Ventura College Academic Senate
Agenda
Thursday, September 25, 2014
2:00-3:30 pm
Multidiscipline Center West (MCW) – 312

I.   Call to Order
II. Public Comments
III. Acknowledgement of Guests
    a.   Jay Moore – Facilities, Maintenance & Operations Director (2:15pm – Time certain)
IV. Approval of minutes
    a.   May 1, 2014
    b.   September 4, 2014
V.   Study Sessions
    a.   Ventura College Academic Senate Goals for 2014-2015
    b.   Adult Education Consortium Program (AB 86 Grant)
    c.   Student Success and Support Program Plan* (Due Oct. 17, 2014)
    d.   Student Equity Plan* (Due Nov. 21, 2014)
VI. Action Items
    a.   Approval of faculty membership of College and District committees
    b.   AP 7120 F – Interim Managers: Recruitment and Selection (First Reading)
    c.   MOU Defining "Mutually Agree" Between the MC, OC and VC Academic Senates (First Reading)
VII. Notification of VC Academic Senate Elections
    a.   Establishment of Senate Elections Committee & Voting Days
VIII. President's Report
IX. Senate Subcommittee reports
    a.   Curriculum Committee report
    b.   Other Senate Committees reports
X.   Campus Committee reports
    a.   Campus Committees reports
XI. Announcements for the Good of the Order
XII. Requests for Future Agenda Items
XIII. Adjournment

*Both components of SB 1456 (2012)

According to Title 5, Section 53200, each California Community College shall have an Academic Senate, an organization of faculty whose primary function is to make recommendations with respect to academic and professional matters.

"Academic and Professional matters" means the following policy development and implementation matters that cover the following areas:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.

AND Other academic and professional matters as mutually agreed upon.

Ventura College Academic Senate

Sept 25, 2014

IV. a. & b. Approval of Minutes

Ventura College Academic Senate Minutes –

May 1, 2014 & Sept 4, 2014

Ventura College Academic Senate
Minutes
Thursday, 1 May 2014
Santino's Pizza Parlor, 4231 Telegraph Rd, Ventura, CA 93003

I.   Call to Order
      This meeting was called to order at 1:34 p.m. The following senate members were present:
            Algiers, Kammy—Mathematics & Sciences
            Anglin, Gary—Athletics, Health, Kinesiology & Off-Campus Programs
            Forde, Richard—Career and Technical Education
            Hendricks, Bill—Social Sciences & Humanities
            Horigan, Andrea—Social Sciences & Humanities
            Kim, Henny—Communications & Learning Resources
            Muñoz, Paula—Student Services (Substitute for Marian Carrasco-Nungary)
            Petitfils, Ryan—Mathematics & Sciences
            Sandford, Art—Senate President
            Sezzi, Peter H.—Senate Vice President
            Wendt, Patty —Student Services
            Winters, Breezy—VCASG Representative
            Zacharias, Mary—Career and Technical Education
      The following guest was present:
            Cowen, Will – Athletic Director
            Hall, Steve – AFT 1828 President

II.   Public Comments
      Muñoz enquired about yesterday's CPC meeting.
      Horigan asked how we can get more faculty service on campus committees.

III. Acknowledgement of Guests
      Sandford acknowledged the presence of Breezy Winters, our VC ASG representative to Senate.

IV.   Approval of minutes -- March 20, 2014
      Forde motioned and Zacharias seconded the approval of the minutes from March 20, 2014. The
      motion carried 12-0-1, with Muñoz abstaining.

V.   Information Items
      a. Presentation from Women's Basketball Team
      Will Cowen made a presentation on behalf of VC Women's Basketball Head Coach Ned Mircetic.
      Cowen made a pitch for financial support from the Senate to the Women's Basketball team in
      order to put up two billboards showcasing what student success at VC looks like. The billboard
      would mention the fact that the VC Women's Basketball team are the state champions but also
      show the players as future members of the professions in which they are studying. For two
      months' display, the billboard will cost $6,000 ; the District is paying $3,000, Cowen was looking
      for a modicum of financial support from Senate. Sandford personally pledged $50. Discussion
      ensued. By consensus, it was agreed that the Senate would donate up to $250 if there was
      something along the lines of "Enroll Now!" or "Classes Still Open" were to be placed on the
      billboard, as we are down in FTES.

b. Report from Senate Plenary Session (Sezzi)

Sezzi reported out on the Statewide Academic Senate Plenary session. He mentioned the fact that there was a contested election (for the first time in recent memory) for the spot of President and the current President (Jane Patton) was defeated by the current Vice-President (David Morse). Morse will assume the Presidency on July 1. Sezzi also reported out on the results of resolution voting.

c. Treasury report (Sezzi)

No formal report was given but Sezzi noted that the Senate is doing fine.

d. Visibility projects list (Sandford)

No report given.

e. Senate awards and mace carrier (Sandford)

The nominations for both the annual Senate awards and the mace carrier at commencement are out now so submit your nominations! The mace carrier will be announced shortly before graduation while the winners of the Senate awards will be announced on Mandatory Flex Day in August.

f. Senate vice-presidency vacancy (spring 2015) and fall Senate elections

Sandford mentioned that V-P Sezzi is on sabbatical in Spring 2015.. Sandford also noted that Senate elections for the four (4) officer positions for the next two academic years (2015-16 – 2016-17) will occur in Oct 2014, along with the election of the one semester vacancy for the Senate Vice-Presidency for Spring 2015.

g. Faculty governance committees—elections of chairs (2014/2015)

Elections of chairs for faculty governance committee will occur in the Fall. Faculty are strongly encouraged to sign up now for service on next year's committees. Sandford has talked with Administration to coordinate the elicitation of faculty service on next year's campus committees prior to the end of the Spring semester.

h. Academic Senate (Committee) Survey

The annual Academic Senate survey is out. Senators were encouraged to complete this important committee self-assessment.

i.   Compressed calendar discussions

Steve Hall from AFT 1828 was pleased to discuss this agenda item with the Senate. Hall gave extensive background on the history of compressed calendar discussions within the VCCCD, going back to 2002. The discussion then took about 1 ½ years and the end result was that nothing happened, no changes were made. At the time, the faculty were mostly (60/40) in favor of a compressed calendar. The current plan is to study the compressed calendar outside of the negotiations process. AFT is taking silence on the part of the District as a lack of managerial interest in the matter. It was not until March 2014 that AFT heard from management about even beginning the discussion about this topic. The current survey being conducted by AFT has about 200 responses so far and Hall encouraged everyone to take the survey. He expects a long discussion to occur regarding this matter and the absolute soonest that anything were to change would be for the 2016-17 academic year. Hall will present during Flex Week regarding the results of the survey and is considering setting up a Districtwide faculty interest group to study

the matter. Management will take the responsibility of asking students, classified and managers about their perspectives on moving to a compressed calendar. Jenny Redding, the AFT Chief Negotiator, will send out a "road map" for the compressed calendar

VI. Discussion Items

a. Follow-up re: Student Equity Task Force nominations
Sandford asked if anyone else would like to be on this committee. Muñoz indicated that she would like to be on this committee.

b. Update re: Senate by-laws vs. Making Decision document (committee structure)
Sandford noted that there will be proposed changes to the Senate By-Laws in the Fall. As changes to the By-Laws need to be voted on by the membership, that will occur at the same as the Senate officers elections in Oct. 2014. Sandford also mentioned that he his working with Gillespie to correct errors in and create alignment between Senate committees (as specified in the By-Laws) and what the college's *Making Decisions* document says about these same committees.

VII. Action Items

a. First and Second Reading: BP/AP 5500, 5520, 5530 Re Student Conduct with proposed changes
Algiers motioned, Zacharias seconded the first and second readings of BPs/APs 5500, 5520 and 5530 as presented. The motion carried 12-0-1, with Muñoz abstaining.

b. BP/AP 5055 Enrollment Priorities
BP/AP 5055 was pulled as it is not ready for approval yet. It will be placed on a future Senate agenda next academic year.

c. BP/AP 5150 EOPS Administrative Procedures
Sezzi motioned, Zacharias seconded the first and second reading of BP/AP 5150 as presented. The motion carried 13-0-0.

VIII. President's Report
Sandford reported out from DCAS that if the VCCCD budget were implemented today, we would be 1.7 million dollars "in the hole" with only .86 million in COLA coming into the District. The reserves are very healthy, however. We also have lots of anticipated receipt of funds but most of these are in restricted funds. Enrollment in the District is down, with VC brining the District FTES down the most. We must grow our FTES by 3% next year but so far this year we are down by 3% as a college.

IX. Senate Subcommittee Reports
Sezzi provided a final report from the Curriculum Committee for this academic year. It was another busy year from the Curriculum Committee asthe committee engaged in much clean-up activity of curricular matters this year.

X. Campus Committee Reports
Sandford gave a brief report on the shehangians at yesterday's CPC meeting. No f/t general fund faculty positions will be abolished. Only one (1) f/t faculty growth position will be funded, even though we have already advertised for four (4) positions. Approximately $200,000 will be

removed from p/t faculty instructional as a means to bridge budgetary gaps. We actually are down 9.24%. The plan is to use Student Equity funds to hire a another Dean. Discussion then ensued about the planning parameters and the wisdom of using Student Equity funds (non-recuring) to hire a non-FTES generating management position at the same time that we have the potential to fall below our FTES funding cap. There was grave concern expressed by the Senate regarding the manner in which the planning parameters were developed and revealed this year.

XI. Announcements for the Good of the Order
No announcements were made.

XII. Adjournment
The meeting adjourned at 2:46 pm.

Ventura College Academic Senate
Minutes
Thursday, 4 September 2014   MCW-312

I.   Call to Order
> This meeting was called to order at 2:07 p.m. The following senate members were present:
>> Algiers, Kammy—Mathematics & Sciences
>> Carrasco-Nungaray, Marian—Student Services
>> Forde, Richard—Career & Technical Education
>> Kolesnik, Alex—Mathematics & Sciences
>> Martin, Amanda—Communications & Learning Resources
>> McCain, Mike—Mathematics & Sciences (Substitute for Ryan Petitfils)
>> Sandford, Art—Senate President
>> Sezzi, Peter H.—Senate Vice President
>> Sha, Saliha—Mathematics & Sciences
>> Wendt, Patty —Student Services
> The following guest was present:
>> Arevalo, Gloria

II. Public Comments
> No public comments were made.

III. Acknowledgement of Guests.
> No guests were acknowledged.

IV. Approval of minutes—1 May 2014 & 21 Aug 2014
> Sezzi motioned to approve the Aug 21 minutes, Forde seconded. The motion was approved 10–0–0. The May 1 minutes will be presented at a future Senate meeting.

V.   Information Items
> a.   AB 86 Grant
> b.   Career Pathways Grant
> Sandford briefly discussed these two items and said that these will be discussed in greater detail at future Senate meetings.

VI. Discussion Items
> a.   Senate Awards and Retirees Dinner redux – Ryan Petitfils
> Sandford mentioned that this topic was agendized at the request of Petitfils. Sezzi gave a brief history of the past practice of having a Senate Awards dinner and the cost associated thereto. Carrasco-Nungary expressed a belief that we as a Senate should do more to honor the good work of our colleagues. A discussion ensued of possible means and methods of honoring the accomplishments and years of work of fellow faculty. One possible solution would be a campus-wide newsletter that would include as a part of its publication an "accomplishments/kudos" section and that said publication should come out at a minimum of twice a semester. It was also remarked that the Senate should engage in more off-campus quasi-business/social gatherings such as we did last academic year when we had one Senate meeting at Bill Hendrick's house and another at Santino's Pizza Parlor.

> b.   Equivalency Process for faculty hiring committees
> Sandford distributed a legal opinion from the State Chancellor's Office that makes it crystal clear that if an applicant does not possess the exact degree as specified in the Statewide Minimum Qualifications handbook, then our HR dept will remove an applicant from the pool (even if the pre-screening committee

has determined that the applicant meets MQs) if the applicant did not request/was deemed equivalent to possessing the MQs for the position. Sandford mentioned a plan he mentioned at DCHR—that for every certification position, the list of possible MQs be listed as a part of the application process and the applicant would have to check off the boxes next to the degrees that s/he possessed. Discussion ensued. Sezzi inquired if HR were willing to send out blanket e-mails to all applicants who do not meet MQs and who did not request equivalency that they have three days to fill out a request for equivalency form or they would be removed from the application pool; Sandford replied that while this would certainly solve the issue (and put the onus on the applicant) HR seems unwilling to make the time commitment necessary to make this additional step.

