TO: Members of the Board of Trustees
FROM: Dr. Francisco Rodriguez, Chancellor
DATE: August 26, 2015
SUBJECT: BOARD LETTER FOR SEPTEMBER 2, 2015 MEETING

Board Meeting Location
Next week’s Board meeting will be held at the Educational Services Center. Upon convening in the Board Room to allow for speakers prior to Closed Session, the Board will recess to the Hearing Room.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Convene for Closed Session</td>
<td>4:00 p.m.</td>
<td>Hearing Room</td>
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<tr>
<td>Convene for Public Session</td>
<td>6:00 p.m.</td>
<td>Board Room</td>
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<tr>
<td>Convene for Second Closed Session</td>
<td>Immediately Following</td>
<td>Hearing Room</td>
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<td>(if necessary)</td>
<td>Public Session</td>
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Please be aware that following discussion of all business and recommendations, there will be a meeting of the Committee of the Whole. Two presentations will be made:

- Presentation on the 2015 Students Success Scorecard
- Presentation on the Bond Program’s Community Economic Development Efforts

Included in this letter is explanatory information related to several agenda items:

- HRD3. Approve Salary Rate Increase for Unrepresented Confidential Employees, Classified Managers and Academic Managers (see Attachment A-1)
- BF1. Adopt the 2015-2016 Final Budget (see Attachment A-2)
- CH/A. [Notice] Adopt the Equal Employment Opportunity Plan (See Attachment A-3)

Confidential Matters
The attached correspondence is confidential and should not be shared with other persons.

- Office of General Counsel
  - Enclosed for your review is the District-related litigation report. (Refer to Attachment B)
  - Enclosed for your review is the Semi-Annual District-related litigation Report. (Refer to Attachment C)
Enclosed for your review is the Bond-related litigation report. *(Refer to Attachment D)*

Enclosed for your review is a supplement to the Bond-related litigation report. *(Refer to Attachment E)*

Enclosed for your review is the Semi-Annual Bond-related litigation report. *(Refer to Attachment F)*

Enclosed for your review is an update concerning an on-going investigation. *(Refer to Attachment G)*

Enclosed for your review is an update pertaining to complaints of discrimination/harassment. *(Refer to Attachment H)*

**Other Matters**

**Office of the Chancellor**

Enclosed for your information is a letter to Governor Brown in support of AB 80. *(Refer to Attachment I)*

**Deputy Chancellor’s Office**

Enclosed for your information is a response to a Board member inquiry regarding Law Firms for the Workers’ Comp Panel. *(Refer to Attachment J)*

Enclosed for your information is a response to a Board member inquiry regarding the District’s Email Retention Policy. *(Refer to Attachment K)*

Enclosed for your information is a response to a Board member inquiry regarding the length of time that recordings from the cameras used at the Educational Services Center is retained. *(Refer to Attachment L)*

Enclosed for your information is a response to a Board member inquiry regarding the use of environmentally friendly pest control at the colleges. *(Refer to Attachment M)*

Enclosed for your information is a response to a Board member inquiry regarding the recruitment of participants through WorkSource Centers. *(Refer to Attachment N)*

Enclosed for your information is a response to a Board member inquiry regarding an inventory of specially funded projects (grants) for each college. *(Refer to Attachment O)*

Let me know should you have any questions regarding the meeting.
Subject: APPROVE SALARY RATE INCREASE FOR UNREPRESENTED CONFIDENTIAL EMPLOYEES, CLASSIFIED MANAGERS AND ACADEMIC MANAGERS

I. For the 2015-16 academic year, approve a 4.22% salary rate increase for unrepresented confidential employees, classified managers and academic managers.

A. Effective July 1, 2015 all salary schedules, increments, and differentials shall be increased by 4.22%.

B. The District shall continue providing the same Health Benefits Program for unrepresented employees afforded to all other bargaining units.

A list of all unrepresented classifications is available in the Office of the Vice Chancellor of Human Resources.

Background: Education Code sections 87806 and 88162(b) allow the Board to increase salaries of academic and classified employees at any time during the academic year. This action will adjust the compensation paid to unrepresented employees in a manner that is consistent with the adjustments specified in several labor agreements the Board has recently ratified with the District’s represented employees.

Recommended by:
Albert J. Román
Vice Chancellor, Human Resources

Recommended by:
Adriana D. Barrera, Deputy Chancellor

Approved by:
Francisco C. Rodríguez, Chancellor

Chancellor and Secretary of the Board of Trustees

By ____________________________ Date ______________

Eng ____________________________ Moreno ____________________________
Fong ____________________________ Pearlman ____________________________
Hoffman ____________________________ Svonkin ____________________________
Kamlager ____________________________ Liahut-Sanchez ____________________________
Student Trustee Advisory Vote  
II. For the 2016-17 academic year, approve the following formula for implementing unrepresented employees' salary increases.

The augmentation of all elements of the unrepresented employees' salary schedule will be determined on June 30, 2016, effective July 1, 2016 using the following three-part formula:

Part I: The State approved COLA applied to all of the elements of unrepresented employees' salary schedule

Part II: A 2% salary increase


Before the salary augmentation formula is implemented in 2016-17, a 10% reserve must be identified by June 30, 2016.

Appendix A describes the process to use to determine the 10% reserve and is available in the Office of the Vice Chancellor of Human Resources.

[1] For the purpose of this agreement, the phrase, “the Union’s proportionate share” is defined as that portion of the unrestricted general fund total salaries applied to the Union’s salaries.
Appendix A

A. An or about June 30, 2016 the District will projected the dollar amount necessary to secure a 10% reserve. Based on the Governor’s final budget, the total projected dollar amount necessary to secure a 10% reserve will be the result of the total projected revenue 2017 multiplied by 10%.

B. If the projected ending balance calculated is equal to or greater than the projected level of reserve, the three-part salary augmentation formula will be implemented without adjustment to the elements of the formula.

For each year of the agreement:

1. State funded COLA will be a pass-through for all elements on the union’s salary schedule. Elements on unrepresented employees’ salary schedule will be adjusted retroactively effective July 1, 2016 to reflect this increase.

2. The District will identify funds to allocate an additional 2% increase to all elements of unrepresented employees’ salary schedule.

3. The District will set aside the unrepresented employees’ proportionate share of 30% of any new and ongoing computed State General Revenue above the state funded base revenue and COLA. This amount will be applied to all elements of the unrepresented employees’ salary schedule. These increases will be adjusted retroactively effective July 1, 2016 to reflect this increase.

C. If the projected ending balance in the current year is less than 10% of the projected revenue of the next year, the salary augmentation will be calculated based on unrepresented employees’ proportionate share as follows:

1. If there is new and ongoing computed State General Revenue above the state funded base revenue and COLA, it will be used to bring the District reserve up to 10% of the projected total revenue (2016-17). Thirty percent (30%) of the remainder of the new and ongoing computed State General Revenue above the state funded base revenue will be distributed according to the formula.

2. If there is no new and ongoing computed State General Revenue above the state funded base revenue and COLA, then monies from the District’s 2% contribution will be used to bring the reserve up to 10% of the projected total revenue (2016-17). Any remaining monies from the District’s 2% contribution will be distributed according to the formula.

3. In the event that the 10% of total revenue is not attained in Steps C1 and C2 then COLA will be used to bring the general fund ending balance up to 10% of the projected total revenue (2016-17). Any monies remaining from state funded COLA will be distributed according to the formula.
Subject: **ADOPT THE EQUAL EMPLOYMENT OPPORTUNITY PLAN**

Adopt the Employment Opportunity Plan (EEO). The District-Wide EEO Plan requires to be submitted to the State Chancellor’s Office no later than October 15, 2015.

**Background:** California Code of Regulations Title 5, Section 50003(a) mandates that the Governing board of each community college district develop and adopt a district-wide written equal opportunity plan to implement its equal employment opportunity program. Once adopted, the Plan shall be submitted to the State Chancellor’s Office for review.

**ATTACHMENT A3**
The Los Angeles Community College District’s Equal Employment Opportunity Plan reflects the District’s commitment to equal, fair, and accessible employment opportunity.

Board Approved: __________
LEGAL AUTHORITY

California community colleges are mandated by the California Code of Regulations Title 5, section 53003(a); and the California Education Code, section 87100 to develop and implement an Equal Employment Opportunity Plan.

CALIFORNIA CODE OF REGULATIONS TITLE 5, SECTION 53003(A) – DISTRICT PLAN

The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the State Chancellor’s Office. The Chancellor’s Office retains the authority to review district plans on a case-by-case basis.

CALIFORNIA EDUCATION CODE, SECTION 87100 LEGISLATIVE FINDS & DECLARATIONS

(a) The Legislature finds and declares all of the following:

(1) In fulfilling its mission within California’s system of public higher education, the California community colleges are committed to academic excellence and to providing all students with the opportunity to succeed in their chosen educational pursuits.

(2) Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population.

(3) A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity.

(b) It is the intent of the Legislature to establish and maintain within the California community college districts a policy of equal opportunity in employment for all persons, and to prohibit discrimination or preferential treatment based on ethnic group identification, or on any basis listed in subdivision (a) of section 12940 of the Government Code, as those bases are defined in sections 12926 and 12936.1 of the Government Code, except as otherwise provided in section 12940 of the Government Code. Every aspect of personnel policy and practice of the community college districts should advance the realization of inclusion through a continuing program of equal employment opportunity.

(c) The Legislature recognizes that it is not enough to proclaim that community college districts must not discriminate and must not grant preferential treatment on impermissible bases. The Legislature declares that efforts must also be made to build a community in which nondiscrimination and equal opportunity are realized. It is the intent of the Legislature to require community college districts to adopt and implement programs and plans for ensuring equal employment opportunity in their employment practices.

TITLE 5, SECTION 53026 COMPLAINTS – VIOLATION OF EQUAL EMPLOYMENT OPPORTUNITY REGULATIONS

Each community college district shall establish a process permitting any person to file a complaint alleging that the requirements of this subchapter have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor, who may require the district provide a written investigative report within ninety (90) days. Complaints that also allege discrimination prohibited by Government Code sections 11135 et seq. shall be processed according to the procedures set forth in subchapter 5 (commencing with section 59300) of Chapter 10 of this division.
PLAN COMPONENT 1: INTRODUCTION

The Los Angeles Community College District Equal Employment Opportunity Plan was adopted by the Board of Trustees on (DATE). The Equal Employment Opportunity Plan reflects the District’s commitment to equal employment opportunity and creation of a working and academic environment which is welcoming to all. Through an educational experience in an inclusive environment, our students will be better prepared to work and live in our present global society.

The Equal Employment Opportunity Plan contains procedures for the hiring of academic and classified staff; the requirements for a complaint process for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures relating to unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment that is welcoming to all; and procedures for dissemination of the Equal Employment Opportunity Plan.

To properly serve a growing diverse population, the District endeavors to hire, promote, and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of a continually changing student body it services.

Dr. Francisco C. Rodriguez
Chancellor
Los Angeles Community College District
PLAN COMPONENT 2: DEFINITIONS

A. ADVERSE IMPACT: A statistical measure (such as those outlined in the Equal Opportunity Commission’s Uniform Guidelines on Employee Selection Procedures) applied to the effects of a selection procedure that demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940.

B. DIRECTOR, OFFICE FOR DIVERSITY, EQUITY AND INCLUSION (DIRECTOR): The person who is responsible for the day-to-day implementation of the Plan.

C. DIVERSITY: A condition of broad inclusion in an employment environment that offers equality and respect for all persons.

D. EQUAL EMPLOYMENT OPPORTUNITY (EEO): All qualified individuals have a full and fair opportunity to complete for hiring and promotion and to enjoy the benefits of employment with the District.

E. EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE (EEO ADVISORY COMMITTEE): Acts as an advisory body to the Director and the District to promote understanding and support of EEO policies and procedures.

F. EQUAL EMPLOYMENT OPPORTUNITY PLAN (Plan): A written document in which the District’s workforce is analyzed, and which specifies plans and procedures for ensuring equal employment opportunity.

G. EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT (EEO Policy Statement): Statement by the Board confirming its commitment to EEO.

H. EQUAL EMPLOYMENT OPPORTUNITY PROGRAMS: All the various methods by which EEO is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of Title 5, section 53006.

I. ETHNIC GROUP IDENTIFICATION: Group identity is obtained through voluntary self-identification by employees and applicants for employment as follows, based on the definitions from the Equal Employment Opportunity Commission.

   African-American: A person having origins in any of the original peoples of the Black racial groups of Africa.

   Alaskan/American Indian: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains Tribal affiliation or community attachment.

   Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

   Hispanic: A person having origins in any of the original peoples of Cuba, Mexico, Puerto Rico, South or Central America, or other Spanish cultures or origins, regardless of race.
DEFINITIONS (CONTINUED)

Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, The Middle East, or North America.

Biracial or Multiracial: A person who identifies with two or more racial groups.

J. IN-HOUSE OR PROMOTIONAL ONLY RECRUITMENT/HIRING: Only existing District employees are allowed to apply for a position. Pursuant to Title 5, section 53021(b)(1), in-house or promotional only recruitment shall not be used to fill any vacancy for any position except when the position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided however, that no interim appointment or services of interim appointments exceeds two years in duration. Pursuant to Title 5, section 53021(b)(2), where in-house or promotion only recruitment is utilized, all District employees shall be afforded the opportunity to apply.

K. JOB CATEGORY: The job categories used for the purpose of this Plan and reported to the Chancellor pursuant to Title 5, section 53004(a) are (1) Classified Clerical, (2) Classified Manager, (3) Classified Service and Maintenance, (4) Classified Skills Crafts, (5) Classified Technical, (6) Educational Administrator, (7) Fulltime Faculty, and (8) Adjunct Faculty.

L. MONITORED GROUPS: A group identified in Title 5, section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a). For the purpose of this Plan, Monitored Groups are: Men, Women, Alaskan/American Indians, Asians, Pacific Islanders, African-Americans, Hispanics, Caucasian, persons with disabilities.

M. PERSON WITH A DISABILITY: Any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person’s major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a “disability” is “limited” if the condition makes the achievement of the major life activity difficult.

N. REASONABLE ACCOMMODATION: The efforts made on the part of the District in compliance with Government Code Section 12926.

O. SCREENING OR SELECTION PROCEDURES: Any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physicals, educational, and work experience requirements, interviews, and review of application forms.

Reference: Title 5, sections 53001 and 53021

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1 At the time this report was prepared, data regarding applicants and employees self-designated as disabled was not available; therefore, that category is not recorded herein.
PLAN COMPONENT 3: POLICY STATEMENT

It is the Los Angeles Community College District’s policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity and are not subjected to discrimination in any program or activity of the District on the basis of actual or perceived ethnic group identification, race, color, naturalization, ancestry, religion, creed, sex (including gender-based sexual harassment), pregnancy, marital status, cancer-related medical condition of an employee, sexual orientation, age, physical or mental disability, or veteran status.

The Board commits the District to vigorous EEO in all aspects of its academic and classified employment programs, including recruitment, selection, assignment, retention, promotion, and transfer. The District will strive to achieve a workforce that reflects the diversity of the state’s adult population and is welcoming to all persons from all other groups protected from discrimination to ensure the District provides an inclusive educational environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas.

The Board delegates to the LACCD Chancellor the responsibility for implementing this Plan consistent with all applicable provisions of the Education Code and Title 5. The Equal Employment Opportunity Plan will be maintained to ensure principles that conform to federal and state laws.

Reference: Education Code 87100, et seq.; Title 5, section 53002; LACCD Board Rule 15003
PLAN COMPONENT 4: DELEGATION OF RESPONSIBILITY, AUTHORITY & COMPLIANCE

It is the goal of the Los Angeles Community College District that all employees promote and support EEO. The general responsibilities for the prompt and effective implementation of this Plan are set forth as follows:

BOARD OF TRUSTEES: The Board of Trustees (Board) is ultimately responsible for proper implementation of the Plan at all levels of District and college operation, and for ensuring EEO as described in the Plan.

CHANCELLOR: The Board assigns to the LACCD Chancellor the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the District’s EEO Plan and Programs. The LACCD Chancellor shall advise the Board concerning statewide policy emanating from the Board of Governors of the California Community Colleges, and direct the publication of an annual report on Plan implementation. The LACCD Chancellor or designee shall evaluate the performance of all managerial staff members who report directly to him/her on their ability to follow and implement the Plan.

DIRECTOR, OFFICE FOR DIVERSITY, EQUITY & INCLUSION: The District has designated the Director as the person who is responsible for the day-to-day implementation of the Plan. The LACCD Chancellor will give notice if the designation of the Director changes. The Director is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Director is also responsible for receiving complaints described in Plan Component 6, and for ensuring that applicant pools and selection procedures are properly monitored.

EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE: The District will maintain an EEO Advisory Committee to act as an advisory body to the Director and the District as a whole to promote understanding and support of EEO policies and procedures. The EEO Advisory Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor EEO progress, and provide suggestions for Plan revisions as appropriate.

AGENTS OF THE DISTRICT: Any organization or individual, whether or not an employee of the District who acts on behalf of the governing board with regard to the recruitment and screening of personnel, including but not limited to the building program, is an agent of the District and is subject to all the requirements of this Plan.

