



## EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

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[www.elcamino.edu](http://www.elcamino.edu)

December 14, 2015

Board of Trustees  
El Camino College

Dear Members of the Board:

Welcome to the Monday, December 14, Board agenda. President Fallo and Vice President Higdon are in San Francisco this week initiating the refinancing of \$90 million of existing 2002 Measure E bonds (taking advantage of lower interest rates and saving district tax payers millions in interest costs). They are also meeting with financing personnel in preparation for the sale of \$100 million in new bond issuances to support the continuation of the college's capital improvements.

The regular agenda is initiated with the annual report for the El Camino College Foundation from Foundation President Maribel Denner. Immediately after the Foundation presentation, Mr. Michael Rouse from Toyota will be presenting a significant donation in support of the district's HSI STEM program. The consent agenda is highlighted by a number of relatively routine transactions and include the following:

- A. Academic Affairs recommends a Destruction of Records action, Center for the Arts Presentation and proposed curriculum changes. Other items include the Student Equity Plan 2015-2016 (see Attachment A) and Honors Transfer Program Report.
- B. Student and Community Advancement presents Community Education Classes for Winter/Spring 2016. The remaining action includes two Board Policies for review only and updates of six Board Policy second readings and eight Administrative Procedures.
- C. Administrative Services presents the usual recommendations for contracts, personal services agreements, and contract amendments. Additional information regarding contracts with three of the high school partners in the South Bay Adult Education Consortium is included on Attachment B. Also presented is a Memorandum of Understanding with Bellevue University and is supplemented by Attachment C. The remaining action includes one Board policy for review only and updates of three Board Policy first readings and four Administrative Procedures.

Letter to the Board of Trustees  
December 14, 2015

- D. Measure E provides the usual expenditure updates, purchase orders and blanket purchase orders.
- E. Human Resources recommends employment and personnel changes and the approval of temporary and non-classified service employee actions. Also included is a modification to the Professional Series salary schedule approved at the November 16, 2015 Board meeting, which inadvertently omitted the Professional V series used by El Camino College's Community Education Program.
- F. Compton Center action includes Accreditation Timeline and Vision, Mission, and Strategic Initiatives.
- G. The consent agenda is concluded with a recommendation of 2016 Board of Trustee Goals and Evaluation. Goals from 2014 are presented as a reference document.

The non-consent agenda includes a recommendation for two Board resolutions to initiate the refunding and issuance of Measure E bonds and is supplemented by Attachments D and E.

There will be a closed session agenda item which will require Board action. Confidential information is included separately.

Supplemental reading includes the following:

1. 2015 Board of Trustees' Self-Evaluation Questionnaire Results
2. Memo from Ms. Ann Garten regarding Follow Up from November Board Meeting
3. IT Plan – December 8, 2015

If you have any questions, comments or concerns about the agenda, please feel free to call President Fallo or Ms. Cindy Constantino prior to the Board meeting so that they may provide an informed response. President Fallo will be available in his office at 3:00 p.m. to meet with you prior to the Board meeting at 4:00 p.m. on Monday, December 14.

Sincerely,



Linda Beam  
Vice President, Human Resources



**EL CAMINO COLLEGE**

Vice President – Academic Affairs

December 7, 2015

TO: President Thomas Fallo

FROM:

Jean Shankweiler

SUBJECT: Student Equity Plan

The El Camino College Student Equity Plan is presented to the Board of Trustees for approval this month. The purpose of the plan is to close performance gaps in five identified areas: access, course completion, basic skills and ESL course completion, degree and certificate completion, and transfer. The plan must address the equity gap for students with the following characteristics: gender, current or former foster youth, identified disability, economically disadvantaged and veterans.

Decisions regarding activities supported in the plan are based on data collected by institutional research. The data looks at each success indicator and disaggregated completion data by the identified target groups. Each success indicator may have identified different student groups that are disproportionately impacted on our campus, but it was consistently identified that our African-American students are disproportionately impacted in all five success indicators. Many of the planned activities will attempt to address this inequity. In addition to the activity plans, each activity must include methods for evaluation. Activities funded by the plan include expansion of supplemental instruction, peer-assisted study sessions, the Writing Center and the Reading Success Center. Programs such as Puente, Project Success, MESA and FYE will be provided additional funding. A third component includes professional development activities for faculty, staff and students.

The plan for the 2014-15 year was funded by the Chancellors' Office at \$1,044,414. For the 2015-16 year, the funding for the plan is \$ 2,112,177. The current budget for 2015-16 was awarded for fall 2015 and continues through fall 2016.

Attachment A contains excerpts of the plan, including the executive summary, planning and collaboration, evaluation methods and a summary of the activities with budget. The complete plan is extensive and can be viewed at <http://www.elcamino.edu/administration/vpaa/docs/SEP-Draft8-11-30-15.doc>.

# **El Camino Community College**



## **Student Equity Plan**

**Reviewed by the El Camino College Academic Senate on November 17, 2015**

**Reviewed & Adopted by the El Camino College Cabinet on December 7, 2015**

**Reviewed & Adopted by the El Camino College Board of Trustees on December 14, 2015**

**Submitted to the California Community Colleges Chancellor's Office on December 18, 2015**



## ***EL CAMINO COMMUNITY COLLEGE Student Equity Plan Signature Page***

District: El Camino College

Board of Trustees Approval Date: 12/14/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

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Thomas M. Fallo

tfallo@elcamino.edu

I certify student equity categorical funding allocated to my college will be expended in accordance with the student equity expenditure guidelines published by the CCCCCO.

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Jo Ann Higdon, Vice President  
Administrative Services

jhigdon@elcamino.edu

I certify that Student & Community Advancement was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

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Jeanie Nishime, Vice President  
Student & Community Advancement

jnishime@elcamino.edu

I certify that Academic Affairs was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

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Jean Shankweiler, Vice President  
Academic Affairs

jshankweiler@elcamino.edu

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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Claudia Striepe and Chris Jeffries,  
Co-Presidents Academic Senate

cstriepe@elcamino.edu/cjeffries@elcamino.edu

I certify that Associated Students Organization representatives were involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

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Vishu Gupta, ASO President

vishu\_gupta@elcamino.edu

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Idania Reyes, Director  
Student Equity Program

ireyes@elcamino.edu

310-660-3593 x3243



## EXECUTIVE SUMMARY

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### INTRODUCTION

The El Camino College Student Equity Plan (SEP) is designed to advance the college mission. The college Mission statement reads in part: We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities. By addressing the needs of those student groups that have been historically underserved, we are embracing and pursuing the mission of our college. The college Mission Statement and the Student Equity Plan both serve to provide basic skills completion, degree and certificate completion, career and technical education and transfer opportunities for all our students. The Student Equity Plan helps us provide the necessary tools to ensure all our diverse students have the same opportunity to achieve their goals.

The Equity Planning process involved the Institutional Research and Planning Department collecting and analyzing student success data disaggregated by ethnicity, gender, disability, foster youth, veteran status, and low income economic standing to identify areas of need. A Student Equity advisory team comprised of research analysts, Vice President of Academic Affairs, faculty members, deans, classified managers, staff, and students. Ten team members were sent to the University of Southern California (USC) Center for Urban Education Institute in Los Angeles to learn about the supported research methods, data analysis and identification of disproportionately impacted students. These team leaders came back to the campus and held two workshops for campus community members. During these campus events, campus leaders from counseling, academic programs, categorical programs such as Foster and Kinship Care, Veterans Office, Puente, and Project Success examined the data and developed strategies to bridge the equity gaps.