VII.   Action Items
   a.   Formation of ad hoc bylaws revision committee
   Sandford and Forde volunteered to be on this ad hoc committee and their membership was approved by acclamation. Sezzi mentioned that particular attention should be paid to the representation model (i.e., proportional or non-proportional) used for determining membership for Senate and Curriculum, in particular.

   b.   Formation of model syllabus ad hoc committee
   No membership was discussed for this committee but various faculty members said they would find model syllabi and send them to Sandford for a future Senate discussion.

   c.   Addition of consent agenda to future agendas
   Sandford discussed the nature of a consent agenda. This is used by both the Curriculum Committee and our Board of Trustees. Items that are pro-forma or that seem to be non-controversial are placed on the consent agenda. The full agenda (consent and non-consent agenda items) will be e-mailed to all Senators no later than 72 hours prior to a scheduled meeting. Items that are on the consent agenda may be pulled by any voting member for full discussion by the body. All other items that are on the consent agenda are voted on as a block, thus saving precious time for discussion of issues requiring more attention by the body. Sezzi motioned that we adopt such a practice for future Senate meetings, Carrasco-Nungary seconded the motion. Motion approved 10-0-0.

   d.   Senate ratification of committee memberships
   A discussion regarding the general malaise regarding faculty signing up for committees this academic year ensued about campus committee memberships was discussed. Few divisions had committee sign-ups at Mandatory Flex Day this past August. Also, Divisions did not meet late last Spring (as they had in the past two years) to have faculty sign up for committees in advance of the next academic year. Sandford mentioned steps that he took last Spring to encourage faculty to sign up for committees, to no avail. Consensus was reached that we need more Division meetings and also a forum to discuss how to get greater faculty participation on campus committees. It was also recommended that a report be developed along the lines of what was done back in Dec. 2011 that showcases faculty membership on committees.

VIII. President's Report
   VC was selected as a campus for the Online Education Initiative (OEI) and three VC faculty will be evaluating various course management systems (CMS) as a part of VC being in the OEI. The faculty on the CMS OEI review are Stephanie Branca, Nathan Cole and Andrea Horigan. Additionally, the target will be for VC to be a teaching college in the OEI by Spring 2015 but, more realistically, the statewide DE system will not be up and running until Fall 2015. Our FTES as a college is much lower than it should be. Discussion ensued about how to increase FTES, possibly with the addition of a "late Spring" semester in the last 6 weeks of our regular Spring semester. The possibility of a four week summer session was also discussed. The Supported Life Institute will be honoring Steve Turner at their 28th Annual Conference on October 8th in Sacramento. Steve is being

recognized as an outstanding role model for serving students with developmental disabilities. He teaches assistive computer technology at Ventura College and has pioneered classes for students with disabilities. The Classified Senate will be hosting a Snapper Jack's fundraiser next Wed, Sept. 10 (with deserts provided by the Classified Senate for free in the Wright Event Center from 11:30am-1:30pm). Check your e-mail for the coupon. The VCCCD was awarded almost $1.3 million in Student Equity funds for AY 2014-15. There is a food services survey in your Admin Bldg mailbox. There is a Jobs for Our Future panel discussion being held on September, 11 at 8:00 a.m. in the PAC. The cost is $40 but, little known fact, Cliff Claven from *Cheers* will be there. Sandford spoke of the VC Innovates presentations he attended at VC and at Foothill Technology High School.

IX. Senate Subcommittee Reports
     Sezzi provided a detailed report about the first Curriculum Committee meeting of this year. MATH V44 is undergoing some revisions and much discussion ensued at Curriculum over representation, goals and the process of technical review of courses.

X.   Campus Committee Reports
     Kolesnik gave a report from FOG regarding our campus "disc golf" course and what a wonderful asset this is to our community. He also mentioned plans to do a more centralized place for campus memorials (perhaps on benches along Pirate Walk?) as opposed to the random, haphazard and (often forgotten/neglected) memorials placed in various parts of the campus plant.

     Algiers reported from the Student Equity Committee that there will be an Equity Summit at VC on Oct 24.

XI. Announcements for the Good of the Order
     Carrasco-Nungaray mentioned that there at 1800 students on probation. With the passage of SB 1456, students on probation will lose their registration priority and their BOG waivers if they remain on probation. She will report back at a future Senate meeting on the plans Student Services is developing to address students on academic and progress probation. Carrasco-Nungary also mentioned that Transfer Admission Guarantee (TAG) agreements are available ONLY through the month of the Sept; send your students to the Transfer Center for further details.

     Wendt mentioned that learning disabilities (LD) testing is back! She also mentioned that the VC Veteran's Center is now open. Scheduled for Nov. 11 a celebratory opening for the Center will occur.

     Sandford, Art mentioned the Gallery, Art opening this evening.

XII. Requests for future agenda items
     None requested.

XIII. Adjournment
      The meeting was adjourned at 3:28pm.

Ventura College Academic Senate

Sept 25, 2014

V. b. Study Session

Adult Education Consortium Program (AB 86)

Organizational Structure

- The members of the **Ventura County Adult Education Consortium** are the three community colleges in the Ventura County Community College District (VCCCD), *Moorpark College, Oxnard College, Ventura College, Conejo Valley Adult School* (CVUSD), Oxnard Adult School (OUHSD), Simi Valley Adult School and Career Institute (SVUSD), and Ventura Adult and Continuing Education (VUSD). The boundaries of the VCAEC are the boundaries of Ventura County and all partners provide services to county residents.
- Initially-proposed county partners include: student groups, Ventura County Office of Education, Ventura County Workforce Investment Board, Ventura County Corrections, Ventura County Human Resource Agency, Ventura County Community Foundation, Ventura County Libraries, Veteran's Administration, Department of Rehabilitation, EDD/WIA, Job and Career Centers, City and County Offices, State Legislators and officials, and other educational partners such as universities in the area including California State University at Channel Islands, California Lutheran University, community members and student groups.
- Schools, libraries, social service agencies that provide community support, training, and/or outreach will also be recognized and invited to participate in the planning process. There will be significant numbers of public invitations by localities to inform and involve adult learners and providers of services for adult learners within Ventura County, as per AB 86 guidelines.
- VCAEC intends to mirror the AB 86 Workgroup guiding principles which are:
    - *Equality*
    - *Inclusion*
    - *Transparency*
- In addition, the following principles will be adopted for group work:
    - *Promote shared leadership and decision making*
    - *Use consensus decision making practices*
    - *Leave special interests at the door*
    - *Maintain a regional focus of problem solving*
    - *Focus on the best outcomes for the students of the county*
    - *Keep things as simple as possible*
    - *Reflect the diversity of Ventura County*
    - *Provide equitable funding*
    - *Provide a venue that supports Ventura County to reflect and reorganize*
    - *Provide flexibility throughout for regional planning to evolve and develop*
- VCAEC will meet as often as needed to accomplish the strategic planning designated by AB 86 legislation. Initially, it will meet weekly to develop tasks and provide deliverables in accordance with designated timelines.
- VCAEC will meet at multiple sites throughout the year as a way to familiarize itself with all adult education programs in Ventura County. Meetings may also be held at other sites throughout the county as deemed appropriate.

- The VCEAC will collaborate with other consortia throughout the state to determine solutions that could be applicable to Ventura County adult learners.

Shared Leadership Strategies
- The stated shared leadership strategies of the VCAEC are: to come together as a unit to provide Ventura County adult learners skills they need to successfully transition to higher education and employment, and to work together to optimize these opportunities in fiscally sound manners for positive outcomes.
- Each of the seven schools has provided a representative to the Consortium. The leadership team of the VCAEC is comprised of representatives from four K-12 school districts in Ventura County that have adult education programs and three Ventura County community colleges.
- The current composition of the leadership team includes one person from each member school (Ventura College, Oxnard College, Moorpark College, Ventura Adult and Continuing Education, Oxnard Adult Education, Conejo Valley Adult Education and Simi Valley Adult School and Career Institute). Each member of the team has one vote.
- The VCAEC will use MOUs as appropriate. One example is Conejo Valley Adult School and Moorpark College which have a MOU for the Bridge Program which was developed to successfully transition adults from Conejo Valley Adult School to Moorpark College. VCAEC is also exploring a MOU which will address management issues.
- The resources of the grant funding will be allocated as per AB 86 plan specifications based on actions required to accomplish the tasks designated by the consortium. The overall goal is to respond to the deliverables as required by the state of California to determine the most effective service delivery plans for adult learners in Ventura County.
- Decisions will be made by the VCAEC by consensus of the members. If a vote is necessary, the members of the leadership team will each have one vote.
- Partners are advisory and provide educational services; stakeholders are advisory and provide other than educational services and/or have interest in the outcomes.
- Third-party agreements will be made as necessary. When consultants are hired, there will be agreements specifying the scope and timelines for their expected contributions toward the strategic plan as required by the state.
- Although VCEAC's guiding principles encourage collaborative solutions when designing programs and planning improvements to the current delivery mechanism, it acknowledges that as individuals and educational sectors with separate and unique histories and viewpoints that there may be times when the best solutions require innovative approaches.
- In the event VCAEC is unable to come to consensus, members will vote and the majority will prevail. If there is a 4 - 3 vote that is so relevant the VCAEC determines that its members cannot accept the vote, the K-12 superintendents and the VCCCD Chancellor will be asked to negotiate the final agreement. The decision of the K-12 Superintendents and the VCCCD Chancellor will be final.
- Future funding opportunities may be explored for possible collaborations.

Project Planning Roles and Responsibilities

- The VCAEC has responsibility for oversight of the AB 86 project. Two project directors have been designated to oversee the management of the project from practical and tactical perspectives. The members will interview coordinators, consultants, or other necessary staff to handle the facilitation and research needed to complete project deliverables.
- *The leadership team selected two co-directors (one from adult education, one from a community college)* who will work in tandem to facilitate the timely completion of all required tasks. These individuals will collaborate to ensure communication is current and relevant for VCAEC members, stakeholders, partners, districts, and the public at large. They will work closely with the leadership team to ensure smooth systems and operations management of the project. In addition, the leadership team will identify a program specialist for each of the five program areas specified by AB 86. These individuals will serve as points of contact for the subject area concepts and serve vital roles in ensuring that partners in these specific areas are involved in the planning process.
- The VCAEC Leadership team will select coordinators or consultants as required to assist with research, analysis and strategic planning, who will report to the leadership team and will assist with all duties as contracted. These duties may include:
  - Gather data as needed
  - Assist with the organization of community meetings and focus groups
  - Produce and conduct surveys of students, faculty, teaching staff, and the community to ensure that all constituents have had opportunities to present their ideas in the planning process.
  - Compile and analyze labor market research and determine if there is additional information required for consideration for deliverables.
  - Provide AB 86 deliverables after VCAEC consensus is determined.
- VCAEC's fiscal agent, VCCCD, has reporting responsibilities concerning the proposed budget. VCAEC will determine future budget modifications as required.
- VCAEC foresees the need for usual board clerical/administrative support, maintaining information flow between the members, partners, and stakeholders, and community, and serving as a central point of contact for those looking for information and/or direction to one or more members. In addition, VCAEC will host a website portal for all AB 86 information so all partners and stakeholders will be able to follow the process and be provided opportunities to participate directly through various mechanisms such as commenting on various initiatives, responding to surveys, providing feedback to various issues and suggesting items for future consideration.
- Students, stakeholders, partners, faculty and staff, and the community at large will be engaged in the planning process through local town hall meetings presented by the seven participating schools as well as outreach to underrepresented areas of Ventura County. Meetings by content area will be held in arenas which target specific populations identified by AB 86. The program specialists will serve as points of contact for comments and input from interested