GOOD FAITH EFFORT: The District shall make a continuous good faith effort to comply with all the requirements of its Plan.

Reference: Title 5, section 53020
PLAN COMPONENT 5: ADVISORY COMMITTEE

The Director will maintain an EEO Advisory Committee to assist in the implementation of the Plan. The EEO Advisory Committee shall include a diverse membership. The committee will be composed of one faculty member appointed by the District Academic Senate; one faculty member appointed by the faculty AFT union; one classified member appointed by each of the classified unions; one administrator appointed by the Teamsters; one Compliance Officer appointed by the Director; one student appointed by the District Student Affairs Committee; and one other unrepresented employee appointed by the LACCD Chancellor. When necessary or for appropriate committee business, the EEO Advisory Committee may obtain information from resources such as the Vice Chancellor of Human Resources, the Director of the Personnel Commission, and the ADA Compliance Administrator.

The EEO Advisory Committee shall hold a minimum of two (2) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. The term of office for the members shall be for two years. When appropriate the EEO Advisory Committee shall make recommendations to the LACCD Chancellor.

In order to support and promote equal opportunity, nondiscrimination, retention and diversity, the EEO Advisory Committee may sponsor events, training, or other activities. The Director, or his/her designee, shall train the EEO Advisory Committee on equal employment compliance, including Title 5 regulations regarding equal employment opportunity and state and federal non-discrimination laws; the educational benefits of a diverse workplace; and, the role of the EEO Advisory Committee in carrying out the Plan.

Reference: Title 5, section 53005
PLAN COMPONENT 6: COMPLAINTS

6.1 COMPLAINTS ALLEGING VIOLATIONS OF THE EQUAL EMPLOYMENT OPPORTUNITY REGULATIONS (SECTION 53026).

The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated:

1. All complaints shall be signed and dated by the complainant and shall contain, the names of the individual(s) involved, the dates(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation;

2. Complaints involving the current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation;

3. Complaints alleging violations of the equal employment opportunity regulation that do not involve current hiring processes must be filed as soon as possible after the occurrence of the alleged violation and no later than ninety (90) days after such occurrence unless the violation is ongoing;

4. The District may return without any action any inadequate complaints that do not state a clear violation of the EEO regulations. All returned complaints must include a statement of the reason(s) for returning the complaint without action;

5. All complaints shall be filed with the Director. If the complaint involves the Director, the complaint may be filed directly with the LACCD Chancellor. The Director will review the complaint, perform an investigation, and prepare an investigative report, and make a final determination.

6. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within 90 days of the filing of the complaint.

7. A complainant may not appeal the District’s determination pursuant to section 53026 to the State Chancellor, however, under some circumstances, violations of equal employment regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor’s Office, but the complainant will be required to demonstrate that he or she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the District level using the process provided by section 53026.

6.2 COMPLAINTS ALLEGING UNLAWFUL DISCRIMINATION (TITLE 5, SECTION 59300)

Complaints filed under section 53026 alleging unlawful discrimination may be filed pursuant to the District’s Prohibited Discrimination and Harassment Policy and shall be processed according to the requirements of Title 5, section 59300 et. seq. at: http://www.laccd.edu/FacultyStaff/diversity/Pages/Discrimination.aspx

2 See California Community Colleges Chancellor’s Office Guidelines for Minimum Conditions Complaints.
PLAN COMPONENT 7: NOTIFICATION TO DISTRICT EMPLOYEES

The commitment of the LACCD to EEO is emphasized through the broad dissemination of its EEO Policy Statement and the Plan. The policy statement shall be posted on the Office for Diversity, Equity & Inclusion, the Personnel Commission, and Human Resources’ websites and shall be in all employment announcements and recruitment materials. The Plan and subsequent revisions will be distributed to the District’s Board of Trustees, LACCD Chancellor, College Presidents, administrators, the academic senate presidents, union representatives and members of the EEO Advisory Committee. When appropriate, the Plan may be distributed by campus bulletins or e-mail.

The notice will contain the following provisions:

1. The importance of the employee’s participation and responsibility in ensuring the Plan’s implementation.
2. The availability of the Plan on the District website, at the Office of the Chancellor and College Presidents, and the Office for Diversity, Equity & Inclusion and Human Resources Department.

Reference: Title 5, section 53003
PLAN COMPONENT 8: TRAINING FOR SCREENING/SELECTION COMMITTEES

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on EEO (section 53000 et. seq.); the requirements of state and federal nondiscrimination laws; the educational benefits of workforce diversity; the elimination of bias in hiring decisions; and best practices in serving on a selection screening committee.

Each committee member serving in the above capacities will be required to participate in a recruitment training session or sessions each time he or she is appointed to a screening/selection committee. This training is mandatory; individuals who have not received this training will not be allowed to serve on any screening/selection committee. Other periodic training may be offered for those who might serve on a selection committee.

The Director is responsible for organization and verification of the required training. Any individual, whether or not he or she is an employee of the District, acting on behalf of the District with regard to recruitment and screening of employees is subject to the EEO requirements of Title 5 and the Plan.

Reference: Title 5, section 53003(c)(4)
PLAN COMPONENT 9: ANNUAL WRITTEN NOTICE TO COMMUNITY ORGANIZATIONS

The Director will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations how they can access or obtain a copy of the Plan and shall solicit their assistance in identifying qualified candidates. The notice will include the EEO Policy Statement and an Internet link to the Plan. The notice will also include the Internet address where the District advertises its job openings and contact information to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. The Director will maintain a list of organizations which will receive this notice. Written notice may include mailings and electronic communications.

Reference: Title 5, section 53003(c)(5)
PLAN COMPONENT 10:
INSTITUTIONAL COMMITMENT TO DIVERSITY

The District acknowledges that various approaches are required to fulfill its mission of ensuring EEO and the creation of a diverse workforce. EEO means all qualified individuals have a fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. EEO should exist at all levels and in all job categories. This also requires creating an environment that fosters cooperation, democracy, and free expression of ideas welcoming to all people.

The District will promote learning opportunities and personal growth in the area of diversity and establish and maintain the desired academic and working environment. The District’s diversity programs may include, but are not limited to, the following activities:

1. Conducting campus climate surveys of faculty, staff, administrators, and students.
2. Presenting guest speakers on diversity topics and issues relevant to District employees.
3. Highlighting the District’s EEO and diversity policies in job announcements and in recruitment, marketing and other publications.
4. Maintaining the Office for Diversity, Equity & Inclusion website, promoting diversity events and informing faculty and staff about diversity and EEO programs, policies, and practices.
5. Providing continuous diversity/equity and EEO training opportunities for faculty, staff, and administrators.
6. Encourage, develop and support mentor programs for faculty and staff that serve to develop leadership potential in faculty, staff and students from underrepresented and diverse groups.
7. Conducting outreach to student, professional, community and other organizations that represent the diverse community the District serves.

Reference: Title 5, sections 53003(c)(9) and 53024.1
PLAN COMPONENT 11: WORKFORCE ANALYSIS AND APPLICANT POOLS

The Office for Diversity, Equity & Inclusion will annually collect the District’s employee demographic data and monitor applicant pools for employment on an ongoing basis to evaluate the District’s progress in implementing Plan, and to provide data needed for the analysis required by this Plan.

For purposes of the analysis, applicants and employees are afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, their disabilities. The composition of the initial applicant pool is recorded and reviewed by the Director or designee. Persons may self-designate as many ethnicities as they deem appropriate. This information is kept confidential and is separated from the applications that are forwarded to the screening/interview committee and hiring administrator(s). At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

1. Executive/Administrative/Managerial
2. Full-Time Faculty
3. Professional Non-faculty
4. Secretarial/Clerical
5. Technical and Paraprofessional
6. Skilled Crafts
7. Service and Maintenance

LONGITUDINAL ANALYSIS (to be completed after we receive comparative data).

The District’s workforce composition and applicant pools for fiscal year 2014-2015 are as follows:


Reference: Title 5, sections 53003(c)(9) and 53024.1
PLAN COMPONENT 12: FACULTY & ADMINISTRATOR SELECTION POLICIES

BOARD RULES, CHAPTER X, ARTICLE III:

10301. SELECTION AND ASSIGNMENT OF FACULTY.

It is the policy of the District to employ faculty members who are expert in their subject areas, who are skilled in teaching and serving a diverse student population, and who can foster overall educational effectiveness. Those individuals must be sympathetic and sensitive to the racial and cultural diversity of the populations the colleges serve, and they should generally reflect that diversity themselves. In addition, they must be well prepared to respond to the educational needs of all the special populations served by the District’s colleges.

Selection and assignment of faculty shall be based on job-related factors which include qualifications and capabilities. The use of any degree of personal, political, or social influence to secure selection or assignment to a faculty position, or the urging of any consideration other than fitness for the work as a ground for selection or assignment is unprofessional conduct and is strictly forbidden.

10302. EVALUATION OF ELIGIBILITY FOR EMPLOYMENT OF FACULTY.

Faculty shall be employed on the basis of competitive evaluation conducted under the general oversight of the Division of Human Resources and the president where the position to be filled exists. The process of evaluating individuals for eligibility for employment as faculty members shall be in accordance with hiring procedures that meet the standards and requirements set forth in Board Rule 10304, applicable provisions of the Education Code, Title 5 of the California Administrative Code, and relevant Personnel Guides adopted under these Board Rules.

10303. MAINTENANCE OF CONTINUOUS FACULTY RECRUITMENT; CREATION OF A DISTRICT RECRUITMENT POOL OF POTENTIAL APPLICANTS.

The Division of Human Resources shall develop and maintain a District recruitment pool consisting of a diverse group of potential applicants for faculty positions as a resource for faculty searches. The Division shall also assist the colleges in making effective use of the pool whenever the colleges seek to fill a faculty position.

10304. FACULTY HIRING.

The Board and the faculty, represented by the Academic Senate, share the responsibility for developing and implementing policies and procedures governing the hiring process. This policy, developed and agreed to jointly by representatives of the Board of Trustees and the District Academic Senate, shall govern the selection of faculty at the colleges within the District. For the purposes of this policy, the term “President” means the President of a college or his or her designees, and the term “Academic Senate” means the college Academic Senate.

The Board has the primary legal and public responsibility for ensuring an effective hiring process. As reflected in State law, faculty has an inherent professional responsibility in the development and maintenance of the quality of the District’s and colleges’ educational programs and services. For that reason, significant and meaningful faculty participation in the hiring process is essential, and it is
the Board’s expectation that faculty recommendations regarding the qualifications, experience, and desirability of candidates for faculty positions will normally be accepted. Nevertheless, the President shall exercise formal decision-making authority in the hiring process, and all recommendations regarding faculty hiring shall be advisory to the President. No one may be hired as a probationary, long-term substitute, limited status, or hourly rate faculty member unless he or she possesses:

A. the minimum qualifications for that assignment specified by the Board of Governors of the California Community Colleges (the State Qualifications), or

B. qualifications that are at least equivalent to the relevant State Qualifications.

C. qualifications set by statute or regulation; and

D. in addition to other minimum qualifications specified in sections A, B and C, the minimum qualifications for a faculty member teaching any credit or noncredit course shall include a current valid certificate to work or a license to practice in California. Such requirements shall be adopted whenever the instructor’s possession of such a certificate or license is required for program or course approval by the Chancellor’s Office of the California Community Colleges or an external approving/accrediting agency or when current occupational certification is essential for effective instruction, as determined by mutual agreement between the Board of Trustees and District Academic Senate.

The colleges shall conduct faculty hiring in a way that takes into account the District’s equal employment opportunity obligations, its goal to employ a diverse faculty, and its commitment to affirmatively recruit individuals from groups that are historically under-represented among the faculty at a college or within a discipline. Search/selection committee participants shall complete appropriate training in equal employment opportunity and affirmative action principles.

10304.1 FACULTY HIRING.

1.0 Position Identification and Prioritization

The need to consider filling a faculty position can arise under many circumstances as determined by the college. To provide a means by which those needs will be addressed at a college, the President working in collaboration with the Academic Senate shall develop college procedures specifying how proposals to fill contract faculty positions at the college will be prepared, the criteria that will be used to evaluate the proposals, and the process by which proposals will be reviewed and approved. The procedures adopted by each college should be designed and implemented in a way that will permit a thorough and deliberate search to be completed, and a hiring decision to be made, well before the beginning of the academic term during which the new contract faculty member will begin work.

2.0 College Procedures for Hiring Probationary (Contract) Faculty

The President and Academic senate at each college shall develop mutually acceptable written procedures governing the search and selection process for contract faculty that comply with the following minimum requirements and any relevant Personnel Guides adopted under this Board Rule:

2.1 The procedures shall incorporate provisions that ensure that the responsibility for recruiting and selecting well-qualified faculty is a joint responsibility of the faculty
and the administration. The procedures shall also require all those involved in the hiring process to adhere to the following fundamental criteria when reviewing application materials, conducting interviews, or otherwise evaluating candidates:

A. the extent to which the candidate has command of, or brings expertise in, the discipline or subject area in which he or she will be employed;

B. the candidate’s demonstrated ability as, or potential to become, a skilled teacher, counselor, librarian or other support professional; and

C. the degree to which the candidate will contribute, directly and indirectly, to the diversity of the college, division, and discipline in which he or she will be employed.

2.2 Under the college procedures, the first step in initiating a search shall be the formation of a search/selection committee composed of at least three members, a majority of whom shall be faculty members in the discipline (or, if the Academic Senate deems it appropriate, closely related disciplines) of the position to be filled, and a non-voting affirmative action representative. Working with the members of the discipline, the search/selection committee shall prepare a job announcement to be used in announcing the job opening for approval by the President. The job announcement shall describe at a minimum:

A. the duties and responsibilities the contract faculty member will be expected to assume;

B. the minimum qualifications for the position established by the Board of Governors of the California Community Colleges (the “State Qualifications”);

C. the knowledge, skill and ability a successful candidate should possess; and

D. other characteristics the college determines to be desirable including, but not limited to, a sensitivity to and understanding of the special populations the college serves.

2.3 While the job announcement shall fully describe the desirable academic preparation, experience and other characteristics sought in a candidate, the minimum qualifications specified in the announcement shall be the same as the State Qualifications. The committee may, however, add to the State Qualifications any appropriate language requiring evidence of a) the ability to communicate and work effectively with people of diverse cultures and language groups and b) sensitivity to individuals who come from diverse academic, socioeconomic, cultural and ethnic backgrounds, including those who have disabilities.

2.4 The recruitment period for each search should be several months long (preferably beginning in the early spring for positions that are anticipated to be filled for the subsequent fall term, or at least a full semester in advance of the start of the assignment for other positions) but the procedures shall specify a recruitment period of no fewer than six weeks.

2.5 The procedures shall identify decision points at which the overall size and diversity of the pool will be reviewed to determine if they are satisfactory based on availability data,
diversity goals, and other relevant factors. Following such a review, if the President determines that the size or diversity of the pool of candidates who responded to the college’s job announcement is not satisfactory, the procedures shall require and extension of the recruitment period. In that event, the procedures shall also require the search/selection committee to initiate additional recruitment efforts.

2.6 To be considered as a candidate for a faculty position, all applicants must submit to the District or the college a cover letter summarizing the candidate’s qualifications for the position along with a completed application for employment on a form specified by the District; transcript(s) from an accredited institution; the names, addresses, and telephone numbers (or other appropriate contact information) of at least three references; and any other relevant information specified in the job announcement.

2.7 The procedures shall identify the manner in which the search/selection committee will review application materials and invite candidates to meet with the committee for an interview or participate in any other skills demonstration or evaluation process required by the committee.

The invited candidates will be those who, as determined by the search/selection committee best meet the qualifications for the position; possess the highest degree of knowledge, skill and ability relevant to the position; and most closely match the desirable characteristics specified in the announcement for the position. Meeting the State qualifications will not guarantee an interview.

2.8 Under the procedures, the search/selection committee shall be charged with recommending finalists to the President. The number of candidates the search/selection committee is expected to recommend as finalists, and the manner in which those finalists will be reviewed and considered shall also be set forth in the procedures. The college procedures shall include background and reference checks before a finalist is selected for hire.

2.9 The procedures shall address the manner in which candidates will be kept informed of the progress of the search and the status of their candidacy throughout the selection process. The goal shall be to ensure that communication with candidates occurs in a timely and professional manner. This responsibility rests primarily with the President.

2.10 An offer of employment cannot be extended to a candidate until the request to appoint the recommended candidate is approved by the Chancellor or, if appropriate, by the Board.

