GAVILAN COMMUNITY COLLEGE DISTRICT
REGULAR MEETING, BOARD OF TRUSTEES
Tuesday, October 8, 2013
Gavilan College
5055 Santa Teresa Blvd., Gilroy, CA 95020
Student Center, North/South Lounges
CLOSED SESSION – 6:00 p.m.  OPEN SESSION – 7:00 p.m.

AGENDA

I. CALL TO ORDER 6:00 p.m.
   1. Roll Call
   2. Comments from the Public – This is a time for the public to address the Board.
   3. Recess to Closed Session (A maximum of 5 minutes will be allotted to each speaker.)

CLOSED SESSION 6:00 p.m.
Notice is hereby given that a closed session of the Board will be held under the general provisions listed as follows:

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE – Closed Session Pursuant to Government Code Section 54957

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION, OAH No. 2013080236

CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiator(s): Susan Cheu/Eric Ramones
Employee Organization: CSEA

CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiator(s): Sherreen Carr/Rachel Perez/Eric Ramones/Dr. Kathleen Rose
Employee Organization: GCFA

CONFERENCE WITH LABOR NEGOTIATORS – Closed Session Pursuant to Government Code Section 54957.6
Agency Negotiator(s): Dr. Steven M. Kinsella
Employee Organization: Unrepresented Employees

PUBLIC EMPLOYEE APPOINTMENT – Executive Vice President and Chief Instructional Officer – Closed Session Pursuant to Government Code Section 54957

Board of Trustees:

Tom Breen
Walt Glines
Kent Child
Tony Ruiz
Mark Dover
Laura A. Perry, Esq.
Jonathan Brusco
Anel Tovar, Student Trustee
CONFERENCE WITH REAL PROPERTY NEGOTIATORS – Closed Session Pursuant to Government Code Section 54956.8
Property: 555 Bailey Avenue, San Jose, CA 95141
Agency Negotiator: Dr. Steven M. Kinsella
Negotiating Parties: IBM
Under Negotiation: Terms of payment, conditions

II. OPEN SESSION 7:00 p.m.
1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Report of Any Action Taken in Closed Session
5. Consent Agenda
   (a) Regular Board Meeting Minutes, September 10, 2013, and the Proposed Ad-Hoc Committee on School District Collaboration Minutes, September 10, 2013
   (b) Personnel Actions
   (c) Warrants and Electronic Transfers Drawn on District Funds
   (d) Ratification of Agreements
6. Approval of Agenda
7. Comments from the Public - This is a time for the public to address the Board.
8. Recognition (A maximum of 5 minutes will be allotted to each speaker)
9. Officers’ Reports
   (a) Vice Presidents
   (b) College President
   (c) Academic Senate
   (d) Professional Support Staff
   (e) Student Representative
   (f) Board Member Comments
   (g) Board President
10. Board Committee Reports
11. Information/Staff Reports
   (a) Recognition of the Employees of the Month
   (b) 2012-2013 Institutional Effectiveness Committee (IEC) Report
   (c) Fall 2013 Student Success and Student Profile Reports
   (d) Monthly Financial Report
   (e) Contract and Community Education 2012-13 Annual Report
   (f) Academic Senate Resolution on Distance Education Policy
   (g) Measure E Bond Quarterly Financial Status Report at June 30, 2013
   (h) Financial Aid Update

III. ACTION ITEM
1. New Business
   (a) Curriculum
   (b) Agreement with Gavilan College Faculty Association
   (c) GCFA (“Sunshine”) – Academic and District Calendar
   (d) Agreement with Classified School Employees Association
   (e) Compensation for Unrepresented Employees
   (f) Quarterly Financial Status Report, CCFS 311Q at June 30, 2013
   (g) Annual Financial and Budget Report, CCFS-311
   (h) Child Development Center Parent Handbook
   (i) Approval for the Purchase of Wetland Mitigation Credits for the Parking Lot C Project
   (j) Gavilan College Educational Foundation Bylaws Revision
   (k) Agreement Between CA Early Childhood Mentor Program and Gavilan College
   (l) Agreement Between the Child Development Training Consortium and Gavilan College
IV. CLOSING ITEMS

1. The next regularly scheduled Board meeting is November 12, 2013, Gilroy Campus, North/South Lounge.
2. Adjournment

GAVILAN COLLEGE MISSION

Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world.

PUBLIC COMMENTS – Individuals wishing to address the Board on a non-agenda item may do so during the Comments from the Public. However, no action may be taken on an item, which is not on the agenda. The public is welcomed to address the Board on particular agenda items and may do so at the time it is presented. Guidelines for Comments from the Public will be as follows:

A maximum of 5 minutes will be allotted to each speaker with a maximum of 20 minutes to a subject area.
No disruptive conduct will be permitted at any Gavilan College Board of Trustees meeting.

AGENDA ITEMS – Individuals wishing to have an item appear on the agenda must submit the request in writing to the Superintendent/President two weeks prior to the regularly scheduled meeting. The Board President and Superintendent/President will determine what items will be included in the agendas. Regular meetings are held the second Tuesday of each month.

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees as one motion. There is no discussion of these items prior to Board vote unless a member of the Board, staff, or public requests that specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all consent items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact Angie Oropeza at 408-848-4711. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Please help keep Gavilan College a litter-free campus and preserve its park-like setting. Thank you.

http://www.gavilan.edu
CONSENT
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No. 5. (a) Office of the President
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.


☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board approve the regular Board meeting minutes from September 10, 2013, and the Proposed Ad-Hoc Committee on School District Collaboration Minutes, September 10, 2013.

Background:

Budgetary Implications:

Follow Up/Outcome:

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: Angie Oropeza, Executive Assistant

Agenda Approval: ______________________________
Dr. Steven M. Kinsella, Superintendent/President
I. CALL TO ORDER 6:00 p.m.
The meeting was called to order by Kent Child at 6:03 p.m.

1. Roll Call
   Trustees Present: Tom Breen, Jonathan Brusco Kent Child Mark Dover, Walt Glines, Tony Ruiz
   Trustees Absent: Laura Perry

2. Comments from the Public
   None

3. Recess to Closed Session
   The Board recessed to closed session at 6:04 p.m.

II. OPEN SESSION 7:00 p.m.
1. Call to Order
   The meeting was called to order by Kent Child at 7:02 p.m.

2. Roll Call
   Trustees Present: Tom Breen, Jonathan Brusco Kent Child Mark Dover, Walt Glines,
   Tony Ruiz, Anél Tovar
   Trustees Absent: Laura Perry

   Dr. Steven M. Kinsella, Superintendent/President
   Dr. Kathleen Rose, Executive Vice President, Instructional Services
   Terry Newman, Interim Senior Director of Administrative Services
   Bea Lawn, Academic Senate
   Diane Seelie, Professional Support Staff
   Angie Oropeza, Recorder

   Others in Attendance: Diane Stone, Sherrean Carr, Rachel Perez, Anne Ratto, Fran Lopez,
   Susan E. Alonzo, Susan Cheu, Frances Lozano, Susan Sweeney, Annette Gutierrez,
   Jan Chargin, Blanca Arteaga

3. Pledge of Allegiance
   The pledge of allegiance was led by Tony Ruiz.

4. Report of any Action Taken in Closed Session
   No action was taken in closed session. Closed session will reconvene following open session.

5. Consent Agenda
   (a) Regular Board Meeting Minutes, August 13, 2013, Proposed Ad-Hoc Committee on School
       District Collaboration Minutes, August 13, 2013, Board Budget Committee Minutes, August
       20, 2013, and Board Facilities Development and Utilization Comm. Minutes, August 20, 2013
   (b) Personnel Actions
   (c) Warrants and Electronic Transfers Drawn on District Funds
   (d) Ratification of Agreements
       MSC (M.Dover/J.Brusco) 6 ayes, 0 nays, Student Trustee, aye (Laura Perry absent)
Kent Child asked for a moment of silence in memory of John Pruitt. He announced that a Celebration of Life will be held on September 27, 12:30 in the afternoon, in the theatre.

6. Approval of Agenda
MSC (T.Breen/M.Dover) 6 ayes, 0 nays, Student Trustee, aye to approve (Laura Perry absent)

7. Comments from the Public
Diane Stone, Kinesiology and Athletics, distributed athletic season passes to the Board and reminded everyone to save October 19 for the Gavilan Foundation casino night event.
Leah Halper, GCFA, thanked the Board for recognizing retired faculty Sue Dodd by naming the tennis courts in her honor. She reported that faculty are having good discussions about pedagogy, CSEA and GCFA hope to schedule discussion events with the Board of Trustees. John Pruitt will be missed.

8. Recognitions
Ron Hannon reported that Bucky the mascot turned in his retirement letter. Named through a survey, he introduced new mascot: Rocky T. Ram. The “T” stands for Thomas in honor of Mr. Breen who was instrumental in getting him here, along with Lance Torres and Joey Hayes.

9. Officers' Reports
(a) Vice Presidents
Terry Newman reported that evening security was added to the Morgan Hill and Hollister sites, and they are working on PLOs in response to accreditation recommendations.

(b) College President
No report

(c) Academic Senate
Bea Lawin reported that the Senate met on September 3; they observed a moment of silence in memory of John Pruitt. The Senate began discussion on the administrative reorganization proposal. She stated that she voiced concerns to President Kinsella in August about movement on the proposal before faculty returned. Some of the changes in the proposal appear to be substantial enough that they may not be able to be undone without disruption. The invitation to consider the proposal and offer suggestions for some is a moot point. If something is acted upon before discussion it pushes people away who are willing to participate, and breeds cynicism. We want a qualified administrative team and when appropriate, we want an open hiring process that allows everyone to vet candidates and have a voice. They are ready to participate in conversations and contribute solutions. They understand that financial constraints have closed some doors. Senate respectfully points out that it seems inappropriate to call something a proposal if it is implemented prior to feedback and discussion. They ask that areas be prioritized, laid out for discussion, and participatory governance be used as much as possible.

(d) Professional Support Staff
Dina Hampton reported that everyone is working hard gearing up for the new school year.

(e) Student Representative
Anel Tovar reported that John Pruitt is missed. They have been working on a memorial for him. The ASB has been helping students with ASB cards, filling committee vacancies, and recruiting members.

(f) Board Member Comments
Tony Ruiz reported that the Mercury News had an article citing statistics about students recruited by private colleges, the amount of debt they incur, and how many aren't able to find a job. He is pleased about the Board’s outreach committee. We need to do a better job reaching out to feeder schools and informing high school seniors about options.
Walt Glines reported that the Mercury News article also included graduation and default rates, he acknowledged Collete McLaughlin who completed a STEM fellowship at Lockheed Martin and is on the Gala Steering Committee. In response to Walt Glines, Ron Hannon stated that we have been able to live stream some athletic events. Walt Glines reported that he attended staff development day, he acknowledged Sherreen Carr for advertising the gala event at staff development day, he acknowledged Anél Tovar who is getting scholarship from the Chicana Latina Foundation.

Mark Dover congratulated Anél Tovar on her scholarship and the athletic department for the kickoff BBQ. The tennis court naming in honor of Susan Dodd today was a highlight of his time on the Board of Trustees.

Jonathan Brusco acknowledged Athletics for the kickoff BBQ. John Pruitt will be missed. Tom Breen is proud to know Rocky T. Ram. He reported that he attended his 50th law school reunion which included Leon Panetta, he is working this week in Merced.

(g) Board President
Kent Child reported that he attended staff development day. John Pruitt was such a big part of it that it is shocking to lose him. He announced that retired faculty member, Dave DuBois, also recently passed.

10. Board Committee Reports
Jonathan Brusco reported that the Proposed Committee on School District Collaboration met today, several Gilroy District employees attended. We hope to schedule a joint meeting in October to discuss how we can work together to reduce remediation rates and other issues. Minutes from that committee, Facilities, and the Budget committee are in the Board packet.

11. Information/Staff Reports
(a) Recognition of the Employee of the Month
Dr. Steve Kinsella reported that Esther Castaneda was unable to attend today; this item will be carried forwarded to next month’s agenda.

(b) Fall 2013 Community Education Schedule
Rachel Perez acknowledged Terry Newman, Rosie Armstrong, and Cindy Gonzales for the outstanding fall schedule. She reported that Gavilan’s winter/spring schedule was showcased in “Lern Magazine”. The Chancellor’s Office, and the Gilroy Dispatch showcased our career training programs. Enrollments are robust, and we are looking forward to a productive semester in terms of revenue.

(c) Gavilan College Community Spirit Awards
Jan Chargin reported reviewed the list of recommendations for the Spirit Awards:

<table>
<thead>
<tr>
<th>Morgan Hill</th>
<th>Gilroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual: Rich Firato</td>
<td>Individual: Maria Skoczylas</td>
</tr>
<tr>
<td>Business: Affordable Solar Roofs</td>
<td>Business: Manzanita Magic</td>
</tr>
<tr>
<td>Organization: Community Solutions</td>
<td>Organization: Leadership Gilroy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>San Benito County</th>
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</thead>
<tbody>
<tr>
<td>Individual: Dennis Osorio</td>
</tr>
<tr>
<td>Business: Tonasia Farms</td>
</tr>
<tr>
<td>Organization: San Benito Stage Company</td>
</tr>
</tbody>
</table>

(d) Santa Clara County Treasury Investment Portfolio Status as of June 30, 2013
Dr. Steve Kinsella reported that this is a standard report for Board information.
(e) Gavilan CalWORKs: TANF Fifteenth Anniversary, Portraits of Success, Region Four Scholarship Winner and Program Update
Susan Sweeney, Annette Gutierrez, and Blanca Arteaga reported that the CalWORKs community college programs were moved to education code which makes them permanent. They were also given priority registration, and $8 million was restored to the programs. They reviewed the services students receive. Timothy Avila, former Gavilan student, is included in "Portraits of Success" who continues his studies at San Jose State. Tony Ruiz stated that when he was on the San Benito High School Board, if a student came to Gavilan for two semesters they were automatically issued a high school diploma. He suggested that might be something we could look into. Blanca Arteaga stated that our Non Credit Program offers a GED program in the evenings or weekends but child care is not available. Walt Glines acknowledged staff for their work.

(f) Board of Trustees Self Evaluation
Kent Child stated that the process needs to be completed by November. Trustees agreed by consensus to use the same evaluation instrument and that a subcommittee meeting is not needed. A deadline for completing the evaluation will be set and a special Board meeting will be scheduled in October or November to review evaluation results and to review Board goals. Walt Glines reported that he will be attending a conference in November through the California Community College League. They have an "Excellence in Trusteeship Program" that Trustees might consider attending.

(g) Use of Portable Buildings at the Briggs Building Site in the City of Hollister
Terry Newman reported that the City of Hollister's downtown master plan does not allow modular classrooms. The city has very specific requirements as indicated in the report. In response to Trustee questions, Dr. Steve Kinsella stated that the land area available doesn't give us enough FTES to justify the cost of building there. Trustees will be updated regarding the appropriate use of the balance of Measure E funds by the deadline.

III. ACTION ITEMS
1. New Business
   ** (a) Public Hearing and Approval of the Final Budget FY 2013/14
Susan Cheu reported that we are closing FY 12/13 with a deficit of $250,000-$400,000. The budget for FY 13/14 is balanced using additional revenue and expense adjustments. The fund balance is approximately $2.4 million or 8.4% of total expenditures and transfers out. In response to Trustee questions, Susan Cheu and Dr. Steve Kinsella stated that the shortfall in state redevelopment funds was for last fiscal year and has been built in. For FY 13/14, we used funds from the retiree benefit fund. It is unknown what our exact allocation will be for 13/14. The pattern has been that the state makes reductions toward the end of the year, which we are forced to absorb. For 12/13 we are 100 FTES over what the state will pay. The state is hesitant to put all the money out there because they don't know how much will be collected. The same applies for 13/14. We have half a million out of inter-fund transfers, the administrative reorganization saves about $225,000 if it goes forward. We are 3 FTE above the faculty obligation number. We offer more classes than we get paid for so students can complete their programs and to provide a hedge against what the state may do with available revenue. We have to reduce expenses and get costs under the amount of revenue the state finally pays. The present budget is valid, reliable, and accurate with some of the assumptions just reviewed. Funds from the tax measure were allocated for the intended purposes but the state pulled their money back. We didn't have additional reductions that would have happened if the tax measure hadn't passed. Repaying the retiree fund is a priority. Kent Child opened the public hearing for public comment on the final budget FY 2013/14. No comments
Kent Child closed the public hearing for public comments on the final budget FY 2013/14. MSC (J.Brusco/M.Dover) 6 ayes, 0 nays, Student Trustee aye, to approve (Laura Perry absent)
(b) Expenditure Plan for FY 2013-14 Proposition 30 Education Protection Act Funds
Dr. Steve Kinsella reported that this is the action that identifies how the college is allocating the funds from Prop 30. In response to Jonathan Brusco, Dr. Kinsella stated that the state may deduct the amount received from Prop 30 from our regular allocation.
MSC (T.Ruiz/W.Glines) 6 ayes, 0 nays, Student Trustee aye, to approve (Laura Perry absent)

(c) Rodriguez Real Estate Services, LLC 2nd Amendment for Consulting Services Related to Campus and Off-Site Land Development Projects
Dr. Steve Kinsella reported that this is the firm used in the past to acquire the two properties.
MSC (M.Dover/W.Glines) 6 ayes, 0 nays, Student Trustee aye, to approve (Laura Perry absent)

(d) Measure E Bond Program Budget Alignment
Terry Newman reported that we propose to move funds to increase parking lot C improvement monies which will include an additional exit and solve traffic flow issues.
MSC (T.Breen/A.Tovar) 6 ayes, 0 nays, Student Trustee aye, to approve (Laura Perry absent)

(e) Citizens' Oversight Committee Renewal of Terms and Resignation
MSC (M.Dover/J.Brusco) 6 ayes, 0 nays, Student Trustee aye, to approve (Laura Perry absent)

* (f) Child Development Contract #CSPP-2556, Program Type: California State Preschool Program, Project Number: 436947-00-2 and Resolution # 964
MSC (M.Dover/W.Glines) roll call vote: 6 ayes: Tom Breen, Jonathan Brusco, Kent Child, Mark Dover, Walt Glines, Tony Ruiz, 0 nays, Anel Tovar, Student Trustee aye (Laura Perry absent)

IV. CLOSING ITEMS
1. The next regularly scheduled Board meeting is October 8, 2013, Gavilan College, Student Center, North/South Lounges

2. Adjournment
   The open meeting was closed by consensus at 8:15 p.m.

CLOSED SESSION 8:20 P.M.
The Board of Trustees recessed back into closed session.

OPEN SESSION 9:15 p.m.
Report of any Action Taken in Closed Session
No action was taken in closed session.

The meeting was adjourned by consensus at 9:15 p.m.

** Open and Close Public Hearing Prior to Approval of Adopted Budget

* Roll Call Vote
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
PROPOSED AD-HOC COMMITTEE ON SCHOOL DISTRICT COLLABORATION
Tuesday, September 10, 2013, 5:30 p.m.
Gavilan College
5055 Santa Teresa Blvd., Gilroy, CA 95020
Student Center, North/South Lounges
Committee Members: Jonathan Brusco, Tom Breen, Mark Dover

MINUTES

I. CALL TO ORDER 5:30 p.m.
The meeting was called to order by Jonathan Brusco at 5:30 p.m.

1. Roll Call
   Committee Members: Jonathan Brusco, Tom Breen, Mark Dover
   Dr. Steven M. Kinsella, Superintendent/President
   Dr. Kathleen Rose, Executive Vice President, Instructional Services
   Terry Newman, Interim Senior Director of Administrative Services
   Angie Oropeza, Recording

   Others in attendance: Domingo Payne, Dr. Debbie Flores, Marilyn Ayala, Fred Tovar

2. Approval of Minutes – August 13, 2013
   MSC (M.Dover/T.Breen) 3 ayes, 0 nays to approve

3. Comments from the Public
   None

II. DISCUSSION ITEMS
1. Organizational Matters Related to October Joint Districts Meetings
   Jonathan Brusco reported that a letter was sent out to local district trustees with the
   projected goals of the committee and asking for representation from each district on
   the committee. After discussion, it was agreed to send a follow-up letter and schedule
   a joint meeting on a date convenient for most in late October, later in the evening.

2. Ways of Approaching High Remediation Rates and College Preparedness
   Jonathan Brusco stated that high remediation rates are a major issue we would like to
   focus on. If that can be reduced, students would get through school sooner and it
   would open up sections for other courses. It will also benefit local districts by preparing
   students for greater success. Dr. Debbie Flores, Fred Tovar, Marilyn Ayala, and
   Domingo Payne spoke in favor of working with the subcommittee to increase students’
   preparation for college, improving performance on entrance exams, increasing the
   transfer rate, working with at-risk students, etc.

   In response to Jonathan Brusco, Dr. Debbie Flores stated that students interested in
   career vocational education need all the skills in order to succeed or to be prepared in
   case they decide to transfer or change careers. They work with K-9 in order to prepare
   students from their middle-school feeder schools, and have had a lot of success.

   Marilyn Ayala reviewed the progress of Common Core in the Gilroy district.

III. CLOSING ITEMS
1. Adjournment
   MSC (M.Dover/T.Breen) 3 ayes, 0 nays to adjourn at 6:00 p.m.
Consent Agenda Item No. 5. (b) Information/Staff Reports No. Discussion Item No. Old Business Agenda Item No. New Business Agenda Item No.

SUBJECT: Personnel Actions

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board of Trustees approve personnel actions the District is entering into during the period of September 10, 2013 thru October 8, 2013.

Background:
Board of Trustees approval is required for all personnel actions. The attached items have been prepared in accordance with existing Board policies and laws related to employees within the California Community College system.

Budgetary Implications:
Funds to pay for salaries and benefits of the assignments are included in the final budget for FY 2013-2014.

Follow Up/Outcome:
Human Resources will notify employees of the approved personnel actions and issue authorization to allow processing of payroll when due.

Recommended By: Eric Ramones, Human Resources Director

Prepared By: [Signature]

Agenda Approval: [Signature]

Dr. Steven M. Kinsella, Superintendent/President
A. Classified and Unclassified Personnel Actions – October 8, 2013

Unless otherwise, please refer to the Classified Salary Schedule for the following personnel actions:

I. APPOINTMENTS/PROMOTIONS/TRANSFERS/PERMANENT SCHEDULE CHANGES/WORKING OUT-OF-CLASS

NONE

II. SHORT TERM AND SHORT TERM PEAK/TEMPORARY APPOINTMENTS

NONE

III. PROFESSIONAL EXPERTS

Arturo Felix
Wastewater Management Instructor
Community Education
July 1, 2013 to June 30, 2014

Charles Kliptine
Theatre Arts - Seating for Fall Show
Liberal Arts and Sciences
September 6, 2013 to November 30, 2013

Edward Waggoner
Wastewater Management Instructor
Community Education
July 1, 2013 to June 30, 2014

Elizabeth Falvey
Assistant to Program Director, Theatre Arts
Liberal Arts and Sciences
September 1, 2013 to November 30, 2013

Jacqueline McCloud
Wastewater Management Instructor
Community Education
July 1, 2013 to June 30, 2014

Jeronimo Garcia-Juarez
Video Editor
STAR Program
June 10, 2013 to July 5, 2013

Michael Wolf
Wastewater Management Instructor
Community Education
July 1, 2013 to June 30, 2014

Ruben Zurita
Wastewater Management Instructor
Community Education
October 1, 2013 to June 30, 2014
IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS

Cindi Munoz
Substitute Vocational Instructional Specialist
Disability Resource Center
August 23, 2013 to November 18, 2013

Jamie Heisch
Substitute Mobility Aide
Disability Resource Center
September 5, 2013 to December 31, 2013

Maria Magana
Substitute Teacher Assistant
Child Development Center
September 1, 2013 to June 30, 2014

Norma Najjar
Substitute Office Assistant
Administrative Services
September 13, 2013 to December 31, 2013

V. REQUESTS FOR LEAVE

NONE

VI. PERMISSION TO ENROLL/STAFF DEVELOPMENT

NONE

VII. PERMISSION TO ENROLL/PROFESSIONAL GROWTH

NONE

VIII. APPLICATION FOR AWARD/STAFF DEVELOPMENT

NONE

IX. APPLICATION FOR AWARD/PROFESSIONAL GROWTH

NONE

X. ADDITIONAL DUTY/STIPEND

NONE

XI. VOLUNTEERS

Christina Costa
Volunteer Worker
Child Development Center
July 1, 2013 to June 30, 2014
Crystal Sullivan  Volunteer Worker  Child Development Center  July 1, 2013 to June 30, 2014

Fionnuala Collier  Volunteer Worker  Child Development Center  July 1, 2013 to June 30, 2014

Gladys Elizondo  Volunteer Worker  Child Development Center  July 1, 2013 to June 30, 2014

Julia Barker  Volunteer Worker  Child Development Center  July 1, 2013 to June 30, 2014

Racha Hajj Khalil  Volunteer Worker  Child Development Center  July 1, 2013 to June 30, 2014

Rosalia Avendaño  Volunteer Worker  Child Development Center  July 1, 2013 to June 30, 2014

Socorro Garcia  Volunteer Worker  Child Development Center  July 1, 2013 to June 30, 2014

Yvette Cardenas  Volunteer Worker  Child Development Center  July 1, 2013 to June 30, 2014

XII. RESIGNATIONS AND RETIREMENTS

Vania Parakati  Career Transfer Specialist  Student Services  Date of Hire: August 16, 2011  Resignation Effective: September 20, 2013

Vincent Olivares  Mobility Aide  Disability Resource Center  Date of Hire: August 30, 2011  Resignation Effective: September 3, 2013

XIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS

NONE
RECOMMENDATION: The Administration recommends approval of the above Classified & Unclassified Personnel Actions.
B. Faculty Personnel Actions – October 8, 2013

Unless otherwise, please refer to the Faculty Salary Schedule for the following personnel actions:

I. **APPOINTMENTS**

**NONE**

II. **FACULTY OVERLOAD/ADDITIONAL DUTY/STIPENDS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Position</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice Dufresne</td>
<td>Allied Health Instructor Overload</td>
<td>Career Technical Education</td>
<td>August 26, 2013 to December 21, 2013</td>
</tr>
<tr>
<td>Arturo Rosette</td>
<td>Fine Arts Department Chair</td>
<td>Liberal Arts and Sciences</td>
<td>August 26, 2013 to May 1, 2014</td>
</tr>
<tr>
<td>Bea Lawn</td>
<td>ESL Instructor Overload</td>
<td>Liberal Arts and Sciences</td>
<td>August 26, 2013 to December 21, 2013</td>
</tr>
<tr>
<td>Carlton Oler</td>
<td>Social Science Department Chair</td>
<td>Liberal Arts and Sciences</td>
<td>August 26, 2013 to May 1, 2014</td>
</tr>
<tr>
<td>Christina Salvin</td>
<td>English Department Chair</td>
<td>Liberal Arts and Sciences</td>
<td>August 26, 2013 to May 1, 2014</td>
</tr>
<tr>
<td>Dale Clark</td>
<td>Chemistry Instructor Overload</td>
<td>Liberal Arts and Sciences</td>
<td>August 26, 2013 to December 21, 2013</td>
</tr>
<tr>
<td>David Perez</td>
<td>Spanish Instructor Overload</td>
<td>Liberal Arts and Sciences</td>
<td>August 26, 2013 to December 21, 2013</td>
</tr>
<tr>
<td>Debbie Amaro</td>
<td>Allied Health Instructor Overload</td>
<td>Career Technical Education</td>
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<td>Dennie Van Tassel</td>
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<td>Elena Dachkova</td>
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<td>Ellen Venable</td>
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<td>Ellen Venable</td>
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<td>Ellen Venable</td>
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<td>Gilbert Ramirez</td>
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<td>August 26, 2013 to December 21, 2013</td>
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<td>Herbert Spenner</td>
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<td>August 26, 2013 to December 21, 2013</td>
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<td>Jennifer Nari</td>
<td>Mathematics Instructor Overload</td>
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<td>August 26, 2013 to December 21, 2013</td>
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<td>John Haehl</td>
<td>Fine Arts Drama Advisor</td>
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<td>August 26, 2013 to May 1, 2014</td>
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<td>Julian Kearns</td>
<td>Economics Instructor Overload</td>
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<td>August 26, 2013 to December 21, 2013</td>
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</tbody>
</table>
Karen Warren  
English Department Chair  
Liberal Arts and Sciences  
August 26, 2013 to May 1, 2014

Kaye Bedell  
Allied Health Instructor Overload  
Career Technical Education  
August 26, 2013 to December 21, 2013

Ken Wagman  
Natural Sciences Department Chair  
Liberal Arts and Sciences  
August 26, 2013 to May 1, 2014

Ken Wagman  
Mathematics Instructor Overload  
Liberal Arts and Sciences  
August 26, 2013 to December 21, 2013

Marc Turetzky  
Social Science Department Chair  
Liberal Arts and Sciences  
August 26, 2013 to May 1, 2014

Nicole Cisneros  
English as a Second Language Department Chair  
Liberal Arts and Sciences  
August 26, 2013 to May 1, 2014

Pat Henrickson  
Child Development Instructor Overload  
Career Technical Education  
August 26, 2013 to December 21, 2013

Raquel Rodriguez  
Digital Literacy Workshop Presenter  
Liberal Arts and Sciences  
September 16, 2013 to September 27, 2013

Raquel Rodriguez  
Digital Literacy Workshop Presenter  
Liberal Arts and Sciences  
October 1, 2013 to November 1, 2013

Rey Morales  
Biology Instructor Overload  
Liberal Arts and Sciences  
August 26, 2013 to December 21, 2013

Russell Lee  
Natural Sciences Department Chair  
Liberal Arts and Sciences  
August 26, 2013 to May 1, 2014

Russell Lee  
Physics Instructor Overload  
Liberal Arts and Sciences  
August 26, 2013 to December 21, 2013
Sabrina Lawrence  Computer Science Information Systems Instructor Overload Career Technical Education August 26, 2013 to December 21, 2013

Sabrina Lawrence  Learning Management System Trainings Title V May 28, 2013 to December 21, 2013

Sabrina Lawrence  Non-Credit Instructor Community Development and Non-Credit August 26, 2013 to December 21, 2013

Scott Sandler  English Instructor Overload Liberal Arts and Sciences August 26, 2013 to December 21, 2013

Scott Sandler  Facilitator of Habits of Mind Title V August 26, 2013 to December 21, 2013

Susan Turner  Staff Development Overload Career Technical Education August 26, 2013 to December 21, 2013

Travis Flippen  Aviation Maintenance Instructor Overload Career Technical Education August 13, 2013 to December 21, 2013

III. PART-TIME FACULTY (CREDIT & NON-CREDIT) ASSIGNMENTS/STIPENDS

Bruce Brumfield  Engineering Instructor Liberal Arts and Sciences August 26, 2013 to December 21, 2013

Candace Hardy  Digital Literacy Workshop Presenter Liberal Arts and Sciences August 26, 2013 to September 6, 2013

Candace Hardy  ESL Assessment Student Services July 1, 2013 to December 30, 2013

Caroline Gane  Digital Literacy Workshop Presenter Liberal Arts and Sciences September 9, 2013 to September 13, 2013
Caroline Gane  
ESL Assessment  
Student Services  
July 1, 2013 to December 30, 2013

Daryl McKay  
Allied Health Instructor  
Career Technical Education  
September 9, 2013 to December 21, 2013

Debbie Christensen  
Counselor  
Student Services  
August 26, 2013 to December 21, 2013

Dennis Beasley  
Theatre Instructor  
Liberal Arts and Sciences  
August 26, 2013 to December 21, 2013

Frank Fortino  
Kinesiology Instructor  
Kinesiology and Athletics  
August 26, 2013 to December 21, 2013

Jeffrey Ross  
Kinesiology Instructor  
Kinesiology and Athletics  
August 26, 2013 to December 21, 2013

Jessica Eastburn  
Fine Arts Art Gallery  
Liberal Arts and Sciences  
August 26, 2013 to May 1, 2014

Jonathan Wanzer  
Aviation Maintenance Instructor  
Career Technical Education  
August 1, 2013 to December 21, 2013

Karen Sutton  
Child Development Instructor  
Career Technical Education  
August 26, 2013 to December 21, 2013

Katherine Baameur  
Challenge Test Creator/ESL Instructor  
Liberal Arts and Sciences  
August 26, 2013 to September 4, 2013

Kathryn Bennett  
Early Alert Counselor  
Title V  
August 26, 2013 to December 20, 2013

Louise Pulido  
Child Development Instructor  
Career Technical Education  
August 26, 2013 to June 30, 2014
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Department/Location</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Mark Taberna</td>
<td>Counselor</td>
<td>Disability Resource Center</td>
<td>August 26, 2013 to December 21, 2013</td>
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<tr>
<td>Mary Denham</td>
<td>Workability III Program Supervisor/Counselor</td>
<td>Disability Resource Center</td>
<td>August 2, 2013 to June 30, 2014</td>
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<tr>
<td>Michael Bruno</td>
<td>South Bay Regional Public Safety Consortium</td>
<td>Volunteer Instructor</td>
<td>October 8, 2013</td>
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<td>Neena Khanna</td>
<td>Cosmetology Instructor</td>
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<td>August 26, 2013 to December 21, 2013</td>
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<td>Patricia Gomez</td>
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<td>August 26, 2013 to December 21, 2013</td>
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<td>Raquel Rodriguez</td>
<td>ESL Assessment</td>
<td>Student Services</td>
<td>July 1, 2013 to December 30, 2013</td>
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<td>Raquel Rodriguez</td>
<td>Professional Tutor</td>
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<td>Richard Hermerding</td>
<td>Accounting Instructor</td>
<td>Career Technical Education</td>
<td>August 26, 2013 to December 21, 2013</td>
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<td>Robert Lopez</td>
<td>Geology Instructor</td>
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<td>August 26, 2013 to December 21, 2013</td>
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<td>Sylvia Rodriguez</td>
<td>Cosmetology Instructor</td>
<td>Career Technical Education</td>
<td>July 1, 2013 to June 30, 2014</td>
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<td>Thomas Mann</td>
<td>Digital Media Instructor</td>
<td>Career Technical Education</td>
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<tr>
<td>Todd Farr</td>
<td>Business Instructor</td>
<td>Career Technical Education</td>
<td>July 1, 2013 to December 21, 2013</td>
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</tbody>
</table>
Vania Parakati  Workshop Development
Title V
August 26, 2013 to September 20, 2013

Vania Parakati  Success Coordinator
Title V
August 27, 2013 to December 31, 2013

IV. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS
NONE

V. REASSIGNMENTS
NONE

VI. RESIGNATIONS AND RETIREMENTS
NONE

VII. REQUEST FOR LEAVE
NONE

VIII. REQUEST FOR CATASTROPHIC LEAVE CREDITS
NONE

IX. NEW FSA ASSIGNMENT
NONE

RECOMMENDATION: The Administration recommends approval of the above Faculty Personnel Actions.
C. Management/Confidentials Personnel Actions – October 8, 2013

Unless otherwise, please refer to the Unrepresented Employees Salary Schedule(s) for the following personnel actions:

I. APPOINTMENTS/CONTRACT RATIFICATION AND EXTENSIONS
   NONE

II. ADDITIONAL DUTY/STIPEND
   Grace Cardinalli  Executive Assistant to Vice President
   Student Services  September 1, 2013 to June 30, 2014

III. SUBSTITUTE AND/OR INTERSESSION APPOINTMENTS
   NONE

IV. REQUEST FOR LEAVE
   NONE

V. PERMISSION TO ENROLL/PROFESSIONAL GROWTH
   NONE

VI. APPLICATION FOR AWARD/PROFESSIONAL GROWTH
   NONE

VII. RESIGNATIONS AND RETIREMENTS
   NONE

RECOMMENDATION: The Administration recommends approval of the above Management/Confidential Personnel Actions.
Unless otherwise, please refer to the Administrative Salary Schedule for the following personnel actions:

I. APPOINTMENTS/CONTRACT RATIFICATION AND EXTENSIONS
   NONE

II. ADDITIONAL DUTY/STIPENDS
    NONE

III. BOARD MEMBER APPROVED ABSENCE
     NONE

IV. BOARD MEMBER RESIGNATION
    NONE

V. RESIGNATIONS AND RETIREMENTS
   NONE

RECOMMENDATION: The Administration recommends approval of the above Administrative Personnel Actions.
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No. 5.(c) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Warrants and electronic transfers drawn on District Funds

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:

Background:
In accordance with Education Code Section 85266.5 the Board of Trustees will review for ratification of warrants issued.

Warrants:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Warrant Numbers</th>
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<tr>
<td>9/1/13–9/30/13</td>
<td>17074772-17076186</td>
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Electronic Transfers:

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<th>Dates</th>
<th>Description</th>
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The complete warrant and electronic transfer list is available for review in the President’s Office.

Budgetary Implications:
Expenditures are included in the Budget for FY 2013-2014.

Follow Up/Outcome:
No further action is required.

Recommended By: Susan Cheu, Director, Business Services

Prepared By:                      
Susan Cheu, Director, Business Services

Agenda Approval:                  
Dr. Steven M. Kinsella, Superintendent/President

C:/Board/Forms/Monthly WarrantsCvrSheet-Summary Version
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No. 5.(d) Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Ratification of Agreements

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees ratify agreements entered into pursuant to the Education Code. Attachment A is a list of agreements to be ratified.

Background:
Education Code Section 81656 authorizes the Board of Trustees to delegate authority to enter into contracts up to $83,400 subject to ratification by the Board within 60 days of issuance of agreement.

Budgetary Implications:
The contracts are funded by appropriations included in the Budget for FY 2013-2014.

Follow Up/Outcome:
No further action is required.

Recommended By: Susan Cheu, Director, Business Services

Prepared By: ____________________________
Susan Cheu, Director, Business Services

Agenda Approval: ____________________________
Dr. Steven M. Kinsella, Superintendent/President

C:/Board/Forms/Monthly PurchasingCvrSheet
<table>
<thead>
<tr>
<th>Agreement Number</th>
<th>Amount</th>
<th>Vendor</th>
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| CONT9837         | $14,000.00 | Gilroy Unified School District | CDC Food Service Agreement  
|                  |         |                         | Period of Service:  
|                  |         |                         | 8/26/13 - 6/13/14 |
| CONT9838         | $3,000.00 | JB Consulting LLC       | Assistive Computer Technologies Consultant  
|                  |         |                         | DRC High Tech Center  
|                  |         |                         | Period of Service:  
|                  |         |                         | 7/1/13 - 6/30/14 |
| CONT9839         | $10,000.00 | Karen Franco             | Live Captioning Services  
|                  |         |                         | Disabilities Resource Center  
|                  |         |                         | Period of Service:  
|                  |         |                         | 7/1/13 - 6/30/14 |
II. 8. Recognition
Brandi Garcia of Assembly Member Luis Alejo's office will present a resolution from the State Legislature honoring the 50th Anniversary of the Gavilan Joint Community College District.

Background
In 1963 the San Benito High School District, Gilroy Unified School District, and Morgan Hill Unified School District came together to form the Gavilan Joint Community College District, through which San Benito Junior College, in existence since 1919, would become Gavilan College, and the current campus and district structure would be developed. In fall 1963, the newly named Gavilan College held its first classes in rented space at the Hollister airport, where it remained until 1967.

(Thank you to Leah Halper for her history of Gavilan College, which you can read at: hhh.gavilan.edu/lhalper/Gavhistory.html)
INFORMATION/STAFF REPORTS
Consent Agenda Item No.  Information/Staff Reports No. 11.(a)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Recognition of the Employees of the Month

☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

Proposal: That the Board of Trustees review recognition of the following Employees of the Month.

Background:
The purpose of the Employee of the Month Award program is to encourage employee excellence and dedication and to let employees know that they are valued for their unique contributions.

Employee of the Month, September 2013 -- Stacey Porteur
Stacey is amazing and lives, breathes and owns her role as Assessment Specialist. She is exceptionally flexible, voluntarily adjusts her schedule to accommodate students and special requests, and reaches out to local high schools regularly to provide special testing times and update school staff on assessment testing related topics. Stacey has fantastic customer service skills with students, staff, faculty and the public and always goes the extra mile to make sure needs are met. She took on the challenge of helping to implement Accuplacer, the online test tool, this past year and has attended workshops and independent study to ensure that she became an expert on the test tool and technology requirements. Her enthusiasm for her job and life make her a pleasure to work with!

Employee of the Month, September 2013 -- Pilar Conaway
Pilar Conaway has been a devoted Gavilan employee for 14 years, working in cosmetology and Human Resources before her current position as Executive Assistant in the Office of Instruction. Pilar is able to handle the many responsibilities of the office with ease, and does so always with a kind word and a smile. Most recently, Pilar was instrumental in the organization of the ACCJC comprehensive team visit. From

C:\WorkGroups/HR/BoardAgenda/10-08-13
selecting the menus to hotel rooms, creating welcome baskets and juggling complex
team member schedules, Pilar worked tirelessly to ensure that all needs were met. Pilar
represents the Gavilan mission in everything she does with integrity and
professionalism.

Budgetary Implications:
None

Follow Up/Outcome:

1. The Human Resources Director will contact the employee and let them know
   that he/she was selected as the EMPLOYEE OF THE MONTH.
2. The Human Resources Director will send an announcement campus-wide.
3. The employee will be recognized by his/her department supervisor.
4. The employee will be recognized in the Campus Newsletter by the PIO.
5. The employee will be recognized at the district’s annual Employee
   Recognition Banquet held in May.
6. The employee’s name will be placed on the wall plaque located in the
   North/South Lounge.
7. The employee will receive a desktop award with his/her name engraved.

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: Eric Ramones, Human/Resource Director

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
SUBJECT: 2012-2013 Institutional Effectiveness Committee (IEC) Report

Resolution: BE IT RESOLVED,

Information Only

Proposal:
That the Board of Trustees review and comment as appropriate on the 2012-2013 IEC Report.

Background:

Budgetary Implications:
Program Plans will be tied into the annual budget development process.

Follow Up/Outcome:
Programs will present follow up information to the IEC until recommendations have been completed.

Recommended By: Dr. Kathleen Rose, Executive Vice President and Chief Instructional Officer

Prepared By: Dr. Kathleen Rose, Executive Vice President and Chief Instructional Officer

Agenda Approval: Dr. Steven Kinsella, Superintendent/President
INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)
ANNUAL REPORT
2012-2013

Programs Reviewed:

- Athletics
- Business Services
- Child Development Center
- Child Development/Educational Studies
- Computer Lab
- Facilities
- Human Resources
- Kinesiology
- MIS
- Natural Sciences/Engineering
- Security
- Tutoring/Computer Place
- Vice President of Administrative Services

Committee:
Kathleen Rose, Fran Lopez, Mari Garcia, Randy Brown, Connie Philips
Erin Crook, Johanna Stewart, Richard Alfaro, Jan Chargin-Bernstein, Shaesta Razaqui
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- Program Executive Summary

**Child Development/Educational Studies**
- IEC Program Review Summary
- Program Executive Summary

**Computer Lab**
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**Facilities**
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- Program Executive Summary

**Human Resources**
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- Program Executive Summary

**Kinesiology**
- IEC Program Review Summary
- Program Executive Summary

**MIS**
- IEC Program Review Summary
- Program Executive Summary
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<th>Department</th>
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Introduction

Overview:
The Institutional Effectiveness Committee (IEC) reviewed programs during the 2012-2013 academic year: Vice President of Administrative Services, Facilities, Security, Business Services, Natural Sciences/Engineering, Tutoring/Computer Place, Human Services, Child Development Center, Child Development/Educational Studies, MIS, Athletics and Kinesiology.

The IEC Annual Report includes a Program Review Summary, submitted by the IEC describing and evaluating the process, and an Executive Summary, submitted by each program as part of their self-study report. The Program Review Summary is based upon the program’s entire written report, committee dialogue, and the in-person meetings with the program administrator and/or representative. The second section of the report includes status updates on programs that were reviewed during the 10-11 year.

Process:
Programs to be reviewed were notified at the beginning of Fall 2012 semester and were provided an orientation in October of 2012. The orientation introduced the programs to their IEC support team and explained the process, including a tour of the website and self-study forms. Two committee members were assigned to each program under review and assumed a support function, supporting and communicating with the program representatives throughout the process. Drafts of the self study were due in February. Committee members read each submission for review and provided comments and suggestions for revision. The suggestions were forwarded to the programs under review. In the weeks that followed, programs were scheduled to meet with the committee in person to ask questions about the committee’s feedback, and to clarify expectations for revision of the draft of the self-study reports. Upon receiving the revisions, the committee met to review the final drafts. The complete text of each self-study report as presented to the committee may be found on the IEC website.

IEC Evaluation of the Process for 2012-2013
Overall, the process was effective, in the sense that the IEC was able to adequately evaluate each program, generate useful dialogue and provide feedback to each program that submitted a report.

The main change to the process this year was the inclusion of the IEC recommendations as a criterion in the budget process. Now that the IEC program is explicitly linked to the integrated planning process, the role of the IEC self-study as a useful tool for planning is much clearer. Next year, representatives of the IEC committee will spend more time educating the college community about the purpose of the IEC, continuing our efforts to make the process more meaningful and effective.

The IEC identified some areas that need further attention in the coming year. Enforcement of the committee’s deadlines and standards has been a continual issue, and this year was no exception.
Only two of the reports were submitted on time: Athletics and Kinesiology. The others were submitted late, or in at least one case, there was no submission at all until the person was subjected to considerable intervention by the IEC and the Dean. In a couple of instances, the committee did not receive a revision of the drafts after meeting with the programs, and were forced to submit the drafts in their rough state. This continues to be a problem year after year. The IEC is not an enforcing body, and we can only do so much if the authors of the reports do not comply.

The reasons for the late, incomplete, or inadequate drafts of the self-study are varied. In all cases, the programs in question are spread very thin, with more duties and fewer people to discharge those duties. As a result, the self-study report was not a high priority. Other programs needed more support, either internally or from the Dean, in order to make the report substantial and meaningful. In the cases of six reports (MIS, Vice President of Administrative Services, Security and Support Systems, Business Services, Facilities, Human Resources), the initial draft of the report was delayed pending signature from the President, who was unavailable until after the deadline had passed. Several of the programs were confused about due dates, and confused about the process in general. Each of the explanations for late submission requires a different approach, which the committee will address at the August retreat.

Enforcing the requirement of the Dean’s signature may help with the quality and timeliness of the reports that are submitted. Additionally, IEC needs to continually improve the process and procedures in order to make it more making the process more meaningful. This will encourage individual programs to include authentic insights and self-reflection that they can use as they plan for their program’s future and reflect upon the challenges and accomplishments of the past. Linking the recommendations to the budget process will certainly help with this, especially as people get used to thinking of the IEC report as a way to articulate what they want for their programs. Other, smaller changes could help in this effort as well; for example, changing the language in the self-study from “weaknesses” to “challenges” encourages people to think of the report as an opportunity for self-reflection and planning, rather than as an inquisition or a trial.

Another improvement made was to include more IEC representatives in the budget and strategic planning committees, as well as have IEC committee members visit Department Chair, Dean and Senate meetings, to better explain the process and the goals behind Program Review. Our goal is to make this process a key part of integrated planning, instead of something that is viewed as an extra task, unrelated to the decision-making process at Gavilan.

The IEC continues to encourage the campus community to read the findings from all reports as they relate to the strategic planning process, as well as in preparation for future program reviews and overall college improvement.
IEC PROGRAM REVIEW SUMMARY

Academic Year: 12/13  Program Name: Athletics  Date of Review: 2012-2013

Major Program Goals:
- Develop department-wide fundraising projects.
- Add additional intercollegiate athletic programs.
- Develop partnership with San Jose State University to establish internships for athletic trainers, sports information directors, and other key support staff positions.
- Develop a department-wide recruiting brochure Kinesiology-Athletics brochure.

Concerns/Trends:
- Facility scheduling challenges as a result of the APE building expansion and the subsequent loss of KIN designated classroom space.
- Athletic program support needs have increased but support personnel hours for departmental assistant and counselor have not increased.
- Need for updated equipment and renovation of facilities including fitness center, fields, and swimming pools.
- Due to the limitations of the BIO sections available, athletic students, who are KIN majors, may have challenges completing their programs efficiently.
- Retention and transfer of student athletes.
- Recruitment of student athletes.
- Part-time status of coaches for some sports at the college.
- Maintaining Title IX compliance, adding additional female programs when appropriate.

Plans for Addressing Concerns/Trends:
- Hire full-time coaches and support staff.
- Expand intercollegiate opportunities for men and women.
- Renovate and modernize existing facilities.
- Generate additional revenue sources to supplement general fund.
- Develop partnership with San Jose State University.
- Create a recruiting brochure for department use.

IEC Recommendations:
- Through dean, initiate discussions regarding Bio course availability and facility scheduling.
- Develop recruitment plan and materials for athletic programs.
- Work with foundation to re-energize outside funding streams to potentially supplement state funding plan to advance facility updates.
- Secure additional hours for departmental assistant and counselor as funding becomes available.
- Evaluate the first year of women's basketball as it relates to Title IX and future planning.
PROGRAM EXECUTIVE SUMMARY

Academic Year 12/13
Name of Program ATHLETICS
Date Reviewed AY 12-13

EXECUTIVE SUMMARY

Use data provided above and previous program plans to complete the following summary. Please provide a summary which should include an overall description of the program, a summary of the program’s progress, a summary of issues and trends facing the program, and the program’s plans for the future (2 page limit).

The Athletic Department at Gavilan College is interested in each student-athlete’s growth and development in all areas of college life and emphasizes the importance of obtaining a degree while striving for full academic and athletic potential.

The Department offers athletic opportunities to a diverse group of men and women consistent with the mission of the College. Educational and athletic excellence are the cornerstones of the athletic program. The program’s success is measured by the performance of its student-athletes in their academic and athletic pursuits, as well as their contribution to society and the community both before and after graduation.

It is our desire to contribute to the continued growth and development of each student-athlete by providing opportunities that advance the physical, mental, social, and emotional rewards that result from a comprehensive experience in higher education. It is hoped that our relationships with each student-athlete will help develop a positive and constructive philosophy while enhancing their personal and community relationships at the same time. In addition, the Department strives to provide the resources required to provide a total collegiate experience for all of its student-athletes in the following sports: (women) softball, volleyball, and basketball; (men) football, baseball, basketball, and soccer.

Finally, the Department is committed to both the letter and the spirit of the rules and regulations of Gavilan College, the Coast Conference, and the California Community College Athletic Association.

In order for our program to be successful, our coaches and support staff are in a very unique position. Unlike any other department on campus, we must actively recruit students to participate on our intercollegiate teams each year. Recruiting is the lifeblood to our sustainability. If we don’t recruit, we don’t have athletic opportunities to offer our students. Student-athletes are required to maintain a full-time course of units throughout the season of competition as well as successfully complete a minimum of 24 units with a 2.0 GPA in between seasons to be eligible for a second year of competition. As a result of the number of units being taken during the course of the year, our student-athletes generate approximately $1.4M in FTES annually for Gavilan College. This amount not
only funds and supports our entire department, but it also financially supports many other operations on campus.

Since our last report, here are some of the accomplishments of our athletic program:

- A positive culture change
- Addition of women’s basketball
- Growth and success of men’s soccer team
- A positive change in our athletic training program
- Three teams have set school records for most wins in a season (softball-34; women’s volleyball-19; men’s soccer-12)
- Coast Conference Championships in women’s volleyball (2)
- CCCAA State Regional playoff appearances by Rams’ teams (8)
- Coast Conference Head Coach of the Year Awards (5)

The Department has identified goals and objectives that we wish to address over the next few months and years. They include the following:

- Hire full-time coaches and support staff
- Expand intercollegiate opportunities for men and women
- Renovate and modernize existing facilities
- Generate additional revenue sources to supplement general fund
- Provide First Aid/CPR training for all staff members
- Develop partnership with San Jose State University
- Create a recruiting brochure for department use

In regards to concerns or trends facing our department, we continue to share the same thought that our student-athletes are pressured from two different directions. Eligibility requirements for participation have increased, which is good. However, the amount of time to complete these requirements is being reduced. Again, as mentioned before in this report, we are concerned regarding the negative impact College Hour will have on our students’ ability to complete the necessary requirements within the limited time available to do so. Without priority registration, our student-athletes are expected to maintain their stringent educational goals without any additional support from the college. This can have an adverse affect on their ability to potentially transfer and/or earn athletic scholarships. More community colleges across the state are having conversations on their campuses regarding priority registration for student-athletes. This would be consistent with the model four-year institutions utilize with their student-athletes.

In closing, there is one additional comment that our department feels compelled to address. Unlike the four-year colleges and universities, our department is designed to operate as one complete unit. Although Kinesiology and Athletics have different objectives and goals, our entire staff understands that both programs support and complement each other. Our coaches are instructors and our instructors are coaches. This makes us very unique from all other instructional programs on campus. When we complete college requirements, i.e. Program Plans, development of curriculum, or
assessments of SLOs, we do so from the mindset that both are treated the same and that we are one department. Moving forward, our department would like to have IEC reconsider this process, specifically for our department. Although we believe we have successfully completed the challenge of evaluating two Program Reviews, we feel this process would better serve our department and the institution by doing so as one report.
IEC PROGRAM SUMMARY

Academic Year: 12/13
Program Name: Business Services
Date of Review: A/Y 12-13

Major Program Goals:
- Maintain financial records in compliance with GAAP, Ed Code and GASB.
- Provide accurate & meaningful financial information for administrators.
- Complete processing of requisitions within three week timeframe.
- Fill additional Accountant Position

Concerns/Trends:
- Each year Business Office is being asked to increase its reporting requirements.
- Public information requests are becoming more detailed and require more manpower to complete.
- Because of deferrals of payments at the state level, cash flow is a serious issue which puts a strain on the office forecasting ability resulting in the addition of several hours of work into already busy schedules.
- Banner requires more day-to-day upkeep; need for technical writer.
- One employee comes in a ½ hour earlier than other Business Office staff to run reports required to keep Banner in balance.

Plans for Addressing Concerns:
- Hire 1 FTE Accountant
- Hire Purchasing/Receiving Clerk
- Request new position – Technical Writer

IEC Recommendations:
- Hire 1 FTE Accounting Assistant (in progress).
- Explore seasonal Purchasing/Receiving Clerk.
- Explore benefit of hiring technical writer for the purpose of generating reports from Banner Financials
- Continue to improve customer service skills in response to campus demands.
- Include above in Program Plan.
EXECUTIVE SUMMARY

The primary function of the Business Office is to provide fiscal accountability for all revenue and disbursement activities in the college. The duties of the Business Office employees include processing payments to both vendors and employees, maintaining the college budgets, placing orders for supplies and services, cash flow management, bank and other balance sheet reconciliations, collection of past due balances, payroll processing, reconciling benefit costs, state and federal reporting, and providing assistance to project managers and employees. Significant accomplishments of the Business Office in the last three years include: updating board policies related to business, cash management and procurement, the transition to the new integrated financial system, and incurring only one financial audit comment (an auditor error) in the last five years.

The Business Office directly serves students by processing financial aid payments, disbursing loan checks, paying work study students and processing ASB financial transactions. Payment and distribution of financial aid checks is closely coordinated with the Financial Aid Department to ensure that students receive their funding as efficiently as possible. Though the other functions of the Business Office may not require direct interaction with students, they are essential for the smooth working of the rest of the college departments which do interact directly with students.

Business Office staffing has primarily remained the same, although one of the Accounting Assistant positions has been unfilled since August 2012. Over time the number and extent of duties in the Business Office has continued to increase. The office has absorbed these changes by reducing or removing services, reducing the frequency of reviews (for example, doing reconciliations once a quarter instead of once a month) and allocating job duties to different employees as allowed by job descriptions and internal control requirements. Services removed include reducing the cashier hours, reducing the hours the office is open to the public, decreased response time (three business days versus one) and not being able to provide as much assistance to grant and other budget managers.