The team has sought to develop a plan that builds upon successful programs already in place at El Camino College. Categorical programs such as First Year Experience, MESA, the Reading Success Center, the Math Tutoring Center, Puente and Project Success already provide services targeting economically disadvantaged students, racial and ethnic cohorts, foster youth, and basic skills students. The Student Equity Plan will provide additional support in the form of personnel, counselors, and tutoring. Our campus has found Peer Assisted Study Sessions (PASS) mentoring and intrusive counseling to be effective in the developmental reading program. The Student Equity Plan provides resources for the introduction and expansion of PASS Mentors into courses that target disproportionately impacted students at all levels and across the curriculum. The plan also provides the campus community of administrators, faculty, staff and students with professional development to address topics of equity and cultural awareness.

## TARGET GROUPS

The student success data collected, disaggregated and analyzed by ethnicity, gender, disability, foster youth, veteran status, and low income economic standing has shaped the El Camino College Student Equity Plan. The primary group identified across all categories in the research is African American students, who are disproportionately impacted in all five success indicators. Students with an identified disability, foster youth, Latino students and Pacific Islander students are identified as impacted in three of the five indicators. The other impacted student groups are addressed as shown in the table below.

Success Measure	Target Student Group
Access	Veterans, Identified Disability, African-American, White
Course Completion	Foster Youth, African-American, Pacific Islander, Latino
Basic Skills Completion – English	Pacific Islander, African-American, Native American/Alaska Native, Identified Disability
Basic Skills Completion – ESL	Latino, Female
Basic Skills Completion – Math	Foster Youth, African-American, Pacific Islander, Identified Disability
Degree and Certificate Completion	African-American, Latino
Transfer	Foster Youth, Identified Disability, Latino, Pacific Islander, Economic Disadvantage, African American

## GOALS

From the collected data, a work plan is created with an overarching goal to increase rates of success in each area (or close the gap) for each underserved group within four years.

Below is a list of each individual goal broken down by Success Indicator:

### A. Access

Increase access by five percent within the first four years of this plan for African American students, and students who identify as veterans.

### B. Course Completion

Increase course completion by five percent within the first four years of this plan for students who are African American, Pacific Islander and for students who identify as foster youth. Increase course completion rate for Latinos by 2.5% in four years, as we try to improve the number of courses lost.



C. ESL and Basic Skills Completion

Increase basic skills pathway completion by ten percent within the first four years of this plan for students who are African American and Pacific Islander in English and math and identified disability students. Increase basic skills ESL completion rates for Latinos and females by ten percent in four years.

D. Degree and Certificate Completion

Increase degree and certificate completion by ten percent within the first four years of this plan for students who are Latino and African American.

E. Transfer

Increase transfer rates by five percent within the first four years of this plan for students who are African American, Latino, Pacific Islander, Foster Youth, identified disability students and for students who are economically disadvantaged.

Each goal has activities associated with it that includes an implementation plan, target dates for completion, and evaluation.

## ACTIVITIES

The Student Equity Plan (SEP) explored existing programs and services that served these groups, as well as those activities that are currently under development through the Student Success and Support Programs (SSSP) and Basic Skills Initiative (BSI) to determine the interventions to be launched that address the equity gaps. The SEP Advisory group completed a gap analysis, identifying services that are not currently supported, and services that are effective and could be expanded. Based on that gap analysis, additional activities were added to the Equity Plan. The activities vary widely, but among those activities, several themes emerged. Those themes included:

- Activities that increase student mentoring/tutoring/advising and student engagement, such as Peer Assisted Study Session Mentors and Supplemental Instruction Coaches.
- Activities that strengthen cohort learning models, such as learning communities in the First Year Experience, Student Success Center Basic Skills Cohorts, accelerated pathways in Basic Accelerated Math, Math Academies, etc.
- Activities that increase opportunities for ongoing, cohesive professional learning opportunities for faculty, staff and students, such as Faculty Learning Teams (FLT) for Writing Across the Curriculum, targeting courses with large equity gaps.
- Activities that collect, analyze, and disseminate data on success indicators for at-risk student groups.

- Activities that create programs to support students in generating educational plans and goals.
- Activities that offer cultural awareness, cultural responsiveness pedagogy, and incorporate best practices in teaching that have been identified as effective with impacted student populations.

Several of the activities listed improve or strengthen activities that already exist or are currently under development. These activities represent an alignment of the Student Equity Plan with other college plans. For example, the alignment includes developing culturally-responsive teaching and learning professional development opportunities through Intergroup Dialogue workshops and syllabus review seminars.

Activities are also aligned with several of the programs and services associated with the Student Services Success Plans. The College is focusing on increasing services to meet the needs of students who are on, or at risk of placement into, academic/progress probation through the development of a new retention center. This designated space, labeled the RISE Center, is expected to reduce unmet needs of this student population and increase student participation. The goal is to provide additional intervention services beyond the original Student Success Workshops. The center will be a collaborative effort between the Student Success and Support Program (SSSP) and the Student Equity Program (SEP). It will take a holistic approach to intervention by incorporating case management style services. Student Services professionals will be assigned a caseload to provide ongoing follow-up to students and provide referrals on and off campus as necessary, which will be funded through SSSP.

In addition, a new Early Alert system will be piloted through the RISE center. Once an instructor identifies a student who is at risk of falling into probation (students with GPA of 2.0-2.4 and those with a low pace of unit completion), staff from this center will follow up with the students and begin the case management services. There will be various workshops offered in this center, such as time management, procrastination, career, and financial aid literacy. It will include computer and study stations.

El Camino is participating as a pilot college in the Chancellor's Office Educational Planning Initiative (EPI). As a participant of this pilot, the college will obtain a new educational planning system that includes a degree audit system and an early alert program. The College has included in the 2015-2016 SSSP planning a need for training, additional staff and technical experts for implementation purposes. The Student Equity Program Director is working with SSSP to align these new initiatives with the SEP plan and have the Student Success Center Basic Skills Cohorts be included in the pilot to help students, especially those who are defined as



being at risk. Starfish is a cloud-based, Early Alert software program that will be tied to the educational planning system to which all instructional faculty, counseling faculty, and students will have access. Early Alert Success Coaches/Liaisons, funded through the SEP/SSSP Plans, will assist with outreaching to their divisions for early faculty buy-in, software training needs, 360 degree feedback for teaching faculty members who submit Early Alerts, and developing a protocol for how Early Alert submissions will be received and handled for each of their areas assigned. The Early Alert Success Coaches/Liaisons will also collaborate with the new RISE Retention Center.

## RESOURCES

The Student Equity Plan developed by the advisory team concentrates resources in two of the five success indicators: Course Completion and Basic Skills Completion. These indicators showed consistently large gaps in the -12% range for African-American students, with Pacific Islander and Foster Youth also consistently impacted. Resources will be distributed among the five success indicators and the other category as shown in the table below. The Other category includes a dedicated SEP Director to oversee the implementation of the El Camino College Equity Plan and to serve as the district contact. A dedicated Research Analyst will collect data based on the schedule provided, analyze and disseminate the results to the programs involved in the plan.

Success Measure	Resources
Access	\$32,849
Course Completion	\$410,911
Basic Skills Completion	\$728,833
Degree and Certificate Completion	\$81,262
Transfer	\$177,838
Other	\$680,484
Total	\$2,112,177

## CONTACT

The El Camino Community College District contact for the Student Equity Plan is Idania Reyes. She can be reached at (310) 660-3593 extension 3243 or ireyes@elcamino.edu. The Student Equity Program Director reports to the Vice President of Academic Affairs, Dr. Jean Shankweiler. She can be reached at (310) 660-3119 or jshankweiler@elcamino.edu.