10304.2 Temporary Faculty Hiring: Long Term Substitutes and Limited Status Faculty.

The President and Academic Senate at each college shall develop written procedures governing the search and selection process for long term substitutes and limited status faculty that comply with the minimum standards set forth in Section 2.0 of Board Rule 10304 regarding Faculty Hiring (and any relevant Personnel Guides adopted under those sections), with the exception that the recruitment period for long term substitute and limited status faculty positions may be fewer than six weeks, but no fewer than three weeks.
10304.3 Temporary Faculty Hiring: Hourly Rate Faculty.
The President and Academic Senate at each college shall develop written procedures governing the search and selection process for hourly rate faculty. The procedures should be designed and implemented in a way that will permit a through and deliberate search to be completed, and a hiring decision to be made, well in advance of the starting date of the hourly rate assignment for which the faculty member is being employed. However, the procedures also need to provide for the fact that early recruitment and selection of hourly rate faculty is occasionally impractical. For that reason, the procedures need to provide appropriate flexibility to those involved in the hiring process so that they are able to identify and hire hourly rate faculty in a timely manner when that is necessary.

10304.4 Acknowledgements.
Nothing in this rule shall be construed as impinging upon the due process rights of faculty, or as detracting from any negotiated agreement between the faculty’s collective bargaining representative and the Board of Trustees.

10304.5 Amendments and Revisions.
1.0 The Board shall consult with the District Academic Senate before adopting any amendment to or revision of this Board Rule, and in acting on any proposed amendment or revision, the Board shall rely primarily on the advice of the Academic Senate.

2.0 The Chancellor or his or her designee shall consult with representatives of the Academic Senate in developing any Personnel Guides or similar administrative regulations implementing this Board Rule. The Chancellor or his or her designee shall also consult with representatives of the District Academic Senate before amending or revising any such Personnel Guide or administrative regulation.

10305. THE EQUIVALENCE POLICY FOR FACULTY QUALIFICATIONS.
No one may be hired as a probationary, long-term substitute, limited status, or hourly rate faculty member unless he or she possesses:

A. the minimum qualifications for that assignment specified by the Board of Governors of the California Community Colleges (the State Qualifications), or

B. qualifications that are at least equivalent to the relevant State Qualifications.

C. It is the expectation of the Board that nearly all faculty members will be able to establish their qualifications to perform a faculty service by demonstrating possession of the exact degree or experience specified in the State Qualifications, and that only rarely will candidates need to establish their qualifications through the equivalence process. The equivalence process is not intended to raise or lower State Qualifications, nor is it a means to waive State Qualifications.

The Chancellor, in consultation with the District Academic Senate, will establish procedures under which current and prospective faculty members may seek a determination that they possess qualifications that are at least equivalent to the relevant State Qualifications. A determination reached through the procedures shall be deemed to be a determination of the
Board unless, on appeal, the Board itself chooses to review the decision and, after receiving written recommendations from the District Academic Senate and the Chancellor, render a decision on the matter itself. If, for compelling reasons, the Board’s decision is contrary to the DAS recommendation, the Board will provide a written explanation to the DAS.

10306. FILLING VACANCIES WITH EXISTING EMPLOYEES.

The District may fill any vacant position by the transfer of existing faculty, consistent with the Education Code and any negotiated agreement between the collective bargaining representative and the Board of Trustees, at any point in the hiring process prior to the issuance of a job offer to the candidate.

10306.5 Selection of Entrance-Level Substitutes.

Selection of certificated entrance-level substitutes shall be from the appropriate eligible list according to their availability to accept substitute employment. Candidates who are available for day-to-day substitute assignments and are approved by the Division of Human Resources shall be placed on the horizontal eligible list for day-to-day substitutes. Acceptance of a substitute, temporary, or limited assignment shall not affect the eligibility of any applicant for assignment to a probationary position. Applicants may be approved for the day-to-day substitutes list without being on the eligible list for a regular position.

10307. SELECTION OF ACADEMIC ADMINISTRATORS.

Each College and the Educational Services Center shall develop written procedures governing the selection of academic administrators. Selection of employees to fill academic administrative positions at a college or the Educational Services Center shall be made in accordance with those procedures once they have been reviewed by the Division of Human Resources and certified as meeting minimum requirements established by the Chancellor.

10308. SELECTION OF COLLEGE PRESIDENT.

Each College President shall be selected by procedures as indicated in this Rule. The Board of Trustees may modify these procedures for a particular presidential selection by Action of the Board.

A. Initiating Action

1. In order to initiate a presidential selection, the Board of Trustees shall pass an action directing the Chancellor to begin the selection process pursuant to this Rule and pursuant to any modifications as approved by the Board, and indicating when the committee shall be formed and when the process is expected to be completed.

2. When so directed by Board Action, the Chancellor will promptly initiate, and supervise through its conclusion, a nationwide search for a President.

3. If an interim President was appointed, the person who served as the Interim President shall be eligible to apply for the regular appointment unless there was an announcement or other written means of notifying applicants for an interim opening that the interim appointee would be ineligible to apply for the regular position.
B. Recruitment

1. In consultation with the Board, and after having sought input from the Presidential Search Committee of the applicable college (“the College”), community representatives, and other parties he/she deems appropriate, the Chancellor will develop an announcement that, at a minimum, describes the position and the criteria to be used in selecting a successful candidate (including minimum qualifications as well as desirable skills, attributes and other personal and professional characteristics).

2. With the goal of creating a strong and diverse pool of candidates, the Chancellor will develop a recruitment and advertising plan, which may include the retention of a search consultant to assist with recruitment efforts and other appropriate aspects of the selection process. If the Chancellor proposes to retain a search consultant, he/she will recommend a consultant to the Board for its final approval.

C. Committee

1. No later than the deadline indicated in the Board Action, the Chancellor will convene a Presidential Search Committee composed of the following voting members:
   a. A college president recommended by the Chancellor and selected by the Board;
   b. Four faculty members from the applicable College, two of whom are selected by the College Academic Senate and two of whom are selected by the AFT College Guild;
   c. Two classified employees from the College, one of whom is selected by the AFT College Staff Guild and one of whom is selected by an election process by the non-AFT classified employees at the College;
   d. One student from the College selected by the Associated Student Body Organization President;
   e. Other representative(s) as may be required by collective bargaining agreement(s);
   f. One academic administrator from the College selected by the exclusive representative of the Academic Administrators’ Unit, and one unrepresented administrator selected by the Chancellor; and
   g. Two community representatives recommended by the Chancellor and selected by the Board.

2. Unless the Board specifies otherwise, the College President appointed to the committee shall serve as its chairperson.

3. The Chancellor will provide appropriate staffing for the process, which shall include but not be limited to an affirmative action representative as a non-voting member of the committee.

4. It is an essential responsibility of every member of the Presidential Search Committee to maintain strict confidentiality throughout the presidential selection process.

5. Configuration of the Presidential Search Committee may be reexamined in the event changes occur pursuant to subsection C(1)(e), above.
D. Committee Process

1. At the first meeting of the Presidential Search Committee (or as soon thereafter as feasible) the Board President and the Chancellor, or their designees, will meet with the Committee to give the Committee its charge and review their expectations about the search process and its goals.

2. The Presidential Search Committee will, as requested by the Chancellor, assist in efforts to recruit a strong and diverse pool of candidates, and will review the application materials of all eligible candidates who apply or are nominated for the position. The Chancellor may recommend the extension of the search process to the Board. From the candidate pool, the Committee will interview not less than six candidates who most closely meet the qualifications, desirable skills, attributes and other personal and professional characteristics described in the position announcement.

3. At the conclusion of all interviews, the Presidential Search Committee will recommend at least three unranked candidates as semifinalists to the Chancellor.

E. Semifinal Process

1. The Chancellor shall review the applications of the semifinalists to determine which semifinalists to interview.

2. The Chancellor may consider additional information from background and reference checks.

3. After conducting interviews and other reviews as the Chancellor deems necessary, the Chancellor shall forward the name(s) of a finalist or finalists to the Board of Trustees for consideration.

F. Final Process

1. The Chancellor shall provide information from background and reference checks to the Board of Trustees.

2. If it is feasible, and if he/she determines that it would be worthwhile, the Chancellor may designate a small group composed of persons he/she deems to be appropriate, to visit the institutions at which the finalists currently work for the purpose of inquiring further into their background and experience.

3. The Chancellor shall advise the Board of the names of the candidates recommended by the Presidential Search Committee as semifinalists, as well as the semifinalists interviewed by the Chancellor, and shall make his or her recommendation regarding which candidate is best suited for the position.

4. In conjunction with the Chancellor, the Board will interview the finalist(s) forwarded by the Chancellor.

5. The Board may conduct further background checks or interviews as it deems appropriate. The Board may terminate the process at any time. The Board may elect not to hire any candidate.

For additional information see District Human Resources Guides:


HR R-120 and HR R-120: http://www.laccd.edu/Departments/HumanResources/Documents/HRGuides/HRGuide-R120-FacultySelectionTenTrack.pdf
# PLAN COMPONENT 13: CLASSIFIED EMPLOYEE HIRING

<table>
<thead>
<tr>
<th>STEP</th>
<th>ACTION</th>
<th>ACTIVITIES</th>
<th>WHO</th>
<th>LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assess the Position</td>
<td>Prepare a statement of the specific duties to be assigned to the position.</td>
<td>Hiring Authority</td>
<td>Position Description</td>
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<tr>
<td></td>
<td></td>
<td>Review the existing official class description for the position.</td>
<td>Hiring Authority</td>
<td>PC Website: Job Descriptions</td>
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<tr>
<td></td>
<td></td>
<td>If the class description does not in general terms describe the position, consider changing the job classification of the position.</td>
<td>Hiring Authority/ Personnel Commission</td>
<td>PC Contacts Assessing and/or Creating a Classified Position</td>
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<td></td>
<td></td>
<td>Check SAP to insure that the characteristics of the position are correct and that the position is vacant.</td>
<td>Hiring Authority</td>
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<td></td>
<td></td>
<td>If not, have corrections made now.</td>
<td>SPOC</td>
<td>SPOCS &amp; SAP Help Desk</td>
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<td></td>
<td></td>
<td>Submit hiring freeze form to the Deputy Chancellor Office for approval.</td>
<td>Hiring Authority</td>
<td>Hiring Freeze Form</td>
</tr>
<tr>
<td>2</td>
<td>Request Certification of Eligibility List &amp; Announce Transfer Opportunity</td>
<td>Request list of eligibles from the Personnel Commission.</td>
<td>Personnel Assistant</td>
<td>Request for Certification Contacts Sample—Request for Certification</td>
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<td></td>
<td></td>
<td>Provide location with the names of eligibles.</td>
<td>Personnel Commission</td>
<td>Sample Certification of Eligibility List</td>
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<td></td>
<td></td>
<td>Post vacancy information to the Transfer Opportunities Website.</td>
<td>Personnel Commission</td>
<td>PC Transfer Website</td>
</tr>
<tr>
<td>3</td>
<td>Pre Interview Preparation</td>
<td>Identify and contact potential interviewers and determine interview date(s).</td>
<td>Hiring Authority and/or Personnel Assistant</td>
<td>Selection Committee Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make logistical arrangements for rooms, waiting area, computer use, etc.</td>
<td>Hiring Authority and/or Personnel Assistant</td>
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<td></td>
<td></td>
<td>Contact eligibles by phone. If not reachable by phone, send 3-Day or 7-Day letters, whichever is applicable.</td>
<td>Personnel Assistant</td>
<td>Offering Interviews Phone &amp; 3-Day or 7-Day Letter Contacts</td>
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<tr>
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<td>Send interview confirmation letter to candidates.</td>
<td>Personnel Assistant</td>
<td>Sample Confirmation Letter</td>
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<td></td>
<td>Contact the Classified Examination Unit to obtain copies of job applications.</td>
<td>Personnel Assistant</td>
<td>Contact &amp; Request Information</td>
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<td></td>
<td>Prepare potential questions to be asked of candidates.</td>
<td>Hiring Authority</td>
<td>Preparing Interview Questions &amp; Samples Prohibited Employment Inquiries &amp; Samples</td>
</tr>
<tr>
<td>4</td>
<td>Conduct Interviews</td>
<td>Host interviews.</td>
<td>Selection Committee</td>
<td>Conducting the Interview</td>
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<td></td>
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<td>Complete required documents, if any.</td>
<td>Selection Committee/ Personnel Assistant</td>
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<tr>
<td>5</td>
<td>Reference Checks &amp; Tentative Offer of Employment</td>
<td>Prepare questions and contact references.</td>
<td>Hiring Authority</td>
<td>Reference Checking Guide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify selected eligible.</td>
<td>Hiring Authority</td>
<td>Requesting Disqualification of an Eligible</td>
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<td></td>
<td>Extend tentative offer of employment.</td>
<td>Hiring Authority</td>
<td>Extending an Offer of Employment</td>
</tr>
<tr>
<td>6</td>
<td>Assignment Audit</td>
<td>Complete and submit report of vacancy to the Personnel Commission.</td>
<td>Hiring Authority/ Personnel Assistant</td>
<td>Sample Report of Vacancy</td>
</tr>
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<td></td>
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<td>Certify the process as meeting all legal and policy requirements.</td>
<td>Personnel Commission</td>
<td>Assignment Audit Process</td>
</tr>
<tr>
<td>STEP</td>
<td>ACTION</td>
<td>ACTIVITIES</td>
<td>WHO</td>
<td>LINKS</td>
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<td>7</td>
<td>Extend Final Offer of Employment</td>
<td>Contact eligible to extend final verbal offer of employment.</td>
<td>Hiring Authority</td>
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<td>Follow up with written offer of employment in which details are confirmed.</td>
<td>Hiring Authority</td>
<td>Sample Letter</td>
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<td>8</td>
<td>Prepare and/or Submit Assignment</td>
<td>Prepare location documentation to request assignment.</td>
<td>Personnel Assistant</td>
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<td>Submit assignment into PCR.</td>
<td>Personnel Assistant</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Wrap Up</td>
<td>Prepare and send a letter to those candidates who interviewed and not selected.</td>
<td>Hiring Authority</td>
<td>Sample Letter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Return job applications and other documentation to the Personnel Commission.</td>
<td>Personnel Assistant</td>
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</tbody>
</table>

For additional information see District Human Resources Guides:

PLAN COMPONENT 14:
REASONABLE ACCOMMODATIONS
FOR PERSONS WITH DISABILITIES

Applicants and employees with disabilities³ shall receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m), section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

The ADA Compliance Administrator is responsible for handling requests for accommodations from current employees as well as for applicants seeking such accommodations during the application/selection process. Requests can be made on the “Request for Reasonable Accommodation” form. See Administrative Regulations B-31 and B-32 at:

http://www.laccd.edu/about/documents/administrativeregulations/B-31.pdf
http://www.laccd.edu/about/documents/administrativeregulations/B-32.pdf

Reference: Title 5, sections 53025

³ See the definition of “person with a disability” in the definitions section of the Plan. A more detailed definition of physical and mental disability is found in Government Code, Section 12826. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under federal law.
PLAN COMPONENT 15: ANNUAL CERTIFICATION
TO CHANCELLOR’S OFFICE

The Director shall certify annually to the State Chancellor that it has timely complied with each of the following requirements of Title 5:

1. Recorded, reviewed and reported the data required regarding qualified applicants pools and employee workforce.

2. Reviewed and updated, as needed, the strategies component of the District’s EEO plan.

3. Investigated and appropriately responded to complaints alleging that the requirements of Title 5 Regulations pertaining to equal employment opportunities have been violated. And complaints alleging harassment and discrimination filed pursuant to Title 5 (commencing with section 59300).

Reference: Title 5, sections 53004, 53006, 53024.2 and 53026
The Los Angeles Community College District does not discriminate on the basis of disability in the admissions or access to, or treatment of or employment in, its programs or activities. Requests for alternate formats can be made by contacting the ADA Compliance Administrator, Mardy Kuntzman at Phone: (213) 891-2213, Fax: (213) 891-2295, TTY: (213) 891-2408, e-mail: kuntzeme@email.laccd.edu. This information can also be accessed via the internet at: www.laccd.edu/ADA.
August 24, 2015

Governor Jerry Brown
State Capitol, Suite 1173
Sacramento, California 95814

RE: SUPPORT - AB 80 (Campos)
Interagency Taskforce on the Status of Boys and Men of Color

Dear Governor Brown:

I write on behalf of the Los Angeles Community College District in support of AB 80 (Campos), which would create California’s first ever Interagency Taskforce on the Status of Boys and Men of Color.

The taskforce is modeled after the federal taskforce created within the My Brother’s Keeper initiative announced by President Barack Obama in 2014. This body can serve as a support mechanism for state agencies to take coordinated action in meeting the challenges facing our young men, including educational agencies like the Los Angeles Community College District that serves over 200,000 students.

As we understand the proposal, the taskforce would:

1) Consist of key state agencies, such as University of California, California State University, and California Community Colleges;
2) Assess existing agency programs that align with the priorities outlined in the My Brother’s Keeper Task Force Report to President Obama;
3) Identify state opportunities to partner and coordinate with the work of the federal My Brother’s Keeper Task Force;
4) Assess the Governor’s Budget to identify those areas in which the budget priorities are in alignment with the objectives of the task force; and
Governor Jerry Brown
RE: SUPPORT - AB 80 (Campos)
August 24, 2015
Page 2

As the demography of California undergoes dramatic changes, a disproportionate number of Latino, African American, Native American, and Southeast Asian males are trapped in a cycle of intergenerational poverty, incarceration, and disadvantage. Inclusion and success for young men of color is a call to action for this historically underperforming population and, as a practical matter, is essential to improving the economic strength, global competitiveness and vitality of California. AB 80 provides a framework for our young men of color in California to have a fair chance and equal opportunity to thrive and succeed.