faculty, teachers, and students. VCAEC will utilize surveys, questionnaires, focus-groups, and other data collection methods for inclusion in the strategic planning process.
- An organization chart has been developed and is attached at the end of this narrative.
- The VCEAC's success will be determined by its collaborative efforts in aligning and improving services for Ventura County adult learners identified by AB 86. *The end result of the work will be a strategic plan for each program area* specified in AB 86. Its strategic plan will provide fiscally sound responses to identified populations and articulated needs. VCAEC's success also will be dependent on its ability to work constructively in the development of functional, workable plans for the delivery of adult education throughout Ventura County, and serve as a future clearinghouse for new projects and programs.
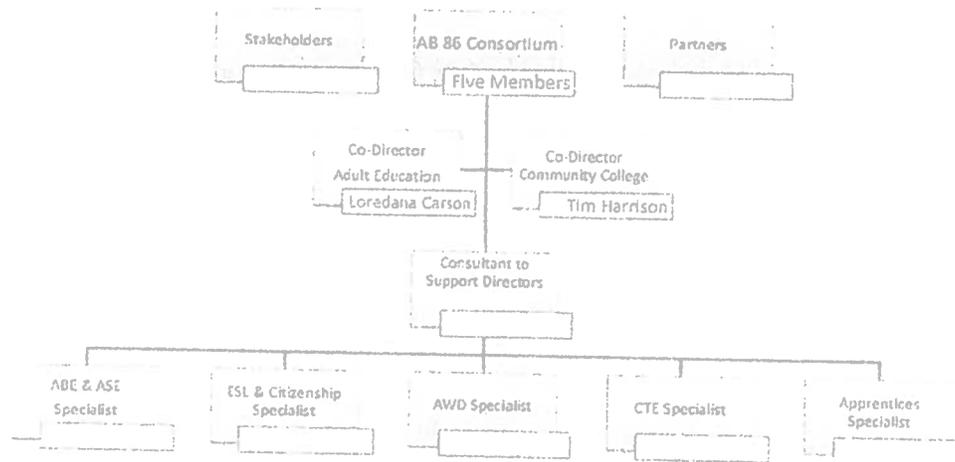
Communications
- The VCAEC will communicate with Ventura County LEAs by the members of the leadership team reporting to their superintendents, and the Ventura college deans reporting to their presidents, chancellor, and board of trustees; through an interactive website yet to be created but are working out the details about; through e-mails, video conferences and webinars; other methods as needed to include town halls and advisory group meetings.
- The VCAEC adult school members will report to their district superintendents and school boards by presenting information about the VCAEC directly at board meetings as needed and by inviting superintendents and school board members to meetings. Other district staff, such as the assistant superintendent of secondary education and local high school principals will also be included in the outreach efforts to include these individuals in the process of setting goals and planning for delivery of services.
- Regional stakeholders will be kept informed about VCAEC activities through similar processes alluded to in the preceding paragraph. VCAEC will present to stakeholder groups who will be given ample opportunity to participate in VCAEC planning functions. Methods of communication will include the website portal, e-mails, press releases, meeting attendance, survey participation, focus group invitations, and other methods as deemed advisable and necessary by public interest and the VCAEC. The work of the VCAEC will be transparent and inclusive at all times.
- VCAEC will be open to communication with neighboring consortia and will seek to form and maintain direct lines of communication with as many statewide consortia as possible. VCAEC will utilize the AB 86 website portal and webinars for following statewide efforts regarding AB 86.
- A website figures prominently in VCAEC's planning process as a vehicle to provide communication with all sectors involved in the AB 86 process. VCAEC plans to use this website as part of the planning process to engage members, partners, and stakeholders. This website will also allow VCAEC to perform its planning tasks in transparent and open manners and will allow comments from

those who are involved in both providing and receiving adult education services throughout the county.

- Agencies will be kept apprised of VCAEC activities through the aforementioned website portal, meeting agendas, minutes, and attendance, personal communication, public relations vehicles such as press releases, and focus groups, board meetings, and through the county network of appointed individuals who participate in community advisory boards, and membership in a variety of *community service groups such as local Chambers of Commerce, Workforce* Investment Board of Ventura County, etc..

- VCEAC members will be responsible for keeping their teachers, faculty, and staff updated on VCEAC efforts via the website, posted documents, meeting scheduled, and progress regarding strategic planning processes. All faculty and staff will have the opportunity to participate in informational meetings, submit comments, and request opportunities to express their suggestions and concerns regarding VCEAC's strategic plan.

- Students will be highly instrumental in regard to planning processes. VCAEC will survey all students to obtain their points of view regarding current AB 86 adult education services and delivery modalities, as well as innovations for which they would appreciate for future consideration. Student input will provide insight concerning gaps and possible remedies for those gaps present in the county at this time. As mentioned previously in the narrative, the plan of the VCAEC is to host a website portal that will allow student participation in the form of contributing comments, suggestions, responses to surveys and other data collection tools, as well as keeping students informed of relevant meetings, agenda items, and issues that would impact them during the planning process.

- The VCAEC will produce a flow chart detailing the progression of activities required for producing the strategic plan. This flowchart will align activities with deadlines for AB 86 deliverables.

- VCAEC will utilize standard e-mail protocol and include all interested parties in the VCAEC community. Members will utilize Google docs for shared document collaboration. Each member will share relevant information with their constituency and with those stakeholders who are specific to their communities. The role of the co-directors will be to serve as facilitators and conduits for adult education and community college information, especially in regard to guiding the activities of the project coordinator and non-instructional staff.

Organizational Chart

Stakeholders	AB 86 Consortium	Partners
	Five Members	

Co-Director	Co-Director
Adult Education	Community College
Loredana Carson	Tim Harrison

Consultant to
Support Directors

ABE & ASE Specialist	ESL & Citizenship Specialist	AWD Specialist	CTE Specialist	Apprentices Specialist

Ventura County Community College District

AB86 Adult Education Professional Services

Submitted by:

WestEd

June Bayha, Project Lead

5/4/2014

WestEd

WestEd.org

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Overview

WestEd is pleased to support Ventura Community College District in its efforts to rethink and redesign an educational system to establish linkages for students across the California Department of Education (CDE) and California Community College Chancellor's Office (Chancellor's Office) adult education systems that provide adults with the academic and career skills needed to succeed and contribute to California's economy. In response to the request for proposal for AB86 Adult Education Professional Services, WestEd proposes to lay the foundation for an ongoing collaborative approach to addressing the needs of adult learners in the Ventura County region and supporting the consortium in meeting the following AB86 Adult Education Consortium Planning Grant Objectives:

1) An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

2) An evaluation of current needs for adult education programs within the region and within each sub-region.

3) Plans for parties that make up the consortium to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.

4) Plans to address the gaps identified in (1) and (2).

5) Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

6) Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

7) Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

1. Qualifications and Experience

QUALIFICATIONS

WestEd is a preeminent educational research, development, and service organization with over 600 employees. Headquartered in San Francisco, WestEd has offices in both northern and southern California, as well as 14 additional locations around the country. WestEd has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. WestEd is a Joint Powers Agency (JPA), authorized in 1995 by a California Joint Powers Agreement and governed by public entities in Arizona, California, Nevada, and Utah, with Board members representing agencies from these states and nationally. Its two predecessors, Far West Laboratory for Educational Research and Development (FWL) and Southwest Regional Laboratory (SWRL), were JPAs created in 1966.

WestEd has a national reputation in such fields as assessment and accountability, adult education, career technical education, work-based learning, school climate, stakeholder engagement, English language acquisition, adolescent literacy, and early childhood development. In addition, under contract to the CDE and working with the Chancellor's Office, WestEd staff developed the adult learning content standards Adult Basic Education, Adult Secondary Education, Adult English as a Second Language (ESL), Older Adults, and Parenting Education. Addressing the needs of learners from "cradle to career", its expertise spans research and evaluation, policy analysis, strategic planning, assessment and standards development, school improvement, online/blended learning strategies, and professional development.

WestEd links large-scale student-level data analysis, assessment, research, evaluation, and technical assistance to inform and support high school reform and postsecondary readiness, career technical education, adult education, human development, after-school programs, and community engagement. Using research and data from multiple sources, WestEd spotlights the role of contextual and situational factors in learning, and applies this knowledge in educational reform efforts to strengthen and expand innovative learning opportunities for all learners, especially those with diverse interests or facing multiple challenges to success. Recognizing that learners live in an increasingly complex world, our aim is to identify and disseminate strategies that foster not only academic achievement, but deep engagement in learning, social-emotional development, postsecondary transitions, career readiness, long-term success, and economic self-sufficiency. Increasingly, we focus on system change and improvement in addition to changes in practice.

The proposed WestEd team is well positioned to undertake the AB86 Adult Education Professional Services for Ventura Community College District. WestEd has extensive experience in the area of adult education and career technical education (CTE). As described below, in 2009-11, we worked with the California Department of Education Adult Education program to develop a state plan for Adult Education and in 2012 was asked by the Los Angeles Workforce Systems Collaborate to assist Los Angeles in developing a preliminary action plan for addressing the needs of adult learners in Los Angeles. WestEd has also helped develop adult education standards and conducted an extensive statewide needs assessment to prepare for development of the State Plan for CTE. Subsequently WestEd worked closely with the CDE and the California Community College Chancellor's Office to develop the State CTE Plan. All of these efforts have required research, stakeholder input, facilitation, and careful synthesis of ideas into coherent documents reflecting the diverse views of participants.

Our team has extensive experience in assessment, data collection, data management, and analysis, as well as a strong track record facilitating needs assessments, collecting, analyzing, synthesizing, and interpreting various types of indicator data for a broad range of audiences. For data management and analyses, we use spreadsheets, databases and statistical packages routinely to manage quantitative and qualitative data and we use other software to manage qualitative datasets. The extensive experience in managing datasets and conducting secondary data analyses from multiple sources (e.g. student information systems, already established surveys) allows us to respond to multiple funders and stakeholders. We have the capacity to provide a wide array of report output and understand the needs of different audiences. WestEd has experience providing regular progress reports used for program improvement, highly rigorous and detailed reports. Routinely we develop succinct and visually engaging presentations. Below find a sampling of current and past experience relevant to the needs of the AB86 adult education work.

Statewide Evaluation Career Technical Education or CTE Pathways Initiative (SB 70) (2007 – Present)

WestEd, under contract with the Coast Community College District and funded by the California Community Colleges Chancellor's Office (Chancellor's Office) and CDE, evaluates and reports findings annually to the Governor, Legislature, and Director of Finance regarding the state's $300+ million investment in SB 70 since 2005. The evaluation documents outcomes and assesses student-level data (where available), and provides lessons learned and recommendations that helped inform legislation such as SB 1070. To study outcomes of SB 70, WestEd is currently conducting studies of skills-builders or learners who take less than six units of CTE courses at community college and demonstrate wage changes. WestEd also partnered with the RP Group to pilot and develop the LaunchBoard, which will connect large statewide data systems, including K-12, community college, and wage data, to inform practitioner decision-making and continuous improvement efforts. WestEd also documents how SB 70-funded programs are working at the local level, their ongoing

achievement of objectives, program activities, and outcomes. Quantitative data analysis of student outcomes, site visits, surveys, focus groups, and interviews are included in the evaluation. Reports are available at www.CTECentral.org.

Los Angeles Workforce Systems Collaborative Response to Need for Adult Education Services (2012)

Los Angeles Workforce Systems Collaborative, facilitated by UNITE-LA at the Los Angeles Chamber of Commerce, contracted with WestEd to create an action plan to respond to the needs of adult learners in Los Angeles, based on WestEd's prior work with the CDE on a statewide strategic plan for Adult Education. WestEd compiled data on students served by the Los Angeles Unified School District and the Los Angeles Community College District, county data, current services, economic conditions, and best practices; facilitated discussions on principals, goals, objectives, and strategies; and worked closely with the Workforce Systems Collaborative in developing the action plan. The plan includes both short-term and long-term strategies to guide immediate action steps as well as future efforts.

California Adult Education Strategic Plan (2009 – 11)

WestEd has conducted a strategic planning process and produced a plan for the California Department of Education (CDE) Adult Education program that provides a new vision for adult education in California and captures the unique value that adult schools and programs add to California's education system in preparing all learners for postsecondary education, employment, long-term careers, and citizenship. The plan development was preceded by a needs assessment, drawing on multiple sources of data. WestEd then used a participatory approach, engaging experts in economic and workforce development and educational reform, leadership organizations, practitioners, community partners, and others in system design, problem-solving, and iterative plan review and refinement to ensure maximum buy-in and successful future implementation of the plan. Available at www.ccaestate.org/pdf/AE-SP-112811.pdf.

Multiple Pathways to Student Success (2009 – 10)

CDE contracted with WestEd to assist in the development of a legislatively mandated report exploring the feasibility of expanding and establishing programs that use the "multiple pathways" or "linked learning" approach to high school reform — linking academic and career preparation to support student motivation, achievement, and successful transitions to postsecondary education and careers. WestEd staff reviewed an extensive body of literature and collected data through interviews, focus groups, site visits, and the use of web-based tools. The resulting report included chapters on integrated curriculum, work-based learning and employer engagement, student support services, postsecondary linkages, regional collaboration, teacher and administrator professional development, and costs. The report is available at www.wested.org/mpreport.

State Plan for Career Technical Education (2007 – 08)

WestEd worked closely with the Chancellor's Office and CDE in developing California's State Plan

for CTE, outlining a comprehensive CTE system for the state and establishing rules and regulations pertaining to the use of federal Carl D. Perkins funds. WestEd was responsible for convening a Resource Group, collaborating with the Chancellor's Office and CDE staff in writing the plan, creating a website to solicit public input, convening public hearings, synthesizing input, and making presentations to the Joint Advisory Committee for CTE, the CCC Board of Governors, and the State Board of Education. The State Plan was approved by the Board of Education and the California Community Colleges Board of Governors in March 2008 and is available on www.wested.org/cteplan.

