty, with unprecedented steps being taken by world leaders, which has resulted in a practical halt to nearly all daily life activities, and which has caused the Governor of California and the President of the United States to issue declarations of emergency. The Police Officers Association are deemed District first responders and are afforded certain provisions as such.

# **STATUS**

This agreement is expressly made pursuant to the Education Employment Relations Act and the Collective Bargaining Agreement between the parties.

# **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees approve the Police Officers Association Side Letter of Agreement between the District and POA.

# Side Letter Between The South Orange County Community College District And Its

Police Officers Association
Impacts of the Emerging Coronavirus Disease 2019 (Covid-19)

March 26, 2020

This Side Letter of Agreement (Agreement) between the South Orange County Community College District (District) and its Police Officers Association (Association) (collectively "Parties") is entered into with respect to the following:

WHEREAS, the Parties are currently parties to a Memorandum of Understanding (MOU) with a term that expires on June 30, 2021;

WHEREAS, that on February 11, 2020, the World Health Organization announced a disease, Coronavirus Disease 2019 (COVID-19), that is causing worldwide uncertainty, with unprecedented steps being taken by world leaders, which has resulted in a practical halt to nearly all daily life activities, and which has caused the Governor of California and the President of the United States to issue declarations of emergency;

WHEREAS, COVID-19 appears to be an airborne disease and highly contagious, and has sickened thousands of people and resulted in thousands of deaths worldwide;

WHEREAS, members of the Association are essential first responders who are required to respond to people in need, many of whom may be contagious and could expose Association members to illness or death;

WHEREAS, to protect Association members, who are first responders, and ensure that they are able to perform their job functions without fear or hesitation, the Parties have reached the following agreement:

- 1. This Agreement shall be of limited duration, shall not establish any precedent, and shall not be used by either Party to establish a past practice. All provisions of the CBA and/or past practices specifically modified in this Agreement shall automatically revert back to the CBA and to the past practices previously in place prior to this Agreement upon expiration.
- 2. If a member is currently in a high-risk group (i.e. over the age of 65 or has a documented pre-existing medical condition such as diabetes, heart disease, or any physical medical condition that is known to affect the human immune system, respiratory system, or cardiovascular system) and the member requests a reasonable accommodation for the purposes of addressing the pre-existing condition or due to the member's age, accommodations will be discussed and granted on a case-by-case basis, and which may include his or her use of available leave, whether paid or unpaid.
- 3. Members shall be entitled to utilize paid leave time, consistent with employer needs. In the event that a member exhausts all paid sick leave, unit members shall be entitled to utilize a finite period of unpaid leave with no detriment to their employment status with the District.
- 4. Members who are sent home on a regular work day shall be paid their regular salary for that day.

- 5. In the event that members are ordered to self-quarantine as directed by a supervising officer, or where it is likely that the employee has been exposed to coronavirus or is taken ill with coronavirus, the District shall first place the member on 80 hours of emergency sick leave as provided for in HR 6201. If additional leave is necessitated by the illness, the District will provide up to an additional 96 hours of paid quarantine leave independent of any actual or accrued leave balances of the unit member, per the District's discretion and in accordance with Education Code § 88199.
- 6. The District may, on a case-by-case basis and upon a showing of good cause, designate COVID-19 to be a presumptive work-related injury for the affected member.
- 7. If State and/or Federal directive(s), authorization(s), and/or appropriation(s) for additional paid sick leave are approved, such as those created by the Emergency Paid Sick Leave Act proposed in H.R. 6201, unit members who utilize paid sick leave for the purposes of self-quarantine, diagnosis, or preventative care shall be entitled to a leave credit in those amounts and at those rates as are authorized by law.
- 8. This Sideletter shall expire on December 31, 2020, or upon expiration or revocation of emergency declarations by District, County, State or Federal emergency declarations or as declared by SOCCCD Chancellor, Dr. Kathleen Burke.

C.Vpl	4/5/20
Dr. Cindy Vyskocil	Date
SOCCCD	
Tre- 11220	
Am Widel	4/6/20
Kim Widdes, Acting Vice Chancellor, HR	Date
8 11 14 +	7/ 10-
Beau Arbuthnat	<u> </u>
Beau Arbutlynot, President, POA	Date
LIMB -	3/28/2020
Ryan Maligie, POA	Date

ITEM: 6.14 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Sabbatical Leave Revision

**ACTION:** Approval

# **BACKGROUND**

Annually, the SOCCCD Board of Trustees reviews the recommendations of the Sabbatical Committee for faculty sabbatical projects for the upcoming academic year. Sabbatical projects are reviewed and approved in accordance with Article XXVI, Section h, of the Academic Employee Master Agreement.

On January 21, 2020, the Board of Trustees approved the sabbatical projects of 25 faculty members during the 2020 - 2021 academic year, including Barbara Huggins, Nursing, Saddleback College and Maria Mayenzet, Communication Arts, Saddleback College.

# **STATUS**

For professional reasons, Professor Huggins and Professor Mayenzet request that approval of their leaves for Fall 2020 be revised to Spring 2021.

### **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees approve the revision of sabbatical leaves for Barbara Huggins and Maria Mayenzet from Fall 2020 to Spring 2021.

### **ABSTRACT**

NAM	E		Barbara Huggins			
DEPA	RTMENT/DIVISION/SO	CHOOL	Nursing/ Health Sciences Human Services			
COLLI	EGE	Saddleback College				
	Fall 2020	Χ	Spring 2021 Academic Year 2020 - 2021			
TITLE OF SABBATICAL PROJECT			Next Gen NCLEX: Planning ahead for the 2023 transformation in the Registered Nursing National Licensure Exam			

#### **BACKGROUND:**

The National Council of State Boards of Nursing (NCSBN) plan to make significant changes to the National Licensure Exam testing items beginning in Spring 2023. There will be a greater focus on evaluating clinical judgment. It is essential that nurse educators in Associate Degree Nursing Programs prepare for these changes by 2021 within courses.

### **GOALS and OBJECTIVES:**

- 1. To ensure that focus areas in the NCLEX test plan are being addressed within the N171 Mental Health Nursing Course.
- 2. To modify quiz and exam items within the N171 course so that clinical judgment is emphasized along with nursing knowledge.
- 3. Development of a template for item development for sharing among other nursing courses.

### **ACTIVITIES:**

- Create two learning activities that are based on unfolding clinical scenarios to address identification of patient cues based on assessment, prioritization of nursing actions and evaluation of patient outcomes.
- Compare existing course examination materials (more than 200 items) with learning objectives and the current NSCBN RN Test Plan.
- Create a test blue print for the N171 final examination.
- Modify quizzes and exams to have 30% of testing items that utilize realistic, complex clinical scenarios and will address recognition of environmental, medical record and patient observation cues, prioritization of hypotheses, generation of solutions, taking nursing action and evaluation of patient outcomes.
- Develop a template for item development using the NCSBN Clinical Judgment and Action Models for sharing among nursing courses.

### **PRODUCTS:**

- 1. Two new learning activities within the N171 Mental Health Nursing Course.
- 2. Blue printed final exam aligned objectives with NCSBN test plan.
- 3. Modified quiz and exam items (30%) to be based on clinical scenarios that emphasize clinical judgment and nursing action.
- 4. A template for item development using the NCSBN Clinical Judgment and Action Models for sharing among nursing courses.

BSI		

NAME		Maria Mayenze	t	
DEPARTMENT/DIVISIO	N/SCHOOL	CTVR/ FAMT		
COLLEGE		Saddleback Coll	ege	
Fall 2020	Х	Spring 2021		Academic Year 2020 - 2021
TITLE OF SABBATICAL F	PROJECT	Acting for New I	Media	

### **GOALS and OBJECTIVES:**

### 1. goal/objective

Develop instructional resources for the students and faculty of Cinema, Television and Radio in order to explore various avenues of creation and production in New Media. Organize resources and information in an easy-to access format. (PDF)

### 2. goal/objective

Provide students with the resources and tools to write, act, direct and produce work in a variety of venues in New Media. Tools: Step by step instructions on how to structure projects from preproduction to production and post production. Guidelines for the process of storytelling in the age of new media. Instructions on how to create a niche marketplace for the stories created. Resources on marketing on YouTube, Instagram and Tik Tok and how to enter festivals. Examples of the use of different acting styles for different mediums will be provided.

### 3. goal/objective

Develop a step-by-step guide for acting in and developing projects for New Media

### **ACTIVITIES:**

Provide summary overview of activities.

- Creation and writing of an Acting for New Media to support student learning and faculty success in teaching CTVR 104, CTVR 191, CTVR 280, CTVR 290 and CTVR 291. The book will be available as a PDF document and e-text.
- Compose, write and publish Acting for New Media
- Create a YouTube channel as a complement to the manual.

### **PRODUCTS:**

### 1. Product

PDF document of Acting for New Media

### 2. Product

E-text link to Acting for New Media

### 3. Product

YouTube Channel with additional tutorials to complement Acting for New Media

ITEM: 6.15 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Sabbatical Leave Rescindment

**ACTION:** Approval

# **BACKGROUND**

Annually, the SOCCCD Board of Trustees reviews the recommendations of the Sabbatical Committee for faculty sabbatical projects for the upcoming academic year. Sabbatical projects are reviewed and approved in accordance with Article XXVI, Section h, of the Academic Employee Master Agreement.

On January 21, 2020, the Board of Trustees approved the sabbatical projects of 25 faculty members during the 2020 - 2021 academic year, including Bennet Tchaikovsky, Accounting and Finance, Irvine Valley College.

# **STATUS**

For professional reasons, Professor Tchaikovsky requests that approval of his leave for Spring 2021 be rescinded.

# **RECOMMENDATION**

The Chancellor recommends that the Board of Trustees rescind approval of sabbatical leave for Bennet Tchaikovsky for Spring 2021.

### **ABSTRACT**

Bennet Tchaikovsky, CPA, Esq.

Accounting, Business Sciences Spring 2021

**TITLE:** Managerial/Cost Accounting study leading to the creation of additional materials for students and instructors for managerial accounting using Open Educational Resources for public dissemination.

## **GOALS and OBJECTIVES:**

Update and enhance my knowledge of cost accounting by studying/reviewing the cost accounting textbook used by California State University at Fullerton ("CSUF") and the open sourced textbook available via OpenStax: the Principles of Accounting, Volume 2 Managerial Accounting. Using these sources, I will then determine what areas of the managerial accounting textbook used by IVC and Saddleback can be improved upon. Additionally, I will be exploring sustainability reporting and how this could potentially be integrated into the managerial accounting curriculum at IVC. My studies will produce videos that will be posted onto YouTube or other social media sites that will be publicly available and based on the OpenStax textbook with references given to the current book used by IVC/Saddleback students. McGraw Hill and Wiley, two better known accounting textbook publishers, have refused to allow me to publicly disseminate their questions (with solutions) online.

The following objectives will guide the studying/reviewing and output activities

- Objective 1: Study and research managerial accounting
- Objective 2: Study sustainability accounting
- Objective 3: Concept videos: concepts to sample problems
- Objective 4: Sample problem videos: sample problems to concepts
- Objective 5: Materials: powerpoint type slides
- Objective 6: Materials: excel type sheets

### **ACTIVITIES:**

- Study and review CSUF and OpenStax textbook chapters
- Study and research sustainability accounting, review industry practices, corporate sustainability reporting
- For the 11 of the 12 chapters covering managerial accounting in the IVC textbook, create:
  - Concept videos: concepts to sample problems
  - Sample problem videos: sample problems to concepts
  - Materials: powerpoint type slides
  - Materials: excel type sheets

## PRODUCTS:

- 11 concept videos that are approximately 20 to 45 minutes in length
- 11 sample problem videos that are approximately 20 to 45 minutes in length
- 11 powerpoint type slides that will be cover the topics in the relative concept videos
- 11 excel type sheets that will cover the problems reviewed in the relative sample problem videos

ITEM: 7.1 DATE: 4/27/20

**TO:** Board of Trustees

**FROM**: Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Staff Response to Public Comments from Previous Board

Meeting

**ACTION**: None

# **BACKGROUND**

Members of the public may address the Board on any item on the closed or open session agenda following "Procedural Matters" or during consideration of the item. Items not on the agenda that are within the subject matter jurisdiction of the Board may also be addressed at that time.

At the Board of Trustees organizational meeting on December 12, 2016, the Board requested that a standing monthly item be included on the agenda to allow for staff to respond to public comments from the previous board meeting.

# **STATUS**

A public comment response from staff was not requested during last month's board meeting.

Item Submitted by: Kathleen F. Burke, Chancellor

ITEM: 7.2 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Facilities Plan Status Report

**ACTION:** Information

# **BACKGROUND**

At the request of the Board of Trustees, this report is prepared and submitted monthly to provide the Board with information on major capital projects underway and/or planned. Each project includes the project description, budget narrative, status, whether the project is in progress or recently completed and the current focus. Words appearing in *italics* indicate a change from the previous report. The dates appearing in **bold font** indicate that the associated phase is completed.

# **STATUS**

EXHIBIT A provides an up-to-date report on the status of major capital projects.