## PLANNING COMMITTEE AND COLLABORATION

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El Camino Community College developed a Student Equity Plan Advisory Committee (SEPAC) during the 2014-15 planning process that consisted of instructional and student support representatives, including Vice Presidents, Basic Skills Initiative (BSI) Coordinators, faculty, and other representatives from categorical programs. This committee was formed to act as an advisory body to plan and oversee the implementation of the Student Equity Plan.

During the planning of the 2015-16 Student Equity Plan we reached out more broadly to involve individuals serving on the Student Success and Support Program (SSSP) committee, deans and faculty from academic division across the institution, and the manager of Professional Development and Learning. We also incorporated classified staff and students and collaborated with categorical programs leads from Foster & Kinship Education Program, Veteran Services Program, Special Resource Center, Puente Program, Project Success, FYE, EOPS/Care, and others.

The Student Equity Program (SEP) Director, SSSP Co-Chairs, and Basic Skills Initiative (BSI) Co-Coordinators hosted a planning retreat as a platform for the 2015-16 academic year. This joint effort served to ignite collaboration among the various college programs to promote and share innovative ideas related to SEP, SSSP and BSI Initiatives and to better understand the new requirements for the SEP planning and budget templates and targeted groups. Participants reviewed the 2014-15 SEP and SSSP plans and generated many new ideas. The revised plan reflects a distillation of these ideas and a more specific analysis and application of these ideas to the college's equity data.

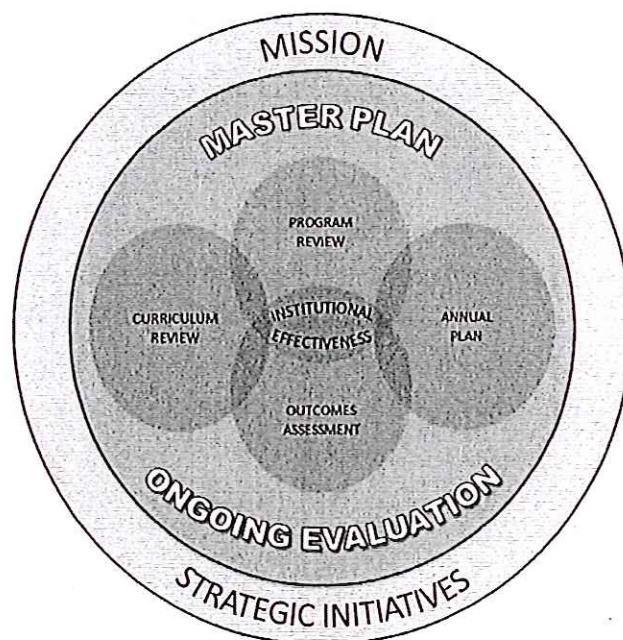
We began by reviewing the 2014-15 plan to identify gaps in services and resources that address our targeted student needs. We also considered activities and programs that other initiatives were working on to avoid duplication of services and capitalize on resources.

The SEP Director, the BSI Co-Coordinators and the Co-Chairs of SSSP also formed a coordinating committee to align our planned goals, share resources, identify data collection needs, and budget activities to maximize funding assets. We teamed up to identify the numerous professional development opportunities and assessed who would attend those conferences we deemed to offer the greatest return on our investment of time and fiscal resources. Our combined effort and collaboration with SSSP and BSI is strategic in the use of resources and focuses on increasing student success.



The SEP Director and ten selected faculty, staff, and administrators, including the SSSP coordinators, attended the USC Center for Urban Education's Equity Institute in October 2015 to train on how to better collect data, analyze equity gaps, review activity plans, and ask "inquiry questions" related to student equity. The ECC Equity Team deemed the training an excellent use of funds because it enabled participants to take practical tools and exercises back to campus to incorporate in the 2015-2016 Student Equity Plan. Subsequently, a similar training session was held with a campus group including SSSP & BSI co-chairs, categorical program representatives, academic deans, faculty, staff, and students to share the major lessons learned at the Equity Institute. This subsequent meeting represents one of the ways in which the College is moving toward an institutionalization of equity values and practices.

The Student Equity Plan will work with the necessary administrators, faculty and staff to begin the dialogue of how to incorporate an equity-lens when developing the annual plan and strategic initiatives for institutional effectiveness. The El Camino Community College planning process integrates assessment, evaluation, and planning to promote effectiveness and student success. The mission underlies all that we do, with Strategic Initiatives providing direction for achieving the mission. The master plan is based on the mission and strategic initiative and is guided by the planning components. These components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive and are responsive to each other. The master plan integrates with other College-wide plans focused on student success including the Basic Skills Initiative, Student Equity, Adult Education (Assembly Bill 86) and Student Success & Support Program Plans. These components join to guide resources allocation and produce the ultimate outcome of institutional effectiveness and greater student success.



The College's efforts to coordinate with other district's plans and programs are demonstrated in the new RISE retention center. The concept of this center was developed in the Student Success Advisory Committee which includes the SEP Director and Basic Skills Coordinators. In this new retention center, SSSP will provide Counseling and educational planning services for at risk student to include basic skills and students on probation. Student Equity will co-support the Early Alert system and its services, which will also be housed in this center. The services for foster youth, also supported through Student Equity, will be offered in the center and will share counselors to support the advising, educational planning and other counseling services. These collaborative efforts will ensure a true integration of SSSP, Student Equity Program and Basic Skills Initiative.

The College will continue these collaborative efforts through the Student Success Advisory Committee. Comprised of faculty, staff, students and administrators, the committee meets bimonthly to review, plan and discuss all aspects of student success. The committee is chaired by the Associate Dean of Student Success, a position supported the SSSP funds. The SEP Director is a regular member of the committee, as are the Basic Skills faculty coordinators and research analysts. This data collected for the SSSP, Basic Skills, Student Equity plans will be brought to this committee for review and analysis. Future plans will be reviewed to ensure collaboration and the most effective use of resources to ensure El Camino College student success.



### Student Equity Plan Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Jean Shankweiler	Vice President	Academic Affairs
Jeanie Nishime	Vice President	Student Community Advancement
Constance Fitzsimons	Dean	Fine Arts
Dipte Patel	Dean	Counseling and Student Success
Gloria Miranda	Dean	Behavioral and Social Sciences/ Human Development Curriculum
Jacquelyn Sims	Dean	Mathematical Sciences
Stephanie Rodriguez	Dean	Industry & Technology
Tom Lew	Dean	Humanities
Virginia Rapp	Dean	Business
William Garcia	Dean	Student Support Services
Elise Geraghty	Associate Dean	Humanities
Mary Beth Barrios	Associate Dean	Counseling and Student Success
Arturo Hernandez	Director	MESA/ASEM Program
Idania Reyes	Director	Student Equity Program
Irene Graff	Director	Research and Planning
Lisa Mednick- Takami	Director	Professional Development Coordinator
Sheryl Kunisaki	Assistant Director	Learning Resource Center, Library
Chris Jeffries	Co-President Academic Senate	Counselor
Claudia Striepe	Co-President Academic Senate	Bibliographic Instruction Librarian
Arturo Martinez	Basic Skills Coordinator	Mathematical Sciences
Scott Kushigemachi	Basic Skills Coordinator	Humanities
Brian Mims	Faculty Coordinator/Counselor	Project Success
Cynthia Mosqueda	Faculty Coordinator/Counselor	First Year Experience
Griselda Castro	Faculty Coordinator/Counselor	Puente Program
Nikki Barber	Faculty Coordinator/Counselor	Student Success Center (Interim)
Maribel Hernandez	Counselor	Puente Program
Rachel Ketai	Faculty	Puente Co-Coordinator/Humanities
Jason Suarez	Faculty	Professor Behavior Social Sciences
Nicole Mardesich	Student	Associated Student Organization
Arianna Villasor	Student	Associated Student Organization
Nicholas Castro	Student	Associated Student Organization
Jener Carbonell	Student	Associated Student Organization
Luis Barrueta	SI Coordinator	Supplemental Instruction
Marci Myer	Research Analyst	Institutional Research
Alexis Estwick	Program Director	Foster & Kinship Care
Ann Libadisos	Administrative Assistant	Student Equity Program
Connie Zandate	Career & Technical Education Coordinator	Industry & Technology
Barbara Budrovich	Writing Center Faculty Coordinator	Humanities