In addition to staffing issues, the expansion of educational centers in Coyote Valley and San Benito is a concern for the Business Office. It is anticipated this will result in an increase in accounts payable, payroll, cash management and purchasing. Every year the Business Office is also being asked to increase its reporting. Public information requests are becoming more detailed and require a great deal of manpower to complete. With the prevalent deferrals of payments at the state level, cash flow has become a serious issue for the college. Even after the additional cash has been obtained, ongoing changes at the state may require vigilant monitoring of the cash flow on a daily basis, sometimes requiring an addition of several hours work into already busy schedules.
Future plans for the Business Office include returning it to its original staffing level as soon as budget permits. In the near future, it would be extremely beneficial to hire an Accountant to provide financial analysis for the grants. The college now has three federal grants and is considering applying for another one. Other grant managers on campus such as EOPS and DRC have expressed the need for more regular assistance to maintain their budgets. The hiring of a Purchasing/Receiving clerk would assist both of these departments by allowing for the management of peak times.
IEC PROGRAM SUMMARY

Academic Year: 12/13  
Program Name: Child Development Center (CDC)  
Date of Review: 2012 - 2013

Major Program Goals:
- Outreach to community to educate them about the CDC services
- Go through the Accreditation process with the National Association for the Education of Young Children
- Provide quality CDC lab school for AH and CDES students
- Build a quality intern program

Concerns/Trends:
- Downsizing of the center by administration
- Staff morale
- Providing a quality demonstration/lab school for CDES and AH students with only one room
- CDC not at capacity
- Security - the downsizing of the center resulted in no receptionist, so anyone can come and go at will.
- No meals provided for the children.

Plans for Addressing Concerns/Trends:
- Prioritize and improve dialogue and transparency concerning program, departmental, divisions, college, and district activities and plans
- Outreach to recruit more families for CDC
- Make parents provide meals for children

IEC Recommendations:
- Work with faculty and administration to develop a transparent plan for strengthening the CDC, and re-establishing it as a lab program.
- Develop plan for emergency and crisis situations (i.e. lockdowns, natural disasters, etc)
- Continue outreach efforts to bring CDC up to full capacity
- Rehire receptionist for safety and security purposes
- Reinstate meal services for children enrolled in the center.
- Develop plan for recruiting and training interns
- In conjunction with administration, develop a plan for integrating CDC and CDES more closely, emphasizing transparency to ensure that all stakeholders are consulted and informed on any developments.
- Work with campus and community partners to ensure that CDC is supported and effectively utilized so that CDES students leave Gavilan prepared to take their places in the early childhood workforce.
- Track numbers of students who uses the CDC as a lab program (i.e. Allied Health
students, CDES students who observe the children, etc.) to further demonstrate the instructional value of the CDC.
PROGRAM EXECUTIVE SUMMARY

Academic Year
2011-2012

Name of Program
Date Reviewed
Child Development Center (CDC)
AY12-13

EXECUTIVE SUMMARY

The CDC and CDES programs have made great strides in working together over the past couple of years. We have joint retreats, meet on a regularly basis, the internship program has expanded, and we have made many decisions together regarding the effectiveness of the CDES/CDC programs.

This year has given the CDC many challenges with both staffing and programs offered to CDES students and CDC children and families. On a regular basis the staff has not known the status of the center. Even in this uncertainty, CDC has remained focused on providing a high quality early childhood program to those we serve. We remain focused on the long term goals of keeping CDC and CDES united.

After direction from the college some classrooms have closed and staff has been relocated. This led to the CDC returning two contracts to the State Department of Education. One was for our two year old children and one was for our part-day preschool program. This resulted in a loss of enrollment and revenue. Staff continues to work at CDC which results in a greater contribution from the general fund. Effective July 2013, four current staff will be relocated to campus positions with only three classroom staff remaining at the CDC. The director’s position is still unclear. Staff scheduling and children’s enrollment for summer school are still to be determined due to changes.

- Concerns or trends affecting the program;

The center is working with the instructional side of the program to ensure that what is being taught is also what is being observed by students. The concern will be that staff need to understand what is being taught and move in that direction. With many student interns in the classroom they are all in one room. This could provide too many adults in one room at a time.

The Center currently serves children under our community program (12 months), two employees’ children, and students. Although the Center currently has two classrooms we will be moving to operate one classroom by FY 2013-2014, if not sooner. The plan will be to operate one classroom for Gavilan College students with the opportunity for current employees.

A concern may be how the center monitors people entering the center. There will be no departmental assistant in the reception area. The plan is to have the Director there eight hours a
week. Plans are still being worked out to fine tune issues that may arise. Possible solutions include a keypad entry system.

With the elimination of the food service worker the center will not be providing any meals. Parents will be providing their child's lunch. A process will need to be developed for this change.

- A list of goals and objectives (typically detailed in program plans) for the short and long term. These should be supported by data provided in the sections above.

Goal 1: to maintain and expand on campus Child Development Center as the hub of the Child Development Instructional Program.
   Objective 1: to provide a quality setting for CDES students modeling instructional program goals.
   Objective 2: Revitalize the indoor/outdoor environment to reflect CDES Student Learning Outcomes.
   Objective 3: Seek additional financial resources to supplement CDES lab school funding.

Goal 2: align student experiences with the established CDES curriculum and student career goals.
   Objective 1: Fully align the goals of the CDC with the CDES program; increase faculty and staff training on relationship based practices, child driven experiences and collaborative work with parents and college students.
   Objective 2: Contact faculty to established shared outcomes between instructional classes and student experiences in the CDC.
   Objective 3: Meet regularly with CDES faculty to assess strategies and progress.

Goal 3: Work with community partners to ensure that CDC is supported and effectively utilized and that CDES students leave Gavilan prepared to take their places in the early childhood workforce.
   Objective 1: Host Family Child Care Association, CARES, Training Consortium, Local Planning Council, California Early Childhood Mentor Program and similar group trainings and meetings.
   Objective 2: Increase CDC staff attendance at similar trainings in the community.
   Objective 3: Establish a process for sharing community needs, state needs with CDES faculty and CDC staff.
IEC PROGRAM SUMMARY

Academic Year: 12/13
Program Name: Child Development and Education Studies (CDES)
Date of Review: 2012 - 2013

Major Program Goals:
- Expand practicum part of the curriculum
- Go through the Accreditation process with the National Association for the Education of Young Children
- Revitalize the indoor/outdoor environment to reflect CDES SLOs
- Host exhibit of early childhood quality programs, host dialogues for community and students
- Invite community parent education programs (Las Madres, child observation class, Mommy & Me Yoga, etc.) to use CDC facilities as their classrooms and meeting rooms in order for CDES students to observe a wider variety of child ages and stages.
- Complete CAP alignment and course revisions needed for C-ID approval and TMC
- Increase number of full time faculty
- Find additional resources for CDES lab school funding
- Replace and upgrade outdated instructional equipment

Concerns/Trends:
- Retiring faculty leaves only one FT CDES instructor
- Instructor/student ratio: with so few faculty members, the students are not getting the appropriate 1-1 mentoring that they need to be prepared for work in the field.
- Timely submission of reports and administrative work is an issue with the downsizing of the CDC and the faculty vacancies
- Non-traditional students – students who work during the day increase the need for weekend and evening classes, during times when the instructional support is lacking.
- Aging instructional equipment
- Support for fingerprinting costs for students working at off-site centers
- Downsized CDC and CDC staff

Plans for Addressing Concerns/Trends:
- Hire faculty to fill vacant positions.
- Make evening and weekends available for student meetings and classes
- Request updated equipment
- Complete current phase of CDES NAEYC Accreditation: Develop team leaders for self-study and meet to train participants in self-study process
IEC Recommendations:
- Hire faculty to fill vacant positions.
- Work with tutoring resources to make tutoring available during evenings and weekends, and at off-sites.
- Update instructional equipment as funding becomes available.
- Request outside funding for support in fingerprinting students working with children in centers in the community.
- In conjunction with administration, develop a plan for integrating CDC and CDES more tightly, emphasizing transparency to ensure that all stakeholders are consulted and informed.
- Work with CDC staff to strengthen lab school practicum and re-establish the CDC as a quality lab program.
PROGRAM EXECUTIVE SUMMARY

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EXECUTIVE SUMMARY

Since the 1970s, the Gavilan College Child Development and Educational Studies (CDES) Program has offered transfer-level coursework and hands-on practical teaching experience to a diverse population of students. At our Fall 2007 Program Review we served 382 students in 20 sections taught by two full time and five part time instructors. Currently, CDES awards certificates and degrees to pre-service and in-service early childhood professionals, provides a lower division pathway for future elementary and secondary teachers and continuing education for employees in a variety of child-related fields. In Fall 2012 we served 492 students in 29 sections taught by two full time and ten part time instructors, and data provided by the Office of College Research show 730 declared majors in 2011/12.

Our instructors are committed to providing every student with multiple opportunities to learn and apply content in both academic and practical settings. As teachers of teachers, we model good practice for our students. We care passionately about their academic achievement and career success. We refer students to campus services for financial aid, counseling, and academic support whenever needed. We build strong, lasting relationships with students, and regularly interact with alumni on local committees, at conferences and in professional networking meetings. We strive to provide our students with financial incentives and scholarship opportunities wherever they exist (e.g., Child Development Training Consortium, California Mentor Project, CARES Plus, State Department of Education $1000 per campus grant).

Since many of our students have limited transportation, classes are scheduled at all three campus sites: Hollister Briggs Building, Morgan Hill Cultural Center, and on the main campus. Classes meet in the daytime, at night, and on weekends. The core of our offerings, however, meet on the main campus, because the Gavilan Child Development Center functions as our program hub; our demonstration school provides students flexible access to child and adult classrooms and outdoor play areas, observation rooms equipped with microphones and work tables, activity preparation areas, and meeting rooms for planning, assessment and evaluation. Being housed in the Child Development Center is one of the strengths of our academic program. Both full time faculty members' offices are in the CDC, and students meet with us there for office hours, major-specific advising, assistance applying for licensing, permits, and scholarships, and job counseling. Adjunct instructors use the community room, staff work room, computers, and media library to prepare lessons and meet with students. The student club (Advocates for Children, or A4C) and the local family childcare network use the community room for monthly meetings, and the Child Development Advisory Committee meets in the conference room, which is also used for staff meetings and tutoring CDES students.
The California State Department of Education, Child Development Division, recently published a comprehensive set of standards for early learning (Infant/Toddler Foundations & Guidelines and Preschool Foundations & Guidelines), and challenged all California community college child development programs to align their course content, student learning outcomes, and student practicum experiences to reflect these standards. While the on-campus Child Development Center has always served as the primary practicum site for Gavilan students, this move encouraged CDES faculty and CDC staff to work even more closely to ensure that the curriculum and environment of the children’s program modeled these standards, and during 2010, 2011, and 2012 we made significant progress toward this goal. Meeting or exceeding the Accreditation Standards for Child Development Associate Degree Programs developed by the National Association for the Education of Young Children (NAECY) has for many years been our target as we develop classes labs, and extended experiences for our students. Certain challenges now exist to continuing on this trajectory, but we are working hard to address those issues, as you will read later in this report.

Statewide, the Child Development and Early Childhood Education disciplines were ahead of the curve with regard to aligning and articulating major courses. As a discipline, we participated in the Statewide Academic Senate IMPAC project (Intersegmental Major Preparation Articulated Curriculum) whose goal was to identify course work, key concepts or skill sets necessary for community college students to be adequately prepared for transfer in that major to a UC or CSU. Dr. Bumgarner, Gavilan Lead Faculty, served as the statewide CD/ECE Discipline Lead from 2000-2003 and the eventual result of that collaboration was the alignment of 24 units in Early Childhood Education courses across nearly all of the community colleges in California. Those 24 units are now the core of the ECE C-ID model curriculum and the CARES Plus professional development system funded by First Five California. We have revised all of our core courses to meet those guidelines, and have nearly completed the preparation of an AA-T major for submission. Additionally, in order to provide a bridge to success for our Spanish-speaking students, we are working to provide sufficient coursework in Spanish to enable them to achieve the California Child Development Teacher Permit while increasing their levels of English literacy.

As we face the future, there are several challenges we must address. The biggest one is the reduction of our lab school from five classrooms to one over the last three years due to cost reduction measures, and the relocation of most of the children’s teachers to other departments on campus. In order to maintain the high quality of our teacher preparation program, we must be able to provide varied opportunities for our students to observe children from 0 – 8, and to observe and practice excellent teaching. These opportunities do not readily exist in the surrounding communities, and so we are in discussion with other college child development programs and with our own administration to help us develop a plan to rebuild the lab school one classroom at a time in a cost effective way. Other barriers to using community placements for student teachers include a paucity of programs that meet Title 5 standards for quality and practice, transportation, and the cost of obtaining fingerprints clearances (not required for our lab).

Goals for the next 3 to 5 years.
Goal 1: Maintain and expand the on-campus Child Development Center as the hub of the Child Development Instructional Program
  Objective 1: Seek additional financial resources to supplement CDES lab school funding
  Objective 2: Revitalize the indoor/outdoor environment to reflect CDES Student Learning Outcomes.
  Objective 3: Replace and upgrade outdated instructional equipment
  Objective 4: Investigate hiring a full time faculty lab coordinator to oversee CD30AB student teachers and Child Development Center staff

Goal 2: Improve student experiences and enhance the Child Development and Educational Studies curriculum to ensure that students meet their educational career goals.
  Objective 1: Fully align goals for the Child Development Center with those of the instructional program; increase faculty and staff training on relationship-based practices, child driven experiences and collaborative work with parents and college students.
  Objective 2: Complete course alignment and revisions needed for C-ID approval and AAT
  Objective 3: Increase number of full time faculty
  Objective 4: Complete current and subsequent phases of CDES national accreditation: Appoint team leaders for self-study and meet to train participants in self-study process

Goal 3: Work with community partners to ensure that CDC is supported and effectively utilized and that students leave Gavilan prepared to take their places in the early childhood workforce.
  Objective 1: Host exhibit of early childhood quality program; encourage dialogues between community members and students
  Objective 2: Invite community parent education programs (Las Madres, child observation class, Mommy & Me Yoga, etc.) to use CDC facilities for their classes and meetings in order for CDES students to observe a wider variety of child ages and stages.
IEC PROGRAM SUMMARY

Academic Year: 12/13

Program Name: Computer Lab
Date of Review: AY 12/13

Major Program Goals:
- Provide students with the opportunity to use computer programs and software applications needed to complete academic assignments in a quiet supervised environment.
- Update the hardware and software to meet industry standards and academic compatibility.

Concerns/Trends:
- The computers are outdated, slow, and cannot run intensive software such as Adobe Suite and Photoshop.
- The lab printers are obsolete, requiring constant repair as a result of the high volume of use.
- New software requires licensing per computer.
- Need to offer evening hours for students to use the computer lab.

Plans for Addressing Concerns/Trends:
- Provide access to the computer lab for evening student use.
- Update technology to support student success.

IEC Recommendations:
- Develop a program plan to replace obsolete computers and software.
- Seek funding from grants to support extending the hours that the computer lab is accessible to students.
- Develop a mission statement.
## PROGRAM EXECUTIVE SUMMARY

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<th>Computer Lab</th>
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## EXECUTIVE SUMMARY

A description of the program and the services

The Computer Lab is an open-lab available to all registered Gavilan College students on a drop in basis. There is no charge to use the computer lab. The Computer Lab is offered to all enrolled students as a resource and academic work environment.

Any unique characteristics of the program;

The computer lab provides access to students the latest industry standard software necessary for students to complete their course requirements and prepare them with usage knowledge beyond their college years.

Significant accomplishments since the last review period;

The computer lab staff has installed a tracking system Cybarian that collects data of students and hour’s usage while in the Computer Lab. Go-Print printing management software was also installed firstly in the computer lab and now campus wide. This controls excessive unnecessary printing allowing the computer lab to stay within the allocated budget for these services.

Your program’s impact on supporting and improving student achievement and student learning outcomes;

The computer lab provides a quiet place for students to study and provides additional assistance with Microsoft suite programs.

A majority of the students are financially unable to afford a computer or internet access. The computer lab provides access to computers, software programs, and the internet to many of these under-privileged students who otherwise would have no other option available to them.

Resources and staffing changes since the last review and their effect on the program.

There has been no IEC Review and therefore no budgetary changes have been put into place.

Concerns or trends affecting the program;

Our computers are outdated and beyond the normal computer lifecycle time. Running operating system updates and software updates often is a lengthy process. There is an extreme need for
newer computers in the lab that are fast enough to run the latest software and running the most current OS systems.

A list of goals and objectives (typically detailed in program plans) for the short and long term. These should be supported by data provided in the sections above.

The Computer Labs main goal is to update the computers in the lab allowing the most recent versions of Microsoft suite software to run more smoothly. In addition to Microsoft suite software, students have requested we offer other types of programs available from Adobe to offer them more experience in these industry standard programs. Finally, offering evening hours in the lab would capture those students who are attending college and need evening access to the computer lab would enable the lab to capture more students and offer more resources for the under-privileged students who have no other resource for access to computers, software, and the Internet.
# IEC Program Summary

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<th>Academic Year</th>
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<th>Facilities</th>
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<tr>
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## Major Program Goals:
- Improve maintenance response time.
- Improve grounds upkeep & cleanliness.
- Improve custodial building cleanliness for classrooms & offices.

## Concerns/Trends:
- Backlog of work in facilities. Current staffing level for Maintenance Services is 2FTE, 50% lower than the recommended 4 FTE for our campus size.
- According to 2012 survey quality of building cleanliness needs improvement.
- Outdated HVAC controls.
- Overall structures of the 45+ old buildings present a challenge and will become increasingly complex and costly to repair.

## Plans for Addressing Concerns:
- Hire recommended number of maintenance staff (in program plan).
- Request 1.0 FTE Custodian position (in program plan).
- Continue to replace HVAC controls (in progress & in program plan).

## IEC Recommendations:
- As budget allows increase maintenance & custodial staff.
- Research & implement as appropriate green technology opportunities.
- Identify and promote staff development opportunities.
PROGRAM EXECUTIVE SUMMARY

Academic Year 2011-2012
Name of Program
Date Reviewed
Facilities AY12-13

EXECUTIVE SUMMARY

Overall Description and Assessment of the Facilities Department

Facilities Services has three groups that are integral to the three locations that it serves. These three groups provide Maintenance, Grounds-keeping, and Custodial services to the Gilroy, Morgan Hill, and the San Benito site. The Department’s primary customers are the students, staff, and members of the community. Four major groups are required to provide services necessary to achieve the mission. These groups are; The Director of Facilities Services, Facilities Maintenance Services, Facilities Custodial Services, and Facilities Groundkeepers.

Director of Facilities Services

One of the primary duties of the Director is to supervise, evaluate, coordinate, and train a Department of fifteen classified personnel consisting of maintenance workers, custodians, and groundskeepers. The Director of Facilities Services provides technical training, safety training, provisions for customer service training, and promote teamwork to all staff members.

The Facilities Director must promote a positive work environment and teamwork. Teamwork among all Facilities staff members assists in fulfilling the Facilities goals to achieve a clean, safe, and healthy learning environment for everyone. Staff must work as a team to complete special jobs. Collaboration in every aspect of maintenance and operations work is a necessary element to complete organization goals.

Facilities Maintenance Services

The increased need for maintenance has created a backlog of work and creates a challenge for providing a reasonable level of support to our customers. The increased need for maintenance has demanded that a number of jobs be contracted to local companies and firms for their services. Some of the necessary work falls into an area between maintenance work and construction jobs. With only two full time maintenance employees, it is not prudent to involve Maintenance Workers on every type of construction job, since construction jobs will detract from the daily routine maintenance work, which could result in customer dissatisfaction.

Facilities Maintenance Services has maximized the amount of work which can be provided by contractors and vendors versus the amount of work performed by internal staff. The current staffing level for Maintenance Services is 2 FTE 50% lower than the recommended level of 4 FTE to be effective. This number corresponds with the data gather from the comparative study.
of similar size schools (see Example A) equaling one Maintenance person per every 70,011 square foot of building space.

Facilities Custodial Services
The Custodians provide cleaning, special services, and light maintenance for the Gilroy campus and Hollister sites. Custodial services for the Morgan Hill site are currently performed by employees provided by the City of Morgan Hill. All other maintenance at the Morgan Hill site is performed by Facilities Maintenance.

The primary focus of the Facilities Custodial staff is to keep the area clean and free of all hazards. The above functions are critical in achieving our mission of a "clean, safe and healthy learning environment". A clean environment helps keep students focused and increases their performance. By being confident about the cleanliness of their learning environment Gavilan College will have a positive rating by customers and greater enrollment with students that want to achieve high standards.

Facilities Groundskeepers
The Groundskeepers maintain the exterior 150 acres of the campus. As stated on the Gavilan Website, "The Gavilan College campus is known for its beautiful park-like setting, majestic trees, and native wildlife." Groundskeepers maintain landscaping which fosters the kind of environment that provides a place for contemplative reflection, interaction, and exchange of ideas for faculty, students, and the surrounding Gilroy community.

The Facilities Department is fortunate to have dedicated, hardworking people driven to perform at a high level. As Gavilan College grows, and structures 45 year old buildings and campus age, challenge will increase and become more complex and costly. Additional staffing will be required to keep up the new high quality standards requested by our customers. Two additional maintenance workers and one additional custodian are needed to provide a basic level of service appropriate for a facility the size and capacity. Additional support will enable the Department to maintain an excellent level of quality service.
IEC PROGRAM SUMMARY

Academic Year: 12/13
Program Name: Human Resources
Date of Review: Ay 12/13

Major Program Goals:
- Provide customer service and support to employees even with the limited staffing.
- Continue to collaborate with strategic partners, administrators and managers to assess the workforce needs and plan recruitment strategies.
- Continue to collaborate with departments to devise unique solutions to staffing issued and performance management.
- Continue to evolve and fully integrate its services with the college’s mission.
- Increase staffing to continue to support the high-level service the district needs and demands.

Concerns/Trends:
- Staffing shortage has resulted in the HR Director focusing on clerical tasks that would be typically handled by an office assistant.
- Added workload due to the volume of grants needing to be administered and tracked.
- Future expansions will add extra duties and limited customer service.
- HR/Payroll operates through manual processes which is time consuming and is subject to error.

Plans for Addressing Concerns/Trends:
- Increase staffing by hiring for the vacant HR Technician position and a new office assistant to support the high level of service as expected.
- Update the HR/Payroll processes to electronic operations
- Prepare for the district’s expansion of new campus and off site.

IEC Recommendations:
- Research and implement electronic HR/Payroll operations.
- Provide employee training on role of HR as a resource for employee benefits/rights.
- Delineate the role of personnel in HR and communicate campus wide.
- Assess current and future staffing needs and increase as needed.
PROGRAM EXECUTIVE SUMMARY

Academic Year 2011-2012
Name of Program
Date Reviewed
Human Resources AY12-13

EXECUTIVE SUMMARY

Under the direction of the Director of Human Resources (HR) is responsible to plan, organize, coordinate, and direct the district’s comprehensive human resources management and employee relations program.

The HR department is in place to develop, implement, and document policies and procedures to effectively manage academic and classified personnel. The department ensures compliance with state, federal, and Title 5 laws and regulations, collective bargaining agreements, as well as Board policies and regulations. The department oversees staff development programs, staff diversity, workers compensation and welfare benefits programs.

Specifically, the department is responsible for the following activities and processes:

Recruitment and Selection:
The general duties and responsibilities of the department is to plan and coordinate the recruitment and selection of all district employees, develop recruitment guidelines and processes to ensure equal opportunity and diversity in the appointment, promotion, transfer, reassignment, retention, and termination of employees; assure the fair, consistent, efficient, and objective interpretation and application of human resources policies and procedures.

Management of employee health and welfare benefit programs:
Another functional area of responsibility is the contracting and administration of employee health and welfare benefit programs to include medical, dental, vision, life and disability plans for eligible personnel; evaluate and make recommendations for plan modifications, direct the administration of the district’s COBRA benefit program; administer the district’s workers compensation benefit program.

Classification and compensation plan:
A major area of focus in the HR department is the development and maintenance of a comprehensive classification plan for positions within the district; conduct studies related to compensation, benefits, and classification of position, audit positions, recommends new classifications as needed.

Personnel file management:
Plan, organize, and administer the preparation and maintenance of personnel records, files, and data as required by state and federal laws and regulation, as well as district policies and
procedures; develop appropriate records storage and retention systems and schedules; assure adequate documentation related to employee selection, promotion, and separation.

The Human Resources Department (HR) is staffed by a Human Resources Director and two (2) Human Resources Technicians. The department supports all basic and complex HR services for 460 total employees (permanent and temporary). On an average the department conducts 20 competitive recruitments per year. The employee turnover rate for the district is approximately 8%. This rate is relatively low for educational institutions. Surrounding colleges experience an average of 15 – 18% turnover. In general, relations with employee groups are stable and the district has been able to negotiate effective contracts over the past several years. The district has shown its commitment to retaining its talented human resources by providing full annual cost-of-living increases to its employees.

The HR program has changed over the past three (3) years when a new director was hired. Prior to this time, the HR function was seen as primarily administrative and professional. HR staff focused on administering benefits and other payroll and operational functions and didn’t think of themselves as playing a part in the district’s overall strategy. While the program continues to conduct essential and critical administrative activities, more emphasis is placed on hiring the best candidates for vacancies, employee professional development, problem-solving, creating efficiencies in old systems, partnering with departments to come up with unique solutions to staffing issues, ensuring compliance with the Education Code, and applicable state and federal laws and providing optimum service to all of its clients.

The HR program needs to continually demonstrate that it adds value to the district and that it is integrated in the district’s goals and objectives. Basically the shift for the HR program has been from managing programs from a compliance perspective to facilitating new processes in a collaborative manner. This change has caused some increased efficiencies but has also caused the department to rethink every activity it conducts. This type and depth of change has been slow and sometimes frustrating for the HR staff as well as its client groups.

While the program is supported in terms of equipment and supplies, it needs more staffing to continue to support the high-level service the district needs and demands. In the future, as the district expands its services to other offsite locations, there will be a definite need to restructure the department to meet that growing need. The change to a multi-site campus will provide both logistical and workload challenges for the HR office. In the meantime, the program can benefit from one full-time Human Resources Assistant to assist the current HR technicians with lower level clerical work. The HR Technicians can then focus on more programmatic functions such as: workers compensation, employee safety programs, employee orientation programs, employee leave administration, benefit administration for current and retired employees, and work towards implementing an integrated computer system. The HR Director can concentrate on the strategic direction of the district to ensure that the HR program strategies are connected with the mission of the college. The director can focus on assisting managers with employee issues and early intervention of departmental staffing issues. In addition, continual training opportunities for management, faculty and classified employees need to be focused in and integrated with the board of trustees’ annual goals. Due to the lack of an office support person, the HR Director has

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to assist the HR technicians in managing lower level activities and therefore is not adequately focused strategically.

In conclusion, the HR program has shifted its focus and as a result has realized many key projects over the past three years. Please see (Exhibit 1) for a partial listing of projects and initiatives completed over the past three years. In order for the district to remain competitive and become the employer of choice, attention needs to be more focused strategically. More staffing is needed currently to assist in the continual improvement of service delivery. In addition, the HR program needs to be prepared to embrace the new integrated computer system, and prepare for the district’s expansion into other off-site campuses.

District Strategy and Goals supported by the Human Resources Department

STRATEGY #4
Recruit and develop staff to foster success for our diverse students in their attainment of educational goals.

Goal #1 Determine optimal staffing levels for all departments and create staffing plan to meet student needs.
Goal #2 As budget permits, continue to implement the five-year full-time faculty hiring plan to ensure that 60% to 62% of credit courses are taught by full-time faculty. In completion of this goal the following carry-over practices and commitments will be honored:
   a. Retirements will be replaced by hiring a full-time faculty member for the position and academic department vacated by the retirement.
   b. Develop second five-year hiring plan.
   c. Create a culture that promotes a commitment to a personalized model.
Goal #3 Maintain competitive salary and benefit packages to ensure the attraction and retention of the best qualified employees.
Goal #4 Involve staff in a shared governance process to create a Staff Development Plan with defined learning outcomes for all employees.
Goal #5 Promote a healthy work environment.
Goal #6 Create institutional standards for customer service, for providing services to students and staff, with regular assessment. Research and share “best practices” across campus.
Goal #7 Develop a model Equal Opportunity Employment Plan.

Improve communication, coordination, collaboration, and participation to foster a campus culture of engagement and excellence.

Goal #1 Prioritize and improve dialogue and transparency concerning program, departmental, divisions, college, and district activities and plans, with special attention to the inclusion of students, classified staff, and part-time faculty.

Goal #2 Create opportunities to improve integration and collaboration at every level, with emphasis on student success, e.g., a college hour, staff development opportunities.
Goal #3 Strengthen and augment means for students to communicate among themselves and to the broader campus community on issues of common concern.
Goal #4 Broaden contacts and communication with local high schools, businesses, and agencies so such contact, collaboration, and feedback is widespread and frequent in all sectors of campus.
Goal #5 Define and promote a college “innovation pathway” that moves from concept to pilot, evaluation, implementation, and institutionalization.
IEC PROGRAM SUMMARY

Academic Year: 12/13
Program Name: Kinesiology
Date of Review: 2012-2013

Major Program Goals:
- Develop 4th option to our major: Personal Trainer.
- Develop curriculum to satisfy Chancellor’s Transfer Model Curriculum (TMC) in areas of dance, combatives, and aquatics.
- Increase the use of smart classroom technology and/or other technology.
- Increase hybrid and online courses within department.
- Address state mandate on repeatability.
- Develop department wide recruiting brochure Kinesiology/Athletics brochure.

Concerns/Trends:
- Facility scheduling challenges as a result of the APE building expansion and the subsequent loss of KIN designated classroom space.
- Part-time status of the departmental assistant and increased job responsibilities and growing student population.
- The development and enhancement of curriculum and programs, including the infusion of technology.
- Need for renovation of facilities including fitness center and swimming pools.
- Due to the limitations of the BIO sections available, KIN program students may have challenges completing their programs efficiently.

Plans for Addressing Concerns/Trends:
- Develop a recruitment plan for KIN programs.
- Expand part-time departmental assistant to full time position.
- Continue to encourage participation in training and expand the use of technology in indentified courses.
- Develop personal trainer program option.

IEC Recommendations:
- Through dean, initiate discussions regarding Bio course availability and facility scheduling.
- Development of recruitment plan and materials for KIN programs.
- Continue to seek funding for much-needed updates in facilities.
- Continue to develop curriculum including personal trainer program, dance, combatives in progress.
- Secure additional hours for departmental assistant and counselor as funding becomes available.
EXECUTIVE SUMMARY

Use data provided above and previous program plans to complete the following summary. Please provide a summary which should include an overall description of the program, a summary of the program's progress, a summary of issues and trends facing the program, and the program's plans for the future (2 page limit).

The Department of Kinesiology and Athletics contributes to the continued growth and development of each student by providing opportunities that advance the physical, mental, social, and emotional rewards that result from a comprehensive experience in higher education. Whether students are majoring in Kinesiology with an emphasis in Education, Sports Management, or Sports Medicine; completing a certificate in personal training; wanting to meet their transfer requirements; or just wanting enrichment opportunities, the staff remains dedicated to providing the best instruction possible. Students will be able to obtain several objectives through key opportunities, such as: satisfying degree and/or certificate requirements; developing cognitive and motor skills required to perform activities that enhance lifelong health and fitness; developing an individualized approach to fitness that includes flexibility, muscular strength training, and cardiovascular endurance; and learning how to develop the components of a healthy lifestyle including stress management, nutrition, social interactions and physiological principles of exercise.

The Department has accomplished many goals since our last program review that directly have an impact on student success. These include, but are not limited to: changing our name from the Department of Physical Education and Athletics to the Department of Kinesiology and Athletics; successfully transforming our degree to meet the state’s requirements for an AA-T degree; and adding a Certificate of Achievement for Personal Training. Additionally, the Department added new curriculum to meet the growing needs of our students. These courses include KIN 71-Self Defense for Women, KIN 82-Circuit Training, and KIN 83-Karate. The Department also added KIN 15-Sports and Society, a lecture-elective course that also meets Area F of Gavilan College’s Associate’s Degree for General Education.

Even with a decrease in overall operational budget from 2007-08 to present by $2,500, the Department has been able to maintain its efficiency. We’ve added additional part-time faculty to teach courses that are considered non-traditional such as combatives and dance. By doing so, we’ve been able to expand our offerings to meet the needs of our students. Our staff has remained cohesive during these tough financial years. In doing so, we’ve become more creative with less and have been steadfast in our commitment to our students as described in our program’s description.
As a department, we have been successful in staying ahead of the curve when it comes to identifying trends and responding accordingly. There are areas, however, that we feel still need attention. This includes the mandate from the Chancellor's office on course repeatability. Although we have made significant progress on changing our curriculum to meet these needs, we're still unsure of what the final impact will be on students. Will new trends develop because of this mandate? Will students have other needs to be met that at this point we're unsure of how to accommodate? These are just a couple of the questions that we'll need to consider as students and staff work through these new requirements.

Additionally, the Department has identified other goals or objectives that we wish to address over the next few months and years. These areas include developing curriculum to meet the state's requirements for the Transfer Model Curriculum in areas of dance, aquatics, and combatives; considering the expansion of our Certificate of Achievement for Personal Trainer to a fourth option within our major; increasing distant learning opportunities for students; and considering new technology for instructional delivery.
IEC PROGRAM SUMMARY

Academic Year: 12/13
Program Name: MIS
Date of Review: 2012-2013

Major Program Goals:
- Develop plan for comprehensive backup and recovery hardware and software solution
- Replace technology and add new technology in expanding facilities areas, including Coyote Valley
- Develop plan for management of BYOD (bring your own device) network on campus
- Implement of Student email
- Upgrade Gav Website
- Create backup system in case of emergency
- Expand tech support for Banner
- Improve internal communication

Concerns/Trends:
- Plan for hardware and software backup and recovery needs updating.
- Students, staff and faculty increasingly bringing their own devices and using them on the campus network.
- Lack of personnel to deal with expanded Banner support.

Plans for Addressing Concerns/Trends:
- Outlook system already being vetted.
- Hire personnel for Banner support.

IEC Recommendations:
- Investigate/purchase software for backup systems.
- Hire personnel for Banner support.
- In conjunction with PIO, increase use of Luminis and create style guide
- Determine tech needs of expanded facilities, and develop plan for addressing those needs.
- Develop plan for management of BYOD on campus network.
PROGRAM EXECUTIVE SUMMARY

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EXECUTIVE SUMMARY

The MIS Department at Gavilan provides support for the technology and information system needs of the District. This includes daily operations and technical and user support for all campus computing sites, networking, telephones, voice mail, email, general use software, networked student labs, ERP system support, specialized software support, such as SARS, Early Alert, Accuplacer, etc. and wireless access. We are also responsible for system security, virus protection, web site administration, upgrading of all sites hardware and software, providing standard and specialized reporting, and providing the data files for the Chancellor’s Office MIS Reporting requirements.

Our initial conversion to Banner in 2008 included Financial Aid, Student catalog and scheduling, Student admissions and registration and Finance. Since then we have added many significant new modules. These include eXtender document imaging, ODS (operational data store), AppWorx job scheduling, Luminis (our myGav portal for self-service Banner), Degree Works, Early Alert (GEARS), Accuplacer, Gavilan Integrated Data System (GIDS), Resource25 (facilities scheduling), GavAlert emergency notification system, student on-line parking permit purchasing and CCCApply. We have developed our website and now provide wired and wireless internet and intranet access and email access for all faculty, staff, managers and administrators. We also contract with CSUMB to provide access to iLearn course management software for all courses offered, both distance education and on campus.

Additional major implementations since our last IEC review have been the successful relocation to our new server room and new offices, installation of a new PBX phone and voice mail system, fiber connectivity for our phone connections and wireless capability at all campus locations and off-sites.

Outlook/Calendar – Our Exchange implementation was requested in unit plan and budget request #6. This was funded by the General Fund and is currently approximately 90% implemented college wide. Spring Part-time instructors email accounts were all converted to our new email system during the winter break, 2013.

Support for our Gavilan RAVE emergency alert system was requested on Budget Request #8 and was funded through the PIO office. MIS implemented the integration with Banner to provide the functionality required to utilize the system. This has been used approximately 6 times since the initial implementation.
The Gavilan Early Alert Referral System (GEARS) was developed through the Title V Grant and is designed to promote student success and retention. MIS involvement was critical to implement this system.

MIS has implemented student on-line assessment testing using Accuplacer. This has been implemented and integrated with Banner.

CCCApply for on-line admissions applications has been implemented and integrated with Banner.

My Degree Works was implemented in 2010 to provide students access to their educational plan and degree completion assessment.

Gavilan Integrated Data System (GIDS) was created to provide an executive reporting system that allows college personnel to retrieve and analyze course information, student demographics, FTES, cost information, retention and persistence information on cohort groups across multiple terms, disciplines and courses. Our Programmer/Analyst was funded by Title V to create this system.

During the past three years, we have added a full-time Programmer/Analyst to the MIS team. This position has been funded by a Title V grant until this year. Current funding is 55% General fund and 45% title V. The addition of this position has increased our department from 7 to 8 full time, experienced professionals consisting of a MIS director, an assistant MIS director, two senior PC technicians, two PC technicians, a programmer/analyst and a webmaster. We also use contracted services for our Banner Data Base Administrator, our Network Administrator, and additional contract programming as required to complete our state reporting requirements.

The past program plans have focused on our need to provide appropriate backup and disaster recovery, computer replacement, and additional functional technical support for Banner. These all require significant budgetary resources, which have not been available for the past several years. They have all been included in budget requests each year.

District Technology Master Plan – includes initiatives that the college utilizes when making strategic technology resource allocations decisions. The plan also prioritizes these needs and is integrated with the college’s various plans, such as the Strategic Plan, the Educational Master Plan and the Facilities Master Plan.

Backup and disaster recovery – Budget Request #2 has addressed this project for several years. The request has always received the highest budget ranking, but funding has not been available to implement it.

Computer replacement plan – Budget Request #3 has also addressed this project for the past several years. Again, funding has not been available to implement it, even though it is included in the Technology Master Plan and as a budget request.

Staffing for Coyote Valley and San Benito campuses expansion – Budget Request #9 addresses this issue.
There are many upcoming projects that MIS is working on including Gavilan Mobile Application, website re-design, student email, enterprise reporting system (Argos), electronic transcripts, part-time faculty leave tracking, moving payroll away from the county office, and expansion of document imaging. The challenge facing MIS with all of these projects is limited staff and budget resources.

Investigate virtual labs for students so that they could access required programs from home and not have to come in to one of our labs for access. Also investigate the impact of bring your own device (BYOD) on our network and our ability to support them.
IEC PROGRAM SUMMARY

Academic Year 12/13

Program Name: Physical Sciences and Engineering
Date of Review: 2012-2012

Major Program Goals:
- Ensure the courses taught for general education students are meeting the criteria of quality instruction, at a college level, with appropriate standards of performance.
- Ensure classrooms and laboratory spaces are meeting the needs of the institution and of the student.
- Procure sufficient space to offer the increased number of course offerings by re-evaluation of room allocations in the science cluster.
- Make the campus community aware of the unique position of programs containing only transferable, lower-division university courses that are laden with multiple skill-based prerequisites.
- Increase the Engineering Program's visibility to the community and to Gavilan students not yet at the academic level of engineering courses.
- Make sure instructors of prerequisite courses realize the definition of success has changed slightly to include sufficient mastery in the prerequisite course that the skills translate across discipline boundaries.

Concerns/Trends:
- Lack of appropriate internship opportunities.
- Long pipeline of prerequisite courses in preparation for Engineering.
- Number of students who are prepared to enter the Engineering program.
- Campus awareness about the Engineering program.
- Facility scheduling challenges in science building cluster.

Plans for Addressing Concerns/Trends:
- Further develop the Engineering Club and other outreach methods.

IEC Recommendations:
- Since the submitted report was almost entirely focused on the Engineering program, increase involvement of other physical science disciplines in the development of future program plans and reviews.
- Coordinate with STEM, MESA, and Career center to identify appropriate internship opportunities.
- Regularly assess all course and program SLOs.
- Continue efforts to educate campus on the engineering program and the rigors of the corresponding pipeline.
- Develop an outreach plan and materials, utilizing the newly formed Engineering Club.
EXECUTIVE SUMMARY

Gavilan College’s Engineering Program has always been great for students! Every student who has completed our program in the last 22 years has transferred to a four-year school, graduated from that school, and is working in the field of their choice. Many women have completed the program. Our first student from the current cycle of offering engineering courses has been accepted to Cal Poly SLO to study Biomedical Engineering and will continue this tradition. There are over 20 students in the engineering pipeline at Gavilan College right now (Spring 2013) who are headed for transfer to study engineering. Based upon the size of our service area, the number of students in any one Engineering class will never be huge. However, the pyramid of students attracted to the college because of the engineering program is huge. The young people of southern Santa Clara and San Benito counties deserve high-quality education that will prepare them for transfer and success at a high-quality school so they can get a good job as an engineer in Silicon Valley and create good lives for themselves and their families.

There are two degree programs within the broader heading of Physical Sciences at Gavilan College:
1. Physical Sciences and Engineering. This degree is for students interested in Astronomy, Chemistry, Physics, etc. — any of the areas within the Physical Sciences that require calculus-based physics.
2. Physical Sciences and Engineering — General Engineering option. This degree is for students interested in any of the engineering disciplines (aerospace, chemical, civil, electrical, materials, mechanical).

In addition to these two majors, we offer a number of single courses with and without labs (Astronomy, Geology, Physical Science) to meet general education requirements for non-science majors.

Lastly, courses from this program are used by students to meet the requirements for A.S. degrees and for transfer in the Biological Sciences, pre-med, and nursing disciplines.

Unique elements of this program are 1) we don’t offer any non-transferable courses, 2) we only offer transferrable courses that are articulated at CSU and UC four-year schools, and 3) the majority of the courses we offer have lots of prerequisites that must be taken in order and require mastery of the prerequisite material before success is possible, i.e., many math courses are prerequisites for physics courses, physics courses are prerequisites for engineering courses. This last element has proven difficult for virtually all groups on campus to understand. Students don’t understand the ramifications of falling “out of step” within the hierarchical prerequisite structure. Counselors sometimes prepare education plans for students that don’t reflect the sequential order of classes based upon the prerequisite pathway, or don’t acknowledge that these are “college level” transferrable classes and 18-unit semesters aren’t practical. Lastly, faculty sometimes pass
students without demanding mastery of basic ideas and skills that are needed in the subsequent class.

An additional unique element is that before students take an engineering class they have needed to pass at least two semesters of calculus and two semesters of physics. When one looks at the size and/or composition of an engineering class, they must realize that the number of students they see in that class depends upon the ability of instructors of prerequisite courses in other disciplines (math and physics) to prepare students for enrollment in the observed class.

Engineering classes, because of the prerequisite structure, are only taken by students who have made it through a gauntlet of prerequisites and proven their abilities as successful learners – in contrast to many of the courses offered at Gavilan College where any incoming student is qualified.

The heavy prerequisite load for engineering also makes outreach difficult. Most students eligible to take calculus as college freshman are also CSU and/or UC eligible and have proven to be successful learners in high school and therefore go directly to a four-year school. Engineering students at Gavilan typically enroll initially unprepared for college level math courses and may have several years of prerequisite course work before taking an engineering course and being in the Engineering Program.

A final unique element is that many students in these “high-unit majors” do not graduate from Gavilan with an A.S.; their only goal is to receive a Bachelor’s degree from a four-year school. In the past two years there have been many accomplishments in bringing the engineering program back.

Equipment for laboratory classes has been purchased and is being brought online in the classroom with the assistance of a 0.3 FTE lab tech. The lab tech works only during the semester and is being paid with grant funds. All of the curriculum documents for all of the courses associated with the engineering program (physics and engineering) have been updated in accordance with statewide standards for the discipline.

Courses are being offered and we are looking at a cohort of about 28 students in Physics 4A (F 2013) many of whom are planning to become engineering majors at four-year schools. An Engineering Club has been founded at Gavilan and is fairly active. Appropriate advising documents have been provided to counselors, students, and staff describing the Engineering Program, its courses, and suggested pathways to transfer.

Chemistry offerings have grown to meet the needs of more students and new equipment has been integrated into the laboratory experience.

Supporting student achievement is the goal. Because it is a transfer program, it is essential that our students both transfer and be successful at their destination institution. To this end, classes are articulated, faculty are in contact with discipline faculty at typical destination institutions, adjunct faculty are hired based upon their familiarity with, and knowledge of, the demands and rigors of upper-division coursework and what is required from the lower-division to ensure success upon transfer, site-visits are made with students to show them what native lower-division students are doing and what their lower-division coursework at Gavilan is preparing them for.

Also supporting student achievement is the implementation and integration of new laboratory equipment that has brought modern equipment and greater student/instructor interactions into the classroom.

STEM funds have supported all of the equipment acquisition, travel, and 0.3 FTE Physics lab technician.
Concerns for the Engineering Program are that the campus will fail to understand the second-order reasons for small classes that are unrelated to the Engineering Program itself and due to the rigorous preparation required before engineering courses are taken. Trends for the program are hugely optimistic! The need for engineers remains great. Both large and small employers see the need to support the education of non-foreign engineers for both social and economic reasons. Our community base is a target population for many employers for their efforts to support education of their future work forces. With so many community college engineering programs in the Bay Area, Gavilan’s program in South Santa Clara county and San Benito is perfectly located to prepare the underrepresented students that are attractive to so many four-year schools and employers. A goal for the broader program is to ensure the courses taught for general education students are meeting the criteria of quality instruction, at a college level, with appropriate standards of performance. A second goal is ensuring classrooms and laboratory spaces are meeting the needs of the institution and of the student. A third goal is to procure sufficient space to offer the increased number of course offerings by re-evaluation of room allocations in the science cluster. A fourth goal is to make the campus community aware of the unique position of programs containing only transferable, lower-division university courses that are laden with multiple skill-based prerequisites. A fifth goal for the program is to increase the Engineering Program’s visibility to the community and to Gavilan students not yet at the academic level of engineering courses via the Engineering Club and a multiyear bridge program so they feel connected and also to infuse a greater campus awareness of the program. A sixth goal is to make sure instructors of prerequisite courses realize the definition of success has changed slightly to include sufficient mastery in the prerequisite course that the skills translate across discipline boundaries. Lastly, the most important goal is to ensure that we provide top quality instruction.
IEC PROGRAM SUMMARY

Academic Year: 12/13
Program Name: Security & Support Services
Date of Review: AY 2012-2013

Major Program Goals:
- Work with Human Resources Department to find a cost effective way to train all Gavilan Staff & Faculty in basic SEMS/NIMS
- Update the Facility Use Fee Schedule to reflect true operating costs
- Complete training of Facility Use Scheduler in the use of R25 software.
- Update outdated equipment in Reprographics.
- Research the cost effectiveness of in-house duplicating services vs outsourcing services.

Concerns/Trends:

Security/Parking:
- No campus security presence at off-sites.
- No main campus security 11pm-7am – increase in burglaries during those hours.
- Unarmed officers limit type of immediate response available in the event of serious crime.
- Limited to one officer on campus at a time resulting in unanswered “low-priority” calls & limited availability for patrol & parking enforcement.

Mailroom:
- Complaints that ½ time clerk not always available during regular business hours.
- Limited staffing makes it sometimes necessary to prioritize duties, some put on hold.

Warehouse:
- Warehouse Technician not always available for deliveries; increases possibility of lost/missing packages; area vulnerable to theft.

Facility Use Scheduling:
- Absences no longer covered by substitutes.
- The new R25 scheduling software remains unused due to limited time available for training.

Reprographics:
- Aging copiers & other equipment need replacement. Maintenance Agreements no longer available because machinery is considered too old to service.
- Outside printing services are expensive.
- Limited staffing makes it difficult to provide quick turnaround for printing.
Plans for Addressing Concerns:

- For all programs develop tracking methods in each department to determine workload & efficiency.
- For all departments conduct annual campus surveys to determine customer needs and customer satisfaction.

Security
- Long term recommendation: Additional staff to provide adequate service.

Warehouse
- None offered.

Facility Use Scheduling
- Provide time for updated R25 training.

Reprographics
- Replace old copy equipment.

IEC Recommendations:

- Establish workload/efficiency baselines and as warranted determine additional staffing in all areas.
- If not feasible after researching outsourcing, replace outdated reprographics equipment or consider combination of both.
- Provide updated training for R25 Scheduling.
PROGRAM EXECUTIVE SUMMARY

Academic Year
2011-2012

Name of Program
Date Reviewed

Security/Support Services
AY12-13

EXECUTIVE SUMMARY

Security/Parking:
The Campus Security Department has integrated the additional duties assigned due to eliminated positions and added equipment without any major impact on services; however, the drop in user satisfaction in the most recent surveys suggest that the campus population is less satisfied with the quality of service that they are receiving.

The Security Department prioritizes all calls for service in an effort to maximize the use of personnel and to facilitate in the immediate dispatch of personnel to urgent or emergency situations, which leaves some lower-level service calls with a long response time, or in some cases unanswered.

Recommendations for the short term include additional emergency preparedness training for the general population on all campuses. There are online resources providing free training in SEMS/NIMS that could be utilized with a plan implemented through the collaboration of the Human Resources and Security Departments.

Recommendations for the long term for the Security Department must include additional staff in order to provide adequate service. There is currently no security coverage on the off sites, and no security coverage on the main campus between 11:00 p.m. and 7:00 a.m. Also, plans for future campus expansions in San Benito County and Coyote Valley especially make additional staff in Security an issue that will have to be addressed in order to provide the services required by the District.

Mailroom:
The half-time Mailroom employee is currently adequate, and most services that are of an urgent nature can be worked into her schedule with proper planning and collaboration with end users. Recommendations for the long term in the Mailroom will require additional staff due to plans for future campus expansion in San Benito County and Coyote Valley.

Warehouse:
The Warehouse is currently able to keep up with demands for service. The turnaround time for deliveries is currently 2-5 days, which is in the acceptable range, but not the service that was enjoyed in the past. By moving other services such as paper delivery to once a week and surplus and records retention to “by appointment only” basis, the Warehouse employee is able to complete all duties in a reasonable amount of time.
Recommendations for the future will have to include additional staff in order to serve the District needs especially with plans for future campus expansions in San Benito County and Coyote Valley.

**Facility Use Scheduling:**
This Department has been greatly impacted by the addition of software, and additional duties assigned due to growth and the elimination of positions. Recommendations for the short term include the obtaining the necessary training required for the Scheduler to perform her duties using the CollegeNet scheduling software. We will also have to update the Facility Use Fee Schedule in the very near future to reflect true operating costs.

Recommendations for the long term will have to include additional staffing to accommodate the growing duties and campus expansion.

**Reprographics:**
The single employee is currently able to keep up with the workload. Replacing old copy equipment should make it easy for a single employee to keep up with demands for service even with the plans for future campus expansions.
IEC PROGRAM SUMMARY

Academic Year: 12/13
Program Name: Tutoring Center
Date of Review: 2012-2013

Major Program Goals:
- Expand tutorial support on the main campus and the off sites to increase student success.
- Continue to collaborate with faculty through the Tutorial Partnership Program
- Partner with other tutoring resources to expand the tutor availability
- Advocate to reinstate the full time Program Specialist position to accommodate Friday and evening students
- Clarify how the Tutoring Center integrates into the college’s organizational structure.

Concerns/Trends:
- Tutoring services are limited due to the reduction in staffing.
- Evening students are not being served due to limited hours and staff.
- Need more quiet study rooms/tutoring space
- Need an appointment scheduling system for students and tutors
- Need clarification as to department status as instructional service or student service.

Plans for Addressing Concerns/Trends:
- Continue to advocate for reinstatement of full time Program Specialist position which will offer the opportunity to provide tutoring services to evening students
- Research appointment scheduling software for purchase and implementation
- Locate room for quiet study and tutoring
- Request for clarification on department status

IEC Recommendations:
- Develop a program plan.
- Secure reinstatement of full time Program Specialist as funding becomes available.
- Research the applicability of SARS Grid currently in use in various departments.
- Collaborate with the Library to share quiet study rooms for tutoring.
- Continue the discussion with the area dean and administration to clarify how the Tutoring Center integrates into the college’s organizational structure.
PROGRAM EXECUTIVE SUMMARY

Academic Year 2011-2012
Name of Program
Date Reviewed
Tutoring Center AY12-13

EXECUTIVE SUMMARY

- A description of the program;

The Tutoring Center is to provide students with an opportunity to further develop their learning skills and understanding of course content. The tutoring environment is one that fosters a collaborative working relationship between the tutors, tutees, and staff.

- Any unique characteristics of the program;

The unique characteristics is that we provide one on one tutoring, and we even try to tailor or customize our appointment schedule for each tutoring session to meet the students tutoring needs.

- Significant accomplishments since the last review period;

Gavilan College Partnership Program, continues to work with the different academic dept and faculty to improve our learning outcomes because the tutors have worked collaborative with the instructors. We are currently researching a software program to help with the scheduling of appointment in order to help with the productive of the program and staff member.

- Resource and staffing changes since the last review and their effect on the program.

We have had a reduction in a staff position from fulltime to ½ time. We also are unable to provide summer tutoring because of the lack of funding for the faculty member during the summer which also affects our operation including evenings and weekend.

- Concerns or trends affecting the program;

Concerns and trends are as follows we are not serving our students who are requesting tutoring because of our limited hours and staff. We currently have a waiting which we are unable to serve at this time. We are unable to provide effective tutoring due to space layout, noise level, and hours of operation.

- A list of goals and objectives (typically detailed in program plans) for the short and long term. These should be supported by data provided in the sections above.
The Tutorial staff would like to reinstate the staff position to fulltime by Fall 2013 so that we can accommodate the needs of our student who are requesting tutoring in the evening and on Fridays. Hire additional tutors and increase our partnership program with the rest of the depts. Finalize the phantom question are we under Instruction Services or Student Services?
IEC PROGRAM SUMMARY

Academic Year: 12/13

Name of Program: Office of Vice President of Administrative Services (VPAS)

Date of Review: 2012-2013

Major Program Goals:
- Facility Maintenance and expansion (MH, San Benito, GECA, Coyote Valley)
- Communication with all campus stakeholders about what the department does/transparency.

Concerns/Trends:
- The uncertainty from the recent reorganization impedes planning, may delay services, though it’s not yet know precisely how.
- Coordination of increased # of grant stakeholders needing VPAS support
- Ongoing maintenance of facilities
- Green Practices
- Security and safety, especially with budget shortfalls.

Plans for Addressing Concerns/Trends:
- Observation over the next six months will reveal what the specific impact of the reorganization has been. A more detailed plan can be crafted at that time. Meanwhile, stakeholders are meeting regularly to identify any issues associated with the reorganization.

IEC Recommendations:
- Add a VPAS representative to the cabinet
- Continue developing plan for communication and transparency about VPAS activity, including adding VPAS section to weekly PIO blog, giving updates at Staff Development Day
- Coordinate with Grants Council to determine role of VPAS and what support is needed from VPAS
- In conjunction with Health, Safety, Facilities and Grounds committee, research possibilities for conversion to green practices
- In conjunction with Security, develop a plan for meeting security requirements, and communicate that plan college-wide
EXECUTIVE SUMMARY

Office of Administrative Services Summary Program Review January 2013

The Office of Administrative Services is designed to provide direction, leadership, and support in the development, coordination and management of all aspects related to administrative services for Gavilan Joint Community College District. Up until December 2012, the Office of Administrative Services was staffed by two (2) positions: the Vice President of Administrative Services and the Executive Assistant for the Vice President. A temporary reorganization of the program will be discussed later in the document.

The mission of Administrative Services is dedicated to the highest quality of customer service delivered collaboratively with integrity, friendliness, pride and professionalism.

The Office of the Vice President also developed a mission statement. It is:
Dedication to the highest quality of customer service delivered with a sense of friendliness, pride, professionalism and integrity to the public and Gavilan community.

The Office of Administrative Services provides leadership and specific technical, legal, and operational direction and support for the following five (5) major departments:
1. Business Services
2. Human Resources
3. Management Information Systems
4. Security and Support Services
5. Facilities Services

The office supports numerous campus-wide activities including budget development; contract management; risk management; insurance requirements; discrimination, Title IX and Equal Opportunity; planning to include: capital projects, Measure E projects and funding, Facilities Master Plan and Technology Master Plan; public agency reporting; Gavilan College Educational Foundation (GCEF); integrated planning process; and updating Board policies and administrative procedures.