Item Submitted By: Ann-Marie Gabel, Vice Chancellor, Business Services

# FACILITIES PLAN STATUS REPORT *April 27*, 2020

### CAPITAL IMPROVEMENT PLANNING

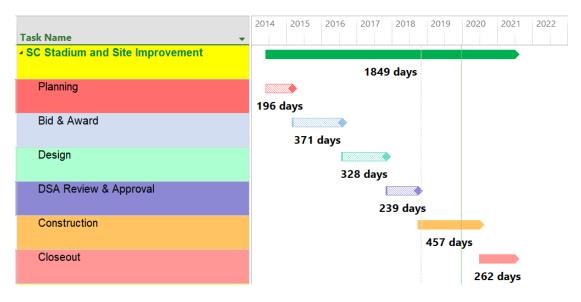
The decision to design and construct capital improvement projects begins with the Education and Facilities Master Planning (EFMP) process. The last EFMP cycle was completed December 2011. The 2011 EFMP report is available at the District website: <a href="http://www.socced.edu/about/about\_planning.html">http://www.socced.edu/about/about\_planning.html</a>. The District is in the process of developing a new Education Master and Strategic Plan (EMSP) along with a new Facilities Master Plan. We anticipate these to be complete by the end of this fiscal year. This report contains information on projects over \$1 million that are listed in the Facilities Master Plans for both colleges and projects that include associated planning efforts.

# SADDLEBACK COLLEGE

### 1. STADIUM AND SITE IMPROVEMENT

<u>Project Description</u>: The existing stadium will be replaced with a new 8,000 seat multisport stadium with restrooms, team rooms, concession stand, ticket booth, storage, press box, scoreboard, synthetic turf and nine-lane running track. This project *originally included* the southeast campus perimeter drainage control and campus storm water outfall on County of Orange property; *however*, *it has since been de-scoped and will be handled as a separate project*. The existing practice fields and thrower's park will be relocated to and replace the Golf Driving Range and expanded to include a soccer practice field.

Start Preliminary Plans	Mar 2014	Award D/B Contract	Aug 2016
Start Working Drawings	Sep 2016	Complete Construction	Jul 2020
Complete Working Drawings	Nov 2017	Advertise for FF&E	Nov 2019
DSA Final Approval	Nov 2018	DSA Close Out	Pending



<u>Budget Narrative</u>: Budget reflects Board action on 3/24/2008, 6/23/2014, and 6/22/2015. Several previously budgeted projects are integrated into a single project budget: Upper Quad (2008 - \$1M), Loop Road (2008 - \$3,442,000), Storm Drain Repairs (2013 - \$1,500,000) and Storm Drain, Parking, Practice Fields (2014 - \$7,638,000). On June 23, 2014, the Board approved \$950,000 and on June 22, 2015, the Board approved additional funds of \$7,945,000 and \$17,050,000. The Board approved Saddleback College's use of their RDA funds and a portion of the district-wide apartment income of \$22,705,000.

	Omigrinal	Revision	Total
	<u>Original</u>		<u>Total</u>
Project Budget:	\$14,530,000	\$47,700,000	\$62,230,000
District Funding Commitment	\$14,530,000	\$47,700,000	\$62,230,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$14,530,000	\$24,995,000	\$39,525,000
College Contribution:	\$ 0	\$22,705,000	\$22,705,000

Status: Construction Phase: Project is 78% complete.

<u>In Progress</u>: Bleacher erection, scoreboard installation, site concrete, emergency vehicle access road, *press box* wall framing, painting, installation of ceiling grid, *installation of lighting and plumbing fixtures at field level buildings and installation of* elevator.

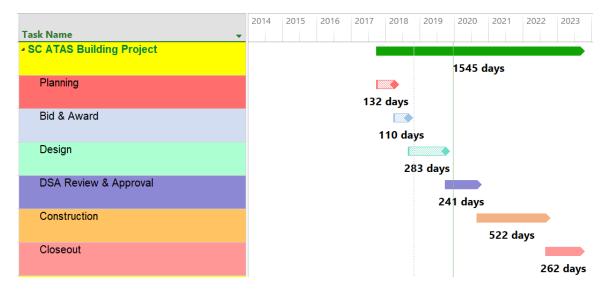
<u>Recently Completed</u>: Underground drainage and base at the main stadium field, tile installation at all field level restrooms, installation of all HVAC units at field level buildings, delivery of Owner Furnished Contractor Installed (OFCI) IT equipment.

<u>Focus</u>: Proactively work with the contractor on schedule issues to keep end date on target. Meet with PCL executive team. Review contractor's change order requests and claims; conduct meetings to discuss these.

# 2. ATAS BUILDING PROJECT

<u>Project Description</u>: The Project includes a new 50,000 gross square feet (GSF) two-story building serving career technical education students. This building will be located at the existing tennis courts facility. Eight new tennis courts (including two striped for pickle ball) will replace the existing six and will be located north of the Village. The college has requested that the existing TAS Building demolition, utility relocation and new parking lot be de-scoped. A connector road and installation of additional parking stalls between the baseball field and the new tennis courts is included.

Start Preliminary Plans	Oct 2017	Award D/B Contract	Aug 2018
Start Working Drawings	Oct 2018	Complete Construction	Aug 2022
Complete Working Drawings	Sep 2019	Advertise for FF&E	Pending
DSA Final Approval	Sep 2020	DSA Close Out	Pending



Budget Narrative: In fiscal years 2002-2003 and 2004-2005, \$971,000 and \$985,000 respectively, for a total of \$1,956,000 was allocated from basic aid to cover design. Budget reflects Board action on 8/27/2012, 10/25/2013, 6/23/2014, 8/22/2016 and 5/21/2018. On August 27, 2012, the Board approved \$12,777,313. On October 25, 2013, the Board approved fund reassignment of \$8,523,000 to the Saddleback College Sciences Building. On June 23, 2014, the Board restored \$8,523,000 and added \$2,702,000. On August 22, 2016, the Board approved \$3,110,000. On May 21, 2018, the Board approved \$44,863,622 to fund a new building. The ATAS Building project budget of \$64,100,000 differs from the basic aid allocation due to funds spent for the Technology and Applied Science renovation project prior to the decision to move forward with a new building.

	<u>Original</u>	Revision	<u>Total</u>
Project Budget:			
TAS Renovation	\$8,755,055	\$ (7,446,120)	\$ 1,308,935
ATAS Building	\$ 0	\$64,100,000	\$64,100,000
Total	\$8,755,055	\$56,653,880	\$65,408,935
District Funding Commitment:	\$8,755,055	\$56,653,880	\$65,408,935
Anticipated State Match:	\$ 0	\$ 0	\$ 0
Basic Aid Allocation:	\$1,956,000	\$63,452,935	\$65,408,935

<u>Status</u>: Construction Phase: New Tennis Courts Center (Task #01): Project is approximately 25% complete.

<u>In Progress</u>: *Start the buy-out process* for the ATAS Building, New Connector Road & Parking Lot 5-B. Installation of new underground utilities, *foundation of the new tennis courts fencing and light poles and CMU block walls for the team room building* at the new Tennis Courts Center.

Recently Completed: ATAS Building, Connector Road & Parking Lot 5B back-check appointments concluded with final approval by DSA. Moulton Niguel Water District approved the New Connector Road & Parking Lot 5-B. Underground utilities, including

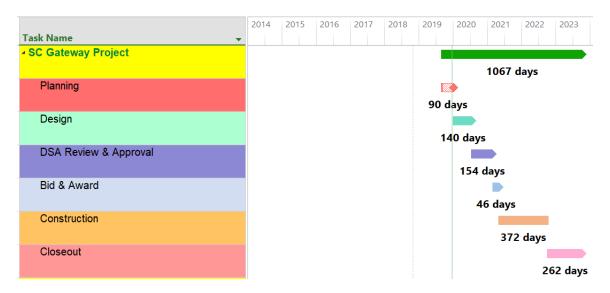
power, domestic water, fire hydrant, reclaimed water, storm drain and sanitary sewer mainline installed at Tennis Courts Center.

<u>Focus Issue</u>: Finish *installation of the* Tennis *Courts* Center *fencing*, *light poles*, *team room building CMU wall*, *site concrete retaining wall and begin foundation work for the tennis courts. Complete the buy-out process for the* ATAS Building, New Connector Road & Parking Lot 5B (Increment No. 1). Kick-off the design process for the baseball field safety netting.

### 3. GATEWAY PROJECT

<u>Project Description</u>: This proposed project will construct a new three-story building of 52,156 assignable square feet (ASF), 77,985 gross square feet (GSF) and will provide a new, highly integrated space for student services and consolidated and expanded interdisciplinary instructional space. This project will reduce the need for portable buildings and set the stage for the Student Services building renovation.

Start Preliminary Plans	Sep 2019	Award Construction Contract	May 2021
Start Working Drawings	Jan 2020	Complete Construction	Oct 2022
Complete Working Drawings	Jul 2020	Advertise for FF&E	Feb 2022
DSA Final Approval	Feb 2021	DSA Close Out	Pending



Budget Narrative: Budget reflects Board action on 6/17/2013, 6/23/2014, 8/22/2016 and 6/26/2017 and 4/22/2019. On June 17, 2013, the Board approved \$1,545,115. On June 23, 2014, the Board approved a reduction of (\$655,115). On August 22, 2016, the Board approved \$1,936,817. On June 26, 2017, the Board approved \$16,832,003. On April 22, 2019, the Board approved the funding allocation of \$6,599,180. Request for full funding underway during this FY 2020-2021 funding cycle.

	<u>Original</u>	Revision	<u>Total</u>
Project Budget:	\$42,867,000	\$ 8,736,000	\$51,603,000
District Funding Commitment:	\$12,814,000	\$13,444,000	\$26,258,000
State Match:	\$30,053,000	\$ (4,708,000)	\$25,345,000
Basic Aid Allocation:	\$ 1,545,115	\$24,712,885	\$26,258,000

Status: Working Drawings Phase (50% Construction Documents).

In Progress: Weekly Design & Building Information Modeling coordination meetings.

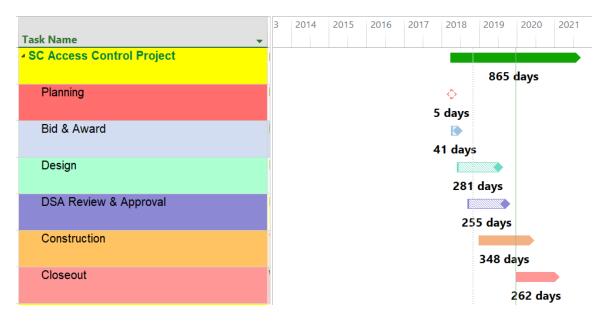
Recently Completed: Saddleback College executive cabinet sign-off on the 50% Construction Documents. Staff obtained Orange County Fire Authority (OCFA) final approval. Page-turn review meeting scheduled with Gateway Building stakeholders to obtain sign-off on the 50% Construction Documents.

<u>Focus</u>: Complete *review of the* 50% Construction Documents *with* stakeholders. Kick-off the furniture, fixture and equipment process with Saddleback College executive cabinet. Obtain the Department of Conservation – California Geological Survey (CGS) final approval on the Gateway Geotechnical Report. Register the project with the DSA in anticipation for the formal submittal in June 2020.

# 4. ACCESS CONTROL PROJECT

<u>Project Description</u>: This project will retrofit 1,535 existing doors campus-wide with electronic door locks to provide access control and enhanced safety. This project is similar to the standard established at the Science Building, with hardware synchronized to software monitored by the Saddleback College Campus Police.

Criteria Development	Apr 2018	Award D/B Contract	May 2018
Start Working Drawings	Jun 2018	Complete Construction	Apr 2020
Complete Working Drawings	Jul 2019	FF&E	N/A
DSA Final Approval	Jul 2019	DSA Close Out	Pending



<u>Budget Narrative</u>: Budget reflects the Board action on 6/26/2017 and 5/21/2018. On June 26, 2017, the Board approved \$3,000,000 for the District-wide ADA Transition Plan. Saddleback College assigned \$1,600,000 from its share of the ADA transition funds to this project. On May 21, 2018, the Board approved \$4,000,000. Saddleback College also assigned \$1,364,296 from college general funds. Additionally, State Scheduled Maintenance allocations across FY 2015-16, 2016-2017, 2017-2018 total \$4,845,914.

	<u>Original</u>	Revision	<u>Total</u>
Project Budget:	\$11,810,210	\$0	\$11,810,210
District Funding Commitment:	\$ 6,964,296	\$0	\$ 6,964,296
Basic Aid Allocation:	\$ 4,000,000	\$0	\$ 4,000,000
Basic Aid ADA Allocation:	\$ 1,600,000	\$0	\$ 1,600,000
College General Fund:	\$ 1,364,296	\$0	\$ 1,364,296
State Scheduled Maintenance			
Allocation:	\$ 4,845,914	\$0	\$ 4,845,914

Status: Construction Phase. Phased project with six increments: Increments No. 1, No. 2, No. 3 and No. 4 (BGS, SSC, HS, AGB, LRC, Fine Arts, and CDC) completed. Increment No. 5 construction (PE Buildings and the Grounds Complex) is 60% complete. Increment No. 6 (SM, CEC, Transportation Building, and select Village buildings) is 30 % complete. Less than 200 doors remain out of 1,535.