EL CAMINO COLLEGE STUDENT EQUITY PLAN					
Milestones for Monitoring Progress and Quality of Plan Implementation					
FOUR YEAR PLAN (2016 thru 2020)					
GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS					
Goal A. Increase the proportionality index for Veterans and African American students by 5% in four years					
ID	ACTIVITY	TARGET DATE	FUNDING	EVALUATION	KEY CONTACTS
A.1	Improving African American Student Access Faculty Special Assignments (FSA)	Spring 2016 thru Fall 2017	\$ 5,700	Prospective student contact information will be collected and cross referenced to determine if students enrolled into courses the subsequent semester. Students will be followed-up by the office of outreach and school relations to determine what types of resources the students need to matriculate. Data will be reviewed at the end of every semester. Rates of Prospect-to-Applicant and Prospect-to-Enrolled will be measured, disaggregated by ethnic group.	Health Sciences & Athletics; SEP Director; IR Analyst
A.2	Increasing Access and Support to Veterans (Hourly)	Spring 2016 thru Fall 2017	\$ 25,000	Survey in Spring 2016 to help us to better understand their needs and interests, as well as their satisfaction with services, amenities, and the college, as a whole. Institutional Research will analyze both veteran enrollment and Veteran Center usage data on an annual basis to evaluate the impact on veteran access to the college.	Admissions & Records; SEP Director; IR Analyst
Personnel			\$ 30,700		
Benefits			\$ 2,149		
TOTAL FUNDING FOR ACCESS			\$ 32,849		

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**

Goal B. Increase course completion for Foster Youth, African American and Pacific Islander students by 5% in four years.

Increase course completion rate for Latinos by 2.5% in four years, as we try to improve the number of courses lost.

ID	ACTIVITY	TARGET DATE	FUNDING	EVALUATION	KEY CONTACTS
B.1	Full-time Reading Success Center Coordinator	Spring 2016 thru Fall 2020	\$ 54,252	Data will be collected on student usage including student identifiers, and frequency, duration, and purpose of visit. In addition, we will continue to conduct a survey of students at the end of every semester on how well services are being provided and where improvements can be made.	SEP Director, IR Analyst
B.2	Reading Success Center Tutors (Hourly)	Fall 2015 thru Fall 2020	\$ 52,540		
B.3	Full-time Student Services Specialist	Spring 2016 thru Fall 2020	\$ 50,436	The evaluation will be on the increase in the number of PASS workshops offered in the 2015-16 and future years, compared to the offerings in prior years. Successful course completion for targeted students in divisions not previously served will be evaluated as for B.2 above.	SEP Director, IR Analyst
B.4.1	Peer Assisted Study Sessions (PASS) Mentors (Hourly)	Fall 2015 thru Fall 2020	\$ 63,360		
B.4.2	Peer Assisted Study Sessions (PASS) Marketing Materials	Spring 2016 thru Fall 2020	\$ 7,366		
B.5	Statistics Math Review Workshops Faculty Special Assignments (FSA)	Spring 2016 thru Fall 2017	\$ 12,000	Participation and successful course completion by targeted groups will be measured and compared to non-participants and the overall student completion rates to determine changes in the equity gap.	Mathematical Sciences; BSI Coordinator; SEP Director; IR Analyst
B.6.1	Writing Across Curriculum, Faculty Special Assignment (FSA)	Spring 2016 thru Fall 2017	\$ 4,200	Pre-post test of communication ability. Other data will also be analyzed on cognitive and affective domains.	Assoc. Dean- Academic Affairs; SLO Coordinator; Humanities; Behav. & Social Sciences, SEP Director
B.6.2	Writing Across Curriculum, Curriculum/Course Dev. (FSA)		\$ 4,200		
B.7	Expanding Hours for the Writing Center (Hourly)	Fall 2015 thru Fall 2017	\$ 37,000	The data will be analyzed such as number of visits, length of visit, and course completion data. Overall student course completion data will be disaggregated by ethnicity to determine the effect on student equity gap.	Humanities; Writing Center Coordinator; SEP Director; IR Analyst
B.8.1	Athlete Summer Bridge Program (FSA)	Summer 2016 thru Summer 2017	\$ 8,400	Participants in the Athlete Summer Bridge program will be tracked in their first fall and spring to measure their successful course completion and persistence through both semesters. Their outcomes will be compared with non-participating athletes.	Health Sciences & Athletics; SEP Director; IR Analyst
B.8.2	Athlete Summer Bridge Program Mentors (Hourly)		\$ 320		
B.8.3	Athlete Summer Bridge Program Materials/Workshop Food		\$ 1,180		
B.9.1	Guardian Scholars Program (Foster Youth) Case Manager (Hourly)	Fall 2015 thru Fall 2020	\$ 29,920	The data will be collected each semester and analyzed annually for course completion, basic skills completion, persistence, degree/certificate completion, and transfer.	Student Support Services; SEP Director; IR Analyst
B.9.2	Guardian Scholars Program (Foster Youth) Assistant (Hourly)		\$ 18,000		SSSP \$52,000
B.9.3	Part-time Guardian Scholars Program Counselor				
B.9.4	Guardian Scholars Program Academic Materials		\$ 10,000		Student Support Services; SEP Director; IR Analyst
B.9.5	Guardian Scholars Program Conference Travel		\$ 5,000		



## Goal B (continued)

Personnel	\$	334,628	
Benefits	\$	52,737	
Non- Personnel	\$	23,546	
<b>TOTAL FUNDING FOR COURSE</b>			
<b>COMPLETION</b>	<b>\$</b>	<b>410,911</b>	

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COMPLETION**

Goal C. Increase basic skills math and English completion rates for African American, Pacific Islander and identified disability students by 10% in four years. Increase basic skills ESL completion rate for Latinos and females by 10% in four years.