For these reasons, the Los Angeles Community College District supports AB 80 and urges your support on this important legislation.

Sincerely,

Scott J. Svonkin
President, Board of Trustees

Francisco C. Rodriguez, Ph.D.
Chancellor
RESPONSE TO BOARD MEMBER INQUIRY

Received From: Board Member Mike Eng

Item No. #21

Subject: Law Firms for the Workers' Comp Panel

On next week's agenda (page 2 of BSD2, Item #1 C), there is an item to authorize law firms for Workers' Compensation Panel. This item had been pulled from the August 5th Board meeting agenda.

In response to questions posed by Board member Eng regarding the process for the selection of the law firms to serve on a panel for the District's Workers Compensation program, David Serrano (Risk Manager) has provided the following information:

The individuals who serve on the District's review panel for the selection of the law firms were: Workers' Compensation Specialist; Liability/Insurance Specialist; and Risk Manager.

A number of factors were used in consideration of the selection including: Professional reputation, lead attorney experience, and client satisfaction – 45%; Fees and Services – 30%; Reporting – electronic filings and regular case reporting – 20%; and educational outreach for clients – 5%.

Two of the firms selected have female managing partners (and assigned as lead counsel to District W/C cases); one firm was selected for their work on fraud workers' compensation cases and is a small business. Two firms are local firms.

Submitted By: David Serrano, Risk Manager          Date: September 2, 2015
In response to a question posed by Board president Scott Svonkin, attached is the District's email retention policy.
ITP 07-05  EMAIL RETENTION POLICY

I. OVERVIEW

This section addresses the use of the email server system(s), including cloud computing systems, utilized by the Board of Trustees, administration, faculty and staff of the Los Angeles Community College District. The District recognizes that email communication has become a primary tool for correspondence and transacting of business throughout the organization. As a result, the District shall establish prudent policies and procedures which shall reflect compliance with state and federal regulations, as well as support proper usage and accountability by all email users of the system(s).

Email users do not have an inherent reasonable expectation of privacy in any email sent or received from their District email inboxes. Any email, including its electronic attachments, created, received, maintained or sent from a District email server constitutes an “electronic record” which may be subject to public inspection if requested and not otherwise exempted from disclosure under the California Public Records Act or other such legal authority. Since emails are public records, users shall be responsible for adhering to the requirements of Board Rules 7700-7709.11 in the production and destruction of these records and any other relevant state or federal law. District email systems are not intended for personal use unrelated to district business and shall not serve as a location for long term data storage.

II. OBJECTIVES

A. The objectives of this policy are to ensure the following:
   1. Comply with all laws, regulations, and rules governing public/government entities retention of electronic records.
2. Encourage the application of best practices in the efficient management of email system(s) throughout the LACCD.

3. Employ appropriate procedures, tools, safeguards and security in protecting confidential records transacted via email, retrieving email for appropriate business purposes and ensuring that proper destruction of records occur if an email is deemed to be in those classes of records identified by the board rules and Education Code requiring board approval prior to destruction.

4. Educate District email users in the legal requirements, responsibilities, procedures and appropriate business practices that should be exercised in daily email use, as well as preservation of such email records if required in an administrative/litigation proceeding or public records request.

III. DEFINITIONS

A. Electronic mail record – For purposes of this policy and procedures, shall mean any record that is created, received, maintained or stored in the District/College email servers. Some examples of these records may include, but not be limited to, the following: electronic mail messages, word processing documents, spreadsheets, reports and any file attachments.

B. Transitory email messages – shall mean email messages which contain transient information which have no long term or permanent business information value. Some examples of these email messages may include, but not be limited to the following: emails related to scheduling meetings or email announcements of events once passed are no longer useful, spam, advertisements or personal emails. These emails should be purged immediately by the email user after the meeting/event or receipt. If not purged by the email user, the email server shall routinely purge the
message after the default retention period has passed. However, users are encouraged to regularly cleanse and delete from their email boxes these types of messages in order to encourage efficiency and maintain storage capacity in the email system.

C. Lasting or long term value email messages - shall mean email messages which are designated in the areas set forth by Board Rule 7708, email constituting a project or program record which provides permanent informational value to the on-going project, matter or transaction, any other email messages deemed by the District/College administration to have permanent value. These messages should be retained by the email system server for at least through the default retention period and thereafter relocated by the email user to a retention folder on their desktop or an appropriate data storage location if required to be kept longer in accordance with Board Rule 7708.

D. Default retention period – The default retention period shall mean the three (3) year period of time, beginning with the time an email is created, sent or received into the District email server(s) system, of which thereafter, the email server will automatically purge emails if the user has not moved the email to a data retention folder not on the email system.

E. Ordinary retention period – The ordinary retention period shall mean the six (6) month period from the time the email record is created, sent or received in the District email server system. Email users are required to regularly review their email boxes to either delete or move email messages six (6) months or older into the retention file folder not on the email system.

F. Authorized email users – shall mean those District board members administrators, faculty and staff and authorized consultants performing services for the District who have been issued an authorized email address and password by their local information technology department.
For those temporary employees or authorized consultants of the District, email accounts will be de-activated upon termination of assignment or services.

G. District Records Policy – Board Rules 7700 through 7709.11.

H. Custodian of email record - shall mean the creator of the email message if sent by a District email user; the District email user recipient of the email if message is sent by a non-District third party; or the District email user that forwards the email message to another email user for information purposes. The custodian retains the legal responsibility for the archiving and retention of the email records.

I. Back up Retention Period: shall mean the minimum three (3) months up to three (3) year retention period the local information technology departments at the colleges or District Office shall keep any back up tape or file for the email system(s) in order to perform email system restoration activities.

IV. POLICY STATEMENT

A. Responsible Use

1. The use of the District email server system(s) shall be utilized for the transacting and communicating of legitimate District business in accordance with Administrative Regulations B-27 and B-28, as well as any applicable state or federal law.

   Absent any documented evidence to the contrary, email users shall generally be held responsible for all email messages sent from and maintained in their District-issued email in-boxes. Email users shall not share their email passwords with others.

   Emails constitute electronic records. Depending on the information contained in the emails, users shall be responsible for maintaining these emails in compliance with the District Records Policy.
2. Emails that are transitory in value should be purged every six (6) months by the email user.

Emails with a permanent or long lasting value shall be held over for long term records retention up to the default retention period and thereafter must either be manually transferred by the email user to a retention folder or other district data storage location. Otherwise, the email shall be automatically purged from the District email server system. After the default retention period, the email system shall automatically purge any email not stored for long term retention.

3. This policy is intended to apply to the following:
   a. All District email server system(s);
   b. All users of the District’s email server system(s);
   c. All email messages sent or received on the District’s email server systems;
   d. All emails sent via district-owned and/or district-issued desktop workstations, laptops, cellular phones or other such mobile communication devices transmitted through the District email server; and
   e. When District email accounts are accessed for use from outside of the workplace.

B. Back- Up Files

Regular back ups of the email servers are performed on a routinely scheduled basis by the local information technology departments for purposes of disaster recovery or system restoration only. Local back up files will be maintained for a minimum of three (3) months but no longer than the default retention period. Back ups shall be performed in accordance with the district-wide back up procedures. The local
C. Retrieval of Email

Except for retrieval under provision (C) 4 herein, when email is retrieved for the purposes identified below, email users will be informed by the Office of General Counsel regarding the request for retrieval and advised of their duty to maintain email records. Email users should be aware that any such deletion after the notice is issued may subject the District to potential court sanctions, as well as discipline of the employee, up to and including termination, if intentional deletion of email records occurs after notice is given the email user.

The retrieval and review of such records will be performed by the Office of General Counsel in the manner identified below. Any emails that the Office of General Counsel determines as being exempt from public disclosure due to an employee or student right of privacy, attorney-client privilege, or other matters supporting legal exemption of the email will be withheld.

1. **Public Records Request** – When a records request is issued by a member of the public, the Office of General Counsel shall utilize the email archive to retrieve any relevant and legally disclosable email records responsive to the request.

2. **Litigation Hold** – When the Office of General Counsel is informed of any pending or threatened litigation, a litigation hold may be directed to the legal custodian of the email records. Litigation holds shall follow the process outlined in ITP 07-06.

3. **Matters involving audit or investigation** – If the Office of General Counsel in collaboration with Human Resources, Personnel Commission, Internal Audit Department or Bond Monitor determine that email records are required in a financial or performance audit,
personnel investigation or other matters requiring review by these offices, the Office of General Counsel shall facilitate the retrieval and review of such email records for these purposes.

4. Recovery needed for legitimate business purposes not involving audit or investigation – Upon written approval from the College President, Chancellor, Deputy Chancellor or designee, temporary access may be granted by the local information technology department to the email archival management system to an email user seeking to retrieve email for legitimate business purposes.

D. Access to Email Archive – Although the email archive may contain data records that are considered public records, in order to safeguard the integrity of the records and to prevent from misuse, access to the email archive shall be granted to facilitate and support the matters listed above only.

“Ongoing and active” email archive access may be granted to the attorney(s) and paralegal(s) of the Office of General Counsel.

“Temporary Access” to the email archive may be approved by the Chancellor or his/her designee to the internal auditors or investigators handling the limited matters above. A College President or his/her designee may grant temporary access to the email archive if the request to review such email records is related to a legitimate business purpose need. User access profiles to the email archive shall be determined by the respective approver above when request is granted.

Termination of temporary access to the archive shall occur immediately after the matter is concluded or the need to review such email for business purposes is satisfied. Termination of ongoing and active access to the archive shall occur when the district employee no longer serves in their position as attorney, or paralegal for the District.
An audit of users accessing the email archive system shall occur upon request by the Chancellor or designee or on a yearly basis to ensure appropriate use of the email archive.

E. Enforcement - Failure to comply with this policy and the rules and regulations cited in this section may result in disciplinary action, up to and including termination of employment, and any other penalties applicable by law.

V. LEGAL AUTHORITY, CITATIONS AND OTHER REFERENCES

Federal Rules of Civil Procedure – Electronic Discovery Act
California Code of Civil Procedure Section 1985.8
Title 5 C.C.R. Sections 59020 et seq.
LACCD Board Rules 7700-7709.11
LACCD Administrative Regulation B-27, B-28
Information Technology Procedure 07-06
RESPONSE TO BOARD MEMBER INQUIRY

Received From: Board Member Scott Svonkin

Item No. #23

Subject: Length of Time That Recordings From The Cameras Used at The Educational Services Center are Retained

In response to a question from Board President Scott Svonkin regarding the length of time that recordings from the cameras used at the Educational Services Center are retained, please note that video retention is dependent on the amount of data that is stored.

The system is first in / first out, which means once the allotted storage is full the system starts to overwrite the oldest data. It is not possible to predict how many days of video will be retained because the amount of data each camera sends continuously changes. When there is a lot of motion, more frames (data) is sent which consumes more storage space per length of time.

Currently this amount of storage is providing 22.48 days of retention.
RESPONSE TO BOARD MEMBER INQUIRY

Received From: Board Member Sydney Kamlager
Item No.: #24
Subject: Environmentally Friendly Pest Control

During the August 5, 2015 Board of Trustees meeting, Board Member Sydney Kamlager asked whether all colleges use environmentally friendly pest control chemicals. The Vice Presidents of Administration were polled and all have responded affirmatively that the respective college staff and vendors use environmentally friendly pest control chemicals. Attached is information submitted by one college to affirm the vendor's use of environmentally friendly pest control chemicals.

Submitted By: Adriana D. Barrera, Deputy Chancellor Date: September 2, 2015
Orkin Named USGBC Education Provider

LEED Pest Control Training Available Online for Building Property Managers

Atlanta-based pest control company Orkin as a USGBC Education Provider, committed to enhancing the ongoing professional development of the building industry and LEED professionals through high quality education programs.

The first course Orkin will offer is “Integrated Pest Management Practices for LEED® Buildings,” a free, self-guided online training course (www.IPMLEEDcredits.com) designed to educate property managers about environmentally-friendly pest control practices. Upon completing the course successfully, participants can earn one-hour continuing education credit towards the LEED Credential Maintenance Program.

“One relatively easy way to minimize the environmental impact of a building is to follow green pest control methods using an approach called Integrated Pest Management, or IPM,” said Ron Harrison, Ph.D., Orkin’s director of technical services. “As part of the LEED performance standards, IPM focuses on ongoing inspection, targeted treatment, documentation and monitoring to help prevent pest infestations before they happen.”

The course teaches property managers how to incorporate Integrated Pest Management – an environmentally conscious approach that combines a number of prevention and control methods, with pesticides only used as a last resort – into their existing building operations and maintenance plans. As the USGBC’s first pest management Education Provider, Orkin has agreed to abide by USGBC-established operational and educational criteria, and is subject to annual reviews and audits for quality assurance.

Pest control currently falls under two different categories in the LEED standards: Sustainable Sites (SS Credit 3 – Integrated Pest Management, Erosion Control and Landscape Management Plan) and Indoor Environmental Quality (IEQ Credit 3.6 – Green Cleaning; Indoor Integrated Pest Management).

“Buildings become healthier for tenants and the environment when we reduce or eliminate the need for pesticides,” said Rick Fachini, President and CEO, USGBC. “We’re thrilled to partner with Orkin to deliver this education and help property managers understand how they can apply green pest management practices in their buildings.”


About Orkin, LLC

Founded in 1901, Atlanta-based Orkin is an industry leader in essential pest control services and protection against termite damage, rodents and insects in the United States, Canada, Mexico, Europe, Central America, the Middle East, the Caribbean, Asia and the Mediterranean. With more than 400 locations, Orkin’s almost 8,000 employees serve approximately 1.7 million customers. The company serves homeowners and numerous industries, including food and beverage processing, foodservice, hospitality, healthcare, retail, warehousing, property/facilities management, schools and institutions. Learn more about Orkin at www.orkin.com. Orkin is a wholly-owned subsidiary of Rollins, Inc. (NYSE: ROL).
MANAGEMENT SYSTEM CERTIFICATE

Certificate No.: CERT-10649-2005-USA-AQ-USA-RvA
Initial certification date: 2 November 2005
Validity: 20 November 2014 – 20 November 2017

This is to certify that the management system of

ORKIN/PEST AND TERMITE CONTROL
706 Lakeshore Drive, Atlanta, GA 30324 USA

has been found to conform to Quality Management system standard:
ISO 9001:2008

This certificate is valid for the following Scope:
The Provision of Internal QA Audits Focusing on Service Delivery for all Orkin Field Operations performing Pest Control and/or Termite Services.

Place and date:
Katy, Texas October 06, 2014

For the issuing office:
DNV GL – Business Assurance USA, Inc.
1400 Ravello Drive
Katy, TX 77449

John C. Stefan
Management Representative

Lack of fulfilment of conditions as set out in the Certification Agreement may render this Certificate invalid.

Presenting this certificate of excellence to

Orkin Pest Control

in acknowledgment of your continuing efforts toward professional excellence and environmental awareness in the pest management industry. You have met the GreenPro testing requirements for eco-effective pest control.
1. PRODUCT AND COMPANY IDENTIFICATION

Product name: ORTHO® Weed-B-Gone® MAX™ Plus Crabgrass Control - Concentrate
Description: Herbicide

Company
The Scotts Company LLC
14111 Scottslawn Road
Marysville, OH 43041

24-HOUR EMERGENCY TELEPHONE NUMBERS:
CHEMTREC (U.S.): 1-800-424-9300
CHEMTREC (International): 1-703-527-3887
Non-Emergency Calls: 1-937-644-0011

EPA Registration No.: 2217-896-239
Formula No.: S13260

2. HAZARDS IDENTIFICATION

Labelling
Signal word: CAUTION
Precautionary Statements
Causes moderate eye irritation. Avoid contact with eyes, skin, and clothing. Harmful if swallowed. Wear long-sleeved shirt, long pants, socks, shoes, impermeable gloves, and protective eyewear. Wash thoroughly with soap and water after handling and before eating, drinking, chewing gum, or using tobacco. Keep out of reach of children.

Potential health effects
Eye contact: Irritating to eyes.
Skin contact: Substance may cause slight skin irritation.
Ingestion: Considered practically non-toxic.
Inhalation: Considered practically non-toxic.

Aggravated Medical Conditions: Inhalation may aggravate asthma. Pre-existing dermatitis or sores.
Principle routes of exposure: Eyes, Skin, Inhalation, Ingestion
Target organ effects: Irritation.

3. COMPOSITION/INFORMATION ON INGREDIENTS

<table>
<thead>
<tr>
<th>Components</th>
<th>CAS-No</th>
<th>Weight %</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Dimethylamine dicamba</td>
<td>2300-86-5</td>
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</tbody>
</table>

4. FIRST AID MEASURES

Eye contact: Hold eye open and rinse slowly and gently with water for 15-20 minutes. Remove contact lenses, if present after the first 5 minutes, then continue rinsing eye. Call a poison control center or doctor for treatment advice.

