LOS ANGELES COMMUNITY COLLEGE DISTRICT
CITY / EAST / HARBOR / MISSION / PIERCE / SOUTHWEST / TRADE-TECHNICAL / VALLEY / WEST

OFFICE OF THE CHANCELLOR

TO: LACCD Board of Trustees

FROM: Chancellor Francisco C. Rodriguez

DATE: December 16, 2020

SUBJECT: Chancellor's Monthly Report December 2020

~ ~

The LACCD Chancellor's Monthly Report for December 2020 includes brief updates on the following:

  I.   **District Status on COVID-19 Public Health Emergency & Recovery**
 II.   **Update on the LACCD Enrollment & Marketing**
III.   **Foundation for the Los Angeles Community Colleges**
IV.   **Special Notes & Updates**
 V.   **Communications**

  I.   **District Status on COVID-19 Public Health Emergency & Recovery**

As 2020 comes to a close, the hope for the beginning to the end of the COVID-19 pandemic is in sight as vaccines have been approved by the federal government for deployment and widespread use, including in California and Los Angeles County. The arrival of the first of two different vaccines comes at a time when Los Angeles County is experiencing the worst levels of community spread, positive cases and deaths since the public health pandemic began in early 2020. On orders from state and local health officials, Los Angeles County remains at the Tier 1 (Purple) Level for restrictions regarding many daily activities, including public gatherings, retail, schools, cultural venues, athletics and restaurants.

The first shipment of the two-dose vaccine arrived in Los Angeles County on Monday, December 14 at one of nine pre-positioned distribution sites. The remaining eight sites received their allocated shipments on Tuesday, December 15 for a total of about 83,000 doses. Additional allocations are expected during the next two weeks in December and subsequent allocations are planned for early 2021. Initially, vaccines will be available as part of a phased distribution to critical front-line healthcare workers, acute care facilities and for high-risk populations of workers or residents at long-term / skilled nursing facilities. First responders, emergency medical personnel and other essential workers will be eligible next prior to mass vaccinations that would begin in Spring 2021 and continue through early summer.

As noted, a dramatic surge in COVID-19 cases and deaths has swept through Los Angeles County—and most of California. To date, Los Angeles County Department of Public Health (LACDPH) has recorded more than 532,000 positive cases and 8,345 deaths. With a population of about 10 million, the 532,000 positive cases mean more than 1 in 20 people have tested positive for the disease in the county.

The District, its Emergency Operations Center (EOC), the nine colleges and the colleges' Incident Command Centers (ICC) hit the nine-month operational mark on December 19, 2020 in response to the declared public health emergency. Instruction for the Fall 2020 Semester, the

Winter 2021 Session and the Spring 2021 Semester are all planned to be conducted in remote learning formats with only a few exceptions for previously identified essential services workforce education that occurred in the Fall 2020 Semester.

The District remains cautiously optimistic that a resumption of even more on-campus instruction could possibly occur for the Fall 2021 semester assuming widespread use and effectiveness of the vaccines occur. The District, however, has received no approval from health officials that such a decision to expand on-campus activities is possible given current conditions. The District and the colleges are exploring preliminary plans now about how educational instruction, business operations and other on-campus activities could be phased back into pre-COVID-19 scenarios sometime beginning during in Fall 2021 Semester or by early 2022. Plans remain under development and are not finalized.

It is clear that any return to pre-COVID-19 conditions will be based on the successfulness of one or more vaccines in combination with the continued use of facial coverings, frequent hand sanitization and the use of other personal protection equipment and social distancing. Meanwhile, LACDPH officials are aggressively planning to complete (voluntary) mass vaccinations for the County's 10 million residents as quickly as possible, especially as larger shipments of the vaccine arrive.

LACDPH officials have convened a Vaccine Advisory Work Group to help finalize those plans. The District is part of the Work Group, specifically as part of the Equity Access Committee. The goal is to have policy recommendations to LACDPH by about the third week of January 2021.

II.   **Updates on LACCD Enrollment / Marketing for Enrollment**

   A. Winter 2021 Enrollment

   Comparing Winter 2021 (12/13/20) to Winter 2020 (12/15/19) as of Day -22 of the semester, for the District as a whole:

   - Headcount is at 92%,
   - Duplicated Enrollment is at 91%,
   - Credit Section Count is at 101%, and
   - Enrollment per Section is at 90%

B. Spring 2021 Enrollment

Comparing Spring 2021 (12/13/20) to Spring 2020 (12/15/19) as of Day -57 of the semester, for the District as a whole:

- Headcount is at 75%,
- Duplicated Enrollment is at 69%,
- Credit Section Count is at 93%, and
- Enrollment per Section is at 73%

Spring 2021 open enrollment started on December 7, 2020. Based on recent trends in daily enrollment counts there has been a 2-3% percentage point increase per week in the relative day comparisons for both headcount and duplicated enrollment

A Winter/Spring Enrollment Campaign by the District and the Colleges started on Dec. 1, 2020 and will run to Jan. 19, 2021. The campaign will focus on students who applied and have not yet enrolled in Winter/Spring 2021 and will target college-specific demographic groups based on student status (new, continuing, and returning) and ethnicity. A combination of emails, social media, traditional TV and radio advertising, geofencing and demographic targeted outreach is planned.

The District held a three-day Enrollment Management Summit from Tuesday, December 1 through Thursday, December 3 bringing together executive teams and senior leaderships from the nine colleges and the District. The summit focused on enrollment target setting and strategy development for the 2021-22 FTES recovery, in both COVID-19 and post COVID-19 scenarios.

III. **Foundation for the Los Angeles Community Colleges**

Michael Fuller, Director for the Foundation for the Los Angeles Community Colleges, has announced that the Foundation will receive $1,000,000 from the California Community Foundation for the CARES for Food Security Program.

The Foundation, in partnership with Los Angeles Valley College's Family Resource Center, will use this grant to support the Food for Families program for LACCD students. This district-wide program will provide direct support to student-parents via grocery gift cards, valued at $100 each, with the Foundation's valued corporate partners at Ralphs or Food4Less.

The Foundation is pleased to announce the election of three new members to its Board of Directors. The new Board members bring a wealth of experience and expertise in their fields and will be tremendous assets in addressing LACCD students' needs. New board members include:
- Heath Gregory, Chairman and CEO of Baron Equities,
- Paola Santana, Strategy Officer for State Policy at Lumina Foundation
- Bettie Woods, Executive Director of Development, Individual Giving at Caltech University

The Foundation continues to fundraise for the Dreamers Success Fund. This fund will provide direct support to DACA recipients and other undocumented students to cover their basic needs. The Foundation and LACCD are committed to standing with our students in pursuit of their educational goals. https://www.giveffect.com/campaigns/16055-dreamers-success-fund

There is also still time to make a year-end gift to support other LACCD students as well. Click on this link and select the Donate tab. http://laccd.edu/About/foundation/Pages/default.aspx

IV.   **Special Notes and Updates**

Welcome to New Board of Trustees Member Nichelle Henderson

The Board of Trustees, the District and the Nine Colleges welcome the newest member to the Board, Ms. Nichelle Henderson, who won the election for Board Seat 5. Ms. Henderson is a college faculty and union organizer who advocates for and builds capacity around the issues of education, labor, women's reproductive health and political empowerment. She is a former middle school classroom teacher. Currently, she is employed by California State University, Los Angeles, where she is a Faculty Advisor and Clinical Field Supervisor with the Cal State TEACH teacher preparation program to instruct and support new and pre-service teacher candidates working toward multiple subjects teaching credentials.

More information about Trustee Henderson is on the District's website.

Trustee Henderson takes the Oath of Office along with three re-elected Trustees, including:

- Andra Hoffman, Seat 1
- David Vela, Seat 5 and
- Mike Fong, Seat 7

Overview of District Accomplishments 2020

During a special meeting of the Board of Trustees on December 12, an overview of Board Goals and District accomplishments was provided by Chancellor Rodriguez. A copy of the 100-page report is included as an attachment to the Chancellor's Monthly for December.

Update on Safety and Security Services for LACCD

A new, six-month contract with the Los Angeles County Sheriff's Department was approved by the District Board of Trustees during a Board special meeting on December 12. The short-term agreement allows the District to now complete a new needs assessment for security and safety at the nine colleges and District facilities prior to issuing a Request for

Proposals that will lead to a long-term master contract for safety and security services by 2022. More details about the needs assessment will be available soon.

Congratulations to Dr. Otto Lee, President, Los Angeles Harbor College

Dr. Otto Lee is retiring from LACCD at the end of the year. We offer our grateful appreciation for his outstanding leadership and dedication to the District, to L.A. Harbor College and its students, faculty and staff during the past six years, from 2014 to 2020. Dr. Luis Dorado will take over as Interim President while a nationwide search is conducted for a new permanent replacement.

Dr. Lee, left, celebrating L.A. Harbor College's win by its Culinary Department students during the inaugural LACCD Culinary Cup competition in 2019 between the District's colleges with Culinary Arts programs, including Harbor, Los Angeles Mission College and Los Angeles Trade-Technical College.

Dr. Lee holds the Golden Chef's Hat Trophy with Harbor's Top Chef Instructor, Erik Pastora, right. The two gather with the winning students, below.

Pre-Thanksgiving Food Distributions Helped Thousands of LACCD Students

Thousands of LACCD students and their families received welcome bags of food, turkeys and food debit gift cards from the Nine Colleges during a cornucopia of distribution events. Dozens of LACCD staff at the colleges teamed up with volunteers from other non-profit agencies to help make a special Thanksgiving meal possible.

More than 600 students and their families were helped during the two-day Day of Gratitude event at Los Angeles City College, above.

Several hundred of turkeys were distributed at Los Angeles Trade-Technical College's successful annual food distribution, left.


Hundreds of cases of food and supplies were packed and ready for distribution at Los Angeles Harbor College for its students, their families and community neighbors in need, with cars lined up for blocks around the college waiting for food relief.

The events at Harbor and City College generated widespread news media coverage about the work the LACCD colleges are doing to address students' food insecurity challenges. Representatives from Phillips 66 were also there to present $10,000 check to Harbor to help address student food issues.

Los Angeles Southwest College also helped address the food needs of its students and their families with hundreds of bag of groceries and turkeys that were distributed in time for Thanksgiving.

THANKSGIVING FOOD DISTRIBUTION
AT L.A. SOUTHWEST COLLEGE
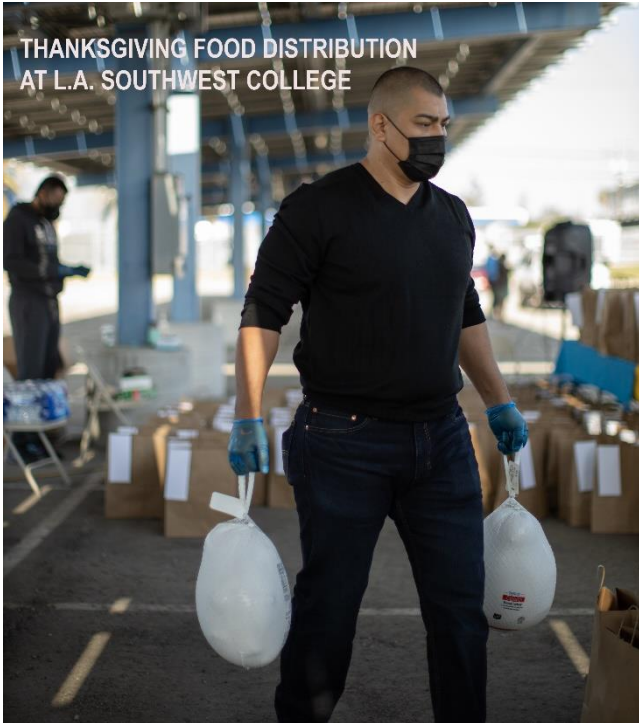
V.   Communications

The inaugural issue of the District's new electronic advocacy newsletter, "Education Matters" was published December 15. As noted by Chancellor Rodriguez, the e-newsletter is a quarterly publication "designed to engage and inform you of the Los Angeles Community College District's policy agenda, advocacy efforts and direct action on behalf of our over 250,000 students, staff and faculty."

It is available online or by email. Be sure to click on the link at the end of the newsletter to subscribe so you don't miss a single issue of this important new publication.

News Releases:

Haute Couture Event of the Year
The annual, end-of-semester "Gold Thimble Awards" Fashion Show takes place beginning at 7 p.m., Friday, December 18 at Los Angeles Trade-Technical College. This is the fashion event of the year for the District.

YouTube Livestream at: https://youtu.be/PslVeNQ8Mzk

Los Angeles Pierce College and East Los Angeles College Win Awards
http://laccd.edu/Documents/NewsDocuments/Pierce%20and%20ELAC%20Honored%20as%20Champions%20of%20Higher%20Education%20for%20Transfers.pdf

Bank of America Awards $1 Million to LATTC for Jobs Program
http://laccd.edu/Documents/NewsDocuments/LATTC%20Awarded%201%20Million%20by%20Bank%20of%20America%20for%20Jobs%20Initiative.pdf

Los Angeles Valley College Announces New Scholarship with Hollywood Foreign Press Association
http://laccd.edu/Documents/NewsDocuments/HFPA%20Endowed%20Scholarship%20for%20LAVC%20Film%20and%20TV%20Students.pdf

LASD Contract
http://laccd.edu/Documents/NewsDocuments/LACCD%20Seeks%20New%20Contract%20for%20Safety%20and%20Security%20Services%20-%20Screen.pdf

News Coverage Highlights
Harbor College's Thanksgiving Food Distribution
https://abc7.com/students-food-insecurity-pandemic-covid-19-la-community-college/8238131/

City College Food Distribution for Thanksgiving
https://losangeles.cbslocal.com/2020/11/12/laccd-thanksgiving-meal-distribution/

https://www.onenewspage.com/video/20201113/13465168/LACCD-Colleges-Giving-Turkeys-Grocery-Store-Gift-Cards.htm

Bank of America $1 Million Grant to LA Trade Tech
BoA news release distributed on Business Wire listing LATTC as one of 21 colleges receiving funds picked up by dozens of outlets. Example of coverage:
https://www.heraldchronicle.com/news/business/bank-of-america-gives-21-higher-education-institutions-1-million-each-as-part-of-recently/article_652fc09f-68b4-5765-9907-1da236f9c820.html

LASD Contract
https://patriotla.iheart.com/content/2020-12-13-las-community-colleges-exploring-unarmed-security-model/

https://www.insidehighered.com/quicktakes/2020/11/16/los-angeles-cc-district-exploring-unarmed-security-service

https://mynewsla.com/education/2020/11/13/laccd-and-sheriffs-department-fail-to-reach-agreement-for-new-contract/

Enrollment Declines Experienced At All Colleges
https://www.latimes.com/california/story/2020-12-10/fewer-high-school-graduates-enrolled-in-college-this-fall-amid-covid-19-pandemic-national-data-show

Local Biden Transition Teams Announced
https://kfiam640.iheart.com/content/2020-11-10-la-metro-ceo-will-lead-biden-transit-transition-team/

https://www.foxla.com/news/la-metro-ceo-will-lead-biden-transit-transition-team

Biden Wins Election –AP Election Night Package

Democratic presidential candidate former Vice President Joe Biden takes selfies with supporters at a campaign rally at Los Angeles Trade Technical College in Los Angeles Thursday, Nov. 14, 2019. (AP Photo/Damian Dovarganes)

Associated Press photo, left, of Biden at LATTC was sent as part of AP's Election Night coverage with about 70 campaign photos and carried by hundreds of media outlets.

CITY

EAST

HARBOR

MISSION

PIERCE

SOUTHWEST

TRADE-TECH

VALLEY

WEST

December 11, 2020

Dear Board Members:

Enclosed please find the reference materials for the Board Retreat on Saturday, December 12, 2020, where we will review and discuss the 2019-20 Board Goals.

The documents are organized in the following way:

1. One-Page Departmental Briefs (pgs. 2 - 12)

2. 2019-20 Board Goals Matrix
   a. Strategic Priority 1: Ensuring District Sustainability (pgs. 13-14)
   b. Strategic Priority 2: Addressing Student Basic Needs (pg. 15)
   c. Strategic Priority 3: Creating Greater Equity and Inclusion (pgs. 16-17)
   d. Strategic Priority 4: COVID-19 Response, EOC, Racial Equity and Social Justice (pg. 18)

3. Appendix of Supporting Materials (pgs. 19-101)

Thank you and I look forward to seeing you on Saturday.

Sincerely,

Francisco C. Rodriguez, Ph.D.
Chancellor

Office (213) 891-2201
Fax (213) 891-2304
laccd.edu

770 Wilshire Blvd.
Los Angeles, CA 90017

Division Overview

The Business Services Department is responsible for the District's centralized business services functions, including the areas of District-wide Contracts and Procurement and Staff Support services at the Educational Services Center (ESC). The Department also provides general administrative direction over the facilities management at the ESC and Van De Kamp Innovation Center and District leased commercial property.

Key Functions

- Prepare district-wide business agenda items for approval by the Board of Trustees.
- Draft, evaluate, negotiate, and execute district-wide contracts, leases, and various other agreements.
- Purchase goods and services for the District Office and colleges for requests that exceed the state's statutory threshold.
- Work with district departments and college staff to develop Requests for Proposals, Invitations for Bids, and Requests for Qualification documents.
- Conduct annual procurement training with the Office of General Counsel for District staff involved in the procurement process.
- Develop and implement procurement-related policies and procedures and maintain contract records.
- Provide reprographics and mail services at the ESC and district-wide courier delivery services.

Key Accomplishments 2019-2020

- Hired a Director of Business Services, Valencia Moffett
- Retirement of the Vice-Chancellor of Finance and Resource Development
- Pivoting services due to the COVID-19 Pandemic. The Department was challenged with ensuring the key functions could still be provided without compromising adherence to the California Education Code and internal policies and procedures. For example – signing/execution of digital contractual documents where wet signatures were formerly applied and hard copies mailed to vendors for signature and return via the postal service (instituted DocuSign).

Looking Ahead to 2021

The Business Services Department will embark on the following:
- Right-sizing the Department due to the retirements of the Procurement Manager and Administrative Operations Technician.
- Determining the root causes of the backlog of contracts and other orders.
- Increasing efficiencies in the Contracts Unit and training to internal departments where needed.
- Assessing whether LACCD is doing all we can under the existing legal authorities regarding Diversity, Equity and Inclusion in the procurement process.
- Centralizing the three Regional Procurement Specialists at the District Office and developing a cohesive team environment.

Division Overview

The Office of the Chief Financial Officer serves as the executive head over all financial operations of the District including directing the development of financial strategies, policies, programs, models, controls and standards to insure the financial integrity and performance of the colleges and support of the overall operational and strategic missions of the District. Represents the District in all state and national organizations involved in budget and finance and monitor the effectiveness of the Board approved budget allocation mechanisms. Plans, develops, directs, evaluates and controls the District's treasury operations which include cash management, investment management, capital financing and fixed assets.

Key Functions

The Chief Financial Officer manages and directs the following departments:

Bond Financial, Treasury and Fixed Assets Management Analysis
Oversees the cash and investment management, capital financing and fixed assets. All operations will continue in a remote environment.

Budget & Management Analysis
Develop annual budget operation plan and provide instructions and guidelines for colleges to develop their budget plans.

All operations will continue in a remote environment. The Budget Office has been unable to provide physical hard copies of the budget book and other materials that are produced by the department.

Accounting
Manage cash management, collections and investments, properly account for the resources through financial transactions and maintenance of the District's books and records to comply with Federal, State and County financial reporting requirements.

The Accounting Office staff are mostly working remotely; however, cash and check deposits require staff to come into the office. All staff have access to SAP and Share Drives and are able to perform their duties without any significant issues or delay.

Accounts Payable
Process payments to vendors/contractors, payroll deductions, reimbursement to employees and the maintenance of district payments and authorizing documents. The Accounts Payable office staff are mostly working remotely, however staff must come into the office to print checks.

Central Financial Aid
Ensure that all student aid programs are in compliance and provide forum that leads to the implementation of standardized policies and procedures.

The office continues to deliver federal and state financial aid to students on a weekly basis and fields inquiries from administrators, staff and students regarding account balances, codes, accounting procedures and policies related to the Pell, Direct Loan and Cal Grant Programs.

Payroll
Process payments of salaries for all employees including all deductions.

The majority of the payroll duties cannot be done in a remote environment and payroll staff has been coming into the office.

Looking Ahead to 2021

Budget & Management Analysis: The Budget Office will serve as the lead in the FEMA expenses compilation and claim processing for reimbursements.

Accounting: The office's need to have a logical and coherent method of saving and tracking documents given that current documents are all in electronic format.

Central Financial Aid: The CLAU was in the process of closing out the Perkins loan portfolio before being disrupted by the COVID-19 pandemic. The close out process requires a physical review of the student's financial aid file and promissory note, which is then scanned for submission to the US Department of Education. The unit is unable to continue with that process at this time. The outreach unit is not able to conduct in person events, but will plan participate in remote events. The outreach unit has been repurposed to assist with the Cal Grant program.

Division Overview

The Communications Office works directly with Chancellor Rodriguez in the development, documentation and distribution of his messaging and outreach to students, faculty and staff, as well as to the public, the news media and other stakeholders, In addition, the office develops a wide range of other messaging, marketing and outreach materials, and works with the nine colleges to do the same. The following are some highlights of the many different efforts from 2019 – 2020.

Key Accomplishments 2019-2020

1. All accomplishments by the Chancellor, the District and the colleges are reflected in the **Chancellor's Monthly Report**. These accomplishments and activities are further amplified via positive media contacts at local, state and national levels and press coverage. The report is posted on the website and distributed throughout the District.

2. **Student Success and Equity** are regularly reflected in the development and distribution of his messages that go to students, faculty and staff. These messages are sent by email, posted on the website and used in social media by the District and the colleges. Just a few examples include:
   a. Framework for Racial Equity and Social Justice
   b. Chancellor's Advisory Committee for Black / African American Student Affairs (similar messages for out for the Chancellor's Advisory Committee meetings for LGBTQIA+; DACA and Asian-Pacific Islanders)
   c. The panel discussion on Racial Equity and Police Reform
   d. Fifth Annual LACCD Disability Summit

3. Chancellor's **topical messages** to students, faculty and staff on a wide range of topics. Examples include
   a. Armenia Crisis   c. National Voter Registration Day
   b. DACA Students Message   d. Student Success Message

4. **Agency of Record -** LACCD achieved an historic first for the District to have a five-year Master Agreement, with Board approved spending authority not to exceed $2 million per year. Approved in September 2019. This is the first time in the 50-year history of the district that such a contract for marketing and advertising has been achieved to help promote enrollment.

5. **Protecting the LACCD image** and brand via in media relations. Examples here including working to correct and mitigate a year-long challenge by the team of L.A. Times's Pulitzer Prize winning investigative reporters looking into the Royal Family of Qatar attending L.A. Mission College—the ultimate result was no negative story. And, obtaining a rare correction from the Times for factually incorrect reporting on stories involving LATTC.

6. Produces a variety of brochures and other materials about the District, its nine colleges and programs such as Strong Workforce, CTE, and the L.A. College Promise Program. In December 2019, the first-ever **L.A. College Promise Digital Welcome Kit** was produced. It is posted online and has been extensively distributed to L.A.-area schools and high school students.

7. Provided the initial "rainmaker" bridge between the District, the Chancellor and the Board to link the District's Foundation for the Los Angeles Community Colleges to **Ralphs/Food 4 Less**, resulting in donations now exceeding $250,000 for emergency food gift cards to LACCD students with hunger issues during the past year. A press event with the Chancellor, Board President Hoffman and others put a media spotlight on the issue that generated Ralphs/Food 4 Less to contact the District. An initial "Big Check" ceremony was held at LATTC.

8. The Communications Office served as Executive Producer for the historic, first-ever **Culinary Cup** & Golden Chef's Hat Trophy Award in 2019 directly supported by the Chancellor and the Board. This was another historic first for the District under the Chancellor's direction. A three-way competition between Harbor, Trade and Mission, culminating in an awards show –all captured on video—with presentation of the Golden Chef's Hat Trophy, as well as gold, silver and bronze medals to student winners. The event earned award recognition from the Community College Public Relations Organization.

9. The Communications Office helped promote and/or produce a variety of **other special events** to project positive images reflecting successful access to education opportunities, including the first-ever L.A. College Promise Graduation Celebration, various ribbon cutting and groundbreaking ceremonies. Examples include:
   a. Groundbreaking Event for the new South Gate Education Center
   b. Undocumented Student Action Week
   c. Dodger Day event—Extensive internal employee communications; organization of the event itself. Development of the step-and-repeat background for photography. On-the-field coverage of the First Pitch by Chancellor and BoT social media support

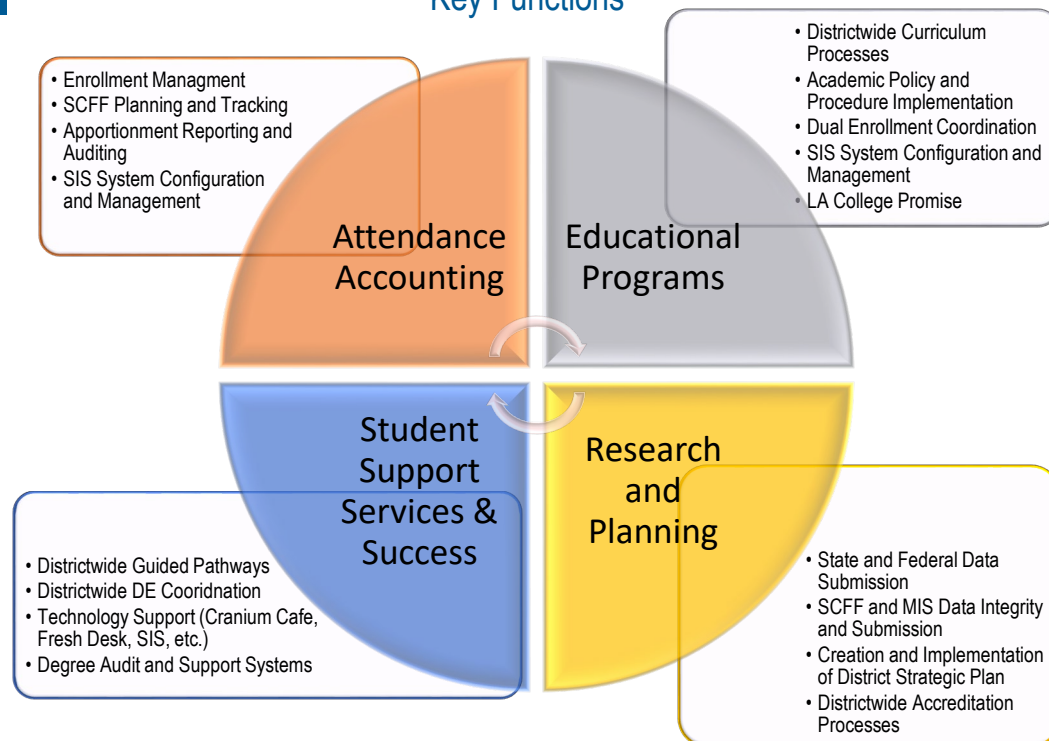# EDUCATIONAL PROGRAMS & INSTITUTIONAL EFFECTIVENESS

Division Overview

The Educational Programs & Institutional Effectiveness (EPIE) division integrates the core functions of instruction, student services, research and planning. Through this role, staff in EPIE seek to support the District in achieving its Strategic Plan goals through districtwide success efforts, support of college efforts and the development of collaborative initiatives. Over the last year the division has succeeded in many planned initiatives and supported effective transitions in response to COVID-19.

Key Accomplishments 2019-2020

- K-12 enrollment increased 4.7% in 2019-2020 with additional CCCAP agreements (1;2;3)
- LA College Promise increased to 5,884 students in Fall 2019, representing nearly a third of all entering first-time students and a 45% increase from the initial cohort
- Enhanced noncredit increased 5.1% in 2019-2020
- Launched new enrollment management process for enhancing SCFF funding
- Launched LA College Promise Works with the City of Los Angeles
- Worked with LAUSD to distribute the LA College Promise Digital Welcome Kit
- Completion of Articulation Transfer Agreement with Arizona State University
- Partnered with USC Race and Equity Center to launch districtwide professional development and campus culture assessment
- Transitioned all support services to online modality using Cranium Café
- Implemented FreshCaller Student Support Center at all nine LACCD Colleges
- Continued work on Guided Pathways with support of three faculty leads
  - MyPath Advisory Cards available with the General College CCC APPLY application.
- Developed the Degree Audit Unit
- Completed dashboards on SCFF and student success
- Finalized CCLC model Board Rules for Academic Affairs and Instruction

Key Functions

Attendance Accounting
- Enrollment Managment
- SCFF Planning and Tracking
- Apportionment Reporting and Auditing
- SIS System Configuration and Management

Educational Programs
- Districtwide Curriculum Processes
- Academic Policy and Procedure Implementation
- Dual Enrollment Coordination
- SIS System Configuration and Management
- LA College Promise

Student Support Services & Success
- Districtwide Guided Pathways
- Districtwide DE Cooridnation
- Technology Support (Cranium Cafe, Fresh Desk, SIS, etc.)
- Degree Audit and Support Systems

Research and Planning
- State and Federal Data Submission
- SCFF and MIS Data Integrity and Submission
- Creation and Implementation of District Strategic Plan
- Districtwide Accreditation Processes

Looking Ahead to 2021

- Support COVID operations and Recovery Plan
- Continue Enrollment Management Plan Implementation
- Complete the programming and implementation for Degree Audit and develop automated awarding of degrees and certificates
- Complete additional Dashboards integrating the District Strategic Plan and Board Goals. Drafts of these dashboards have been completed with need for feedback and finalization to go live
- Fully implement professiona development for implicit bias training and contiue relaunch the Dean's Academy.
- Implement Racial Equity Framework
- Continue implementation of Guided Pathways and associated technology support

Division Overview

The LACCD Emergency Operations Center (EOC) has undertaken an unprecedented activation and response to the COVID-19 public health pandemic. Under the direction of the Chancellor, the LACCD has been activated since March 19, 2020. The EOC works in conjunction with the Incident Command Centers at each of the nine colleges and with the Chancellor's Cabinet, which includes the college presidents and executive team.