ID	ACTIVITY	TARGET DATE	FUNDING	EVALUATION	KEY CONTACTS
C.1	Full-time Student Success Center Coordinator	Spring 2016 thru Fall 2020	\$ 54,254	Fill rates for Umoja Cohort sections will be calculated on a regular basis to measure recruitment efforts. Progress will be monitored for each student and annual reports for student progression through the basic skills sequence will be reported.	SEP Director; IR Analyst
C.2.1	Two Full-time Counselors	Fall 2015 thru Fall 2020	\$ 123,642	Full-Time and Part-Time Counselors will conduct student evaluation and undergo self - and peer evaluations.	
C.2.2	Two Part-time Counselors		\$ 61,821		
C.3	Full-time Student Services Advisor	Spring 2016 thru Fall 2020	\$ 52,920	Fill rates for Umoja Cohort sections will be calculated on a regular basis to measure recruitment efforts. Progress will be monitored for each student and annual reports for student progression through the basic skills sequence will be reported.	
C.4	Full-time Adminstrative Assistant	Fall 2015 thru Fall 2020	\$ 47,470	Progress will be monitored for each student and annual reports for student progression through the basic skills sequence will be reports.	
C.5	Adminstrative Support (Hourly)	Fall 2015 thru Fall 2020	\$ 21,120	Fill rates for Umoja Cohort sections will be calculated on a regular basis to measure recruitment efforts. Progress will be monitored for each student and annual reports for student progression through the basic skills sequence will be reported.	
C.6.1	Student Success Center Tutors/PASS Mentors (Hourly)	Fall 2015 thru Fall 2020	\$ 50,611	The evaluation will be on the increase in the number of PASS workshops offered in the 2015-16 and future years, compared to the offerings in prior years. Successful course completion for targeted students in divisions not previously served will be evaluated.	
C.6.2	Student Success Center Tutors/PASS Mentors Supplies (Chromebooks/Laptops/Materials)		\$ 10,000		
C.7.1	Math Academies Faculty Special Assignments (FSA)	Summer 2015 thru Summer 2020	\$ 40,000	The initial placement test results and the placement test results after the academy will be compared. Students completing the academy will be tracked to evaluate the academy will be tracked to evaluate the Basic Skills Math completion rates.	Mathematical Sciences; Summer Math Academy Coord.; SEP Director; IR Analyst
C.7.2	Math Academies Tutors (Hourly)		\$ 12,600		

CONTINUE



Goal C (continued)					
C.8.1	Prof Dev. Basic Acceleration Mathematics (BAM) & General Education Acceleration (GEA) in Math Faculty Special Assignments (FSA)	Spring 2016 thru Fall 2016	\$ 32,000	Successful course completion rates in section of faculty members involved in the Math BAM/GEA and English ESL/English A/English 82 consistency projects will be examined before and after participation.	Mathematical Sciences; BSI Coordinator; SEP Director; IR Analyst
C.8.2.1	Prof Dev. English A Consistency FSA		\$ 20,000		Humanities; SEP Director; IR Analyst
C.8.2.2	Prof Dev. English A Consistency Workshop Food		\$ 1,000		Humanities; SEP Director; IR Analyst
C.8.3.1	Prof Dev. English 82 Consistency FSA		\$ 14,000		
C.8.3.2	Prof Dev. English 82 Consistency Workshop Food		\$ 1,000		
C.8.4.1	Prof Dev. ESL Consistency (FSA)		\$ 5,700		Humanities; SEP Director; IR Analyst
C.8.4.2	Prof Dev. ESL Consistency Workshop Food		\$ 850		
C.9	Assistance with Testing/Registration for ESL Courses	Spring 2016 thru Fall 2016	\$ 4,800	Enrollment and completion counts will be compared to historical levels to assess the impact of this intervention on ESL basic skills completion.	Humanities; SEP Director; IR Analyst
C.10	SI Coaches/ Tutors (Hourly)	Spring 2016 thru Fall 2017	\$ 32,000	BAM is evaluated every year. The rate at which students complete the developmental math program and a transfer level course is evaluated and compared to students taking the traditional track. Success rates for GEA courses will be collected every semester to compare sections that have SI coaches to those that have no SI coaches.	Mathematical Sciences; SI Coordinator; SEP Director; IR Analyst
C.11.1	Summer Bridge Program First Year Experience (FYE) FSA	Summer 2016 thru Summer 2017	\$ 21,000	Participants in the Summer Bridge program outcome in basic skills will be compared with non-participants with similar demographic and enrollment characteristics as those targeted for the program.	Counseling; FYE/Faculty Coordinator; SEP Director; IR Analyst
C.11.2	Summer Bridge Program First Year Experience (FYE) Tutors (Hourly)		\$ 700		
C.11.3	Summer Bridge Program First Year Experience (FYE) Food		\$ 1,800		
Personnel			\$ 594,638		
Benefits			\$ 119,545		
Non-Personnel			\$ 14,650		
TOTAL FUNDING FOR ESL BASIC SKILLS COMPLETION			\$ 728,833		

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION					
Goal D. Increase degree and certificate completion rates for African American and Latino students by 10% in four years.					
ID	ACTIVITY	TARGET DATE	FUNDING	EVALUATION	KEY CONTACTS
D.1.1	Career & Technical Education Administrative Support (Hourly)	Spring 2016 thru Fall 2020	\$ 25,000	Participation in certificated programs will be will measured to determine if an increase for the traget groups has occurred as a result of the activity.	Industry & Tech; CTE Coordinator; SEP Director; IR Analyst
D.1.2	Career & Technical Education Marketing Assistant (Hourly)		\$ 14,000		
D.2	Career & Technical Education Faculty Learning Teams (FLT) Faculty Special Assignments (FSA)	Spring 2016 thru Fall 2020	\$ 13,200	Degree and certificate intentions will be measured in a pre and post survey in section of faculty members involved in the activity will be examined before and after participation.	Industry & Tech; CTE Coordinator; SEP Director; IR Analyst
D.3.1	Peer Assisted Study Sessions (PASS) Mentors (Hourly)	Spring 2016 thru Fall 2020	\$ 14,400	Programs with a PASS Mentor will be compared to programs without a PASS mentor to determine if the activity is successful and, ultimately, there is an increase in certificate and degree completion.	Industry & Tech; CTE Coordinator; SEP Director; IR Analyst
D.3.2	Career & Technical Education Supplies & Materials		\$ 10,000		
Personnel			\$ 66,600		
Benefits			\$ 4,662		
Non-Personnel			\$ 10,000		
TOTAL FUNDING FOR DEGREE & CERTIFICATE COMPLETION			\$ 81,262		



**GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER**

Goal E. Increase transfer rates for Foster Youth, African American, Latinos, Pacific Islander, and Identified Disability students by 5% in four years.

ID	ACTIVITY	TARGET DATE	FUNDING	EVALUATION	KEY CONTACTS
E.1.1	Part-time Second Cohort Puente Program Counselor	Fall 2015 thru Fall 2020	\$ 28,000	Cohorts will be tracked over time to measure increases in persistence, progression, and goal completion.	Puente Counselor/Co-Coord.; SEP Director; IR Analyst
E.1.2	Puente Program Workshop Food		\$ 3,000		
E.1.3	Puente Program Student Conference Travel		\$ 7,300		
E.1.4	Puente Program English Instructor Release Time		\$ 13,250		
E.1.5	Puente Program Administrative Support (Hourly)		\$ 26,000		
E.2.1	Project Success Counselor, Cultural Sensitivity & Awareness	Fall 2015 thru Fall 2020		Cohorts will be tracked over time to measure increases in persistence, progression, and goal completion, with a special focus on transfer to HBCUs and other 4-year institutions.	Funded by SSSP \$45,000
E.2.2	Project Success Student/Faculty Conference Travel		\$ 26,100		Project Success Counselor/Co-Coordinator; SEP Director; IR Analyst
E.2.3	Project Success Program Marketing Materials		\$ 1,000		
E.2.4	Project Success Administrative Support/Tutors (Hourly)		\$ 23,000		
E.3	MESA Personal Success Plan Administrative Support (Hourly)	Spring 2016 thru Fall 2016	\$ 26,000	Students who participate in the Personal Success Plan will be tracked across terms to evaluate the effectiveness of this intervention; the study will include comparison with students flagged for participation in the PSP who elect not to take advantage of these services.	Director MESA STEM; SEP Director; IR Analyst
E.4.1	Asian American Pacific Islander Program, Faculty Special Assignment	Spring 2016 thru Fall 2016	\$ 10,000	Activity will be tracked over time to measure increases in persistence, progression, and goal completion.	Counseling; SEP Director; IR Analyst
E.4.2	Asian American Pacific Islander Program, Workshop Food	Spring 2016 thru Fall 2017	\$ 5,000		
Personnel			\$ 126,250		
Benefits			\$ 8,838		
Non-Personnel			\$ 37,400		
TOTAL FUNDING FOR TRANSFER			\$ 172,488		