In Progress: Increments No. 5 and 6 construction.

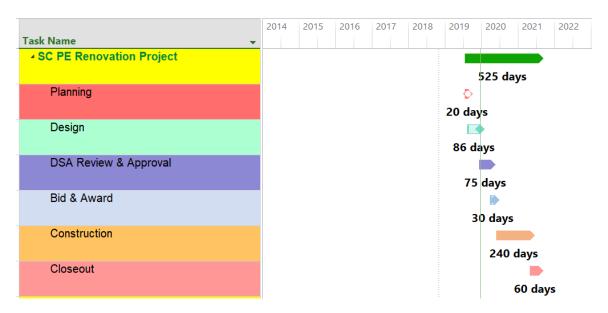
Recently Completed: Increments No. 2, No. 3 and No. 4.

<u>Focus</u>: Increment No. 5 (PE Buildings and Grounds Complex) and Increment 6 (SM, CEC, Transportation Building, and select Village buildings) construction.

### 5. PE RENOVATION

<u>Project Description</u>: This project will renovate the Women's Locker Room to address Title IX regulations and functional issues, install new rooftop HVAC units on the PE 100 building to correct heating and cooling issues, and renovate the restrooms in PE 300 to meet accessibility requirements.

Start Preliminary Plans	Jul 2019	Award Construction Contract	May 2020
Start Working Drawings	Aug 2019	Complete Construction	Apr 2021
Complete Working Drawings	Dec 2019	Advertise for Equipment	Nov 2020
DSA Final Approval	Apr 2020	DSA Close Out	Pending



<u>Budget Narrative</u>: Budget reflects Board action on 6/17/2013 and 6/25/2018. On June 17, 2013, the Board approved \$800,000 for the PE 100 HVAC system. Saddleback College contributed \$800,000 in matching funds from the Scheduled Maintenance budget. On June 25, 2018, the Board approved \$1,800,000 for PE Renovation. The college spent basic aid funds of \$211,263 on a previous PE 100 weight-room floor replacement project.

	Original	Revision	<u>Total</u>
Project Budget:	\$3,400,000	\$(211,263)	\$3,188,737
District Funding Commitment:	\$3,400,000	\$(211,263)	\$3,188,737
Basic Aid Allocation:	\$2,600,000	\$(211,263)	\$2,388,737
Local Scheduled			
Maintenance:	\$ 800,000	\$0	\$ 800,000
Anticipated State Match:	N/A		

Status: Design Phase DSA review (DSA delayed review due to COVID-19).

<u>In Progress</u>: Preparing construction phasing plan. Architect preparing for back-check.

<u>Recently Completed</u>: Responded to DSA comments in advance of postponed back-check appointment.

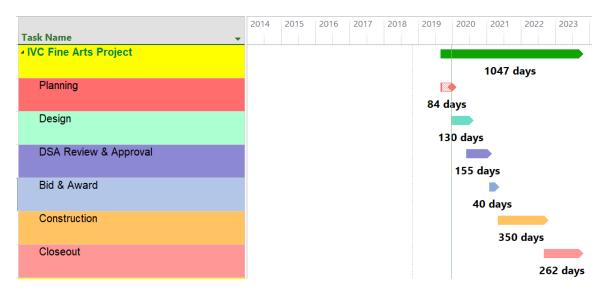
Focus: Prepare bid package.

### IRVINE VALLEY COLLEGE

### 1. FINE ARTS PROJECT

<u>Project Description</u>: The proposed project will construct three buildings totaling 40,155 assignable square feet (ASF), 57,560 gross square feet (GSF) and will consolidate and expand the Fine Arts department. Art, Art History, Music and Dance instruction will relocate from laboratories currently housed across a number of different buildings on campus. The Fine Arts buildings, located southwest of the existing Performing Arts Center, will include an assembly space, labs and classrooms with some offices. Space will be vacated within the B-100, B-300 and A-300 buildings for future renovation.

Start Preliminary Plans	Sep 2019	Award Construction Contract	Apr 2021
Start Working Drawings	Jan 2020	Complete Construction	Sep 2022
Complete Working Drawings	Jun 2020	Advertise for Equipment	Jan 2022
DSA Final Approval	Jan 2021	DSA Close Out	Pending



Budget Narrative: Budget reflects Board action on 6/17/2013, 6/23/2014, 8/22/2016, 6/26/2017, and 4/22/2019. On June 17, 2013, the Board approved \$61,278. On June 23, 2014, the Board approved \$795,000. On August 22, 2016, the Board approved \$1,659,739. On June 26, 2017, the Board approved \$12,932,581. On April 22, 2019, the Board approved the funding allocation of \$7,172,680. Request for full funding underway during this FY 2020-2021 funding cycle.

	Original	Revision	Total
Project Budget:	\$35,764,278	\$ 9,318,722	\$45,083,000
District Funding Commitment:	\$10,623,278	\$11,998,000	\$22,621,278
State Match:	\$25,141,000	\$(2,679,000)	\$22,462,000
Basic Aid Allocation:	\$ 61,278	\$22,560,000	\$22,621,278

**Status:** Working Drawings Phase.

<u>In Progress</u>: *Construction Documents*.

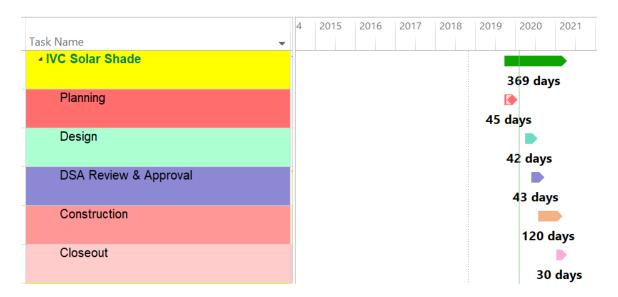
Recently Completed: 50% Construction Documents received and presented to the stakeholders and executive committee. Receipt of FF&E existing inventory and updated list of new equipment and furniture requirements.

<u>Focus</u>: 75% Construction Documents *submission include further refinement of exterior and interior finishes and exterior landscaping.* 

# 2. PARKING LOT PHASE 1 & 2 AND SOLAR SHADE PROJECT

<u>Project Description</u>: This project includes development of a 190,000 square foot, lighted parking lot creating 594 additional parking spaces. The project includes photovoltaic panels supported on parking canopies and a battery storage system. Both systems will interconnect with the local utility grid and integrate with the campus electrical system, which will be consolidated in response to utility requirements.

Start Preliminary Plans	May 2020	Begin construction	Sep 2020
Start Working Drawings	Jun 2020	Complete Construction	Feb 2021
Complete Working Drawings	Jul 2020	Advertise for FF&E	N/A
DSA Final Approval	Aug 2020	DSA Close Out	Mar 2021



Budget Narrative: Budget reflects Board action on 6/23/2014, 6/22/2015, 8/22/2016, 6/26/2017 and 5/21/2018. On June 23, 2014, the Board approved \$3,010,000. On June 22, 2015, the Board approved \$90,000. On August 22, 2016, the Board approved \$3,655,000 to allow inclusion of the solar shade project and add a connection to the new perimeter road. On June 26, 2017, the Board approved \$733,000. On May 21, 2018, the Board approved \$1,300,000 to include the Phase II parking scope.

	Original	Revision	<u>Total</u>
Project Budget:	\$3,010,000	\$5,778,000	\$8,788,000
District Funding Commitment:	\$3,010,000	\$5,778,000	\$8,788,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$3,010,000	\$5,778,000	\$8,788,000

Status: Bid and Award Phase.

In Progress: Contract Negotiation underway.

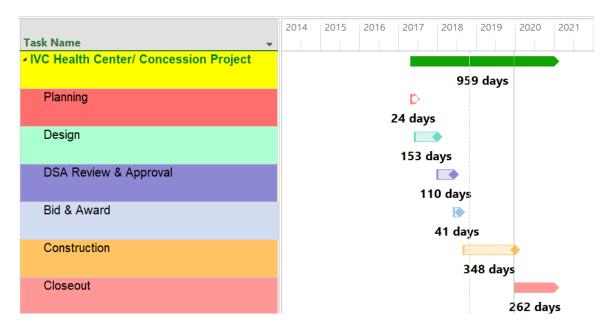
Recently Completed: Receipt of Solar Shade project bid.

Focus: Negotiate Solar Shade contract.

### 3. HEALTH CENTER/CONCESSION PROJECT

<u>Project Description</u>: This project is a new one-story building with an estimated 2,214 assignable square feet (ASF), 3,730 gross square feet (GSF) dedicated to Health Center services, Sports Medicine, sports concession and toilet facilities. The Health Center will move from the existing Student Services building. The new Health Center/Concession building is located adjacent to the baseball fields and includes baseball bleacher seating for 300.

Start Preliminary Plans	May 2017	Award Construction Contract	Aug 2018
Start Working Drawings	Jul 2017	Complete Construction	Dec 2019
Complete Working Drawings	Jan 2018	Advertise for Equipment	Jun 2019
DSA Final Approval	Jun 2018	DSA Close Out	Pending



<u>Budget Narrative</u>: Budget reflects Board action on 6/22/2015, 8/22/2016, 6/26/2017 and 5/21/2018. On June 22, 2015, the Board approved \$400,000. On August 22, 2016, the Board approved \$5,338,000. On June 26, 2017, the Board approved \$402,000. On May 21, 2018, the Board approved \$1,360,000.

	<u>Original</u>	Revision	<u>Total</u>
Project Budget:	\$5,200,000	\$2,300,000	\$7,500,000
District Funding Commitment:	\$5,200,000	\$2,300,000	\$7,500,000
Anticipated State Match:	\$ 0	\$ 0	\$ 0
Basic Aid Allocation:	\$ 400,000	\$7,100,000	\$7,500,000

Status: *Closeout* Phase: Project is 100% complete.

In Progress: DSA close out.

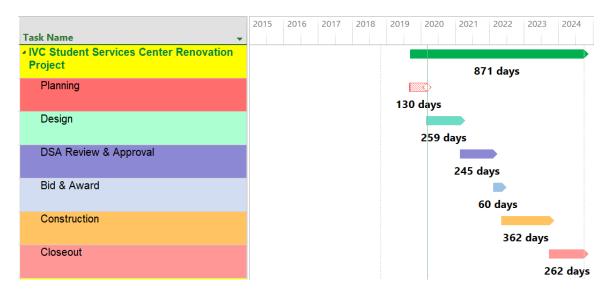
Recently Completed: DSA close out documentation submitted.

Focus: DSA close out.

# 4. STUDENT SERVICES CENTER

<u>Project Description</u>: This project will replace the 30,558 gross square feet (GSF) Student Services Center with two new buildings to correct structural issues, address programming needs, upgrade the food service area, HVAC, electrical, finishes, and provide upgrades to meet ADA requirements. This plan will consolidate all student services into the two buildings with a separate building for food services and student activities.

Start Preliminary Plans	Sep 2019	Award Construction Contract	May 2022
Start Working Drawings	Sep 2020	Complete Construction	May 2024
Complete Working Drawings	Mar 2021	Advertise for Equipment	Aug 2023
DSA Final Approval	Feb 2022	DSA Close Out	Pending



<u>Budget Narrative</u>: Budget reflects Board action on 4/22/2019. On April 22, 2019, the Board approved \$23,850,000.

	<u>Original</u>	Revision	<u>Total</u>
Project Budget:	\$90,000,000	\$0	\$90,000,000
District Funding Commitment:	\$48,300,000	\$0	\$48,300,000
Anticipated State Match:	\$N/A		
Basic Aid Allocation:	\$23,850,000	\$0	\$23,850,000

Status: Schematic Design Phase.

In Progress: Schematic Design.

**Recently Completed:** Programming Phase.

<u>Focus</u>: Work with end users to further develop design.

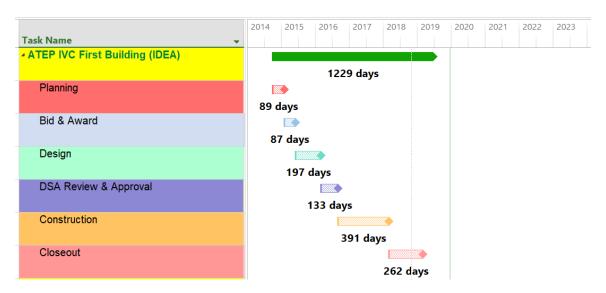
# **ATEP**

# 1. ATEP - IVC FIRST BUILDING

<u>Project Description</u>: This project is a new two-story 20,249 assignable square feet (ASF), 32,492 gross square feet (GSF) building. The new ATEP IVC First Building consists primarily of lab classrooms with some lecture classroom space, offices and student support services. The building was designed for automation (HAAS), subtractive and additive 3-D

sculpting labs, design model prototyping, electronics, photonics, electrical, engineering computer labs, the testing center and some spaces that represent expansion. In addition to the programs identified during design, a portion of the Adult ESL (English as a second language) and the Emeritus and Community Education offices were moved to the ATEP IDEA building at its opening. The project includes 50kV of solar electric power and is a LEED Gold Equivalent building.