Statewide Assessment of Career Technical Education Systems (2006)

Based on a literature review, online surveys, and focus groups with stakeholders throughout the state, this study examined the status of CTE in California and explored opportunities for strengthening the CTE system as a whole. In addition to providing direction for California's 2008 State Plan, including the use of Carl D. Perkins funding, the purpose of the study was to highlight issues, solutions, and effective practices that could inform improvements in CTE implemented through any number of initiatives, all working toward the creation of a fully articulated and comprehensive CTE system.

Defining College and Career Readiness (2011 – 12)

With ConnectEd, the California Center for College and Career, WestEd developed a framework of knowledge, skills, and dispositions needed for "college and career readiness." The framework is based on an extensive review of the literature, including existing frameworks such as SCANS, the Equipped for the Future standards, the California CTE Model Curriculum Standards, and the Partnership for 21st Century Skills framework, and was vetted with a broad range of experts and stakeholders. It has been widely distributed as a means to promote understanding college and career readiness from multiple perspectives, to galvanize commitment to a vision of postsecondary and career success for all students, and to inform Linked Learning pathway development across California. The framework is available at www.connectedcalifornia.org/direct/files/resources/CACRFramework_V1-1_2012_0126.pdf

National Academy Foundation Assessment System (2010 – Present)

WestEd is working with the National Academy Foundation (NAF) to develop an assessment system that gauges student learning and serves as a key uniform graduation credential for NAF Academies, designed to judge student postsecondary readiness. The model consists of three major components: project assessments; end-of-course examinations; and an internship assessment, which together will make up a NAF student's portfolio. Project assessments consist of embedded activities assessing students' mastery of key knowledge and skills linked to program standards. The end-of-course assessment is designed to measure whether students have mastered the key knowledge and skills across the units. The internship assessment, to be completed by employers or community-based internship supervisors, includes the assessment itself, a glossary and scoring guide, and orientation materials for coordinators and employers.

Work-Based Learning in California: Opportunities and Models for Expansion (2008)

In September 2008, WestEd completed a study for the James Irvine Foundation regarding opportunities for expanding work-based learning for students in California. The study clarifies definitions and describes the purposes and benefits of work-based learning as revealed in the literature and through interviews; provides an overview of existing work-based learning opportunities and programs available to students in California in various educational settings; establishes indicators of quality; and provides 13 in-depth case studies — models that can be emulated by other practitioners. Finally it identifies the policies, practices, and resources that would be required to replicate or expand student access to these types of experiences to guide future foundation investments.

Environmental Scan of California High School Business and Health Careers Education Programs and Pathways (2006 – 07)

Business and Health Education Environmental Scans were conducted for the CDE through a subcontract with Sonoma State University and the Ventura Resource Center. The projects' two primary purposes were: to develop a comprehensive list of business and health education programs and pathways in California, and to identify their key components, including professional development opportunities, course sequencing, connections to middle school, articulation to postsecondary programs, work-based learning, and industry partnerships/advisories. In addition to providing an overview of the array of business and health pathways in California, the surveys generated data that can be used for further research and analysis.

Applied Academic Underpinnings for Job Corps Occupations (2006 – 07)

WestEd, under contract with the U.S. Department of Labor, reviewed applied academic underpinnings for Job Corps occupations to better direct their core academic curriculum, develop foundation courses, and identify activities that reinforce academic underpinnings in their technical training programs.

California Adult Education Content Standards (2001 – 04)

WestEd was contracted by the CDE in collaboration with the Chancellor's Office to develop and validate adult learning content standards by facilitating an inclusive statewide process. Five sets of content standards were developed and validated for: Adult Basic Education; Adult Secondary Education; English as a Second Language; Older Adults; and Parent Education. Coupled with existing model program standards, these content standards guide development of effective curriculum and instruction in adult education programs across the state and provide a basis for evaluating program and learner successes.

California School-to-Career Evaluation (2000 – 01)

Under the provisions of the School-to-Work Opportunities Act of 1994, the State of California contracted with WestEd to conduct a statewide evaluation of its School-to-Career (STC) system. Using a case study approach with 13 local partnerships, the evaluation addressed the following:

How has STC in California affected student preparation for post-secondary education and career entry? To what degree and in what ways has STC in California contributed to systemic change? Have STC principles penetrated the community deeply enough to be sustainable?

Assessments in Career Education (ACE) (1997)

As a leading developer of assessment and accountability systems in the country, WestEd oversaw the development and scoring of the Assessments in Career Education (ACE) for the California Department of Education and Sacramento County Office of Education. Patterned after the Golden State Examination, ACE was designed to recognize students who demonstrate outstanding achievement on rigorous examinations in five career-technical areas: Agricultural Core, Computer Science and Information Technology, Food Service and Hospitality, Health Care Level I, and Technology Core. Project activities included the development of assessment blueprints, test item development, test form production, field testing and live testing of assessment items, statistical analysis, scoring rubric development, and assistance with scoring.

2. Proposed Project Staff

WestEd proposes a team approach that will be responsible for ensuring all work is carried out with quality and efficiency. Ventura Community College District will have full access to a wide range of staff with expertise in the specific areas delineated in the RFP. The qualities we bring are considerable experience working in adult education, CTE, workforce development, project management, proficiency and capacity to conduct both qualitative and quantitative analyses, ability to provide useful and understandable results, high quality standards, sensitivity to program needs, issues and concerns, report writing skills, and facilitation. All proposed staff members are current employees of WestEd and this team will be the people working with Ventura for the duration of the AB86 work, barring unforeseen circumstances.

WESTED STAFF

June Bayha, **Project Lead**, has extensive experience in both Adult Education and Community College systems in California. She leads the statewide evaluation of California's Career Technical Education Pathways Initiative funded by the Chancellor's Office in collaboration with the CDE to improve linkages and career technical education pathways between high schools and community colleges for the benefit of students in both education systems. She has worked in adult schools, and brings deep knowledge of California large-scale student-level data systems; expertise in evaluation research including quantitative and qualitative methodologies; and over 18 years of supporting schools and communities to engage learners through career-focused strategies from SCANS to school-to-career to career technical education to 21st century skills and college/career readiness. Ms. Bayha has experience in collaborating with county offices of education, educational entities, business partners, and community-based agencies. Ms. Bayha has an M.A. in Public Policy from Johns Hopkins University. As **the Project Lead**, Ms. Bayha will be responsible for engaging experts, consortium members and partners toward a research-based design and implementation strategy. Ms. Bayha will oversee all aspects of the project. Ms. Bayha is based in San Diego, California.

Greg Hill Jr., **Project Manager**, will be responsible for managing the day-to-day operations of the project and for ensuring timely dispensation of all project deliverables. In his six years at WestEd, Mr. Hill has provided high-level management support to large-scale assessment projects, alignment studies, and numerous state and federal contracts and grants, and is highly skilled at consensus building and coordination of diverse teams and client contacts. Mr. Hill is a member of PMI San Francisco, and holds advanced degrees from DePaul University and the University of Montana. Mr. Hill is based in San Francisco, California.

Mary H. Rauner, Senior Advisor/Facilitator, brings a rich background in research, evaluation, strategic planning, and teaching/coaching to the proposed project. Dr. Rauner is the Director of Strategic Planning and Operations for the Regional Educational Laboratory West (REL West), a project funded by the U.S. Department of Education. She is also the lead for the Community College Alliance for Career and Technical Education (CC Alliance), one of the eight

REL alliances. The current projects being undertaken by the CC Alliance include a Randomized Control Trail (RCT) of student counseling modalities for students at a California Community College and the development of a data tool to assist Career and Technical Education (CTE) program directors at California Community Colleges in program planning and evaluation. Dr. Rauner received her doctorate (education) and masters degrees (education and sociology) from Stanford University. Dr. Rauner is based in San Francisco, California.

Svetlana Darche, Senior Advisor, brings expertise in both process and program content relevant to the proposed effort. She led the development of a state plan for the California Department of Education Adult Education program, a statewide needs assessment for career technical education (CTE), and the *California State Plan for CTE*, working closely with staff from both the CDE and Chancellor's Office. In 2010, she co-led the development of the Linked Learning feasibility study under AB 2648, resulting in the report, *Multiple Pathways to Student Success*. In 2012, she and WestEd staff, worked with the Los Angeles Workforce System Collaborative, including the Los Angeles Unified School District, the Los Angeles Community College District and other partners, to collect data on existing services and craft a preliminary action plan for Los Angeles. All of these were broad-based stakeholder-driven processes requiring coordination of multiple simultaneous data collection, facilitation, planning, synthesis, and writing efforts. Ms. Darche has an M.B.A. from the Anderson School of Management at UCLA. Ms. Darche will serve as a **Senior Advisor** for Ventura CCD's AB 86 Consortium Planning Grant. Ms. Darche is based in Oakland, California.

Cindy Wijma, Lead Analyst, has experience in design, implementation and analyses of evaluations programs in public schools and community colleges spanning over 15 years. She is responsible for managing evaluation projects, as well as data analyses and reporting, including designing surveys and tools used for data collection. Dr. Wijma has been involved in a TAACCCT evaluation as well as a statewide evaluation of the Governor's Career Technical Education Pathways Initiative conducting site visits, developing data collection instruments, collecting and analyzing data, and providing data collection training and technical assistance. Dr. Wijma has experience in workforce development and in working with labor market data. She is a major contributing author of the annual report for the Governor, Legislator and Director of Finance for the evaluation. Prior to WestEd, Dr. Wijma worked at the San Diego Community College District as a Research Analyst in the Institutional Research and Planning Office. She conducted studies on student success and retention, tracked the migration of students from noncredit programs, and examined student transfers to four year universities. She was responsible for state reporting, which determined allocation of state apportionment funds for all three colleges in the district, and worked with the National Student Clearinghouse in preparing and processing transfer data. She also worked for the Merced County Office of Education as a grant writer and program evaluator addressing issues such as social skills training for at-risk students and health and fitness for children with disabilities. She has a PhD in Psychological Studies in Education from UCLA and has been with WestEd since 2007. As the **Lead Analyst**, Dr. Wijma will be responsible for survey development, data analyses, and assisting with report writing. Dr. Wijma is based in San Diego, California.

Jeff Polik, **Analyst**, is responsible for the implementation of high quality, rigorous evaluations focused on career technical education, school climate and safe schools. He has expertise in all aspects of the research process including the development of research strategies, participant recruitment and coordination, survey development, data collection, and employing appropriate statistical applications using STATA. As part of the Career Technical Education statewide evaluation team, he conducts site visits, collects evaluation data, and has had a lead role in developing content for the CTE Central Website. He also provides technical assistance to schools aiming to improve their school climate on data use and using stakeholder voice. He has experience leading projects, serving as an Evaluator and Project Director for projects in New Mexico, Florida and Arizona. For numerous other projects he works in collaboration with colleagues assisting with quantitative and qualitative data collection, statistical analyses, and survey/data related consultation to achieve project and organizational goals. Polik received a PhD in industrial and organizational psychology from the University of Tennessee, Knoxville. As the **Analyst**, Dr. Polik will be responsible for survey development, developing data collection protocols, processing data and collecting data. Dr. Polik is based in Los Alamitos, California.

Zeta Heiter, **Data Collector.** Ms. Heiter is responsible for HHDP projects and designing, formatting and preparing project reports. Ms. Heiter has experience conducting classroom observations using the Classroom Assessment Scoring System (CLASS) used to measure effective classrooms interactions. Ms. Heiter hires, trains and manages data collection staff across California for statewide surveys on student health and behavior research. She also serves as part of the statewide evaluation team for Career Technical Education (CTE) where she conducts site visits and focus groups with community colleges, secondary schools, and industry partners. As the **Data Collector**, Ms. Heiter will be responsible for conducting key interviews proposed and assisting with administrative support and data report preparation. Ms. Heiter is based in Los Alamitos, California.

3. Project Management

Our management structure ensures the full use of the expertise of each staff member supports the completion of the work effectively and efficiently. The team approach we propose, and the depth and breadth of the expertise of key staff, provide assurance that if any turnover occurs in key personnel, we will be able to quickly adjust the work responsibilities so that no interruption occurs. The Project Lead is responsible for the oversight of the completion of all objectives and tasks delineated in table 1 and will conduct the oversight of the program operations ensuring that all agencies are fully participatory. The Project Lead will maintain regular communication with fellow team members throughout the project to ensure all staff are provided with the necessary guidance and oversight to guarantee high quality work.

The Project Manager will be responsible for assisting the Project Lead monitor budgets, subcontract budgets and contract obligations. He will also ensure all tasks are completed based on the approved timeline. The Project Manager will monitor workloads and allocate resources from WestEd and partners to meet the needs of the consortia. The Project Manager will use web-based tools such as Smartsheet and Box that will enable facilitation and review of project deadlines. Smartsheet is an online project management productivity and team collaboration software. Box is an online file-sharing tool. Files in Box can be linked to files in Smartsheet and access to these tools can be given to individuals outside of WestEd. These tools will be used to help facilitate ongoing meetings held with internal staff, subcontractors and Ventura CCD. If needed, WestEd can also use Google Docs and Dropbox if members of the Consortia have already established a process for sharing documents.