Over the last three years, the Office has been instrumental in facilitating the completion of the following activities:
• Modernization of the Cosmetology, Social Science, Gymnasium, Business, Maintenance/Security, Humanities, Art and Music Buildings
• Campus signage
• Enterprise Resource System
• Re-locatable classroom conversions
• Gilroy Early College Academy re-locatable classrooms
• Facilities Master Plan update
• Customer service survey
• Team building within the division
• Preparation of division and department mission statements
• Refinance of Measure E bonds
• Completion of the California Environmental Quality Act (CEQA) study required for Gilroy campus projects

The Office of Administrative Services is an institutional support service. It serves the Board of Trustees, Superintendent/President, Instructional Services, Student Services, students and the public. The staff serve on, are chair of, and/or serve as a resource on many college-wide committees including President’s Cabinet, President’s Council, Administrative Council, Managers’ meetings, Integrated Planning Task Force, Health, Safety, Facility and Grounds Committee, District Technology Committee, Board Budget Committee, Board Facilities Development and Utilization Committee, and Citizens’ Oversight Committee for Measure E bond. In addition to serving on the above committees that directly and indirectly support students, the Office is involved in activities such as holding user group meetings for facilities expansion, and negotiating, preparing and monitoring contracts for the off-site facilities, bookstore and food services.

There have been two staff members in the Office of Administrative Services: The Vice President of Administrative Services and the Executive Assistant to the Vice President. The Measure E and construction activities have created extra work for the office so staff have been creative in their approach to numerous priorities to ensure that the work of the office is completed in a timely and efficient manner. Additional staff would provide opportunities for better communication and customer service to the campus community.

Due to the recent retirement of the Vice President, there has been a temporary reorganization. The VP’s duties have been split among the Superintendent/President, three directors and the executive assistant. The Chief Financial Officer, the Director of Human Resources, and the Senior Director of Administrative Services meet as needed to address and coordinate overlapping or unassigned duties. They also have standing meetings with the Superintendent/President. Review of the temporary reorganization of the Administrative Services Division will be initiated at the cabinet level at the end of six months.

On-going budget shortfalls will continue to affect the Office and its activities. Implementing the Facilities Master Plan, Scheduled Maintenance Plan and the Technology Master Plan will be a
challenge. Communication and customer service issues will need to be improved among all the Administrative Services Departments.

Future goals and objectives have been created with the above concerns and trends in mind:

1. The Office will continue to implement the Facilities Master Plan Schedule and Project Timeline for Measure E and other funded facility projects.

2. We will identify and implement additional ways to communicate within departments and to the campus constituency as a whole.

3. The Office will provide leadership to the department to improve customer service to the campus community in the area of education about service expectations and various require documentation to meet campus needs.
# STATUS UPDATES

## IEC STATUS UPDATE

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<thead>
<tr>
<th>Academic Year</th>
<th>Name of Program</th>
<th>Administration of Justice</th>
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<tbody>
<tr>
<td>2012—2013</td>
<td>Date of last review</td>
<td>2010-2011</td>
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**Instructions:**
- List the recommendation(s) made by the IEC committee as a result of your review (see review recommendations on IEC site).
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

**Recommendation:**
Due to increasing enrollments, and the need for faculty with experience in specific specialties within the Administration of Justice discipline, the program should work with administration to hire additional adjunct faculty with the desired expertise to accommodate the program’s growth.

**Progress:**
No progress made, due to budget restraints and hiring freeze. AJ remains on the ‘official’ hiring plan and is slotted to receive an additional faculty member.
IEC STATUS UPDATE

Academic Year: 2012—2013
Name of Program: Aviation
Date of last review: 2010-2011

Instructions:
- List the recommendation(s) made by the IEC committee as a result of your review (see review recommendations on IEC site).
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

Recommendation:
- Program faculty actively participate in institutional discussions regarding facility planning concerning the aviation program.

Progress: Attended several meetings with the Gavilan College Aviation Users Group, consisting of Sherrean Carr, Joe Keeler, Kathleen Rose, Herbert Spenner (Aviation faculty), and usually one or two members of the Architectural firm [BFC-IBI Group Architecture Planning]. This group was hired by Gavilan College to do a study and create a plan for designing Gavilan Aviation Facilities at the San Martin Airport. The study took over a year and four months and it was found that the spot chosen was not a workable option. Instead at our suggestion Joe Keeler is focusing on negotiating with Santa Clara County South County Airport officials to relocate the Aviation Program to a land plot inside the San Martin Airport grounds. Following is the latest report from the Gavilan joint community college district facilities development and utilization committee: (Issued October 9th, 2012)

STATUS OF REAL PROPERTY LEASE AT SAN MARTIN AIRPORT FOR THE AVIATION PROGRAM
In the summer of 2010, the lease for the aviation program at the Hollister Municipal Airport ended. That summer the District relocated the aviation program to the main campus as well as leasing hangar space for storage purposes at the San Martin Airport. That same summer the District met with representatives from Santa Clara County to discuss the potential of a 30-year real property lease near the San Martin Airport as a permanent location for the aviation program. Over the next few months the site that was identified as the County’s preference was a parcel next to the area currently leased by Santa Clara to the Lion’s Club. With the help of District consultants and the County of Santa Clara, the District performed its due diligence and surveyed the site for various infrastructure issues such as power, sewer, water, etc. and reviewed design issues with the County’s Fire Marshall. In addition, District consultants met with members of the aviation program to review the design and layout of the buildings for this particular site. With the information received, District consultants met with the aviation program staff and distributed a program summary, draft plans, and a project cost estimate of $2.6 million. The aviation staff then suggested perhaps there were two other locations to consider nearer to the airport itself and may save money. The first option was to see if a current business enterprise located at the airport would be willing to lease a portion of their hangar space to the aviation program. The owner was not interested in leasing any hangar space. The second option was to lease a parcel near the current offices of the San Martin Airport administration. In initial discussions with Santa Clara County, however, this option was turned down because it was not originally part of the current San Martin Airport Master Plan build out. At that point the District decided to put the project temporarily on hold. In August 2012, the District called Santa Clara representatives and indicated that we would be willing to enter negotiations to lease the property next to the Lion’s Club but asked that the County reconsider its decision concerning the parcel near the offices of the airport administration. A few weeks later the County responded that they would like to meet with the District and discuss the second option in more detail; which District staff and consultants did in late August 2012. The meeting was very positive and we have concentrated on the new parcel. Since that meeting, County representatives have provided information that is critical to the District’s
completion of its due diligence, design, and drawing up lease contracts. We have a meeting scheduled with the Santa Clara County Planning Department to discuss the San Martin Airport Master Plan. District consultants felt that around mid October we would have enough information to meet with the aviation program staff to review design options. With that information, the District intends to forward this information to Santa Clara County officials and move to the next step of this process.

**Recommendation:**
- Identify contemporary labor trends, enrollment analysis and long-term vision through a strong collaboration between the Advisory committee and Aviation faculty.

**Progress:**

**Labor Trends:** Investigated current labor trends and found that Boeing Aircraft Corp. based on new aircraft sales indicates that approximately 92,000 technicians will be required in the next 20 years here in the USA. And globally overall the need will be 601,000 technicians. The Gavilan Aviation program could be training many of these technicians including foreign students. These figures are just for the airline industry and it doesn't include General Aviation, Corporate Aviation, or the Aerospace industry. Recently our graduates have been hired by FBO's such as Corporate Air Technology, and Corporate Aviation Division of companies such as Hewlett Packard, also Aerospace industry Companies such as Lockheed Aerospace and Local Aerospace.

**Enrollment Analysis:** Our enrollment since our move to the Gilroy campus has increased compared to the enrollment we had in Hollister, but we are limited by our facilities. Our enrollment has been about 75% of our capacity after our normal attrition rate. If and when we move we would be able to better the odds by having a larger population pool to recruit.

**Advisory Committee:** The advisory committee has been a great advocate for our move to the San Martin Airport andconcurs that construction of a facility in San Martin would be a boon to the Aviation Program. Its members have also offered to advocate for our program in any negotiations with the county.

**Recommendation:**
- Pending results from the cost-analysis study regarding the construction of an Aviation campus at the San Martin Airport, work closely with the administration to develop alternative solutions to the current facility situation issues.

**Progress:**

Please refer to the progress report statement above.
IEC STATUS UPDATE

Academic Year: 2011—2012
Name of Program: Computer Graphics
Date of last review: 2010-2011

Instructions:
- List the recommendation(s) made by the IEC committee as a result of your review (see review recommendations on IEC site).
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

Recommendation:
Continue work to collaborate with other disciplines in order to align courses and curriculum, and technology.

Progress:
C-ID has started the process of defining descriptors for Computer Graphics. Discipline faculty are participating in this effort, and will revise curriculum to align with the C-ID curriculum as soon as it is available. The Computer Science department, the Digital Media department, and the Computer Graphics department continue to collaborate to share resources and align respective curricula.

Recommendation:
Apply for STEM grant funding for equipment, software, supplies, personnel and training.

Progress:
Dr. McLaughlin’s recent proposal, Introducing GD&T to Engineering Design Students, has been selected to receive funding through the IISME Fund for Innovation grant program.

Recommendation:
Seek support, mentorship, and compensation as appropriate from department chair, colleagues, and administration.

Progress:
Faculty will continue to advocate for CGD in a way that will help those making decisions understand why CGD matters and why it needs the support of the college. Department chair has informed CGD faculty that in the future, all programs within the Business department will be reviewed by means of one comprehensive report to the IEC.
**Recommendation:**
Actively participate in Career Pathways project to improve linkages and career technical pathways between local high schools and Gavilan College.

**Progress:**
Tech Prep is a significant source of funding for this project. We will continue to partner with them to improve articulation with the local high schools. There are no changes to report in articulation to date. Plans are being developed to meet with faculty at local high schools later this semester to re-examine and revise articulations as necessary.

Faculty members have met with local business leaders, with representatives of the Santa Clara Regional Occupational Program (ROP), and with faculty from the local high schools, and we will continue to do so.

** Recommendation:**
Create a vision, needs assessment and plan to determine the feasibility of the Occupational Institute

**Progress:**
The goal of the Occupational Institute:* (Change name to CTE Institute)*To increase success, retention and persistence of students in the CTE programs and ensure a pipeline of students into Gav's CTE programs. *Components of the CTE Institute:*It would serve high schools students, including those in high school academies reentry students and anyone interested in a CTE pathway. ROP may be a component. Services may include(and are in no particular order): early registration, soft skill training, connections with business and industry(internships, job shadowing, for example), a designated counselor to guide students through CTE career pathways, assessment to identify career options, assistance with financial aid, identify resources for transfer options, retention techniques and strategies, tutoring, job preparation, job placement components, internship/service learning development and provide outreach and ed plan development. The latest CLASS data indicates 1.34% CTE students from the Fall 06 cohort completed a certificate within 3 years(certificate <30 units). The projected outcome of this project would be to increase completion to 10% for the first year and increase completion rates 5% each year thereafter up to 80% completion rate. The following are some comments from CTE faculty regarding the possibilities for the CTE Institute: "The counselor should be able to administer and interpret vocational assessment tools. Advising should include such info as salary scales, employment trends, etc."We also need a Career Placement person (help place graduates from CTE programs into Jobs) and we need a Curriculum Development Person for CTE programs (not new topics and careers) someone that can be in touch with business and industry on a consistent basis. These two functions could be a one person position.""I think the CTE Institute is a terrific idea and also agree that a counselor with more experience with vo/tech tracked students would certainly be beneficial to my students.""--that the Institute have a capstone course common to all that is like the CSUMB course for community service. This could mean service to the Gav community as well as the local area's non-profit groups. This helps students learn "on the job" as well as provide real world content for their portfolios or resumes. The job placement person could coordinate this right along with post grad/certificate career placement. As an example, half of Gavilan wants DM/CSIS to design their web sites. It is difficult for each department to coordinate and it should be centralized, so that
accounting students can help keep track of the DM finances. "Also, someone (or at least a group) who monitors current and future job skills would be great (Curriculum Development Person?). We need to be ahead of the market as it takes so long to develop new courses/programs. In fact, this "FUTURE Career skills" orientation could be a big attraction to Gavilan."
IEC STATUS UPDATE

Academic Year: 2011—2012
Name of Program: ESL
Date of last review: 2010-2011

Instructions:
- List the recommendation(s) made by the IEC committee as a result of your review (see review recommendations on IEC site).
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

Recommendation:
Expand outreach efforts to recruit more students into the ESL credit program.

Progress:
In addition to outreach made regularly through Taste of Morgan Hill and the San Benito County Fair, flyers have been distributed by the GC Outreach Specialist at the high schools, announcement have been made on Spanish-language radio, information was left on household doors in residential areas, flyers were given out at a local grocery store, and visits were made to local company daycare centers. Much of the ESL outreach effort is made with Spanish-speaking population in mind. However, door-to-door information dissemination and high school presentations are not language-specific. People of all language backgrounds have equal access to the program information, as well as to flyers that have been translated into a number of other languages. It is noted that advertisements should be made on Asian radio or in Asian newspapers.

Recommendation:
Continue to strengthen the communication and collaboration with the non-credit ESL program.

Progress:
Little progress has been made in this area. A counselor was hired for the noncredit program to make presentations about the credit program. He has since been moved to general counseling and, to my knowledge, has not been replaced. A second counselor began the process of writing a transition course. He has now been moved to another area and is no longer working on this curriculum. Student Success Counselors (formerly known as Basic Skills Counselors) make their presence known to the Advanced level ESL students. They come to the ESL 553 class and present information about opportunities that exist for them after completion of the ESL program. As a result, when these same students have to get an Ed Plan (a requirement of the class), they normally make their appointments with these same counselors. During the following, and final, semester in the program, Student Success Counselors have noted that many of these students return to them for advice on course choice just before registration time.

The non-credit program expressed an interest in creating a previous non-credit ESL student panel to speak and answer questions at a meeting for a group of students who were ready to transfer into the
credit program. There was follow up from the credit program, but a date was never set. Gavilan College ESL was supposed to host a meeting of the local ALLIES groups on September 21, but Gilroy Unified cancelled. At this time, they are not sure whether they will be able to maintain their program and are waiting until election to see what will become of their programs. It is our hope that we will meet to plan both the panel and a “College Day” for their students.

On the other hand, Title V paid for data collection of placement scores of students transitioning into the credit program, articulating their exiting CASAS scores and subsequent placement via the credit ESL assessment measures. The grant has also provided for several workshops/training sessions where instructors form Hartnell, and both credit and noncredit Gavilan ESL were invited. Additionally, a couple of credit ESL instructors have been meeting with the ALLIES group, an organization that brings together credit and noncredit, adult school and community-based ESL instructors together. ALLIES is a network of ESL educators representing community college (credit and noncredit), adult school and community-based language programs in Santa Clara and San Mateo counties. Their goal is to bring all constituent groups together to share information on ESL best practices, to coordinate and facilitate transition from one program to another, to align assessments, to advocate to policy makers, among many others. Our local ALLIES members met once over a year ago. At that time, we shared about our programs and managed to arrange the visit of a few students to our campus. We hope to continue this dialogue.

Finally, with the advent of the newest Title V grant and its focus on the bridge between noncredit and credit ESL, we count on more progress being made in the near future.

The articulation between credit and noncredit ESL continues to be a somewhat of a challenge because the two programs have different direct supervisors that do not schedule classes jointly or oversee staff in a unified manner. The credit ESL program both wants and needs the infusion of noncredit ESL students for its different levels in order to maintain healthy enrollments in the classes it offers. The Instruction Office is aware of articulation efforts and the limitations that the current administration of both ESL programs pose. At a 10/23 meeting, noncredit and credit leaders met and talked about how to condense and streamline the courses leading from noncredit to credit programs. At this point, the ESL department chair will bring these ideas back to her group at the next department meeting, November 13. Essentially, six noncredit courses will become four, two being written to reflect “survival” English and two reflecting “basic” level ESL.

Attached is the data collected on articulation of the two programs. You will notice disparate placement of 63 noncredit students; CASAS test scores do not seem to be good indicators of placement in the ESL program.

**Recommendation:**
Increase scheduling options (e.g. evening, summer, off-sites) for ESL credit program

**Progress:**
Budget cuts and low enrollments have necessitated elimination of courses in Hollister and in the
evening; currently there is no ESL in Hollister and only one evening course on the main campus. The
decision was made by the ESL program to eliminate temporarily the first class in the ESL sequence
due to a trend in fewer students being assessed and even fewer assessing into that level.

To manage the pool of students, noncredit students need to receive information on the credit program.
They need to be guided in application procedures, apprised of resident status requirements, and
assisted with FAFSA forms. The noncredit program counselor is to provide some of this; discussion
of other elements has occurred with Admissions and Records staff.

Recommendation:
Continue professional development efforts in the area of technology-enhanced instruction.

Progress:
A number of instructors have attended workshops offered by the Teaching and Learning Center and
through the Title V grant; four went to the CATESOL conference in Oakland in April.
A number of workshops were given over the last year: Quia, Vvoxopop, Wikis, Audacity, Google
Voice, Screencasting, and Moodle Groups.
IEC STATUS UPDATE

Academic Year: 2012—2013
Name of Program: English
Date of last review: 2010-2011

Instructions:
- List the recommendation(s) made by the IEC committee as a result of your review (see review recommendations on IEC site).
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

Recommendation:
Implement the new assessment tool for student placement into English classes.

Progress:
After participating in a series of meetings to identify cut scores, the English Department is ready to implement the new Accuplacer assessment tool, which is scheduled to be up in December 2012. There is still a final step, which is to agree with ESL about how to counsel students whose scores suggest ESL track.

Recommendation:
Hire additional full time faculty according to five-year hiring plan

Progress:
Mark Fuzie was hired in 2011, and is undergoing the tenure process. The English Department has one more position on the hiring plan, but there are no plans to move forward with it, due to budget constraints.

Recommendation:
Complete work necessary to get English major approved

Progress:
Major is aligned with AA-T model, and will submit the paperwork in January 2013, with the goal of having the major approved by the 2013-24 academic year.

Recommendation:
Continue development of distance learning, learning communities, portfolio system and first year experience to improve student access, retention and success.

Progress:
We have identified four more instructors qualified to teach online, and others who have expressed interest in teaching online and/or hybrid classes. We are unable to expand our distance education offerings, due to budget and section cuts. Until we can expand the number of sections offered online, we will continue to rotate qualified instructors for the existing sections (21A, 21B and 11C). We continue to refine the portfolio system, discussing strategies for preparing students and for norming in department meetings (once a month) and at our English Department retreats, which are all-day affairs that we have before the start of every semester.
First Year experience continues to offer a section every semester. We have others
One of our part timers is the coordinator of service learning, and has recruited several English
instructors in planning for Service Learning learning communities. This committee is still in the
planning stages, with plans to offer LCs in Spring of 2013.

**Recommendation:**
Seek grant funding to help stabilize and improve funding for technology needs,
Writing Center expansion, FYE and SI

**Progress:**
We have secured grant funding for FYE and SI through Title V for 2012-2013. Thereafter,
Supplemental Instruction will be phased out of Title V funding and put under the auspices of the
Writing Center. We will continue to seek grant funding for FYE.
There was a change in the coordinator of the Writing Center beginning Fall of 2012, and plans to
expand are put on hold during the transition. We will resume discussions about expansion in Spring
of 2013.
There have been no funds for expansion of technology, though we have had Jane Maringer come to
our meetings and show us some cool stuff from the DRC that we can use in our basic skills classes,
such as Kurzwell, and other reading and note-taking software.

**Recommendation:**
Complete work necessary to get English major approved

**Progress:**
Major is aligned with AA-T model, and will submit the paperwork in January 2013, with the goal of
having the major approved by the 2013-24 academic year.

**Recommendation:**
Continue efforts to implement composition factor

**Progress:**
The English Department is active in the union, with both full and part time representation. Every year
we suggest a writing factor, bringing in research to back up its efficacy. Throughout the year, we
engage in informal discussions with other disciplines who might offer writing intensive classes, such
as social sciences and child development, about the benefits of a writing factor.
IEC STATUS UPDATE

Academic Year 2011—2012
Name of Program: Library
Date of last review: 2010-2011

Recommendation:
Work with Administrative Services to stay informed on the status of the Final Project Proposal to renovate the Library that currently sits at the State level for funding.

Progress:
The state now only accepts one active Final Project Proposal (FPP). In July of 2012, an Initial Project Proposal (IPP) was submitted to the state to keep the library renovation project in line for adoption as an FPP.

Renovation plans are now five years old and renovations are projected to occur no earlier than 2015-2016.

Concepts of “modernization” have evolved and so have the uses of the existing space. The library routinely operates at full capacity, and a redesign of existing space is a priority.

Changes to the building (e.g., placement of the Teaching and Learning Center in the mezzanine) and changes in technology suggest it would be prudent to consider changes to the overall plan before submitting as an FPP. The library staff is meeting periodically to consider changes to original design so that these can implemented when budget allows this project to move forward.

Recommendation:
Continue to collaborate with faculty, staff & curriculum committee to develop information competency courses/resources.

Progress:
The library program has expanded its partnerships in Library 736 classes to include Child Development. Librarians have continued to post tutorials for research projects and are collaborating with the Writing Center to develop consistent instructional tools for research, source citation, and other information competency skills.

Library staff continues to network with instructors and departments with the goal of expanding credit courses connected to core courses.

A cornerstone of the library’s instructional program is its course and assignment-specific orientations. The table below indicates the number of orientations provided; the decline in 2011-
2012 can be explained by reduced numbers of course sections and by reduced library faculty staffing. The staffing reduction made networking and communicating with instructors more challenging and made scheduling of orientations less flexible.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Classes/Students</th>
<th>July-September Classes/Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>105/2755</td>
<td>35/1007</td>
</tr>
<tr>
<td>2011-2012</td>
<td>83/1971</td>
<td>25/669</td>
</tr>
<tr>
<td>2012-2013</td>
<td>## /###</td>
<td>28/681</td>
</tr>
</tbody>
</table>

There is a library faculty representative on the curriculum committee to monitor new course offerings and curricular changes so that the library program can respond with appropriate services and resources.

A library representative is also an active member of the Distance Education committee and is working with that group to

- Infuse information competency goals into the DE Master Plan
- Develop information competency instructional tools that can be embedded into Moodle shells across the curriculum.
- Develop standardized library resource tools that can be easily embedded into individual instructors’ Moodle pages.

A new information competency initiative is being developed in the fall of 2012 consisting of these elements:

- Adoption by the Gavilan Academic Senate of the ASCCC definition of information competency.

- Library staff meetings with each academic department to
  - Review information competency goals.
  - Determine which goals are already being addressed and which need additional attention.
  - Develop some easy metrics to determine students’ information competency progress.

- Development of library research guides for core academic courses. These guides are created collaboratively with instructors and provide both skill-building tutorials and content-specific resources. Sample guides can be viewed at http://gavilan.libguides.com

**Recommendation:**
Make use of current and future grant opportunities for student success for laptops and iPads, e-books, etc. if general allocation is not available.

**Progress:**
Title V and general funding have enabled the library program to purchase laptop computers and to update and/or replace this equipment on a fairly regular schedule:

<table>
<thead>
<tr>
<th>Year</th>
<th>Items Purchased</th>
<th>Funding Source</th>
</tr>
</thead>
</table>

68
2005 32 laptops Title V grant
2009 32 new batteries, 2 new laptops General fund
2010 20 laptops General fund
2012 2 laptops General fund

With the 2010 purchase of 20 computers, the remaining working laptops purchased in 2005 were repurposed for semester-long checkouts to staff and/or faculty. The library currently provides 32 laptops for students, staff, and faculty at this time and 12 laptops for semester-long checkouts.

The laptops allow the library to offer extended computing resources to students within the current limitations of the physical layout of the library. After the initial investment in the laptops by a Title V grant, the library has continued to invest in maintaining and replacing laptops to continue to provide this service to students. Usage statistics below indicate continued high demand for this resource.

<table>
<thead>
<tr>
<th>Year</th>
<th>Circulations Mid-July to Mid September</th>
<th>Total Circulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>5442</td>
<td>849</td>
</tr>
<tr>
<td>2011-2012</td>
<td>5007</td>
<td>888</td>
</tr>
<tr>
<td>2012-2013</td>
<td>####</td>
<td>645</td>
</tr>
</tbody>
</table>

**iPads and Kindles**

The library purchased 2 iPads and 2 Kindles with Title V funds. The technology librarian and staff reviewed the setup and use of the iPads and Kindles in the Library. The overall impression is that as devices they are not conducive to the types of productivity needs of students using library computing resources. There is promise for these devices in delivering reserve materials that the Library does not currently own. Titles can be purchased with library funds quickly with no time constraints. Currently, several students (10-12) have been offered an e-device to access a title we don’t own and 1 student took us up on the opportunity. Perhaps with a more formal program interest might be higher. The problems with ebook lending in libraries persists across institutional types and is not unique to Gavilan College or to college libraries in general. Publishers, hardware providers, and distributors’ proprietary interests exert tremendous negative pressure on resolving access and ease-of-use issues. The library staff will stay apprised of ebook and e-reader developments inside and outside the college library realm and will continue to explore viable options for implementation.

**Recommendation:**
Develop schedule of priorities to address maintenance and security of the library.

**Progress:**
**Security:**
The greatest challenge to security is that there are six entry points to the library, only one of which has a security gate to prevent book theft. Library staff will continue to work with Computer Place
staff to make sure that entry points are monitored and that the back door from the LRC coordinator/instructor's office remains closed and locked to avoid unauthorized entry and exit.

Maintenance:
The schedule of actions to address maintenance issues depends upon funding avenues which currently do not exist. The priorities are listed in order of importance and need for most immediate response:

1. Air conditioning. As the hub of the academic community, the library needs to be a comfortable, attractive, and inviting place for students, faculty and staff to gather. The stifling heat in the summer and fall actually keep patrons from taking advantage of the resources available here. In addition, the uncomfortable temperatures dissuade use of the library space a place to gather and share academic pursuits in community. Lack of air conditioning is therefore a significant barrier in accomplishing the mission of a community college library.

2. New carpet. There are holes and tears in the carpet throughout the library. Several repairs have been made to cut and stretch areas that have raised up—a problem that recurs. The carpet is not only unsightly—working against the goal of a welcoming hub of academic activity—but when it is torn or raised actually presents a safety hazard. While maintenance has been very responsive to requests to repair hazardous areas, carpet replacement remains a priority.

3. Furniture: Most of the furniture is 30 or 40 years old and cannot necessarily be adapted to more contemporary uses of library space. There is a particular need for more furniture that facilitates group work; there is also a need for furniture and electrical infrastructure to enable plugging in of personal electronic equipment, and for furniture specifically designed for computer use. In keeping with the goal of making the library a welcoming and comfortable space, furniture replacement is a priority that should be addressed well before architectural renovations occur.

4. Stacks: While the problems regarding the stacks persist, all reasonable measures have been taken to guarantee safety and to facilitate access. A more effective solution will be implemented with the renovation of the library.
IEC STATUS UPDATE

Academic Year: 2012—2013
Name of Program: Social Science
Date of last review: 2011-2012

Instructions:
- List the recommendation(s) made by the IEC committee as a result of your review (see review recommendations on IEC site).
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

Recommencement: Program Objective 1: Expand Social Science Department
Yes, this Objective is based from the last IEC Program Review.

Progress:
Due to budget restraints, classes/sections have been cut. A faculty member hasn’t been hired to lead out in Global Studies. Twenty percent of service learning is being funded through basic skills.

Recommencement: Program Objective 2: Promote and improve student success
Yes, this Objective is based from the last IEC Program Review.

Progress:
Social Science faculty have been working in collaboration with the library head and his staff to pilot online research tools. Some have been implemented. Also, a number of face to face workshops have been developed and implemented to assist students in conducting research. Institutional support for writing factor has been sought. Course outlines relative to research requirements have been modified to come in harmony with PLOs and SLOs. Faculty have also been active in promoting the discussion of student success. All faculty use technology in the classroom, and share what works for them with fellow faculty. One Social Science faculty member has published a book entitled “Coping with Stress for Academic Success: 24 Strategies to Get the Most Out Of Your Educational Experience” designed to maximize student success.

Recommencement: Program Objective 3: Improve integration of part-time faculty in all departmental efforts
Yes, this Objective is based from the last IEC Program Review.

Progress:
There is increased participation of part-time faculty at Department meetings, and in the general life of the Department. A portion of the Departmental funds are being used to support a part-time faculty member’s involvement in the Senate. The department has PT representation at the GCFA Representative Council and is also represented on the negotiations team. Improved communication within the Department has occurred via e-mails, and departmental meetings.

Recommencement: Program Objective 4: Collaborate with other departments to develop Environmental Studies offerings
Yes, this Objective is based from the last IEC Program Review.
**Progress:**
There has been no movement in this area; the degree has been re-defined as Environmental Science, and the department has not been given a role in its development.

**Recommendation:** Program Objective 5: Update and promote majors in Global and Community Studies
Yes, this Objective is based from the last IEC Program Review.

**Progress:**
Brochures advertising the major have been passed out and discussed with students, but implementation has been stymied due to budget restraints and key faculty involved in the major being on sabbatical and a visiting professorship.

**Recommendation:** Program Objective 6: Investigate feasibility of majors and certificates in department disciplines
Yes, this Objective is based from the last IEC Program Review.

**Progress:**
Second course readings for an AA-T in Psychology are under development. Community Studies is up and running. The Political Science and History Departments are discussing reasons to develop or not develop majors. Anthropology is also onboard to develop a major once Dr. Klein returns from sabbatical.

**Recommendation:** Program Objective 7: Maintain and support department’s website’s professional appearance
Yes, this Objective is based from the last IEC Program Review.

**Progress:**
Our website is up, and under revision as needed.

**Recommendation:** Program Objective 8: Improve teaching and learning for populations with special needs
Yes, this Objective is based from the last IEC Program Review.

**Progress:**
Some faculty have shown sensitivity to students who are veterans, first-generation students, and immigrants by meeting with them and discussing their needs. The Department supported the Dream Act workshop.

**Recommendation:** Program Objective 9: Enhance students’ personal and interpersonal development
Yes, this Objective is based from the last IEC Program Review.

**Progress:**
A Social Science faculty member is on the Student Mental Health Task Force charged to develop services for those students experiencing mental health issues that interfere with personal and
interpersonal development. Some faculty spend time at the beginning of the semester and throughout generally addressing student personal and interpersonal challenges. One faculty member has participated in giving workshops and Gavilan TV presentations on building self-esteem, coping with stress, and overcoming addiction problems and procrastination. He also participates annually in the Health Faire administering screening scales to identify personal and interpersonal problems. Those who indicate problems in these areas are briefly counseled, given tips sheets to overcome their issues, and/or are referred to local counseling services. Faculty also attempt to practice strategies for holistic wellness and to share them with students.

**Recommendation:** Program Objective 10: Model civic engagement to students by recognizing and promoting faculty who are involved in it
Yes, this Objective is based from the last IEC Program Review.

**Progress:**
The majority of the faculty are involved in either giving talks, volunteering, or consulting in the community. The department is Ground Zero for Service Learning, though the departures this semester of two key faculty have been made replacements by trained SL instructors challenging. Part time instructors doing SL cannot do so without some sense that they will be able to get a "return" on their time investment--ie that the class they prepared as SL will indeed be offered and taught by them.

**Recommendation:** Program Objective 11: Provide opportunities for students to become civically engaged
Yes, this Objective is based from the last IEC Program Review.

**Progress:**
Service learning is up and running and students are generally encouraged to volunteer in their respective communities. The Service Learning Club is stagnant as the sponsor for it is on a visiting professorship. The Model UN, a Debate Club, and speakers bureau haven’t gotten off the ground yet.

**Recommendation:** Program Objective 12: Maximize opportunities for faculty interchange of ideas, teaching strategies, and projects
Yes, this Objective is based from the last IEC Program Review.

**Progress:**
Faculty participate in the TLC, FIGS, and share in Departmental meetings and in passing ideas and teaching strategies with one another.

**Recommendation:** Program Objective 13: Seek and encourage balanced workloads for faculty
Yes, this Objective is based from the last IEC Program Review.

**Progress:**
The Department has advocated for a committee of the GCFA to look at workloads for faculty.
IEC STATUS UPDATE

Academic Year: 2012—2013
Name of Program: VP of Instruction
Date of last review: AY10-11

Instructions:
- List the recommendation(s) made by the IEC committee as a result of your review (see review recommendations on IEC site).
- Provide an update on any progress you have made on the recommendation(s) since the review.
- Please provide data if available.

Recommendation:
- Implement SB1440 requirements.

Progress:
Over the past 18 months the college has been active in identifying and matching TMC degrees with degrees in the Gavilan College program inventory. The following degrees are currently approved or are in the final approval process with the Chancellor’s Office:

- Administration of Justice AS-T
- Communication Studies AA-T
- Kinesiology AA-T
- Art History for Transfer AA-T
- Mathematics AS-T
- Studio Art for Transfer AA-T
- Theater Arts AA-T

The Chancellor’s Office has set the standard that each college be at 80% of eligible TMC degrees within the next two years. For Gavilan, this will mean the addition of TMC programs in the following areas: Biological Science, Economics, Engineering, Child Development, Computer Science and Information Systems, Liberal Arts, Journalism, Music, and Spanish. Faculty have been informed of the need to develop the CID descriptors necessary in the courses within these disciplines to insure that the TMC process goes smoothly. Discussions are underway in Curriculum Committee and the Department Chairs to develop the eligible TMC programs. In the case of Liberal Studies, a sub-committee of faculty and administration has been created to work on that TMC degree specifically.

To quote from the most recent “All Things Curriculum”, written by Susan Dodd:

We have come a long way since the paragraph below appeared in the November 18, 2010 edition of the All Matters Curriculum email, which talked about SB 1440:

We all need to get up to speed and more involved in SB 1440. To reiterate Academic Senate President Debbie Klein, "What the @#$% is SB 1440?"; no, no, no, what I really meant to reiterate is "Faculty are being asked for input in designing those new "transfer model curriculum" (TMC) in each discipline". This allows students to transfer with these 60 unit degrees, and the "CSU will guarantee admission with junior status".

But we still need to keep working away on those Associate Degrees for Transfer (AA-T and AS-T). There are
22 available and Gavilan College has 4 approved (Communication Studies, Administration of Justice, Kinesiology, and Mathematics); 3 waiting approval (Art History, Studio Arts, and Theatre Arts); and 5 coming soon (Journalism, Music, Spanish, Philosophy, and Psychology). Go to www.ADegreeWithAGuarantee.com to find out more.

These degrees are going to be the avenue that our students now use to transfer to the 4 year institutions. Our counselors know the importance of these transfer degrees, our students know that this is now the degree of choice, and we all need to recognize that as well. So......... if your department has not yet brought one forward, YOU be the one to take the initiative. Our students will thank you.

**Recommendation:**
- Continue efforts to increase the number of awarded degrees and certificates.

**Progress:**
There have been a number of activities in this area. Randy Brown creates a student profile and student success report that is submitted to the Board each semester. These reports are also reviewed with the Department Chairs to note and discuss any trends, gaps, or areas of focus. Thanks to the multiple projects in the three federal grants at Gavilan, specific student interventions and services have been enhanced to improve the success of our students. Examples of these include early alert, supplemental instruction, tutoring, accelerated learning, and many more.

The TMC degrees that have been developed will enhance the transfer rate of students who are enrolled in those programs. Tracking will take place at the CSUs where our students transfer. The Learning Council has identified a FIG (Focused Inquiry Group) to work specifically on the pathways programs at Gavilan, for example non-credit to credit ESL.

<table>
<thead>
<tr>
<th></th>
<th>'01/02</th>
<th>'02/03</th>
<th>'03/04</th>
<th>'04/05</th>
<th>'05/06</th>
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<th>'09/10</th>
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<th>'11/12</th>
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<tr>
<td>AA</td>
<td>206</td>
<td>163</td>
<td>193</td>
<td>180</td>
<td>183</td>
<td>203</td>
<td>198</td>
<td>228</td>
<td>221</td>
<td>263</td>
<td>264</td>
</tr>
<tr>
<td>AS</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>40</td>
<td>60</td>
<td>57</td>
<td>59</td>
<td>76</td>
<td>99</td>
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<td>Certificate</td>
<td>76</td>
<td>70</td>
<td>77</td>
<td>69</td>
<td>65</td>
<td>88</td>
<td>117</td>
<td>133</td>
<td>132</td>
<td>144</td>
<td>153</td>
</tr>
<tr>
<td>Total</td>
<td>283</td>
<td>233</td>
<td>260</td>
<td>251</td>
<td>288</td>
<td>351</td>
<td>372</td>
<td>420</td>
<td>429</td>
<td>506</td>
<td>513</td>
</tr>
</tbody>
</table>

**Recommendation:**
- Continue effort to improve student success.

**Progress:**
Student success continues to be a focus of our campus culture and is a continuous focus in the classroom. With the approval of AP and BP 4600 in December 2010, the college affirmed its commitment to student success by developing a Board policy that stated that student success as one of the priorities of the district. In addition, the Learning Council was created to focus on new and existing pathways that are in alignment with the Student Success Act of 2012.
The Student Success Act of 2012 was signed by Governor Brown on September 27, 2012.

The Student Success Act of 2012 will:
- Restructure the way student support services are delivered to improve the assistance that students receive at the beginning of their educational experience. The bill targets existing student services resources to support orientation, assessment and education planning services and lays the groundwork to expand these services as more resources become available.
- Provide that campuses using an assessment instrument for student placement utilize a statewide system of common assessment once available, to improve consistency and efficiency within the 112-campus system.
- Require colleges receiving student support service funds to post a student success scorecard to clearly communicate progress in improving completion rates for all students and closing the achievement gap among historically under-represented students.
- Require students whose fees are waived because of their economic need to meet minimum academic standards

**Recommendation:**
- Develop plan with faculty to expand classes in Hollister.

**Progress:**
The development of the Hollister and the Morgan Hill centers are a focus of the refreshed Educational Master Plan. By using GIDS (Gavi!an Integrated Data System) and the student success reports that are prepared each semester by the Office of Institutional Research, planning continues contingent on the ability of achieve the growth factor of 500 FTE which will allow for increased state funding.

**Recommendation:**
- Foster communication about VPI role.

**Progress:**
The Office of Instruction initiated a blog in 2011 that had limited participation. Routine emails are sent to the campus community that describes key events and initiatives. The EVP shares current information from the Office of Instruction during the Dean’s Council, Department Chairs, President’s Council, Academic Senate, the Board of Trustees, Curriculum Committee and any shared governance committee/task force she is a member of. The EVP meets monthly with the President of GCFA and the Academic Senate to keep them appraised of issues and to develop collaborative resolution of shared concerns. Throughout these efforts, all stakeholder groups are encouraged to share the information received through these meetings with their constituent groups.
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No. Instructional Services
Information/Staff Reports No. 11.(c)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Fall 2013 Student Success and Student Profile Reports

☐ Resolution: BE IT RESOLVED,
☒ Information Only
☐ Action Item

Proposal:
That the Board review the student statistics.

Background:
As a part of the College's student success efforts, this report highlights important indicators and developments as a way to understand student success progress. Also attached is the Fall 2013 Student Profile Report.

Budgetary Implications:

Follow Up/Outcome:

Recommended By: Dr. Kathleen Rose, Vice President of Instructional Services

Prepared By: Dr. Randy Brown, Director of Institutional Research

Agenda Approval: [Signature]
Dr. Steven M. Kinsella, Superintendent/President
GAFLAN COLLEGE STUDENT SUCCESS REPORT (FALL 13)

SHORT TERM

❖ Success and retention rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success rate</td>
<td>65.87%</td>
<td>66.17%</td>
<td>69.84%</td>
<td>71.83%</td>
<td>72.02%</td>
<td>70.70%</td>
<td>72.97%</td>
</tr>
<tr>
<td>Retention rate</td>
<td>80.15%</td>
<td>80.36%</td>
<td>82.95%</td>
<td>84.13%</td>
<td>83.98%</td>
<td>83.45%</td>
<td>86.86%</td>
</tr>
</tbody>
</table>

Success is defined as the proportion of students who either received a grade of C or above or credit. Retention is defined as the proportion of students who received a grade of some kind.

❖ Success rate by ethnicity and basic skills

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic-American</td>
<td>58.86%</td>
<td>58.23%</td>
<td>62.33%</td>
<td>63.54%</td>
<td>64.90%</td>
<td>68.04%</td>
<td>68.56%</td>
</tr>
<tr>
<td>White-American</td>
<td>71.50%</td>
<td>72.04%</td>
<td>75.32%</td>
<td>76.40%</td>
<td>75.63%</td>
<td>74.25%</td>
<td>77.93%</td>
</tr>
<tr>
<td>African-American</td>
<td>68.06%</td>
<td>61.45%</td>
<td>69.58%</td>
<td>73.73%</td>
<td>68.85%</td>
<td>72.79%</td>
<td>71.61%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>76.82%</td>
<td>73.01%</td>
<td>76.82%</td>
<td>78.81%</td>
<td>79.71%</td>
<td>78.55%</td>
<td>81.32%</td>
</tr>
<tr>
<td>Basic skills students</td>
<td>55.74%</td>
<td>56.74%</td>
<td>52.39%</td>
<td>55.06%</td>
<td>57.65%</td>
<td>62.06%</td>
<td>63.92%</td>
</tr>
</tbody>
</table>

Note: Only those ethnic categories that had over 1000 enrollment over an academic year were included.

❖ First year student enrollment success rates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall 05</th>
<th>Fall 06</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
<th>Fall 11</th>
<th>Fall 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year students</td>
<td>*</td>
<td>*</td>
<td>57.0%</td>
<td>51.1%</td>
<td>54.1%</td>
<td>57.0%</td>
<td>66.2%</td>
</tr>
</tbody>
</table>

* Pre-Bonner data system, so the data query was unavailable.

❖ Persistence

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall 2008 to Fall 09</th>
<th>Fall 2009 to Fall 10</th>
<th>Fall 2010 to Fall 11</th>
<th>Fall 2011 to Fall 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence rate</td>
<td>55.2%</td>
<td>62.6%</td>
<td>59.9%</td>
<td>62.8%</td>
</tr>
</tbody>
</table>

Persistence is defined as the proportion of students who completed at least one course for a Fall term and who enrolled in a course the subsequent Fall term.

❖ ESL and Basic Skills progression*

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall 08-SP 10</th>
<th>Fall 09-SP 11</th>
<th>Fall 10-SP 12</th>
<th>Fall 11-SP 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>English reading (1 level below to transfer)</td>
<td>47.56%</td>
<td>49.59%</td>
<td>48.23%</td>
<td>47.43%</td>
</tr>
<tr>
<td>English writing (1 level below to transfer)</td>
<td>61.64%</td>
<td>56.33%</td>
<td>57.77%</td>
<td>53.51%</td>
</tr>
<tr>
<td>ESL Writing (1 level below to top ESL level)</td>
<td>63.33%</td>
<td>82.61%</td>
<td>75.00%</td>
<td>16.11%</td>
</tr>
<tr>
<td>ESL Reading (1 level below to top ESL level)</td>
<td>75.00%</td>
<td>80.00%</td>
<td>71.43%</td>
<td>66.67%</td>
</tr>
<tr>
<td>Math (2 to 1 level below)</td>
<td>44.87%</td>
<td>44.78%</td>
<td>35.77%</td>
<td>48.81%</td>
</tr>
</tbody>
</table>

* Note: The figures represent the proportion of students enrolled in the beginning course who successfully completed the ending course within the time period.
**LONG TERM**

- **30 units achievement**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2002/03 to 2007/08</th>
<th>2003/04 to 2008/09</th>
<th>2004/05 to 2009/10</th>
<th>2005/06 to 2010/11</th>
<th>2006/07 to 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students who earned &gt; 30 units</td>
<td>60.6% (449)</td>
<td>60.4% (411)</td>
<td>65.1% (458)</td>
<td>62.4% (433)</td>
<td>59.9% (441)</td>
</tr>
<tr>
<td>% of students who earned &gt; 30 units (Hispanic Students)</td>
<td>59.7% (132)</td>
<td>56.8% (172)</td>
<td>61.5% (192)</td>
<td>58.3% (196)</td>
<td>57.3% (204)</td>
</tr>
</tbody>
</table>

% of all new students who earned > 30 is defined by the proportion of new students who took at least 6 units and attempted any Math or English and completed 30 units within 6 years.

- **Completion and Transfer rate (3 year cohort)**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall 02- Sp05</th>
<th>Fall 03- Sp07</th>
<th>Fall 04- Sp08</th>
<th>Fall 05- Sp09</th>
<th>Fall 06- Sp10</th>
<th>Fall 07- Sp10</th>
<th>Fall 08- Sp11</th>
<th>Fall 09- Sp12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>29.60% (124)</td>
<td>17.00% (148)</td>
<td>25.13% (198)</td>
<td>16.81% (277)</td>
<td>16.09% (237)</td>
<td>11.92% (237)</td>
<td>14.62% (237)</td>
<td>12.69% (237)</td>
</tr>
<tr>
<td>Completion</td>
<td>36.00% (124)</td>
<td>35.60% (148)</td>
<td>24.80% (198)</td>
<td>18.77% (277)</td>
<td>14.02% (237)</td>
<td>13.04% (237)</td>
<td>19.04% (237)</td>
<td>18.93% (237)</td>
</tr>
</tbody>
</table>

**Completion** is defined as the proportion of new full-time degree-seeking students who attained a certificate or degree or became ‘transfer prepared’ during a 3 year period. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered ‘transfer-prepared’.

**Transfer** is defined as the proportion of new full-time degree-seeking students who attended a College or University or became ‘transfer-prepared’ within 3 years.

- **Student Progress and Attainment rate (6 year cohort)**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2002/03 to 2007/08</th>
<th>2003/04 to 2008/09</th>
<th>2004/05 to 2009/10</th>
<th>2005/06 to 2010/11</th>
<th>2006/07 to 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree and/or certificate</td>
<td>16.7% (124)</td>
<td>21.6% (148)</td>
<td>24.3% (171)</td>
<td>23.6% (164)</td>
<td>23.6% (174)</td>
</tr>
<tr>
<td>Transfer Prepared</td>
<td>26.7% (198)</td>
<td>24.7% (198)</td>
<td>28.3% (199)</td>
<td>25.1% (174)</td>
<td>16.1% (133)</td>
</tr>
<tr>
<td>Transfer rate</td>
<td>37.4% (277)</td>
<td>34.8% (237)</td>
<td>40.2% (283)</td>
<td>32.4% (225)</td>
<td>28.3% (208)</td>
</tr>
<tr>
<td>Progress and attainment</td>
<td>47.4% (351)</td>
<td>44.0% (299)</td>
<td>47.6% (335)</td>
<td>44.8% (311)</td>
<td>42.0% (309)</td>
</tr>
</tbody>
</table>

**Degree and/or certificate** rate is defined by the proportion of new students who took at least 6 units and attempted any Math or English and obtained a degree or certificate within 6 years.

**Transfer prepared** rate is defined by the proportion of new students who took at least 6 units and attempted any Math or English and successfully completed 60 UCICSU transferable units within 6 years.

**Transfer rate** is defined by the proportion of new students who took at least 6 units and attempted any Math or English and transferred to a 4-year university within 6 years.

**Progress and attainment** rate is defined by the proportion of new students who took at least 6 units and attempted any Math or English and received a degree, were transfer-prepared, or showed as transferred within 6 years.

- **Subgroup comparison Student Progress and Attainment rate (6 year cohort)**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2002/03 to 2007/08</th>
<th>2003/04 to 2008/09</th>
<th>2004/05 to 2009/10</th>
<th>2005/06 to 2010/11</th>
<th>2006/07 to 2011/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic Students</td>
<td>40.0%(122)</td>
<td>36.3%(110)</td>
<td>38.8%(121)</td>
<td>34.8%(117)</td>
<td>34.0%(120)</td>
</tr>
<tr>
<td>White Students</td>
<td>51.9%(161)</td>
<td>51.1%(142)</td>
<td>52.9%(156)</td>
<td>55.2%(144)</td>
<td>48.8%(140)</td>
</tr>
<tr>
<td>Basic Skills Students</td>
<td>38.9%(208)</td>
<td>36.5%(183)</td>
<td>39.0%(194)</td>
<td>36.6%(183)</td>
<td>34.0%(175)</td>
</tr>
<tr>
<td>Non-basic skills Students</td>
<td>68.4%(143)</td>
<td>65.2%(117)</td>
<td>68.4%(141)</td>
<td>69.2%(134)</td>
<td>62.2%(138)</td>
</tr>
</tbody>
</table>

**Progress and attainment** rate is defined by the proportion of new students who took at least 6 units and attempted any Math or English and received a degree, were transfer-prepared, or showed as transferred within 6 years.
**ADDITIONAL PROGRAM SPECIFIC DATA**

**Basic Skills course improvement**

**Basic Skills Success rates**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>09/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
<th>% change since 08/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>38.86%</td>
<td>49.94%</td>
<td>56.67%</td>
<td>57.41%</td>
<td>58.75%</td>
<td>19.87%</td>
</tr>
<tr>
<td>ESL</td>
<td>73.20%</td>
<td>71.44%</td>
<td>79.20%</td>
<td>80.23%</td>
<td>82.61%</td>
<td>9.41%</td>
</tr>
<tr>
<td>Math</td>
<td>44.23%</td>
<td>44.22%</td>
<td>46.29%</td>
<td>54.67%</td>
<td>59.66%</td>
<td>15.43%</td>
</tr>
</tbody>
</table>

*Success is defined as the proportion of students who either received a grade of C or above or credit.*

**Basic skills improvement (2 levels below)**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall 08- Sp 10</th>
<th>Fall 09- SP11</th>
<th>Fall 10-SP12</th>
<th>Fall 11- SP13</th>
</tr>
</thead>
<tbody>
<tr>
<td>English reading (2 level below to transfer)</td>
<td>22.67% (17)</td>
<td>24.49% (12)</td>
<td>34.38%(22)</td>
<td>15.38% (12)</td>
</tr>
<tr>
<td>English writing (2 level below to transfer)</td>
<td>29.90% (29)</td>
<td>20.83% (15)</td>
<td>25.00%(25)</td>
<td>22.94% (25)</td>
</tr>
<tr>
<td>Math (2 levels below to transfer)</td>
<td>9.24% (33)</td>
<td>7.82% (23)</td>
<td>6.21% (19)</td>
<td>9.13% (19)</td>
</tr>
</tbody>
</table>

*Note: The figures represent the proportion of students enrolled in the beginning course who successfully completed the ending course within the time period.*
QUALITATIVE DEVELOPMENTS

- Veteran's Council is operating an on-campus Vets Center that serves approximately 12-15 veteran students per day. Additionally, the council continues to host visits from the Mobile Vets Clinic and a veterans' counseling professional on a regular basis.

- Learning Council has continued to be a source for dialogue and innovation at Gavilan College. This term’s Focused Inquiry Groups (FIGs) are: Communication, Habits of Mind, Part-time Faculty, Food Pantry, College Hour, Tutoring Support Services, Instructional Improvement, and Veterans.

- Argos is a software program purchased with Title V funds that allows for the development of data dashboards. These data dashboards display data in useful and user-friendly ways. The first of these tools, which laid out course/discipline enrollment and success by year, was rolled out during the Fall 13 professional development day. The tool was used by groups of faculty as a part of improvement discussions. More tools presenting course efficiency, distance education, and long term completion, are under development and will be rolled out over the next few months.

- Mental Health Task Force and Health Services have developed mental health PSAs and set up Student Health 101 which provides an online magazine of health information geared to students. Additionally, a summit was conducted bringing together area mental health organizations to Gavilan to communicate about collaboration.

- Admissions and Records has made some significant improvements to help students be more successful including; online transcript requests, online assessment sign-up, and online applications. Because of these changes, application processing time has dropped from 12 to 5 days and staff time devoted to the process has greatly shrunk. Both online transcripts and assessment scheduling have been extremely popular with students.

- Financial Aid has also made improvements to support student success. For example, they have now instituted a requirement that financial aid students who have completed at least 12 units must complete an educational plan. The office has also successfully used the student welcome center to communicate information about requirements and changes in financial aid.
Report Highlights:

- As compared to the same time in Fall 12, Fall 13 student headcount slightly decreased .42% to 5,635 (See Table 1). Seatcount also decreased to 15,884, a 4% drop from the previous Fall term (See Table 1). These enrollment and headcount decreases seem to extend a trend moderating FTES off the 09/10 high (See Diagram 1). This trend seems to reflect the gradual improvement in the service area economy and the result of reductions in the class schedule. Other colleges in the area are facing a slightly larger drop in enrollment.

- The proportion of students who reported being Hispanic (57.9%) and Asian/Pacific Islander (6.4%) increased (See Diagram 2). The number of ethnicity unknown students was reduced to 4% due to a correction in the data system (See Table 2).

- Student enrollment status has shifted such that a greater proportion of students (27.3%) were considered new students (See Table 10). This increase reflected a 13% increase from the previous Fall term and is more similar to the average over the past five years.

- There was a slight increase in the proportion of students who were enrolled in distance education (See Table 9). Overall, distance education FTES has mirrored the college-wide student enrollment (See Diagram 5). This increase might reflect the increase in the number of students who are selecting the online instructional method.

- The non-credit student headcount rebounded to 537 students, a 58% increase from the previous Fall term (See Table 14). This increase is likely due to increased marketing efforts and a reduction in other local adult education services that used to offer similar services.
Table 1: Total seatcount and headcount comparison.

<table>
<thead>
<tr>
<th>Term</th>
<th>Seat Count</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall '12</td>
<td>16,560</td>
<td>5,659</td>
</tr>
<tr>
<td>Fall '13</td>
<td>15,884</td>
<td>5,635</td>
</tr>
<tr>
<td>% Change</td>
<td>-4.08</td>
<td>-.42</td>
</tr>
</tbody>
</table>

Note: Seatcount is also known as "enrollment" and is defined as the number of seats filled at an institution. For each course, enrollment is counted separately. So, a student who is taking 4 courses one term would be counted four times.

Headcount is the number of students enrolled. Each student who comes in the door counts as one, regardless of the number of units in which that student is enrolled.

Diagram 1: Annual Full Time Equivalent Students (FTES) over time.

Note: FTES is calculated by summing the "Total Hours" in all the enrollment records during the time period, then dividing by 525.
Diarm 2: Student ethnic distribution by term (percentages) (N=5,635).

![Diagram showing ethnic distribution by term](image)

Table 2: Student ethnic distribution over time (percentages) (N=5,635).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 08</th>
<th>Spring 09</th>
<th>Fall 10</th>
<th>Spring 10</th>
<th>Fall 11</th>
<th>Spring 11</th>
<th>Fall 12</th>
<th>Spring 12</th>
<th>Fall 13</th>
<th>Spring 13</th>
<th>Fall 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>2.0</td>
<td>2.2</td>
<td>2.3</td>
<td>2.3</td>
<td>2.7</td>
<td>2.3</td>
<td>2.5</td>
<td>2.4</td>
<td>2.1</td>
<td>2.0</td>
<td>2.6</td>
</tr>
<tr>
<td>Asian/Pacific Island</td>
<td>5.7</td>
<td>6.8</td>
<td>5.9</td>
<td>6.1</td>
<td>6.9</td>
<td>6.0</td>
<td>5.9</td>
<td>5.6</td>
<td>5.5</td>
<td>5.4</td>
<td></td>
</tr>
<tr>
<td>Hispanic-American</td>
<td>51.2</td>
<td>48.0</td>
<td>50.5</td>
<td>49.2</td>
<td>51.2</td>
<td>50.1</td>
<td>52.9</td>
<td>54.2</td>
<td>52.4</td>
<td>47.0</td>
<td>57.9</td>
</tr>
<tr>
<td>Native-American</td>
<td>.8</td>
<td>.8</td>
<td>.9</td>
<td>.9</td>
<td>1.0</td>
<td>.9</td>
<td>1.0</td>
<td>.8</td>
<td>.8</td>
<td>.7</td>
<td></td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>5.3</td>
<td>7.0</td>
<td>4.7</td>
<td>5.9</td>
<td>5.2</td>
<td>8.1</td>
<td>5.2</td>
<td>4.9</td>
<td>10.2</td>
<td>16.4</td>
<td>4.3</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>34.9</td>
<td>36.3</td>
<td>34.4</td>
<td>35.8</td>
<td>33.9</td>
<td>32.8</td>
<td>32.4</td>
<td>31.7</td>
<td>28.7</td>
<td>28.3</td>
<td>28.3</td>
</tr>
</tbody>
</table>

Table 3: Student ethnic distribution (count) (N=5,635).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>96</td>
</tr>
<tr>
<td>Asian/Pacific Island</td>
<td>240</td>
</tr>
<tr>
<td>Hispanic-American</td>
<td>2305</td>
</tr>
<tr>
<td>Native-American</td>
<td>37</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>1734</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1223</td>
</tr>
<tr>
<td>Total</td>
<td>5635</td>
</tr>
</tbody>
</table>
Diagram 3: Student gender distribution over time (percentages) (N=5,635).