Start Preliminary Plans	Oct 2014	Award D-B Contract	Jun 2015
Start Working Drawings	Jul 2015	Complete Construction	Mar 2018
Complete Working Drawings	Mar 2016	Advertise for FF&E	Sep 2017
DSA Final Approval	Sep 2016	DSA Close Out	Aug 2018



<u>Budget Narrative</u>: Budget reflects Board action on 2/28/2011, 6/23/2014, 6/22/2015, 8/22/2016 and 6/26/2017. On February 28, 2011, the Board approved \$12,500,000, originally allocated to the Phase 3A project budget and transferred to the IVC ATEP First Building with \$8,950,000 additional funds Board approved on June 23, 2014. On June 22, 2015, the Board approved \$3,250,000 for associated parking. On August 22, 2016, the Board approved the FF&E budget of \$1,600,000. The college applied Irvine Valley College RDA funds equaling \$1,250,000 for an expanded lobby and \$700,000 for additional IT equipment. On June 26, 2017, the Board approved \$1,100,000.

	Original	Revision	<u>Total</u>
Project Budget:	\$23,000,000	\$ 6,350,000	\$29,350,000
District Funding Commitment:	\$23,000,000	\$ 6,350,000	\$29,350,000
Anticipated State Match:	\$ 0	\$ 0	\$ 0
Basic Aid Allocation:	\$21,450,000	\$ 5,950,000	\$27,400,000
College Contribution:	\$ 0	\$ 1,950,000	\$ 1,950,000

Status: Project close out.

<u>In Progress</u>: Coordinate with contractor and SCE for battery storage Permission to Operate (PTO). Coordinate warranty related items with contractor.

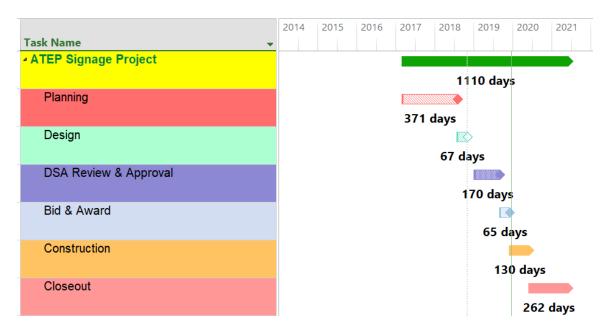
<u>Recently Completed</u>: Execution of new interconnect agreement with SCE for combined battery storage and photovoltaic system.

Focus: Final scheduling of SCE "go live" date.

### 2. ATEP – SIGNAGE PROJECT

<u>Project Description</u>: Wayfinding signage for ATEP consists of three monument signs, five vehicle signs and one pedestrian sign. This signage will define the campus as a destination, support route planning, clarify entrances and parking, create a main pathway, and establish a standardized naming system.

Start Preliminary Plans	Mar 2017	Award Construction Contract	Nov 2019
Start Working Drawings	Aug 2018	Complete Construction	June 2020
Complete Working Drawings	Apr 2019	Advertise for FF&E	N/A
DSA Final Approval	Aug 2019	DSA Close Out	July 2020



<u>Budget Narrative</u>: Budget reflects Board action on 5/21/2018 and 4/22/2019. On May 21, 2018, the Board approved \$500,000. On April 22, 2019, the Board approved the funding allocation of \$4,431,121.

	Original	Revision	Total
Project Budget:	\$3,000,000	\$1,931,121	\$4,931,121
District Funding Commitment:	\$ 500,000	\$4,431,121	\$4,931,121
Anticipated State Match:	\$ 0	\$ 0	\$ 0
Basic Aid Allocation:	\$ 500,000	\$4,431,121	\$4,931,121

<u>Status</u>: Construction Phase: Project is approximately 25% complete.

<u>In Progress</u>: District review and approval of signage *steel fabrication* submittal. Sign footing excavation *on-going*. *Rebar installation at footings*.

Recently Completed: Rebar installed and concrete poured for footings at south roundabout location.

<u>Focus</u>: Complete all footings, retaining walls and concrete pour. Fabrication of steel structure for signage.

### 2. ARCHITECTURAL STANDARDS

Project Description: The District-wide Standards will provide all future capital projects with design and construction consistency, operational efficiency, maintainability, accessibility and sustainability while ensuring first class teaching and learning facilities. These standards will be developed to promote the efficient, predictable, and cost-effective design and construction of all new and modernized facilities, will represent the best value for District expenditures, and will align with the District's long-range goals. The standards will include sections on the 2020 Facilities Master Plan, ATEP Design Standards, Infrastructure Master Plan, Landscape Master Plan, Storm Water Management Plan, Signage and Wayfinding Standards, Easement Plan, Blue Phone/Emergency Plans, Building Information Modeling Standards (BIM), Design Guidelines for offices, classrooms, furniture standards, restrooms, interior building and exterior circulation, and utility rooms, Building Systems Guidelines and Technical Standards and Guidelines.

Kick Off, Phase II	<b>Feb</b> 2020	Start Plan Development	TBD
Start Research/Analysis	<b>Feb</b> 2020	Complete Plan	Jun 2021
Complete Research/Analysis	TBD	Final Plan, Phase II	Jun 2021



<u>Budget Narrative</u>: On April 22, 2019, the Board of Trustees approved \$1,500,000 for the Architectural Standards project.

	<u>Original</u>	Revision	<u>Total</u>
Project Budget:	\$1,500,000	\$0	\$1,500,000
District Funding Commitment:	\$1,500,000	\$0	\$1,500,000
Anticipated State Match:	\$N/A	\$N/A	\$N/A
Basic Aid Allocation:	\$1,500,000	\$0	\$1,500,000

Status: Research and Analysis Phase.

<u>In Progress</u>: Classroom design standard review. Establish committees for landscaping and storm drainage.

Recently Completed: Distribution of classroom standards for review.

Focus: Set appropriate foundation. Define committee responsibilities.

### **GENERAL NOTES**

- Project updates for active projects may be viewed at: http://www.socccd.edu/businessservices/ProjectUpdates.html
- Schedule Table: Bold dates in the schedule table indicate actuals. Items that are not bold indicate anticipated dates.
- Budget Table:
  - When state matches are identified, the project budgets reflect the allocated state match as reported in FUSION for the latest planning year. (FUSION is the State Chancellor's Office database for Capital Outlay.)
  - The "Revisions" column for the State Match category includes changes due to escalation and changes that may have occurred to the state's percentage (i.e. going from an 80% match down to a 50% match) as the economy has changed from the original project approvals to current date. The "Revisions" column for the Basic Aid Allocation will show a total variation to date taking into account both increased and decreased basic aid allocations.
  - The Unassigned category identifies an underfunded budget.
- The Budget Narrative paragraph for each project discusses the history of change to all category amounts over the life of the project.

ITEM: 7.3 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Monthly Financial Status Report

**ACTION:** Information

# **BACKGROUND**

Monthly General Fund financial reports (EXHIBIT A) are provided to the Board of Trustees to keep members regularly informed of current information and provide an alert to any significant changes in the projected year ending balance. These reports provide district-wide and college financial information.

# **STATUS**

The reports display the adopted budget, revised budget and transactions through March 31, 2020 (EXHIBIT A). A review of current revenues and expenditures for FY 2019-2020 show they are in line with the budget.

Unrestricted General Fund Income and Expenditure Summary As of March 31, 2020

			Adopted Budget		Revised Budget		Actual Beg Bal & Receipts/ Expenditures	% Actual to Revised
BEGINNING BALANCE		\$	77,459,498	\$_	77,459,498	\$_	77,459,498	100.00%
SOURCES OF FUNDS								
REVENUES:		_		_		_		
SCFF Revenue	Various	\$	161,922,903	\$	161,922,903	\$	107,806,405	66.58%
Basic Aid	9400 9400		86,327,097		86,327,097		57,475,587	66.58%
Federal Sources Other State Sources	8100-8199 8600-8699		19,311,977		19,311,977		8,367,255	0.00% 43.33%
Other Local Sources	8800-8899		19,276,659		19,276,659		20,407,687	105.87%
Total Revenue	0000 0000	-	286,838,636	_	286,838,636	_	194,056,934	67.65%
OTHER FINANCING SOURCES								
Sale of Surplus	8910-8919	\$	195,000	\$	195,000	\$	209,996	107.69%
Incoming Transfers	8980-8989	Ψ	8,786,000	Ψ	8,786,000	Ψ	4,398,457	50.06%
Total Other Sources		_	8,981,000	_	8,981,000	_	4,608,453	51.31%
TOTAL SOURCES OF FUNDS		_	295,819,636		295,819,636	_	198,665,387	67.16%
USES OF FUNDS								
EXPENDITURES:	1000 1000	Φ	00 004 070	Φ.	00 444 054	Φ	00 000 050	70.440/
Academic Salaries Classified Salaries	1000-1999 2000-2999	\$	88,204,673 47,775,711	Ф	88,144,051	Ф	62,063,653	70.41% 62.40%
Employee Benefits	3000-2999		62,861,316		47,996,373 62,870,506		29,948,694 36,992,814	58.84%
Supplies & Materials	4000-3999		2,250,909		2,336,427		1,151,166	49.27%
Services & Other Operating	5000-5999		21,178,275		20,939,732		12,020,143	57.40%
	6000-6999		1,060,782		1,044,577		359,216	34.39%
Total Expenditures		_	223,331,666	_	223,331,666	_	142,535,686	63.82%
OTHER ENIANOMO HOES								
OTHER FINANCING USES: Transfers Out	7300-7399	\$	819,721	Φ	819,721	Ф	819,721	100.00%
Basic Aid Transfers Out	7300-7399	φ	91,000,966	φ	91,000,966	φ	5,700,000	6.26%
Other Transfers	7400-7499		91,000,900		-		5,700,000	0.00%
Payments to Students	7500-7699		_		-		-	0.00%
Total Other Uses		_	91,820,687	_	91,820,687	_	6,519,721	7.10%
TOTAL USES OF FUNDS		_	315,152,353	_	315,152,353	_	149,055,407	47.30%
SURPLUS / (DEFICIT)			(19,332,717)		(19,332,717)		49,609,980	
ENDING FUND BALANCE		\$_	58,126,781	<b>\$</b> _	58,126,781	<b>\$</b> _	127,069,478	
COMPONENTS OF ENDING BALANCE								
Reserve for Economic Uncertainties		\$	33,469,676	\$	33,469,676			
Reserve for Unrealized Tax Collection	ns (Basic Aid)		17,145,419		17,145,419			
Nondesignated Ending Balance		_	7,511,686		7,511,686			
		\$_	-	\$_	-			

NOTE: As of March 31, 2019 actual revenues to date were **68.63%** and actual expenditures to date were **49.25%** of the revised budget to date.

# SADDLEBACK COLLEGE

Unrestricted General Fund Income and Expenditure Summary As of March 31, 2020

			Adopted Budget		Revised Budget		Actual Beg Bal & Receipts/ Expenditures	% Actual to Revised
BEGINNING BALANCE		\$	12,551,485	\$	12,551,485	\$	12,551,485	100.00%
SOURCES OF FUNDS								
REVENUES: SCFF Revenue	Various	\$	89,535,410	Ф	89,535,410	\$	59,611,645	66.58%
Basic Aid	various	φ	69,555,410	Φ	69,535,410	φ	39,011,043	0.00%
Federal Sources	8100-8199		-		_		-	0.00%
Other State Sources	8600-8699		6,753,131		6,753,131		4,762,251	70.52%
Other Local Sources	8800-8899		8,110,540		8,110,540		7,127,134	87.87%
Total Revenue		-	104,399,081		104,399,081	-	71,501,030	68.49%
			, ,		, ,		,,	
OTHER FINANCING SOURCES								
Sale of Surplus	8910-8919	\$	117,081	\$	117,081	\$	126,082	107.69%
Incoming Transfers	8980-8989	_	5,147,000		5,147,000	_	2,778,258	53.98%
Total Other Sources			5,264,081		5,264,081		2,904,340	55.17%
TOTAL SOURCES OF FUNDS		-	109,663,162		109,663,162	-	74,405,370	67.85%
USES OF FUNDS								
EXPENDITURES:								
Academic Salaries	1000-1999	\$	51,281,306	\$	51,345,119	\$	37,512,961	73.06%
Classified Salaries	2000-2999		22,154,124		22,175,109		13,721,080	61.88%
Employee Benefits	3000-3999		28,596,060		28,597,059		20,362,428	71.20%
Supplies & Materials	4000-4999		1,226,610		1,259,526		673,438	53.47%
Services & Other Operating	5000-5999		8,694,544		8,566,482		4,735,290	55.28%
Capital Outlay	6000-6999	_	872,282		881,631	_	287,403	32.60%
Total Expenditures			112,824,926		112,824,926		77,292,600	68.51%
OTHER FINANCING USES:								
Transfers Out	7300-7399	\$	389,721	\$	389,721	\$	389,721	100.00%
Basic Aid Transfers Out	7300-7399	Ψ	-	Ψ	-	Ψ	-	0.00%
Other Transfers	7400-7499		-		_		_	0.00%
Payments to Students	7500-7699		-		-		-	0.00%
Total Other Uses			389,721		389,721	_	389,721	100.00%
TOTAL USES OF FUNDS		-	113,214,647		113,214,647	-	77,682,321	68.62%
SURPLUS / (DEFICIT)			(3,551,485)		(3,551,485)		(3,276,951)	
ENDING FUND BALANCE		\$	9,000,000	\$	9,000,000	\$	9,274,534	
		=		_ =		-	<u>_</u>	
COMPONENTS OF ENDING BALANCE								
Reserve for Economic Uncertainties		\$	9,000,000	\$	9,000,000			
Reserve for Unrealized Tax Collection	ns (Basic Aid)		-		-			
Nondesignated Ending Balance		_	-		-	,		
		\$_	-	\$	-	:		

NOTE: As of March 31, 2019 actual revenues to date were **69.56%** and actual expenditures to date were **66.55%** of the revised budget to date.