Skin contact: Take off contaminated clothing. Rinse skin immediately with plenty of water for 15-20 minutes. Call a poison control center or doctor for treatment advice.

Ingestion: Call a poison control center or doctor immediately for treatment advice. Have person sip a glass of water if able to swallow. Do not induce vomiting unless told to do so by a poison control center or doctor. Do not give anything by mouth to an unconscious person.

Inhalation: Move person to fresh air. If person is not breathing, call 911 or an ambulance, then give artificial respiration, preferably by mouth-to-mouth, if possible. Call a poison control center or doctor for further treatment advice.

5. FIRE-FIGHTING MEASURES

Flammable properties: Combustible liquid. Slow to combust under fire conditions.
Suitable extinguishing media: Water spray, carbon dioxide, dry chemical, chemical foam.
5. FIRE-FIGHTING MEASURES

Explosion potential: Unlikely.
Hazardous combustion products: Toxic fumes may be produced.
Fire fighting procedures: Select appropriate method to confine and extinguish fire.
Special protective equipment for firefighters: As in any fire, wear self-contained breathing apparatus pressure-demand, MSHA/NIOSH (approved or equivalent) and full protective gear.

6. ACCIDENTAL RELEASE MEASURES

Personal precautions: Wear personal protective equipment
Environmental precautions: Prevent product from entering drains
Methods for containment: Control spill with dykes and absorb with inert absorbant material
Methods for cleaning up: Detergent and water.

7. HANDLING AND STORAGE

Handling: Avoid container breakage. Wear long-sleeved shirt, long pants, shoes, socks, and waterproof gloves when handling. Avoid contact with eyes. Keep out of lakes, streams or ponds.
Storage: Store in original container in a safe place. Avoid contamination of feed and foodstuffs. Protect from freezing.

8. EXPOSURE CONTROLS / PERSONAL PROTECTION

Components

<table>
<thead>
<tr>
<th>Components</th>
<th>ACGIH:</th>
<th>OSHA:</th>
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</thead>
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<tr>
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<td>Not Listed</td>
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<tr>
<td>8-Quinolinecarboxylic acid, 3,7-dichloro-</td>
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</tr>
<tr>
<td>2,4-D, dimethylamine salt</td>
<td>Not Listed</td>
<td>Not Listed</td>
</tr>
</tbody>
</table>

Engineering controls
Use adequate ventilation to keep the airborne concentrations of this material below the recommended exposure standard.

Personal Protective Equipment

| Eye/face protection     | Safety glasses with side shields or goggles. |
| Skin and body protection| Wear suitable protective clothing if contact is anticipated during manufacturing, rubber gloves. |
| Respiratory protection: | If airborne levels are high or product does not remain intact, use a combination of engineering controls (e.g. ventilation) and personal protection, e.g., NIOSH/MSHA approved respirator for dusts, mists, and fumes. |

Applicator PPE
To reduce exposure potential when applying product, wear long-sleeved shirt, long pants, shoes, and socks. After using product, remove clothing and wash before reuse.

General hygiene considerations:
Wash hands before breaks and immediately after handling the product.
Re-entry Interval:
When dry.

9. PHYSICAL AND CHEMICAL PROPERTIES

Physical State: Liquid
Bulk density: 8.62 lbs/gal
Method: Cleveland closed cup
Odor: Sweet
Solubility: Water solubility, Soluble
Vapor density: >1 (air=1)

Color: Brown
Flash point: 63.9° C / 147° F
Boiling point/range: 212° F
pH: 6.75
Specific gravity: 1.0339
Vapor pressure: <17mmHg@68F

10. STABILITY AND REACTIVITY

Chemically Stable: Yes
Conditions to avoid: Do not freeze.
Materials to avoid: Strong acids, bases, oxidizers, and reducing agents.
Hazardous decomposition products: Combustion may produce irritating gases and vapors.
Possibility of hazardous reactions: Poses little or no immediate hazard.

11. TOXICOLOGICAL INFORMATION

Revision date:
11. TOXICOLOGICAL INFORMATION

Acute toxicity

LD₅₀/oral: No information available
LD₅₀/dermal: No information available
LC₅₀/inhalation: No information available
Eye effects: Mild eye irritation
Skin effects: No information available
Sensitization: No information available

Chronic toxicity

Carcinogenic effects: The table below indicates whether each agency has listed any ingredient as a carcinogen.

<table>
<thead>
<tr>
<th>Components</th>
<th>NTP:</th>
<th>IARC:</th>
<th>OSHA:</th>
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</thead>
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<tr>
<td>8-Quinolinecarboxylic acid, 3,7-dichloro-</td>
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<td>Not listed</td>
<td>Not listed</td>
</tr>
<tr>
<td>2,4-D, dimethylamine salt</td>
<td>Not listed</td>
<td>Not listed</td>
<td>Not listed</td>
</tr>
</tbody>
</table>

Ingestion: Ingestion may cause irritation to mucous membranes.
Inhalation: Possible irritation of the respiratory tract.
Target organ effects: Irritation.

12. ECOLOGICAL INFORMATION

Ecotoxicity effects: Toxic to aquatic organisms.
Persistence and degradability: Inherently biodegradable.
Bioaccumulative potential: No information available.
Mobility: Water contaminating.
Aquatic toxicity: Toxic to aquatic organisms.
Additional ecological information: Drift or runoff may adversely affect non-target plants. Do not contaminate water sources when disposing of equipment washwaters.

13. DISPOSAL CONSIDERATIONS

Waste Disposal Methods: Read and follow label instructions. If partially filled, call the local solid waste agency for disposal instructions. Do not place product down any indoor or outdoor drain.
Contaminated packaging: Read and follow label instructions. If empty, place in trash or offer for recycling if available.

14. TRANSPORT INFORMATION

The description shown may not apply to all situations. Consult 49 CFR, or appropriate dangerous goods regulations for additional description requirements (e.g. technical name) and mode-specific or quantity-specific shipping requirements.

DOT (Land) Not DOT regulated
DOT (AIR) Not DOT regulated
DOT (Vessel) Not DOT regulated

15. REGULATORY INFORMATION

<table>
<thead>
<tr>
<th>Components</th>
<th>CAS-No</th>
<th>CERCLA/SARA 313</th>
<th>CERCLA/SARA 302</th>
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<tr>
<td>Dimethylamine dicamba</td>
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<td>8-Quinolinecarboxylic acid, 3,7-dichloro-</td>
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<td>2068-38-1</td>
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</tbody>
</table>

General Information Contact local authorities for disposal of large quantities of product

16. OTHER INFORMATION
16. OTHER INFORMATION

NFPA:

Health: 2
Flammability: 1
Reactivity: 0

HMIS:

Health: 2
Flammability: 1
Reactivity: 0

Hazard Rating: 0=Least; 1=Slight; 2=Moderate; 3=High; 4=Severe

EPA FIFRA Comment: Use of this product is regulated by the U.S. Environmental Protection Agency (EPA) through the approved product label. It is a violation of Federal law to use this product in a manner inconsistent with its labeling.

General Comment: This document contains health, safety, and environmental information useful to emergency response agencies, health care providers, manufacturers, and workers/employees. It does not replace the precautionary language, use directions, or the storage and disposal information found on the product label.

Additional Information: This information contained herein is, to the best of Scott's knowledge and belief, accurate and reliable as of the date of preparation of this document. However, no warranty or guarantee, express or implied, is made as to the accuracy or reliability, and Scotts shall not be liable for any loss or damage arising out of the use thereof. No authorization is given or implied to use any patented invention without a license. In addition, Scotts shall not be liable for any damage or injury resulting from abnormal use, from any failure to adhere to recommended practices or from any hazards inherent in the nature of the product.
RESPONSE TO BOARD MEMBER INQUIRY

Received From: Board Member Mike Fong

Item No. #25

Subject: Recruitment of Participants Through WorkSource Centers

During the August 5, 2015 Board of Trustees meeting, Board Member Mike Fong asked several questions regarding the recruitment of participants through area WorkSource Centers.

Recruitment and referral of participants to the Hospitality training program will be done by the WorkSource Centers/American Job Centers. WorkSource Center clients are generally people currently not employed and searching for new career fields. The Centers also have continuing contact with employers and will know any employer requirements. The Centers will work with their clients to identify individuals with an interest in the three pathways, qualify them as eligible for WIOA services, inform their clients about general employment eligibility (high school diploma/GED, drug testing, etc.), and refer those individuals for the training program. West Los Angeles College has no separate criteria.

In Los Angeles County, WorkSource Centers with Hospitality/Tourism/Retail/Customer Service as their industry sector include:
1. JVS AJC, Marina del Rey
2. SASSFA AJC, Santa Fe Springs
3. Community Career Development, Compton/ Wilshire AJC
4. Hawthorne One Stop, SBWIB
5. Inglewood One Stop, SBWIB
6. Boyle Heights Technology Youth Center, City of Los Angeles
7. Watts Labor Community Action Committee (WLCAC), Watts AJC
8. Managed Career Systems, Los Angeles/ Alhambra
9. AADAP AJC (West Adams WorkSource Center), Los Angeles
10. Pacific Gateway, Career Transition Center, Long Beach

West Los Angeles College is exploring relationships with two other agencies to enable them to refer their clients who need short-term training leading to stable employment:
1. LA County Dept. of Public Social Services (GAIN/GROW clients)
2. LA County Dept. of Children and Family Services (Emancipating Foster Youth)

Submitted By: Interim President Bob Sprague, WLAC  Date: September 2, 2015
RESPONSE TO BOARD MEMBER INQUIRY

Received From:  Board Member Mike Eng
Item No.  #26
Subject:  Inventory of Specially Funded Projects (Grants)

PLEASE SEE ATTACHMENT

Submitted By: Adriana D. Barrera, Deputy Chancellor  Date:  September 2, 2015
<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Funding Agency</th>
<th>Purpose of Grant</th>
<th>Participants to be Served</th>
<th>Term of Grant</th>
<th>Award $$$ Per Year</th>
<th>Total $$$ Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Enhancement Funding Regional 40% Share</td>
<td>CCCCO/EWD</td>
<td>Information and Communication Technologies (ICT) CTE Professional Development, Industry Skills Mapping, and Industry Orientation Workshops</td>
<td>Secondary/Postsecondary Students, Faculty, Administrators, and Industry and other related partners in ICT.</td>
<td>1/12/2015 – 10/31/2016</td>
<td>$204,000</td>
<td>$204,000</td>
</tr>
<tr>
<td>CTE Enhancement Funding - Local Share 60%</td>
<td>CCCCO/EWD</td>
<td>CTE Career Pathway Development for CD, Music, Nursing, and Radiology Tech for secondary to postsecondary education, and Regional Alignment and Collaboration for CTE Advisory Boards.</td>
<td>Secondary/Postsecondary Students, Faculty, and Industry and other related partners across the LA Region.</td>
<td>1/1/2015 – 10/31/2016</td>
<td>$304,968</td>
<td>$304,968</td>
</tr>
<tr>
<td>CTE Transitions</td>
<td>CCCCO/EWD</td>
<td>Career Exploration, Articulation, Professional Development, and Student Outreach from secondary to postsecondary education.</td>
<td>Secondary/Postsecondary Students, Faculty and Counselors, and Business Partners.</td>
<td>7/1/2015 – 6/30/2016</td>
<td>$44,025</td>
<td>$44,025</td>
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<tr>
<td>Perkins IV IC Allocation</td>
<td>CCCCO/EWD</td>
<td>Supplement and Enhance CTE Programs for the purposes of preparing students within all special populations to achieve technical skills, completions, nontraditional training, and job placement.</td>
<td>Secondary/Postsecondary Students, Faculty and Teachers, Business and Industry Partners, and CTE Staff and Administrators.</td>
<td>7/1/2015 – 6/30/2016</td>
<td>$539,545</td>
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<tr>
<td>California Community College Linked Learning Initiative</td>
<td>Career Ladders Project</td>
<td>Provide Linked Learning Career Pathways in New Media between Hollywood High School and Los Angeles City College Cinema, Photography, Art, and Computer Science Information Technology Departments and Disciplines.</td>
<td>Secondary/Postsecondary Students and Faculty.</td>
<td>7/1/2014 – 12/31/2015</td>
<td>$90,000</td>
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<tr>
<td>Child Development Contract Education</td>
<td>Los Angeles Universal Preschool</td>
<td>Provide LAUP Aspire Program participants with child development courses to increase their skill set and prepare them for Early Childhood Education jobs.</td>
<td>Postsecondary Students and LAUP Partners.</td>
<td>8/1/2015 – 6/30/2016</td>
<td>$13,510</td>
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</tr>
<tr>
<td>Child Development Contract Education</td>
<td>Korean American Children &amp; Parent Services</td>
<td>Provide Korean Students with Child Development training and preparation for work in Early Childhood Education.</td>
<td>Postsecondary Students and Korean American Children &amp; Parent Services Center partners.</td>
<td>7/1/2015 – 6/30/2016</td>
<td>$79,512</td>
<td>$79,512</td>
</tr>
<tr>
<td>Deputy Sector Navigator Small Business Program</td>
<td>CCCCO/EWD</td>
<td>Provide the Los Angeles Regional Community Colleges, High Schools, and Small Businesses with resources that inject growth into entrepreneurship programs and training, and preparation of an entrepreneurial workforce.</td>
<td>Secondary/Postsecondary Students, Faculty, Administrators and Staff, and Business and Industry Partners.</td>
<td>7/1/2015 – 6/30/2016</td>
<td>$200,000</td>
<td>$300,000</td>
</tr>
<tr>
<td>Gateway to College</td>
<td>Gateway to College National Network/LA Alliance College Ready Public Schools</td>
<td>Provide Secondary Students with a second chance for credit recovery, completing their, high school diploma, and acquiring college credit through dual enrollment and holistic wrap around support.</td>
<td>Secondary Students and Faculty.</td>
<td>7/1/2015 – Ongoing</td>
<td>$334,000</td>
<td>$334,000</td>
</tr>
<tr>
<td>LA HI-TECH Work-Based Learning</td>
<td>JP Morgan Chase &amp; Co.</td>
<td>Provide supplement support for regional work-based learning coordination of activities across three community college districts, six school districts, and over 50 employer partners.</td>
<td>Secondary/Postsecondary Students, Faculty, Administrators and Staff, and Business and Industry partners.</td>
<td>11/1/2014 – 12/31/2015</td>
<td>$158,333</td>
<td>$158,333</td>
</tr>
<tr>
<td>LA HI-TECH Work-Based Learning and Student Support</td>
<td>JP Morgan Chase &amp; Co.</td>
<td>Provide supplemental support for the creation of a Pathways 2 Career Mobile App, Student Support Specialists, and Work-Based Learning Coordinators for the LA HI-TECH Regional Consortium</td>
<td>Secondary/Postsecondary Students, Faculty, Administrators and Staff, and Business Intermediaries and Employers partners.</td>
<td>4/1/2015 – 12/31/2018</td>
<td>Year 1: $250,000 Year 2: $250,000 Year 3: $250,000</td>
<td>$750,000</td>
</tr>
<tr>
<td>Los Angeles Healthcare Competencies to Careers Consortium</td>
<td>DOL TAACCCT</td>
<td>Provide Career Pathway Development in the Health Industry</td>
<td>Postsecondary Students, Faculty, and Industry partners.</td>
<td>10/31/2013 – 9/30/2017</td>
<td>$214,731.80</td>
<td>$1,073,659</td>
</tr>
</tbody>
</table>
| Program/Project Description | California Career Pathways Trust/CDE/PACCD | Provide Career Pathway and Work-Based Learning in ICT and create seamless transitions for student to progress from secondary to postsecondary education and job placement. | Secondary/Postsecondary Students, Faculty and Teachers, Counselors, Staff, Administrators, Community Partners, and Business and Industry partners. | 7/1/2014 – 6/30/2019 | Year 1: $1,162,500  
Year 2: $813,750  
Year 3: $348,750 | $2,325,000 |
| --- | --- | --- | --- | --- | --- | --- |
| Los Angeles Regional Career Pathways | California Career Pathways Trust/CDE/LACCD | Provide a Sector Strategy Approach to Career Pathway and Work-Based Learning for a seamless transition from secondary to postsecondary education and employment. | Secondary/Postsecondary Students, Faculty and Teachers, Counselors, Staff, Administrators, Community Partners, and Business and Industry partners. | 7/1/2015 – 6/30/2019 | Year 1: $500,000  
Year 2: $350,000  
Year 3: $150,000 | $1,000,000 |
| REU Site: Consortium for Undergraduate Research Experiences | National Science Foundation | Provides community college students per year with year-round research experiences in projects in astronomy, astrophysics, and planetary science at NASA’s jet Propulsion Laboratory | 16 community college students per year | 8/1/15 – 7/31/18 | Year 1: $157,910  
Year 2: $158,135  
Year 3: $158,210 | $474,255 |
| CoAssociate Degree Nursing Programs (ADN) | CCCCO/EWD | Admissions, Remediation, and Retention. | Postsecondary Students | 7/1/2015 – 6/30/2016 | $85,000  
$85,000 | $170,000 |
| Workforce Innovation & Opportunity (WIOA), title II: Adult Education & Family Literacy | Calif Dept Of Education (administers Federal Grant) Renewed annually funding based on Payment points recorded 2 years prior. | Supplemental instructional services for students in noncredit adult basic education, ESL, and Adult Secondary Education (GED/HISET) $1,724,770 | 9853 served 2014/2015 | July 1, 2015–June 30, 2016 | $1,724,770  
$1,724,770 | $3,449,540 |
| Gear Up LA | Federal – USDE | College Career Exploration | Middle/High School | 7 Years | Varies | $936,328 |
| Gear Up LA 2 | Federal – USDE | College Career Exploration | Middle/High School | 7 Years | Varies | $442,030 |
| TOTAL | | | | | | $10,878,935. |
# College Inventory of Grants