![Graph showing gender distribution over time]

Table 4: Student gender distribution over time (percentages) (N=5,635).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 08</th>
<th>Spring 08</th>
<th>Fall 09</th>
<th>Spring 09</th>
<th>Fall 10</th>
<th>Spring 10</th>
<th>Fall 11</th>
<th>Spring 11</th>
<th>Fall 12</th>
<th>Spring 12</th>
<th>Fall 13</th>
<th>Spring 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>60.2%</td>
<td>58.4%</td>
<td>59.4%</td>
<td>57.7%</td>
<td>59.0%</td>
<td>57.4%</td>
<td>58.8%</td>
<td>58.8%</td>
<td>59.6%</td>
<td>56.6%</td>
<td>56.6%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>39.7%</td>
<td>40.5%</td>
<td>39.6%</td>
<td>41.3%</td>
<td>39.9%</td>
<td>40.0%</td>
<td>39.8%</td>
<td>40.2%</td>
<td>39.3%</td>
<td>42.4%</td>
<td>42.3%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.2%</td>
<td>2.6%</td>
<td>1.3%</td>
<td>1.0%</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.0%</td>
<td></td>
</tr>
</tbody>
</table>

Table 5: Student gender distribution (count) (N=5,635).

<table>
<thead>
<tr>
<th>Fall 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Unknown</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Table 6: Student age distribution and mean change from Fall 12 to Fall 13 (N=5,635).

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>&lt;18</th>
<th>18-20</th>
<th>21-25</th>
<th>26-30</th>
<th>31-40</th>
<th>41-50</th>
<th>51-60</th>
<th>&gt;60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 12</td>
<td>27.1</td>
<td>6.1%</td>
<td>33.5%</td>
<td>25.4%</td>
<td>10.0%</td>
<td>10.7%</td>
<td>7.9%</td>
<td>4.0%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Fall 13</td>
<td>28.78</td>
<td>6.20%</td>
<td>33.82%</td>
<td>25.06%</td>
<td>10.84%</td>
<td>10.88%</td>
<td>6.91%</td>
<td>3.87%</td>
<td>2.40%</td>
</tr>
<tr>
<td>Number</td>
<td>349</td>
<td>1,906</td>
<td>1,412</td>
<td>611</td>
<td>613</td>
<td>389</td>
<td>218</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>% Change</td>
<td>2.80%</td>
<td>0.10%</td>
<td>0.32%</td>
<td>-0.34%</td>
<td>0.84%</td>
<td>0.18%</td>
<td>-0.99%</td>
<td>-0.13%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Table 7: Student Educational Goal distribution (percentages) (N=5,635).

<table>
<thead>
<tr>
<th>Goal Description</th>
<th>Fall 12</th>
<th>Fall 13</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA/AS/Certificate only</td>
<td>20.04% (1134)</td>
<td>17.89% (1008)</td>
<td>-2.15</td>
</tr>
<tr>
<td>Transfer only</td>
<td>7.19% (406)</td>
<td>7.70% (434)</td>
<td>0.51</td>
</tr>
<tr>
<td>Degree/Certificate and transfer</td>
<td>48.14% (2724)</td>
<td>47.13% (2856)</td>
<td>-1.01</td>
</tr>
<tr>
<td>Job/Career Skills</td>
<td>12.55% (710)</td>
<td>12.28% (692)</td>
<td>-0.27</td>
</tr>
<tr>
<td>Personal Interests</td>
<td>5.64% (319)</td>
<td>6.00% (338)</td>
<td>0.36</td>
</tr>
<tr>
<td>Other/Undecided</td>
<td>6.45% (365)</td>
<td>9.00% (507)</td>
<td>2.55</td>
</tr>
</tbody>
</table>

Table 8: Student status distribution* (N=5,635).

<table>
<thead>
<tr>
<th>Term</th>
<th>Part Time</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 12</td>
<td>61.5%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Fall 13</td>
<td>64.4%</td>
<td>35.6%</td>
</tr>
<tr>
<td>Number</td>
<td>3,627</td>
<td>2,008</td>
</tr>
<tr>
<td>% Change</td>
<td>2.9%</td>
<td>-2.9%</td>
</tr>
</tbody>
</table>

* Less than 12 units is part time status.

Table 9: Percentage distribution of seatcount by sites (N=15,581).

<table>
<thead>
<tr>
<th>Site</th>
<th>Fall 12</th>
<th>Distance Ed</th>
<th>Gilroy</th>
<th>Hollister/SBC</th>
<th>Morgan Hill</th>
<th>Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation</td>
<td>0.00%</td>
<td>7.50%</td>
<td>74.90%</td>
<td>7.30%</td>
<td>6.90%</td>
<td>3.50%</td>
</tr>
<tr>
<td>Fall 13</td>
<td>0</td>
<td>8.43%</td>
<td>72.86%</td>
<td>8.20%</td>
<td>6.72%</td>
<td>3.79%</td>
</tr>
<tr>
<td>Number</td>
<td>0</td>
<td>1,313</td>
<td>11,353</td>
<td>1,277</td>
<td>1,047</td>
<td>591</td>
</tr>
<tr>
<td>% Change</td>
<td>0%</td>
<td>0.93%</td>
<td>-2.04%</td>
<td>0.90%</td>
<td>-0.18%</td>
<td>0.29%</td>
</tr>
</tbody>
</table>
Diagram 4: Student enrollment status distribution over time (percentages) (N=15,884).

Table 10: Student enrollment status distribution over time (percentages).

<table>
<thead>
<tr>
<th></th>
<th>Fall 08</th>
<th>Spring 09</th>
<th>Fall 10</th>
<th>Spring 11</th>
<th>Fall 11</th>
<th>Spring 12</th>
<th>Fall 12</th>
<th>Spring 13</th>
<th>Fall 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>60%</td>
<td>63.3%</td>
<td>57.4%</td>
<td>64.9%</td>
<td>61.0%</td>
<td>78.6%</td>
<td>54.3%</td>
<td>78.0%</td>
<td>66.48%</td>
</tr>
<tr>
<td>New</td>
<td>37%</td>
<td>23.1%</td>
<td>25.6%</td>
<td>19.3%</td>
<td>24.2%</td>
<td>11.5%</td>
<td>33.0%</td>
<td>11.5%</td>
<td>14.65%</td>
</tr>
<tr>
<td>Returning</td>
<td>12%</td>
<td>12.0%</td>
<td>9.8%</td>
<td>9.8%</td>
<td>9.5%</td>
<td>6.4%</td>
<td>10.4%</td>
<td>6.4%</td>
<td>10.81%</td>
</tr>
<tr>
<td>Unknown/NA</td>
<td>1%</td>
<td>1.6%</td>
<td>7.2%</td>
<td>6.0%</td>
<td>5.2%</td>
<td>4.0%</td>
<td>2.3%</td>
<td>4.0%</td>
<td>8.06%</td>
</tr>
</tbody>
</table>

Table 11: Student enrollment status distribution (count).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>3415</td>
</tr>
<tr>
<td>New</td>
<td>1549</td>
</tr>
<tr>
<td>Returning</td>
<td>401</td>
</tr>
<tr>
<td>Unknown/NA</td>
<td>319</td>
</tr>
<tr>
<td>Total</td>
<td>5683</td>
</tr>
</tbody>
</table>

Note: Continuing student: A student who is enrolled in the current session and who was enrolled in the previous regular session. First time student: Student enrolled in any college for the first time after High School. Also, a student enrolled at the reporting college for the first time and who transferred from another institution of higher education. Returning student: A student who has previously attended the reporting college, transferred to another college, and has now returned to the reporting college. Also, a student enrolled at the reporting college after an absence of one or more regular sessions without interim attendance at another college. Unknown: No known data for the student.
Table 12: Enrollment time distribution (N=15,581).

<table>
<thead>
<tr>
<th></th>
<th>Day</th>
<th>Evening</th>
<th>Hours by arrangement</th>
<th>Distance Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 12</td>
<td>76.50%</td>
<td>16.10%</td>
<td>0.40%</td>
<td>7.00%</td>
</tr>
<tr>
<td>Fall 13</td>
<td>75.33%</td>
<td>15.87%</td>
<td>0.37%</td>
<td>8.43%</td>
</tr>
<tr>
<td>Number</td>
<td>11737</td>
<td>2473</td>
<td>58</td>
<td>1,313</td>
</tr>
<tr>
<td>% Change</td>
<td>-1.17%</td>
<td>-0.23%</td>
<td>-0.03%</td>
<td>1.43%</td>
</tr>
</tbody>
</table>

Diagram 5: Distance Education FTES over time.

Table 13: Distance Education Annual FTES over time.

<table>
<thead>
<tr>
<th></th>
<th>05/’06</th>
<th>06/’07</th>
<th>07/’08</th>
<th>08/’09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit FTES</td>
<td>167.48</td>
<td>230.39</td>
<td>234.94</td>
<td>190.09</td>
<td>339.23</td>
<td>275.74</td>
<td>247.00</td>
<td>293.76</td>
</tr>
<tr>
<td>Non-credit FTES</td>
<td>0</td>
<td>.82</td>
<td>.31</td>
<td>63.09</td>
<td>109.58</td>
<td>49.23</td>
<td>63.20</td>
<td>44.80</td>
</tr>
<tr>
<td>Total FTES</td>
<td>167.48</td>
<td>231.21</td>
<td>235.25</td>
<td>254.08</td>
<td>448.81</td>
<td>324.97</td>
<td>310.20</td>
<td>338.57</td>
</tr>
</tbody>
</table>
Table 14: Non-credit student characteristics.

<table>
<thead>
<tr>
<th></th>
<th>Fall 12</th>
<th>Fall 13</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>74.6%</td>
<td>59.6%</td>
<td>-15.0%</td>
</tr>
<tr>
<td>Male</td>
<td>25.4%</td>
<td>39.1%</td>
<td>13.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
<td>1.3%</td>
<td>1.3%</td>
</tr>
<tr>
<td><strong>Age (Mean)</strong></td>
<td>33.2</td>
<td>34.9</td>
<td>5.1%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>.9%</td>
<td>.5%</td>
<td>-.4%</td>
</tr>
<tr>
<td>Asian-Pac. Island-Am.</td>
<td>2.4%</td>
<td>4.7%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic-American</td>
<td>62.5%</td>
<td>90.7%</td>
<td>28.2%</td>
</tr>
<tr>
<td>Native-American</td>
<td>.6%</td>
<td>.4%</td>
<td>-.2%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>26.8%</td>
<td>0%</td>
<td>-26.8%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>6.8%</td>
<td>4.1%</td>
<td>-2.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>339</td>
<td>537</td>
<td>58.4%</td>
</tr>
</tbody>
</table>
SUBJECT: Monthly Financial Report

☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

Proposal:
That the Board of Trustees consider the FY 2013/14 Monthly Financial Report.

Background:
The attached “Monthly Financial Report” compares the FY 2013/14 Revised Budget as of September 15, 2013 to actual revenue and expenditures as of September 15, 2013.

Follow Up/Outcome:
The Administration will continue to review the FY 2013/14 budget and will submit budget adjustments for consideration by the Board.

Recommended By: Susan Cheu, Director, Business Services

Prepared By: ____________________________
Susan Cheu, Director, Business Services

Agenda Approval: ____________________________
Dr. Steven M. Kinsella, Superintendent/President
## Gavilan Joint Community College District
### Monthly Financial Report
#### Summary of All Funds
##### Fiscal Year 2013-2014
###### As of September 15, 2013

<table>
<thead>
<tr>
<th>Fund #</th>
<th>Fund Description</th>
<th>Beginning Fund Balance 7/1/2013</th>
<th>Revised Budgets Revenue</th>
<th>Revised Budgets Expense</th>
<th>Ending Fund Balance 6/30/2014</th>
<th>Year to Date Actual Revenue</th>
<th>Year to Date Actual Expense</th>
<th>% Actual to Budget Revenue</th>
<th>% Actual to Budget Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>General - Unrestricted</td>
<td>$2,937,914</td>
<td>$29,115,549</td>
<td></td>
<td></td>
<td>$1,015,897</td>
<td>$1,024,691</td>
<td>3.5%</td>
<td>10.1%</td>
</tr>
<tr>
<td>1000</td>
<td>Certified Salaries</td>
<td>$10,174,049</td>
<td>$836,236</td>
<td>$260,034</td>
<td></td>
<td>$530,328</td>
<td></td>
<td>12.3%</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Classified Salaries</td>
<td>$5,453,205</td>
<td></td>
<td></td>
<td></td>
<td>$760,852</td>
<td>$0</td>
<td>10%</td>
<td>10.0%</td>
</tr>
<tr>
<td>3000</td>
<td>Burdens &amp; Benefits</td>
<td>$5,991,099</td>
<td></td>
<td></td>
<td></td>
<td>$578,000</td>
<td>$0</td>
<td>13.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>4000</td>
<td>Books &amp; Supplies</td>
<td>$448,293</td>
<td></td>
<td></td>
<td></td>
<td>$366,760</td>
<td>$260,034</td>
<td>72.9%</td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Other Operating Expenses</td>
<td>$4,972,769</td>
<td></td>
<td></td>
<td></td>
<td>$975,228</td>
<td>$1,056,623</td>
<td>40.9%</td>
<td></td>
</tr>
<tr>
<td>6000</td>
<td>Capital Outlay</td>
<td>$328,539</td>
<td></td>
<td></td>
<td></td>
<td>$24,842</td>
<td>$50,548</td>
<td>26.0%</td>
<td></td>
</tr>
<tr>
<td>7000</td>
<td>Other</td>
<td>$1,747,574</td>
<td></td>
<td></td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Total General-Unrestricted</strong></td>
<td><strong>$2,937,914</strong></td>
<td><strong>$29,115,549</strong></td>
<td><strong>$29,115,549</strong></td>
<td><strong>$2,937,914</strong></td>
<td></td>
<td><strong>$1,016,897</strong></td>
<td><strong>$3,708,709</strong></td>
<td><strong>3.5%</strong></td>
<td><strong>17.5%</strong></td>
</tr>
<tr>
<td>24</td>
<td>Instructional Equipment</td>
<td>$12,499</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$12,499</td>
<td>$17,553</td>
<td>$0</td>
<td>16.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>25</td>
<td>Parking</td>
<td>$0</td>
<td>$179,620</td>
<td>$179,620</td>
<td>$0</td>
<td>$2,218</td>
<td>$24,249</td>
<td>1.2%</td>
<td>21.1%</td>
</tr>
<tr>
<td>27</td>
<td>General - Restricted</td>
<td>$0</td>
<td>$8,086,012</td>
<td>$8,086,012</td>
<td>$0</td>
<td>$810,132</td>
<td>$1,087,731</td>
<td>10.0%</td>
<td>15.9%</td>
</tr>
<tr>
<td><strong>Total General Fund</strong></td>
<td><strong>$2,950,414</strong></td>
<td><strong>$37,492,180</strong></td>
<td><strong>$37,492,180</strong></td>
<td><strong>$2,950,414</strong></td>
<td></td>
<td><strong>$1,845,600</strong></td>
<td><strong>$4,821,689</strong></td>
<td><strong>4.9%</strong></td>
<td><strong>17.1%</strong></td>
</tr>
<tr>
<td>21</td>
<td>Measure E - Debt Service</td>
<td>$3,356,295</td>
<td>$5,216,569</td>
<td>$5,216,569</td>
<td>$3,356,295</td>
<td>$49,713</td>
<td>$3,404,013</td>
<td>1.0%</td>
<td>65.3%</td>
</tr>
<tr>
<td>34</td>
<td>Capital Project</td>
<td>$54,930</td>
<td>$609,000</td>
<td>$609,000</td>
<td>$54,930</td>
<td>$19,554</td>
<td>$(1,030)</td>
<td>2.9%</td>
<td>40.4%</td>
</tr>
<tr>
<td>60</td>
<td>Measure E</td>
<td>$27,526,761</td>
<td>$2,687,203</td>
<td>$2,687,203</td>
<td>$24,841,466</td>
<td>$71,024</td>
<td>$598,457</td>
<td>30.1%</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Child Development</td>
<td>$0</td>
<td>$325,460</td>
<td>$325,460</td>
<td>$0</td>
<td>$20,727</td>
<td>$46,460</td>
<td>6.4%</td>
<td>23.9%</td>
</tr>
<tr>
<td>92</td>
<td>Long Term Debt</td>
<td>$4,673,273</td>
<td>$800,000</td>
<td>$619,000</td>
<td>$4,954,273</td>
<td>$34,570</td>
<td>$0</td>
<td>4.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Fiduciary Funds</strong></td>
<td><strong>$4,673,273</strong></td>
<td><strong>$800,000</strong></td>
<td><strong>$619,000</strong></td>
<td><strong>$4,954,273</strong></td>
<td></td>
<td><strong>$34,570</strong></td>
<td><strong>$0</strong></td>
<td><strong>4.3%</strong></td>
<td><strong>0.0%</strong></td>
</tr>
<tr>
<td>47</td>
<td>Associated Student Body</td>
<td>$422,282</td>
<td>$61,980</td>
<td>$61,980</td>
<td>$422,282</td>
<td>$32,614</td>
<td>$44,675</td>
<td>84.9%</td>
<td>96.1%</td>
</tr>
<tr>
<td>48</td>
<td>Financial Aid</td>
<td>$0</td>
<td>$7,373,927</td>
<td>$7,373,927</td>
<td>$0</td>
<td>$1,193,143</td>
<td>$1,356,971</td>
<td>16.2%</td>
<td>18.4%</td>
</tr>
<tr>
<td>66</td>
<td>Student Center Fund</td>
<td>$0</td>
<td>$128,782</td>
<td>$128,782</td>
<td>$0</td>
<td>$0</td>
<td>$14,560</td>
<td>0.0%</td>
<td>19.6%</td>
</tr>
<tr>
<td><strong>Total Fiduciary Funds</strong></td>
<td><strong>$422,282</strong></td>
<td><strong>$7,564,689</strong></td>
<td><strong>$7,564,689</strong></td>
<td><strong>$422,282</strong></td>
<td></td>
<td><strong>$1,245,757</strong></td>
<td><strong>$1,416,356</strong></td>
<td><strong>16.5%</strong></td>
<td><strong>19.1%</strong></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$38,985,855</strong></td>
<td><strong>$52,007,888</strong></td>
<td><strong>$54,514,101</strong></td>
<td><strong>$36,479,662</strong></td>
<td></td>
<td><strong>$3,214,120</strong></td>
<td><strong>$9,805,513</strong></td>
<td><strong>6.2%</strong></td>
<td><strong>22.7%</strong></td>
</tr>
</tbody>
</table>

Instructors salaries are paid August through May (10 months).
Some obligations, such as rent and contracted services, have been encumbered for the entire fiscal year.
Fund 34 Capital Project = State Funded Projects
Consent Agenda Item No. Community Education
Information/Staff Reports No. 11.(e)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Contract and Community Education 2012-13 Annual Report

☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

Proposal:
That the Board of Trustees review and comment as appropriate on the Contract and Community Education 2012-13 annual report.

Background:
The Contract and Community Education annual report provides information and detail about the various programs that fall under the department. Fiscal year 2012-13 financials and activities are included in this report.

Budgetary Implications:
Reporting on 2012-13 income and expenses

Follow Up/Outcome:
None

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: Terry Newman, Senior Director, Administrative Services

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
This report reviews the activities and progress of the programs administered through the Contract and Community Education Department.

### Enrollments & Class Offerings

<table>
<thead>
<tr>
<th>Enrollments</th>
<th>FY 07/08</th>
<th>FY 08/09</th>
<th>FY 09/10</th>
<th>FY 10/11</th>
<th>FY 11/12</th>
<th>FY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Education</td>
<td>2474</td>
<td>1791</td>
<td>2,073</td>
<td>1,826</td>
<td>1,426</td>
<td>1,406</td>
</tr>
<tr>
<td>College For Youth</td>
<td>610</td>
<td>712</td>
<td>267</td>
<td>289</td>
<td>99</td>
<td>45</td>
</tr>
<tr>
<td>Online Classes</td>
<td>429</td>
<td>446</td>
<td>281</td>
<td>190</td>
<td>254</td>
<td>180</td>
</tr>
<tr>
<td>Contract Training (Business &amp; Other)</td>
<td>357</td>
<td>312</td>
<td>304</td>
<td>222</td>
<td>77</td>
<td>2,469</td>
</tr>
<tr>
<td>Motorcycle Safety Training</td>
<td>1,117</td>
<td>1,128</td>
<td>737</td>
<td>711</td>
<td>726</td>
<td>749</td>
</tr>
<tr>
<td>Total Enrollments</td>
<td>4,987</td>
<td>4,389</td>
<td>3,662</td>
<td>3,238</td>
<td>2,582</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Sections Offered</th>
<th>FY 07/08</th>
<th>FY 08/09</th>
<th>FY 09/10</th>
<th>FY 10/11</th>
<th>FY 11/12</th>
<th>FY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Education</td>
<td>192</td>
<td>257</td>
<td>225</td>
<td>448</td>
<td>212</td>
<td>230</td>
</tr>
<tr>
<td>College For Youth</td>
<td>73</td>
<td>88</td>
<td>59</td>
<td>35</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>Online Classes</td>
<td>1,317</td>
<td>1,395</td>
<td>1,241</td>
<td>1,178</td>
<td>1,205</td>
<td>1,146</td>
</tr>
<tr>
<td>Contract Training (Business &amp; Other)</td>
<td>35</td>
<td>44</td>
<td>75</td>
<td>32</td>
<td>14</td>
<td>2,41</td>
</tr>
<tr>
<td>Motorcycle Safety Training</td>
<td>114</td>
<td>143</td>
<td>124</td>
<td>91</td>
<td>88</td>
<td>50</td>
</tr>
</tbody>
</table>

1 Actual number of classes run.
2 New contract developed with work2future/City of San Jose.
<table>
<thead>
<tr>
<th></th>
<th>FY07/08</th>
<th>FY08/09</th>
<th>FY09/10</th>
<th>FY 10/11</th>
<th>FY 11/12</th>
<th>FY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
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Community Education

The major emphasis this year was on the Water Industry Training program, Pharmacy Technician Training and the Veterinarian Assistant program. We added back the beginning water training courses that we had temporarily discontinued while the credit courses were launching. The credit courses aren’t offered as frequently as students/workers need them nor are they offered around the region so Community Education was able to pick up the slack. We offered courses in San Benito/Hollister, Castroville and in Watsonville to meet the needs of incumbent workers and those for whom transportation to Gilroy is not possible. During the first half of the fiscal year, the director and staff spent a great deal of time on outreach and marketing efforts for both credit and Community Ed water programs.

Through our partnerships with many water agencies, we have become the lead contact on campus for job openings in the water industry. We frequently receive job announcements from hiring agencies and forward these announcements to all current and past students of the Community Education program. On a regular basis we hear from employees and former students that they are being hired by local water agencies, nationwide water equipment suppliers and in organizations with international reach.

Interesting Data from the three career training programs for 2012-13:

- Unique students: 255
- Total Registrations: 391
- Classes Held: 53

We are a partner with Cuyamaca College in their water industry training grant from the Chancellor’s Office and have been meeting telephonically with them and their other partners to improve and expand training courses, outreach and marketing to the entire state.

Staff and director continued to partner with the Workforce Investment Boards in San Benito County, Santa Cruz, Silicon Valley and Monterey County. By working with these entities, they are able to satisfy their training requirements and we are able to provide training to clients who are prepared to enter the workforce. The Department of Rehabilitation and some insurance companies also send their clients to us for training.

Our Business and Career category continues to be our strongest enrollment area accounting for 80% of all enrollments. In addition to our career training programs, this category includes software applications such as QuickBooks, Word and Excel as well as Notary Public, Auto Wholesale Dealer, Legal Secretary and many more business related courses. We launched our first Bookkeeping Certificate program in the Spring of 2013. A second course will be offered in Fall 2013. In addition, we have a number of online classes that provide career training. They are not heavily enrolled but they do meet the needs of some of our students.

Special Interest and Leisure classes account for 14% of income, slightly higher than the 2011-12 fiscal year. These classes include the very popular photography and cooking classes as well as writing, dance, outdoor activities and other.
Online class enrollments are at 6% of the total, down from the previous fiscal year. The Ed2Go classes have seen a decline, probably due to the fact that they haven’t added a sufficient number of new classes. Our partnership with LERN, which provides our UGotClass online courses, provides a number of new, up-to-the-minutes courses, especially in the area of social media, marketing and management. These classes are higher level courses than Ed2go and in topics such as LEED Green Associate Exam Prep, eMarketing Essentials, Mobile Marketing Certificate, Certificate in Online Teaching, and Supervisory & Leadership.

Classes have not been offered regularly in Morgan Hill and Hollister as coordinating offsite classes is problematic. The addition of night security at the sites should open up our ability to conduct classes at both buildings. We continue to pursue other off-site facilities but have not been successful in finding free class locations other than those of regional water facilities.

The brochure is still the most successful way of advertising our classes. Approximately 60% of our enrollments come from the brochure distribution by mail, in the office and at community locations. This information is based on the Fall 2012 survey of students administered at the end of each class. Other methods of promotion are regular Facebook posts, press releases, mass emails, directed emails, chamber newsletters, industry association contacts and promotions through partners.

Program staff keep current with program trends through webinars, meetings and communications with colleagues in other community colleges, researching on the web for other programs and ideas and through our partnerships with the Association of Community and Continuing Education (ACCE) and the Learning Resources Network (LERN).

Contract Education

The biggest change this fiscal year was the award of a contract with work2future, which is the agency of the City of San Jose that operates the One Stop Career Training Centers for Silicon Valley. We were able to supply most of their local training for customer service, Microsoft applications and QuickBooks. On average we conducted 2-3, 16 hour trainings per month for unemployed individuals.

The motorcycle program is operated in partnership with Two Wheel Safety Training. Our contract has been beneficial to both of us. Prices are dictated by the state contract from the California Motorcycle Safety Program and have not risen for at least 4 years. This has been a hardship on our partner as salaries, gas and bike maintenance keep rising for them. Enrollment has been flat for several years but it brings in a steady income.

Through December 2012, the director maintained working relationships with the chambers and through participation on their committees as well as with the community college’s Central Region Consortium, Bay Area Consortium, and West Valley College’s Workplace Learning Resource Center and the Advanced Transportation Technology & Energy Center.

Partnerships

The department has continued to refine its many partnerships. Our training partners include Ed2go, Boston Reed College, Center for Legal Studies, Gatlin Education and LERN. We also partner with a number of water agencies to use their facilities for training and field trips, for expertise provided by their staff and management, and for membership in our advisory board. Additionally, the local Workforce Investment Boards (work2future, San Benito County One Stop Career Center, Monterey and Santa Cruz County WIBs), Department of Rehabilitation and various insurance companies
covering workers compensation send their clients to our career training programs to provide skills necessary to gain employment.

Future

Due to a change in the way the Workforce and Educational Development (WED) Department of the Chancellor's Office is organized and providing leadership and funding of Career Training Programs, the Community Education Department will need to participate in more Bay Area, as well as Central, Region Consortiums. Under the new “Doing What Matters” initiative from the WED Department, we are allowed to work with different regions and their sectors to identify and develop programs of local needs. In addition, Community Education will be identifying other community colleges that have grants or seeking grants in the sectors that are identified for this region such as water and manufacturing.

An analysis of course pricing will be done so that the program can increase revenue. Working with our partner, Learning Resources Network, we will do an analysis of our best customers and carrier routes in an attempt to determine the best areas to promote our classes and to reduce printing and mailing costs.
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6
SUBJECT: Academic Senate Resolution on Distance Education policy

☐ Resolution: BE IT RESOLVED,

☒ Information Only

☐ Action Item

Proposal:
The Board of Trustees review and comment as appropriate regarding the following four Distance Education documents. They form a basic platform and foundation for online instruction at Gavilan College. The four documents should be considered living documents because they will continue to evolve along with the changing needs of our institution and our students. The four documents approved by the Academic Senate at its May 21, 2013 meeting are: Distance Education Best Practices, Distance Education Regular Effective Contact Policy, and Distance Education Student Authentication, all published in April 2012, and Distance Education Master Plan, published in January 2013.

Background:
The Distance Education Committee, a subcommittee of the Academic Senate, has been actively working on providing consistent services to the increased offerings delivered online and on establishing online instruction policy. It has compiled best practices in online instruction and put together parameters to guide online instruction at Gavilan College that provide a professional and equitable environment for online courses. The Distance Education Committee still needs to hear from the faculty on a series of issues and is in the process of creating surveys and collecting feedback, but these four documents constitute a foundation for online instruction at Gavilan College.

Budgetary Implications:
None.

Follow Up/Outcome:
Recommended By: Dr. Steven M. Kinsella, Superintendent/ President

Prepared By: Bea C. Lawn, Academic Senate President

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/ President
Gavilan College Academic Senate Resolution

Subject: Recommendation on Distance Education Policies at Gavilan College

First Reading: March 5, 2013
Second Reading: May 21, 2013

Whereas, the Distance Education Committee, a subcommittee of the Academic Senate, has researched existing regulations on online instruction.

Whereas, the Distance Education Committee has studied best practices in online instruction compiled by other higher education institutions and has put together the kinds of parameters that should guide online instruction at Gavilan College.

Whereas, the Distance Education Committee is applying what the Distance Education Coordinator, Sabrina Lawrence, has learned about online instruction at Gavilan College through her interactions with instructors and students.

Whereas, the Academic Senate has been discussing online instruction at Gavilan College and does not want to hold back approval of basic policy documents for Distance Education at Gavilan College until those discussions are concluded.

Resolved, the Academic Senate recommends that the Board of Trustees accept these four Distance Education documents and adopt them as basic policy for online instruction at Gavilan College while recognizing that they are living documents that will continue to evolve with the changing needs of the institution and its students: Distance Education Best Practices, Distance Education Regular Effective Contact Policy, and Distance Education Student Authentication, all published in April 2012, and Distance Education Master Plan, published in January 2013.

Lawn
May 22, 2014
This document serves as a guide for supporting initiatives that have been identified and developed through our Technology Master Plan, the Strategic Plan, and the Educational Master Plan, as well as through our Distance Education Best Practices document, that will be implemented to best support the overall vision of the campus.
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MISSION STATEMENT

In an environment that cultivates creativity, stimulates curiosity and emphasizes student learning, Gavilan College serves its community by providing high-quality educational and support services that prepare students for transfer, technical and public service careers, lifelong learning and participation in a diverse global society. The basis for each and every plan developed by the college is to provide the guidelines necessary to achieve Gavilan College's mission. (http://www.gavilan.edu/aboutUs.html)

The Mission of the Gavilan College Distance Education Program is to provide the highest quality instruction and support services that are accessible and responsive to the learning needs of its communities with courses, certificates, and degree programs through distance education. The program will also support future program development through collaboration and innovation with the community.

PROGRAM GOALS

Goals:

- Encourage faculty and departments to utilize forms of distance education to enhance their curriculum and course offerings.
- Support distance education training and professional development needs of faculty and staff.
- Support technical needs of faculty/students for distance education.
- Expand alternative delivery formats to meet the needs of our population and develop programs and courses as resources are available.
- Research, analyze, and recommend distance education policy and procedures to senate and other shared governance committees and departments as needed.
- Promote distance education as an alternative form of delivery as a solution to scheduling needs and classroom space.

PURPOSE OF PLAN

The Distance Education Plan is meant to be a guide for supporting initiatives that have been identified and developed through our Technology Master Plan, the Strategic Plan, and the Educational Master Plan, as well as through our Distance Education Best Practices document, that will be implemented to best support the overall vision of the campus. This plan will outline
and identify initiatives necessary to support distance learning at Gavilan College. This Plan will be reviewed and updated annually with the input from the Distance Education Committee. Revisions of this document will be performed as necessary based on major revisions of dependent documents, such as the Technology Master Plan, Educational Master Plan, Strategic Plan, and/or Mission.

INTRODUCTION

In the fall of 2001, Gavilan College distance educators gathered and discussed goals and objectives for the new distance education program. Many of these goals have been accomplished.

The college has followed the national trend of continual growth in the number of online course offerings and of students enrolled in these courses. The last few years have also seen a demand for all instructors to have an online presence and to make course materials and resources available via the online format.

Because of this growth, the college established the Distance Education Committee, which is tasked with utilizing strategic thinking and coordinated action to facilitate the growth of our distance education program. The current Distance Education Committee, formed in the fall 2008 has been tasked with preparing this Plan, as well as written recommendations for guidelines and best practices for the College's Distance Education Program. The membership of this committee includes faculty, support staff, and administration.

To date the Distance Education department and/or the committee has completed the following:

- Facilitated program growth from 3 fully online courses to 59 fully online courses and a total of 249, online, hybrid, supplemental, language labs, committees and departments and GECA AP classes.
- Developed the concept of a Teaching and Learning Center (TLC) and moved the Distance Education Program and Staff Resource Center under one physical location, into the new Teaching and Learning Center, centrally located on campus in the Library.
- Provided an online course shell for every course offered, every semester, to every instructor.
- Developed and streamlined technical processes for login procedures
- Developed and streamlined faculty course request process
• Joined a consortium with 2 other local colleges, Monterey Peninsula College and Cal State University Monterey Bay for the purpose of switching learning management systems (LMS) from Etudes to Moodle.
• Hired one new FT faculty member to coordinate the Distance Ed program.
• Successfully migrated the college over to Moodle and trained instructors and support students through transition
• Provided staff and faculty development in the SRC (now TLC)

BACKGROUND

Distance education has been utilized for many years at Gavilan College. For several years, Gavilan faculty have been developing and teaching online courses. In 1999, the Distance Education Program at Gavilan College began. Starting with 3 classes using static web pages, the demand for education delivered in this format grew. In 2001, the College hired a faculty member to coordinate and encourage instructors to develop their courses using this delivery method. These early adopters were responsible for finding and implementing appropriate technology tools to create and manage their online courses. As a result of the success of these early online courses, student demand for online education and faculty demand for technology to facilitate their online teaching has increased.

The Distance Education Program at Gavilan College operates under the umbrella of the Library Department. The Program is responsible for the technology, guidance, training, and support needed for the instructional program to deliver curriculum, asynchronously or synchronously, in an online environment, videoconferencing environment or other distance learning format for Gavilan Community College. This includes supporting the technical needs of distance learners and instructors at main campus and off-sites (Gilroy, Hollister and Morgan Hill) as well as any other geographical location that our students and faculty may be accessing our online environment from.

The program hosts online courses at http://iilearn.gavilan.edu and has a resource center for students and faculty at http://www.gavilan.edu/disted. In addition, the program offers training to teach online using a variety of technologies and resources, orientations to online learning for students, and providing an instructional technology in the Teaching and Learning Center for
faculty and staff. Currently, the program is staffed with one full time Distance Education Coordinator and one part-time Distance Education Trainer.

The Distance Education Program maintains excellent working partnerships with other instructional and student service departments on campus, as well as other local colleges and universities, including CSU campuses, San Jose State and Monterey Bay, and Monterey Peninsula College and Hartnell College.

PROGRAM DEVELOPMENT - PLANNING, IMPLEMENTATION AND EVALUATION

PLANNING CYCLE

Every 3-5 years (Improvement, Assessment, and Analysis):

- Program Review (incorporate IEC, feedback from surveys, DE committee feedback, statistical analysis of retention/success rates, comparison with state levels, and other program offerings)

Annually (Improvement, Assessment, and Analysis):

- Program Planning
- Budget Requests
- Budget Allocation
- Implementation
- Strategic Planning

ASSESSMENT

Each semester student and faculty satisfaction surveys (created by state model, refined in house and given out to all online participants through iLearn) will be conducted and results reported to the Distance Education Committee. The D.E. Committee will also study success/retention rates in online delivery methods and compare with face-to-face delivery rates, analyze socioeconomically reports, and other measurements in collaboration with the institutional researcher for further analysis and planning for improvement. At the end of the one year period defined in this plan, a summative evaluation of the distance education programs will be generated and will be used as the basis for the next year's planning cycle. This process will also be repeated at the end of the 5 year period for long term goal planning.
DISTANCE LEARNING ENROLLMENT

Diagram 1: Full time equivalent students (FTES) in distance education courses over time. This diagram reflects the tremendous growth of FTES in distance education.

OUTCOMES/OBJECTIVES

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<th>PROGRAM LEVEL OUTCOMES (IN PROGRAM REVIEW)</th>
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<tr>
<td>• DE program will strive to meet or do better than the state student success</td>
<td>• Offer more staff development for instructors to apply early outreach to students at risk of failing course.</td>
</tr>
<tr>
<td>• DE program will strive to meet or do better than the state student retention rate for online courses</td>
<td>• Offer staff development for instructors in orienting their students, more in person/online orientations for students</td>
</tr>
<tr>
<td>• Students will feel technology used in their DE course was helpful</td>
<td>• Offer staff development for instructors introduce newest technologies</td>
</tr>
<tr>
<td>• Students will have the same or more interaction with their instructor in the online format that they would have had in class</td>
<td>• Offer staff development for instructors in effective asynchronous communication methods</td>
</tr>
<tr>
<td>• Students will feel the instructor's presentation and course materials were helpful</td>
<td>• Offer staff development for instructors in best practices in online course development</td>
</tr>
<tr>
<td>• Faculty will be satisfied/very satisfied with the reliability of the technology and technical support offered by the DE program</td>
<td>• Continue to work with MIS and CSUMB to improve technical components of DE program</td>
</tr>
<tr>
<td>• Faculty will be satisfied/very satisfied with their DE experience as compared with their F2F classroom experience (Ability to support necessary instructional strategies)</td>
<td>• Staff development and continual improvement of technical components</td>
</tr>
</tbody>
</table>
## Objectives 1-3 Years (in Program Review)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Estimated Cost</th>
<th>Staffing</th>
</tr>
</thead>
</table>
| 1. Develop and deliver an in-house online teacher certification program and refresher course for seasoned online instructors. | Staff Time/Part-time instructor | Development: DE Coordinator  
Delivery: TLC Instructor |
| 2. Recommend to the Faculty Senate and other shared governance groups that instructors teaching on-line, who have not already received certification from other recommended sources, become certified. | Staff Time | DE Coordinator/DE Committee |
| 3. Survey faculty to decide future development of programs/certificates in online delivery formats | Staff time | DE Committee |
| 4. Work with the Distance Education Committee, Department Chairs and Curriculum Committee, to facilitate the development of distance and web based classes, with an emphasis on developing a fully online A.S degree in CSIS. | Staff Time | DE Coordinator/DE Committee |
| 5. Seek approval and fill a faculty position for Instructional Technologist/Distance Education Trainer full time to oversee TLC and work with D.E. program. | $60,000 | Convert part-time existing position to full time |
| 6. Conduct faculty and student evaluations of Distance Education programs to measure the impact on enrollment and retention, faculty and student satisfaction and technical reliability. | Staff Time | DE Coordinator |
| 7. Working with the librarians, develop modules based on information competency goals and to provide resources and tools to address those goals within the curriculum. | Staff Time | DE Coordinator/Librarian/TLC Instructor |
| 8. In collaboration with the Curriculum Committee identify programs needing the substantive change process completed and develop a process to identify future course approvals triggering substantive change process. | Staff time | DE Coordinator/Curriculum Committee |

## Objectives 3-5 Years

<table>
<thead>
<tr>
<th>Objective</th>
<th>Estimated Cost</th>
<th>Staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate and develop other types of distance education delivery formats (video conferencing, synchronous delivery), focusing on course development using this type of delivery at satellite campuses.</td>
<td>Staff Time/Part-time instructor</td>
<td>DE Coordinator/DE Committee</td>
</tr>
<tr>
<td>2. Evaluate, compare and recommend a learning management system for online course delivery.</td>
<td>Staff Time</td>
<td>DE Coordinator/DE Committee</td>
</tr>
</tbody>
</table>
Recommendations:

- All Distance Education classes and programs will meet all program and accreditation requirements for distance and distributed learning.
- All Distance based courses will include a thorough assessment of the impact of technology on student learning.
- The D.E. program will work with MIS, as well as CSUMB to coordinate the provision of appropriate hardware and software tools for distance and distributed course development and delivery, including adequate security and student authentication tools.
- The D.E. program will seek to assure that services to distance students will parallel those available to on-campus students (i.e. library resources, orientation to technology, admissions, financial aid, advising, registration, access to academic support programs, career services, etc.)
- The D.E. program will maintain an emphasis on establishing required or general education courses and the delivery of degree completion or certificate programs.
APPENDIX E: ACCESS CAMPUS PLANNING DOCUMENTS

1. Strategic Plan: http://www.gavilan.edu/master/


Initiatives

http://www.gavilan.edu/tech_plan/Tech_Master_Plan.pdf page 11

<table>
<thead>
<tr>
<th>LEADERSHIP: DISTANCE EDUCATION COORDINATOR</th>
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</thead>
<tbody>
<tr>
<td>INITIATIVE</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>• Provide training, awareness and support for faculty who want to engage in distance learning instruction.</td>
</tr>
<tr>
<td>• Provide Course Management System (CMS) technical support for faculty and students.</td>
</tr>
<tr>
<td>• Look at options for shared instruction via video conferencing/web enhanced delivery.</td>
</tr>
<tr>
<td>• Define the mission and goals and maintain Best Practices in Distance Education document to provide and ensure quality courses for the Distance Education program.</td>
</tr>
<tr>
<td>• Ensure access for students with disabilities to courses delivered in distance education formats.</td>
</tr>
</tbody>
</table>

3. Educational Master Plan:

www.gavilan.edu/strategic_plans/Gavilan_StrategicPlan_2011_2016.pdf
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INTRODUCTION
In the fall of 2001, Gavilan College distance educators gathered and discussed goals and objectives for the new distance education program. Many of these goals have been accomplished. The current Distance Education Committee, formed in the fall 2008 has been tasked with, among other things, preparing written recommendations for guidelines and best practices for the College’s Distance Education Program and includes planning for the anticipated growth and maintaining program quality of the program. The current membership of this committee includes representation from the faculty, MIS and Admissions and Records.

This committee has concluded that the following topics will be included in this document, called Gavilan College Best Practices and recommendations for Distance Learning:

- Institutional responsibilities
- Faculty responsibilities
- Student support services
- Evaluation

The purpose of this document will be to guide and support the direction of Distance Education through the best practices recommended within and in accordance with the Distance Education Master Plan, Educational Master Plan, The Technology Master Plan and Strategic Planning Goals. This document will be forwarded through the shared governance process to have input and support from the campus community. Through this process, the College will implement the recommendations after consultation and agreement with appropriate governing bodies, i.e., academic senate, administration, etc.

**Background**

Distance education has been used as a method to deliver curriculum for many years at Gavilan College. Gavilan faculty have been developing and teaching online courses since 1998. These pioneers were innovative in their quest to find and utilize technology tools to deliver education online. Their grass roots efforts helped to create the successful and in demand distance education program we have today.

According to a survey conducted in 2009, for a 2010 report\textsuperscript{1}, growth for distance education has been double digits, with a 22% increase from ‘07-’08 to ‘08-’09. The college has followed this growth trend and in the last few years has seen a demand for all instructors to have an online presence and to make course materials and resources available online. This demand has led to the creation of a shell for every course section offered through Gavilan, either through the college’s CMS, ilearn.gavilan.edu, or creation

\textsuperscript{1} Trends in ELearning: Tracking the Impact of eLearning at Community Colleges, March 2010, Instructional Technology Council.
of a web presence. Instructors are offered training and instruction to incorporate this online component into their courses.

**PROGRAM INFRASTRUCTURE**

The Distance Education Program operates under the umbrella of the Library Department. The Program is responsible for the technology, guidance, training, and support needed for the instructional program to deliver curriculum, asynchronously\(^2\) or synchronously\(^3\), in an online environment, videoconferencing environment or other distance learning format for Gavilan Community College. This support includes technical needs of distance learners and instructors at all three campuses (Gilroy, Hollister and Morgan Hill) as well as any other geographical location that our students and faculty may be accessing our online environment from. It also includes training for integrating engaging multimedia technologies in an online environment and orientations to online learning for students.

The Distance Education Program maintains excellent working partnerships with other instructional and student service departments on campus and is currently staffed with one full time Distance Education Coordinator and one part-time Distance Education Trainer.

**INSTITUTIONAL RESPONSIBILITIES**

To successfully implement an effective distance education program at Gavilan College, there must be a continued commitment to the infrastructure needs, including staffing, hardware upgrades, network capabilities, software upgrades, training, and support for faculty and students. Distance education requires ongoing support for faculty and students as well as technical support. The administration has demonstrated a commitment to distance education by funding an online course management system and initial personnel support by creating and hiring a Distance Education Coordinator.

**FACILITIES AND FINANCES**

It is recommended that Gavilan College possess the equipment and technical expertise required for distance education. Via the Institutional Effectiveness Committee, through program planning and program plans, long-range planning, budgeting, and policy processes should reflect the facility, staffing, and

---

\(^2\) Not synchronous; occurring at different times.

\(^3\) In a synchronous manner; an action as carried out with synchrony; in phase or at the same time, at the same frequency.
equipment (maintenance and upgrades) needs as well as other resources essential to the viability and effectiveness of the distance education program.

**COURSE MANAGEMENT SOFTWARE STANDARD**

- It is recommended that the Distance Education Committee review the effectiveness of the course management software every 3-5 years and forward findings to the District Technology Committee.

- It is recommended that Gavilan College adopt and support course management software to ensure consistency among distance education courses and to provide a controlled student authentication environment.

- Course Management software products must be in compliance with Section 508 (ADA) regulations and will be reviewed as necessary by the Distance Education and District Technology Committee and may be changed after consultation and agreement with appropriate governing bodies, i.e., Academic Senate.

- Training and support for the institutions CMS will be provided by Gavilan College.

**STUDENT AUTHENTICATION - INSTITUTIONAL PRACTICES**

Gavilan uses industry-standard authentication programs that are used by students accessing Web course and other secure Internet information including e-mail. For students in our course management system, we use password based authentication over an encrypted channel. In addition, all students agree to an acceptable use policy that prohibits sharing logon and password information. (BP3720) Penalties for academic dishonesty are clear and widely disseminated in syllabi and the Student Handbook. (APPENDIX B)

**SUGGESTED BEST PRACTICES**

Issues of load, class size, technical and teaching assistance, teaching schedules, academic calendar and compensation are negotiable items, which are not appropriate to be discussed in this recommended best practices document. However, the following recommendations are provided to help ensure academic integrity and student success in an online environment.

**LOAD**

In a study, completed by the Instructional Technology Council, Trends in Elearning: Tracking the Impact of eLearning at Community Colleges, March 2010, one of the greatest challenges facing administrators
was faculty workload. Preparing, teaching, and evaluating an initial online class offering requires approximately three times the number of hours per week compared to a traditional, on-site class. The College might address this issue by offering flex credit towards the development of new online courses, providing off-site training and conference opportunities, and by facilitating access to technology.

**STUDENT READINESS**

Distance learners should have completed one or all of the following before enrolling in a distance education class:

- An online readiness and a technical readiness assessment that is available in LIB 732.
- An introduction to online learning (on-site orientation, LIB 732 online class).

**CURRICULUM APPROVAL PROCESS**

Any class offered at Gavilan College requires approval through the curriculum committee. The College requires a course delivered via distance education to undergo the same approval process. In addition, the Curriculum Committee requires separate approval for any distance education course, even if its on-site counterpart already exists. The curriculum approval process for an online course includes an additional form (Form D) that identifies how the instructor will ensure that equivalent instruction and regular effective contact will take place in the online environment.

**RECOMMENDED FACULTY RESPONSIBILITIES**

**GENERAL**

A quality distance education program is driven by solid course content and objectives, trained faculty, and institutional support for all involved constituents (students, staff, and faculty).

While faculty responsibilities are governed by academic and negotiated policies and procedures, faculty can attempt to ensure that all distance education classes they facilitate contribute to a quality learning experience for students by following the best practices suggested in this section and by consulting the *Distance Education Faculty Handbook* (currently in-development).

**INSTRUCTOR READINESS**
Because we believe that an instructor trained in distance learning methodologies is important to our commitment to delivering quality education, we recommend that instructors, prior to teaching online, participate in one or more of the following:

- Formal coursework in the teaching and delivery of distance education
- Online course work
- Certificate program in online teaching
- Successful delivery of courses in the online environment

Training and development courses can be found at @One, CSU East Bay Online Teaching programs, and other institutions.

In addition, it is recommended that faculty who have not used the current course management system at Gavilan College request an orientation to the current course management software as well as information regarding universal design for learning that adheres to Section 508 (ADA) compliance.

INSTRUCTOR SUPPORT

Gavilan College will provide resources to allow distance educators to develop proficiency in creating and developing distance education courses, such as:

- Staff development workshops
- Teaching and Learning Center (training & technical support)

LEARNING ENVIRONMENT

The content and objectives of the online course need to be identical to the content and objectives of the same course taught in the on-site environment; it is the method of delivery and evaluation that will differ. The curriculum approval process includes a form (Form D) that identifies how the instructor will ensure that equivalent instruction and regular effective contact will take place in the online environment.

AVAILABILITY AND RESPONSE TIME TO STUDENTS

Because of the inherent nature of isolation that the online environment produces, online instructors need to inform students of their response time, which should not exceed 48 hours. Faculty should consider a synchronous office hour during which they can be reached.
CREATING SECTION 508 (ADA) COMPLIANT COURSES AND MATERIALS

All distance education faculty members should be made aware of the principles of universal design and ensure their online teaching materials and web pages meet the Level 1 web accessibility guidelines. See http://www.gavilan.edu/drc/Gavilan508.html for more information.

- Under section 508 (ADA) compliant, all online courses and materials must be accessible for students with disabilities.
- When the course is proposed for online delivery, part of the curriculum approval process includes a Course Accessibility Agreement guide and checklist for instructors to complete. (Form D)

COPYRIGHT LAWS

Copyright laws that apply to faculty and education need to be understood and adhered to by online instructors as well.

COURSE MANAGEMENT

- Course materials may be developed by the instructor or provided by the publisher.
- Courses should have a consistent appearance without violating the instructor's academic freedom.
- Online courses should use the course management software (iLearn.gavilan.edu) to provide a familiar "gateway" to students along with standards developed for all Gavilan online courses.
- Course management details (dates, log-on information, materials, etc.) need to be coordinated with the distance education contact person (Distance Education Coordinator).
- A back-up plan for technology failures, identifying who to contact as well as method (phone, e-mail address of contact) needs to be provided.

AUTHENTICATION PRACTICES FOR ACADEMIC HONESTY

If you are teaching or working within Gavilan College, using iLearn.gavilan.edu and MyGav, please keep in mind that your secure login credentials are an important defense against academic dishonesty. Your students are expected to be aware of these policies as well.

We recommend the use of "strong passwords," which should:
- Have a minimum length of eight characters
• Be comprised of a combination of alpha, numeric, or special characters
• Be treated as confidential information
• Be changed immediately if the security of the password is in doubt

When creating a strong password, you should NOT include any of the following:
• your name, nickname, birthday, interests, or information known or easy to learn about you
• your address, street name, phone number, town, or city
• names of your family, friends, pets, or co-workers
• your social security, driver's license, license plate, or other series of assigned numbers or letters
• word or number patterns such as aaabbb, zyxwvut, 123456, or 123321
• slang words, obscenities, popular phrases, acronyms, or jargon

RECOMMENDED STUDENT SERVICES RESPONSIBILITIES

A goal of Gavilan College is to provide and maintain equivalent student support services for students participating in distance learning at Gavilan College. In order to achieve this, below are recommendations to implement these services as resources become available.

ONLINE INFORMATIONAL RESOURCES

Distance learners should have access to the same informational resources provided to on-site students. Online student services information should include at a minimum: a website with contact information and what specific services are in the following areas:

• Admissions and Records
• Campus Activities
• Campus Security
• Campus Tours
• Career Center
• Child Development Center
• Cooperative Work Experience & Internships
• Counseling and Guidance
• Disability Resource Center
• Distance Education
• EOPS/CalWORKs/CARE Program
• Financial Aid and Scholarships
- International Student Services
- Library
- MESA
- Student Government (ASB)
- Student Success Center
- Transfer Center
- TRIO
- Tutorial Center
- Veterans' Services
- Writing Center

FORMS
Distance learners should have easy access to all forms necessary for conducting basic college business at a distance:

- Online application
- Assessment
- Bookstore
- Counseling
- Financial Aid
- Library
- Orientation
- Registration Information system. All students should be able to apply and register online, paying all necessary fees electronically.

LIBRARY
Provide students with the necessary information to facilitate remote access to research resources. This includes access to digital library resources, full text databases and reference services.

COUNSELING
Expand online counseling/advising services so that distance learners have access to services.

SUPPORT
Provide training and support to student services staff so that students can easily make contact with student services providers who will have knowledge of the unique needs and circumstances of distance learners and make additional modes of communication available to students and to counselors.

EMAIL ACCOUNTS
Create a process for collecting student email addresses in the registration process. Student interaction with faculty and other students is an essential characteristic of online education. The easiest way to collect email addresses is to request it on the application form.

ORIENTATION
Provide an introductory non credit course, such as LIB 732: Online Learning at Gavilan College, and/or online tutoring in basic skills technology for distance learners. Online and distance tutoring support services help students succeed and can increase student satisfaction with their online courses.

EARLY ALERT
Establish an "early alert system" to identify students who are having difficulty, either academically or technically with a distance class. It is important to have a means of early intervention in the distance education environment.

1. If possible, conduct targeted surveys of students who have dropped out of distance education courses to help determine obstacles to student success in distance education environments.

FINANCIAL AID/SCHOLARSHIP
Provide scholarship information, applications and assistance in an online environment. It is essential to provide the same opportunities for recognition and support to distance learners as are offered to on-campus students.

ASSOCIATED STUDENT BODY
Work with Associated Student Body to connect activities or resources for distance learners as a result of purchasing an ASB card. A comprehensive virtual campus includes not only courses and student services but also student communities and extra-curricular activities. This could include membership in the Associated Student Body and involve online activities.

SECTION 508 (ADA) COMPLIANCE
Create web pages and distance education course materials that are accessible to users with disabilities. The Gavilan College web standards support the principle of "Universal Design" which promotes a high degree of usability for people with visual, hearing, physical, language and cognitive disabilities. Gavilan College follows the 508 web standards.

Computer labs on campus should have available appropriate hardware, software and network configurations to enable students with disabilities to access distance education materials.

RECOMMENDED EVALUATION AND ASSESSMENT

GENERAL
The evaluation and assessment methodology for distance education courses proposed in this section will assist Gavilan College and faculty in making appropriate modifications for effective instruction. As a formative evaluation, it serves as a guide to assess the needs of the College, the instructor and the students in order to ensure a supportive environment and a positive learning experience. As a summative evaluation, it serves as an indicator of the course's effectiveness in meeting the outcomes stipulated in the course outline and assessing the student's expectations, thus helping the instructor measure its overall effectiveness. A best practice recommends faculty conduct in class assessments for their own feedback purposes every semester.

It is also recommended that any program or student survey/assessment conducted will not be instructor/course specific. The results of these suggested assessments will not be used as an instructor evaluation but used instead as positive and constructive feedback to improve the effectiveness of the distance education program. Faculty evaluation is to be done outside of this document and in accordance to contract.

