

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
May 11, 2016
District Office Board Room
3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are recorded; recordings are kept for one month.*

Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.

6:00 p.m. ROLL CALL

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

- 16-5-1 [Approval of the Minutes of the Study Session of April 5, 2016](#)
- 16-5-2 [Approval of the Minutes of the Joint Meeting with the San Mateo County Board of Education of April 20, 2016](#)

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES

- 16-5-1C [College for Working Adults at Cañada College](#)

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

- 16-5-1A [Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel](#)
- 16-5-2A [Hearing of the Public on the District's Initial Contract Proposal to the California School Employees Association, Chapter 33](#)

- 16-5-3A Hearing of the Public on the California School Employees Association, Chapter 33's Initial Contract Proposal to the District

Approval of Consent Agenda

All items on the consent agenda may, by unanimous vote of the Board members present, be approved by one motion after allowing for Board member questions about a particular item. Prior to a motion for approval of the consent agenda, any Board member, interested student or citizen or member of the staff may request that an item be removed to be discussed in the order listed, after approval of remaining items on the consent agenda.

- 16-5-1CA Ratification of Student Trustee Privileges
- 16-5-2CA Approval of Curricular Additions and Modifications – Cañada College, College of San Mateo and Skyline College
- 16-5-3CA Ratification of January and February 2016 District Warrants
- 16-5-4CA Acceptance of California Community Colleges Chancellor's Office State Trade and Export Promotion (STEP) Award to Skyline College
- 16-5-5CA Acceptance of Sub-Grant from Bay Area Rapid Transit (Federal Transit Administration) – Innovative Public Transportation Workforce Development Program (Ladders of Opportunity Initiative) Grant Funding
- 16-5-6CA Acceptance of Grant from the Bay Area Air Quality Management District and Allocation of Funds for the Districtwide Electric Vehicle Charging Station Expansion

Other Recommendations

- 16-5-1B Certification of District Equal Employment Opportunity Fund Allocation Application
- 16-5-100B Approval of Service Award for 2015-2016 Student Trustee
- 16-5-101B Adoption of Resolution No. 16-9 Authorizing Issuance of Tax and Revenue Anticipation Notes
- 16-5-102B Adoption of Resolution No. 16-10 Declaring the Board's Intention to Sell Approximately Six Acres of Real Property and to Entitle and Build 28± Apartments for Faculty and Staff on the Adjacent 2± Acre Skyline College Parcel "B" and Appointment of Property Negotiators
- 16-5-103B Approval of Agreement with Enshallah, Inc. to Provide Marketing and Property Negotiation Services on the Sale of 6± Acres of Parcel B and the Development of Faculty and Staff Housing on 2 ± Acres of Parcel B
- 16-5-104B Authorization to Enter into an Agreement with Margolis Healy for a Public Safety Services Study
- 16-5-105B Approval of Contract Award to Career Ladders Project for Consulting Services for Common Assessment, Multiple Measures, Pathways and Strategic Plan Initiative Projects
- 16-5-106B Approval of Contract Award for Marie Curie Lot Project at College of San Mateo
- 16-5-107B Approval to Reject the Bid for New Team Room Project at Cañada College

- 16-5-108B Ratification of Contract Award for Synthetic Turf Replacement Softball Field at College of San Mateo
- 16-5-109B Approval of Revision to Board Policy 7.43, Student Financial Aid Programs
- 16-5-110B Adoption of Resolution No. 16-11 in Support of Senate Bill 1406, Construction-Related Accessibility: Public Entities
- 16-5-111B Adoption of Resolution No. 16-12 in Opposition to Assembly Bill 2738, An Act to Amend Section 15146 of the Education Code, Relating to School Bonds
- 16-5-112B Adoption of Resolution No. 16-13 Regarding Board Absence

INFORMATION REPORTS

- 16-5-2C Discussion of Increase in Student Body Fee

COMMUNICATIONS

STATEMENTS FROM BOARD MEMBERS

RECESS TO CLOSED SESSION

1. Public Employee Appointment/Employment: Discussion of Candidates for Presidency of Cañada College
2. Public Employee Discipline, Dismissal, Release
3. Conference with Legal Counsel Regarding 2 Cases of Existing Litigation:
 - A. Grigorescu vs. San Mateo County Community College District, Case # CIV 536764, San Mateo County Superior Court
 - B. Friends of the College of San Mateo Garden v. San Mateo County Community College District et al.; Case No. S214061
4. Conference with Labor Negotiator
Agency Negotiator: Eugene Whitlock
Employee Organizations: AFT and CSEA

CLOSED SESSION ACTIONS TAKEN

ADJOURNMENT

**Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
April 5, 2016, San Mateo, CA**

The meeting was called to order at 6:04 p.m.

Board Members Present: President Dave Mandelkern, Trustees Maurice Goodman, Richard Holober and Karen Schwarz, Student Trustee Rupinder Bajwa

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College Vice President of Administrative Services Eloisa Briones, College of San Mateo President Michael Claire, Cañada College Interim President Jennifer Hughes, District Academic Senate President Diana Bennett

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

None

MINUTES

It was moved by Trustee Schwarz and seconded by Trustee Holober to approve the minutes of the meeting of March 16, 2016. Trustee Holober asked that the section on the Domestic Conference and Travel Expenses procedure include his and Trustee Goodman's stated belief that it is inappropriate for the District to pay for alcoholic beverages. With this addition, the motion carried, all members present voting Aye.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

None

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (16-4-1A)

It was moved by Trustee Holober and seconded by Trustee Schwarz to approve the actions in Board Report No. 16-4-1A. The motion carried, all members present voting Aye.

APPROVAL OF RE-EMPLOYMENT OF CONTRACT AND REGULAR FACULTY FOR THE 2016-17 ACADEMIC YEAR (16-4-2A)

It was moved by Trustee Schwarz and seconded by Trustee Holober to approve the items in Board Report No. 16-4-2A. The motion carried, all members present voting Aye.

DISTRICT'S INITIAL CONTRACT PROPOSAL TO CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 33 (16-4-3A)

It was moved by Trustee Holober and seconded by Trustee Schwarz to accept the proposal as detailed in the report. The motion carried, all members present voting Aye.

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 33 INITIAL CONTRACT PROPOSAL TO THE DISTRICT (16-4-4A)

It was moved by Trustee Holober and seconded by Trustee Goodman to accept the proposal as detailed in the report. The motion carried, all members present voting Aye.

Other Recommendations

VOTE TO ELECT MEMBERS TO THE CALIFORNIA COMMUNITY COLLEGE TRUSTEES (CCCT) BOARD (16-4-1B)

It was moved by Trustee Schwarz and seconded by Trustee Holober to discuss the list of candidates and vote on a roster of candidates. President Mandelkern said Trustee Mohr reported that he did not have time to thoroughly review the slate of candidate and will defer to the decision of the remaining Board members. President Mandelkern said the Board received an email from Loren Steck of the Monterey Community College District which cited his support for the interests of basic aid districts. President Mandelkern said this is an issue of interest to the District and he recommends that the Board include Trustee Steck in its approved slate. Trustee Holober said four candidates mentioned accreditation, which he believes is an important issue, as a top priority; they are Sally Biggin of the Redwoods Community College District, Marianne Tortorici of the Victor Valley Community College District, Jerry Hart of the Imperial Community College District, and Cy Gulassa of the Peralta Community College District. Chancellor Galatolo said Louise Jaffe of the Santa Monica Community College District serves on the Board of Directors of the Community College League of California and is its former president. He said Trustee Jaffe is a very active member and is a strong advocate on behalf of trustees. After this discussion, the Board voted unanimously to approve the following roster, consisting of six candidates: Loren Steck, Sally Biggn, Jerry Hart, Marianne Tortorici, Cy Gulassa, and Louise Jaffe.

STUDY SESSION

UPDATE ON COMMUNITY, CONTINUING AND CORPORATE EDUCATION (16-4-1C)

Tom Bauer, Vice Chancellor of Auxiliary Services and Enterprise Operations, said the Community Education Department was incorporated into Auxiliary Services in mid-October 2014. In January 2015, Jonathan Bissell was hired as the new Community, Continuing & Corporate Education (CCCE) Director. In addition to Mr. Bissell, the following team members introduced themselves to the Board: Derrick Banks, Project Director; Yuri Goda, Program Coordinator; Kanjana Srisupatpongsa, Assistant Project Director; and Julie Elmquist, Community Education Coordinator (via video).

Mr. Bissell said efforts over the past year have focused on restoring and transforming the CCCE Department into a financially self-sustaining powerhouse of programs and services. He said the Department's goals are embedded in the District's Strategic Plan under Goal # 4:

- Increase CCCE training and services to San Mateo County residents, families and businesses through increased lifelong learning and professional certifications for adults, expanded academic and fitness programming for youth, and customized workforce training for public and private-sector organizations.
- Increase revenue-generating contract training for public and private sector organizations.
- Develop internationally recognized, revenue-generating Intensive English Programs for students, educators, administrators and executives.
- Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies.
- Increase credit-based enrollments through new credit/non-credit hybrid programming.
- Create or expand revenue-generating programs such as Study Abroad, San Mateo Athletic Club, and Tech Shop.

Mr. Bissell discussed CCCE's early accomplishments, which include new branding and programming, collaborative ties with the Colleges, and strategic partnerships within the local community. Examples include: partnership with Silicon Valley Innovation Center to provide training for senior university officials from Kazakhstan; partnership with the San Mateo Athletic Club to launch a full-day College for Kids summer camp; approval from the Accrediting Commission for Community and Junior Colleges to build intensive programs at Cañada College and Skyline College; development of more than 30 new fall classes; and selection by the Redwood City San Mateo County Chamber of Commerce and the San Mateo County Economic Development Association to serve on an Education Panel at the annual Progress Seminar. Mr. Bissell said CCCE experienced a \$150,000 revenue increase from March 2015 to March 2016 year-to-date.

Community Education

Ms. Elmquist, via video, said Community Education continues to expand and revitalize programs. The health care certificate programs have expanded and include the new clinical medical assisting program. Future plans include working with the Colleges to help provide gateway courses to their various for-credit programs.

President Mandelkern asked for an explanation of the difference between the Community Education clinical medical assisting program and the for-credit medical assisting program at Cañada College. Mr. Bissell said students come into the two programs with different goals. He said students in the not-for-credit program in Community Education finish the program in a shorter period of time and pay a higher price. President Mandelkern questioned whether charging more for a program that is available at Cañada College might be a disservice to students. Ms. Goda said the Community Education program prepares students to work in a medical office while the program at Cañada College is more clinical. She said many students have already had some training and/or have finished degrees in their own countries and want to prepare for the national exam in order to secure jobs as soon as possible.

President Mandelkern asked if Community Education staff communicates with representatives at the Colleges to determine if there is a conflict with course offerings. Mr. Bissell said staff meets with representatives at the Colleges in order to avoid conflicts. He said staff has also been working with Academic Senate President Diana Bennett to strengthen collaboration with the campuses. Ms. Bennett said she has met with Vice Chancellor Bauer and Mr. Bissell to discuss the importance of collaborating with the campuses rather than competing. She said Mr. Bissell has visited the local Academic Senates to express his desire to work collaboratively. As examples of collaboration, Ms. Bennett cited gateway courses as well as short courses which are offered to students who need extra help with regular courses that are not repeatable.

Mr. Bissell discussed how CCCE finds, hires and pays instructors. He said CCCE actively solicits new course proposals from the community, faculty and previous instructors as well as responding to student demand. Course proposals are vetted, considering instructor experience, subject matter experience, the fit with existing or upcoming offerings, relevance to the targeted audience, and marketability. Instructors are evaluated after each course and enrollment and student feedback are monitored. A few instructors are paid hourly but most are paid on a revenue share basis. Trustee Holober asked whether instructors are paid on the District's salary schedule and whether they are covered by the collective bargaining agreement. Mr. Bissell said that most instructors are hired as independent contractors. Vice Chancellor Bauer said instructors are paid either on a revenue share basis or on the Community Education salary schedule and are not covered by the collective bargaining agreement. Executive Vice Chancellor Blackwood said the instructional hours are not CalSTRS creditable work.

President Mandelkern asked how course content is evaluated other than through student evaluations. Mr. Bissell said prospective instructors submit course outlines and descriptions as part of their proposals. He said staff also investigates whether they have had reviews elsewhere. He said it is not in the District's interest to have complaints about courses and staff tries to minimize any issues that could arise. President Mandelkern said he signed up for a class that was under-enrolled and not offered. The instructor provided him with the book used in the class which President Mandelkern found to be very dated. Mr. Bissell said the instructor has taught the class for many years and has had positive evaluations. He said the content of the course is very different than the book and provides up-to-date information.

Trustee Goodman asked about the balance between making business generating decisions vs. the alignment with the mission to serve students. He cited students who might need supplemental help with their for-credit course and do not have the resources to pay for the higher cost supplemental courses which technically should be offered as some sort of categorical support program. Mr. Bissell said that the majority of Community Education classes are very affordable.

Ms. Srisupatpongsa demonstrated the online registration process for Community Education courses. President Mandelkern said his experience has been that the registration and payment process work well; however, going from the course catalog to being able to register and pay was not a smooth process. He said he believes it would be helpful if the catalog which is mailed out contained a URL which would take the user to the courses listed in that particular catalog. Vice Chancellor Bauer said Community Education uses the Lumens enrollment management system. He said the system is not perfect, but is the most widely used system for community education programs.

He said he will advise Lumens of President Mandelkern's suggestion. Donna Bischoff, a member of the public, asked if there is a link on WebAccess or on College of San Mateo's home page that references Community Education. Trustee Holober said he believes this would warrant further discussion. He said he cares most about serving students who have limited means and need to take credit courses and he would not want to see these students directed away from the District's core mission.

Continuing Education

Mr. Bissell said Continuing Education is focused on not-for-credit certifications for adults. Examples include:

- An Emergency Management Academy is being developed in response to a request from the Area Office of Emergency Services and Emergency Managers Association. The Academy will offer training for field responders, EOC workers and continuity of operations personnel, with certifications at the basic, intermediate and advanced level for each group.
- Through a collaborative partnership with the Center for Excellence in Nonprofits, a Nonprofit Leadership Certificate Program was launched this spring. The program helps non-profit executives, managers and emerging professionals explore leadership styles and strengths and practical ways to achieve their missions.
- In response to a request from President Stanback Stroud, Mr. Bissell collaborated with Skyline College to develop a Construction Management Career Certificate. Collaborative, complementary programming will serve as a gateway to the credit-based certificate program at Skyline College. Sarah Perkins, Vice President of Instruction at Skyline College, said this is an example of how credit and not-for-credit programs can work synergistically to build pathways. She said Mr. Bissell, along with faculty member Bruce Greenstein and Deans Ray Hernandez and Christine Roumbanis, worked with construction management representatives on the Peninsula to assure that the program will address industry needs. President Mandelkern asked if students in the program will be required to take not-for-credit courses along with the credit courses needed to earn the certificate. Vice President Perkins said students will not be required to take the not-for-credit offerings.

Corporate Education

Mr. Bissell said the goal of Corporate Education is to increase revenue-generating contract training for public/private sectors and collaborative partnerships with industry and workforce/economic development agencies. He said Corporate Education is a strong growth area for CCCE, with first year efforts yielding contracts worth \$130,000. Staff is building a roster of proven, industry-experienced trainers, including Hilda Sendyk who has more than 20 years' experience in the corporate, academic and government arenas.

Mr. Bissell provided examples of current work in Corporate Education:

- Through a mutually beneficial partnership with the NOVA Workforce Investment Board, CCCE assists NOVA in connecting to San Mateo County leaders around specific initiatives, while NOVA refers industry partners to CCCE for help in recruiting students, finding academic partners and developing programs and training to meet their needs.
- The Interactive Advertising Bureau (IAB) in New York City is partnering with CCCE to address the lack of diversity in the technology sector in the area of digital advertising. The Digital Advertising Certificate Program will provide an in-depth overview of digital advertising/media buying life cycle and will prepare students for the IAB Digital Advertising certificate exam. A pilot entry level, not-for-credit course will be offered in the fall and will be taught by Professor Diana Bennett. In the spring, the course will be offered for credit and CCCE will concentrate on soft skills to complement the for-credit program. Trustee Goodman, noting that the goal is to increase diversity, asked how students are selected to participate in the program. Mr. Bissell said staff is working with IAB to develop an application, data sheet and vetting process. He said staff is reaching out to veterans groups, nonprofits, the campuses and other organizations to promote the program. President Mandelkern asked how students will be able to afford the twelve-week course priced at \$1,525. Mr. Bissell said the cost for all students in the pilot program will be covered by IAB. When the course becomes a for-credit course, it will be included in the regular tuition schedule.

- CCCE is working with the San Mateo County Human Services Agency (HSA) to identify and recruit foster youth for the upcoming summer camp, as well as to develop contract training for HSA clients, including CalWorks and Service Connect (former inmates re-entering the community).
- In response to a survey of staff which identified areas of interest, CCCE was asked to develop courses for the District's new Professional Development Academy. The first two series of classes were over-enrolled and the evaluations have been excellent. Trustee Holober asked if this program is included in CCCE's revenue figures and how much money is ascribed to the program. Mr. Bissell said it is included in the revenue figures and the amount is \$23,000. Trustee Holober asked if the program pays independent contractors. Mr. Bissell said professional trainers are hired to teach the classes. Trustee Holober said this is a District funded program so he would not consider it as revenue produced by CCCE and would consider the payment of independent contractors to be a District cost. He said he believes this is fine as long as the training is valuable to staff.
- Through a partnership with Herning Gymnasium in Denmark, a not-for-credit program for international high school students is being developed with Skyline College. CCCE will work with Skyline College and Herning faculty to customize curriculum in specific academic areas. The students who will participate in the eight and one-half week program will have advanced placement academic skills. CCCE will hire Skyline College adjunct faculty to teach, hold office hours and modify curricula. It is anticipated that the students will be more likely to return to Skyline College for further college study. Trustee Goodman asked if there is a strict vetting process for Herning and other external partners. Mr. Bissell said there is. President Mandelkern asked if Herning bears liability for the students coming to the College and having homestays. Vice Chancellor Bauer said all liability is borne by Herning.
- A Silicon Valley Innovation Summer Camp will be held at College of San Mateo through a partnership with Doshisha International High School in Japan. Ten Japanese students will gain insight into and history behind the spirit of Silicon Valley entrepreneurship, along with an understanding of innovation and design thinking.
- CCCE was selected to present a programming class for fourth to eighth graders at Notre Dame Elementary School in Belmont. Professor Bennett said she completed teaching "Stepping Stones of Programing 101" which was a six-week program introducing students to theoretical and practical aspects of HTML, CSS and JavaScript for creating basic web layouts. Professor Bennett said the program was successful and Notre Dame has requested that a summer program be offered. In response to a question from President Mandelkern, Mr. Bissell said the fee for the program was \$180 per child for the six-week program and the cost was paid by the parents. Mr. Bissell said he was unsure about the exact cost to deliver the program but knows there was not a large profit. He said the program demonstrated that CCCE can meet local needs and develop partnerships in the community.

CCCE Signature Programs

Vice Chancellor Bauer discussed two CCCE signature programs. The first is the Bay Area Pathways Academy (BAPA) which is an outgrowth of the College for Kids program. BAPA is a comprehensive academic, enrichment and fitness summer camp which will be held at College of San Mateo for rising sixth to ninth graders. Classes will be held Monday through Friday with three two-week sessions and full or half-day options. The program will be available to 400 students, with 300 seats for those who can afford to pay and 100 seats for students who cannot afford to pay, particularly foster youth. Mr. Bissell discussed BAPA subjects and staffing along with the daily schedule of classes. Trustee Goodman said one of the challenges of working with underserved youth is the problem of transportation. He asked if this issue is being addressed. Jamillah Moore, Vice Chancellor of Educational Services and Planning, said she introduced BAPA to the Sequoia Union High School District and secured an agreement for Sequoia to provide busing for students attending the program. Vice Chancellor Bauer said staff is also working on securing busing for students from the North County. Trustee Goodman asked what the fees are for BAPA attendees. Vice Chancellor Bauer said the fee for the full six-week program is \$3,000.

Vice Chancellor Bauer said CCCE's second signature program is the Silicon Valley Intensive English Program (SVIEP). This program will be geared to students who do not have the English language proficiency needed to get

accepted into a college. The program's goal is to raise students' skills so that they can successfully complete the Compass placement exam and enter one of the District's Colleges. CCCE is in the process of seeking federal approval to issue I-20s which would allow students to come to the District and participate in the program. Federal regulations require that a program already be in existence. To fulfill this requirement, a local program was developed and small cohorts of local residents and District Facilities staff participated in the program at Cañada College and Skyline College. Ms. Goda and Mr. Banks described SVIEP in more detail, including marketing and recruitment, intake and benefits, and matriculation to academic programs. Maria Alcala, a District Facilities Department employee, and Ivan Apopa, an engineer from Guatemala, participated in the local program and offered testimonials on how it made a difference in their lives.

Trustee Holober asked what the cost will be for SVIEP students. Vice Chancellor Bauer said he is in the process of determining what other Bay Area schools charge and what the cost will be to offer the program. He said he will provide an information report on the costs within the next few weeks. Trustee Holober said the Board approved funding for the international program with the understanding that it would be a profit center and the surplus would be used to provide more access to local students. He said he would like to make sure that SVIEP will, at a minimum, pay for itself. Chancellor Galatolo said the plan is to generate a profit and it is anticipated that additional revenues will be produced because students who participate in the program are more likely to enroll in one of the District's Colleges. Trustee Goodman asked if there is a plan to repay the amount the District has budgeted for the program. Chancellor Galatolo said the plan, as with all enterprise operations, is to repay the District. Trustee Goodman asked if the program will offer opportunities for local families as well as international students. Vice Chancellor Bauer said the intention is to continue to offer the program to District employees along with local residents. Trustee Goodman asked if there is a reason that the target audience does not include certain geographic regions such as Africa. Mr. Banks said his experience is that political issues in Africa make it difficult to secure Visas for students. Vice Chancellor Whitlock added that students from Africa more often choose to attend schools in Europe because of their historic ties.

Maxine Turner, a member of the public, said she wonders whether programs outlined at this meeting might be in competition with ESL programs at the high schools and other programs offered by the Colleges.

Trustee Holober said the presentation addressed many interesting and innovative programs. However, he said he believes the Board should hold further discussions about the programs offered through CCCE. He said he believes that enterprise operations are valid to the extent that they generate surplus revenue that underwrites the mission of the District to provide public education that is accessible and affordable to Californians, particularly residents of San Mateo County. He said he would like to make sure that none of the enterprise programs competes with that mission. He said he questions why some programs which lead to State examinations, such as Pharmacy Technician Program, are not for-credit, lower-cost programs. Trustee Holober said he believes that the freedom that CCCE has, i.e. not falling within the program review process, can cause competition and go against the goal of serving students with open access and affordable costs. He said he supports programs that fall outside of that goal and generate revenue, such as offering training requested by corporations.

Trustee Schwarz complimented the entire CCCE team and said she is impressed with and proud of what they have accomplished in a short amount of time. She said she is pleased that CCCE is emphasizing the community college concept and is offering many different programs to all members of the community. She said she is impressed that CCCE programs are bringing in young students and planting seeds for higher education and are also working with District staff to enhance their jobs and fulfillment. Trustee Schwarz asked Trustee Goodman if he believes that CCCE and the Boys and Girls Clubs could work together on programs. Trustee Goodman said the missions are the same; however, the cost for Boys and Girls Clubs programs are lower because they serve the neediest residents. He said he believes that CCCE could work with the Boys and Girls Clubs as well as local school districts.

Trustee Goodman offered kudos to the CCCE team for their excellent work. He said that in the future, it might be helpful for Board members to receive presentations prior to meetings in order to gain a better understanding of the topic and formulate questions. President Mandelkern agreed that it would be helpful to receive the presentations in advance. He also said he would like to see study sessions be more interactive.

Student Trustee Bajwa said he believes the program at Notre Dame Elementary School is outstanding because students are learning the skills that are becoming basic at an early age.

President Mandelkern said the presentation indicated that there have been revenue increases since Fiscal Year 2014. He asked what the net contribution has been for the last fiscal year and if there are projections for the current fiscal year. Vice Chancellor Bauer said that as of June 30, 2015, the net profit was \$24,000. For the previous fiscal year, the net profit was \$1,500. Vice Chancellor Bauer said his hope is that the net profit for the current fiscal year will be close to \$100,000.

President Mandelkern said the presentation alluded to a hybrid model of a class that is both for-credit and Community Education funded and revenue-based. He asked if this is possible to do and if there are any examples. Vice Chancellor Bauer said it has not been done yet but it is being discussed with the College presidents. President Claire said he is interested in partnering particularly with regard to art and music programs in which repeatability is an issue. President Mandelkern said offering hybrid courses on a fixed fee basis would seem to work well for courses with repeatability issues. He said issues related to instructor compensation would have to be worked out. Chancellor Galatolo said legislation was put forth two sessions ago that would have considered whether this type of course would be allowed. He said the legislation was stalled and it is unclear whether it is permissible at this time.

STATEMENTS FROM BOARD MEMBERS

Trustee Schwarz said she attended the "Schools Our Children Deserve" conference at Skyline College, which was sponsored by local unions including AFT Local 1493. She said the conference was well attended and well received. Trustee Schwarz said she was given information on a parcel tax measure for the Jefferson Union High School District. The Board agreed to consider a resolution of support for the measure.

Trustee Holober said Assembly Bill 2738 would prohibit the proceeds from the sale of bonds from being withdrawn by a school district or community college district for investment outside the county treasury. He said he believes this bill is not in the best interests of the District and he suggested that the Board consider taking a position on the bill. At President Mandelkern's request, an update on the bill will be provided at the meeting of May 11. Chancellor Galatolo said staff will prepare a resolution in opposition to the bill to be considered by the Board at that meeting.

Student Trustee Bajwa said students attending the United States Student Association conference in Washington, D.C. had seven visits with legislators and voiced their opinions on several issues of importance to them.

President Mandelkern said he looks forward to the launch of the Base 11 program at Skyline College tomorrow.

RECESS TO CLOSED SESSION

President Mandelkern said that during closed session, the Board will: (1) hold a conference with legal counsel regarding one case of existing litigation as listed on the printed agenda, (2) hold a conference with real property negotiator regarding disposition of property and terms of payment as listed on the printed agenda, and (3) hold a conference with labor negotiator Eugene Whitlock; the employee organization is AFT.

The Board recessed to closed session at 9:08 p.m. and reconvened to open session at 10:00 p.m. President Mandelkern announced that the Board took no action during closed session.

ADJOURNMENT

The meeting was adjourned by consensus at 10:02 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the May 11, 2016 meeting.

Dave Mandelkern, President

**Minutes of the Joint Meeting of the Board of Trustees of the
San Mateo County Community College District and the
San Mateo County Board of Education
April 20, 2016, Redwood City, CA**

San Mateo County Community College District Board Members Present: President Dave Mandelkern, Trustees Maurice Goodman, Richard Holober, Karen Schwarz, Student Trustee Rupinder Bajwa

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College Vice President of Administrative Services Eloisa Briones, College of San Mateo President Michael Claire, Cañada College Interim President Jennifer Hughes, Interim Vice Chancellor of Educational Services and Planning Jamillah Moore

San Mateo County Board of Education Members Present: President Jim Cannon, Vice President Joe Ross, Trustees Susan Alvaro, Hector Camacho, Jr., Beverly Gerard, Rod Hsiao, Ted Lempert

Others Present: Superintendent Anne Campbell, Deputy Superintendent Gary Waddell, Associate Superintendent, Student Services Division Nancy Magee, Deputy Superintendent, Business Services Division Denise Porterfield, Associate Superintendent, Human Resources Sue Wieser, Administrator, Board/Superintendent Support and Community Relations Marco Chavez

CALL TO ORDER

The meeting was called to order at 7:06 p.m.

President Cannon welcomed the San Mateo County Community College District (SMCCCD) Board of Trustees to the meeting. He asked the San Mateo County Board of Education members to introduce themselves.

Trustee Camacho said he is completing his second year of service and represents the South San Francisco Unified School District and the San Bruno Park Elementary School District.

Trustee Hsiao said he has served on the County Board for ten years and represents San Mateo and Foster City.

Trustee Lempert said he is serving his fourth term and represents the Redwood City, San Carlos and Belmont School Districts.

Trustee Alvaro said she has served on the Board for 21 years and represents Trustee Area One, which includes Cabrillo and La Honda-Pescadero.

Trustee Gerard said she has served for 23 years and represents Trustee Area Two, which includes Daly City, Pacifica, Colma, Broadmoor and Brisbane.

Vice President Ross said he is serving his fourth term and represents Trustee Area Seven, which includes the Portola Valley, Woodside, Menlo Park, Las Lomas and Ravenswood Elementary School Districts as well as the Sequoia Union High School District.

President Cannon said he is finishing his third term and represents the Burlingame, Hillsborough and Millbrae School Districts.

President Cannon introduced SMCCCD Board President Dave Mandelkern. President Mandelkern said the SMCCCD trustees proudly represent all residents of San Mateo County as at-large trustees. President Mandelkern said he is currently in his fourth term as trustee.

Trustee Goodman said he is serving his first term and previously served on the South San Francisco United School District Board of Trustees for two terms.

Trustee Holober said he is serving his 18th year on the Board. He lives in Millbrae and formerly served on the Millbrae Elementary School District Board of Education.

Trustee Schwarz said she recently was reelected to her sixth term as trustee. She was previously a member of the San Mateo County Board of Education representing the South San Francisco Unified School District.

Student Trustee Bajwa said he has served on the Board for two years and will leave to attend a university in the fall.

President Mandelkern said Trustee Thomas Mohr was unable to attend the meeting due to health issues. He said Trustee Mohr is in his third year on the Board. President Cannon said all members of the County Board of Education wish Trustee Mohr the best.

APPROVAL OF AGENDA

It was moved by Trustee Gerard and seconded by Trustee Alvaro to approve the agenda as presented. The motion carried, with all members of the San Mateo County Board and the SMCCCD Board who were present voting Aye.

PERSONS WISHING TO ADDRESS THE BOARD, DELEGATIONS AND PETITIONS

There were no persons wishing to address the Boards.

INFORMATION REPORTS

PRESENTATION ON SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT'S STRATEGIC PLAN (16-4-2C)

President Mandelkern introduced Jamillah Moore, Vice Chancellor of Educational Services and Planning. Vice Chancellor Moore said the Strategic Plan was adopted on September 30, 2015 and is regularly reviewed. The Plan is integrated with and draws from the College Educational Master Plans and Equity Plans as well as the Facilities Master Plan. The title of the Plan is "Students First" and it is built upon student success and access, along with social justice and equity. In developing the Plan, staff looked at student success across four key indicators: academic achievement, student persistence, degree and certificate completion, and transfer achievement.

Vice Chancellor Moore outlined the four strategic goals contained in the Strategic Plan. She said Goal 2 is to establish and expand relationships with school districts, four-year college partners, and community-based organizations to increase higher education attainment in San Mateo County. Of the approximately 29,395 students who graduate from San Mateo County high schools annually, approximately 14,379 enroll in one of the three Colleges within SMCCCD.

Vice Chancellor Moore discussed the Concurrent Enrollment program which provides opportunities for students to take college courses and earn college credit while they are enrolled in high school. There are approximately 3,487 concurrently enrolled students within SMCCCD. Among the classes concurrently enrolled students take are art, music, science, mathematics, accounting, computer applications and English.

Vice Chancellor Moore said that through the Middle College High School programs, students take their classes on one of the College campuses during their junior and senior years of high school. They take high school courses that satisfy high school graduation requirements and complete their schedules with college courses, allowing them to earn both high school and college credits. While the students are still in high school, tuition is free of charge.

Trustee Hsiao expressed concern about the number of students who must take remedial courses because they do not have all the necessary classes in high school; he questioned why the high schools are not able to deliver the correct classes.

President Cannon asked Superintendent Campbell to provide information on "The Big Lift" which focuses on helping children be ready for school at an early age. Superintendent Campbell said The Big Lift aims to increase reading proficiency among third graders in San Mateo County. She said reading proficiency at this level is a critical indicator; students who cannot read at grade level by the end of third grade are more likely to drop out of high school, move

through the criminal justice system, or access a variety of social services. The Big Lift combines two years of high-quality preschool and programs to reduce chronic absence, end summer learning loss, and engage families and the broader community to support learning in school and at home. Four school districts are currently participating in The Big Lift. Funding is now available for two additional districts and the selection process is taking place.

President Cannon asked about the process used by SMCCCD in the development of the Strategic Plan. Vice Chancellor Moore said development of the Plan began in September 2014 and was spearheaded by two committees, the Strategic Plan Steering Committee and the District Strategic Planning Task Force. Multiple forums were held at the District and the Colleges which provided the opportunity for all constituents to engage in the process and provide input. Trustee Holober said he and Trustee Mohr served on the Strategic Plan Steering Committee. He credited Trustee Mohr with focusing on measurable goals and on social justice and equity.

PRESENTATION ON SMCCCD’S EXISTING PARTNERSHIPS (16-4-3C)

Vice Chancellor Moore said some existing partnerships were discussed in the previous report and additional partnerships would be addressed during the upcoming item on Current Collaboration Activities.

UPDATE ON SAN MATEO COUNTY OFFICE OF EDUCATION’S STRATEGIC PLAN (16-4-4C)

Superintendent Campbell said the San Mateo County Office of Education (SMCOE) has 23 school districts and serves approximately 94,000 K-12 students. She said the last several years have been an unparalleled time in public education with the advent of Common Core, the Next Generation Science Standards, the Local Control Funding Formula, the Local Control Accountability Plan, and the Smarter Balance Assessment Consortium testing of students. With all of these changes, SMCOE determined it was time to survey the landscape, solicit input from stakeholders, develop a clear sense of how to move forward, and chart a path for how to get there.

Superintendent Campbell said that in August of 2014, SMCOE retained the services of Fern Tiger Associates (FTA). FTA collected extensive data, interviewed local districts and communities, and conducted surveys of staff and school districts. FTA also interviewed ten other County Offices of Education throughout the State to ascertain views about the role of County Offices of Education. FTA then analyzed the data and developed the first draft of the Strategic Plan. A new vision statement, “Excellence and Equity in Education – Every Student, Every Teacher and Every School,” was crafted, along with a new mission statement which defines the central purpose of the organization. The new mission statement is:

- Inspiring students
- Investing in teachers
- Invigorating leaders
- Involving communities

Superintendent Campbell said the Strategic Plan will set a strategy for SMCOE for the next five years. She said it is a work in progress and after revisions are made, it will be presented to the San Mateo County Board of Education. She said the structure of the Plan is based on Values, Guiding Assumptions, Program Goals, Strategies, and Management Goals.

Superintendent Campbell discussed potential partnership opportunities envisioned by SMCOE based on the Strategic Plan. She said there is a shortage of teachers in the K-12 system and an even greater shortage of qualified teachers in early childhood education. In response to comments by SMCCCD Board members, Superintendent Campbell said she believes there might be opportunities for the Colleges to partner in this area, including professional development of current teachers, certification of non-traditional teachers, helping classroom aides become teachers, and building alignment into professional development.

Superintendent Campbell said environmental education and environmental literacy are other areas for potential partnerships. She said she believes that Green Career Pathways could be amplified and expanded to integrate content areas that address Common Core, Next Generation Science Standards and Social Studies Standards.

Superintendent Campbell said working with Court and Community Schools students is another area for potential partnerships. She said students who link with the community college system discover that there are different paths

available to them. She said the Colleges offer a number of career/technical programs that can provide opportunities for these students.

REPORT ON CURRENT COLLABORATION ACTIVITIES (16-4-5C)

Deputy Superintendent Waddell reported on a number of partnerships with SMCCCD, including the Gene Connection program in collaboration with Cañada College; Middle College students assisting as cabin leaders in the Outdoor Education Cabin Leader Program; and the First 5 San Mateo's EQ+IP Project (Early Learning and Quality Inclusion Partnership). Three of the SMCOE Early Learning Support Services managers are SMCCCD adjunct faculty and SMCCCD Early Childhood Education faculty are members of the San Mateo Child Care Partnership Council. In addition, the Child Development Centers at College of San Mateo and Skyline College are participating in the San Mateo Quality Rating and Improvement System. Deputy Superintendent Waddell said that in addition to these examples, SMCOE's focus on closing the achievement gap, developing a robust environmental education and stewardship program, developing PreK-12 education career pathways, and continuing to build a strong early care workforce are potential areas for partnerships. He said he has many ideas he would like to discuss with SMCCCD. He said he believes these ideas resonate with the overarching themes in the SMCCCD Strategic Plan such as success, equity and social justice, which are at the center of what SMCOE believes is important as well.

Katie Bliss, SMCCCD Program Services Coordinator for Project Change, said that in 2013, SMCOE and SMCCCD created a partnership to provide post-secondary pathways to students in the Court and Community Schools program. She said this partnership provided opportunities for students who are currently incarcerated to receive college credits for courses taken while being concurrently enrolled. Students also participate in a speaker series at the juvenile facilities to discuss career/technical education programming, career opportunities and coursework potential at the Colleges.

Associate Superintendent Magee said Ms. Bliss has brought vision, commitment and talent to her work. She said the collaboration between Court and Community Schools and SMCCCD has been productive under the leadership of Ms. Bliss and Sibané Parcels, Court School Principal.

Associate Superintendent Magee discussed the student populations in the Court and Community Schools, noting that 78% are male and 64% are Latino. She said that each of the five sites serves its population uniquely and that students may cycle through all of the sites. She said SMCOE is developing a trauma informed approach because many students have experienced chronic, long-term trauma in their lives. Associate Superintendent Magee said Court and Community Schools staff is working to bring a personalized learning model to the program in order to allow students to move throughout the various school sites while keeping their education on track without any breaks in academic work. She said computer and online access inside the incarcerated environment has been limited due to security concerns of the Probation Department, but strides are being made. Associate Superintendent Magee said the Court and Community Schools would like to grow its program at the Gateway Community School to address the most at-risk students.

Associate Superintendent Magee said the Bridge to College program was developed for students who have earned their high school diploma or equivalency and still have months left to complete their sentences. As part of the program, students are guaranteed a job when they are released if they successfully complete the Career Readiness Class. In addition, online courses through College of San Mateo are available to these students. Students who have participated in the online courses were the top grade earners in the class. Associate Superintendent Magee said these students are very capable; they need an opportunity and they need for people to believe in them.

Associate Superintendent Magee distributed a report titled "Educational Injustice; Barriers to Achievement and Higher Education for Youth in California Juvenile Court Schools." She said the data in the report indicates a failure to address the students in California's juvenile justice system; however, it validates the good work being done in the San Mateo County Court and Community Schools program.

Trustee Schwarz said the SMCCCD Board was privileged to have a recent report presented by Ms. Bliss. She said that having bridges and programs for this student population is very important and she congratulated all who are participating. President Mandelkern said the SMCCCD Board is delighted to partner with SMCOE on this excellent program. Trustee Alvaro said Ms. Bliss is a hero and provides students with hope for their futures. President Cannon said it is satisfying to see the work Ms. Bliss has done.

ADOPTION OF JOINT RESOLUTION NO. 16-01 ESTABLISHING PARTNERSHIPS TO CREATE PATHWAYS TO POSTSECONDARY EDUCATION (16-4-100B)

President Mandelkern said this resolution will take concrete steps to expand the relationship between SMCCCD and SMCOE to support the seamless transition to college and to increase pathways for student success. He said the sharing of data will help better prepare students to attain success. For the SMCCCD Board's consideration, it was moved by Trustee Goodman and seconded by Trustee Holober to adopt Joint Resolution No. 16-01. The motion carried, all members present voting Aye.

Vice President Ross commented on the number of high school graduates who are unable to pass the entrance exam. Vice Chancellor Moore said SMCCCD is working with the school districts on this issue, including sharing data so that appropriate interventions can be put in place. Trustee Hsiao suggested setting goals for the future, including data sharing. For the San Mateo County Board of Education's consideration, it was moved by Trustee Gerard and seconded by Vice President Ross to adopt Joint Resolution No. 16-01. The motion carried, all members voting Aye.

ADOPTION OF JOINT RESOLUTION NO. 16-02 IN SUPPORT OF MEASURE E, THE JEFFERSON UNION HIGH SCHOOL DISTRICT PARCEL TAX MEASURE (16-4-101B)

President Mandelkern said the SMCCCD Board generally supports other districts' parcel tax and bond measures because they believe they are good for the overall state of education in the County. For the SMCCCD Board's consideration, it was moved by Trustee Schwarz and seconded by Trustee Goodman to adopt Joint Resolution No. 16-02. The motion carried, all members present voting Aye.

Trustee Alvaro said she would support the resolution; however, she expressed a personal concern about publicly endorsing bond or parcel tax measures for districts in which she does not pay taxes. For the San Mateo County Board of Education's consideration, it was moved by Trustee Gerard and seconded by Vice President Ross to adopt Joint Resolution No. 16-02. The motion carried, all members voting Aye.

BOARD MEMBER COMMENTS

Trustee Holober thanked the San Mateo County Board of Education, Superintendent Campbell and SMCOE staff for hosting the joint meeting. He said he hopes to continue the successful collaboration and looks forward to meeting again in the future.

Trustee Goodman acknowledged staff from SMCOE and SMCCCD who worked together to prepare for the meeting. He said he looks forward to hearing more about current and future joint endeavors.

President Mandelkern said the SMCCCD Board has a policy of reaching out to partner districts, including the feeder high schools, as well as the cities in which the Colleges are located. He said the Board thought it appropriate to meet with the County Board of Education to discuss areas of common interest. He thanked the County Board members, Superintendent Campbell, Chancellor Galatolo and the SMCOE and SMCCCD staff for helping to arrange the joint meeting. President Mandelkern said it was a pleasure to meet everyone and he looks forward to future collaboration.

President Mandelkern cited an excellent Op Ed piece in the April 20th edition of the *Daily Journal*, co-authored by Chancellor Galatolo and San Mateo Union High School District Superintendent Keven Skelly, which highlights some of the cooperative opportunities between the districts.

President Mandelkern said he, along with Trustee Goodman, attended the Base 11-Skyline College partnership launch event at Skyline College. He said Base 11 is designed to help support Science, Technology, Engineering and Math (STEM) opportunities for disadvantaged students. He said the launch event coincided with the ribbon cutting for the Fabrication Lab at Skyline College. This Fab Lab will be a dedicated space in which STEM students will have access to state-of-the-art technology to create start-up ventures using their STEM ideas and innovation. Four Skyline College students have been selected for Base11 paid internships. Two of the students will work on research projects at CalTech and the other two will work on their projects at the Smithsonian National Air and Space Museum in Washington, D.C. President Mandelkern commended Skyline College President Regina Stanback Stroud for making this program possible.

President Mandelkern said the next meeting of the SMCCCD Board is scheduled to take place on May 11 in the District Office Board Room.

Vice President Ross thanked Vice Chancellor Moore for her presentation. He thanked the SMCCCD Board for putting children first and said he is pleased that they set the bar high. He said he looks forward to seeing what the future brings.

Trustee Gerard said she enjoyed learning about the great things that each organization is working on and she looks forward to many possible collaborations in the future. She thanked everyone who was involved in coordinating the meeting.

Trustee Alvaro thanked staff who coordinated the meeting. She congratulated Associate Superintendent Magee on two Special Education programs that have been selected to receive Kent Awards this year. The programs are Project Friendship and Adventure Activities.

Trustee Lempert thanked the SMCCCD Board for participating in the joint meeting. He said he believes such meetings can be a model for districts seeking to work together. He said SMCOE and SMCCCD play essential roles but are probably the least understood educational entities in the County. Trustee Lempert said he is pleased with the focus on the Early Childhood Education workforce and hopes SMCOE and SMCCCD can work together to develop, support and train this workforce.

Trustee Hsiao thanked SMCOE and SMCCCD staff for reaching out beyond organizations to discuss how they might collaborate and build stronger student outcomes. Trustee Hsiao said he, along with Vice President Ross, attended the ASU GSV Education Summit in San Diego. He said he attended a session related to charter schools and heard about the success of schools which are addressing education through personalized learning.

Trustee Camacho thanked SMCCCD for suggesting and helping coordinate this joint meeting. He said he wished to publicly thank the SMCCCD Board and staff for their support of the Project Change program. He said he believes societies are judged by how they work with their most at-risk and needy populations; he said the students in the Court and Community Schools fit that profile. Trustee Camacho said the Board Policy Subcommittee met prior to this joint meeting and he thanked Trustees Alvaro and Ross for their support. He said the group provided staff with direction and hopes to bring policies to a future meeting for discussion.

President Cannon said the joint meeting was a positive experience. He said he was struck by the importance of collaboration when he attended a past event at College of San Mateo called "Beyond Newtown" and saw many agencies in the County collaborating for the good of many.

President Cannon said the next meeting of the San Mateo County Board of Education will be held on May 4 at the County Office of Education.

Superintendent Campbell thanked both Boards for participating the joint meeting. She said she looks forward to enhancing partnerships and working with Vice Chancellor Moore and others at SMCCCD.

ADJOURNMENT

The meeting was adjourned by consensus at 9:10 p.m.

Submitted by

Ron Galatolo
Secretary

Approved and entered into the proceedings of the May 11, 2016 meeting.

Dave Mandelkern
President

President's Report to the Board of Trustees

Dr. Regina Stanback Stroud



Base 11 Partnership Launch at Skyline College
Photo Credit: William Nacouzi

SKYLINE COLLEGE BOARD REPORT

MAY 11, 2016

PARTNERSHIP LAUNCH WITH BASE11 KICKS OFF THE STEM REVOLUTION AND NEW FABRICATION LAB!



On Wednesday, April 6, over one hundred and fifty people including students, faculty, leadership, staff, community members, and members of the SMCCD District Board of Trustees gathered for the Base11-Skyline College partnership launch event in Building 6. The Base11 STEM Revolution is designed to empower students to become leaders and entrepreneurs of the 21st Century in Science Technology Engineering & Math, and Skyline College is the newest partner to join the movement. A central part of the initiative is Skyline College's new Fabrication Laboratory and Innovation Center, an MIT-based Fab Lab donated by Base11 to help Skyline College students and community members shape their dreams and ideas into viable products and business opportunities.

CEO Landon Taylor presented the vision and mission for Base11 and the STEM Revolution. Mr. Taylor offered inspiring words on the value of the Skyline College partnership and the goal to get 1,000 students into the "Victory Circle." Base11's vision of the circle encompasses transfer to a University, getting a STEM job, and starting a STEM business. Landon also introduced three flagship programs that will move Skyline College students into the Victory Circle: (1) Residency-based Fellowships, (2) STEM Entrepreneur Accelerator Program and Fab Lab Innovation Center, and (3) a Workforce Development Program. Skyline College Vice President, Dr. Sarah Perkins, SMT Dean Ray Hernandez, and Engineering and Computer Science Professor Nick Langhoff also spoke on the impact the partnership and the Fab Lab has on Skyline College. They each expressed their excitement, gratitude, and vision for the new opportunities now possible to enhance our STEM programs and to bridge STEM education and Entrepreneurship for Skyline College students and community members.

During the ceremony, Landon Taylor and Skyline College President, Dr. Regina Stanback Stroud announced and celebrated four Skyline College students selected for the Base11 Summer 2016 Fellowships. Let's give a big round of applause to students Alina Rai, Daniel Powers, Robert O'Leary, and Wai Hnin Oo. This summer they will head off to explore and research at prestigious institutions including CalTech, UC Irvine, and the Smithsonian National Air and Space Museum. Congratulations to them on their outstanding achievement!



The event concluded with a ribbon cutting and open house tour of Skyline College's brand new state-of-the-art Fabrication Laboratory and Innovation Center, a cornerstone of the Base11-Skyline College

partnership. President Dr. Regina Stanback Stroud led the ribbon cutting ceremony and welcomed the Skyline College community into the new laboratory. There was magic in the air as the space was abuzz with students and members of the Skyline College community mingling and exploring the new facility. Event guests looked on as students from the Skyline College Engineering and Robotics Club led demonstrations with cutting edge Fab Lab equipment including advanced manufacturing, rapid prototyping techniques, and robotics. Excited conversations filled the room with dreams and visions of the possibilities this new Maker Space and Innovation Center provides the campus and community.

The partnership launch event was a huge success due to the dedication and hard work of a diverse group of individuals from throughout the district, Base 11, and industry partners. A huge thank you to President Stanback Stroud and Vice President Perkins, Executive Vice Chancellor Kathy Blackwood and Vice Chancellors Eugene Whitlock and Jose Nuñez, Board of Trustees President Dave Mandelkern and Member Maurice Goodman, Base 11 CEO Landon Taylor and Marketing Director Cindy Santos-Mendoza, Incite Focus Director and "Fab Lab Guru" Blair Evans, Skyline College Director of Marketing and Public Relations Cherie Colin, SMCCD Facilities Project Manager Karen Pinkham, Science Math Technology Dean Ray Hernandez, Engineering and Computer Science Professor Nick Langhoff, and the students from the Engineering and Robotics Club at Skyline College.