The Project Lead, Project Manager, Senior Advisor, Analysts, and other key staff on the project will have ongoing internal project meetings to determine if the project is progressing according to plan. Specifically, the team will discuss the progress of ongoing tasks, coordination of project work amongst staff, and possible solutions to any encountered or anticipated problems. These meetings will also be used to plan staff members' work on the project for the next several weeks. The frequency of these meetings allows schedule slippage, staffing conflicts, or potential cost overruns to be identified and corrected immediately.

MANAGING COSTS

A crucial aspect of effective project management is cost containment. WestEd has been very successful at containing costs through careful and systematic monitoring of project expenditures for both small and large-scale tasks and projects. Daily business operation - including contract administration, contract compliance, data processing, and accounting functions - are handled through WestEd's Contracts and Accounting/Finance departments. Practices are governed by standard accounting principles, the rules governing government contracts, and specific contractual agreements.

WestEd uses Cognos Financial Management Software to provide monthly reports on both cumulative and monthly project expenditures, and to track both labor and other direct costs in detail. This system has been designed specifically to meet a variety of government reporting requirements and, as such, is fully compliant with Federal Acquisition Regulations (FAR), Department of Education Acquisition Regulations (EDAR), and Education Department General Administrative Regulations (EDGAR). The monthly reports produced from the Cognos system will be used by the Project Lead and Project Manager to detect any misalignment between the proposed costs and overall project expenditures. In addition, these monthly reports will allow the Project Lead and Project Manager to monitor and verify staff labor charges.

COMMUNICATING WITH THE CLIENT

WestEd's philosophy is that direct and frequent communication between the client and the Project Lead is fundamental to a successful project. First, it allows the client to be fully informed about the status of the project. This will result in deliverables that are very responsive to the client's and consortium's needs.

The Project Lead, **June Bayha**, will be the primary point of contact and will communicate through several means. The first will be through ongoing meetings held in-person, via conference calls or via video conferencing (i.e. Skype, Google Hangouts), monthly cost reports. In addition, more frequent but less formal communication will occur through weekly emails. This constant line of communication ensures that WestEd can inform the client immediately of any issues that arise, along with the suggested solutions. Even though the Project Lead is ultimately responsible for the project work, any other project staff will also will be available for phone calls with the clients should the need arise or at the client's request.

4. WestEd's Proposed Timeline

Table 1 lists activities and associated dates for the Ventura Community College District AB86 Adult Education Consortium Planning Grant.

Table 1: Timeline for AB86 Adult Education Consortium Planning Grant	
Activities	**Due Date**
Kick-off Event (optional) Launch event to establish common vision and goals for the process and build relationships among all Consortium members and partners; preparatory to data collection. • Process design • Facilitation • Materials development and logistics as appropriate	May/June 2014

Objective 1: Current services
1.1 Identify consortium members and partners from which data need to be collected.
1.2 Develop group process or individualized interview protocols to identify services currently being provided by members and partners.
1.3 Execute group process to identify services provided, target population, level of reach, challenges to implementation, and existing collaborations on which to build
1.4 Conduct follow-up interviews as needed with Consortium members and partners to further identify services provided, target population, level of reach, challenges to implementation, and existing collaborations
1.5 Establish a procedure and agreements for collecting enrollment and attendance data from consortium members and partners
1.6 Collect and analyze unduplicated enrollment, attendance and cost data for adult basic education, secondary basic skills, classes for immigrants, short-term CTE programs, programs for adults and disabilities, and programs for apprenticeship for Tables 1.1 and 1.2.
    • Establish data contacts
    • Collect data by sub-region
    • Clean and reconcile data
1.7 Develop self-evaluation tools or processes to assess the "adequacy and quality of services" that will identify best practices and engender commitment to collaborative systemic transformation and continuous improvement.
1.8 Complete Tables 1.1 and 1.2.
1.9 For each of the five program areas, provide a narrative description of services provided by members and consortia and of the adequacy and quality of the services.
1.10 Provide intermediary status reports as needed on current levels and types of adult education programs within the region to be used as part of the Regional Comprehensive Plan Completed-to-Date by June 30, 2014, October 1, 2014 and November 24, 2014.
	May/June 2014

Table 1: Timeline for AB86 Adult Education Consortium Planning Grant	
Activities	**Due Date**
Objective 2: Needs analysis 2.1 Description and analysis of the local regional economy, drawing on economic development data. Sub-region of service gaps and needs will also be identified. 2.2 Description and analysis of census data, such as numbers and percent of population living in poverty, numbers and percent without high school diploma, numbers and percent speaking English less than well; other data used to inform the AB 86 awards; school districts' K-12 English Learner statistics, the number of students who qualify for free and reduced lunch; academic achievement data from local high schools; waiting lists for adult education services, and other data to ascertain need for adult education services. 2.3 Establish past (2008-09), current (2012-13, 2013-14) and projected (2015-16) enrollment levels for each program area: adult basic education, secondary basic skills, classes for immigrants, short-term CTE programs, programs for adults and disabilities, and programs for apprenticeship; complete Table 2.1. (Note, Table 2.2 missing from Eligibility document.). 2.4 Provide intermediary status reports, as needed, on current needs for adult education programs within the region to be used as part of the Regional Comprehensive Plan Completed-to-Date.	May/June
Objective 3: Integration of programs and systems 3.1 Utilizing the information gathered from the needs assessment, plan, prepare for, and conduct sub-regional convenings to: • Present and discuss alignment of services to integrate programs through a facilitated process • Generate strategies to create educational pathways, including alignment of curriculum, assessments and progress indictors, across systems • Generate communication paths among consortium participants and higher education institutions 3.2 Work with sub-regional teams or designated administrators to identify estimated cost for each strategy to be employed. 3.3 Prepare and write a final report on integration/alignment of services.	July - September

Table 1: Timeline for AB86 Adult Education Consortium Planning Grant	
Activities	**Due Date**

Objective 4: Addressing gaps
4.1 Analytically identify gaps in services based on comparisons of services to need, engaging community college and adult school staff by sub-region as needed to clarify and build understanding around the data.
4.2 Establish a process for determining how best to align services/strategies to fill gaps in services, most likely at the sub-regional level, engaging colleges with their local adult schools and partners.
4.3 Plan, prepare for, and conduct sub-regional convenings to:
    • Present and discuss gaps in services in large group through a facilitated process
    • Generate strategies to address gaps in services.
4.4 Generate examples of recommended metrics to assess progress in identified strategies.
4.5 Conduct follow-up convening to refine strategies and discuss metrics.
4.6 Work with sub-regional teams or designated administrators to identify cost for each recommended strategy.
4.7 Complete Table 4.1: Implementation Strategies to Address Identified Gaps.
4.8 Prepare and write a final report on needs, gaps, and strategies to address gaps.
	May-July

Objective 5: Employing proven approaches to accelerate student progress
5.1 Identify evidence-based strategies proven to accelerate student progress
    • Identify strategies already in use by consortium members
    • Identify potential new strategies
5.2 Plan, prepare for, and conduct sub-regional convenings to
    • Present and discuss identified approaches in a group through a facilitated process
    • Generate strategies to implement and/or improve approaches
    • Determine method for assessing the success of implementing the approach/strategy
5.3 Work with sub-regional teams or designated administrators to identify cost for employing each approach/strategy.
5.4 Prepare and write a final report on strategies to implement new or improve current proven approaches.
	July - September

Objective 6: Professional development
6.1 Survey faculty and other staff to document available professional development opportunities and identify needs to help faculty and other staff achieve greater program integration and improve student outcomes.
6.2 Plan, prepare for, and conduct sub-regional convenings to
    • Present and discuss professional development opportunities and needs in a group through a facilitated process
    • Identify and prioritize professional development topic areas
6.3 Work with sub-regional teams or designated administrators to identify cost for conducting each training or workshop.
	July - September

Objective 7: Leveraging existing regional structures	July -

Table 1: Timeline for AB86 Adult Education Consortium Planning Grant	
Activities	**Due Date**
7.1 Identify existing regional structures and their resources 7.2 Identify current engagement strategies and describe how these strategies leverage regional structures	September
Synthesize and write final AB86 Adult Education Regional Comprehensive Plan - Summarize and synthesize findings from Objectives 1-7. - Write final AB86 plan with ongoing input and feedback from Consortium members - Final Regional Comprehensive Plan completed and submitted to Chancellor's Office by March 1, 2015	September – February
Closing event (optional)	Winter/spring 2015

Ventura County
Adult Education Consortium
(VCAEC)

Overview

- With the passing of Assembly Bill 86, the 2013-2014 State Budget appropriated $25 million to the California Community College Chancellor's Office (CCCCO) to allocate funding for two-year planning and implementation grants.

- The intent of Assembly Bill 86 is to expand and improve the provision of adult education –via these consortia– with incremental investments starting with the 2015-16 fiscal year.

Members

- Conejo Valley Unified

- Oxnard Union

- Santa Paula Unified

- Simi Valley Unified

- Ventura Unified

- Ventura County Community College District (VCCCD):

  - Moorpark College

  - Oxnard College

  - Ventura College

Partners

- The consortium will be working with many partners in the county. Below is a potential list of partners we anticipate being integral part of this planning project:

- Ventura County Office of Education
- Ventura County Corrections
- Ventura County Human resource Agency
- Ventura County Library
- Ventura County Department of Rehabilitation
- Ventura County Job and Career Centers
- Ventura County Community Foundation

- Ventura County Workforce Investment Board
- City and County Offices
- CSU – Channel Islands
- California Lutheran University
- Social Service agencies Employment Development Department / Workforce Investment Act
- Tri-Counties Regional Center

Awarded Funds

- Ventura County Adult Education Consortium was awarded $401,754 by the California Community College Chancellors Office.

- Money will be spent for planning purposes only as directed by the AB 86 legislation.

- The purpose is to develop regional plans to better serve the educational needs of ADULTS in Ventura County.

How will the funds be used?

- The funds will be provided to eligible consortia for the purpose of developing regional plans for adult education.

- Assembly Bill 86 (AB 86) outlines expectations for consortium development as well as planning and implementation requirements to establish the Adult Education Consortium Program.

Planning Requirements

1. An evaluation of current levels and types of adult education programs
2. An evaluation of current needs for adult education programs
3. Plans for parties that make up the consortium to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.
4. Plans to address the gaps
5. Plans to employ approaches proven to accelerate a student's progress
6. Plans to collaborate in the provision of ongoing professional development
7. Plans to leverage existing regional structures

Program Areas

The consortia will use funding to develop regional plans for adult education in:

1. Elementary and basic skills; classes required for high school diploma or equivalency certificate

2. Classes for immigrants: ESL, citizenship, and workforce preparation

3. Programs for adults with disabilities

4. Short term CTE programs with high employment potential

5. Programs for apprentices (pre-employment work experience)

Quick Facts

- Consortium shall consist of:

  - School district – required

  - Community college district – required

  - Consortia may include other adult education providers

- The fiscal agent for the VCAEC is Ventura County Community College District (VCCCD)

- Reports to CCCCO:
  1. July 31, 2014   Objectives 1, 2, & 4 to-date
  2. October 31, 2014   Objectives 1 - 7 to-date
  3. December 31, 2014   Draft Report
  4. March 1, 2015   Final Regional Report

Member Contacts of VCAEC

- *Loredana Carson, Coordinator, Conejo Valley Adult Education Conejo Valley Unified School District

  - Carson@conejo.tec.ca.us

- Diana Batista, Principal, Oxnard Adult School – Oxnard Union High School District

  - Diana.Batista@ouhsd.k12.ca.us

- Michele Arso, Principal, Simi Valley Adult School and Career Institute – Simi Valley Unified School District

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- Teresa Johnson, Principal, Ventura Adult and Continuing Education – Ventura Unified School District

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  - rfreeman@santapaulaunified.org

- Julius Sokenu, Dean – Moorpark College

  - JSokenu@vcccd.edu

- Carmen Guerrero, Dean - Oxnard College

  - CGuerrero@vcccd.edu

- *Tim Harrison, Dean - Ventura College

  - tharrison@vcccd.edu

*Co-Chairs of the VCAEC

For more information, see:

http://www.venturacountyadulted.com/

Ventura College Academic Senate

Sept 25, 2014

V. c. Study Session

Student Success and Support Program (SSSP)

Plan Materials

California Community Colleges
Student Success and Support Program Allocations (Credit)
Fiscal Year 2013-14