PROGRAM DEVELOPMENT
Before distance education courses are offered, the distance education program at Gavilan College should be evaluated by how well it meets the following recommendations:

- Infrastructure of the distance education program such as course management software, common course template and an online helpdesk for faculty and students that is available 24/7
- Faculty training (workshops, staff development, in-services)
- Faculty peer mentoring program (ongoing)
• Student services (the same services should be offered to on-site and distance education students)
• ADA compliance of all course material and delivery
• Approval of course for appropriateness, validity, relevancy

**FORMATIVE:** During the semester, the effectiveness of the College's distance education program should be assessed by how well it meets the following:

• Evaluation by faculty
• Evaluation by students
• Availability of support for faculty and students

**SUMMATIVE:** After the courses are delivered, the College should assess the effectiveness of the distance program by how well it has met the following:

• Educational effectiveness/outcomes (successful completion of the course and the level of student readiness for the next course)
• Student retention should be evaluated by statistics and attrition rates
• Student satisfaction should be evaluated by the results of evaluations and surveys posted in the course management system
• Faculty satisfaction of the course management system and support staff should be evaluated by the contract survey

**INSTRUCTOR DEVELOPMENT**

Before an instructor delivers a distance education course, he/she should have met the following the recommendations:

• Training offered by the College (or elsewhere) by way of formal coursework in the teaching and delivery of distance education, completion of distance education coursework, or previous delivery of distance education courses
• Instructor Readiness Assessment.
  https://weblearning.psu.edu/FacultySelfAssessment/
• Request a formal mentor for the 1st teaching year, one that has been teaching in the online environment for 2 years or longer.

**Formative:** During the semester, the effectiveness of the course should be evaluated by the instructor of the course in terms of the following:

• Pedagogy and methodology in meeting the course requirements
• Quality and quantity of interaction, dynamic facilitation and leadership
• Level of communication in terms of clarity and timeliness of feedback regarding the student's progress, effectiveness in reinforcing important course information, and acknowledging receipt of material (APPENDIX C, F)
• Contract evaluations will be conducted when the instructor is scheduled for one within the terms of their contract

Summative: After the course is delivered, it is recommended that the effectiveness of the instructor be evaluated, by the instructor themselves, in order to make modifications/improvement for subsequent semesters:

• Evaluation/survey posted in the course for students to assess the instructor's pedagogy/methodology, quality of instruction, quality/quantity of communication, knowledge of subject matter, accessibility, effective use of technology and leadership (APPENDIX C, F)
• Self-appraisal by instructor
• Contract evaluations will be conducted when the instructor is scheduled for one within the terms of their contract

STUDENT DEVELOPMENT
Before taking a distance education course, the student should be evaluated for how well s/he meets the following recommendations:

• Completion of an introduction to online learning class or demonstration of technical readiness
• Completion of an online readiness assessment which includes elements of time management, independence, self-motivation (ADDENDUM D)

Summative: After the course is delivered, student persistence and satisfaction can be evaluated by looking and retention and completion rates. Students will be surveyed through the course management system for students to assess the instructor's pedagogy/methodology, quality of instruction, quality/quantity of communication, knowledge of subject matter, accessibility, effective use of technology and leadership. Instructor and course identification will not be asked for. Survey is completed anonymously.
APPENDICES
APPENDIX A

CURRICULUM APPROVAL FORM D

- For new courses, submit with New Course Proposal - Second Reading, Course Outline, and Advisory/Prerequisite documentation, as needed;
- For existing courses submit with Modify a Course - Form C, Course Outline, Advisory/Prerequisite documentation, as needed.

<table>
<thead>
<tr>
<th>Discipline&amp; Number</th>
<th>Course Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Prepared by:</td>
</tr>
</tbody>
</table>

Attach additional pages as needed:

1. NEED/JUSTIFICATION: Why should this course be offered via distance learning?
2. INSTRUCTOR/STUDENT CONTACT
   Check all that apply:  
   - [ ] Online -- Requiring no in-person meetings.
   - [ ] Hybrid -- Requires one or more in-person meetings.
   - [ ] Telecourse -- Number of in-person meetings to be required ____

3. COMMUNICATIONS: How do you plan to communicate with your students? Please indicate the frequency of use of each technology, and the purpose of using each technology.
   A. ELECTRONIC
      - [ ] Email -- Frequency/purpose: 
Chat (Synchronous) -- Frequency/purpose:

FAQS -- Frequency/purpose:

Forum; Bulletin Board; Discussion Board (Asynchronous or Synchronous) -- Frequency/purpose:

Television -- Frequency/purpose:

Other - Please specify:

B. TELEPHONE -- Frequency/purpose:

C. IN PERSON MEETINGS: Frequency/purpose: (Note: for Distance Ed classes these must be optional and an alternative must be provided for students unable to come to campus)

D. OTHER -- Frequency/purpose (describe):

4. ASSESSMENT: How will instructors ensure that weekly content, course objectives, critical thinking, reading, and writing components will meet standards set in the course outline of record?

5. METHODS OF INSTRUCTION: What methods of instruction will be used to ensure student success?

6. INSTRUCTIONAL MATERIALS AND RESOURCES: Describe how students will be provided access to materials and resources, including assigned text/s.

7. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: How will you accommodate these students? (See attached Distance Learning Course Accessibility Agreement.)

8. OFFICE HOURS: What method/s will be used for office hour contact in this Distance Ed class?

9. RESOURCES: What additional resources might be needed for this class to be successful online?

   Date

APPROVALS:

   1. Distance Ed Coordinator

   2. Department Chair

   3. Area Dean

   4. Curriculum Committee Chair

   5. Vice President of Instruction

   6. President

DISTANCE LEARNING COURSE ACCESSIBILITY AGREEMENT

The questions below concern the accessibility of your distance-learning course for students with disabilities. The instructor who is teaching this course will ensure accessibility of the instructional materials by agreeing to abide by the following criteria when creating content for online courses such as:
graphics, animations, videos, audio, PDF and Word documents, and/or Adobe Flash. (con't on next page)

<table>
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<tr>
<th>Yes</th>
<th>No</th>
<th>Requirement and Purpose</th>
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<tr>
<td></td>
<td></td>
<td>1. Using Moodle?</td>
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<tr>
<td></td>
<td></td>
<td>The current course management software we use has been certified section 508 compliant. This means when using this system the delivery of your content is guaranteed accessible. However, as the instructor or course creator you must make sure that the content you provide within the CMS is accessible by using the following methods in the boxes below.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Using images or animation?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A text equivalent is provided for every non-text element, including both images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Using multimedia?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must have captions and/or a transcript. With archived audio, a transcription may be sufficient.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Using documents?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure accessibility content, including PDF files, Microsoft Word documents, PowerPoint presentations and Adobe Flash content. PDF documents and other content must be as accessible as possible. If you cannot make it accessible, consider using HTML instead or, at the very least, provide an accessible alternative. PDF documents should also include a series of tags to make it more accessible. A tagged PDF file looks the same, but it is almost always more accessible to a person using a screen reader.</td>
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<td>5. Using forms?</td>
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<td>When electronic forms are designed to be completed online, the form allows students using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.</td>
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<td>6. Using timed quizzes?</td>
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<td>When a timed response is required, the user is alerted and given sufficient time to indicate more time is required.</td>
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<td>7. Using web pages?</td>
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<td>-Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like &quot;click here&quot; and &quot;more&quot; must be avoided.-Ensure that webpages meet 508 standards by testing through Cynthia Says (<a href="http://www.cynthiasays.com/">http://www.cynthiasays.com/</a>) or through the AccVerify/AccRepair programs (available in the SRC). For step by step instructions, follow the guidelines on the Accessibility Guidelines website: <a href="http://www.gavilan.edu/drc/access.html">http://www.gavilan.edu/drc/access.html</a>. When creating html content, you can use a 508 compliant program that Gavilan supports such as: Dreamweaver or Contribute (available in the SRC).</td>
</tr>
</tbody>
</table>
You can visit Gavilan’s Section 508 Standards for Electronic & Information Technology at http://www.gavilan.edu/drc/Gavilan508.html.

For more information on accessibility, see The Access Board provisions at (http://www.access-board.gov/sec508/guide/1194.22.html#(a)) and the WebAIM Section 508 Checklist at http://www.webaim.org/standards/508/checklist.
APPENDIX B

STUDENT AUTHENTICATION - INSTITUTIONAL PRACTICES

Gavilan uses industry-standard authentication programs that are used by students accessing Web course and other secure Internet information including e-mail. In addition, all students agree to an acceptable use policy that prohibits sharing logon and password information. (BP3720) Penalties for academic dishonesty are clear and widely disseminated in syllabi and the Student Handbook.

For students in our course management system, we use password-based authentication over an encrypted channel - first, because our current system works well and is consistent with best practice, and second, because the alternatives have serious drawbacks. For example, many states consider proctoring as physical presence. Also, technologies such as biometrics and webcam monitoring are prohibitively expensive and could be considered overkill for this kind of application.

If you are teaching or working within Gavilan College, using ilearn.gavilan.edu and MyGav, please keep in mind that your secure login credentials are an important defense against academic dishonesty.

For more information on "acceptable use" policies for students, faculty and staff that address areas such as network use consistent with institutional mission, copyright compliance, misuse of computing resources (e.g., sharing institutional account passwords) and consequences of possible loss of network privileges and/or disciplinary action, please consult one or more of the following documents listed below:

- Distance Education Best Practices
- Student Handbook
- Board Policy 3720
- Administrative Policy 3720
Authentication: Best Practices Faculty/Students

We recommend the use of "strong passwords," which should:

- have a minimum length of eight characters
- be comprised of a combination of alpha, numeric, or special characters
- be treated as confidential information
- be changed immediately if the security of the password is in doubt

When creating a strong password, you should NOT include any of the following:

- your name, nickname, birthday, interests, or information known or easy to learn about you
- your address, street name, phone number, town, or city
- names of your family, friends, pets, or co-workers
- your social security, driver's license, license plate, or other series of assigned numbers or letters
- the name or abbreviation of your school, department, or area of study
- your school mascot, colors, or slogans
- word or number patterns such as aabbba, zyxwvw, 123456, or 123321
- slang words, obscenities, popular phrases, acronyms, or jargon
- words that appear in an English or foreign dictionary
- passwords selected for personal use or commonly used on public web sites
- the reverse of any of the above

APPENDIX C
GAVILAN COLLEGE REGULAR EFFECTIVE CONTACT POLICY

Regulations:
Title 5 and the Distance Education Guidelines for the California Community Colleges state:

55200. Definition and Application.
Distance education means instruction in which the instructor and student are separated by distance and interact through supplemental seminar or study sessions, field trips, library the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).

55202. Course Quality Standards.
The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.


Guideline for Section 55202
This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of DE courses. It discusses course quality standards for distance education and combines language formerly found in sections 55207 and 55209 which it replaces. Language is added to clarify that normal course quality standards apply to any portion of a course conducted through distance education.

55204. Instructor Contact.
In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, workshops, telephone contact, correspondence, voice
mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq. (b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.


Guideline for Section 55204
This section defines what contact must be maintained between instructor and student. It is virtually identical to section 55211 which it replaces, except that language has been added to clarify that rules related to conduct of distance education and effective instructor contact apply to any portion of a course conducted through distance education.

Subdivision (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

The last published Distance Education Guidelines, March 2004, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for DE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges will need to define "effective contact" including how often, and in what manner instructor-student interaction is achieved. It is important to document regular effective contact and how it is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review. Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Background:
In hybrid or fully online courses, ensuring Regular Effective Instructor/Student Contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she
answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits.

Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. The guidelines do say that quality assurances within the regulations apply to all DE courses, which include hybrid courses. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment, should also be applied to the distance education situation. The DE Guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of interaction appropriate to each DE course/section or session".

Gavilan College Policy:
Prior to delivery, all courses delivered in a distance format, hybrid or in full, will obtain approval through the Curriculum Committee by completing FORM D of the curriculum approval process, regardless if course has been previously approved as delivered in F2F format.

All DE courses at Gavilan College, whether hybrid or fully online will include regular effective contact as described below and as indicated via FORM D in the curriculum approval process:

- **Initiated interaction**: Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

- **Frequency**: DE Courses are considered the "virtual equivalent" to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format (based on the Carnegie unit). Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur as often as is appropriate for the course.

- **Establishing expectations and managing unexpected instructor absence**: An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e., more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.
Type of Contact: Regarding the type of contact that will exist in all Gavilan College DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums within the course management system, with appropriate instructor participation. ("Questions for the instructor" forums are good but should be used in conjunction with other forums.)
- General email
- Weekly announcements in the Course Management System
- Timely feedback for student work.
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the "virtual equivalent" of the face-to-face class.

Suggestions:

Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. ("...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities."") and/or CCCConfer, video conference, podcast, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System. http://www.cccconfer.org

It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.

APPENDIX D

STUDENT READINESS ASSIGNMENT (SAMPLE)

First Time Online Student? Assess your readiness
Take the Online Readiness Quiz at:
Then record your scores below.

| Technical Skills Quiz Score | Student Skills Score |

If you are not ready (score of 65% or less), do not despair! Gavilan College can get you there. Taking LIB 732, a free non credit, self paced online short course will introduce you to the technical information you need to take a course online.

Speaking to a counselor is also a good idea before enrolling in your first fully online course. To contact a counselor, please see the http://www.gavilan.edu/counseling

**Gavilan Online Resources**

Go to the Gavilan College Distance Education page and click on the "Student" tab at:
http://www.gavilan.edu/disted and find the information available there about Online Resources and Online Student Responsibilities.

Read the information in the New Students, Current Students, and Student Resources areas. It is expected that you have read this information and understand what is required of you as an online student.

Once you have read the information answer the questions below:

1. Of the resources available to Gavilan students online which one were you most shocked to find listed?
2. Do you plan to use any of the online resources available to you this semester?
3. If so, which ones?
4. If not, why not?

**APPENDIX E**

**FINANCIAL AID AND DISTANCE ED**

**Calculating ‘Last Day of Attendance’ for U.S. Federal Financial Aid**

In April 2010, Ellen Wagner and Russ Poulin were contacted about this issue by Ken Salomon and Chris Murray of the Washington legal agency of Dow Lohnes Government Strategies. In brief, the “last day of attendance” is to determine the amount of aid a student is eligible to receive when that student withdraws or leaves a program without
officially notifying the institution. For online programs, some institutions use the last login of that student as the "last day of attendance."

Until the release of new regulations in October 2010, the U.S. Department of Education did not have specific guidelines on this issue, but is going by their standard of 'academic engagement.' While they determine this on a "case-by-case" basis, there is some interest in having a specific regulation on this practice.

- Dow Lohnes Government Relations brief on the 'Last Day of Attendance' issue.
- Results of a survey of WCET members conducted to learn about institutional practices for determining 'Last Day of Attendance' for financial aid purposes. (May 2010)
- Letter to the U.S. Department of Education on the 'Last Day of Attendance' issue co-signed by WCET, Instructional Technology Council, Association of Jesuit Colleges and Universities, and ACUTA. (June 2010)
- On October 29, 2010, the U.S. Department of Education releases its 'Program Integrity' rules including a response to our concerns about definitions and the use of log-ins to demonstrate academic participation. The "Comments" begin on page 66898 (in the middle column) and the distance education wording is on page 66899 (in the bottom of the left column).
- A joint statement of concern from WCET and six other organizations is sent to the U.S. Department of Education on April 14, 2011. The letter objected to retroactive application of the regulations released in October.
- Response letter sent on May 12, 2011 by David Bergeron, Deputy Assistant Secretary, U.S. Department of Education.

Fraud and Possible Abuse of Financial Aid Funds

The U.S. Department of Education (USDOE) seeks to assure that federal financial aid funds are used properly. Since the fall 2008 term, Congress, the USDOE, and the media have expressed increasing concern about the abuse of the financial aid process and outright fraud in the system. These concerns are often tied to unease with which some of these groups view online education.

Examples of Individuals Who Committed Fraud While Posing as Online Students

- Rio Salado College victimized:
  - Wired Campus: Online Scheme Highlights Fears About Distance-Education Fraud
  - Arizona Republic: 65 Indicted in Student Loan Fraud Against Rio Salado College
- Axiom White Paper Underscores Need of Student Verification for Distance Learning. Although written by a vendor, the paper includes some examples of academic integrity and financial aid fraud.

Examples of Congressional Concerns about For-profit Institutions

- Congressional hearings on for-profit colleges (June 2010):
Chronicle of Higher Education: Senators Vow to Crack Down on ‘Bad Actors’ in the For-Profit Sector
Inside Higher Ed: The Senate Scrutiny Begins

At this point it is unclear what the impact may be on institutions offering online, distance, or hybrid courses. WCET continues to monitor this issue and inform its members.

APPENDIX F

BEST PRACTICE STRATEGIES TO PROMOTE ACADEMIC INTEGRITY IN ONLINE EDUCATION

This list of best practice strategies is based on "Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education," produced by WCET in June 2009. Version 2.0, June 2009

Institutional Context and Commitment

1. Establish a campus-wide policy on academic integrity that articulates faculty and student responsibilities.
2. Demonstrate an institutional commitment to enforcing the policy and in supporting faculty and staff in the handling of academic integrity matters.

3. Make information on academic integrity easy to find on the campus Web site, library Web site, department Web site, course, within the syllabus and within specific assignments.

4. Include ethics instruction within the core curriculum and/or area-specific within degree plans.

5. Address academic integrity at student orientation programs and events.

6. Encourage faculty to report every suspected violation and act upon it.

7. Secure student logins and password to access online courses and related resources, discussions, assignments and assessments.

Curriculum and Instruction

1. State the academic integrity/academic honesty policy within the online learning environment and discuss it early in the course.

2. Require student engagement with the academic integrity policy. For example:
   a. Ask students for their input on how to create a community of integrity at the start of the course. This establishes the students as stakeholders in the community and the process of its formation.
   b. Develop and ask students to commit to a class honor code.
   c. Require students to read and sign an agreement to the campus academic integrity policy.
   d. Write a letter to students about integrity and post it in the course.
   e. Ask students to restate the academic integrity policy (this can also be used as a writing sample to use when grading and reviewing student work).
   f. Ask students to reflect on the academic integrity policy in the discussion board.
   g. Include a lesson on avoiding plagiarism.

3. Have assignments and activities in which appropriate sharing and collaboration is essential to successful completion. Foster a community of integrity by choosing authentic learning tasks that require group cohesiveness and effort. For example, focus
assignments on distinctive, individual, and non-duplicative tasks or on what individual students self-identify as their personal learning needs.

4. Provide students with a course or course lesson on research and/or study skills. Work with library staff to design assignments and prepare materials on plagiarism and research techniques.

5. Include a statement that the instructor reserves the right to require alternative forms and/or locations of assessments (e.g., proctoring).

6. Ask students follow-up questions to assignments such as, “expand upon this statement you made,” “tell me why you chose this phrase, description or reference,” and “expand upon the ideas behind this reference.”

7. Select one or two difficult concepts from the paper and ask the student to restate/rewrite the information.

8. Require students to share key learning from references for a paper or self-reflection on an assignment in the discussion board.

9. Include an ethical decision-making case study within the course.

Faculty Support

1. Incorporate academic integrity strategies into professional development and faculty training offerings.

2. Publish academic integrity strategies and policies in faculty handbook and Web-based faculty resources.

3. Publish guidelines for handling/reporting individual student infractions.

4. Assign a department academic integrity liaison to support faculty.

5. Use a plagiarism detection service.

6. Use Google to search for a unique text string or unique phrase from the paper.

7. Keep student papers filed in the department by topic for reference.

Student Support

1. Define academic integrity and cheating and clearly explain what is considered dishonest and unacceptable behavior.
2. Provide information and examples to help students understand the difference between collaboration on assignments and cheating, and identify plagiarism. Teach the proper use of citations.

3. State how much collaboration is permissible on each assignment.

4. State what the instructor's expectations are for the students and explain what they should expect from the instructor. For example:
   a. honest work.
   b. Repeat the campus academic integrity statement and provide a link to campus policies.
   c. Describe academic dishonesty.
   d. Describe the repercussions for academic dishonesty.
   e. Describe permissible and impermissible e. collaboration.
   f. Include outside links to information on plagiarism, self-tests and examples.
   g. Include information on acceptable sources.
   h. Include information about the college's writing center, library or other support.

5. Provide a writing style sheet or handbook with information on plagiarism and campus policies.

6. Indicate assessments may require follow-up documentation, questions or assignments.

7. State expectations for the time needed to complete coursework.

8. State whether the instructor/college will use a plagiarism detection service.

Assessment and Evaluation

1. Provide rubrics, or detailed grading criteria, for every assignment at the beginning of the course so students understand how they will be graded.

2. Train faculty on ways to use the settings on the college's learning management system to reduce cheating:
   a. Use a test bank with more questions than will be used on any particular test and have the learning management system pull a smaller number of questions from the test bank.
   b. Randomize the order of answers for multiple test questions so for example, the correct answer for a particular question might be "a" for one student and "b" for another.
c. Require forced completion on exams so students cannot re-enter a test.

d. Set a short window for testing completion, i.e. one or two days to take an exam rather than a whole week. Setting a completion time reduces a student's ability to access the test, look up the answer, and re-enter the test. Most test-taking software applications keep track of time on the server, not on the student's computer.

e. Password protect exams.

f. Show questions one at a time (makes more difficult for students to copy and paste the test in order to give it to someone else).

g. Use a Web browser lock-down service during testing.

h. Check the computer "properties" for the "creation date" and "author" for essay or term paper submissions if students are suspected of submitting work created by someone else.

3. The student must request testing accommodations through the Disability resource Center (DRC) and is required to inform the instructor of his/her testing accommodations.

The instructor must provide the accommodations specified by the DRC.

4. Change test items and assignment topics each semester.

5. Emphasize assignments that require written work and problem solving (e.g., essays, papers, online discussions).

6. Use a variety of assessment strategies (quizzes, short and long papers, test questions that require the application of a theory or concept).

7. Adopt the following practices to encourage authentic written work:

a. Require students to turn in copies of reference articles with cited text highlighted.

b. Require annotated bibliographies.

c. Do not allow last minute changes in assignment topics.

d. Require specific references be used (this might be the course text).

e. Require an abstract.

f. Give narrow assignment topics (tied into class experience) and require thesis statements prior to topic approval.

g. Require students to turn in a draft, and their bibliography or references prior to the paper's due date.
h. Require students to write a concept paper and project plan prior to completing an assignment.

8. Evaluate the research process and the product.

9. After an assignment is due, have students post in the discussion board, describing the assignment and the research method used, a summary of conclusions and an abstract (a meta-learning essay).

10. When evaluating student written work, consider following these practices:
   a. Be wary of student writing that reads like an encyclopedia, newspaper article or expert in the field.
   b. Look for whether a paper reflects the assignment, has changes in tense, includes odd sentences within a well-written paper, is based on references older than three years, refers to past events as current, or uses jargon.
   c. Compare student writing on the discussion board with that on assignments and papers. A writing sample collected at the start of the semester can be helpful.
   d. Compare the writing at the beginning and end of the paper with that in the middle of the paper -- language, sentence length and reading level.
   e. Check references; compare quotations with cited sources; look for the same author in multiple references.
   f. Read all papers on the same topic together.

11. Make assignments cumulative (students turn in parts of a project or paper throughout the semester).


13. Other than grades, do not provide students feedback on tests until all of the students in the class have completed them.

14. Use proctored test sites where appropriate.

15. Faculty should use a robust user name and password to protect their computer-based grade book and keep a printed copy in a secure place in case students are able to hack into the computer system.

This document reflects the combined contributions of WCET, the UT TeleCampus of the University of Texas System, and ITC. This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States license.

Sources

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- "101 Ways to Maintain Academic Integrity in an Online Course," by Michael Anderson and Lori McNabb, UT TeleCampus, The University of Texas System. Handout for faculty development program.
- WCET Survey on Academic Integrity and Student Verification, August 2008.
- Instructional Technology Council Survey on Best Practice Strategies to Promote Academic Integrity in Online Education, May 2009.
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- **Initiated interaction:** Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

- **Frequency:** DE Courses are considered the “virtual equivalent” to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the DE format (based on the Carnegie unit). Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur as often as is appropriate for the course.

- **Establishing expectations and managing unexpected instructor absence:** An instructor and/or department established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.
Type of Contact: Regarding the type of contact that will exist in all Gavilan DE courses, instructors will, at a minimum, use the following resources to initiate contact with students:

- Threaded discussion forums within the course management system, with appropriate instructor participation. (“Questions for the instructor” forums are good but should be used in conjunction with other forums.)
- General email
- Weekly announcements in the Course Management System
- Timely feedback for student work.
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class.

Suggestions:

Instructors should also choose to use other forms of communication, as mentioned in section 55204 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”) and/or CCCConfer, video conference, podcast, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System. http://www.cccconfer.org

It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely, question and answer sessions available to students. This may also be accomplished through virtual office hours.
STUDENT AUTHENTICATION - INSTITUTIONAL PRACTICES

Gavilan uses industry-standard authentication programs that are used by students accessing Web course and other secure Internet information including e-mail. In addition, all students agree to an acceptable use policy that prohibits sharing logon and password information. [BP3720] Penalties for academic dishonesty are clear and widely disseminated in syllabi and the Student Handbook.

For students in our course management system, we use password based authentication over an encrypted channel - first, because our current system works well and is consistent with best practice, and second, because the alternatives have serious drawbacks. For example, many states consider proctoring as physical presence. Also, technologies such as biometrics and webcam monitoring are prohibitively expensive and could be considered overkill for this kind of application.

If you are teaching or working within Gavilan College, using ilearn.gavilan.edu and MyGav, please keep in mind that your secure login credentials are an important defense against academic dishonesty.

For more information on "acceptable use" policies for students, faculty and staff that address areas such as network use consistent with institutional mission, copyright compliance, misuse of computing resources (e.g. sharing institutional account passwords) and consequences of possible loss of network privileges and/or disciplinary action, please consult one or more of the following documents listed below:

- Distance Education Best Practices
- Student Handbook
- Board Policy 3720
- Administrative Policy 3720
STUDENT AUTHENTICATION: BEST PRACTICES FACULTY/STUDENTS

We recommend the use of "strong passwords," which should:

- have a minimum length of eight characters
- be comprised of a combination of alpha, numeric, or special characters
- be treated as confidential information
- be changed immediately if the security of the password is in doubt

When creating a strong password, you should NOT include any of the following:

- your name, nickname, birthday, interests, or information known or easy to learn about you
- your address, street name, phone number, town, or city
- names of your family, friends, pets, or co-workers
- your social security, driver's license, license plate, or other series of assigned numbers or letters
- the name or abbreviation of your school, department, or area of study
- your school mascot, colors, or slogans
- word or number patterns such as aaabbb, zyxwvut, 123456, or 123321
- slang words, obscenities, popular phrases, acronyms, or jargon
- words that appear in an English or foreign dictionary
- passwords selected for personal use or commonly used on public web sites
- the reverse of any of the above
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No.  Administrative Services
Information/Staff Reports No. 11. (g)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Measure E Bond Quarterly Financial Status Report at June 30, 2013

☐ Resolution: BE IT RESOLVED,
☒ Information Only
☐ Action Item

Proposal:
That the Board of Trustees review the Measure E Bond Quarterly Financial Status Report

Background:
Attached is the Measure E Bond Quarterly Preliminary Financial Status Report for the period April 1, 2013 to June 30, 2013. The column titled “Budget” is based on the Board approved Measure E Master Budget as of February 8, 2011. The expenditures are accounted for on a cash basis during the fiscal year; during year end some accrued expenses are included in the amounts.

Budgetary Implications:
The efficient use of Measure E Bond Program Funds.

Follow Up/Outcome:
Continue to monitor the Measure E Bond program finances.

Recommended By: Susan Cheu, Director, Business Services

Prepared By: 

Susan Cheu, Director, Business Services

Agenda Approval:

Dr. Steven M. Kinsella, Superintendent/President
<table>
<thead>
<tr>
<th>Project/Vendor</th>
<th>Description of Services</th>
<th>Budget</th>
<th>Expended</th>
<th>Balance</th>
<th>Notes</th>
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<td>6400 - Fixed Assets under $5,000</td>
<td>$ 2,043</td>
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<td>$ 185,244</td>
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<td>$ 14,756</td>
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<td>Project/Vendor</td>
<td>Description of Services</td>
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<td>Expended</td>
<td>Balance</td>
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<tr>
<td>9 Portable Demolition</td>
<td>671350-1 Demo CJ500, Old Acad. PB Rebuild</td>
<td>$300,000</td>
<td>$</td>
<td>$300,000</td>
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<td></td>
<td>Total Costs through 6/30/2013</td>
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<td>$</td>
<td>$300,000</td>
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<td>10 San Martin Airport Development</td>
<td>671460 - San Martin Airport Development</td>
<td>$2,600,000</td>
<td>$97,661</td>
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<td>Total Costs through 3/31/2013</td>
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<td>$</td>
<td></td>
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<tr>
<td></td>
<td>5610 - Legal Services</td>
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<td>$883</td>
<td></td>
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<td>5831 - Contracted Services</td>
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<td>11 GECA Relocation</td>
<td>871560 - GECA Relocation</td>
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<tr>
<td></td>
<td>5625 - Licenses/Permits/Fees</td>
<td>$</td>
<td>$10,000</td>
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<td>5810 - Legal Services</td>
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<td>5823 - Advertising/Promotion</td>
<td>$</td>
<td>$4,424</td>
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<td>5831 - Contracted Services</td>
<td>$</td>
<td>$128,834</td>
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<td>Total Costs through 6/30/2013</td>
<td>$</td>
<td>$265,258</td>
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<td>12 District Share Water System Replacement</td>
<td>680580 - District Share Water System Replacement</td>
<td>$500,000</td>
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<td>$</td>
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<td>5810 - Legal Services</td>
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<td>$5,312</td>
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<td>5831 - Contracted Services</td>
<td>$</td>
<td>$7,584</td>
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<td>Total Costs through 6/30/2013</td>
<td>$</td>
<td>$40,716</td>
<td>$459,284</td>
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**CLOSED PROJECTS**

| C2 Campus Infrastructure - Account Closed | 670690671400 - Campus Infrastructure/Tech | $8,036,484 | $8,036,484 | $8,036,484 |       |
|                                           | Total Costs through 3/31/2013 | $        | $        |         |       |
|                                           | No Invoices this Period      | $        | $        |         |       |
|                                           | Total Costs through 6/30/2013 | $        | $        | $8,036,484 | $8,036,484|
| C3 679160 - Tennis Court Renovations - Account Closed | $111,859 | $111,859 | $111,859 |       |
|                                           | Total Costs through 3/31/2013 | $        | $        |         |       |
|                                           | No Invoices this Period      | $        | $        |         |       |
|                                           | Total Costs through 6/30/2013 | $        | $        | $111,859 | $111,859|
| C1 Interim Housing/Swing Space           | 670260 - Interim Housing/Swing Space - Account Closed | $4,416,466 | $4,416,466 | $4,416,466 |       |
|                                           | Total Costs through 3/31/2013 | $        | $        |         |       |
|                                           | No Invoices this Period      | $        | $        |         |       |
|                                           | Total Costs through 6/30/2013 | $        | $        | $4,416,466 | $4,416,466|
| C4 Physical Science/Chemistry/Life Science - Account Closed | $6,081,010 | $6,081,010 | $6,081,010 |       |
|                                           | Total Costs through 3/31/2013 | $        | $        |         |       |
|                                           | No Invoices this Period      | $        | $        |         |       |
|                                           | Total Costs through 8/30/2013 | $        | $        | $6,081,010 | $6,081,010|
| C5 Occupational ED (OE) - Account Closed | 670460 - Occupational ED (OE) | $4,706,937 | $4,706,937 |       |
|                                           | Total Costs through 3/31/2013 | $        | $        |         |       |

Prepared by Lori Bailey
V2/01/13
Page 3 of 5
<table>
<thead>
<tr>
<th>Project/Vendor</th>
<th>Description of Services</th>
<th>Budget</th>
<th>Expanded</th>
<th>Balance</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>No Invoices this Period</strong></td>
<td></td>
<td></td>
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<td></td>
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<td>C6 Humanities/Art/Music Hall - Account Closed</td>
<td>Total Costs through 3/31/2013</td>
<td>$4,388,348</td>
<td>$4,388,348</td>
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<td></td>
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<tr>
<td>670960 - Humanities/Art/Music Hall</td>
<td>No Invoices this Period</td>
<td>$4,388,348</td>
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<td>$4,388,348</td>
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<td></td>
<td>Total Costs through 6/30/2013</td>
<td>$4,388,348</td>
<td>$4,388,348</td>
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<tr>
<td>C7 Cosmetology/Business - Account Closed</td>
<td>Total Costs through 3/31/2013</td>
<td>$3,803,843</td>
<td>$3,803,843</td>
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<tr>
<td>670880 - Cosmetology/Business</td>
<td>No Invoices this Period</td>
<td>$3,803,843</td>
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<td>$3,803,843</td>
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<td></td>
<td>Total Costs through 6/30/2013</td>
<td>$3,803,843</td>
<td>$3,803,843</td>
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<td>C8 Social Sciences - Account Closed</td>
<td>Total Costs through 3/31/2013</td>
<td>$3,816,836</td>
<td>$3,917,858</td>
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<td>(1,022)</td>
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<tr>
<td>671080 - Social Sciences</td>
<td>No Invoices this Period</td>
<td>$3,816,836</td>
<td></td>
<td>$3,917,858</td>
<td></td>
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<td></td>
<td>Total Costs through 6/30/2013</td>
<td>$3,816,836</td>
<td>$3,917,858</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C9 Security/Maintenance Building - Account Closed</td>
<td>Total Costs through 3/31/2013</td>
<td>$1,432,750</td>
<td>$1,432,750</td>
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<tr>
<td>671160 - Security/Maintenance Building</td>
<td>No Invoices this Period</td>
<td>$1,432,750</td>
<td></td>
<td>$1,432,750</td>
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<td></td>
<td>Total Costs through 6/30/2013</td>
<td>$1,432,750</td>
<td>$1,432,750</td>
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<td></td>
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<tr>
<td>C10 Cafeteria Renovations - Account Closed</td>
<td>Total Costs through 3/31/2013</td>
<td>$217,419</td>
<td>$217,419</td>
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<tr>
<td>671260 - Cafeteria Renovations</td>
<td>No Invoices this Period</td>
<td>$217,419</td>
<td></td>
<td>$217,419</td>
<td></td>
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<td></td>
<td>Total Costs through 6/30/2013</td>
<td>$217,419</td>
<td>$217,419</td>
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<td></td>
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<tr>
<td>C11 Parking Lot Improvements/Campus Lighting - Account Closed</td>
<td>Total Costs through 3/31/2013</td>
<td>$4,437,518</td>
<td>$4,437,518</td>
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<tr>
<td>671360 - MFE Parking Lot/Campus Light</td>
<td>No Invoices this Period</td>
<td>$4,437,518</td>
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<td></td>
<td>Total Costs through 6/30/2013</td>
<td>$4,437,518</td>
<td>$4,437,518</td>
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<tr>
<td>C12 Technology/ERP - Account Closed</td>
<td>Total Costs through 3/31/2013</td>
<td>$3,511,130</td>
<td>$3,511,130</td>
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<td>680160 - ERP System</td>
<td>No Invoices this Period</td>
<td>$3,511,130</td>
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<td>$3,511,130</td>
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<td>Total Costs through 6/30/2013</td>
<td>$3,511,130</td>
<td>$3,511,130</td>
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<tr>
<td>C13 Computer Replacement - Account Closed</td>
<td>Total Costs through 3/31/2013</td>
<td>$1,111,375</td>
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<td>680360 - Computer Replacement</td>
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<td>$1,111,375</td>
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<td>Total Costs through 6/30/2013</td>
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<td>$1,111,375</td>
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<td></td>
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<tr>
<td>C14 Current Well Replacement - Account Closed</td>
<td>Total Costs through 3/31/2013</td>
<td>$152,225</td>
<td>$220,131</td>
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<tr>
<td>680460 - Current Well Replacement</td>
<td>5831 - Contracted Services</td>
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<td>$149,184</td>
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<td>Total Costs through 6/30/2013</td>
<td>$152,225</td>
<td>$220,131</td>
<td></td>
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</tr>
<tr>
<td>Project/Vendor</td>
<td>Description of Services</td>
<td>Budget</td>
<td>Expended</td>
<td>Balance</td>
<td>Notes</td>
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<td>----------------------------</td>
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<tr>
<td>C15</td>
<td>- Debt Payment - Account Closed</td>
<td>$3,625,795</td>
<td>$3,625,795</td>
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<td></td>
<td>Total Costs through 3/31/2013</td>
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<td></td>
<td>No Invoices this Period</td>
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<td></td>
<td>Total Costs through 6/30/2013</td>
<td></td>
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<td></td>
<td>Total Previous Expended (Through 3/31/2013)</td>
<td>$85,275,460</td>
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<td>Total Invoices this Period (3/31/2013 through 6/30/2013)</td>
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<td>Total Expended to Date (Through 6/30/2013)</td>
<td>$85,787,505</td>
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<td>Total Construction Budget</td>
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<td>Total Revenue to Date</td>
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<td>Cash Balance</td>
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<td>$27,528,673</td>
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**Notes:**
1. Oc Ed project budget contains funding for Science and Gym roof repairs.
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No.
Information/Staff Reports No. 11.(h)
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Financial Aid Update

☐ Resolution: BE IT RESOLVED,
☒ Information Only
☐ Action Item

Proposal:
That the Board of Trustees be informed of College’s FY 2010 cohort default rate.

Background:
On September 23, 2013, the U.S. Department of Education released official FY 2010 cohort default rates for postsecondary institutions. The default rate for FY 2010 is calculated by dividing the number of borrowers who entered repayment and defaulted over a three-year period (10/01/09-09/30/12) by the number of borrowers who entered repayment over one-year period (10/01/09 – 09/30/10). Schools with default rates equal to or in excess of 30%, for three consecutive years, are subject to sanctions.

The College’s FY 2010 default rate decreased significantly and enough to remove the college from two consecutive years of rates exceeding 30%. The FY 2010 rate is 29.1%, just below the 30% threshold and seven percentage points less than FY 2009 default rate of 36%. For FY 2010, there were 35 borrowers who entered repayment and defaulted during three year period, compared to 120 borrowers who entered repayment.

Budgetary Implications:
None.

Follow Up/Outcome:
The Financial Aid Department will conduct risk analysis of 35 borrowers who comprise FY 2010 cohort default rate. This risk analysis will be used to identify default trends, which will be used to update College’s Default Prevention Plan. The Default Prevention Plan establishes at-risk for default criteria and establish measures to prevent default. Currently, all loan requests are reviewed on case-by-case basis. Through the use of
professional judgment, Financial Aid Department will reduce or deny loan requests based on default trends, factors.

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: Veronica Martinez, Director, Financial Aid

Agenda Approval: [Signature]

Dr. Steven M. Kinsella, Superintendent/President
NEW BUSINESS
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No. Instruction Office
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. 1.(a)

SUBJECT: Curriculum

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board review and approve the recommendations of the curriculum committee as reflected in the attached curriculum summary.

Background:
The curriculum summary lists courses and programs approved by the curriculum committee.

Budgetary Implications:
None.

Follow Up/Outcome:
Curriculum modifications are incorporated into the college schedule and catalog.

Recommended By: Dr. Kathleen Rose, Executive Vice President
and Chief Instructional Officer

Prepared By: Dr. Kathleen Rose, Executive Vice President and Chief Instructional Officer

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
CONSENT AGENDA

Remove Repeatability from JLE/JFT courses.
Remove repeatability from the following courses. Courses no longer repeatable under Title 5.

JFT 17       Emergency Medical Technician
JFT 202      I-300 Intermediate Incident Command System
JFT 203      I-400 Advanced Incident Command System
JFT 205      Fire Continued Professional Training
JFT 207      First Responder
JFT 208      Rapid Intervention Crew Operation
JFT 209      Wildland Fire Origin and Cause Determination FI-210
JFT 30       Paramedic Core
JFT 31       Paramedic - Clinical
JFT 32       Paramedic - Internship
JFT 33       Emergency Medical Technician - Refresher
JFT 35       Fire Fighter Survival
JFT 9C       Fire Instructor 1C
JLE 100      Basic Police Academy
JLE 103      Supervisor Course Update
JLE 105      Correctional Officer Basic Academy
JLE 107      Basic Academy Requalification
JLE 112      Sexual Assault
JLE 114      Child Abuse Investigations
JLE 119      Field Training Officer Update
JLE 121      Advanced Officer Training
JLE 122      Drug Investigation - 11550 H & S
JLE 128      Police Chemical Agents
JLE 132      PC 832 - Laws of Arrest/Search & Seizure
JLE 135      Defensive Tactics Instructor
JLE 140      Special Weapons and Tactics (SWAT)
JLE 1405     Special Weapons and Tactics (SWAT)
JLE 150      Traffic Investigations
JLE 152      Skills and Knowledge
JLE 152S     Skills and Knowledge
JLE 155      Officer Safety/Field Tactics
JLE 155S     Officer Safety/Field Tactics
JLE 157      Firearms Update
JLE 158      Canine Update
JLE 162      Search Warrant Investigations
JLE 163      Special Threats
JLE 164      Crime Scene Investigation
JLE 165      Philosophy of Leadership
JLE 166      Crime Scene and Forensic Photography
JLE 175      Basic Public Safety Dispatcher Academy
JLE 176      Basic Public Safety Dispatcher - Update
JLE 180      Law Enforcement Seminar
**COS 191A**  Workplace Skills  1 Unit, 1 Lec, 0 Lab
Change number:
FROM: COS 191A
TO: COS 291A
Course is not transferable and is being renumbered to the correct number range.

**COS 191B**  Workplace Skills  1 Unit, 1 Lec, 0 Lab
Change number:
FROM: COS 191B
TO: COS 291B
Course is not transferable and is being renumbered to the correct number range.

**COS 191C**  Workplace Skills  1 Unit, 1 Lec, 0 Lab
Change number:
FROM: COS 191C
TO: COS 291C
Course is not transferable and is being renumbered to the correct number range.

**NEW COURSE PROPOSAL - SECOND READING**

**MATH 242**  Algebra II for Statistics  5 Units, 5 Lec, 0 Lab
Math 242 is for students whose educational plan includes ONLY Math 5 (Freshman-level Statistics). If your major is math, science, engineering, computer science, business, etc., and/or your educational plan includes any college-level math class other than Math 5, or you are unsure about your major, you should take Math 240. Math 240 and Math 242 are not equivalent. Math 242 prepares students for Freshman-level Statistics (Math 5) by covering core concepts from Algebra II and statistics that are needed to understand the basics of college level statistics. Topics include functions, inequalities, radicals, exponential and logarithmic functions, exploratory analysis of categorical, quantitative, single variable and bivariate data, and probability.

**MODIFICATIONS TO EXISTING COURSES - FORM C**

**AMT 120**  Powerplant Technology  14 Units, 9 Lec, 15 Lab
Update textbook and student learning outcomes.

**ASTR 1**  Introduction to General Astronomy  3 Units, 3 Lec, 0 Lab
Update student learning outcomes and textbook.

**BUS/BOT 100**  Business Correspondence  3 Units, 3 Lec, 0 Lab
Add Prerequisite: Completion of English 1A.
The Student Transfer Achievement Reform Act (SB 1440 – Padilla)
This prerequisite is needed to align this course BUS 100 with C-ID course BUS 115.

**CSIS 638**  Assistive Computer Technology Lab  0 Units, 0 Lec, 3 Lab
Reactivate Course: This is a new course that we have not offered yet, so we would like to reactivate it. We have new assistive software that needs a secure login for the installer, so we need to use this course shell.
ENGL 250P  Practical Writing  3 Units, 3 Lec, 1 Lab
Change Prerequisite: Eligibility for Eng. 440 or 420
Change Grading to "Option of a letter grade or pass/no pass", with pass/no pass as the default grade.

ENGL 260P  Preparation for College Reading  3 Units, 3 Lec, 1 Lab
Change Prerequisite: Eligibility for Eng. 440 or 420
Change Grading to "Option of a letter grade or pass/no pass", with pass/no pass as the default grade.

HIST 5  Women's Lives in Early United States History  3 Units, 3 Lec, 0 Lab
Update textbook, student learning outcomes, and content.

HIST 6  Women's Lives in Recent United States History  3 Units, 3 Lec, 0 Lab
Update textbook, student learning outcomes, and content.

PHIL 3A  Ethics  3 Units, 3 Lec, 0 Lab
Change course description:
This course examines the central theories and perennial issues in ethics. The ethical systems of
Aristotle, Kant, and the utilitarians will be investigated. These systems will be applied to
contemporary moral problems. Questions about objective morality, the ideal society, social
justice, and moral agency will also be pursued.
Update student learning outcomes, and textbook.

PSCI 1  Principles of Physical Science  3 Units, 3 Lec, 0 Lab
Prerequisite: Math 205 or Math 430 or the equivalent with a grade of "C" or better.
Advisory: Eligible for English 250 and 260.
Update textbook, student learning outcomes, and content.

DISTANCE EDUCATION - FORM D

BUS 100  Business Correspondence
Students who cannot be on campus regularly will have access to the class. (This course was updated at
the 5/13/2013 curriculum committee meeting.)

CSIS 26  Discrete Structures
Increases student access to the course. (This course was updated at the 5/13/2013 curriculum committee
meeting.)

CSIS 179  Introduction to Information Security
Increases student access to the course. (This course was updated at the 5/13/2013 curriculum committee
meeting.)
SUBJECT: Agreement with Gavilan College Faculty Association

Proposal:
That the Board of Trustees approve the Tentative Agreement between the District and the Gavilan College Faculty Association (GCFA).

Background:
The District and GCFA Negotiating Teams have concluded negotiations for FY 2013-14. In September, the GCFA membership voted to accept the Tentative Agreement with contract language modifications. The more significant changes are as follows:

- 2% compensation increase;
- Extend the Term of the Contract by one (1) year to June 30, 2016;
- Part time faculty rehire language modified;
- FY 2014-15 Academic Calendar;
- Faculty liaison positions created, focused on instructional improvement; and,
- General contract language cleaned up to include part time faculty (Attachment A).

In the interest of reducing paper, a hard copy of the significant revisions noted above is attached. Attachment A (contract language clean up) can be viewed at the following link: http://www.gavilan.edu/board/meetings/2013/20122013-GCFATentativeAgreement-AttachmentA.pdf

Budgetary Implications:
Funds are included in the Budget for FY 2013-2014 to support these changes.

Follow Up/Outcome:
Upon approval the changes will be implemented. The District and GCFA will start negotiations for the 2014 – 2015 contract year in January 2014.

Recommended By: Dr. Kathleen Rose, Executive Vice President and Chief Instructional Services Officer

Prepared By: ____________________________
Dr. Kathleen Rose, Executive Vice President and Chief Instructional Services Officer

Agenda Approval: ____________________________
Dr. Steven M. Kinsella, Superintendent/President
# Tentative Agreement
August 30, 2013

<table>
<thead>
<tr>
<th>Item</th>
<th>Notes</th>
<th>Both District &amp; GCFA Agree</th>
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<tbody>
<tr>
<td><strong>Both Parties Interested</strong></td>
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<tr>
<td>1. Compensation</td>
<td>Both parties agreed to a 2% compensation increase (or equivalent) and a modification on the hourly salary schedule requiring 4 semesters instead of 5 (five) semesters for movement from Step One to Step Two.</td>
<td>Yes</td>
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<tr>
<td><strong>Association Interested</strong></td>
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<tr>
<td>2. Article 25</td>
<td>Other Duty and Compensation. Tentative agreement on proposed language for Article 25. Refer to attached Article 25</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Article 6, Association Rights</td>
<td>Tentative agreement on proposed language for new Article 6.1.3. Refer to attached Article 6.1.3</td>
<td>Yes</td>
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<tr>
<td><strong>District Interested</strong></td>
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<td>4. Article 12.9, Faculty and/or staff meetings</td>
<td>Tentative agreement on proposed language for Article 12.9. Refer to attached Article 12.9</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Appendix C, Advising, Counselor/Librarian hours and stipends</td>
<td>Agreed to drop this item. (April 17, 2013)</td>
<td>Yes</td>
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<td>6. Article 14, College Calendar</td>
<td>Both parties agreed to submit a revised sunshine to the Board of Trustees on May 14. Language revisions finalized. Refer to attached portion of Article 14.</td>
<td>Yes</td>
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<td><strong>Subcommittees</strong></td>
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<tr>
<td>7. Employee benefits to discuss vendor and plan options only.</td>
<td>Both parties have agreed to set up a subcommittee to explore benefits cost savings options. Representatives have been identified.</td>
<td>Yes</td>
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<td>8. Article 29.0 Department Chairperson</td>
<td>Both parties have agreed to set up a subcommittee to discuss roles, responsibilities, division and departmental composition, and formulas for department chair stipends. Representatives to be identified.</td>
<td>Yes</td>
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<tr>
<td>Both Parties Interested by Mutual Agreement</td>
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<td><strong>9. Article 16.4, Re-Appointment of Part-Time Faculty</strong></td>
<td>Final clean up on proposed language. Refer to attached Article 16.4</td>
<td>Yes</td>
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<td><strong>10. Article 1.3, Term</strong></td>
<td>Extend contract by one (1) year to include FY 2015/16. Refer to attached Article 1.3</td>
<td>Yes</td>
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<td><strong>11. Article 1.4, Reopeners</strong></td>
<td>Refer to attached Article 1.4.</td>
<td>Yes</td>
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<td><strong>12. Academic Calendar</strong></td>
<td>Both parties have agreed FY14/15 Academic Calendar</td>
<td>Yes</td>
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<td><strong>13. General contract clean up and format (full)</strong></td>
<td>The intention is to maintain one Faculty Contract with specific language and/or placement that clearly identifies when a section applies to full-time faculty, part-time faculty, or both; in addition, various other minor placement and formatting issues were addressed. Attachment A is the product of the agreed upon changes.</td>
<td>Yes</td>
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**Tentative Agreement for FY 2013 - 2014**

GCFA Negotiation Team:  
Lindsay Pedilla  
Leela Halpern  

Date:  
09/03/13  
4 Sept 2013

Gaviilan Joint Community College District Team:  
Kathleen Rose  

Date:  
09/03/13
ARTICLE 25

OTHER DUTY AND COMPENSATION

25.1 ADDITIONAL DUTY (Extra Duty) - The District and the Association agree that the following process will be followed when establishing an extra duty assignment. No faculty member(s) working on a stipend or reassigned basis shall assume supervisory responsibilities for other personnel.

By mutual agreement between the Unit Member and a District Administrator, the member may select to work days and hours beyond the prescribed Appendix I calendar, and/or beyond their regular faculty assignment.

25.1.1 When the District determines the need for an extra duty assignment, GCFA will be notified of the scope of and compensation for the assignment.

25.1.2 It shall be the joint responsibility of the District and the Association to notify faculty of the availability of an assignment and the opportunity to apply. An application time-line will be stipulated.

25.1.3 Interested faculty must apply in writing to the designated supervising administrator within the stipulated time-line.

25.1.4 The supervising administrator shall select a faculty member from the applicants and notify the Association of the selection.

25.1.5 Monetary compensation shall be paid as a stipend and shall be a flat sum amount. Unless otherwise stated, stipends shall be paid in two (2) installments in December and May.

25.1.5.1 Unless already specified in the Contract as a listed dollar amount, the monetary compensation shall be established by the Administration.

Only where appropriate, the dollar amount shall be arrived at in consideration of the approximate hours required for the assignment and at a pay level equal to that designated as the Additional Duty Rate in the Overload Pay Schedule (Appendix A).

GCFA shall be notified of the assigned compensation.

25.2 RELEASE TIME (Alternative Faculty Assignment) - By mutual agreement between the Unit Member and a District Administrator, the member may elect to work days and hours in lieu of his/her regular faculty assignment, or a portion thereof. Some release time assignments are ongoing in nature and maybe specific to a particular discipline and/or an externally imposed regulations.

25.2.1 Except for department chairs determination, selection and notification shall be conducted as delineated above (Sections 25.1.1 through 25.1.4).

25.2.2 The amount of FT load designated for the alternative assignment shall be determined by the Administration in consideration of the approximate hours required, and commensurate with regular faculty load parameters (i.e., lecture/lab ratios, hours of counseling).

25.2.3 The Association President shall be granted forty percent (40%) of release time per term. When necessary, the percent will be rounded off to the nearest whole number.
25.2.4 The district will provide three 0.20% FTE Faculty Development Liaisons positions to support instructional improvement efforts to include emphasis on accreditation standards, mentoring and professional development.

25.3 STIPENDS (Established Assignments) - Some extra duty assignments are ongoing in nature and may be specific to a particular discipline and/or externally imposed regulations. The list of specific assignments may be added to, modified, or deleted as mutually agreed by the District and the Association.

25.3.1 Department Chairpersons (See Article XXIX)

25.3.2 Coaching Pay Schedule

25.3.2.1 Full-time faculty who coach a sport as part of their regular load shall receive, as additional remuneration, a stipend as listed below.

25.3.2.2 Full-time faculty who coach a sport as an overload, and part-time faculty who coach shall receive a stipend as listed below in addition to the appropriate overload/part-time pay.

<table>
<thead>
<tr>
<th>TITLE</th>
<th>STIPEND</th>
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<tbody>
<tr>
<td>A. Head Coach (All Sports)</td>
<td>$3,358.86</td>
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<tr>
<td>B. Assistant Coach (All Sports)</td>
<td>$2,665.26</td>
</tr>
</tbody>
</table>

Assistant coaches shall receive a stipend as listed above. In certain cases, without changing the total amount of funds, stipend amounts may be adjusted based on specific job descriptions with corresponding duties and responsibilities.

25.3.2.3 Coaching remuneration will be divided into equal monthly payments, as determined by the number of months in each sport's season.

25.3.2.4 Should a sport be canceled due to low enrollment, no compensation will be given. The resulting overload will be adjusted per Article 22.4.

25.3.2.5 The number and type of sports offered and the number of coaches and assistant coaches is at the discretion of the District.

25.3.3 Designated overseers of the following programs with externally imposed regulations requiring frequent, detailed reporting to the external agencies:

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<th>PROGRAM</th>
<th>STIPEND</th>
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<tbody>
<tr>
<td>A. Aviation</td>
<td>$2,681.58</td>
</tr>
<tr>
<td>B. Cosmetology</td>
<td>$2,681.58</td>
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</table>

C. Department Chair Stipends - For Department Chair Stipends, refer to Article 29.5.
25.3.4 Mutually agreed to assignments which require frequent and consistent time demands and responsibilities in excess of what would be considered reasonable and normal expectations of a faculty member's out-of-class responsibilities and L.E.H. load.

<table>
<thead>
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<th>PROGRAM</th>
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<tbody>
<tr>
<td>A. Journalism Advisor</td>
<td>$2,681.58</td>
</tr>
<tr>
<td>B. Drama Advisor</td>
<td>$2,681.58</td>
</tr>
<tr>
<td>C. ASB Advisor</td>
<td>$2,681.58</td>
</tr>
<tr>
<td>D. Head Librarian</td>
<td>$2,681.58</td>
</tr>
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25.3.5 The District will provide $2,185.86 in stipends to Association designated officers or representatives of the Bargaining Unit. The District will provide $2,185.86 for an Association designated Part-Time Faculty officer or representative of the Bargaining Unit. The GCFA grievance officer shall receive a $2,185.86 stipend each academic year. Such stipends shall be compensation in lieu of release time for grievance processing and negotiation activities.

25.4 OVERLOAD

By mutual agreement between the Unit Member and the appropriate District Administrator, the Unit Member may instruct additional days and/or hours beyond the prescribed Appendix I calendar.

By mutual agreement this overload may be adjusted per Article XXII or the overload may be compensated per the Overload Pay Schedule (Appendix A).