Article by Nick Langhoff. Photos by William Nacouzi.

SKYLINE COLLEGE BOARD REPORT

MAY 11, 2016

SKYLINE COLLEGE RECEIVES APPROVAL TO OFFER INTENSIVE ENGLISH PROGRAM



The mission of Skyline College is “To empower and transform a global community of learners”. Everyday amazing faculty, staff, administrators, students and community members are engaging in programs and services that enable us to meet that mission. We don’t do it alone. The District staff have been beside us all the way.

One such example is the fantastic news I am about to share. Thanks to the leadership and support of Vice Chancellor Tom Bauer and his team members Jonathan Bissell, Derrick Banks and Yuri Goda, working in collaboration with Language Arts faculty Leigh Anne Shaw and Dean Mary Gutierrez, Skyline College was able to apply for our own Intensive English Program that would enable us to grow our International Student Program.

I am pleased to announce that the U.S. Department of Justice has approved the addition of the Silicon Valley Intensive English Program (SVIEP) at Skyline College. As a result, we can now start accepting international students to join SVIEP at Skyline College! Again, I want to thank the district team, Leigh Anne Shaw and Mary Gutierrez who worked very closely over the past year with the staff in Community, Continuing, and Corporate Education to develop the program and reach this important milestone.

The program is primarily designed for students who do not meet the English language proficiency requirements in order to be admitted as international students at the college. Ordinarily, these students would be referred to an external language school partner in order to improve their language skills before they could apply to one of our colleges through the International Students Program. With the establishment of SVIEP, students who complete the not-for-credit program through SVIEP will be able to take the placement exams to determine placement into ESL or English

courses. Thus, they will transition from the not-for-credit SVIEP program to credit bearing courses as international students which will enable them to pursue degree and transfer programs.

We plan to admit the first cohort of students for the SVIEP program this fall. Cañada College will also offer the program. Over the next month or two, we will be working on the next steps to get ready for the fall start. I will provide updates to you as they become available. Be on the lookout for updates as it gets started.

Article by Dr. Regina Stanback Stroud. Photo by Christianne Marra.

SKYLINE COLLEGE PROMISE SCHOLARSHIP



Skyline College is committed to empowering students to find success at every point in their educational journey. The Skyline College Promise is the College’s commitment to help students “Get in. Get through. and Get out...on time!” according to their educational goals.

One part of the Skyline College Promise is the Skyline College Promise Scholarship. To help students reach their goals, we’re announcing a scholarship beginning fall 2016 that will pay enrollment fees for a full year! Skyline College Promise Scholarship awardees will receive a waiver covering enrollment fees for any gap left after applying their financial aid award (for students in receipt of financial aid).

The Skyline College Promise Scholarship is available to high school graduates or students who recently completed their GED or Adult Education program after December 1, 2015 and who enroll at Skyline College full-time and plan to earn a certificate/degree. Scholarship applicants must also be a first time student at Skyline College. The enrollment fees covered are; enrollment fee (tuition), health fee, student rep fee, student union fee, and student body fee.

SKYLINE COLLEGE BOARD REPORT

MAY 11, 2016

To maintain the scholarship, students agree to; enroll full-time (minimum 12 units) for fall and spring semesters, maintain academic progress, a minimum cumulative GPA of 2.0, a completion rate above 50%, must declare a major by start of spring 2017 semester, and complete a comprehensive student education plan (SEP) by start of spring 2017 semester.

Article by Will Minnich. Photo by William Nacouzi.

SPARKPOINT AT SKYLINE COLLEGE AWARDS 25 GROVE SCHOLARS FOR SPRING 2016



The Grove Scholarship Program celebrates its tenth successful semester- awarding 25 new and continuing Career and Technical Education (CTE) scholars in Spring 2016. Recipients were selected on a competitive basis amongst approximately 70 applications from diverse academic programs. On March 11, 2016 the selected students met in the Career Services Center to complete the Grove Scholarship orientation. The orientation gave participants an overview of the expectations for the Grove Scholars Program which include: the maintenance of a 75% completion rate, 2.0 GPA, enrollment in at least 1 CTE course, financial workshop attendance and participation in the student Awards Ceremony. The orientation additionally, highlighted SparkPoint services such as: benefits access, personal financial classes available for college credit, food pantry, and Career Center services. A celebratory lunch was served to congratulate recipients.

Grove scholarships are funded by a generous \$125,000 grant from the Grove Foundation eponymously named after Andy Grove, a founder of Intel Group Corporation. Each scholarship is worth up to \$2,000 per semester and \$4,000 of funding per school year per eligible participant.

Article and photo by Andrea Doffoney Anyanwu.

STUDENT HONORED WITH ACBSP STUDENT LEADERSHIP AWARD



Margo Feldman is the 2016 recipient of the ACBSP Student Leadership Award at Skyline College.

The ACBSP Student Leadership Award program is the only award of its kind by an accrediting body for business schools. Just as the ACBSP accreditation standards are global, so is this Student Leadership Award. With this presentation, Feldman becomes part of a global community of student leaders recognized for their achievement.

Feldman's name will be added to the perpetual plaque on the wall in the Business, Education and Professional Program (BEPP) Division office as visible evidence to all visitors that the business program fosters and supports leadership within the student body, and allows high achieving students to be recognized long after they have departed the college.

Skyline College became the first California Community College to be granted Business Program Accreditation for associate degrees in 2012.

Article and photo by Linda Whitten.

SKYLINE COLLEGE BOARD REPORT

MAY 11, 2016

DAY OF ACTION HONORING CESAR CHAVEZ BRINGS CAMPUS & COMMUNITY RESOURCE FAIR TO SKYLINE COLLEGE



On Wednesday, March 23, Skyline College hosted a Day of Action Honoring Cesar Chavez. This event offered Skyline College students the opportunity to learn about local community and campus resources that support the Latino Community in the Bay Area.

Over 300 students interacted with community organizations such as Arriba Juntos, Big Brothers Big Sisters of SF, E4FC, The Latino Commission on Alcohol and Drug Abuse Services, Notre Dame de Namur University, Standing Brown, and ZIA SF. The following on-campus resources were also present: EOPS/CARE and CalWORKS, Honors Transfer Program, International Students Association, Latin American Student Organization (L.A.S.O.), Puente, SMCCD Study Abroad, SparkPoint at Skyline College, TRiO Student Support Services, and the World Languages Department.

The event opened with a march around campus conducted by our Hermanos y Hermanas students from South San Francisco High School and Westmoor High School. Following the march, attendees heard encouraging words from Dr. Angélica Garcia, Vice President, Student Services. Guest speaker, Hector Camacho, San Mateo County Board of Education Trustee, shared stories of his own experience as a community college student. He encouraged students to utilize the resources on campus to help them achieve their goals.

Attendees of the event were also treated to sunshine, delicious tacos, and amazing musical selections by Dr. Loco's Rockin' Jalapeño Band featuring our very own John Ulloa (Honors Transfer Coordinator, History Professor)!

Article by Lauren Ford. Photos by Grace Beltran and Claudia Paz.

DELEGATION FROM INDONESIA VISITS SKYLINE COLLEGE



Skyline College ESOL faculty were honored and excited to host a very brief visit by a group of English teachers from Indonesia who visited our campus on Thursday, April 14, 2016. As part of the International Visitor Leadership Program (sponsored by the U.S. Department of State and Worldlearning), this delegation of twelve teachers had already visited a high school and a university; at this visit, they were able to learn about the important role that community colleges play in California education and about ESOL at Skyline College in particular. ESOL faculty Garry Nicol and Leigh Anne Shaw met the group and coordinated a lively, informative exchange.

Vice President of Student Services Dr. Angélica Garcia greeted the group and presented information on Skyline College alongside Vice President of Business Services Eloisa Briones. Wissem Bennani of the International Students program joined to talk about the ISP and its services to international students in helping them study at our college. The teachers, mainly of middle school, high school, and university English, had many questions about how international students are able to come to Skyline College and how the transfer process works, but there was also a little time for some “ESL shop talk” with the ESOL faculty. Sadly, the visit was too brief, and all agreed on a desire for a future, longer visit.

Article and photo by Leigh Ann Shaw.

SKYLINE COLLEGE BOARD REPORT

MAY 11, 2016

DR. REGINA STANBACK STROUD HONORED WITH THE MARY MCLEOD BETHUNE LEADERS OF DISTINCTION AWARD



The African American Regional Educational Alliance honored Dr. Regina Stanback Stroud, President of Skyline College and five other African American female presidents and chancellors with the Mary McLeod Bethune Leaders of Distinction Award on Saturday, March 19, 2016. The award was bestowed upon Dr. Stroud since she has dedicated her life to not only improving the lives of students through education, but also advancing and exposing all students to the possibilities that are available to them by obtaining higher education degrees or certificates.

The award of distinction holds particular significance because Mary McLeod Bethune was the first African American female college president in the United States. Ms. McLeod Bethune opened the doors to the Cookman Institute for Men in 1923 and the institution later became known as Bethune-Cookman College. The college was one of the few places that African American students could pursue a college degree. She remained with the college until 1942.

Dr. Stroud is a champion for students and clearly lives up to the Mary McLeod Bethune Leaders of Distinction Award she was given as she states in her “President’s Welcome” quoting bell hooks, Teaching to Transgress:

“The academy is not paradise. But learning is a place where paradise can be created...In the field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom (207).”

Dr. Stroud also writes: “I urge you to practice until you get it right. Get an education as if your life and the lives of future generations in your family depend on it – because they do.”

It is clear that Dr. Stroud lives up to the tenets of Mary McLeod Bethune Leaders of Distinction Award. One more note about the parallels of these two dynamic women is that Mary McLeod Bethune was known as the “First Lady of the Struggle.” She devoted her career to improving the lives of African Americans through education, political and economic empowerment.” Skyline College is again honored to have Dr. Regina Stanback Stroud as its college president.

Pictured in the photo are the other recipients from left to right: Dr. Joi Blake, President, College of Alameda, Dr. Jannett Jackson, Chancellor, Chabot/Las Positas Community College District, Alecia A. DeCoudreaux, President, Mills College, Dr. Helen Benjamin, Chancellor, Contra Costa Community College District, Dr. Elnora Webb, Executive Vice Chancellor, Strategic Planning and Advancement, Dr. Regina Stanback Stroud, President, Skyline College.

Article and photo by Dr. Tammy Robinson.

SECOND CAREER TECHNICAL EDUCATION DAY WELCOMES LOCAL HIGH SCHOOLS AND DR. CHRISTOPHER EMDIN



On March 10, 2016, the Career Advancement Academy (CAA) in collaboration with the Center for Innovative Practices through Hip Hop Education & Research (CIPHER) welcomed nearly 100 high school guests to Skyline College

SKYLINE COLLEGE BOARD REPORT

MAY 11, 2016

for the second ever Career Technical Education (CTE) Day. The day featured keynote speaker Dr. Christopher Emdin, a science advocate who utilizes techniques for self-expression and engagement through the use of hip-hop in the classroom. Following the guest speaker, students from Baden, El Camino, Peninsula, and Capuchino High School and their counselors toured three of the ten participating CTE programs, enjoyed lunch and a raffle hosted in the Automotive Department, and heard from dynamic college guest speakers.

Career Technical Education Day at Skyline College provides local high school students, instructors, and counselors an immersive transition-to-college experience by including campus tours, program tours, college preparedness workshops, and guest lecturers. Specifically, CTE Day seeks to expose students to college and engage students in Career Technical Education through the Career Advancement Academy, learning communities, and other CTE program offerings. After the event, many high school students emailed the Career Advancement Academy their observations with one student, Mareana, sharing: “Skyline College was so nice and friendly. The people there and the teachers that gave us a tour were really kind. I’m definitely looking forward to applying for the cosmetology program. It’s really cool!” While another student, Javier, wrote: “thank you for giving us the opportunity to experience your campus. I learned a lot from this and all the classes I went to.”

The CAAs connect students to higher wage careers and opportunities in higher education by increasing foundational skills in reading, writing and mathematics while enrolling students in career technical training programs. Currently, the Career Advancement Academy has programs in Allied Health, Automotive Technology, Early Childhood Education, and Legal Careers with additional high school bridge programming at Baden High School and Peninsula High School.

Article by Alina Varona. Photos by William Nacouzi.

WOW! VOICES NOW EVENT CELEBRATES CREATIVE WRITING AT SKYLINE COLLEGE



Skyline College faculty, staff, and students welcomed writers and readers from throughout the Bay Area to the campus on Saturday, March 12 for WOW! Voices Now, an annual literary event showcasing the accomplishments of women writers in honor of women’s history month. Kathleen McClung, adjunct professor of English, served as creative director and event coordinator for the seventh year.

More than seventy audience members of all ages listened closely to keynote speakers Danusha Laméris and Ethel Rohan as they presented their award-winning work and engaged in thought-provoking Q & A. Danusha Laméris read from her book of poetry, *The Moons of August*, as well as new poems. Ethel Rohan read from her memoir, *Out of Dublin*, and from her short story collection, *Goodnight Nobody*. Both authors shared eloquently from their life experiences, offering wisdom and writing advice. After receiving sustained applause for their presentations, they signed books and spoke encouragingly with individual audience members.

WOW! founder Marijane Datson presented awards to outstanding Skyline College students Jacquie Espino and April M. Yee who each read well-crafted and moving pieces written in Prof. Rob Williams’ creative writing class. They both received enthusiastic ovations from the crowd, along with golden gift bags containing books and certificates. The ISA Awards honor the memory of Isabelle (Isa) Maynard, a featured author at the first WOW! Conference in 2003 whose creative accomplishments spanned many decades and art forms.

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Fourteen writers of all ages read a rich assortment of poems, short stories and memoirs during the Open Reading. Participants came from as far away as Sebastopol and Santa Cruz to contribute their talents and connect with fellow writers.

One Skyline student said about the event, “I felt as if everyone in the audience was a family who may have gathered that morning for different reasons, but left the program feeling the same way: touched and inspired.”

Another student said, “The event was outstanding. Just listening to the women speak gave me a sense of women can do any and every thing that they want. I was so empowered by their marvelous readings it inspired me to do my best in class.”

Article by Kathleen McClung. Photo by Shizue Seigel.

STUDENTS VOTE FOR SUSTAINABILITY PROJECTS AT SUMMIT



On Tuesday, March 1, over 80 students came together for the Student Sustainability Summit Voting Day to vote on four student-led sustainability projects proposed in February. Grants to support these projects were awarded courtesy of the President’s Innovation Fund. The Summit was led by a team of Skyline College and San Mateo Community College District employees, dedicated to making Skyline College a more sustainable campus.

Four students, including Yanni Guo, Kendra McIntyre, Angelique Fuentes, and Jose Iniguez, presented diverse sustainability projects for the spring semester. The winners were chosen by student vote using iClickers during the Summit.

In first place, Yanni Guo will lead an awareness campaign about water bottles and promoting on-campus hydration stations. In second place, Kendra McIntyre will be working alongside

Pacific Dining and the Garden Project, a local nonprofit farm located near campus, to conduct a pilot project, sourcing local, sustainable, organic food in the cafeteria. The project hopes to offer new vegetarian and vegan recipes.

The third place winner, Angelique Fuentes, will expand on her innovative Carpooling Pilot Project from last year. She will be expanding carpool options beyond Parking Lot M and exploring incentives to encourage carpooling among students.

Jose Iniguez, fourth place, proposed a solar aquaponics project to be located near the Pacific Heights Buildings to educate and bring students into the world of solar aquaponics.

We look forward to supporting the students to ensure they lead successful projects this spring.

Article by Allison Callow and Carina Anttila-Suarez.
Photo by Hilary Ego.

AUTOMOTIVE DEPARTMENT HOSTS MARCH HIRING DAY



Wednesday, March 9, 2016, was a rainy and blustery day, but it did not deter potential employers in the industry from participating in one of our Hiring Days for the Spring Semester.

Amongst the 18 employers that braved the weather, were dealerships, independents, chain stores (tires & mass merchandisers), and Muni. Lunch was served after the employers were settled in; students that signed up for the event were also served lunch upon their release from their respective classes.

SKYLINE COLLEGE BOARD REPORT

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All in all it was a very productive Hiring Day for the Automotive Department, and per Julia Johnson, our faculty member, a number of employers had to be turned away due to our limited space in the department.

The Automotive Department greatly appreciates the time and effort Julia Johnson put in to organizing this successful event.

Article by Nancy Lam. Photo by Tom Broxholm.

UPCOMING EVENTS

STUDENT RECOGNITION AND AWARDS CEREMONY

Thursday, May 12, 2016
4:00 p.m. - 7:00 p.m.
Building 1, Theater



PRIORITY ENROLLMENT PROGRAM (PEP) DAY

Saturday, May 14, 2016
8:00 a.m. - 4:00 p.m.
Building 6



ESTM FIVE YEAR ANNIVERSARY CELEBRATION

Wednesday, May 25, 2016
5:00 p.m. - 8:00 p.m.
Pacific Heights, Building 19, Room 129



46TH ANNUAL COMMENCEMENT CEREMONY

Friday, May 27, 2016
5:00 p.m. - 8:00 p.m.
Building 3, Gymnasium



President's Report to SMCCCD Board of Trustees

Upcoming Events

<http://www.collegeofsanmateo.edu/calendar/events/>

News:

CSM Honors Students Present at Honors Research Symposium

CSM's Honors Project is delighted to announce that nine of its students will be presenting their research at the 9th annual Honors Research Symposium, to be held Saturday May 7 at UC Berkeley. The honors proposal committee received over 200 proposals, for 90 slots. CSM had 9 of 11 proposals accepted. Topics range from postmodern detective fiction, to the politics of GMO's, to theories of effective solar power implementation, to innovations in OCD treatment.

CSM Softball Sweeps Post-Season Coast North Conference Honors

Harlee Donovan has been named player of the year and Morgan Jones Pitcher of the year as repeating Coast North Conference champion College of San Mateo swept all of the league's post season honors. CSM coach Nicole Borg was honored as coach of the year.

Six additional Bulldogs were selected on the first team all-conference: Meagan Wells, Jordan Davis, Christy Peterson, Kaitlin Change, Ariana Garcia, and Samantha Dean (daughter of CSM Chief of Public Safety Rob Dean).

Second team selections were Kristen Kowaki, Alicia Ortega, Kacy Edwards, and Riley Wells.

Students Recognized at Scholarship Awards Ceremony

CSM held its annual Scholarship Awards Ceremony on May 6. 497 scholarships were awarded to 354 students for a grand total of \$367,477. The College is thankful for the support of its donors, and for the support of the San Mateo County Community Colleges Foundation. The College is also thankful for the tireless work of Karen Chadwick, Scholarship Coordinator and the Scholarship Committee, which is chaired by Arnett Caviel.

Thursday, May 12

Man, Interrupted: Why Young Men Are Struggling & What We Can Do About It

Dr. Philip Zimbardo Lecture and Book Signing

12:00 pm - 2:00 pm
CSM Theatre

Saturday, May 14

Jazz Under the Stars

Free Stargazing on CSM's Rooftop Observatory

8:00 pm - 10:00 pm
Building 36 Roof Top

Thursday, May 19

Spring 2016 Honors Project Showcase

2:00 pm - 4:00 pm
18-206

Thursday, May 26

Open Studio for Makers

Code, Arduino, Robotics, 3D Printing, & More!

2:00 pm - 4:30 pm
CSM Library

Thursday, May 26

Stepping Up: A Tribute to CSM Transfer Students

4:00 pm - 6:30 pm
Bay View Dining Room

Friday May, 27

94th Commencement Ceremony

5:30-7:00
CSM Gymnasium

CSM Participates in National Signing Day

CSM has worked hard to establish strong ties with our high school partners. That hard work is paying off. CSM-bound high school seniors constituted the majority of students celebrating National Signing Day at Hillsdale and Aragon High Schools. National Signing Day is an event inspired by First Lady Obama's Reach Higher Initiative where high schools and communities across the country are asked to hold events to encourage students to commit to their post-high school educational plans. CSM representatives were on hand to welcome our new students. New students also received a gift package with CSM gear. CSM also held a very successful Connect to College Night – over 500 high school students and parents attended.

Commencement Speakers Selected

CSM alum and former football player Hansen Sekona has been selected as commencement speaker for the College's 94th Commencement on May 27. Mr. Sekona continued his football career at Kansas State University on a full ride scholarship where he earned his bachelors degree. After graduating Mr. Sekona returned to CSM as an assistant football coach. Mr. Sekona is currently working on a masters degree at the University of Washington where he is also a graduate assistant coach in the football program. Student-Trustee Bajwa has been selected as this year's student speaker

Lady Bulldogs Swimming Cleans Up At Conference Championships

The Lady Bulldogs earned 10 gold medals at the Coast Conference championships at Las Positas College, with freshman Erica Vong being named the meet's Most Outstanding Swimmer. Previous CSM women to win Most Outstanding Swimmer at the annual meet are Miya Ota (2013 and '14) and Andrea Chan (2009). Sophomore Morgan Smith's gold-medal swim in the 100 butterfly was named top performance of the meet.

Henry Villareal Honored

Henry Villareal, Dean of Enrollment Services is the 2016 winner of the Robert Brown Award given by the California Association of Community College Registrars and Admissions Officers (CACCRAO). The Robert Brown Award is awarded to a CACCRAO member who has distinguished him or herself within the Admissions and Records profession. CACCRAO presents this award to recognize the outstanding contributions of individual CACCRAO members and to further the profession of Admissions and Records Officers within the California Community College system. It is a symbol of commitment to leadership, innovation and professional standards. Henry joins Andreas Wolf as the second CSM dean who has been recognized with a statewide award this year.

Photo of the Month: The Planting of the Cesar Chavez Community Garden





Cañada College

report to the
SMCCCD Board of Trustees

May 11, 2016

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Hughes News



This new section will be written by Interim College President Jennifer Hughes to introduce or discuss a wide range of campus topics. Most importantly, we'd like to start a conversation and hear from you about these ideas. For her first column, Jennifer reflects on her recent experience on a District Foundation scholarship panel and this year's President's Student Leadership Award.

During the past week, I participated in interviews to help select students districtwide to receive the new Kruttschnitt Aspire Scholarship Program (KASP) scholarships. This program will provide 30 SMCCCD students with \$6,000 over two years to help meet their educational costs. In addition, they will be part of a cohort that will benefit from the guidance and support of a part time Program Services Coordinator, hired by the District, who will help coordinate activities and events for the students, and collaborate with college staff to make sure students are aware of the support services and resources at the three colleges that will help ensure their success.

Each of the applicants with whom I met had a unique story of personal hardship and life challenges, similar to those we hear about from our students every day. Some had suffered abuse of one kind or another, others were immigrants whose families had made significant sacrifices to ensure a better life for their children, others had suffered from serious substance abuse, and still others had lost jobs, been homeless, and faced significant financial struggles.

While each of these stories was unique, there were three common themes that stood out as each student told his/her story:

1. Each student mentioned a specific person who believed in them, often when they did not. This person was a mother, uncle, son, personal friend, high school counselor, teacher – the list goes on. The degree of emotion and gratitude as the students spoke about this person was deeply moving.
2. Each student exhibited an amazing degree of resilience, courage, and hope, despite the many challenges they had faced. They shared how close they came, time and time again, to giving up. Yet something, and what that something was varied from student to student, propelled them to keep striving to fulfill their dreams.
3. Each student had come to the realization that obtaining a college degree was absolutely the most important thing they could do to change the course of their lives and achieve the dreams that at times seemed unreachable. And not only did they realize the importance of getting an education, they actually took the steps, hard as they were, to make that a reality.

Those of us who work in the community colleges hear these stories every day. I also know that for many of our students, the person that has been influential in his/her life is you. You made a difference, regardless of your position or title at the college.

So, as we approach the end of the semester and once again begin the celebrations of our students' accomplishments, let's remember that regardless of the degrees or scholarships they receive, they are all winners in life. What they have brought to the educational experience and what they have learned from the teaching and learning that has taken place at Cañada will remain with them forever.

What inspiring people have you known? Are there students, faculty or staff members you feel privileged to work with or feel fortunate you have shared with them part of your time at Cañada?

Let me know your thoughts at CANPresident@smccd.edu.

Hughes News (cont.)



Earlier this month, the nomination process opened for this year's President's Student Leadership Award. Along with academic achievement, we asked nominators to describe their candidate's leadership qualities and their meaningful contributions to the lives of fellow students, their community and/or our College.

I'm aware that leadership can be demonstrated in many different ways. Certainly initiating and organizing a project with a group displays leadership. Similarly, a leader can be someone who influences and rallies others towards a mutual goal.

But I ponder other, less obvious, characteristics of a Leader.

What about the student who came to Cañada as the

first in their family to attend college? From their first day, he/she is required to forge a new path or face a new encounter. A degree of internal resolve and bravery sustains this student to meet and overcome challenges, then learn from the experience. Becoming a leader would be an eventual evolution of this growth.

As a student and as a professional, I've been immersed in higher education for a number of years as have many staff and faculty here at Cañada. I am continually impressed by students' willingness and enthusiasm to help other students. This helpfulness can be shown by listening to someone's difficulties, being their sounding board or "broad shoulder". It can also be demonstrated in encouraging a fellow student to express an opinion, in or out of the classroom, if they are unsure or hesitant to do so. The everyday demonstration of academic discipline - preparing, contributing, LEARNING - sets an example, and in turn, motivates others to do the same.

President John Quincy Adams said, "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." What do you think about that? What are the characteristics that distinguish a leader? Tell me your thoughts at CANPresident@smccd.edu.

Nominations for the 2016 President's Leadership Award will be accepted through Thursday, April 28. Students, staff and faculty may nominate for this award. Please visit the Cañada Commencement webpage for the details.

Marketing Team Receives First Place in State-wide Competition



Congratulations to our Cañada Marketing Team, Jose Garcia and Megan Rodriguez Antone, who were recognized with PRO Awards at the state-wide CCPRO (Community College Public Relations Organization) conference on April 14! The Cañada team received First Place in the “TV Ad/PSA” category for its “iCAN Become” commercial and Third Place in the “Catalog” category for its 2015-2016 Catalog. The Marketing Team worked with Kingston Media to conceptualize and create the commercial. The PRO Awards recognizes outstanding work by California’s community college Marketing and Public Relations professionals.

San Jose State University Transfer Success Tour



Cañada College staff Jose Romero and Patricia Sehl chaperoned 32 students to San Jose State University (SJSU) on Friday, March 25. The tour began with a campus tour followed by a presentation that included information on admissions and transferring into SJSU. A housing tour was given by a Campus Village B resident which included a tour of the dorms, recreation rooms, and laundry facility. The group then experienced eating at the Dining Hall while enjoying a variety of food choices ranging from salads, burgers, pizza and Jamba Juice! The day ended with a student panel from the ASPIRE Program that consisted of community college transfer students currently attending SJSU. Our students felt very welcomed and asked the panel many questions about their experiences as a transfer student.

Transfer Success Tours are funded by ¡ESO!, the STEM Center and through a generous grant from the Vending Commission. The tours are hosted by the Transfer Center EOPS, TRIO, ¡ESO! and the STEM Center.

Cañada Hosts Priority Enrollment Program Orientation



Throughout the month of April, Cañada College's Outreach Department and the Welcome Center successfully hosted PEP orientations for incoming freshmen from several Peninsula-based high schools. The Priority Enrollment Program (PEP) is designed to create an easy transition from high school graduate to college student. This program also allows students to have the opportunity to register during the early registration period for Summer and Fall classes. More than 100 students from our "feeder market" high schools (Woodside, Sequoia, Menlo-Atherton, Redwood and Carlmont) were in attendance along with over 50 students from Pescadero, Half Moon Bay, Jefferson, Mills, Newark Memorial and Burlingame High School.

Students and parents were welcome by Interim President Jennifer Hughes and learned about her community college experience and how important it is to be involved and ask for help meanwhile being involved in programs. Parents also discovered the available services and academic programs on campus and how they can support their students to achieve academic excellence. Students attended presentations from the Financial Aid program that detailed the availability of aid at the college, loans, grants, scholarship and money management. Students also learned about the importance of joining programs including Math Jam, EOPS, Honors Transfer Program and Colts Academy. The Office of Student Life & Leadership Development and the Cañada College Student Ambassadors shared the opportunity to become involved on campus through joining clubs or student government.

The success of PEP wouldn't have been possible without the collaboration of Colts Academy, STEM Center, Honor Transfer Program, ASCC, EOPS, Financial Aid and the Welcome Center. Thank you to everyone who participated in welcoming our newest students to Cañada!



Engineering & Computer Science ‘Flex’ in Milpitas



On March 18, a group of Engineering and Computer Science students visited Flex in Milpitas. Flex is a thriving new product introduction and supply chain solutions company for Silicon Valley original equipment manufacturers (OEMs).

The students toured an Innovation Lab and saw flexible electronics used in wearable devices. They also visited the Lab IX Incubator (a working area for startups), sheet metal and plastic injection molding shop areas and the New Product Introduction Center where new manufacturing products are set up to transition electronic device prototypes into high volume production. The tour at Flex provided the students with real-world context to classroom concepts.

Welcome Karen Arnold and John Omar to the Learning Center



Please join the Learning Center and STEM teams in welcoming Karen Arnold and John Omar to the Cañada College family! Karen Arnold is the newly hired Math Instructional Aide II in the Learning Center. She brings to her new role a desire to assist students in their quest to better understand math. Karen graduated from San Francisco State University (SFSU) with a Bachelor's Degree in Applied Mathematics. She is currently working on her Master's Thesis in Applied Research from SFSU and is currently studying the effect of breast cancer drugs on certain tumors. Karen has been a Mathematics instructor at SFSU for more than two and a half years, specializing in Algebra I & II and Calculus I & II. Karen is a road cyclist and enjoys riding in the Bay Area and Sonoma County. She also enjoys open water swimming.

John Omar is the newly hired Instructional Aide II working in the Learning Center during the evening hours. Prior to Cañada College, John worked in the Hospitality Management field for more than seven years. He re-located to the Cañada College neighborhood with his wife and two small children. He then worked as a Student Assistant in the Learning Center for several years while enrolled at Cañada as a full-time student to follow his career dream of becoming an English Instructor at the college level. John will be graduating from Cañada College this year and plans to transfer to SFSU with the ultimate goal of pursuing his Master's Degree in English.

Brown Bag Dinner Taco Night: Huge Success!



On January 21, the College for Working Adults (CWA) staff, in partnership with Associated Students of Cañada College, began hosting Brown Bag Dinner events for all students. Every Thursday night between 6:45-8:15 p.m., the CIETL Center (9-154) is alive with more than 60 CWA students and non-CWA students who have a chance to meet, network or relax with other Cañada evening students. During this time, free beverages (water, coffee, soda, etc.) and snacks (cookies, chips, granola bars, candies etc.) are provided to all.

This event provides night school students, who rush to campus after work, an opportunity to grab a beverage and snack between classes. As an added bonus, one night per month a hot meal (pizza, tacos, etc.) is served. During this time, the CWA staff is also planning other educational opportunities for all evening students, including guidance in areas such as Web Access, course registration, and college recruiting/transfer. Additionally, night students can also get their college ID cards or speak with the CWA counselor if they have questions. Watch for the signs around campus as a reminder to join for Brown Bag Dinner Night, every Thursday evening.



Cañada Student Meets Presidential Candidate, Secretary Hillary Clinton



On March 23, Cañada student, Katie Huddleston had an unexpected opportunity to meet and pose with Democratic Presidential Candidate, Secretary Hillary Clinton. Secretary Clinton was in town to attend a private fundraiser close to Katie's home. Coincidentally, Katie was outside, caught the attention of Secretary Clinton's campaign manager (they were wearing the same Hillary t-shirt) and as a result, Katie was invited to meet the candidate!

Cañada Students Participate in UCSC STEM Transfer Day



On Friday, April 8, 21 Cañada students participated in the STEM Transfer Day at the University of California, Santa Cruz (UCSC). The day started out with a tour of the UCSC campus that ended at the Dining Hall for an all-you-can eat lunch with a variety of food. Next, the students attended a transfer admissions presentation by the UCSC Transfer Preparation Program (TPP) and a transfer student panel. The day concluded with small group tours of the Chemistry, Biology, Earth and Marine Sciences, and Engineering Labs. The students had a great time and asked many questions during the transfer admissions session.

This Transfer Tour was funded by the STEM Center, ¡ESO!, and through a generous grant from the Vending Commission. The tours are hosted by the Transfer Center EOPS, TRIO, ¡ESO! and the STEM Center.

San Mateo County Community College District

May 11, 2016

BOARD REPORT NO. 16-5-1C

COLLEGE FOR WORKING ADULTS AT CAÑADA COLLEGE

There is no printed board report for this agenda item.

BOARD REPORT NO. 16-5-1A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel
(650) 358-6883

APPROVAL OF PERSONNEL ITEMS

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT

Skyline College

Luis Escobar Dean, Counseling & Advising Counseling/Student Services

Reassigned from the position of Interim Dean, Counseling & Advising (Grade AD of the Management Salary Schedule 20) into this administrative assignment at the same grade, effective April 18, 2016, replacing Maria Angelica Garcia.

B. PUBLIC EMPLOYMENT

1. New Hires

College of San Mateo

Erica Reynolds Instructional Technologist Academic Support & Learning Technologies

New full-time, 12-month Classified Professional/Supervisory employment, effective April 13, 2016. This is a new position that was Board approved on June 24, 2015.

Alexandra Fasth Program Services Coordinator Academic Support & Learning Technologies

New full-time, 12-month Classified employment, effective May 9, 2016.

District Office

Erick Fesili Custodian Facilities Planning & Operations

New full-time, 12-month Classified employment, effective April 28, 2016, replacing Martin Morales.

Alison Wan Programmer Analyst ITS

At its meeting on April 4, 2016, the Board approved this new full-time, 12-month employment, effective April 4, 2016. A correction is being made to this approved item. The new full-time, 12-month employment is effective April 5, 2016.

Jose Magana Groundskeeper Facilities Planning & Operations

New full-time, 12-month Classified employment, effective April 26, 2016, replacing Rande Barron-Alcazar.

Skyline College

Brianna Clay Counselor Counseling

New Contract I status academic employment, effective August 15, 2016, replacing Jessica Lopez.

Kimberly Davalos Counselor Counseling

New Contract I status academic employment, effective August 15, 2016. This is a new position that was Board approved on March 16, 2016.

Gabriel Saucedo Head Men's Soccer Coach/ Kinesiology Instructor Kinesiology, Athletics & Dance

New Contract I status academic employment, effective August 15, 2016, replacing Cameron Chandler.

Lucy Perez Counselor Counseling/Transfer Center

New Contract I status academic employment, effective August 15, 2016, replacing Susan Poma.

Carlos Romero Counselor Counseling

New Contract I status academic employment, effective August 15, 2016, replacing Carla Campillo.

Erinn Struss Instructor, English for Speakers of Other Languages Language Arts

New Contract I status academic employment, effective August 15, 2016, replacing Garrett Nicol.

Jose Milan Career Resources/Counseling Aide Counseling

New full-time, 12-month Classified employment, effective May 30, 2016, replacing Brian Jenney.

Bianca Rowden-Quince Instructor, Instructional Designer Academic Support & Learning Technologies

New Contract I status academic employment, effective May 2, 2016. This is a new position that was Board approved on April 5, 2016.

Scott Mansfield Accounting Technician Administrative Services

New full-time, 12-month Classified employment, effective April 1, 2016. This is a new position that was Board approved on February 17, 2016.

Maira Delgado Laurens Retention Specialist (Middle College) Language Arts

New full-time, 12-month Classified employment, effective April 18, 2016. This is a new position that was Board approved on February 17, 2016.

2. Re-employment

Skyline College

Paul Rueckhaus Instructor, Health Science Science/Math/Technology

Recommend approval of an extension for a temporary, categorically-funded academic position (10-month), effective March 1, 2016 through June 30, 2016. The position was originally approved on June 11, 2014.

Alina Verona Faculty Coordinator Business, Education & Professional Programs

Recommend approval of an extension for a temporary, categorically-funded academic position (10-month), effective March 1, 2016 through June 30, 2016. The position was originally approved on January 23, 2013.

C. REASSIGNMENT

College Of San Mateo

Deborah Laulusa Program Services Coordinator – Degree Audit Counseling

Reassigned from a full-time, 12-month Administrative Assistant position (Grade 27 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 27 of the same salary schedule, effective April 18, 2016, replacing Joseph Alex Guiriba.

District Office

Maxwell Warne Maintenance Engineer Facilities Planning & Operations

Reassigned from a full-time, 12-month Utility Engineer position (Grade DD of the Buildings and Grounds Salary Schedule 70) into this full-time, 12-month position at Grade FF of the same salary schedule, effective March 30, 2016, replacing Jonathan Fuentes.

Matthew Rizzo Maintenance Engineer Facilities Planning & Operations

Reassigned from a full-time, 12-month Utility Engineer position (Grade DD of the Buildings and Grounds Salary Schedule 70) into this full-time, 12-month position at Grade FF of the same salary schedule, effective March 30, 2016, replacing Devitt Hartney.

Calvin Eng Senior Maintenance Engineer Facilities Planning & Operations

Reassigned from a full-time, 12-month Maintenance Engineer position (Grade FF of the Buildings and Grounds Salary Schedule 70) into this full-time, 12-month position at Grade HH of the same salary schedule, effective April 25, 2016, replacing Tod Curtis.

Anthony Vassalle Senior Maintenance Engineer Facilities Planning & Operations

Reassigned from a full-time, 12-month Maintenance Engineer position (Grade FF of the Buildings and Grounds Salary Schedule 70) into this full-time, 12-month position at Grade HH of the same salary schedule, effective April 25, 2016, replacing Robert Spacher.

Skyline College

Nadia Tariq Program Services Coordinator – Respiratory Care Program Science, Math & Technology

Reassigned from a full-time, 12-month Division Assistant position (Grade 24 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 27 of the same salary schedule, effective May 1, 2016. This is a new position that was Board approved on November 11, 2015.

Lauren Ford College Recruiter Enrollment Services

Reassigned from a full-time, 12-month Program Services Coordinator position (Grade 27 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 175S of the Classified Professional/Supervisory Salary schedule 40, effective April 15, 2016. This is a new position that was Board approved on March 16, 2016.

D. TRANSFER

District Office

Edgar Nelmidia Custodian Facilities Planning & Operations

Transferred from a full-time, 12-month Custodian position at Skyline College into this full-time, 12-month position at Cañada College, effective March 28, 2016.

E. CHANGES IN STAFF ALLOCATION

Cañada College

1. Recommend a change in staff allocation to add one part-time (48%), 12-month Athletic Trainer position (Grade 26 of the Classified Salary Schedule 60) in the Athletics, Kinesiology, Dance, Library, and Learning Resource Division, effective May 12, 2016.
2. At its meeting on February 17, 2016, the Board approved a change in staff allocation to add one part-time (48%), 12-month Program Services Coordinator position (Grade 27 of the Classified Salary Schedule 60) in International Education, effective March 18, 2016. The division recommends increasing the part-time, 12-month position to a full-time, 12-month position, effective May 12, 2016.
3. Recommend a change in staff allocation to add one part-time (48%), 12-month Shipping and Receiving Clerk position (Grade 15 of the Classified Salary Schedule 60) in Operations, effective May 12, 2016.

College of San Mateo

4. Recommend creation of a new classification titled “Director of Equity” position (Grade 193E of the Academic/Classified Exempt Supervisory Salary Schedule 35), effective May 12, 2016. In addition, recommend a change in staff allocation to add one full-time, 12-month Director of Equity, effective May 12, 2016.

District Office

5. Recommend a change in staff allocation to add one full-time, 12-month Utility Engineer position (Grade DD of the Buildings and Grounds Salary Schedule 70) in the Facilities Planning and Operations Division, effective May 12, 2016.
6. Recommend a change in staff allocation to add one full-time, 12-month Project Manager II (Funded by Measure H) position in the Facilities Planning and Operations Division, effective May 12, 2016. The position is a temporary position funded by Measure H, effective May 12, 2016 through June 30, 2022 or the expiration of Measure H funding.

Skyline College

7. Recommend a change in staff allocation to add one part-time (48%), 10-month Athletic Trainer position (Grade 26 of the Classified Salary Schedule 60) in the Kinesiology, Athletics and Dance Division, effective May 12, 2016.
6. Recommend a change in staff allocation to add one full, 10-month English Instructor position (Faculty Schedule 80) in the Language Arts division effective May 12, 2016.

F. PHASE-IN RETIREMENT**College of San Mateo****Jacquelin Gamelin**

Counselor

Counseling

Recommend approval of participation in the Phase-In Retirement Program, effective August 15, 2016. Confirmation of employee eligibility and final approval of the employee’s proposed workload reduction is managed by the State Teachers Retirement System.

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION**1. Retirement****College of San Mateo****Karen Wiggins Dowler**

Child Development Center Aide III

Student Services/Child Care

Retiring effective June 6, 2016 with 28 years of service. Eligible for District retiree benefits.

Elizabeth Smith Professor Math/Science

Retiring as Professor Emerita, effective May 27, 2016, with 28 years of service. Eligible for District retiree benefits.

Skyline College

Garrett Nicol Professor Language Arts

Retiring as Professor Emeritus, effective May 27, 2016 with 36 years of service. Eligible for District retiree benefits.

Melinda Herda Office Assistant II Enrollment Services

Retiring effective April 29, 2016 with 20 years of service. Eligible for District retiree benefits.

Laurie Biagi Professor Business, Education
& Professional Programs

Retiring as Professor Emerita, effective June 30, 2016 with 22 years of service. Eligible for District retiree benefits.

Michael Moynihan Professor Social Science/Creative Arts

Retiring as Professor Emeritus, effective December 18, 2015 with 10 years of service. Not eligible for District retiree benefits.

2. Resignation

District Office

Winifred Kwofie Campus Facilities Manager Facilities Planning & Operations

Resigned effective April 29, 2016.

Romulus Langi Senior Maintenance Engineer Facilities Planning & Operations

Resigned effective February 29, 2016.

Alvin Lal Bookstore Operations Assistant Auxiliary Services

Resigned effective April 29, 2016.

College of San Mateo

Jiaolan Bu Associate Professor Vice President-Instruction/Library

Resigning effective May 27, 2016.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

Nadine Ferguson

Computer Science

Science & Technology

In accordance with Education Code 87359, the Academic Senate, Vice President of Instruction, and the President have approved the Equivalence Committee’s validation of equivalent academic qualifications to teach in the Computer Science discipline.

Gabriel Saucedo

Kinesiology

Kinesiology, Athletics and Dance

In accordance with Education Code 87359, the Academic Senate, Vice President of Instruction, and the President have approved the Equivalence Committee’s validation of equivalent academic qualifications to teach in the Kinesiology discipline.

J. SHORT-TERM, NON-CONTINUING POSITIONS

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

<i>Location</i>	<i>Division / Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
College of San Mateo	Counseling	1	6/01/2016	12/31/2016	Office Assistant II: Assist with preparing and delivering PEP and assessment. Set up and track attendance in SARS grid for all appointments related to testing, orientation, counseling and special projects. Assist with scheduling student computerized placements and other means of assessment. Screen calls, visitors and email to provide policy and procedural information. Prepare transfer packets and material.
District Office	Public Safety	3	7/1/2016	6/30/2017	Public Safety Officers: Provide intermittent services to supplement current insufficient full time permanent staff for public safety/security during the fiscal year.
District Office	Facilities Planning & Operations	1	7/1/2016	12/31/2016	Document Management Specialist: Temporary administrative and archiving support needed for CIP related projects. Assist Jessica Pulido who will be out on maternity leave through October.

District Office	Facilities Planning & Operations	1	6/1/2016	12/31/2016	Office Assistant II: Temporary need for miscellaneous clerical work for the Facilities department. In addition, Joe Fullerton is planning to go on paternity leave in June so there will be a need for more coverage to support the sustainability team.
District Office	Facilities Planning and Operations	3	7/1/2016	6/30/2017	Custodian: Provide intermittent services to supplement current staff for a variety of projects and temporary services.
District Office	Facilities Planning and Operations	3	7/1/2016	6/30/2017	Groundskeeper: Provide intermittent services to supplement current staff for a variety of projects and temporary services.
District Office	Facilities Planning and Operations	3	7/1/2016	6/30/2017	Engineer: Provide intermittent services to supplement current staff for a variety of projects and temporary services.
Skyline College	Kinesiology, Athletics & Dance	1	5/30/2016	6/30/2016	Athletic Trainer: Assist with assessing injuries, event coverage, managing rehabilitation of student-athletes, communicating with coaches, completing and filing paperwork, cleaning, sterilizing/maintaining equipment and supervision of the training room facility.
Skyline College	Kinesiology, Athletics & Dance	1	8/17/2016	5/26/2017	Assistant Coach(es): Sports Information Assistant: assist with gathering information about programs/statistics, posting website content, event management, public address announcing and coordination of team pictures. Engage in fundraising efforts so events can be streamed over the internet.
Skyline College	Kinesiology, Athletics & Dance	1	8/17/2016	5/26/2017	Assistant Coach(es): Dance Production Assistant: assist with rehearsals, public relations, day of event management, coordination of student segments, publications, ticket office functions, website updates, outreach and sponsor solicitation.

Skyline College	Kinesiology, Athletics & Dance	1	10/1/2016	3/13/2017	Assistant Coach(es): Assistant Men's Basketball Coach(es): assist with game day preparation and follow up, plan/supervise instruction/student athletes, drive vans to and from contests and events, resolve student-athlete issues, aid in the recruitment and matriculation process, facilitate fundraising efforts, compile and submit statistics, scout opponents and film games/practices.
Skyline College	Kinesiology, Athletics & Dance	1	10/1/2016	3/13/2017	Assistant Coach(es): Assistant Women's Basketball Coach(es): assist with game day preparation and follow up, plan/supervise instruction/student athletes, drive vans to and from contests and events, resolve student-athlete issues, aid in the recruitment and matriculation process, facilitate fundraising efforts, compile and submit statistics, scout opponents and film games/practices.
Skyline College	Kinesiology, Athletics & Dance	1	1/3/2017	5/29/2017	Assistant Coach(es): Assistant Baseball Coach(es): assist with game day preparation and follow up, plan/supervise instruction/student athletes, drive vans to and from contests and events, resolve student-athlete issues, aid in the recruitment and matriculation process, facilitate fundraising efforts, compile and submit statistics, scout opponents and film games/practices.
Skyline College	Kinesiology, Athletics & Dance	1	1/15/2017	5/16/2017	Assistant Coach(es): Assistant Women's Badminton Coach(es): assist with game day preparation and follow up, plan/supervise instruction/student athletes, drive vans to and from contests and events, resolve student-athlete issues, aid in the recruitment and matriculation process, facilitate fundraising efforts, compile and submit statistics, scout opponents and film games/practices.

Skyline College	Kinesiology, Athletics & Dance	1	8/1/2016	12/5/2016	Assistant Coach(es): Assistant Men's Soccer Coach(es): assist with game day preparation and follow up, plan/supervise instruction/student athletes, drive vans to and from contests and events, resolve student-athlete issues, aid in the recruitment and matriculation process, facilitate fundraising efforts, compile and submit statistics, scout opponents and film games/practices.
Skyline College	Kinesiology, Athletics & Dance	1	8/1/2016	12/5/2016	Assistant Coach(es): Assistant Women's Volleyball Coach(es): assist with game day preparation and follow up, plan/supervise instruction/student athletes, drive vans to and from contests and events, resolve student-athlete issues, aid in the recruitment and matriculation process, facilitate fundraising efforts, compile and submit statistics, scout opponents and film games/practices.
Skyline College	Kinesiology, Athletics & Dance	1	8/1/2016	12/5/2016	Assistant Coach(es): Assistant Women's Soccer Coach(es): assist with game day preparation and follow up, plan/supervise instruction/student athletes, drive vans to and from contests and events, resolve student-athlete issues, aid in the recruitment and matriculation process, facilitate fundraising efforts, compile and submit statistics, scout opponents and film games/practices.
Skyline College	Kinesiology, Athletics & Dance	1	8/1/2016	12/12/2016	Assistant Coach(es): Assistant Wrestling Coach(es): assist with game day preparation and follow up, plan/supervise instruction/student athletes, drive vans to and from contests and events, resolve student-athlete issues, aid in the recruitment and matriculation process, facilitate fundraising efforts, compile and submit statistics, scout opponents and film games/practices.

BOARD REPORT NO. 16-5-2A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel,
358-6883

**HEARING OF THE PUBLIC ON THE DISTRICT'S INITIAL CONTRACT PROPOSAL TO
THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 33**

At its meeting of April 5, 2016, the Board of Trustees received an initial proposal from the District to the California School Employees Association (CSEA), Chapter 33. A copy of the District's proposal is attached and by reference made a part of this agenda item.

RECOMMENDATION

It is recommended that the Board of Trustees hold a public hearing at this meeting as required by the Educational Employment Relations Act.