# **IRVINE VALLEY COLLEGE**

Unrestricted General Fund Income and Expenditure Summary As of March 31, 2020

			Adopted Budget		Revised Budget		Actual Beg Bal & Receipts/ Expenditures	% Actual to Revised
BEGINNING BALANCE		\$_	4,953,550	\$	4,953,550	\$	4,953,550	100.00%
SOURCES OF FUNDS								
REVENUES: SCFF Revenue	Various	\$	58,103,728	œ	58,103,728	\$	38,684,793	66.58%
Basic Aid	vanous	Ψ	30,103,720	Ψ	30,103,720	Ψ	30,004,793	0.00%
Federal Sources	8100-8199		-		_		_	0.00%
Other State Sources	8600-8699		4,494,323		4,494,323		3,169,546	70.52%
Other Local Sources	8800-8899		11,166,119		11,166,119		10,389,839	93.05%
Total Revenue		_	73,764,170		73,764,170	-	52,244,178	70.83%
OTHER FINANCING SOURCES								
Sale of Surplus	8910-8919	\$	77,919	\$	77,919	\$	83,914	107.69%
Incoming Transfers	8980-8989	_	2,799,000		2,799,000	_	1,286,387	45.96%
Total Other Sources			2,876,919		2,876,919		1,370,301	47.63%
TOTAL SOURCES OF FUNDS		-	76,641,089	_	76,641,089	-	53,614,479	69.96%
USES OF FUNDS								
EXPENDITURES:								
Academic Salaries	1000-1999	\$	33,313,128	\$	33,338,138	\$	23,816,546	71.44%
Classified Salaries	2000-2999		14,987,798		15,036,798		9,411,219	62.59%
Employee Benefits	3000-3999		19,862,355		19,871,778		13,352,093	67.19%
Supplies & Materials	4000-4999		908,249		953,854		437,636	45.88%
Services & Other Operating	5000-5999		5,932,609		5,835,064		2,848,754	48.82%
Capital Outlay	6000-6999	_	90,500		59,007	-	13,503	22.88%
Total Expenditures			75,094,639		75,094,639		49,879,751	66.42%
OTHER FINANCING USES:								
Transfers Out	7300-7399	\$	-	\$	-	\$	-	0.00%
Basic Aid Transfers Out	7300-7399		-		-		-	0.00%
Other Transfers	7400-7499		-		-		-	0.00%
Payments to Students	7500-7699	_	-			_		0.00%
Total Other Uses			-		-		-	0.00%
TOTAL USES OF FUNDS		-	75,094,639	- <u>-</u>	75,094,639	-	49,879,751	66.42%
SURPLUS / (DEFICIT)			1,546,450		1,546,450		3,734,728	
ENDING FUND BALANCE		\$_	6,500,000	\$_	6,500,000	\$	8,688,278	
0011001151150055555555								
COMPONENTS OF ENDING BALANCE		•	0.500.000	Φ.	0.500.000			
Reserve for Economic Uncertainties	/D : *: "	\$	6,500,000	\$	6,500,000			
Reserve for Unrealized Tax Collection	ns (Basic Aid)	)	-		-			
Nondesignated Ending Balance		φ-	-					
		\$_	-	Φ=				

NOTE: As of March 31, 2019 actual revenues to date were **73.52%** and actual expenditures to date were **69.02%** of the revised budget to date.

ITEM: 7.4 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Retiree (OPEB) Trust Fund

**ACTION:** Information

# **BACKGROUND**

In April 2008, the Board of Trustees authorized the establishment of an irrevocable trust to comply with GASB No. 43 (Financial Reporting for Postemployment Benefit Plans Other Than Pensions) and GASB No. 45 (Accounting and Financial Reporting by Employers for Postemployment Benefits other than Pensions). The trust was established with the Benefit Trust Company and is administered through the Futuris Public Entity Trust Program.

# **STATUS**

This report is for the period ending February 29, 2020 (EXHIBIT A).

For February, the portfolio was composed of 44.1% common stocks (domestic and international) and 55.9% fixed funds (bonds). The portfolio's performance decreased -2.89%, ending with a fair market value of \$126,599,286 and an annualized return of 5.54% since inception.



March 12, 2020

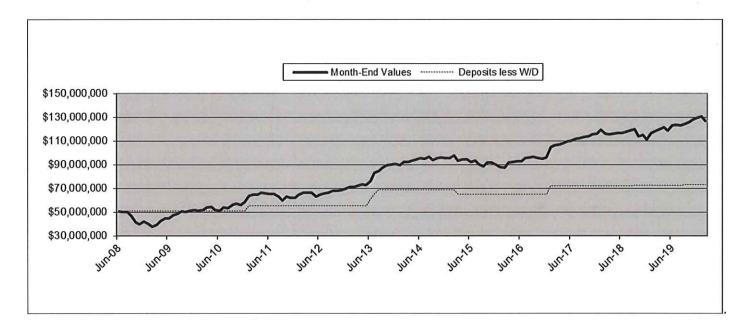
South Orange County Community College District 28000 Marguerite Parkway Mission Viejo, CA 92692

Re: South Orange County CCD Retiree (OPEB) Irrevocable Trust

With a fair market value on February 29th of \$126,599,285.60 your portfolio's performance was down -2.89% for the month and up 5.54% on an annualized basis since the June 24<sup>th</sup>, 2008 inception date net of program fees.

Your portfolio ended the month as a diversified mix of equity funds (44.1%) and fixed income funds (55.9%). It was designed to be invested over a long time frame. Total deposits in the amount of \$77,214,430.38 have been received since inception. \$4,000,000 was withdrawn from the trust on March 19, 2015. Below is the performance of your portfolio for various time frames since inception.

<u>Performance</u>	February 2019	Year-To-Date	Annualized Since Inception
South Orange CCCD	-2.89%	-2.18%	5.54% annualized return
S&P 500	-8.23%	-8.27%	9.75% (Domestic Stocks)
MSCI EAFE	-9.04%	-10.94%	2.10% (International stocks)
Barclays Aggregate	1.80%	3.75%	4.41% (Domestic Bonds)
Barclays Global	0.67%	1.96%	2.97% (Global Bonds)



Very truly yours,

Scott W. Rankin Senior Vice President

Month - Year	С	ontributions	С	ontribution Balance	ln	Month-End vestment Values
June-08	\$	50,791,103	\$	50,791,103	\$	50,589,708
June-09	\$	-	\$	50,791,103	\$	44,706,214
June-10	\$	-	\$	50,791,103	\$	51,342,419
June-11	\$	4,618,708	\$	55,409,811	\$	65,060,898
June-12	\$	-	\$	55,409,811	\$	64,788,984
June-13	\$	5,000,000	\$	60,409,811	\$	76,038,439
June-14	\$	8,389,913	\$	68,799,724	\$	95,689,395
June-15	\$	(4,000,000)	\$	64,799,724	\$	92,222,506
June-16	\$	-	\$	64,799,724	\$	92,851,363
June-17	\$	6,876,878	\$	71,676,602	\$	110,063,884
June-18	\$	-	\$	71,676,602	\$	116,478,409
June-19	\$	1,053,093	\$	72,729,695	\$	123,157,480
July-19	\$	-	\$	72,729,695	\$	123,449,353
August-19	\$	-	\$	72,729,695	\$	123,206,435
September-19	\$	484,735	\$	73,214,430	\$	124,020,036
October-19	\$	-	\$	73,214,430	\$	125,685,619
November-19	\$	-	\$	73,214,430	\$	127,644,117
December-19	\$	-	\$	73,214,430	\$	129,424,431
January-20	\$	-	\$	73,214,430	\$	130,366,882
February-20	\$	-	\$	73,214,430	\$	126,599,286

\$ 73,214,430

ITEM: 7.5 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Basic Aid Report

**ACTION:** Information

# **BACKGROUND**

The District returned to Basic Aid status in FY 1999-2000. The Board of Trustees has requested regular information reports about projected basic aid receipts and approved projects.

# **STATUS**

As of March 31, 2020, total estimated Basic Aid receipts are \$933.3M and total approved projects are \$907.6M as shown in EXHIBIT A. The balance of \$25.7M is the reserve for unrealized tax collections and returned funds available for distribution.

There were no changes for the FY 2019-20 Basic Aid allocation from the February 24, 2020 Board report. The year-to-date actual amounts and obligations have been updated as of March 31, 2020 to correctly reflect the uncommitted remaining balance.

Item Submitted By: Ann-Marie Gabel, Vice Chancellor, Business Services

### South Orange County Community College District Expenditure History for Approved Basic Aid Projects April 27, 2020

	<u> </u>	<u> </u>					
Project Description	Approved Amount	1999/2017 Actual	2017/18 Actual	2018/19 Actual	2019/20 YTD Actual	2019/20 YTD Obligations	Balance Remaining for 2019/20
CLOSED PROJECTS TOTAL	303,272,221	294,036,229	5,537,366	3,577,762	120,864	-	-
							_
CAPITAL PROJECTS		T					
ATEP Building Demolition (2007)	13,700,000	6,910,874	-	<u> </u>		<u>-</u>	6,789,126
ATEP First Building Phase 3A (2011)	27,400,000	10,537,344	12,783,368	320,079	63,803	65,245	3,630,161
ATEP First Building Support (2017)	2,317,303	-	471,425	542,011	357,155	60,524	886,188
ATEP Signage (2018 & 2019)	4,931,121	-	-	111,447	398,721	1,758,765	2,662,188
ATEP Site Development (2013 & 2019)	12,625,000	4,371,741	3,819,736	1,103,962	789,218	1,216,142	1,324,201
ATEP Utilities/Infrastructure Phase I (2016)	9,475,000	1,328,719	4,758,015	915,868	14,873	68,975	2,388,550
IVC A200 Success Center (2014)	505,005	-	-	-	1	-	505,005
IVC Access Controls (2018 & 2019)	4,200,000	-	-	687,842	1,085,619	459,405	1,967,134
IVC B200 (2015, 2018 & 2019)	2,100,000	155,444	61,515	83,726	1,540,222	245,379	13,714
IVC B400 Labs and Entrance Controls (2015)	296,078	5,933	182,903	3,998		3,244	100,000
IVC Defects Performing Arts Center (2014)	1,400,000	108,993	41,346	721,682	36,953	4,312	486,714
IVC Electric Vehicle Charging Station (2019)	400,000	-	-	-		-	400,000
IVC Fine Arts Building (2008 & 2019)	22,621,278	61,278	-	-	24,025	-	22,535,975
IVC Health Center/Concessions Building (2016 & 2018)	7,500,000	190,180	363,732	3,630,510	2,338,810	87,862	888,906
IVC Library Renovation (2019)	900,000	-	-	-	-	-	900,000
IVC Lighting & Walkways (2013)	795,055	538,907	31,500	12,112	209,552	2,984	-
IVC New Parking Lot (2013 & 2018)	8,788,000	124,442	289,578	2,870,876	187,748	385,212	4,930,144
IVC Soccer and Practice Fields (2018 & 2019)	10,175,000	-	-	-	202,204	407,709	9,565,087
IVC Student Services Center Renovation (2019)	23,850,000	-	-	-	111,198	1,809,459	21,929,343
SC Access Controls (2018)	4,000,000	-	-	478,367	1,632,465	1,804,828	84,340
SC ATAS Building (2003 & 2018)	64,100,000	-	693,343	3,996,972	2,235,364	49,249,934	7,924,387
SC BMS Controls (2019)	4,900,000	-	-	-	14,000	71,000	4,815,000
SC Data Center Project (2016)	1,000,000	7,472	35,558	6,460	21,820	5,023	923,667
SC Fire Alarm System (2015)	500,000	46,259	14,416	-	-	-	439,325
SC New Gateway Building (2013 & 2019)	26,258,000	-	-	-	54,187	-	26,203,813
SC PE 400 and 500 Renovation (2014)	2,388,737	-	-	1,204	215,949	81,664	2,089,920
SC Sciences Building (M/S/E annex) (2003)	62,399,870	61,903,704	13,370	895	1	-	481,901
SC SME Building Renovation (2016)	750,000	1,499	39,668	319,812		-	389,021
SC Stadium and Site Improvements (2008)	39,525,000	820,764	371,780	2,870,678	17,753,876	17,191,974	515,928
SOCCCD District-wide ADA Transition Plan Projects (2017 & 2019)	9,000,000	-	-	-	1,689,539	494,026	6,816,435
SOCCCD District-wide Warehouse Canopy (2019)	460,000	-	-	-	5,057	50,000	404,943
CAPITAL PROJECTS TOTAL	369,260,447	87,113,553	23,971,253	18,678,501	30,982,358	75,523,666	132,991,116
SCHEDULED MAINTENANCE		Т	T				
IVC SM B100 Roof & HVAC (2015)	493,350	-	-	10,704	4,098	113	478,435
IVC SM Electrical (2018)	150,000	-	-	-	3,463	-	146,537
IVC SM Floors & Finishes (2018)	92,500	-	-	49,438	650	36,072	6,340
IVC SM Mechanical (2019)	1,664,081	-	-	-	25,273	52,023	1,586,785
IVC SM Painting (2018)	171,581	-	-	-	-	-	171,581
IVC SM Plumbing (2019)	250,000	-	-	-	-	-	250,000
IVC SM Roofs (2018)	1,500,000	-	-	135,983	88,444	45,519	1,230,054
SC SM Campus Landscaping Improvement (2019)	1,050,000	-	-	-	-	-	1,050,000
SC SM Campus Signage (2019)	125,000	-	-	-	-	-	125,000
SC SM Central Plant Equipment (2019)	250,000	-	-	-	88,830	133,330	27,840
SC SM IT Power Upgrade (2019)	300,000	-	-	-	-	199,500	100,500
SC SM Swimming Pool Equipment (2019)	275,000	-	-	-	-	-	275,000
SC SM Swimming Pool Refurbishment (2019)	200,000	-	-	-	-	-	200,000
SCHEDULED MAINTENANCE PROJECTS TOTAL	6,521,512	-	-	196,125	210,758	466,557	5,648,072