25.5 MEETINGS

By mutual agreement between the Unit Member and a District Administrator, the member may elect to attend meetings beyond the days prescribed in Appendix I calendar. If compensation is agreed to it shall be paid at the Meeting Rate specified in the Overload Pay Schedule (Appendix A) or as a stipend.
Following is an addition to Article 6.1, Association Rights

6.1 ASSOCIATION RIGHTS

6.1.1 The Association and its duly authorized campus representative shall have the use of College equipment and building facilities at all reasonable times, which shall include evening hours. Such equipment shall include, but shall not be limited to, office computers/printers, duplicating equipment, calculating machines, classroom type data processing equipment and all types of audio-visual equipment when such equipment is not otherwise in use.

6.1.2 However, the use of equipment such as copiers, duplicating equipment and other related cost generating equipment shall only be made available on a cost reimbursement basis to the District by the Association.

6.1.3 Every semester on Professional Development Day, GCFA will have one hour to meet with members between 8 AM. and 12 Noon with a good faith effort to meet the District preference. If the District preference is to have the meeting outside 8 AM and 12 Noon, they will communicate with the GCFA president. If the union does not wish to have this time in any given semester, an executive board member will officially communicate that to the Office of Instruction in writing.
Following is a revision to Article 12.9, Working Conditions

12.9 Any faculty and/or staff meeting called by the college administration shall be scheduled during the regular duty day, between Monday and Thursday, at a time when a minimum number of classes are in session. Division meetings may be once per semester at the discretion of the Dean or Supervising Administrator, and may last a maximum of two hours. The division meetings shall be mandatory for full time faculty who are not in class and who do not receive an exemption from the Dean or Supervising Administrator. Part time faculty may attend as convenient. The content of any division meetings will be made available to all faculty in the division in writing or electronically. The following conditions will apply:

12.9.1 Each affected faculty member shall be provided sufficient notice of the meeting, and an appropriate agenda shall be distributed at least two (2) days in advance of the scheduled meeting.

12.9.2 In the event of an emergency meeting, or one (1) involving required attendance, all affected faculty members shall be relieved of their professional responsibilities for the duration of the meeting.
Proposed District Language, May 20, 2013

Following is a revision to Articles 14.4 and 14.5

ACADEMIC FLEX CALENDAR

14.3  The academic calendar will consist of one hundred seventy five (175) days.

14.4  There will be one hundred sixty five (165) eight (168) Instructional days.

14.5  For 2013-2014 there will be ten (10) flex days; eight (8) are designated contract flex days and two (2) mandatory flex days.  Beginning in 2014-2015 there will be seven (7) flex days; five (5) are designated contract flex days and two (2) mandatory flex days.  For 2007-2008 there will be ten (10) flex days; eight (8) are designated "contract flex" days and two (2) "mandatory flex" days.  For 2006-2008 there will be ten (10) flex days; seven (7) are designated "contract flex" days, two (2) "mandatory flex" days, and one (1) a mandated "planning day". This mandatory "planning day" will sunset on June 30, 2009 unless negotiated.

14.6  Definition: A flexible calendar day shall be defined as a six (6) hour day.
Following is replacement language for Article 16.4, Re-appointment of Part-Time Faculty

16.4—RE-APPOINTMENT OF PART-TIME FACULTY

16.4.1 Part-time faculty who believe they qualify for hiring preference will be responsible for submitting a one-time statement of service terms and recent evaluation history to their dean and the Office of Human Resources, no later than February 28, 2013. These statements are subject to verification and correction by the Office of Human Resources by June 28, 2013. Verified lists will be available to participating faculty, department chairs, deans, and others involved in the scheduling process. Once verified, part-time faculty shall qualify for hiring preference as long as they meet the criteria in 16.4.2 below, and continue to receive positive evaluations.

16.4.2 By FSA Departments. Part-time faculty who have taught at Gavilan at least four (4) semesters and whose two (2) most recent evaluations have been positive, as described in Article 19.7, shall have the right of first refusal for assignment to at least one (1) class in the FSA in which they have taught for at least four (4) semesters. Department chairs shall have access to a list for each FSA offered. In assigning classes, departments shall offer at least one (1) class to each faculty member from among whatever FSA lists that faculty members qualifies to be on. If there are more faculty on the list than classes available, classes will be offered strictly on a seniority basis. After the offer of one (1) class to each qualifying member, second and third class offers for any class, the faculty member is qualified to teach shall be made through the dean's right of assignment.

16.4.3 In the case of two (2) or more faculty members with identical amounts of seniority in teaching the same FSA, a one-time drawing of lots in the Office of Human Resources shall determine which employee will be henceforth ranked above the other on any list both shall occupy.

16.4.4 The hiring preference of a part-time faculty member shall not be terminated if:
(1) An assignment is cancelled by the District due to low enrollment and
(2) An assignment offered is then withdrawn by the District to fill the load of a full-time faculty member.

16.4.5 The hiring-preference process shall be implemented district-wide no later than the spring 2014 semester. No later than the spring 2013 semester and the fall semester 2014, the District shall implement a pilot program involving at least (2) departments using the processes described above. The pilot shall include ample opportunities for feedback by part-time faculty, deans, and department chairs. The Union and the District shall, by mutual agreement, re-open Article 16.4 to make changes and improvements in the process as needed before full implementation in the spring 2014 semester.

16.4.6 Deans shall retain right-of-assignment once the seniority hiring preference lists have been honored. Assignment of all part-time faculty shall not be conducted in a manner that is arbitrary, capricious, or discriminatory. If for some reason the process is not followed by a dean or department chair, the part-time faculty member shall meet with the dean and union representative, making every effort to work out a feasible compensatory load for a subsequent semester.

16.4 RE-APPOINTMENT OF PART-TIME FACULTY

16.4.1 The following explains departmental re-appointment method,
16.4.2. Part-time faculty who have taught at Gavilan at least four (4) semesters and whose two (2) most recent evaluations have been positive, as described in Article 19.7., shall have the right of first refusal for assignment to at least one (1) class they have already taught at the college.

16.4.3. Department chairs shall have access to a re-appointment list of eligible classes and time served for each Part-time faculty.

16.4.4. In assigning classes, departments shall offer at least one (1) class to each faculty member from the re-appointment list that a faculty member qualifies to be on according to Article 16.4.2. If there are more faculty on the list than classes available, classes will be offered strictly on a seniority basis. Seniority is based on hire date and semesters completed. If a faculty member teaches in more than one FSA, each will be dealt with independently according to the provisions of this article.

16.4.5. After the offer of one (1) class to each qualifying member, additional offers for any classes the faculty member is qualified to teach shall be made through the dean or supervising administrator right of assignment.

16.4.6. In the case of two (2) or more faculty members with an identical hire date and semesters completed in teaching the same class per Article 16.4.1, a one-time drawing of lots in the Office of Human Resources shall determine which employee will be ranked above the other.

16.4.7. Anyone who in 2013 or 2014 has been teaching at the college for more than five years or ten semesters must submit one (1) satisfactory evaluation according to article 19.7. and one (1) satisfactory evaluation prior to implementation of 19.7 (Fall 2011) shall be considered to have two (2) positive evaluations, and shall be granted eligibility to be included on the re-appointment list.

16.4.8. Retiring full time faculty members will automatically be granted four (4) semesters credit to earn basic re-appointment rights and added to the relevant re-appointment list(s) based upon the retirement date and placed according to 16.4.4.

16.4.9. The re-appointment preference of a part-time faculty member should not be terminated if:

1. An assignment is cancelled by the District for any reason.
2. An assignment offered is then withdrawn by the District to fill the load of a full-time faculty member.
3. The faculty member is unable to accept or commence an assignment because of verifiable illness or disability. Leaves for part-time faculty are discussed in detail in Article 10.15.

16.4.10. The re-appointment preference of part-time faculty member shall be terminated and the faculty member removed from any relevant list/s if the:
1. Faculty member fails to adhere to the initial notification acceptance timeline of 5 business days.

2. Faculty member refuses an assignment or fails to complete an assignment after it has begun.

3. Faculty member receives a negative evaluation and fails to fulfill terms of an agreed-upon remediation or fulfills the remediation plan and then receives another negative evaluation (as specified in Article 19): the faculty will lose his or her re-appointment preference, but can re-qualify for it by receiving a subsequent positive evaluation.

4. Faculty member leaves the college for reasons other than outlined in 16.4.9 for one semester or more without obtaining prior Dean or supervising administrator approval to remain on the re-appointment list.

16.4.10.1. A part-time faculty member who has lost re-appointment preference may later re-qualify according to section 16.4.2.

16.4.11. The re-appointment preference process shall be implemented district-wide no later than the Spring 2014 semester for creation of the Fall 2014 schedule.

Departments and their faculty who have participated in a re-appointment pilot semester shall henceforth be considered to have implemented re-appointment, subject to current contractual provisions.

The Union and the District shall, by mutual agreement, re-open Article 16.4 to make changes and improvements in the process as needed before full implementation in the Spring 2014 semester.
ARTICLE 1

AGREEMENT

1.1 AGREEMENT

The articles and provisions contained herein constitute a bilateral and binding agreement ("Agreement") by and between the Board of Trustees of the Gavilan Joint Community College District ("Board") and the Gavilan College Faculty Association/CTA/NEA ("Association"), an employee organization.

1.2 GOVERNMENT CODE

This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code ("Act").

1.3 TERM


1.4 REOPENERS

(a) 2012/13: Compensation will be reopened. In addition, each party has two (2) non-monetary reopeners. Retirement incentive cannot be reopened unless mutually agreed to by both parties. Employee benefits cannot be reopened unless mutually agreed to by both parties.

(b) 2013/14: Compensation will be reopened. In addition, each party has two (2) non-monetary reopeners. Retirement incentive cannot be reopened unless mutually agreed to by both parties. Employee benefits will be mutually reopened unless mutually agreed to by both parties. To discuss only the topic of which vendor and plan options can be offered to employees by the District. Article 29, Department Chairperson, will be mutually reopened. Article 16.4, Re-Appointment of Part-Time Faculty, will be mutually reopened to make changes and improvements to the process as needed before full implementation. In addition, general contract language cleanup and format will be mutually reopened to clearly identify when a section applies to full-time faculty, part-time faculty, or both.

(c) 2014/15: Compensation will be reopened. In addition, each party has two (2) non-monetary reopeners. Employee benefits cannot be reopened unless mutually agreed to by both parties. Article 16.4, Re-Appointment of Part-Time Faculty, will be mutually reopened to make changes and improvements to the process as needed during the first year of full implementation.
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
2014 - 2015

District Calendar

July 2014

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August 2014

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September 2014

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October 2014

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November 2014

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December 2014

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January 2015

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February 2015

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March 2015

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April 2015

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May 2015

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June 2015

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Academic Calendar

SUMMER 2014 - 29 days
- June 9 (Monday) First Day of Instruction
- July 4 (Friday) Holiday (Independence Day)
- July 18 (Friday) Last Day of Instruction

FALL 2014 - 84 days
- August 12 Aviation First Day of Instruction
- August 21 New Faculty Orientation
- August 22 Flex Day (Mandated)
- August 25 First Day of Instruction
- September 1 Holiday (Labor Day)
- September 8 First Census
- November 11 Holiday (Veterans' Day, Observed)
- November 26-29 Thanksgiving Instructional Break
- November 27, 28 Holiday (Thanksgiving)
- December 15-20 Final Exams
- December 20 Last Day of Semester
- December 24, 25 Holiday (Christmas)
- December 31, January 1 Holiday (New Year's)

WINTER INTERSESSION - 14 days
- January 2 First Day of Instruction
- January 19 Holiday (Martin Luther King)
- January 22 Last Day of Classes

SPRING 2015 - 84 days
- January 8 Aviation First Day of Instruction
- January 23 Flex Day (Mandated)
- January 26 First Day of Instruction
- February 9 First Census
- February 13-16 Presidents' Day Instructional Break
- February 13, 16 Holidays (Presidents' Day)
- March 30-April 4 Spring Instructional Break
- May 22 Graduation
- May 16-22 Final Exams
- May 22 Last Day of Spring Semester

SUMMER 2015 - 29 days
- June 8 First Day of Instruction
- July 3 Holiday (Independence Day)
- July 17 Last Day of Instruction
- Flex Days (Mandated)
- Contract Flex Days 30 add'l hrs scheduled outside of reg'r work hrs

Total: 175
Attachment A

The revisions in this document represent agreed upon general contract clean up and format (full-time and part-time faculty language) changes referenced in the Public Presentation of Initial Proposals #4 f. The changes can be viewed at:

http://www.gavilan.edu/board/meetings/2013/20122013-GCFATentativeAgreement-AttachmentA.pdf
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No. 1.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. 1 (c)

SUBJECT: GCFA ("Sunshine") – Academic and District Calendar

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees accept a "sunshine" proposal concerning the FY2014-2015 Academic and District Calendar.

Background:
GCFA would like an opportunity to address faculty concerns.

Budgetary Implications:
To be determined.

Follow Up/Outcome:
Continue negotiations.

Recommended By: Dr. Kathleen Rose, Executive Vice President and Chief Instructional Services Officer

Prepared By: [Signature]
Dr. Kathleen Rose, Executive Vice President and Chief Instructional Services Officer

Agenda Approval: [Signature]
Dr. Steven M. Kinsella, Superintendent/President

C:/Board Agenda.nb
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

SUBJECT: Agreement with Classified School Employees Association

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
That the Board of Trustees approve the Tentative Agreement between the District and the California School Employees Association (CSEA) Chapter 270.

Background:
Attached is a copy of the signed Tentative Agreement dated August 21, 2013 between the District and CSEA. The District and CSEA have now completed negotiations and the CSEA membership voted to accept this Tentative Agreement.

Budgetary Implications:
The above changes cost approximately $121,000. Funds are included in the Budget for FY13-14.

Follow Up/Outcome:
Upon approval, the changes will be implemented.

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: Eric Ramones, Director of Human Resources

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President

C:/Board /Open TA CSEA nb
GAVILAN COMMUNITY COLLEGE DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER #270

Tentative Agreement 2013-2014
August 21, 2013

Gavilan Community College District ("District") and California School Employees Association, Chapter #270 ("CSEA") agree to the following:

1. The Parties agree to add the following section to Article 14:

14.5 Holiday Closure between Christmas and New Year's Day

The District will provide one (1) additional day of personal business leave to be used during the holiday closure between Christmas and New Year's Day. Each employee is required to use two (2) vacation/personal leave days during this time period. If there is a District need for an employee to work during the holiday closure, then the personal business leave will be allowed to be taken during a day mutually agreed upon by the employee and supervisor.

New hires and employees with special circumstances (such as extended medical leave and maternity leave) will be permitted to carry a negative leave balance until such balance is restored.

2. The Parties agree to make the following modifications to Article 16:

Change in title to "Effects of Layoff, Reduction in Hours, and Workload"

Addition of section 16.6:

16.6 Workload Due to Long Term Vacancies

While employees shall perform their assignments with due diligence during assigned hours, which include all applicable duty free rest and meal periods, it shall be the District's responsibility to direct and prioritize the overall workload and to ensure the proper disposition of work in excess of that which can be accomplished during the regularly assigned and scheduled work hours.

3. The Parties agree to a two percent (2%) salary increase effective July 1, 2013 which modifies the existing salary schedule.

4. The Parties agree to add the Classification Study as a mutual opener for fiscal year 14-15 contract negotiations.
5. The Parties agree to modify Article 23, Section 23.1 "Term of Agreement" as follows:

"This Agreement shall remain in full force and effect from July 1, 2013 up to and including June 30, 2015. Thereafter it shall continue in effect automatically until ratification of a binding written agreement by the parties which supersedes this Agreement."

The first sentence of Section 23.2 will be changed to, "For 2013-14 and 2014-15 negotiations, the openers shall be two articles of each party's choosing and any proposed changes to salary schedule." The remaining parts of Section 23.2 shall remain the same.

6. These changes will be effective upon ratification by Chapter 270 and the Governing Board of Gavilan College.

7. This Tentative Agreement concludes negotiations for the 2013-2014 year.

For CSEA:

Diana Seelig 9/13/13
Dana Martin 9/13/13
Annah Armstrong 9/13/13

For District:

[Signature] 9/13/13
[Signature] 9/13/13
Gavilan Joint Community College District
Governing Board Agenda
October 8, 2013

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. 1.(e)

SUBJECT: Compensation for Unrepresented Employees

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees review changes to the current compensation package for the District Unrepresented Employees (Administrators/Managers/Confidentials).

Background:
The changes to the current compensation package for District Unrepresented Employees are noted below:

- Salary: For FY 2013-14 effective July 1, 2013, a 2.00% increase has been applied to each cell of the Administrators/Managers/Confidentials Salary Schedules.

Superintendent/President's contract stipulates annual increases are the same as administrative employees. No action is needed by the Board.

Budgetary Implications:
The above changes cost approximately $73,000. Funds are included in the Budget for FY13-14.

Follow Up/Outcome:
Upon approval, the changes will be implemented.

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: [Signature]
Eric Ramirez, Director of Human Resources

Agenda Approval: [Signature]
Dr. Steven M. Kinsella, Superintendent/President
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. 1.(f)

SUBJECT: Quarterly Financial Status Report, CCFS 311Q at June 30, 2013

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees approve the Quarterly Financial Status Report to the
Chancellor’s Office, California Community Colleges for the quarterly period ended June
30, 2013.

Background:
The Quarterly Financial Status Report, CCFS 311Q for the quarter ending June 30, 2013 has been prepared for submission to the Chancellor’s Office, California Community Colleges.

Budgetary Implications:
This report satisfies state reporting requirements.

Follow Up/Outcome:
The Quarterly Financial Status Report, CCFS-311Q will be forwarded to the Chancellor’s Office.

Recommended By: Susan Cheu, Director, Business Services

Prepared By: ____________________________
Susan Cheu, Director, Business Services

Agenda Approval: ____________________________
Dr. Steven M. Kinsella, Superintendent/President

C:/Board/Forms/Quarterly311QCwrSheet
Quarterly Financial Status Report, CCFS-311Q
CERTIFY QUARTERLY DATA

District: (440) GAVILAN

Your Quarterly Data is Certified for this quarter.
Chief Business Officer
CBO Name: Terry Newman
CBO Phone: 408-848-4715
CBO Signature: __________________________
Date Signed: __________________________
Chief Executive Officer Name: Steven M. Kinsella
CEO Signature: __________________________
Date Signed: __________________________
Electronic Cert Date: 09/30/2013

District Contact Person
Name: Susan Cheu
Title: Director, Business Services
Telephone: 408-848-4739
Fax: 408-848-4789
E-Mail: scheu@gavilan.edu

California Community Colleges, Chancellor's Office
Fiscal Services Unit
1102 Q Street, Suite 4554
Sacramento, California 95814-5511

Send questions to:
Christine Atalig (916)327-5772 catalig@cccco.edu or Tracy Britten (916)323-6899 tbritten@cccco.edu
© 2007 State of California. All Rights Reserved.
## View Quarterly Data - CCFS-311Q (Quarterly Financial Status Report)

**CALIFORNIA COMMUNITY COLLEGES**  
**CHANCELLOR'S OFFICE**

**Quarterly Financial Status Report, CCFS-311Q**

**VIEW QUARTERLY DATA**

**District:** (440) GAVILAN

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Actual 2009-10</th>
<th>Actual 2010-11</th>
<th>Actual 2011-12</th>
<th>Projected 2012-2013</th>
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<tbody>
<tr>
<td>I.</td>
<td><strong>Unrestricted General Fund Revenue, Expenditure and Fund Balance:</strong></td>
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<tr>
<td>A.</td>
<td><strong>Revenues:</strong></td>
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<tr>
<td>A.1</td>
<td>Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)</td>
<td>29,141,865</td>
<td>29,309,148</td>
<td>29,345,423</td>
<td>29,444,497</td>
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<tr>
<td>A.2</td>
<td>Other Financing Sources (Object 8900)</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>A.3</td>
<td>Total Unrestricted Revenue (A.1 + A.2)</td>
<td>29,141,865</td>
<td>29,309,148</td>
<td>29,345,423</td>
<td>29,444,497</td>
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<td>B.</td>
<td><strong>Expenditures:</strong></td>
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<td>B.1</td>
<td>Unrestricted General Fund Expenditures (Objects 1000-6000)</td>
<td>26,532,308</td>
<td>26,796,947</td>
<td>28,085,511</td>
<td>27,827,105</td>
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<td>B.2</td>
<td>Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)</td>
<td>2,061,528</td>
<td>1,821,492</td>
<td>2,043,948</td>
<td>1,811,056</td>
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<td>B.3</td>
<td>Total Unrestricted Expenditures (B.1 + B.2)</td>
<td>28,593,836</td>
<td>28,618,439</td>
<td>30,129,459</td>
<td>29,638,161</td>
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<td>C.</td>
<td>Revenues Over(Under) Expenditures (A.3 - B.3)</td>
<td>548,029</td>
<td>690,709</td>
<td>-784,036</td>
<td>-193,664</td>
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<td>D.</td>
<td><strong>Fund Balance, Beginning</strong></td>
<td>2,676,881</td>
<td>3,224,910</td>
<td>3,915,619</td>
<td>3,131,578</td>
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<td>D.1</td>
<td>Prior Year Adjustments + (-)</td>
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<td>D.2</td>
<td>Adjusted Fund Balance, Beginning (D + D.1)</td>
<td>2,676,881</td>
<td>3,224,910</td>
<td>3,915,619</td>
<td>3,131,578</td>
</tr>
<tr>
<td>E.</td>
<td><strong>Fund Balance, Ending (C. + D.2)</strong></td>
<td>3,224,910</td>
<td>3,915,619</td>
<td>3,131,583</td>
<td>2,937,914</td>
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<tr>
<td>F.1</td>
<td>Percentage of GF Fund Balance to GF Expenditures (E. / B.3)</td>
<td>11.3%</td>
<td>13.7%</td>
<td>10.4%</td>
<td>9.9%</td>
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II. **Annualized Attendance FTES:**

| G.1 | Annualized FTES (excluding apprentice and non-resident) | 5,808 | 5,553 | 5,061 | 5,146 |

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

<table>
<thead>
<tr>
<th>Cash, excluding borrowed funds</th>
<th>2009-10</th>
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<th>2012-2013</th>
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<td>1,467,898</td>
<td>-1,321,717</td>
<td>2,156,128</td>
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http://misweb.cccco.edu/cc311Q/view.aspx

9/30/2013
### IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Adopted Budget (Col. 1)</th>
<th>Annual Current Budget (Col. 2)</th>
<th>Year-to-Date Actuals (Col. 3)</th>
<th>Percentage (Col. 3/Col. 2)</th>
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<tbody>
<tr>
<td>I.</td>
<td>Revenues:</td>
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<td>I.1</td>
<td>Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)</td>
<td>27,498,030</td>
<td>27,799,903</td>
<td>29,444,497</td>
<td>105.9%</td>
</tr>
<tr>
<td>I.2</td>
<td>Other Financing Sources (Object 8900)</td>
<td>2,144,883</td>
<td>2,144,883</td>
<td>0</td>
<td></td>
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<tr>
<td>I.3</td>
<td>Total Unrestricted Revenue (I.1 + I.2)</td>
<td>29,642,913</td>
<td>29,944,786</td>
<td>29,444,497</td>
<td>98.3%</td>
</tr>
<tr>
<td>J.</td>
<td>Expenditures:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J.1</td>
<td>Unrestricted General Fund Expenditures (Objects 1000-6000)</td>
<td>28,991,611</td>
<td>28,612,937</td>
<td>27,627,105</td>
<td>97.3%</td>
</tr>
<tr>
<td>J.2</td>
<td>Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)</td>
<td>2,221,459</td>
<td>2,020,378</td>
<td>1,811,096</td>
<td>89.6%</td>
</tr>
<tr>
<td>J.3</td>
<td>Total Unrestricted Expenditures (J.1 + J.2)</td>
<td>31,213,070</td>
<td>30,633,315</td>
<td>29,438,191</td>
<td>96.8%</td>
</tr>
<tr>
<td>K.</td>
<td>Revenues Over(Under) Expenditures (I.3 - J.3)</td>
<td>-1,570,157</td>
<td>-688,529</td>
<td>-193,664</td>
<td></td>
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<tr>
<td>L.1</td>
<td>Adjusted Fund Balance, Beginning</td>
<td>3,131,578</td>
<td>3,131,578</td>
<td>3,131,578</td>
<td></td>
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<tr>
<td>L.2</td>
<td>Fund Balance, Ending (C. + L.1)</td>
<td>1,561,421</td>
<td>2,443,049</td>
<td>2,937,914</td>
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</tr>
<tr>
<td>M.</td>
<td>Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

### V. Has the district settled any employee contracts during this quarter?  NO

If yes, complete the following: *(If multi-year settlement, provide information for all years covered.)*

<table>
<thead>
<tr>
<th>Contract Period Settled (Specify) YYYY-YY</th>
<th>Management</th>
<th>Permanent</th>
<th>Academic</th>
<th>Temporary</th>
<th>Classified</th>
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<tbody>
<tr>
<td></td>
<td>Total Cost Increase</td>
<td>% *</td>
<td>Total Cost Increase</td>
<td>% *</td>
<td>Total Cost Increase</td>
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<tr>
<td>a. SALARIES:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year 1:</td>
<td></td>
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<td>Year 2:</td>
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<tr>
<td>Year 3:</td>
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<td></td>
<td></td>
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</table>

http://misweb.cccco.edu/cc311Q/view.aspx

9/30/2013
**b. BENEFITS:**

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
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<tbody>
<tr>
<td>Year 1:</td>
<td></td>
</tr>
<tr>
<td>Year 2:</td>
<td></td>
</tr>
<tr>
<td>Year 3:</td>
<td></td>
</tr>
</tbody>
</table>

*As specified in Collective Bargaining Agreement or other Employment Contract*

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPs, etc.)?  

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?  

<table>
<thead>
<tr>
<th>This year?</th>
<th>Next year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>NO</td>
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</tbody>
</table>

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)
Gavilan Joint Community College District  
Governing Board Agenda  
October 8, 2013

Consent Agenda Item No.  
Information/Staff Reports No.  
Discussion Item No.  
Old Business Agenda Item No.  
New Business Agenda Item No. 1.(g)

SUBJECT: Annual Financial and Budget Report, CCFS-311

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees review and accept the Annual Financial and Budget Report.

Background:
The attached Financial Report of the Annual Report is for fiscal year 2012-13 and the Budget Report is for fiscal year 2013-14. The report has been prepared for submission to the Chancellor’s Office of California Community Colleges.

Budgetary Implications:
This report satisfies state reporting requirements.

Follow Up/Outcome:
The Annual Financial and Budget Report, CCFS-311 once certified will be forwarded to the Chancellor's Office.

Recommended By: Susan Cheu, Director, Business Services

Prepared By: ____________________________
Susan Cheu, Director, Business Services

Agenda Approval: ____________________________
Dr. Steven M. Kinsella, Superintendent/President

C:/Board/Forms/9/30/2013 nb
This is to certify that the Annual Financial and Budget Report has been prepared and the budget adopted in accordance with the California Code of Regulations, beginning with Section 58300. Further, to the best of my knowledge, the data contained in this report are correct.

District Chief Business Officer

[Signature]

Date

[Signature]

Date

Contact: Terry Newman

(408) 848-4715

In accordance with the California Code of Regulations, Section 58305(d) a copy of this report is due to the Chancellor's Office on or before October 10, 2013. Please submit the report to:

Chancellor's Office
California Community Colleges
Fiscal Services Unit
1102 Q Street, Suite 300
Sacramento, CA 95814-6511
<table>
<thead>
<tr>
<th>Category</th>
<th>Object Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX) Excluded</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>E 84362 A</td>
<td>E 84362 B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional Salary Cost</td>
<td>Total CEE</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AC 0100-5990 &amp; AC 6110</td>
<td>AC 0100-6799</td>
<td>AC 6800-7390 Total</td>
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<td>4,466,628</td>
<td>4,608,865</td>
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<tr>
<td>Contract or Regular</td>
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<tr>
<td>Other</td>
<td>1300</td>
<td>5,110,183</td>
<td>5,467,099</td>
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<tr>
<td>Total Instructional Salaries</td>
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<td>9,596,821</td>
<td>10,075,964</td>
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<tr>
<td>Non-Instructional Salaries</td>
<td>1200</td>
<td>1,929,212</td>
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<td></td>
</tr>
<tr>
<td>Contract or Regular</td>
<td>1200</td>
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<tr>
<td>Other</td>
<td>1400</td>
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<tr>
<td>Total Non-Instructional Salaries</td>
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<td>Total Academic Salaries</td>
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<td>9,596,821</td>
<td>12,105,635</td>
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<td>Classified Salaries</td>
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<tr>
<td>Non-Instructional Salaries</td>
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<td>Regular Status</td>
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<tr>
<td>Other</td>
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<tr>
<td>Total Non-Instructional Salaries</td>
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<td>Instructional Aides</td>
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<td>649,089</td>
<td>649,089</td>
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<tr>
<td>Regular Status</td>
<td>2200</td>
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<tr>
<td>Other</td>
<td>2400</td>
<td>178,780</td>
<td>178,780</td>
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<tr>
<td>Total Instructional Aides</td>
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<td>827,869</td>
<td>827,869</td>
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<tr>
<td>Total Classified Salaries</td>
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<td>827,869</td>
<td>5,356,266</td>
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<tr>
<td>Employee Benefits</td>
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<td>2,547,335</td>
<td>5,332,014</td>
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<tr>
<td>Supplies and Materials</td>
<td>4000</td>
<td>507,743</td>
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<tr>
<td>Other Operating Expenses</td>
<td>5000</td>
<td>3,790,321</td>
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<tr>
<td>Equipment Replacement</td>
<td>6420</td>
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<tr>
<td>Total Expenditures Prior to Exclusions</td>
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<td>12,972,025</td>
<td>27,101,979</td>
<td>27,101,979</td>
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</table>
## SUPPLEMENTAL DATA

For Actual Year: 2012-2013  
Budget Year: 2013-2014  
District ID: 440  
Name: GAVILAN

<table>
<thead>
<tr>
<th>Activities to Exclude</th>
<th>TOP Code</th>
<th>ECS 84362 A Instructional Salary Cost AC 0100-5900 &amp; AC 6110</th>
<th>Activity (ECSB) EC 84362 B Total CEE AC 0100 - 6799</th>
<th>Activity (ECSX) Excluded Activities AC 6800 - 7390</th>
<th>Total</th>
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<tbody>
<tr>
<td>Instructional Staff-Retirees' Benefits and Retirement Incentives</td>
<td>5900</td>
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<td>Student Health Services Above Amount Collected</td>
<td>6441</td>
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<tr>
<td>Student Transportation</td>
<td>6491</td>
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<td>Noninstructional Staff-Retirees' Benefits and Retirement Incentives</td>
<td>6740</td>
<td></td>
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### Objects to Exclude

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<tbody>
<tr>
<td>5060</td>
<td>369,649</td>
<td>369,649</td>
<td>739,298</td>
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<td>182,588</td>
<td>365,176</td>
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<td>0</td>
<td>2,188,684</td>
<td>5000</td>
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</table>
## SUPPLEMENTAL DATA

### For Actual Year: 2012-2013  
Budget Year: 2013-2014

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
<th>Excluded</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Instructional Salary Cost</td>
<td>Total CEE</td>
<td>Activities</td>
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</tr>
<tr>
<td>AC 0100-5900 &amp; AC 6110</td>
<td>6000</td>
<td>72,238</td>
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<td>72,238</td>
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<tr>
<td>AC 0100 - 6799</td>
<td>6300</td>
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<tr>
<td>AC 6800 - 7390</td>
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<td></td>
<td>239,756</td>
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<tr>
<td></td>
<td>6420</td>
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<tr>
<td>AC 0100-5900 &amp; AC 6110</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 0100 - 6799</td>
<td></td>
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</tr>
<tr>
<td>AC 6800 - 7390</td>
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### Total Capital Outlay

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<tr>
<th>Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Instructional Salary Cost</td>
<td>Total CEE</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>AC 0100-5900 &amp; AC 6110</td>
<td>0</td>
<td>0</td>
<td>239,756</td>
<td>239,756</td>
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<tr>
<td>AC 0100 - 6799</td>
<td>0</td>
<td>0</td>
<td>311,994</td>
<td>311,994</td>
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<td>AC 6800 - 7390</td>
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### Other Outgo

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<tr>
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<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
<th>Excluded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional Salary Cost</td>
<td>Total CEE</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>AC 0100-5900 &amp; AC 6110</td>
<td>7000</td>
<td>1,646,579</td>
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<td>1,956,573</td>
</tr>
<tr>
<td>AC 0100 - 6799</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 6800 - 7390</td>
<td></td>
<td></td>
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</table>

### Total Exclusions

<table>
<thead>
<tr>
<th>Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
<th>Excluded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional Salary Cost</td>
<td>Total CEE</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>AC 0100-5900 &amp; AC 6110</td>
<td>0</td>
<td>1,646,579</td>
<td></td>
<td>1,956,573</td>
</tr>
<tr>
<td>AC 0100 - 6799</td>
<td>0</td>
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<td></td>
</tr>
<tr>
<td>AC 6800 - 7390</td>
<td>0</td>
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</table>

### Total for ECS 84362, 50% Law

<table>
<thead>
<tr>
<th>Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
<th>Excluded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional Salary Cost</td>
<td>Total CEE</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>AC 0100-5900 &amp; AC 6110</td>
<td>12,972,025</td>
<td>25,455,400</td>
<td>(1,958,573)</td>
<td>23,496,827</td>
</tr>
<tr>
<td>AC 0100 - 6799</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 6800 - 7390</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Percent of CEE (Instructional Salary Cost / Total CEE)

<table>
<thead>
<tr>
<th>Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
<th>Excluded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional Salary Cost</td>
<td>Total CEE</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>AC 0100-5900 &amp; AC 6110</td>
<td>0.50%</td>
<td>100.00%</td>
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<tr>
<td>AC 0100 - 6799</td>
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<tr>
<td>AC 6800 - 7390</td>
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</table>

### 50% of Current Expense of Education

<table>
<thead>
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<th>Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
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<tbody>
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<tr>
<td>AC 6800 - 7390</td>
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### Nonexempted (Remaining) Deficiency from second preceding Fiscal Year

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<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
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<td>Activities</td>
<td></td>
</tr>
<tr>
<td>AC 0100-5900 &amp; AC 6110</td>
<td>12,972,025</td>
<td>25,455,400</td>
<td>(1,958,573)</td>
<td>23,496,827</td>
</tr>
<tr>
<td>AC 0100 - 6799</td>
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<tr>
<td>AC 6800 - 7390</td>
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</tbody>
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### Amount Required to be Expended for Salaries of Classroom Instructors

<table>
<thead>
<tr>
<th>Code</th>
<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
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<td>Total CEE</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>AC 0100-5900 &amp; AC 6110</td>
<td>12,972,025</td>
<td>25,455,400</td>
<td>(1,958,573)</td>
<td>23,496,827</td>
</tr>
<tr>
<td>AC 0100 - 6799</td>
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</tr>
<tr>
<td>AC 6800 - 7390</td>
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### Reconciliation to Unrestricted General Fund Expenditures

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<th>Activity (ECSA)</th>
<th>Activity (ECSB)</th>
<th>Activity (ECSX)</th>
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<tr>
<td>AC 6800 - 7390</td>
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### Total Expenditures Prior to Exclusions

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<th>Activity (ECSX)</th>
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### Total Unrestricted General Fund Expenditures

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<th>Activity (ECSX)</th>
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## Governmental Funds Group
### General Fund — Combined
#### (Total Unrestricted and Restricted)

For Year Ended June 30, 2013

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<th>Description</th>
<th>CA (Object)</th>
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<th>General Fund Restricted</th>
<th>General Fund COMBINED</th>
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<tr>
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<tr>
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## COMBINED BALANCE SHEET
For Year Ended June 30, 2013

<table>
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<th>Description</th>
<th>CA (Object)</th>
<th>21 Bond Interest and Redemption Fund</th>
<th>22 Revenue Bond Interest and Redemption Fund</th>
<th>29 Other Debt Service Fund</th>
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<tr>
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<tr>
<td>Cash:</td>
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<tr>
<td>Awaiting Deposit and in Banks</td>
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<td>Due to Other Funds</td>
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<tr>
<td>Temporary Loans</td>
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<td>22 Revenue Bond Interest and Redemption Fund</td>
<td>29 Other Debt Service Fund</td>
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<td>Reserve for Encumbrances Credit</td>
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<td>Reserve for Debt Services</td>
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<td>Assigned/Committed</td>
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## COMBINED BALANCE SHEET

For Year Ended June 30, 2013

### District ID: 440  Name: GAVILAN

#### Governmental Funds Group

<table>
<thead>
<tr>
<th>30 Special Revenue Funds:</th>
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</thead>
<tbody>
<tr>
<td>31 Bookstore Fund</td>
</tr>
<tr>
<td>32 Cafeteria Fund</td>
</tr>
<tr>
<td>33 Child Development Fund</td>
</tr>
<tr>
<td>34 Farm Operation Fund</td>
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<tr>
<td>35 Revenue Bond Project Fund</td>
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<td>39 Other Special Revenue Fund</td>
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</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>CA (Object)</th>
<th>31 Bookstore Fund</th>
<th>32 Cafeteria Fund</th>
<th>33 Child Development Fund</th>
<th>34 Farm Operation Fund</th>
<th>35 Revenue Bond Project Fund</th>
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### Combined Balance Sheet

**For Year Ended June 30, 2013**

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<tr>
<th>Description</th>
<th>CA (Object)</th>
<th>31 Bookstore Fund</th>
<th>32 Cafeteria Fund</th>
<th>33 Child Development Fund</th>
<th>34 Farm Operation Fund</th>
<th>35 Revenue Bond Project Fund</th>
<th>39 Other Special Revenue Fund</th>
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</table>
### Governmental Funds Group

#### 40 Capital Projects Funds:

- **41 Capital Outlay Projects Fund**
- **42 Revenue Bond Construction Fund**

#### COMBINED BALANCE SHEET

For Year Ended June 30, 2013

<table>
<thead>
<tr>
<th>Description</th>
<th>CA (Object)</th>
<th>41 Capital Outlay Projects Fund</th>
<th>42 Revenue Bond Construction Fund</th>
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<tr>
<td><strong>ASSETS</strong></td>
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</tr>
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<tr>
<td>Cash:</td>
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<tr>
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<tr>
<td>Prepaid Items</td>
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<td></td>
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</table>
### Combined Balance Sheet

**For Year Ended June 30, 2013**

<table>
<thead>
<tr>
<th>Description</th>
<th>CA Object</th>
<th>41 Capital Outlay Projects Fund</th>
<th>42 Revenue Bond Construction Fund</th>
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<tbody>
<tr>
<td><strong>FUND BALANCE (NON-GASB 54)</strong></td>
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<td>Assigned/Committed</td>
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<td>73 Scholarship and Loan Financial Aid Trust Fund</td>
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### COMBINED BALANCE SHEET

**For Year Ended June 30, 2013**

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<tr>
<th>Description</th>
<th>71 Associated Students Representation Trust Fund</th>
<th>72 Student Body Center Fee Trust Fund</th>
<th>73 Student Financial Aid Trust Fund</th>
<th>74 Scholarship and Loan Trust Fund</th>
<th>75 Investment Trust Fund</th>
<th>76 Deferred Compensation Trust Fund</th>
<th>77 Other Trust Fund</th>
<th>79 Other Trust Fund</th>
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<tr>
<td><strong>Total Long-Term Liabilities</strong></td>
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<td>71 Associated Students Trust Fund</td>
<td>72 Student Representation Fee Trust Fund</td>
<td>73 Student Body Center Fee Trust Fund</td>
<td>74 Student Financial Aid Trust Fund</td>
<td>75 Scholarship and Loan Trust Fund</td>
<td>76 Investment Trust Fund</td>
<td>77 Deferred Compensation Trust Fund</td>
<td>79 Other Trust Fund</td>
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</tr>
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<td></td>
<td></td>
</tr>
<tr>
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### Details of General Fund Revenue

**For Actual Year: 2012-2013**

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<th>Fund S12 Restricted</th>
<th>Fund S10 Total General Fund</th>
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**Name:** GAVILAN

**District ID:** 440
## Expend by Instructional Activity

**S10 General Fund - Combined**

(Total Unrestricted and Restricted)

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<td>Operating Expenses</td>
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<td>(4000 - 5000)</td>
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<td>Capital Outlay</td>
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<tr>
<td>(6000)</td>
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<tr>
<td>Other Outgo</td>
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<tr>
<td>(7000)</td>
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<td><strong>Total</strong></td>
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### Activity Classification

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<th>Non-Instructional</th>
<th>Operating Expenses (4000 - 5000)</th>
<th>Capital Outlay (6000)</th>
<th>Other Outgo (7000)</th>
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*Total Expenditures for GF Activities above is the grand total of Instructional and Non-Instructional activities.*
## Expend by Non-Instructional Activity

**S10 General Fund - Combined**

(Total Unrestricted and Restricted)

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<th>Operating Expenses (4000 - 5000)</th>
<th>Capital Outlay (6000)</th>
<th>Other Outgo (7000)</th>
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For Actual Year: 2012-2013  Budget Year: 2013-2014  District ID: 440  Name: GAVILAN
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<thead>
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<th>Activity Classification</th>
<th>Activity Code</th>
<th>Salaries and Benefits</th>
<th>Operating Expenses</th>
<th>Capital Outlay</th>
<th>Other Outgo</th>
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<tr>
<td></td>
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<td>Instructional</td>
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* Noninstructional Staff Retirees' Benefits & Retirement Incentives.
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<th>Capital Outlay (6000)</th>
<th>Other Outgo (7000)</th>
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## Supplemental Data

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* Total Expenditures for the General Fund: Instructional Activities and Non-Instructional Activities.
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<th>2013-2014 Appropriations Limit:</th>
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## General Fund

### REVENUES, EXPENDITURES, AND FUND BALANCE DATA

**For Actual Year: 2012-2013**

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# DEBT SERVICE FUNDS

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## Interfund Transfer Report

**Supplemental Data**

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**District ID:** 440  
**Name:** GAVILAN

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#### For Actual Year: 2012-2013

**District ID:** 440  
**Name:** GAVILAN

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Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. 1. (h)

SUBJECT: Child Development Center Parent Handbook

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:

That the Board of Trustees approve the Child Development Center parent handbook for FY 2013-2014:

Background:

The parent handbook is reviewed and revised annually as needed. The handbook needs Board approval. There were no significant changes to this year’s version. All changes or additions are underlined. Items removed were services to our community program.

Budgetary Implications:

None

Follow Up/Outcome:
Handbooks will be given to parents so they can follow center guidelines.

Recommended By: Dr. Kathleen Rose, Vice President, Instructional Services

Prepared By: Susan E. Alonzo
Susan E. Alonzo, Director, CDC

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
California State Preschool Program
Enrollment Handbook
Fall 2013 – Spring 2014
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WELCOME

Welcome to Gavilan College Child Development Center! Parents are welcome to observe or participate at any time. Our Open Door Policy applies to current parents as well as those considering our program for their child. For the safety of the children, we request that all visiting adults sign in at the reception area. This does not apply to adults dropping off and picking up children at center. Parents are an integral part of a successful child development program. Through parental involvement we are better able to meet the developmental and personal needs of each child. As child development professionals, we can serve as a valuable resource for parents and their children concerning most areas of child development. Therefore, we like to think that families and child development centers can and should work together to provide an environment that facilitates the growth of a child into a physically and emotionally healthy individual.

This handbook has been developed to help facilitate the relationship between staff and parents by providing you with specific information about our center. It includes descriptions of our policies and procedures, program philosophy, and our expectations from parents. In addition, we have included a schedule of our program day and a listing of our curricular activities.

As part of Gavilan College, we offer child development services to students of Gavilan.

MISSION STATEMENT

Our professional and caring staff provide a quality, developmentally appropriate program that meets the needs of culturally diverse families and students in a safe environment.

PHILOSOPHY

Gavilan College Child Development Center is a campus childcare “laboratory” school that provides a safe, loving, secure environment that fosters each child’s unique cognitive, social-emotional, physical, and language development within a well-planned environment. The “laboratory” setting provides college students and parents a unique opportunity to work directly with children and to observe child/teacher interaction. Our program strives to meet both age and developmentally appropriate practices. We believe that children learn by doing and experience hands on learning. We aim to extend and build upon the child’s knowledge and also support the children in building strong supportive relationships.
CONFIDENTIALITY

The program staff that have access to individual child screening and assessment results are the classroom staff, the CDC director, and State consultants. Classroom staff completes the assessments and work with the children to assist the child in their development. The director has access to review the assessments and the State consultants have access in reviewing the program requirements. State consultants have the right to review files of children who are in our subsidized program, in order to ensure that the agency is meeting program guidelines. Files are kept in locked cabinets when staff is not working with them. The results and information is used to develop activities to assist the child in their development. The information is used to conference with parents.

ENROLLMENT

Parents are required to meet with agency staff prior to their child’s first day of enrollment to determined if our program is right for their family’s needs and also to complete required paperwork.

1. Gavilan College Child Development Center operates under California Department of Education guidelines and funding to provide a quality, developmental preschool program for certified families.

2. The center is licensed to serve 75 children
   75 preschoolers (3 yrs – 5 yrs old or 3 yrs by October 1st of current fiscal year)

Families cannot receive subsidized childcare services if child is eligible for kindergarten.

3. The facility operates Fall/Spring semesters and Summer school and will be closed on all holidays observed by Gavilan College. The Program is open from 7:50 a.m. to 4:00 p.m. All children must arrive no later than 8:45 a.m., or call in if they are going to be later.

Each child is required to have an up-to-date immunization record on file at the center before admission. Exceptions are not made for records not meeting Licensing requirements.

The parent upon enrollment will fill out an emergency authorization form. The form authorizes the center to provide all emergency dental or medical care prescribed by a licensed physician MD or dentist DDS. This care may be given under whatever conditions are necessary to preserve the life, limb or well being of a child, but at parent’s expense. The CDC is not responsible for any medical or dental expenses for injuries that your child may have received from any person while at the Center.
GUIDING PRINCIPALS

Safe and healthy/nurturing – The program is licensed, and in compliance with health and safety codes. Teaching staff is qualified, trained and passionate about meeting the individualized needs of every child.

Developmentally Appropriate Practice – The program is respectful of, and values each child’s individual rates and patterns of physical/motor, psychosocial, cognition, language and literacy development, personality and learning style, and family and cultural background.

School Readiness – All children will have access to developmentally appropriate experiences that foster their optimal development across the developmental continuum.

Assessment – Teachers gather information about children from several forms of evidence, development and learning.

Intentionality – Teachers plan meaningful activities that support goals and objectives from the individualized assessment process.

Social Competence – Children are provided opportunities to foster their ability to understand the thoughts, intentions, and behaviors of one self, and others.

RELIGIOUS INSTRUCTION

Gavilan College Child Development Center does not provide religious instruction or allow worship in the child development program.

NON DISCRIMINATION STATEMENT

Our acceptance policy is operated on a non-discriminatory basis, and no child will be excluded from participation in any program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, creed, color, marital status, age, or mental or physical disability, in determining which children to serve. The program welcomes the enrollment of children with disabilities and understands the requirement of the American with Disabilities Act (ADA) to make reasonable accommodations for such children.

The Center will admit any child with a disability and make modifications to its policies, practices, or procedures if necessary to include him/her in the Center’s program unless the admission/modification(s) will fundamentally alter the nature of the Center’s services, programs, or activities or impose an undue burden or hardship in light of the overall program.

ACCESS TO FILES

The following people may have access to certain parts of files depending on the need: Center staff, Director, Licensing, Nursing and Child Development interns, Dean of Career Technical Education, Vice-Presidents, President, State consultants, Social Workers, Campus Security and the Business Department, Auditors and College Attorneys. The CDC Director would determine the need for access.
ELIGIBILITY GUIDELINES FOR SUBSIDIZED PROGRAMS

1. DOCUMENTATION OF GUIDELINES: Gross monthly income based on family size cannot exceed 75% of the State Median Income set by the California Department of Education for our subsidized child care program offered by Gavilan College CDC in order to be financially eligible.

Below is a list of some income sources used when a family’s income is calculated. Families enrolling into any of the subsidized child care program are responsible for submitting documentation to show all income received which may include the following:

- Wages from employment
- Public Cash Assistance (TANF)
- Disability or Unemployment Compensation
- Worker’s Compensation
- Spousal Support/Child Support
- Survivor and Retirement Benefits
- Foster care or guardianship financial assistance or grants
- Other types of income not listed above

2. DOCUMENTATION OF FAMILY SIZE: A family’s financial eligibility for the program is also based on family size. The following documentation is acceptable to confirm the number of children under the age of 18 in the household.

- Birth Certificates
- Court Ordered Child Custody documents
- Adoptions documents
- Records of Foster Care placement
- School or medical records
- County welfare department records
- Other reliable documentation indicating relationship of child to parent

When a second parent is reported as “absent” or no longer living in the residence of the family, verification of the parent’s absence will be requested.

CHILD CARE NEED GUIDELINES

In addition to being income eligible for the program a family must also have a need for child care. These needs are approved by the California Department of Education guidelines. These guidelines say that all parents and/or guardians reported in the family size must have at least one of the need requirements below:

- Training towards a vocational goal
- Employment
- Seeking Employment
- Physically or mentally incapacitated
- Seeking Permanent Housing (does not apply to CalWORKs child care subsidy participants)
PARENTS TRAINING TOWARDS A VOCATIONAL GOAL

A) All parents participating in the Full Day California State Preschool program are required to declare a vocational goal. To be a priority, the participating parent must be enrolled in a minimum of 12 units leading directly to a vocational goal. The 12 units must be taken at Gavilan College during the day. In the case of two parent families, both parents must be students OR one parent a student and the other parent employed, seeking employed or incapacitated.

B) Nearly all classes involve outside study and/or lab time. It is recommended that you plan your daily schedule. Choose a place to study and list it on your schedule. In the event of an emergency the center staff will look for you in this place. Study time is not an unlimited resource. For each lecture unit the parent is enrolled, two hours of study time is granted. If you are taking a difficult class and require additional time please discuss this with the director. In the event you disagree with the decision of the director you may appeal to the Dean of Career Technical Education.

C) Parent’s are limited to six consecutive years of child care services upon start of training or twenty four semester units after receiving a Bachelor’s Degree, whichever occurs first.

D) In order to establish need for child care, the parent must submit a training verification and class print out showing:
   - The days and hours of vocational training
   - Statement of the parent’s vocational goal
   - The name of the accredited training institution
   - Start and end date of the current training period
   - A current class schedule
   - The anticipated completion date of all required training activities

E) A completed progress report of every semester’s educational progress must be turned into the director for review of continued eligibility.

F) After the completion of the current training period, it is the responsibility of the parent to submit a documented copy of successful completion of at least a 2.0 GPA, or its equivalent, in order to demonstrate progress towards vocational goal.

G) A parent who receives below a 2.0 GPA may be placed on academic probation during their next training period. Failure to achieve at least a 2.0 current GPA during the probation period will result in the termination of child care services for training purposes. After 6 months a parent may request to receive services again for training but must meet the 2.0 GPA requirement for that training period.

H) Any changes to the parent’s income, address, telephone number, family size, need status, class schedule, or vocational goal, which includes withdrawal from any classes, must be reported to the Departmental Assistant within 5 calendar days.
EMPLOYED PARENTS

A) Parents may receive child care services during the time that they are working and traveling to and from work.

B) In order to verify need for child care, parents must submit:
   - An Employment Verification Form
   - One month’s worth of current and consecutive pay stubs

C) If the parent is self-employed, the parent must submit:
   - A declaration of need, under penalty of perjury, including a description of employment and an estimated number of days and hours of work per week.
   - To verify the need, parent must submit one or more of the following:
     1) Appointment logs, client receipts, mileage logs
     2) Copy of business license, workspace rental agreement
     3) List of clients with contact information
   - To verify income, parent must submit:
     1) Copy of most recent tax returns
     2) A letter from the source of income (i.e customers)
     3) Other business records like ledgers or business logs

NOTE: If the parent is a licensed family day care home provider or an individual license-exempt provider, the parent is NOT eligible for subsidized services during the parent’s business hours because the parent’s employment does not preclude the supervision of the family’s child(ren).

PARENTS SEEKING EMPLOYMENT

A) Each parent included in the family size is eligible to seek employment for a period of 60 consecutive working days per fiscal year, excluding any federal holidays. Child care services are limited to Monday through Friday and shall not exceed 30 hours per week.

B) Parent may qualify for up to an additional 20 day period of seeking if the parent is also employed or participating in vocational training for 20 concurrent days while using seeking.

C) To verify seeking employment the following document is required:
   - A written declaration under penalty of perjury stating:
     1) That the parent requests to seek employment
     2) The parent’s plan to secure or change employment
     3) A general description of when services will be necessary
   - Verification of job search and interviews may be requested.

PHYSICAL OR MENTAL INCAPACITATION

A) Parent’s who are temporarily or permanently unable to provide care and
supervision of their child(ren) for part of the day due to a physical or mental health condition may be eligible to receive child care services.

B) Child care cannot exceed 40 hours per week

C) In order to verify the need for child care, the parent must submit a statement of incapacity completed by a legally qualified health professional.

- The director will assess the reasonableness of the parent’s request for child care and determine the authorized days and hours of child care.

OTHER NEED/ELIGIBILITY CRITERIA

CHILD PROTECTIVE SERVICES (CPS)

Families receiving Child Protective Services through the County Welfare Department, as well as children identified by a legal, medical, social services agency, or emergency shelter as abused, neglected, exploited, or at risk of abuse, neglect, or exploitation may be eligible for subsidized child care services.

SEEKING PERMANENT HOUSING (NON-CALWORKS PARTICIPANTS ONLY)

- If a parent is seeking permanent housing for stability, the family may be eligible for child care services for up to a period of 60 consecutive working days during the fiscal year excluding federal holidays. Services are limited to less than 30 hours a week and shall be used, Monday through Friday, between the hours of 8:00am – 4:00pm.

- Documentation of seeking permanent housing shall include a declaration of the parent’s search plan to secure an adequate residence and shall identify a general description of when services are being requested.

Gavilan College CDC will recertify periodically to ensure the family’s need and eligibility. It is the parent/guardian’s responsibility to provide ALL the information and documentation necessary for documentation provided by the parent/guardian is inadequate, Gavilan College CDC will issue a denial/termination of enrollment notice.
CENTER EXPECTATIONS OF THE PARENT

1. We encourage parents to be available for conferences during the year. These conferences will be an information sharing session that allows parents and staff to express his/her feelings and concerns about progress or problems that the child might be experiencing.

2. It is our hope as your child’s caregivers that we will get to know them and their behaviors. It is a great help to us as we work with the children to know any problem or event that may affect the child. Please keep us informed. In order for us to verify the accuracy of a child’s report, we would appreciate communications between parents and staff concerning any unusual happenings or events, i.e., illness, death, changes in living situations, etc.

3. Parents should use the center as a resource. Staff members are trained professionals in the area of child development and can provide families with invaluable information about children. Resource binders are available in the classrooms.

4. Parents are welcome to come to the center at any time during program hours. Parental involvement is valued and therefore encouraged. Parents should feel free to come and spend lunch or other time with their child. We also want parents to feel welcome to bring special interest activities to the center but please consult the Director prior to doing so.

5. Donations to the center are tax deductible. As your child develops mentally and physically, please consider whether books, toys, or outgrown clothes may be appropriate for use in our center. **Electronic donations cannot be accepted.**

6. Complaints or problems should be resolved directly with the staff member involved in private. The director is always available as a neutral party to facilitate conflict resolutions. Due to confidentiality, it is against center policy for a child’s guardian to approach another child’s guardian for child conflict resolution. Breach of this policy may result in termination of child care services for all families involved.

7. Children must be here each day at 8:45 a.m. Any parent dropping their child off after class time begins will be required to stay until staff is available to do a health check. Law requires signing in and out. Please document time and sign complete signature.

8. Parents are required to come to the center immediately (within 30 minutes of phone call) to pick up their child in the event of child illness, child behavior issues, campus closure or in any other emergency situation.

9. Parents must notify the center of all daily contact numbers. All contact numbers must be updated regularly.

10. Car seats are required for all children under age 8 or 4’9” tall. Security will be called if staff notices that child is being picked up by anyone without a car seat.