San Mateo County Community College District

Initial Proposal for the Successor Agreement with
the California School Employees Association, Chapter 33

April 5, 2016

ARTICLE 6: VACATION

The concepts upon which the District wishes to negotiate include the following:

- Procedures for requesting vacation time
- Clarifying the use of vacation time by probationary employees

ARTICLE 8.7: SALARY SURVEY

The concepts upon which the District wishes to negotiate relating to include:

- Redefining the comparable agencies for the purposes of doing a salary comparison
- Clarifying the procedures to be followed for conducting a salary survey

ARTICLE 9: HEALTH AND WELFARE BENEFITS

The concepts upon which the District wishes to negotiate relating to Health and Welfare Benefits include:

- Provision of fair and equitable health insurance benefits while maintaining the sound fiscal practices of the District as part of a “total compensation” approach that considers all compensation and benefits provided to each employee
- Adjusting medical benefits to ensure present and future compliance with the Affordable Care Act

ARTICLE 10: LEAVES

The concepts upon which the District wishes to negotiate relating to Leaves of Absence include:

- Updating the leave benefits to make the contract consistent with applicable laws as it concerns the use of sick leave, bereavement leave and catastrophic leave
- Clarification of the approval required prior to using personal necessity leave

ARTICLE 11: TRANSFERS AND REASSIGNMENTS

The concepts upon which the District wishes to negotiate relating to include:

- Streamline the process for when an employee requests a transfer

BOARD REPORT NO. 16-5-3A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel,
358-6883

**HEARING OF THE PUBLIC ON CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION,
CHAPTER 33 INITIAL CONTRACT PROPOSAL TO THE DISTRICT**

At its meeting of April 5, 2016, the Board of Trustees received an initial proposal from the California School Employees Association (CSEA), Chapter 33. A copy of the CSEA proposal is attached and by reference made a part of this agenda item.

The District will negotiate in good faith CSEA's proposals as has occurred in the past.

RECOMMENDATION

It is recommended that the Board of Trustees hold a public hearing at this meeting as required by the Educational Employment Relations Act.



**California
School
Employees
Association**

3350 Scott Blvd.
Building 18
Santa Clara, CA 95054

(408) 261-7990
(800) 487-2440
FAX: (408) 235-8678
www.csea.com

Member of the AFL-CIO

*The nation's largest
independent classified
employee association*



March 25, 2016

Ron Galatolo, Chancellor
San Mateo Community College District
3401 CSM Drive
San Mateo, CA 94402

Dear Chancellor Galatolo,

The California School Employees Association and its local Chapter 33 (CSEA) hereby provides written notice to the District of its intent to begin negotiations for a successor agreement. CSEA respectfully submits the following initial proposal in accordance with Section 3547 of the Government Code:

ARTICLE 4: ORGANIZATIONAL RIGHTS

- Add language giving CSEA release time to meet with new employees and access to any new employee orientations conducted by the District
- Require district to provide monthly updates of additions and deletions to bargaining unit member list

ARTICLE 6: VACATION

- Increase annual vacation accrual for unit members with 15 years or more of service

ARTICLE 8: PAY AND ALLOWANCES

- Fair and equitable pay increase, including an across-the-board cost of living increase, adding steps to the salary schedule, and increasing the longevity service increment
- Public Safety officer uniform stipend – individual election of voucher/reimbursement or included in paycheck as a stipend

ARTICLE 9: HEALTH AND WELFARE

- Fair and equitable increase to the District's maximum contribution to medical premiums to minimize employees' out-of-pocket contribution

ARTICLE 10: LEAVES

- Increase the number of personal necessity days that unit members may use without prior approval

ARTICLE 11: TRANSFERS AND REASSIGNMENTS

- Require the District to notify CSEA of vacant unit positions and unit members' transfer requests

Our mission: To improve the lives of our members, students and community.

ARTICLE 20: DISCIPLINARY PROCEDURES

- Clarify existing procedures and improve protections for unit members, including progressive discipline and due process rights, and requiring advance notice to CSEA for disciplinary actions affecting unit members


ARTICLE 21: DURATION

- Three-year duration (2016-2019) with reopeners in each year

CSEA reserves the right to submit additional proposals in the course of negotiations.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION



Sarah Wilson
Labor Relations Representative

- c: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel, SMCCCD
(Emailed to whitlock@smccd.edu)
Annette Perot, President, Chapter 33 (Emailed to perot@smccd.edu)
Charles Jones, Region 5 Representative
Frank Rodriguez, Area B Director
Charles Goetchius, Field Director/Chapter File 33

BOARD REPORT NO. 16-5-1CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Ginny Brooks, Executive Assistant to the Chancellor and Board of Trustees,
358-6753

RATIFICATION OF STUDENT TRUSTEE PRIVILEGES

California Education Code, Section 72023.5(e), requires that the Governing Board shall, by May 15 of each year, adopt rules and regulations implementing the privileges granted to the student trustee, to be effective until May 15 of the following year.

Board Policy 1.05, Student Trustee, affords the District Student Trustee the following privileges:

- The privilege to make and second motions.
- The privilege to cast an advisory vote, although the vote shall not be included in determining the vote required to carry any measure before the Board.
- The privilege to receive compensation for attending Board meetings at one-half of the maximum amount allowed for elected trustees under the Education Code; in addition, the Board of Trustees may award the Student Trustee a service award, as specified in Policy 1.05.
- The privilege to receive the same health and welfare benefits as are provided to Board members.
- The privilege to be reimbursed for expenses associated with approved conferences, upon prior approval by the President of the Board.

RECOMMENDATION

It is recommended that the Board of Trustees ratify the privileges specified above, which are contained in Policy 1.05, to be effective until May 15, 2017.

BOARD REPORT NO. 16-5-2CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jamillah Moore, Ed.D., Interim Vice Chancellor, Educational Services and Planning, 358-6890

**APPROVAL OF CURRICULAR ADDITIONS AND MODIFICATIONS
CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

The addition of thirty-three courses, three Associate Degrees, two Certificates of Achievement, and two Career Certificates to the College catalogs is proposed by Cañada College, College of San Mateo, and Skyline College at this time. Twelve courses are proposed to be offered in the distance education mode. In addition, twelve courses have been inactivated, and seven programs and one department have been modified.

Each of the proposed courses and programs has been reviewed by the appropriate Division Dean and approved by the College Curriculum or Instruction Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate Presidents provide oversight with respect to the necessary role of the local Senates in the review and approval process. The rigor of the approval process assures that each new course has substance and integrity in relation to its discipline and that it fills a clear student need not being served by existing course offerings.

RECOMMENDATION

It is recommended that the Board approve the attached curricular changes for the Cañada College, College of San Mateo, and Skyline College catalogs.

San Mateo County Community College District

May 11, 2016

PREPARED BY: Gregory Anderson, Vice President, Instruction
Cañada College

APPROVED BY: Danielle Behonick, Curriculum Committee Chair
Cañada College

Douglas Hirzel, Academic Senate President
Cañada College

Jennifer Hughes, Interim President
Cañada College

PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

KINESIOLOGY, ATHLETICS AND DANCE – KINESIOLOGY

105 STRESS MANAGEMENT (3.0) (day or evening)

Justification: Stress Management is a necessary addition to the Kinesiology curriculum as it may appeal to a wider range of students. We are looking to provide a theory class for the general student population that would be interested in taking kinesiology classes that are not sport specific. The distance education supplement is for hybrid offerings of the course only.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: The stress process and its relation to health and disease, lifestyle, and the sociocultural environment. Analysis of physiological, psychological, sociological, and environmental parameters of stress, emphasizing development of personalized stress management strategies to enhance academic, personal, and social development across the lifespan.

Classification: AA/AS Degree; CSU transferable.

110 LIFETIME FITNESS AND NUTRITION (3.0) (day or evening)

Justification: Lifetime Fitness and nutrition is a necessary addition to the Kinesiology curriculum as it may appeal to a wider range of students. We are looking to provide a theory class for the general student population that would be interested in taking kinesiology classes that are not sport specific.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100; Eligibility for MATH 110 or 111.

Description: This course is designed to help students identify the complex relationships between diet, physical fitness, and disease. The course includes a review of physical fitness guidelines and basic nutritional guidelines for optimum health and wellness throughout various stages of the lifespan.

Classification: AA/AS Degree; CSU transferable.

MATHEMATICS

243 APPLIED CALCULUS II WITH TRIGONOMETRY (4.0) (day or evening)

Justification: Currently the second class in the applied calculus sequence is MATH 242 and MATH 242 has a prerequisite of math 130 even though math 241 has no such requirement. The math 130 requirement for math 242 has been a headache for students and delayed their ability to transfer. The actual amount of trigonometry needed for math 242 is very small so we are proposing this class Math 243. Math 243 is essentially MATH 242 with a unit of trigonometry added. The extra unit will give the instructor plenty of time to cover all of the trigonometry needed to complete the course.

Prerequisite: MATH 241.

Recommended Preparation: Eligibility for ENGL 100.

Description: The second half of a two-semester calculus sequence designed for business majors. Topics include the integral, techniques of integration, an introduction to trigonometry, multivariable calculus, and differential equations. Equivalent to MATH 242.

Classification: AA/AS Degree; CSU transferable.

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – CAÑADA COLLEGE

ENGLISH

200 Introduction to Linguistics: A Survey of Language

KINESIOLOGY, ATHLETICS AND DANCE – KINESIOLOGY

105 Stress Management

LINGUISTICS

200 Introduction to Linguistics: A Survey of Language

PROPOSED DEPARTMENT MODIFICATIONS – CAÑADA COLLEGE

The Computer Information Systems (CIS) Department is being changed to Computer Science in order to more directly indicate and identify the types of classes the department offers. The courses, certificates and degrees are not affected by this change, and require no changes.

PROPOSED PROGRAM ADDITIONS – CAÑADA COLLEGE

Cañada College proposes to offer one Certificate of Achievement in the following program:

HUMAN SERVICES

Patient/Health Navigator – Certificate of Achievement – (25 units)

San Mateo County Community College District

May 11, 2016

PREPARED BY: Sandra Stefani Comerford, Vice President, Instruction
College of San Mateo

APPROVED BY: Teresa Morris, Chair, Curriculum Committee
College of San Mateo

David Laderman, President, Academic Senate
College of San Mateo

Michael Claire, President
College of San Mateo

PROPOSED CURRICULAR ADDITIONS – COLLEGE OF SAN MATEO

COURSE DESCRIPTIONS AND JUSTIFICATIONS

ART

409 SCULPTURE III EXTENDED EXPERTISE (3) (day or evening)

Justification: This class builds on Sculpture I and Sculpture II. Students learn about different technique within the same media such as bronze casting metal instead of welding as well as numerous different medias in sculpture. To learn more than one technique and media requires more than two classes.

Prerequisite: ART 406.

Recommended Preparation: None.

Description: The third in the sculpture sequence. Students develop advanced skills in the technique and material selected in Art 406 and also work with additional techniques and materials introduced in Art 405. Students complete advanced projects using multiple media. Extra supplies may be required. A materials fee in the amount shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

410 SCULPTURE IV ADVANCED EXPRESSION (3) (day or evening)

Justification: This class focuses on creation of a final project or portfolio work. The emphasis will be on self-expression and experimentation. Documentation and showing finished work will also be covered in this class. After the students have learned the techniques required to make sculptures the students in this class must utilize those techniques to create work that express their own ideas or feelings. Performance, installation and site specific work will also be explored. This class is designed to pull together the experience gained by the students in the previous classes and provide a focus on content.

Prerequisite: ART 409.

Recommended Preparation: None.

Description: Class will focus on creation of a final project or a portfolio of work. Topics such as documentation and display of work will be addressed. Materials can include metal, stone, glass. A materials fee in the amount shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

417 CERAMICS GLAZE (3) (day or evening)

Justification: In depth knowledge of glazes is necessary for anyone wishing to become a ceramic artist. This class is currently offered at Skyline.

Prerequisite: ART 412.

Recommended Preparation: None.

Description: Advanced glazing techniques with emphasis on glaze application and formulation. Various techniques such as sgraffito mishima and airbrushing will be explored. Glazes will be formulated and tested. Students will need to create clay works. These works will be used as objects to be glazed. A materials fee in the amount shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

418 CERAMICS III (3) (day or evening)

Justification: This is the final class in the ceramics sequence beginning with Ceramics I.

Prerequisite: ART 412.

Recommended Preparation: None.

Description: Advanced study of ceramics with a focus on either sculptural or functional artworks in clay. Advanced and specialized techniques in clay will be explored. Students will create work for a portfolio. A materials fee in the amount shown in the Schedule of Classes is payable upon registration.

Classification: AA/AS Degree; CSU transferable.

KINESIOLOGY, ATHLETICS AND DANCE - KINE

103 SOCIAL ISSUES IN SPORT (3) (day or evening; distance education)

Justification: This course will expand the theory offerings of the department which will help to build course offerings for Kinesiology majors. This course will also be part of a Kinesiology AA Degree that is currently in development.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or ENGL 848 or ESL 400.

Description: An examination of sport as a significant aspect of modern culture and a major institution of modern society. Among the topics that will be discussed are gender, race, and ethnicity and their role in sport, sport as an economic enterprise, sport at the High School, collegiate, professional, and international

levels, the effects that religion, social class, politics, deviance and the media have on sport, and what future trends will have an influence on the world of sport.

Classification: AA/AS Degree; CSU transferable.

110 CARE AND PREVENTION OF ATHLETIC INJURIES (3) (day or evening)

Justification: This new course is designed to expose students to a career in athletic training or other related health care professions. The major is popular at the university level so providing students with an introductory course which exposes them to the major and a career would be beneficial to them. Additionally, this course will be a core requirement to the AA Degree in Kinesiology currently being developed.

Prerequisite: BIOL 130, or BIOL 250 or KINE 300.

Recommended Preparation: KINE 300.

Description: Examination of the techniques used in the prevention of athletic injuries, including taping, bandaging, and strapping along with how to recognize and evaluate basic signs and symptoms associated with common injuries. Establishing a plan of care that includes rehabilitative exercise will also be studied.

Classification: AA/AS Degree; CSU transferable.

LITERATURE

150 CRIME AND DETECTIVE FICTION (3) (day or evening)

Justification: The course broadens current department offerings, bringing the department in line with literature departments at comparable colleges and universities, and the course also meets a growing student demand for literature courses focused on contemporary works and genres.

Prerequisite: Eligibility for ENGL 100 or ENGL 105.

Recommended Preparation: None.

Description: Study of representative works from the genres of detective and crime fiction, with an emphasis on their influence on English language literature and thought and on a broad range of creative media. Reading, discussion and analysis.

Classification: AA/AS Degree; CSU transferable.

155 COMICS AND THE GRAPHIC NOVEL (3) (day or evening)

Justification: This course helps prepare students for scholarship in emerging genres in contemporary literature, provides them with the tools of visual literacy, and offers them the opportunity to practice text based discussion with a novel genre or literature. Additionally, comics and graphic novels are increasingly present in courses across the range of humanities studies, showing up in ethnic studies, American studies, graphic design, and history classes as well as upper division literature courses within the UC and CSU system and beyond.

Prerequisite: Eligibility for ENGL 100 or ENGL 105.

Recommended Preparation: None.

Description: Study of representative works from the genre of comics and graphic novels with an emphasis on the unique tools inherent to the genre, their influence on English language literature, and thought and on a broad range of creative media. Reading, discussion and analysis.

Classification: AA/AS Degree; CSU transferable.

156 SCIENCE FICTION AND FANTASY LITERATURE (3) (day or evening)

Justification: This course is designed to prepare transfer students for degree programs in the humanities. The course serves as an introduction to the major literary genres of science fiction and fantasy. Students will analyze and evaluate literature by means of close textual reading, identifying central themes and key literary elements. Students will also distinguish between literal and figurative language in order to make inferences, draw conclusions about literary works, and assess how these figures of speech help generate themes.

Prerequisite: Eligibility for ENGL 100 or ENGL 105.

Recommended Preparation: None.

Description: Study of representative works from the genres of Science Fiction and Fantasy, examining their roots, twentieth-century rise, and contemporary status. Focus is on how the genres interact with mythology, philosophy, and a broad range of creative media both present and past. Reading, discussion and analysis.

Classification: AA/AS Degree; CSU transferable.

PHILOSOPHY

200 INTRODUCTION TO LOGIC (3) (day or evening)

Justification: The course is a requirement for creating an AA-T in Philosophy and we would like to submit it for C-ID alignment. Additionally, students have requested this course since it is offered at both our sister colleges.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100 or ENGL 105.

Description: This course introduces some principles of valid reasoning with emphasis on proof systems for propositional and predicate logic. Includes translation of English sentences into a symbolic language, patterns and techniques of deductive and inductive inference, and basic probability theory.

Classification: AA/AS Degree; CSU transferable.

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – COLLEGE OF SAN MATEO

COUNSELING

- 120 College and Career Success
- 121 Planning for Student Success

122 Study Skills

KINESIOLOGY

103 Social Issues in Sport

PHYSICS

101 Conceptual Physics Lab

POLITICAL SCIENCE

210 American Politics

SOCIOLOGY

105 Social Problems

PROPOSED CURRICULAR INACTIVATIONS – COLLEGE OF SAN MATEO

CAREER AND LIFE PLANNING

128 Puente: Foundation for College Success

129 Puente: Transfer Readiness

DIGITAL MEDIA

120 Advanced Digital Video and Editing

152 Advanced Digital Audio Production

155 TV Production II

240 Digital Publishing

255 Portfolio

256 Portfolio for Graphic Design

ENGLISH AS A SECOND LANGUAGE

896 Vocabulary for Non-Native Speakers

KINESIOLOGY/ATHLECTICS/DANCE – FITNESS

206 Circuit Weight Training

227 TRX Suspension Training

KINESIOLOGY/ATHLECTICS/DANCE – PHYSICAL EDUCATION

135 Introduction to College and Intercollegiate Athletics

PROPOSED PROGRAM ADDITIONS– COLLEGE OF SAN MATEO

College of San Mateo proposes to offer an Associate Degree, Associate Degree for Transfer, and/or Certificate of Achievement (18 units or more, state approved), and/or Certificate of Specialization (fewer than 18 units, not state approved) in the following programs:

DIGITAL MEDIA

Digital Media: Audio & Video Production - Certificate of Specialization – (9 units)

PHILOSOPHY

Philosophy - Associate in Arts Degree for Transfer (18-19 units in the major area + Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern, and other requirements for the Associate Degree for transfer)

PROPOSED PROGRAM MODIFICATIONS – COLLEGE OF SAN MATEO

DIGITAL MEDIA

Digital Media: Graphic Design – Associate in Arts Degree
Digital Media: Graphic Production – Certificate of Achievement

MUSIC

MUSIC – Associate in Arts Degree

San Mateo County Community College District

May 11, 2016

PREPARED BY: Sarah F. Perkins, Vice President, Instruction
Skyline College

APPROVED BY: John Ulloa, Curriculum Committee Co-Chair
Skyline College

Dennis Wolbers, Curriculum Committee Co-Chair
Skyline College

Kathryn Browne, Academic Senate President
Skyline College

Regina Stanback Stroud, President
Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

COMPUTER SCIENCE

251 INTRODUCTION TO MICROCONTROLLERS WITH C/C++ (1.0) (day or evening)

Justification: COMP 251, together with COMP 250, articulates to C-ID ENGR 120, Programming for Engineers, and supports transfer pathways to universities with 4.0 unit C++ programming courses in addition to fulfilling the model curriculum in the Civil, Computer, and Mechanical engineering tracks. COMP 251 provides the extra component that introduces programming for hardware (firmware) and interfacing with the physical world (sensors, motors, etc.), for which the C-ID and transfer institutions are specifically looking. The course also gives students tangible design experience and a set of skills that are a highly valuable resource in acquiring internships and entry level jobs in computer science and engineering.

Prerequisite: Completion of or concurrent enrollment in COMP 250.

Recommended Preparation: Completion of MATH 120, or MATH 122 and MATH 123, or equivalent; and eligibility for ENGL 100 or ENGL 105, or equivalent.

Description: Introduction to computer programming concepts and methodologies in C/C++ using microcontrollers to program computer circuits and hardware. Covers a microcontroller such as the Atmel AVR or Arduino single-board computer and circuits like LED displays and servo motor controllers. Teaches algorithms, data types, memory usages and management, files and streams, hardware interfaces, sensors, motors, basic control techniques, and microcontroller peripherals including timers, analog-to-digital conversion, interrupts, and serial communication.

Classification: AA/AS Degree; CSU transferable.

695 INDEPENDENT STUDY IN COMPUTER SCIENCE (0.5-3.0) (day or evening)

Justification: COMP 695 is needed to support, acknowledge, and credit our students who are engaging in extracurricular research and design projects in computer science software engineering. For students involved with research and/or design project teams (e.g. engineering and robotics club), this course is a way to list their extra achievement on the official transcript, thereby providing recognition of a meaningful and valuable experience.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Designed for students who are interested in furthering their knowledge via self-paced, individualized, directed instruction provided in selected areas to be arranged with instructor and approved by the division dean using the Independent Study Form. Varying modes of instruction can be used – laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline.

Classification: AA/AS Degree; CSU transferable.

COUNSELING

B10 MULTICULTURAL HUMAN RELATIONS (3.0) (day or evening)

Justification: This course has been developed in the service of upper-division general education for the pilot Baccalaureate Degree in Respiratory Care.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: None.

Description: Designed to engage students in an evolving process of developing greater self and cultural awareness that will help inform how we work with communities specific to various professional settings. Examination of various intersectionalities, such as ethnicity, gender, class, sexual orientation, and generational identity, and the effects that the dynamics of power and privilege have on systemic oppression. Also utilizes a psychosocial perspective to explore various theoretical frameworks that strive for greater cultural competency throughout their professional development.

Classification: BS Degree in Respiratory Care; not transferable.

EDUCATION

201 PROFESSIONAL ETHICS IN SPECIAL EDUCATION (2.0) (day or evening)

Justification: This course was developed in collaboration with South San Francisco Unified School District and Jefferson Elementary School District in response to workforce-related needs identified by administrators in the aforementioned school districts. Increasing numbers of students identified with disabilities entering the K-12 system have likewise intensified the necessity of trained aides with some knowledge and skills regarding special populations. This course is one of two that will be required for a pending new Special Education Assistant Career Certificate and addresses the Council for Exceptional Children (CEC) Standards #9 (Professional and Ethical Practice) and #10 (Collaboration).

Prerequisite: None.

Recommended Preparation: None.

Description: Introduction to legal and ethical responsibilities of Special Education professionals (teachers, aides and administrators) and examination of ethical dilemmas and situations that often occur in the Special Education community. Interdisciplinary collaboration between the Special Education system and families with children with special needs (K-12) will also be examined.

Classification: AA/AS Degree; Certificate; not transferable.

202 SPECIAL EDUCATION CAPSTONE (1.0) (day or evening)

Justification: This course was developed in collaboration with South San Francisco Unified School District and Jefferson Elementary School District in response to workforce-related needs identified by administrators in the aforementioned school districts. Increasing numbers of students identified with disabilities entering the K-12 system have likewise intensified the necessity for trained aides with some knowledge and skills regarding special populations. This course is one of two that will be required for the pending new Special Education Career Certificate and serves as the culminating experience.

Prerequisite: ECE. 260, ECE. 263 and EDUC 201, or equivalent.

Recommended Preparation: None.

Description: Integrates critical skills and knowledge of students completing the Special Education Assistant Career Certificate. The course uses case study methodology to directly apply concepts and strategies in Special Education and Universal Design of Instruction. An overview of professional portfolios is also covered and used to showcase academic and professional experiences that include writing samples, lesson plans, self-reflection, and future goals. A major focus of the course is the use of professional language, both written and verbal, in different work-related situations.

Classification: AA/AS Degree; Certificate; not transferable.

ENGINEERING

270 MATERIALS SCIENCE (4.0) (day or evening)

Justification: The addition of ENGR 270 will support transfer pathways for Skyline College Mechanical (ME) and Civil (CE) and some Electrical (EE) engineering students. It is a major prep transfer course in these disciplines and part of the C-ID model curriculum for CE and ME majors. This course is intended to align with C-ID ENGR 140B.

Prerequisite: CHEM 210 and PHYS 250, or equivalent.

Recommended Preparation: None.

Description: Introduces and explores the internal structures and resulting behaviors of materials used in engineering applications, including metals, ceramics, polymers, composites, and semiconductors. The emphasis is upon developing the ability both to select appropriate materials to meet engineering design criteria and to understand the effects of heat, stress, imperfections, and chemical environments upon material properties and performance. Laboratories provide direct observations of the structures and

behaviors discussed in the course, experience with the operation of testing equipment, and the preparation of experimental reports.

Classification: AA/AS Degree; CSU transferable.

400 INTRODUCTION TO STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS) (2.0) (day or evening)

Justification: ENGR 400 is designed for incoming STEM students and an accelerated cohort program funded by the Silicon Valley Engineering Tech Pathway project. The first year of the accelerated program the cohort will enroll in MATH 110, MATH 120, MATH 130, MATH 222, and ENGR 100. ENGR 400 is the much-needed first-semester experience in study skills, academic success, and introduction to the STEM fields.

Prerequisite: MATH 811 or equivalent.

Recommended Preparation: Completion of or concurrent enrollment in MATH 110, or equivalent.

Description: Introduction to basic scientific concepts taken from biology, chemistry, computer science, engineering, mathematics and physics; the role of science as a human endeavor; and the power of scientific inquiry to explore the interdependence of scientific fields through project-based activities. STEM education pathways and careers will be investigated.

Classification: AA/AS Degree; CSU transferable.

695 INDEPENDENT STUDY IN ENGINEERING (0.5-3.0) (day or evening)

Justification: ENGR 695 is needed to support, acknowledge, and credit our students who are engaging in extracurricular research and design projects in engineering. For students involved with research and/or design project teams (e.g. engineering and robotics club), this course is a way to list their extra achievement on the official transcript, thereby providing recognition of a meaningful and valuable experience.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Designed for students who are interested in furthering their knowledge via self-paced, individualized, directed instruction provided in selected areas to be arranged with instructor and approved by the division dean using the Independent Study Form. Varying modes of instruction can be used – laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline.

Classification: AA/AS Degree; CSU transferable.

HISTORY

B10 HISTORY OF RELIGION IN THE UNITED STATES (3.0) (day or evening)

Justification: This course has been developed in the service of upper-division general education for the pilot Baccalaureate Degree in Respiratory Care.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: None.

Description: Exploration of the role of religious movements and figures in the historical development of the U.S. from the founding of the nation to the present.

Classification: BS Degree in Respiratory Care; not transferable.

RESPIRATORY CARE

B15 SLEEP MEDICINE AND RESPIRATORY CARE (3.0) (day or evening)

Justification: This course has been developed for the pilot Baccalaureate Degree in Respiratory Care.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program

Recommended Preparation: None.

Description: Prepares students to apply polysomnography to diagnose sleep disorders. Students will gain knowledge and skills related to the normal development of sleep pattern and demonstrate the ability to identify specific sleep disorders as well as score sleep stages and respiratory patterns. Emphasis is placed on pediatric and adult assessment, monitoring, and sleep disorders.

Classification: BS Degree in Respiratory Care; not transferable.

B52 RESPIRATORY CARE LEADERSHIP AND MANAGEMENT II (3.0) (day or evening)

Justification: This course has been developed for the pilot Baccalaureate Degree in Respiratory Care.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: None.

Description: Application of advanced level of skills learned in Respiratory Care Leadership and Management I through case-based model approach in various aspects of providing respiratory health care management. Students will identify and apply strategic models to analyze problems, formulate solutions, and make sound decisions.

Classification: BS Degree in Respiratory Care; not transferable.

SOCIOLOGY

B10 INTERSECTIONALITY AND CITIZENSHIP (3.0) (day or evening)

Justification: This course has been developed in the service of upper-division general education for the pilot Baccalaureate Degree in Respiratory Care.

Prerequisite: Admission to the Bachelor of Science in Respiratory Care Program.

Recommended Preparation: Eligibility for ENGL 100, or equivalent.

Description: Exploration of the intersection of identities: race, ethnicity, socioeconomic class, gender, and citizenship status. Students will explore and analyze how race and ethnicity are socially constructed and intersect with identities such as class and gender. Provides students theoretical frameworks for assessing these constructs and their consequences.

Classification: BS Degree in Respiratory Care; not transferable.

WELLNESS

707 FOUNDATIONS OF AROMATHERAPY AND ESSENTIAL OILS (2.0) (day or evening)

Justification: This course will apply as an elective for the Massage Therapy certificate beyond 500 hours.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Exploration of the history and use of essential oils, focusing on physiological function, extraction methods, safety, storage and purity. Study of selecting essential oils, dilutions in carrier oils, blending, and their different therapeutic properties for sustainable health and well-being.

Classification: AA/AS Degree; Certificate; not transferable.

711 SPORTS MEDICINE AND MANUAL THERAPY (3.0) (day or evening)

Justification: This is an advanced level course for massage therapy and/or other academic disciplines that are interested in sports medicine and manual therapy. These disciplines would include students pursuing revised 500-hour massage therapy certification and students pursuing other disciplines such as Traditional Chinese Medicine (TCM), Naturopathic Medicine, Holistic Health Studies, Holistic Health Sciences, and/or Applied Sciences. Other interested disciplines that fall under the sports medicine umbrella would be physical therapy assistants, occupational therapy assistants, physical therapy aides, fitness consulting/training, physical medicine assistants, kinesiology, nutrition, physical therapy, occupational therapy, athletic training, and nursing.

Prerequisite: WELL 703 or an equivalent course from a CAMTC-accredited institution.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Introduction to the theory and practice of various manual therapy techniques used within sports medicine, including sports, trigger point, neuromuscular therapy, and facilitated stretching. Emphasis is on critical assessment and evaluation in order to determine the best manual therapy and massage techniques.

Classification: AA/AS Degree; Certificate; not transferable.

713 ASIAN BODYWORK TRADITIONS THEORY AND PRACTICE (3.0) (day or evening)

Justification: This course is intended to be applicable to the 500-hour and 750-hour Massage Therapy certificates. The course will also apply toward professional development and continuing education units for practicing massage therapists.

Prerequisite: Admission to the Massage Therapy Program or existing CAMTC Massage Therapy certification.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and WELL 720, WELL 725 or WELL 740, or equivalent.

Description: Exploration of the foundations of classical Shiatsu theory, emerging styles of contemporary Shiatsu modalities, Chinese acupuncture, and integrated techniques. History of Japanese medicine and traditional Chinese medical concepts as they relate to Shiatsu and acupuncture. Focus on Shiatsu and acupuncture theory, Eastern perspectives of anatomy and physiology, the concept of energy and its dynamic relationship with health, prevention and disease. Various bodywork assessments, techniques and treatment strategies associated with both ancient energy-based traditions will be covered.

Classification: AA/AS Degree; Certificate; CSU transferable.

714 MASSAGE THERAPY EXAM PREPARATION (2.0) (day or evening)

Justification: This course is intended to assist students with self-confidence in navigating test taking anxiety and reinforcing the knowledge and skills required for the MBLEx.

Prerequisite: Completion of WELL 700, WELL 703, WELL 704, WELL 705 WELL 708, WELL 710, WELL 711, WELL 713, WELL 725 and WELL 740; or a minimum of 500 hours of coursework from a CAMTC-accredited school.

Recommended Preparation: None.

Description: Preparation and review for the Massage and Bodywork Licensing Exam.

Classification: AA/AS Degree; Certificate; not transferable.

723 AYURVEDIC AROMATHERAPY (1.0) (day or evening)

Justification: This course is an elective for the Massage Therapy Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Ayurvedic aromatherapy is an ancient healing technique with emphasis on using essential oils to bring the body into balance for health and healing. Focus on Ayurvedic foundations, concepts of Dosha, and use of essential oils to support the immune system and counterbalance stress and anxiety. Addresses how and what essential oils are appropriate to balance Chakras and individualized Dosha constitutions for maintaining health and wellness.

Classification: AA/AS Degree; Certificate; not transferable.

731 INTRODUCTION TO SOUND HEALING (2.0) (day or evening)

Justification: This course is an elective for the Massage Therapy Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Discover sound and healing from comparative global perspectives fostering self-discovery and expanding awareness of traditional knowledge identifying sound as an integral part of healing. Transmit experiential techniques and insights to implement and understand sound and its dynamic relationship with our overall health and wellness.

Classification: AA/AS Degree; Certificate; not transferable.

732 INTRODUCTION TO QIGONG/QI GONG (0.5) (day or evening)

Justification: This course is an elective for the Massage Therapy Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: None.

Description: Exploration of fundamental Qigong theories and practice. Students learn Chinese Medicine perspectives which combine mental focus, intention, breath and movement to cultivate energy and create a state of balance among mind, body and spirit. Emphasis on understanding the concepts, cultural heritage, and application of specific Qigong forms for prevention, health and healing.

Classification: AA/AS Degree; Certificate; not transferable.

733 TAI QI FOR HEALTH (3.0) (day or evening)

Justification: This course is an elective for the Massage Therapy Certificate of Achievement.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Exploration of the history, cultural heritage and theories associated with simple short form (24) movement techniques of Yang style Tai Qi. Principles of Tai Qi from its roots in the East, including Western perspectives. Focus on the interrelationship between mind, body and spirit, and the cultivation of internal Qi by using breath and movement to improve and maintain optimal health and well-being.

Classification: AA/AS Degree; Certificate; CSU transferable.

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE

ENGINEERING

100 Introduction to Engineering

GEOLOGY

105 Environmental Earth Science

PROPOSED PROGRAM ADDITIONS– SKYLINE COLLEGE

Skyline College proposes to offer an Associate Degree and/or Career Certificate (fewer than 12 units, not state approved) in the following programs:

EDUCATION

Special Education Assistant – Career Certificate – (9 units)

ENGINEERING

Electrical Engineering – Associate in Science Degree – (42 units in the major area + General Education and other requirements for the Associate Degree)

MANAGEMENT

Construction Management – Career Certificate – (10-11.5 units)

PROPOSED PROGRAM MODIFICATIONS – SKYLINE COLLEGE

BUSINESS

Business Administration – Certificate of Achievement

Business Management – Associate in Science Degree

Office Assistant – Certificate of Achievement

SPANISH

Spanish – Associate in Arts Degree for Transfer

San Mateo County Community College District

May 11, 2016

BOARD REPORT NO. 16-5-3CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathryn Blackwood, Executive Vice Chancellor, 358-6869

RATIFICATION OF JANUARY AND FEBRUARY 2016 DISTRICT WARRANTS

Attached as Exhibits A and B are the warrants in excess of \$10,000 that were issued in the months of January and February 2016 respectively. The schedules include total warrants issued for the subject period in addition to the warrant sequences. The District now seeks Board approval of the warrants listed in the attached Exhibits.

RECOMMENDATION

It is recommended that the Board of Trustees approve the warrants issued during the period January 1, 2016 through February 29, 2016 and ratify the contracts entered into leading to such payments.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
JANUARY 1- 31, 2016
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Num	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
0067337	01/05/16	U.S. Bank National Association ND, .	300,915.30	Districtwide Procurement Card Payment
0067345	01/05/16	Purple Communications Inc.	90,075.00	Cañada Students Sign Language Interpreting Services
0067366	01/07/16	Constellation NewEnergy, Inc.	11,092.45	Utilities
0067377	01/07/16	Sedgwick Claims Management Services. Inc.	29,955.85	Replenish Workers' Compensation Insurance Fund
0067380	01/07/16	Swinerton Builders	192,792.53	Program Management Services
0067398	01/12/16	Ellucian Support Inc.	379,042.00	Banner TCP Annual Maintenance Services
0067405	01/12/16	Meta Bank/BB San Mateo CCD CFA	233,483.57	Financial Aid Disbursement
0067407	01/12/16	Noll & Tam	12,816.90	CSM Construction Services
0067410	01/12/16	Schneider Electric Buildings Americas, Inc.	94,026.95	Districtwide Building Management System and Utility Measurement and Verification Sys
0067411	01/12/16	School Project for Utility Rate Reduction (SPURR)	45,457.47	Utilities
0067427	01/14/16	Computerland	36,391.52	Districtwide Computer Purchases
0067428	01/14/16	Constellation NewEnergy, Inc.	37,672.58	Utilities
0067436	01/14/16	SM County Community College District	36,176.47	Replenish Flex Spending Account
0067468	01/19/16	Krueger International, Inc.	33,616.15	Skyline Furniture Purchases
0067469	01/19/16	Meta Bank/BB San Mateo CCD CFA	3,506,225.34	Financial Aid Disbursement
0067477	01/21/16	Computerland	30,443.00	Districtwide Computer Purchases
0067478	01/21/16	Constellation NewEnergy, Inc.	26,178.64	Utilities
0067479	01/21/16	Coulter Construction Inc.	16,274.00	Cañada Construction Services
0067481	01/21/16	GRD Energy Inc.	29,814.00	Districtwide Utility Consumption Measurements & Verification Services & Consulting Re
0067486	01/21/16	School Project for Utility Rate Reduction (SPURR)	19,792.66	Utilities
0067505	01/26/16	Associated Std-Skyline	100,000.00	Interbank Transfer
0067508	01/26/16	Coulter Construction Inc.	22,439.00	Skyline Construction Services
0067515	01/26/16	Meta Bank/BB San Mateo CCD CFA	534,048.97	Financial Aid Disbursement
0067518	01/26/16	San Mateo County Schools Insurance Group	191,610.45	Monthly Dental and Vision Insurance Premiums
0067521	01/26/16	SMCCCD Bookstore	21,211.36	Skyline Monthly Departmental Supplies Purchases
0067522	01/26/16	SMCCCD Bookstore	21,971.73	Skyline Monthly Departmental Supplies Purchases and Computer Purchases
0067524	01/26/16	Sutro Tower Inc.	19,411.00	KCSM TV Broadcast Site Lease at Sutro Tower
0067525	01/26/16	Swinerton Builders	186,113.55	Program Management Services
0067532	01/26/16	Western Allied Mechanical Inc.	28,449.28	Skyline Construction Services
0067543	01/28/16	Condensed Curriculum International, Inc.	14,457.65	Community Education Lecture Services
0067544	01/28/16	Coulter Construction Inc.	38,575.00	Skyline Construction Services
0067550	01/28/16	Siemens Industry, Inc.	16,385.75	CSM Monitoring of Fire Alarm System
482635	01/05/16	Equal Measure	12,200.00	Skyline CAA Grant Evaluation Services
482641	01/05/16	Pacific Gas & Electric Co	11,496.00	Utilities
482647	01/05/16	ZFA Structural Engineers	22,050.00	Districtwide Earthquake Emergency Response Plan
482648	01/05/16	Associated Std -Canada	18,267.20	Quarterly Student Fees Reimbursement

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 JANUARY 1- 31, 2016
 WARRANTS SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Num	Check Date	Vendor Name	Check Amount	Description
482650	01/05/16	Associated Std-CSM	27,950.97	Quarterly Student Fees Reimbursement
482652	01/05/16	Associated Std-Skyline	30,371.25	Quarterly Student Fees Reimbursement
482658	01/05/16	CalPERS	560,025.48	December Monthly PERS Classic Members Contribution Advance Payment
482659	01/05/16	CalPERS	133,423.80	December Monthly PERS New Member Contribution Advance Payment
482665	01/05/16	Hartford Life & Accident Insurance Co.	42,005.36	Monthly Life Insurance Fees
482688	01/07/16	CDW LLC	39,486.74	Districtwide Computer Purchases
482689	01/07/16	Center for Creative Leadership	14,598.59	CSEA-District Retreat Workshop
482693	01/07/16	Swinerton Builders	10,146.98	Program Management Services
482713	01/07/16	Pacific Gas & Electric Co	43,563.35	Utilities
482715	01/07/16	Pacific Gas & Electric Co	10,159.19	Utilities
482722	01/07/16	Strategic Energy Innovations	10,800.00	Skyline Climate Corps Bay Area Fellow Services
482724	01/07/16	U.S. Postal Services	10,000.00	CSM Postage Purchase
482733	01/12/16	Bill Gould Architectural Corporation	16,250.00	Skyline Design and Programming Services
482747	01/12/16	Enviroplex, Inc	23,663.69	Canada Athletic Field Replacement Services
482757	01/12/16	Laerdal Medical Corporation	26,010.43	CSM Equipment Purchases
482763	01/12/16	Pacific Gas & Electric Co	26,929.55	Utilities
482773	01/12/16	Strata Information Group	56,581.00	Monthly Districtwide Professional & Management Services
482825	01/14/16	DTRS St. Francis LLC	18,413.67	Skyline IGTL International Conference Deposit Fees
482829	01/14/16	Gordon Kenny Realty, Inc.	50,000.00	Housing Cash Balance Transfer
482830	01/14/16	Language World Services, Inc.	13,584.45	Skyline Translation Services
482841	01/14/16	Rexel Inc.	10,040.93	CSM Electrical Services
482849	01/14/16	ThyssenKrupp Elevator Corporation	16,676.43	Districtwide Elevator Maintenance Service and Repairs
482852	01/14/16	U.S. Postal Services	10,000.00	Skyline Postage Purchase
482919	01/19/16	MediFit Corporate Services, Inc.	83,657.67	CSM SMAC Equipment Purchase
482973	01/19/16	Paul L. Rein	165,000.00	ADA Lawsuit Settlement Payment
483036	01/21/16	Calif Water Service Co	20,611.55	Utilities
483039	01/21/16	Comm College League/Calif	40,489.68	Skyline Library Subscription Services
483042	01/21/16	Hannover Fairs USA, Inc.	22,500.00	Skyline CTD International Fair Expenses
483043	01/21/16	Integral Group, Inc.	18,554.79	CSM Aquatics Ctr Pool System Analysis and Upgrade
483052	01/21/16	Pacific Gas & Electric Co	19,500.40	Utilities
483057	01/21/16	State Board of Equalization	56,597.00	Districtwide Monthly Use/Sales Tax Payment
483070	01/26/16	Apple Computer, Inc	46,794.37	Districtwide Computer Purchases
483082	01/26/16	B & H Foto & Electronics Corp.	21,740.60	Skyline Equipment Purchases
483095	01/26/16	CDW LLC	116,486.57	Districtwide Computer Purchases
483103	01/26/16	D.S. Baxley Inc.	11,887.00	Skyline Construction Project
483119	01/26/16	Griffin Painting, Inc.	25,570.00	Skyline and CSM Painting Services
483123	01/26/16	Hines Sales Co.	53,850.00	Skyline Equipment Purchases
483125	01/26/16	Instron, A Division of Illinois Tool Works Inc.	51,947.94	CSM Equipment Purchases
483126	01/26/16	IntelliResponse Systems Inc.	60,000.00	Annual Hosting & Maintenance Services Fees
483151	01/26/16	NFORMD.NET	11,300.00	CSM Student Software Licensing Fees
483192	01/26/16	ZFA Structural Engineers	22,500.00	Districtwide Earthquake Emergency Response Plan
483196	01/26/16	AutomationDirect.com, Inc.	13,264.00	CSM Purchase of Supplies
483215	01/26/16	ThyssenKrupp Elevator Corporation	30,382.75	Districtwide Elevator Maintenance Service and Repairs
483302	01/28/16	Vavrinek, Trine, Day & Co.	25,800.00	Districtwide Audit Services

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 JANUARY 1- 31, 2016
 WARRANTS SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Num	Check Date	Vendor Name	Check Amount	Description
<u>District Payroll Disbursement (excluding Salary Warrants)</u>				
J1602452	01/04/16	State Teacher Retirement - Defined Benefit	779,531.90	STRS Retirement-Defined Benefit 95%
J1602843	01/13/16	State Teacher Retirement - Defined Benefit	41,030.46	STRS Retirement-Defined Benefit Bal
J1602844	01/20/16	US Treasury - Federal Payroll Tax	66,993.48	Federal Payroll Tax
J1602953	01/26/16	EDD - State Payroll Tax	13,990.83	State Unemployment Payroll Tax
<u>SMCCCD Bookstores</u>				
115270	01/12/16	McGraw-Hill Companies	39,875.64	Purchase of Inventory
115278	01/12/16	Pearson Education, Inc	70,651.61	Purchase of Inventory
115307	01/28/16	Cengage Learning	39,634.69	Purchase of Inventory
115311	01/28/16	CSM Bookstore	11,589.83	Purchase of Inventory
115337	01/28/16	MBS Textbook Exchange	57,094.15	Purchase of Inventory
115338	01/28/16	McGraw-Hill Companies	28,249.93	Purchase of Inventory
115340	01/28/16	MPS	15,685.87	Purchase of Inventory
115341	01/28/16	MTC Distributing	13,661.35	Purchase of Inventory
115344	01/28/16	Nebraska Book Company, Inc	11,970.37	Purchase of Inventory
115350	01/28/16	Pearson Education, Inc	89,775.40	Purchase of Inventory
115373	01/28/16	Xerox Corporation	14,439.35	Purchase of Inventory
EFT 63605	01/29/16	Board of Equalization	12,853.00	Sales Tax Payment For Qtr ended 12/31/2015
Subtotal			9,847,073.36	90%
Warrants Issued ≤ \$10,000			<u>1,108,148.57</u>	10%
Total Non-Salary Warrants Issued			<u><u>10,955,221.93</u></u>	100%
District Accounts Payabl	CK#482625-483302, DD67332-67553		9,413,307.09	
District Payroll	CK#112901-113562, DD50104318-50106059		6,511,018.39	
SMCCCD Bookstores	CK#115228-115374, EFT 63605		<u>633,683.03</u>	
	Total Warrants Including Salaries -JANUARY 2016		<u><u>16,558,008.51</u></u>	

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
FEBRUARY 1-29, 2016
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Numl	Check Date	Vendor Name	Check Amount	Description
<u>District Accounts Payable</u>				
0067560	02/02/16	U.S. Bank National Association ND, .	226,105.34	Districtwide Procurement Card Payment
0067567	02/02/16	Krueger International, Inc.	42,255.79	Skyline Furniture Purchases
0067569	02/02/16	Meta Bank/BB San Mateo CCD CFA	372,814.17	Financial Aid Disbursement
0067571	02/02/16	Noll & Tam	19,604.10	CSM Construction Services
0067577	02/02/16	VALIC Retirement Services Company	255,895.83	Tax Shelter Annuities
0067598	02/04/16	Constellation NewEnergy, Inc.	10,126.09	Utilities
0067600	02/04/16	Jaime L Arce	12,779.58	CSM Parking Lot Signage Services
0067603	02/04/16	R.F. MacDonald Company. Inc.	11,628.00	Districtwide Maintenance Services
0067605	02/04/16	School Project for Utility Rate Reduction (SPURR)	36,172.47	Utilities
0067622	02/09/16	Computerland	76,152.73	Districtwide Computer Purchases
0067623	02/09/16	Coulter Construction Inc.	79,608.90	Skyline and CSM Construction Services
0067625	02/09/16	Meta Bank/BB San Mateo CCD CFA	178,893.98	Financial Aid Disbursement
0067628	02/09/16	Schneider Electric Buildings Americas, Inc.	11,991.08	Districtwide Building Management System and Utility Measurement and Verification System Maintenance
0067629	02/09/16	School Project for Utility Rate Reduction (SPURR)	20,877.37	Utilities
0067630	02/09/16	Sedgwick Claims Management Services. Inc.	21,440.75	Replenish Workers' Compensation Insurance Fund
0067632	02/09/16	SM County Community College District	58,114.68	Replenish Flex Spending Account
0067647	02/11/16	Constellation NewEnergy, Inc.	35,231.36	Utilities
0067655	02/11/16	R.F. MacDonald Company. Inc.	15,000.00	Districtwide Boilers Maintenance Services
0067677	02/16/16	Meta Bank/BB San Mateo CCD CFA	3,083,373.50	Financial Aid Disbursement
0067678	02/16/16	SM County Community College District	20,000.00	Replenish Flex Spending Account
0067679	02/16/16	SMCCCD Bookstore	39,172.20	CSM Special Programs Student Books Purchase
0067693	02/18/16	Automatic Door Systems, Inc.	33,733.50	CSM Construction Services
0067701	02/18/16	Western Allied Mechanical Inc.	21,860.00	Skyline Mechanical Services
0067716	02/23/16	Automatic Door Systems, Inc.	11,244.50	CSM Construction Services
0067720	02/23/16	Ellucian Support Inc.	16,064.00	Districtwide Software License & Maintenance Services
0067723	02/23/16	Interline Brands, Inc.	12,015.53	Districtwide Custodial Supplies Purchases
0067726	02/23/16	Knorr Systems, Inc.	30,580.43	CSM Construction Services
0067727	02/23/16	Krueger International, Inc.	42,428.98	CSM Furniture Purchases
0067728	02/23/16	Kutak Rock LLP	10,000.00	Annual Calculation of Arbitrage Rebate for Bonds Professional Services
0067730	02/23/16	Meta Bank/BB San Mateo CCD CFA	197,026.50	Financial Aid Disbursement
0067735	02/23/16	San Mateo County Schools Insurance Group	194,105.80	Monthly Dental and Vision Insurance Premiums
0067753	02/25/16	Chen, Gang	19,179.24	International Students Recruitment Services
0067759	02/25/16	School Project for Utility Rate Reduction (SPURR)	18,535.19	Utilities
0067763	02/25/16	Western Allied Mechanical Inc.	34,254.00	Skyline Construction Services

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
FEBRUARY 1-29, 2016
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Numt	Check Date	Vendor Name	Check Amount	Description
483306	02/02/16	Apple Computer, Inc	24,726.91	Districtwide Computer Purchases
483309	02/02/16	Beckson Medical Equipment LLC	14,175.00	CSM Equipment Purchases
483334	02/02/16	Kelvin LP	19,714.20	CSM Equipment Purchases
483341	02/02/16	LAB Corporation	15,895.00	CSM Software Purchase and Support Services
483393	02/02/16	American Federation of Teachers	48,244.93	Monthly Union Dues
483395	02/02/16	C S E A	13,925.17	Monthly Union Dues
483396	02/02/16	CalPERS	551,660.48	January Monthly PERS Classic Members Contribution Advance Payment
483397	02/02/16	CalPERS	133,949.84	January Monthly PERS New Member Contribution Advance Payment
483425	02/02/16	MassMutual Retirement Service	41,694.74	Tax Shelter Annuities
483429	02/02/16	Public Empl Ret Sys	1,496,377.86	Monthly Health Insurance Premium
483435	02/02/16	SMC College Ed Housing Corp - Canada Vista	73,003.00	Cañada Vista Monthly Rent Payment
483436	02/02/16	SMC College Ed Housing Corp - College Vista	50,995.00	College Vista Monthly Rent Payment
483440	02/02/16	T-Mobile	33,941.68	Refund of Erroneous AR Payment
483514	02/04/16	Burke, Williams & Sorensen, LLP	17,771.00	CSM North Gateway Legal Services & Construction Contracts Review Services
483530	02/04/16	Hartford Life & Accident Insurance Co.	41,874.13	Monthly Life Insurance Fees
483537	02/04/16	Momjian, Gohar	10,000.00	Monthly Districtwide Consulting Services
483540	02/04/16	Pacific Gas & Electric Co	10,618.44	Utilities
483585	02/09/16	CDW LLC	75,498.68	Districtwide Computer Purchases
483593	02/09/16	Enviroplex, Inc	47,139.90	Skyline Construction Services
483607	02/09/16	Lionakis	11,400.00	Cañada Math & Science Program Validation Services
483621	02/09/16	Sonoma County Junior College District	11,072.28	Skyline Hospitality Event Services
483639	02/09/16	Eternal Construction, Inc.	13,386.82	Skyline Construction Services
483679	02/11/16	Pianos Plus	27,968.00	CSM Equipment Purchases
483694	02/11/16	Strata Information Group	56,581.00	Monthly Districtwide Professional & Management Services
483729	02/16/16	Sedgwick Claims Management Services. Inc.	24,108.50	Replenish Workers' Compensation Insurance Fund
483778	02/18/16	Illuminated Creations Inc.	88,575.99	CSM Parking Lot Signage Removal and Installation Services
483786	02/18/16	Pacific Gas & Electric Co	24,285.32	Utilities
483787	02/18/16	Pacific Gas & Electric Co	31,198.67	Utilities
483795	02/18/16	State Board of Equalization	10,239.00	Districtwide Monthly Use/Sales Tax Payment
483834	02/23/16	Enviroplex, Inc	11,036.15	Skyline Construction Services
483835	02/23/16	Equal Measure	28,000.00	Skyline CAA Grant Evaluation Services
483869	02/23/16	Reliable Concepts Corporation	42,093.73	Skyline Construction Services
483889	02/23/16	ZFA Structural Engineers	10,827.60	Districtwide Earthquake Emergency Response Plan
483931	02/23/16	Hasson, Robert L.	12,280.86	Payroll Stale Dated Check Replacement
483942	02/23/16	Labadie Productions	10,700.00	KCSM Production Services
483997	02/25/16	Allana Buick & Bers, Inc.	19,118.12	Cañada Vista Consulting Services
484022	02/25/16	Keyence Corporation of America	54,995.02	Skyline Lab Equipment Purchases
484041	02/25/16	Stronger Building Services	42,062.81	CSM Colonnades & District Office Deck Waterproofing Services
<u>District Payroll Disbursement (excluding Salary Warrants)</u>				
J1603039	02/01/16	US Treasury - Federal Payroll Tax	1,718,337.54	Federal Payroll Tax
J1603039	02/01/16	EDD - State Payroll Tax	332,096.66	State Payroll Tax
J1603093	02/01/16	State Teacher Retirement - Defined Benefit	738,221.33	STRS Retirement-Defined Benefit 95%
J1603118	02/05/16	State Teacher Retirement - Defined Benefit	38,036.14	STRS Retirement-Defined Benefit Bal
J1603245	02/17/16	US Treasury - Federal Payroll Tax	66,462.95	Federal Payroll Tax
J1603246	02/11/16	State Teacher Retirement - Cash Balance	31,873.36	STRS Retirement-Cash Balance

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 FEBRUARY 1-29, 2016
 WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

Check Numl	Check Date	Vendor Name	Check Amount	Description
<u>SMCCCD Bookstores</u>				
115384	02/19/16	Cengage Learning	10,448.34	Purchase of Inventory
115422	02/19/16	MBS Textbook Exchange	98,030.31	Purchase of Inventory
115423	02/19/16	McGraw-Hill Companies	34,803.42	Purchase of Inventory
115427	02/19/16	MPS	13,430.82	Purchase of Inventory
115438	02/19/16	Pearson Education, Inc	116,299.88	Purchase of Inventory
115444	02/19/16	Readycare/Frio	10,742.50	Purchase of Inventory
115450	02/19/16	Skyline Bookstore GAP	17,361.20	Purchase of Inventory
115452	02/19/16	SM CC College District	207,156.99	Salaries & Benefits For Dec 2015
115467	02/19/16	W.W. Norton & Company . l	18,599.18	Purchase of Inventory
115516	02/26/16	SM CC College District	228,779.72	Salaries & Benefits For Jan 2016
EFT 21362	02/24/16	Board of Equalization	113,883.44	Sales Tax Payment For Jan 2016
		Subtotal	12,313,965.20	92%
		Warrants Issued ≤ \$10,000	<u>1,072,631.38</u>	8%
		Total Non-Salary Warrants Issued	<u><u>13,386,596.58</u></u>	100%
District Accounts Payable	Ck#483303-484063, DD67557-67764		9,359,600.62	
District Payroll	Ck#113563-114251, DD50106060-50107806		9,472,306.73	
SMCCCD Bookstores	Ck#115375-115526, EFT 21362		<u>1,083,222.24</u>	
	Total Warrants Including Salaries - FEBRUARY 2016		<u><u>19,915,129.59</u></u>	

BOARD REPORT NO. 16-5-4CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor-Superintendent

PREPARED BY: Dr. Sarah Perkins, Vice President, Instruction, Skyline College, 650-306-4321

**ACCEPTANCE OF CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE STATE TRADE & EXPORT PROMOTION (STEP)
AWARD TO SKYLINE COLLEGE**

The California Community Colleges Chancellor's Office has approved an award to Skyline College's Center for International Trade Development (CITD) in the amount of \$33,835 to help increase the number of California small green businesses. The award period is from September 30, 2015 through September 30, 2016.