### South Orange County Community College District Expenditure History for Approved Basic Aid Projects April 27, 2020

Project Description	Approved Amount	1999/2017 Actual	2017/18 Actual	2018/19 Actual	2019/20 YTD Actual	2019/20 YTD Obligations	Balance Remaining for 2019/20
IT PROJECTS		1 1 1 1 1 1	1 10100				
IVC Campus Desktop Refresh (2016 & 2019)	2,752,292	525,081	436,240	764,389	790,953	14.394	221,235
IVC Classroom Tech & Audio Visual IVC (2016)	3,746,708	225,038	107,604	378,139	816,392	297,728	1.921.807
IVC Refresh MDF and IDF	500,000	149.647	-	-	6,255	(6,255)	350.353
IVC SAN (2019)	865,200	-	-	-	-	-	865,200
IVC Server Refresh (2018 & 2019)	350,000	-	-	137,202	31,156	-	181,642
IVC Wireless Aps & Controllers (2019)	100,000	-	_	-	-	-	100,000
SC Cabling (2018 & 2019)	455,845	-	-	14.700	953	-	440.192
SC Campus Desktop Refresh (2016 & 2019)	3.761.618	978.750	1.149.470	549.114	9.379	612.438	462,467
SC Classroom Tech & Audio Visual (2016)	6,219,446	260,923	26,603	598,408	2,475,914	742.856	2.114.742
SC Refresh MDF and IDF	500,000	140.790	26.854	127,779	127.880	798	75.899
SOCCCD Automate Electronic Transcript Receiving (2015)	453,600	196,932	33,686	130,334	79,996	43	12.609
SOCCCD Automated Password Reset & Single Sign-On Assess (2015)	115,600	38,416	-	-	-	-	77.184
SOCCCD Automated Student Assistant (Al Chatbot) (2018)	475.000	-	-	_	-	-	475.000
SOCCCD Block Registration (2019)	100.000	-	-	-	_	-	100,000
SOCCD Canvas Grade Submission Integration (2019)	150,000	-	-	_	-	21,328	128,672
SOCCCD Co-locate District-wide Infrastructure (2018)	60,000	-	-	30.232	19.112	10.656	-
SOCCCD Curriculum Management System (2018)	467,600	-	_	23,801	80,534	150.345	212,920
SOCCD Degree Audit/MAP Upgrade (2013)	1,594,720	1,280,403	130,532	87,154	24,077	41,788	30,766
SOCCCD DevOps / Identity Management Engineering (2018)	200,000	- ,	-	63,273	67,107	41.744	27,876
SOCCCD District-wide Network Security (2015)	1,064,395	363,117	149,670	299,538	204,611	5,739	41,720
SOCCCD DW Content Management System for Websites (2019)	200,000	-	- 1.0,0.0	-	-	-	200,000
SOCCD DW Employee Email Infrastructure Enhancements (2019)	160,000	_	_	_	36.616	86,218	37.166
SOCCCD DW Information Security Initiatives (2019)	240,000	-	_	_	46.375	-	193.625
SOCCCD DW IT Infrastructure Strategic Planning (2019)	190,000	-	-	-	,	-	190,000
SOCCCD Faculty Syllabus Builder (2018)	315,000	-	_	_	-	-	315,000
SOCCCD Guided Pathways One-Click Registration (2019)	285,000	-	-	-		-	285,000
SOCCCD HR/Bus Svcs Integrated Software (2013, 2018 & 2019)	18,492,300	13,611,859	1,507,314	1,427,044	1,074,033	236,719	635,331
SOCCCD Identity Management Assessment and Design (2019)	150,000	-	- ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	-	-	-	150,000
SOCCD Information Security Contract Services (2018)	360,000	-	-	-	44,151	221,133	94,716
SOCCCD Infrastructure Expansion (2018)	170,000	-	-	-	134,726	-	35,274
SOCCD Innovation Fund (2018 & 2019)	1,241,978	-	-	_	117,000	-	1,124,978
SOCCD IT Basic Aid Projects (2013) IT Contingency	610,276	64.600	-	_		_	545,676
SOCCD IT Engineering Services Support (2019)	300.000	01,000	_	_	16.008	46.630	237.362
SOCCCD IT Projects SC/IVC/ATEP Instruct & Student Svc (2010)	8,744,770	8,697,086	12,544	5,631	2,652	40,030	26,857
SOCCCD MAP Enhancements (2017, 2018 & 2019)	1,050,000	0,097,000	191,384	308,878	186.122	89.492	274.124
SOCCCD MySite Faculty Services Upgrade (2018)	275,000	-	191,364	300,070	12,090	24,910	238,000
, , , , ,		- 045 000	-	4 704			
SOCCCD New Student Print Solution (2016)	238,921	215,203	-	1,791	20,269	1,306	352
SOCCCD Online Tutoring, SI, Office Hours, Appointments (2016)	201,000	5,199	36,225	-	-		159,576
SOCCCD On-premise and Cloud-based Systems Infra Expansion (2019)	500,000	-	-	<u>-</u>	423,318	76,682	-
SOCCCD Registration Restriction Module (2018)	302,400	-	-	57,835	25,369	-	219,196
SOCCCD Replace District Data Center HVAC Units (2019)	350,000	-	-	-	25,344	285,248	39,408
SOCCCD Service Desk Software (2017)	560,000	-	9,835	366,261	106,906	76,998	-
SOCCCD SIS Architecture Upgrade (2019)	450,000	-	-	-	49,912	26,341	373,747
SOCCCD SIS Student Health (2018)	350,000	-	-	217,101	17,899	30,350	84,650
SOCCCD Student Activity Tracking, Workflow and Transcript (2019)	300,000	-					300,000
SOCCCD Student Appointment System (2019)	278,000	-	-	-	_	-	278,000
SOCCCD Student Early Alert System (2016)	226,800	-	36,752	123,612	14,127	35,000	17,309
SOCCD Student Info Sys AR Enhancement/Electronic Refunds (2015)	600,000	-	´ -	-	46,993	280,179	272,828
SOCCCD Student Information System Enhancement (2013, 2018 & 2019)	13,584,000	7,266,438	2,314,102	1,945,362	1,118,804	578,557	360,737
SOCCD Student Recruiting (2019)	302.400	. ,200, 100	_,011,102	.,510,002	-,,,,,,,,,,,,		302,400
SOCCCD Student Success Roadmap (2017)	875,000	_	1.608	322.588	183,200	102,536	265,068

### South Orange County Community College District Expenditure History for Approved Basic Aid Projects April 27, 2020

Project Description			Дрііі	21, 2020					1
SOCCEO Waitist Modification (2014)	Project Description								Remaining for
SOCCCD Wireless Upgrade (2016 & 2019)   2,557.990   20.17   791.591   383.839   (941)   21.659   1,341.825   SOCCD Workday Student Influencer Program (2016)   375.000   161.756   12.965   14.701   10.571   - 175.007   IT PROJECTS TOTAL   80.237,259   34.569.519   7,054.259   8.651.574   8.765.528   4.176.101   17,020.278	SOCCCD Unified Student ID Card (2016)		452,000	-	75,190	113,296	61,213	3,923	198,378
SOCCCO Workay Student Influencer Program (2016)   317,800   115,914   -   -   10,095   1,700   190,091	SOCCCD Waitlist Modification (2014)		699,600	252,350	4,090	159,572	248,357	16,918	18,313
SOCCCD Workday Student Influencer Program (2016)   375,000   161,756   12,965   14,701   10,571   175,007   175,00	SOCCCD Wireless Upgrade (2016 & 2019)		2,557,990	20,017	791,591	383,839	(941)	21,659	1,341,825
SOCCOD Workday Student Influencer Program (2016)   375,000   161,756   12,965   14,701   10,571   175,007   176,00	SOCCCD Workday Student BPA Sessions (2016)		317,800	115,914	-	-	10,095	1,700	190,091
TPROJECTS TOTAL   80,237,259   34,569,519   7,054,259   8,651,574   8,765,528   4,176,101   17,020,278	SOCCCD Workday Student Influencer Program (2016)			161,756	12,965	14,701	10,571	, -	175,007
SOCCCD Price   Soccon   Socc	IT PROJECTS TOTAL		80,237,259	34,569,519	7,054,259	8,651,574	8,765,528	4,176,101	17,020,278
SOCCCD Design/Build Specialty Consultant (2013)   1,500,000   -   -   -   3,940   498.441   997.619									
SOCCCD   Design/Build   Specialty Consultant (2013)   S25,000   291,587     -   -   233,413	OTHER ALLOCATIONS		]						
SOCCCD District-wide ADA Physical Access Transition Plan (2016)	SOCCCD Architectural Standards (2019)		1,500,000	-	-	-	3,940	498,441	997,619
SOCCCD   District-wide Mapping (2015 & 2018)   3,900,000   48   32,566   2,521,267   228,864   173,665   943,800	SOCCCD Design/Build Specialty Consultant (2013)		525,000	291,587	-	-	-	-	233,413
SOCCCD District-wide Sustainability/Energy Planning (2016 & 2018)   640,000   227,376   58,495   100,995   216,285   31,895   4,954   500   50	SOCCCD District-wide ADA Physical Access Transition	Plan (2016)	1,240,000	657,532	26,631	268,749	16,477	59,840	210,771
SOCCCD District-wide Tech Consultant for Capital Constr (2016 & 2018)   585,000   66,552   118,564   3,058   - 18,250   378,576			3,900,000		32,356	2,521,267	228,864	173,665	943,800
SOCCCD BA Inspec, Engineer, and PM Svcs (2014)   915,000   174,201   - 6,665   - 70,228   663,906			640,000	227,376	58,495	100,995	216,285	31,895	4,954
SOCCCD Educational Facilities Master Plan (2016)	SOCCCD District-wide Tech Consultant for Capital Cons	str (2016 & 2018)	585,000	66,552	118,564	3,058	1	18,250	378,576
SOCCCD FPP, IPP, 5 Year Plans (2013 & 2019)   1,350,000   9.637   26.664   173,310   - 3,174   1,137,215	SOCCCD DSA Inspec, Engineer, and PM Svcs (2014)		915,000	174,201	-		1	70,228	663,906
SOCCCD Legal Counsel Facility Related Issues (2013)   863,000   185,974   52,705   (7,236)   6,104   102,231   523,222				-			435,666		103,983
SOCCCD Legislative Advocacy Services - Basic Aid (2004 - present)   1,265,000   797,600   130,751   99,810   77,657   51,379   107,803     SOCCCD Pension Rate Stabilization Program (2016)   39,700,000   27,100,000   12,600,000   -				- ,			-	-,	1,137,215
SOCCCD Persion Rate Stabilization Program (2016)   39,700,000   27,100,000   12,600,000									523,222
SOCCCD Pre-Planning and Investigation (2015, 2018 & 2019)		004 - present)				99,810	77,657	51,379	107,803
SOCCCD Retiree Benefits (2001 - present)   89,881,683   74,677,683   4,610,000   4,894,000   5,700,000   -   -   -   -						-	-	-	-
SOCCCD Trustee Election/General Election Expense (2004 - present)   3,348,988   2,625,684   - 563,519   - 159,785     OTHER ALLOCATIONS TOTAL   148,294,811   106,995,518   17,735,812   9,232,049   6,684,993   1,614,819   6,031,620     BASIC AID PROJECT TOTALS   907,586,250   522,714,819   54,298,690   40,336,011   46,764,501   81,781,143   161,691,086     Commitments	0 0 7	2019)					-	8,896	566,573
DTHER ALLOCATIONS TOTAL   148,294,811   106,995,518   17,735,812   9,232,049   6,684,993   1,614,819   6,031,620					4,610,000		5,700,000	-	-
BASIC AID PROJECT TOTALS   907,586,250   522,714,819   54,298,690   40,336,011   46,764,501   81,781,143   161,691,086		004 - present)			-		-	-	
Commitments	OTHER ALLOCATIONS TOTAL		148,294,811	106,995,518	17,735,812	9,232,049	6,684,993	1,614,819	6,031,620
Cumulative Commitments   671,945,606   733,624,678   815,136,916   907,586,250	BASIC AID PROJECT TOTALS		907,586,250	522,714,819	54,298,690	40,336,011	46,764,501	81,781,143	161,691,086
Cumulative Commitments   671,945,606   733,624,678   815,136,916   907,586,250		Commitments		671 945 606	61 679 072	81 512 238			92 449 334
Receipts   694,282,935   72,940,087   80,300,099   85,727,097			nts						
Cumulative Receipts   694,282,935   767,223,022   847,523,121   933,250,218									
Cumulative Expenses   522,714,819   577,013,509   617,349,520   664,114,021   664,114,021									
Uncommitted Basic Aid Funds							664.114.021		
Approved Amount Commitment Change from February 2020 Report:			l Funds				30 .,, 32 1		25,663,968
Change from February 2020 Report:			Approved	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,===,===				Commitment Change
Total Change from February 2020 Report	Change from February 2020 Report:								<b>3</b>
Total Change from February 2020 Report	, ,								
Total Change from February 2020 Report									
	Total Change from February 2020 Report		-	-	-	-	-	-	-