**College:** East Los Angeles College  
**Date:** July 28, 2015  
**Name of Person Who Prepared This Form:** Dr. John C. Rude

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Funding Agency</th>
<th>Purpose of Grant</th>
<th>Participants to be Served</th>
<th>Term of Grant</th>
<th>Award $$$ Per Year</th>
<th>Total $$$ Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>GANAS-STEM</td>
<td>USDE</td>
<td>STEM Transfers</td>
<td>1,371 STEM STUDENTS</td>
<td>10/11 to 9/16 (5 yrs)</td>
<td>$1,193,632</td>
<td>$5,968,160</td>
</tr>
<tr>
<td>ASSIST-STEM</td>
<td>NSF</td>
<td>STEM Transfers</td>
<td>1,371 STEM STUDENTS</td>
<td>10/11 to 9/16 (5 yrs)</td>
<td>$398,192</td>
<td>$1,990,958</td>
</tr>
<tr>
<td>TAACCCT-LOGISTICS</td>
<td>USDOL</td>
<td>Expand LOGISTICS</td>
<td>610 LOGIS-TICS STUD.</td>
<td>10/12 to 9/16 (4 yrs)</td>
<td>$749,941</td>
<td>$2,999,763</td>
</tr>
<tr>
<td>TAACCCT-HEALTH</td>
<td>USDOL</td>
<td>Expand HEALTH</td>
<td>HEALTH STUDENTS</td>
<td>10/13 to 9/17 (4 yrs)</td>
<td>$451,191</td>
<td>$1,804,765</td>
</tr>
<tr>
<td>SB 1070 CTE PATHWAYS</td>
<td>CCCCO</td>
<td>K-12 to CC PATHWAYS</td>
<td>LAUSD STUDENTS</td>
<td>1/12 to 12/16 (3 yrs)</td>
<td>$671,596</td>
<td>$2,014,788</td>
</tr>
<tr>
<td>LINKED LRNG INTEGRATION</td>
<td>CSULA/CDE</td>
<td>K-12 to CC PATHWAYS</td>
<td>Engin Students MUSD</td>
<td>9/14 to 2/16 (1.5 yrs)</td>
<td>$66,667</td>
<td>$100,000</td>
</tr>
<tr>
<td>DISASTER RESEARCH</td>
<td>DHS &amp; USC</td>
<td>Research Project</td>
<td>4 ELAC Engin. Students</td>
<td>2/15 to 6/19 (4.3 yrs)</td>
<td>$23,256</td>
<td>$100,000</td>
</tr>
<tr>
<td>S-STAR SCHOLARSHIPS</td>
<td>NSF</td>
<td>STEM Scholarships</td>
<td>132 STEM Students</td>
<td>8/15 to 7/20 (5 yrs)</td>
<td>$121,520</td>
<td>$607,600</td>
</tr>
<tr>
<td>PERKINS TITLE 1C</td>
<td>CCCCO</td>
<td>CTE Pathways</td>
<td>Gr. 11-14 Students</td>
<td>7/15 to 6/16 (1 yr)</td>
<td>$934,958</td>
<td>$934,958</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$4,767,827</td>
<td>$16,667.866</td>
</tr>
</tbody>
</table>
# College Inventory of Grants

**College:** Los Angeles Harbor  
**Date:** July 29, 2015

**Name of Person Who Prepared This Form:** Susan Rhi-Kleinert/ Sandra Sanchez

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Funding Agency</th>
<th>Purpose of Grant</th>
<th>Participants to be Served</th>
<th>Term of Grant</th>
<th>Award $$$ Per Year</th>
<th>Total $$$ Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAACCCT (Trade Adjustment Assistance Community College and Career Training)</td>
<td>U.S. Department of Labor (DOL)- via LATTC and LACCD</td>
<td>An LACCD initiative to expand training programs for unemployed workers. The program partners with employers in the healthcare industry to create a training model for trade-impacted worker and other long-term unemployed in the greater LA area.</td>
<td>742 unduplicated participants Breakdown: 521 Enrollment 521 Completers 269 Jobs Placements 233 Continuing higher ed. transfers</td>
<td>2013-2017 (4 years)</td>
<td>Year 1: $193,030 Year 2: $271,598 Year 3: $269,198 Year 4: $235,645</td>
<td>$976,891</td>
</tr>
<tr>
<td>Warren Furutani Youth Source Center (YSC)</td>
<td>City of Los Angeles via WIA funds</td>
<td>The program’s primary focus is two-fold, dropout prevention and student recovery of youth ages 17-21 attending our local feeder schools and transition to college. The goal is to assist our local youth to achieve high school completion and transition to college or a career pathway.</td>
<td>199 participants per year</td>
<td>2012-2017 5 year (year to year renewable)</td>
<td>$803,000</td>
<td>$4.0M</td>
</tr>
<tr>
<td>Summer Youth Employment Program (SYEP)</td>
<td>City of Los Angeles/La County</td>
<td>Youth are paid $9 an hour and work approximately 120 hours for six weeks. Youth (14-24 years old) are provided with work readiness preparation and financial literacy workshops. Participating youth must live in the City of Los Angeles, meet the low income criteria or receive public assistance or are a foster child or homeless, and have the right to work in the U.S.</td>
<td>74 Participants</td>
<td>2012-2017 5 year (year to year renewable)</td>
<td>$131,826</td>
<td>$659,310</td>
</tr>
<tr>
<td>Grant ID</td>
<td>Fund Source</td>
<td>Description</td>
<td>Impact</td>
<td>Funding Period</td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
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</tr>
<tr>
<td>STEM/Title III</td>
<td>U.S. Dept. of Education</td>
<td>The grant is dedicated to articulate transfer agreements between LAHC and four-year universities that develop and redesign specific curriculum, and transfer STEM declared major students. This project created a STEM Passport Academy with enhanced student services to encourage enrollment and success in STEM degrees.</td>
<td>Impact 2,100 students</td>
<td>2011-2016</td>
<td>Year 1: $868,994</td>
<td>Year 2: $862,931</td>
</tr>
<tr>
<td>Nursing Retention Grant (Remediation &amp; Retention)</td>
<td>California Community Colleges Chancellor’s Office (CCCCO)</td>
<td>These funds enable the nursing program to increase the capacity of the nursing program by 10 first year students and 20 second year students. Funds provide additional clinical adjunct instructors required for the additional clinical rotations. In addition, funds assist in supporting costs of the simulation lab, student remediation, and skills lab.</td>
<td>10</td>
<td>2015-2016</td>
<td>$171,000 (fluctuates per year)</td>
<td>$171,000</td>
</tr>
<tr>
<td>Song Brown Capitation</td>
<td>Office of Statewide Health</td>
<td>The goal of the Song-Brown Capitation funds is to enable the nursing program to admit an additional 4 students for the duration of the program and support the costs associated with enhanced education. Funds to be used primarily to support costs associated with the simulation technician, and clinical instruction.</td>
<td>4 additional nursing students</td>
<td>2015-2017</td>
<td>$20,000 per year</td>
<td>$40,000</td>
</tr>
<tr>
<td><strong>Song Brown Special Program</strong></td>
<td>Office of Statewide Health</td>
<td>The purpose of the Song-Brown Special Program funds is to create and institutionalize a Nursing Success Program designed to reduce attrition and increase transfer rates to BSN programs. Funds to be used primarily to support costs associated with a Nursing Success Counselor.</td>
<td>All current nursing students</td>
<td>2014-2016</td>
<td>$40,000 per year</td>
<td>$80,000</td>
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</tr>
<tr>
<td><strong>RUPE Grant</strong></td>
<td>The Arthur N. Rupe Foundation</td>
<td>The purpose of the RUPE grant is to provide program support for the vocational training of Certified Nursing Assistants and Home Health Aides at community colleges throughout California.</td>
<td>22 total (clinical and classroom)</td>
<td>2015-2016</td>
<td>$45,000 (varies per year)</td>
<td>$45,000</td>
</tr>
<tr>
<td><strong>DHS Grant</strong></td>
<td>Department of Health Services, Los Angeles</td>
<td>The purpose of the program is to provide LAHC Associate Degree Nursing (ADN) Program financial assistance to offer personalized academic and clinical support for nursing students. The program is designed to improve study skills and enhance the overall learning process and success. The program’s goal is to assist each student in the ADN program seek employment in county health facilities thereafter</td>
<td>All current nursing students</td>
<td>2015-2016</td>
<td>$69,000</td>
<td>$69,000</td>
</tr>
</tbody>
</table>
| **Achieving the Dream’s Working Families Success Network in Community Colleges Grant (WFSNCC)** | Achieving the Dream | The vision of this initiative is to embed an integrated set of services at the community college so that over time the strategy is infused into the institution’s culture and operations for maximum student support. The students targeted for WFSNCC services are low-income students with family responsibilities. | 1,000 low income students | 2015-2017 (3 calendar years) | Year 1: $50,000  
Year 2: $100,000  
Year 3: $50,000 | $200,000 |
<table>
<thead>
<tr>
<th>Grant</th>
<th>Funder</th>
<th>Description</th>
<th>Funding Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-1B</td>
<td>US Department of Labor (DOL) via Pacific Gateway</td>
<td>The H-1B Health Sector Training Grant is a partnership project made possible through the Department of Labor (DOL) under the H-1B Visa Funds. Pacific Gateway Workforce Investment Board (PGWIB), Long Beach Memorial Medical Center (LBMMMC), and LAHC partnered to train 290 participants as Sterile Processing Technicians and Medical Billers at LBMMMC.</td>
<td>Determined by contractor (Pacific Gateway) 2011-2015 $160,000 $325,000</td>
</tr>
<tr>
<td>Middle College High School (MCHS)</td>
<td>Community Colleges Chancellor’s Office (CCCCO)</td>
<td>The Middle College High School grant at LAHC support the academic pathway of Harbor Teacher Preparation Academy (HTPA), a middle college high school project (in its 11th year) by providing a half-time (.5FTE) college counselor to help students select co-enrollment classes, college electives, tutoring as needed and other available student services.</td>
<td>300 2015-2016 $99,000 $396,000</td>
</tr>
<tr>
<td>Career Advancement Academy (CAA) Grant</td>
<td>California Community Colleges in partnership with El Camino College</td>
<td>In partnership with El Camino College, LAHC is a sub-grantee of the CAA Grant. The focus of this grant is to support critical industry sector by preparing students for high-demand careers in Advanced Manufacturing. Grant funds will enable LAHC to create two new career pathways: Advanced Manufacturing and Industrial Design.</td>
<td>44 2014-2016 $220,000 $220,000</td>
</tr>
<tr>
<td>Program</td>
<td>Lead Agency</td>
<td>Description</td>
<td>FTE</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>AMETLL CCTP</td>
<td>California Dept of Ed via subcontract with LBCC</td>
<td>Build/ strengthen pathways from secondary to post-secondary educational institutions in the area of Advanced Manufacturing/ Engineering technology</td>
<td>1160</td>
</tr>
<tr>
<td>LACCD CCTP</td>
<td>California Dept of Education</td>
<td>Build/ strengthen pathways from secondary to post-secondary educational institutions in the area of Global Logistics/International Business.</td>
<td>580</td>
</tr>
<tr>
<td>CTE Enhancement</td>
<td>LAHC project funded through this grant includes: Global Logistics and International Business, Computer Science; Engineering/Advanced Manufacturing, Nursing and Culinary. LAHC will be participating in regional projects: Pro-GTL (Global Logistics) and iCaps (Computer Science).</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


## College Inventory of Grants

**College:** Los Angeles Mission College  
**Date:** July 28, 2015

**Name of Person Who Prepared This Form:** Jerry Huang

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Funding Agency</th>
<th>Purpose of Grant</th>
<th>Participants to be Served</th>
<th>Term of Gant</th>
<th>Award $$$ Per Year</th>
<th>Total $$$ Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Policy</td>
<td>Youth Policy Institute</td>
<td>To Provide a Personal Development class and career counseling to a cohort of 50 students. All 50</td>
<td>50</td>
<td>4/13/2015 - 6/30/2016</td>
<td>$66,296</td>
<td>$66,296</td>
</tr>
<tr>
<td>TRiO/Student Support Services Program</td>
<td>U.S. Department of Education</td>
<td>To serve participants with supportive services</td>
<td>160</td>
<td>5 Years</td>
<td>$229,674</td>
<td>$1,148,370</td>
</tr>
</tbody>
</table>
| Los Angeles Healthcare Competencies to Career Consortium a TAACCCT Grant | U.S. Department of Labor | To fund Healthcare Career classes | The purpose of this program is to provide eligible Institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, and that result in skills, degrees, and credentials that prepare program participants for employment in high-wage, high-skill occupations, and are suited for workers who are eligible for training under the Trade Adjustment Assistance for Workers program. Department of Education. | 4 Years | Y1: $259,382  
Y2: $265,327  
Y3: $271,995  
Y4: $75,893 | $872,597 |
<p>| STEM | U.S. Department of Education | Increase student access and STEM transfers | Students | 2011-2016 | $849,125 | $4,245,626 |</p>
<table>
<thead>
<tr>
<th>Build PODER</th>
<th>The University Corporation</th>
<th>Increase the number of underrepresented students in the sciences</th>
<th>Students</th>
<th>2014-2019</th>
<th>$57,132</th>
<th>$285,660</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Enhancement</td>
<td>Rancho Santiago Community College District/California Community College’s Chancellor’s Office</td>
<td>To develop, enhance, retool and expand quality Career Technical Education offerings</td>
<td>Student enrolled in CTE funded programs</td>
<td>1/1/2015 – 10/31/2016</td>
<td></td>
<td>$232,342</td>
</tr>
<tr>
<td>L. A. High-Tech CA Career Pathways</td>
<td>Pasadena City College</td>
<td>To develop and Strengthen the technology workforce</td>
<td>Students preparing for technology careers</td>
<td></td>
<td></td>
<td>$500,000</td>
</tr>
<tr>
<td>SB 1070 Career Technical Education Pathways</td>
<td>Steinberg Senate Bill 1070</td>
<td>To increase student success and training in post-secondary education by developing career technical education pathways between high schools and community colleges</td>
<td>High school students and community college students</td>
<td>7/1/2015 – 6/30/2016</td>
<td>$32,589</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$7,383,480</td>
</tr>
</tbody>
</table>

$7,383,480
## College Inventory of Grants

**College:** Los Angeles Pierce College  
**Date:** August 12, 2015  

**Name of Person Who Prepared This Form:** Jose Luis Fernandez, with the input of Tom Anderson, Wendy Bass, Giselle Calubayan, Cindy Chang, Beth Cheung, Sara Harvey, Bruce Rosky, Barbra Rosner, Joan Schneider, Donna-Mae Villanueva, Joleen Voss-Rodriguez, Michael Williams-Flowers, and the Foundation.