The State of California Centers for International Trade Development (CITD) was awarded nearly \$750,000 of grant funds from the Small Business Administration (SBA) through the California State Trade and Export Promotion (CA STEP) program. When combined with CITD's matching funds, this created a pool of more than \$1 million to help small businesses in California explore international markets.

The Bay Area CITD program, housed at Skyline College in the Global Learning Program Services Division, was named a CA STEP partner to lead the trade mission to Hannover, Germany. Hannover Messe 2016 is the world's largest Industrial Technology Trade Fair. This year's trade fair is special because the United States is the first and only Official Partner Country with Germany. The key guest of honor at the trade fair will be President Barack Obama, who is undertaking this visit to "underscore the growing importance of the U.S.-German relationship" (USA Today, 12/30/15).

Yvonne Reid, CITD Director, Deputy Sector Navigator for Bay Area Global Trade and Logistics, will lead a delegation of nine California-based companies to showcase their products and services at Hannover Messe 2016. The fair hosts more than 220,000 industry representatives from more than 70 countries.

Key features of Skyline College's role in the Hannover Messe 2016 project include:

- Coordination with the U.S. Department of Commerce to facilitate matchmaking, consulting and promotional activities during participation at the event;
- Small business promotion, recruitment, screening, and preparing eligible companies for participation in Hannover Messe;
- Providing support and logistics for turnkey booth in one of the five (5) USA pavilions; and
- Providing after-event follow up services to help eligible businesses negotiate export contracts.

RECOMMENDATION

It is recommended that the Board of Trustees accept this California Community Colleges Chancellor's Office State Trade & Export Promotion (STEP) award in the amount of \$33,835 for the period September 30, 2015 – September 30, 2016.

BOARD REPORT NO. 16-5-5CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Sandra Comerford, Vice President of Instruction, College of San Mateo,
650-574-6407

ACCEPTANCE OF SUB-GRANT FROM BAY AREA RAPID TRANSIT (FEDERAL TRANSIT ADMINISTRATION) – INNOVATIVE PUBLIC TRANSPORTATION WORKFORCE DEVELOPMENT PROGRAM (LADDERS OF OPPORTUNITY INITIATIVE) GRANT FUNDING

The Bay Area Rapid Transit agency is the fiscal agent for a Federal Transit Administration-approved grant with the expenditure of up to \$750,000 for development of workforce-ready students to fill electronics technician openings. This will be accomplished through programs offered at regional community colleges. College of San Mateo is one of the four community colleges in this regional collaboration and will receive a sub-grant in the amount of \$161,000 (with an additional \$17,000 to support a small contingent starting at City College of San Francisco) from June 2, 2015 to December 31, 2017.

The College will utilize these funds for teaching a cohort of approximately 25 students in the Electrical Power Systems certificate in the Electronics Department. The students completing the certificate (which is comprised of 19 units) will be eligible for high wage jobs as electronics technicians in BART, CalTrans, San Francisco Muni, Sam Trans and other transportation agencies.

RECOMMENDATION

It is recommended that the Board of Trustees authorize acceptance of the grant funds in the amount of \$161,000 (plus an additional side award to support students starting at City College of San Francisco for two semesters).

BOARD REPORT NO. 16-5-6CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Josè D. Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, 358-6836

ACCEPTANCE OF GRANT FROM THE BAY AREA AIR QUALITY MANAGEMENT DISTRICT AND ALLOCATION OF FUNDS FOR THE DISTRICTWIDE ELECTRIC VEHICLE CHARGING STATION EXPANSION

San Mateo County Community College District staff proposes to use the electric vehicle charging station infrastructure as a working example of innovation in low emission transportation strategies and technologies. This project will double the number of Electric Vehicle (EV) charging stations throughout the District, thus providing access to reliable electric charging sources for students, staff, faculty and the community at large. This work will help serve the growing demand for charging stations, reduce carbon emissions relative to transportation and, most importantly, serve our students and community with clean, reliable energy for many years to come.

Background

On January 11, 2016 District staff applied for funding from the Transportation Fund for Clean Air administered by the Bay Area Air Quality Management District (BAAQMD) to help expand the current electric vehicle charging infrastructure. Growing demand on the District's existing (11) stations as well as growth in the EV market necessitates this expansion.

In April the BAAQMD issued a notice of proposed award to SMCCCD in the amount of \$72,000 to add a total of 12 stations.

As part of a larger network of advanced energy efficiency, management, storage and generation resources throughout the District, these stations will reinforce the District's firm commitment to sustainability. This project represents long-term reduction of green-house gas emissions while also meeting the needs of our current and future campus communities.

The Bay Area Air Quality Management District and the Transportation Fund for Clean Air

The California Legislature created the Bay Area Air Quality Management District in 1955 as the first regional air pollution control agency in the country, recognizing that air emissions overflow political boundaries. The nine counties of the San Francisco Bay Area form a regional air basin, sharing common geographical features and weather patterns, and therefore similar air pollution burdens, which cannot be addressed by agencies acting on their own.

Vehicle emissions contribute to unhealthful levels of ozone (summertime "smog") and particulate matter. On-road motor vehicles, including cars, trucks and buses, constitute the most significant source of air pollution in the Bay Area. To protect public health, the State Legislature enacted the California Clean Air Act in 1988. As part of the requirements, the Air District prepared the Bay Area 2005 Ozone Strategy which includes transportation control measures (TCMs), defined as "any strategy to reduce vehicle trips, vehicle use, vehicle miles traveled, vehicle idling, or traffic congestion for the purpose of reducing motor vehicle emissions," and MSMs, which encourage the introduction of newer, cleaner motor vehicle technologies and the retirement of older, more polluting vehicles.

In 1996, the California State Legislature authorized the Air District to impose a \$4 surcharge on motor vehicles registered within the San Francisco Bay Area to fund projects that reduce on-road motor vehicle emissions. The Air District has allocated these funds to its Transportation Fund for Clean Air (TFCA) program to fund eligible projects. The statutory authority for the TFCA and requirements of the program are set forth in California Health and Safety Code Sections 44241 and 44242.

Project Overview

The Districtwide Electric Vehicle (EV) Charging Station Expansion Project proposes to add a total of 12 new stations; three at Cañada College, four at College of San Mateo, four at Skyline College, and one at the District Office.

The system will provide the infrastructure necessary for electric vehicle drivers who study, work and/or visit one of our three campuses or the District Office.

BAAQMD Grant Process

Funding from the BAAQMD is under the Transportation Fund for Clean Air Funding Agreement between BAAQMD and SMCCCD. Monies associated with this grant are issued on a reimbursement basis with 15% retained by BAAQMD until project completion and verification.

1. **Notice of Proposed Award (NOPA):** Issued February 23, 2016.
2. **Formal Award:** Upon completion of the EV charging station expansion.
3. **Grant Agreement Execution:** SMCCCD will enter into agreement with the BAAQMD for execution of the project upon acceptance of the grant funding by the SMCCCD Board of Trustees. The agreements will specify major obligations, timelines and deliverables.
4. **Project Inception, Funds Disbursement and Phases:** Upon completion of the agreement, the project may begin. Grant funds are released on a reimbursement basis with a 15% retention. SMCCCD is committed to a match of at least 10%. The matching funds need to be expended as part of this project.

RECOMMENDATION

It is recommended that the Board accept the grant from the Bay Area Air Quality management District for the Districtwide EV Charging Station Expansion Project.

BOARD REPORT NO. 16-5-1B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel,
358-6883

**CERTIFICATION OF DISTRICT EQUAL EMPLOYMENT OPPORTUNITY FUND
ALLOCATION APPLICATION**

Under the State Chancellor's authority to "represent the Board [of Governors] in monitoring the use of the Equal Employment Opportunity Fund for the purpose of promoting equal employment opportunities in hiring and promotion at community college districts," the California Community Colleges Chancellor's Office (CCCCO) will implement a new funding allocation model beginning in 2015-16. (See Exhibit A, Memorandum dated December 11, 2015 from the Legal Affairs Division.) The new "Multiple Method" allocation model, described below, was developed by the State Chancellor Office's Equal Employment Opportunity and Diversity Advisory Task Force and CCCCCO's Legal Division Office beginning in September 2015. The purpose of this change is to increase diversity hiring, especially as it concerns faculty hiring.

According to the State Chancellor's Office, in academic years 2014-17, California community colleges will have an exponential increase in full-time faculty hiring, with an estimated 1,100 new full-time faculty members this academic year (2015-16). However, in the past ten years, only 20%-30% of full-time faculty hires were from underrepresented communities. (See Exhibit B, chart depicting the demographic breakdown of the California Community College workforce as compared to the student body.) This is problematic given the demographic profile of community college students and the widely accepted educational benefits of a diverse faculty (Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014), *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom*. *American Economic Review*, 104(8): 2567-2591).

The allocation of funds for Equal Employment Opportunity is governed by Title 5, Section 53030, which states:

Resources provided to the Board of Governors for the purpose of promoting equal employment opportunity in hiring and promotion within the system shall be placed in an EEO Fund and shall be allocated consistent with the following:

- (a) A portion of the fund, but not more than 25 percent, shall be set aside to provide technical assistance, service, monitoring, and compliance functions.*
- (b) That portion of the funds not allocated pursuant to subdivision (a) may be allocated to the districts in the following categories:*
 - (1) an amount proportional to the full-time equivalent students of each district to the total full-time equivalent students for all districts;*
 - (2) an equal dollar amount to each district;*
 - (3) an amount related to success in promoting equal employment opportunity. Multiple methods of measuring success shall be identified by the Chancellor working through the established Consultation Process.*

Historically, EEO Funds have been allocated to community college districts based solely on FTES. Beginning in 2015-16, the State Chancellor is transitioning to a formula that bases funding on success in promoting equal employment opportunity ((b)(3) above). A District's success in promoting equal employment opportunity will be measured by its efforts to implement certain best practices, referred to as "multiple measures."

Pre-Hiring

1. District's EEO Advisory Committee and EEO Plan
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

In 2015-16, EEO funding will be a combination of an FTES-based allocation (approximately \$8,000 for the District), plus an additional \$45,000 if the District has satisfied at least 6 of the 9 "Multiple Methods." Beginning in 2016-17, the funds will no longer be allocated based on FTES, but strictly based on the "Multiple Methods" formula.

In order for the District to receive this increased funding, the District Equal Employment Opportunity Advisory Committee, Chancellor and Board of Trustees must certify, on an annual basis, how many of the "multiple methods" the District has satisfied. As explained in detail in the attached application for funding, the District has satisfied all of the "multiple methods" except number 3 (Incentives). (See Exhibit C, Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form.) The EEO Advisory Committee and Chancellor have already signed the application form, indicating their certification that the District has satisfied eight of the nine "multiple methods."

RECOMMENDATION

It is recommended that the Board of Trustees certify the District's application for Equal Employment Opportunity funding.


**STATE OF CALIFORNIA****BRICE W. HARRIS, CHANCELLOR****CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4554
 SACRAMENTO, CA 95811-6549
 (916) 445-8752
<http://www.cccco.edu>

LEGAL AFFAIRS DIVISION

Thuy T. Nguyen, *Interim General Counsel*
 Jake Knapp, *Deputy Counsel*
 Peter V. Khang, *Deputy Counsel*

To: All Colleges

Fr: Thuy Thi Nguyen, Interim General Counsel 

Cc: Brice Harris, Ed.D., Chancellor
 Dan Troy, Vice Chancellor for Finance and Facilities

Date: December 11, 2015

Re: New Allocation Model of Equal Employment Opportunity (EEO) Fund Pursuant to Title, Section 53030

Under the Chancellor's authority to "represent the Board [of Governors] in monitoring the use of the Equal Employment Opportunity Fund for the purpose of promoting equal employment opportunities in hiring and promotion at community college districts," the Chancellor's Office will implement a new fund allocation model (Education Code, Section 87107 and Board of Governors Standing Order 374.) The new *Multiple Method* allocation model was developed by the Chancellor Office's longstanding Equal Employment Opportunity and Diversity Advisory Task Force and CCCCO's Legal Division Office over the past 6 months.

I. Purpose

Each year, districts receive money from the EEO Fund which is allocated proportionally to the FTES of each district. The purpose of implementing a new model is to increase compliance with legal EEO requirements and provide our students with the educational benefits of a diverse workforce. Attached is a chart of the current diversity breakdown of California community colleges workforce compared to our student demographics statewide.

California Education Code, Section 87100 requires "a work force that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity." Title 5, Section 53024.1 states that "establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort."

Studies show the gains in institutional effectiveness with a diverse workforce. Studies also prove the educational benefits of a diverse faculty workforce. For instance, a study of a California community college showed the achievement gap closing by 20-50% when taught by minority instructors. (Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom*. American Economic Review, 104(8): 2567-2591.)

II. Regulatory Authority for new Multiple Method Allocation Model

Title 5, Section 53030 states in relevant part (*with emphasis*):

Resources provided to the Board of Governors for the purpose of promoting equal employment opportunity in hiring and promotion within the system shall be placed in an EEO Fund and shall be allocated consistent with the following:

(a) A portion of the fund, but not more than 25 percent, shall be set aside to provide technical assistance, service, monitoring, and compliance functions.

(b) That portion of the funds not allocated pursuant to subdivision (a) may be allocated to the districts in the following categories:

(1) an amount proportional to the full-time equivalent students of each district to the total full-time equivalent students for all districts;

(2) an equal dollar amount to each district;

(3) *an amount related to success in promoting equal employment opportunity. Multiple methods of measuring success shall be identified by the Chancellor working through the established Consultation Process.*

“Success in promoting” EEO involves implementation of best practices. To date, the “multiple methods of measuring success” allocation option has not been utilized by the Board of Governors or Chancellor’s Office.

III. Nine (9) Multiple Methods

The Chancellor’s Office longstanding Equal Employment Opportunity and Diversity Advisory Committee and the Legal Affairs Division identified 9 best-practice areas for “success in promoting” EEO. These 9 areas will serve as the “multiple methods” for allocating the EEO Fund:

Pre-Hiring

1. District’s EEO Advisory Committee and EEO Plan
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

The 9 multiple methods are also delineated in other regulation sections. See attached "9 Multiple Methods Cross Reference" document showing the "indicators of institutional commitment to diversity" in Title 5, Section 53024.1; submission of EEO Plan in Title 5, Section 53003; and establishment of EEO Advisory Committee in Title 5, Section 53005.

Multiple-Method Allocation Model

The district's EEO Advisory Committee, chief human resources officer, chief executive officer, and governing board must certify that the district met the requirements. See attached *Multiple Method Allocation Model*, EEO Fund Form. The form must be submitted to the California Community Colleges Chancellor's Office, Legal Affairs Division by June 1st of each year.

A. Multiple Method 1: Role of District EEO Advisory Committee and EEO Plan

Under the *Multiple Method* allocation model, districts must minimally have an operational EEO Advisory Committee and an updated EEO Plan in order to qualify for receipt of the EEO Fund (*Multiple Method 1*). Districts are required to submit a board-adopted EEO Plan every three years to the Chancellor's Office. (Title 5, Section 53003). Districts are also required to establish an EEO Advisory Committee to assist in developing and implementing the EEO Plan. (Title 5, Section 53005).

B. Multiple Methods 2-9

To receive funding for that year's allocation amount, districts are also required to meet a minimum of 5 of the remaining 8 *Multiple Methods*.

IV. Funding Allocation**2014-15 Fund Allocation**

Last year, the system received its \$767,000 annual budgeted amount for the EEO Fund, and the Fund was allocated on an FTES basis with allocations ranging from approximately \$3,000 to \$32,000. Districts were required to report by September 30, 2015 how the Fund was expended.

Allocation of Funds for Success in Promoting EEO during Academic Year 2015-16

A. FTES Model (partially)

For 2015-16, the system also received its \$767,000 annual budgeted amount for the EEO Fund. To provide a consistent source of funds during this year of transition to the new model, the Chancellor's Office allocated the funds similar to last year based on FTES.

B. *Multiple Method* Allocation Model (partially)

This year, the system also has over \$4 million in FON (Full Time Faculty Obligation Number) penalty that has been included in the EEO Fund pursuant to Education Code, Section 87482.7. The FON penalty portion of the Fund will be allocated based on meeting the aforementioned *Multiple Method* allocation model pursuant to Title 5, Section 53030. Each district that meets the requirements of the *Multiple Method* allocation model will receive \$45,000 (estimated) by the end of the fiscal year for use in the upcoming 2016-17 fiscal year.

Allocation of Funds for Success in Promoting EEO during Academic Year 2016-17

A. *Multiple Method* Model (entirely)

Each district that meets the requirements of the *Multiple Method* allocation model will receive \$45,000 (estimated) by the end of the fiscal year for use in the upcoming year.

Allocation of Funds for Success in Promoting EEO AFTER Academic Year 2016-17

A. *Multiple Method* Model (entirely)

Allocation of the EEO Fund by FTES will be discontinued. Instead, each district that meets the requirements of the *Multiple Method* allocation model will receive a funding amount to be determined by the Chancellor's Office based on available funds.

V. Use of the EEO Funds

Under Education Code, Section 87108 and Title 5, Section 53030, EEO Funds received by the districts may be used for:

- Outreach and recruitment;
- In-service training on equal employment opportunity;
- Accommodations for applicants and employees with disabilities pursuant to Title 5, Section 53025;

- Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators; and
- Other activities to promote equal employment opportunity.

VI. Resources

The form requires districts to report the various activities that they are implementing to promote EEO for each of the 9 multiple methods. The Chancellor's Office will select some of the best practices reported by the colleges and highlight them in an "EEO and Diversity Best Practices Handbook". The handbook will be distributed Fall 2016.

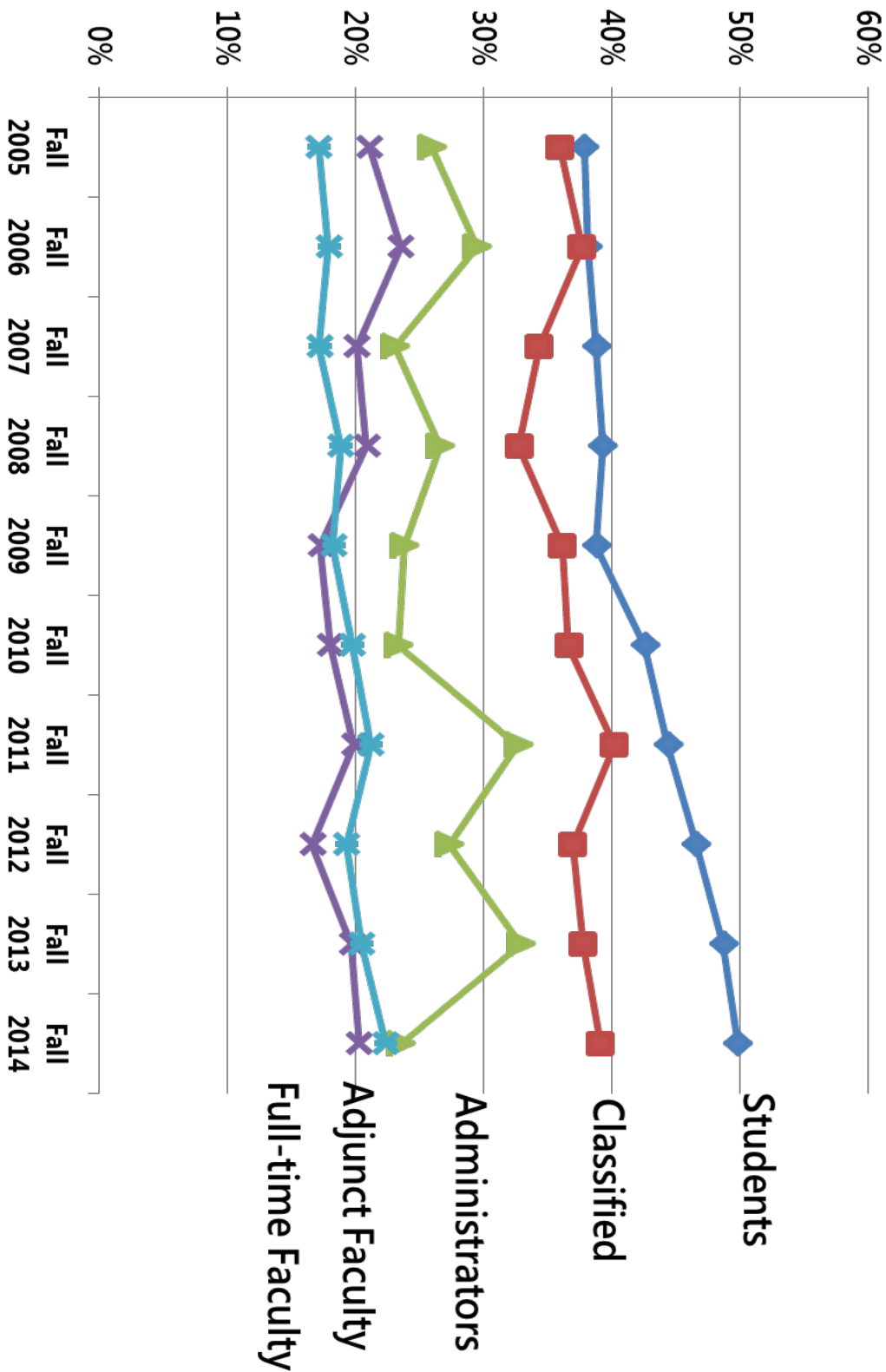
The Chancellor's Office Legal Affairs Division and members of the Chancellor's EEO and Diversity Advisory Committee will hold a statewide webinar on Monday, February 1st at 2:00 p.m. to answer any questions about the 9 multiple methods and to provide ideas/examples of activities under each multiple method. Please contact legalaffairs@cccco.edu to RSVP for the webinar.

Thank you for your attention to this matter.

Enclosures:

1. *Multiple Method* Allocation Model, EEO Fund Form
2. Charts, Workforce Diversity and Student Demographics
3. *9 Multiple Methods* Cross Reference

EXHIBIT B
Under-Represented Minority* Percentages by Student and Employee Types
FIRST-TIME HIRES



* Under-Represented Minority: Black, Hispanic, Native American, and Pacific Islander.

Equal Employment Opportunity Fund *Multiple Method* Allocation Model Certification Form, Fiscal Year 2015-16

District Name: SAN MATEO COUNTY CCD

The district met Multiple Method #1 (District's EEO Advisory Committee and EEO Plan).

- Yes
 No

The district met at least 5 of the remaining 8 Multiple Methods? (Please mark your answers.)

Yes

- Method 2 (Board policies and adopted resolutions)
- Method 3 (Incentives for hard-to-hire areas/disciplines)
- Method 4 (Focused outreach and publications)
- Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
- Method 6 (Consistent and ongoing training for hiring committees)
- Method 7 (Professional development focused on diversity)
- Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
- Method 9 (Grow-Your-Own programs)

No

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda of when District's EEO Advisory Committee certified this report form.

Chair, Equal Employment Opportunity Advisory Committee.

Name: Eugene Whitlock

Title: Vice Chancellor, Human Resources and General Counsel

Signature: 

Date: May 10, 2016

Chief Human Resources Officer

Name: Eugene Whitlock

Title: Vice Chancellor

Signature: 

Date: May 10, 2016

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Ron Galatolo

Title: Chancellor

Signature: _____

Date: May 10, 2016

President/Chair, District Board of Trustees

Date of governing board's approval/certification: May 11, 2016

Name: David Mandelkern

Title: President/Chair, Board of Trustees

Signature: _____

Date: May 11, 2016

Date Due at the Chancellor's Office: June 1, 2016

Equal Employment Opportunity Fund *Multiple Method* Allocation Model Certification Form, Fiscal Year 2015-16

Return to: Javier Gonzalez (jgonzalez@cccco.edu)
Chancellor's Office California Community Colleges: 1102 Q Street, Ste. 4500, Sacramento, CA 95811

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 *Multiple Methods*. The Chancellor's Office will select some of the practices reported and highlight them in an "EEO and Diversity Best Practices Handbook".

When providing explanation(s) and evidence of your district's success in implementing the *Multiple Methods*, please write a response suitable for publication in the best-practices handbook. Please keep narrative to no more than one page per *Multiple Method*.

Nine (9) Multiple Methods

Pre-Hiring

1. District's EEO Advisory Committee and EEO Plan
2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does district meet *Multiple Method #1 (District's EEO Advisory Committee and EEO Plan)*?

- Yes**
 No

Under the *Multiple Method* allocation model, districts must minimally have an operational District EEO Advisory Committee and an updated EEO Plan.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, Section 53003).
- EEO Plans are considered active for three years from the date of when the District's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, Section 53005).

Please provide an explanation and evidence of meeting this Multiple Method, #1.

Equal Employment Opportunity Fund *Multiple Method* Allocation Model Certification Form, Fiscal Year 2015-16

The District's EEO Committee meets several times per year. See Exhibit 1 (agendas).

The Board adopted a revised EEO Plan in June 2015 (already submitted to the State Chancellor's Office).

To receive funding for that year's allocation amount, districts are also required to meet 5 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #2.

Board Policy 2.20 "Equal Employment Opportunity" and related Administrative Procedures have been adopted. See Exhibit 2 (policy and related procedures).

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Not Applicable.

Does the District meet Method #4 (Focused outreach and publications)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #4.

1. The District advertises its vacancies through several diversity focused channels such as:
 - WRCBAA Career Institute (Sponsorship and Advertisement)
 - Ad for Asian Pacific American in Higher Education Conference (Sponsorship and Advertisement)
 - The Journal of Blacks in Higher Education: www.jbhe.com
 - Hispanic Association of Colleges and Universities: www.HACU.net
 - www.DiverseEducation.com
 - www.DiverseAcademia.com via www.CommunityCollegeJobs.com that also includes advertising on:

Equal Employment Opportunity Fund *Multiple Method* Allocation Model Certification Form, Fiscal Year 2015-16

- 1) LGBTInAcademia
 - 2) AsiansInAcademia
 - 3) BlacksInAcademia
 - 4) DisabledInAcademia
 - 5) HigherEdWomen
 - 6) HispanicsInAcadmia
 - 7) NativeAmericansInAcademia
 - 8) VeteransInAcademia
2. The District participates in diversity job fairs such as:
 - Phase2Careers' Peninsula Job Fair – September 23, 2015
 - San Francisco Second Annual Honor a Hero, Hire a Vet (HAH-HAV) Job & Resources Fair – April 20, 2016
 - San Francisco's 16th Annual Diversity Employment Day Career Fair 2016 – May 26, 2016
 - PG&E/Military Career Day at the Sonoma Raceway – June 24, 2016
 3. The District, in the past two years, has updated all of its job descriptions with a view towards eliminating unnecessary minimum requirements that might limit the breadth and depth of the applicant pool.
 4. The District's Mission Statement emphasizes the importance of diversity. **See** Exhibit 4.
 5. The District's Strategic Plan places student success, social justice and equity and the forefront. **See** Exhibit 4.
 6. The District's employment web site includes a Diversity Statement on the front page. **See** Exhibit 4.
 7. The District' Human Resources web site highlights the value of a diverse workforce.

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

- Yes**
 No

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Through Board Policy 2.19 "Nondiscrimination" and related Administrative Procedures, the District takes immediate action to investigate any claims of discrimination. **See** Exhibit 5 (Board policy and related procedures). All claims of discrimination, whether made by students or employees, are investigated within a 90 day period of time. Reports of investigations are provided to both the Complainant and Accused. When warranted, the District takes appropriate disciplinary action.

Equal Employment Opportunity Fund *Multiple Method* Allocation Model Certification Form, Fiscal Year 2015-16

Each job description/job announcement includes a diversity element as part of the required "Knowledge, Skills & Abilities" such as "Skill in respectful, tactful and sensitive interaction with people at various levels within an institution who are diverse in their cultures, language groups and abilities." As part of the initial screening process for applications, all applicants are required to address their experience working in an environment with individual from diverse backgrounds. Then, during the interview phase of the application process, all applicants are asked to address their experience working in diverse setting and desire to do so at one of our colleges.

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

- Yes
 No

Please provide an explanation and evidence of meeting this Multiple Method, #6.

The District provides training to each hiring committee, prior to evaluating applications, on the importance of diversity as well as the elimination of bias. See Exhibit 6 (Selection Committee Orientation).

In addition, the District provides the required training on the Prevention of Sexual Harassment (AB 1825) for all supervisory personnel as well as Title IX training for all employees.

Does the District meet Method #7 (Professional development focused on diversity)?

- Yes
 No

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Through its FlexDay programs, the District routinely provides professional development for faculty on the important of diversity, tolerance, inclusion and equity. See Exhibit 7.

For classified staff, the District provides online training focused on diversity and and creating an inclusive work environment.

Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

- Yes
 No

Equal Employment Opportunity Fund *Multiple Method* Allocation Model Certification Form, Fiscal Year 2015-16

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Each faculty member is evaluated, in part, based on the following criterion:

Communication with Students. Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:

- a. Listens to the students.
- b. Answers questions clearly.
- c. Pursues discussion to ensure students' understanding.
- d. Encourages all students to participate in discussion or activity.
- e. Allows students to express divergent viewpoints.
- f. Treats all students respectfully.
- g. Fosters a climate of respect.

Each manager is evaluated, in part, based on the following criteria:

- Has the ability to understand, communicate with and effectively interact with people across cultures and diverse abilities.
- Values the richness of diversity and creates an inclusive environment.

See Exhibit 8.

Does the District meet Method #9 (Grow-Your-Own programs)?

- Yes**
 No

Please provide an explanation and evidence of meeting this Multiple Method, #9.

The District has established a Faculty Diversity Internship Program Working Group, which has been tasked with creating a program that will begin taking interns in Fall 2017. The Working Group is composed of administrators, faculty and classified employees. The Working Group, formed under the direction of the District's EEO Committee, had its first meeting in March 2016 and has several more meetings scheduled.

EXHIBIT

1

San Mateo County Community College District
Equal Employment Opportunity Fund Certification
May 11, 2016

Agenda
SMCCCD Equal Employment Opportunity Committee
October 5, 2015

1. Purpose of EEO Plan/EEO Committee
2. Review of Title 5 EEO Regulations, State and Federal Nondiscrimination Laws
3. Review of Board Policies and Procedures
 - a. BP 2.19 Nondiscrimination
 - b. AP 2.19.1 Nondiscrimination and AP 2.19.2 Discrimination and Harassment Investigation
 - c. BP 2.20 Equal Employment Opportunity
4. Educational Benefits of Workforce Diversity
 - a. "A Community College Instructor Like Me: Race and Ethnicity interactions in the Classroom" by Robert Fairlie, UC Santa Cruz (August 2014)
5. Activities of the State Chancellor's Office and Statewide EEO Committee to Change Formula for Distribution of EEO Funds
 - a. \$767,000 based on FTES now
 - b. \$3.25m on 1/16 and \$1.75m on 7/16 based on new formula (one time funds)
6. Faculty Hiring Process: Content (Teaching Demo vs Q&A) and Format
7. Screening Committee EEO Training: Content and Timing
8. Future Meetings (Once per Quarter)

Purpose of the EEO Plan (from the Plan introduction):

The Plan's immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups. The Plan contains an analysis of the demographic makeup of the District's workforce population and an analysis of whether underrepresentation of monitored groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all, and procedures for dissemination of the Plan. To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

Role of the EEO Committee (as required by Section 5 of the District's EEO Plan and Title 5 Section 53005):

The District has established a District-wide Equal Employment Opportunity Advisory Committee (the "Advisory Committee") to assist the District in implementing its Plan. The Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The Advisory Committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the Advisory Committee on equal employment compliance and the Plan itself. The Advisory Committee shall receive training in all of the following:

- the requirements of Title 5 and of state and federal nondiscrimination laws;
- identification and elimination of bias in hiring;
- the educational benefits of workforce diversity; and
- the role of the advisory committee in carrying out the District's EEO plan.

The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups.

The Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the Board of Trustees, the Chancellor, and the equal employment opportunity officer.

Agenda
SMCCCD Equal Employment Opportunity Committee
November 30, 2015

1. Welcome/New Members
 2. Update on Diversity Summits and November Consultation Council
 3. Upcoming Statewide EEO Committee Meeting
 4. Continuing Items
 - a. Faculty Hiring Process (Teaching Demos, Student Participants)
 - b. Screening Committee EEO Training – Change in Format
 5. Development of Community contacts for announcing Jobs
-

Role of the EEO Committee (as required by Section 5 of the District's EEO Plan and Title 5 Section 53005):

The District has established a District-wide Equal Employment Opportunity Advisory Committee (the "Advisory Committee") to assist the District in implementing its Plan. The Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The Advisory Committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the Advisory Committee on equal employment compliance and the Plan itself. The Advisory Committee shall receive training in all of the following:

- the requirements of Title 5 and of state and federal nondiscrimination laws;
- identification and elimination of bias in hiring;
- the educational benefits of workforce diversity; and
- the role of the advisory committee in carrying out the District's EEO plan.

The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups.

The Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the Board of Trustees, the Chancellor, and the equal employment opportunity officer.

Agenda
SMCCCD Equal Employment Opportunity Advisory Committee
March 14, 2016

1. Welcome/New Members
2. Distribution of "Diversity in Community College Employment" handbooks
3. Discussion of FDIP Working Group (James Carranza)
4. Discussion of Multiple Method Allocation Model Certification Form
 - Committee Member help gathering back up information to support each "method"
 - Documents are in the "One Drive" Folder
5. *Continuing Items*
 - a. Faculty Hiring Process (Teaching Demos, Student Participants) (James Carranza to discuss what is done at CSM for English hires)
 - b. Screening Committee EEO Training – State Chancellor’s Office working to develop a "package" program that can be used by all CCDs
 - c. Development of Community contacts for announcing Jobs. Info provided by Anahi.
 - d. Collection of Applicant Demographic Info Modified to Require a Response ("Decline to Answer" is a possible response)
6. Other Business

Role of the EEO Committee (as required by Section 5 of the District’s EEO Plan and Title 5 Section 53005):

The District has established a District-wide Equal Employment Opportunity Advisory Committee (the "Advisory Committee") to assist the District in implementing its Plan. The Advisory Committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The Advisory Committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the Advisory Committee on equal employment compliance and the Plan itself. The Advisory Committee shall receive training in all of the following:

- the requirements of Title 5 and of state and federal nondiscrimination laws;
- identification and elimination of bias in hiring;
- the educational benefits of workforce diversity; and
- the role of the advisory committee in carrying out the District’s EEO plan.

The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups.

The Advisory Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the Advisory Committee shall make recommendations to the Board of Trustees, the Chancellor, and the equal employment opportunity officer.

EXHIBIT 2

San Mateo County Community College District
Equal Employment Opportunity Fund Certification
May 11, 2016

**CHAPTER 2: Administration and General Institution
BOARD POLICY NO. 2.20 (BP 3410, 3420, 3440, and 7100)**

**BOARD POLICY
San Mateo County Community College District**

Subject: BP 2.20 Equal Employment Opportunity
Revision Date: 11/11; 6/15
Policy References: Education Code Sections 87100 et seq.; Title 5 Sections 53000, et seq.; the Americans with Disabilities Act of 1990-42 United States Code Sections 12101 et seq.; 28 Code of Federal Regulations Part 35; 28 Code of Federal Regulations Part 36; 34 Code of Federal Regulations Part 104.44(b); Accreditation Standard III.A.11

-
1. The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The Board believes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and suitable role models for all students. The District shall demonstrate its commitment to the cultural competence¹ of its employees and students through policies, procedures, training programs, services and activities which promote diversity and mutual respect within the District work force and student body.

The San Mateo County Community College District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of federal or state protected classes including, but not limited to: race; color; national origin, ancestry or citizenship status; religion or creed; age; marital status; sex and gender (including sexual orientation and identity; gender identity and gender expression); physical or mental disability; genetic information; medical condition; political activities or affiliations; military or veteran status; status as a victim of domestic violence, assault or stalking; or because one is perceived to have one or more of the foregoing characteristics or associates with a person or group with one or more of these characteristics.

2. The District shall monitor the success of equal opportunity in its recruitment, selection, retention and promotional policies and procedures by monitoring outcomes to assure no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.
3. The District complies with the spirit and law of the Americans with Disabilities Act of 1990 as amended by providing equal opportunity for persons with disabilities. The District shall make reasonable accommodations so that persons of all levels of ability enjoy equal access to all aspects of employment and education in our District, including but not limited to, educational services, selection procedures, retention and promotion.

In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service animal or miniature horse in District facilities and on District campuses in compliance with state and federal law.

4. The District will not tolerate discourteous, offensive or abusive conduct or language including jokes, slurs, derogatory comments, or behaviors or language regarding a person's ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or medical condition relating to other employees, students or the public. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.

¹ "Cultural Competence" refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who are different from themselves.

**CHAPTER 2: Administration and General Institution
ADMINISTRATIVE PROCEDURE NO. 2.20.1 (AP 3420)**

**ADMINISTRATIVE PROCEDURE
San Mateo County Community College District**

Subject: AP 2.20.1 Equal Employment Opportunity
Revision Date: 12/12; 3/15; 4/15
References: Education Code Sections 87100 et seq.; Title 5 Sections 53000 et seq. and 59300 et seq.; ACCJC Accreditation Standard III.A.11

-
1. The District has developed a written Equal Employment Opportunity (EEO) plan which can be viewed at:
<https://smccd-public.sharepoint.com/humanresources/Policies%20and%20Procedures/SMCCCD%20EEO%20Plan%20-%20June%202015.pdf>
 2. The plan and subsequent revisions shall be submitted to the California Community Colleges Chancellor's Office for review as required.
 3. The Vice Chancellor of Human Resources and Employee Relations shall have the responsibility and authority for implementing the plan and assuring compliance with the requirements of this Procedure.
 4. Complaints shall be filed with the Vice Chancellor of Human Resources and Employee Relations in accordance with the procedure specified in the plan.
 5. The Vice Chancellor of Human Resources and Employee Relations shall ensure that all District employees are notified of the provisions of the plan.
 6. District employees who are to participate on screening or selection committees shall receive appropriate training on the requirements of the applicable Title 5 regulations and of state and federal nondiscrimination laws. The training shall be conducted by a qualified member of the Human Resources Department staff.
 7. Any discrimination that is detected in the District's hiring practices should be brought to the attention of the Vice Chancellor of Human Resources and Employee Relations.
 8. The Vice Chancellor of Human Relations and Employee Relations shall take steps to address any significant underrepresentation of monitored groups identified in the plan.
 9. The plan shall be a public record.
 10. The District shall make a continuous good faith effort to comply with the requirements of the plan.

EXHIBIT 4

San Mateo County Community College District
Equal Employment Opportunity Fund Certification
May 11, 2016

[Change Site](#)

<http://directory.smccd.edu> <http://smccd.edu/search/azindex.php>

About Us

SMCCCD Home (<http://www.smccd.edu/>) > About Us (<http://www.smccd.edu/aboutus>)
> Mission Statement

[Overview \(/aboutus/index.php\)](/aboutus/index.php) >

[Chancellor's Welcome \(/aboutus/welcome.php\)](/aboutus/welcome.php) >

[Mission Statement \(/aboutus/mission.php\)](/aboutus/mission.php) >

[History \(/aboutus/history.php\)](/aboutus/history.php) >

[District Facts \(http://www.smccd.edu/factbook/\)](http://www.smccd.edu/factbook/) >

[Driving Directions \(/aboutus/directions.php\)](/aboutus/directions.php) >

[Contact Us \(/aboutus/contactus.php\)](/aboutus/contactus.php) >

Mission Statement

Preamble

The Colleges of the San Mateo County Community College District, Cañada College, College of San Mateo, and Skyline College, recognizing each individual's right to education, provide the occasions and settings which enable students to develop their minds and their skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness and realize their individual potential. The District actively participates in the economic, social, and cultural development of San Mateo County. In a richly diverse environment and with increasing awareness of its role in the global community, the District is dedicated to maintaining a climate of academic

freedom in which a wide variety of viewpoints is cultivated and shared. The District actively participates in the continuing development of the California Community Colleges as an integral and effective component of the structure of public higher education the State.

Mission

In an atmosphere of collegiality and shared responsibility, and with the objective of sustaining open access for students and being responsive to community needs, the Colleges of the San Mateo County Community College District will fulfill the following mission with excellence:

- Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement; and
- Provide lower division programs to enable students to transfer to baccalaureate institutions; and
- Provide career and technical education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies; and
- Provide basic skills education in language and computational skills required for successful completion of educational goals; and
- Provide a range of student services to assist students in attaining their educational and career goals; and
- Provide self-supporting community education classes, contract education and training and related services tailored to the human and economic development of the community; and
- Provide leadership in aligning educational programs and services offered by all local educational institutions and community service organizations; and
- Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff, and maintain a campus climate that supports student success.

To fulfill this educational mission, the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes. Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making, and that are respectful of all participants. The District plans, organizes and develops its resources to achieve maximum effectiveness, efficiency, equity and accountability.

The Mission is evaluated and revised on a regular basis.

Reviewed and Approved May 16, 2012

San Mateo County CCD

SMCCCD ([//smccd.edu](http://smccd.edu)) are a three College District located between San Francisco and the Silicon Valley. Our Colleges serve more than 40,000 students each year and offer the first two years of instruction in a wide variety of transfer programs as well as more than 90 vocational-technical programs.

Contact

📍 3401 CSM Drive,
San Mateo, CA 94402 USA
✉ webmaster@smccd.edu (<mailto:webmaster@smccd.edu>)

smccd.edu

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- > [Title IX \(http://smccd.edu/titleix\)](http://smccd.edu/titleix)
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SUCCESS, EQUITY, AND SOCIAL JUSTICE

Success, equity, and social justice for our students are longstanding goals of the San Mateo County Community College District and are the overarching themes of the District's Strategic Plan. With this Plan, the District recognizes that there is nothing more important to the District's future and to the future of San Mateo County than increasing student success rates. In addition to student access, student success is crucial to closing longstanding gaps in student attainment. Continuous usage of the District's data and evidenced based practices will be required to identify and close these gaps. While colleges are required to report success data to external agencies, these traditional measures of student completion and graduation do not fully capture the contributions of the District's Colleges to the County. A more student-centric definition of student success is necessary. Accordingly, the District defines student success as occurring when students reach the individual goals they set for themselves.