In conjunction with EOC operations, Chancellor Rodriguez has had key leadership roles in statewide and local policy groups responding to the pandemic, including:

- California Community Colleges Safe Campus Reopening Workgroup
- County of Los Angeles Economic Resiliency Task Force, Education Work Team
- County of Los Angeles Public Health Department, Institutes of Higher Education Recovery Advisory Working Group
- City of Los Angeles COVID-19 Higher Education Working Group

Regular Updates to the LACCD Board of Trustees about the EOC and the District's response to the pandemic have been included in the Chancellor's Monthly Report and supplemented with additional PowerPoint presentations during the Board's meetings. Both the Monthly Report and PowerPoints are posted online.

Key Accomplishments 2019-2020

- More than 240 personnel at the District and Nine Colleges have been involved with the District Emergency Operations Center and the Nine Colleges' Incident Command Centers—all with completed training for Emergency / Incident Com
- Work and accomplishments of this EOC-ICC and Chancellor's Cabinet structure includes:
- Shift to remote operations by all nine Colleges and ESC for remote learning and business operations beginning with the Spring 2020 semester and continuing with Summer 2020 & Winter 2021 sessions and Spring 2021 semester—more than 10,000 classes
- Establish an aggressive tracking and reporting system for self-reported COVID-19 incidents involving LACCD personnel & students
- District wide emergency public information, and related website pages: This also includes a variety of news releases and other messages posted online and a districtwide "Stay Safe" Campaign and promotion of the colleges SAFE info app for smart phones and tablets.

- Development and distribution of EOC documentation
- Safety Advisories
- Recovery Policies & Plans
- Purchase and distribute more than 25,000 Chromebooks and Surface Go devices for students
- Strong advocacy efforts at federal & state levels to benefit District & students
- Approval oversight for a variety of on-campus events during COVID, including pre-Thanksgiving food distributions for students
- Fiscal oversight / responses due to funding & economy
- Maintaining the ordering, distribution and inventory for massive amounts of PPE, (facial coverings, gloves, etc.) cleaning and other emergency supplies

Division Overview

The Facilities, Planning & Development division supports student success services, learning opportunities and campus operations through the District's built environment.

Key Accomplishments 2019-2020

- Adoption of the 2020 Clean Energy & Sustainability Resolution
- Implemented the Cleanliness Initiative to prioritize restrooms and classrooms, with a focus on service frequency for high-use areas.
- Completion of the School of Science at Los Angeles Southwest College.
- The Nursing Simulations Labs at Los Angeles Southwest College were transformed to support cutting edge teaching technology. Juno, Ares, Lucina, Luna and Nurse Anne – five life-like manequins – provide students interactive patient scenarios to accelarate learning and skill development.
- The new Central Plant was a major infrastructure imporvement to better manage the heating and cooling needs at Los Angeles Mission College.
- Construction started on the Construction Technology Building at Los Angeles Trade Tech College.
- The State of California approved state funding for five projects as part of the FY 20-21 budget.
  - East Los Angeles College – Facilities & Maintenance Building project
  - Los Angeles Pierce College – Industrial Technology Building project
  - Los Angeles Trade Tech College - Design & Media Arts Building project
  - Los Angeles Valley College – Academic Building 2 project
  - West Los Angeles College – Plant Facilities & Operations project

- Extended the Project Labor Agreement through 2030.
- Implemented the use of Job Order Contracting as a procurement tool for projects valued less than $1 million.
- 20 LACCD students gained 320 hours of valuable experience working alongside industry professionals during this summer's Internship Program.
- The bond program acheivied 42% participation from Local, Small, Emerging and Disabled Veteran firms during FY 2019-20.
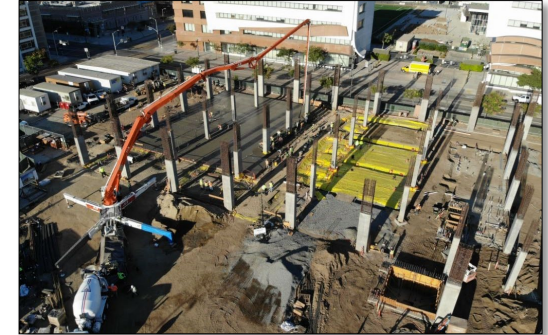
Looking Ahead to 2021

- Opening Culinary Arts building at Los Angeles Trade Tech College and Da Vinci Hall at Los Angeles City College
- Commencing design for the following major Measure CC projects:
  - Nursing, Allied Health & Public Service at East Los Angeles College
  - Southeast Hall at Los Angeles Harbor College
  - Academic Complex #1 at Los Angeles Valley College
  - Child Development Academic Facility at Los Angeles Pierce College

Division Overview

Board Rule 4001 establishes the Office of General Counsel (OGC) as being responsible for providing legal counsel for the District. The Board Rule establishes the Office of General Counsel as a Board support unit and reporting to the Board of Trustees through the Chancellor.

Key Accomplishments 2019-2020

- OGC continues to successfully defend the District in all litigation matters. OGC is in the process of preparing the end of the year legal fees analysis.
- OGC successfully created a new legal panel to conduct investigative matters. The panels concerning representation of both District and Bond legal matters were expanded through a comprehensive RFP process. The process resulted in a more diverse group of legal firms.
- OGC continues to successfully provide legal management of the $9.5 billion Building Program. The transition of legal management back to OGC has been successfully accomplished.
- OGC absorbed the additional responsibilities of supervising lead construction counsel, appointing and managing outside construction counsel, and identify, analyzing and responding to legal risks which potentially adversely affect the implementation of the District's Building Program.
- The Office general Counsel hired a Bond funded Assistant General Counsel in 2019 to continue to provide effective and efficient legal services and enhance institutional knowledge.

Looking Ahead to 2021

The Office of General Counsel is committed to continue to providing excellent legal counsel and representation on behalf of the District.
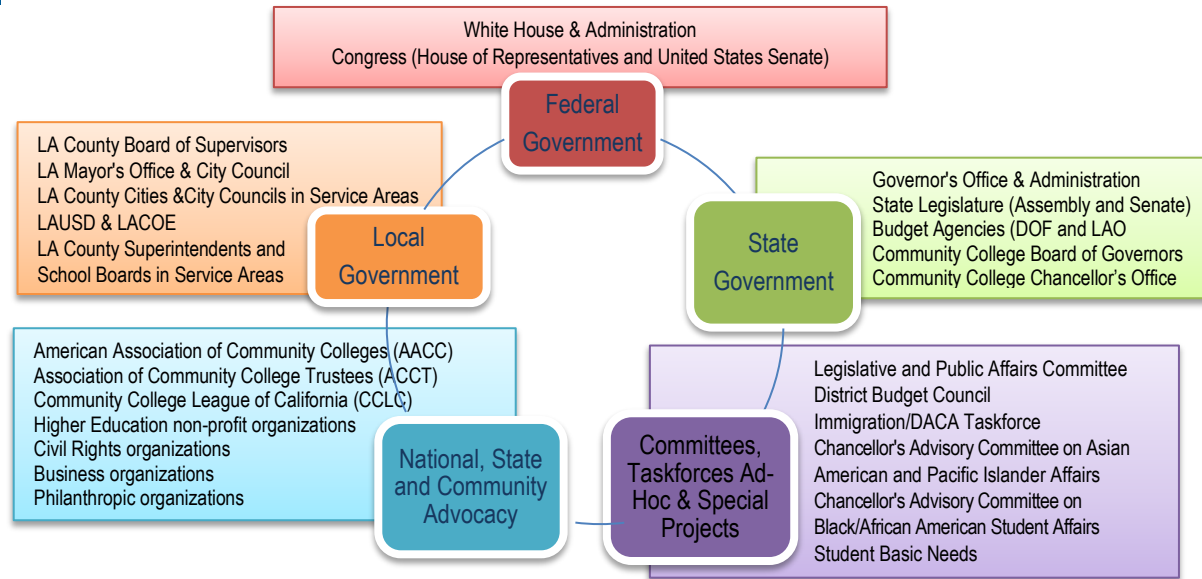
GOVERNMENT, LEGISLATIVE AND COMMUNITY RELATIONS

Division Overview

The Government, Legislative and Community Relations Division works in close collaboration with the Chancellor, Board of Trustees and external stakeholders to meet the Los Angeles Community College District (LACCD), vision, mission and objectives of growing resources, reputation and relationships that benefit District students, staff and employees. The division oversees government, legislative, community and external affairs, as well as, district-wide taskforces, Ad-Hoc committees and special projects that advance LACCD educational programs and services.

Key Accomplishments 2019-2020

1. Passage of CARES Act that resulted in a $45 million allocation for direct student support for housing, emergency assistance and technology.
2. Passage of FUTURE Act which reauthorizes and provides $255 million in annual mandatory funding for HBCUs, HSIs and MSIs.
3. Secured Department of Labor $12 million grant for Scaling Apprenticeship awarded to West Los Angeles College.
4. Expansion of outreach and access to SNAP eligibility for community college students.
5. State Budget allocation of $120 million in Emergency Aid allocation to community colleges to cover COVID-19 expenses for student basic needs.
6. State Budget allocations of $10 million in ongoing funding for Immigrant Legal Services; $5.8 million in ongoing funding to support the Dreamer Resource Liaison Program; and $9 million for community college student rapid rehousing, of which $700,000 was appropriated to Los Angeles Southwest College.
7. Passage of several State landmark bills including ACA5, AB1460, and permanent funding for the California College Promise Program.
8. Coordination of annual advocacy visits to Washington, DC and Sacramento and local offices.
9. Establishment of partnerships with Shower of Hope and Los Angeles Room and Board for 43 homeless students at no cost to the District.
10. Establishment of LACCD City Connect Program to increase student employment opportunities.
11. Hosted eight (8) DACA Immigration Task Force Meetings, three (3) Chancellor's Advisory Committee on Black/African American Student Affairs, and one (1) Chancellor's API Advisory Committee meetings.

Key Functions

White House & Administration
Congress (House of Representatives and United States Senate)

Federal Government

LA County Board of Supervisors
LA Mayor's Office & City Council
LA County Cities &City Councils in Service Areas
LAUSD & LACOE
LA County Superintendents and School Boards in Service Areas

Local Government

Governor's Office & Administration
State Legislature (Assembly and Senate)
Budget Agencies (DOF and LAO)
Community College Board of Governors
Community College Chancellor's Office

State Government

American Association of Community Colleges (AACC)
Association of Community College Trustees (ACCT)
Community College League of California (CCLC)
Higher Education non-profit organizations
Civil Rights organizations
Business organizations
Philanthropic organizations

National, State and Community Advocacy

Committees, Taskforces Ad-Hoc & Special Projects

Legislative and Public Affairs Committee
District Budget Council
Immigration/DACA Taskforce
Chancellor's Advisory Committee on Asian American and Pacific Islander Affairs
Chancellor's Advisory Committee on Black/African American Student Affairs
Student Basic Needs

Looking Ahead to 2021

1. New White House Administration and a divided Congress
2. Federal and State stimulus funding bills
3. Uncertain State budget deficit
4. Changes in key political leadership posts at the federal, state and local levels.
5. Forty Legislative priorities on a wide range of issues, including: COVID-19 Stimulus funding, student basic needs (housing, food, childcare, technology, transportation), college affordability (financial aid), immigration, workforce and jobs, institutional support, ethnic studies, African American, Dream Resource Center and LGBTQ student supports
6. Launch of Education Matters: LACCD Advocacy Brief, a District e-Newsletter to various constituencies

Division Overview

The Human Resources Division (HRD) serves as a strategic partner with the District's administration, Board of Trustees, faculty, and staff to meet the District's mission objectives, vision, and values. The HRD has the mission of fostering a District-wide culture of service and accountability. The HRD achieves its mission by providing high quality services that allow our college clients to function as highly effective and efficient entities, while simultaneously enjoying the unique benefits and resources that come from participation in a large, multi-college district.

Key Accomplishments 2019-2020

1. Three-Year Successor Agreements with Faculty Guild, Trades Council, Teamsters, SEIU 721.
2. Development of a Human Resources Strategic Plan.
3. Strengthening Processes and Procedures through policy development.
4. Overhaul and Transition onto a Digital Platform via recruitment, onboarding, position control, learning management system. This includes a digital imagining initiative for the migration of personnel records from paper to electronic format.
5. Professional Development Opportunities (see below).
6. Presidential Searches for Los Angeles Technical-Trade College; East Los Angeles College
7. Deputy Chancellor search
8. Hiring Key Positions in Human Resources – Director of Human Resources Operations; Director of Employee and Labor Relations.
9. COVID-19 MOU's on Performance Evaluations; Telecommuting; Redistribution of Work; Modification of Work Schedule.

Looking Ahead to 2021

1. RFP in collaboration with Technology Services to initiate development of Success Factors.
2. Success Factors will enable HR to use an automated and digital onboarding process that will eliminate hard copies of new hire paperwork and eliminate manual processes.
3. Implementation of the Supplemental Retirement Program (SRP).
4. Presidential and other executive searches as identified under the SRP.
5. Review and Reformatting of Board Policies under the League Model.
6. RFP on Executive Searches, and expansion of EAP searches.
7. Continued Implementation of Professional Development Opportunities:

- Regulatory compliance with ongoing changes to legislation affecting employee rights
- Leaves – identification and processing: *Implemented*
- FRISK

- Interview and Selection Procedures
- EEO Training in collaboration with the ODEI
- Progressive Intervention/Discipline - *Implemented*
- Workplace Investigations *Implemented*
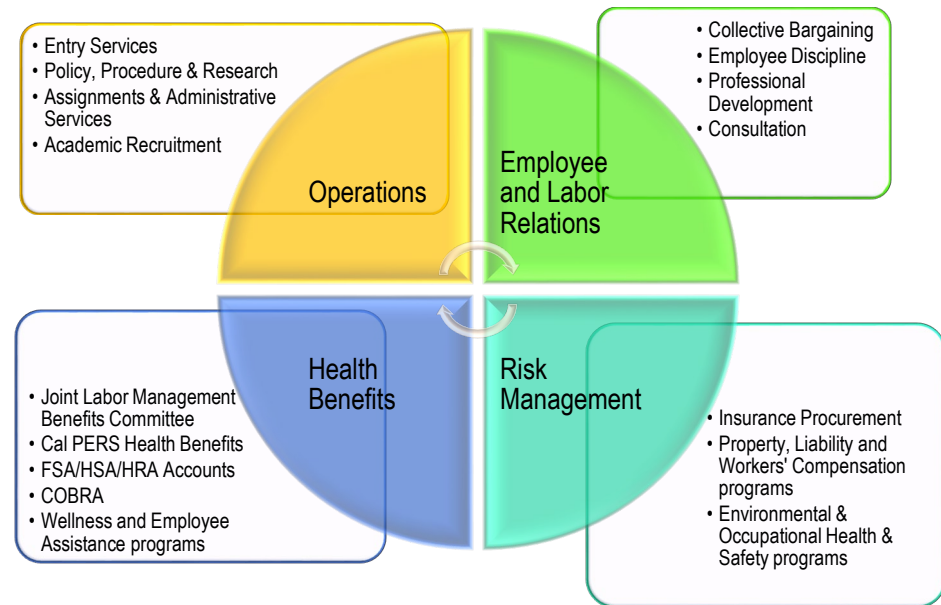
- Evaluations - *Implemented*
- Conflict Resolution
- Position Control Training
- Crucial Conversations

Key Functions

Operations
- Entry Services
- Policy, Procedure & Research
- Assignments & Administrative Services
- Academic Recruitment

Employee and Labor Relations
- Collective Bargaining
- Employee Discipline
- Professional Development
- Consultation

Health Benefits
- Joint Labor Management Benefits Committee
- Cal PERS Health Benefits
- FSA/HSA/HRA Accounts
- COBRA
- Wellness and Employee Assistance programs

Risk Management
- Insurance Procurement
- Property, Liability and Workers' Compensation programs
- Environmental & Occupational Health & Safety programs

Division Overview

The Office of Information Technology (OIT) provides district-wide information technology services which support our educational community and foster the success of our students.

Key Accomplishments 2019-2020

Steps taken in support of moving organizations remote due to Covid-19 Emergency

1. Get Everyone Online and Connected – Stay Home Safe!
   A. Equip
      - Students
        ~12,000 devices provided in the Spring term
        ~28,000 devices acquired for the Fall term (4800n LACP)
      - Faculty - 1,700 new devices provided in Spring
        Developed equipment loan policy that allows faculty and staff to request and loan LACCD technology (no faculty requests were turned down)
   B. Connect
      - Low- Cost Internet Options - A number of government, non-profit and commercial organizations provide low-cost Internet access for eligible households – best options at $10 to $15 per month
      - Los Angeles County provides a website that locates publicly-available Wi-Fi hotspots, many of which offer free service http://findwifi.lacounty.gov.
      - LACCD Colleges parking lot wi-fi enablement – approx. 1000 parking spots enabled with wi-fi (more planned for Spring term)
   C. Support
      - Enabled district-wide faculty and staff IT Support Service Desk using a shared platform for the District, FreshDesk
      - Service Calls are managed and monitored; resolution rate over 98%

2. Roll-Out Tools in Support for Remote Activity
   A. Academic
      - Nearly 300 software applications requested by our faculty to help maintain quality education for most courses offered fully online in the Fall
      - **Cloud Based:** Software applications are cloud-based solutions that are accessible via a web browser and can be accessed via any devices (including Chromebook and tablet devices)
      - **AppStream Enabled:** Software applications for which a cloud solution was not available (such as SPSS and Solid Works) were enabled via AWS AppStream which allows students to interact with them as if they were native cloud solutions (can be accesses via web browser)

   B. Business Operations
      - Enabled business functions in a remote environment including: SAP External Portal, digital signature, HR, website updates for PRA, IT Support, Covid -19 Emergency Communications, etc.

3. Strengthen Infrastructure
   A. Operations
      - Built-out VPN infrastructure and enabled Virtual Desktop capabilities for those staff that perform functions which require access to sensitive/secured information
      - Expanded online collaboration tools to include Zoom, SharePoint, and MS Teams
   B. Resiliency
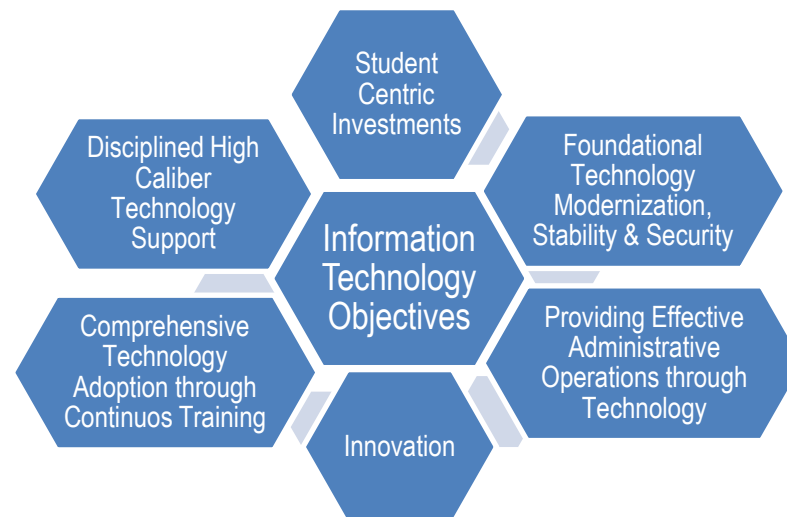   - Increased storage and back-ups for critical systems
   C. Security
      - Improved use of Single sign-on – movement to ubiquitous usage
      - Introduced information security protocols aligned with industry standards and improved monitoring

Key Functions

Unified, holistic district wide technology approach with focus on:

- Student Centric Investments
- Foundational Technology Modernization, Stability & Security
- Providing Effective Administrative Operations through Technology
- Innovation
- Comprehensive Technology Adoption through Continuos Training
- Disciplined High Caliber Technology Support

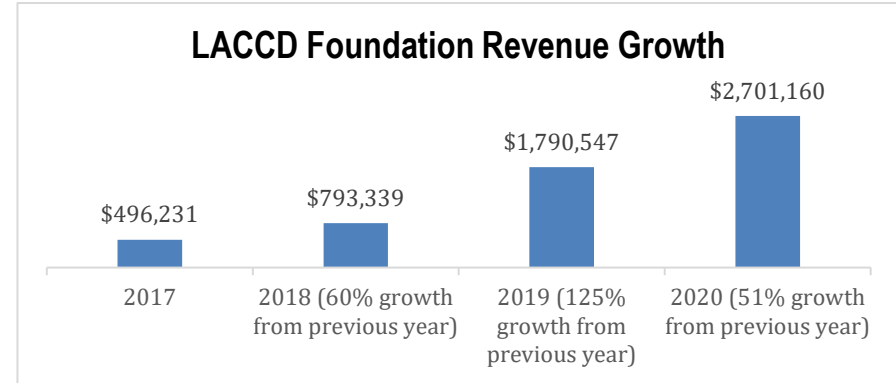Information Technology Objectives

OFFICE OF INSTITUTIONAL ADVANCEMENT

Division Overview

Establishes priorities and goals for principal and major gifts, planned-giving, strategic partnerships, regional advancement, stewardship and annual funds for the District. Creates and executes fund raising plans and campaigns that utilize best practices in annual, major, and planned gift programs to meet fundraising goals. Researches, cultivates, and solicits major and annual gifts from donors; cultivates positive and enduring relationships among donors and alumni. Integrates operations and drives collaboration among the ten (10) college and District advancement teams.

Key Accomplishments 2019-2020

1. Food Insecurity
   - $315,000 in Grocery Gift Cards to 6,300 LACCD students

2. Emergency Grants
   - $178,500 to 525 LACCD students

3. Laptops
   - $1,049,417 for 11,617 refurbished computers for LACCD students

4. Nursing
   - $220,855 in NCLEX nursing scholarships to 437 future nurses

5. NextGen
   - 39,305 applications receieved – 24,115 awarded

6. Built Support network
   - Quarterly Foundation Roundtables
   - Auxiliary Organization Manuel

7. Facilitated Compliance
   - Completed Annual State and Federal filing requirements
   - Revised Master Agreements with College Foundations
   - Completed Annual Financial Audits

8. Provided Operation Support
   - NextGen software solution provided to all 9 LACCD colleges
   - Strengthened Internal Controls and State Reporting Requirements

9. Identified Common Fundraising Priorities
   - Addressing Student Basic Needs
   - Support for Undocumented Students
   - Bolstered Technology Support for the 9 LACCD colleges

LACCD Foundation Revenue Growth

			$2,701,160
		$1,790,547	
	$793,339		
$496,231			
2017	2018 (60% growth from previous year)	2019 (125% growth from previous year)	2020 (51% growth from previous year)

Looking Ahead to 2021

1. Increase Capacity and Philanthropic Giving
   - Secure and share large grants for all LACCD Colleges
   - Funders desire projects that have big impact and greater return on philanthropic investment
   - Raise additional resources through individual, non-profit and corporate donors.

2. Grow and Develop District Foundation Board
   - Increase membership and diversity

3. Standardize Reporting Data
   - Data analysis and reporting leads to philanthropic trust and increased funding

4. Focus on Effective Implementation
   - Including stakeholder groups and engaging campus partners leads to better outcomes

5. Enhance Partnerships and Collaborations
   - Find mutually beneficial projects with external non-profits

6. Explore Non-Profit Business Models for Student Housing
   - Identify public-private partnerships and explore feasibility

LACCD BOARD STRATEGIC PRIORITY 1: ENSURING DISTRICT SUSTAINABILITY

			BOARD			ADMINISTRATION		
#	ISSUE	RATIONALE	GOAL AREAS	BOARD PRIORITY	TIMELINE	OVERSIGHT	ACTION STEPS/INDICATORS	STATUS
1.	Rightsizing Colleges	Increase Efficiencies Eliminate Duplication of Programs and Services Expand Effectiveness	1A. Conduct districtwide assessment of colleges 1B. Assess and execute recovery plan for LA Southwest College	URGENT (High Priority for LA Southwest College)	1A. Fall 2020 1B. Spring 2020	Budget & Finance Chancellor's Office	• Quarterly meetings occur between College and District administration to review financial and enrollment projections. • Chancellor to convene campus presidents to assess scaling rightsizing across the campuses. • Retain real estate and infrastructure development expert. • Schedule regular campus facilities assessments.	1A. Completed 1B. Completed
2.	Campus & District Foundations	Ensure Accountability Mitigate Risk Grants Management	2A. Update College Foundation MOUs and compliance with laws and regulations 2B. Engage in assessment of viability of stand-alone college foundations 2C. Conduct college grants administration assessment	High	2A. Fall 2019 2B. Spring 2020 2C. Spring 2020	Budget & Finance Chancellor's Office Office of General Counsel Office of Workforce & Resource Development College Presidents	 2C. A consultant was engaged and reviewed the grants process at each college.	2A. Completed 2B. Completed 2C. Completed
3.	District Educational Services Center	Develop Multi Use Facility Enhance Student and Community Engagement Potential Revenue Stream	3A. Conduct Feasibility Study 3B. Craft and Post Proposal RFQ 3C. Identify potential Private-Public Partners	Medium	3A. Fall 2020	FMPOC Legislative & Public Affairs		3A. In Progress 3B. In Progress 3C. In Progress

		BOARD				ADMINISTRATION			
#	ISSUE	RATIONALE	GOAL AREAS	BOARD PRIORITY		TIMELINE	OVERSIGHT	ACTION STEPS/INDICATORS	STATUS
4.	District Organizational Chart	Increase Accountability Clarify Reporting Lines Increase Work Efficiencies	4A. Organize current and future administrative positions to maximize oversight, efficiency and accountability	High		4A. Spring 2020	IESS Chancellor's Office		4A. In Progress
5.	Land Development/ Acquisition	Identify Current & Future Needs Manage and exploit land	5A. Conduct Asset Management Study 5B. Identify potential revenue streams 5C. Identify potential Private-Public Partners	Medium		5A. Fall 2020	Budget & Finance Facilities Division	5C. Attachment 1: page 20	5A. In Progress 5B. In Progress 5C. In Progress
6.	Teaching Effectiveness	Increase Student Persistence and Completion of degrees and certificates Reduce Developmental Education	6A. Craft plan of action and data results for AB 705 implementation 6B. Ensure all teaching evaluations are conducted in 2019-20 as scheduled 6C. Offer professional development	High		6A. Fall 2019 6B. Spring 2020	IESS ITS Division of EPIE College Presidents	Refer to Supporting Documents for more information Attachment 3: pgs. 22-23	6A. Completed 6B. In Progress 6C. Completed
7.	Strengthen Understanding of Board Duties & Responsibilities	Risk Mitigation Oversight Principles of Leadership Best Practices	7A. Engage in regular board development and ACCJC Standard IV Training 7B. Conduct annual board self-evaluation and use results for improvement 7C. Review Board Committee Structure	High		7A. Fall 2019 7B. Spring 2020	Board of Trustees Chancellor's Office Office of General Counsel	EPIE has coordinated with the ACCJC to provide accreditation training to the Board in Spring 2021, in preparation for the next accreditation visit planned for 2023.	7A. In Progress 7B. In Progress 7C. In Progress

LACCD BOARD STRATEGIC PRIORITY 2: ADDRESSING STUDENT BASIC NEEDS

		BOARD				**ADMINISTRATION**		
#	ISSUE	RATIONALE	GOAL AREAS	BOARD PRIORITY	TIMELINE	OVERSIGHT	ACTION STEPS/INDICATORS	STATUS
8.	Student Support Services	Address Basic Needs of Students, including better transportation options, housing referrals and availability of childcare Address Food Insecurity Increase Veterans Student Support	8A. Work with LA Metro to establish subsidized, universal student Metro Pass 8B. Coordinate with City and County agencies for housing/food referrals and resources 8C. Bolster program support for student veterans	High	8A. Fall 2019 8B. Spring 2020	IESS Chancellor's Office College Presidents Division of EPIE Division of Workforce & Resource Development Office of General Counsel Legislative & Public Affairs	• Engage campus foundations to support and leverage funds to address transportation, housing and food insecurity, student veterans support services. • Explore efficacy of student navigators to student needs coordinators. Attachments 4 and 5: pgs. 31-46, 57-61 Refer to Supporting Documents for more information	8A. In Progress 8B. Completed 8C. Completed
9.	Student Housing Partnerships	Enhance Housing Referrals Use Community Partnerships Explore Public-Private Partnerships	9A. Conduct Student Housing Demand Study and Feasibility Study 9B. Craft and Post Student Housing Proposal RFQ, if warranted 9C. Identify potential Private-Public Partners 9D. Coordinate with City and County Housing Referral Resources *Accelerate process to build consensus	High	9A. Fall 2019 9B. Spring 2020 9C. Fall 2020	Legislative & Public Affairs Chancellor's Office	• Undertake a demand study and query campuses about their current efforts to mitigate student housing challenges. • Identify quick and easy fixes, e.g., installing lockers on campus for homeless students to secure their possessions while attending classes or using the library. Refer to Supporting Documents for more information 9C. Attachment 2: (pg. 21) Attachment 4: pgs. 31-46	9A. In Progress 9B. Not Completed 9C. In Progress 9D. Completed