District	College	FY 2012-13 New Students	FY 2012-13 Continuing Students	2012-13 P1 Credit Allocations Estimated by College*	2013-14 Credit Allocations (P1)
ALLAN HANCOCK	ALLAN HANCOCK	4,447	9,680	$ 316,117	$ 575,614
ANTELOPE VALLEY	ANTELOPE VALLEY	4,321	13,092	$ 380,542	$ 663,559
BARSTOW	BARSTOW	2,022	2,457	$ 86,458	$ 206,734
BUTTE	BUTTE	3,920	10,935	$ 287,704	$ 575,337
CABRILLO	CABRILLO	4,583	11,991	$ 353,847	$ 650,204
CERRITOS	CERRITOS	6,156	19,068	$ 530,717	$ 957,124
CHABOT-LAS POSITAS	CHABOT	5,744	11,562	$ 376,473	$ 716,876
CHABOT-LAS POSITAS	LAS POSITAS	3,184	7,378	$ 218,720	$ 424,781
CHAFFEY	CHAFFEY	7,633	14,428	$ 495,392	$ 926,150
CITRUS	CITRUS	5,343	9,919	$ 305,607	$ 643,190
COAST	COASTLINE	4,946	6,205	$ 302,456	$ 511,205
COAST	GOLDEN WEST	5,759	9,306	$ 357,236	$ 654,090
COAST	ORANGE COAST	7,551	17,644	$ 549,959	$ 1,011,538
COMPTON	COMPTON	3,836	6,931	$ 157,738	$ 456,395
CONTRA COSTA	CONTRA COSTA	2,848	6,294	$ 200,764	$ 371,317
CONTRA COSTA	DIABLO VALLEY	7,510	15,950	$ 492,281	$ 960,846
CONTRA COSTA	LOS MEDANOS	3,461	7,761	$ 244,356	$ 454,415
COPPER MOUNTAIN	COPPER MOUNTAIN	891	1,574	$ 32,123	$ 104,993
DESERT	DESERT	3,017	7,530	$ 239,928	$ 417,745
EL CAMINO	EL CAMINO	9,521	18,745	$ 615,689	$ 1,176,393
FEATHER RIVER	FEATHER RIVER	1,096	962	$ 40,763	$ 101,600
FOOTHILL-DEANZA	DE ANZA	12,221	16,864	$ 703,929	$ 1,306,461
FOOTHILL-DEANZA	FOOTHILL	9,301	10,397	$ 495,500	$ 925,364
GAVILAN	GAVILAN	4,063	5,511	$ 229,549	$ 431,643
GLENDALE	GLENDALE	6,205	13,273	$ 362,998	$ 796,557
GROSSMONT-CUYAMACA	CUYAMACA	3,219	8,282	$ 241,102	$ 452,724
GROSSMONT-CUYAMACA	GROSSMONT	6,495	15,377	$ 437,850	$ 875,746
HARTNELL	HARTNELL	3,478	7,617	$ 266,416	$ 451,496
IMPERIAL	IMPERIAL VALLEY	2,591	6,437	$ 230,867	$ 357,918
KERN	BAKERSFIELD	6,165	15,784	$ 451,786	$ 864,858
KERN	CERRO COSO	2,114	3,253	$ 145,291	$ 235,491
KERN	PORTERVILLE	1,580	3,079	$ 101,402	$ 194,324
LAKE TAHOE	LAKE TAHOE	1,340	2,094	$ 88,048	$ 150,176
LASSEN	LASSEN	1,531	1,815	$ 52,917	$ 155,250
LONG BEACH	LONG BEACH CITY	6,446	23,159	$ 632,429	$ 1,092,509
LOS ANGELES	EAST L.A.	12,243	34,980	$ 715,286	$ 1,820,308
LOS ANGELES	L.A. CITY	7,960	16,764	$ 499,642	$ 1,014,412
LOS ANGELES	L.A. HARBOR	3,366	8,850	$ 233,411	$ 478,766
LOS ANGELES	L.A. MISSION	3,597	8,573	$ 234,671	$ 486,611
LOS ANGELES	L.A. PIERCE	6,816	18,159	$ 482,387	$ 976,214
LOS ANGELES	L.A. TRADE-TECH	6,624	12,555	$ 422,689	$ 804,691

California Community Colleges
Student Success and Support Program Allocations (Credit)
Fiscal Year 2013-14

District	College	FY 2012-13 New Students	FY 2012-13 Continuing Students	2012-13 P1 Credit Allocations Estimated by College*	2013-14 Credit Allocations (P1)
LOS ANGELES	L.A. VALLEY	6,884	17,071	$ 464,183	$ 950,059
LOS ANGELES	SOUTHWEST L.A.	3,071	6,294	$ 194,949	$ 386,454
LOS ANGELES	WEST L.A.	4,767	8,626	$ 272,404	$ 567,525
LOS RIOS	AMERICAN RIVER	12,577	28,606	$ 940,555	$ 1,662,710
LOS RIOS	COSUMNES RIVER	5,579	12,987	$ 348,971	$ 745,978
LOS RIOS	FOLSOM LAKE	3,748	7,322	$ 239,320	$ 461,480
LOS RIOS	SACRAMENTO CITY	10,407	21,360	$ 676,677	$ 1,310,488
MARIN	MARIN	3,191	5,741	$ 173,870	$ 378,959
MENDOCINO-LAKE	MENDOCINO	1,493	3,412	$ 130,682	$ 197,837
MERCED	MERCED	2,801	9,856	$ 300,676	$ 468,867
MIRA COSTA	MIRA COSTA	7,456	10,706	$ 287,860	$ 808,871
MONTEREY	MONTEREY	7,695	7,703	$ 244,963	$ 740,163
MT. SAN ANTONIO	MT. SAN ANTONIO	7,636	26,068	$ 720,987	$ 1,255,554
MT. SAN JACINTO	MT. SAN JACINTO	3,763	13,728	$ 347,183	$ 643,671
NAPA VALLEY	NAPA VALLEY	2,761	5,276	$ 186,191	$ 336,621
NORTH ORANGE	CYPRESS	7,235	11,568	$ 347,741	$ 818,249
NORTH ORANGE	FULLERTON	9,837	15,568	$ 543,681	$ 1,107,991
OHLONE	OHLONE	3,962	9,675	$ 273,800	$ 542,553
PALO VERDE	PALO VERDE	1,814	2,376	$ 157,896	$ 190,325
PALOMAR	PALOMAR	9,029	21,373	$ 645,284	$ 1,217,322
PASADENA	PASADENA CITY	8,338	18,121	$ 595,972	$ 1,078,447
PERALTA	ALAMEDA	2,608	6,446	$ 177,537	$ 359,326
PERALTA	BERKELEY CITY	2,847	5,704	$ 152,751	$ 354,563
PERALTA	LANEY	4,988	11,570	$ 362,550	$ 665,788
PERALTA	MERRITT	2,831	6,353	$ 209,292	$ 371,832
RANCHO SANTIAGO	SANTA ANA	10,796	28,547	$ 941,053	$ 1,540,154
RANCHO SANTIAGO	SANTIAGO CANYON	3,951	10,905	$ 387,442	$ 576,592
REDWOODS	REDWOODS	2,309	4,414	$ 161,915	$ 281,562
RIO HONDO	RIO HONDO	8,249	13,554	$ 587,079	$ 943,243
RIVERSIDE	MORENO VALLEY	3,824	8,957	$ 234,182	$ 512,879
RIVERSIDE	NORCO	2,631	9,540	$ 223,005	$ 448,391
RIVERSIDE	RIVERSIDE	4,385	17,721	$ 405,041	$ 798,820
SAN BERNARDINO	CRAFTON HILLS	2,230	4,479	$ 153,029	$ 278,038
SAN BERNARDINO	SAN BERNARDINO	4,914	9,872	$ 345,883	$ 612,742
SAN DIEGO	SAN DIEGO CITY	7,791	13,632	$ 494,104	$ 914,362
SAN DIEGO	SAN DIEGO MESA	11,499	19,821	$ 580,499	$ 1,341,084
SAN DIEGO	SAN DIEGO MIRAMAR	6,671	9,564	$ 340,079	$ 723,290
SAN FRANCISCO	SAN FRANCISCO CITY	11,910	24,982	$ 816,634	$ 1,514,943
SAN JOAQUIN DELTA	SAN JOAQUIN DELTA	5,281	14,951	$ 488,775	$ 781,296
SAN JOSE-EVERGREEN	EVERGREEN VALLEY	4,896	8,177	$ 307,814	$ 563,583
SAN JOSE-EVERGREEN	SAN JOSE CITY	4,335	8,404	$ 321,093	$ 531,924
SAN LUIS OBISPO	CUESTA	4,220	8,047	$ 290,328	$ 514,022

9/22/2013

California Community Colleges
Student Success and Support Program Allocations (Credit)
Fiscal Year 2013-14

District	College	FY 2012-13 New Students	FY 2012-13 Continuing Students	2012-13 P1 Credit Allocations Estimated by College*	2013-14 Credit Allocations (P1)
SAN MATEO	CANADA	2,691	6,238	$ 187,415	$ 359,077
SAN MATEO	SAN MATEO	3,851	8,477	$ 273,464	$ 501,137
SAN MATEO	SKYLINE	3,430	9,143	$ 226,592	$ 491,396
SANTA BARBARA	SANTA BARBARA CITY	5,964	15,440	$ 433,355	$ 841,486
SANTA CLARITA	CANYONS	6,263	15,556	$ 488,872	$ 865,061
SANTA MONICA	SANTA MONICA CITY	11,485	18,989	$ 694,148	$ 1,316,603
SEQUOIAS	SEQUOIAS	4,202	9,305	$ 304,373	$ 548,379
SHASTA-TEHAMA-TRINITY	SHASTA	2,441	8,306	$ 229,953	$ 400,595
SIERRA	SIERRA	6,594	15,396	$ 476,383	$ 883,003
SISKIYOUS	SISKIYOUS	1,041	2,246	$ 77,534	$ 134,180
SOLANO	SOLANO	3,706	9,125	$ 296,738	$ 509,621
SONOMA	SANTA ROSA	8,341	20,578	$ 643,064	$ 1,148,139
SOUTH ORANGE	IRVINE VALLEY	5,489	9,803	$ 277,660	$ 649,820
SOUTH ORANGE	SADDLEBACK	8,609	17,658	$ 443,182	$ 1,083,747
SOUTHWESTERN	SOUTHWESTERN	7,132	15,726	$ 524,004	$ 928,854
STATE CENTER	FRESNO CITY	5,124	22,657	$ 499,458	$ 988,579
STATE CENTER	REEDLEY	2,907	14,087	$ 293,496	$ 595,722
VENTURA	MOORPARK	6,408	10,679	$ 341,865	$ 736,973
VENTURA	OXNARD	3,971	5,462	$ 198,986	$ 424,012
VENTURA	VENTURA	6,230	10,455	$ 318,707	$ 718,556
VICTOR VALLEY	VICTOR VALLEY	3,474	11,081	$ 281,366	$ 549,193
WEST HILLS	COALINGA	1,253	2,432	$ 89,855	$ 153,830
WEST HILLS	LEMOORE	1,212	3,615	$ 124,528	$ 184,505
WEST KERN	TAFT	4,605	4,078	$ 393,283	$ 427,904
WEST VALLEY-MISSION	MISSION	3,835	8,453	$ 298,411	$ 499,372
WEST VALLEY-MISSION	WEST VALLEY	3,721	10,108	$ 298,542	$ 538,440
YOSEMITE	COLUMBIA	1,530	2,036	$ 75,842	$ 161,433
YOSEMITE	MODESTO	6,905	14,290	$ 437,842	$ 872,833
YUBA	WOODLAND	948	2,608	$ 43,434	$ 138,106
YUBA	YUBA	2,778	6,460	$ 267,678	$ 371,261
	Totals	**578,494**	**1,261,799**	**$ 39,227,000**	**$ 74,952,000**

*For multi-college districts, 2012-13 amounts represent district allocations estimated by college based on each college's proportional share of the district's 2008-09 allocation. Due to Categorical Flexibility, 2012-13 allocations were made by district and not by college.

2014-15
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation `$ -`

Did your college move Credit SSSP funds to Non-Credit? If yes, how much? `$ -`
Total SSSP funds Available for Planned Expenditures `$ -`

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures) `$ -`
District Match (Part III: Planned District Match) `$ -`
2:1 Calculated required district match for **credit:** `$ -`

Total Planned Expenditures in the SSSP `$ -`

Balance 2014-15 Student Success and Support Program Allocation: `$ -`

The required District Match was met: `Yes`

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Progam Plan per title 5, section 55510.