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Funding Agency</th>
<th>Purpose of Grant Total $$$ Award</th>
<th>Participants to be Served</th>
<th>Term of Grant</th>
<th>Award $$$ Per Year</th>
<th>Total $$$ Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Career Pathway Trust (LA Regional)</td>
<td>DOE</td>
<td>Develop partnerships and shared-resources for high schools, colleges, and businesses; including employment training.</td>
<td>High school and college students</td>
<td>2015 - June 2019</td>
<td>Year 1: 250,000</td>
<td>$990,000</td>
</tr>
<tr>
<td>CA Career Pathway Trust (LA HI-TECH)</td>
<td>DOE</td>
<td>Provide career pathways for secondary and postsecondary students through collaborative partnerships that lead to gainful employment, and meet the needs and demands of industry employers.</td>
<td>High school and college students</td>
<td>2014 - June 2018</td>
<td>Year 1: 500,000</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>LAH3C</td>
<td>DOL</td>
<td>Strengthen the healthcare program through innovative training.</td>
<td>Unemployed healthcare students</td>
<td>2014 - Sept 2017</td>
<td>Est. $333,000</td>
<td>$1,013,000</td>
</tr>
<tr>
<td>SB 1070</td>
<td>CCCCCO</td>
<td>Systematize articulations, dual enrollment, and credits by exam in CTE programs.</td>
<td>High school and college students</td>
<td>2014 - Dec 2016</td>
<td>$38,000</td>
<td>$76,000</td>
</tr>
<tr>
<td>CTE Enhancement Fund 60%</td>
<td>DOE</td>
<td>Enhance, retool and expand the quality of eligible CTE programs responding to emerging sector labor demands.</td>
<td>Seven emerging CTE departments; CTE students</td>
<td>1/1/15 – 10/31/16</td>
<td>$286,109</td>
<td>$286,109</td>
</tr>
<tr>
<td>CTE Enhancement Fund 40%</td>
<td>DOE</td>
<td>Engage regional collaboration on professional development and strengthen the quality of eligible CTE programs.</td>
<td>Faculty, counselors, college and high school students, industry and community partners</td>
<td>1/1/15 – 10/31/16</td>
<td>$191,934</td>
<td>$191,934</td>
</tr>
<tr>
<td><strong>CTE Transitions</strong></td>
<td><strong>Perkins (CTE Transition)</strong></td>
<td><strong>Improve outreach/career exploration, articulation, concurrent enrollment, credit by exam, and work-based learning.</strong></td>
<td><strong>High school students</strong></td>
<td><strong>July - June (annually)</strong></td>
<td><strong>$42,000</strong></td>
<td><strong>$42,000</strong></td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td><strong>VTEA</strong></td>
<td><strong>Perkins (CTEA/VTEA)</strong></td>
<td><strong>Strengthen CTE programs, degree attainment, and student success.</strong></td>
<td><strong>CTE programs and students, special populations (e.g., low income students)</strong></td>
<td><strong>July - June: (annually)</strong></td>
<td><strong>$457,302</strong></td>
<td><strong>$457,302</strong></td>
</tr>
<tr>
<td><strong>Title V: Project IQ (Improving Quality)</strong></td>
<td>DOE</td>
<td><strong>Improve quality of online education.</strong></td>
<td><strong>Low-income Latino students</strong></td>
<td><strong>2012 - 2017</strong></td>
<td><strong>$775,000</strong></td>
<td><strong>$3,875,000</strong></td>
</tr>
<tr>
<td><strong>California Alliance for the Long-term Strengthening of Transfer Engineering Programs (CALSTEP)</strong></td>
<td>DOE to Canada College (Pierce is a sub-grantee)</td>
<td><strong>Strengthen CA community college engineering transfer programs and improve transfer process for students.</strong></td>
<td><strong>CA Community College students and faculty</strong></td>
<td><strong>10/01/2011 - 9/30/2016</strong></td>
<td><strong>$83,550 year 1; $99,550 years 2-5</strong></td>
<td><strong>$481,750 (sub-amount to Pierce from San Mateo CCD for its Canada College)</strong></td>
</tr>
<tr>
<td><strong>Assessment, Remediation &amp; Retention for Associate Degree Nursing (RN) Programs</strong></td>
<td>BOG, CCCCO</td>
<td><strong>Promote student success in the nursing program.</strong></td>
<td><strong>Associate degree nursing students, applicants</strong></td>
<td><strong>2015 - 2016</strong></td>
<td><strong>$57,000</strong></td>
<td><strong>$57,000</strong></td>
</tr>
<tr>
<td><strong>Enrollment Growth for Associate Degree Nursing Program</strong></td>
<td>BOG, CCCCO</td>
<td><strong>Provide instructional support for 2nd year students admitted under previous enrollment growth.</strong></td>
<td><strong>Associate degree nursing students</strong></td>
<td><strong>2015 - 2016</strong></td>
<td><strong>$152,387</strong></td>
<td><strong>$152,387</strong></td>
</tr>
<tr>
<td><strong>CSUN Re-C^2 Research Experience</strong></td>
<td>NSF</td>
<td><strong>Promote student interest in pursuing math research.</strong></td>
<td><strong>Math transfer students</strong></td>
<td><strong>FY 15/16 – FY 17/18</strong></td>
<td><strong>$17,068</strong></td>
<td><strong>$51,205</strong></td>
</tr>
<tr>
<td><strong>UCLA Bridges to Baccalaureate Program</strong></td>
<td>NIH</td>
<td><strong>Increase transfer of underrepresented students to UCLA to complete a degree in biomedical sciences.</strong></td>
<td><strong>Biomedical research transfer students</strong></td>
<td><strong>FY 10/11 – FY 15/16</strong></td>
<td><strong>$53,489</strong></td>
<td><strong>$300,000</strong></td>
</tr>
<tr>
<td><strong>Agricultural Needs</strong></td>
<td>51st District Agricultural Association</td>
<td><strong>Benefit the Pierce College Farm.</strong></td>
<td><strong>Pierce College Agriculture</strong></td>
<td><strong>5/1/12 - 4/30/17</strong></td>
<td><strong>$25,000</strong></td>
<td><strong>$25,000</strong></td>
</tr>
<tr>
<td><strong>Amgen Biotech Experience (ABE) Program</strong></td>
<td>Amgen</td>
<td><strong>Support life science programs.</strong></td>
<td><strong>Pierce life science students and faculty</strong></td>
<td><strong>7/1/15 - 6/30/17</strong></td>
<td><strong>$68,517</strong></td>
<td><strong>$68,517</strong></td>
</tr>
<tr>
<td>Fund</td>
<td>Grantor</td>
<td>Project Description</td>
<td>Purpose</td>
<td>Start Date</td>
<td>End Date</td>
<td>Amount Requested</td>
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</tr>
<tr>
<td>2019 Pritzker Family Grant</td>
<td>Anthony and Jeanne Pritzker Family Foundation</td>
<td>Establish a Guardian Scholars program at Pierce and a network of colleges to support foster youth.</td>
<td>Community services and foster youth</td>
<td>1/1/14</td>
<td>12/30/16</td>
<td>$25,000</td>
</tr>
<tr>
<td>CSUN Build PODER</td>
<td>NIH</td>
<td>Groom underrepresented students to complete community college and transfer to university and PhD programs in health and science fields.</td>
<td>Community college and CSUN students</td>
<td>2014-2019</td>
<td></td>
<td>$25,000</td>
</tr>
</tbody>
</table>
| Child Development Workforce Initiative | First 5 LA/Los Angeles Universal Preschool | 1) Contribute to the development and retention of an early care and education workforce that is culturally and linguistically reflective of the children being served.  
2) Assist current and prospective members of the ECE community in identifying and achieving their individual professional growth goals by supporting the advancement of their education and expansion of their ECE knowledge base.  
3) Enhance and promote institutional services, supports, and systems to improve access and success in higher education among current and prospective members of the early care and education workforce. | LAUSD High School Careers with Children students, Pierce College Child Development majors, California State University Northridge/Pacific Oaks Child Development BA and MA students | July 2015  | June 2016 | $405,297         |

**TOTAL**                                                                 |                                                                 |                                                                                      |                                                                 |           |          | **$9,672,501**   |
# College Inventory of Grants

**College:** Los Angeles Southwest College  
**Date:** July 28, 2015

**Name of Person Who Prepared This Form:**

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Funding Agency</th>
<th>Purpose of Grant</th>
<th>Participants to be Served</th>
<th>Term of Grant</th>
<th>Award $$$ Per Year</th>
<th>Total $$$ Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Support Services - Regular</td>
<td>Department of Education</td>
<td>Promote the graduation/transfer of low-income, 1st-gen students (250/year)</td>
<td>low-income, 1st-gen students (250/year)</td>
<td>2/1/15 - 2/1/2020</td>
<td>$250,000</td>
<td>$2,197,910</td>
</tr>
<tr>
<td>Student Support Services - STEM</td>
<td>Department of Education</td>
<td>Promote the graduation/transfer of low-income, 1st-gen STEM students (120/year)</td>
<td>1st-gen STEM students (120/year)</td>
<td>2/1/15 – 2/1/2020</td>
<td>$120,000</td>
<td>1,100,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$3,297,910</strong></td>
</tr>
<tr>
<td>Grant Title</td>
<td>Funding Agency</td>
<td>Purpose of Grant</td>
<td>Participants to be Served</td>
<td>Term of Grant</td>
<td>Award $$$$ Per Year</td>
<td>Total $$$$ Awarded</td>
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</tr>
<tr>
<td>Assessment, Remediation &amp; Retention for Associate Degree Nursing Programs</td>
<td>California Community Colleges Chancellor’s Office</td>
<td>To provide supportive services for students enrolled in the nursing program to increase readiness and retention and improve pass rates on pre-admission protocols for students in the nursing program of study.</td>
<td>125</td>
<td>6/1/2015 – 6/30/2016</td>
<td>$57,000</td>
<td>$57,000</td>
</tr>
<tr>
<td>Enrollment Growth and Retention RN</td>
<td>California Community Colleges Chancellor’s Office</td>
<td>To support enrollment growth in the ASN program of study through upgraded remedial curriculum and simulation materials, faculty professional development and supportive student services.</td>
<td>60</td>
<td>7/1/2015 – 6/30/16</td>
<td>$203,687</td>
<td>$203,687</td>
</tr>
<tr>
<td>Credentials Career Program</td>
<td>Department of Labor Trade Assistance Agreement Community College &amp; Career Training (TAACCCT) Grant, – (Northern Virginia Community College is the fiscal lead)</td>
<td>To develop the bio-technology program of study in the Applied Sciences Pathway and train a minimum of 80 trade-impacted and other unemployed workers for jobs in the bio-tech and other STEM-related occupations.</td>
<td>80</td>
<td>10/1/2012 – 9/30/2016</td>
<td>$150,913</td>
<td>$454,542</td>
</tr>
<tr>
<td>Organization</td>
<td>Partner/Grantee</td>
<td>Description</td>
<td>Award Amount</td>
<td>Start Date</td>
<td>End Date</td>
<td>Total Awarded</td>
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</tr>
<tr>
<td>Irvine Triple Crown</td>
<td>Irvine Foundation</td>
<td>To develop a comprehensive career-technical education (CTE) high school to college to career pathway to prepare low-income, underperforming high school students for academic and career success in selected industry sectors.</td>
<td>N/A</td>
<td>7/17/2008 – 6/30/2016</td>
<td>$1,200,000</td>
<td>$484,028</td>
</tr>
<tr>
<td>LAH3C</td>
<td>Department of Labor</td>
<td>To develop an innovative competency based training model, (Healthcare Pathways to Academic, Career and Transfer Success), for trade-impacted workers and other long-term unemployed adults in the Greater Los Angeles area; to develop the capacity of all nine colleges to implement innovative programs of study in the Health Sciences Pathways</td>
<td>1,240</td>
<td>10/1/2013 - 9/30/2017</td>
<td>$19,224,969</td>
<td>$2,957,504</td>
</tr>
<tr>
<td>Proposition 39</td>
<td>California Community Colleges Chancellor’s Office</td>
<td>To convene, strengthen and sustain the California Clean Energy Regional Consortia in the LA/Orange County region; focus is on regional alignment and articulation of energy efficiency related curriculum; and elevating the quality of instruction to ensure that educational programs of study are aligned with industry needs and credentials.</td>
<td>N/A</td>
<td>4/1/15 – 6/30/16</td>
<td>$1,140,000</td>
<td>$1,140,000</td>
</tr>
<tr>
<td>Program Name</td>
<td>Lead Organization</td>
<td>Description</td>
<td>Amount</td>
<td>Start Date</td>
<td>End Date</td>
<td>Funding Source</td>
</tr>
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</tr>
<tr>
<td>Pre-Apprenticeship – Prop 39</td>
<td>California Community Colleges Chancellor’s Office</td>
<td>To establish the California Clean Energy Regional Consortia and implement the LATTC E2C2 Training Program that will recruit, orient and train 250 veterans, women and at risk youth for jobs in the energy efficiency and construction industry sectors, for entry into apprenticeships in related building and construction trades, or for continuing education in a related energy efficiency certificate or degree program.</td>
<td>$658,215</td>
<td>6/1/14 – 12/31/15</td>
<td>210</td>
<td></td>
</tr>
<tr>
<td>Ford Corridors to Success</td>
<td>Ford Foundation (LA Area Chamber of Commerce is fiscal lead)</td>
<td>To assist in the implementation of PACTS innovations, including addressing barriers to implementation around data sharing and CBE/PLA policies. $75,000/Year</td>
<td>N/A</td>
<td>3/1/13 – 9/30/15</td>
<td>$150,000</td>
<td></td>
</tr>
<tr>
<td>CTE Enhancement</td>
<td>California Community Colleges Chancellor’s Office (LA OC RC is fiscal lead)</td>
<td>An allocation to enrich and enhance current CTE programs identified as priority sectors in the Los Angeles region. Local (60%) funds to upgrade equipment/supplies, enrich curriculum and for faculty development. Regional (40%) funds to conduct regional alignment and strengthen sector in the entire region; requires partnership with at least one other college. Impacts all students in the specific pathway</td>
<td>$684,830</td>
<td>1/15/15 – 10/31/16</td>
<td>210</td>
<td></td>
</tr>
<tr>
<td>Linked Learning WBL Program Development Grant</td>
<td>Foundation for the California Community Colleges – Linked Learning Initiative</td>
<td>This program will develop high school teacher and community college faculty externships that will improve the quality of work based learning opportunities at both and secondary and</td>
<td>N/A</td>
<td>7/31/15 – 12/31/16</td>
<td>$99,480</td>
<td></td>
</tr>
<tr>
<td>Section 231 – ABE/ESL</td>
<td>California Department of Education</td>
<td>The purpose of this grant is for adults include long-term citizens and recent immigrants who need English literacy and numeracy skills for gainful employment and economic self-sufficiency.</td>
<td>1370</td>
<td>7/1/15 – 6/30/16</td>
<td>$205,000</td>
<td>$205,000</td>
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</tr>
<tr>
<td>CA Career Pathways Trust</td>
<td>California Community Colleges Chancellor’s Office (LACCD is fiscal lead)</td>
<td>To provide career pathway alignment between the colleges and K-12 partners in specified CTE areas.</td>
<td>Impacts all students in the specific pathway</td>
<td>6/1/15 – 6/30/17</td>
<td>$750,000</td>
<td>$1,400,000</td>
</tr>
<tr>
<td>SB 1070</td>
<td>California Community Colleges Chancellor’s Office (ELAC is the fiscal lead)</td>
<td>To restructure and develop new innovative district-wide articulation strategies that are based not on individual colleges and high schools, but centered around the development of regional articulation in high priority industry sectors.</td>
<td>Impacts all students in the specific pathway</td>
<td>1/1/15 – 12/31/16</td>
<td>$38,027</td>
<td>$38,027</td>
</tr>
<tr>
<td>Second Chance ACT</td>
<td>CRCD</td>
<td>To train young adults reintegrating into the community</td>
<td></td>
<td></td>
<td>$140,000</td>
<td>$140,000</td>
</tr>
<tr>
<td>LATTC Institute for Advanced Transportation Technology Training: A New Workforce Training Model</td>
<td>US Dept. of Transportation</td>
<td>LATTC will establish the Institute for Advanced Transportation Technology Training, which will implement the Transportation Pathway for Academic Career and Transfer Success (T-PACTS) program that integrates a transportation competency framework with an innovative workforce development approach.</td>
<td>Impacts all students in the pathway as well as incumbent workers of regional employers</td>
<td>3/1/15 – 2/28/17</td>
<td>$375,000</td>
<td>$750,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$9,347,313</strong></td>
<td></td>
</tr>
</tbody>
</table>
## College Inventory of Grants