LACCD BOARD STRATEGIC PRIORITY 3: CREATING GREATER EQUITY AND INCLUSION

		BOARD				ADMINISTRATION			
#	ISSUE	RATIONALE	GOAL AREAS	BOARD PRIORITY		TIMELINE	OVERSIGHT	ACTION STEPS/INDICATORS	STATUS
10.	Student & Community Outreach Focus	Expand LGBTQ Outreach African American Outreach Undocumented Student Outreach, and API Student Outreach	10A. Craft outreach and communications plans for targeted outreach groups Expand resource allocations to expand visibility, programs and services	High		10A. Fall 2019 Spring 2020 Fall 2020	IESS Chancellor's Office College Presidents Division of EPIE Division of Workforce & Resource Development Office of General Counsel Legislative & Public Affairs	• Engage campus foundations to support and leverage funds to address transportation, housing and food insecurity, student veterans support services. • Explore efficacy of student navigators to student needs coordinators. Refer to Supporting Documents for more information Attachment 3: pg. 26	10A. In Progress
11.	Growing Enrollment	Improve Better Targeting of Student Financial Aid (including Pell Grants) Connectivity to Workforce Development	11A. Craft specific outreach plan for Adult learners 11B. Expand LA College Promise Enrollments 11C. Expand Online Enrollments 11D. Expand Adult Education and Noncredit Education 11E. Monitor District/college milestones on 5-Year Strategic Plan 11F. Monitor College Enrollment Management Plans 11G. Engage in college program viability studies	High		11A. Fall 2019 11B. Spring 2020 11C. Fall 2020	IESS College Presidents Division of EPIE Division of Workforce & Resource Development	Refer to Supporting Documents for more information Attachment 3: pgs. 27-29	11A. Completed 11B. Completed 11C. Completed 11D. Completed 11E. Completed 11F. Completed 11G. In Progress

					BOARD				ADMINISTRATION			
#	ISSUE	RATIONALE	GOAL AREAS	BOARD PRIORITY	TIMELINE	OVERSIGHT	ACTION STEPS/INDICATORS	STATUS
12.	Administration and Faculty Hiring	Develop Diversity Pipeline Address Equity and Inclusion Personnel Commission Liaison	12A. Develop Presidents' Academy in 2020 for district leadership succession 12B. Offer Equity and Implicit Bias Training & Professional Development 12C. Establish PC – Board Liaison	Medium	12A. Spring 2020	Budget & Finance Board Leadership Chancellor's Office Division of Human Resources	Refer to Supporting Documents for more information Attachment 3: pg. 30	12A. Not Completed 12B. In Progress 12C. In Progress

LACCD BOARD STRATEGIC PRIORITY 4: COVID RESPONSE, EOC, AND RACIAL EQUITY & SOCIAL JUSTICE

			BOARD				ADMINISTRATION		
#	ISSUE	RATIONALE	GOAL AREAS	BOARD PRIORITY			TIMELINE	OVERSIGHT	ACTION STEPS/INDICATORS	STATUS
13.	Response to COVID-19 Pandemic	Convert District operations to remote learning and working environments	13A. Plan for Wholesale Shift to Remote Learning and Remote Work Environments 13B. Develop and Coordinate Communication, Safety Protocols 13C. Prepare Recovery Plans 13D. Information Technology Support of Moving Organization Remote due to COVID-19 Emergency 13E. Strengthen IT Infrastructure 13F. Maintain Campus Health and Safety	High		13A. Spring 2020, Fall 2020	Board of Trustees Chancellor's Office All District Divisions	13A. Refer to EOC One-Pager 13B. Refer to EOC One-Pager 13D. Refer to OIT One-Pager 13E. Refer to OIT One-Pager	13A. Completed 13B. Completed 13C. Completed 13D. Completed 13E. Completed 13F. Completed
14.	Response to civil unrest and racial injustice and inequities	Establish policy and framework to address student, staff and faculty concerns of inequity and injustice	14A. Create Framework for Racial Equity and Social Justice 14B. Review Human Resources, Law Enforcement, student leadership development, 14C. Explore expansion of ethnic studies program and general education requirement 14D. Create Chancellor's Advisory Committee on Black/African American Student Affairs 14E. Provide opportunities for professional growth and development	High		14A. Spring 2020, Fall 2020	Board of Trustees Chancellor's Office	14A. Framework for Racial Equity and Social Justice	14A. Completed 14B. In Progress 14C. In Progress 14D. Completed 14E. Completed

APPENDIX OF SUPPORTING MATERIALS

ATTACHMENT 1: Memo on Proposed Joint Occupancy Lease to Design Build and Lease Mixed-Use Space at 10100 Jefferson Blvd.

ATTACHMENT 2: Memo on LAMC Student Housing Proposal

ATTACHMENT 3: Additional 2019-2020 Board Goals Matrix Information

ATTACHMENT 4: Memo on Progress Made on 2019-2020 Board Goal Two and Board Goal Three

- Appendix A - 2020 Local, State, and Federal Advocacy Meetings
- Appendix B – 2020 LACCD Legislative Priorities

ATTACHMENT 5: LACCD 2021 Federal, State, and Local Legislative and Advocacy Priorities

ATTACHMENT 6: Los Angeles Southwest College – A Report on Fiscal Recovery and Long-Term Sustainability

FACILITIES PLANNING & DEVELOPMENT

TO:	Dr. Rodriguez, Chancellor
FROM:	**Dr. Rueben Smith, Vice Chancellor/ Chief Facilities Executive**
DATE:	**December 2, 2020**
SUBJECT:	**Proposed Joint Occupancy Lease to Design, Build and Lease Mixed-Use Space at 10100 Jefferson Blvd.**

Through a competitive bid process the District obtained the services HR&A to prepare all documents required to solicit Requests for Qualifications and Proposals (RFP) for a mixed-use office project under a joint occupancy lease and related agreements with a Private Party for the development of approximately 13.63 gross acres. The draft is in its final review and the key components in the RFP are as follows:

- This procurement process will take place through a single Request for Proposals process by which the District seeks to identify and select a qualified development team for the joint development.
- The District's objectives for a high-quality and well-planned development project at the Site include:
    1. Provide District Occupied Space for no cost, rent or fees in support of the Motion Picture and Television Production Program at West Los Angeles College as further described below.
    2. Maximize the financial value to the District:
        a. Long-term unsubordinated ground-lease of no more than 66 years;
        b. Long-term revenue streams; and
        c. Participation in economic growth.
    3. Exemplify compatible and functional design.
    4. Successfully implement a strategy to secure financing, obtain entitlements, complete construction, attract tenants and manage the Project according to agreed terms.
    5. Collaborate with District and West Los Angeles College to enhance student success by creating opportunities for internships, training and jobs.
- The Project developed on the Site should be primarily an Office development and must provide 25,000 Square Feet of Field Act Compliant space to support the Motion Picture and Television Production Program at West Los Angeles College, for no cost, rent or fees to the District or the College.
- The primarily office development should be consistent with the uses along Jefferson Boulevard, which include professional offices, creative offices, emerging technology, media and entertainment, biotechnology companies, etc. The development may also provide ancillary uses such as Restaurant and Retail that will serve the Project and the corridor.

Due to CEQA settlement agreement the District is required to engage with Culver City and local Home Owner Associations (HOAs) to discuss the pending RFP. The Facilities Planning & Development team is currently working with the Office of General Counsel, outside legal counsel, HR&A and West LA College President Dr. Limbaugh to develop a strategy around the pending Culver City consultation and what specific information is required per the CEQA settlement agreement to preserve the integrity of the RFP process. In all likelihood, RFP is tentatively scheduled for the first quarter of 2021.

FACILITIES PLANNING & DEVELOPMENT

CITY

EAST

HARBOR

MISSION

PIERCE

SOUTHWEST

TRADE-TECH

VALLEY

WEST

TO: **Dr. Rodriguez, Chancellor**

FROM: **Dr. Rueben Smith, Vice Chancellor/ Chief Facilities Executive**

DATE: **December 3, 2020**

SUBJECT: **LAMC Student Housing Proposal**

The County of Los Angeles is very motivated to explore a potential partnership with the District and Los Angeles Mission College (LAMC) in a public to public and private partnership that could possibly lead to the development of student housing adjacent to the LAMC campus on a 3-acre parcel owned by the District. LAMC President, Dr. Perez and I have engaged in several discussions with LA County representatives focused on opportunities to provide housing for LAMC students experiencing housing insecurities.

Monthly meetings have been scheduled with the County to develop a housing strategy and to identify a model that best fits the goals of the County and the College at the behest of our students. This group has been involved in researching housing models, assessing the community's appetite for low-cost or fully subsidized student housing and commissioning an updated demand management study. We are currently in discussions with County on a possible timeline to complete a demand study, funding and a potential partnership framework between the County and the District.

No commitments nor agreements have been made with L.A. County. As things progress, I will continue to provide updates and if a viable plan materializes that best supports the students of Mission College we will work with the Office of General Counsel (OGC) to formalize a recommendation to enter into an agreement with the County prior to seeking a development partner.

BOARD	ADMINISTRATION	
ISSUE	**GOAL AREA DETAILS**	**ACTION STEPS/INDICATORS**
6. Teaching Effectiveness	Total class offerings declined by 15.9% in Math and increased by 1.7% in English Transfer level class offerings increased by 48.5% in Math and by 26.0% in English Below Transfer class offerings declined by 62.5% in Math and by 58.5% in English Transfer level classes accounted for 42% of all Math class offerings in Fall 2018; they account for 74% of all Math class offerings in Fall 2019 Transfer level classes accounted for 71% of all English class offerings in Fall 2018; they account for 88% of all English class offerings in Fall 2019 In fall 2019, online tutoring was available to all students for math and English. Utilization showed: • 2,503 (unduplicated count) students used the software within this timeframe • Session times ranged from 1 minute to 4 hours and 12 minutes; average time is 22 minutes per session • 8,743 sessions have been logged • Approximately 3,244 hours of tutoring have taken place • 62% of tutoring sessions were for math • 34% of tutoring sessions were for English and Writing	In Fall 2018, EPIE hosted multiple convenings for faculty to evaluate options for implementing AB 705. Initial conversations revealed different placement models at each college. Following work with the faculty, the colleges agreed to a common model for most placements with some differences in higher-level transfer Math courses, based on curricular needs. Based on the new placement models, EPIE in collaboration with IT to develop automated placement for entering new students and an online self-placement model for other students. There has been continued work on the placement process to include automation of high school record into the LACCD record utilizing project Super Glue. The colleges also worked to increase support outside the classroom: All colleges will have access to 24/7 tutoring online through NetTutor Most colleges adopted or expanded Supplemental Instruction or embedded tutoring Some colleges adopted summer bridge programs or pop-up tutoring Noncredit programming is available to support students in their course work or as a form of basic skills development The results of the AB 705 showed increased access and through-put for transfer-level math and English The course success rates showed some declines and while more students of color completed transfer-level math and English courses, there was no improvement in equity gaps. This should be a continued focus for future improvements. USC has and will continue to evaluate the District results as part of a third-party assessment of results.

Completion of Transfer Level English/Math in First Year by First Time Entering Students

Cohort		Passed Transfer English in Year 1	Passed Transfer Math in Year 1	Passed Both Transfer English & Math in Year 1
Fall 2017 Entry	N	5,497	1,744	1,141
	% of cohort	27.7%	8.8%	5.7%
Fall 2018 Entry	N	6,415	2,123	1,655
	% of cohort	33.1%	11.0%	8.5%
Fall 2019 Entry	N	7,423	2,974	2,377
	% of cohort	40.9%	16.4%	13.1%
Change F17- F19		**1,926**	**1,230**	**1,236**
Pct. Change F17-F19		**35.0%**	**70.5%**	**108.3%**

6. Teaching Effectiveness (continued)

2018-2019	2018-2019		
ACTUAL	**Total Sum of enrolled**	**Total Sumof success**	**Total Success Rate**
Row Labels			
ENGLISH	49,862	31,870	63.9%
MATH	35,153	19,093	54.3%

2019-2020	2019-2020		
ACTUAL	**Total Sumof enrolled**	**Total Sumof success**	**Total Success Rate**
ENGLISH	59,716	34,913	58.5%
MATH	46,702	24,244	51.9%

Between March 16 and March 30, over 350 different online workshops were offered to LACCD faculty across the nine colleges to quickly get faculty ready to move courses online.

Since May 2020 when the district started offering districtwide DE trainings, there have been:
- 1,422 enrollments in Introduction to Teaching with Canvas course
- 1,454 enrollments in Introduction to Online Teaching and Learning

In fall 2020, there have been about 30 LACCD DE workshops on online learning offered to faculty with over 700 participations. This is in addition to the workshops offered by individual colleges.

Professional Development

EPIE has coordinated professional development in response to COVID-10

Administrration
The Dean's academy was launched January 2020 and ran through June. The focus of the initial academy was on enrollment management and included skills and data related to the implementation of the District's Enrollment Management Plan. The District has worked with the Teamsters to develop the 2020-2021 Deans' Training. Utilizing a survey of Deans as a needs assessment, the trainings relaunched in in Fall 2020 with a focus on racial equity. Furture trainings will be aligned with the results of the needs assessments and will include both synchronous and asynchronous modalities.

Racial Equity

The District partnered with the USC Race and Equity Center to provide ongoing professional development. The trainings occur monthly with participants from each college.
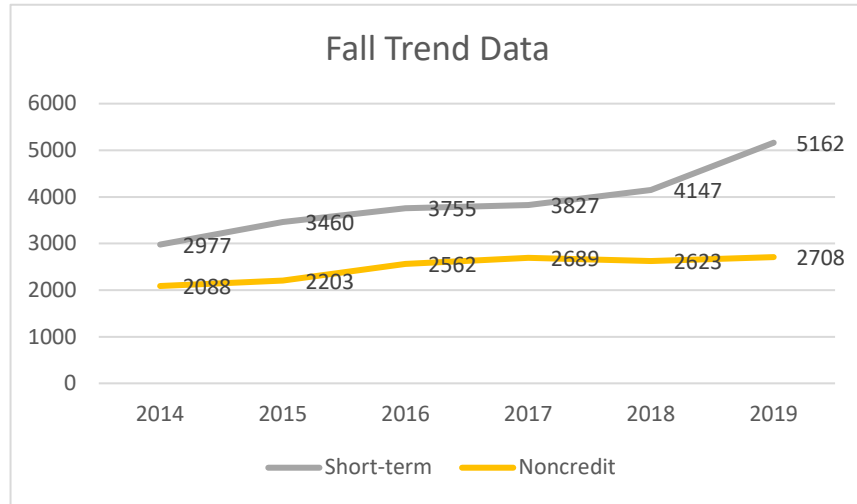
LACCD BOARD STRATEGIC PRIORITY 2: ADDRESSING STUDENT BASIC NEEDS

BOARD		ADMINISTRATION
ISSUE	GOAL AREA DETAILS	ACTION STEPS/INDICATORS
8. Student Support Services	1. Work with LA Metro to establish subsidized, universal student Metro Pass 2. Coordinate with City and County agencies for housing/food referrals and resources 3. Bolster program support for student veterans IESS The District partnered with the Hope Lab to review its student food and housing insecurity. The report found that: 63% of students surveyed are experiencing food Insecurity Most of the students (38%) were in the Very Low Food Security category Compared to a recent study reported prevalence rates of 39% for food insecurity among community college students and 13% in U.S. households 55% of Students are Experiencing Housing Insecurity 19% of students experience homelessness at some point during the year	1. LA Metro: Goal Area is in progress. The pandemic delayed discussion and negotiations on this issue. With the recent changes in LA Metro Chair and Vice Chair (Garcetti and Solis) discussions have resumed and look promising. 2. Basic Needs partnerships with County and City: Goal Met. Secured $700,000 for Peer Navigator Program with the County. Successful passage of CARES Act provided direct student support for student basic needs. State Budget allocation of $120 million in Emergency Aid allocation to community colleges to cover COVID-19 expenses in FY 2020-2021. Passage of State Budget allocation of $9 million for community college student rapid rehousing in FY 2019-2020; $700,000 of which was appropriated to Los Angeles Southwest College. 3. Student Veterans: Goal Met. Supported AB 3137 (Voepel). This bill allows community college student to maintain their CA College Promise grant fee waiver if they are called to military duty. **Basic Needs** The District has been engaged in basic needs efforts for many years. It was determined that more than half of LACCD students are below the federal poverty line. Many more face poverty based on the regional cost of living. **Food Pantries** Eight of nine colleges operate food pantries. The colleges utilize Hunger Free Campus funding to staff and stock the food pantries. **Calfresh** City College is adopting the CalFresh Retailer model. City College is the first community college to receive this authorization and will now be able to offer students the full benefits of EBT on campus. Los Angeles Community College District is in the process of implementing the CalFresh Restaurant Meals Program as part of its comprehensive, ongoing efforts to support students. The colleges are working to certify campus facilities for Electronic Benefits Transfer (EBT) EBT is an electronic system through which states issue benefits. **Donated meals** East Los Angeles College is working with local restaurants to have meals donated for students using non-stigmatizing gift certificates. The goal is to integrate this program into an App.

	Food pantries were providing more than 24 tons of food weekly to more than 3,000 students	**Food gift cards** The District has gained donations from Kroger's that has allowed for the distribution of in gift cards to students. **Emergency funding** The District Foundation has secured funding for emergency aid for LA College Promise students. To date, $75,000 has been distributed with another $75,000 in the process of being administered. The District Foundation also provides emergency funds for LACCD nursing students. The District has integrated basic needs support into the LA College Promise. All Promise students receive an option for free LA DOT transportation and vouchers for food, textbooks, or broader transportation. All promise students receive Chromebooks.
9. Student Housing Partnerships	1. Conduct Student Housing Demand Study and Feasibility Study 2. Craft and Post Student Housing Proposal RFQ, if warranted 3. Identify potential Private-Public Partners 4. Coordinate with City and County Housing Referral Resources	3. Established partnerships with Shower of Hope and LA Room & Board to secure housing for homeless students. Advocating State to include budget line-item in the 2021-22 state budget. 4. Participate in regular calls with LAHSA to coordinate student homeless referrals and services. Advocated for Los Angeles County and City of Los Angeles Rent Relief Program, which provided $200 million in grants for individuals at risk of eviction. Each campus has a homelessness liaison. Each campus allows homeless students access to showers. Each college applied for a state pilot that will provide $500,000-$700,000 per year for the next five years, with LA Southwest receiving the award The colleges are collaborating with County to integrate the single-entry system to expedite service to homeless students. The colleges have partnered with non-governmental organizations. The County has provided funding to support peer navigators on each campus, through non-profit organizations already working in the field. The District is piloting a project with LA Room and Board, a non-profit organization, to provide housing to students. The District has partnered with Shower of Hope, a non-profit organization, to provide housing to students

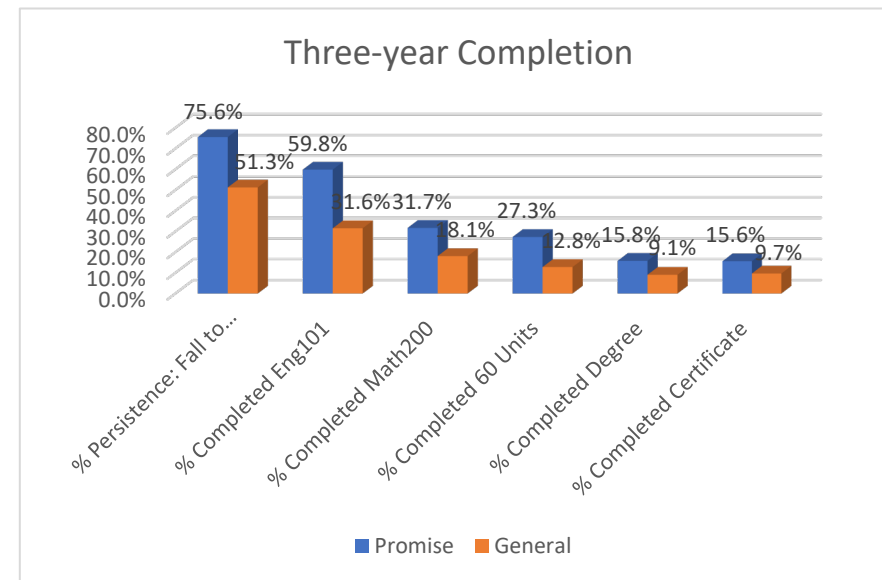| BOARD		ADMINISTRATION
ISSUE	GOAL AREA DETAILS	ACTION STEPS/INDICATORS
10. Student & Community Outreach Focus	1. Craft outreach and communications plans for targeted outreach groups Expand resource allocations to expand visibility, programs and services • Engage campus foundations to support and leverage funds to address transportation, housing and food insecurity, student veterans support services. • Explore efficacy of student navigators to student needs coordinators.	Hosted eight (8) DACA Immigration Task Force Meetings and invited DACA advocates including Members of Congress and the State Legislature, local and national leaders to speak to LACCD DACA students, staff and faculty. And, we hosted one (1) Chancellor's API Advisory Committee meeting. Established the Chancellor's Advisory Committee on Black/African American Student Affairs Through the African American Outreach Initiative, the District contracted with three community organizations to support African American outreach: Brotherhood Crusade contributed to a comprehensive list serve and database to enable LACCD to communicate with South-Central Los Angeles African American families, community-based leaders, students and their parents. Identify key Los Angeles activities to assist with outreach and to increase awareness about the LA College Promise Program *Taste of Soul (10/19/19)*　　　　　*El Barrio Navidad (12/13/19)* *Youth Summit (August 2019)*　　　*Youth Summit (February 2020)* *Black College Expo (February 2020)*　　*1st Annual BHC Virtual College Informational (May* NCNW in partnership with the LA Wellness Station is one of several agencies contracted to recruit students with innovated models of outreach – NCNW's focus originates with the desire to educate our people and the world. The group concentrated on recruitment of Black Males however not excluding women In addition they offered the G- Code Sports Athletic Program offering a Sports Camp for Basketball and Football A Urban League touched 500 individuals and counseled over 180 students during events LAUL heavily advertised the message of FREE Community College in media venues such as LA Sentinel, the WAVE, KJLH radio and Black professional newsletters. The LGBTQIA+ Advisory Committee approved a bill of rights to support students at LACCD

| **11.** Growing Enrollment | Fall Trend Data chart | Adult Learners |

11. Growing Enrollment

Fall Trend Data

Chart "Fall Trend Data" showing Short-term and Noncredit trends:

Short-term: 2014: 2977, 2015: 3460, 2016: 3755, 2017: 3827, 2018: 4147, 2019: 5162

Noncredit: 2014: 2088, 2015: 2203, 2016: 2562, 2017: 2689, 2018: 2623, 2019: 2708
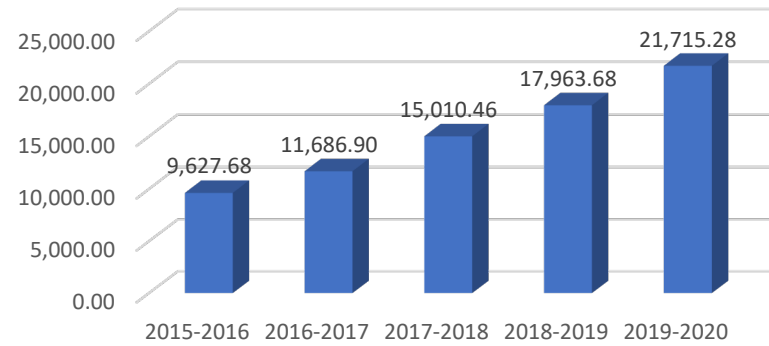
Adult Learners

The District developed an Enrollment Management Plan that included a focus on working adults and the development of programs that were short-term, sequenced and available for expedited completion. These programs will trigger specific marketing and outreach efforts. The focus on short-term has been planned as a recognition of the long-term trend toward increased short-term FTES at a time when full-term FTES has declined.

Fall 2017: 4,016 Students	First Year Tuition (Mayor's Fund) All LAUSD and LAUSD Charter School direct matriculates
Fall 2018: 5,416 First Year 1,527 Second Year	First Year Tuition (AB 19) Support for books, transportation or food (AB 19) All first-time fulltime Second Year Tuition (Mayor's Fund)
Fall 2019: 5,884 First Year 2,730 Second Year	First Year Tuition (AB 19) Support for books, transportation or food (AB 19) All first-time fulltime Second Year Tuition (AB 19) Free DOT Transportation (City) Free Laptops (Philanthropic)

LA College Promise has grown from 4,000 students in 2017 to nearly 6,000 students in 2019 and now represents a third of all entering first-time college students.
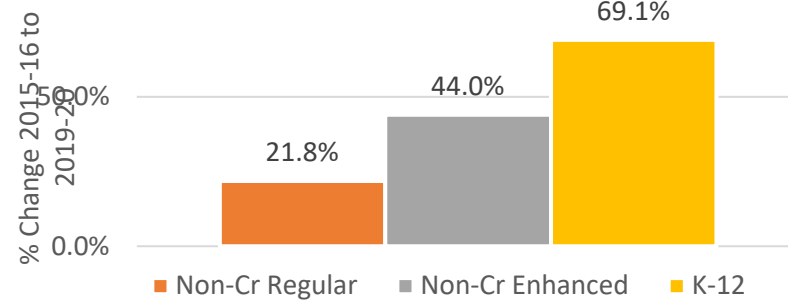
Promise Students have shown increased success when compared to the general student population.

Three-year Completion

Chart "Three-year Completion" comparing Promise and General:

% Persistence: Fall to...: Promise 75.6%, General 51.3%

% Completed Eng101: Promise 59.8%, General 31.7%

% Completed Math200: Promise 31.6%(?), General 18.1%

% Completed 60 Units: Promise 27.3%, General 12.8%

% Completed Degree: Promise 15.8%, General 6.1%

% Completed Certificate: Promise 15.6%, General 9.7%

Online FTES

Year	Online FTES
2015-2016	9,627.68
2016-2017	11,686.90
2017-2018	15,010.46
2018-2019	17,963.68
2019-2020	21,715.28

LACCD Five Year (2015-16 to 2019-20) % Change in FTES

(% Change 2015-16 to 2019-20)

Component	% Change
Non-Cr Regular	21.8%
Non-Cr Enhanced	44.0%
K-12	69.1%

The District has been working to growth online programs through strategic curriculum development and scheduling. The District Enrollment Management Plan has also placed online offerings as part of the Districtwide strategy for enhance access. As a result of these efforts online FTES has doubled over the last five years.

Noncredit and Dual enrollment have been an integral part of the District Enrollment Management Plan, as both components are fully funded in the SCFF.
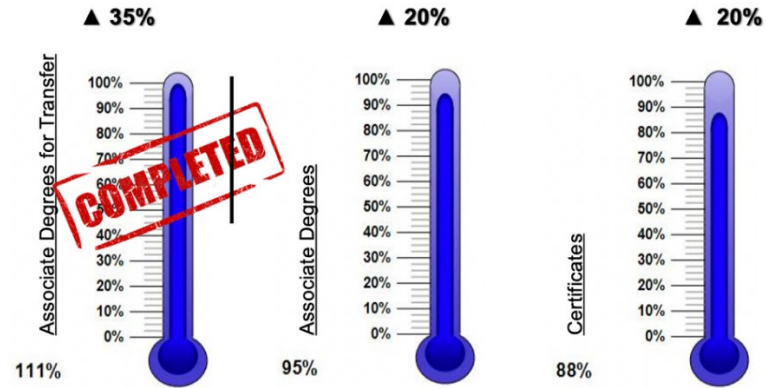
- K-12 enrollment increased 4.7% in 2019-2020. Additional CCCAP agreements were signed with School Districts and Charter School Organization
- Enhanced noncredit increased 5.1% in 2019-2020, a component fully funded in the new SCFF
- LA College Promise increased to 5,884 students in Fall 2019, representing nearly a third of all entering first-time students and a 45% increase from the initial cohort

Over the last five years, these components have been the most successful enrollment components.

The District Strategic Plan was approved in 2018. The plan includes five broad goals, 26 actionable objectives and associated quantitative metrics. Annually, metrics are reviewed and the District Planning Committee works to prioritize items to focus on in the academic year. Based on the 2019-2020 student completions, the District has already achieved some of its five-year goals in only 2 year.