11. Parents must notify **director** of any changes in class schedules or unit change during the semester. Child may be terminated from program or ineligible the following semester, if parents do not comply.
PARENT INVOLVEMENT AND PARTICIPATION

Communication and participation is very important and will enhance a feeling of a partnership in the education of your child. Agency staff is dedicated to working with you to provide learning opportunities, both at home and at the center. Please feel free to share any concerns you have with us, i.e., changes that occur in your family, a grandparent’s visit, a new baby, a family crisis, etc. We will also share our concerns with you. We look forward to getting to know each family. As a parent, you are always welcome to spend time in your child’s classroom. Please feel free to arrange for a conference with your child’s teacher or Director if you have any questions or concerns.

PARENT MEETINGS

Parent groups meet regularly. All parents receiving child care and development services are encouraged to attend meetings and parent education opportunities. Gavilan College CDC has established a Parent Advisory Committee, which provides a leadership opportunity to our parents, and meets monthly. The committee representatives work as a liaison between the staff and our center and family child care programs.

1. Our Funding Terms and Conditions with the State Department of Education encourage a strong parent involvement component. Parents working in the center on a volunteer basis are expected to have a TB test before volunteer time begins. TB testing is available free at Student Health Services. All parents are required to attend an orientation before their child starts school. This will allow the CDC staff to introduce school policies and procedures to parents. Additionally, parent/teacher conferences are scheduled during the year. At this time parent and teacher will discuss individual and class goals for the children enrolled in our program. Parents are encouraged to communicate specific concerns, questions and ideas to staff at this time. Following the initial conferences, staff is always available as a resource for parents.

2. Parents are always welcome to join in activities at the center. We encourage parents to participate in all aspects of the program. Please share your personal interests, including hobbies, talents, cultural backgrounds, favorite recipes, etc.

3. If the center and parents are mutually able to work together (be a partnership) to provide a setting that best meets the child’s growth needs, then the child will most surely benefit.

4. Parents are encouraged to take advantage of Early Childhood Development classes offered here at Gavilan. On site workshops are also periodically available.

5. Parent training will be held throughout the semester based on topics selected by parents along with parent meetings.
6. Parents will be given parent surveys and envelopes to complete, which list our room number only. Surveys are to be placed in the box in the reception area.

PARENT CLUB FUNDRAISERS

The center engages in fundraising activities for additional materials for the children. We will need all the parents support. Our Parent Advisory Committee is an active group of parents dedicated to the center. The committee conducts all fundraisers. Typical fundraisers that support the program are:

- See's Candy (Holiday Seasons)
- Santa Clara County Dining & Entertainment Discount Coupon Books
- Center Drawings
- Trike-A-Thon (Donations to St. Jude's Children's Research Hospital)
PARENT VOLUNTEER DUTIES

❖ Assist with supervision of children
❖ Assist in preparation of art projects
❖ Participation in classroom activities – walks, special visitors
❖ Assist in classroom maintenance
❖ Assist with meal set up and clean up
❖ Assist children with naptime set up, tying shoes, etc.
❖ Assist with outdoor set up and clean up
❖ Assisting with filing forms or other office needs
❖ Reading books to children
❖ Off campus volunteer time
❖ Any other suggestions you may have
❖ Assist with library area
❖ Assist with Picture Day
❖ Assist with fundraisers
❖ Assist with center reviews

PARENT ADVISORY COMMITTEE

All parents are members of this important committee. This group of dedicated parents, work hard to effect change in our school. All fundraisers, special events and campus activities are coordinated through the P.A.C. In order to do all the things that this group hopes to accomplish for the center takes a lot of support. The more parents we have helping the more we can accomplish. Please attend the Parent Meetings. If you cannot volunteer extra time perhaps you could volunteer resources and ideas.
SOCIAL SERVICES

We provide parents with a local community resource guide with professional services. Gavilan College CDC is happy to offer referrals for families in need. This service is a complimentary service and is included in the child development services we provide.

EDUCATIONAL PROGRAM

The education program is based on sound principles of child development. Our overall goal is to give children a sense of self-worth and to help them develop according to their own individual styles. We want them to feel confident and secure so that they can explore and grow in a stimulating educational and social environment. We are committed to supporting all aspects of a child’s growth in an atmosphere of respect. Your child is seen as an individual who is an important member of a group, and whose uniqueness is acknowledged by that group. The program refrains from religious instruction or worship.

INTENTIONAL LEARNING

Gavilan College CDC operates a developmentally appropriate program. This means, we believe in teaching to support the way children develop and learn. Our classroom setting is designed in an environmental approach, encouraging children to explore all learning areas: Read/Play & Learn, our selected resource for teaching staff, provides a blueprint for planning and implementing a developmentally appropriate program. Children learn through opportunities provided by our quality teaching staff who guides children through a variety of experiences.

Our preschool program incorporates the California Preschool Curriculum Framework, California Preschool Learning Foundations, and Desired Results for Children and Families. Activities are provided based on the children’s interest.
QUALITY SERVICES

To ensure the delivery of quality program services, Gavilan College CDC implements the Desired Results for Children and Families System. The California Department of Education (CDF) has developed the desired results approach to evaluate the child care and development services it provides. As a contractor of the CDF, Gavilan College CDC is committed to providing quality early care and education services for every child and family it serves. We provide two training in-service days per year for staff development. The Desired Results System provides tools for program administrators to evaluate the effectiveness of physical settings, qualifications of staff and training opportunities provided to parents and our early care professionals. Gavilan College CDC conducts an agency self-review on an annual basis, and the California Department of Education conducts a Contract Monitoring Review every three years.

Desired Results is a system by which educators can document the progress made by children and families in achieving their desired goals. The information we gather and assess helps Gavilan College CDC improve its child care and development services. Desired Results also includes a process for conducting individual Developmental Profiles (DRDP 2010) for each child. Gavilan College CDC teaching staff completes a DRDP 2010 for each child, twice a year. Parent conferences are held to review the profile and discuss goals. Desired Results is culturally sensitive and linguistically responsive to the diverse populations of children and families served. The six Desired Results Outcomes are:

- Children are personally and socially competent
- Children are effective learners
- Children show physical and motor competence
- Children are safe and healthy
- Families support their children's learning and development
- Families achieve their goals
PREPARING YOUR CHILD FOR SCHOOL

1. Please send children in comfortable clothes that can get dirty and that the child is capable of putting on and taking off. Send child in sturdy closed shoes (no sandals or thongs at all). Policy is still effective on water play days.

2. Please send your child with one blanket (no sleeping bags).

3. A complete change of clothing must be available in the classroom at all times. Label all children's removable clothing (shirts, pants, socks, shoes, jackets, hats, sweaters). Many children have similar clothing and labeling prevents confusion of 'Whose is this?'

4. Please Do Not Send Toys, Candy, or Food to School. Encourage children to share books, music, photos, nature items, and cultural artifacts. No toy guns or weapons will be allowed in school. Children are not allowed to play games involving such themes. Parents will be asked to take them home.

5. Nutrition is key to your child and his/her learning readiness and development. When you feed your child breakfast make sure it is a healthy one. NO SUGAR foods or punches. Birthdays or special treats should be nutritious (fruit, baked items, etc.). Birthdays are celebrated once a month on the last Friday of each month.

6. Rest is important. Keep a regular bedtime schedule. Limit television watching.

7. When your child arrives at school, help him/her wash their hands and wait for a staff member to complete a health check and always say goodbye to your child.

8. Children must be counted (or phoned in) for lunch by 8:45 a.m. The educational program begins at 9:00 a.m. We require children to be here no later than 8:45 a.m. This gives your child a few minutes to adjust to their day and prepare for group time.

9. Sick children should not be brought to school. Please call the Center and leave a message at 848-4815, if your child is not coming to school. If communicable illness is the reason for the absence please bring a doctors note upon return to school stating that the child is no longer contagious, and write the specific reason for absence on the sign in and out sheet.

10. Talk to your child each day about how fun his/her day will be. Refer to the school newsletter and calendar to prepare your child for the day ahead. Be on time. They may not know how to tell time but children can judge time lapse and pick up times based on daily activity schedules, other children, and morning and afternoon sun. Don't make a promise to make separation easier and then not keep it. (Example: I'll pick you up early today). Build trust by sticking to a regular daily schedule.

11. Talk to your child about how his day was. Each night on the way home ask your child questions about what happened at circle, or who he/she played with today, what songs were sung today? Avoid yes and no questions. Asking questions that require a descriptive answer encourages your child to share with you and may open them up to conversations, problem solving and communication building.
Basic Preschool Services

Art, science & nutrition activities
Circle time - books, music, personal stories, exercise
Desired Results Developmental Profiles
Developmentally appropriate materials
Hand washing
Individual & group play
Laundry of sheets only (parents need to wash blankets weekly)
Meals provided according to child care food program (breakfast, lunch & PM snack)
Naps provided on cots
Outside play
Parent conferences
Primary caregiver
Ratio - 1 adult to 8 children
Teacher available to speak with parents daily
Tooth brushing
Walks
Graduation Ceremony
Harvest Luncheon - Potluck
Professional Pictures (Fall & Spring semesters)
Annual Trike-A-Thon fundraiser
Book Fair
Open House Carnival (Saturday)
Fall Festival - Potluck (Saturday)
Santa Claus Party- Potluck (Saturday)
Daily Schedule
Room #110

7:50 - 8:30  Open Free Play
8:30 - 9:00  Breakfast/ Tooth Brushing
9:00 - 9:15  Transition/ Clean-up
9:30 - 10:30 Morning Gathering/ 3 Groups
10:30-11:30 Outside Play
11:25-11:30 Set Tables
11:30-11:40 Bathroom/ Clean-up
11:45-12:00 Lunch for the Children
12:00-12:30 Story Time/ Small Groups
12:30-2:30  Resting Time
2:30-3:00  Bathroom/ Snack
3:00-4:00  Open Activities/ Departure

*Subject to change. Latest schedule posted in the classroom.*
PROGRAM ACTIVITIES

Computer Center
Dramatic Corner
Self Help Skills

Games Area
Cooking Activities
Arts and Crafts

Reading Center
Sand and Water Experiences
Self-Help Skills

Monthly Emergency Drills
Out door Activities
Campus Field Trips

Music Center
INCLUSION POLICY AND PROCEDURE

Gavilan College CDC mission, program philosophy and guiding principals convey our commitment to providing quality environments for young children. Our programs are inclusive as we welcome and value all learners by offering high quality age appropriate opportunities for every child. Our programs use the Desired Results System to ensure the individualized needs of each and every child we serve are met. Gavilan College CDC will make reasonable accommodations for individuals with disabilities, and for those at risk of special needs. Furthermore, Gavilan College CDC welcomes all children regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or age or on the basis of persons associated with a person or group with one or more of these actual or perceived characteristics. Our goal is to provide activities in ways that enhance our student’s health, well being, and independence.

Gavilan College CDC affirms its commitment to providing meaningful access to our facilities, programs, activities and services by providing appropriate accommodations to qualified individuals with disabilities. This policy complies with all federal and state laws including: Title VI of the Civil Rights Act of 1964, and the Americans with Disabilities Act.

POLICY

Gavilan College CDC welcomes and encourages the participation of children with disabilities. Gavilan College CDC makes every reasonable effort to ensure that programs, activities, and services, when viewed in their entirety, are readily accessible to and usable by individuals with disabilities. Children with physical disabilities requiring wheelchair accessibility may be accommodated.

PROCEDURE

To ensure appropriate accommodations are met, participants in need of reasonable accommodations must contact the director in advance of enrollment. At that time, individuals requesting modifications or auxiliary aids/services shall provide Gavilan College CDC with notice that they seek an accommodation of their disability. Notice allows Gavilan College CDC to evaluate and make all reasonable accommodations in the event of logistical difficulties in obtaining certain services for individuals who can meet essential eligibility requirements.

Reasonable accommodations are program changes made to assist a person with a disability to meet essential eligibility requirements. An accommodation is “reasonable” when it does not result in a fundamental alteration in the nature of the activity. Under the ADA, an accommodation is not reasonable if it compromises the safety of staff and/or participants. Safety issues must be formally identified and recorded. In the event that a participant’s behavior causes an unsafe situation to arise, a behavior plan will be developed.
INTAKE PROCESS

All families interested in child care complete the enrollment intake process. Following the completion of the intake process the Director will determine if the program can meet the special needs of the child.

DENIAL OF SERVICES

When an accommodation causes extreme difficulty for Gavilan College CDC, or incurs unreasonable expense, it need not be made. Gavilan College shall abide by the three legally identified categories to evaluate the determination of an undue burden:

Undue Administrative Burden: When all existing and available resources are applied and an accommodation cannot be found, Gavilan College complied with the ADA.

Undue Economic Burden: When the cost of an accommodation will result in a substantial financial burden to the agency, a finding of economic burden is justified.

Fundamental Alteration: When the accommodation could be made, but would fundamentally change the activity or the policy, it need not be made.

Gavilan College reserves the right to deny services to any family for whom it has determined has needs beyond the scope of services we are able to provide even with reasonable accommodation. Examples of these needs may include:

- A child may require individualized care which could require an adult to child ratio that exceeds our staffing capabilities.
- A child requires adaptations to the physical setting, or special furniture beyond our means.
- A child would exceed our 10% special needs capacity policy.
- A child whose behavior(s) jeopardizes the safety and well being of himself or other children and/or staff.
- A child requires behavior management techniques which violate Title XXII Personal Rights (Section 101223-see Behavior Policy).
- Any undue burden that the agency may incur (see above).

IDENTIFICATION OF A SPECIAL NEED OF AN ENROLLED CHILD

In the event a child is enrolled in our program, and we suspect and/or identify a special need issue, staff will follow procedures to seek support services for the child.

- The teacher will observe the child and document behaviors that present a concern.
- The teacher consults with the Director
- A parent conference is held, and Gavilan College CDC representative conveys its concerns to the parents and information regarding a referral for further screening and assessment.
- A plan for follow through is developed, and parents understand continued enrollment in the program is contingent upon their diligence to seek and obtain referral services.
TERMINATING A CHILD FOR CAUSE

In the event staff is not notified in advance of an identified special need (and the child requires an accommodation), the following steps shall be followed:

- If a child’s behavior is deemed to be disruptive or unsafe, the staff will inform the Director of their concerns.
- Staff will observe and assess the participant in the program, document their concerns, and make recommendations for accommodations, and meet with the parents.
- If the situation warrants termination due to one of the scenario’s listed above (see denial of services), the child’s enrollment will be terminated immediately.
- If the special need accommodation/adaptation can be met, the plan of action will be documented, with specific outcomes and timelines to be met.

Gavilan College CDC provides quality early care experiences that contribute to the physical, cognitive, social, and emotional development of children, 2 years to 5 years of age and abilities. If you have a disability and would like to request support for a program, please contact a staff member. To facilitate opportunities for people with and without disabilities, Gavilan College CDC provides inclusion services. To ensure the requested accommodation, please notify the center Director at the facility where the requested program is located at least two weeks in advance of the start of your enrollment.
REST TIME

If your child stays at school for nap, you must bring one blanket marked with your child’s name. Please no sleeping bags due to limited storage space. Items should be brought Monday morning and taken home Friday afternoons to wash. We have limited extra blankets so please make this a weekly priority. All children here during naptime will be required to rest. If you pick-up your child during naptime, please do so quietly.

ARRIVING AND LEAVING THE CENTER

The manner in which a parent arrives and leaves a child at school is very important. Starting the day in a positive manner will assure a good day for the child and teacher. Take the time to bring your child into the center, and then spend a few minutes before you leave. At pick-up time, take a few minutes to talk about the day with the teacher, and your child. Allowing your child time to finish their activity will provide a smooth transition for you and your child.

Parents are expected to call in by 8:45 a.m. if child is going to be absent or late on days of enrollment.

Parents need to closely supervise their child(ren) during drop-off and pick-up hours, especially while in the parking lot. **Children are not permitted to enter the center without an accompanying adult.**

Anyone that drops off or pick up children and does not have a parking permit, must park in the 15 or 30 minute parking spaces next to handicap spaces. Parking in the regular student spaces without a student permit or a day pass may be subject to a parking citation at the registered owner’s expense. Parking in the handicap spaces without a valid permit may also result in a very expensive parking citation. Citations can not be reversed by Gavilan College or center staff once issued.
ATTENDANCE

Signing In and Out

Parents are required to record the child's actual arrival and departure times at the center on a daily basis. A full signature is required by a parent or family representative when signing in and out.

All children are required to be brought into the center by their parent or parent's adult designee (must be 18 years or older). The adult is required to sign-in, help child wash his/her hands, and wait until a staff member has completed a health check before leaving the premises. Please start the day with your child on a positive note – this will help your child have a good day at school.

Teachers will release a child only to the parent or some other adult authorized by the parent. If pick-up is to be by someone other than the regular person, please notify the center office in writing. Children will not be allowed to leave CDC with any other person without written authorization from the parent or guardian. Parents are required to keep the Emergency Card current with 3 emergency contacts.

Any parent or adult not recognized by staff will be required to show a picture ID before any child may be released from the center. This may happen several weeks or months into the program if a substitute or new staff member have never seen a particular adult picking up child.

If the child is to be picked up by someone other than the names listed on the release form, the following steps will be taken:

- The parent must notify the teacher in writing or verbally in the morning at the time of drop-off who will be coming, or they must call to notify the teacher in advance of pick-up.
- If the teacher is called, identification will be requested of the adult picking up the child.
- The child will not be released from the center unless the above steps are taken.

Children will not be released from the CDC to an adult who appears to be under the influence of drugs or alcohol.

If there is a court order that specifies that a parent is not allowed to pick up or contact the child without the consent of the custodial parent, the order must be on file with the agency. Any exceptions or special circumstances must be requested in writing and submitted in advance to the agency.
ABSENCE POLICY

The parent’s full signature is required on the attendance sheet along with the specific reason for the absence. In addition to excused absences, children are allowed 10 Best Interest Days and 10 unexcused absences. After the Best Interest and unexcused absences have been used, child care services will be terminated.

EXCUSEABLE:
1) Child, parent/guardian or sibling is ill. Healthy child/sibling may still attend care. If your child is absent for five (5) consecutive days, a note from the doctor will be required to readmit the child for care.
2) Quarantine by county or city health officer
3) Medical, dental, mental health or WIC appointment
4) Any legal appointments, or court appearances
5) Court ordered visitation with absent parent (maximum of four consecutive weeks and court order must be on file)
6) An absence related to Child Protective Services
7) Bad weather
8) Emotional or mental day
9) Sleep deprived
10) Family Emergency (5 consecutive days maximum)
   a. Lack of transportation
   b. Witness or victim of a crime
   c. Illness of a family member
   d. Disaster
   e. Funeral for member of family

All family emergencies must be documented in writing with the specific nature of the emergency. If your family emergency requires your child to be absent longer than 5 days, you must request additional family emergency days in writing to the Director.

BEST INTERESTS:
1) Family trips for pleasure or recreational reasons
2) Home with a parent or visiting relatives (if family has a set schedule)
3) Participation in elementary school activities
4) Observation of a holiday or a ceremony of a family’s religion
5) Sibling’s school holiday
6) Child’s birthday
7) Any absence in the best interest of the child

UNEXCUSED:
1) Stayed at friend’s house
2) Any excused absences without signature or phone call made to center
3) Center paperwork incomplete
4) An absence, which has not been documented
5) Any day beyond the allocated 10 Best Interest Days

FINAL EXAM WEEK — Days not in attendance are considered days of non-enrollment. See calendar for days of operation.
FAMILY FEE PROVISIONS

Determining Fees for State Contracted Families ONLY: The family fee for child care is determined at the time of certification, depending upon family size and income, using a fee schedule established by the California Department of Education. Family fees shall be assessed and collected based on the child who is enrolled for the greatest number of hours. All families contracted in our subsidized campus program are required to report any changes of income within five (5) business days. Families will be given a 2 week notice in the event of an increase in family fees or an immediate reduction of family fees when proof of reduced income has been provided to the Center. Gavilan College CDC shall grant a fee credit equal to the amount paid to other child care providers. Families must provide a written receipt to Gavilan College CDC from the alternate child care provider. Gavilan College CDC will apply the fee credit to the family’s subsequent fee billing period. The family shall not be allowed to carry the fee credit beyond the subsequent fee-billing period.

No fee credit will be given for absences. Family fees are due on the 15th day of the month and are considered delinquent after 7 calendar days. A notice of termination will be issued on the 16th day of the month. If a payment plan is in writing and has been submitted and approved by the Director, the NOA will be rescinded. If you fail to meet the terms of your payment plan, and fail to stay current with monthly family fees, services will be terminated.

If the family fee is paid late 3 times within a six month period, child care services may be terminated and families will be ineligible for services from Gavilan College CDC for a period of six months.

All child care fees must be paid within the first month they have been accrued. Checks or money orders, made payable to Gavilan College CDC, may be dropped in our Payment Drop Box on the left side of the reception area counter. The charge for a returned check is $25.00. If more than one check is returned, money orders will be required for payment. Cash payments may also be dropped in Payment Drop Box but you will not receive a receipt at time of payment unless submitted to the Director personally. You may also make your payments at the Business Office Cashier. Credit/Debit cards are also accepted at the Business Office which is open Monday – Friday from 9:00 a.m. to 3:00 p.m., but closed for lunch from 12:00 p.m. to 1:00 p.m. (Summer hours may vary) Office is closed on Wednesday.

Parents are required to give a two-week notice of termination or you will be responsible for fees accrued regardless of attendance. Parents are asked to complete an exit survey so that we may improve our program in any areas of concern. If terminated for non-payment, families are not eligible for services until the outstanding balance is paid in full. An immediate hold is placed on your records, which means you cannot receive grades, transcripts or register for classes until balance is settled through the Center. Unsuccessful attempts to collect a debt will be turned over to the Business Department and sent through the collection process.
LATE PICK UPS

Please be prompt when picking up your child. If a child is left at the Center past 4p.m for Full Day Preschool Programs, a late fee of $10.00 for each 15 minutes (per child) will be charged regardless of last minute notification. For example: 4:00-4:15p.m = $10.00; 4:15-4:30p.m = $20.00. The $10.00 fee for each 15 minute tardiness starts immediately and is not prorated by the amount of minutes that family representative is late picking up a child. Parents who are late more than three (3) times a year in picking up their children may be dropped from the program. Same fees apply to early drop off. Parents will be required to sign the Late Pick Up Notice which documents occurrences of late pick up. Parents will be charged late pick-up fees in the month following the occurrence.

NUTRITION

Gavilan College CDC menus have been prepared in accordance with state nutrition guidelines. A menu is prepared monthly and will be posted on the kitchen board and in each room. Copies of menus are available upon request.

In cases where there are family reasons for the child not to participate in the food program, parents should inform the director at enrollment. The parent will then be required to provide all meals for their child on a daily basis. In cases where children have allergies to common foods, we ask that your doctor provide a list of suitable foods for your child’s lunch and snacks. It is important that you notify center staff of any known or suspected food allergies that your child might have so we can make the appropriate substitutions. Gum and candy from home are not permitted.

Parents are asked to see that children do not bring food to the center. Parents will be given back the food to take with them if they bring it in the classroom. However, parents and children may remain outside classroom to finish eating what they brought.

The center follows the Child Care Food Program meal patterns. These are posted on the classroom bulletin boards. Children must eat at the center. Food cannot be taken from the classroom. This is a federal regulation.

Lunches will be delivered from Gilroy Unified School District.

CELEBRATIONS

Food items brought in for celebrations must be store bought. Please speak to the classroom teacher prior to the celebration to verify any food allergies. Birthdays are celebrated the last Friday of each month.

The Child Care Food Program is available to all eligible children. If you believe you have been discriminated against because of race, color, national origin, sex, age or disability, write immediately to the Secretary of Agriculture, Washington, D.C., 20250.
DAILY HEALTH SCREENING AND EXCLUSION POLICY

Our staff takes the following precautions to help prevent the spread of communicable disease. Your cooperation in carrying these policies through is appreciated.

1. Children must wash their hands as soon as they arrive at school. (All staff are trained in hand washing and disinfecting procedures.)
2. A staff member conducts a daily health check on each child before parent leaves the center.
3. Parents and school personnel mutually agree to notify the other if a child is exposed to a communicable disease. (School notice will be posted)
4. Staff members are not permitted to administer medication unless prescribed by a doctor.
5. No children will be allowed to stay in class if they cannot participate in daily activities.

The staff recognizes the following as signs of a possible illness. No children will be admitted with any of the following symptoms.

A. Fever over 100 degrees
B. Colored mucus
C. Diarrhea and or vomiting (within the last 24 hours)
D. Evidence of lice infestation, nits
E. Severe coughing, croup or whooping sounds.
F. Difficult or rapid breathing
G. Yellowish skin or eyes
H. Conjunctivitis (Pink Eye)
I. Stiff neck
J. Untreated infected skin patches, cuts and wounds
K. Body rash (including chronic skin problems)
L. Child irritable, continuously crying
M. Unusual tiredness
N. Mouth sores

As mandated by Community Care Licensing:

The daily screening and exclusion policy can have a significant effect on the number of illnesses in a group of children. It is suggested that the daily screening be an important and fun part of the daily routine. It’s a time for individual contact and communication with each child and their parent as they start the school day. In order to maintain healthy environments for all of our children, staff will screen children upon arrival for visible signs of illness. Children will be checked before the parent signs the child in for the day. Gavilan College CDC expects our parents not to bring sick children to school. Children should be kept at home when ill. If your child is absent for three (3) consecutive days, a note from the doctor will be required to readmit the child for care. Children who display indications of illness will be sent home immediately.
Children who become ill during the school day will be isolated from other children and the parent will be notified to take their child home immediately. Staff will look for the following symptoms:

- Vomiting or Diarrhea
- Throat and Neck – Redness, spots, sore throat, infected tonsils, (white deposits), swollen glands, etc.
- Eyes – Discharge and/or redness
- Skin – Rashes, spots, eruptions, vermin, etc.
- Nose and Ears – Opaque and/or bloody discharge
- Temperature – Fever within 24 hour period – over 100 F
- Lice – Children must be appropriately treated and nit free for readmission in the case of a lice outbreak, the CDC will inspect for 10 days and deny care to any child with nits

Children who have the above symptoms will be sent home and may return when:

1) Symptoms have disappeared
2) A doctor certifies with a signed, dated note that the child is not communicable. The note indicating when and why the child was excluded will be put in the child’s file.

Children will be permitted to play outside in the play yard daily, except in inclement weather. If you do not want your child to participate in outdoor activities, please keep them at home until well enough to participate.

**COMMON DISEASES AFFECTING CHILDREN AGE BIRTH - 5 YEARS**

<table>
<thead>
<tr>
<th>Type</th>
<th>Symptoms</th>
<th>Requirements to return to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impetigo</td>
<td>Small blisters on skin, become crusted, contain pus</td>
<td>24 hrs after treatment has started</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Excessive scratches on head, white nits or bugs</td>
<td>After completed treatment; no nits</td>
</tr>
<tr>
<td>Ringworm</td>
<td>Flat, scaly, ring shaped spot-reddish and elevated</td>
<td>After completed treatment</td>
</tr>
<tr>
<td>Scabies</td>
<td>Small raised red areas with connecting gray lines, fingers/elbows</td>
<td>24 hrs after treatment has started</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td>Fever, irritable, itchy blisters appear on body and then on face</td>
<td>Blisters dried up</td>
</tr>
<tr>
<td>Fifth Disease</td>
<td>Red blotchy rash on face and body that looks like slapped cheek</td>
<td>Able to participate in daily activities</td>
</tr>
<tr>
<td>Roseola</td>
<td>High fever 3-5 days, drops suddenly followed by rash</td>
<td>No fever; able to participate in activities</td>
</tr>
<tr>
<td>Strep Throat</td>
<td>Fever, sore throat, white blisters in throat, possible stomach pain</td>
<td>2 days on anti-biotic; no symptoms</td>
</tr>
<tr>
<td>Scarlet Fever</td>
<td>Fever, sore throat, fine rash on face and body like sandpaper</td>
<td>Doctor’s note required</td>
</tr>
<tr>
<td>Pinworms</td>
<td>Rectal or vaginal itching with disturbed sleep</td>
<td>After completed treatment</td>
</tr>
</tbody>
</table>

*If your child is vomiting or running a fever, he/she should be free from all symptoms for 24 hours before returning to school. Following a health check, if your child shows any other symptoms of illness, you will be asked to take them home. Please contact the Center if your child will not be attending school and specify the illness.

If you or your child contracts a communicable disease, please contact the center so that other parents may be notified about the exposure. Names will remain confidential and will not be documented on these forms.

In the event of an emergency, staff will contact 911 and parents immediately.
MEDICATIONS

Parents are to administer medications to their own child when possible, such as A.M and P.M. doses. Midday doses may be given by CDC staff, but only if absolutely necessary. Child prescribed medications may be stored at the Center in child safe cabinets with properly labeled containers. Please do not ever leave any medications in your child’s belongings such as backpacks or jackets. Always hand medication to a teacher for safe keeping.

In cases where there is a prescribed treatment, we can administer medication if the following steps are taken:

- Parents need to complete a Medication Record, provided by classroom staff.
- The medication is provided in the original prescription bottle with the name of the doctor, the name of the medication, the method, the amount, and the time of day to be given.
- We do not administer non prescribed medication without a doctor’s note. (Cough syrup, Motrin, etc.)
- In the event parents request staff to administer sunscreen, a sunscreen permission slip must be submitted at enrollment. Parents must supply the sunscreen with their child’s name on the bottle.

HEALTH EXAMINATIONS

Children are required to have a physical examination, which may include a TB test prior to the 1st day of attendance. Cutilan College CDC will accept documents that are less than one year old to fulfill this requirement. Exceptions are not made for records not meeting Licensing requirements. Immunizations must be up to date and stay current during enrollment with the CDC. These documents must be submitted before the child is allowed to receive services.

PERSONAL BELONGINGS

CLOTHING

Children should be dressed in comfortable clothing while at the center. Please DO NOT send your child in new, expensive, or clothing with sentimental value. Playing and learning at the CDC often involves materials such as paint and water which ultimately end up on children’s clothing.

We believe that an important part of a child’s learning experience consists of being able to care for his/her own clothing for that reason. We recommend that you mark clothing with permanent ink or name labels. We are unable to take responsibility for clothing that are lost or damaged at the center. Again, please DO NOT send them in new, expensive or sentimental clothing.

Parents are asked to keep extra sets of clothing in their child’s cubby at all times. This will ensure that your child will be in dry clothes. This does not include clothing in the Earthquake Kit.

In the event that your child wears someone else’s clothing or shoes home, please call the center. Another parent or teacher may be searching for that item. Be sure to return it to the center the following day.

Please discourage your child from bringing toys or other belongings to the center. Please check with your child’s teacher about “share days” and appropriate items to share. All personal items brought from home will be given back to the parent to take home.
SAFETY OF CHILDREN

A top priority of our center is to provide a safe place to leave your child. In order to assure that our center is a safe place, we have adopted the following policies:

1. A qualified teacher or assistant is in charge of a child or a group of children and responsible for their safety.

2. When a parent or guardian brings a child to the center, they must tell a staff member that the child arrived. Parents must also be certain the staff member knows they are leaving the premises.

3. No child is ever left alone or unsupervised.

4. We have monthly fire and earthquake drills. A record is posted in the center.

5. We have emergency plans posted at all exits.

6. The use of spray aerosols is prohibited when children are in attendance at the center.

7. When a child is involved in an accident or an injury occurs, our center will fill out an Incident Report form. The report will be given to the parent or guardian on the day of the incident. Copies of the reports will be retained on file.

8. Depending on the condition of the injury, the parent will be called or contacted by the staff to pick up their child.

9. Staff members are trained in First Aid and CPR.

EMERGENCY PLAN

1. First aid kits are located in the cupboard in the kitchen, the reception area, and each classroom. All locations are marked for easy access.

2. The Departmental Assistant and each classroom have child emergency cards with home phone and other pertinent information in the case of an emergency.

3. A fire extinguisher is located in the classroom for adult use.

4. Doors are marked clearly for fire exit as well as gates in the yard area.

5. Emergency Services will be activated by dialing 8-911 from any campus phone and Campus Security can also be contacted by dialing 10 from any campus phone.

6. Evacuation will occur when it is determined the building is deemed unsafe for children to remain. The evacuation location is the lawn area in front of the building. In case of an emergency (i.e.: earthquake, fire, etc.) parents are expected to pick up their child immediately.

7. Earthquake and fire drills are practiced. Any parent in the building must evacuate when drills are held.
EMERGENCY PROCEDURES

Life-Threatening Emergency – In case of a life-threatening emergency we will call 8-911 to activate Emergency Medical Services. We will follow by calling 10 on any campus phone to notify campus security and operator of emergency location and situation.

Non-Life Threatening Emergency – In case of non-life threatening emergency the director or head teacher in charge will be notified. Person in charge will set up the action plan and designate responsibilities to other staff. Call campus nurse if necessary (Alice Dufresne-Reyes at ext. 4791 or call 10 on any campus phone).

Injured Child – Lead teacher in each class sets action plan and will provide assistance for the child.

Fire – Follow fire/drill action plan. First priority is safety of children.

Earthquake – Duck and Cover. Stay in a safe spot (under tables, desks, door jam, etc.) until it is determined by lead teacher that it is safe to move.) Do not go outside unless safety is a factor inside - i.e.: fire, exposed wires, etc.

Other Emergencies – All other emergencies, see Emergency Action/Responsibilities list.

First Aid Kit Procedures and Reminders:

- First Aid kits are located in each classroom, in kitchen, and in reception area. All locations are clearly marked for easy detection.
- Classroom Emergency cards and first aid kits are together at all times.
- Use common sense and stay clam at all times.
BEHAVIOR POLICY AND PROCEDURE

Children are entering early care and education settings in greater numbers and at younger ages. With more children in child care challenging behavior, aggression, tantrums, defiance among young children is an increasing concern. Gavilan College CDC early educators and parents work in partnership to support each child’s individual needs. We address the social and emotional concerns of children on a case by case basis as we know one strategy or method will not work for all children.

When confronted by challenging behavior in a child (or adult), we use a reflective thinking process to examine what the challenging behavior is communicating to us and what strategies might be useful in addressing it. The term Challenging Behavior is used to mean any behavior that interferes with a child’s ability to learn or develop and maintain relationships with others.

As a California licensed program Gavilan College CDC ensures the personal rights of all children which means; all children are accorded dignity in their personal relationships with peers and teachers, and they are provided safe, healthful and comfortable accommodations, furnishings and equipment to meet their needs. All children are free from corporal or unusual punishment (section 101223 Title 22).

In the event, a challenging behavior exists; teachers will follow these procedures to address the issue:

Week #1.- Observe the behavior(s) and document program elements (e.g. environment, curriculum, relationships, time of day, and patterns of the behavior). The teacher will discuss the issue with the parent. If necessary, the teacher will meet with the parent to learn more about the child’s home environment and any relevant information that might provide insights for understanding the behavior. The teacher will inform the center Director of the situation.

Week #2.- The teaching staff and parents will discuss strategies to address the behavior and develop a plan.

In cases of severe behavior problems, a formal behavior plan is completed with specific timelines. Some examples of severe behavior issues are as follows, but not limited to:

- Attempts to correct the behavior has not resulted in change
- The behavior may cause harm to a child
- When another child gets hurt and requires medical attention

In extreme cases when all attempts have failed to result in desired behaviors, immediate termination of services may result.
QUALIFIED STAFF

The Center is staffed by qualified teachers, instructional aides and support staff. All teaching staff are required to obtain a "Child Development Permit" issued by the California commission on Teacher Credentialing. Staff attends in-service trainings to ensure professional growth. All staff meet the requirements set forth by the State of California and operate within their guidelines to ensure a quality learning environment for your child. Adult-child ratios are maintained at, 1:8 for preschool (36 months to kindergarten).

Additional support staff includes the Director.

DISCIPLINE POLICY

Our school discipline policy is one that encourages the child to make choices in a positive manner. Of course sometimes we must lead a child to find that choice. Our role is to facilitate this process with as little intervention as possible. When a behavior does occur there are steps we will take to help resolve the situation. To resolve a discipline or behavior problem we will:

- Try to find out why the behavior is occurring and deal with the reason behind the behavior or conflict.
- Try to redirect the children whenever possible into appropriate and productive behavior.
- Help children to resolve conflict between themselves by "active listening" and modeling the appropriate behavior.
- Separate children if they are having a difficult time playing together.
- Help children find ways of protecting themselves without resorting to violence, asking for help and using "their words".
- Discuss with parents to ensure a continuity of discipline approaches.
- Discuss strategies with staff. Work as a team, staff/parents, to resolve any problems.

In some cases a time out procedure is necessary. With extreme behavior problems we use the "control chair". This could be a chair in the classroom or in the office. It is used to distract the child from his behavior, give him/her time to calm down and time to talk about what is bothering him/her. When the child is "in control" they rejoin the group. The child decides when they are ready to return to play. By using this method we prevent the child from possibly hurting others or themselves while still giving them their own choices.

Termination from the program is possible due to discipline problems. Hurting other children, hurting staff or hurting themselves is not permitted. The staff will work individually to set a plan and implement an appropriate procedure. Termination is decided on an individual basis. A "Notice of Action" will be sent home when staff feels that such an action is necessary.
TERMINATION OF SERVICES

Your child may be terminated from the program based on abuse and neglect of the parent rules and guidelines. If you are found to be in violation of the rules and guidelines, the following procedures will be taken:

1. Teacher or Director conference will be called to bring the situation to your attention.
2. Written warning with a 14 day notice of program termination will be issued to a parent stating reason for program dismissal.
3. A child may be terminated from the program immediately if the child’s action violates other children’s personal rights.

Probation / Termination:
All children enter the program on a three-week probationary status. Based on the discretion, reasonable opinion and observation of the Center’s teaching staff, any child may be denied admission to the Center during or upon completion of the three-week probationary period and, after being admitted, any child may be returned to probation status or terminated from the program upon 14 days notice, for any of the following reasons:

1. Excessive discipline problems or biting other children or adults.
2. Immunizations not up to date.
3. Failure of parent to complete necessary paperwork in a timely manner.
4. Three late arrivals, without notification. Failure to follow this procedure may result in the director not allowing the child to attend the program for the day in question.
5. Excessive tardiness with notification (more than 3 days per month).
6. Three late pickups. Late charges will apply ($10.00 for any part of a fifteen minute period per child.)
7. Excessive absences (more than three days per month, more absences are allowed with a doctor’s excuse.)
8. Outbursts or improper conduct of a parent at the center (i.e. rudeness, verbal abuse).
9. Failure to notify the center within 5 days of changes in address, phone number change or disconnect, address, income, family size, need status, class schedule, etc.
10. Failure to maintain at least a 2.0 GPA in a Gavilan College courses and enrollment of at least 12 units for Full Day Preschool program.
11. Failure of parent to declare a vocational goal and make satisfactory progress towards the stated goals for Full Day Preschool and program.
12. More than 10 unexcused absences.
13. Child’s behavior significantly and directly threatens the physical or mental health, safety or well-being of one or more of the other children at the Center, and the threat cannot be eliminated. If reasonable accommodations will eliminate the threat, the child may be suspended until such time as the accommodation can be implemented.
14. In the judgment of the Center’s Director and staff, it is unable to reasonably meet the developmental or special needs of the child with or without reasonable accommodations. (Reasonable accommodations are modifications that do not fundamentally alter the nature of the service, program, or activity of the Center, or impose an undue burden on the Center).
15. Parents are required to give a two-week notice of termination or you will be responsible for fees accrued regardless of attendance. If the balance of child care fees is not paid before the last day of enrollment, an immediate hold is placed on your records, which means you cannot receive grades, transcripts or register for classes until account is settled through the Center. Unsuccessful attempts to collect a debt will be turned over to the Business Department and sent through the collection process.

16. Breach of confidentiality, including parents of enrolled children attempting to resolve center conflicts with other parents of enrolled children.

Additional grounds for termination not noted above will be given to the parent in writing, prior to the 14-day notice period.

FRAUD POLICY

Gavilan College CDC is required by the California Department of Education to inform all families receiving subsidized child care services through state funds that if child care funds are obtained by providing fraudulent information or incomplete information, Gavilan College CDC shall actively pursue recovering the funds paid out from the family in question.

Any fraudulent, false, or misleading information provided to Gavilan College CDC regarding employment, income, status as a student, enrollment in a training program or eligibility relating to medical incapacitation will be grounds for program termination and will be justification for Gavilan College CDC to begin to recover funds.

Knowingly providing false information or documents to verify Eligibility and Need such as:

- Family size/intentionally inflating family size by reporting family members who do not physically reside in the household.
- Family monthly income-intentionally underreporting family income in order to remain eligible for services or reduce family fee (wages, child support, cash aid, or other relevant income).
- Intentionally providing false Social Security Numbers, tax I.D. or other false monthly family income documents.
- Family source of income and family size-intentionally withholding information regarding second parent/spouse residing in the household.
- Intentionally falsifying and providing documents to verify needs for services including, but not limited to: forged employment verifications or medical incapacity statements, and/or falsified school records.
- Untrue self declaration statements.

Any family terminated for alleged fraud is entitled to a fair hearing. See Parent’s Right to Appeal Procedures (see below) or on the reverse side of the Notice of Action. If they lose their appeal, they will also be responsible for any money paid by Gavilan College for child care during the time of the appeal process. Gavilan College will pursue all fraudulent matters to the full extent of the law, including district attorney’s office. Each case will be handled on an individual basis. Any family found guilty of fraud will be ineligible for services for 3 years or until the funds are repaid.
PARENT'S RIGHT TO APPEAL

Appeal Information: If you do not agree with the agency's action as stated in the Notice of Action, you may appeal the intended action. To protect your appeal rights, you must follow the instructions described in each step listed below. If you do not respond by the required due dates or fail to submit the required appeal information with your appeal request, your appeal may be considered abandoned. Provide the information outlined in steps 1-5 mentioned below or complete the appeal form on the back of the Notice of Action.

STEP 1: Submit your appeal in writing with the following information:
Name of Parent/Caretaker, telephone, address, and a written explanation as to why you disagree with the agency's decision. Please be sure to sign and date your appeal. If you require interpretation, please indicate in your request.

STEP 2: Mail or deliver your local hearing request within 14 days of receipt of this notice to:
Gavilan College Child Development Center
5055 Santa Teresa Blvd.
Gilroy, CA 95020
Attn: Appeals Coordinator

STEP 3: Within ten (10) calendar days following the agency's receipt of your appeal request, the agency will notify you of the time and place of the hearing. You or your authorized representative is required to attend the hearing. If you or your representatives do not attend the hearing, you abandon your rights to an appeal, and the action of the agency will be implemented.

STEP 4: Within ten (10) calendar days following the hearing, the agency shall mail or deliver to you a written decision.

STEP 5: If you disagree with the written decision of the agency, you have 14 days from your receipt of the written decision to file an appeal with the California Department of Education (CDE). Your appeal to CDE must include the following documents and information: (1) a written statement specifying the reasons you believe the agency's decision was incorrect, (2) a copy of the agency's decision letter, and (3) a copy of both sides of this notice. Mail your appeal to the following address:
California Department of Education
Child Development Division
1430 N Street, Suite 3410
Sacramento, CA 95814
Attn: Appeals Coordinator

STEP 6: Within 30 calendar days after the receipt of your appeal, CDD will issue a written decision to you and the agency. If your appeal is denied, the agency will stop providing child care and development services immediately upon receipt of CDE's decision letter.
GAVILAN COLLEGE CDC GRIEVANCE PROCEDURE

STEP 1:
The complainant wishing to file a grievance shall contact the appropriate representative and discuss their concern verbally.
- For program related concerns, please contact the Director.
- For alleged violations of Gavilan College CDC Parent Handbook policies, Admission Agreement issues, or concerns related to enrollment and eligibility, contact the Director.

In the event the issue remains unresolved, move to step 2.

STEP 2:
The complainant shall file their grievance in writing to the Dean of Career Technical Education
- Name
- Date of complaint
- Nature and location of alleged incident
- Names (if applicable) of witnesses to alleged incident
- Written summary of attempts made to resolve the issue from the point of origin
- Name of staff representative you contacted from Step 1
- Signed and dated

The written complaint must be filed within 10 days of the verbal discussion with the CDC representative in Step 1. The Dean will review the grievance and attempt to resolve the matter. A response will be provided in writing within 14 days of the date of the signed letter.

If the issue remains unresolved, move to Step 3.

STEP 3:
The complainant shall contact the Vice President of Instruction, in writing within 10 days of the date of the Dean’s written response in order to request a review of the grievance and attempts made to resolve the matter. The Vice President of Instruction will review all documentation related to the grievance from Step 1 and 2.

The Vice President of Instruction will issue an opinion (or otherwise resolve) in writing within 14 days of receipt of the documentation.

If the issue remains unresolved, move to Step 4.

STEP 4:
The complainant shall contact the President, in writing within 10 days of the date of the Vice President of Instruction’s written response in order to request a review of the grievance and attempts made to resolve the matter. The President will review all documentation related to the grievance from Step 1 - 3.

The President will issue an opinion (or otherwise resolve) in writing within 14 days of receipt of the documentation.
If the issue remains unresolved, move to Step 5.

**STEP 5:**
The complainant shall request in writing that the grievance be placed on the agenda of the next Gavilan College Board of Trustees meeting (which are scheduled on the 2nd Tuesday of each month). The Board shall render an opinion (or otherwise resolve) in writing within 14 days of the board meeting. The decision shall be final.

**UNIFORM COMPLAINT PROCEDURE NOTICE**

It is the intent of Gavilan College CDC to fully comply with all applicable laws and regulations. Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding Gavilan College CDC alleged violation of a statute or regulation that the California Department of education is authorized to enforce. This includes allegations or unlawful discrimination (Education Code, Sections 200 and 220 and government Code, Section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance.

Complaints must be signed and filed in writing with the California Department of Education:

California Department of Education  
Child Development Division  
Complaint Coordinator  
1430 N Street, Suite 3410  
Sacramento, CA 95814

If the complainant is not satisfied with the final written decision of the California Department of Education, remedies may be available in federal or state court. In this event, the complainant should seek the advice of an attorney of his/her choosing.

A complainant filing a written complaint alleging violations of prohibited discrimination may also pursue civil law remedies, including but not limited to, injunctions; restraining orders; or other remedies or orders.

**OTHER AGENCY REQUIREMENTS**

The State of California requires that all members of day-care institutions be on the lookout for, and report to the State, any and all cases of abuse to a child. The center is, therefore, obligated to report to the State any suspected cases of child abuse and or neglect.

The program licensing record is available upon request, including, but not limited to the evaluation forms from the health, building, and fire departments that inspected our center. Licensing visits are posted for 30 days by the front door.

In keeping with our Open Door Policy, parents and guardians are permitted access to the center at all times while children are present.
### CDC Room Extensions

**Main Tel. (408) 848-4815**
*(If unavailable, see instructions below)*

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Staff</th>
<th>Ext.</th>
<th>Room #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception area</td>
<td>Susan</td>
<td>4815</td>
<td>None</td>
</tr>
<tr>
<td>Director</td>
<td>Susan</td>
<td>4814</td>
<td>#128</td>
</tr>
<tr>
<td>California State Preschool Program</td>
<td>Maria</td>
<td>4203</td>
<td>#110</td>
</tr>
<tr>
<td></td>
<td>Sylvia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rosita</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All numbers start with 848*

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*Call (408) 848-4800 and dial appropriate extension*

*(you do not need to wait for message to finish)*
## Santa Clara County Resource Guide

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS Hotline</td>
<td>(800) CDC-INFO</td>
</tr>
<tr>
<td>Alcohol Dependency</td>
<td>(408) 274-8511</td>
</tr>
<tr>
<td>Boys and Girls Club of Santa Clara County Southside</td>
<td>(408) 224-7997</td>
</tr>
<tr>
<td>Central County Food Program</td>
<td>(408) 282-1165</td>
</tr>
<tr>
<td>CET – Center for Employment and Training</td>
<td>(408) 287-7924</td>
</tr>
<tr>
<td>Child Health and Disability Prevention</td>
<td>(408) 799-6158</td>
</tr>
<tr>
<td>Child Protective Services</td>
<td>(408) 683-0601</td>
</tr>
<tr>
<td>Community Legal Services</td>
<td>(408) 283-3700</td>
</tr>
<tr>
<td>Community Solutions</td>
<td>(408) 842-7138</td>
</tr>
<tr>
<td>Drug Dependency</td>
<td>(408) 998-4200</td>
</tr>
<tr>
<td>Emergency Housing Consortium</td>
<td>(408) 294-2100</td>
</tr>
<tr>
<td>Family Court Clinic</td>
<td>(408) 299-8567</td>
</tr>
<tr>
<td>Family Violence Center</td>
<td>(408) 277-3700</td>
</tr>
<tr>
<td>Healthy Families – State Program</td>
<td>(800) 880-5305</td>
</tr>
<tr>
<td>Healthy Kids – County Program</td>
<td>(888) 244-5222</td>
</tr>
<tr>
<td>Homeless Shelters</td>
<td>(800) 774-3583</td>
</tr>
<tr>
<td>Housing Discrimination</td>
<td>(408) 293-2429</td>
</tr>
<tr>
<td>Law Offices of Public Defender</td>
<td>(408) 299-7700</td>
</tr>
<tr>
<td>Legal Advocates for Children and Youth</td>
<td>(408) 293-4790</td>
</tr>
<tr>
<td>Legal Aid Society of Santa Clara County</td>
<td>(408) 998-5200</td>
</tr>
<tr>
<td>Low-Income Self-Help Center</td>
<td>(408) 977-1275</td>
</tr>
<tr>
<td>MACSA – Mexican American Community Services Agency</td>
<td>(408) 847-4686</td>
</tr>
<tr>
<td>Migrant Education Program</td>
<td>(408) 453-6770</td>
</tr>
<tr>
<td>Missing Children Hotline</td>
<td>(800) 222-3463</td>
</tr>
<tr>
<td>Parental Stress</td>
<td>(800) 422-4453</td>
</tr>
<tr>
<td>Parents Without Partners</td>
<td>(408) 275-9057</td>
</tr>
<tr>
<td>Planned Parenthood</td>
<td>(408) 847-1739</td>
</tr>
<tr>
<td>Poison Control Center 24 Hour</td>
<td>(800) 876-4766</td>
</tr>
<tr>
<td>Psychiatric Crisis Center</td>
<td>(408) 885-6100</td>
</tr>
<tr>
<td>Salvation Army Rental and Utility Assistance</td>
<td>(408) 848-5373</td>
</tr>
<tr>
<td>San Martin Family Living Center</td>
<td>(408) 686-1300</td>
</tr>
<tr>
<td>Santa Clara County Department of Child Support Services</td>
<td>(408) 922-1368</td>
</tr>
<tr>
<td>Santa Clara County Office of Education</td>
<td>(408) 453-6886</td>
</tr>
<tr>
<td>SIDS</td>
<td>(408) 279-8228</td>
</tr>
<tr>
<td>St Joseph’s Family Center</td>
<td>(408) 842-6662</td>
</tr>
<tr>
<td>The Food Connection</td>
<td>(800) 984-3663</td>
</tr>
<tr>
<td>WIC (nutritional supplement for women and children)</td>
<td>(408) 847-0454</td>
</tr>
</tbody>
</table>

Ask Director for additional resources not listed above
San Benito County Resource Guide

Summer 2011
Paid for by funds from the California SIDS Program

Sponsored By:
Healthy Mothers, Healthy Babies Coalition,
Public Health Services

San Benito County Health
and Human Services Agency
Public Health Services
www.sanbenito.co.org

San Benito County of Education; www.sbcoe.org

SAN BENITO COUNTY
CRISIS & EMERGENCY SERVICES
SERVICOS DE EMERGENCIA

EMERGENCY SERVICES 911

- Adult/Child Protective Services .............. 639-1910
- AIDS Hotline English & Spanish CDD Info. 600-232-4628
- AIDS Hotline Hearing Impaired ........... 800-245-7659
- American Red Cross ...................... 659-9110
- Arthritis Council ......................... 659-4530
- Domestic Violence Crisis Line ............ 353-4020
- Community Solutions .................... 657-7925
- Emmanuel House .......................... 657-7925
- Hazel Hawkins Hospital ................. 657-7925
- Hollister Police Department .............. 657-7925
- SBC Behavioral Health ................... 657-7925
- (Mental Health and Substance Abuse Services)
- SBC Sheriff’s Department ................. 657-7925
- Sexual Assault Crisis Hotline
- Community Solutions .................... 657-7925
- STDs (Sexually Transmitted Diseases)
- Hotline CCG Info ......................... 659-4530
- Victim/Witness Assistance Center ....... 659-4530
- Youth Crisis & Runaway Hotline .......... 659-4530

EDUCATION - PARENT & FAMILY
EDUCACION Y APOYO PARA LOS PADRES

Adolescent Family Life Programs .......... 659-4200
American Red Cross ...................... 659-4200
Childbirth Education Program - Hazel Hawkins 659-4200
ChildCare of San Benito ................. 659-4200
Children & Adults with ADD/ADHD Programs 659-4200
Early Childhood Education (Early Start) 659-4200
Family Resource Center (Parenting Classes) 659-4200
FNC of San Benito ......................... 659-4200
Healthy Mothers, Healthy Babies Coalition .... 659-4200
Hollister Youth Alliance Young Parent Program 659-4200
SBC Free Library (Parenting Classes) .... 659-4200
SBC Free Library (Parenting Classes) .... 659-4200
San Benito Children’s Library ............ 659-4200

dhink Next Program ....................... 659-4200

EMPLOYMENT RESOURCES
RECURSOS DE EMPLEO

Employment Development Dept (EDD) .... 659-4200
Job Services ................................ 659-4200
One-Stop Career Center .................... 659-4200
Disability Insurance (CA) ................. 659-4200
Unemployment Insurance (CA) .......... 659-4200

FAMILY VIOLANCE PREVENTION
PREVENCION DE VIOLENCIA FAMILIAR

Community Solutions ...................... 659-4200
Child Help USA ........................... 659-4200
Child Care International, Inc. .......... 659-4200
ChildFare ................................ 659-4200
ChildMatters (EMERGENCY LINE) ....... 659-4200
Family Resource Center ................. 659-4200
La Isla (Positive Women’s Center) ......... 659-4200
National Center for Missing & Exploited Children .... 659-4200
Benito County Child Welfare Services .... 659-4200
Shelter Outreach Plus ..................... 659-4200
Victim/Witness Assistance Center ....... 659-4200
Youth Crisis & Runaway Hotline .......... 659-4200

FINANCIAL SUPPORT
AYUDA FINANCIERA

CalWORKs Food Stamps (Public Assistance) 659-4200
California Department of Social Services 659-4200
Community Services & Workforce Develop. 659-4200
Elderly Home Energy Assistance Program (HEAP) .... 659-4200
Low Income Home Energy Assistance Program
SBC Temporary Assistance Program .... 659-4200
SBC Food Stamps (Public Assistance) .... 659-4200
SBC Food Stamps (Public Assistance) .... 659-4200
Social Security Administration (SSA) .... 659-4200
Social Security Administration (SSA) .... 659-4200

FOOD NUTRITION
SUPPLEMENTAL PROGRAMS
NUTRICION - COMIDA
PROGRAMAS SUPLEMENTALES

CalWORKs Food Stamps (Public Assistance) 659-4200
Community Food Bank of SBC ............ 659-4200
Community Services & Workforce Develop. 659-4200
Jornadas de Autoayuda/Bilingual Center .... 659-4200
Salvation Army ................................ 659-4200
Second Harvest Food Bank Watsonville .... 659-4200
Social Security Administration (SSA) .... 659-4200

Foster Care
GUARDIAN AD LITEM

Foster Family Services ....................... 659-4200
CASA Advocates of Children .......... 659-4200
Children’s Committee Center, Inc. ..... 659-4200
Future Families (Foster Adoption Information) .... 659-4200
Health and Human Services Agency .... 659-4200
Healthy Children’s Services ............. 659-4200
Senior Center, Inc. ......................... 659-4200
San Benito County Office of Education .... 659-4200
San Benito County Office of Education .... 659-4200
BREASTFEEDING INFO & SUPPORT
EDUCACIÓN Y APOYO DE DAR FECHO
Childbirth Education Program - Hazel Hawkins
Lisa Robinson
Le Leche League
Women, Infants, & Children (WIC)

CHILD CARE / DAYCARE
GUARDERÍA INFANTIL
American Red Cross Childcare Training: 800-6410
Early Childhood Education Center
Child Daycare
Child Injury Prevention Coalition
Child Care Program
Planning Council (PCC)

CHILD SAFETY
SEGURIDAD INFANTIL
American Red Cross CPR/First Aid: 838-2100
Child Abuse & Neglect Reporting: 838-1100

DENTAL HEALTH CARE
SERVICIOS DE SALUD DENTAL

LOCAL GOVT & LEGAL SERVICES
SERVICIOS LEGALES
City of Hollister
San Benito County
COUNTY Clerk
County Recorder/Vital Records
Assistant District Attorney
Public Defender
Family Support

DOCS
Family, Juvenile & Superior Courts

SERVICES:
California Racial Legal Assistance
Family Counseling
Family Law Facilitator
Self-Help Center (Monday)
League of United Latin American Citizens (LULAC)
Immigration Services - Gilroy
Immigration Services - Watsonville
US Citizenship & Imm. Ser. Office
Victims of Crime Resource Ctr.