STUDENTS FIRST DISTRICTWIDE STRATEGIES

- Develop a robust and comprehensive research, planning and institutional effectiveness infrastructure Districtwide to produce actionable data for use in Districtwide decision-making.
- Measure the impact of new and existing College efforts to increase success and equity for all students. Close gaps that result in inequitable outcomes.
- Capture the real education goals that students want to achieve and use these goals to determine their subsequent success.
- Continually explore and implement interventions that benefit all students, with particular emphasis on students with high potential and limited resources.
- Provide clear and distinct pathways for all students, particularly those from underserved populations, to accelerate program completion and successful transitions to work or transfer.
- Support the Colleges by providing resources for teaching and support innovations that are designed to increase student success.
- Review student placement assessment processes and incorporate multiple measures of assessing the preparedness of new students for college level work, for students with the goal of decreasing time needed to achieve one's goal.
- Engage in innovative course scheduling that provides more student options for course completion.

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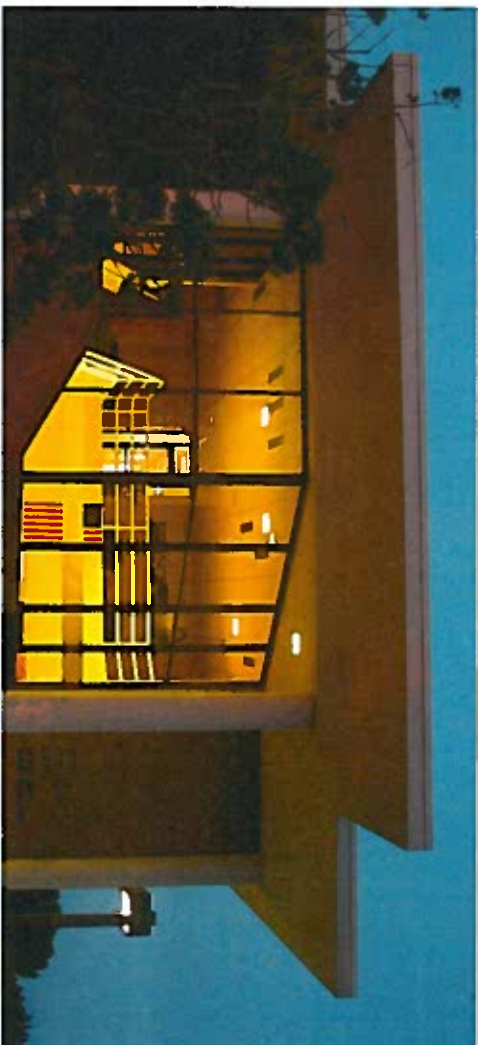


SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

San Mateo County
Community College District

3401 CSM Drive
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Phone: (650) 574-6550

STUDENTS FIRST
Student Success, Equity and Social Justice



smccd.edu/strategicplanning/index.php

A STRATEGIC PLAN FOR THE SAN MATEO
COUNTY COMMUNITY COLLEGE DISTRICT

STRATEGIC GOAL #1

DEVELOP AND STRENGTHEN EDUCATIONAL OFFERINGS, INITIATIVES, AND SUPPORT PROGRAMS THAT INCREASE STUDENT ACCESS & SUCCESS

Students arrive at District Colleges with a range of educational goals. Students and the public need to know that their investment in time and money in their education will lead to tangible results. Accordingly, the District will seek to provide the best possible balance of programs and services that will result in clear transfer outcomes as well as alignment with emerging labor markets. Increasing student outcomes requires increased support and engagement and professional development that focuses on excellence in teaching.

Districtwide Strategies

- Increase the number of students who utilize support services that enable them to stay in school and succeed.
- Systematically evaluate the effectiveness of existing programs in all areas and leverage, strengthen or eliminate programs to support student success.
- Strengthen the alignment of career and technical programs with projected workforce needs.
- Provide professional development resources for faculty, staff, and administration to ensure program viability and excellence in teaching.
- Offer on- and web-based options for students to access advising and counseling services, narrative scheduling, and educational plans.
- Establish a dedicated budget for program development (including personnel, professional development, and technology), invest in resources and support actions that will ensure quality teaching and learning.
- Use emerging practices to accelerate student progression through basic skills and ESL sequences into college-level work.
- Expand the globalization of education as a critical means for graduates to engage and thrive in an increasingly small world.

STRATEGIC GOAL #2

ESTABLISH AND EXPAND RELATIONSHIPS WITH SCHOOL DISTRICTS, 4-YEAR COLLEGE PARTNERS, AND COMMUNITY-BASED ORGANIZATIONS TO INCREASE HIGHER EDUCATION ATTAINMENT IN SAN MATEO COUNTY

The District's Colleges are the center of higher education opportunity for San Mateo County. Yet, past successes are no guarantee of future enrollment. It is unlikely that service area demographics during the current planning period can ensure continually increasing enrollments. It will be increasingly important to work with education partners and community-based organizations to ease students' transitions to, within, and from the District's Colleges.

Districtwide Strategies

- Support seamless transitions to College for secondary school students.
- Increase Middle College and Early College opportunities.
- Make noncredit and dual enrollment processes more efficient and accessible for secondary students and their students.
- Work with leader high schools to develop better placement processes that result in higher levels of students taking two college credit courses and programs.
- Emphasize and support both traditional and non-traditional contact with instructors and counselors.
- Expand student services, student data and learning communities for the benefit of all students but especially underrepresented or at-risk students.
- Increase and include viable pathways for transfer and job placement to help students meet their stated goals.
- Increase transfer partnerships with four-year colleges and universities to increase seamless curriculum alignment and direct program transfer.
- Create faculty-to-faculty exchanges with high school discipline counterpart faculty to better align curricula and to create seamless transitions from secondary to postsecondary education.

STRATEGIC GOAL #3

INCREASE PROGRAM DELIVERY OPTIONS, INCLUDING THE EXPANDED USE OF INSTRUCTIONAL TECHNOLOGY, TO SUPPORT STUDENT LEARNING AND SUCCESS

In an educational environment, that has become highly competitive, students and prospective students have many choices for higher education. Prospective adult learners are increasingly unlikely to enroll for semester-long classes, seeking instead shorter-term and online learning opportunities. Many younger students are digital natives and expect higher education to incorporate the customer experiences provided by successful online retailers. Recent national practices in Learning Communities, peer tutoring, and retention can also contribute to student success rates. Innovations can spur larger enrollments and retention rates as well as higher levels of student success and satisfaction with the District's educational offerings. Technology will also provide access for populations currently unable to access the District's programs and support services. The District recognizes that such infrastructures and professional development to take advantage of new opportunities.

Districtwide Strategies

- Expand program delivery options, including accelerated completion options, for all students including online students, e.g., College for Working Adults, short term classes, immersion classes, cohort classes, and continuing, corporate and community education.
- Develop a strategic distance education plan to increase the development and delivery of quality, fully online and hybrid classes and degree programs.
- Support professional development for faculty and staff to incorporate advances in teaching, learning, and effective use of technology.
- Increase technology use in the classroom and develop the overall District technology infrastructure to improve student success.
- Share data and information, especially about student success, with community partners.
- Integrate technological systems to ensure a seamless and efficient experience for students and staff.
- Ensure student services are addressing the needs of all students including online students.

STRATEGIC GOAL #4

ENSURE NECESSARY RESOURCES ARE AVAILABLE TO IMPLEMENT THIS STRATEGIC PLAN THROUGH SOUND FINANCIAL PLANNING AND MANAGEMENT OF ALLOCATIONS. PROTECT COMMUNITY-SUPPORTED STATUS AND UNDERWRITE THE DEVELOPMENT OF INNOVATIVE SOURCES OF REVENUE THAT SUPPORT EDUCATIONAL PROGRAMS BEYOND THAT WHICH IS AVAILABLE FROM COMMUNITY AND STATE ALLOCATIONS.

Many initiatives to improve student success can be achieved within existing resources. At the same time, new resources generated from the District's entrepreneurial actions will add significantly to those resources available to increase student success. Entrepreneurial actions will draw upon new and existing partnerships throughout the County as well as the state, nation, and internationally. As the District embarks on the strategies in this plan, it is critical that the additional resources be invested in innovation, faculty and staff development, and other productive actions that result in higher levels of student success, social justice and equity.

Districtwide Strategies

- Review allocations so that they align with District goals and strategic actions.
- Protect and stabilize District funding, predominantly in the form of property taxes, through litigation and advocacy with key county and state legislators and the State Controller's Office. To ensure this is achieved, build coalitions among other county-supported districts and statewide associations.
- Increase entrepreneurial actions across the District to provide new revenue sources.
- Increase Community, Continuing and Corporate Education (CCCE) training and services to San Mateo County residents, families and businesses through innovative lifelong learning and professional certifications for adults, expanded academic and fitness programming for youth, and customized workforce training for public and private sector organizations.
- Increase revenue-generating contract training for public and private sector organizations.
- Develop interagency recognized, revenue-generating narrative English Programs for students, educators, administrators and employers.
- Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies.
- Increase credit-based earnings through new credit/non-credit hybrid programming.
- Create or expand revenue-generating programs such as Study Abroad, San Mateo Athletic Club, and Tech Stop.
- Increase grant writing expertise throughout the District.
- Link the District's community and international education efforts to create synergies that strengthen both programs.



Diversity Statement

The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who represent the rich diversity of cultures, language groups, and abilities of its surrounding communities.

Overview

The Human Resources Department is an excellent resource for employees and the public to obtain information and assistance with current employment opportunities, health benefits, salary placement, promotional opportunities, retirement system procedures, and many other services. The Human Resources Staff is committed to providing guidance on a variety of requests and services. We continually support an environment which maintains compliance with associated government regulations and collective bargaining agreements.

The San Mateo County Community College District is richly diverse in cultures, language groups, and abilities. Human Resources works to consistently attract, retain, train and develop, a skilled diverse workforce.

EXHIBIT 5

San Mateo County Community College District
Equal Employment Opportunity Fund Certification
May 11, 2016

**CHAPTER 2: Administration and General Institution
BOARD POLICY NO. 2.19 (BP 3410)**

**BOARD POLICY
San Mateo County Community College District**

Subject: BP 2.19 Nondiscrimination
Revision Date: 3/13; 11/14; 6/15
Policy References: Education code Sections 66250 et seq.; 72010 et seq. and 87100 et seq.; Title 5 Sections 53000 et seq. and 59300 et seq.; Penal Code Section 422.55; Government Code Sections 12926.1 and 12940 et seq.; ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements

1. The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.
2. The District, and each person who represents the District, shall provide access to its services, classes, and programs without discrimination on the basis of the Federal and State protected classes including, but not limited to, race; color; national origin, ancestry or citizenship status; religion or creed; age; marital status; sex and gender (including sexual orientation and identity; gender identity and gender expression); physical or mental disability; genetic information; medical condition; political activities or affiliations; military or veteran status; status as a victim of domestic violence, assault or stalking; or because one is perceived to have one or more of the foregoing characteristics or associates with a person or group with one or more of these characteristics.
3. The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination. For represented employees, any action taken in response to a complaint under this policy is subject to the provisions of collective bargaining agreements. Upon request by the collective bargaining units, the District will negotiate any issues related to the complaints or investigations under this policy that are mandatory subjects for bargaining.
4. No District funds shall ever be used for membership in, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, military and veteran status, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

**CHAPTER 2: Administration and General Institution
ADMINISTRATIVE PROCEDURE NO. 2.19.1 (AP 3410)**

**ADMINISTRATIVE PROCEDURE
San Mateo County Community College District**

<u>Subject:</u>	AP 2.19.1 Nondiscrimination
<u>Revision Date:</u>	7/12; 8/14
<u>References:</u>	Education Code Sections 200 et seq., 66250 et seq., 72010 et seq. and 87100 et seq.; Penal Code Sections 422.55 et seq.; Title 5 Sections 59300 et seq. and 53000 et seq.; Government Code Sections 11135 et seq. and 12940 et seq.; ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard Catalog Requirements

1. Education Program

- a. The District shall provide access to its services, classes and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.
- b. All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, "gender" means sex, and includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.
- c. The District shall not prohibit any student from enrolling in any class or course on the basis of gender.
- d. Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.
- e. Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

2. Employment

- a. The District shall provide equal employment opportunities to all applicants and employees regardless of national origin, religious creed, age, sex, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, military and veteran status, or on any basis prohibited by law.
- b. All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.

AP 2.19.1 Nondiscrimination (continued)

- c. The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

Further information can be found at:

<https://smccd-public.sharepoint.com/humanresources/Policies%20and%20Procedures/San%20Mateo%20County%20Community%20College%20District%20Procedure%20on%20Unlawful%20Discrimination.pdf>

**CHAPTER 2: Administration and General Institution
ADMINISTRATIVE PROCEDURE NO. 2.19.2 (AP 3410, 3435)**

**ADMINISTRATIVE PROCEDURE
San Mateo County Community College District**

Subject: AP 2.19.2 Discrimination and Harassment Investigations
Revision Date: 12/12; 6/13; 4/15
References: Education Code Section 66281.5; Government Code Section 12950.1; Title 5 Sections 59320, 59324, 59326, 59328 and 59300 et seq.; 34 Code of Federal Regulations Section 106.8(b)

-
1. Since failure to report harassment, discrimination and bullying impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being harassed, discriminated against or bullied to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.
 2. All supervisors and managers have a mandatory duty to report incidents of harassment, discrimination and bullying; the existence of a hostile, offensive or intimidating work environment; and acts of retaliation.
 3. The District will investigate complaints involving acts that occur off campus if they are related to an academic or work activity.

Further information on discrimination and harassment investigations can be viewed at:

<https://smccd-public.sharepoint.com/humanresources/Policies%20and%20Procedures/San%20Mateo%20County%20Community%20College%20District%20Procedure%20on%20Unlawful%20Discrimination.pdf>

EXHIBIT 6

San Mateo County Community College District
Equal Employment Opportunity Fund Certification
May 11, 2016



SELECTION COMMITTEE ORIENTATION

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. **Each** member of the selection committee has the following responsibilities:

- Review the position announcement.
- Identify screening criteria based on the requirements and desirable skills and abilities detailed in the announcement.
- Develop job-related interview questions designed to seek information about the candidate's knowledge, skills, and abilities and to distinguish candidates who will best meet the needs of the students, the department/division, the College, and the District.
- Pursuant to Title 5, develop appropriate questions designed to assess candidates' "sensitivity to diversity" by giving meaningful consideration to the State minimum qualification to include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Determine whether to require candidates to perform a skills test or make a presentation in addition to the interview. This is highly recommended.
- Screen all applications to select candidates for interview.
- Develop an interview schedule.
- Interview all selected candidates.
- Recommend finalists to the appropriate hiring manager.
- Maintain permanent confidentiality of the entire screening process.

Equal Employment Opportunity

The San Mateo County Community College District is an Equal Opportunity Employer and is committed to promoting diversity through its hiring processes. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination.

The District's employment policy, as stated on every job announcement, reads:

The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who represent the rich diversity of cultures, language groups, and abilities of its surrounding communities.

It is based on the desire that:

- Everyone deserves the opportunity to participate fully within our educational community.
- Our workplace is enriched by the diversity of our workforce.
- People should be valued for their differences—not in spite of them.
- The candidates selected will be able to competently interact in a multi-cultural, multi-lingual community college environment.

The District's Commitment to Diversity

A diverse workforce is diverse in many ways, including race and ethnicity, gender, gender identity, sexual orientation, socio-economic status, age, disability, culture, religion, immigrant status, marital status, parenting status, veteran status and more. Diversity makes the District more attractive to staff and students, engenders creative thinking and problem solving, and vitalizes the educational environment. Selection committee members should approach candidates with interest and curiosity and recognize that the interview process must reflect how the District expects colleagues to interact with each other and students within the college community.

There are five core values that inform the District's commitment to diversity:

1. Workforce diversity services the educational mission of the California Community Colleges.
2. Diversity works in a merit based system; a commitment to diversity does not require—or even contemplate—lowering standards.
3. A commitment to diversity may mean reexamining how we define “qualified,” seeing job standards with fresh eyes, and being willing to eliminate traditional but out-dated requirements, and adding new requirements that appropriately value the skills, education and experience of a more diverse applicant pool.
4. Successfully diverse communities are inclusive in that they appreciate rather than merely tolerate differences.
5. Inclusive work environments increase creativity and improve problem solving.

Part of the District's commitment to diversity includes a commitment to “cultural competence”, which refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who are different from themselves. Pursuant to Title 5, Section 53024, meaningful consideration must be given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. “Meaningful consideration” means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position.

Experience with diverse populations alone does not guarantee that the person is culturally competent. Just because a person has had students from x, y and z groups in their classes, this does not mean that the person understood or adapted to those students' needs. The same holds true for traveling or living in other cultures, particularly for short-term stays. Culturally competent communicators tend to

acknowledge cultural differences in their answers and teaching demonstrations through the use of inclusive language, examples and teaching approaches.

The District does not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law.

Non-Discrimination

Hiring decisions should be premised upon non-discriminatory criteria and procedures. Federal and State Anti-Discrimination laws prohibit discrimination on the basis of:

- Race
- Religious creed
- Color
- National origin
- Ancestry
- Gender Identity
- Genetic Information
- Physical/mental disability
- Marital status
- Sex
- Age
- Sexual Orientation
- Gender Expression

Elimination of Bias

All applicants are to be judged without bias, either for or against. All applicants are to proceed through our process on their own merit. However, human nature causes us to be *unintentionally* influenced by subjective factors and other influences unrelated to an applicant's merit. When we become aware of how the subjective factors can influence us, we can take steps to counteract or eliminate them and focus on objective job related criteria. Once we are aware that subjective factors are influencing us, we can refocus from subjective to objective decision criteria. The following are some common biases that can be eliminated:

Confirmation Bias. This is a tendency for people to seek out information that supports a pre-conceived belief about the applicant that has been formed prior to the interview. In other words, interviewers look to confirm a possibly shallow impression they may have formed of the candidate pre-interview, as opposed to having a more open outlook on the candidate's abilities.

Keep an open mind.

Stereotyping. The interviewer can be influenced and form a generalized opinion by quick and superficial evaluations including level of attractiveness, race and gender.

Avoid snap judgments.

First Impression Negative or Positive. The interviewer may make certain judgments based upon either a positive or negative first impression that can then influence the entire interview. For example, candidate who has a very strong first impression will likely be evaluated more favorably even if it is unwarranted.

Wait at least 30 minutes into an interview before "deciding" for or against a candidate.

Intuition. Many interviewers place great weight on their intuition about candidate even though intuition is unreliable and susceptible to influences other than a candidate's merit.

Don't let your gut trick you.

You Are Just like Me. The interviewer may feel a bond with a candidate who shares personal characteristics such as a hobby or some other similarity such as children of a similar age. Be harder on these candidates in order to avoid being too "soft" on them.

You are not hiring someone to be your new best friend.

More Best Practices for Selecting the Right Candidate

Hire for talent over experience. Ensure length of experience, age required, etc. are essential and justifiable, for performance of the job and not set arbitrarily or based on stereotypes. Instead of merely focusing on each candidate's past employment history, take a deeper look to discover their unique skill-sets. Choose candidates who have worked in a variety of settings, are comfortable learning new things, actively engage with others, and are able to adapt well to new work environments. Smart people with raw talent can be trained to excel.

Look for lifelong learners and creative individuals. There are employees who do what they are assigned to, and then there are the movers and shakers. Look for the types of candidates who can inspire and motivate your current employees to greatness.

Confidentiality

In accepting the opportunity to serve on a selection committee, each committee member agrees to act in the best interest of the College and the District. All paperwork and deliberations are to be held in strictest confidence, before, during and after the selection is finally made. Each member agrees not to discuss or in any way release information to anyone (beyond the committee and hiring manager or Human Resources as necessary) regarding:

- The identity of the applicants;
- Written materials turned in by the applicant or evaluations made by the committee members about applicants;
- Discussions and deliberations by or about applicants or committee members during or following the interview process; and
- Any other information that relates to the search and selection process.
-

Committee members understand that the failure to maintain confidentiality will not only jeopardize the search and selection process but could also result in violation of Federal or State regulations and incur liability of behalf of the district. Each committee member agrees to call to the attention of the Vice Chancellor of Human Resources and Employee Relations any action which might be interpreted as a breach of confidentiality.

Breaches of confidentiality can result in discipline.

Review of Job Announcement for Applicant Screening

Prior to receiving any application materials from candidates, the Screening Committee shall review the "Requirements" and the "Desirable Skills and Abilities" that are stated on the job announcement and

determine criteria in screening the application materials. The Committee will also pre-determine the appropriate weighting of the criteria, the procedures for rating, the form that will be used, and the procedure that will be used to select candidates for subsequent steps in the process.

Internet Searches

The Office of Human Resources does not routinely conduct internet searches on candidates because of the well-known unreliability of information found on the internet. If you, however, choose to conduct your own research on the internet, you must share whatever information you find with the Office of Human Resources for verification prior to using that information in your evaluation of the candidate or sharing it with other members of the selection committee.

Interview Questions with Key Response Elements (KREs) & Skills Demonstrations

Interview questions and skill demonstrations will comply with current law; be based solely on bona fide, job-related knowledge, skills and abilities as stated in the job announcement; and will be appropriate to the subject matter. Each Screening Committee member shall evaluate the quality of the candidates' responses using the pre-determined set of Key Response Elements and rating system.

Interview questions and skill demonstrations must be job-related, based on the required knowledge, skills and abilities, unbiased, and should have the following characteristics:

- Questions are either direct to obtain information missing from the application or open ended in order to prompt full and complete responses from the candidate.
- Questions can be hypothetical to ascertain how an applicant would respond to a situation involving a specific set of variables. Hypothetical questions allow you to test the values and attitudes of applicants and help you to gauge organizational, communication, and decision-making skills.
- Follow up questions can request elaboration on information already provided (i.e. "Could you give me an example of what you mean by that?" or "I would like to hear more about that."). It is a common misconception that follow up questions are not proper because it means that applicants' interviews are not identical. However, the law does not require interviews to be identical nor do you have to impose such rigidity on the interview process to deflect claims of unequal treatment. As long as all applicants are given a fair opportunity to explain and elaborate on their answers, follow-up questions are permissible—and can be enormously helpful to assessing and comparing candidates. Selection committees need to give all candidates the opportunity to elaborate; and ensure that subtle biases do not make committees more relaxed and conversant with some candidates than others. At the same time, candidates with good interview skills will be more engaging and skillful at developing a dialogue. That is inherent to the interview process.
- Include pre-determined "Key Response Elements" (KREs) that can be used by the Screening Committee to evaluate the quality of the candidate's responses. "Key Response Elements" are lists of desired responses that the Screening Committee can listen for in order to guide their rating and documentation of candidate responses to each interview question. "KREs" are derived from the knowledge, skills and abilities being "tested" by each interview question.

The selection committee will conduct all interviews using predetermined interview questions. Questions should not be asked about an applicant's protected status. For example, asking an applicant

when he or she graduated (to determine skill level) has been interpreted to mean “how old are you?” and is thus improper. There are more appropriate ways to find out whether an applicant is conversant in the latest developments such as: “In the last 5 years we have seen an explosion of literature on _____. Have you had opportunities to become familiar with these developments or apply them in your work?”

Interview Process

The Office of Human Resources is available to assist the Selection Committee with scheduling interviews, meeting candidates, and proctoring skills demonstrations. The interview should be conducted in a comfortable location that is free from outside distractions and that ensures privacy for the participants.

The Selection Committee may choose to give each candidate interviewed a list of the questions (without KREs) to read as the questions are asked by the Selection Committee.

An interview rating form is used by each committee member for each candidate interviewed. The interview rating form will include all of the predetermined interview questions, including a list of the Key Response Elements (KREs).

The Selection Committee should be sure to offer applicants the opportunity to ask questions and clear up misunderstandings which may have arisen during the interview.

Finalists

At the conclusion of the interview process, the Selection Committee will meet to determine which candidates most meet the requirements of the position and best meet the needs of the students, the department/division, the College, and the District. The Selection Committee should only forward the names of candidates as finalists who in the opinion of the members could effectively perform the duties and responsibilities of the position. Finalists can be any number of candidates. There is no “rule of 3” or other number; however, it is desirable to have more than one finalist for the hiring manager to consider.

Finalists are forwarded unranked to the hiring manager, along with their original application packet and Committee rating sheets from each committee member. The Committee should list each finalist’s strengths, as well as other areas or topics that the hiring manager should pursue further during the final interview.

Notifications to Unsuccessful Applicants

Throughout the process, the Chair of the Selection Committee forwards to the Human Resources Office the names of applicants who have been eliminated from further review by the Selection Committee. To inform applicants in a timely manner, requests to send notifications should be forwarded following the paper screening process and following the interview process.

BOARD POLICY 2.20

Equal Employment Opportunity

1. The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The Board believes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and suitable role models for all students. The District shall demonstrate its commitment to the cultural competence¹ of its employees and students through policies, procedures, training programs, services and activities which promote diversity and mutual respect within the District work force and student body.
2. The San Mateo County Community College District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.
3. The District shall monitor the success of equal opportunity in its recruitment, selection, retention and promotional policies and procedures by monitoring outcomes to assure no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.
4. The District complies with the spirit and law of the Americans with Disabilities Act of 1990 as amended by providing equal opportunity for persons with disabilities. The District shall make reasonable accommodations so that persons of all levels of ability enjoy equal access to all aspects of employment and education in our District, including but not limited to, educational services, selection procedures, retention and promotion. In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service animal or miniature horse in District facilities and on District campuses in compliance with state and federal law.
5. The District will not tolerate discourteous, offensive or abusive conduct or language including jokes, slurs, derogatory comments, or behaviors or language regarding a person's ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or medical condition relating to other employees, students or the public. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.

(Revised November 2011 – Click [here](#) for the most current version)

¹ “Cultural Competence” refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who are different from themselves.

EXHIBIT 7

San Mateo County Community College District
Equal Employment Opportunity Fund Certification
May 11, 2016



Skyline College: March 3-4, 2016 Flex Day Workshops/Activities

To help us in our planning, please register for your workshops by using this link:
<https://surveys.smccd.edu/n/flexdaymarch.aspx>

Thursday, March 3, Morning Activities

- 8:00 – 12:00** • **Coffee Service – Located in front of World Cup Café, Bldg. 6**
- 9:00 – 10:15** • **“I Hate Data: Qualitative Strategies to Assess Student Learning”** (Amber Steele, Dance Professor; Jesse Raskin, Paralegal Studies Professor; Greg Christiansen, English Professor) – **Bldg. 7, Rm. 7106**
 Rubrics and surveys are effective means to assess student learning, but what if you feel that the numbers don’t yield any insights about student learning? Learn some alternative strategies to assess student learning that aren’t centered on numbers but help you to understand what they know and what they don’t--enough information to shape action plans.
- 9:00 – 10:15** • **“Engaged Pedagogy: Deepening Teaching & Learning for Student Success”** (Paula Silva, English Professor) – **Bldg. 7, Rm. 7104**
 Most of us know exactly what we want our students to learn. SLOs for our courses are crystal clear and we have a plan. But how do we get our students on the same page? How do we get them to care and commit as much as we do? This workshop will encourage participants to think about how to fully engage students so that they might fully engage with us, their peers, and the course content. Classroom instructors will learn strategies to create and maintain spaces where optimal teaching and learning can occur.
- 10:30 – 11:45** • **“GIFTs (Great Ideas for Teaching) for Busy Faculty”** (Jessica Hurless, Communications Professor; Carla Grandy, Earth Sciences Professor; Mustafa Popal, History Professor; Serena Chu-Mraz, ESOL Professor; Michelle Hawkins, Music Professor; Rob Williams, English Professor; Younga Choi, Math Professor; Tammy Calderon, Cosmetology Professor) – **Bldg. 4, Multicultural Hosting Gallery, Rm. 4240**
 GIFT sessions are crazy, loud, and a lot of fun! Most importantly, they are an excellent way for faculty to learn about great teaching ideas from their colleagues. This session will feature 8 of our newest full-time faculty who have completed Skyline College’s BootUp Camp (BUC) training. This GIFT session will use the concept of “Speed Dating” (except we’ll call it “Speed Sharing”) to keep faculty moving and exploring a number of great ideas within a short amount of time. Our 8 BUC alumni will share/demonstrate strategies that have worked especially well in their classes. Attendees will move from table to table in “speed dating” fashion to glean the strategies faculty presenters at each table have to share.

- 10:30 – 11:45** • **“Building Bridges between the Learning Center & the College Classroom”**
(David Reed, Learning Center Manager; Christina Trujillo, Instructional Aide II; Hong Guo, Instructional Aide II; Chanel Daniels, Instructional II) – **The Learning Center, Bldg. 5, Rm. 5102)**
- This workshop will share resources with Skyline College faculty and staff that can assist their efforts to support students’ academic success. Presenters will explain how to best integrate these resources in classes, as well as the benefits for students. Participants will: 1) gain knowledge of what learning resources are available in TLC; 2) evaluate which resources would most benefit their students; 3) understand the steps involved for maximum benefit of resources; 4) learn how to make use of these resources to help students
- 10:30 – 11:45** • **“SharePoint for Beginners”** (Allison Hughes, Instructional Aide II) – **Bldg. 2, Rm. 2117B**
- Instructional Aide, Allison Hughes, will lead participants of this workshop to an understanding of some basics about SharePoint. Participants of this workshop will learn: 1) what SharePoint is and what it is for; 2) how to access SharePoint sites; 3) how to set up and create a new SharePoint site; and 4) how to make changes to an existing one. Participants will need an SMCCCD email address and password for this workshop.
- 10:30 – 12:00** • **“Canvas 1: The Basics”** (Ricardo Flores, Instructional Technologist) – **Bldg. 5, Library Classroom, Rm. 5200A)**
- “Canvas 1: The Basics”* is the first of a series of slow-paced workshops offered this Spring 2016 in preparation for the move from Moodle to Canvas. This workshop is intended as a low-stakes introduction well in advance of the formal trainings that will take place when we move officially to Canvas. Participants in this workshop will: 1) create a free Canvas account; 2) edit their profile, settings, and notifications; 3) create a new course shell; 4) add content; and 5) import a course from WebAccess.
- Recommended skills for this workshop include: 1) basic computer skills (word processing, e-mail, file management); 2) basic internet skills (use of browser, searches, uploading/downloading files); and 3) an open mind and willingness to try new things.
- 11:00 – 12:00** • **“Mindfulness Practice for Daily Wellness”** (Special Guest, Pablo Gonzales, Emeritus EOPS Counselor; Jennifer Merrill, Psychology Professor) – **Bldg. 5, Library in the rear Periodical/Reading Area)**
- Have you ever started eating, taken a couple of bites, then noticed all you had left was an empty plate? Or been driving somewhere and arrived at your destination only to realize you remember nothing about your journey? Most people have! These are common examples of “mindlessness,” or “going on automatic pilot.” It’s easy to lose awareness of the present moment as we often get lost in our efforts to juggle work, home, finances, and other conflicting demands.
- Mindfulness is a way of paying attention to, and seeing clearly, whatever is happening in our lives. It can help us respond to events in a calmer manner and help us recognize and step away from habitual emotional and physiological reactions to everyday events. This flex workshop will allow you to explore your current level of mindfulness, discuss what mindfulness is, its benefits, and different ways to develop a mindfulness practice. The workshop will also include a 15-minute sitting, followed by a short Q & A period.

Thursday, March 3, Afternoon Activities

- 12:00- 1:00** • Skyline College Employee Lunch— **Bldg. 6, Fireside Lounge**
- 1:00 - 2:30** • **“Empowering Students to Persist Beyond Their Struggles:”** (Rick Hough, Math Professor; Chris Gibson, English Professor)— **Bldg. 7, Rm. 7104**
Frustrated and bummed out when students fail, we teachers may find it especially hard to witness students not even trying because they see themselves as incapable. How can we counter students’ negative self-concept? Much research is emerging that points to the affective domain of learning, how it’s not just a matter of having the skills, but believing that you can succeed, and learning how to navigate disappointment and failure. In this workshop, learn some strategies to foster the growth mindset/ grit in your students, to enable them to persevere through their struggles.
- 1:00 - 2:00** • **“Mission Accessible: from Word to PDF”** (Liezl Madrona, Instructional Aide II)— **Bldg. 2, Rm. 2117B**
Do you use Word and PDF documents in the classroom? Educators today are faced with the challenge of both integrating technology into the classroom and teaching students of all learning styles and abilities. Under Section 508, ADA, and Section 504, all documents used at Skyline College are required to be screen-reader friendly and have captions. This workshop will help you create materials that support universal design. Join Liezl to learn how to make your Word documents accessible, and then export to an accessible PDF.
- 1:00 - 2:30** • **“Canvas 1: The Basics”** *NOTE: Repeat of morning workshop* (Ricardo Flores, Instructional Technologist)— **Bldg. 5, Library Classroom, Rm. 5200A**
“Canvas 1: The Basics” is the first of a series of slow-paced workshops offered this Spring 2016 in preparation for the move from Moodle to Canvas. This workshop is intended as a low-stakes introduction well in advance of the formal trainings that will take place when we move officially to Canvas. Participants in this workshop will: 1) create a free Canvas account; 2) edit their profile, settings, and notifications; 3) create a new course shell; 4) add content; and 5) import a course from WebAccess.
- Recommended skills for this workshop include: 1) basic computer skills (word processing, e-mail, file management); 2) basic internet skills (use of browser, searches, uploading/downloading files); and 3) an open mind and willingness to try new things.

Friday, March 4, Morning Activities

- 9:00 - 10:15** • **“Get Active! Engaging Students for Success in Larger Classes”** (Dr. Jonathan Paver, Dean of Academic Support & Learning Technologies)— **Bldg. 4, Rm. 4170**
As class sizes increase, it becomes more challenging to engage students in the learning experience. As a result, we often default to a lecture only methodology that keeps students in a passive learning mode. This session will explore best practices and simple techniques to promote active learning that you can immediately integrate into your larger classes to promote student success. We will explore active lecturing techniques, peer instruction, flipped classroom with technology, and creative use of instructional space.
- 9:30 - 10:30** • **“Understanding the Introversion/Extroversion Spectrum”** (Marcia Hakanson, Employee Assistance Program)— **Bldg. 7, Rm. 7104**
Do you prefer to read in the quiet library or the noisy cafe? Today, Introversion and

Extroversion are two of the most exhaustively researched subjects in the field of personality psychology. Participants will look at this subject to better understand the people around us – their needs, feelings, behaviors and temperaments – particularly when someone’s choices are different than our own.

- 10:45 – 11:45** • **“Communication: Giving Effective Feedback ”** (Marcia Hakanson, Employee Assistance Program)– **Bldg. 7, Rm. 7104**
 Communication is essential in creating a good working relationship with students and co-workers. This seminar identifies the basic elements of giving descriptive feedback. Participants will learn and practice techniques for giving effective feedback

Invitation-Only Activities

- 8:30 – 3:30** • **SEED Committee Diversity Retreat – Bldg. 6, Rm. 6202-6204**
- 9:00 – 12:00** • **ISLO Norming Meeting – Bldg. 6, Rm. 6203**
- 8:00 – 12:00** • **Other activities/meetings as arranged by programs, departments, and divisions**

Friday, March 4, Afternoon Division/Department/Program Meetings

- 12:30 – 2:00** • **Social Sciences/Creative Arts Division Meeting – Bldg. 1, Rm. 1111**
- 1:30 – 3:00** • **Science, Math, & Technology Division Meeting – Bldg. 7, Rm. 7106**
- 12:00 – 4:00** • **Other activities/meetings as determined by programs, departments, and divisions. Please check with your division or program coordinator to determine if you will be meeting in the afternoon.**



CTTL

The Center for
Transformative
Teaching and Learning

What We Do Not See: Exploring What We Leave at the Door

moderated by

Lee Mun Wah

Wednesday, November 25, 2015

8:30 a.m. - 12:30 p.m.

Building 6, Room 6202

Participant lunch to follow seminar

Join the Conversation

Back by popular demand, Lee Mun Wah will lead Skyline College employees in an exploration of the many ways implicit and explicit biases affect our relationships and sense of safety. Different from last year's presentation, this seminar will include a Racial Identity Assessment, and will help participants:

- explore and critically dialogue about implicit and explicit bias
- learn the importance of mindfully listening and culturally responding
- notice the impact they have on others
- learn how to de-escalate conflict/disagreement
- learn how to be curious, instead of being defensive, adversarial, or in denial
- take responsibility and work towards change




Lee Mun Wah

Lee Mun Wah is the Executive Director of Stirfry Seminars & Consulting, an agency that provides educational tools and workshops on issues pertaining to cross-cultural communication and awareness, mindful facilitation, and conflict mediation techniques. Lee Mun Wah believes when we value others for their uniqueness and differences, then we enhance the possibilities for our children and ourselves. Lee Mun Wah's films include award-winning *The Color of Fear*, *Stolen Ground*, and *Walking Each Other Home*. Other films include *Last Chance for Eden* and most recently, *If These Halls Could Talk*.

RSVP by Wednesday, November 18 at
leemunwahseminar.eventbrite.com



Employees only. Space is limited. For more information, contact
The Center for Transformative Teaching & Learning (CTTL) at skylinecttl@smccd.edu.




The Associated Students of Skyline College Presents

Islam 101

Monday, April 11
10AM - 1PM
Fireside Dining Room

- Learn to write Arabic calligraphy
- Learn to wrap a hijab & scarf sale
- Information booth by San Francisco Islamic School
- Test your knowledge of Islamic culture
- Free chicken & vegetarian pakoras with Student ID



Professional Development Offerings 2015/2016
Cañada College

Cañada College provided multiple professional development opportunities to classified staff, faculty, and administrators on diversity topics. Diversity topics are listed below and were offered during Flex Day activities and online.

Workshop/Event Title	Description	When Offered
Community, Engagement, and Classroom Culture	Workshop to share effective teaching strategies used for building community, jump-starting student engagement in course content, and teaching classroom culture at the beginning of the semester.	Fall 2015
The International Student Experience	International Student Ambassadors and staff from the International Student Center and Personal Counseling provided interactive workshop to help participants understand the international student experience: from prospective student to completion. Participants will be better prepared help provide a positive experience through each stage of the international student transition.	Spring 2016
What should we know when it comes to students with disabilities?	This workshop was offered by the Disability Resource Center and covered: <ul style="list-style-type: none"> • The most important points to know when it comes to students with disabilities • The services and accommodations are available on campus for students with disabilities • The concept of universal design • Referring a student to DRC • Learning disabilities and the testing process to determine learning disabilities • Reasons and methods for making materials accessible • An explanation of the blue form • Confidentiality and disability documentation 	Spring 2016
Lunch and Learn: Men of Color Discussion	This event provided information from the Minority Male Community College Collaborative Men of Color course and webinars. Participants discussed how this information can be applied to how we work with our male students of color at Cañada.	Fall 2015 Spring 2016
Accessibility, Universal Design, and our Classes	The Disability Resource Center provided a workshop on accessibility and universal design for instructional materials. Workshop provided tactics for general course planning and methods to create accessible materials for students.	Spring 2016
Gay Alliance SafeZone Training	Training about LGBTQ issues on campus and how we can create a safe a supportive campus. Participant outcomes include increased awareness, knowledge, and understanding of LGBTQ community as well as model inclusive classroom and office environments for students.	Fall 2015 Spring 2016
Beyond Warning Signs	Collaborative workshop offering ideas to design interventions, programs, and courses that work best for students that are having academic difficulties. The ideologies of this session are based on the Teaching Men of Color curriculum.	Spring 2016

<p>Communicating Across Cultures</p>	<p>Online training – Communication strategies and techniques to communicate well across multiple cultures; understand how others’ underlying beliefs, values, and history influence communication.</p>	<p>Fall 2015 Spring 2016</p>
<p>Managing Diversity</p>	<p>Online training – For managers and leaders to learn techniques to create and promote an inclusive work environment that celebrates diversity.</p>	<p>Fall 2015</p>

EXHIBIT



San Mateo County Community College District
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May 11, 2016

Rated section	A B C D E	Comments or examples of behavior
9. Communication with Students. Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:		
a. Listens to the students.		
b. Answers questions clearly.		
c. Pursues discussion to ensure students' understanding.		
d. Encourages all students to participate in discussion or activity.		
e. Allows students to express divergent viewpoints.		
f. Treats all students respectfully.		
g. Fosters a climate of respect.		



Management Performance Evaluation KEY PERFORMANCE INDICATORS

MANAGEMENT EVALUATION FOR: _____

EVALUATION PERIOD FROM: July 1, _____ TO: June 30, _____

NAME OF EVALUATOR: _____

Performance Evaluation Key:

S: Superior EE: Exceeds Expectations ME: Meets Expectations NI: Needs Improvement U: Unsatisfactory NA/O: Not Applicable/Observed

LEADERSHIP	S	EE	ME	NE	U	NA/O
1. Demonstrates an identifiable leadership acumen that leads to appropriate decision making, correct supervisory approaches, and intentional agenda execution consistent with overall institutional values.						
2. Supports and contributes to maintaining high standards of integrity in recruitment, hiring, reward, and performance management systems and the professional development and advancement of employees.						
3. Trusts and empowers others to complete assignments, provide input/suggestions, make appropriate decisions, and take action. Inspires, empowers and/or supports staff, individually or in groups, to contribute to desired outcomes of the division, department, or work unit.						
4. Is recognized and respected by the faculty, staff, students, and administration within the College and the District.						
5. Builds trust among colleagues by being honest, ethical, and transparent.						
6. Shares successes with others and takes responsibility for failures. Admits to, and learns from, mistakes.						
7. Has the ability to understand, communicate with and effectively interact with people across cultures and diverse abilities.						
8. Values the richness of diversity and creates an inclusive environment.						
9. Employs effective time management, planning, task management, and delegation skills.						
10. Manages conflict and change in ways that contribute to the long-term viability of the organization.						
Optional Comments:						

EXHIBIT 9

San Mateo County Community College District
Equal Employment Opportunity Fund Certification
May 11, 2016

BOARD REPORT NO. 16-5-100B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: David Feune, Director of Human Resources, 358-6775

APPROVAL OF SERVICE AWARD FOR 2015-2016 STUDENT TRUSTEE

Currently, the Student Trustee earns a maximum of \$326.00 per month for serving as Trustee. Prior to January 2016, when the Board received a compensation increase, the Student Trustee earned a maximum of \$310.50 per month. The Student Trustee is eligible, at the Board's discretion, for an additional \$3,788 service award if s/he has fulfilled the duties of the position for a 12-month period. The amount has been determined with consideration of the compensation increase.

Student Trustee Rupinder Bajwa has served as Student Trustee for the past 12 months and has fulfilled all requirements of the office as specified in the Education Code and Board Policies.

RECOMMENDATION

It is recommended that the Board authorize payment of a \$3,788 service award to Student Trustee Rupinder Bajwa, in accordance with Board Policy 1.05.

BOARD REPORT NO. 16-5-101B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6869

**ADOPTION OF RESOLUTION NO. 16-9 AUTHORIZING ISSUANCE
OF TAX AND REVENUE ANTICIPATION NOTES**

Tax and Revenue Anticipation Notes (TRANs) are short-term debt instruments issued by community college districts throughout the State to accommodate periods when cash flow is inadequate to cover normal General Fund expenditures. Since the District's major source of funding is through local tax revenues that are distributed in two segments each year, the availability of the TRAN provides appropriate cash flow flexibility for the District. With the exception of 1991-92, the District has issued these instruments for the past twenty-seven years. In order to simplify the process and obtain the best pricing for issuance costs, the District once again is proposing to participate in the California School Boards Association (CSBA) *California Cash Reserve Program* for issuance of tax-exempt TRANs.

The District will reserve the right to determine the maturity date of the TRAN in June 2016, depending on market conditions. The 2016-17 TRAN repayment will be due on June 30, 2017.

Pricing will be during June 2016; at that time, interest rates will be locked in. The District has the option of a fixed-rate investment for the note proceeds and is not obligated to participate until the District executes the pricing confirmation. Proceeds of the TRAN will be available to meet the District's temporary cash flow needs throughout the 2016-17 fiscal year.

Attached Resolution No. 16-9 authorizes the District to participate in the *California Cash Reserve Program* and to issue tax-exempt Tax and Revenue Anticipation Notes in an amount not to exceed \$30,000,000 for fiscal year 2016-17. The resolution authorizes various financing documentation and further authorizes the President of the Board of Trustees, the Chancellor, the Executive Vice Chancellor, the Chief Financial Officer and the Controller to sign all documents in connection with the issuance of the TRAN.

RECOMMENDATION

It is recommended that the Board adopt Resolution No. 16-9 authorizing issuance of 2016-17 Tax and Revenue Anticipation Notes in an amount not to exceed \$30,000,000.

THIS RESOLUTION MUST BE DISCUSSED, CONSIDERED AND DELIBERATED BY THE GOVERNING BOARD AS A SEPARATE ITEM OF BUSINESS ON THE GOVERNING BOARD'S AGENDA IN ACCORDANCE WITH CALIFORNIA GOVERNMENT CODE SECTION 53635.7.

**DISTRICT RESOLUTION
NO. 16-9**

NAME OF DISTRICT: SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT*

LOCATED IN: COUNTY OF SAN MATEO

MAXIMUM AMOUNT OF BORROWING: \$30,000,000

RESOLUTION OF THE GOVERNING BOARD AUTHORIZING THE BORROWING OF FUNDS FOR FISCAL YEAR 2016-2017 AND THE ISSUANCE AND SALE OF ONE OR MORE SERIES OF 2016-2017 TAX AND REVENUE ANTICIPATION NOTES THEREFOR AND PARTICIPATION IN THE CALIFORNIA SCHOOL CASH RESERVE PROGRAM AND REQUESTING THE BOARD OF SUPERVISORS OF THE COUNTY TO ISSUE AND SELL SAID SERIES OF NOTES

WHEREAS, school districts, community college districts and county boards of education are authorized by Sections 53850 to 53858, both inclusive, of the California Government Code (the "Act") (being Article 7.6, Chapter 4, Part 1, Division 2, Title 5 of the Government Code) to borrow money by the issuance of temporary notes; and

WHEREAS, the governing board (the "Board") has determined that, in order to satisfy certain obligations and requirements of the school district, community college district or county board of education specified above (the "District"), a public body corporate and politic located in the County designated above (the "County"), it is desirable that a sum (the "Principal Amount"), not to exceed the Maximum Amount of Borrowing designated above, be borrowed for such purpose during its fiscal year ending June 30, 2017 ("Fiscal Year 2016-2017") by the issuance of its 2016-2017 Tax and Revenue Anticipation Notes (the first series of which shall be referred to herein as the "Series A Notes" and any subsequent series of which shall be referred to herein as "Additional Notes," and collectively with the Series A Notes, the "Notes"), in one or more series (each a "Series"), therefor in anticipation of the receipt by or accrual to the District during Fiscal

* If the Name of the District indicated on the face hereof is not the correct legal name of the District which adopted this Resolution, it shall nevertheless be deemed to refer to the District which adopted this Resolution, and the Name of the District indicated on the face hereof shall be treated as the correct legal name of said District for all purposes in connection with the Program (as hereinafter defined).