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: OTHER COLLEGE OR DISTRICT-WIDE INITIATIVES AFFECTING SEVERAL INDICATORS**

Goal F. Activities affecting several goals across success indicators

ID	ACTIVITY	TARGET DATE	FUNDING	EVALUATION	KEY CONTACTS
F.1	Full-time Student Equity Director	Spring 2015 thru Fall 2020	\$ 108,174	Personnel will assist with the implementation of the SEP plan based on the five success indicators areas targeting equity gaps for disproportionately impacted students. All of the indicators will be measured annually to ensure progress was made towards SEP goals.	SEP Director; IR Analyst
F.2	Full-time Project Specialist	Spring 2016 thru Fall 2020	\$ 49,212		
F.3	Full-time Institutional Research Analyst	Spring 2016 thru Fall 2020	\$ 75,552		
F.4	Faculty Coordinator, Faculty Special Assignment (FSA)	Spring 2016 thru Fall 2020	\$ 44,604		
F.5	Administrative Support (Hourly)	Spring 2016 thru Fall 2020	\$ 45,288		
F.6.1	Professional Development Across the Institution (FSA)	Spring 2016 thru Fall 2020	\$ 100,000	Collect attendance and keep track of what faculty, staff and administrators have attended the trainings to determine the level of engagement. Collecting pre and	PD Coordinator; SEP Director; IR Analyst
F.6.2	Faculty Learning Teams (FLT) FSA	Spring 2016 thru Fall 2020	\$ 46,200	Pre and post survey in section of faculty members involved in the activity will be examined before and after participation.	SEP Director; IR Analyst
F.6.3	Faculty Learning Teams (FLT) Instructional Materials		\$ 7,000		
F.7	Early Alert Success Coaches (FSA)	Spring 2016 thru Fall 2020	\$ 20,000	Data will be collected to compare early alert intervention courses with courses with no intervention.	SSSP; BSI; SEP Director; IR Analyst
F.8	Student Equity Conference Travel	Spring 2016 thru Fall 2020	\$ 25,000	All of the indicators will be measured annually to ensure progress was made towards SEP goals.	SEP Director; IR Analyst
F.9	Student Equity Materials & Supplies		\$ 45,000		
F.10	Student Equity Workshop Food		\$ 15,000		
Personnel			\$ 489,030		
Benefits			\$ 99,454		
Non-Personnel			\$ 92,000		
TOTAL FUNDING FOR OTHER			\$ 680,484		
Grand Total for Personnel			\$ 1,641,846		
Grand Total for Benefits			\$ 287,385		
Grand Total for Non-Personnel			\$ 177,596		
GRAND TOTAL			\$ 2,106,827		



**EL CAMINO COLLEGE****Office of the Vice President-Student & Community Advancement****Jeanie Nishime – Vice President**

December 7, 2015

TO: President Thomas M. Fallo

SUBJECT: South Bay Adult Education Consortium

Contracts with three of the high school partners in the South Bay Adult Education Consortium are presented for the Board's approval. The \$30,000 contract for each school will come from the consortium funds managed by El Camino College. Torrance will be getting a similar \$30,000 contract. Southern California Regional Occupational Center (SoCal ROC) will not receive funding because they joined after the first year (2015/16) budget was approved. SoCal ROC will be included in next year's budget.

As I indicated in October's letter, this year's funding includes two pots of money – maintenance of effort (MOE) funds and consortium funds. In the South Bay Adult Education Consortium, the MOE funding was allocated as follows:

1. Centinela Valley Union High - \$309,085
2. Inglewood Unified - \$701,489
3. Torrance Unified - \$3,597,302
4. Redondo Beach Unified - \$2,829,829

The consortium funds are \$2,215,272 and ECC is the fiscal agent for these funds.

  
\_\_\_\_\_  
Jeanie M. Nishime

JMN/mre

**EL CAMINO COLLEGE****Office of the Vice President-Student & Community Advancement****Jeanie Nishime – Vice President**

December 7, 2015

TO: President Thomas M. Fallo

SUBJECT: Bellevue University

El Camino College is entering into a unique partnership with Bellevue University located in Nebraska. Bellevue is accredited by the Higher Learning Commission through the U.S. Department of Education and offers Baccalaureate, Masters and Ph.D. programs. In addition to the \$10,000 facilities use fee, this partnership will provide the following benefits to our students:

1. A full-time outreach manager on campus to assist students transferring to Bellevue after completing the AA/AS degree at El Camino College.
2. Students transferring with an Associate's degree will receive credit for all coursework in their degree program and will enter Bellevue University with junior status.
3. Five Thousand Dollars (\$5,000) per year will be available each year for a transfer scholarship.
4. All of Bellevue's baccalaureate degrees are available online at a cost of \$395 per credit hour.

Two other southern California community colleges have entered into the partnership and have indicated that it has been positive and beneficial. We believe that students should be exposed to various transfer options and out-of-state and online are affordable options to consider.

  
\_\_\_\_\_  
Jeanie M. Nishime

JMN/mre



**EL CAMINO COMMUNITY COLLEGE DISTRICT**

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Date: December 8, 2015

To: President Thomas Fallo

From: Jo Ann Higdon, M.P.A.

Subject: Resolution #12-14-2015A RESOLUTION OF THE BOARD OF TRUSTEES OF THE EL CAMINO COMMUNITY COLLEGE DISTRICT, LOS ANGELES COUNTY, CALIFORNIA, AUTHORIZING THE ISSUANCE OF EL CAMINO COMMUNITY COLLEGE DISTRICT (LOS ANGELES COUNTY, CALIFORNIA) ELECTION OF 2012 GENERAL OBLIGATION BONDS, SERIES 2016A, AND ACTIONS RELATED THERETO

**BACKGROUND**

An election was held in the El Camino Community College District on November 6, 2012 for the issuance and sale of general obligation bonds of the District for various purposes in the maximum amount of \$350,000,000 (the "Measure E"). The District now desires to issue its first series of bonds under Measure E in an amount not-to-exceed \$100,000,000 (the "Bonds"). The Bonds are being authorized for sale for the purpose of providing funds to finance projects approved by Measure E and to pay the costs of issuing the Bonds.

(a) Bond Resolution. This Resolution authorizes the issuance of Bonds, specifies the basic terms, parameters and forms of the Bonds, and approves the form of Purchase Contract and form of Preliminary Official Statement described below. In particular, Section 1 of the Resolution establishes the maximum aggregate initial principal amount of the Bonds to be issued (\$100,000,000). Section 4 of the Resolution states the maximum underwriters' discount (0.5%) with respect to the Bonds, the maximum legal interest rate on the Bonds, and authorizes the Bonds to be sold at a negotiated sale to RBC Capital Markets, LLC, as representative on behalf of itself and Piper Jaffray & Co., as the underwriters (the "Underwriters"). The Resolution authorizes the issuance of current interest bonds only; capital appreciation bonds are not authorized.