**College:** LAVC

**Date:** 8/14/2015

**Name of Person Who Prepared This Form:** Deborah diCesare, Dean Academic Affairs

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Funding Agency</th>
<th>Description</th>
<th>Participants to be Served</th>
<th>Funding Period Start Date</th>
<th>Funding Period End Date</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCCLL</td>
<td>Work-Based Learning Development</td>
<td>While the LAVC Coop. Ed. Program seeks to continually improve work based learning experiences for community college students, there is currently the equivalent of one full-time faculty assigned to this area that includes employer outreach, career readiness and advancement seminars, alignment with campus CTE efforts and programs, management and expansion of the online job resource center, and related campus faculty duties.</td>
<td>60</td>
<td>2015</td>
<td>2016</td>
<td>$100,000.00</td>
</tr>
<tr>
<td>LA Fellows</td>
<td>EDD</td>
<td>Funds will be used to offer three LA Fellows Academies and allow greater access and expansion of service to include CalWORKS.</td>
<td>90</td>
<td>2015</td>
<td>2016</td>
<td>$148,221.00</td>
</tr>
<tr>
<td>Workforce and Economic Dev. /ITC Digital Media</td>
<td>CCCCO</td>
<td>This grant is focused on revision of curriculum at eighteen colleges to better align with business and industry needs. The secondary goal is to provide a better pathway for K-12 students to receive transfer units to community college.</td>
<td>596</td>
<td>2015</td>
<td>2016</td>
<td>200,000(option for $ 300,000)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>AB86 California Pathways Trust #2</td>
<td>CA. Department of Education</td>
<td>This is a district-wide grant initiated by LACCD. As a partner, LAVC will work with Van Nuys High School and James Monroe High School and employers to better prepare students in Advanced Manufacturing for the 21st century workplace and improve student transition into postsecondary education, training, and employment.</td>
<td>600</td>
<td>2015</td>
<td>2017</td>
<td>$ 1,000,000.00</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>U. S. Department of Education</td>
<td>TRiO/SSS is a program that is funded by the U.S. Department of Education to help low-income, 1st generation and/or disabled students achieve a college education.</td>
<td>800</td>
<td>2015</td>
<td>2020</td>
<td>$ 1,155,515.00</td>
</tr>
<tr>
<td>BUILD@CSUN: Building Infrastructure Leading to Diversity</td>
<td>NIH Common Fund Initiative</td>
<td>The grant proposes to develop, implement, and evaluate a paradigmatic shift in NIH-sponsored research training and mentoring to diversify the biomedical workforce by reframing and redesigning current training and mentoring activities of underrepresented minority.</td>
<td>25</td>
<td>2014</td>
<td>2019</td>
<td>$ 383,524.00</td>
</tr>
<tr>
<td>AB86 Career Pathways</td>
<td>California Dept. of Education</td>
<td>Matriculation agreement with Van Nuys High School is primary focus to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training, and employment.</td>
<td>2014</td>
<td>2019</td>
<td>$25,000.00</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Workforce and Economic Dev. /ITC Digital Media</td>
<td>CCCCO</td>
<td>The work plan is primarily focused on revision of curriculum at the eighteen colleges to better align with business and industry. Its secondary goal is to provide a better pathway for students K-12 to receive transfer units to community college.</td>
<td>596</td>
<td>2014</td>
<td>2015</td>
<td>$300,000.00</td>
</tr>
<tr>
<td>AB86 Career Pathways</td>
<td>California Dept. of Education</td>
<td>Linking K-12 students to Information &amp; Communication Technology Career Pathways, work-based learning, internships, student leadership &amp; industry engagement.</td>
<td>400</td>
<td>2014</td>
<td>2018</td>
<td>$1,600,000.00</td>
</tr>
<tr>
<td>Nursing Education Program</td>
<td>California Community Colleges</td>
<td>The program goals are to decrease the retention rate of nursing students with a increase in the complete rate of the program and increase the NCLEX pass-rate for first-time takers.</td>
<td>180</td>
<td>2014</td>
<td>2016</td>
<td>$57,000.00</td>
</tr>
<tr>
<td>Nursing Education Program</td>
<td>California Community Colleges</td>
<td>The program goals are to decrease the retention rate of nursing students with a increase in the complete rate of the program and increase the NCLEX pass-rate for first-time takers.</td>
<td>300</td>
<td>2014</td>
<td>2016</td>
<td>$132,437.00</td>
</tr>
<tr>
<td>Tutoring /Mentoring Grant</td>
<td>Department of Health Services</td>
<td>The program is designed to improve study skills and the learning process which will lead to student success. Thr program goal is to assist students with seeking employment after graduation at a Los Angeles County health care facility.</td>
<td>527</td>
<td>2014</td>
<td>2016</td>
<td>$90,000.00</td>
</tr>
<tr>
<td>Initiative</td>
<td>Implementor</td>
<td>Description</td>
<td>Cost</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Trade Adjustment Act (TAACCCT)#3</td>
<td>US Department of Labor</td>
<td>The primary focus of the project will be to build upon the progress of prior year TAACCT grant projects to develop competency-based, stacked and latticed programs of study, including industry credentials, related to the health professions.</td>
<td>$318,953.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los Angeles County of Education (LACOE)</td>
<td>Los Angeles County of Education (LACOE)</td>
<td>The purpose of this program is to provide vocational/career assessment services for the Greater Avenues for Independence (GAIN) and General Relief Opportunities for Work (GROW) programs and Learning Disabilities, and Refugee Employment Program (REP) evaluation services for the Los Angeles County Office of Education's (LACOE) GAIN/GROW/REP program.</td>
<td>$450,000.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB1070 Workforce and Economic Development Division</td>
<td>Board of Governors, California Community Colleges</td>
<td>The goal is for consortias within regions to develop and implement sustainable policies and infrastructure that result in the measurable and successful transition of CTE students from high schools to postsecondary education and careers.</td>
<td>$ -</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Family Resource Center</td>
<td>The Aspen Institute</td>
<td>The goal is to create a cycle of opportunity for children and their parents. The Ascend Network is designed to mobilize empowered two-generation leaders and organizations to influence practice and policy change-contributing to increased educational success, economic security, social capital, and health and well-being for children and parents.</td>
<td>$50,000.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Name</td>
<td>Partner Organization</td>
<td>Description</td>
<td>Population</td>
<td>Start Year</td>
<td>End Year</td>
<td>Funding Amount</td>
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</tr>
<tr>
<td>Foster Youth</td>
<td>California College Pathways</td>
<td>The goal of this partnership is to implement a planning process that will align services and support to increase the number of foster youth who transfer to CSUN.</td>
<td>700</td>
<td>2013</td>
<td>2015</td>
<td>$75,000.00</td>
</tr>
<tr>
<td>Trade Adjustment Act (TAACCCT)#2</td>
<td>US Department of Labor</td>
<td>This project will allow to train 300 students, where students follow either a Manufacturing Path or a Biotech Path, using a combination of for-credit offerings.</td>
<td>232</td>
<td>2012</td>
<td>2015</td>
<td>$1,706,286.00</td>
</tr>
<tr>
<td>Early Childhood Workforce Development</td>
<td>Los Angeles Universal Preschool</td>
<td>The Child Development Workforce Initiative is a student support program for child development students (high school through graduate programs) who are working towards certificates, permits, degrees, or transfer to a 4-year college/university.</td>
<td>320</td>
<td>2012</td>
<td>2016</td>
<td>$2,025,000.00</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>U.S. Dept. of Education</td>
<td>The Upward Bound program promotes the Educational Master Plan by providing access for nontraditional students. The UB program supports the Educational Master Plan by offering services such as tutoring educational counseling which leads to student retention, persistence and success.</td>
<td>252</td>
<td>2012</td>
<td>2016</td>
<td>$1,000,000.00</td>
</tr>
<tr>
<td>Project Name</td>
<td>Funding Source</td>
<td>Description</td>
<td>Duration</td>
<td>Start Year</td>
<td>End Year</td>
<td>Amount</td>
</tr>
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</tr>
<tr>
<td>Student Support Services</td>
<td>U.S. Dept. of Education</td>
<td>The UB Math and Science program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession.</td>
<td>60</td>
<td>2012</td>
<td>2017</td>
<td>$1,250,000.00</td>
</tr>
<tr>
<td>HIS Title III</td>
<td>U.S. Dept. of Education</td>
<td>To broaden pathways into high-demand STEM degree areas and professions by redesigning core mathematics sequence courses to accelerate students' successful completion of courses preparing them for STEM success and transfer.</td>
<td>529</td>
<td>2011</td>
<td>2016</td>
<td>$4,347,940.00</td>
</tr>
<tr>
<td>Biology</td>
<td>NIH</td>
<td>The goal of the Bridge Program is to facilitate the transfer and graduation of CC students from targeted groups. The program will provide the necessary academic preparation and skills to enable their transition and successful completion of the baccalaureate and subsequently more advanced degrees in biomedical and sciences.</td>
<td>71</td>
<td>2010</td>
<td>2016</td>
<td>$490,270.00</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>$16,905,146</td>
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</tbody>
</table>
# College Inventory of Grants

**College:**  West Los Angeles College  
**Date:**  4 August 2015

**Name of Person Who Prepared This Form:** Mark Pracher

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Funding Agency</th>
<th>Purpose of Grant</th>
<th>Participants to be Served</th>
<th>Term of Grant</th>
<th>Award $$$ Per Year</th>
<th>Total $$$ Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA Regional Career Pathways Project</td>
<td>CDE</td>
<td>Focuses on 9th through CC graduation pathway development by aligning programs at high schools with programs at community colleges, specifically IT, Digital Media, and Health Science through industry speakers, field trips, job shadowing, projects, college courses, high intensity/short duration activities, college awareness, etc.</td>
<td>High school and community college students</td>
<td>2 years, 2015 to 2017</td>
<td>500,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td>LA HI TECH</td>
<td>CDE</td>
<td>Target K–14 career pathway programs that provide students with a sequenced pathway of integrated academic and career-based education and training, aligned to current or emerging regional economic needs. The overarching goal of the CCPT is to build robust partnerships between employers, schools, and community colleges in order to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training, and employment.</td>
<td>College and feeder high school students</td>
<td>5 years</td>
<td>500,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td>CNA</td>
<td>Arthur N Rupe Foundation</td>
<td>Provide additional Skills Lab instructional assistant hours, equipment (beds), and scholarships to enable students to take state licensing test at the end of class</td>
<td>College students</td>
<td>1 year, 2015/2106</td>
<td>50,865</td>
<td>50,865</td>
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<tr>
<td>GoingGlobal</td>
<td>ED-Undergraduate International Studies and Foreign Languages</td>
<td><em>GoingGlobal</em> will develop, implement, and evaluate a national model for engagement across the spectrum of higher education that creates opportunities for underrepresented minority students by developing (i) the Middle East Studies program as the first in a projected series of four (Middle East, Asia, Latin America, and Sub-Saharan Africa studies) community college degree/certificate/transfer programs, (ii) a foreign language program (one + one in Arabic and a two year program in Persian), and (iii) a study abroad program. This project primarily targets the third of the authorized activities: (3) development of an area studies program and its languages.</td>
<td>College students, faculty, community</td>
<td>3 years, 2014 to 2018</td>
<td>141,501</td>
<td>454,858</td>
</tr>
<tr>
<td>College 2 Careers</td>
<td>California Department of Rehabilitation</td>
<td>Enable intellectually disabled students to enroll in a variety of skills development courses, have on-campus work experience, and become ready for integrated competitive employment</td>
<td>College students</td>
<td>3 years, 2015 to 2018</td>
<td>250,000</td>
<td>750,000</td>
</tr>
<tr>
<td>TRIO SSS</td>
<td>ED</td>
<td>Propose to continue highly successful SSS project. The plan of operation includes individual advising and support, opportunities for interaction with faculty, staff and other role models, assessment of academic needs, development of</td>
<td>College students</td>
<td>5 years, 2015 to 2020</td>
<td>246,584</td>
<td>1,237,920</td>
</tr>
<tr>
<td>TRIO Educational Opportunity Center</td>
<td>ED</td>
<td>Individualized plans, tutoring, academic and career counseling, financial literacy, cultural activities, and continuous monitoring of progress toward individual student goals.</td>
<td>Community members, high school graduates, colleges</td>
<td>5 years, 2010 to 2015</td>
<td>233,298</td>
<td>1,166,990</td>
</tr>
<tr>
<td>TRIO Upward Bound Math Science</td>
<td>ED</td>
<td>Provide afterschool tutoring, Saturday academies, and summer programs for 60 low income, first generation, and educationally disadvantaged high school students targeting high school success and acceptance into college.</td>
<td>Los Angeles High School students</td>
<td>5 years, 2014 to 2019</td>
<td>250,000</td>
<td>1,250,000</td>
</tr>
<tr>
<td>TRIO Upward Bound Math Science</td>
<td>ED</td>
<td>Provide afterschool tutoring, Saturday academies, and summer programs for 60 low income, first generation, and educationally disadvantaged high school students targeting high school success and acceptance into college.</td>
<td>Dorsey and Crenshaw High School students</td>
<td>5 years, 2014 to 2019</td>
<td>250,000</td>
<td>1,250,000</td>
</tr>
<tr>
<td>TRIO Upward Bound</td>
<td>ED</td>
<td>Provide afterschool tutoring, Saturday academies, and summer programs for 60 low income, first generation, and educationally disadvantaged high school students targeting high school success and acceptance into college.</td>
<td>Hamilton and Los Angeles High School students</td>
<td>5 years, 2013 to 2018</td>
<td>250,000</td>
<td>1,250,000</td>
</tr>
<tr>
<td>TRIO Upward Bound</td>
<td>ED</td>
<td>Provide afterschool tutoring, Saturday academies, and summer programs for 60 low income, first generation, and educationally disadvantaged high school students targeting high school success and acceptance into college.</td>
<td>Dorsey and Crenshaw High School students</td>
<td>5 years, 2013 to 2018</td>
<td>250,000</td>
<td>1,250,000</td>
</tr>
<tr>
<td>Program</td>
<td>Lead Agency</td>
<td>Description</td>
<td>Participants</td>
<td>Cost</td>
<td>Total Cost</td>
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<tr>
<td>TRIO Educational Talent Search</td>
<td>ED</td>
<td>We propose to continue serving 600 participants, with a comprehensive array of services, including all mandatory services, designed to counteract the enormous educational disadvantages they face. Guidance will be provided on secondary school reentry and available GED programs. Information about college requirements and financial aid are integrated with direct assistance with course selection, exam preparation, admissions and financial aid applications, and financial literacy education.</td>
<td>Webster and Marina Del Rey Middle Schools and Dorsey High School students</td>
<td>5 years, 2010 to 2015</td>
<td>250,000</td>
<td>1,250,000</td>
</tr>
<tr>
<td>LAH3C</td>
<td>DOLETA</td>
<td>Led by Los Angeles Trade Technical College, LA H3C will engage health science faculty at all nine colleges and major healthcare employers in Los Angeles in a multi-year effort to re-design the educational pipelines to health careers. The proposed project will expand opportunities for TAA-impacted workers, the unemployed, veterans, and other adults, enabling them to successfully earn credentials which lead to employment and career ladder progressions in high-demand, high-growth health career pathways.</td>
<td>Community college students</td>
<td>3 years, 2014 to 2017</td>
<td>600,000</td>
<td>1,800,000</td>
</tr>
<tr>
<td>Bridging Emerging Advanced Technologies</td>
<td>DOLETA</td>
<td>Training in advanced manufacturing and information technology for incumbent workers to ensure competitiveness of workers and companies in two areas identified by DOL where employers sponsor H1B visas</td>
<td>Long-term unemployed, underemployed, incumbent works, includes West students</td>
<td>4 years, 2012 to 2016</td>
<td>1,234,779</td>
<td>4,999,714</td>
</tr>
<tr>
<td>Pathways</td>
<td>ED-Hispanic Serving institutions</td>
<td>Establish transfer bridge from West to CSUDH, faculty development in high impact educational practices, establish instructional digital media development lab</td>
<td>West college students</td>
<td>5 years, 2011 to 2016</td>
<td>348,750</td>
<td>1,743,750</td>
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<tr>
<td>Project:IQ</td>
<td>ED-Hispanic Serving Institutions</td>
<td>Project:IQ: With Pierce as the lead institution, the proposed cooperative project is designed to significantly enhance the quality of online course content to significantly increase the success of students in online courses, offering solid, challenging, through the following solutions: (1) implement Quality Matters rubric and course development process, (2) develop two new online/hybrid degree programs in highly competitive transfer programs and in-demand career fields, (3) expand high quality shared online support services orientation and financial aid workshops, and English/math assessment preparation, (4) improve personalized educational plan development by students, (5) ADA compliance training to ensure that all online course materials are Section 508 compliant, (6) implement Student Learning Outcomes assessment for online/hybrid/web-enhanced courses, and (7) develop the infrastructure needed to support student learning and faculty development of media-rich course materials.</td>
<td>Pierce and West students</td>
<td>5 years, 2012 to 2017</td>
<td>348,750</td>
<td>1,743,750</td>
</tr>
<tr>
<td>Project Title</td>
<td>Sponsor</td>
<td>Description</td>
<td>Student Group</td>
<td>Duration</td>
<td>Total Funding</td>
<td>Match Funding</td>
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<tr>
<td>Anytime, Anywhere Pathways to Success</td>
<td>ED-Hispanic Serving Institutions</td>
<td>To expand opportunity, access, and persistence for Latino and low-income time- and place-bound students, City and West will expand curricular offerings available via distance education by developing an online A.A. Degree in Liberal Arts and adding three new online/hybrid certificates in high-need fields (Renewable Energy, Animation, and Digital Media).</td>
<td>City and West students</td>
<td>5 years, 2010 to 2015</td>
<td>348,750</td>
<td>1,743,750</td>
</tr>
<tr>
<td>Riding the Road Map to Transfer</td>
<td>NSF</td>
<td>Provide scholarships, faculty mentoring, and enrichment activities for financially needy and academically talented STEM students to increase AA attainment and transfer to STEM BA programs</td>
<td>West STEM students</td>
<td>5 years, 2013 to 2018</td>
<td>120,000</td>
<td>600,000</td>
</tr>
<tr>
<td>Leading and Energizing African American students through Research and Knowledge</td>
<td>ED – Predominately Black Institutions</td>
<td>(1) Research on how African American students learn and interact with the educational system, (2) a faculty learning community to align instructional strategies with how African American students learn, with a special emphasis on increasing the success rate for African American males students, (3) joining with the college’s TRiO UB/TS programs to engage middle/high school students through Discovery Days activities that connect in-demand careers and education, (4) leadership coaches for intrusive mentoring, (5) globalization activities designed to enable African American students to develop knowledge about, appreciation of, and ability to interact in careers and professions in an increasingly globalized world,</td>
<td>West students</td>
<td>4 years</td>
<td>584,929</td>
<td>2,339,717</td>
</tr>
</tbody>
</table>
(6) faculty advisors to lead discovery activities such as career opportunities and transfer, and (7) establishing a LEARN Center where African American students can obtain assistance.

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<tr>
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<th>TOTAL</th>
<th>$26,881,314</th>
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