Year 2016-2017 of taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for such fiscal year for the general fund and, if so indicated in a Pricing Confirmation (as defined in Section 4 hereof), capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District; and

WHEREAS, the Principal Amount may, as determined by the Authorized Officer (as hereinafter defined), be divided into two or more portions evidenced by two or more Series of Notes, which Principal Amount is to be confirmed and set forth in the Pricing Confirmation if one Series of Notes is issued, or if more than one Series of Notes are issued, such Principal Amount will be equal to the sum of the Series Principal Amounts (as defined in Section 2 hereof) as confirmed and set forth in the Pricing Confirmation applicable to each Series of Notes; and

WHEREAS, the District hereby determines to borrow, for the purposes set forth above, the Principal Amount by the issuance, in one or more Series, of the Notes;^{**} and

WHEREAS, because the District does not have fiscal accountability status pursuant to Section 1080, Section 42647, Section 42650 or Section 85266 of the California Education Code, it requests the Board of Supervisors of the County to borrow, on the District's behalf, the Principal Amount by the issuance of the Notes in one or more Series; and

WHEREAS, pursuant to Section 53853 of the Act, if the Board of Supervisors of the County fails or refuses to authorize the issuance of the Notes within the time period specified in said Section 53853, following receipt of this Resolution, and the Notes, in one or more series, are issued in conjunction with tax and revenue anticipation notes, in one or more series, of other Issuers (as hereinafter defined), the District may issue the Notes, in one or more series, in its name pursuant to the terms stated herein; and

WHEREAS, it appears, and this Board hereby finds and determines, that the Principal Amount, when added to the interest payable thereon, does not exceed eighty-five percent (85%) of the estimated amount of the uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2016-2017 which will be received by or which will accrue to the District during such fiscal year for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District and which will be available for the payment of the principal of each Series of Notes and the interest thereon; and

WHEREAS, no money has heretofore been borrowed by or on behalf of the District through the issuance of tax anticipation notes or temporary notes in anticipation of the receipt of, or payable from or secured by, taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2016-2017 which will be received by or will accrue to the District during such fiscal year

^{**} Unless the context specifically requires otherwise, all references to "Series of Notes" herein shall be deemed to refer, to (i) the Note, if issued in one series by the County (or the District, as applicable) hereunder, or (ii) each individual Series of Notes severally, if issued in two or more series by the County (or the District, as applicable) hereunder.

for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District; and

WHEREAS, pursuant to Section 53856 of the Act, certain taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys which will be received by or accrue to the District during Fiscal Year 2016-2017 are authorized to be pledged for the payment of the principal of each Series of Notes (as applicable) and the interest thereon (as hereinafter provided); and

WHEREAS, the District has determined that it is in the best interests of the District to participate in the California School Cash Reserve Program (the "Program"), whereby participating school districts, community college districts and county boards of education (collectively, the "Issuers") will simultaneously issue tax and revenue anticipation notes; and

WHEREAS, due to uncertainties existing in the financial markets, the Program has been designed with alternative structures, each of which the District desires to approve; and

WHEREAS, under the first structure (the "Certificate Structure"), the District would issue one or more Series of Notes, each Series of Notes to be marketed with some or all of the notes issued simultaneously by other Issuers participating in the Program, and Piper Jaffray & Co., as underwriter for the Program (the "Underwriter"), and Dale Scott & Company, as financial advisor for the Program (the "Financial Advisor"), would form one or more pools of notes or series of certificates (the "Certificates") of participation (the "Series of Certificates") distinguished by (i) whether and what type(s) of Credit Instrument (as hereinafter defined) secures notes comprising each Series of Certificates, and (ii) possibly other features, all of which the District hereby authorizes the Underwriter and the Financial Advisor to determine; and

WHEREAS, the Certificate Structure requires the Issuers participating in any particular Series of Certificates to deposit their applicable series of tax and revenue anticipation notes with U.S. Bank National Association, as trustee (the "Trustee"), pursuant to a trust agreement between such Issuers and the Trustee (the trust agreement applicable to each Series of Certificates, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein collectively as, the "Trust Agreement"), and requires the Trustee, pursuant to the Trust Agreement, to execute and deliver the Certificates evidencing and representing proportionate undivided interests in the payments of principal of and interest on the tax and revenue anticipation notes issued by the Issuers comprising such Series of Certificates; and

WHEREAS, if the Certificate Structure is implemented, the District desires to have the Trustee execute and deliver a Series of Certificates which evidences and represents interests of the owners thereof in each Series of Notes issued by the District and the notes issued simultaneously by other Issuers participating in such Series of Certificates; and

WHEREAS, as additional security for the owners of each Series of Certificates, all or a portion of the payments by all of the Issuers of their respective series of notes comprising such Series of Certificates may or may not be secured by an irrevocable letter (or letters) of credit or

policy (or policies) of insurance or other credit instrument (or instruments) (collectively, the “Credit Instrument”) issued by the credit provider (or credit providers) (collectively, the “Credit Provider”) designated in the applicable Trust Agreement, as finally executed, pursuant to a credit agreement (or agreements) or commitment letter (or letters) (such credit agreement (or agreements) or commitment letter (or letters), if any, in the forms presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein collectively as, the “Credit Agreement”) identified in the applicable Trust Agreement, as finally executed, between, in the case of an irrevocable letter (or letters) of credit or policy (or policies) of insurance or other credit instrument (or instruments), the Issuers and the corresponding Credit Provider; and

WHEREAS, pursuant to the Certificate Structure, the Underwriter will submit an offer to purchase each Series of Notes issued by the District and the notes issued by other Issuers participating in the same Series of Certificates all as evidenced and represented by such Series of Certificates (which offer will specify, as designated in the Pricing Confirmation applicable to the sale of such Series of Notes to be sold by the District, the principal amount, interest rate and Credit Instrument (if any)), and has submitted a form of certificate purchase agreement (such certificate purchase agreement, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as, the “Certificate Purchase Agreement”) to the Board; and

WHEREAS, pursuant to the Certificate Structure each participating Issuer will be responsible for its share of (i) the fees of the Trustee and the costs of issuing the applicable Series of Certificates, (ii) if applicable, the fees of the Credit Provider(s), and (iii) if applicable, the Issuer’s allocable share of all Predefault Obligations and the Issuer’s Reimbursement Obligations, if any (each as defined in the Trust Agreement); and

WHEREAS, the Certificate Structure requires that each participating Issuer approve the Trust Agreement, the alternative Credit Instruments and Credit Agreements, if any, and the Certificate Purchase Agreement in substantially the forms presented to the Board, with the final type of Credit Instrument and corresponding Credit Agreement determined in the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District; and

WHEREAS, under the second structure (the “Bond Pool Structure”), participating Issuers would be required to sell each series of their tax and revenue anticipation notes to the California School Cash Reserve Program Authority (the “Authority”) pursuant to note purchase agreements (such note purchase agreements, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as, the “Note Purchase Agreements”), each between such individual Issuer and the Authority, and dated as of the date of the Pricing Confirmation applicable to the sale of the individual Issuer’s series of notes to be sold, a form of which has been submitted to the Board; and

WHEREAS, the Authority, pursuant to advice of the Underwriter and the Financial Advisor, will form one or more pools of notes of each participating Issuer (the “Pooled Notes”) and assign each respective series of notes to a particular pool (the “Pool”) and sell a series of senior bonds (each a “Series of Senior Bonds”) and, if desirable, a corresponding series of

subordinate bonds (each a “Series of Subordinate Bonds” and collectively with a Series of Senior Bonds, a “Series of Pool Bonds”) secured by each Pool pursuant to an indenture and/or a supplement thereto (the original indenture and each supplement thereto applicable to a Series of Pool Bonds to which the Note shall be assigned is hereinafter collectively referred to as the “Indenture”) between the Authority and the Trustee, each Series of Pool Bonds distinguished by (i) whether or what type(s) of Credit Instrument(s) secure(s) such Series of Pool Bonds, (ii) the principal amounts or portions of principal amounts of the notes of such respective series assigned to the Pool, or (iii) other factors, and the District hereby acknowledges and approves the discretion of the Authority, acting upon the advice of the Underwriter and the Financial Advisor, to assign the District’s Notes of such respective Series to such Pool and such Indenture as the Authority may determine; and

WHEREAS, at the time of execution of the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District, the District will (in such Pricing Confirmation) request the Authority to issue a Series of Pool Bonds pursuant to an Indenture to which such Series of Notes identified in such Pricing Confirmation will be assigned by the Authority in its discretion, acting upon the advice of the Underwriter, which Series of Pool Bonds will be payable from payments of all or a portion of principal of and interest on such Series of Notes and the other respective series of notes of other participating Issuers assigned to the same Pool and assigned to the same Indenture to which the District’s Series of Notes is assigned; and

WHEREAS, as additional security for the owners of each Series of Pool Bonds, all or a portion of the payments by all of the Issuers of the respective series of notes assigned to such Series of Pool Bonds may or may not be secured (by virtue or in form of the Series of Pool Bonds, as indicated in the Pricing Confirmation applicable to such Series of Pool Bonds, being secured in whole or in part) by one or more Credit Instruments issued by one or more Credit Providers designated in the applicable Indenture, as finally executed, pursuant to a Credit Agreement, if any, identified in the applicable Indenture, as finally executed, between, in the case of an irrevocable letter (or letters) of credit or policy (or policies) of insurance or other credit instrument (or instruments), the Issuers and the corresponding Credit Provider; and

WHEREAS, pursuant to the Bond Pool Structure each Issuer, whose series of notes is assigned to a Pool as security for a Series of Pool Bonds, will be responsible for its share of (i) the fees of the Trustee and the costs of issuing the applicable Series of Pool Bonds, (ii), if applicable, the fees of the Credit Provider(s), and (iii) if applicable, the Issuer’s allocable share of all Predefault Obligations and the Issuer’s Reimbursement Obligations, if any (each as defined in the Indenture) applicable to such Series of Pool Bonds; and

WHEREAS, the Bond Pool Structure requires that each participating Issuer approve the Indenture, the alternative Credit Instruments and Credit Agreements, if any, and the Note Purchase Agreement in substantially the forms presented to the Board, with the final type of Credit Instrument and corresponding Credit Agreement, if any, to be determined in the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District; and

WHEREAS, pursuant to the Bond Pool Structure, the Underwriter will submit an offer to the Authority to purchase, in the case of each Pool of notes, the Series of Pool Bonds which will be secured by the Indenture to which such Pool will be assigned; and

WHEREAS, all or portions of the net proceeds of each Series of Notes issued by the District, may be invested in one or more Permitted Investments (as defined in the Trust Agreement or the Indenture, as applicable), including under one or more investment agreements with one or more investment providers (if any), the initial investment of which is to be determined in the Pricing Confirmation related to such Series of Notes; and

WHEREAS, it is necessary to engage the services of certain professionals to assist the District in its participation in the Program;

NOW, THEREFORE, the Board hereby finds, determines, declares and resolves as follows:

Section 1. Recitals. All the above recitals are true and correct and this Board so finds and determines.

Section 2. Issuance of Notes.

(A) Initial Issuance of Notes. This Board hereby determines to borrow, and hereby requests the Board of Supervisors of the County to borrow for the District, in anticipation of the receipt by or accrual to the District during Fiscal Year 2016-2017 of taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for such fiscal year for the general fund and, if so indicated in the applicable Pricing Confirmation, the capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation)* of the District, and not pursuant to any common plan of financing of the District, by the issuance by the Board of Supervisors of the County, in the name of the District, of Notes under Sections 53850 *et seq.* of the Act, designated generally as the District's "2016-2017 [Subordinate]** Tax and Revenue Anticipation Notes, Series ___" in one or more of the following Series, in order of priority of payment as described herein:

(1) the Series A Notes, being the initial Series of Notes issued under this Resolution, together with one or more Series of Additional Notes issued in accordance with the provisions of Section 2(B) hereof and payable on a parity with the Series A Notes (collectively, the "Senior Notes"); and

(2) one or more Series of Additional Notes issued in accordance with the provisions of Section 2(B) hereof and payable on a subordinate basis to (i) any Senior Notes, and (ii) any previously issued Subordinate Notes if so specified in the related Pricing Confirmation (collectively, the "Subordinate Notes"), which Subordinate Notes shall be identified as such.

Each such Series of Notes shall be issued in the form of one registered note at the principal amount thereof (the "Series Principal Amount") as set forth in the applicable Pricing Confirmation and all such Series Principal Amounts aggregating to the Principal Amount set forth in such Pricing Confirmations, in each case, to bear a series designation, to be dated the

* For purposes of this Resolution, such funds shall be referred to as the "capital fund" and "special revenue fund."

** A Series of Notes shall bear the "Subordinate" designation if it is a Series of Subordinate Notes.

date of its respective delivery to the respective initial purchaser thereof, to mature (without option of prior redemption) not more than thirteen (13) months thereafter on a date indicated on the face thereof and determined in the Pricing Confirmation applicable to such Series of Notes (collectively, the "Maturity Date"), and to bear interest, payable at the applicable maturity (and, if the maturity is longer than twelve (12) months, an additional interest payment shall be payable within twelve (12) months of the issue date, as determined in the applicable Pricing Confirmation) and computed upon the basis of a 360-day year consisting of twelve 30-day months, at a rate not to exceed twelve percent (12%) per annum as determined in the Pricing Confirmation applicable to such Series of Notes and indicated on the face of such Series of Notes (collectively, the "Note Rate").

With respect to the Certificate Structure, if a Series of Notes as evidenced and represented by the corresponding Series of Certificates is secured in whole or in part by a Credit Instrument and is not paid at maturity or is paid (in whole or in part) by a draw under, payment by or claim upon a Credit Instrument which draw, payment or claim is not fully reimbursed on such date, such Series of Notes shall become a Defaulted Note (as defined in the Trust Agreement), and the unpaid portion thereof with respect to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been fully made shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate (as defined in the Trust Agreement). If a Series of Notes as evidenced and represented by the corresponding Series of Certificates is unsecured in whole or in part and is not fully paid at the Maturity Date, the unpaid portion thereof (or the portion thereof to which no Credit Instrument applies which is unpaid) shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate.

With respect to the Bond Pool Structure, if a Series of Pool Bonds issued in connection with a Series of Notes is secured in whole or in part by a Credit Instrument or such Credit Instrument secures the Series of Notes in whole or in part and all principal of and interest on such Series of Notes is not paid in full at maturity or payment of principal of and interest on such Series of Notes is paid (in whole or in part) by a draw under, payment by or claim upon a Credit Instrument which draw, payment or claim is not fully reimbursed on such date, such Series of Notes shall become a Defaulted Note (as defined in the Indenture), and the unpaid portion thereof with respect to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been fully made shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate (as defined in the Indenture). If a Series of Notes or the Series of Pool Bonds issued in connection therewith is not so secured in whole or in part and such Series of Notes is not fully paid at the Maturity Date, the unpaid portion thereof (or the portion thereof to which no Credit Instrument applies which is unpaid) shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate.

In each case set forth in the preceding two paragraphs, the obligation of the District with respect to such Defaulted Note or unpaid Series of Notes shall not be a debt or liability of the District prohibited by Article XVI, Section 18 of the California Constitution and the District shall not be liable thereon except to the extent of the income and revenue provided for Fiscal Year 2016-2017 within the meaning of Article XVI, Section 18 of the California Constitution, as provided in Section 8 hereof.

Both the principal of and interest on each Series of Notes shall be payable in lawful money of the United States of America, but only upon surrender thereof, at the corporate trust office of U.S. Bank National Association in Los Angeles, California, or as otherwise indicated in the Trust Agreement or the Indenture, as applicable. The Principal Amount may, prior to the issuance of any Series of Notes, be reduced from the Maximum Amount of Borrowing specified above, in the discretion of the Underwriter upon consultation with the Authorized Officer. The Principal Amount shall, prior to the issuance of the last Series of Notes, be reduced from the Maximum Amount of Borrowing specified above if and to the extent necessary to obtain an approving legal opinion of Orrick, Herrington & Sutcliffe LLP (“Bond Counsel”) as to the legality thereof or, if applicable, the exclusion from gross income for federal tax purposes of interest thereon (or on any Series of Pool Bonds related thereto). The Principal Amount shall, prior to the issuance of the last Series of Notes, also be reduced from the Maximum Amount of Borrowing specified above, and other conditions shall be met by the District prior to the issuance of each Series of Notes, if and to the extent necessary to obtain from the Credit Provider that issues the Credit Instrument securing the corresponding Series of Certificates evidencing and representing such Series of Notes or the related Series of Pool Bonds to which such Series of Notes is assigned its agreement to issue the Credit Instrument securing such Series of Certificates or Series of Pool Bonds, as the case may be. Notwithstanding anything to the contrary contained herein, if applicable, the approval of the corresponding Credit Provider of the issuance of such Series of Notes and the decision of the Credit Provider to deliver the Credit Instrument shall be in the sole discretion of the Credit Provider, and nothing herein shall be construed to require the Credit Provider to issue a Credit Instrument or to approve the issuance of such Series of Notes.

In the event the Board of Supervisors of the County fails or refuses to authorize the issuance of the Notes within the time period specified in Section 53853 of the Act, following receipt of this Resolution, this Board hereby authorizes issuance of such Notes, in the District’s name, in one or more series, pursuant to the terms stated in this Section 2 and the terms stated hereafter. The Notes, in one or more series, shall be issued in conjunction with the note or notes (in each case, in one or more series) of one or more other Issuers as part of the Program and within the meaning of Section 53853 of the Act.

(B) Issuance of Additional Notes. The District (or the County on its behalf, as applicable) may at any time issue pursuant to this Resolution, one or more Series of Additional Notes consisting of Senior Notes or Subordinate Notes (including Subordinate Notes that are further subordinated to previously issued Subordinate Notes, as provided in the applicable Pricing Confirmation), subject in each case to the following specific conditions, which are hereby made conditions precedent to the issuance of any such Series of Additional Notes:

(1) The District shall not have issued any tax and revenue anticipation notes relating to the 2016-2017 fiscal year except (a) in connection with the Program under this Resolution, or (b) notes secured by a pledge of its Unrestricted Revenues (as defined in Section 8) that is subordinate in all respects to the pledge of its Unrestricted Revenues hereunder; the District shall be in compliance with all agreements and covenants contained herein; and no Event of Default shall have occurred and be continuing with respect to any such outstanding previously issued notes or Series of Notes.

(2) The aggregate Principal Amount of Notes issued and at any time outstanding hereunder shall not exceed any limit imposed by law, by this Resolution or by any resolution of the Board amending or supplementing this Resolution (each a “Supplemental Resolution”).

(3) Whenever the District shall determine to issue, execute and deliver any Additional Notes pursuant to this Section 2(B), the Series Principal Amount of which, when added to the Series Principal Amounts of all Series of Notes previously issued by the District, would exceed the Maximum Amount of Borrowing authorized by this Resolution, the District shall adopt a Supplemental Resolution amending this Resolution to increase the Maximum Amount of Borrowing as appropriate and shall submit such Supplemental Resolution to the Board of Supervisors of the County as provided in Section 53850 *et seq.* of the Act with a request that the County issue such Series of Additional Notes in the name of the District as provided in Sections 2(A) and 9 hereof. The Supplemental Resolution may contain any other provision authorized or not prohibited by this Resolution relating to such Series of Additional Notes.

(4) The District may issue a Series of Additional Notes that are Senior Notes payable on a parity with all other Series of Senior Notes of the District or that are Subordinate Notes payable on a parity with one or more Series of outstanding Subordinate Notes, only if it obtains (a) the consent of each Credit Provider relating to each previously issued Series of Notes that will be on a parity with such Series of Additional Notes, and (b) evidence that no rating then in effect with respect to any outstanding Series of Certificates or Series of Bonds, as applicable, from a Rating Agency will be withdrawn, reduced, or suspended solely as a result of the issuance of such Series of Additional Notes (a “Rating Confirmation”). Except as provided in Section 8, the District may issue one or more Series of Additional Notes that are subordinate to all previously issued Series of Notes of the District without Credit Provider consent or a Rating Confirmation. The District may issue tax and revenue anticipation notes other than in connection with the Program under this Resolution only if such notes are secured by a pledge of its Unrestricted Revenues that is subordinate in all respects to the pledge of its Unrestricted Revenues hereunder.

(5) Before such Additional Notes shall be issued, the District shall file or cause to be filed the following documents with the Trustee:

(a) An Opinion of Counsel to the District to the effect that (A) such Additional Notes constitute the valid and binding obligations of the District, (B) such Additional Notes are special obligations of the District and are payable from the moneys pledged to the payment thereof in this Resolution, and (C) the applicable Supplemental Resolution, if any, has been duly adopted by the District.

(b) A certificate of the District certifying as to the incumbency of its officers and stating that the requirements of this Section 2(B) have been met.

(c) A certified copy of this Resolution and any applicable Supplemental Resolution.

(d) If this Resolution was amended by a Supplemental Resolution to increase the Maximum Amount of Borrowing, the resolution of the County Board of Supervisors approving such increase in the Maximum Amount of Borrowing and the issuance of such Additional Notes, or evidence that the County Board of Supervisors has elected to not issue such Additional Notes.

(e) An executed counterpart or duly authenticated copy of the applicable Certificate Purchase Agreement or Note Purchase Agreement.

(f) A Pricing Confirmation relating to the Series of Additional Notes duly executed by an Authorized Officer (as defined in Section 4).

(g) The Series of Additional Notes duly executed by the applicable County representatives as provided in Section 9 hereof, or executed by the applicable Authorized Officers of the District if the County shall have declined to issue the Series of Additional Notes in the name of the District, either in connection with the initial issuance of the Series A Notes or in connection with any Supplemental Resolution increasing the Maximum Amount of Borrowing.

(h) If the Additional Notes are to be parity Senior Notes or parity Subordinate Notes, the Credit Provider consent(s) and Rating Confirmation(s) required pursuant to paragraph (4) above.

Upon the delivery to the Trustee of the foregoing instruments and, if the Bond Pool Structure is implemented, satisfaction of the provisions of Section 2.12 of the Indenture with regard to the issuance of a corresponding Series of Additional Bonds (as defined therein), the Trustee shall authenticate and deliver said Additional Notes to, or upon the written request of, the District. Upon execution and delivery by the District and authentication by the Trustee, said Additional Notes shall be valid and binding obligations of the District notwithstanding any defects in satisfying any of the foregoing requirements.

Section 3. Form of Notes. Each Series of the Notes shall be issued in fully registered form without coupons and shall be substantially in the form and substance set forth in Exhibit A, attached hereto and by reference incorporated herein, the blanks in said form to be filled in with appropriate words and figures.

Section 4. Sale of Notes; Delegation. Any one of the President or Chairperson of the Board, the Superintendent, the Assistant Superintendent for Business, the Assistant Superintendent for Administrative Services, the business manager, director of business or fiscal services or chief financial/business officer of the District, as the case may be, or, in the absence of said officer, his or her duly appointed assistant (each an "Authorized Officer"), is hereby authorized and directed to negotiate, with the Underwriter (if the Certificate Structure is implemented) or the Authority (if the Bond Pool Structure is implemented), an interest rate or rates on each Series of the Notes to the stated maturity or maturities thereof, which shall not, in any individual case, exceed twelve percent (12%) per annum (per Series of Notes), and the purchase price to be paid by the Underwriter or the Authority, as applicable, for the respective Series of the Notes, which purchase price shall be at a discount which when added to the

District's share of the costs of issuance shall not be more than the greater of (a) one percent (1%) of (i) the Principal Amount of the Note, if only one Series of Notes is issued or (ii) the Series Principal Amount of each individual Series of Notes, if more than one series is issued, or (b) five thousand dollars (\$5,000). If such interest rate and price and other terms of the sale of the Series of Notes set out in the Pricing Confirmation applicable to such Series of Notes are acceptable to said Authorized Officer, said Authorized Officer is hereby further authorized and directed to execute and deliver the pricing confirmation supplement applicable to such Series of Notes to be delivered by the Underwriter (on behalf of itself, if the Certificate Structure is implemented and on behalf of the Authority, if the Bond Pool Structure is implemented) to the District on a date within five (5) days, or such longer period of time as agreed by the Underwriter or the Authority, as applicable, of said negotiation of interest rates and purchase price during the period from May 1, 2016 (or the date of adoption of this Resolution if after May 1, 2016) through June 15, 2017 (the "Pricing Confirmation"), substantially in the form presented to this meeting as Schedule I to the Certificate Purchase Agreement or the Note Purchase Agreement, as applicable, with such changes therein as said Authorized Officer shall require or approve, and such other documents or certificates required to be executed and delivered thereunder or to consummate the transactions contemplated hereby or thereby, for and in the name and on behalf of the District, such approval by this Board and such officer to be conclusively evidenced by such execution and delivery. In the event more than one Series of Notes are issued, a separate Pricing Confirmation shall be executed and delivered corresponding to each Series of Notes. Any Authorized Officer is hereby further authorized to execute and deliver, prior to the execution and delivery of the Pricing Confirmation applicable to a Series of Notes, the Certificate Purchase Agreement or the Note Purchase Agreement applicable to such Series of Notes, substantially in the forms presented to this meeting, which forms are hereby approved, with such changes therein as said officer shall require or approve, such approval to be conclusively evidenced by such execution and delivery; provided, however, that any such Certificate Purchase Agreement or Note Purchase Agreement shall not be effective and binding on the District until the execution and delivery of the corresponding Pricing Confirmation. Delivery of a Pricing Confirmation by fax or telecopy of an executed copy shall be deemed effective execution and delivery for all purposes. If requested by said Authorized Officer at his or her option, any duly authorized deputy or assistant of such Authorized Officer may approve said interest rate or rates and price by execution of the Certificate Purchase Agreement or the Note Purchase Agreement(s), as applicable, and/or the corresponding Pricing Confirmation(s).

Section 5. Program Approval. The District hereby delegates to the Authority the authority to select which structure (*i.e.*, the Certificate Structure or the Bond Pool Structure) shall be implemented, with the Authorized Officer of the District accepting and approving such selection by execution of the applicable Pricing Confirmation.

(A) Certificate Structure. If the Certificate Structure is implemented, each Series of Notes of the District shall be combined with notes of other Issuers into a Series of Certificates as set forth in general terms in the Pricing Confirmation (which need not include specific information about such other notes or Issuers) applicable to such Series of Notes, and shall be marketed and sold simultaneously with such other notes of that Series with such credit support (if any) referred to in the Pricing Confirmation, and shall be evidenced and represented by the Certificates which shall evidence and represent proportionate, undivided interests in such Series of Notes in the proportion that the face amount of such Series of Notes bears to the total

aggregate face amount of such Series of Notes and the notes issued by other Issuers which the Series of Certificates represent. Such Certificates may be delivered in book-entry form.

The District hereby delegates to the Authority the authority to select the Credit Instrument(s), Credit Provider(s) and Credit Agreement(s), if any, for each Series of Certificates which evidences and represents interests of the owners thereof in the related Series of Notes of the District and the notes issued by other Issuers evidenced and represented by such Series of Certificates, all of which shall be identified in, and approved by the Authorized Officer of the District executing, the Pricing Confirmation for such Series of Notes, the Trust Agreement and the Credit Agreement(s) (if any), for and in the name and on behalf of the District, such approval of such officer to be conclusively evidenced by the execution of the Pricing Confirmation, the Trust Agreement and the Credit Agreement(s) (if any).

The form of Trust Agreement, alternative general types of Credit Instruments and forms of Credit Agreements, if any, presented to this meeting are hereby approved, and each Authorized Officer is hereby authorized and directed to execute and deliver the Trust Agreement and the Credit Agreement(s), if applicable, which shall be identified in the Pricing Confirmation for the related Series of Notes, in substantially one or more of said forms (a substantially final form of Credit Agreement to be delivered to such Authorized Officer concurrent with the Pricing Confirmation), with such changes therein as said officer shall require or approve, such approval of this Board and such officer to be conclusively evidenced by the execution of the Trust Agreement, Credit Agreement(s) and Pricing Confirmation, respectively.

The form of the Preliminary Official Statement presented to this meeting is hereby approved, and the Underwriter is hereby authorized to distribute the Preliminary Official Statement in connection with the offering and sale of each Series of Certificates. Each Authorized Officer is hereby authorized and directed to provide the Underwriter with such information relating to the District as the Underwriter shall reasonably request for inclusion in the Preliminary Official Statement for each Series of Certificates. Upon inclusion of the information relating to the District therein, the Preliminary Official Statement for the applicable Series of Certificates shall be, except for certain omissions permitted by Rule 15c2-12 of the Securities Exchange Act of 1934, as amended (the "Rule"), deemed final within the meaning of the Rule; provided that no representation is made as to the information contained in a Preliminary Official Statement relating to the other Issuers or any Credit Provider, and the Authority is hereby authorized to certify on behalf of the District that each Preliminary Official Statement is, as of its date, deemed final within the meaning of the Rule. If, at any time prior to the execution of a Pricing Confirmation, any event occurs as a result of which the information contained in the related Preliminary Official Statement relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriter. The Authority is hereby authorized and directed, at or after the time of the sale of any Series of Certificates, for and in the name and on behalf of the District, to execute a final Official Statement in substantially the form of the Preliminary Official Statement presented to this meeting, with such additions thereto or changes therein as the Authority may approve, such approval to be conclusively evidenced by the execution and delivery thereof.

The Trustee is authorized and directed to execute each Series of Certificates on behalf of the District pursuant to the terms and conditions set forth in the related Trust Agreement, in the aggregate principal amount specified in the Trust Agreement, and substantially in the form and otherwise containing the provisions set forth in the form of the Certificate contained in the Trust Agreement. When so executed, each Series of Certificates shall be delivered by the Trustee to the Underwriter upon payment of the purchase price thereof, pursuant to the terms of the Trust Agreement and the applicable Certificate Purchase Agreement.

Subject to Section 8 hereof, the District hereby agrees that if a Series of Notes as evidenced and represented by a Series of Certificates shall become a Defaulted Note, the unpaid portion thereof or the portion to which a Credit Instrument applies for which full reimbursement on a draw, payment or claim has not been made by the Maturity Date shall be deemed outstanding and shall not be deemed to be paid until (i) the Credit Provider providing a Credit Instrument with respect to such Series of Certificates, and therefore, if applicable, all or a portion of such Series of Notes, if any, has been reimbursed for any drawings, payments or claims made under the Credit Instrument with respect to such Series of Notes, including interest accrued thereon, as provided therein and in the applicable Credit Agreement, and (ii) the holders of the Series of Certificates which evidence and represent such Series of Notes are paid the full principal amount represented by the unsecured portion of such Series of Notes plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. For purposes of clause (ii) of the preceding sentence, holders of the applicable Series of Certificates will be deemed to have received such principal amount and such accrued interest upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under each Series of Notes, any fees or expenses of the Trustee and, to the extent permitted by law, if such Series of Notes as evidenced and represented by the related Series of Certificates is secured in whole or in part by a Credit Instrument, any Predefault Obligations and Reimbursement Obligations (to the extent not payable under such Series of Notes), (i) arising out of an "Event of Default" hereunder or (ii) arising out of any other event (other than an event arising solely as a result of or otherwise attributable to a default by any other Issuer). In the case described in (ii) above with respect to Predefault Obligations, the District shall owe only the percentage of such fees, expenses and Predefault Obligations equal to the ratio of the Principal Amount (or Series Principal Amount as applicable) of its Series of Notes over the aggregate Principal Amounts (or Series Principal Amounts, as applicable) of all series of notes, including such Series of Notes, of the Series of Certificates of which such Series of Notes is a part, at the time of original issuance of such Series of Certificates. Such additional amounts will be paid by the District within twenty-five (25) days of receipt by the District of a bill therefor from the Trustee.

If the Certificate Structure is implemented, any Authorized Officer is hereby authorized to execute and deliver any Information Return for Tax-Exempt Governmental Obligations, Form 8038-G of the Internal Revenue Service ("Form 8038-G"), in connection with the issuance of a Tax-Exempt (as defined in Section 7) Series of Notes and the related Series of Certificates. To the extent permitted by law, the Authority, the Trustee, the Underwriter, the Financial Advisor and Bond Counsel are each hereby authorized to execute and deliver any Form 8038-G for and on behalf of the District in connection with the issuance of a Tax-Exempt Series of Notes and the related Series of Certificates, as directed by an Authorized Officer of the District.

(B) Bond Pool Structure. If the Bond Pool Structure is implemented, the Pricing Confirmation for a Series of Notes may, but shall not be required to, specify the Series of Pool Bonds to which such Series of Notes will be assigned (but need not include information about other series of notes assigned to the same pool or their Issuers).

The District hereby delegates to the Authority the authority to select the Credit Instrument(s), Credit Provider(s) and Credit Agreement(s), if any, for each Series of Senior Bonds and corresponding Series of Subordinate Bonds, if any, to which each Series of Notes issued by the District will be assigned, all of which shall be identified in, and approved by the Authorized Officer of the District executing, the Pricing Confirmation for such Series of Notes and the Credit Agreement(s) (if any), for and in the name and on behalf of the District, such approval of such officer to be conclusively evidenced by the execution of the Pricing Confirmation and the Credit Agreement(s) (if any).

The alternative general types of Credit Instruments and the forms of Credit Agreements, if any, presented to this meeting are hereby approved, and each Authorized Officer is hereby authorized and directed to execute and deliver a Credit Agreement(s), if any, which shall be identified in the Pricing Confirmation for the related Series of Notes, in substantially one or more of said forms (a substantially final form of Credit Agreement to be delivered to such Authorized Officer concurrent with the Pricing Confirmation), with such changes therein as said officer shall require or approve, such approval of this Board and such officer to be conclusively evidenced by the execution of the Credit Agreement and Pricing Confirmation, respectively.

The form of Indenture presented to this meeting is hereby acknowledged and approved, and it is acknowledged that the Authority will execute and deliver the Indenture and one or more Supplemental Indentures, which shall be identified in the Pricing Confirmation applicable to the Series of Notes to be issued, in substantially one or more of said forms with such changes therein as the Authorized Officer who executes such Pricing Confirmation shall require or approve (substantially final forms of the Indenture and the Supplemental Indenture (if applicable) to be delivered to the Authorized Officer concurrently with the Pricing Confirmation applicable to the Series of Notes to be issued), such approval of such Authorized Officer and this Board to be conclusively evidenced by the execution of the Pricing Confirmation applicable to such Series of Notes. It is acknowledged that the Authority is authorized and requested to issue one or more Series of Pool Bonds (consisting of a Series of Senior Bonds and, if desirable, a corresponding Series of Subordinate Bonds) pursuant to and as provided in the Indenture as finally executed and, if applicable, each Supplemental Indenture as finally executed.

Each Authorized Officer is hereby authorized and directed to provide the Underwriter with such information relating to the District as the Underwriter shall reasonably request for inclusion in the Preliminary Official Statement(s) and Official Statement(s) of the Authority relating to a Series of Pool Bonds. If, at any time prior to the execution of a Pricing Confirmation, any event occurs as a result of which the information contained in the corresponding Preliminary Official Statement or other offering document relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriter.

Subject to Section 8 hereof, the District hereby agrees that if a Series of Notes shall become a Defaulted Note, the unpaid portion thereof or the portion to which a Credit Instrument applies for which full reimbursement on a draw, payment or claim has not been made by the Maturity Date shall be deemed outstanding and shall not be deemed to be paid until (i) any Credit Provider providing a Credit Instrument with respect to such Series of Notes or the Series of Pool Bonds issued in connection with such Series of Notes, has been reimbursed for any drawings, payments or claims made under the Credit Instrument with respect to such Series of Notes, including interest accrued thereon, as provided therein and in the applicable Credit Agreement, and (ii) the holders of such Series of Notes or the Series of the Pool Bonds issued in connection with such Series of Notes are paid the full principal amount represented by the unsecured portion of such Series of Notes plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. For purposes of clause (ii) of the preceding sentence, holders of such Series of Pool Bonds will be deemed to have received such principal amount and such accrued interest upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under each Series of Notes, any fees or expenses of the Trustee and, to the extent permitted by law, if such Series of Notes is secured in whole or in part by a Credit Instrument (by virtue of the fact that the corresponding Series of Pool Bonds is secured by a Credit Instrument), any Predefault Obligations and Reimbursement Obligations (to the extent not payable under such Series of Notes), (i) arising out of an "Event of Default" hereunder or (ii) arising out of any other event (other than an event arising solely as a result of or otherwise attributable to a default by any other Issuer). In the case described in (ii) above with respect to Predefault Obligations, the District shall owe only the percentage of such fees, expenses and Predefault Obligations equal to the ratio of the Principal Amount (or Series Principal Amount as applicable) of its Series of Notes over the aggregate Principal Amounts (or Series Principal Amounts, as applicable) of all series of notes, including such Series of Notes, assigned to the Series of Pool Bonds issued in connection with such Series of Notes, at the time of original issuance of such Series of Pool Bonds. Such additional amounts will be paid by the District within twenty-five (25) days of receipt by the District of a bill therefor from the Trustee.

(C) Appointment of Professionals. Dale Scott & Company (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as financial advisor for the Program, the law firm of Orrick, Herrington & Sutcliffe LLP (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as bond counsel for the Program, Piper Jaffray & Co. (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as underwriter for the Program and the law firm of Kutak Rock LLP (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as special counsel to the District in connection with the Program.

Section 6. No Joint Obligation.

(A) Certificate Structure. If the Certificate Structure is implemented, each Series of Notes of the District shall be marketed and sold simultaneously with the notes of other Issuers and shall be aggregated and combined with such notes of other Issuers participating in the Program into a Series of Certificates evidencing and representing an interest in several, and not joint, obligations of each Issuer. The obligation of the District to owners of a Series of Certificates is a several and not a joint obligation and is strictly limited to the District's repayment obligation under this Resolution, the resolution of the County providing for the issuance of the Note, if applicable, and the applicable Series of Notes as evidenced and represented by such Series of Certificates. Owners of Certificates, to the extent of their interest in a Series of Notes, shall be treated as owners of such Series of Notes and shall be entitled to all the rights and security thereof; including the right to enforce the obligations and covenants contained in this Resolution and such Series of Notes. The District hereby recognizes the right of the owners of a Series of Certificates acting directly or through the Trustee to enforce the obligations and covenants contained in the Series of Notes evidenced and represented thereby, this Resolution and the Trust Agreement. The District shall be directly obligated to each owner of a Series of Certificates for the principal and interest payments on the Series of Notes evidenced and represented by such Certificates without any right of counterclaim or offset arising out of any act or failure to act on the part of the Trustee.

(B) Bond Pool Structure. If the Bond Pool Structure is implemented, each Series of Notes will be issued in conjunction with a series of notes of one or more other Issuers and will be assigned to a Pool in order to secure a corresponding Series of Pool Bonds. In all cases, the obligation of the District to make payments on or in respect to each Series of its Notes is a several and not a joint obligation and is strictly limited to the District's repayment obligation under this Resolution, the resolution of the County providing for the issuance of the Note, if applicable, and such Series of Notes.

Section 7. Disposition of Proceeds of Notes. The moneys received from the sale of each Series of Notes evidenced and represented by a Series of Certificates or each Series of Pool Bonds issued in connection with a Series of Notes, as the case may be, allocable to the District's share of the costs of issuance (which shall include any fees and expenses in connection with the related Credit Instrument(s) applicable to such Series of Notes or Series of Pool Bonds) shall be deposited in an account in the Costs of Issuance Fund established for such Series of Notes or such Series of Pool Bonds, as applicable, and held and invested by the Trustee under the Trust Agreement or the Indenture, as applicable, and expended as directed by the Financial Advisor (if the Certificate Structure is implemented) or the Authority (if the Bond Pool Structure is implemented) on Costs of Issuance as provided in the Trust Agreement or the Indenture, as applicable. The moneys allocable to each Series of Notes from the sale of the corresponding Series of Certificates or Pool Bonds, as applicable, net of the District's share of the costs of issuance, is hereby designated the "Deposit to Proceeds Subaccount" and shall be deposited in the District's Proceeds Subaccount attributed to such Series of Notes hereby authorized to be created pursuant to, and held and invested by the Trustee under, the Trust Agreement or the Indenture, as applicable, for the District and said moneys may be used and expended by the District for any purpose for which it is authorized to use and expend moneys, upon requisition from such Proceeds Subaccount as specified in the Trust Agreement or the Indenture, as

applicable. The Pricing Confirmation applicable to each Series of Notes shall set forth such amount of the Deposit to Proceeds Subaccount. Each Authorized Officer is hereby authorized to approve the amount of such Deposit to Proceeds Subaccount. Subject to Section 8 hereof, the District hereby covenants and agrees to replenish amounts on deposit in each Proceeds Subaccount attributed to a Series of its Note to the extent practicable from any source of available funds up to an amount equal to the unreplenished withdrawals from such Proceeds Subaccount.

The Trustee shall transfer to each Payment Account (hereinafter defined) relating to a Series of Notes from amounts on deposit in the related Proceeds Subaccount attributed to such Series of Notes on the first day of each Repayment Period (as defined hereinafter) (or such other day of each Repayment Period designated in the Pricing Confirmation applicable to a Series of Notes), amounts which, taking into consideration anticipated earnings thereon to be received by the Maturity Date, are equal to the percentages of the principal and interest due with respect to such Series of Notes at maturity for the corresponding Repayment Period set forth in such Pricing Confirmation; provided, however, that on the twentieth day of the next to last Repayment Period designated in such Pricing Confirmation (or such other day designated in the Pricing Confirmation applicable to a Series of Notes), or, if only one Repayment Period is applicable to a Series of Notes, on the twentieth day of the month preceding the Repayment Period designated in such Pricing Confirmation (or such other day designated in the Pricing Confirmation applicable to a Series of Notes), the Trustee shall transfer all remaining amounts in the Proceeds Subaccount attributed to the Series of Notes to the related Payment Account all as and to the extent provided in the Trust Agreement or the Indenture, as applicable; provided, however, that with respect to the transfer in or prior to any such Repayment Period, as applicable, if said amount in the Proceeds Subaccount attributed to a Series of Notes is less than the corresponding percentage set forth in the Pricing Confirmation applicable to the related Series of Notes of the principal and interest due with respect to such Series of Notes at maturity, the Trustee shall transfer to the related Payment Account attributed to such Series of Notes of the District all amounts on deposit in the Proceeds Subaccount attributed to such Series of Notes on the day designated for such Repayment Period.

For Notes issued in calendar year 2016 and issued as Tax-Exempt (or the related Series of Pool Bonds are issued as Tax-Exempt), in the event either (A) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2016, will, at the time of the issuance of such Notes (as indicated in the certificate of the District executed as of the date of issuance of such Notes (each "District Certificate")) exceed fifteen million dollars (\$15,000,000), or (B) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations not used to finance school construction (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2016, will, at the time of the issuance of such Notes (as indicated in the related District Certificate), exceed five million dollars (\$5,000,000), the second following paragraph will apply. In such case, the District shall be deemed a "Safe Harbor Issuer" with respect to such Notes.

For Notes issued in calendar year 2017 and issued as Tax-Exempt (or the related Series of Pool Bonds are issued as Tax-Exempt), in the event either (A) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2017, will, at the time of the issuance of such Notes (as indicated in the certificate of the District executed as of the date of issuance of such Notes (each “District Certificate”)) exceed fifteen million dollars (\$15,000,000), or (B) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations not used to finance school construction (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2017, will, at the time of the issuance of such Notes (as indicated in the related District Certificate), exceed five million dollars (\$5,000,000), the following paragraph will apply. In such case, the District shall be deemed a “Safe Harbor Issuer” with respect to such Notes.

Amounts in any Proceeds Subaccount relating to a Tax-Exempt Series of Notes of the District (or any Tax-Exempt Series of Pool Bonds related thereto) and attributable to cash flow borrowing shall be withdrawn and expended by the District for any purpose for which the District is authorized to expend funds from the general fund of the District, but, with respect to general fund expenditures, only to the extent that on the date of any withdrawal no other funds are available for such purposes without legislation or judicial action or without a legislative, judicial or contractual requirement that such funds be reimbursed. If on no date that is within six months from the date of issuance of each Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto), the balance in the related Proceeds Subaccount attributable to cash flow borrowing and treated for federal tax purposes as proceeds of such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds) is low enough so that the amounts in the Proceeds Subaccount attributable to such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds) qualify for an exception from the rebate requirements (the “Rebate Requirements”) of Section 148 of the Internal Revenue Code of 1986 (the “Code”), the District shall promptly notify the Trustee in writing and, to the extent of its power and authority, comply with instructions from Orrick, Herrington & Sutcliffe LLP, Bond Counsel, supplied to it by the Trustee as the means of satisfying the Rebate Requirements.

The term “Tax-Exempt” shall mean, with respect to interest on any obligations of a state or local government, that such interest is excluded from the gross income of the holders thereof for federal income tax purposes pursuant to Section 103 of the Code, whether or not such interest is includable as an item of tax preference or otherwise includable directly or indirectly for purposes of calculating other tax liabilities, including any alternative minimum tax or environmental tax under the Code. Each Series of Notes issued hereunder (or any Series of Pool Bonds related thereto) may be issued as a Tax-Exempt Series of Notes (or Tax-Exempt Series of Pool Bonds) or such that the interest on such Series of Notes (or such Series of Pool Bonds) is not Tax-Exempt.

Section 8. Source of Payment.

(A) Pledge. The term “Unrestricted Revenues” shall mean the taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and

other moneys provided for Fiscal Year 2016-2017 which will be received by or will accrue to the District during such fiscal year for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District and which are lawfully available for the payment of current expenses and other obligations of the District. As security for the payment of the principal of and interest on all Series of Notes issued hereunder, subject to the payment priority provisions of Section 17 hereof and this Section 8, the District hereby pledges the first Unrestricted Revenues to be received by the District in the periods specified in each Pricing Confirmation as Repayment Periods (each individual period a "Repayment Period" and collectively "Repayment Periods"), in an amount equal to the percentages of the principal and interest due with respect to each Series of Notes at maturity for the corresponding Repayment Period specified in such Pricing Confirmations (the "Pledged Revenues").

(B) Lien and Charge. As provided in Section 53856 of the Act, all Series of Notes issued hereunder and the interest thereon, subject to the payment priority provisions of Section 17 hereof and this Section 8, shall be a first lien and charge against, and shall be payable from the first moneys received by the District from, the Pledged Revenues.

(C) General Obligation. As provided in Section 53857 of the Act, notwithstanding the provisions of Section 53856 of the Act and of subsection (B) of this Section, all Series of Notes issued hereunder shall be general obligations of the District and, in the event that on the tenth Business Day (as defined in the Trust Agreement or the Indenture, as applicable) of each such Repayment Period (or such other day of each Repayment Period designated in the Pricing Confirmation applicable to a Series of Notes) the District has not received sufficient Unrestricted Revenues to permit the deposit into each Payment Account of the full amount of Pledged Revenues to be deposited therein from said Unrestricted Revenues in such Repayment Period, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of all Series of Notes and the interest thereon, as and when such other moneys are received or are otherwise legally available, in the following order of priority: first, to satisfy pro-rata any deficiencies attributable to any Series of Senior Notes; second, to satisfy pro-rata any deficiencies attributable to any Series of Subordinate Notes (except for any Series of Subordinate Notes described in the next clause); and thereafter, to satisfy any deficiencies attributable to any other Series of Subordinate Notes that shall have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, in such order of priority.

(D) Payment Accounts. In order to effect, in part, the pledge provided for in subsection (A) of this Section, the District agrees to the establishment and maintenance as a special fund of the District of a separate Payment Account for each Series of Notes issued hereunder (each a "Payment Account") by the Trustee under the Trust Agreement or the Indenture, as applicable, and the Trustee is hereby appointed as the responsible agent to maintain such fund until the payment of the principal of the corresponding Series of Notes and the interest thereon, and the District hereby covenants and agrees to cause to be deposited directly in each Payment Account (and shall request specific amounts from the District's funds on deposit with the County Treasurer for such purpose) a pro-rata share (as provided below) of the first Unrestricted Revenues received in each Repayment Period specified in the Pricing Confirmation(s) and any Unrestricted Revenues received thereafter until the amount on deposit

in each Payment Account, taking into consideration anticipated investment earnings thereon to be received by the Maturity Date applicable to the respective Series of Notes (as set forth in a certificate from the Financial Advisor to the Trustee), is equal in the respective Repayment Periods identified in the Pricing Confirmation applicable to such Series of Notes to the percentages of the principal of and interest due with respect to such Series of Notes at maturity specified in the Pricing Confirmation applicable to such Series of Notes; provided that such deposits shall be made in the following order of priority: first, pro-rata to the Payment Account(s) attributable to any applicable Series of Senior Notes; second, pro-rata to the Payment Account(s) attributable to any applicable Series of Subordinate Notes (except for any Series of Subordinate Notes described in the next clause); and thereafter, to the Payment Account(s) attributable to any other applicable Series of Subordinate Notes that shall have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, in such order of priority.

Subject to the payment priority provisions of Section 17 hereof and this Section 8, any moneys placed in the Payment Account attributed to a Series of Notes shall be for the benefit of (i) the owners of the applicable Series of Certificates if the Certificate Structure is implemented and the holders of the Series of Pool Bonds issued in connection with the Pool of which such Series of Notes is a part if the Bond Pool Structure is implemented, and (ii) (to the extent provided in the Trust Agreement or the Indenture, as applicable) the Credit Provider(s), if any. Subject to the payment priority provisions of Section 17 hereof and this Section 8, the moneys in the Payment Account attributed to the Series of Notes shall be applied only for the purposes for which the Payment Account is created until the principal of such Series of Notes and all interest thereon are paid or until provision has been made for the payment of the principal of such Series of Notes at maturity of such Series of Notes with interest to maturity (in accordance with the requirements for defeasance of the related Series of Certificates or Series of Bonds, as applicable, as set forth in the Trust Agreement or the Indenture, as applicable) and, if applicable (to the extent provided in the Trust Agreement or the Indenture, as applicable, and, if applicable, the corresponding Credit Agreement), the payment of all Predefault Obligations and Reimbursement Obligations owing to the corresponding Credit Provider.