	2015-16	2016-17	2017-18	2018-19	2019-20
Associate Degree for Transfer	1,531	2,540	3,446	4,426	5,163
Associate Degree	7,557	8,927	9,409	10,928	10,771
Certificate	8,400	9,100	9,401	10,352	9,944
Noncredit Award	0	850	1,226	1,647	2,852
Total	17,488	21,417	23,482	27,353	28,730
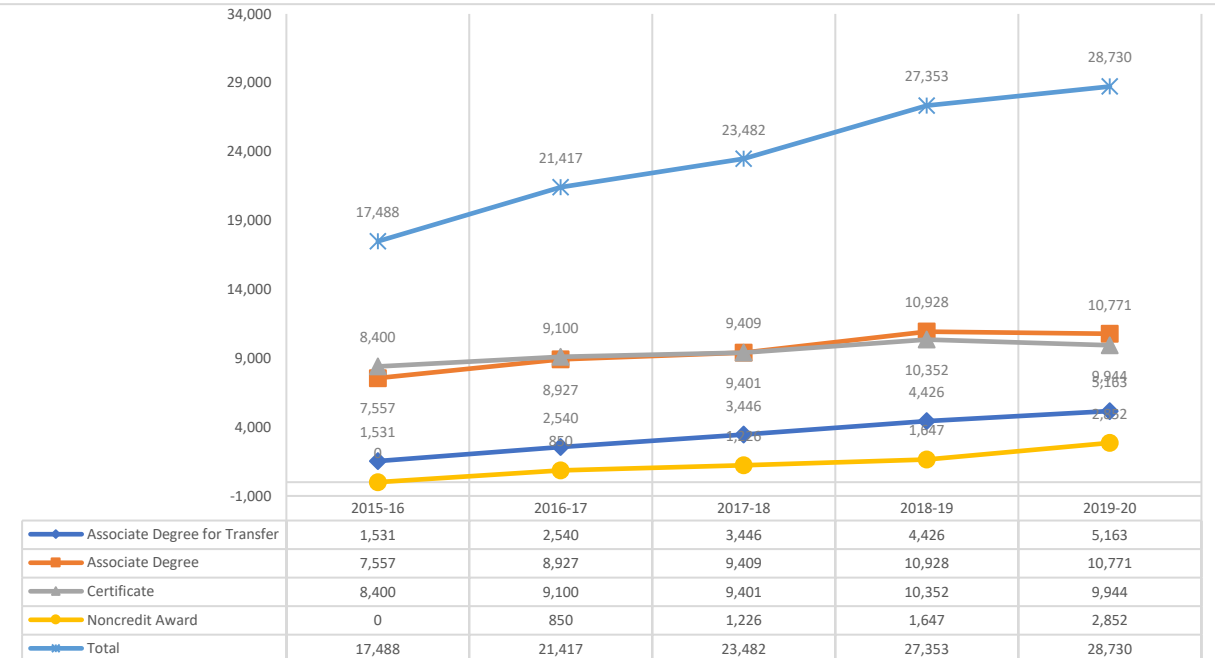
DSP Target Goal Increases

▲ 35%   ▲ 20%   ▲ 20%

Associate Degrees for Transfer — COMPLETED — 111%

Associate Degrees — 95%

Certificates — 88%

The District presented its Enrollment Management Planning and tracking process at the October Board meeting. The planning process is an integrated approach with the colleges to set agreed upon and achievable targets that can be tracked on regular basis.

Component	Target	2020-21 District Growth
Noncredit Enhanced (CDCP)	Identify outliers and bring colleges toward District average (Harbor: 100%; Pierce: 500%) All other colleges grow at 5-year district annual average (9.5%)	8.2%
K-12 (Special Admit)	Identify outliers and bring colleges toward District average (Pierce and Valley grow by the 5-year district average growth rate.) All other colleges grow at 50% of 5-year district average growth rate	11.1%
Noncredit Regular	Southwest: growth target is 0% Other colleges grow at 5-year district annual average rate	4.2%
Credit Growth	All colleges except West grow at 1% West growth is 2%	1.1%

The common strategies are then developed based on these plans.

Enrollment is then tracked daily during each enrollment period and SCFF categories are provided weekly to assess the impact of planned actions. The District meets quarterly with colleges to review enrollment in detail and refine projections. Quarterly enrollment projections will be presented to IESS in January for 2020-2021.

Component	Strategies
Student Responsive Scheduling (1.2; 1.4; 3.1; 5.4)	• Implement short-term class growth • Increase CCAP agreements with schools serving low-income and historically under-represented student groups • Revised models for enrollment targets • Integrated student level analytics • Revised scheduling components
Re-engage Opportunity Adults (1.3; 1.4; 2.3; 3.4)	• Increase adult education • Program and course development • Initiate Noncredit Online options • Adult receptive schedules and services • Short-term scheduling and packaging of CTE programs • Enhanced marketing and advertising year-round schedule

End-to-End Student Experience (1.1; 2.1; 2.2; 2.5; 2.6; 2.7; 3.2; 3.3, 3.5; 3.6; 4.4)	• Guided Pathways
	• LA College Promise
	• Improved customer service
	• Improve student facing technologies
	   • Website redesign
	   • Degree audit expansion
	   • Early alert systems

BOARD	ADMINISTRATION	
ISSUE	**GOAL AREA DETAILS**	**ACTION STEPS/INDICATORS**

12. Administration and Faculty Hiring	Dr. Shawn Harper provided Implicit Bias training for all deans in the district.
	
	EPIE is working with the Faculty Guild and HR to develop the implicit bias training now required in the collective bargaining agreement.
		1. Due to COVID-19, and the need to make adjustments to the District's practices due to a remote work environment, the District has not been able to initiate the President's Academy.
		   a. The District has been able to work in collaboration with Division of Educational Programs & Institutional Effectiveness in order to participate in the Dean's Academy. Human Resources provided training in performance evaluation.
		2. Several initiatives in this arena either been developed, scheduled, or implemented:
		   a. Labor negotiations with the AFT Faculty Guild have resulted in mandatory training in culturally responsive practices and implicit bias training.
		   b. Faculty Guild evaluation will reflect training requirement completion.
		   c. Labor negotiations with the Teamsters resulted in mandatory training in culturally inclusive practices, and have incorporated training in this arena via the Dean's Academy in tandem with Institutional effectiveness.
		3. A new commissioner was appointed through a transparent selection process via shareholder groups, and a second one is currently under appointment by the Staff Guild.

To: Los Angeles Community College District Board of Trustees

From: Chancellor Francisco C. Rodriguez

Date: December 5, 2020

Subject: **Progress made on 2019-2020 Board Goal Two and Board Goal Three**

This memo provides an overview of progress made on 2019-2020 Los Angeles Community College District (LACCD) Board Goals Two (2) Addressing Student Basic Needs, and Board Goal Three (3) Creating Greater Equity & Inclusion.

BOARD GOAL & ISSUE	PURPOSES	SUGGESTED ACTION STEPS
Board Goal 2: Addressing Student Basic Needs **Student Support Services**	Address Basic Needs of Students, including better transportation options, housing referrals and availability of childcare Address Food Insecurity Increase Veterans Student Support	1. Work with LA Metro to establish subsidized, universal student Metro Pass 2. Coordinate with City and County agencies for housing/food referrals 3. Bolster program support for student veterans
Board Goal 2: Addressing Student Basic Needs **Student Housing Partnerships**	Enhance Housing Referrals Use Community Partnerships Explore Public-Private Partnerships	1. Conduct Student Housing Demand Study and Feasibility Study 2. Craft and Post Student Housing Proposal RFQ, if warranted 3. Identify potential Private-Public Partners 4. Coordinate with City and County Housing Referral Resources
Board Goal 3: Creating Greater Equity & Inclusion **Student & Community Outreach Focus**	Expand LGBTQ Outreach African American Outreach Undocumented Student Outreach, and API Student Outreach	1. Craft outreach and communications plans for targeted outreach groups 2. Expand resource allocations to expand visibility, programs and services

At the January 22, 2020 Legislative and Public Affairs Committee the Committee adopted an aggressive and proactive 2020 Legislative Agenda that included over 20 Federal and State legislative and budget priorities and the continuance of 2019 local priorities. Legislative proposals were introduced and advocacy strategies were well underway until March 19, 2020 when Governor Gavin Newsom issued Executive Order N-33-20 declaring a shelter in place order due to the COVID-19 Coronavirus. This upended all of our legislative plans and focus was redirected to legislative policies to address the impact of the pandemic on LACCD, its students, staff and faculty.

Despite the State budgetary constraints, LACCD continued to advocate for increased funding for student aid and support to address homelessness, and other basic needs including but not limited to food insecurity, student emergency assistance, increased job placement, and increased community college access. This calendar year, LACCD initiated over 100 legislative meetings to advocate for the District's policy priorities. *See Attachment A for a complete listing of legislative and advocacy meetings organized by LACCD.*

This Administration is fully committed to ensuring that every LACCD student has secure housing and basic needs assistance, as well as general supports intended to increase access and student success. The District has implemented a number of innovative strategies and forged local partnerships with the County of Los Angeles, Los Angeles Homeless Services Authority (LAHSA), and several non-profit organizations to address this growing problem. In addition, the District sponsored legislation and advocated for housing and basic needs resources for community college students. Our advocacy on these issues have spurred additional dialogue and raised both state and national consciousness of the issues of student homelessness and insecurity that has translated to additional benefits to needy students through additional resources and sponsored legislation.

The summary below provides an overview of efforts and accomplishments at the federal, state and local levels. The memo includes accomplishments in Goal 2, housing and basic needs advocacy, and Board Goal 3, advocacy for increased general student support.

Executive Summary

GOAL 2 - HOUSING AND BASIC NEEDS SUPPORT FOR LACCD'S STUDENT POPULATION:

This year, major advocacy efforts included student housing, rapid rehousing support, student transitional housing placement and housing policy advocacy; as well as efforts focused on food insecurity, emergency cash assistance, technology support, and employment assistance.

FEDERAL HOUSING ADVOCACY

1. Secured $14.250 billion for higher education emergency relief for institutions of higher education to prevent, prepare for, and respond to coronavirus in CARES Act. Resulted in $45 million CARES Act allocation for LACCD students and institutional costs associated with COVID-19 pandemic expenses and direct student support for housing, emergency assistance and technology.

2. FY 21 Labor-HHS-Ed Appropriations bill passed the House as part of a minibus package. The bill includes a $5 million pilot program for student housing and food as a result of LACCD's advocacy efforts.

FEDERAL BASIC NEEDS ADVOCACY

1. Passage of CARES Act that resulted in a $45 million allocation for LACCD students and institutional costs associated with COVID-19 pandemic expenses and direct student support for housing, emergency assistance and technology.

2. Introduction of Food for Thought Act by Congressman Adam Schiff (D-CA). Creates a $5 million pilot program to address food insecurity among community college students.

3. Advocated in support of EATS Act by Congressman Jimmy Gomez (D-CA). Grants are designed to expand SNAP eligibility for community College Students.

4. Advocated in support of BASIC Act by Congresswoman Norma Torres (D-CA). Grants $500 million to higher education institutions for student basic needs.

5. Secured language in FY 20 House Agriculture Appropriations bill to expand outreach and access to SNAP eligibility for community college students. Bill was included in the FY 20 appropriations package and signed by the President on December 20, 2019.

STATE HOUSING ADVOCACY

1. LACCD sponsored legislation in 2020 (SB 1355) related to student housing. This policy would provide community colleges the flexibility to engage with public-private partnerships to construct rental housing at a reduced rate. The intent being that savings would be passed onto students and staff. The bill will be reconsidered for introduction in 2021.

2. State Budget allocation of $9 million for community college student rapid rehousing in FY 2019-2020; $700,000 of which was appropriated to Los Angeles Southwest College.

3. Supported four housing bills addressing student homelessness. AB 2416 (Gabriel) was passed and signed by the Governor.

STATE BASIC NEEDS ADVOCACY

1. State Budget allocation of $120 million in Emergency Aid allocation to community colleges to cover COVID-19 expenses in FY 2020-2021 for student basic needs and institutional support. This was an LACCD Sponsored Budget Request.

2. State Budget allocation of $11 million Emergency Aid Budget Request allocation in FY 2020-2021 for undocumented students. This was an LACCD Sponsored Budget Request.

3. State Budget Trailer language that authorizes community colleges to use Lottery funds for the purchase of electronics and Internet connectivity.

4. State budget contained language exempting COVID-19 expenses from the 50% Law. This enabled the district to expend funds on the needs of students without violating the law.

5. Supported three bills addressing student basic needs. AB 612 (Weber) to allow community colleges to participate in CalFresh: Restaurant Meals Program (RMP) and AB 2884 (Berman) pertaining to lottery funds were approved by the legislature and signed by the Governor and AB 3137 (Voepel) California College Promise waiver for Members of the Armed Forces of the United States were approved by the legislature and signed by the Governor. See Attachment A for a complete listing of bills supported by the District.

LOCAL HOUSING ADVOCACY

1. Establishment of partnerships with local government to provide funding and services to homeless community college students. Resulted in an allocation of $700,000 from County of Los Angeles Board of Supervisors to establish peer navigators for community colleges throughout Los Angeles County.

2. Establishment of partnership with nonprofit organization Shower of Hope and opened Hope Housing for 8-10 homeless students for at no cost to the District. The program is funded through LA County and private philanthropic dollars. Cost to house students is estimated at $240,000 for two years. Students will pay $250 per month.

3. Establishment of partnership with nonprofit organization Los Angeles Room & Board, and opened the Opportunity House for 35 homeless students for at no cost to the District. The program is funded through private philanthropic dollars. Cost to house students is estimated at $630,000 for two years. Students will pay $300 per month.

4. Projected $1.77 million allocation from Housing, Assistance and Prevention block grant if approved, to provide LACCD students with housing placement.

5. Advocated for City of Los Angeles Rent Relief Program, which provided $100 million in grants for individuals at risk of eviction.

6. Advocated for County of Los Angeles COVID-19 Rent Relief Program that provided $100 million in grants for individuals at risk of eviction.

LOCAL BASIC NEEDS ADVOCACY

1. Secured a $25,000 Grant for a 2019 Los Angeles Harbor College Infrastructure Grant Proposal for mobile food trailer equipment and supplies.

2. Secured a $25,000 Grant for a 2020 Los Angeles Harbor College and Saint Francis Center partnership to establish food pop-up pantries.

3. Discussions have been ongoing with LA Metro to provide a universal Student Metro Pass. Most recently the LA Metro announced the possibility of offering a free universal Metro Pass. Negotiations continue and LACCD will remain engaged to press for a free and/or low-cost student LA Metro pass.

4. Establishment of an LACCD and City of Los Angeles Personnel Department partnership to increase hiring of LACCD students within the City civil service and exempt employment opportunities with the City.

GOAL 3: GENERAL STUDENT SUPPORT:

2020 advocacy efforts focused on increasing community college access, expanded workforce investment and increased services for DACA students.

FEDERAL ADVOCACY

1. Advocated for and secured the Scaling Apprenticeship Through Sector-Based Strategies Grant from the Department of Labor for $12 million. The grant was awarded to West Los Angeles College.

2. Advocated in support of FY20 House Transportation, Housing, and Urban Development appropriations bill for two newly authorized aviation workforce grant programs. The bill includes $5,000,000 for the Aviation Maintenance Technician Development Program and $5,000,000 for the Aviation Workforce Development Program.

3. Advocated for Apprenticeship funding in FY20 to secure $175 million for Department of Labor apprenticeship funding. The House FY 21 package, which was adopted in July, includes $185 million.

4. Advocated for FUTURE Act which reauthorizes and provides $255 million in annual mandatory funding for HBCUs, HSIs and MSIs

5. Advocated in support of H.R. 6 the Dream and Promise Act by Congresswoman Lucille Roybal-Allard (D-CA).

6. Organized a DACA Roundtable with key Congressional Hispanic Caucus leaders, State and Local elected officials.

STATE ADVOCACY

1. State Budget allocation of $81 million ongoing funding in FY 2020-2021 for the statewide College Promise Program. Our District strongly advocated for the full funding of this program.

2. State Budget allocation of $10 million in ongoing funding for Immigrant Legal Services

3. State Budget allocation of $5.8 million in ongoing funding to support the Dreamer Resource Liaison Program.

4. Supported eight bills addressing general student support. AB 540 (Limon) Student financial aid: Cal Grant B Service Incentive Grant Program[1]. *See Attachment B for a complete listing of bills supported by the District.*

---

[1] This bill created the concept to provide financial aid support tor AB 540 students. The contents and funding were later placed in the budget trailer bill. This bill was later amended to rename the program the CA Dreamer Service Incentive Grant Program.

LOCAL ADVOCACY

1. Sent LACCD Welcome Packet, including College Promise information, to over 60,000 outgoing high school seniors in the Los Angeles Unified School District.

2. Sent the LACCD Welcome Packet to over 350 charter high schools in Los Angeles County.

3. Successfully advocated for 3 other school Districts (Burbank, Montebello, and Culver City) to post and share the LACCD Welcome Packet, reaching an audience of over 30,000 . Burbank committed to distribute the welcome packet to its high school seniors (over 1300 students).

4. Designed social media posts to highlight the College Promise program, and successfully advocated for 3 area school board members, as well as other elected officials to post and amplify our message.

5. Hosted eight (8) DACA Immigration Task Force Meetings and invited DACA advocates including Members of Congress and the State Legislature, local and national leaders to speak to LACCD DACA students, staff and faculty. And, we hosted one (1) Chancellor's API Advisory Committee meeting.

***

Advocacy, Policy and Program Details

GOAL 2 - HOUSING AND BASIC NEEDS SUPPORT FOR LACCD'S STUDENT POPULATION:

FEDERAL HOUSING ADVOCACY

Goal 2 addresses basic needs of students, including better transportation options, enhanced housing referrals and increased availability of childcare; funding for food insecurity; increased veterans student support, establishment of community partnerships and exploration of public-private partnerships.

This year, major advocacy efforts included student housing, rapid rehousing support, student transitional housing placement and housing policy advocacy; as well as efforts focused on food insecurity, emergency cash assistance, technology support, and employment assistance.

CARES Act
Working in coalition with other key higher education stakeholders, LACCD helped secure $14.250 billion for higher education emergency relief for institutions of higher

education to prevent, prepare for, and respond to coronavirus in CARES Act. Funds may be used to defray expenses for institutions of higher education, such as lost revenue, technology costs associated with a transition to distance education, and grants to students for food, housing, course materials, technology, health care, and child care. We drafted letters and briefed our delegation on the District's priorities for coronavirus relief.

Approximately $12.5 billion would be distributed to all colleges and universities using a formula based on 75% of their Pell full-time equivalency (FTE) of students and 25% of non-Pell FTE. Approximately $1 billion would be set aside for Historically Black Colleges and Universities (HBCUs) & minority serving institutions (MSIs).

FY 21 Labor-HHS-Ed Appropriations Bill
In July, the FY 21 Labor-HHS-Ed spending bill passed the House as part of a minibus package. The bill includes a $5 million basic needs pilot program that was strongly supported/initiated and strongly supported by LACCD. It would allow higher education institutions to use funds to carry out or expand at least two of the following activities to fund basic needs programs that support temporary housing, secure sleeping arrangements, provide free or subsidized food, access to on-campus childcare, and/or other basic needs to eligible students; construct housing on community college campuses; conduct outreach to students to encourage participation in basic needs programs and services; help eligible students apply for and enroll in local, State, and Federal public assistance programs; or coordinate and collaborate with government and/ or community-based organizations. At least 25 percent of grants must go to community colleges. Grant priority will go to institutions with 25 percent or higher Pell enrollment, HBCUs, HSIs, and other MSIs that are located in areas with high median house prices compared to income and high concentrations of Supplemental Nutrition Assistance Program and/or Temporary Assistance for Needy Families benefit recipients.

STATE HOUSING ADVOCACY

LACCD Sponsored Legislation Related to Student Housing: Senate Bill 1355 (Durazo) - LACCD Sponsored - California Community Colleges: Affordable Housing. Introduced February 21, 2020. This bill sponsored by LACCD would authorize the community college district to agree to a rental fee or other charge if the constructed building(s) are developed and operated as affordable housing for students and/or employees of the community college district. This bill would also authorize an agreement for joint occupancy of real property and buildings of the community college district that are intended for affordable housing for students or employees of the district for a term that does not exceed 66 years (from a 5-year limitation). Lastly, SB 1355 would authorize the governing board of a community college district to additionally lease real property for less than fair rental value to an entity if that entity intends to enter into a lease or agreement with the community college district for joint occupancy of the real property and buildings of the community college district to develop and operate affordable housing for students and/or employees of the community college district. Like other bills introduced in 2020, SB 1355 was stalled this year because

only COVID-19 related bills moved forward. We plan to reintroduce this bill next legislative session.

Rapid Rehousing Funds
LACCD strongly advocated for $9 million in Rapid Rehousing one-time funds in State Budget language for California Community Colleges. In addition, we successfully lobbied LAHSA and the State Chancellor's Office to ensure that one of our LACCD colleges receive funding. As a result, LA Southwest College's application was approved for $700,000 in Rapid Rehousing funds.

This State Budget cycle was one of the most difficult fiscal negotiations since the 2008 recession. The unexpected crises necessitated Chancellor Rodriguez' immediate and regular intervention during this year's budget negotiations. He met on several occasions with Senate and Assembly Budget and Appropriations staff, higher education Department of Finance analysts, the Governor's education advisors, and Senate and Assembly Leadership staff. As a result of these conversations, LACCD was able to successfully and forcefully push the District's Budget requests and policy agenda.

LOCAL HOUSING ADVOCACY

Establishment of partnerships with local government to provide funding and services to homeless community college students
LACCD established partnerships with the County of Los Angeles and Los Angeles Homeless Services Authority (LAHSA) to provide funding and services to homeless community college students. These partnerships resulted in an allocation of $700,000 from County of Los Angeles Board of Supervisors to establish peer navigators for community colleges throughout Los Angeles County.

On May 14, 2019, Chancellor Francisco Rodriguez testified before the Los Angeles Board of Supervisors in support of a $700,000 allocation for community college peer navigators that would assist homeless students to secure housing. The Peer Navigator Program and its funding was approved at that meeting. The program provides funding for a peer navigator at each of our nine campuses and includes homeless community based nonprofit organizations that work with our students and staff to provide students with basic need resources, including housing placement.

In preparation for the launch of the program, LACCD staff with support from local advocates outreached to the Los Angeles Homeless Services Authority (LAHSA) to secure problem solving training for LACCD college staff. This training provides staff with the ability to enter a student into the LAHSA case management system and provides access to direct grants to students who are experiencing housing insecurity. Since the Peer Navigator Program launch, we have facilitated discussions with the navigators to understand the structural barriers for students who seek assistance for housing and successfully advocated for removal of these barriers. For example, upon learning of the peer navigators' limitation in assisting youth between 18-24, we successfully advocated for LAHSA to provide expanded access for peer

navigators so that they are now able to also assist students age 25 and older. Our team has educated LAHSA staff on LACCD students' needs and we continue to advocate for a hotel voucher allotment and rapid rehousing funding for students. LAHSA staff members participate in weekly communications with the Peer Navigators and LACCD staff to lend additional support to our students by assisting the peer navigators in resolving any issues. Since the launch of the program hundreds of students have been served through the Peer Navigator Program.

Shower of Hope – Hope Housing
LACCD Established a partnership with nonprofit organization Shower of Hope and opened Hope Housing for 8-10 homeless students for at no cost to the District. The program is funded through LA County and private philanthropic dollars. The cost to house students is estimated at $240,000 for two years. The LACCD Board approved a Memorandum of Understanding between End Homelessness California and LACCD at the March 2020 Board Meeting. It is important to mention that in addition to safe housing, the program also includes wrap-around services, student coordinator support, and entrepreneurial development. Shower of Hope opened its doors in September 2020. COVID-19 delayed the opening.

Given the success of the program at East Los Angeles College, discussions have begun to establish a second location for Shower of Hope to expand their efforts to Woodland Hills. Optimist Youth Homes & Family Services has agreed to tentatively lease one of their locations at a very reasonable price to Shower of Hope for a targeted opening date of Spring 2021. This location will house 10-12 female homeless Pierce College students. Shower of Hope would like to expand to every LACCD campus within the next 2-3 years.

Los Angeles Room & Board
LACCD established partnership with nonprofit organization Los Angeles Room & Board, and opened the Opportunity House for 35 homeless students for at no cost to the District. The program is funded through private philanthropic dollars. The cost to house students is estimated at $630,000 for two years. The Opportunity House has 53 dorm beds available but due to COVID, they are only housing up to 35 students at the moment. Students receive two meals a day and wrap-around support services and free Wi-Fi. We are also exploring the potential funding of this program and similar pilots through a State Budget request in FY 2021.

Discussions have begun with Cal State Los Angeles to potentially house LACCD homeless students at the University's dormitories. If an agreement is reached and funding is secured, we could potentially house an additional 61 homeless students at the Golden Eagle Apartment Complex located one block away from the University. We are in the process of scheduling legislative briefings with Department of Finance staff and Budget and policy staff in the Senate and the Assembly to build support for a State funded pilot for this program.

In addition to these District directed partnerships, each college has partnerships with local community based organizations and provides homeless students with resource and referral services for housing.

Homeless Housing, Assistance and Prevention (HHAP) Block Grant
LACCD has also advocated the Los Angeles Mayor Eric Garcetti's Office and Housing and Community Investment Department for LA Room and Board's Homeless Housing, Assistance and Prevention (HHAP) block grant application. COVID-19 has delayed the release of these funds. However, we remain engaged with the Mayor's Office and Housing Committee Chair Council Member Gilbert Cedillo regarding HHAP applications.
Projected $1.77 million allocation from Housing, Assistance and Prevention block grant if approved, to provide LACCD students with housing placement.

City of Los Angeles Rent Relief Program
Advocated for City of Los Angeles Rent Relief Program, which provided $100 million in grants to individuals at risk of eviction. Once approved, outreach and information about the program was sent via social and traditional media platforms to LACCD students, staff and faculty.

County of Los Angeles Rent Relief Program
Advocated for County of Los Angeles COVID-19 Rent Relief Program that provided $100 million in grants to individuals at risk of eviction. Once approved, outreach and information about the program was sent via social and traditional media platforms to LACCD students, staff and faculty.

FEDERAL BASIC NEEDS ADVOCACY

CARES Act Federal Stimulus Funding - March 21, 2020
Advocated for passage of CARES Act that resulted in a $45 million allocation for LACCD. The CARES Act provided community colleges stimulus funding for student basic needs, including housing, financial aid, institutional support, childcare, remote learning resources, information technology and cyber-security, as well as workforce development assistance. The CARES Act is described in detail above in the Housing Support for LACCD's Homeless Student Population.

Introduction of Federal Legislation: Food for Thought, EATS Act and BASIC Act
Following a meeting with LACCD in February 2019, Congressman Schiff (D-CA) introduced his "Food for Thought" legislation, which would create a competitive grant program to enable community colleges to provide free meals and snacks to eligible college students. The bill reflects the needs articulated by LACCD leadership in that meeting.

Rep. Schiff hosted a media roundtable at LA City College on September 5, 2019, to discuss this important legislation and to highlight LACCD's innovative efforts to address food insecurity for students.

This year, we convened a roundtable in the Capitol with three members of Congress, Reps. Adam Schiff, Rep. Norma Torres (D-CA), and Rep. Jimmy Gomez (D-CA) to discuss food insecurity at community colleges. Rep Schiff highlighted Food for Thought; Rep. Gomez highlighted the EATS Act, which would amend the Food and Nutrition Act to include "attending an institution of higher education" as a form of qualification, expanding SNAP eligibility to millions of college students experiencing hunger on a daily basis; and Rep. Torres discussed (BASIC) Act, which would provide $500 million for grants to ensure institutions of higher learning have the resources they need to support their students' day-to-day needs, and directs the federal government to streamline data sharing across agencies to help students who qualify for aid access it. The roundtable also featured LACCD Board President Hoffman highlighting LACCD's efforts to address this issue.

SNAP Expansion through FY 20 House Agriculture Appropriations bill
Another significant win included, working closely with Rep. Roybal-Allard to secure language in the FY 20 House Agriculture appropriations bill. The bill amendments require the Department of Agriculture to work with the Department of Education to expand outreach efforts on college campuses regarding SNAP eligibility and to ensure that qualified students are able to access this program. This language will be an important vehicle to help continue to press federal agencies to expand their efforts on this issue. The language was included in the final FY 20 appropriations package, which was signed into law by President Trump on December 20, 2019.

STATE BASIC NEEDS ADVOCACY

Community College COVID-19 Emergency Aid
LACCD sponsored a State Budget Request for $120 million in Emergency Aid to community colleges to cover COVID-19 expenses in FY 2020-2021. This Budget Request will provide funding for community college students for mental health services, emergency aid for food and housing, technology and equipment and develop online courses, and provide other student supports.

Emergency Aid for Undocumented Students
LACCD strongly advocated for $11 million Emergency Aid Budget Request allocation in FY 2020-2021 for undocumented students that have, thus far, been left out of access to federal CARES Act funding.

Use of Lottery Funds for Technology
LACCD strongly and successfully advocated for budget trailer bill language that authorizes community colleges to use Lottery funds for the purchase of electronics. This means that the district can use those funds for the purchase of items like laptops and hotspots or other Internet connection devices.

LOCAL BASIC NEEDS ADVOCACY

Food Insecurity Grant

Secured a $25,000 Grant for a 2019 Los Angeles Harbor College Infrastructure Grant Proposal for mobile food trailer equipment and supplies, including a mobile food trailer, food vacuum sealer, shelves, and commercial refrigerator.

<u>Food Insecurity Grant</u>
Secured a $25,000 Grant for a 2020 Los Angeles Harbor College and Saint Francis Center partnership to establish food pop-up pantries intended to address student food insecurity.

<u>LACCD Connect</u>
Establishment of an LACCD and City of Los Angeles Personnel Department partnership to increase hiring of LACCD students within the City civil service and exempt employment opportunities with the City. LACCD Connect will better prepare students to qualify for and to maneuver the City's hiring process by ensuring that they possess the skills for the jobs desired and they become knowledgeable and informed about the hiring process. This program will be a win-win for local students wishing to secure jobs that fulfill their career goals and for the City to facilitate the identification and hiring of new, diverse employees who are well prepared and trained to serve the public's needs.

GOAL 3: GENERAL STUDENT SUPPORT:

Goal 3 proposes to expand LGBTQ Outreach, African American outreach, and undocumented student outreach, and API student outreach as well as to increase general student services and supports.

2020 advocacy efforts focused on increasing community college access, expanded workforce investment and increased services for DACA students.