(b) Form of Purchase Contract. The Resolution approves the form of the Purchase Contract. Pursuant to the Purchase Contract, the Underwriters will agree to buy the Bonds from the District. All the conditions of closing the transaction are set forth in this document, including the documentation to be provided at the closing by various



parties. Upon the pricing of the Bonds, the final execution copy of the Purchase Contract will be prepared following this form.

(c) Form of Preliminary Official Statement. The Resolution approves the form of the Preliminary Official Statement. The Preliminary Official Statement (the "POS") is the offering document describing the Bonds which may be distributed to prospective purchasers of the Bonds. The POS discloses information with respect to, among other things, (i) the proposed uses of proceeds of the Bonds, (ii) the terms of the Bonds (interest rate, redemption terms, etc.), (iii) the bond insurance policy for the Bonds, if any, (iv) the security for repayment of the Bonds (the *ad valorem* property tax levy), (v) information with respect to the District's tax base (upon which such *ad valorem* property taxes may be levied), (vi) District financial and operating data, (vii) continuing disclosure with respect to the Bonds and the District, and (viii) absence of material litigation and other miscellaneous matters expected to be of interest to prospective purchasers of the Bonds. Following the pricing of the Bonds, a final Official Statement for the Bonds will be prepared, substantially in the form of the POS.


(d) Form of the Continuing Disclosure Certificate. The form of the Continuing Disclosure Certificate can be found in APPENDIX C to the POS. Effective July 3, 1995, all underwriters of municipal bonds are obligated to procure from any public agency issuing debt a covenant that such public agency will annually file "material financial information and operating data" with respect to such public agency through the web-based Electronic Municipal Market Access ("EMMA") system maintained by the Municipal Securities Rulemaking Board (a federal agency that regulates "broker-dealers," including investment bank firms that underwrite municipal obligations). This requirement is expected to be satisfied by the filing of the District's audited financial statements and other operating information about the District, in the same manner the District has filed such information in connection with prior bond issuances. The purpose of the law is to provide investors in the Bonds with current information regarding the District. Similar laws have governed the corporate debt market for many years.

#### FISCAL IMPACT

There is no fiscal impact to the General Fund resulting from the issuance of the Bonds.

#### RECOMMENDATION

Staff recommends approval of Resolution #12-14-2015A RESOLUTION OF THE BOARD OF TRUSTEES OF THE EL CAMINO COMMUNITY COLLEGE DISTRICT, LOS ANGELES COUNTY, CALIFORNIA, AUTHORIZING THE ISSUANCE OF EL CAMINO COMMUNITY COLLEGE DISTRICT (LOS ANGELES COUNTY, CALIFORNIA) ELECTION OF 2012 GENERAL OBLIGATION BONDS, SERIES 2016A, AND ACTIONS RELATED THERETO

  
Jo Ann Higdon, M.P.A.  
Vice President Administrative Services



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DATE: December 8, 2015

TO: President Thomas Fallo

FROM: Jo Ann Higdon, M.P.A.

RE: Resolution #12-14-2015B RESOLUTION AUTHORIZING THE  
ISSUANCE OF THE EL CAMINO COMMUNITY COLLEGE  
DISTRICT (LOS ANGELES COUNTY, CALIFORNIA) 2016  
GENERAL OBLIGATION REFUNDING BONDS

**BACKGROUND**

An election was held in the El Camino Community College District (the "District") on November 5, 2002 for the issuance and sale of general obligation bonds of the District for various purposes in the maximum principal amount of \$394,516,464 (the "2002 Authorization"). Pursuant to the 2002 Authorization, the District has previously caused the issuance of three series of bonds, including its General Obligation Bonds, Election of 2002, Series 2003A (the "2002 Series 2003A Bonds") and its General Obligation Bonds, Election of 2002, Series 2006B (the "2002 Series 2006B Bonds"). The District has also previously refinanced a portion of the 2002 Series 2003A Bonds through the issuance of its 2005 General Obligation Refunding Bonds (the "2005 Refunding Bonds").

The District now desires to refinance the outstanding 2005 Refunding Bonds and certain of the outstanding 2002 Series 2006B Bonds (so refunded, the "Refunded Bonds") through the issuance of general obligation refunding bonds (the "Refunding Bonds") in an aggregate principal amount not-to-exceed \$98,000,000. The refinancing is intended to generate debt service savings, with all benefits from the refunding delivered to the property owners in the District. The final maturity of the Refunding Bonds will not be later than the final maturity date of the Refunded Bonds (August 1, 2031).

(a) Resolution. This Resolution authorizes the issuance of the Refunding Bonds, in one or more series of federally taxable or federally tax-exempt bonds, specifies the basic terms, parameters and forms of the Refunding Bonds, and approves the form of Purchase Contract, Continuing Disclosure Certificate, Escrow Agreement and Preliminary Official Statement described below. In particular, Section 1 of the Resolution establishes the maximum aggregate principal amount of the Refunding Bonds



to be issued (\$98,000,000). Section 4 of the Resolution states the maximum underwriting discount (0.5%) with respect to the Refunding Bonds, and authorizes the Refunding Bonds to be sold at a negotiated sale to RBC Capital Markets, LLC, as representative on behalf of itself and Piper Jaffray & Co., as the underwriters (the "Underwriters"). The Resolution authorizes the issuance of current interest bonds only; capital appreciation bonds are not authorized.

(b) Form of Purchase Contract. Pursuant to the Purchase Contract, the Underwriters will agree to buy the Refunding Bonds from the District. All of the conditions of closing the transaction are set forth in this document, including the documentation to be provided at the closing by various parties. Upon the pricing of the Refunding Bonds, the final execution copy of the Purchase Contract will be prepared following this form.

(c) Form of Preliminary Official Statement. The Preliminary Official Statement (the "POS") is the offering document describing the Refunding Bonds which may be distributed to prospective purchasers of the Refunding Bonds. The POS discloses information with respect to, among other things, (i) the proposed uses of proceeds of the Refunding Bonds, (ii) the terms of the Refunding Bonds (interest rate, transfer terms, etc.), (iii) the bond insurance policy for the Refunding Bonds, if any, (iv) the security for repayment of the Refunding Bonds (the *ad valorem* property tax levy), (v) information with respect to the District's tax base (upon which such *ad valorem* property taxes may be levied), (vi) District financial and operating data, (vii) continuing disclosure with respect to the Refunding Bonds and the District, and (viii) absence of material litigation and other miscellaneous matters expected to be of interest to prospective purchasers of the Refunding Bonds. Following the pricing of the Refunding Bonds, a final Official Statement for the Refunding Bonds will be prepared, substantially in the form of the POS.

(d) Form of the Continuing Disclosure Certificate. The form of the Continuing Disclosure Certificate can be found in APPENDIX C to the POS. Effective July 3, 1995, all underwriters of municipal bonds are obligated to procure from a bond issuer a covenant that such public agency will annually file "material financial information and operating data with respect to the District" through the web-based Electronic Municipal Market Access ("EMMA") system maintained by the Municipal Securities Rulemaking Board (which is the federal agency that regulates "broker-dealers," including investment bank firms that underwrite municipal obligation issuance). This requirement is expected to be satisfied by the filing of the District's audited financial statements and other operating information about the District, in the same manner the District has filed in connection with prior bond issuances. The purpose of the law is to provide investors in the Refunding Bonds with current information regarding the District. Similar laws have governed the corporate debt market for many years.