	Email address	Phone Number	Date
College SSSP Coordinator (Typed name and signature)			
	Email address	Phone Number	Date
SSSP Supervising Administrator or CSSO (Typed name and signature)			
	Email address	Phone Number	Date
District Business Manager (Typed name and signature)			
	Email address	Phone Number	Date
College President (Typed name and signature)			
	Email address	Phone Number	Date
District Chancellor (Typed name and signature)			

Student Success and Support Program Plan
(Credit Students)

2014-15

District: _____

College: _____

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College
Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students[1]. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:
- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students[2].
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

[2] A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

[3] The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should <u>not</u> be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS
The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

I.   Program Plan Signature Page
II. SSSP Services
    a. Core Services
        i.   Orientation
        ii. Assessment
        iii. Counseling, Advising, and Other Education Planning Services
        iv. Follow-up for At-Risk Students
    b. Related Direct Program Services
        i.   Institutional Research
        ii. SSSP Technology
    c. Transitional Services Allowed for District Match
III. Policies & Professional Development
- Exemption Policy
- Appeal Policies
- Prerequisite Procedures
- Professional Development
- Coordination with Student Equity and Other Planning Efforts
- Coordination in Multi-College Districts
IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: _____

District Name: _____

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations.*

Signature of College SSSP Coordinator: _____

Name: _____ Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: _____ Date: _____

Signature of College Academic Senate President: _____

Name: _____ Date: _____

Signature of College President: _____

Name: _____ Date: _____

Signature of District Chancellor: _____

Name: _____ Date: _____

Contact information for person preparing the plan:

Name: _____ Title: _____
Email: _____ Phone: _____

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa.   Core Services

i. Orientation
1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).
2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.
3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.
4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation. **Orientation Checklist (**Required Policy or Procedure) (1) Academic expectations and progress and probation standards pursuant to section 55031; (2) Maintaining registration priority pursuant to section 58108; (3) Prerequisite or co-requisite challenge process pursuant to section 55003; (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621 (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed; (6) Academic calendar and important timelines. (7) Registration and college fees. (8) Available education planning services

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
    - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
    - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
    - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

5. Describe college or district policies and practices on:
   a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
   c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

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4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

3.   Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.
4.   Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

IIb.   Related Direct Program Services (District Match Funds only)

i. Instructional Research
1.   Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

ii. Technology
1.   Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

IIc.   Transitional Services Allowed for District Match

1.   Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1.   <u>Exemption Policy</u>
     Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

2.	Appeal Policies Describe the college's student appeal policies and procedures.

3.	Prerequisite Procedures Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

4.	Professional Development Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

5.	Coordination with Student Equity Plan and Other Planning Efforts Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

6.	Coordination in Multi-College Districts In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:
Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

 Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION
Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A
Student Success and Support Program Plan Participants

title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

Name: _____   Title: _____

Stakeholder Group: _____

RESOURCES

- ➤ <u>Senate Bill 1456</u>

- ➤ <u>California Code of Regulations, Online</u>

- ➤ Student Success and Support Program Student Equity Plan

- ➤ <u>Accrediting Commission for Community and Junior Colleges</u>

- ➤ <u>Chancellor's Office Basic Skills web site</u>

Ventura College Academic Senate

Sept 25, 2014

V. d. Study Session

Student Equity Plan Materials

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q STREET, SUITE 4554
SACRAMENTO, CA 95811-6549
(916) 445-8752
http://www.cccco.edu

September 2, 2014

TO: Chief Executive Officers
            Chief Student Services Officers
            Chief Instructional Officers
            Academic Senate Presidents
            Chief Business Officers

FROM: Linda Michalowski
            Vice Chancellor, Student Services and Special Programs

SUBJECT: Student Equity Allocations for 2014-15

This email contains the 2014-15 allocations for the new Student Equity categorical program. Governor Jerry Brown and the California State Legislature provided $70 million in the 2014-15 Budget Act to establish the Student Equity program "in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances." While a requirement has been in place since 1996 that colleges adopt Student Equity Plans, this is the first time that dedicated state resources have been provided to support efforts to achieve the goals reflected in those plans. Together with the doubling of funds for the Student Success and Support Program, this is a valuable investment in the system's Student Success Initiative to help colleges achieve student success goals for all students.

There are four attachments to this email. They are:

- The 2014-15 Student Equity allocations to community college districts;
- An explanation of the factors used to calculate the allocations;
- Student Equity Program Funding Guidelines; and
- Student Equity Provisions of the Budget Trailer Bill (SB 860).

These documents will be posted to our website at: http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx. That is also where you will find the Student Equity Plan template and additional supporting material.

Transition Year Challenges and Solutions

Challenge 1: In anticipation of the start of Student Equity funding in 2014-15, the Chancellor's Office sent colleges a Student Equity Plan template in March 2014, with a due date of November 21, 2014. The template reflects the requirements of title 5 regulations (Section 54220) and the Student Success Act of

2012 (SB 1456). However, the template does not reflect the new populations, goals and planning parameters that were added by the adoption of SB 860 on June 20. As a result, planning efforts already underway may not fully address the requirements of current law.

Solution: Colleges need to review and address the requirements of SB 860 and incorporate them into local planning as soon as possible. However, Student Equity Plans submitted for 2014-15 that meet the requirements reflected in the Student Equity Plan Template released on March 11 will be deemed to be acceptable for 2014-15 as long as they include an outline of how the new requirements will be incorporated and addressed.

Challenge 2: College planning efforts may have been delayed due to the absence of prior information about allocations and the requirements of SB 860. The Chancellor's Office established the November 21 Student Equity Plan submission deadline before the provisions of SB 860 were known.

Solution: SB 860 requires colleges to submit Student Equity Plans on or before January 1, 2015. We will extend the submission deadline to that date. We recognize that colleges will still face challenges completing their plans and obtaining board approval before the end of 2014 due to the winter holidays. If there are colleges that cannot meet that date, we will work with them on a case-by-case basis.

Challenge 3: Colleges are required to submit a Student Equity Plan and have it approved by the Chancellor's Office as a condition for receiving an allocation of Student Equity funds. However, funds became available on July 1, 2014, and plans are not due until mid-year.

Solution: For 2014-15, expenditures may precede the adoption of an approved plan but all expenditures must be reflected in the plan submitted for approval and in year-end expenditure reports.

Challenge 4: Because this is a new program and colleges have to spend half of this first year in a planning process, allocations may not be fully spent by June 30.

Solution: Districts may carry 2014-15 Student Equity funds over through the first quarter of 2015-16. Funds allocated for 2014-15 must be spent by September 30, 2015.

Action Requested: Please share this memorandum and the attachments with your Student Equity Coordinators and planning committees.

Contact: Debra Sheldon, Student Success and Equity Specialist at dsheldon@cccco.edu

California Community Colleges Chancellor's Office
Student Equity 2014-15 Expenditure Guidelines
September 2, 2014

Acceptable and Unacceptable Uses of Student Equity Funds for FY 2014-15

Senate Bill 860 (2014) added Education Code Section 78220, which states, "As a condition for receiving Student Success and Support Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research as to the extent of student equity by gender and for each of the following categories of students:
(A) Current or former foster youth.
(B) Students with disabilities.
(C) Low-income students.
(D) Veterans.
(E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:
　i.　American Indian or Alaska Native
　ii.　Asian
　iii.　Black or African American
　iv.　Hispanic or Latino
　v.　Native Hawaiian or other Pacific Islander
　vi.　White
　vii.　Some other race
　viii.　More than one race."

Education Code section 78220 *et seq*. and title 5, sections 54220 and 51026 outline the purpose and requirements for student equity programs:

"…to close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans."

Student Equity Success Indicators as defined in title 5 sections 54220 and 51026, are to measure:

- Access
- Course Completion
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer

General criteria for expending Student Equity funds:

Expenditures must:
- Be targeted towards the populations, goals and activities prioritized in the college Student Equity Plan as defined in statute and title 5. Targeted populations, goals and activities must be prioritized based on the results of a disproportionate impact study outlined in the Student Equity Plan.
- Meet the purpose, and address the target populations and success indicators of Student Equity as defined in statute and title 5.
- Be necessary and reasonable.

Due to the timing of notice of availability and allocations of funding, Year 1 expenditures may precede the adoption of an approved plan but must be reflected in the plan submitted for approval and in year-end expenditure reports.

Expenditures May Not Be Used for:
- General purposes not prioritized based on the results of a disproportionate impact study outlined in the Student Equity Plan.

Eligible Expenditures and Activities

1. Outreach to potential student groups and communities identified in the equity plan, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Supporting student equity planning processes.
6. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
7. Adapting academic or career related programs and courses to improve student equity outcomes.
8. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
9. In-State travel in support of student equity.
10. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

Ineligible Expenditures and Activities

1. Construction -- Student equity funds may not be used for construction work, remodeling, or renovation.
2. Gifts -- Public funds, including student equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers, Office Supplies and Furniture – Purchasing computers, office supplies or furniture (desks, chairs, bookcases, etc.) is not allowed.
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Program funds cannot be used to pay for any staff or administrative overhead costs that do not directly support student equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Use of funds to pay for off-campus space is not allowed.
8. Legal and Audit Expenses -- Program funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Program funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Program funds may not be used for the cost of travel not directly related to student equity activities or functions.
11. Vehicles -- Program funds may not be used to purchase or lease vehicles.
12. Clothing -- Program funds may not be used to purchase clothing such as jackets, sweatshirts, or tee shirts (with the exception of required uniforms for students).
13. Courses -- Program funds may not be used to deliver courses that generate FTES.
14. Unrelated Research -- Institutional research that is not directly related to evaluating or improving student equity outcomes.
15. Supplanting -- Student Equity funding may not be used to supplant general or state categorical (restricted) district funds currently expended on Student Equity activities. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

Student Success and Support Program: Student Equity

SEC. 6.

Article 1.5 (commencing with Section 78220) is added to Chapter 2 of Part 48 of Division 7 of Title 3 of the Education Code, to read:

Article 1.5. Student Equity Plans

78220.

(a) As a condition for receiving Student Success and Support Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research as to the extent of student equity by gender and for each of the following categories of students:

(A) Current or former foster youth.

(B) Students with disabilities.

(C) Low-income students.

(D) Veterans.

(E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

(i) American Indian or Alaska Native.

(ii) Asian.

(iii) Black or African American.

(iv) Hispanic or Latino.

(v) Native Hawaiian or other Pacific Islander.

(vi) White.

(vii) Some other race.

(viii) More than one race.

(2) Goals for access to, and completion of, basic skills, career technical education and workforce training, and transfer courses for the overall student population and for each population group of high-need or disadvantaged students, and a determination of what activities are most likely to effectively meet those goals.

(3) Whether significant underrepresentation is found to exist pursuant to paragraphs (1) and (2), measures for addressing the disparities in those areas, implementation activities designed to attain the goals specified in paragraph (2), including, but not limited to, the adoption of evidence-based models of remediation, implementation of placement tests and policies that more accurately predict student success and identify students' remedial needs, and a means of coordinating with, at a minimum, the following student equity-related categorical programs or campus-based programs:

(A) Students with disabilities.

(B) Extended Opportunity Programs and Services and Special Services.

(C) Fund for Student Success.

(D) Student Success and Support Program.

(E) Programs for foster youth.

(F) Programs for veterans.

(G) Special Services for CalWORKs Recipients.

(H) Student Financial Aid Administration.

(I) Student Success for Basic Skills Students.

(4) Sources of funds for the activities in the plan.

(5) A schedule and process for evaluation.

(6) An executive summary that includes, at a minimum, the students groups for whom goals have been set, the goals, the initiatives that the community college or community college district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the community college district official to contact for further information. Commencing with 2016–17 academic year, the executive summary shall also include a detailed accounting of how funding was expended and an assessment of the progress made in achieving the identified goals.

(b) Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community.

(c) The plan shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges on or before January 1, 2015, who shall publish all executive summaries, sending copies to the appropriate policy and budget committees of the Legislature, the Department of Finance, every community college and community college district, each consultation group identified in subdivision (b) that so requests, and additional individuals and organizations as deemed appropriate.

(d) The plan shall be updated every three academic years and plan updates shall be submitted to the Chancellor of the California Community Colleges for publication and distribution as provided for in subdivision (c).

78221.

The Chancellor of the California Community Colleges shall allocate funds provided for purposes of successfully implementing the activities and goals specified in the student equity plans adopted pursuant to Section 78220, consistent with all of the following:

(a) The chancellor shall ensure a community college district has submitted a student equity plan that is consistent with Section 78220. For purposes of allocating funding appropriated in the 2014–15 Budget Act, a community college district that has not submitted a student equity plan shall provide the chancellor with an outline for the community college district's completion of the student equity plan on or before January 1, 2015.

(b) The chancellor shall ensure that community college districts that serve greater populations of students who are high-need students or disadvantaged students receive greater resources to provide services to students, consistent with the goals and activities specified in their student equity plans.