FEDERAL ADVOCACY

<u>Scaling Apprenticeship Through Sector-Based Strategies Grant</u>
Advocated for and secured the Scaling Apprenticeship Through Sector-Based Strategies Grant from the Department of Labor for $12 million. During the District's annual 2019 DC visit, the Chancellor and Trustees Buelna and Fong visited with then-Secretary of Labor Alex Acosta. During the hour-long meeting, the District highlighted its workforce programs, including its work on aviation workforce, global supply chain logistics, and its STEM programs. Secretary Acosta flagged several upcoming funding opportunities, including the Scaling Apprenticeship Through Sector-Based Strategies grants to private-public apprenticeship partnerships in information technology, advanced manufacturing, and healthcare. Secretary Acosta strongly urged the District to apply for this funding opportunity. And in June 2019, the Department of Labor awarded a $12 million grant for West LA College—the single largest grant in the college's history—to work with five other colleges, the South Bay Workforce Investment Board, plus numerous private-sector employers and professional

organizations to provide a variety of different student-focused "career on-ramps" for jobs, education, internships and apprenticeship opportunities.

<u>Aviation Maintenance Technician Development Program and Aviation Workforce Development Program</u>
Advocated in support of FY 20 House Transportation, Housing, and Urban Development appropriations bill for two newly authorized aviation workforce grant programs. The bill includes $5,000,000 for the Aviation Maintenance Technician Development Program and $5,000,000 for the Aviation Workforce Development Program. Workforce and apprenticeship programs are a bipartisan issue in this Congress and LACCD and our federal advocates have worked closely with both sides of the aisle to advocate in support for the District's Career and Technical Education programs. We worked closely with the California delegation—and a broad coalition of supporters—to include funding in the FY 20 House Transportation, Housing, and Urban Development appropriations bill for the creation of two newly authorized aviation workforce grant programs that could benefit the District.

<u>Apprenticeship Funding</u>
LACCD has continued to strongly advocate for Apprenticeship funding in partnership with our Los Angeles Congressional Delegation. In FY 20, we helped to secure $175 million for Department of Labor apprenticeship funding. The House FY 21 package, which was adopted in July, includes $185 million.

<u>FUTURE Act</u>
On December 10, 2019 the Senate and House voted for final passage the "Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act," which extends mandatory funding for grants available to Historical Black Colleges and Universities (HBCUs), Minority Serving Institutions (MSIs), and Tribal Colleges under Part F of Title III of the Higher Education Act. This program has played a vital role in increasing STEM production and expanding institutional capacity at HSIs & MSIs. The bill would also simplify the FAFSA application process by requiring greater information sharing between the IRS and the Department of Education. The bill was signed into law by President Trump on December 19, 2019.
Key provisions of the FUTURE Act include:
- Permanently reauthorizes and provides $255 million in annual mandatory funding for HBCUs ($85 million per year), HSIs ($100 million per year), and MSIs
- Simplifies FAFSA by enacting the following:
    - Allows providing tax information only once. Students do not have to give their tax information to the federal government twice
    - Eliminates up to 22 Questions by Students giving permission to the Department of Education to request tax return data already given to the Internal Revenue Service, which reduces the 108 questions on the FAFSA by up to 22 questions
    - Eliminates verification challenges for most students, eliminates so-called "verification" to ensure the information they gave to the Department of Education is exactly the same as they gave to the IRS

- Enables 7 million applicants who are currently unable to access their IRS data for their FAFSA to verify that they do not file taxes without requesting separate documentation from the IRS
- Streamlines student loan repayment by eliminating burdensome annual paperwork for 7.7 million federal

STATE ADVOCACY

California College Promise Program
LACCD strongly advocated for $81 million of ongoing and full funding in FY 2020-2021 for the statewide College Promise Program that has been so critical to the success of many of our students by providing tuition-free education to all first-time, full-time students. Our District advocated for this program at a time when the Legislative Analyst Office and other community colleges across the State were recommending more College Promise funding flexibility, which would jeopardize the impact of the Program.

Immigrant Legal Services
Advocated in support of $10 million in ongoing funding was made available through the Department of Social Services to provide legal services to immigrant students. Originally, the intent was to provide services in person, but with COVID-19, it has changed to remote offerings. The program matches up legal service providers with colleges and offers legal consultations to screen for immigration relief, DACA renewals, family-based petitions, and naturalization/citizenship petitions.

Dreamer Resource Liaison Program
Advocated in support of the $5.8 million in ongoing budget funding to support the Dreamer Resource Liaison Program. This funding is intended to implement AB 1654 (Rubio, Blanca) from 2019 which requires all community colleges to designate a Dream Resource Liaison at each campus.

LOCAL ADVOCACY

Increase Awareness of LACCD and Los Angeles College Promise
During the pandemic we have seen a decline in student enrollment. This is a trend not only at LACCD, but also across the county. As a result, we have stepped up our enrollment advocacy to remind students and individuals that are unemployed that the community colleges can play a key role in training workers for middle-skills jobs, requiring a certificate or an associate's degree as they prepare for a new job or career. We have worked to ensure broad awareness of LACCD generally, and the LA College Promise program more specifically, amongst 11 school districts in our service area. We have distributed materials very broadly to all superintendents and assistant superintendents within our service area, as well as to over 50 School Board members. These partners have shared our content, increasing our social media and online presence. We have also enlisted our local elected officials to amplify our message, and continue to work with them to highlight specific programs within our vast array of offerings. Moving forward our goal is to maintain frequent and regular contact with

our partners to magnify our message and inform the community of the benefits of a community college education.

DACA Immigration Task Force and API Advisory Committee Meetings
The DACA Task Force hosted eight (8) Meetings this calendar year. We have continued to strongly advocate for a pathway to citizenship for DACA recipients and have opposed the Administration's efforts to end this critical program. We have prepared several Board Resolutions supporting H.R. 6, The Dream and Promise Act by Congresswoman Lucille Roybal-Allard (D-CA), as well as sent letters to the President supporting our DACA students. In June, we hosted a roundtable with key congressional leaders on DACA. Participants included: Rep. Ruben Gallego, Vice Chair, Congressional Hispanic Caucus (CHC), Rep. Nanette Barragan, Vice Chair, CHC; and Rep. Linda Sanchez, Chair, CHC Immigration and Border Issue Taskforce. Over 200 people participated via Zoom. We have also hosted Congresswoman Judy Chu, Congresswoman Lucille Roybal-Allard, Congressman Jimmy Gomez, and California Attorney General Javier Becerra at our Task Force meetings.

The Chancellor's API Advisory Committee hosted one meeting on March 11, 2020 and sponsored at least two Board Resolutions in honor of Larry Itliong and in celebration of Filipino culture.

CONCLUSION

The COVID-19 pandemic impacted every aspect of our lives and it put our advocacy creativity and resolve to the test. Advocacy in this environment was initially quite challenging – as we attempted to remain informed and engaged with the fast paced decision-making in the legislature and on Capitol Hill. Nevertheless, I am very pleased and proud of the work that we accomplished. Our long-standing relationships with policymakers and their staff paid off.

The pandemic has exposed and amplified the glaring inequities in education, health care, employment and housing. This served as an opportunity to advocate for those basic services and needs of our student population, and enabled us to present ourselves as a solutions-oriented institution.

Despite the drastic State Budget cuts, LACCD and the community colleges in general faired relatively well, as noted in our legislative and budgetary wins. Students remained at the center of our advocacy focus and we secured significant funding through the successful passage of the CARES Act at the federal level and several budgetary wins at the State level. At the local level, we forged new partnerships that will house, feed and employ our neediest students. We have maintained steady and frequent outreach and engagement with policymakers and we will continue this communication as we move into the 2021 legislative cycle.

Date	Meeting Type	Member or Office	Topic	Meeting Lead
Weekly	Meeting	Local, State, and Federal Advocates	Legislative Strategy Meetings (Meeting is held every Tuesday)	Chancellor Rodriguez, Trustee Vela, President Hoffman, Maria Veloz
Weekly	Meeting	State Budget Call	Budget Strategy Meetings (Meeting is held every Thursday)	Chancellor Rodriguez Maria Luisa Veloz
Bi-Monthly	Meeting	Local Advocates	Local Advocacy Strategy	Maria Luisa Veloz
1/15/2020	Press Event	Assemblymember Miguel Santiago	Introduction of AB 1864 - CSU four-year degree, tuition free bill at ELAC	Chancellor Rodriguez
1/15/2020	Roundtable	Former Senator Kevin de Leon	Energy Summit Roundtable at IBEW/NECA Electrical Training in Commerce, CA	Chancellor Rodriguez
1/26/2020	CCLC Legislative Conference	CCLC Annual Legislative Sacramento Day Conference	Legislative Conference in Sacramento, CA	LACCD Board, Students, Executive Staff
1/27/2020	Meeting	Office of Senator Scott Weiner, Danté Golden, Senate Fellow	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Maria Luisa Veloz Trustee Vela
1/27/2020	Meeting	Office of Assemblymember Kamlager-Dove Balkis Awan, Legislative Aide	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Maria Luisa Veloz Trustee Vela
1/27/2020	Meeting	Office of Senator Hertzberg Christine Aurre, Legislative Director	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Maria Luisa Veloz Trustee Vela
1/27/2020	Meeting	Office of Assemblymember Limón Israel Landa, Legislative Director	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Maria Luisa Veloz Trustee Vela
1/27/2020	Meeting	Office of Assemblymember Christina Garcia, Annabell Snider, Legislative Aide	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Maria Luisa Veloz Trustee Vela
1/27/2020	Meeting	Senator Lena Gonzalez	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Maria Luisa Veloz Trustee Vela
1/27/2020	Meeting	Assemblymember Luz Rivas	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Maria Luisa Veloz Trustee Vela
1/27/2020	Meeting	Assemblymember Ian Calderon	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Maria Luisa Veloz Trustee Vela
1/27/2020	Meeting	Assemblymember Patrick O'Donnell	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Maria Luisa Veloz Trustee Vela
1/27/2020	Meeting	Senator Susan Rubio	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Maria Luisa Veloz Trustee Vela
1/27/2020	Meeting	Office of Senator Richard Roth, Alex Norring, Legislative Director	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Office of Senator Allen, Jennifer Chase, Senior Policy Consultant	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Assemblymember Mike Gipson	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Department of Finance, Jeff Bell and Chris Ferguson	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Assemblymember Jay Obernolte	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Assemblymember Adrin Nazarian	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Senator Maria Elena Durazo	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman

1/27/2020	Meeting	Senator Anthony Portantino	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Office of Governor Newsom, Joey Freeman and Lande Ajose	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Assemblymember Wendy Carrillo	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Assemblymember Miguel Santiago	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Assemblymember Jose Medina and Jeanice Warden	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Senator Holly Mitchell	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Assemblymember Jacqui Irwin	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Senator Connie Leyva	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
1/27/2020	Meeting	Office of Assemblymember Gallagher, Dani Diele, Legislative Aid	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Vice Chancellor Cornner Trustee Veres
1/27/2020	Meeting	Office of Assemblymember Arambula, Ben Nash, Legislative Aid	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Vice Chancellor Cornner Trustee Veres
1/27/2020	Meeting	Office of Assemblymember Jesse Gabriel, Gabriela Castillo, Legislative Aide	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Vice Chancellor Cornner Trustee Veres
1/27/2020	Meeting	Senator Henry Stern	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Vice Chancellor Cornner Trustee Veres
1/27/2020	Meeting	Assemblymember Christy Smith	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Vice Chancellor Cornner Trustee Veres
1/27/2020	Meeting	Senator Brian Dahle	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Vice Chancellor Cornner Trustee Veres
1/27/2020	Meeting	Assemblymember Byron Jones-Sawyer	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Vice Chancellor Cornner Trustee Veres
1/27/2020	Meeting	Senate Staff: Anita Lee, Olgalilia Ramirez, and Megan Baier	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Vice Chancellor Cornner Trustee Veres
1/27/2020	Meeting	Assemblymember Shirley Weber	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Vice Chancellor Cornner Trustee Veres
1/27/2020	Meeting	Assemblymember Autumn Burke	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Vice Chancellor Cornner Trustee Veres
1/27/2020	Meeting	Assemblymember Kevin McCarty and Mark Martin	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Vice Chancellor Cornner Trustee Veres
1/27/2020	Meeting	Office of Senator Bob Archuleta, Erika Ngo, Legislative Aide	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	President Rodriguez Trustee Fong
1/27/2020	Meeting	Office of Assemblymember Mark Levine, Carlos Gutierrez, Legislative Aid	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	President Rodriguez Trustee Fong
1/27/2020	Meeting	Office of Assemblymember David Chiu, Nicole Restmeyer, Legislative Aide	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	President Rodriguez Trustee Fong
1/27/2020	Meeting	Office of Senator Lorena Gonzalez, Ismael Contreras, Legislative Assistant	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	President Rodriguez Trustee Fong
1/27/2020	Meeting	Office of Assemblymember Anthony Rendon and Monica Henestroza	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	President Rodriguez Trustee Fong

1/27/2020	Meeting	Senator Steven Bradford	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	President Rodriguez Trustee Fong
1/27/2020	Meeting	Assemblymember Al Muratsuchi	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	President Rodriguez Trustee Fong
1/27/2020	Meeting	Assemblymember Ed Chau	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	President Rodriguez Trustee Fong
1/27/2020	Meeting	Marlene Garcia, Student Aid Commission	LACCD 2020 Legislative Priorities, CCLC Legislative Conference/Meeting	Chancellor Rodriguez President Hoffman
2/9/2020	Meeting	ACCT National Legislative Summit	Annual Legislative Summit, Washington, D.C.	LACCD Delegation: Chancellor, Hoffman,Veres, Vela, Fong
2/9/2020	Meeting	Rep. Lucille Roybal-Allard	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/9/2020	Meeting	Chairwoman Rep. Rosa DeLauro, House Labor-HHS-Ed Appropriations	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/9/2020	Meeting	Chairman Adam Schiff, House Permanent Select Committee on Intelligence	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/9/2020	Meeting	Rep. David Cicilline	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/9/2020	Meeting	US Department of Labor, Michelle Mills-Ajayi, Office of Apprenticeships	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/10/2020	Meeting	Senate Appropriations, Labor-HHS-Education Subcommittee, Mike Gentile, Professional Staff Member	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/10/2020	Meeting	ACCT CCAMPIS Panel - President Hoffman Moderator	Community College Family Resource Centers	President Hoffman
2/10/2020	Meeting	Robert King, Assistant Secretary for the Office of Postsecondary Education (OPE) Dr. Casey Sacks, Deputy Asst. Secy for the Office of Career, Technical and Adult Education (OCTAE)	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/10/2020	Briefing	Briefing on Food Insecurity on Community College Campuses	ACCT Legislative Briefing for Congressionl Members and Hill staffers	President Hoffman
2/11/2020	Meeting	Chairman Mark Takano, House Veterans Affairs Committee	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/11/2020	Meeting	Rep. Judy Chu	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/11/2020	Meeting	Chairman Bobby Scott, House Education & Labor Committee	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/11/2020	Meeting	Senator Dianne Feinstein	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/11/2020	LACCD/CCCCO Reception	LACCD/CA Chancellor's Office Reception Honoring Reps. Davis, Takano, Schiff & the CA Delegation	LACCD 2020 Legislative Priorities	President Hoffman
2/11/2020	Meeting	Director of Intergovernmental AffairsDepartment of Agriculture - Food & Nutrition Service, Meeting with Joe Tvrdy	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/12/2020	Meeting	Rep. Tony Cardenas	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/12/2020	Meeting	Rep. Nanette Barragan	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/12/2020	Meeting	Chairwoman Maxine Waters, House Financial Services Committee	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation
2/12/2020	Meeting	Office of Rep. Rosa DeLauro, Meeting with Letty Mederos, Chief of Staff	LACCD 2020 Legislative Priorities, ACCT Legislative Summit	LACCD Delegation

2/26/2020	Event	Governor Gavin Newsom Los Angeles Staff	LA Office Open House	Chancellor Rodriguez Maria Luisa Veloz
2/26/2020	Meeting	Office of Assemblymember Santiago and Assembly Higher Education Committee	Re AB 2931 Involuntary Leave Bill	Maria Luisa Veloz
3/2/2020	Meeting	Senator Elizabeth Warren and Jennifer Siebel Newsom	Visit to ELAC	Maria Luisa Veloz
3/6/2020	Meeting	Meeting with Olgalilia Ramirez, Senate Education Consultant	Meeting Re: SB 1155 (Hertzberg)	Maria Luisa Veloz
4/9/2020	Meeting	Senate and Assembly Budget and Leadership Staff: Megan Baier, Anita Lee, Mark Martin, Ogalilia Ramirez	LACCD's Response to COVID Pandemic and anticipated Budget Gaps	Chancellor Rodriguez Maria Luisa Veloz
4/16/2020	Meeting	LA County Board of Supervisors Housing Deputies	LACCD's Response to the COVID-19 Pandemic and potential areas for collaboration	Chancellor Rodriguez Maria Luisa Veloz
4/22/2020	Meeting	Monica Henestroza, Higher Ed Consultant for Speaker Anthony Rendon	LACCD's Response to COVID Pandemic and anticipated Budget Gaps	Chancellor Rodriguez Maria Luisa Veloz
5/1/2020	Weekly Meeting	City of LA COVID-19 Education Workgroup	City of LA Economic Resiliency Report, LA COVID Response for Higher Education	Chancellor Rodriguez
5/5/2020	Weekly Meeting	California Community College Chancellor's Office and Key Legislative Staff, and CC Colleges	CCCO COVID 19 Reopening Guidelines	Chancellor Rodriguez
5/13/2020	Meeting	Rep. Adam Schiff	Congressional Town Hall	Chancellor Rodriguez Maria Luisa Veloz
5/21/2020	Meeting	Assembly Leadership and Budget Staff: Monica Henestroza and Mark Martin	May Revise State Budget Requests	Chancellor Rodriguez Maria Luisa Veloz
5/26/2020	Conference	Chris Fergeson, Department of Finance and LA/OC Governance Council	Facilitated a discussion on Strong Workforce	Chancellor Rodriguez
5/27/2020	Meeting	Office of the Governor Staff, Lande Ajose and Joey F	May Revise State Budget Requests	Chancellor Rodriguez
5/28/2020	Town Hall	Attorney General Xavier Becerra	Town Hall for LACCD Undocumented Students	Chancellor Rodriguez Trustee Buelna, Maria Luisa Veloz
5/28/2020	Weekly Meeting	Economic Resiliency Task Force	Los Angeles County Department of Public Health	Chancellor Rodriguez
6/10/2020	Press Event	Supervisor Solis Press Conference	LACCD Enrollment, DACA	Chancellor Rodriguez
6/11/2020	Meeting	City of Los Angeles Transportation Staff	DASH Mission College ReRouting of Bus lines	Maria Luisa Veloz
6/12/2020	Forum	Mayor Eric Garcetti and African American Leaders	A Conversation on Justice and Economics	Chancellor Rodriguez
6/25/2020	Meeting	Rep. Ruben Gallego, Rep. Linda Sanchez, Rep. Nanette Diaz Barragan, Senator Maria Elena Durazo, Assemblymember Wendy Carrillo, Assemblymember Miguel Santiago, Los Angeles Mayor Eric Garcetti	DACA Roundtable	Chancellor Rodriguez Trustee Buelna, President Hoffman
7/1/2020	Meeting	Education Secretary Betsy DeVos	Community College Discussion: Preparing our Workforce During and After COVID-19	Chancellor Rodriguez
7/7/2020	Meeting	Senate Consultant for Labor Committee, Glenn Miles	Re: AB 2234 Personnel Commission Bill	Maria Luisa Veloz
7/16/2020	Meeting	Rep. Jimmy Gomez	DACA Task Force Meeting	Maria Luisa Veloz Trustee Buelna President Hoffman
7/21/2020	Meeting	Office of the Governor, Katie Wheeler Mathews	COVID Local Government support	Maria Luisa Veloz
8/6/2020	Meeting	Office of Senator Holly Mitchell, Luan Huynh, Senior Budget Consultant	LACCD's Response to COVID Pandemic and anticipated Budget Gaps	Chancellor Rodriguez Maria Luisa Veloz

8/11/2020	Meeting	City Councilman Gilbert Cedillo	Check-in Meeting	Chancellor Rodriguez Maria Luisa Veloz
8/13/2020	Meeting	Office of Assemblymember Santiago Staff	Preparation for Press Event	Maria Luisa Veloz
8/24/2020	Meeting	Office of Mayor Eric Garcetti, Lisa Salzar	LACCD Connect	Maria Luisa Veloz
9/3/2020	Press Event	Mayor Eric Garcetti	In person Press Conference Re: LA College Promise Works Program at LATTC	Chancellor Rodriguez President Hoffman
9/9/2020	Press Event	Assemblymember Miguel Santiago	Promoting the LA College Promise Program	Chancellor Rodriguez Maria Luisa Veloz
9/15/2020	Press Event	Assemblymember Santiago, Korean KYCC Press Conference	LACCD Enrollment	Chancellor Rodriguez Maria Luisa Veloz
9/15/2020	Meeting	Rep. Judy Chu	DACA Task Force Meeting	Chancellor Rodriguez Maria Luisa Veloz
9/15/2020	Meeting	Office of Assemblymember Gabriel, Catherine Coddington, District Director	Re: AB 2416 (Gabriel) Student Housing	Maria Luisa Veloz
9/18/2020	Meeting	Office of Assemblymember Wendy Carrillo, Jessica Zaragoza	Preparation for DACA Summit	Maria Luisa Veloz
10/15/2020	Meeting	Rep. Lucille Roybal-Allard	DACA Task Force Meeting	Chancellor Rodriguez Trustee Buelna
10/22/2020	Meeting	Assembly Budget and Leadership Staff Monica Henestroza and Mark Martin	Student Housing: LA Room and Board Tour	Chancellor Rodriguez Maria Luisa Veloz
10/23/2020	Summit	Chancellor Eloy Oakley, Assemblymember Wendy Carrillo, President Angelica Garcia, President Pam Luster	DACA Summit Plenary Panel	Chancellor Rodriguez Trustee Buelna
10/28/2020	Pod Cast	LAUSD Board Member Monica Garcia	LACCD and benefits of Community College	Chancellor Rodriguez

2020 LACCD LEGISLATIVE PRIORITIES

LACCD advocated in support on the following bills related to 1) Housing Support for LACCD's Homeless Student Population 2) Student Basic Needs Support and 3) General Student Support, as well as other bills impacting the District.

GOAL 2: HOUSING AND BASIC NEEDS SUPPORT FOR LACCD's STUDENT POPULATION

AB 302 (Berman) – Support if Amended – Parking: Homeless Students Housing
This bill requires a community college campus that has parking facilities on campus to grant overnight access to those facilities, on or before July 1, 2020, to any homeless student who is enrolled in coursework, has paid enrollment fees that have not been waived, and is in good standing with the community college, for the purpose of sleeping in the student's vehicle overnight. LACCD took a leadership role to amend the provisions of the bill to ensure student safety and less onerous in implementation of the bill to college students, staff and faculty. Chancellor Rodriguez also testified before the Los Angeles City Council on June 11, 2019 and successfully advocated for the Council to support and endorse LACCD's position on the bill. *Status: Senate inactive file*

AB Bill 2405 (Burke) – Support – Related to Housing: Children and Families Housing
This bill would declare that it is the policy of the state that every child and family have the right to safe, decent, and affordable housing, and would require the policy to consider homelessness prevention, emergency accommodations, and permanent housing, as specified. The bill would, among other things, require all relevant state agencies and departments, and local jurisdictions to consider that state policy when revising, adopting, or establishing policies, regulations, and grant criteria when those policies, regulations, and criteria are pertinent to advancing the guidelines listed as core components of Housing First. The bill would make these provisions operative on January 1, 2026 and make implementation of these provisions subject to an appropriation of funds in the annual Budget Act for these purposes.
Status: Vetoed by Governor

AB 2405 (Burke) – Support – Affordable Housing: Support Housing
The bill declares that it is state policy that every individual has the right to safe, decent, and affordable housing, and requires the policy to consider homelessness prevention, emergency accommodations, and permanent housing. In addition, the bill requires all relevant state agencies and departments, including, but not limited to, the Department of Housing and Community Development, the State Department of Social Services, and the Office of Emergency Services to consider that state policy when revising, adopting, or establishing policies, regulations, and grant criteria when those policies, regulations, and criteria are pertinent to advancing the

guidelines listed as core components of Housing First. The bill makes these provisions operative on January 1, 2026 and makes implementation of these provisions subject to an appropriation of funds in the annual Budget Act for these purposes.
Status: Vetoed by Governor

AB 2416 (Gabriel) – Support – Housing
AB 2416 student financial aid programs require that for a student to qualify for aid that they must student make satisfactory academic progress as determined by the institution attended by the student. This bill would require that determination of "satisfactory academic progress" by the institutions participating in student aid programs consider homelessness, as specified, within the meaning of the federal McKinney-Vento Homeless Assistance Act as an extenuating circumstance for students who are otherwise unable to meet the requirements deemed to constitute "satisfactory academic progress" at the institutions and that extenuating circumstance may be considered by the institutions to alter or excuse compliance with those progress requirements.
Status: Chapter 285, Statutes of 2020.

AB 612 (Weber) – Support – CalFresh: Restaurant Meals Program Food
This bill allows the California Department of Social Services (CDSS) to enter into a memorandum of understanding (MOU) with the Chancellor of the California Community Colleges (CCCC) in order to enable qualifying food facilities located on the campus to participate in the Restaurant Meals Program (RMP). *Status: Chapter 804, Statutes of 2019*

AB 2388 (Berman) – Support - Public postsecondary education: basic needs of students
This bill requires each campus of the CA Community Colleges by February 1, 2021, to develop various methods to increase students' awareness of on- and off- campus basic needs resources. Encourages each CCC campus by July 1, 2021 to establish a Basic Needs Center and the role of a Basic Needs Coordinator, to consolidate and centralize the basic needs resources available on campus. No later than February 1, develop a document that is to be made available to students online that lists all on- and off- campus basic needs services and resources that is updated no later than the first day of each semester or academic term.
Status: Held in Senate Education

AB 2884 (Berman) – Support - Allows Proposition 20 lottery funds for community colleges to be used as housing and food assistance for students Housing and Basic Needs
This bill requires that 50% of any increase in California State Lottery revenues be designated for public education above what was provided in the 1997-1998 fiscal year, will be allocated to K-12 school districts and to community college districts for the purpose of purchasing of instructional materials and providing housing and food assistance for community college students.

Status: Chapter 294, Statutes of 2020.