ITEM: 7.6 DATE: 4/27/20

**TO:** Board of Trustees

**FROM:** Kathleen F. Burke, Chancellor

**RE:** SOCCCD: Quarterly Financial Status Report

**ACTION:** Information

### **BACKGROUND**

Title 5, California Code of Regulations, Section 58310 requires each community college district to prepare a Quarterly Financial Status Report based on measurements and standards as established by the Board of Governors and certified on forms provided by the Chancellor no later than forty-five days following completion of each quarter.

### **STATUS**

The California Community Colleges Quarterly Financial Status Report for SOCCCD, as of March 31, 2020 for FY 2019-2020, is attached (EXHIBIT A) for the Board of Trustees' information and review.

# CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q VIEW QUARTERLY DATA

District: (890) SOUTH ORANGE

**CHANGE THE PERIOD** 

Fiscal Year: 2019-2020 Quarter Ended: (Q3) Mar 31, 2020

Projected 2019-2020 As of June 30 for the fiscal year specified
Actual Actual F Actual 2016-17 Description Line

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

Ą.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	247,386,136	264,707,731	284,299,584	286,838,636
A.2	Other Financing Sources (Object 8900)	4,835,415	3,953,307	6,348,762	8,981,000
A.3	Total Unrestricted Revenue (A.1 + A.2)	252,221,551	268,661,038	290,648,346	295,819,636
В.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	189,573,456	195,156,187	198,914,613	223,331,666
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	57,374,918	68,226,257	75,442,806	91,820,687
B.3	Total Unrestricted Expenditures (B.1 + B.2)	246,948,374	263,382,444	274,357,419	315,152,353
o.	Revenues Over(Under) Expenditures (A.3 - B.3)	5,273,177	5,278,594	16,290,927	-19,332,717
D.	Fund Balance, Beginning	50,616,800	55,889,977	61,168,571	77,459,498
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	50,616,800	22,889,977	61,168,571	77,459,498
ш	Fund Balance, Ending (C. + D.2)	55,889,977	61,168,571	77,459,498	58,126,781
E1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	22.6%	23.2%	28.2%	18.4%

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

G.1 Annualized FTES (excluding apprentice and non-resident)

		As of the	As of the specified quarter ended for each fiscal year	ended for each fi	iscal year
II. Total G	III. Total General Fund Cash Balance (Unrestricted and Restricted)	2016-17	2017-18	2018-19	2019-2020
H.	Cash, excluding borrowed funds		101,823,755	113,211,051	124,710,166
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	69,123,458	101,823,755	113,211,051	124,710,166

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

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
	Revenues:				
Σ:	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	286,838,636	286,838,636	194,056,934	67.7%
1.2	Other Financing Sources (Object 8900)	8,981,000	8,981,000	4,608,453	51.3%
1.3	Total Unrestricted Revenue (I.1 + I.2)	295,819,636	295,819,636	198,665,387	67.2%
<u>ب</u>	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	223,331,666	223,331,666	142,535,686	63.8%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	91,820,687	91,820,687	6,519,721	7.1%
1.3	Total Unrestricted Expenditures (J.1 + J.2)	315,152,353	315,152,353	149,055,407	47.3%
Υ.	Revenues Over(Under) Expenditures (I.3 - J.3)	-19,332,717	-19,332,717	49,609,980	
	Adjusted Fund Balance, Beginning	77,459,498	77,459,498	77,459,498	
L:1	Fund Balance, Ending (C. + L.2)	58,126,781	58,126,781	127,069,478	
Σ	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	18.4%	18.4%		

V. Has the district settled any employee contracts during this quarter?

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

il yes, complete tile lonowing. (il matri-year settiement, provide information for all years covereu.)	IIIg. (II mant-year	semement,	Diovide Illiorina	non ioi ali ye	als covered.)			1
Contract Period Settled	Management	ment		Acac	Academic		Classified	ied
(Specify)			Permanent	nent	Temporary	rary		
YYYY-YY	Total fact		1000 1000		Total Coot Inchip		Total Coat Inchas	
	lotal cost increase	* %	Total Cost Increase	* %	Total Cost Increase	* %	-iotal cost increase-	* %
a. SALARIES:								
Year 1:								
<b>Year 2:</b> 2019-20							176,616	0.42%
<b>Year 3:</b> 2020-21							100,300	0.25%
b. BENEFITS:								
Year 1:								
<b>Year 2:</b> 2019-20							48,503	0.42%
<b>Year 3</b> : 2020-21							27,545	0.25%

\* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code. The increases are funded from property taxes, 8811-8813.

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

2

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

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

This year? Next year?

99

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

ITEM: 8.0 DATE: 4/27/20

**TO:** Board of Trustees

**FROM**: Kathleen F. Burke, Chancellor

**RE:** Reports from Administration and Governance Groups

ACTION: None

Reports by the following individuals and groups may be written and submitted through the docket process prior to distribution of the Board agenda packet.

Chancellor and College Presidents written reports are included for information.

Speakers are limited up to two minutes each.

Saddleback College Academic Senate Irvine Valley College Academic Senate Faculty Association Irvine Valley College Classified Senate Saddleback College Classified Senate California School Employees Association

Police Officers' Association



SADDLEBACK COLLEGE + IRVINE VALLEY COLLEGE + ATEP

**DATE:** April 14, 2020

**TO:** Members of the Board of Trustees **FROM:** Chancellor Kathleen F. Burke, Ed.D.

SUBJECT: District Services Report for April 27, 2020 Board of Trustees Meeting

### Chancellor's Executive Council Meetings During COVID-19

The Chancellor's Executive Council (CEC), comprised of the two college presidents, three vice chancellors and district public affairs director have convened every day, since the closure of the campuses, with exceptions only made for other emergency meetings. These meetings serve as an opportunity to check-in daily to share pertinent public health and operational response information related to COVID-19. During these daily meetings, the CEC has addressed the following issues:

- Work from Home Procedures and Regulations (Updates found in District-wide <u>Frequently Asked Questions</u>)
- Clinical Placements and Increase in Allowable Simulations for Nursing Students
- Access to tools to offer courses online for faculty and take courses online for students
- Serving Students in Need with Foundation and Community Support
- Continuing Communication with Cities and Community Organization to Share Best Practices and Resources
- Essential Personnel on Campuses and Personal Protective Equipment (PPE) for Employees on Campuses
- Legislative Updates from Federal, State, and Local Levels

### **District-wide Message About COVID-19**

The following messages have been sent to faculty and staff regarding important COVID-19 related updates and announcements. We have worked diligently to keep employees updated with information that will be relevant resources during this difficult time. All emailed messages are archived on the District website. Messages and the corresponding dates can be found via the <a href="COVID-19">COVID-19</a> Resource page. The messages listed below are in chronological order:

- April 14, 2020 (Save the Date for the IVC Presidential Public Forums)
- April 10, 2020 (PPE and Face Covering for Essential Personnel)
- April 6, 2020 (Delay for IVC Presidential Public Forums)
- April 6, 2020 (Message from Human Resources)
- March 30, 2020 (Continuance of Campus Closures)
- March 24, 2020 (Board of Trustees Approved Resolution for State of Emergency and Essential Personnel Resolution)
- March 18, 2020 (Message from Human Resources)
- March 17, 2020 (County Public Health Order)
- March 15, 2020(Temporary Closure of Campuses)
- March 13, 2020 (Message from Human Resources)
- March 12, 2020 (Soft Closure of Campuses)
- March 4, 2020 (Advisory against out-of-state and country travel)
- February 27, 2020 (COVID-19 Update related to national and local announcements)

### **Sharing Good News**

This is a difficult time for us all—faculty, staff, and especially our students—however, despite the circumstances, there are opportunities to provide hope and encouragement. Once, during a crisis, Mister Rogers said:, "When scary things are happening look for the helpers. You will always find people who are helping." During this time, we have strived to share good news about the valiant collective efforts made by students, faculty, and staff. We want to acknowledge regular people doing extraordinary things in a time of crisis, such as news stories about how faculty and students are working together to sew and deliver masks, how staff are working to distribute laptops and hotspots, and how those in our community who contracted COVID-19 are



SADDLEBACK COLLEGE + IRVINE VALLEY COLLEGE + ATEP

making full recoveries. These stories can be found on the <u>District's Facebook Page</u>, in addition to the colleges' Social Media Pages. Photos and personalized stories will soon be featured in the next edition of the Chancellor's Horizon Newsletter.



**TO:** Kathleen F. Burke, Chancellor, and Members of the Board of Trustees

**FROM:** Cindy Vyskocil, EdD, Acting President

**DATE:** April 16, 2020

SUBJECT: President's Report for the April 27, 2020 Board of Trustees Meeting

### Campuswide

### Marketing and Creative Services Department Keeps the Campus Informed During Crisis

Marketing and Creative Services (MCS) has sent countless campuswide, student, and faculty/staff emails about the COVID-19 crisis since the first message to the community was sent on January 26. Although this was less than three months ago, it was before many other area educational institutions were alerting students to the developing crisis. At the time, very little localized information was publicly available and resources were still being developed across the nation. MCS has followed that initial email with frequent communications to all members of the campus community.

MCS also has created a regularly updated COVID-19 informational website in collaboration with departments across campus, meeting the needs of both current and prospective students, including a Frequently Asked Questions area and a student resources page. In addition, MCS has kept the community updated via continual and wide-reaching social media efforts, including creating content like Facebook and Instagram posts and Stories; interacting with students on post comment threads and via direct messages; and adding a Story Highlight section on the college Instagram account containing COVID-19 updates and available student services. Instagram managers across campus shared the same Story content, ensuring followers of all of IVC's accounts received consistent and up-to-date information. MCS also has updated many department webpages, including their contact information and hours of operation, and created campus signage and messaging for the marquee and video monitors, along with other resources.

MCS continues to meet with committees and workgroups via services like Zoom to further the college's objectives. For example, it is working with the Guided Pathways team to stay on track for the anticipated new launch of a new Guided Pathways website this fall, which will help students plan their futures by allowing them to explore career areas based on their academic and extracurricular interests. Once students identify career areas of interest, they learn how related IVC degrees and certificates will help them reach their goals. A cross-section of governance group members is working with the MCS and design teams to meet virtually during this time to finish site development.

President's Report to the Board of Trustees April 16, 2020 Page 2

### **Student Services**

### Departments Collaborate to Develop a System to Auto-Award Degrees and Certificates

This spring semester, 1,183 additional degrees and certificates were offered to students who have completed requirements, many of whom were not aware of their eligibility. The new method is the culmination of efforts by the Office of Research, Planning and Accreditation; Admissions and Records; Financial Aid; Counseling; and Marketing and Creative Services since 2018 to improve the student experience, reduce equity gaps, increase completions, and earn credit for the college's performance. The college spent most of 2019 studying the implications of granting students awards and initiated a phased roll-out for 2020 to both monitor the impact to vulnerable populations and to allow for technology to align with end goals. Despite the disruption caused by the current COVID-19 pandemic, the workgroup was still able to deliver its goals for the semester as planned.