(c) The chancellor shall establish criteria for calculating the number of high-need and disadvantaged students in a community college district. For purposes of this article, "high-need students" mean students who have an expected family contribution, as defined in subdivision (g) of Section 69432.7, at any time during those students' matriculation at the institution, that would qualify those students to receive federal Pell Grants and students from ZIP codes in the bottom two quintiles of college attainment. The calculation of a student's expected family contribution shall be based on the Free Application for Federal Student Aid (FAFSA) application or an application determined by the California Student Aid Commission to be equivalent to the FAFSA application submitted by that student. For purposes of this article, the determination of who are "disadvantaged" students shall take into account the college participation rate of the college-aged population of, and the socioeconomic status of, a community college district population.

(d) (1) The chancellor shall establish a list of eligible and ineligible expenditures and activities to ensure that funding is used to support the implementation of student equity plan goals and the coordination of services for the targeted student populations.

(2) Notwithstanding Section 10231.5 of the Government Code, by March 15, 2016, and by March 15 annually thereafter, the chancellor shall report to the Department of Finance, the Legislative Analyst, and the appropriate policy and fiscal committees of the Legislature, on the expenditure of funds for purposes of this article during the previous fiscal year.

Ventura College Academic Senate

Sept 25, 2014

VI. b. AP 7120 – F Interim Managers

DRAFT AP 7120 F – Recruitment and Hiring: Interim Managers

Interim managers will only serve for the time necessary to allow for full and open recruitment for a vacant position, provided that the acting or interim appointments or series of acting or interim appointments shall not exceed one year pursuant to Title 5, nor shall individuals appointed to these Interim Executive management positions be considered for the permanent position. Management positions at the college below that of Vice President, Business Services (i.e., Deans, etc.) may be filled with an interim appointment at the discretion of the supervisor provided that the acting or interim appointment or series of acting or interim appointments shall not exceed one year, pursuant to Title 5.

The remainder of this procedure shall apply to following executive management positions within the District and its Colleges:

- Vice Chancellor
- Associate Vice Chancellor
- President
- Executive Vice President
- Vice President Business Services

Within one (1) month of the formal notice of the vacancy of an executive management position within the VCCCD, the hiring manager (e.g., the Chancellor for Vice Chancellor, Associate Vice Chancellor and President positions; the President for Executive Vice President and Vice President of Business Services positions) shall indicate if the position is to be refilled or shall remain vacant for a specific duration. If the position is to be refilled, the hiring manager shall indicate when a full recruitment shall commence for the position for which the hiring manager has received formal notice. The hiring manager shall fill a vacant or soon to be vacant position following the appropriate hiring Administrative Procedure (e.g., AP 7120 A-??; Recruitment and Selection of Vice Chancellor; Recruitment and Selection of President… etc.) or alternatively, the hiring manager may indicate that an interim selection shall occur.

The purpose of an interim selection shall be to ensure that the needs of the District/College are met until a permanent selection for a position may be made. Interim selections shall be open to both internal and external recruitment.

Interim positions shall be posted on the Human Resources website for fifteen (15) business days, and also announced through district-wide announcement, and posted to the CCC Registry. The Human Resources Department and two members of the committee described below will review all applications to ensure that the applicants meet minimum qualifications as stipulated in the Board of Governor's approved "Minimum Qualifications for Faculty and Administrators in California Community Colleges" and using VCCCD AP #### on Determining MQs

The committee composition for all District-level executive management positions shall include:
    3 administrators (1 from each campus; appointed by the hiring supervisor)
    1 administrator from the District Office (appointed by the hiring supervisor)
    3 faculty members (1 from each campus; appointed by each academic senate)

The committee composition for all College-level executive management positions shall include:
    4 administrators from the college with the vacancy (appointed by the hiring supervisor)
    1 administrator from the District Office or another college from within the District (appointed by the hiring supervisor)
    2 faculty members (appointed by the academic senate of the college with the vacancy)
    2 classified members (appointed by the classified senate of the college with the vacancy)

The Selection Committee will interview applicants, and recommend at least two candidates

(when/if possible) to the hiring manager for second level interviews.

The Board of Trustees shall be informed with through an agendized human resources information item whenever the term of an executive management interim appointment approaches is within two three (23) months of the maximum allowed by statute and regulation and (1) if the College/District is planning to fill the position with a full-time employee hired via the appropriate AP or (2) if the position will not be filled due to College/District reorganization.

AP 7125 Peralta Community College District

1.
2. **Interim Manager Selection and Appointment Process**

An interim appointment is a temporary appointment to a management position that has been vacated and is deemed necessary to fill on an interim basis until a regular appointment is made. An interim appointment will be made either by appointment or through a recruitment process. An interim appointee will serve for the time necessary to allow for full and open recruitment for the position, provided that the acting or interim appointment or series of acting or interim appointments not exceed one year pursuant to Title 5. The following are the options for selecting an interim administrator:

0. **A. Direct Appointment.** The Chancellor may make a direct appointment based on the immediate needs of the District and upon the approval of the Board.

0. **B. Internal Recruitment.** The Chancellor may authorize the following internal recruitment and selection process open only to regular district employees if the appointment duration is limited to the minimum time necessary to allow for open recruitment.

1. 1. Eligible district employees include administrators, full-time (tenured, tenure-track and categorical) faculty and classified staff.
2. 2. Internal applicants must submit an application, cover letter, resume, and other supporting documentation following the posted application procedures.
3. 3. The Position shall be posted on the Human Resources website and through district-wide announcement for five business days. The Human Resources Department will review all applications to ensure they meet minimum qualifications.
4. 4. The committee composition shall include one administrator as chair appointed by the hiring manager; one faculty member appointed by the district/college (as appropriate) academic senate, one faculty member appointed by PFT; and one classified member appointed by the district/college (as appropriate) classified senate. If the appointing body fails to appoint a member available for scheduled committee activities within five (5) business days, the hiring manager may instruct the committee to proceed without the member.
5. 5. The Selection Committee will interview applicants, and recommend at least two candidates, if possible, to the hiring manager for second level interviews
6. 6. The Chancellor will review the hiring manager's recommendation, and if acceptable, submit it for approval by the Board.

AP 6300   Pasadena Community College Area District

1. When a vacancy or other necessity requires it, the Superintendent/President will conduct appropriate consultation within the college and then recommend to the Board of Trustees the appointment of an acting position, without a search, for up to six months.
2. After six months, the Superintendent/President may exercise discretion to continue an acting position as an interim position for up to an additional year.

Ventura College Academic Senate

Sept 25, 2014

VI. c. MOU Defining "Mutually Agree" Between the MC, OC and VC Academic Senates

MEMORANDUM OF UNDERSTANDING (MOU)
On Defining "Mutually Agree" Between the
Moorpark, Oxnard and Ventura College Academic Senates

The purpose of this Memorandum of Understanding (hereafter MOU) is to define how the phrase "mutually agree" shall be interpreted between the Academic Senates of Moorpark, Oxnard and Ventura Colleges when there are disagreements between the three Senates on policy recommendations to the local governing board.

It is agreed that "mutually agree" is a term that is most often used when talking about how participatory governance recommendations to the local governing board are reached between Senates and Administration. It is also agreed that there needs to be a balance between the right of the majority to request closure to a proposal while respecting the integrity of the right of the minority to not be bullied into making a decision. This MOU is an attempt to strike that necessary balance.

This MOU shall not apply to the curricular and programmatic offerings (i.e., courses and programs) made by each college's Curriculum Committee to the local governing board. Instead, the purpose of this MOU is to explain specifically how the Senates of the Ventura County Community College District (hereafter VCCCD) shall approach making recommendations on new board policies (BPs) or administrative procedures (APs) or other non-curricular policy-like recommendations.

<u>Nothing in this agreement shall be construed to obstruct any dissenting Academic Senate from directly addressing the Board or its Subcommittees, and requesting a written response regarding a decision made by the Board in the event the Board takes a dissenting position, as required by Title V; or in other way to abrogate any provisions of Title V.</u>

The formal discussion of the concept and wording of policy recommendations made to the local governing board shall be made during District participatory governance committee meetings. In the case that the three Senates do not unanimously agree on the wording of a <u>new</u> BP or AP, discussion shall continue at the District participatory governance committee meeting until agreement can be reached between the Senates. Barring any legal change necessitating a more rapid resolution, when more than two (2) years have elapsed since the topic was first discussed as an agenized item at a District participatory governance committee, the topic in question shall be forwarded to an ad hoc group of the nine (9) following individuals:

- College Presidents of Moorpark, Oxnard and Ventura Colleges

- Academic Senate Presidents of Moorpark, Oxnard and Ventura Colleges

- Associated Student Government Presidents of Moorpark, Oxnard and Ventura Colleges

This group of nine (9) individuals will review the unresolved policy matter and make a final recommendation to the local governing board. If the group of nine (9) recommends that the policy go forward, the said policy shall proceed to the next step in the participatory governance pathway (e.g., for BPs: Board Policy Subcommittee > Chancellor's Cabinet > Consultation Council > Board of Trustees). If the group of nine (9) recommends that the policy not move forward, the specific proposal(s) and topic(s) in question upon which the Senates could not agree shall not be brought forward again for at least three (3) calendar years from date at which the group of nine (9) made their decision.

Lastly, we acknowledge that as a "mutually agree" District, in the case of proposed revisions to existing BPs and APs, the current policy or procedure shall remain in force until changed. Similarly, if the three Senates cannot agree to proposed recommendations to existing BPs or APs, the group of nine (9) shall be convened following the provisions listed above.

This MOU shall remain in force until all three Senates have revised and/or rescinded it.

Adopted by the Moorpark, Oxnard and Ventura College Academic Senates.

_____   _____

Moorpark College Academic Senate President   Date

_____   _____

Oxnard College Academic Senate President   Date

_____   _____

Ventura College Academic Senate President   Date

Ventura College Academic Senate

Sept 25, 2014

VII. a. VC Academic Senate Elections

Ventura College
Academic Senate
Academic Senate Executive Officer Nomination Form

Effective Jan 12, 2015 when I go on sabbatical, the positions of both Academic Senate President and Vice-President will be vacant. In accordance with the VC Academic Senate By-Laws, I assumed the office of the Senate President due to the resignation of Art Sandford when he became the Interim Dean of Communications and Learning Resources. The Academic Senate Elections Subcommittee is accepting nominations for the Academic Senate offices of President and Vice-President for the Spring 2015 semester. Each office serves a *one semester term* from **Jan 12, 2015 to May 21, 2015.**

Nomination for an Academic Senate officer position is a two-step process requiring both the nomination form provided below to be signed by ten (10) faculty as well as "a written statement outlining the candidates' reason for running for office" (Ventura College Academic Senate Constitution. Article V. Section 4.) Please attach your written statement to the nomination form provided below.

Please complete the form below and return to the Administration building mailbox of Peter Sezzi **no later than *Wed, October 15, 2014 at 12 noon***. Voting will occur during November with the exact dates and times determined by the Senate.

Peter H. Sezzi
Outgoing Academic Senate President (Again)
+++

Name of Candidate: **Signature of Candidate:**

_____   _____

Academic Senate Office sought (Circle one):
                        President   Vice-President

Nominations must be signed by ten faculty. Please both print and sign below.

        Name   Signature

1. _____   _____

2. _____   _____

3. _____   _____

4. _____   _____

5. _____   _____

6. _____   _____

7. _____   _____

8. _____   _____

9. _____   _____

10. _____   _____

Ventura College
Academic Senate
Academic Senate Executive Officer Nomination Form

The Academic Senate Elections Subcommittee is accepting nominations for the Academic Senate offices of President, Vice-President, Secretary and Treasurer. Each office serves a ***two year term*** from May 22, 2015 to mid-May 2017.

Nomination for an Academic Senate officer position is a two-step process requiring both the nomination form provided below to be signed by ten (10) faculty as well as "a written statement outlining the candidates' reason for running for office" (Ventura College Academic Senate Constitution. Article V. Section 4.) Please attach your written statement to the nomination form provided below.

Please complete the form below and return to the Administration building mailbox of Peter Sezzi **no later than *Wed, October 15, 2014 at 12 noon***. Voting will occur during November with the exact dates and times determined by the Senate.

Peter H. Sezzi
Outgoing Academic Senate President (Again)
++

Name of Candidate: **Signature of Candidate:**

_____   _____

Academic Senate Office sought (Circle one):

President   Vice-President   Secretary   Treasurer

Nominations must be signed by ten faculty. Please both print and sign below.

    Name   Signature

1. _____   _____

2. _____   _____

3. _____   _____

4. _____   _____

5. _____   _____

6. _____   _____

7. _____   _____

8. _____   _____

9. _____   _____

10. _____   _____