GOAL 3: GENERAL STUDENT SUPPORT

SB 291 (Leyva) – Support – CA Community College Student Financial Aid Financial Aid
This bill establishes the California Community College Student Financial Aid Program to be administered by the Board of Governors (BOG) of the California Community College (CCC) and implemented by eligible community colleges to assist CCC students cover the total cost of attendance. *Status: Held in Assembly Committee on Higher Education*

SB 296 (Allen) – Support – Financial Aid for Asylum Seekers Financial Aid
This bill extends eligibility for the Cal Grant program to students who are noncitizens that have filed the specified application for asylum to the same extent as citizens and other eligible noncitizens, as provided under current law. *Status: Vetoed by Governor*

AB 540 (Limon) – Support – Student financial aid: Cal Grant B Service Incentive DACA
This bill establishes the California <u>Dreamer</u> Service Incentive Grant Program, under the administration of the California Student Aid Commission (CSAC), for students that qualify for the exemption from nonresident tuition established by AB 540 (Firebaugh). *Status: Chapter 513, Statutes of 2019*

AB 570 (Salas) – Support – Broadband services: Support Basic Need - Technology
The bill prioritizes the deployment of broadband infrastructure in California's most vulnerable and underserved rural and urban communities by extending the ongoing collection of funds deposited into the California Advanced Services Fund (CASF) to provide communities with grants necessary to bridge the digital divide. This bill also expresses legislative intent for the issuance of bonds securitized against the CASF revenues, establishes initiatives for distance learning needs, and makes these initiatives eligible for various CASF grants. The measure specifically states that community colleges will be able to compete for these funds.
Status: Held in Senate Inactive File

SB 1130 (Lena Gonzalez) – Support – Broadband Service: Support if Amended Basic Need - Technology
The bill increases access to broadband services for currently underserved and high-poverty areas. It does this by converting the California Advanced Services Fund (CASF) into a fiber infrastructure fund, focused on underserved low income, and rural communities, in order to permanently end the digital divide. The measure specifically states that local governments will be available to compete for these funds; however, it does not mention community colleges. LACCD's recommendation

is that the bill be amended to add community colleges to the entities that will qualify for funding. *Status: Held in Assembly Inactive File*

AB 1314 (Medina) – Support – Cal Grant Reform Act
Enacts the Cal Grant Reform Act, which, with a built-in phase in, reforms the state's Cal Grant student financial aid programs and creates the summer Cal Grant program. *Status: Dropped*

AB 2972 (Limon) – Support – Public postsecondary education: undocumented students
Requires the CA Community Colleges, the CA State University and encourages the Regents of the University of CA to create a system-wide training program for administrators, faculty and staff of those respective segments related to undocumented students.
Status: Held in Senate Education

AB 3137 (Voepel) – Support – CA College Promise Members of the Armed Forces of the United States
This bill allows community college student to maintain their CA College Promise grant fee waiver if they are called to military duty.
Status: Chapter 226, Statutes of 2020

ACA 5 (Weber) – Support – Repeal of Proposition 209
This constitutional amendment will repeal the provisions of Proposition 209 adopted by the voters in 1996. Proposition 209 prohibited the state from granting preferential treatment to individuals or groups on the basis of race, sex, color, ethnicity or national origin. If adopted by the Senate before June 25, the measure will appear on the November 2020 ballot.
Status: Passed Legislature Proposition 16

AB 331 (Medina) – Support – Ethnic Studies High School Graduation Requirement
This bill, commencing with the 2024-25 school year, adds the completion of a semester-long course in ethnic studies to the list of state high school graduation requirements, and also applies all high school graduation requirements to charter schools.
Status: Vetoed by Governor

AB 1460 (Weber) – Support – CSU Ethnic Studies
This bill requires the California State University (CSU), commencing with the 2021-22 academic year, to (1) provide courses in ethnic studies at each of its campuses; and (2) require, as an undergraduate graduation requirement commencing with students graduating in the 2024-25 academic year, the completion of, at minimum, one three-unit course in ethnic studies.
Status: Chapter 32, Statutes of 2020

AB 1835 (Weber) – Support – Local Control Funding Formula
This bill prohibits a local education agency (LEA), including a charter school, from rolling over from one year to the next certain unspent state education dollars intended to increase and improve services for low-income students and using those dollars towards other purposes.
Status: Vetoed

AB 2019 (Holden) – Support – Dual Enrollment: Juvenile Court Schools and Community Schools
This bill allows a county office of education to enter into a dual enrollment agreement with a community college to offer college coursework to high school students enrolled at Juvenile Court Schools and Alternative Schools.
Status: Held in Senate Education

Other Bills of Interest to the District

SB 956 (Jackson) – Support – CA Tax Expenditure Review Board
This bill will help prevent the growth in tax credits adopted by the Legislature. In so doing, it will prevent erosion of the Proposition 98 guarantee under Test 1.
Status: Held in Assembly Rev & Tax

AB 1759 (Salas): – Support – Liability for COVID-19 Related Injuries:
This bill provides timely, temporary, and targeted liability protections during the pandemic for higher education institutions, provided they are following applicable public health guidance. The bill clarifies the legal standard of liability for institutions of higher education, designated as part of the critical infrastructure, related to COVID-19. The limitations of liability applies to claims or causes of action for 1) Recovery for injury, emotional distress, damage, death, or economic loss; 2) For breach of contract; 3) For claims of injury, damage, or economic loss from program changes due in part to COVID-19. The measure will not provide relief from intentional misconduct or gross negligence. It also requires higher education institutions to substantially comply with COVID-19 guidance issued by local, state, federal, gubernatorial, and presidential executive orders and regulations in order to be covered from liability. The measure does not seek to address claims made by employees whose claims are under the workers' compensation system. There was an end of session attempt to reach a compromise with the opponents and the committee; however, those efforts did come to fruition.
Status: Held in Senate Judiciary and Appropriations

AB 2234 (Chau) – Support if Amended– Personnel Commissions
Authorizes the personnel commission to retain independent counsel if, by a majority vote, the commission declares a conflict of interest exists between the commission and the governing board of the local education agency. LACCD took a support if amended position on this bill. District proposed amendments were not accepted.
Status: Chapter 48, Statutes of 2020

LOS ANGELES COMMUNITY COLLEGE DISTRICT
2021 FEDERAL, STATE, AND LOCAL LEGISLATIVE AND ADVOCACY PRIORITIES

FEDERAL PRIORITIES

Bill or Subject	Congressional Lead	Dept. or Committee	Issue Description
Coronavirus relief	Speaker Pelosi/Sen. Feinstein/LACCD delegation	House and Senate Appropriations	Support robust coronavirus relief package with dedicated funding for public higher education institutions using formula based on headcount; no restrictions on student eligibility and allow funds to address broad range of student need.
Basic Needs: housing, food insecurity, child care and broadband	Sen. Feinstein, Reps. Waters, Cardenas, Roybal Allard, Barragan	House and Senate Appropriations; House Energy and Commerce	Support robust coronavirus relief package; FY 22 appropriations; and significant infrastructure/economic stimulus modeled after H.R. 2, Moving America Forward
College Affordability	LACCD delegation	House Education & Labor	Support Biden Administration's efforts to eliminate college tuition for students with household income less than $125,000; Higher Education Reauthorization
Immigration	Sen. Feinstein; Reps. Roybal-Allard; Bass; Rep. Chu; Lieu	House and Senate Judiciary Committee	Support pathway to citizenship for nearly 800,000 DACA recipients
Workforce Development	LACCD delegation; Rep. Roybal-Allard; Sen. Feinstein	House and Senate Appropriations; House Education and Labor; Senate HELP	Provide robust funding for workforce development as part of an infrastructure/economic stimulus package; FY 22 Appropriations support for apprenticeship funding; Support Relaunching America's Workforce Act
Core LACCD Programmatic Support	LACCD delegation	House Education & Labor; Senate HELP; House and Senate Appropriations	Support HEA Reauthorization to provide robust funding for LACCD colleges and students, including funding for TRIO, Federal Work-Study, HSI/MSI, Pell Grants; FY 22 Appropriations

STATE PRIORITIES

Bill or Budget	2021 Number	Proposed Author	Subject	Bill Description
Bill (SB1155)		Hertzberg	Pilot Project	Common Core Numbering system pilot project in LA County
Bill (AB3310)		Muratsuchi	Ethnic Studies	CCC Ethnic Studies.
Bill (AB1862)		Santiago	College Promise	Extend College Promise to ADT students attending CSU
Bill (AB720)		Muratsuchi	ISA	Fund Instructional Service Agreements [ISA] @ $26 million
Bill (SB1355)		Durazo	Housing	Allows long-term leasing of a community college's real property for up to 66 years for the purpose of providing affordable housing for students and employees
Bill (AB2931)		Santiago	HR	Clarifies that employers have 90 working days to complete an investigation of employee misconduct
Bill (AB1427)		Carrillo	FON	Include noncredit in Faculty Obligation Number
New Bill			Broadband	Increase access to Broadband
New Bill			Textbooks	Reduce textbook costs for CCC students
New Bill			Public employment	Review of education requirements for public employment/jobs and careers
New Bill			Law Enforcement Training	Mandatory training for law enforcement on cultural diversity, cultural competency, racial profiling and implicit bias

Bill or Budget	2021 Number	Proposed Author	Subject	Bill Description
Budget Item			Property Tax	Would provide for an automatic backfill of property taxes when actual revenues fall short of projections
Budget Item		Weber	Noncredit Census Date	Would authorize attendance accounting for certain noncredit courses to be done via census date, rather than positive attendance.
Budget Item			Funding Formula	Examination of current makeup of the funding formula and how to address "hold harmless" districts, including LACCD.
Budget Item			Strong Workforce	Examination of the current formula for the allocation of the Strong Workforce funding and if it ought to be re-examined.
Budget Item			EEO	$20 million for implementation of the EEO taskforce recommendations
Budget Item			Ethnic Studies TF	Task Force on the implementation of the CSU Ethnic Studies requirement.
Budget Item		Carrillo	Dream Resource Liaison	Increase funding for Dream Resource Liaisons
Budget Item			Housing Funding	Provide funding for an LACCD pilot project to help house students that are housing insecure.
Budget Item			COVID-19 Block Grant	Provide funding to support students impacted by COVID-19. This could include purchase of laptops, hotspots, funding for mental health services, reengagement, and other priorities.
Budget Item		McCarty/Black Caucus	Umoja	Provide increased funding for the Umoja Program to help support low income African American students.
Budget Item			Funding for AB1460	Budget allocation for CC implementation of AB1460 Ethnic Studies Bill

LOCAL PRIORTIES

City, County or K-12	Policymaker Lead	Issue	Issue Description
K-12	LAUSD/surrounding Districts	Enrollment	Work on updated joint letter to seniors focusing on College Promise and dual enrollment
K-12	LAUSD/surrounding Districts	Enrollment	Work on content highlighting LACCD programs that can be distributed to area school districts, Board members, etc.
K-12	LAUSD	Homelessness	Cooperate with LAUSD on joint programs combatting homeless students
County	Supervisors	Homelessness	Funding for student homelessness
County	Supervisors	Mental Health	Funding/partnerships for student mental health services
County	Supervisors	Basic Needs	Funding/partnerships for increased access to basic needs, including food, rent, emergency assistance
County	Supervisors	Jobs	Partnerships for student employment, internships and apprenticeships
County	Supervisors	Broadband	Funding/partnerships for increased access to broadband
Cities	City Council	Homelessness	Funding for student homelessness
Cities	City Council	Basic Needs	Funding/partnerships for increased access to basic needs, including food, rent, emergency assistance

City, County or K-12	Policymaker Lead	Issue	Issue Description
City of LA	City Council	Jobs	Partnerships for student employment, internships and apprenticeships
City and County	Solis/Garcetti	Metro	Free Metro for LACCD students

** Launch of quarterly LACCD Policy and Advocacy Brief. – A quarterly LACCD newsletter for policymakers and higher education advocacy groups.

LOS ANGELES SOUTHWEST COLLEGE

**A Report on Fiscal Recovery
And
Long-Term Sustainability**
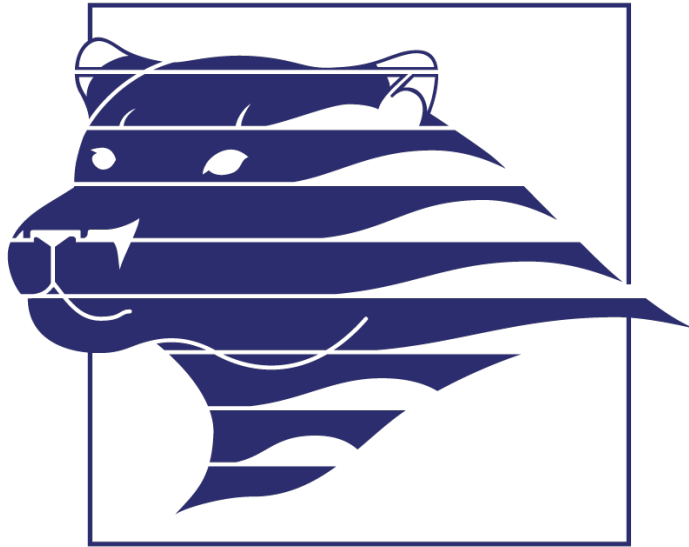
Spring 2020
Cambridge West Partnership, LLC

Table of Contents

Executive Summary and Recommendations

Executive Summary

The Los Angeles Community College District (LACCD) contracted with Cambridge West Partnership, LLC (CWP) to provide an independent review of fiscal challenges at Los Angeles Southwest College (LASC). More specifically, CWP was asked to:

1. Identify and analyze the structural deficit of the College;
2. Analyze the ability of the College to increase enrollment and other sources of revenue to be able to achieve self-sufficiency; and
3. Assess the program and staffing levels and recommend the appropriate structure of these that would support self-sufficiency.

A large amount of data was subsequently reviewed by CWP. Additionally, an open forum was held with LASC faculty, staff, students and administration, and a 16-question survey was also utilized to elicit additional information.

Los Angeles Southwest College (LASC) is an accredited, full-service, community college located in south Los Angeles that awards Associate's Degrees in more than 30 fields and occupational certificates in more than 45 disciplines. It also houses a Middle College High School and Bright Star Charter School. The College is in its 52nd year of providing postsecondary education to its community.

Unfortunately, LASC has encountered difficulty in moving forward. It has operated with debt for over twenty (20) consecutive years. LACCD has covered the deficits during that time period, and the debt burden has now reached approximately $15 million. According to current policy, the debt must be repaid to the District.

Further, the College faces a difficult enrollment picture. It reported approximately 4,500 FTES for FY '19. However, it believes that it must generate at least 6,000 FTES to be self-sustaining, though enrollment has never reached this level. The College estimates a $2 million structural deficit if it continues to operate at the current levels of FTES, staffing and programming. Following are our major findings:

1. The College lacks a consistent campus identity and has little institutional capacity for moving forward.
2. LASC has done reasonably well in planning, but there has been inconsistency in follow through.
3. There is a long-standing structural budget deficit, driven by compensation which absorbs nearly all of its budget allocation from the District. This leaves little room for other expenses, such as insurance, utilities, classroom supplies and building maintenance.
4. A serious fiscal threat looms with the implementation of the SCFF funding model in terms of both FTES enrollment and the student success and equity metrics.

5. The College's budget allocation is reasonable given funding for similar institutions in the California Community Colleges (CCC).
6. There is no easy or fast resolution for resolving the structural budget deficit. It will take hard work, difficult decisions and time.
7. There is significant growth potential. On average, approximately 15,000 students in the College's effective service area attend neighboring community colleges. Projections also indicate that the 18-year-old and older population will increase by 2.9% over the next five years.
8. Enrollment management and marketing plans are not functional at present nor is a class scheduling and management system. The latter has a direct bearing on the compensation issue cited above.
9. The College has excess facilities.
10. IT/MIS systems seem underdeveloped.
11. Staff seem to operate in silos, a situation which creates inefficiency.

It is our opinion that the College must engage in significant, bold and sustainable institutional change by focusing on building institutional capacity. LASC should set its sights on becoming a very good, small college with high capacity before it contemplates significant expansion. This will take time, as there is no easy fix for problems so deep and structural. We have outlined a path for doing so, as can be observed in our report and in our recommendations noted below. We believe the College should develop a 5-year action plan, including measurable goals, timelines and staffing assignments. We have provided a Work Plan Template at the end of our report to assist the College in this regard. We further recommend that the action plan be submitted to the District for review and approval no later than May 15, 2020.

Recommendations for a Sustainable Fiscal Recovery

Institutional Capacity Recommendations

1.1 The College should review the current planning processes, evaluate the College's culture, include student and community voices, and review and assess data in preparation for the next steps.

1.2 The College should conduct a Strategic Planning Retreat, or a similar process, to revise and update, the College Mission, Vision, and Values.

-The College should contract with a skilled facilitator to assist the college in this process.

- The Vision statement will yield a picture of the College's future that motivates and inspires others to act.

- The Mission will define what the college will do and not do; who it will serve: and how will they be served.

-All constituents of the college, including students, should be involved throughout this process and future planning processes.

1.3 Create strategic goals and objectives with defined timelines that support the Mission, Vision and Values.

1.4 Create and assign action activities to accomplish the strategic objectives.

1.5 Ensure the Institutional Capacity Recommendations align with ACCJC Accreditation Standards.

Financial Capacity Recommendations

2.1 The College should update the 2016-17 Financial Recovery Plan (FRP) for the next five fiscal years with definitive and measurable targets, actions steps, accountability, timelines and staffing assignments.

2.2 Incorporate all College funds into the College's planning and budgeting process.

2.3 Develop and submit a proposal for IEPI-PRT assistance.

2.4 Identify and establish partnerships with local business and industry.

2.5 Identify economic development and revenue generation opportunities.

2.6 Evaluate the effectiveness of the Foundation and seek additional contribution sources.

2.7 Formulate a plan to reduce costs of employee benefits.

2.8 Complete an analysis of release/reassignment time for faculty.

2.9 Seek and secure a grant writer to identify extramural resources.

2.10 Ensure the Financial Capacity Recommendations align with ACCJC Accreditation Standards.

Human Resources Capacity Recommendations

3.1 Review the College's organizational structure, its staffing patterns and position descriptions with an eye to what the College will need prospectively and to improve efficiencies.

3.2 Identify College needs for systems upgrades so that data are available when and where needed and that operating policies and procedures are in line therewith.

3.3 Establish a target for the percentage of the unrestricted fund budget dedicated to compensation and incorporate in the FRP.

3.4 Establish a target for WSCH/FTEF that is based on program and course offerings and facilities availability vis-a-vis the State standard (condensed calendar) of 595; develop a plan for reaching that target; then incorporate into the FRP.

3.5 Develop a human resources development plan—recruitment and hiring procedures, College orientation, onboarding, performance evaluation, and ongoing training.

3.6 Explore the possibility of offering a local Early Retirement Incentive.

3.7 Ensure the Human Resources Capacity Recommendations align with ACCJC Accreditation Standards.

Facilities Capacity Recommendations

4.1 The Facilities Plan should be reviewed, revised and followed.

4.2 The plan should include procedures to delete unused space from the inventory to save utility, maintenance and custodial costs.

4.3 Review M&O staffing and management with an eye towards increased efficiencies.

4.4 Continue to seek appropriate lease agreements for unused college facilities.

4.5 Develop a facilities stewardship plan relative to improving student engagement, facilities maintenance, community image and standards of care.

4.6 Explore which facilities can be taken off-line to eliminate maintenance costs and inefficiencies.

4.7 Ensure the Facilities Capacity Recommendations align with ACCJC Accreditation Standards.

Constituency Capacity Recommendations

5.1 Explore the expansion of athletics programs, such as women and men's soccer and women's softball, to attract and recruit students to the campus to bolster the student life experience.

5.2 Assess the community use of facilities and determine ways to expand the community's presence on the campus.

5.3 Consider the establishment of a College Advancement Office.

5.4 Assess involvement of faculty, staff, and students in community organizations and activities as well as Statewide community college-related organizations.

5.5 Conduct student forums to gain insights relative to their needs, interests, and concerns regarding the advancement of the College.

IT/MIS Capacity Recommendations

6.1 Review and revise the Technology Plan to ensure the currency of IT/MIS systems vis-à-vis the College's internal and external data reporting.

6.2 Develop the reporting systems necessary for class scheduling and events management.

6.3 Provide ongoing employee and student technology training.

Enrollment Management Capacity Recommendations

7.1 Complete and implement the Educational Master Plan.

7.2 Assure that decision makers have access to dynamic enrollment data so decisions regarding class cancellations and additions are data-driven based on student needs and interests.

7.3 Ensure the entire class schedule is coordinated with all academic and student service divisions to ensure so that classes do not overlap in time slots and start times.

7.4 Complete an analysis of degree/certificate patterns; schedule classes that allow students the ability to complete the degree/certificate on site rather than transferring to a neighboring college.

7.5 Provide a seamless path for degree/certificate completion with strong advisement and success monitoring.

7.6 Expand Career Tech programs that offer job placement for students in accordance with the College's Mission and the needs of the community.

7.7 Increase concurrent enrollment by improving outreach to high school students and modifying the college schedule to accommodate their needs. As previously mentioned, the college currently hosts a LAUSD Middle College High School and a Charter School on campus.

7.8 Additional evening and weekend classes could be offered to reach the working adult student.

7.9 More online and hybrid classes could be added but only after students are trained to navigate the process and faculty are trained to teach online.

7.10 High school and middle school outreach efforts should be evaluated and expanded. High school and middle school students should be invited to campus for programs and events.

7.11 High school counselors should become ambassadors for the College through programs, such as counselor to counselor conferences and special gatherings for high school counselors in the LASC service area.

7.12 Strengthen the Associated Students Organization and provide gathering spaces for students and student clubs.

7.13 Assess financial aid services to determine if data are properly captured and that students are assisted in completing the process.

7.14 Investigate whether the hours provided for student support services actually meet the needs of students.

Introduction

In the fall of 2019, the Los Angeles Community College District (LACCD) began discussions with Cambridge West Partnership, LLC (CWP) regarding fiscal challenges at Los Angeles Southwest College (LASC). During those discussions, it was determined that LASC could benefit from the assistance of an external "strike team" with fiscal and educational programming expertise. CWP has been providing comprehensive educational, facilities, fiscal and technology resource planning to California Community Colleges for the past 14 years. The firm includes over 300 years of California Community College leadership experience. The CWP Team member biographies are found in Appendix A. In November of 2019, after conversations with the LASC President, LACCD contracted with CWP to conduct the following:

1. Identify and analyze the structural deficit of the College;
2. Analyze the ability of the College to increase enrollment and other sources of revenue to be able to achieve self-sufficiency; and
3. Assess the program and staffing levels and recommend the appropriate structure of these that would support self-sufficiency.

This report includes recommendations that, once implemented, will produce a fiscal recovery plan which identifies the steps the College should take to achieve self-sufficiency within 5 years. This report includes background information and CWP's findings, conclusions and recommendations. Individual areas of focus include fiscal management, organization and staffing, enrollment management, programs of study, student engagement, marketing and institutional planning.

A large amount of data was reviewed prior to writing this report. CWP is most appreciative of the timely and helpful assistance of the President, Vice Presidents and administrative staff who assisted us in our review. We also thank the faculty, staff, and students who participated in the open forum that was held. The turnout was remarkable, and we gained great insights from everyone's comments. Likewise, we thank all those who participated in the survey that was conducted. There were 46 pages of responses to the 16 questions in the survey. The list of survey questions has been included in this report as Appendix B. We believe that both the forum and the survey responses indicate that LASC is a college that is ready to move forward in doing its important work, that of changing lives and creating the future.

Background

Los Angeles Southwest College (LASC) is an accredited, full-service, community college located in south Los Angeles that awards Associate's Degrees in more than 30 fields and occupational certificates in more than 45 disciplines. It also houses a Middle College High School and Bright Star Charter School. The College is in its 52nd year of providing postsecondary education to its community. It is also one of nine community colleges in the Los Angeles Community College District.

The **mission** of the college is as follows:

> "In honor of its founding history, Los Angeles Southwest College
> provides a student-centered learning environment committed to
> empowering students and the community to achieve their academic
> and career goals through the attainment of certificates and associate
> degrees leading to transfer and workforce preparation."

Its stated **vision** is, "We strive to inspire, enrich, and transform our students to become active participants in shaping our local community and the changing global world."

To fulfill its mission and vision, the College is guided by the **core values** of accountability, integrity, collegiality, excellence and innovation, student learning and success, and civic engagement. In the pursuit thereof, it has also established the following **strategic goals**:

1. Access and Preparation for Success: Improve equitable access to a high-quality education that promotes student success.
2. Success: Increase student success and academic excellence with a focus on student-centered instruction and support services.
3. Institutional Effectiveness and Accountability: Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.
4. Resources: Optimize human, physical, technological, and financial resources to ensure quality services for our students.
5. Collaboration and Partnerships: Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community and other educational institutions.

However, LASC has encountered difficulty in moving forward. It has operated with debt for over twenty (20) consecutive years. LACCD has covered the deficits during that time period, and the debt burden has now reached approximately $15 million. According to current policy, the debt must be repaid to the District pursuant to provisions specified in the District Budget Allocation Model. Debt repayments on top of resolving deficit spending poses a significant fiscal constraint confronting the College in moving forward.

Further, the College is confronting a difficult enrollment picture. The College reported approximately 4,500 FTES for FY '19. It believes that it must generate at least 6,000 FTES to be self-sustaining, even though LASC enrollments have never reached this level. Further, the College estimates a $2 million structural deficit if it continues to operate at the current level of FTES, staffing and programming.

Hence, the reader can understand the concerns of the LASC President and the LACCD referenced above. Given the duration of deficits and the size of the debt, the need for an external "strike team" to provide an objective assessment of the LASC fiscal situation and the identification of a path or paths forward for resolving same is evident.

Findings

Our findings are based on materials we've reviewed, comments from faculty, staff, and students as well as conversations with College leadership.

As noted in the preceding section, LASC estimates that it will have a $2m structural deficit if it continues to operate at current levels of enrollment, staffing and programming. This estimate is on top of some twenty years of deficit spending, with an accumulated debt burden that has risen to a level that can best be described as staggering. Such a scenario indeed suggests the existence of a structural deficit, and one in need of urgent attention.

Before proceeding further, we have one caveat that merits comment. As most are aware, the employer share of pension contributions in the California Community Colleges (CCC) have increased dramatically and are projected to continue to do so for the next several years. As a result, many believe that, absent significant reform and/or funding increases, the CCC will confront major fiscal difficulties in the near future.

Increasing employer pension costs are already pushing total compensation costs upward, in some cases to 90% or more of revenue. For FY 2018-19, LASC compensation was 98% of its budget allocation. This leaves little if any room for coverage of the relatively fixed costs of utilities, insurance, etcetera, let alone needed supplies, operating and maintenance expenses and new and replacement equipment. We do not know at the time of this writing how the matter of pension obligations will be resolved. It is a Statewide issue which will be decided in Sacramento. We shall therefore only address this matter in terms of the College's general ability to deal with fiscal issues.

Concerning enrollment and its effect on the College's fiscal situation, it is clear there has been a connection, albeit a mixed one. The major driver in the SB 361 funding model is FTES enrollment. Even with the advent of the SCFF funding model, which has yet to be fully deployed, FTES will continue to be the main driver of funding with its weighting factor of 70% in the formula. The College is therefore rightly concerned about its enrollment.

However, two matters must be noted. First, LASC is worried about competition from ELAC's South Gate Campus. That is to some extent understandable, as South Gate is closer to LASC than to ELAC and because South Gate apparently was once affiliated with LASC. However, that location has been under the purview of ELAC for some thirty years, and presumably LACCD will ensure that there is no unnecessary duplication between the two. Thus, this is not a matter that should be considered further.

Second, in terms of recent history, LASC enrollment declined from 5,703 FTES in fiscal '16 to 4,508 FTES in FY 2018-19. Whereas this is indeed a significant decline, it must be recognized that the former was the highest FTES enrollment in the past decade, and the latter was the lowest, with most years being in the low 5,000s. Distinct headcounts and enrollments also dropped during this same period.

Distinct Annual Student Headcounts

College	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
LA Southwest	15,814	14,181	12,968	12,352	11,873	13,961	12,282	12,959
Annual % Change		*-10.3%*	*-8.6%*	*-4.8%*	*-3.9%*	*17.6%*	*-12.0%*	*5.5%*

	2016-17	2017-18	2018-19	2008 to 2018 Average	2008-09 vs 2018-19 Nbr Change	% Change	Annual % Change
LA Southwest	12,803	12,047	11,389	12,966	-4,425	-28.0%	-2.80%
Annual % Change	12,803	12,047	11,389				

Source: California Community Colleges, Chancellor's Office, *Data Mart Query;* analysis by Cambridge West Partnership, LLC

Fall Term LASC Course Enrollments (Seat Counts)											2009 vs 2018		
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Average	Nbr. Change	% Change
Credit	19,571	18,829	15,518	14,521	17,183	15,495	16,294	15,625	13,614	13,325	15,998	-6,246	-31.9%
NonCredit	2,981	2,983	3,440	3,686	3,102	2,670	3,195	3,365	3,315	1,865	3,060	-1,116	-37.4%
Total	*22,552*	*21,812*	*18,958*	*18,207*	*20,285*	*18,165*	*19,489*	*18,990*	*16,929*	*15,190*	*19,058*	*-7,362*	*-32.6%*
Annual % Change		*-3.3%*	*-13.1%*	*-4.0%*	*11.4%*	*-10.5%*	*7.3%*	*-2.6%*	*-10.9%*	*-10.3%*			

Source: California Community Colleges, Chancellor's Office, *Data Mart Query;* analysis by Cambridge West Partnership, LLC

The College actually pushed enrollment growth in both FY 2014-15 and 2015-16. FTES enrollment did in fact grow by10.8% during that two-year period, and the College's allocation increase by 18.6%. However, expenditures increased by 24%.

Drilling a little deeper, total compensation increased by 22.5%, and actually exceeded the College's budget allocation by $2.3m. Certificated teaching salaries went up by 24%. As a result, the College's quest for growth actually had a negative fiscal impact, and substantial deficits ensued.

LASC projects 5,369 FTES for the current fiscal year. In sum, setting aside fiscal years 2016 and 2019, it would seem that the College may actually be an institution of relatively stable enrollments, with FTES enrollments in the low 5,000s. It has not been a growth institution, at least not in a cost-effective way. Whether it could enroll more students than it has, though, is a different question, and that will be addressed a bit later in this narrative.

When it comes to the College's budget, and specifically the Unrestricted General Fund, it received allocations of $21.7m in FY 2010-11 and $31.1m for FY 2019-20, a 43.3% increase. The total allocation for all LACCD colleges increased by 23.3%, so the College has fared relatively well over the course of the decade.

However, LASC's allocation has barely increased since FY 2016-17 when it received $30.4m. Thus, it is understandable that the College could be feeling rather pinched. But, is the College reasonably funded compared to similar colleges in the California Community College system?

Using the SB 361 funding model, a single college district of 5,250 FTES would receive $31.2m in apportionment funding. At 5,500 FTES, it would receive $32.6m. LASC is funded at $32.1m

for 5,369 FTES in the current fiscal year and does not have the overhead costs that must be incurred in a single college district. Thus, LASC seems reasonably funded given the FTES it generates.

Another fiscal issue also merits comment. The College is concerned that it must absorb compensation increases without an associated adjustment to its budget allocation. There is an alternative, and that is for the LACCD to fund the costs of compensation increases prior to determining college allocations. However, in doing so, the amount available for college allocations would then be less than under the current allocation model. Either way, a college will have basically the same amount available for funding non-personnel costs.

Given all that, then why does LASC have a funding problem? A second question is whether enrollment growth would be a panacea. Answering the second question first, enrollment growth would not at this point be a panacea. The College must first align its expenditures with its revenues. Enrollment growth invariably comes with additional costs unless it is just growth around the margins. Thus, growth should only be pursued once the College has its fiscal and operational base in order.

The major issue for LASC is spending. Spending has been exceeding revenue for years. During the past decade, the lowest deficit was $1.1m, with the high at about $3.5m. Compensation has continued to run close to the level of LASC budget allocations, which leaves little room for other expenses. The College's "Financial Recovery Plan (FRP), 2016-17" pointed to the major concerns:

> "Despite an 8.0% growth in enrollment in FY 2014-15, LASC's deficit
> increased from $163,380 to $2,191,687." (p. 3)

A similar scenario played out in fiscal '16, with the deficit increasing to $3.5m. Causal factors noted in the FRP included increased labor costs, declining teaching productivity, lower average class sizes, and increased utility and housekeeping costs.

Though not specifically mentioned in the FRP, the structural budget problem confronting LASC appears to have been known at the time it was written…that is, labor costs were too high given the size of the institution. Further, it was recognized that a major component thereof was teaching productivity. As noted in the FRP, productivity had fallen from 535 to 513 in fiscal '15 and to 498 in the following year. By fall 2016, it had dropped even further to 470. This is 9.3% below the District's productivity average of 518, below what might be termed the District's standard of 510…and well below the State standard of 595 for a college following a condensed academic calendar.