(E) Determination of Repayment Periods. With respect to each Series of Notes, the length of any individual Repayment Period determined in the related Pricing Confirmation shall not exceed the greater of three (3) consecutive calendar months or ninety (90) days and the number of Repayment Periods determined in the related Pricing Confirmation shall not exceed six (6); provided, however, that (1) the first Repayment Period of any Series of Subordinate Notes shall not occur prior to the end of the last Repayment Period of any outstanding Series of Notes of a higher priority without the consent of each Credit Provider for such outstanding Notes; and (2) if the first Repayment Period of any Series of Subordinate Notes overlaps the last Repayment Period of any outstanding Series of Notes of a higher priority, no deposits shall be made in the Payment Account of such Subordinate Notes until all required amounts shall have been deposited into the Payment Account(s) of all outstanding Series of Notes of a higher priority without the consent of each Credit Provider for such outstanding Notes. Any Authorized Officer is hereby authorized to approve the determination of the Repayment Periods and percentages of the principal and interest due with respect to each Series of Notes at maturity required to be on deposit in the related Payment Account in each Repayment Period, all as specified in the Pricing Confirmation applicable to such Series of Notes, by executing and

delivering the Pricing Confirmation applicable to such Series of Notes, such execution and delivery to be conclusive evidence of approval by this Board and such Authorized Officer.

(F) Application of Moneys in Payment Accounts. On any interest payment date (if different from the Maturity Date) and on the Maturity Date of a Series of Notes, the moneys in the Payment Account attributed to such Series of Notes shall be transferred by the Trustee, to the extent necessary, to pay, in the case of an interest payment date, the interest, and in the case of the Maturity Date, the principal of and interest with respect to such Series of Notes or to reimburse the Credit Provider(s) for payments made under or pursuant to the Credit Instrument(s), subject to the payment priority provisions of Section 17 hereof and this Section 8. In the event that moneys in the Payment Account attributed to any Series of Notes are insufficient to pay the principal of and/or interest with respect to such Series of Notes in full on an interest payment date and/or the Maturity Date, moneys in such Payment Account together with moneys in the Payment Accounts of all other outstanding Series of Notes issued by the District shall be applied in the following priority:

- (1) with respect to all Series of Senior Notes:
 - a. first, to pay interest with respect to all Series of Senior Notes pro-rata;
 - b. second, (if on the Maturity Date) to pay principal of all Series of Senior Notes pro-rata;
 - c. third, to reimburse each Credit Provider for payment, if any, of interest with respect to all Series of Senior Notes pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable);
 - d. fourth, to reimburse each Credit Provider for payment, if any, of principal with respect to all Series of Senior Notes pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable);
 - e. fifth, to pay pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable) any Reimbursement Obligations of the District and any of the District's pro rata share of Predefault Obligations owing to each Credit Provider relating to all Series of Senior Notes, as applicable;
- (2) then, with respect to all Series of Subordinate Notes (except for any Series of Subordinate Notes described in paragraph (3) below), to make the pro-rata payments corresponding to each such Series of Subordinate Notes equivalent to the payments described above in paragraphs (1)(a) through (e), in such order;
- (3) then, with respect to all other Series of Subordinate Notes that have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, to make the pro-rata payments corresponding to each such Series of Subordinate Notes equivalent to the payments described above in paragraphs (1)(a) through (e), in such order; and

- (4) lastly, to pay any other Costs of Issuance not previously disbursed.

Any moneys remaining in or accruing to the Payment Account attributed to each such Series of Notes after the principal of all the Series of Notes and the interest thereon and any Predefault Obligations and Reimbursement Obligations, if applicable, and obligation, if any, to pay any rebate amounts in accordance with the provisions of the Trust Agreement or the Indenture, as applicable, have been paid, or provision for such payment has been made, if any, shall be transferred by the Trustee to the District, subject to any other disposition required by the Trust Agreement, the Indenture or the related Credit Agreement(s), as applicable.

Nothing herein shall be deemed to relieve the District from its obligation to pay its Note of any Series in full on the applicable Maturity Date(s).

(G) Investment of Moneys in Proceeds Subaccounts and Payment Accounts. Moneys in the Proceeds Subaccount attributed to each Series of Notes and the Payment Account attributed to such Series of Notes shall be invested by the Trustee pursuant to the Trust Agreement or the Indenture, as applicable, in an investment agreement or agreements and/or other Permitted Investments as described in and under the terms of the Trust Agreement or the Indenture, as applicable, and as designated in the Pricing Confirmation applicable to such Series of Notes. The type of initial investments to be applicable to the proceeds of the Series of Notes shall be determined by the District as designated in the Pricing Confirmation applicable to such Series of Notes. In the event the District designates an investment agreement or investment agreements as the investments, the District hereby appoints the bidding agent designated in the Pricing Confirmation (the "Bidding Agent") as its designee as a party authorized to solicit bids on or negotiate the terms of the investment agreement or investment agreements and hereby authorizes and directs the Trustee to invest such funds pursuant to such investment agreement or investment agreements (which (i) shall be with a provider or providers, or with a provider or providers whose obligations are guaranteed or insured by a financial entity, the senior debt or investment contracts or obligations under its investment contracts of which are rated in one of the two highest long-term rating categories by the rating agency or agencies then rating the applicable Series of Certificates or Series of Pool Bonds (each, a "Rating Agency"), or whose commercial paper rating is in the highest rating category (with regard to any modifiers) of each such Rating Agencies, or (ii) shall be fully collateralized by investments listed in subsection (1) of the definition of Permitted Investments set forth in the Trust Agreement or the Indenture, as applicable, as required by such Rating Agencies to be rated in one of the two highest rating categories, and shall be acceptable to the corresponding Credit Provider, if any, and the particulars of which pertaining to interest rate or rates and investment provider or providers will be set forth in the Pricing Confirmation applicable to such Series of Notes) and authorizes the Trustee to enter into such investment agreement or agreements on behalf of the District. The Bidding Agent, on behalf of itself and any investment broker retained by it, is authorized to accept a fee from the investment provider in an amount not in excess of 0.2% of the amount reasonably expected, as of the date of acquisition of the investment contract, to be invested under the investment contract over its term. Each Authorized Officer is hereby authorized and directed to execute and deliver such side letter or letters as are reasonably required by an investment agreement provider, acknowledging such investment and making reasonable representations and covenants with respect thereto. The District's funds in the Proceeds Subaccount attributed to each Series of Notes and the Payment Account attributed to such Series of Notes shall be

accounted for separately. Any such investment by the Trustee shall be for the account and risk of the District, and the District shall not be deemed to be relieved of any of its obligations with respect to any Series of Notes, the Predefault Obligations or Reimbursement Obligations, if any, by reason of such investment of the moneys in its Proceeds Subaccount applicable to such Series of Notes or the Payment Account applicable to such Series of Notes.

Notwithstanding any other investment policy of the District heretofore or hereafter adopted, the investment policy of the District pertaining to each Series of Notes and all funds and accounts established in connection therewith shall be consistent with, and the Board hereby authorizes investment in, the Permitted Investments. Any investment policy adopted by the Board hereafter in contravention of the foregoing shall be deemed to modify the authorization contained herein only if it shall specifically reference this Resolution and Section.

Section 9. Execution of Note. Any one of the Treasurer of the County, or, in the absence of said officer, his or her duly appointed assistant, the Chairperson of the Board of Supervisors of the County or the Auditor (or comparable financial officer) of the County shall be authorized to execute each Note of any Series issued hereunder by manual or facsimile signature and the Clerk of the Board of Supervisors of the County or any Deputy Clerk shall be authorized to countersign each such Note by manual or facsimile signature and to affix the seal of the County to each such Note either manually or by facsimile impression thereof. In the event the Board of Supervisors of the County fails or refuses to authorize issuance of the Series of Notes as referenced in Section 2 hereof, any one of the President or Chairperson of the governing board of the District or any other member of such board shall be authorized to execute the Note by manual or facsimile signature and the Secretary or Clerk of the governing board of the District, the Superintendent of the District, the Assistant Superintendent for Business, the Assistant Superintendent for Administrative Services, the business manager, director of business or fiscal services or chief financial/business officer of the District, as the case may be, or any duly appointed assistant thereto, shall be authorized to countersign each such Note by manual or facsimile signature. Said officers of the County or the District, as applicable, are hereby authorized to cause the blank spaces of each such Note to be filled in as may be appropriate pursuant to the applicable Pricing Confirmation. Said officers are hereby authorized and directed to cause the Trustee, as registrar and authenticating agent, to authenticate and accept delivery of each such Note pursuant to the terms and conditions of the corresponding Certificate Purchase Agreement or Note Purchase Agreement, as applicable, this Resolution and the Trust Agreement or Indenture, as applicable. In case any officer whose signature shall appear on any Series of Notes shall cease to be such officer before the delivery of such Series of Notes, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. Each Series of the Notes shall have thereon a certificate of authentication substantially in the form hereinafter set forth duly executed by the Trustee and showing the date of authentication. Each Series of the Notes shall not be valid or obligatory for any purpose or be entitled to any security or benefit under this Resolution unless and until such certificate of authentication shall have been duly executed by the Trustee by manual signature, and such certificate of authentication upon any such Series of Notes shall be conclusive evidence that such has been authenticated and delivered under this Resolution. The certificate of authentication on a Series of Notes shall be deemed to have been executed by the Trustee if signed by an authorized officer of the Trustee. The Notes need not bear the seal of the District, if any.

Section 10. Note Registration and Transfer. (A) As long as any Series of the Notes remains outstanding, the District shall maintain and keep, at the principal corporate trust office of the Trustee, books for the registration and transfer of each Series of the Notes. Each Series of the Notes shall initially be registered in the name of the Trustee under the Trust Agreement or Indenture, as applicable, to which such Series of the Notes is assigned. Upon surrender of a Note of a Series for transfer at the office of the Trustee with a written instrument of transfer satisfactory to the Trustee, duly executed by the registered owner or its duly authorized attorney, and upon payment of any tax, fee or other governmental charge required to be paid with respect to such transfer, the County or the District, as applicable, shall execute and the Trustee shall authenticate and deliver, in the name of the designated transferee, a fully registered Note of the same Series. For every transfer of a Note of a Series, the District, the County or the Trustee may make a charge sufficient to reimburse it for any tax, fee or other governmental charge required to be paid with respect to the transfer, which sum or sums shall be paid by the person requesting such transfer as a condition precedent to the exercise of the privilege of making such transfer.

(B) Subject to Section 6 hereof, the County, the District and the Trustee and their respective successors may deem and treat the person in whose name a Note of a Series is registered as the absolute owner thereof for all purposes, and the County, the District and the Trustee and their respective successors shall not be affected by any notice to the contrary, and payment of or on account of the principal of such Note shall be made only to or upon the order of the registered owner thereof. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Note to the extent of the sum or sums so paid.

(C) Any Note of a Series may, in accordance with its terms, be transferred upon the books required to be kept by the Trustee, pursuant to the provisions hereof by the person in whose name it is registered, in person or by his duly authorized attorney, upon surrender of such Note for cancellation, accompanied by delivery of a written instrument of transfer, duly executed in form approved by the Trustee.

(D) The Trustee or the Authorized Officer of the District, acting separately or together, are authorized to sign any letter or letters of representations which may be required in connection with the delivery of any Series of Certificates or Series of Pool Bonds (in each case, to which such Series of Notes is assigned), if such Series of Certificates and Series of Pool Bonds are delivered in book-entry form.

(E) The Trustee will keep or cause to be kept, at its principal corporate trust office, sufficient books for the registration and transfer of each Note of a Series issued, which shall be open to inspection by the County and the District during regular business hours. Upon presentation for such purpose, the Trustee shall, under such reasonable regulations as it may prescribe, register or transfer or cause to be registered or transferred, on such books, the Notes of a Series presented as hereinbefore provided.

(F) If any Note of a Series shall become mutilated, the County or the District, as applicable, at the expense of the registered owner of such Note of a Series, shall execute, and the Trustee shall thereupon authenticate and deliver a new Note of like tenor, series and number in exchange and substitution for the Note so mutilated, but only upon surrender to the Trustee of the Note so mutilated. Every mutilated Note so surrendered to the Trustee shall be cancelled by

it and delivered to, or upon the order of, the County or the District, as applicable. If any Note of a Series shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the County, the District and the Trustee and, if such evidence be satisfactory to them and indemnity satisfactory to them shall be given, the County or the District, as applicable, at the expense of the registered owner, shall execute, and the Trustee shall thereupon authenticate and deliver a new Note of like tenor, series and number in lieu of and in substitution for the Note so lost, destroyed or stolen (or if any such Note of a Series shall have matured (as of the latest maturity date indicated on the face thereof) or shall be about to mature (as of the latest maturity date indicated on the face thereof), instead of issuing a substitute Note, the Trustee may pay the same without surrender thereof). The Trustee may require payment of a sum not exceeding the actual cost of preparing each new Note issued pursuant to this paragraph and of the expenses which may be incurred by the County or the District, as applicable, and the Trustee in such preparation. Any Note of a Series issued under these provisions in lieu of any Note of a Series alleged to be lost, destroyed or stolen shall constitute an original additional contractual obligation on the part of the County (on behalf of the District) or on the part of the District, as applicable, whether or not the Note of a Series so alleged to be lost, destroyed or stolen be at any time enforceable by anyone, and shall be entitled to the benefits of this Resolution with all other Notes of the same Series secured by this Resolution.

Section 11. Covenants Regarding Transfer of Funds. It is hereby covenanted and warranted by the District that it will not request the County Treasurer to make temporary transfers of funds in the custody of the County Treasurer to meet any obligations of the District during Fiscal Year 2016-2017 pursuant to Article XVI, Section 6 of the Constitution of the State of California; provided, however, that the District may request the County Treasurer to make such temporary transfers of funds if all amounts required to be deposited into the Payment Account(s) of all outstanding Series of Notes (regardless of when due and payable) shall have been deposited into such Payment Account(s).

Section 12. Representations and Covenants.

(A) The District is a political subdivision duly organized and existing under and by virtue of the laws of the State of California and has all necessary power and authority to (i) adopt this Resolution and any supplement hereto, and enter into and perform its obligations under the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement(s), if applicable, and the Credit Agreement(s), if applicable, and (ii) authorize the County to issue one or more Series of Notes on its behalf or, if applicable, issue one or more Series of Notes.

(B) (i) Upon the issuance of each Series of Notes, the District will have taken all action required to be taken by it to authorize the issuance and delivery of such Series of Notes and the performance of its obligations thereunder, (ii) the District has full legal right, power and authority to request the County to issue and deliver such Series of Notes on behalf of the District and to perform its obligations as provided herein and therein, and (iii) if applicable, the District has full legal right, power and authority to issue and deliver each Series of Notes.

(C) The issuance of each Series of Notes, the adoption of this Resolution and the execution and delivery of the Certificate Purchase Agreement(s) or the Note Purchase

Agreement(s), as applicable, the Trust Agreement(s), if applicable, and the Credit Agreement(s), if applicable, and compliance with the provisions hereof and thereof will not conflict with, breach or violate any law, administrative regulation, court decree, resolution, charter, by-laws or other agreement to which the District is subject or by which it is bound.

(D) Except as may be required under blue sky or other securities law of any state or Section 3(a)(2) of the Securities Act of 1933, there is no consent, approval, authorization or other order of, or filing with, or certification by, any regulatory authority having jurisdiction over the District required for the issuance and sale of each Series of Notes or the consummation by the District of the other transactions contemplated by this Resolution except those the District shall obtain or perform prior to or upon the issuance of each Series of Notes.

(E) The District has (or will have prior to the issuance of the first Series of Notes) duly, regularly and properly adopted a budget for Fiscal Year 2016-2017 setting forth expected revenues and expenditures and has (or will have prior to the issuance of the first Series of Notes) complied with all statutory and regulatory requirements with respect to the adoption of such budget. The District hereby covenants that it will (i) duly, regularly and properly prepare and adopt its revised or final budget for Fiscal Year 2016-2017, (ii) provide to the Trustee, the Credit Provider(s), if any, the Underwriter and the Financial Advisor, promptly upon adoption, copies of such revised or final budget and of any subsequent revisions, modifications or amendments thereto and (iii) comply with all applicable law pertaining to its budget.

(F) The County has experienced an *ad valorem* property tax collection rate of not less than eighty-five percent (85%) of the average aggregate amount of *ad valorem* property taxes levied within the District in each of the five fiscal years from Fiscal Year 2010-2011 through Fiscal Year 2014-2015, and the District, as of the date of adoption of this Resolution and on the date of issuance of each Series of Notes, reasonably expects the County to have collected and to collect at least eighty-five percent (85%) of such amount for Fiscal Years 2015-2016 and 2016-2017, respectively.

(G) The District (i) is not currently in default on any debt obligation, (ii) to the best knowledge of the District, has never defaulted on any debt obligation, and (iii) has never filed a petition in bankruptcy.

(H) The District's most recent audited financial statements present fairly the financial condition of the District as of the date thereof and the results of operation for the period covered thereby. Except as has been disclosed to the Underwriter and the Credit Provider(s), if any, there has been no change in the financial condition of the District since the date of such audited financial statements that will in the reasonable opinion of the District materially impair its ability to perform its obligations under this Resolution and each Series of Notes. The District agrees to furnish to the Underwriter, the Financial Advisor, the Trustee and the Credit Provider(s), if any, promptly, from time to time, such information regarding the operations, financial condition and property of the District as such party may reasonably request.

(I) There is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, arbitrator, governmental or other board, body or official, pending or, to the best knowledge of the District, threatened against or affecting the District questioning the

validity of any proceeding taken or to be taken by the District in connection with each Series of Notes, the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement or the Indenture, as applicable, the Credit Agreement(s), if any, or this Resolution, or seeking to prohibit, restrain or enjoin the execution, delivery or performance by the District of any of the foregoing, or wherein an unfavorable decision, ruling or finding would have a materially adverse effect on the District's financial condition or results of operations or on the ability of the District to conduct its activities as presently conducted or as proposed or contemplated to be conducted, or would materially adversely affect the validity or enforceability of, or the authority or ability of the District to perform its obligations under, each Series of Notes, the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement or the Indenture, as applicable, the Credit Agreement(s), if any, or this Resolution.

(J) The District will not directly or indirectly amend, supplement, repeal, or waive any portion of this Resolution (i) without the consents of the Credit Provider(s), if any, or (ii) in any way that would materially adversely affect the interests of any holder or owner of any Series of the Notes, Certificates or Pool Bonds, as applicable, issued in connection with any Series of the Notes; provided, however that, if the Program is implemented, the District may adopt one or more Supplemental Resolutions without any such consents in order to increase the Maximum Amount of Borrowing in connection with the issuance of one or more Series of Additional Notes as provided in Section 2(B)(4) hereof.

(K) Upon issuance of a Series of Notes, such Series of Notes, this Resolution and the corresponding Credit Agreement will constitute legal, valid and binding agreements of the District, enforceable in accordance with their respective terms, except as such enforceability may be limited by bankruptcy or other laws affecting creditors' rights generally, the application of equitable principles if equitable remedies are sought, the exercise of judicial discretion in appropriate cases and the limitations on legal remedies against school districts, community college districts and county boards of education, as applicable, in the State of California.

(L) It is hereby covenanted and warranted by the District that all representations and recitals contained in this Resolution are true and correct, and that the District and its appropriate officials have duly taken, or will take, all proceedings necessary to be taken by them, if any, for the levy, receipt, collection and enforcement of the Pledged Revenues in accordance with law for carrying out the provisions of this Resolution and each Series of Notes.

(M) The District shall not incur any indebtedness that is not issued in connection with the Program under this Resolution and that is secured by a pledge of its Unrestricted Revenues unless such pledge is subordinate in all respects to the pledge of Unrestricted Revenues hereunder.

(N) So long as any Credit Provider is not in default under the corresponding Credit Instrument, the District hereby agrees to pay its pro rata share of all Predefault Obligations and all Reimbursement Obligations attributable to the District in accordance with provisions of the applicable Credit Agreement, if any, and/or the Trust Agreement or Indenture, as applicable. Prior to the Maturity Date of a Series of Notes, moneys in the District's Payment Account attributed to such Series of Notes shall not be used to make such payments. The District shall

pay such amounts promptly upon receipt of notice from the Credit Provider that such amounts are due to it by instructing the Trustee to pay such amounts to the Credit Provider on the District's behalf by remitting to the Credit Provider moneys held by the Trustee for the District and then available for such purpose under the Trust Agreement or the Indenture, as applicable. If such moneys held by the Trustee are insufficient to pay the District's pro rata share of such Predefault Obligations and all Reimbursement Obligations attributable to the District (if any), the District shall pay the amount of the deficiency to the Trustee for remittance to the Credit Provider.

(O) So long as any Series of Certificates or Pool Bonds executed or issued in connection with a Series of Notes are Outstanding, or any Predefault Obligation or Reimbursement Obligation is outstanding, the District will not create or suffer to be created any pledge of or lien on such Series of Notes other than the pledge and lien of the Trust Agreement or the Indenture, as applicable.

(P) As of the date of adoption of this Resolution, based on the most recent report prepared by the Superintendent of Public Instruction of the State of California, the District does not have a negative certification (or except as disclosed in writing to the Underwriter and the Credit Provider(s), if any, a qualified certification) applicable to the fiscal year ending June 30, 2016 (the "Fiscal Year 2015-2016") within the meaning of Section 42133 of the California Education Code. The District covenants that it will immediately deliver a written notice to the Authority, the Underwriter, the Financial Advisor, the Credit Provider(s), if any, and Bond Counsel if it (or, in the case of County Boards of Education, the County Superintendent of Schools) files with the County Superintendent of Schools, the County Board of Education or the State Superintendent of Public Instruction or receives from the County Superintendent of Schools or the State Superintendent of Public Instruction a qualified or negative certification applicable to Fiscal Year 2015-2016 or Fiscal Year 2016-2017 prior to the respective Closing Date referenced in each Pricing Confirmation or the Maturity Date of each Series of Notes.

(Q) The District will maintain a positive general fund balance in Fiscal Year 2016-2017.

(R) The District will maintain an investment policy consistent with the policy set forth in Section 8(G) hereof.

(S) The District covenants that it will immediately deliver a written notice to the Authority, the Underwriter, the Financial Advisor, the Credit Provider(s), if any, and Bond Counsel upon the occurrence of any event which constitutes an Event of Default hereunder or would constitute an Event of Default but for the requirement that notice be given, or time elapse, or both.

Section 13. Tax Covenants. (A) The District will not take any action or fail to take any action if such action or failure to take such action would adversely affect the exclusion from gross income of the interest payable on each Tax-Exempt Series of Notes (or on any Tax-Exempt Series of Pool Bonds related thereto) under Section 103 of the Code. Without limiting the generality of the foregoing, the District will not make any use of the proceeds of any Tax-Exempt Series of the Notes or any other funds of the District which would cause any Tax-

Exempt Series of the Notes (or on any Tax-Exempt Series of Pool Bonds related thereto) to be an “arbitrage bond” within the meaning of Section 148 of the Code, a “private activity bond” within the meaning of Section 141(a) of the Code, or an obligation the interest on which is subject to federal income taxation because it is “federally guaranteed” as provided in Section 149(b) of the Code. The District, with respect to the proceeds of each Tax-Exempt Series of the Notes (or on any Tax-Exempt Series of Pool Bonds related thereto), will comply with all requirements of such sections of the Code and all regulations of the United States Department of the Treasury issued or applicable thereunder to the extent that such requirements are, at the time, applicable and in effect.

(B) In the event the District is deemed a Safe Harbor Issuer (as defined in Section 7) with respect to a Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto), this subsection (B) shall apply. The District covenants that it shall make all calculations in a reasonable and prudent fashion relating to any rebate of excess investment earnings on the proceeds of each such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds related thereto) due to the United States Treasury, shall segregate and set aside from lawfully available sources the amount such calculations may indicate may be required to be paid to the United States Treasury, and shall otherwise at all times do and perform all acts and things necessary and within its power and authority, including complying with the instructions of Orrick, Herrington & Sutcliffe LLP, Bond Counsel referred to in Section 7 hereof to assure compliance with the Rebate Requirements. If the balance in the Proceeds Subaccount attributed to cash flow borrowing and treated for federal tax purposes as proceeds of the Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto) is not low enough to qualify amounts in the Proceeds Subaccount attributed to cash flow borrowing for an exception to the Rebate Requirements on at least one date within the six-month period following the date of issuance of the Tax-Exempt Series of Notes (or Tax-Exempt Series of Pool Bonds related thereto) (calculated in accordance with Section 7), the District will reasonably and prudently calculate the amount, if any, of investment profits which must be rebated to the United States and will immediately set aside, from revenues attributable to the Fiscal Year 2016-2017 or, to the extent not available from such revenues, from any other moneys lawfully available, the amount of any such rebate in the Rebate Fund referred to in this Section 13(B). In addition, in such event, the District shall establish and maintain with the Trustee a fund (with separate subaccounts therein for each such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds related thereto) if more than one series is issued) separate from any other fund established and maintained hereunder and under the Indenture or Trust Agreement, as applicable, designated as the “2016-2017 Tax and Revenue Anticipation Note Rebate Fund” or such other name as the Trust Agreement or the Indenture, as applicable, may designate. There shall be deposited in such Rebate Fund such amounts as are required to be deposited therein in accordance with the written instructions from Bond Counsel pursuant to Section 7 hereof.

(C) Notwithstanding any other provision of this Resolution to the contrary, upon the District’s failure to observe, or refusal to comply with, the covenants contained in this Section 13, no one other than the holders or former holders of each Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto), the Certificate or the Bond owners, as applicable, the Credit Provider(s), if any, or the Trustee on their behalf shall be entitled to exercise any right or remedy under this Resolution on the basis of the District’s failure to observe, or refusal to comply with, such covenants.

(D) The covenants contained in this Section 13 shall survive the payment of all Series of the Notes.

Section 14. Events of Default and Remedies.

If any of the following events occurs, it is hereby defined as and declared to be and to constitute an “Event of Default”:

(A) Failure by the District to make or cause to be made the deposits to any Payment Account required to be made hereunder on or before the fifteenth (15th) day after the date on which such deposit is due and payable, or failure by the District to make or cause to be made any other payment required to be paid hereunder on or before the date on which such payment is due and payable;

(B) Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed under this Resolution, for a period of fifteen (15) days after written notice, specifying such failure and requesting that it be remedied, is given to the District by the Trustee or any Credit Provider, unless the Trustee and such Credit Provider shall all agree in writing to an extension of such time prior to its expiration;

(C) Any warranty, representation or other statement by or on behalf of the District contained in this Resolution or the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable (including the Pricing Confirmation(s)), or the Credit Agreement(s) or in any requisition delivered by the District or in any instrument furnished in compliance with or in reference to this Resolution or the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, or the Credit Agreement(s) or in connection with any Series of the Notes, is false or misleading in any material respect;

(D) Any event of default constituting a payment default occurs in connection with any other bonds, notes or other outstanding debt of the District;

(E) A petition is filed against the District under any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect and is not dismissed within 30 days after such filing, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Certificate or the Bond owners’ (or Noteholders’) interests;

(F) The District files a petition in voluntary bankruptcy or seeking relief under any provision of any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect, or consents to the filing of any petition against it under such law;

(G) The District admits insolvency or bankruptcy or is generally not paying its debts as such debts become due, or becomes insolvent or bankrupt or makes an assignment for the benefit of creditors, or a custodian (including without limitation a

receiver, liquidator or trustee) of the District or any of its property is appointed by court order or appointed by the State Superintendent of Public Instruction or takes possession thereof and such order remains in effect or such possession continues for more than 30 days, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Certificate or the Bond owners' or Noteholders' interests; and

(H) An "Event of Default" under the terms of the resolution, if any, of the County providing for the issuance of the Notes (and any Series thereof).

Whenever any Event of Default referred to in this Section 14 shall have happened and be continuing, subject to the provisions of Section 17 hereof, the Trustee shall, in addition to any other remedies provided herein or by law or under the Trust Agreement or the Indenture, as applicable, have the right, at its option without any further demand or notice, to take one or any combination of the following remedial steps:

(1) Without declaring any Series of Notes to be immediately due and payable, require the District to pay to the Trustee, for deposit into the applicable Payment Account(s) of the District under the Trust Agreement or the Indenture, as applicable, an amount equal to all of the principal of all Series of Notes and interest thereon to the respective final maturity(ies) of such Series of Notes, plus all other amounts due hereunder, and upon notice to the District the same shall become immediately due and payable by the District without further notice or demand; and

(2) Take whatever other action at law or in equity (except for acceleration of payment on any Series of Notes) which may appear necessary or desirable to collect the amounts then due and thereafter to become due hereunder or to enforce any other of its rights hereunder.

Notwithstanding the foregoing, and subject to the provisions of Section 17 hereof and to the terms of the Trust Agreement or the Indenture, as applicable, concerning exercise of remedies which shall control if inconsistent with the following, if any Series of Notes is secured in whole or in part by a Credit Instrument or if a Credit Provider is subrogated to rights under any Series of Notes, as long as each such Credit Provider has not failed to comply with its payment obligations under the corresponding Credit Instrument, each such Credit Provider shall have the right to direct the remedies upon any Event of Default hereunder, and as applicable, prior consent shall be required to any remedial action proposed to be taken by the Trustee hereunder, except that nothing contained herein shall affect or impair the right of action of any owner of a Certificate to institute suit directly against the District to enforce payment of the obligations evidenced and represented by such owner's Certificate.

If any Credit Provider is not reimbursed on any interest payment date applicable to the corresponding Series of Notes for the drawing, payment or claim, as applicable, used to pay principal of and interest on such Series of Notes due to a default in payment on such Series of Notes by the District, as provided in the Trust Agreement or in the Indenture, as applicable, or if any principal of or interest on such Series of Notes remains unpaid after the Maturity Date of such Series of Notes, such Series of Notes shall be a Defaulted Note, the unpaid portion thereof

or the portion (including the interest component, if applicable) to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been made shall be deemed outstanding and shall bear interest at the Default Rate until the District's obligation on the Defaulted Note is paid in full or payment is duly provided for, all subject to Section 8 hereof.

Section 15. Trustee. The Trustee is hereby appointed as paying agent, registrar and authenticating agent for any and all Series of Notes. The District hereby directs and authorizes the payment by the Trustee of the interest on and principal of any and all Series of Notes when such become due and payable from the corresponding Payment Account held by the Trustee in the name of the District in the manner set forth herein. The District hereby covenants to deposit funds in each such Payment Account at the times and in the amounts specified herein to provide sufficient moneys to pay the principal of and interest on any and all Series of Notes on the day or days on which each such Series matures. Payment of any and all Series of Notes shall be in accordance with the terms of the applicable Series of Notes and this Resolution and any applicable Supplemental Resolution.

The District hereby agrees to maintain the Trustee under the Trust Agreement or the Indenture, as applicable, as paying agent, registrar and authenticating agent of any and all Series of Notes.

The District further agrees to indemnify, to the extent permitted by law and without making any representation as to the enforceability of this covenant, and save the Trustee, its directors, officers, employees and agents harmless against any liabilities which it may incur in the exercise and performance of its powers and duties under the Trust Agreement or the Indenture, as applicable, including but not limited to costs and expenses incurred in defending against any claim or liability, which are not due to its negligence or default.

Section 16. Sale of Notes. If the Certificate Structure is implemented, each Series of Notes as evidenced and represented by the applicable Series of Certificates shall be sold to the Underwriter, in accordance with the terms of the Certificate Purchase Agreement applicable to such Series of Notes, in each case as hereinbefore approved. If the Bond Pool Structure is implemented, each Series of Notes shall be sold to the Authority in accordance with the terms of the Note Purchase Agreement applicable to such Series of Notes, in each case as hereinbefore approved.

Section 17. Subordination. (a) Anything in this Resolution to the contrary notwithstanding, the indebtedness evidenced by each Series of Subordinate Notes shall be subordinated and junior in right of payment, to the extent and in the manner hereinafter set forth, to all principal of, premium, if any, and interest on each Series of Senior Notes and any refinancings, refundings, deferrals, renewals, modifications or extensions thereof.

In the event of (1) any insolvency, bankruptcy, receivership, liquidation, reorganization, readjustment, composition or other similar proceeding relating to the District or its property, (2) any proceeding for the liquidation, dissolution or other winding-up of the District, voluntary or involuntary, and whether or not involving insolvency or bankruptcy proceedings, (3) any assignment for the benefit of creditors, or (4) any distribution, division, marshalling or application of any of the properties or assets of the District or the proceeds thereof to creditors,

voluntary or involuntary, and whether or not involving legal proceedings, then and in any such event, payment shall be made to the parties and in the priority set forth in Section 8(F) hereof, and each party of a higher priority shall first be paid in full before any payment or distribution of any character, whether in cash, securities or other property shall be made in respect of any party of a lower priority.

The subordination provisions of this Section have been entered into for the benefit of the holders of the Series of Senior Notes and any Credit Provider(s) that issues a Credit Instrument with respect to such Series of Senior Notes and, notwithstanding any provision of this Resolution, may not be supplemented, amended or otherwise modified without the written consent of all such holders and Credit Provider(s).

Notwithstanding any other provision of this Resolution, the terms of this Section shall continue to be effective or be reinstated, as the case may be, if at any time any payment of any Series of Senior Notes is rescinded, annulled or must otherwise be returned by any holder of Series of Senior Notes or such holder's representative, upon the insolvency, bankruptcy or reorganization of the District or otherwise, all as though such payment has not been made.

In no event may any holder of all or any part of the Series of Subordinate Notes, or the corresponding Credit Provider(s), exercise any right or remedy available to it on account of any Event of Default on the Series of Subordinate Notes, (1) at any time at which payments with respect thereto may not be made by the District on account of the terms of this Section, or (2) prior to the expiration of forty-five (45) days after the holders of the Series of Subordinate Notes, or the corresponding Credit Provider(s), shall have given notice to the District and to the holders of the Series of Senior Notes and the corresponding Credit Provider(s), of their intention to take such action.

The terms of this Section, the subordination effected hereby and the rights of the holders of the Series of Senior Notes shall not be affected by (a) any amendment of or addition or supplement to any Series of Senior Notes or any instrument or agreement relating thereto, including without limitation, this Resolution, (b) any exercise or non-exercise of any right, power or remedy under or in respect of any Series of Senior Notes or any instrument or agreement relating thereto, or (c) any waiver, consent, release, indulgence, extension, renewal, modification, delay or other action, inaction or omission, in respect of any Series of Senior Notes or any instrument or agreement relating thereto or any security therefor or guaranty thereof, whether or not any holder of any Series of Subordinate Notes shall have had notice or knowledge of any of the foregoing.

In the event that a Series of Additional Subordinate Notes is further subordinated in the applicable Pricing Confirmation, at the time of issuance thereof, to all previously issued Series of Subordinate Notes of the District, the provisions of this Section 17 relating to Series of Senior Notes shall be applicable to such previously issued Series of Subordinate Notes and the provisions of this Section 17 relating to Series of Subordinate Notes shall be applicable to such Series of Additional Subordinate Notes.

Section 18. Continuing Disclosure Undertaking. The provisions of this Section 18 shall be applicable only if the Certificate Structure is implemented.

(A) The District covenants, for the sole benefit of the owners of each Series of Certificates which evidence and represent the applicable Series of Notes (and, to the extent specified in this Section 18, the beneficial owners thereof), that the District shall:

(1) Provide in a timely manner not later than ten business days after the occurrence of the event, through the Trustee acting as dissemination agent (the “Dissemination Agent”), to the Municipal Securities Rulemaking Board, notice of any of the following events with respect to an outstanding Series of Notes of the District:

- a. Principal and interest payment delinquencies on such Series of Notes and the related Series of Certificates;
- b. Unscheduled draws on debt service reserves reflecting financial difficulties;
- c. Unscheduled draws on credit enhancements reflecting financial difficulties;
- d. Substitution of credit or liquidity providers, or their failure to perform;
- e. Adverse tax opinions or issuance by the Internal Revenue Service of proposed or final determination of taxability or of a Notice of Proposed Issue (IRS Form 5701 TEB);
- f. Tender offers;
- g. Defeasances;
- h. Rating changes; or
- i. Bankruptcy, insolvency, receivership or similar event of the obligated person.

For the purposes of the event identified in subsection i., the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governmental body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

(2) Provide in a timely manner not later than ten business days after the occurrence of the event, through the Dissemination Agent, to the Municipal Securities

Rulemaking Board, notice of any of the following events with respect to an outstanding Series of Notes of the District, if material:

- a. Unless described in subsection (A)(1)e., other material notices or determinations by the Internal Revenue Service with respect to the tax status of such Series of Notes and the related Series of Certificates or other material events affecting the tax status of such Series of Notes and the related Series of Certificates;
- b. Modifications to rights of owners and beneficial owners of the Series of Certificates which evidence and represent such Series of Notes;
- c. Optional, contingent or unscheduled bond calls;
- d. Release, substitution or sale of property securing repayment of such Series of Notes;
- e. Non-payment related defaults;
- f. The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms; or
- g. Appointment of a successor or additional Trustee or the change of name of a Trustee.

Whenever the District obtains knowledge of the occurrence of an event described in subsection (A)(2) of this Section, the District shall determine if such event would be material under applicable federal securities laws. The Authority and the Dissemination Agent shall have no responsibility for such determination and shall be entitled to conclusively rely upon the District's determination.

If the District learns of the occurrence of an event described in subsection (A)(1) of this Section, or determines that the occurrence of an event described in subsection (A)(2) of this Section would be material under applicable federal securities laws, the District shall within ten business days of occurrence, through the Dissemination Agent, file a notice of such occurrence with the Municipal Securities Rulemaking Board. The District shall promptly provide the Authority and the Dissemination Agent with a notice of such occurrence which the Dissemination Agent agrees to file with the Municipal Securities Rulemaking Board.

All documents provided to the Municipal Securities Rulemaking Board shall be provided in an electronic format, as prescribed by the Municipal Securities Rulemaking Board, and shall be accompanied by identifying information, as prescribed by the Municipal Securities Rulemaking Board.

(B) In the event of a failure of the District to comply with any provision of this Section, any owner or beneficial owner of the related Series of Certificates may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. A default under this Section shall not be deemed an Event of Default under Section 14 hereof, and the sole remedy under this Section in the event of any failure of the District to comply with this Section shall be an action to compel performance.

(C) For the purposes of this Section, a “beneficial owner” shall mean any person which has the power, directly or indirectly, to make investment decisions concerning ownership of any Certificates of the Series which evidences and represents such Series of Notes (including persons holding Certificates through nominees, depositories or other intermediaries and any Credit Provider as a subrogee).

(D) The District’s obligations under this Section shall terminate upon the legal defeasance, prior redemption or payment in full of its Note. If such termination occurs prior to the final maturity of the related Series of Certificates, the District shall give notice of such termination in the same manner as for a listed event under subsection (A)(1) of this Section.

(E) The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this Section. In no event shall the Dissemination Agent be responsible for preparing any notice or report or for filing any notice or report which it has not received in a timely manner and in a format suitable for reporting. Nothing in this Section shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Section or any other means of communication, or including any other notice of occurrence of a listed event under subsection (A)(1) or (A)(2) of this Section (each, a “Listed Event”), in addition to that which is required by this Section. If the District chooses to include any information in any notice of occurrence of a Listed Event in addition to that which is specifically required by this Section, the District shall have no obligation under this Section to update such information or include it in any future notice of occurrence of a Listed Event.

(F) Notwithstanding any other provision of this Resolution, the District with the consent of the Dissemination Agent and notice to the Authority may amend this Section, and any provision of this Section may be waived, provided that the following conditions are satisfied:

(1) If the amendment or waiver relates to the provisions of subsection (A) of this Section, it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the applicable Series of Notes and the related Series of Certificates, or the type of business conducted;

(2) The undertaking, as amended or taking into account such waiver, would in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the applicable Series of Notes and the related Series of Certificates, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and

(3) The amendment or waiver does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the owners or beneficial owners of the related Certificates. In the event of any amendment or waiver of a provision of this Section, notice of such change shall be given in the same manner as for an event listed under subsection (A)(1) of this Section, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver; provided, however, the District shall be responsible for preparing such narrative explanation.

(G) The Dissemination Agent shall have only such duties as are specifically set forth in this Section. The Dissemination Agent shall not be liable for the exercise of any of its rights hereunder or for the performance of any of its obligations hereunder or for anything whatsoever hereunder, except only for its own willful misconduct or gross negligence. Absent gross negligence or willful misconduct, the Dissemination Agent shall not be liable for an error of judgment. No provision hereof shall require the Dissemination Agent to expend or risk its own funds or otherwise incur any financial or other liability or risk in the performance of any of its obligations hereunder, or in the exercise of any of its rights hereunder, if such funds or adequate indemnity against such risk or liability is not reasonably assured to it. The District hereby agrees to compensate the Dissemination Agent for its reasonable fees in connection with its services hereunder, but only from the District's share of the costs of issuance deposited in the Costs of Issuance Fund held and invested by the Trustee under the Trust Agreement.

(H) This section shall inure solely to the benefit of the District, the Dissemination Agent, the Underwriter, any Credit Provider and owners and beneficial owners from time to time of the Certificates, and shall create no rights in any other person or entity.

Section 19. Approval of Actions. The aforementioned officers of the County or the District, as applicable, are hereby authorized and directed to execute each Series of Notes and to cause the Trustee to authenticate and accept delivery of each Series of Notes pursuant to the terms and conditions of the applicable Certificate Purchase Agreement and Trust Agreement or the applicable Note Purchase Agreement and the Indenture, as applicable. All actions heretofore taken by the officers and agents of the County, the District or this Board with respect to the sale and issuance of the Notes and participation in the Program are hereby approved, confirmed and ratified and the officers and agents of the County and the officers of the District are hereby authorized and directed, for and in the name and on behalf of the District, to do any and all things and take any and all actions and execute any and all certificates, requisitions, agreements, notices, consents, and other documents, including tax certificates, letters of representations to the securities depository, investment contracts (or side letters or agreements thereto), other or additional municipal insurance policies or credit enhancements or credit agreements (including mutual insurance agreements) or insurance commitment letters, if any, and closing certificates, which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of each Series of Notes, execution or issuance and delivery of the corresponding Series of Certificates or Series of Pool Bonds, as applicable, and investment of the proceeds thereof, in accordance with, and related transactions contemplated by, this Resolution. The officers of the District referred to above in Section 4 hereof, and the officers of the County referred to above in Section 9 hereof, are hereby designated as "Authorized District Representatives" under the Trust Agreement or the Indenture, as applicable.

In the event that any Series of Notes or a portion thereof is secured by a Credit Instrument, the Authorized Officer is hereby authorized and directed to provide the applicable Credit Provider with any and all information relating to the District as such Credit Provider may reasonably request.

Section 20. Proceedings Constitute Contract. The provisions of each Series of Notes and of this Resolution shall constitute a contract between the District and the registered owner of such Series of Notes, the registered owners of the Series of Certificates or Bonds to which such Series of Notes is assigned, and the corresponding Credit Provider(s), if any, and such provisions shall be enforceable by mandamus or any other appropriate suit, action or proceeding at law or in equity in any court of competent jurisdiction, and shall be irrevocable.

Section 21. Limited Liability. Notwithstanding anything to the contrary contained herein or in any Series of Notes or in any other document mentioned herein or related to any Series of Notes or to any Series of Certificates or Series of Pool Bonds to which such Series of Notes may be assigned, the District shall not have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby except to the extent payable from moneys available therefor as set forth in Section 8 hereof, and the County is not liable for payment of any Note or any other obligation of the District hereunder.

Section 22. Severability. In the event any provision of this Resolution shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 23. Submittal of Resolution to County. The Secretary or Clerk of the Board of the District is hereby directed to submit one certified copy each of this Resolution to the Clerk of the Board of Supervisors of the County, to the Treasurer of the County and to the County Superintendent of Schools.

EXHIBIT A
FORM OF NOTE

R-1 \$ _____

_____ DISTRICT/ _____ BOARD OF EDUCATION
COUNTY OF _____, CALIFORNIA
2016-2017 [SUBORDINATE]* TAX AND REVENUE ANTICIPATION NOTE, SERIES ____

Date of
Original Issue

REGISTERED OWNER: U.S. BANK NATIONAL ASSOCIATION, AS TRUSTEE

SERIES PRINCIPAL AMOUNT: _____ DOLLARS

Interest Rate		Maturity Date		
____%		____, 20__		
First Repayment Period	Second Repayment Period	Third Repayment Period	Fourth Repayment Period	Fifth Repayment Period
____% of the total of [principal] [interest] [principal and interest] due at maturity	____% of the total of [principal] [interest] [principal and interest] due at maturity	____% of the total of [principal] [interest] [principal and interest] due at maturity	____% of the total of [principal] [interest] [principal and interest] due at maturity	100% of the total of principal and interest due at maturity **

FOR VALUE RECEIVED, the District/Board of Education designated above (the “District”), located in the County designated above (the “County”), acknowledges itself indebted to and promises to pay on the maturity date specified above to the registered owner identified above, or registered assigns, the principal amount specified above, together with interest thereon from the date hereof until the principal amount shall have been paid, payable [on _____ 1, 20__ and] on the maturity date specified above in lawful money of the United States of America, at the rate of interest specified above (the “Note Rate”). Principal of and interest on this Note are payable in such coin or currency of the United States as at the time of payment is legal tender for payment of private and public debts, such principal and interest to be paid upon surrender hereof at the principal corporate trust office of U.S. Bank National Association in Los Angeles, California, or its successor in trust (the “Trustee”). Interest shall be calculated on the basis of a 360-day year, consisting of twelve 30-day months, in like lawful money from the date hereof until the maturity date specified above and, if funds are not provided for payment at the maturity, thereafter on the basis of a 360-day year for actual days elapsed until payment in full of said principal sum. Both the principal of and interest on this Note shall be payable only to the registered owner hereof upon surrender of this Note as the same shall fall due; provided, however, no interest shall be payable for any period after maturity during which the holder hereof fails to properly present this Note for payment. If the District fails to pay interest on this

* To bear this designation if this Note is a Series of Subordinate Notes.

** Length and number of Repayment Periods and percentages and amount of principal of Note shall be determined in Pricing Confirmation (as defined in the Resolution).

Note on any interest payment date or to pay the principal of or interest on this Note on the maturity date or the [Credit Provider(s)] (as defined in the Resolution hereinafter described), if any, is not reimbursed in full for the amount drawn on or paid pursuant to the [Credit Instrument(s)] (as defined in the Resolution) to pay all or a portion of the principal of and interest on this Note on the date of such payment, this Note shall become a Defaulted Note (as defined and with the consequences set forth in the Resolution).

[It is hereby certified, recited and declared that this Note (the “Note”) represents an authorized issue of the Note in the aggregate principal amount authorized, executed and delivered pursuant to and by authority of a resolution of the governing board of the District duly passed and adopted heretofore, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the California Government Code (the “Resolution”), to all of the provisions and limitations of which the owner of this Note, by acceptance hereof, assents and agrees. Pursuant to and as more particularly provided in the Resolution, additional notes may be issued by the District secured by a lien on a parity with the lien securing this Note.]*

[It is hereby certified, recited and declared that this Note (the “Note”) represents an authorized issue of the Note in the aggregate principal amount authorized, executed and delivered pursuant to and by authority of certain resolutions of the governing boards of the District and the County duly passed and adopted heretofore, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the California Government Code (collectively, the “Resolution”), to all of the provisions and limitations of which the owner of this Note, by acceptance hereof, assents and agrees. Pursuant to and as more particularly provided in the Resolution, additional notes may be issued by the District secured by a lien on a parity with the lien securing this Note.]**

The term “Unrestricted Revenues” means the taxes, income, revenue, cash receipts and other moneys provided for Fiscal Year 2016-2017 which will be received by or will accrue to the District during such fiscal year for the general fund [and capital fund and/or special revenue fund] of the District and which are lawfully available for the payment of current expenses and other obligations of the District. As security for the payment of the principal of and interest on the Note, subject to the payment priority provisions contained in the Resolution, the District has pledged the first Unrestricted Revenues of the District received in the Repayment Periods set forth on the face hereof in an amount equal to the corresponding percentages of principal of, and [in the final Repayment Period,] interest due on, the Note at maturity set forth on the face hereof (such pledged amounts being hereinafter called the “Pledged Revenues”). As provided in Section 53856 of the California Government Code, subject to the payment priority provisions contained in the Resolution, the Note and the interest thereon shall be a first lien and charge against, and shall be payable from the first moneys received by the District from, the Pledged Revenues. As provided in Section 53857 of the California Government Code, notwithstanding the provisions of Section 53856 of the California Government Code and the foregoing, the Note shall be a general obligation of the District and, in the event that on [the tenth business day of each such Repayment Period], the District has not received sufficient Unrestricted Revenues to permit the

* This paragraph is applicable only if the Note is issued by the District.

** This paragraph is applicable only if the Note is issued by the County.

deposit into the payment account established for the Note of the full amount of Pledged Revenues to be deposited therein from said Unrestricted Revenues in such Repayment Period as provided in the Resolution, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of the Note and the interest thereon, as and when such other moneys are received or are otherwise legally available, as set forth in the Resolution and subject to the payment priority provisions contained therein. The full faith and credit of the District is not pledged to the payment of the principal of or interest on this Note. The County is not liable for payment of this Note.