PUBLIC HEALTH SERVICES
SERVICIOS DE SALUD PÚBLICA
Public Health Services/Vital Records

MATERIALS, Child Health Referral Line

MATERNAL, Child Health Services Program
California Children’s Services Program (CCS)
Child Health & Disability Prevention Program (CHDP)
Community Mental Health Services Program (CSHP)
Preventive Care & Health Promotion Program (PCPHP)
Communicable Disease Education & Prevention

SUBSTANCE ABUSE PREVENTION
PROGRAMA DE PREVENCIÓN DE ADICCIÓN

OEUVRE DE BÉNÉFICE - TRAITEMENT POUR ALCOOL ET DROGUES

All these topics are 911 without additional instructions. All numbers are in the area code 800 unless otherwise stated.
IMPORTANT CHANGES
Car Safety Seat Law

Children under age 8 must be properly buckled into a car seat or booster in the back seat.

Children age 8 or older, or who are 4’9” or taller, may use the vehicle seat belt if it fits properly with the lap belt low on the hips, touching the upper thighs, and the shoulder belt crossing the center of the chest. If children are not tall enough for proper belt fit, they must ride in a booster or car seat.

Everyone in the car must be properly buckled up. For each child under 16 who is not properly secured, parents (if in the car) or drivers can be fined more than $475 and get a point on their driving records.

Note: Backless booster seats cost as low as $15; high-back booster seats cost between $20 and $150.

Keep your children safe. It’s the law!

For answers to your child safety seat questions, contact your local health department or visit cdph.ca.gov/vosp
CAMBIOS IMPORTANTES
Ley de Asientos de Seguridad para Automóviles

Los niños menores de 8 años de edad deben de tener el cinturón de seguridad bien abrochado y sentarse sobre un asiento de seguridad o asiento elevado para niños en el asiento de atrás.

Los niños de 8 años de edad o mayores o que midan 4'9" pueden usar el cinturón de seguridad del vehículo si se ajusta correctamente con el cinturón a la cadera, tocando la parte superior del muslo, y el cinturón de hombro cruzando el centro del pecho. Si los niños no son lo suficientemente altos como para un ajuste adecuado, deben viajar en un asiento de seguridad o asiento elevado para niños.

Todos en el automóvil deben estar correctamente abrochados. Por cada niño menor de 16 años de edad que no esté bien asegurado, los padres (si están en el automóvil) o conductores pueden recibir una multa de más de $475 y obtener un punto en contra sus registros de conductor.

Nota: Se puede conseguir un asiento elevado sin respaldo por un costo tan bajo como de $15 y los asientos elevados con respaldo entre $20 y $150.

Mantenga seguros a sus hijos. ¡Es la ley!

Para obtener respuestas a sus preguntas sobre asientos de seguridad para niños, contacte a su departamento de salud local o visite el sitio en la red cdph.ca.gov/vosp
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
2013 - 2014

District Calendar

July 2013

August 2013

September 2013

District
Calendar

October 2013

November 2013

December 2013

January 2014

February 2014

March 2014

April 2014

May 2014

June 2014

First Day of Instruction

Christmas/New Year Break (Limited Serv.)

Staff Development Day
(Limited Serv. A&R Only) (Mandated)

New Faculty Orientation

Spring Instructional Break

Instructional Saturday

Instructional Holiday

Center closed these dates.

Academic Calendar

SUMMER 2013 - 29 days
June 10 (Monday) First Day of Instruction
July 4 (Thursday) Holiday (Independence Day)
July 19 (Friday) Last Day of Instruction

FALL 2013 - 83 days
August 13 Aviation First Day of Instruction
August 22 New Faculty Orientation
August 23 Flex Day (Mandated)
August 26 First Day of Instruction
September 2 Holiday (Labor Day)
September 9 First Census
November 11 Holiday (Veterans' Day, Observed)
November 27-30 Thanksgiving Instructional Break
November 28-29 Holiday (Thanksgiving)
December 15-21 Final Exams
December 21 Last Day of Semester
December 24, 25 Holiday (Christmas)
December 31, January 1 Holiday (New Year's)

WINTER INTERSESSION - 19 days (CANCELLED)
January 2 (Thursday) First Day of Instruction
January 20 (Monday) Holiday (Martin Luther King)
January 29 (Wednesday) Last Day of Classes

SPRING 2014 - 82 days
January 9 Aviation First Day of Instruction
January 24 Flex Day (Mandated)
January 27 First Day of Instruction
February 10 First Census
February 14-17 Presidents' Day Instructional Break
February 14, 17 Holidays (Presidents' Day)
March 31 - April 6 Spring Instructional Break
May 23 Graduation
May 17-23 Final Exams
May 23 Last Day of Spring Semester
May 26 Holiday (Memorial Day)

SUMMER 2014 - 29 days
June 9 (Monday) First Day of Instruction
July 4 (Friday) Holiday (Independence Day)
July 18 (Friday) Last Day of Instruction

Flex Days (Mandated)

Contract Flex Days 48 add 1 hr scheduled outside of regr work hrs

165

8

175
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No. Administrative Services
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. 1.(i)

SUBJECT: Approval for the Purchase of Wetland Mitigation Credits for the Parking Lot C Project

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees approve the Purchase of Wetland Mitigation Credits for the Parking Lot C Project.

Background:
The expansion of Parking Lot C will add approximately 125 additional parking spaces some of which is to compensate for the loss of spaces due to the GECA program expansion north of Parking Lot C. The Army Corp of Engineers and the Central Coast Regional Quality Control Board have determined that this project affects 0.10 acre of wetlands. The District desires to purchase 0.10 acre of wetland credits from the Pajaro River Mitigation Bank.

Attached is a copy of the "Pajaro River Mitigation Bank Agreement for Sale of Mitigation Credits. "Exhibit B" of the Agreements identifies the cost of the purchase at $22,500.00.

Budgetary Implications:
Funds are included in the ME Budget.

Follow Up/Outcome:
Upon Board approval, sign the agreement and forward $22,500.00 to the California Conservation Holdings, LLC.

Recommended By: Terry Newman, Interim Senior Director of Administrative Services

Prepared By:  

Terry Newman, Interim Senior Director of Administrative Services

Agenda Approval:

Dr. Steven M. Kinsella, Superintendent/President
PAJARO RIVER MITIGATION BANK

AGREEMENT FOR SALE
OF
MITIGATION CREDITS
(RWQCB File Number 34313WQ04)

This Agreement is made and entered into this ___ day of _________________, 2013 by and between CALIFORNIA CONSERVATION HOLDINGS, LLC, a California limited liability company (Banker) and GAVILAN COLLEGE (Project Proponent), as follows:

RECITALS

A. The Banker has developed a wetland mitigation bank known as the Pajaro River Mitigation Bank (Bank) located in San Benito County, California; and

B. The Bank has been authorized by the U.S. Army Corps of Engineers (USACE) and the U.S. Environmental Protection Agency (EPA), and has received the approval of these agencies to operate as a Mitigation Bank with credits available for sale; and

C. The Bank has been developed under Nationwide Permit (NWP) 27 File Number 282005, issued by the USACE and pursuant to a Mitigation Bank Enabling Instrument (EBI) dated December 10, 2007; and

D. Project Proponent is seeking to implement the project described on Exhibit "A" attached hereto (Project), which would unavoidably and adversely impact waters of the United States thereon, and seeks to compensate for the loss of wetland areas or habitat by purchasing compensatory credits from Banker; and

E. Project Proponent has been authorized by the Central Coast Regional Water Quality Control Board (RWQCB) under Water Quality Certification Number 34313WQ04 to purchase 0.10 acre of wetland credits from the Bank as mitigation for unavoidable impacts to wetland and streambed habitat associated with the Project; and

F. Project Proponent desires to purchase from Banker and Banker desires to sell to Project Proponent 0.10 acre of wetland credits.
NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. The foregoing Recitals are incorporated into this Agreement for Sale of Mitigation Credits and by this reference made a part hereof.

2. Banker hereby agrees to sell to Project Proponent and Project Proponent hereby purchases from Banker 0.10 acre of wetland credits (Credits) for the purchase price of $22,500.00 (Purchase Price), in accordance with the terms hereof. The Purchase Price for the Credits shall be paid by wire transfer of funds according to written instructions by Banker to Project Proponent, or by check payable to "California Conservation Holdings, LLC." Upon receipt of the Purchase Price, the Banker will deliver to Project Proponent an executed Bill of Sale in the form attached hereto as Exhibit "B."

3. The sale and transfer of the Credits described herein is not intended as a sale or transfer to Project Proponent of a security, license, lease, easement, or possessory or non-possessory interest in real property, nor the granting of any interest of the foregoing.

4. Project Proponent shall have no obligation whatsoever by reason of the purchase of the compensatory Credits, to support, pay for, monitor, report on, sustain, continue in perpetuity, or otherwise be obligated or liable for the success or continued expense or maintenance in perpetuity of the Credits sold, or the Bank. As required by law, Banker shall monitor and make reports to the appropriate agency or agencies on the status of any compensatory Credits sold to Project Proponent. Banker shall be fully and completely responsible for satisfying any and all conditions placed on the Bank or the compensatory Credits, by all state or federal jurisdictional agencies. Banker hereby shall indemnify Project Proponent of and from all such liabilities and obligations.

5. The compensatory Credits sold and transferred to Project Proponent shall be nontransferable and non-assignable, and shall not be used as compensatory mitigation for any other Project or purpose, except as set forth herein.

6. Project Proponent must deliver the Purchase Price to Banker within 30 days of the date of this
Agreement. After the 30-day period this Agreement shall become null and void and Banker shall have no further obligations hereunder.

7. Upon purchase of the compensatory Credits specified above, Banker shall complete the payment receipt form attached hereto as Exhibit “C”; and shall submit the completed payment receipt to the USACE, EPA and RWQCB.

IN WITNESS WHEREOF, the parties have executed this Agreement the day and year first above written.

BANKER:

CALIFORNIA CONSERVATION HOLDINGS, LLC, a California limited liability company

By: ________________________________
Name: ______________________________
Its: ________________________________

PROJECT PROPOONENT:

GAVILAN COLLEGE

By: ________________________________
Name: ______________________________
Its: ________________________________
Exhibit "A"

DESCRIPTION OF PROJECT TO BE MITIGATED

The Project involves expansion of Parking Lot C to add approximately 125 additional parking spaces in order to support increased student population at the Gavilan College Gilroy Campus. The Project is located in the City of Gilroy, Santa Clara County.

*****
Exhibit "B"

Bill of Sale
Contract #PJMB-13-____
RWQCB File Number 34313WQ04

In consideration of $22,500.00, receipt of which is hereby acknowledged, CALIFORNIA CONSERVATION HOLDINGS, LLC, a California limited liability company (Banker) does hereby bargain, sell and transfer to GAVILAN COLLEGE (Project Proponent) 0.10 acre of wetland credits for the Gavilan College Gilroy Campus Parking Lot C Expansion Project, in the Pajaro River Mitigation Bank in San Benito County, California, developed, and approved by the U.S. Army Corps of Engineers (USACE) and the U.S. Environmental Protection Agency, Region IX (EPA).

Banker represents and warrants that it has good title to the credits, has good right to sell the same, and that they are free and clear of all claims, liens, or encumbrances.

Banker covenants and agrees with the buyer to warrant and defend the sale of the credits hereinbefore described against all and every person and persons whomsoever lawfully claiming or to claim the same.

DATED: __________________________

CALIFORNIA CONSERVATION HOLDINGS, LLC, a California limited liability company

By: __________________________________________
Name: __________________________________________
Its: ___________________________________________
Exhibit "C"

PAJARO RIVER MITIGATION BANK
WETLAND CREDITS: PAYMENT RECEIPT

PARTICIPANT INFORMATION

Name: GAVILAN COLLEGE
Address: 5055 Santa Teresa Boulevard, Gilroy, CA 95020
Telephone: (408) 848-4800
Contact: Steven M. Kinsella

PROJECT INFORMATION

Project Description: Gavilan College Gilroy Parking Lot C
RWQCB File Number: 34313WQ04
Habitat Affected: 0.023 acre permanent jurisdictional
wetland; 0.007 acre permanent streambed
Credits Required: 0.10 acre wetland credits
Payment Amount: $22,500.00
Project Location: Gavilan College Campus, City of Gilroy
County: Santa Clara

PAYMENT INFORMATION

Payee: CALIFORNIA CONSERVATION HOLDINGS, LLC.
Payer: GAVILAN COLLEGE
Amount: Twenty-Two Thousand Five Hundred and
No/100ths Dollars ($22,500.00)
Method of Payment: Cash Check# Other

(Signature)

Name: _____________________________
Title: ______________________________
Date: ____________________________
Consent Agenda Item No.  
Information/Staff Reports No.  
Discussion Item No.  
Old Business Agenda Item No.  
New Business Agenda Item No.  1.(j) 

SUBJECT: Gavilan College Educational Foundation Bylaws Revision

☐ Resolution: BE IT RESOLVED,
☐ Information Only
☒ Action Item

Proposal:
That the Board of Trustees approve the Gavilan College Educational Foundation Bylaws as revised in Article V Board of Directors, Section 5.01: Number, Selection, Term of Office.

Background:

Budgetary Implications:

Follow Up/Outcome:

Recommended By: Dr. Steven M. Kinsella, Superintendent/President

Prepared By: 

Agenda Approval: 

Dr. Steven M. Kinsella, Superintendent/President
ARTICLE IV
MEMBERSHIP

Section 4.01: Members  The Corporation shall have no members. Any action which would otherwise require approval by the members shall require only the approval of the Board. All rights which would otherwise vest in the members shall vest in the Board.

Section 4.02: Associates Nothing in this Article IV shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members", even though such persons are not members, and no such reference shall constitute anyone a member within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law. The Board may, by resolution, establish categories of persons associated with the Corporation and set the qualifications therefore. Persons meeting the qualifications of such categories may be referred to as "Regular Members", "Sustaining Members", "Patrons" or such other title approved by the Board, but no such designation shall confer upon any person the right to vote for the election of Directors, or on a disposition of substantially all the assets of the Corporation, or on a merger, or on a dissolution, or on changes to the Corporations Articles or Bylaws, nor shall any such designation confer upon any person the status of a member within the meaning of Corporations Code section 5056.

ARTICLE V
BOARD of DIRECTORS

Section 5.01: Number, Selection, Term of Office The Foundation Board of Directors shall not exceed twenty (20) elected members. The number of Directors may be changed from time to time, by an amendment to these Bylaws duly adopted by approval of Board of Directors. Each of these members shall be elected by the Board for a term not exceeding three years. Elected members may serve no longer than 6 years consecutively. Terms of the office expire at the June annual meeting. A director may be re-elected to the Board for additional three-year term. The Board shall be comprised of two (2) up to three (3) permanent employees members from the Gavilan College, one (1) including the college president, who will be permanently assigned as a Director on the Board, one (1) member of the Administration or Faculty of the Gavilan College. The college representation is not to exceed 50% of total membership. Should that occur, the college president will become Ex. Officio to preserve the separation between the college and this auxiliary organization. The Foundation shall maintain appropriate records concerning the membership of the Board of Directors, including the terms of each office, and the names, addresses, telephone numbers and other relevant data concerning each director.

Section 5.02: Qualifications The Directors of the Foundation must be interested in Gavilan College and be willing to contribute time and talent to the administration of the Foundation. Directors shall fulfill their obligations and duties as set forth in the volunteer job description and shall serve without compensation.
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Career and Technical Education

Consent Agenda Item No. 1.(k)
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No.

SUBJECT: Agreement Between CA Early Childhood Mentor Program and Gavilan College

Resolution: BE IT RESOLVED,
Information Only
Action Item

Proposal:
Consent to sign Agreement between CA Early Childhood Mentor Program and Gavilan College for the 2013-2014 school year.

Background:
Gavilan College works with the CA Early Childhood Mentor Program to provide early childhood mentors for Gavilan Child Development students. Students taking coursework at Gavilan or who are in their early years in the field of child development are able to receive one on one mentoring through this program.

Through a rigorous application process local early childhood teachers and directors are selected to serve as mentors. Gavilan faculty connect students to the local mentors that are able to support the Child Development course work. CD30AB students can take their student teaching practicum on campus, with experienced teachers that meet Title V requirements or at a mentor site. At the mentor site students receive one on one support to complete their practicum. After graduation students can receive one on one support in their new jobs or when their jobs change. The same process works for those that become teachers and those that become directors/site supervisors over the year.

All of these activities are paid for by the CA Early Childhood Mentor Program. This program strengthens the community involvement between Gavilan College and the Gilroy, Hollister, Morgan Hill early childhood communities.

Budgetary Implications:
There is no impact on the general fund.

Follow Up/Outcome: The agreement covers services offered August 1, 2013 to July 31, 2014

Recommended By: Sherrean Carr, Dean of Career Technical Education

Prepared By: Pat Henrickson, Faculty, Child Development and Educational Studies

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

AGREEMENT

CALIFORNIA EARLY CHILDHOOD MENTOR PROGRAM

This Agreement, dated for reference purposes only, August 1, 2013, is entered into by and between: the Chabot-Las Positas Community College District (CLPCCD), hereinafter known as the “District,” on behalf of its California Early Childhood Mentor Program, hereinafter known as the “Mentor Program,” and Gavilan College/Gavilan Community College District, hereinafter known as “Contractor.”

This agreement is entered into pursuant to Chabot-Las Positas Community College District Board of Trustees Resolution No. 15-1213.

Appropriation or Grant Number _____CN130165____

RECITALS:

Whereas, the Chabot-Las Positas Community College District has applied for and has received a grant from the California State Department of Education (Resolution 15-1213) for the purposes of operating a Mentor Program; and

Whereas, the CLPCCD has received authorization from its Board of Trustees to enter into agreements with California community colleges to provide such services as: coordinating and offering an adult supervision course and seminars for mentors and directors; coordinating and developing mentoring programs; offering honoraria for faculty working with the college mentoring program; providing books and other instructional materials for mentors; and printing and copying mentor materials.

Now, therefore, the parties agree as follows:

1. **TERM**: The term of this Agreement shall commence on August 1, 2013 and terminate July 31, 2014 except as otherwise set forth in this agreement.

2. **SERVICES TO BE RENDERED BY CONTRACTOR**: The services to be rendered are incorporated by reference as in attachment A. If any terms of the attachment and this Agreement are in conflict, this Agreement shall prevail.

3. **PAYMENT**: Invoice to be submitted and payment as a stipend to be made by District to Contractor shall be as set forth in Attachment A.

4. **INDEPENDENT CONTRACTOR**: The parties agree that with regard to this Agreement, Contractor is an independent contractor and not an employee of the District.

Any terms in this Agreement or its attachments referring to direction from the District shall be construed as providing for direction as to policy and the result of work only, and not as to the means by which such a result is obtained.

5. **EXPENSES FOR EQUIPMENT, TOOLS, MATERIALS OR SUPPLIES**: Contractor shall supply, at no cost or charge to District, all equipment, tools, materials, and/or supplies to accomplish the services agreed to be performed unless otherwise provided in this agreement; District shall not be liable to Contractor for any expenses paid or incurred by Contractor not provided for in this agreement unless otherwise agreed to in advance in writing.

6. **ASSIGNMENT**: Contractor shall not assign this Agreement nor the consideration payable under this Agreement without the written consent of the District.
7. **TERMINATION:** District may terminate this Agreement for District’s convenience and without cause at any time by giving the other parties written notice of such termination. The notice shall specify the date upon which the termination becomes effective. In the event of such termination, Contractor shall be paid for his/her services that have been performed to the satisfaction of the District under this Agreement, up to the date of termination. Any payment by District shall be conditioned on Contractor providing to the District any and all materials required by District related to the services rendered.

8. **WRITTEN NOTICE:** All notices required or permitted to be given by this Agreement shall be deemed given when personally delivered to the recipient thereof or two (2) days after it has been mailed by certified mail, return receipt requested, postage prepaid, and addressed to the parties. Any party by a written notice to the other parties may change the address of notice or the names of the persons or parties to receive written notice.

9. **GOVERNING LAW:** This Agreement shall be construed in accordance with and governed by the laws of the State of California. Venue for all litigation relative to the formation, interpretation, and performance of the Agreement shall be in Dublin, California.

10. **SEVERABILITY:** If any term, provision, covenant, or condition of the Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the rest of the Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

11. **NON-WAIVER:** The failure of any party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights or a waiver of any subsequent breach.

12. **NO AUTHORITY TO BIND DISTRICT:** Contractor has no authority to enter into contracts or agreements on behalf of District. This Agreement does not create the relationship of agent, servant, employee, partnership or joint venture with the District.

13. **AMENDMENTS:** No amendment to this Agreement shall be effective unless it is in writing and signed by all parties.

14. **CONFLICT OF INTEREST:** Contractor states that it is familiar with provisions of Section 87100 et seq. of the Government Code and certifies that it does not know of any facts which constitute a violation of said provisions. In the event contractor receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, Contractor agrees it shall notify District of such information.

15. **DAMAGES:** Contractor shall be responsible for any and all damages resulting in whole or in part from Contractor’s acts or omissions.

16. **INDEMNIFICATION:** District agrees to defend and indemnify and hold harmless Contractor, its Board of Trustees, officers, agents, and employees, individually and collectively, from and against all claims, liabilities, obligations and causes of action of whatever kind arising in any manner whatsoever out of or in connection with the acts or omissions of District, its Board of Trustees, officers, agents, and employees.

Contractor agrees to defend and indemnify and hold harmless District, its Board of Trustees, officers, agents, and employees, individually and collectively, from and against all claims, liabilities, obligations and causes of action of whatever kind arising in any manner whatsoever out of or in connection with the acts or omissions of Contractor, its Board of Trustees, officers, agents, and employees.

Contractor’s obligations under this section 16 shall survive the termination of this Agreement.

17. **COMPLIANCE WITH LAWS AND REGULATIONS:** Contractor shall keep informed of all laws and governmental regulations that may affect its obligations. It shall observe and comply with, and shall cause all its agents, employees, consultants, and subcontractors to observe and comply with all said laws and regulations, including obtaining business permits and licenses that may be required to carry out the work to
be performed under this Agreement, including all applicable provisions for subrecipient monitoring of federal funding awards.

18. **LIABILITY OF DISTRICT:** District's obligations under this Agreement shall be limited to the payment of the compensation as provided for in Section 3 of this Agreement but shall also include activities as provided for in Attachment A. Notwithstanding any other provision of this Agreement, in no event shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits, arising out of or in connection with this Agreement or the services performed in connection with this Agreement.

19. **NON-DISCRIMINATION CLAUSE:** During the performance of this Agreement, District and Contractor shall not unlawfully discriminate, harass or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, disability (including HIV and AIDS), medical condition (cancer), age, marital status, denial of family and medical care leave and denial of pregnancy disability leave. District and Contractor shall ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. District and Contractor shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12900 et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, Title 2, Section 7285.0 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f) set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations are incorporated into this contract by reference and made a part hereof as it set forth in full. District and Contractor shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

20. **BUDGET CONTINGENCY:** This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government or the California State Legislature for the Fiscal Year(s) covered by this Agreement for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, conditions or any statute enacted by the Congress or the State Legislature that may affect the provisions, terms or funding of this Agreement in any manner.

21. **ENTIRE AGREEMENT/MODIFICATION:** This writing sets forth the entire Agreement between the parties, and supersedes all other oral or written provisions. This Agreement may be modified only by a written document executed and approved in the same manner as this Agreement.
IN WITNESS WHEREOF, the parties hereto have executed this Agreement in triplicate on the date specified immediately adjacent to their signatures below.

"District"

By: [Signature]

Signature of CLPCCD person authorized to execute agreement

Print Name: Lorenzo Legaspi

Title: Vice Chancellor of Business Services

Date: August 1, 2013

"Contractor"

By: [Signature]

Print Name:

Title:

Address:

Date:

Recommended By:

Signature: [Signature]

Print Name: Linda Olivenbaum

Title: Director, California Early Childhood Mentor Program

Address: 25555 Hesperian Blvd.

Hayward, CA 94545

Date: August 1, 2013
Attachment A
Gavilan College/Gavilan Community College District
August 1, 2013 – July 31, 2014

Mission College will take the lead in the Santa Clara County Regional Early Childhood Mentor Program. In addition to Gavilan College and Mission College, the Santa Clara County Regional Early Childhood Mentor Program includes four college(s): De Anza College, Foothill College, San Jose City College and West Valley College. A Regional Program requires individual contracts between all three Districts and the Chabot-Las Positas Community College District.

A. Chabot-Las Positas Community College District on behalf of the California Early Childhood Mentor Program shall provide the following resources for implementation of the Contractor’s program, subject to the District’s approval:

1. Updated materials and assistance to facilitate implementation of the program including a Program Manual, an In-Service Training Resource Guide, reporting forms and one-on-one technical assistance.

2. Travel expenses for the Contractor’s Local, Regional and College Coordinators to attend statewide meetings to discuss program elements, the status of implementation and materials. Travel expenses must be within state guidelines and limits as specified in the Program Manual and as may reasonably be revised by the District.

3. $500 for the Contractor’s College Coordinator. The Contractor’s Coordinator may be paid directly by the Chabot-Las Positas Community College District in the sole discretion of the District. The District reserves the right to withhold and/or reduce the Coordinator payment if responsibilities listed in Section B are not fulfilled in a timely manner.

4. $150 for printing and copying costs for program implementation or Mentor materials. The Contractor’s Coordinator may be reimbursed directly by the Chabot-Las Positas Community College District in the sole discretion of the District, or through their local college.

B. The lead college agrees to designate a Regional Coordinator. The Regional Coordinator shall be responsible for the following activities:

Selection and Re-Certification
1. Promoting the program on campus and in the community.

2. Enrolling teachers and providers in the Mentor Teacher/Adult Supervision Course, based on the syllabus provided in the Program Manual and as may reasonably be revised by the District. The Contractor as a college agrees to enroll students and to issue credit. The Contractor also agrees that it will accrue no ADA when instructional costs are reimbursed. Students pay tuition if they are receiving credit.

3. Recruiting qualified child care providers and directors from the community who may be interested in becoming Mentors.
4. Modifying and distributing Mentor and Director Mentor applications and establishing appropriate application deadlines as currently described in the Program Manual and as may reasonably be revised by the District.

5. Assuring compliance with selection criteria for Mentor Teachers and Director Mentors as set forth in Sections D and E below.

6. Adhering to the Policy on the Mentor Option in Campus Labs as currently described in the Program Manual and as may reasonably be revised by the District.

7. Modifying and distributing Mentor and Director Mentor Re-Certification applications, and establishing appropriate application deadlines as currently described in the Program Manual and as may reasonably be revised by the District.

8. Appointing a Selection Committee of up to 16 members. The Selection Committee shall include community college instructors, center directors, teachers and other child care practitioners who represent all sectors of the regional child development community (e.g., Head Start, preschool, subsidized, non-profit). The Selection Committee should reflect the diversity of program types, ethnicities and language capacities in the community.

9. Training Selection Committee Members in the use of the Harms and Clifford Scales: the Early Childhood Environment Rating Scale-Revised (ECERS-R), the Infant/Toddler Environment Rating Scale-Revised (ITERS-R), the School-Age Care Environment Rating Scale (SACERS), and Family Child Care Environment Rating Scale-Revised (FCCERS-R). Training Selection Committee Members in the use of the Program Administration Scale (PAS).

10. Serving as a Selection Committee Member as currently described in the Program Manual and as may reasonably be revised by the District. Such service is optional for local college or Regional Coordinators but mandatory for college Coordinators in a Region.

11. Scheduling meetings for the Selection Committee to review Mentor and Director Mentor applications, evaluate applicants' centers or classroom sites, and to make final selections by June 1st of each contract year.

12. Notifying all New and Re-Certification applicants to inform them of final decisions as soon as possible after the final Selection Committee meeting.

13. Petitioning the District in writing that Mentor pool size be increased in an academic year. In such cases, determination will be made by Mentor Program staff based on current statewide allocations and student placement rates at the local college.

14. Maintaining eligibility requirements for Mentor Teachers in accordance with program policy as currently described in the Program Manual and as may reasonably be revised by the District.

15. Maintaining eligibility requirements for Director Mentors in accordance with program policy as currently described in the Program Manual and as may reasonably be revised by the District.

Professional Growth
16. Facilitating or arranging for facilitation of a 1-2 unit credit-optinal monthly Seminar for Mentors to combine informal discussion of issues they confront in supervising student teachers with further study of supervision issues, leadership and mentoring skills.
17. Facilitating or arranging for facilitation of a 1-2 unit credit-optinal monthly Seminar or continuing course for directors to study administrative issues, quality improvement strategies, leadership development and mentoring issues.

18. Providing Mentor and Director Seminar Instructors with the *Growing Leaders In-Service Training Resource Guide* and other necessary instructional materials as supplied by the District.

19. Ensuring that instructors for the Mentor and Director Seminars are regularly evaluated in accordance with college policies.

20. Supporting Mentor In-Service Training activities with Mentor materials and other appropriate funding where available.

**Placements and Stipend Activities**

21. Working within the college’s administrative procedures to institutionalize the Mentor Program. This includes seeking curriculum committee approval for courses, including program information in the college catalog and course schedule, and establishing load credit for practicum instructors who support placements with Mentors.

22. Providing the District with official course outlines for all courses in which students may be placed with Mentors.

23. Placing students with Mentors, acting as intermediary between the student and Mentor, and monitoring the Mentors’ work. The college agrees to offer the placement with a Mentor as an alternative to the existing practicum course(s).

24. Overseeing student placements with Mentors to ensure only one student will be in the Mentor’s classroom at a time.

25. Approving the following as currently described in the *Program Manual* and as may reasonably be revised by the District:

   - Mentor-protégé contracts for Post-Practicum placements;
   - Mentor-student contracts for Individual Student Mentoring;
   - Hourly Mentoring Record stipends for short-term mentoring services;
   - Hourly Birth to Three/FCCH Mentoring Record stipends for short-term mentoring services for Infant/Toddler and Family Child Care teachers and providers;
   - Director Mentor-protégé director contracts for Director placements;
   - Hourly Director Mentoring Record stipends for short-term mentoring services;
   - Hourly Birth to Three/FCCH Director Mentoring Record stipends for short-term mentoring services for Infant/Toddler directors and Large Family Child Care providers.

26. Serving, if requested and willing, as a Field Trainer as currently described in the *Program Manual* and as may reasonably be revised by the District.

**Payments**

27. Maintaining records of all costs and disbursements and reporting these monthly to the District in a timely and accurate manner.

28. Submitting authorizations to pay all stipends within 30 days following the end of the placement.

29. Submitting all fiscal reporting and requests for reimbursement to the District no later than June 15th of each contract year.
30. Acknowledging that the Coordinator’s payment may be withheld and/or reduced if reporting is not accomplished in a timely manner.

31. Applying for and utilizing Additional Funding to Support Instructional Costs for an Adult Supervision Course if appropriate.

32. Applying for and utilizing Supplemental Support Funding for Large Area Programs if appropriate.

33. Applying for and utilizing Supplemental Support Funding for the Director Mentor Component if appropriate.

34. Providing full reporting on the use of any Supplemental Support Funding as currently described in the Program Manual and as may reasonably be revised by the District.

Evaluations
35. Facilitating program evaluation.


Agreements and Reports
37. Completing and submitting to the District Quarterly Reports as follows:
   - First Quarter: August 1 to October 31, due October 31st of each contract year
   - Second Quarter: November 1 to January 31, due January 31st of each contract year
   - Third Quarter: February 1, to April 30, due April 30th of each contract year

38. Completing and submitting to the District all Annual Reporting materials on or before June 15th of each contract year.

Mentor Program Meetings
39. Attending all required Coordinator meetings and/or being responsible for acquiring and understanding the information and materials presented at these meetings.

40. Selecting eligible participants for the annual Mentor Institute.

Maintaining Records
41. Keeping records on each Mentor’s placement history, student evaluations of the Mentor, the Mentor’s application and re-certification, and stipend amounts. Keeping comparable records for each Director Mentor.

42. Maintaining program data and records in archives for five years.

C. Contractor will designate a College Coordinator to perform the following functions:

1. Place students with Mentors, act as intermediary between the student and Mentor, and monitor the Mentors’ work. The college agrees to offer the placement with a Mentor as an alternative to the existing practicum course(s).

2. Collect student evaluations of Mentors and provide the Regional Coordinator—in a timely and accurate manner—with any data necessary for the monthly, quarterly or annual reports.

3. Serve on the regional Selection Committee.
4. Facilitate the evaluation of the statewide program.

D. Contractor will designate an instructor who will be responsible for teaching the Mentor Teacher/Adult Supervision Course, a 2-unit course on adult supervision skills for Mentor candidates, based on a course syllabus included in the \textit{Program Manual} and as may be reasonably revised by the District.

E. Contractor shall insure that Classroom Mentor applicants shall complete the following requirements in order to be considered for selection:

1. A college level Early Childhood training program that included an Early Childhood practicum supervised by a college instructor for credit. Candidates must submit a transcript proving completion of this requirement.

2. The two-unit Mentor Teacher/Adult Supervision Course, as described in Sections B.2 and D in this Attachment.

3. Two years of experience as a classroom teacher or family child care provider.

4. Eligibility for the Master Teacher Level, or higher, of the California Child Development Permit.

5. The Mentor Application (see \textit{Program Manual}) which includes information on the applicant's educational background and experience, a personal statement, a transcript proving completion of the practicum as part of her/his Early Childhood education and the Harms and Clifford rating sheet from her/his self-review. The Application also includes a "supervisor's agreement" to support the candidate's application and participation as a Mentor. As public elementary school teachers have their own mentoring program, they are not eligible to participate in the California Early Childhood Mentor Program.

6. A site review of the center's National Association for the Education of Young Children (NAEYC) accreditation status by members of the Mentor Selection Committee and direct observation of teaching practices, or completion of a site review and self study using the appropriate Harms and Clifford Scale (ECERS-R, ITERS-R, SACERS or FCCERS-R).

F. Contractor shall ensure that Director Mentor applicants shall complete the following requirements in order to be considered for selection:

1. Three years of experience as a director or site supervisor in a child development program (current or prior).

2. Successful completion of a Director Mentor Information Session Webinar and a Director Mentor Institute as currently described in the \textit{Program Manual} and as may be reasonably revised by the District.

3. The Director Mentor Application (see \textit{Program Manual}) which includes information on the applicant's educational background, experience, statement of program philosophy, selection of items for Program Administration Scale (PAS) review, and references.

4. Completion of a Program Administration Scale (PAS) interview by members of the Mentor Selection Committee. A site review of the applicant's worksite (if applicable).
G. Contractor agrees to provide the following resources for implementation of the program:

1. Facilities for the Mentor Teacher/Adult Supervision Course, Selection Committee training and meetings, the Mentor Seminar and the Director Seminar as currently described in the Program Manual and as may be reasonably revised by the District.

2. Funds for program costs in excess of amounts provided in Section A of this agreement.

H. Contractor agrees that in cases where active Mentors or Director Mentors from other Regional or Local Mentor Programs wish to apply to this college’s program, acceptance and selection will be at the discretion of this college’s Selection Committee based on space availability and other selection criteria.

I. District reserves the right to withdraw the resources listed in Section A for non-performance of activities and requirements listed in Sections B through G. Written notice of such withdrawal—and a procedure and timeline to appeal such a decision—will be provided to Contractor.
Gavilan Joint Community College District
Governing Board Agenda

October 8, 2013

Consent Agenda Item No.
Information/Staff Reports No.
Discussion Item No.
Old Business Agenda Item No.
New Business Agenda Item No. 1.(1)

Career and Technical Education

SUBJECT: Agreement Between the Child Development Training Consortium and Gavilan College

☐ Resolution: BE IT RESOLVED,

☐ Information Only

☒ Action Item

Proposal:
Consent to sign Agreement between the Child Development Training Consortium and Gavilan College for the 2013-2014 school year. Agreement #13-14-2838

Background:
This agreement supports Gavilan College students completing courses required by the CA Commission on Teacher Credentialing to obtain a new or renew a currently held Child Development Permit. Gavilan students currently employed in licensed/licensed exempt early childhood programs are eligible for the CDTC stipends upon successful completion of their coursework. Students must be seeking a new or maintain a currently held Child Development Permit, be employed in qualified early childhood programs, and their employment must directly benefit children and/or families within the State of CA.

Budgetary Implications:
The Child Development Training Consortium is contracting with Gavilan for the 2013-2014 school year to earn 460 units by enrolling students in the appropriate classes. Yosemite Community College District/Child Development Training Consortium agrees to pay Gavilan College $11,250.00 (or $25 per enrolled unit) if students are enrolled in 460 units and working toward their Child Development Permits. Gavilan College CDTC program reimburses students $20 per unit completed successfully. The remaining portion of the contract amount is used for Gavilan College CDTC/CDES program expenses such as materials and copying costs.

Follow Up/Outcome:

Recommended By: Sherrean Carr, Dean of Career Technical Education

Prepared By: Pat Henrickson, Faculty, Child Development and Educational Studies

Agenda Approval: Dr. Steven M. Kinsella, Superintendent/President
CHILD DEVELOPMENT TRAINING CONSORTIUM
2013-2014 INSTRUCTIONAL AGREEMENT
AGREEMENT NUMBER 13-14-2838

This Agreement is made and entered into this 1st day of September, 2013, by and between
the Yosemite Community College District, Child Development Training Consortium, hereafter
called the YCCD/CDTC, and Gavilan College, hereafter called the CONTRACTOR.

WITNESSETH: That the CONTRACTOR for and in consideration of the covenants, conditions,
agreements, and stipulations of the YCCD/CDTC hereinafter expressed, does hereby agree
to furnish to the YCCD/CDTC services as follows:

I. STATEMENT OF WORK

A. The CONTRACTOR will designate a Campus Coordinator. The Campus
Coordinator will be responsible to prepare and submit all required reports;
coordinate all Consortium activities; attend two (2) mandatory YCCD/CDTC
sponsored meetings at YCCD/CDTC expense; and inform child
development/early childhood education department of program requirements
and components specific to campus Child Development Training Consortium.

The designated Campus Coordinator is preferably either full-time or adjunct
faculty, department chair, or director of the campus child development lab
center/children's center. If the current Campus Coordinator does not meet
these recommendations, they are permitted to continue in the position and
new requirements will be applicable upon designation of a new Campus
Coordinator. Since the requirement of faculty is preferred, but not required,
exceptions will be considered by YCCD/CDTC on an individual basis.

The Campus Coordinator must be located on campus with regularly scheduled
office hours; thereby being accessible to students enrolled in the program. The
YCCD/CDTC must be notified in writing within fifteen (15) calendar days of any
change in Campus Coordinator status.

The Campus Coordinator will be a liaison between the Child Development
Training Consortium and California Department of Education/Child
development Division (CDE/CDD) to disseminate information to campus faculty
regarding state initiatives.

B. The CONTRACTOR will generate up to 450 units of college credit by enrolling
students in courses required by the California Commission on Teacher
Credentialing to obtain a new or renew a currently held Child Development
Permit. Enrolled units must be completed between July 1, 2013, and June 30,
2014. Physical education courses and general work experience courses are
excluded. Child development work experience and remedial courses are
included.

C. The CONTRACTOR will make good faith efforts to recruit and employ qualified
faculty who reflect the ethnic makeup of the student population.
D. The CONTRACTOR will provide appropriate community college courses, which:

1. Meet the requirements of the Child Development Permit Matrix (included in this Agreement as Appendix A) and/or child care licensing regulations.
2. Are degree or certificate applicable.
3. Are offered for credit with the possible exception of remedial courses.
4. Are transferable whenever possible.
5. Are available to family child care providers and employees of child care/development programs serving infants through school-age children.
6. Are responsive to local community needs.

E. The CONTRACTOR will enroll students who meet the YCCD/CDTC eligibility criteria, numbered 1 through 5 below. Student eligibility must be verified each semester/term using the Student Profile.

1. Student must be seeking a new or maintaining a currently held Child Development Permit, **AND**

2. At the time of enrollment, the student must be employed by a child care/development program including licensed family child care and out-of-school care. Center-based programs must be licensed or eligible for an exemption according to Department of Social Services (DSS) regulations. **Licensed exempt centers are limited to the following:** on school site, parents on site, military, tribal, employment agency, parks and recreation, adult ed/child care, home based program and before/after school program. Employment in a kindergarten classroom is also acceptable, **AND**

3. Student employment must directly benefit children and/or families. The employment experience must be acceptable to the California Commission on Teacher Credentialing for purposes of obtaining a Child Development Permit, even if experience is not required for the permit, **AND**

4. Student must work in the state of California.

5. In-home care providers (nannies) are not eligible. Unlicensed, exempt, in-home child care providers are not eligible.

F. The CONTRACTOR will enroll eligible students according to the following three priorities:

California Department of Education, Child Development Division (CDE/CDD) Priorities for Enrollment:

**Priority 1** Employees of all direct-funded CDE/CDD programs including center-based programs and family child care network programs
or center-based programs with satellite family child providers. This also includes co-located Head Start Programs.

Priority 2 Employees of any program, center-based or licensed family child care homes, that serve children on a voucher basis for Alternative Payment services.

Priority 3 Employees of all other programs including center-based and licensed family child care homes.

Within each priority group listed above, priority will be given to students fulfilling the requirements for an Assistant or Associate Teacher or Teacher Child Development Permit.

Local Priorities for Enrollment

The local YCCD/CDTC Advisory Committee may establish additional priorities. However, the CDE/CDD priorities listed above must be met before local priorities can be implemented. Local priorities are encouraged to meet local needs within the context of the CDE/CDD priorities.

G. The CONTRACTOR will establish a new or use an existing Advisory Committee to solicit input on local needs, courses to be offered and approve the student eligibility and payment policies.

1. The Advisory Committee will make a good faith effort to represent the local child care labor market by including the following program representatives: the Campus Coordinator; one community college child development instructor, one CEC Mentor Coordinator, one family child care provider; one representative of a child care program funded by the California Department of Education, Child Development Division (CDE/CDD); one representative of a private-for-profit child care program; one representative of a private-non-profit child care program; one representative of the local Resource and Referral program; one college student majoring in child development; one representative from the Local Child Care and Development Planning Council; and one representative from the county-level Children and Families Commission, and one representative from the local CARES Plus and/or AB212 programs.

2. The Advisory Committee will meet a minimum of once each semester/term.

3. Both meetings must be properly documented with agendas and minutes, which must be submitted by specified due dates.

H. The CONTRACTOR will complete an annual needs study of the local service area to determine the greatest needs of individuals seeking new or maintaining currently held Child Development Permits. Information collected should include:

1. Description of eligible students to be served
2. Special circumstances or unique challenges and characteristics of eligible students

3. Description of agencies/programs that will benefit

4. Area strengths

5. Area needs

6. Description of most needed courses including topics, times, locations and preferred language of instruction.

I. The CONTRACTOR will provide student grade documentation to YCCD/CDTC upon request for audit purposes.

J. The CONTRACTOR will ensure that all required reports and documents are submitted to YCCD/CDTC by the due dates specified. Report titles and due dates are included in this Agreement as Appendix B – 2013-2014 Required Reports and Time Lines. All reports should be submitted to the Child Development Training Consortium, 1620 North Carpenter Road, Suite C-16, Modesto, CA 95351.

K. The CONTRACTOR will ensure that no full-time equivalent (FTE) will be collected for courses that are funded with YCCD/CDTC funds.

L. The CONTRACTOR will ensure collaboration (if applicable) with CEC Mentor Coordinator, two times per semester. This collaboration will include sharing program services and promote integration of services for student success.

II. PERIOD OF PERFORMANCE

The term of this Agreement shall be from September 1, 2013, to and including June 30, 2014. Enrolled units must be completed between July 1, 2013, and June 30, 2014. All allowable expenditures must be encumbered and/or the services rendered prior to June 30, 2014.

III. BUDGET AND ALLOWABLE EXPENSES

A. By October 15, 2013, a 2013-2014 budget based on the funding authorized in this Agreement must be posted online with the YCCD/CDTC. A YCCD/CDTC supplied format must be used.

B. The CONTRACTOR will submit a revised budget to the YCCD/CDTC for approval due to the following two circumstances:

1. When planned expenditures in any of the major expense categories (direct services, support services, or administration) exceed the approved budget by more than ten percent (10%).

2. And when planned expenditures in any of the line items exceed the approved budget by more than twenty-five (25)%.

C. The CONTRACTOR will administer the program budget in accordance with YCCD/CDTC budget development guidelines available in the Campus Coordinator Handbook. The CONTRACTOR will ensure that all program expenditures are reasonable, necessary, and allowable.
D. The CONTRACTOR will not exceed approved California Department of Education travel reimbursement rates for travel charged to this program.

E. The CONTRACTOR will not expend YCCD/CDTC funds on food, equipment, donations, or gifts. Equipment is defined as a fixed asset that does not lose its identity when removed from its location and is not changed materially or consumed immediately (typically, within a year) by use. Equipment has relatively permanent value and its purchase increases the value of the physical property such as furniture, vehicles, machinery, computers and furnishings that are not integral parts of the building or the building system.

F. If the CONTRACTOR demonstrates a consistent pattern of under-generating its contracted number of units, the number of contracted units may be reduced in subsequent years.

IV. PAYMENT FOR SERVICES

A. In consideration of the performance of the foregoing in a satisfactory manner, the YCCD/CDTC agrees to pay the CONTRACTOR an amount not to exceed $11,250.00. The amount of total payments to the CONTRACTOR will be the lesser of program earnings, the amount authorized by this Agreement, or actual expenditures. Any over-payments of more than $100.00 made by YCCD/CDTC to the CONTRACTOR must be refunded to YCCD/CDTC by June 30, 2014. Checks should be made payable to YCCD.

B. The CONTRACTOR will be paid $25.00 per enrolled unit of course work, which meets requirements of the Child Development Permit Matrix and/or child care licensing regulations to the maximum stated in Paragraph IB. Units for physical education and general work experience classes are excluded. Units for remedial courses and child development work experience are included.

C. YCCD/CDTC will issue progress payments to CONTRACTOR upon receipt of properly completed documentation including a 2013-2014 Student Profile for each enrolled student for each semester/term.

D. YCCD/CDTC will withhold any payment until all required documentation has been received to substantiate enrolled units.

E. YCCD/CDTC will make final payment to CONTRACTOR upon satisfactory completion of services as described herein. The final expenditure report is due no later than June 30, 2014. A Budget Narrative Form will be required as an addendum to the Final Expenditure Report.

V. RETENTION OF RECORDS AND AUDITS

The CONTRACTOR will retain all programmatic and fiscal records for a minimum of five (5) full years from the date of final payment under this Agreement. The CONTRACTOR will make these records available to YCCD/CDTC upon request for audit purposes during the progress of the work and for five (5) years following final payment. The federal audit number for this project is 93.575042.
VI. CONTRACT AMENDMENTS

This Agreement may be amended with mutual written consent of both parties and the approval of the California Department of Education, Child Development Division.

VII. 30 DAY TERMINATION NOTICE

It is mutually agreed that either party may terminate this Agreement by giving thirty (30) calendar days advance written notice.

VIII. FUND AVAILABILITY

Funding of this Agreement is contingent upon appropriation and availability of funds from the California Department of Education, Child Development Division. The YCCD/CDTC is funded with federal Child Care and Development Quality Improvement funds.

IX. NONDISCRIMINATION CLAUSE

A. During the performance of this Agreement, CONTRACTOR will not unlawfully discriminate, harass, or allow harassment against any employee or student because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), medical condition (cancer), age (over 40), sexual orientation, or marital status. CONTRACTOR will ensure that the evaluation and treatment of employees and student participants are free from such discrimination and harassment.

B. CONTRACTOR shall comply with the provisions of the Fair Employment and Housing Act and the applicable regulations promulgated there under.

C. By signing this Agreement, the CONTRACTOR ensures that it will comply with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability.

X. INDEPENDENT CONTRACTORS

It is understood that this is an Agreement by and between independent contractors and is not intended, and shall not be construed to create the relationship of agent, servant, employee, partnership, or joint venture.

XI. HOLD HARMLESS CLAUSE

Both the CONTRACTOR and YCCD/CDTC agree to hold harmless, defend, and indemnify the other party, its officers, employees, boards, volunteers, and agents from and against any and all losses, claims or expense arising out of any liability or claim of liability for personal injury, bodily injury to persons, contractual liability and damage to property sustained or claimed to have been sustained arising out of activities of such party, its boards, officers, agents, employees, or volunteers pursuant to this Agreement. However, the provisions of this indemnity agreement do not apply to any damages or losses caused by the negligence of the other party or its officers, employees, boards, volunteers, or agents.
XII. ACKNOWLEDGMENT

The CONTRACTOR will acknowledge the support of the YCCD/CDTC when publicizing the work performed under this Agreement. Materials developed with funds from this Agreement shall contain an acknowledgment of the use of federal Child Care and Development Quality Improvement funds received from the California Department of Education, Child Development Division.

XIII. DRUG-FREE WORKPLACE

The CONTRACTOR certifies compliance with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace.

IX. NON-PERFORMANCE OF TERMS OF INSTRUCTIONAL AGREEMENT

If the CONTRACTOR fails to fulfill the terms of this Instructional Agreement, the CONTRACTOR will be placed on informal probation for the period of one year. If the CONTRACTOR fails to fulfill the terms of the Instruction Agreement while on informal probation, a Probationary Instructional Agreement will be issued in the second year. If the CONTRACTOR fails to fulfill the terms of the Probationary Instructional Agreement, no further Instructional Agreements will be issued to CONTRACTOR.

AGREED TO BY:

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Yosemite Community College District

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<td>Printed Name of Person Signing:</td>
<td>Teresa Scott</td>
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<td>Title of Person Signing:</td>
<td>Executive Vice Chancellor/Fiscal Services, YCCD</td>
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Attachments for reference: Appendix A - Child Development Permit Matrix
Appendix B - 2013-2014 Required Reports and Time Lines

Return two Instructional Agreements with original signatures to:
Child Development Training Consortium
1620 North Carpenter Road, Suite C-16, Modesto, CA 95351
For questions, call (209) 572-6080

For CDTC Use Only: Date Rcvd: _________ To D.O: _________ From D.O: _________ To CONTRACTOR: _________

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<table>
<thead>
<tr>
<th>Permit Title</th>
<th>Education Requirement (Option 1 for all permits)</th>
<th>Experience Requirement (Applies to Option 1 Only)</th>
<th>Alternative Qualifications (with option numbers indicated)</th>
<th>Authorization</th>
<th>Five Year Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant (Optional)</td>
<td><strong>Option 1:</strong> 6 units of Early Childhood Education (ECE) or Child Development (CD)</td>
<td>None</td>
<td><strong>Option 2:</strong> Accredited HERO program (including RCP)</td>
<td>Authorizes the holder to care for and assist in the development and instruction of children in a child care and development program under the supervision of an Associate Teacher, Teacher, Master Teacher, Site Supervisor or Program Director.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Associate Teacher</td>
<td><strong>Option 1:</strong> 12 units ECE/CD including core courses**</td>
<td>50 days of 3+ hours per day within 2 years</td>
<td><strong>Option 2:</strong> Child Development Associate (CDA) Credential.</td>
<td>Authorizes the holder to provide service in the care, development, and instruction of children in a child care and development program, and supervise an Assistant and an aide.</td>
<td>Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.</td>
</tr>
<tr>
<td>Teacher</td>
<td><strong>Option 1:</strong> 24 units ECE/CD including core courses** plus 16 General Education (GE) units*</td>
<td>175 days of 3+ hours per day within 4 years</td>
<td><strong>Option 2:</strong> AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise an Associate Teacher, Assistant and an aide.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Master Teacher</td>
<td><strong>Option 1:</strong> 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units</td>
<td>360 days of 3+ hours per day within 4 years</td>
<td><strong>Option 2:</strong> BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program, and supervise a Teacher, Associate Teacher, Assistant and an aide. The permit also authorizes the holder to serve as a coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Site Supervisor</td>
<td><strong>Option 1:</strong> AA (or 60 units) which includes: - 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units</td>
<td>360 days of 3+ hours per day within 4 years including at least 100 days of supervising adults</td>
<td><strong>Option 2:</strong> BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or <strong>Option 3:</strong> Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or <strong>Option 4:</strong> Teaching credential **** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting</td>
<td>Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
<tr>
<td>Program Director</td>
<td><strong>Option 1:</strong> BA or higher (does not have to be in ECE/CD) including: - 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units</td>
<td>One year of Site Supervisor experience</td>
<td><strong>Option 2:</strong> Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or <strong>Option 3:</strong> Teaching credential **** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or <strong>Option 4:</strong> Master's Degree in ECE/CD or Child/Human Development</td>
<td>Authorizes the holder to supervise a child care and development program operating in a single site or multiple sites; provide service in the care, development, and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.</td>
<td>105 hours of professional growth****</td>
</tr>
</tbody>
</table>

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation is available.

*One course in each of four general education categories, which are degree applicable: English, Language Arts, Math or Science, Social Sciences, Humanities and/or Fine Arts.

**Core courses include child/parent growth & development, child family/communication or child and family relations, and programs/curriculum. You must have a minimum of three semester units or four quarter units in each of the core areas.

***Holder of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

****A valid Multiple Subject or a Single Subject in Home Economics.

*****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (650) 572-6080 for assistance in locating an advisor.

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (650) 572-6080.
# Appendix B

## Child Development Training Consortium
### 2013-2014 Required Reports and Time Lines

<table>
<thead>
<tr>
<th>Report/Documentation</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Agreement</td>
<td>As soon as possible</td>
</tr>
<tr>
<td>Student Profiles and Transmittal Summary and Detail Sheets AND CDD Confidential</td>
<td></td>
</tr>
<tr>
<td>Profile Confirmation Sheets</td>
<td></td>
</tr>
<tr>
<td>Student Evaluations (Composite generated online)</td>
<td></td>
</tr>
<tr>
<td>2013-2014 Program Budget (submit online)</td>
<td>October 15, 2013</td>
</tr>
<tr>
<td>Student Eligibility and Payment Policies</td>
<td>December 13, 2013</td>
</tr>
<tr>
<td>Advisory Committee Meeting Documents</td>
<td></td>
</tr>
<tr>
<td>Coordinator Invoice</td>
<td></td>
</tr>
<tr>
<td>Child Development Instructional Staff Profiles and Master List (UPDATE ONLINE)</td>
<td>March 14, 2014</td>
</tr>
<tr>
<td>Course Offering Matrix of Child Development and CDTC Funded Courses (UPDATE ONLINE)</td>
<td>Prior to each semester (After course schedules are established at campus)</td>
</tr>
<tr>
<td>Year-End Report Narrative</td>
<td>June 30, 2014</td>
</tr>
<tr>
<td>Final Expenditure Report (submit online) / Final Expenditure Narrative (submit hardcopy)</td>
<td>June 30, 2014</td>
</tr>
</tbody>
</table>