(e) Form of Escrow Agreement. Pursuant to the Escrow Agreement, proceeds from the sale of the Refunding Bonds in an amount sufficient to redeem the Refunded Bonds will be deposited in an escrow fund (the "Escrow Fund") held by U.S. Bank National Association (acting as "Escrow Agent"). The monies in the Escrow Fund will be used by the Escrow Agent to pay the interest due on the Refunded Bonds on and prior to the respective first available redemption dates therefor (on or about February 14, 2016, with respect to the 2005 Refunding Bonds, and August 1, 2016, with respect to the 2002 Series 2006B Bonds) following the closing of the Refunding Bonds, and to redeem the Refunded Bonds on such respective dates. As a result of the deposit and application of funds so provided in the Escrow Agreement, the Refunded Bonds will be defeased and the obligation of Los Angeles County to levy *ad valorem* property taxes for payment of the Refunded Bonds will cease.

#### FISCAL IMPACT

There is no fiscal impact to the General Fund resulting from the issuance of the Refunding Bonds.

#### RECOMMENDATION

Staff recommends approval of Resolution #12-14-2015B RESOLUTION AUTHORIZING THE ISSUANCE OF THE EL CAMINO COMMUNITY COLLEGE DISTRICT (LOS ANGELES COUNTY, CALIFORNIA) 2016 GENERAL OBLIGATION REFUNDING BONDS.



Jo Ann Higdon, M.P.A.  
Vice President Administrative Services

**EL CAMINO COLLEGE BOARD OF TRUSTEES  
SELF-EVALUATION QUESTIONNAIRE 2015 - RESULTS**

<b>Individual Trustees' appraisal of all members' activities.</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
<b>Section 1</b>					
<b>Board Duties &amp; Responsibilities (BP 2200)</b>					
<b>Did the Board fulfill its responsibilities to:</b>					
1. Represent the public interest.	MC ED CN JV	KB BB			
2. Establish policies for current and long-range academic and facilities plans and programs that are consistent with the institutional mission and promote orderly growth and development of the College.	JV	KB MC ED CN BB			
3. Hire and evaluate the Superintendent/President.	KB ED JV BB	MC CN			
4. Delegate power and authority to the Superintendent/President.	KB MC ED CN JV	BB			
5. Assure fiscal health and stability.	KB MC ED CN JV BB				
6. Monitor institutional performance and educational quality.	KB ED	MC CN JV BB			
7. Advocate for the District.	KB	MC ED CN JV BB			
<b>Section 2</b>					
<b>2015 Board of Trustee Goals to Support College Initiatives</b>					
<b>Did the Board fulfill its responsibilities to:</b>					
<b>I. Accrediting Commission for Community and Junior Colleges (ACCJC)</b>					
a. Review and discuss findings and recommendations from the ACCJC January 2015 meeting and team report.	KB MC CN	JV BB			ED
b. Review annual report on Actionable Improvement Plans (from Accreditation Self-Evaluation).	MC CN	KB JV BB			ED



**EL CAMINO COLLEGE BOARD OF TRUSTEES  
SELF-EVALUATION QUESTIONNAIRE 2015 - RESULTS**

Page 2

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
c. Submit Eligibility Application for El Camino College Compton Center, January 2015.	KB MC CN BB	JV			ED
<b>II. Implementation of Plans for Institutional Improvement.</b>					
a. Actively support the implementation of College plans and priorities, such as Strategic Plan, Master Plan, Enrollment Management Plan, Student Success & Support Program (SSSP) Plan, and Student Equity Plan.	MC	KB CN JV BB			ED
b. Liaise frequently and responsibly with District Communities.		KB CN MC JV BB			ED
<b>III. Selection and hiring of new Superintendent/President.</b>					
a. Develop a procedure for new CEO selection.	MC CN JV BB	KB ED			



## **EL CAMINO COMMUNITY COLLEGE DISTRICT**

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### **M-E-M-O-R-A-N-D-U-M**

Date: December 9, 2015

To: President Fallo

From: Ann M. Garten  
Director, Community Relations

Re: Follow Up From November Board Meeting

Attached is information in response to questions from the Board of Trustees during the November 16, 2015 meeting. Please let me know if additional information is needed.



**Follow up information from November Board of Trustees Meeting  
12/8/15**

Contract with Lennox Math Science and Technology Academy:

The Lennox Math Science and Technology Academy is part of the Advanced Manufacturing and Engineering Technology Linked Learning (AMETLL) Consortium grant (funded by the California Career Pathways Trust grant held by Long Beach City College). As a member of the AMETLL grant, Lennox Math Science and Technology Academy has adopted Project Lead the Way (PLTW) Engineering program. The following PLTW classes are currently being taught at Lennox Academy and the contract covers part two of each of these classes that will be offered in the spring.

- Introduction to Engineering Design I
- Electronics for Engineering Technology
- Engineering Design and Development

These courses provide relevant hands-on activities to stimulate interest and provide meaningful relevance and improve success in higher level Math and Science courses. The courses provide a pathway for students to continue their education at El Camino College.

In addition, the students in these classes also participate in work based learning activities that are conducted through the South Bay Workforce Investment Board.

Board Policies:

AP5013

Provisions of this procedure apply to active duty military and active duty military who are discharged from the armed services. It does not apply to reservists unless they serve at least 90 days of active service.

*Section I. Residence Determinations for Military Personnel & Dependents* was developed from the CCLC template which uses language directly from *Title 38, Veterans' Benefits*. The intent of this federal regulation is to allow any active duty military veteran, regardless of where they served or the state in which they were discharged, to pay in-state tuition and fees. If a college does not charge in-state fees, the veteran is not eligible for benefits.

*Paragraph D. Civil Service Employees* regarding the relocation of at least 100 employees before a student is entitled to be classified as a resident was also taken directly from the CCLC template and follows *Title 38, Veterans' Benefits*.

*Section I. C. Timeframe of Discharge* was developed from Conway's bill, AB13, which is now incorporated into Education Code Section 68075.5. The Ed. Code section does appear to be inconsistent with and a little more restrictive than the federal Title 38. The Admissions Office applies the regulation that is most beneficial to the veteran student. Although this provision gives only a one-year exemption for residency, typically students can acquire residency by residing in the state for one year and showing intent to reside in California after college.

BP5120 Transfer Center was changed to emphasize transfer as a primary mission of the college.





Vice President, Administrative Services  
IT Plan - December 8, 2015

	Action	Status	Estimated Date
1	Fill vacant ITS positions	selection process completed (4) (1) Tech Serv Sup, (3) Sr. Net Admin Helpdesk technician (2)	Two have started  Committee is screening
2	Establish CTO position	Posted in June	Complete 10/26/2015
3	Restructure Distance Ed/Media	Under discussion	
4	Move Web Development to IT	Under discussion	
5	Perform Registration Health Check	Initial Check 7/16 - update 2 services and run final in February.	Final verification test scheduled 2/17/16
6	Initiate project to convert Colleague to MS SQL platform	Project planning now in progress	Pending support proposal with vendor
7	Reassess Tactical Plan	Plan is under review	
8	Deploy Footprints	In Progress	Pilot due Dec
9a.	Sunset Cisco Equipment	In Progress	Dependent upon vendor delivery schedule
9b.	Deploy Redundant Controller	In Progress	Dependent upon vendor delivery schedule
9c.	Expand WLANs	Vantage assessment proposal received 12/1- Determining timelines based on estimated quantity of work of each phase	Coordinating purchases, Planning deployment
9d.	WiFi Access design consulting	Vendor proposal received (9c)	Proposal received