This is a significant matter, in part because the College added faculty positions as enrollment declined. Looking at Fall 2018 in the District's report entitled "WSCH TRENDS AND STAFFING PATTERNS BY College," it is reported that LASC had total FTEF of 120.2 and 54,066 WSCH Equivalent. This compares to 106.2 FTEF and 56,827 WSCH Equivalent in Fall 2012. WSCH/FTEF were 450 and 535 respectively. Thus, the College produced more WSCH in 2012 with 14 fewer FTEF. If you look at years 2009 and 2010, College WSCH/FTEF were 639

and 644 respectively, so the College has shown an ability to exceed the State standard in the past. Given Fall 2018 WSCH, had the College achieved 535 WSCH/FTEF, it would have needed 19 fewer FTEF and if it had realized the State standard of 595, 29 fewer FTEF would have been required. Either way, substantial savings could have ensued.

It should be noted, here, though significant, it isn't just teaching productivity that is at play. With total compensation consuming most of the College's resources, careful scrutiny must be applied to all operational areas. The College needs to rethink its entire organizational structure and its processes and consider such tools as early retirement incentives. Each of these matters must be addressed.

Alternative revenue sources should also be considered. The College has entered into a lease agreement with Bright Star, a charter school that is housed in campus facilities. This seems a worthy initiative given the fact that the College has excess space. Another endeavor, events, is also meritorious, especially given the College's proximity to the entertainment industry. There is a ready market when it comes to activities such as film shoots, although there is competition from other colleges.

It also seems that the College Foundation is underperforming. It too can be helpful to LASC and its students. The same goes with grants which are especially helpful when it comes to new initiatives and augmentations of a one-time or short-term duration.

As a final word about finance, the College's 2016-17 FRP is a fundamentally sound document if used as a guide for decision making. However, it also contained a cautionary statement relative to risk:

> "The greater risk associated with the key strategies and action steps outlined for FY 2017-18 through FY 2020-21 is that the plans to grow revenues and contain costs may not be followed or adhered to. This was the case with LASC's Financial Accountability Report completed in August 2015." (p.16)

Some progress has been made since that writing, especially in the area of utilities and alternative revenues. However, where the FRP fell short was in stating staffing assignments and timelines for action. Thus, when it comes to compensation, the College is still not in a good financial position when it comes to budget issues such as the SCFF, institutional advancement and pension costs. Given that the spending problem is largely a compensation problem and given that compensation is an expenditure category that is not easily reduced, the College must be prepared to confront a difficult and time consuming budget reduction process.

Enrollment is obviously important to an educational institution, as it has tended to be the major driver of funding. Such is the case with LASC, as it is rightly concerned about its enrollment, given the recent decline in FTES as well as the cost it incurred in trying to grow in the middle of the past decade. In trying to assess the feasibility of growth, we have looked at a number of variables.

First, we looked at LASC's "effective service area," which was defined by inspecting student headcounts grouped by zip code and college where the students were enrolled in fall terms 2014 to 2019. A collection of zip codes defined the "effective service area" because they contained, on average, at least 100 students enrolled at LASC over those fall terms and represent 80% of the students attending the College. The map of LASC's "effective service area" is presented below. A detailed table of zip codes analyzed is attached to the report as Appendix C.
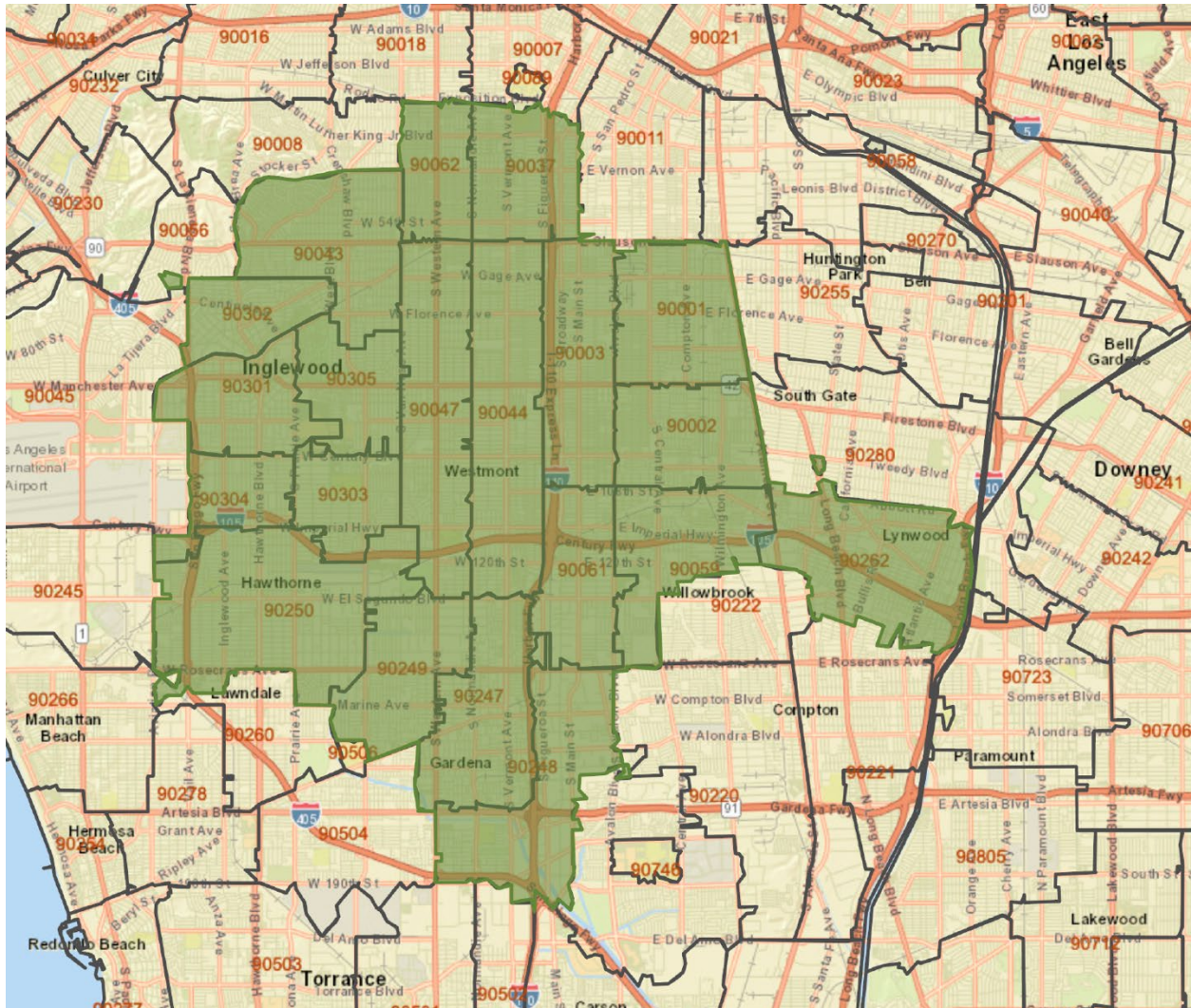
Source: Chancellor's Office, Research Unit. *Student Headcount by College and Zip Files*; Environmental Systems Research Institute (ESRI). *Business Analyst;* analysis by Cambridge West Partnership, LLC

Those zip codes were compared to the headcount totals of Compton, El Camino, and East Los Angeles colleges. On average, approximately 14,000 students whose residential zip codes were in LASC's "effective service area" were found enrolled at El Camino or East Los Angeles colleges. From fall 2014 to fall 2019, the number of LASC residents enrolled at these neighboring colleges grew by 1,900 students.

Specifically, the following number of students living in the LA Southwest "effective service area" zip codes were found in these two neighboring colleges during the ***fall 2014 to fall 2019*** terms:

- El Camino College…an average of approximately 10,000 students per term
- East Los Angeles College…an average of approximately 3,600 students enrolled per term

Students living in the LA Southwest "effective service area" zip codes were found enrolled at Compton College during the ***fall 2014 to fall 2017*** terms:

- Compton College…an average of 1,600 students per term

| # of LASC Zips | Fall Term Headcounts | | | | | | 2014 to 2019 | | 2014 vs. 2019 | | |
	2014	2015	2016	2017	2018	2019	Grand Total	Average	Nbr. Change	% Change	College
20	10,085	10,189	10,122	10,134	10,503	10,437	61,470	10,245	352	3.5%	El Camino
8	2,772	3,156	3,562	3,554	4,426	4,359	21,829	3,638	1,587	57.3%	East LA
	12,857	13,345	13,684	13,688	14,929	14,796	83,299	13,883	1,939	15.1%	*Grand Total*

| # of LASC Zips | Fall Term Headcounts | | | | | | 2014 to 2017 | | 2014 vs. 2017 | | |
	2014	2015	2016	2017	2018	2019	Grand Total	Average	Nbr. Change	% Change	College
7	1,515	1,602	1,649	1,632			6,398	1,600	117	7.7%	Compton *
20	10,085	10,189	10,122	10,134			40,530	10,133	49	0.5%	El Camino
8	2,772	3,156	3,562	3,554			13,044	3,261	782	28.2%	East LA
	14,372	14,947	15,333	15,320	0	0	59,972	14,993	948	6.6%	*Grand Total*

* fall 2018 and 2019 data is not available

Source: California Community Colleges, Chancellor's Office, Research Unit. *Student Headcount by College and Zip Files;* analysis by Cambridge West Partnership, LLC

It should be noted, here, that recent Compton College data is not available. Second, it would be helpful to know what time of day these students are attending college and in what programs. That kind of data was not available to us. Nonetheless, the data we have strongly suggests that there is a substantial market of potential students that LASC could serve who are now going elsewhere. This matter requires the attention of the College.

Additionally, the environment may be right for LASC to strengthen its evening program. Neighboring colleges have seen declines in their evening programs, so this may be a time to think about growing evening enrollments. Clearly more research and development of an action plan are critical, but it's an area that requires strengthening anyway, and it perhaps could become a strength. Work should also continue relative to dual enrollment and online and hybrid offerings.

Fall Term Evening Class Student Headcounts as a Percentage of All Students at That College   **2009 vs. 2018**

College Name	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Average	Change in Percent
Compton	25.63%	24.44%	23.81%	22.44%	21.53%	20.94%	18.89%	17.87%	18.24%	16.75%	21.05%	-9%
East LA	21.59%	19.49%	17.25%	15.01%	14.20%	17.88%	23.40%	23.30%	20.13%	19.97%	19.22%	-2%
El Camino	20.17%	18.24%	18.61%	16.35%	15.60%	15.21%	14.85%	14.98%	14.76%	14.15%	16.29%	-6%
LA Swest	28.52%	27.40%	26.96%	28.09%	27.46%	29.65%	26.30%	25.22%	24.86%	22.45%	26.69%	-6%
LA Trade	32.75%	30.88%	27.74%	26.87%	27.73%	26.87%	26.37%	28.40%	27.51%	27.61%	28.27%	-5%

Source: California Community Colleges, Chancellor's Office, *Data Mart Query;* analysis by Cambridge West Partnership, LLC

Furthermore, as can be seen in the following table, the number of residents 18 years or older varies somewhat among the components of the College's effective service area. The projected change for all components of 3.0% is comparable to the change expected throughout Los Angeles County. This suggests that LASC will continue to see growth in the potential college-going resident population.

| | **Number of Residents 18 yrs. Or Older** | | | | **2019 vs 2024** | |
City	2000	2010	2019	2024	Nbr. Change	% Change
City of LA 10 zips	306,739	353,434	382,639	394,063	11,424	3.0%
Gardena (3 zips)	61,541	63,671	67,138	68,846	1,708	2.5%
Hawthorne (1 zip)	63,812	68,382	73,884	76,368	2,484	3.4%
Inglewood (5 zips)	94,297	99,024	104,980	107,789	2,809	2.7%
Lynwood (1 zip)	43,003	26,301	49,963	51,447	1,484	3.0%
Service Area 20 zips	*569,574*	*610,813*	*678,603*	*698,512*	*19,909*	*2.9%*
Los Angeles County	6,853,777	7,413,047	7,968,307	8,214,840	246,532	3.1%

Sources: Environmental Systems Research Institute (ESRI). *Market Profiles;* U. S. Department of Commerce, Census Bureau. *American Fact Finder;* analysis by Cambridge West Partnership, LLC

Finally, we also looked at race/ethnicity. As indicated in the following table, in the 2010 census, a little more than one-third identified as "Some other race," 27% identified as white and 31% identified as Black. Projections for 2024 indicate that there will be a small decline in those identifying as Black. Residents of Hispanic origin are distributed throughout each of the racial categories.

In 2010 sixty-one percent of the residents claimed Hispanic ethnic origins. By 2024 those residents of Hispanic ethnic origins will increase to 64.4%.

20 Zip Code Service Area for LASC

Race	2010	2019	2024	2010 vs 2019 % Change	2019 vs. 2024 % Change
White	26.8%	27.1%	27.8%	0.3%	0.7%
Black	31.0%	29.0%	27.8%	-2.0%	-1.2%
American Indian	0.7%	0.7%	0.7%	0.0%	0.0%
Asian	3.4%	3.7%	3.9%	0.3%	0.2%
Pacific Islander	0.3%	0.3%	0.3%	0.0%	0.0%
Some Other Race	33.7%	34.9%	35.2%	1.2%	0.3%
Two or More Races	4.0%	4.3%	4.3%	0.3%	0.0%
Ethnicity					
Hispanic Origin	61.3%	63.2%	64.4%	1.9%	1.2%

Source: Environmental Systems Research Institute (ESRI). *Market Profiles;* analysis by Cambridge West Partnership, LLC

To reach prospective students, LASC needs to move on several fronts.

1. Research is needed for sound decision making practices.
2. A strong enrollment management system which focuses on every step in the process, from inquiry generation to course and program completion.
3. Class schedule management.
4. Fourth, a strategic marketing plan is critical. Programs have to be marketable.
5. Fifth is student engagement, which requires a thorough assessment of the College's strengths and weaknesses in this regard, a focus on student life, scheduling for the benefit of students, welcoming customer service, etcetera.

Although these five fronts are mentioned individually, they are interrelated, and the strings that hold them together are the instructional programs offered by the College. None of the rest will work without strong programming, and it is not clear that program development and review processes are yielding results. In fact, given the College's ongoing deficit struggle and the need for debt repayment, it is hard to see how program development and review could be tied to the budget in any meaningful way.

Especially wanting in this regard is the CTE area, where data suggest that the College does not have much programming beyond Nursing, Child Development, and Alcohol and Controlled Substances. We have also heard that students cannot get classes to complete their programs and leave to attend neighboring colleges to complete them. This is a problem for Marketing and the SCFF funding model…and if true and fairly widespread, it is a major issue for the College. Additional information concerning this matter will be presented later in this report.

In our review, we found that the College developed an enrollment management plan for fiscal years '15-'17. However, it apparently was never adopted, and most have either forgotten about it or were not aware of its existence. The College is now working on a new plan.

Similarly, the College is now working on a marketing plan, but it too is not ready for implementation. Class schedule management was also noted in the FRP as an important initiative, but it is not clear at the time of this writing that there has been significant improvement. In fact, the data discussed above showed a drop from 470WSCH/FTEF noted in the 2016-17 FRO to 428 in the following year, though it edged up to 450 in 2018. As for student engagement, there is an apparent awareness of this issue, but at present, there does not seem to be a substantive plan for improvement.

Given the "work in progress" status relative to the five fronts noted above, as well as with the FRP as mentioned earlier, and given the fact that the College has had similar plans in the past that were either not completed or implemented, it seems clear that the College has been reasonably good at planning but has been seriously lacking in follow through. This was the greatest risk identified in the 2016-17 FRP, and it is past time for eliminating this risk. Based on what we've heard, this may be due, at least in part, to the College operating in silos, and it may reflect some staff turnover. This is not necessarily unusual, but to eliminate risk, all areas of the College and all faculty, staff and administrators must be moving in the same direction. Plans, strategies and processes must be institutionalized. Only in this way can the College achieve its mission, vision and strategic goals. Strong and accountable leadership will be required.

Summary and Recommendation Details

Los Angeles Southwest College has come a long way since its beginning, in part because of its rich tradition. The College was twenty years in the making. Through the hard work, vision and perseverance of its principal founder, Odessa B. Cox, and a small group of community members, the College finally opened its doors on September 11, 1967, with 600 students and 22 full-time faculty members. The College today faces new challenges, but by building on its rich history, it can meet those challenges just as its founders did many years ago. It won't be easy, and it will take time, but it can be done.

Based on our assessment, we believe LASC must focus on strengthening institutional capacity, and that it must do so posthaste. This process involves thinking strategically about the College's current condition and what that condition should look like going forward if the College is to be successful. For example, does the College want to be a really good, small college or does it have other aspirations? Whatever it wishes to be, we believe that it must first strive to be that really good, small college. To do so will involve not just planning and research, but also action steps with measurable outcomes, timeframes and staffing assignments. It will also require purposeful decision making throughout the College going forward.

The capacity building process would begin with a review and articulation of the College's vision, mission and strategic goals, last done in 2017. The landscape is changing rapidly and significantly. LASC has a new President. CCC enrollments are stable at best, especially in the coastal colleges. Technological change continues at an ever increasing rate, especially as that affects information, teaching, learning and job skills. Students are more demanding than ever before, and many come with issues that colleges have been ill-prepared to address. A new

funding model (SCFF) is moving forward towards implementation, a model which at the moment could have a detrimental effect on the College's financial picture.

Once this process has been done, the following capacity categories must be addressed. It should be noted, however, that addressing them sequentially will not work. Many efforts overlap and will have overlapping timelines. An overall project map and work plan will be required and must be monitored to ensure that the College is meeting its deadlines.

Financial Capacity

At present, the College has little, if any, financial capacity. By definition, ongoing deficits over two decades simply have not allowed the College to position itself for the challenges and needs of today let alone making the investments necessary for sustainability in the longer term. As mentioned earlier, the College's "Financial Recovery Plan, FY 2016-17" was well-constructed. While that Plan has been followed to some extent, much more needs to be done.

The FRP should be updated to reflect a five-year recovery period. LASC is staring at another deficit for the current fiscal year, which will only add to its debt burden. The College simply cannot turn on a dime and make its current financial plight disappear. It will take time. Recent action by LACCD to reduce annual debt repayments by two-thirds will provide significant relief. However, the debt remains and will continue to grow without immediate action. If the College can demonstrate over the next five years that it can follow through on its updated FRP and meet its financial targets, then it might revisit its debt obligation with the District…but results are imperative. At the present time, debt forgiveness is not an option.

The FRP should also include a look at all funds of the College. Prospectively, institutions likely will need to get much better at coordinating resources from different funds to move forward with a strategic initiative. An example would be seeking assistance from an IEPI team and IEPI grant funds to assist with development of an enrollment management plan. Grants, the Foundation, economic development, partnerships, etcetera, are all ways in which to build the College's financial capacity.

Human Resources Capacity

Capacity building is needed here as well. A review of the College's organizational structure is imperative, as is a review of staffing patterns and job descriptions…again, with an eye to what's needed prospectively, and to determine ways to streamline the structure as well as organizational processes. The College simply must get more efficient.

Compensation cannot continue to approach or exceed, the College's budget allocation. Some work has already begun in the area of Categorical Programs, but much more needs to be done throughout the College. An overall target should be established for the share of the College's unrestricted general fund budget dedicated to compensation. The current percentage of salary and benefits for LASC is 98% of income. Ideally, that would be on the order of 85%, which would then allow the College a reasonable degree of budget flexibility to best serve students. However, the College will have to determine what works best for it. What is most important is

that this matter be discussed, and some target established, and progress monitored. Additionally, the College should identify tools, such as early retirement incentives, that can facilitate its efforts to become more efficient and reduce compensation's share of the budget.

A significant factor in this regard is the issue of teaching productivity. The funding system is essentially predicated on achieving 595 WSCH per FTEF for colleges using the compressed calendar. If a College falls below that figure, it is losing efficiency which effectively manifests itself in the shift of the budget away from other operations of the College.

Teaching productivity is a complex factor involving considerations of class size, classrooms, class scheduling, curriculum and much more. Moving forward, the College has in the past achieved 644 WSCH, but it has been less efficient each year thereafter. Just getting back to the 535 WSCH level would have a significant positive effect on the College's budget. Release/reassigned/ time and stipends should also be evaluated for efficacy on a regular basis. Getting to 595, or even 644, unless there has been some form of programmatic change that would prohibit it, could save $1.5-3.0 million or perhaps more.

As we discuss educating students, but we must not forget our faculty and staff. They are affected by changing technologies, changes in expectations and changing needs of students, etcetera. A College must focus on performance excellence by setting high standards, but it must also provide faculty and staff with the wherewithal to meet those standards. A college is a human organization and will rise or fall on the effectiveness of its human resources. This goes to hiring, onboarding new staff, orientation to the College and the duties of the specific position, ongoing staff development and performance evaluations. Resources must be found to continually work on strengthening the institution's human resources.

Finally, through a review of the entire organization, the focus must be on creating synergies, avoiding duplication of effort, and eliminating silos. This is a dynamic process, and success will depend on the culture created within the College, a culture which is purposeful and promotes innovation. It will also require monitoring and evaluating performance of all organizational units of the College on a defined and regular basis.

Facilities Capacity

The College is currently overbuilt with over 2 times the classroom space it needs and is needing to explore alternative uses of excess space, such as has occurred with *Bright Star*. There is a plan for adding and deleting space going forward. This plan should be reviewed, revised if necessary, and then made an ongoing part of institutional conversations. And adherence to the plan is critical. Too often colleges fail to delete space as planned, and as a result, the college and university landscape is filled with buildings still being used that were intended as temporary facilities when they were built.

The importance of adherence is also tied to finance. If a facility exists, so then does a utility bill, maintenance and custodial work, costs which were essentially unplanned and at some earlier point considered unnecessary. Further, facilities O&M costs are often the target when budgets must be reduced or reallocated.

LASC must ensure that it takes stewardship of its physical assets seriously. This is not only a budget matter; it is also a matter of student engagement and accountability. If facilities and grounds are not well maintained, that will work against efforts to improve student engagement and the College's image in the community. Even though the College utilizes the APPA standards used Districtwide for determining O&M staffing, the College might want to develop its own standards to ensure proper, cost-effective care of its buildings and grounds.

Constituency Capacity

A college has many constituencies, both internal and external. Athletics bring fans and alums. Each community a college serves has a number of governmental, nonprofit and private sector groups, all or most of which could (or should) be tied in some way to the College. There are also various Statewide organizations. The College should assess its level of engagement with these external parties. Who is or should be a member of the various organization? Are College presentations being made?

There are also the internal constituencies, such as faculty, staff, employee organizations and most importantly, students (who later become alumni). Here, College culture is important. All must be brought together to move the College forward, as well as to continue its progress into the future. There must be buy in. It must be a culture in which students want to participate and where faculty and staff want to work. Forums should be held for students to gain their insights as to what works at the College and what doesn't and to enlist their support and assistance in moving the College forward. Such forums should begin in the spring semester and become an ongoing feature of the College environment to ensure College awareness of student needs and aspirations.

Thus, there are a variety of ways for strengthening the College's capacity through working with the various constituencies. The Foundation is a player here too, but so are faculty, staff and leadership. The College should consider the concept of "college advancement" whereby the College's efforts with the Foundation would be aligned in some way with a grants office, economic development efforts, human resources development activities, and marketing.

IT/MIS Capacity

The College needs to continually determine where it sits in regard to its technological capacity. It simply cannot afford to fall behind. This involves looking at and adhering to equipment replacement schedules. It also involves keeping current with emerging technologies, assessing their implications for instruction and management. Students must be prepared on up to date equipment. The College must also be working with up to date management tools and processes to ensure efficient operations.

The College should also assess its policies and procedures to ensure that they align their MIS systems. There should also be an assessment of data reporting requirements throughout the College, and an action plan for closing any gaps should be established.

Enrollment Management Capacity

As discussed earlier, over 14,000 students in LASC's effective service area are attending neighboring colleges. Realistically, the College will never be able to attract all of those students. It simply cannot offer all the programs that the other institutions collectively provide. There will also be other good and valid reasons why students decide to enroll at a neighboring institution. Nonetheless, there is a large number of prospective students that LASC is not presently serving. However, it is important to observe, that the College, if it wishes to grow, must grow intelligently. Following are some recommendations in that regard:

1. Assure that decision makers have access to dynamic enrollment data so decisions regarding class cancellations and additions are data-driven based on student needs and interests.
2. The entire class schedule should follow a block schedule, be coordinated with all academic divisions to ensure that the classes do not overlap in time slot, etcetera.
3. Increase concurrent enrollment by improving outreach to high school students and modifying the College schedule to accommodate their needs. As noted earlier, the College currently hosts a LAUSD Middle College High School and Bright Star charter school on campus.
4. Additional evening and weekend classes could be offered to reach the working student. More online and hybrid classes could be added but only after students and faculty are trained to navigate the process.
5. The enrollment management plan should be completed, and recommendations implemented. The same holds with the marketing plan, which is an important element of enrollment management.

Additionally, student engagement is critical, and its importance is recognized by the College. This is a capacity matter in terms of both facilities and services. It is clear that the more engaged a student is with the College, the more successful the student will be. LASC wants to make sure prospective students see the College as the place to be. Some recommendations here are:

1. High school and middle school outreach efforts should be evaluated and expanded, and concurrent enrollment increased. High school and middle school students should be invited to campus for programs and events.
2. High school counselors should become ambassadors for the College. Ways in which this can occur is to have counselor to counselor conferences, special luncheons for high school counselors and so forth.
3. Strengthen the Associated Students Organization and provide gathering spaces for students.
4. Assess financial aid services to determine if data are properly captured and that students are assisted in completing the process. During our research, we noted a very low number of students were receiving the BOG Waiver (Promise Grant) and the Pell Grants, compared to the number of students who would qualify. The 2018-19 Financial Aid data revealed that the headcount for the College was 11,389, but only 6,700 received the BOG Waiver (Promise Grant) and only 2,100 received the Pell Grant.
5. Determine if the hours provided for student services meet the needs of the students.

6. Expand athletic programs to include men's and women's soccer and women's softball. These are very popular sports, and the athletes must be full-time students.

Finally, the College should assess its program offerings. The College must excel in this arena if it is to successfully compete with neighboring colleges and draw students. It must look at issues of efficacy, viability, supply and demand, etcetera. At present, it appears that the College has focused more on boutique programs which focus on a specific population. Whereas such programs may have some value in terms of publicity and graduates, their efficacy should be assessed. At minimum, one must keep in mind that over 14,000 effective service area students are still not attending LASC, which such suggests that these programs are not drawing the volume of students needed to best serve the community.

LASC Program Awards

The numbers of students who have transferred from the College to a public California four-year institution has steadily increased from 2008-09 to 2018-19, particularly after 2014-15. Transfers to out-of-state institutions have declined from 2008-09 to 2017-18 while transfers to in-state-private colleges has remained relatively constant with an annual average of 35 students.

Institution Name	Student Headcount of Annual Transfers											Grand Total	Average	Nbr. Change	Change	Annual % Change
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019					
CA State University	165	133	104	110	113	122	162	148	161	198	157	1,573	143	-8	-4.8%	-0.5%
University of California	9	7	4	5	4	11	17	13	26	24	23	143	13	14	155.6%	15.6%
Out-of-State*	83	90	80	88	94	92	82	59	47	61		603	78	-22	-26.5%	-2.7%
In-State-Private*	23	46	42	42	34	31	39	32	27	33		280	35	10	43.5%	4.3%
Totals	**280**	**276**	**230**	**245**	**245**	**256**	**300**	**252**	**261**	**316**	**180**	**2,105**	**266**	**36**	**12.9%**	**1.3%**

*2018-19 data is not available for these transfers
Source: California Community Colleges, Chancellor's Office. *Data Mart Query.* University of California Information Center. *California Community College New Enrollments at UC Dashboard.* California State University, *New Undergraduate Transfers from California Community Colleges Dashboard*; analysis by Cambridge West Partnership, LLC

Over the last 10 years the College has experienced steadily increasing volumes in degree and certificate awards granted from 300 in 2009 to 1,176 in 2019. The greatest increase has been from 2014-15 to the present. Additional details are found in Appendix D.

Award Type	Annual Program Awards										Average	First vs. Last Change	% Change	Annual % Change
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019				
Associate in Science for Transfer (A.S.-T) Degree				2	4	7	32	59	50	62	31	60	3000.0%	428.6%
Associate in Arts for Transfer (A.A.-T) Degree							6	16	43	46	28	40	666.7%	166.7%
Associate of Science (A.S.) degree	56	75	59	52	64	59	73	77	56	61	63	5	8.9%	0.9%
Associate of Arts (A.A.) degree	155	126	177	255	413	504	641	641	592	629	413	474	305.8%	30.6%
Certificate requiring 30 to < 60 semester units	17	6	8	5	136	173	200	304	265	300	141	283	1664.7%	166.5%
Certificate requiring 18 to < 30 semester units	13	2	5		8	11	9	7	6	6	7	-7	-53.8%	-6.0%
Certificate requiring 12 to < 18 units						2								
Certificate requiring 6 to < 18 semester units	59	33	2		4	93	140	112	96	72	68	13	22.0%	2.4%
Other Credit Award, < 6 semester units					1									
Totals	**300**	**242**	**251**	**314**	**629**	**848**	**1,103**	**1,216**	**1,108**	**1,176**	**719**	**876**	**292.0%**	**29.2%**

Source: California Community Colleges, Chancellor's Office. *Data Mart Query;* analysis by Cambridge West Partnership, LLC

While the College has authority to offer degree curriculum in 30 fields and occupational certificates in 45 disciplines, the numbers of students who complete programs of study are concentrated in these identified areas:

- Associate Degree for Transfer
    - Psychology
    - Sociology
    - Business Administration
    - Administration of Justice
- Associate of Arts (most likely to support transfer to a non-CSU institution)
    - Liberal Arts and Sciences, General
    - Liberal Studies
- Associate of Science
    - Registered Nursing
- Certificate Requiring 30 to < 60 Units
    - Transfer Studies
- Certificate Requiring 6 to <18 Units
    - Child Development/Early Care and Education
    - Alcohol and Controlled Substances

In most degree programs of study, the College has had a very low annual average of awards from 2009-10 to 2018-19.