### **Student Equity**

### **Laptops and Hotspots Distributed to Students**



In response to the shift to exclusively online learning, the Office of Student Equity has been moving quickly to reduce barriers for students who do not have the funds to purchase a laptop and/or internet service for their residence. Student Equity moved quickly to both revitalize their laptop loan program and purchase 100 hotspots to be given to students in financial need.

In a true effort of collaboration, a student laptop and hotspot two-day distribution event was quickly organized and executed. From March 25-26, students were able to pick up their devices without leaving their vehicles, maintaining social distance safety protocols; the distributors wore personal protective equipment as well. During these two days, 40 laptops and 31 hotspots were given to a total of 51 students. This is in addition to the 26 students who had already received a laptop loan from the Office of Student Equity before the campus closed.

The laptop/hotspot loan program was advertised using three different methods. First, counselors and leaders of special populations shared information about the program directly with their students. Next, a campuswide survey was emailed to all students; anyone who reported a need for a laptop or hotspot was added to the list. Finally, an email was sent to all students inviting anyone who had previously applied for financial aid to also apply to receive a device as needed.

The quick response to get devices in the hands of students in need was made possible by the collaborative efforts of the Office of Student Equity, Financial Aid, Technology Services, Campus Police, and the Health and Wellness Center, as well as volunteers from the Title IX Office and Outreach.

### **Student Life**

### Circle K International Wins at 66th Annual California-Nevada-Hawaii District Convention

The Circle K International Club won three awards at the virtual 66th Annual California-Nevada-Hawaii District Convention, which had been scheduled to take place from March 27 to 29 in Riverside. Circle K held sessions via Zoom, which included conducting elections for regional positions as well as streaming the awards session via YouTube Live. Student Justina Vo won



the award for Distinguished Treasurer; Caitlyn Oliveras won for Distinguished President; and Jaqueline received the award for 100% Monthly Report Forms on Time. Special thanks to the Kiwanis Club of Irvine and ASIVC for their generous support of the club. Members of the Circle K International Club performed over 350 hours of community service over the past year. Circle K International is the collegiate service organization of Kiwanis International. It promotes service, leadership, and fellowship. The Circle K Club will celebrate its 15-year charter anniversary on April 14.

### **Health and Wellness Services**

### Health and Wellness Center Hosts "Lunch and Learn" Series



The Health and Wellness Center is hosting a digital "Lunch and Learn" series during the month of April. This open forum is held on Mondays and Wednesdays from noon to 1 pm. The forum is open to students, staff, and faculty, and is hosted by Michele Moscarello, MD. This is an opportunity for participants to ask any questions they may have related to COVID-19 and the current health situation. Two successful sessions have been held so far, with 20 participants attending the first and 27 participants

attending the second session. Dr. Moscarello has been praised for doing a great job of providing answers and knowledge to the group, and several participants have expressed their appreciation for these sessions.

# Assistant Dean for Health, Wellness and Veterans Services has been named "Woman of the Year"



Nancy Montgomery, Assistant Dean for Health, Wellness and Veterans Services, has been named "Woman of the Year" by California Assemblywoman Cottie Petrie-Norris. In addition to her position as Assistant Dean, Montgomery is a Registered Nurse and earned a Master of Science in Nursing Education from California State University, Dominguez Hills.

President's Report to the Board of Trustees April 16, 2020 Page 4

Assistant Dean Montgomery is being recognized for her tireless advocacy work on behalf of veterans on campus and at community colleges across California. She is known for leading groups of students to the state capitol to lobby for funds to pay for critically important health services for veterans. Recently, she won an innovative \$2 million grant to help collect information about veterans, including their medical needs.

Assistant Dean Montgomery was scheduled to be flown to Sacramento this month to be presented with a special resolution on the Assembly floor and then to be celebrated at a lunch reception in the 74<sup>th</sup> Assembly District. However, due to the COVID-19 gathering restrictions, the event has been postponed.

The California Legislative Women's Caucus hosts the "Women of the Year" event each year to provide every state legislator the opportunity to select one woman from his or her district to honor for her exemplary service to California. Congratulations to Assistant Dean Montgomery.

Respectfully Submitted,

Cindy Vyskocil

**Acting President** 



TO: Members of the Board of Trustees

Chancellor Kathleen F. Burke, Ed.D.

FROM: Dr. Elliot Stern, President

COLLEGE

SUBJECT: Report for April 27, 2020 Board of Trustees Meeting

### **Planning for Summer and Fall Classes**

We are preparing for the summer and fall semesters under the assumption that most classes will continued to be offered online due to the Covid-19 pandemic.

For summer session, almost all classes will be online.

For fall semester, we will likely shift what we can, including all lecture/didactic, to online and leave opportunities for in-person learning where we need them, to try to lessen the number of students on campus. Most all-on-ground sections will be offered hybrid or all-on-line. Many hybrid sections will be offered all-online. We will be prepared to move all-online should a second or third wave of disease occur during the fall semester. As we prepare to bring students back to campus, the guidewire on our capacity will be maintenance of social distancing and avoidance of large group aggregations.

### **President Stern Hosts Virtual Student Forum**

Students were invited to a virtual student forum hosted by President Stern on Friday, April 3, with over 100 students participating via Zoom. Dr. Stern fielded questions regarding the impact of Covid-19 on our college community, addressing topics such as commencement, obtaining access to online tutoring and counseling, pass/no pass grade options, early withdrawal, and potential impacts on summer/fall.

### **Congratulations to our Professors of the Year**

We extend our hearty congratulations to our Professors of the Year: Emily Quinlan (full-time), Rebecca Leonardo (part-time), and Marcela Duran DeMehranfard (Emeritus Institute). All three professors earned nominations from their students for their exceptional teaching and noteworthy care and compassion for their students. We look forward to honoring them in person at a future date.

### Donations to the Student Emergency Fund Top \$16,000 in Just One Week

After announcing the Student Emergency Fund in President Stern's Weekly Update, the Saddleback College Foundation raised over \$16,000 for students in need. This is due in large part to the generosity of our own employees.

We are continuing and broadening our appeal to the Foundation Board of Governors and community, which means that even more funds will soon be available for our students in need.

The Student Emergency Fund is available to help students whose lives have been upended as a result of the Covid-19 pandemic. It offers a lifeline for students who have no other financial resources to turn to in this urgent time of need. With so many jobs evaporating overnight, many of our students are now left without an income for the foreseeable future, unable to pay their rent and scrambling to feed their

families. This is in addition to adjusting to learning online - something that is entirely new for so many students.

The Foundation thanks the many employees who have asked how they can help our students in this uncertain time.

### **Collection of PPE Inventory for Medical Personnel**

Just as the college was in the midst of moving to online instruction and services, three of our divisions (Health Sciences and Human Services; Math, Science, and Engineering; and Fine Arts and Media Technology) collaborated to collect their inventory of Personal Protection Equipment for local health care workers.

The college's supply of N-95 respirator masks, protective eye wear, gloves, gowns, and hospital-grade cleaning supplies were distributed to our local clinical partners, including Children's Hospital Los Angeles, Mission Hospital, and Orange County Global Medical Center, who all expressed enormous gratitude for these supplies as they've struggled to find the PPE they need as they respond to the influx of Covid-19 patients.

### More than 300 Laptops Distributed to Students

A large concern for us in the transition to online instruction was ensuring that all students have access to a computer. During the first week of online instruction, our Division of Online Learning and Resources, Technology Services, and Police Department created a "drive through" in one of our parking lots to distribute over 300 loaner iPads, laptops, and other devices for students to use for online instruction.

Students with high financial need and special populations were served first before we opened the distribution to all students. The rain did not stop the students from waiting for a laptop, many with their young children strapped in car seats, pets, and older family members in tow, and expressing relief and gratitude that a device would be available to them to finish their online courses.

Following this initial distribution of laptops, our Technology Services department continued to take requests for laptops from students who required special software for their course curricula. This meant that Technology Services not only organized the distribution of devices, but coordinated loading the computers with specialized software. The effort resulted in an additional 130 laptops that were provided to students.

### **Virtual Front Counter Created for EOPS/CARE**

Students in our EOPS/CARE Program continue to receive the much-needed services they rely on from Saddleback through a virtual front counter created by counselors and staff members. To provide some context as to why this service is so important, let me explain a little about these services: Extended Opportunity Programs and Services (EOPS) assists students with economic, linguistic, and educational challenges; and Cooperative Agencies Resources for Education (CARE) provides services to EOPS students who are also single parents.

The virtual front counter is essentially an online version of the EOPS/CARE office. It allows guests to enter an online lobby anytime during business hours, where they are greeted by an employee who then directs the student to a virtual office where they can have a face-to-face conversation in a warm, welcoming, and private environment.

The success of the virtual front counter was so impressive that it has since been adopted by Disabled Student Programs and Services, the Transfer Center, Financial Aid, and Admissions and Records. EOPS

Coordinator Efren Rangel made himself available to provide training and support. As of early this week, an estimated 600 students have been served through the virtual front counter.

### **Food Distribution Continues for Students in Need**

The Student Health Center continues to provide food and basic needs to our currently enrolled students. Students can pick up food by appointment and are given a bag of groceries each Wednesday. Approximately 40 bags are handed out each week.

### **Emeritus Institute Remains a Lifeline for Older Adult Students**

A student of the Emeritus Institute sent the following message to the college's Facebook page last week:

"Great job setting up online classes for the Emeritus program. Since we're all isolated in our homes, it feels good to get in touch with other people who are going through the same thing. The Zoom setup is easy to use and classes are fun. Thanks for including us."

The Emeritus Institute, which until now offered classes only in-person, moved over 200 classes online to maintain continuous education, with more than 80 faculty pivoting to learn how to use online instructional tools. The popular Dorothy Marie Lowry Distinguished Guest Lecture Series was also moved online.

The Emeritus Institute is truly is a community tradition: Students share they are overjoyed that classes are continuing, with many saying that the classes are their lifelines.

### **Rapid Transition to Online Instruction Wins Praise from Students**

In just a matter of days, our faculty transitioned their in-person classes to online, a huge undertaking that hasn't been unnoticed by their students. Here are just some of the comments that have been shared:

### From a student of Professor Marcelo Pires:

Thank you so much for your time doing these live Zoom meetings. I found it a lot more helpful than just the YouTube lectures and I'm super thankful that you're teaching it live! I appreciate all your efforts in making this class run as normal and smoothly as possible. Please continue to do the Zoom meetings as done today! You're awesome!!!

### From a student of Professor Emily Quinlan:

The support from Saddleback, my professors and fellow classmates has been overwhelming me with gratitude. Thank you again.

### From Professor Simon Tang:

My first two online classes went very well, way beyond what I expected. The attendance rate is more than 90% (more than the average of my in-person classes), and students came prepared. The discussions are vibrant and thoughtful as usual, and the last session went longer than its scheduled time by 10 minutes, some students wanted to continue the discussions.

### From Professor Gary Lang:

I finished our first online PS1 class a few minutes ago. All 31 of the participants enjoyed the session. They fully participated, interjecting comments and questions. They were able to answer the questions I asked and make comments.

Perhaps most importantly, at the conclusion, I asked how they felt about the session and they all (literally all) said they enjoyed it, that there was nothing needing change or improvement, and that they would be eager to do it again Thursday.

From Professor Barbara Cox:

Held my Wednesday night live class on Zoom tonight! Students did great! They're rockin'.

From Professor Janet Signo-Jackson:

I just wanted to update you on our first AESL online class today. It was a success! I had about 25 students on a Zoom video call. I even had one student, who returned to Poland last week, chime in on the call.

### **Student Services Maintains Support in New Online Environment**

As instruction was moved online, our Student Services departments also didn't miss a beat in offering virtual support. In just one week, the Student Health Center held 103 mental health appointments for students and 44 medical appointments; Counseling had 985 online student contacts and contacted 401 students for follow ups on their progress reports; Admissions and Records assisted 110 people through chat and responded to 910 emails; Financial Aid reviewed 1200 financial aid files and responded to more than 250 student emails; and the International Student Program process and delivered more than 60 travel signature forms and responded to over 200 emails.

### **Littlest Students Connect with Beloved Child Development Center Teachers**

Our traditional students aren't the only ones who are learning in an online environment. Our kids in the Child Development Center continue to enjoy much-needed contact with their beloved teachers through daily lessons and story times on Zoom.

The CDC teachers have gotten very creative finding ways to connect with their little students during this time. Stories like *Pete the Cat: I Love My White Shoes* are read, the children are invited to share their favorite stuffed toys, and games are continued to be played. Parents are also contributing by sharing videos of activities they are doing at home with their children that other parents can use for activity ideas.

### **Plans Underway for Virtual Commencement**

Given the current restrictions on public gatherings, commencement will be held online this year. We are working with a company called MarchingOrders to create a website to commemorate and recognize our graduates and transfer students. The site will launch on May 21, the same day we were scheduled to hold commencement. Among the features of the site will be congratulatory videos, personalized cards for graduates and transfer students, and social media.

Respectfully Submitted,

Elliot Stern President