- Two Associate Degrees for Transfer were first granted in 2012-13 but most ADTs started granting awards in 2015-16. Among the approved 15 ADTs, 10 have granted fewer than an annual average of 5 awards. Within that cohort of 10 programs of study,
    - 7 granted an average of 2 annual awards,
    - 2 granted an average of 1 annual award, and
    - 1 program granted an average of 4 annual awards

- Among the 33 Associate Degrees, between 2009-10 and 2018-19
    - 21 granted an average of one or two awards annually,
    - 7 granted an average of 3 to 6 awards annually.

A traditional certificate of achievement program requires 18 or more units concentrated in the program of study and commonly provide the basis for students to secure middle skills, livable wage jobs without further study. From 2009-10 to 2018-19 the College has offered eight of these programs with a ninth program being Transfer Studies. Among the eight certificate of achievement programs in career technical education disciplines

- 2 granted an average of 3 awards annually,
- 2 granted an average of 2 awards annually, and
- 2 granted an average of 1 award annually.

From 2004-05 to 2011-12, 24 graduates received the most commonly awarded certificate of achievement in the field of Alcohol and Controlled Substances. Three years after the award they were earning a median wage of $48,142.

From 2009-10 and 2018-19 the College sponsored 16 certificate awards that required less than 18 units concentrated in the program of study. These locally-approved certificate awards may assist a student to gain entry-level employment, but by themselves the awards seldom translate into livable wage employment.

- Among these certificate programs 13 averaged six or fewer awards annually.

In a service area with extensive poverty and relatively low educational attainment, the College should be serving a larger percentage of the community.

2019 Educational Attainment, Age 25 or Older   Service Area

	Los Ang 10 Zips	Gardena 3 zips	Hawthorne 1 zip	Inglewood 5 zips	Lynwood 1 zip	20 Zips	LA County
Total Population 25+	320,026	59,542	63,069	89,872	41,433	573,942	6,921,600
< 9th Grade	23.7%	10.5%	12.0%	16.0%	24.9%	19.9%	11.9%
9-12, no diploma	15.0%	8.0%	9.4%	12.0%	18.6%	13.4%	8.3%
HS graduate	25.7%	24.6%	22.3%	20.0%	25.7%	24.3%	19.3%
GED	1.9%	2.0%	2.2%	2.1%	2.6%	2.0%	1.7%
Some College	18.8%	21.8%	23.5%	24.4%	16.4%	20.3%	18.8%
Associate	5.2%	9.3%	7.0%	6.5%	4.5%	6.0%	6.9%
Bachelor's	7.0%	17.7%	17.3%	13.1%	5.7%	10.1%	21.5%
Graduate	2.8%	6.1%	6.4%	5.8%	1.6%	3.9%	11.6%
< HS graduate	38.7%	18.5%	21.4%	28.0%	43.5%	30.0%	20.2%
HS graduate/GED	27.6%	26.6%	24.5%	22.1%	28.3%	25.8%	21.0%
Total	66.3%	45.1%	45.9%	50.1%	71.8%	55.8%	41.2%
Some College	18.8%	21.8%	23.5%	24.4%	16.4%	21.0%	18.8%

Sources: Environmental Systems Research Institute (ESRI). *Market Profiles;* U. S. Department of Commerce, Census Bureau. *American Fact Finder;* analysis by Cambridge West Partnership, LLC

The College is also struggling to facilitate living wage employment by offering relatively few career technical education programs of study in middle skills that lead to living-wage jobs. The College may be underserving the community by not producing very many program awards in most of the authorized programs of study. This may be contributing to the large number of students completing coursework at neighboring colleges.

In that regard, the College should:

1. Complete an analysis of degree/certificate patterns; schedule the classes that allow the students the ability to complete the degree/certificate on site rather than transferring to a neighboring college.
2. Provide a seamless path for degree/certificate completion with strong advisement and success monitoring.
3. Expand Career Tech programs that offer job placement for students in accordance with the College's Mission and the needs of the community.
4. Identify and establish partnerships with local business and industry.

Conclusions

LASC has a rich tradition, but it also has a long history of deficit spending. It now confronts a staggering indebtedness to LACCD of about $15m and growing, and its prospects for the future are challenging.

The College needs to find its identity both internally and externally. It needs to become the place to be for students and its community and the place to work for faculty and staff. The only way to do this is to take a long, hard and honest look at itself, at its strengths and weaknesses and opportunities and threats. It must face reality, and that is a reality negatively marked by significant financial issues. It has been unable to make the kinds of investments needed to create a thriving institution of higher learning nor will it be able to do so in the future without substantive change.

LASC must build institutional capacity of which it presently has very little. We have outlined a path for so doing, a path that will take time to follow as there is no easy way out of its fiscal dilemma. As a necessary first step, we recommend that the College develop an action plan. The plan must include a description of the issue being addressed, a goal statement with objectives set forth as needed, measurable outcomes, staffing assignments, and timelines. We recommend that a 5-year time horizon be used. We further recommend that the action plan be submitted to the District no later than May 15, 2020.

The draft workplan template below can be used as a starting point. The information on the template is a snapshot of the findings and recommendations included in the report. The college should expand on the information to develop priorities, timelines, accountability, and measurable goals and outcomes for each item identified.

Template for a Work Plan

	Activity	Owners	Timeline
The college should focus on strengthening institutional capacity by strategically deciding what the College should look like. This process should identify the degree/certificates the College should offer.		
Goal 1– Decide how the college will best serve the surrounding community.		
1.1	The College should review the current planning processes, evaluate the College's culture, and review and assess data in preparation for the next steps.		
1.2	The College should conduct a Strategic Planning Retreat, or a similar process, to revise and update, the College Mission, Vision, and Values. -The College should contract with a skilled facilitator to assist the college in this process - The Vison statement will yield a picture of the College's future that motivates and inspires others to act. - The Mission will define what the college will do and not do; who it will serve and not serve; and how will they be served. -All constituents of the college, including students, should be involved throughout this process and future planning processes.		
1.3	Create strategic goals and objectives with defined timelines that support the Mission, Vision and Values.		
1.4	Create and assign action activities to accomplish the strategic objectives.		
1.5	Ensure the Institutional Capacity Recommendations align with ACCJC Accreditation Standards.		

The College has struggled with years of financial instability; thus, this process has been initiated.			
Goal 2– The College needs to reach financial stability to ensure that its students and community achieve their academic and career goals.			
	Activity	Owners	Timeline
2.1	The College should update the 2016-17 Financial Recovery Plan for the next five fiscal years with definitive and measurable targets, actions steps, accountability, timelines and staffing assignments.		
2.2	Incorporate all College funds into the College's planning and budgeting process.		
2.3	Develop and submit a proposal for IEPI-PRT assistance.		
2.4	Identify and establish partnerships with local business and industry.		
2.5	Identify economic development and revenue generation opportunities.		
2.6	Evaluate the effectiveness of the Foundation and seek additional contribution sources.		
2.7	Formulate a plan to reduce costs of employee benefits.		
2.8	Complete an analysis of release/reassignment time for faculty.		
2.9	Seek and secure a grant writer which may initially need to be on a contract basis.		
2.10	Ensure the Financial Capacity Recommendations align with ACCJC Accreditation Standards.		

	The College should review its organizational structure.		
	Goal 3– Employee compensation should be reduced.		
	Activity	Owners	Timeline
3.1	Review the College's organizational structure, its staffing patterns and position descriptions with an eye to what the College will need prospectively and to improve efficiencies.		
3.2	Identify College needs for systems upgrades so that data are available when and where needed and that operating policies and procedures are in line therewith.		
3.3	Establish a target for the percentage of the unrestricted fund budget dedicated to compensation and incorporate in the FRP.		
3.4	Establish a target for WSCH/FTEF that is based on program and course offerings and facilities availability vis-a-vis the State standard (condensed calendar) of 595; develop a plan for reaching that target; then incorporate into the FRP.		
3.5	Develop a human resources development plan, recruitment and hiring procedures, College orientation, onboarding, performance evaluation, and ongoing training.		
3.6	Explore the possibility of offering an Early Retirement Incentive.		
3.7	Ensure the Human Resources Capacity Recommendations align with ACCJC Accreditation Standards.		

	The College is currently overbuilt and needs to explore alternative uses of excess space.		
	Goal 4– The Facilities Plan should be reviewed, revised and followed.		
	Activity	Owners	Timeline
4.1	The plan should include procedures to delete unused space from the inventory to save utility, maintenance and custodial costs.		
4.2	Review M&O staffing and management with an eye towards increased efficiencies.		
4.3	Continue to seek appropriate lease agreements for unused college facilities.		
4.4	Develop a facilities stewardship plan relative to improving student engagement, facilities maintenance, community image and standards of care.		

4.5	Ensure the Facilities Capacity Recommendations align with ACCJC Accreditation Standards.		

The College, through a variety of methods, should strengthen the College image and increase community involvement.			
Goal 5– Strengthen the College's constituency capacity.			
	Activity	Owners	Timeline
5.1	Explore the expansion of athletics programs, such as women and men's soccer and women's softball to attract and recruit students to the campus to bolster the student life experience.		
5.2	Assess the community use of facilities and determine ways to expand the community's presence on the campus.		
5.3	Consider the establishment of a College Advancement Office		
5.4	Assess involvement of faculty, staff, and students in community organizations and activities as well as Statewide community college-related organizations.		
5.5	Conduct student forums to gain insights relative to their needs, interests, and concerns regarding the advancement of the College.		

The College needs to evaluate its technology capacity.			
Goal 6– The College will provide a technology infrastructure that supports an effective learning environment.			
	Activity	Owners	Timeline
6.1	Review and revise the Technology Plan to ensure the currency of IT/MIS systems vis-à-vis the College's internal and external data reporting.		
6.2	Develop the reporting systems necessary for class scheduling and events management.		
6.3	Provide ongoing employee and student technology training.		

	The College should strategically increase enrollment by offering relevant degrees and certificates while attracting its students who are attending neighboring colleges and potential students.		
	Goal 7– The enrollment management plan should be completed, and recommendations implemented. The same holds with the marketing plan, which is an important element of enrollment management.		
	Activity	Owners	Timeline
7.1	Complete and implement the Educational Master Plan.		
7.2	Assure that decision makers have access to dynamic enrollment data so decisions regarding class cancellations and additions are data-driven based on student needs and interests.		
7.3	Ensure the entire class schedule is coordinated with all academic and student service divisions to ensure that the classes do not overlap in time slots and start times.		
7.4	Complete an analysis of degree/certificate patterns; schedule classes that allow students the ability to complete the degree/certificate on site rather than transferring to a neighboring college.		
7.5	Provide a seamless path for degree/certificate completion with strong advisement and success monitoring.		
7.6	Expand Career Tech programs that offer job placement for students in accordance with the College's Mission and the needs of the community.		
7.7	Increase concurrent enrollment by improving outreach to high school students and modifying the college schedule to accommodate their needs. As previously mentioned, the college currently hosts a LAUSD Middle College High School and a Charter School on campus.		
7.8	Additional evening and weekend classes could be offered to reach the working adult student.		
7.9	More online and hybrid classes could be added but only after students and faculty are trained to teach online.		
7.10	High school and middle school outreach efforts should be evaluated and expanded. High school and middle school students should be invited to campus for programs and events.		
7.11	High school counselors should become ambassadors for the College through programs,		

	such as counselor to counselor conferences and special gatherings for high school counselors in the LASC service area.		
7.12	Strengthen the Associated Students Organization and provide gathering spaces for students.		
7.13	Assess financial aid services to determine if data are properly captured and that students are assisted in completing the process.		
7.14	Investigate whether the hours provided for student services actually meet the needs of the students.		

Appendices

Appendix A: Cambridge West Partnership Team

Jim Buysse – Team Lead

Senior Associate
Dr. Buysse has 48 years of experience in educational administration. His service includes 17 years in Colorado with the Colorado Commission on Higher Education; the State's community college governing board; Colorado Mountain College (including one year as Interim President); and the Aurora Higher Education Center. He also was selected to serve on a 4-person planning team charged with writing Colorado's first postsecondary education master plan. In California, he spent 20 years with the Riverside Community College District, serving one year as Interim Chancellor and retiring as Vice Chancellor Emeritus, Administration and Finance. He has also worked with De Anza College, the South Orange County Community College District; Saddleback College (Interim President); and El Camino College. He also received the 2014 Walter Star Robie Award from the CCC's Association of Chief Business Officials. Additionally, he has provided consulting services to Desert, Chaffey, Victor Valley and Santa Barbara community college districts. He brings leadership experience in organizational culture, management, strategic planning, customer service, budget and finance.

C. M. Brahmbhatt

Managing Director
Mr. Brahmbhatt has been serving the educational community for 35 years. Twenty-four of those years were spent with the Coast Community College District as the Vice Chancellor of Administrative Services. C.M. holds a Lifetime Community College Chief Administrator Office Credential as well as a Lifetime Community College Supervisor Credential. He also received the 2010 Walter Star Robie Award from the Association of Chief Business Officers of CCC. C.M.'s career has granted him expertise in financial management, administrative services, cost savings, bond programs, State mandate compliance, capital construction/ facility planning, and finance resourcing.

George Walters

Director of Operations
George Walters has served 17 plus years in California Community Colleges. During his career, he has served as a faculty member, Dean of Instruction and as Vice President of Administrative Services. As the Chief Business Officer of Barstow Community College District, Mr. Walters provided district wide leadership in risk management, capital projects, facilities, budget and finance, IT, maintenance and operations and auxiliary services. In addition to providing a campus-wide operational perspective to strategic planning projects, Mr. Walters brings over a decade of experience in industrial arts and career and technical education. Mr. Walters continues to provide specialized guidance and support to several community colleges.

Fred Trapp

Senior Associate
Dr. Trapp's 48 years in community colleges has included years of classroom teaching experience as well as extensive work with faculty and deans on curriculum design and development, orchestrating schedules of classes, completing unit plans, conducting program reviews, assessing student learning outcomes, and evaluating institutional effectiveness. Dr. Trapp has provided institutional research support in a variety of topics. He has acted as leader in roles pertaining to accreditation self-studies and has served on numerous teams on behalf of the Accrediting Commission. Dr. Trapp's education includes a Ph.D. in Public Administration and M.P.A. in Public Administration from the University of Southern California; M.R.C.P. in Regional and City Planning from the University of Oklahoma; M.A. in Political Science from the American University (Washington, D.C.); and a B.A. from California Western University (San Diego).

Linda Lacy

Senior Associate
Dr. Lacy's 40 years in education include 29 years in the California community college system as faculty, dean of student services, vice president, vice chancellor of student services and operations and 8 years as a college president. Dr. Lacy's education includes an Ed.D. in Education from Oklahoma State University; M.A. in Education from Central State University, Oklahoma; and B.A in Science from Oklahoma State University. During her career, Dr. Lacy held numerous statewide positions of leadership, was active in the communities she served, and received numerous awards for her leadership and service. In 2015, Dr. Lacy was honored with the California State Assembly Distinguished Woman of the Year Award.

Appendix B: Los Angeles Southwest College Survey Questions

In December 2019 a web-based survey consisting of the following 16 questions was provided to employees of the college. Seventy four people participated with responses that ran for 46 pages of single-space text. There were many good ideas in the responses which the team used to develop themes that are commented upon in this report.

1. What courses do you suggest being added or expanded in the College's schedule of classes?
2. What career technical degrees, programs, and certificates should be explored?
3. How can the college reach additional high school graduates?
4. Are classes efficiently scheduled, and if not, what would you suggest being done to improve this process?
5. Are there ways in which student engagement on-campus could be increased?
6. Are there non-traditional student populations the College might serve?
7. Could more online and hybrid courses be offered?
8. What suggestions do you have for removing barriers to student success and retention?
9. What partnerships could be pursued?
10. Are you aware of any grant funding opportunities the College might pursue?
11. What other ideas should be incorporated to increase revenue and/or improve services?
12. What policies and procedures could be added or improved?
13. Are there any duplication of effort you have observed, and if so, how would you suggest they be remedied?
14. Are there ways in which automated systems could be more effectively utilized or expanded?
15. What other cost savings ideas should be considered by the College?
16. If you have other suggestions or ideas, please share them.

Appendix C: Los Angeles Southwest College Effective Service Area Analysis

Count	ZIP	Postal City	Neighborhood	Average	Total	Cumulative %	Fall 2014 to 20189Student Headcounts Enrolled at Los Angeles Southwest College						2014 vs. 2019	
							2014	2015	2016	2017	2018	2019	Nbr. Change	% Change
1	90044	Los Angeles	August F. Haw	1,226	7,356	16.3%	1,202	1,271	1,313	1,171	1,095	1,304	102	8.5%
2	90047	Los Angeles	Westmont	725	4,347	25.9%	803	800	789	717	575	663	-140	-17.4%
3	90250	Hawthorne		565	3,390	33.4%	599	633	658	585	463	452	-147	-24.5%
4	90003	Los Angeles	Southeast L.A.	509	3,054	40.1%	492	468	445	561	511	577	85	17.3%
5	90061	Los Angeles	W. Rnacho Domingo	335	2,009	44.6%	306	340	364	346	304	349	43	14.1%
6	90059	Los Angeles	August F. Haw	284	1,702	48.3%	279	304	277	269	283	290	11	3.9%
7	90303	Inglewood		272	1,629	51.9%	274	307	313	290	218	227	-47	-17.2%
8	90247	Gardena		268	1,605	55.5%	271	292	278	280	227	257	-14	-5.2%
9	90002	Los Angeles	Watts	242	1,450	58.7%	241	226	210	261	250	262	21	8.7%
10	90043	Los Angeles	Windsor Hills	221	1,325	61.6%	250	230	242	199	183	221	-29	-11.6%
11	90301	Inglewood		210	1,262	64.4%	232	247	252	192	167	172	-60	-25.9%
12	90304	Inglewood		204	1,222	67.1%	243	277	222	186	134	160	-83	-34.2%
13	90249	Gardena		165	989	69.3%	160	194	185	158	136	156	-4	-2.5%
14	90062	Los Angeles		151	905	71.3%	161	152	154	146	132	160	-1	-0.6%
15	90001	Los Angeles		155	931	73.4%	110	125	117	186	183	210	100	90.9%
16	90037	Los Angeles		137	823	75.2%	146	139	158	138	109	133	-13	-8.9%
17	90302	Inglewood		116	697	76.7%	117	136	111	123	99	111	-6	-5.1%
18	90011	Los Angeles		110	661	78.2%	110	114	124	95	104	114	4	3.6%
19	90305	Inglewood		99	591	79.5%	137	120	114	79	69	72	-65	-47.4%
20	90008	Los Angeles	Baldwin Hills	91	545	80.7%	117	97	100	77	60	94	-23	-19.7%

Source: California Community Colleges, Chancellor's Office, Research Unit. *Student Headcount by College and Zip Files;* analysis by Cambridge West Partnership, LLC

Appendix D: Los Angeles Southwest College Awards by Type and TOP Code

| Award Type | Discipline | TOP | Annual Program Awards | | | | | | | | | | First vs. Last | | | Annual % Change |
			2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Average	Change	% Change	
Associate in Arts for Transfer (A.A.-T) Degree	Anthropology	220200									3	1	2	-2	-67%	-33%
Associate in Arts for Transfer (A.A.-T) Degree	Art	100200									2	1	2	-1	-50%	-25%
Associate in Arts for Transfer (A.A.-T) Degree	English	150100									1	3	2	2	200%	100%
Associate in Arts for Transfer (A.A.-T) Degree	History	220500						1	1		1	3	2	2	200%	50%
Associate in Arts for Transfer (A.A.-T) Degree	Kinesiology	127000										1				
Associate in Arts for Transfer (A.A.-T) Degree	Political Science	220700									1	2	2	1	100%	50%
Associate in Arts for Transfer (A.A.-T) Degree	Psychology, General	200100							2	6	16	18	11	16	800%	200%
Associate in Arts for Transfer (A.A.-T) Degree	Sociology	220800							3	8	15	13	10	10	333%	83%
Associate in Arts for Transfer (A.A.-T) Degree	Spanish	110500										2				
Associate in Arts for Transfer (A.A.-T) Degree	Speech Communication	150600							1	4	2		2	1	100%	33%
Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice	210500				1	4	2	17	19	16	19	11	18	1800%	257%
Associate in Science for Transfer (A.S.-T) Degree	Business Administration	050500							12	24	18	32	22	20	167%	42%
Associate in Science for Transfer (A.S.-T) Degree	Child Development/Early Care and Education	130500				1		5	3	7	10	9	6	8	800%	114%
Associate in Science for Transfer (A.S.-T) Degree	Mathematics, General	170100							2	1	1	1	1	-1	-50%	-17%
Associate in Science for Transfer (A.S.-T) Degree	Physics, General	190200							7	5	1		4	-6	-86%	-29%

| Award Type | Discipline | TOP | Annual Program Awards | | | | | | | | | | Average | First vs. Last | | Annual |
			2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019		Nbr Change	% Change	% Change
Associate of Arts (A.A.) Degree	Administration of Justice	210500	7	5	9	17	26	23	17	17	12	9	14	2	29%	3%
Associate of Arts (A.A.) Degree	Anthropology	220200			1	1		5	4	1	2	1	2	0	0%	0%
Associate of Arts (A.A.) Degree	Art	100200	1		1	2	2	1	2	3	2	4	2	3	300%	30%
Associate of Arts (A.A.) Degree	Banking and Finance	050400					1	1		1		1	1	0	0%	0%
Associate of Arts (A.A.) Degree	Biology, General	040100		1	1	1	2		2			2	2	1	100%	11%
Associate of Arts (A.A.) Degree	Business Administration	050500	13	7	1	2	1	3	6	7	3	3	5	-10	-77%	-8%
Associate of Arts (A.A.) Degree	Business and Commerce, General	050100		1	13	22	26	25	33	45	19	26	23	25	2500%	278%
Associate of Arts (A.A.) Degree	Child Development/Early Care and Education	130500	11	6	12	17	21	22	20	16	14	7	15	-4	-36%	-4%
Associate of Arts (A.A.) Degree	Computer Science (Transfer)	070600		1				4	3				3	-1	-100%	-11%
Associate of Arts (A.A.) Degree	Dramatic Arts	100700					2		2	1	2	2	2	0	0%	0%
Associate of Arts (A.A.) Degree	Electronics and Electric Technology	093400								1	1		1	0	0%	0%
Associate of Arts (A.A.) Degree	English	150100	1		2	3	6	1	3	4	7	5	4	4	400%	40%
Associate of Arts (A.A.) Degree	History	220500				1		1	1	3	1	1	1	0	0%	0%
Associate of Arts (A.A.) Degree	Humanities and Fine Arts	490310	1		5	3	5	6	12	11	4	8	6	7	700%	70%
Associate of Arts (A.A.) Degree	Journalism	060200						1	1				1	0	0%	0%
Associate of Arts (A.A.) Degree	Liberal Arts and Sciences, General	490100	105	93	111	123	211	218	274	246	273	284	194	179	170%	17%
Associate of Arts (A.A.) Degree	Liberal Studies	490120			6	30	80	147	222	229	208	234	145	228	3800%	475%
Associate of Arts (A.A.) Degree	Management Development and Supervision	050630	6	1	3	3	7	10	5	9	10	6	6	0	0%	0%
Associate of Arts (A.A.) Degree	Mathematics, General	170100						1	3	3			2	2	200%	67%
Associate of Arts (A.A.) Degree	Music	100400	1				1	1	2	1			1	-1	-100%	-10%
Associate of Arts (A.A.) Degree	Paralegal	140200	1		1	1	1	1		2		1	1	0	0%	0%
Associate of Arts (A.A.) Degree	Political Science	220700	1			2				2	2	2	2	1	100%	10%
Associate of Arts (A.A.) Degree	Psychology, General	200100	2	3	4	9	8	7	14	13	13	13	9	11	550%	55%
Associate of Arts (A.A.) Degree	Real Estate	051100	2			1							2	-2	-100%	-10%
Associate of Arts (A.A.) Degree	Sociology	220800	3	7	6	14	10	19	12	12	11	13	11	10	333%	33%
Associate of Arts (A.A.) Degree	Software Applications	070210				2	1	3	1	2	2	1	2	-1	-50%	-7%
Associate of Arts (A.A.) Degree	Spanish	110500		1	1	1	3	3	2	10	4	6	3	5	500%	56%
Associate of Arts (A.A.) Degree	Speech Communication	150600						1	1	1	1		1	0	0%	0%
Associate of Science (A.S.) Degree	Computer Programming	070710	1		1	1	2	1	1	2	1		1	-1	-100%	-10%
Associate of Science (A.S.) Degree	Electronics and Electric Technology	093400	2	1	1		2	2	1	2	1		2	-2	-100%	-10%
Associate of Science (A.S.) Degree	Geography	220600										1				
Associate of Science (A.S.) Degree	Geology	191400										1				
Associate of Science (A.S.) Degree	Mathematics, General	170100						1			9	4	5	3	300%	100%
Associate of Science (A.S.) Degree	Office Technology/Office Computer Applications	051400				1		1	1		1	1	1	0	0%	0%
Associate of Science (A.S.) Degree	Physics, General	190200								2	1	1	1	-1	-50%	-17%
Associate of Science (A.S.) Degree	Psychology, General	200100	10	6	20	21	19	25	31	21	8	9	17	-1	-10%	-1%
Associate of Science (A.S.) Degree	Registered Nursing	123010	43	68	37	29	41	30	38	50	35	44	42	1	2%	0%

| | | | Annual Program Awards | | | | | | | | | | | First vs. Last | | Annual |
Award Type	Discipline	TOP	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Average	Nbr Change	% Change	% Change
Certificate requiring 12 to < 18 units	Information Technology, General	070100							2							
Certificate requiring 18 to < 30 semester units	Administration of Justice	210500	5	2	3		3	6	4		1		3	-5	-100%	-10%
Certificate requiring 18 to < 30 semester units	Business Administration	050500	1							1			1	-1	-100%	-10%
Certificate requiring 18 to < 30 semester units	Business and Commerce, General	050100	2		1			2		3	1	3	2	1	50%	5%
Certificate requiring 18 to < 30 semester units	Information Technology, General	070100							1							
Certificate requiring 18 to < 30 semester units	Management Development and Supervision	050630	3		1		5	3	4	3	3	3	3	0	0%	0%
Certificate requiring 18 to < 30 semester units	Real Estate	051100	2							1			2	-2	-100%	-10%
Certificate requiring 30 to < 60 semester units	Alcohol and Controlled Substances	210440	16	6	8	4	15	13	15	12	8	11	11	-5	-31%	-3%
Certificate requiring 30 to < 60 semester units	Banking and Finance	050400								1		1	1	0	0%	0%
Certificate requiring 30 to < 60 semester units	Transfer Studies	490110	1			1	121	160	185	291	257	288	163	287	28700%	2870%
Certificate requiring 6 to < 18 semester units	Accounting	050200						1		2		1	1	0	0%	0%
Certificate requiring 6 to < 18 semester units	Administration of Justice	210500	17	8	2			12	19	22	10	8	12	-9	-53%	-5%
Certificate requiring 6 to < 18 semester units	Alcohol and Controlled Substances	210440	31	17			4	16	44	37	26	16	24	-15	-48%	-5%
Certificate requiring 6 to < 18 semester units	Business Administration	050500								1						
Certificate requiring 6 to < 18 semester units	Child and Adolescent Development	130510								6						
Certificate requiring 6 to < 18 semester units	Child Development/Early Care and Education	130500						54	58	39	41	34	45	-20	-37%	-7%
Certificate requiring 6 to < 18 semester units	Education, General	080100		1				1					1	-1	-100%	-11%
Certificate requiring 6 to < 18 semester units	Electronics and Electric Technology	093400	1	2				2	6	1			2	-1	-100%	-10%
Certificate requiring 6 to < 18 semester units	Law, General	140100										2				
Certificate requiring 6 to < 18 semester units	Management Development and Supervision	050630	2					5	5	3	3		4	1	50%	5%
Certificate requiring 6 to < 18 semester units	Office Technology/Office Computer Applications	051400	6				7	6	1	1	1		4	-5	-83%	-8%
Certificate requiring 6 to < 18 semester units	Real Estate	051100	2	5						3			3	-2	-100%	-10%
Certificate requiring 6 to < 18 semester units	Sociology	220800								4	5	7	5	3	75%	25%
Certificate requiring 6 to < 18 semester units	Spanish	110500						1	1	1			1	0	0%	0%
Other Credit Award, < 6 semester units	Electronics and Electric Technology	093400					1									
Los Angeles Southwest College Total			*300*	*242*	*251*	*314*	*629*	*848*	*1,103*	*1,216*	*1,108*	*1,176*	*719*	*876*	*57600%*	*5760%*

Source: California Community Colleges, Chancellor's Office. *Data Mart Query;* analysis by Cambridge West Partnership, LLC