This Note is transferable, as provided by the Resolution, only upon the books of the District kept at the office of the Trustee, by the registered owner hereof in person or by its duly authorized attorney, upon surrender of this Note for transfer at the office of the Trustee, duly endorsed or accompanied by a written instrument of transfer in form satisfactory to the Trustee duly executed by the registered owner hereof or its duly authorized attorney, and upon payment of any tax, fee or other governmental charge required to be paid with respect to such transfer, a fully registered Note will be issued to the designated transferee or transferees.

The [County, the]* District and the Trustee may deem and treat the registered owner hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes, and [the County,]* the District and the Trustee shall not be affected by any notice to the contrary.

This Note shall not be valid or become obligatory for any purpose until the Certificate of Authentication and Registration hereon shall have been signed by the Trustee.

It is hereby certified that all of the conditions, things and acts required to exist, to have happened and to have been performed precedent to and in the issuance of this Note do exist, have happened and have been performed in due time, form and manner as required by the Constitution and statutes of the State of California and that the amount of this Note, together with all other indebtedness of the District, does not exceed any limit prescribed by the Constitution or statutes of the State of California.

[IN WITNESS WHEREOF, the Board of Supervisors of the County has caused this Note to be executed by the manual or facsimile signature of a duly authorized officer of the County and countersigned by the manual or facsimile signature of its duly authorized officer and caused its official seal to be affixed hereto either manually or by facsimile impression hereon as of the date of authentication set forth below.]*

* Applicable only if the Note is issued by the County.

SECRETARY'S CERTIFICATE

I, Ron Galatolo, Secretary of the Governing Board of San Mateo County Community College District, hereby certify as follows:

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Governing Board of the San Mateo County Community College District duly and regularly held at the regular meeting place thereof on the ___ day of _____, 2016, of which meeting all of the members of said Governing Board had due notice and at which a majority thereof were present; and at said meeting said resolution was adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

An agenda of said meeting was posted at least 72 hours before said meeting at 3401 CSM Drive, San Mateo, California, a location freely accessible to members of the public, and a brief general description of said resolution appeared on said agenda.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office; the foregoing resolution is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes; and said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect. The Maximum Amount of Borrowing specified in the foregoing resolution is \$30,000,000.

Dated: _____, 2016

Ron Galatolo
Secretary of the Governing Board
of San Mateo County Community College District

IN WITNESS WHEREOF, the governing board of the District has caused this Note to be executed by the manual or facsimile signature of a duly authorized officer of the District and countersigned by the manual or facsimile signature of its duly authorized officer as of the date of authentication set forth below.

San Mateo County Community College
District

By _____
Dave Mandelkern
Title: Board President

[(SEAL)]

Countersigned

By _____
Ron Galatolo
Title: Chancellor/Board Secretary

4.5 The following named persons are duly elected (or appointed), qualified and acting officers of the District presently holding the offices set forth opposite their respective names below and by execution hereof each certifies that the signatures of the other officers hereto are the genuine signatures of such officers (signatures of the officers executing the Note, the other Documents (as defined herein), Internal Revenue Service Form 8038-G and the Secretary's Certificate attached to the Resolution must appear below):

NAME	OFFICE	SIGNATURE
<u>Dave Mandelkern</u>	<u>Board President</u>	_____
<u>Ron Galatolo</u>	<u>Chancellor/Board Secretary</u>	_____
_____	_____	_____
<u>Kathy Blackwood</u>	<u>Executive Vice Chancellor</u>	_____
<u>Raymond Chow</u>	<u>Chief Financial Officer</u>	_____

District: San Mateo County Community College District

Address: 3401 CSM Drive

San Mateo, CA 94402

County: San Mateo

Executed and entered into on the Purchase Date set forth in Schedule I attached hereto and incorporated herein.

San Mateo County Community College District

By _____

Name: Kathy Blackwood

Title: Executive Vice Chancellor

IN WITNESS WHEREOF, each of the Districts identified in Schedule I hereto has caused this Trust Agreement to be signed in its name by its duly authorized representative, and U.S. Bank National Association, as Trustee, to evidence its acceptance of the trust hereby created, has caused this Trust Agreement to be signed in the name of the Trustee by an authorized officer of the Trustee, all as of the day and year first above written.

U.S. BANK NATIONAL ASSOCIATION,
as Trustee

By: _____
Name:
Title:

San Mateo County Community College
District

By: _____
Name: Kathy Blackwood
Title: Executive Vice Chancellor

BOARD REPORT NO. 16-5-102B

TO: Members of the Board of Trustees
 FROM: Ron Galatolo, Chancellor
 PREPARED BY: Barbara Christensen, Director of Government/Community Relations, 574-6560

**ADOPTION OF RESOLUTION NO. 16-10 DECLARING THE BOARD’S INTENTION
 TO SELL APPROXIMATELY 6± ACRES OF REAL PROPERTY AND TO ENTITLE AND
 BUILD 28± APARTMENTS FOR FACULTY AND STAFF
 ON THE ADJACENT 2± ACRE SKYLINE COLLEGE PARCEL “B”
 AND APPOINTMENT OF PROPERTY NEGOTIATORS**

The 2015 Facilities Master Plan Amendment to the 2011 Facilities Master Plan proposed a faculty/staff housing development at Skyline College. In its project scope, the Environmental Impact Report (EIR) for the 2015 Facilities Master Plan Amendment included the construction of a residential complex at Skyline College with up to 71 housing units on an existing undeveloped approximately 8-acre parcel (Surplus Parcel B), located near the main campus entrance, south of College Drive and east of College Road.

Surplus Parcel “B” will be subdivided to create an approximate 6± acre parcel for single-family dwellings which will be sold to a developer, who will also entitle and construct approximately 28 units of faculty and staff housing on the remaining 2± acre parcel that will continue to be owned by the District. Proceeds from the sale of land will be used to finance the construction of faculty and staff housing.

The attached resolution describes the terms and conditions for the sale of the 6± acres of land for single family housing and the construction of multi-family housing on the remaining 2± acres.

The timeline for the sale is as follows:

May 16-June 29	Marketing Period
June 29	Proposals due
June 30-July 7	Staff reviews proposals, selects the best 3-5 proposals, and conducts interviews to select Successful Respondent
July 13	Board approves Successful Respondent’s proposal and general terms for sale, and directs staff to negotiate agreement
July 14	Staff begins negotiations on Purchase/Development Agreement
July 27, August 3 or 10	Board approves finalist and Purchase/Development agreement; developer has 60 day feasibility/due diligence period to inspect the property
Date (TBD)	Expiration of the 60 day feasibility period
Date (TBD)	Close of escrow on or before this date which will occur no later than 18 months after date that Purchase/Development Agreement is executed

RECOMMENDATION

It is recommended that the Board of Trustees approve Resolution No. 16-10 declaring the Board’s intention to sell approximately 6± acres of Real Property at Skyline College and to entitle and build 28± apartments for faculty and staff on the adjacent 2± acres (Parcel B). It is further recommended that the Board appoint Barbara Christensen, along with Tom Shannon of Enshallah, Inc., as its property negotiators.

**RESOLUTION NO. 16-10
BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA**

**RESOLUTION DECLARING THE BOARD'S INTENTION TO SELL APPROXIMATELY
6± ACRES OF REAL PROPERTY AND TO ENTITLE AND BUILD 28± APARTMENTS FOR
FACULTY AND STAFF ON THE ADJACENT 2± ACRE SKYLINE COLLEGE PARCEL "B"**

WHEREAS, the San Mateo County Community College District ("District") is the owner of real property situated in San Mateo County consisting of approximately 8± acres of land (hereinafter referred to as the "Property") located on the Skyline College campus, on the south side of College Drive and east of College Road, San Bruno, California and more commonly known as Parcel "B", and as shown in Exhibit "A" attached hereto; and

WHEREAS, the Board declared this parcel surplus to the needs of the District in Resolution 88-5 dated May 25, 1988 and this parcel continues to be surplus to the needs of the District and it is anticipated that it will not be needed in the future for college purposes; and

WHEREAS, the District has determined that it is in its best interest to sell approximately 6± acres of Parcel B to a developer who will process all the entitlements for the Property through the City of San Bruno and any other required agencies and build single family housing on 6± acres and 28± apartments for faculty and staff on the adjacent 2± acres; and

WHEREAS, the District has received from the State Chancellor of California Community Colleges a waiver of the applicable Education Code sections pertaining to the sale of surplus property which entitles the District to receive and evaluate proposals for the Property under criteria established by the District; and

WHEREAS, the District has complied with all terms and conditions of the waiver of authority issued by the State Chancellor;

NOW, THEREFORE, BE IT RESOLVED that this Board of Trustees of the District intends and does hereby declare its intention to sell approximately 6± acres of the Property to a developer who will process all the entitlements for the Property through the City of San Bruno and any other required agencies and build single family housing on 6± acres and 28± apartments for faculty and staff on the adjacent 2± acres. Title to the 6± acres will be conveyed to the Successful Respondent/Buyer at close of escrow while title to the 2± acres shall remain in ownership by the District; and

BE IT FURTHER RESOLVED that this Board or its designated representative will receive proposals to purchase said 6± acres of the Property and develop 28± apartments on the adjacent 2± acres on Wednesday, June 29, 2016 at the District Office, 3401 CSM Drive, San Mateo CA. All respondents shall submit their proposal by Wednesday, June 29, 2016 no later than 3:00 p.m. along with a cashier's check or wire transfer made payable to the San Mateo County Community College District for \$100,000. After the deadline, the proposals shall be opened and reviewed for compliance with this Resolution. Proposals will be evaluated on the basis of purchase price, experience and financial strength of the respondent, along with the scope and nature of the proposed development. A short list of the most qualified responses will be determined and each short-listed respondent will be interviewed to clarify the conditions and terms of their proposals. District staff and property consultant shall make, in their opinion, a recommendation to the Board of the most favorable proposal for the District; and

BE IT FURTHER RESOLVED that all prospective respondents should familiarize themselves with any and all requirements which may be placed upon the development of the Property by the County of San Mateo, City of San Bruno and any other government agencies; and

BE IT FURTHER RESOLVED that the sale of approximately 6± acres of the Property and the entitlement and construction of 28± apartments for faculty and staff on the adjacent 2± acres shall be based upon the following terms and conditions:

1. Minimum purchase price: There is no minimum offer. Each respondent should formulate their best offer and include it in their proposal submission. Each proposal should be accompanied by a cashier's check or wire transfer made payable to the San Mateo County Community College District for \$100,000. Checks or wire transfers from unsuccessful proposals will be returned to the respondent.
2. Terms and Conditions: Each respondent shall outline the terms and conditions of their proposal provided they conform to the requirements of this Resolution and the Request for Proposal issued by the District.
3. Option Period and Payments: The cashier's check or wire transfer for \$100,000 made payable to the San Mateo County Community College District and submitted with the successful proposal shall be retained by the District as a portion of the purchase deposit. The District shall enter into negotiations on a Purchase/Development Agreement between the Board-approved respondent and the District. The Purchase/Development Agreement shall include an option period to process all entitlements. Said option period shall not be greater than 18 months. Of the \$100,000 submitted by the Successful Respondent, \$25,000 shall be non-refundable and shall be paid to the District immediately after the Board accepts the Successful Respondent's proposal. The remaining \$75,000 of the initial deposit shall become non-refundable at the expiration of the 60 day feasibility period described below.
4. Deposits: All deposits, including the Successful Respondent's initial \$100,000 deposit, shall constitute a portion of the purchase price and shall be credited to the Successful Respondent at close of escrow. Interest on all deposits shall be retained by the District and not be credited against the purchase price. Should the Successful Respondent fail to make the deposits as stipulated in the Purchase/Development Agreement in a timely manner, then all previously paid deposits shall be forfeited under the terms and conditions in the Purchase/Development Agreement and shall be retained by the District.
5. Feasibility Period: The Successful Respondent shall have 60 days from the final date of execution of the Purchase/Development Agreement to conduct a feasibility study on the Property during which time the respondent shall have an opportunity to inspect all aspects of the Property and determine, in the Successful Respondent's sole and absolute discretion, whether or not to acquire the 6± acres of Property and to commit to entitle and build the faculty and staff housing on the adjacent 2± acres pursuant to the terms and conditions set forth herein and in Purchase/Development Agreement. Any studies undertaken by the Successful Respondent during the feasibility period will be at the Successful Respondent's expense. After the 60 day feasibility study period, the Successful Respondent's initial deposit of \$100,000 and all subsequent deposits shall be non-refundable and shall be retained by the District.
6. Purchase/Development Agreement: The respondent whose proposal is selected by the Board shall execute a Purchase/Development Agreement mutually agreed upon between the parties. The terms of said Purchase/Development Agreement will be based on the Successful Respondent's proposed

terms and conditions as contained in the respondent's proposal and terms included in this Resolution and the Request for Proposal issued by the District. If the Successful Respondent selected by the Board elects to terminate the Purchase/Development Agreement during the feasibility period or fails to close escrow as stipulated in the Purchase/Development Agreement, the District may offer the Property to other respondents who submitted a response to the Request for Proposal on or before June 29, 2016.

7. Escrow: An escrow shall be opened by the Successful Respondent at a designated title company with offices in San Mateo County.
8. Additional Deposits: All respondents shall propose periodic, non-refundable deposits to be paid to the District over the course of the option period.
9. Close of Escrow: At close of escrow, the purchaser shall deliver the cash necessary to close the escrow as defined in the Purchase/Development Agreement.
10. Fees: The purchaser shall bear the cost of recording fees, documentary and other transfer taxes, title insurance premiums, and all other escrow costs.
11. Possession: Possession of the approximate 6± acres for single family housing shall be delivered to buyer at close of escrow.
12. Sold "AS-IS": The 6± acres of the Property are sold in "AS-IS" condition. This sale shall be made without warranty, express or implied, and subject to any and all unpaid taxes, assessments, easements, right of ways, restrictions, reservations, conditions, deeds of trust, liens and encumbrances thereon of any nature and kind whatsoever; and

BE IT FURTHER RESOLVED that the selected response shall be referred to the Board for consideration on July 13, 2016, at which time the Board will select the Successful Respondent whose offer, in the Board's determination, shall most benefit the District, its students and the community. The response shall conform to all the terms and conditions specified in this Resolution. The District reserves the right to select a lower price offer in the event that such an offer includes terms which, in the Board's judgment, are more favorable to the District, such as a shorter time period to close escrow or larger non-refundable deposits paid upfront or other terms which the Board determines best serve the District's interests; and

BE IT FURTHER RESOLVED that this Board shall and does hereby reserve the right to reject any and all offers, to waive irregularities in the Request for Proposal process, and to withdraw any and all of the described Property from sale; and

BE IT FURTHER RESOLVED that the authority to receive and open proposals, to evaluate same and to conduct interviews with a short list of respondents is hereby delegated to the Chancellor or his designee(s). The Chancellor, or his designee, may negotiate and include in an applicable Purchase/Development Agreement such other terms and conditions as he determines, in consultation with the District's advisors, reasonable and in the District's best interests; and

BE IT FURTHER RESOLVED that the District will not pay a commission on the sale of the 6± acres or the development of the 28± apartments. All proposals must be net of a broker's commission; and

BE IT FURTHER RESOLVED that in the event that the District is unable to convey title for any reason, the Successful Respondent shall have the right to rescind the sale and recover the deposits but shall have no

other right or action against the District and shall not be entitled to recover any damages from the District;
and

BE IT FURTHER RESOLVED that in the event that any legal action or litigation is undertaken by the District to enforce the provisions of this resolution and the Request for Proposal or any subsequent written agreement, the Successful Respondent shall pay reasonable attorney fees incurred by the District; and

BE IT FURTHER RESOLVED that the Chancellor shall cause a copy of this resolution to be posted in three public places in the San Mateo County Community College District, not less than fifteen (15) days before June 29, 2016 and shall further cause notice of this resolution to be published not less than once a week for three successive weeks in a newspaper of general circulation published in San Mateo County, State of California.

REGULARLY PASSED AND ADOPTED this 11th day of May, 2016.

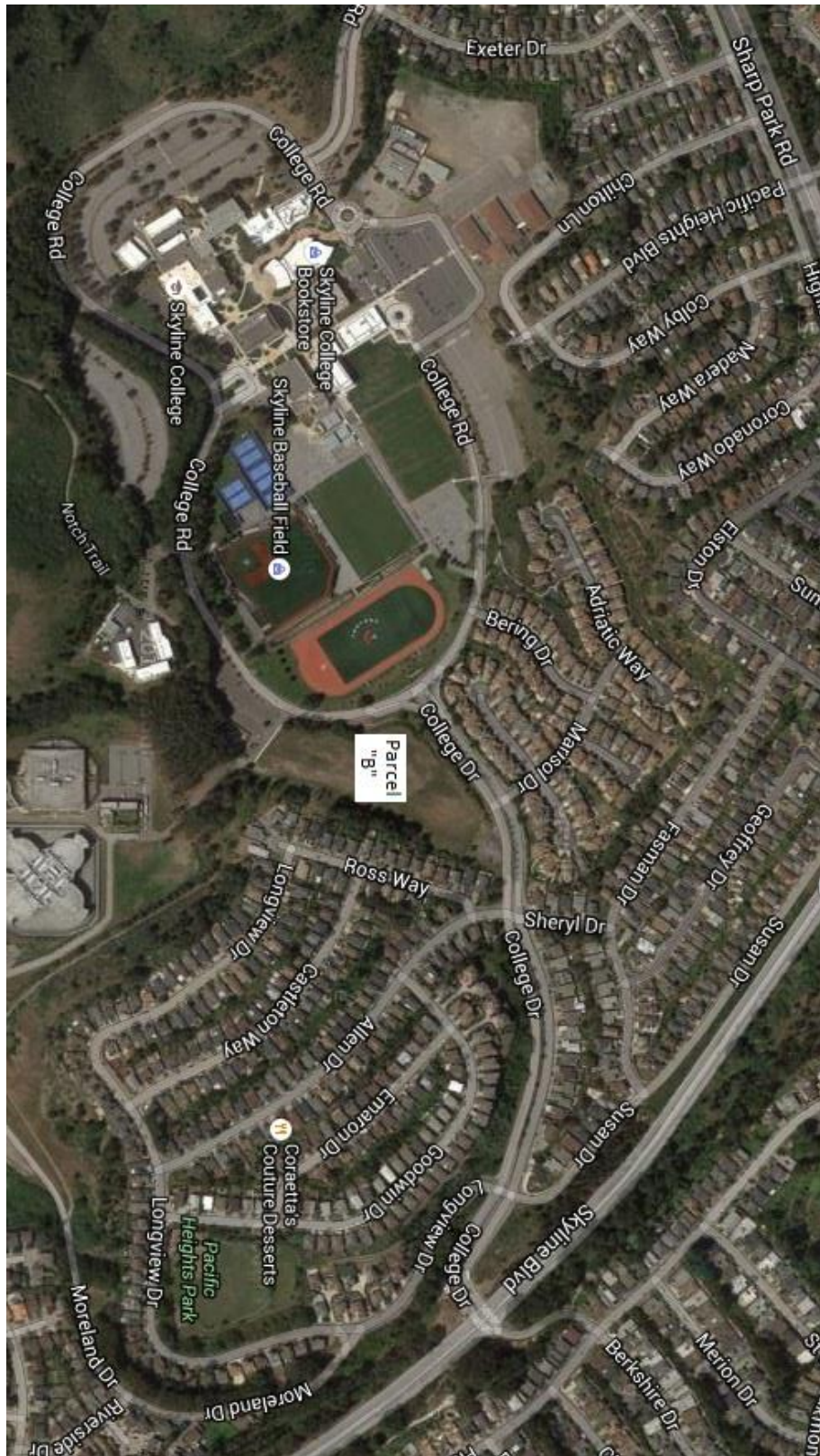
Ayes:

Noes:

Abstentions:

Attest: _____
Thomas Mohr, Vice President-Clerk
Board of Trustees

Exhibit A – Site Map identifying Parcel “B”



BOARD REPORT NO. 16-5-103B

TO: Members of the Board of Trustees
 FROM: Ron Galatolo, Chancellor
 PREPARED BY: Barbara Christensen, Director of Government/Community Relations, 574-6560

APPROVAL OF AGREEMENT WITH ENSHALLAH, INC. TO PROVIDE MARKETING AND PROPERTY NEGOTIATION SERVICES ON THE SALE OF 6± ACRES OF PARCEL B AND THE DEVELOPMENT OF FACULTY AND STAFF HOUSING ON 2± ACRES OF PARCEL B

The 2015 Facilities Master Plan Amendment to the 2011 Facilities Master Plan proposed a faculty/staff housing development at Skyline College. In its project scope, the Environmental Impact Report (EIR) for the 2015 Facilities Master Plan Amendment included the construction of a residential complex at Skyline College with up to 71 housing units on an existing undeveloped approximately 8-acre parcel (Surplus Parcel B), located near the main campus entrance, south of College Drive and east of College Road.

Surplus Parcel “B” will be subdivided to create an approximate 6-acre parcel for single-family dwellings which will be sold to a developer, who will also entitle and construct approximately 28 units housing on the remaining 2± acres which will continue to be owned by the District.

The District desires to employ under Government Code Section 53060 a professional consultant who can assist in the identification of prospective developers for Surplus Parcel B at Skyline College. Staff solicited proposals, including qualifications and estimates, from locally and nationally recognized real estate consulting and brokerage firms who could provide site marketing services.

Proposals included services such as preparation of pre-bid marketing materials, meetings with potential buyers, advertisement placements and distribution, market property pricing analysis, evaluation of bids and negotiation of purchase price and other terms. Cost estimates ranged widely from a 2-3% commission of the purchase price or flat fee ranging from \$145,000 to \$400,000 (see below).

Company	Estimated Fee
The Hoffman Company	Commission: 2% of purchase price
Land Advisors Organization	Commission: 3% of purchase price
CBRE	Flat Fee: \$145,000
Moran & Company	Flat Fee: \$400,000
Enshallah, Inc.	Time and Materials not to exceed \$150,000

District staff has determined that Enshallah, Inc. has the knowledge, experience and training to perform the necessary services to successfully solicit a qualified pool of developers for Surplus Parcel B, assist with the selection of the successful respondent, and negotiate the purchase agreement for the property. For the last 34 years, Enshallah has provided real estate consulting services to more than 30 school districts and public agencies in Northern California, including the San Mateo County Community College District in the sale of Parcel “A” at Skyline College from 1999-2004. Enshallah’s fee was the lowest estimate and is based on a time and material basis at the rate of \$290/hour, not to exceed \$150,000.

RECOMMENDATION

It is recommended that the Board of Trustees approve an agreement with Enshallah, Inc. to perform the work requested by the College District on the development and sale of Surplus Parcel "B" on a time and material basis in an amount not to exceed \$150,000.

BOARD REPORT NO. 16-5-104B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6869

**AUTHORIZATION TO ENTER INTO AN AGREEMENT WITH MARGOLIS HEALY FOR
A PUBLIC SAFETY SERVICES STUDY**

The Board of Trustees directed staff to look at best practices in public safety with the goal of maintaining safe campuses. To that end, a committee consisting of District Staff, College and student representatives was formed to help guide the District’s research process and coordinate opportunities for discussion and participation by all in fall. One of the committee’s first tasks was to engage an experienced consultant familiar with campus safety issues to help guide the committee through the review process.

On March 28, 2016, pursuant to California Government Code 53060, the District issued RFP 86726 for its Public Safety Services Study. The RFP asked proposers to present a plan to develop a comprehensive study of the current environment in the area of public safety services in higher education including community colleges. The study would include an examination of research at the local, regional, state and national levels. It would also include information on all organizational and operational aspects of public safety departments as well as examples of best or smart practices. The study would address current public safety concerns about public policy on how those charged with safety and security defend students and staff from various types of attacks in educational environments, mitigation strategies for these incidents including the use of current technology, and the direct and indirect liabilities associated with the mitigation strategies. The project would result in a staff report for consideration by the District’s Board of Trustees in December, 2016.

The District sent its proposal to 23 firms. Additionally, the District placed an advertisement in the Sacramento Bee in an attempt to further outreach to public policy firms. The district received six proposals. The District’s Public Safety Services Committee reviewed all of the proposals. Of the six firms, the evaluation committee determined that three demonstrated the potential to provide the qualifications, capabilities and capacity to execute the project for the District. In the RFP, the firms had been notified that an interview at the District would be required and interviews were held on April 28. One firm withdrew because they were not able to put a team together to interview on the specified date. The following firms interviewed with the District:

Firm	Cost Proposal
Margolis Healy	\$115,290
Command Consulting Group	\$196,372

Although cost was a component in the evaluation, the firms were also notified that they would be evaluated on the firm’s qualifications and experience including the capacity to provide the required services, the capability and experience of key personnel, and their experience in performing services similar in nature and scope. Additionally, the firm was asked to demonstrate their understanding of the scope of services, their proposed

project design, timeline and facilitation processes, their empirical research methodology, and their proposed methodology for soliciting input from stakeholders. They were asked to outline in their proposal their approach to producing three deliverables: a Research Report, a Communications Plan and a Staff Report for consideration by the Board.

After its interviews, the committee decided that Margolis Healy is the most qualified to perform the work for the District. Their focus is solely on education. They are a professional services firm specializing in campus safety, security, and regulatory compliance for higher education and K-12. The firm has managed or been intimately involved with numerous high profile cases. These include reviews, assessments and investigations at Penn State, The Citadel, University of Pennsylvania, and Dartmouth College, and large-scale disasters such as the 9/11 tragedy's impact on schools in New York City. They bring a diverse team to the process and extensive experience in working with diverse groups of stakeholders in educational environments. The firm was awarded a cooperative agreement with the US Department of Justice to create and host the National Center for Campus Public Safety – a clearinghouse for best practices. Their multidisciplinary approach to the study will bring experts in higher education, public safety, emergency management, and organizational assessment/regulatory compliance, among others, to the process.

While timelines and activities will be refined once an agreement is executed, the committee expects that the firm will engage in research over the summer, convene and engage stakeholders in the fall and complete its final staff report for consideration by the Board at the end of November.

RECOMMENDATION

It is recommended that the Board of Trustees authorize execution of an agreement with Margolis Healy for the District's Public Safety Services Study. Pricing is not expected to exceed the proposed amount of \$115,290, but may change slightly as contract negotiations are finalized in the coming weeks.

BOARD REPORT NO. 16-5-105B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Jamillah Moore, Vice Chancellor, Education Services and Planning, 358-6890
Sue Harrison, Director of General Services

APPROVAL OF CONTRACT AWARD TO CAREER LADDERS PROJECT FOR CONSULTING SERVICES FOR COMMON ASSESSMENT, MULTIPLE MEASURES, PATHWAYS AND STRATEGIC PLAN INITIATIVE PROJECTS

On March 4, 2016, pursuant to Government Code Section 53060, the District issued RFP 86723 for Consulting Services for Common Assessment Initiative Projects.

The purpose of the RFP was to acquire professional expertise and guidance to support the successful implementation of the District Strategic Plan, including but not limited to projects related to the California Community Colleges Common Assessment Initiative (CAI), Districtwide Dual Credit, Multiple Measures, and Guided Pathways. The CAI is developing a new assessment for ESL, math, and English (New Assessment). SMCCCD is working to adhere to these changes, while also engaging in the development and implementation of Districtwide multiple measures for placement. Implementation of the New Assessment and development of cut scores and multiple measures for placing both resident and international students into college level courses will ultimately support the District's efforts to develop Districtwide Dual Credit and Guided Pathways programs to promote student success. The initiatives are important components in the District's Strategic Plan.

The District invited four firms, including Achieve the Dream, the RP Group, West Ed and Career Ladders Project (CLP) to submit proposals. The District received one proposal from Career Ladders Project which includes RP group as a sub-contractor.

The firm was invited to interview with a District team consisting of the College Presidents, Vice Presidents of Instruction, Student Services and Administrative Services, the Vice Chancellor of Educational Services and Planning, and representatives of Research and Planning.

This RFP requires the firm to provide services to develop, plan and implement the Common Assessment in three phases. Phase one includes the development of cut scores for the New Assessment as well as development of a structure and process for an effective multiple measures program that is measurable and scalable. Phase two includes development and implementation of a structure and process for Dual Credit Program and Phase three includes development and implementation of a structure and process for Guided Pathways programs. CLP is a firm with proven experience in all three phases of the RFP, along with the extensive communication and facilitation skills in bringing together faculty, staff and administration from multiple colleges and high schools throughout the District. We also believe they have an in-depth knowledge of the California Community College system, specifically the CAI, and an in-depth understanding as to how Common Assessment, Guided Pathways and Dual Credit programs support student success.

QUALIFICATIONS:

CLP has extensive experience planning, developing, and providing technical assistance on initiatives designed to enhance educational outcomes for community college students, including direct experience in each of the three areas of focus for the proposed scope of work: 1) Common Assessment Cut Scores and Multiple Measures; 2) Dual Enrollment; and, 3) Career Pathway Programs. A discussion of CLP's experience in these three areas is provided below:

Common Assessment Cut Scores and Multiple Measures:

CLP has supported California Community Colleges' adaptation and implementation of evidence based multiple measures for placement as part of several initiatives, including the California Community College Linked Learning Initiative (CCLLI) and the California Career Pathways Trust (CCPT) Grants initiative. Through these initiatives, CLP has worked with community college and district leaders to make the case for adopting multiple measures for placement and worked with faculty to identify an evidence based set of criteria informed by national research, best practices, and local data. To ensure effective college and/or districtwide implementation, CLP has also engaged high school and community college administrators to ensure the seamless transfer of transcript data from high school districts, and worked with college and district staff to automate placement of students based on transcript data and promote effective communication with training of counselors.

Multiple measures have been an integral part of CLP's work with various regional CCPT grants throughout the state and CLP has infused multiple measures into these projects through presentations of research. CLP's goal has been to provide evidence and research context for CCPT consortia and participating English and math faculty that addresses the need for improvements in placement in order for students to access and successfully complete structured pathways.

Through the CCPT initiative, CLP has had the opportunity to work with both districts and colleges and focus on the needs of each. For example, in its work with the Peralta Community College District, CLP focused on multiple presentations of research to math and English faculty and counselors throughout the district to build "buy-in" for implementing multiple measures districtwide. In contrast, for Chabot College, CLP's main focus has been on bringing high school districts to the table to sign data sharing agreements. For other CCPTs, CLP has worked to integrate multiple measures as a key part of designing effective pathways that can help students get in and through college.

Improving systems for data sharing has been an important focus of CLP's work. To ensure that agreements are in place to support the transfer of transcript data from feeder high schools (HS) to college districts, CLP has worked with district/college administrators to create a framework/timeline related to the content and timing of HS transcript data that is needed for multiple measures placement.

CLP has also helped facilitate conversations with HS district administrators and has gained buy-in by communicating to high schools how multiple measures placement improves their students' progress towards a credential and creates more equitable outcomes at the post-secondary levels. CLP has also utilized loss-momentum point data and data on students' college destinations to foster support among high school districts about the importance of collaborating with their community college partners.

Background and Experience of the RP Group, CLP's Partner for the Multiple Measures Component:

CLP will collaborate with the Research and Planning Group for California Community Colleges (RP Group), an ongoing partner. With roots as a professional association for researchers and planners, the RP Group provides research, evaluation, professional development, and technical assistance services that support evidence-based decision making and inquiry. Since its work is defined and conducted by community college practitioners, the RP Group provides a unique, "on-the ground" perspective on complex issues within the California community college system. An example of this work includes the Multiple Measures Assessment

Project (MMAP), a collaborative project with the Chancellor's Office, Cal-Pass Plus, Common Assessment Initiative (CAI), and RP Group. The MMAP is focused on validating the use of high school transcripts, non-cognitive variables using established survey instrument(s), and self-reported information to place students in college-level English, math, ESL, and reading courses. MMAP uses the statewide community college data set to develop a set of recommendations that identifies key factors and thresholds to place students in college-level math and English courses.

In 2014, the RP Group, along with Educational Results Partnership, published a white paper on the topic of multiple measures, entitled *Multiple Measures for Assessment and Placement (2014)*. This paper was presented to the Multiple Measures Work Group of the CAI, helping to frame the dialogue around multiple measures in California. The RP Group is the external evaluator for the CAI and has members serving on the steering committees and workgroups as experts in Institutional Research in CAI. Given the RP Group's multiple roles in the CAI, the RP Group has a well-rounded understanding and knowledge of CAI efforts. The RP Group's involvement in the evaluation of the CAI, along with its work with the statewide multiple measures efforts, provides it with the necessary experience and expertise on issues related to placement and assessment to successfully support local college efforts seeking to implement these processes.

Dual Enrollment:

CLP has been a leader in developing evidence and promoting awareness about the benefits of dual enrollment among community colleges in California. CLP partnered with Columbia University's Community College Research Center on the Concurrent Courses Initiative (CCI), which ended in 2011. The CCI was designed to demonstrate the feasibility of using dual enrollment programs to enhance college and career pathways for low-income youth who are struggling academically or historically underrepresented in higher education. Funded by The James Irvine Foundation, CCI provided support to eight secondary and postsecondary partnerships in California interested in developing career-focused dual enrollment programs. CLP provided technical assistance to the Initiative partners through direct assistance with ongoing implementation, exchange of effective practices among the Initiative's partners, and identification of common challenges and emergent solutions in offering effective concurrent enrollment programs. The CCI followed some 3,000 high school students in California enrolled in community college dual enrollment courses and found that they were more likely than comparable, non-dual enrollment students to graduate from high school, enroll and persist in college and accrue more college credits. Most recently, CLP and the RP Group, in partnership with the California Community Colleges Chancellor's Office (CCCCO), have worked closely together to identify and organize a variety of research based tools to help community colleges and their K-12 educational partners develop and maintain dual enrollment offerings. Key among these is the forthcoming Dual Enrollment Toolkit, a resource kit for community colleges and their secondary school partners, created with funding from the CCCCCO, the Rancho Santiago Community College District, and the James Irvine Foundation. The Dual Enrollment Toolkit highlights and describes promising practices related to providing historically underrepresented high school students with opportunities to earn college credits at California Community Colleges while they complete the requirements for their high school diplomas.

College and Career Pathway Programs:

CLP has been at the forefront of research and initiatives related to effective college and career pathway program design. CLP helped to design and was the primary technical assistance provider for the California Community College Linked Learning Initiative (CCCLI), sponsored by the James Irvine Foundation. In this capacity, CLP worked with eight community colleges around the state, guiding them in the development of programs and strategies to improve the high school-to-college transition. Based on the success of the CCCLI, the James Irvine Foundation asked CLP to develop the framework for its Bridging the Gap (BtG) initiative and to use its experience to inform their investment strategy with lessons learned. CLP is now supporting two regions, Long Beach and the East Bay, to plan for a Year 2 BtG initiative that would include a systemic look at K-16 pathways and transition to college. Recently, CLP worked with Berkeley City College administrators and faculty to help them to better understand the barriers to students' completion of programs

of study by mapping out the course pre-requisite options and analyzing data on how students progress through those pre-requisites. This resulted in more coherent learning objectives and greater clarity around roadmaps for completion. Currently, CLP is in the early stages of dialogue with college leaders in California who are participating in the American Association of Community Colleges Guided Pathways initiative around the need for a statewide community of practice. Over the next year, should CLP be awarded this contract, CLP will actively connect SMCCCD colleges to that developing discussion and related resources.

After meeting with the team, CLP presented a revised proposal to reflect the additional information provided at the meeting. The current proposal is a three-year endeavor with a proposed total of **\$740,499**.

BUDGET:

The overall budget for the proposed three-year project is \$740,499. Budget is broken out by year and by phase, with the bulk of the expenses falling in Year 1. Personnel expenses comprise the majority of the project costs and the yearly budget detail shows how the budget will be allocated for CLP program staff and consultants, the RP Group consultants, faculty/peer experts, and a researcher. The allocations are directly tied to the annual activities for each of the three phases. In addition to detailing direct consulting services, the budget includes project oversight and coordination work, which will be provided by Linda Collins and Kristina Palmer. A small amount of time (average 6-8 hours per month per person) is allocated into each Phase and tapers off in Year 3.

The following is a summary of expected expenses per phase:

Phase 1: The majority of Phase 1 will be completed in Year 1, by November 2016. Budgetary items include program staff and consultant fees for meetings with SMCCCD faculty and administrators, a two-day convening in August 2016, and one convening at each College. The Phase 1 work that continues in Years 2 and 3 covers automating placement and evaluation of the new cut scores and multiple measures process established in Year 1.

Phase 2: The bulk of the work for Phase 2 will fall in Year 1, with implementation and troubleshooting in Years 2 and 3. Budgetary costs include program staff and consultant fees for monthly meetings in Year 1, with follow up meetings as needed in Years 2 and 3. The Phase 2 budget includes two learning events in Year 1: a half-day learning event at the beginning of the project and a full-day learning event during the second semester, to begin implementation. There will be three convenings in Year 2. Depending on specific project needs, CLP anticipates deploying faculty/peer experts on a limited basis to facilitate at meetings or convenings.

Phase 3: Phase 3 includes expenses for three convenings in Year 1, three convenings with Skyline College and one convening each with College of San Mateo and Cañada College in Year 2, and one convening with each College in Year 3. Depending on specific project needs, CLP anticipates deploying faculty/peer experts on a limited basis to address key content issues and/or share effective practice and implementation experience. CLP also anticipates needing occasional assistance to research specialized topics and assist with documentation.

RECOMMENDATION

It is recommended that the Board of Trustees approve the award of RFP 86723 for Consulting Services for Common Assessment Initiative Projects to Career Ladders Project and authorize the negotiation and execution of a three-year contract in an amount not to exceed \$750,000.

BOARD REPORT NO. 16-5-106B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Josè D. Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, 358-6836

APPROVAL OF CONTRACT AWARD FOR MARIE CURIE PARKING LOT RENOVATION PROJECT AT COLLEGE OF SAN MATEO

The Marie Curie Parking Lot 5 has incurred surface damage over the past several years due to the traffic of larger vehicles and trucks necessary for construction activities. The paving is also damaged by extensive tree roots growth which has extended from the planted areas to encroach upon the paved areas and caused large sections of the paving to be cracked and broken. The Socrates Parking Lot 4 has striping that is damaged, faded and illegible. Many of the current speed bumps along the Campus perimeter road have flattened over time and no longer provide a deterrent capable slowing drivers. The current speed bumps do not comply with the City of San Mateo Standards which call for wheel cut outs and allow the City of San Mateo's fire engines safe travel through the speed bumps. The District hired the architectural firm of Noll and Tam to develop plans and specifications for paving and striping repairs, the installation of LED light fixtures previously removed from the North Gateway project scope of work, installation of new speed tables/bumps that are in compliance with City of San Mateo Fire Department requirements, localized landscaping and irrigation repairs as well as the infrastructure for the addition of three future electric vehicle charging stations in the Marie Curie Parking Lot 5.

The District sought competitive bids for this paving replacement project through a formal bid advertised to B contractors in a local newspaper on February 29 and March 7, 2016, published notice on the District website, and notified contractors on the District's 2016 pre-qualified contractor list via phone and email outreach. Four contractors and two subcontractors attended the mandatory pre-bid conferences. On March 24, 2016, the bid due date, the District received no bids for this project.

Pursuant to the Public Contract Code Section 22038, Rejection of Bids; Failure to Receive Bids; Options, Subparagraph (c), If no bids are received through the formal or informal procedure, the project may be performed by the employees of the public agency by force account, or negotiated contract without further complying with this article.

Instead of negotiating a single contract, District staff conducted an informal bid to ensure a competitive process. The District sought three bids and received two.

On April 12, 2016, the District received two bids for this project as follows:

Contractor	Total Bid
Coulter Construction Inc.	\$484,165.00
Eternal Construction, Inc.	\$438,770.00

After the second bid opening, District staff conducted a due diligence investigation of the bid results to ascertain the lowest responsive, responsible bid that meets all the requirements of the project. In addition to pricing, bidders were evaluated for their conformance with bidding requirements. Based on the due diligence review process, Eternal Construction, Inc. was deemed the lowest responsive, responsible bidder.

This project will be funded by Measure H general obligation bond.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Executive Vice Chancellor to execute a contract with Eternal Construction, Inc. for the Marie Curie Parking Lot Renovation at College of San Mateo, Bid #86720, in an amount not to exceed \$438,770.00

BOARD REPORT NO. 16-5-107B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Josè D. Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations, 358-6836

**APPROVAL TO REJECT THE BID FOR NEW TEAM ROOM PROJECT
AT CAÑADA COLLEGE**

The existing Cañada College team room is currently housed in Building 1. Building 1 is scheduled to be demolished and reconstructed. In order to provide a Team Room during the planned demolition of Building 1, a new modular Team Room was procured and delivered to the site. The new structure requires infrastructure modifications to support occupancy; power, data, fire alarm, and the like. This bid included all such required infrastructure work to support occupancy of the new Team House.

The District sought competitive bids for this new team room project through a public works bid, advertised in a local newspaper on April 4, 2016 and April 11, 2016 and published notice on the District website, inviting pre-qualified B contractors. Staff also conducted outreach to contractors included in the District’s 2016 pre-qualified contractor list via telephone and email. Six contractors and three subcontractors attended one of two mandatory pre-bid conferences held on April 7, 2016 and April 13, 2016. On April 28, 2016, the District received one bid for this project as follows:

Contractor	Total Bid
Coulter Construction Inc.	\$726,000.00

The bid received significantly exceeds the project budget. Staff determined that it is in the District’s best interest to reject this bid in order to implement alternate strategies to secure a bid better aligned with the project budget. Staff proposes to re-bid the project after the summer months when the demand for construction may be less, or seek to package this work together with a larger project that may be more appealing to the market.

This project is funded by Redevelopment and Fund 4 unrestricted funds.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Executive Vice Chancellor to reject the bid submitted by Coulter Construction, Inc. for the Team Room Project at Cañada College.

BOARD REPORT NO. 16-5-108B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José Nuñez, Vice Chancellor of Facilities, Planning & Operations, 358-6836
Sue Harrison; Director of General Services; 358-6879

**RATIFICATION OF CONTRACT AWARD FOR SYNTHETIC TURF REPLACEMENT
SOFTBALL FIELD AT COLLEGE OF SAN MATEO**

The College of San Mateo softball turf is in need of replacement. A number of synthetic turf providers maintain California Multiple Award Schedules (CMAS) with the State’s Department of General Services. Public Contract Code (PCC) 20653 authorizes the governing board of any community college district to purchase materials, equipment or supplies through the State’s Department of General Services. PCC Sections 10298 and 10299 authorize local government agencies and school districts, including community college districts, to use CMAS and other Department of General Services agreements without competitive bidding.

In March 2016, staff identified five CMAS vendors who could potentially provide FieldTurf DoublePlay 2.5 or acceptable equivalent product. District coaches determine these specifications based on the sport for which the turf will be used. The products specified SBR infill (which is recycled tire material), which has been the basis of design for the prior fields (with the exception being the two soccer fields at Cañada College and Skyline College).

General Services conducted a Request for Offer (RFO) with the CMAS vendors. An RFO is the method specified by the State Department of General Services by which to obtain offers from multiple CMAS vendors. An RFO is not a competitive bid transaction; therefore, protest language, intents to award, evaluation criteria, advertising, and the like are not applicable and the products/vendors are chosen based on a best value process. Synthetic turf replacement is subject to prevailing wage and appropriate contractual language to that effect was included in the RFO. Of the five vendors solicited, two presented offers: Hellas and FieldTurf. Both offers shown below include an \$8,000 maintenance program.

Hellas	FieldTurf
\$335,962.98	\$472,924

Hellas submitted an offer for a 1.75 inch tall product which would have resulted in a 30% reduction in net infill and fiber materials ultimately affecting the playability for Softball. Although Hellas did indicate the availability of a 2.5 inch product at similar pricing, staff and coaches determined that FieldTurf is the preferred playing surface and is consistent with other baseball turf in use throughout the district.

The team reviewed the FieldTurf offer in more detail to ensure that it reflected the product at or lower than the CMAS contract pricing. In response to the District’s request, FieldTurf reduced the pricing for the base work component of the bid resulting in a final proposal price of \$447,512.

RECOMMENDATION

It is recommended that the Board of Trustees ratify the award of a contract to FieldTurf for replacement of the College of San Mateo softball fields in an amount not to exceed \$447,512.

BOARD REPORT NO. 16-5-109B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 650-358-6869

**APPROVAL OF REVISION TO BOARD POLICY 7.43,
STUDENT FINANCIAL AID PROGRAMS**

The proposed revision to Board Policy 7.43 is the addition of language in reference to requirements for students in the baccalaureate degree pilot program who wish to apply for a Board of Governors fee waiver. The new language is taken directly from Education Code Section 78042(c).

The revision has been reviewed and approved by the District Participatory Governance Council.

RECOMMENDATION

It is recommended that the Board approve the revision to Board 7.43 as shown on the attached.

CHAPTER 7: Student Services
BOARD POLICY NO. 7.43 (BP 5130)

BOARD POLICY
San Mateo County Community College District

Subject: BP 7.43 Student Financial Aid Programs
Revision Date: 10/12; Reviewed 8/13; ~~xx/xx~~
Policy References: Education Code Sections 66021.6, 76300 and 78042(c); 20 U.S. Code Sections 1070 et seq.; 34 Code of Federal Regulations Section 668 (U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard III.D.15

1. The District shall participate in federal, state, and local financial aid programs approved by the Board of Trustees. Financial aid programs, including but not limited to loans, scholarships, grants and work programs, shall be implemented to assist students who, without financial assistance, might be denied a college education. All financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency, and incorporate federal, state, and other applicable regulatory requirements, including District Rules and Regulations.
2. As a condition of eligibility for consideration to participate in the statewide baccalaureate degree pilot program, a district shall have a written policy that requires all potential students who wish to apply for a Board of Governors Fee Waiver pursuant to Section 76300 to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.
3. The Executive Vice Chancellor shall have the responsibility for insuring the overall coordination of District and College financial aid programs with respect to accounting, record-keeping, and reporting functions.
4. The Chancellor shall establish, publicize, and apply satisfactory academic progress standards for participants in the Title IV student aid programs.
5. The District Financial Aid Steering Committee shall function as a coordinating body between District Information Technology Services and College Financial Aid Offices. The Committee shall be responsible for insuring that appropriate procedures, policies, and printed materials are used to implement District financial aid programs.
6. Responsibility for the Financial Aid Program at each College shall rest in the Office of the Vice President, Student Services with operational responsibility designated to the Director of Financial Aid. The Vice President shall insure that College programs are operated in accordance with Federal and State laws and regulations and District Rules and Regulations. The Vice President or the Director of Financial Aid will also insure that funds are distributed in accordance with approved criteria and that required records relating to eligibility and disbursement are maintained to verify the equitable and effective utilization of available funds.
7. Consistent with the applicable federal regulations for federal financial aid, the District shall not engage in “substantial misrepresentation of 1) the nature of its educational program, 2) the nature of its financial charges, or 3) the employability of its graduates.

BP 7.43 Student Financial Aid Programs (continued)

8. The Chancellor or designee shall establish procedures for regularly reviewing the District's website and other informational materials for accuracy and completeness and for training District employees and vendors providing educational programs, marketing, advertising, recruiting or admission services concerning the District's educational programs, financial charges, and employment of graduates to ensure compliance with this policy.
9. The Chancellor or designee shall establish procedures wherein the District shall periodically monitor employees' and vendors' communications with prospective students and members of the public and take corrective action where needed.

**RESOLUTION NO. 16-11
BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA**

**RESOLUTION IN SUPPORT OF SENATE BILL 1406
CONSTRUCTION-RELATED ACCESSIBILITY: PUBLIC ENTITIES**

WHEREAS, the California Community College system is the largest postsecondary system of education in the world, enrolling approximately 2.1 million students each year at 72 districts;

WHEREAS, Article 1, Section 28 of the California Constitution states that public schools, including community colleges, shall be safe, secure, and peaceful;

WHEREAS, the primary mission of the California community college system is to offer academic and vocational instruction. Colleges may grant associate in arts degrees, associate in science degrees, and select Baccalaureate Degrees; and

WHEREAS, the State has met its historic policy of access to higher education through its review of ADA compliance through the Department of the State Architect for public entities; and

WHEREAS, over the past two decades, accessibility claims for compensation and repair of non-compliant facilities have increased as the Unruh Civil Rights Act guarantees up to \$1,000 for any Americans with Disabilities Act violation and up to \$4,000 for any intentional violation; and

WHEREAS, public entities, such as community colleges receive the bulk of their funding from the State of California, local tax revenue, and fees paid directly by students; and

WHEREAS, when community colleges are the target of claims and litigation, it impacts the taxpayer and the students; and

WHEREAS, the State does not collect information regarding these lawsuits; and

WHEREAS, without collection, the State cannot discern any patterns to these lawsuits or facilities in question; and

WHEREAS, Senator Tony Mendoza has introduced Senate Bill 1406 Construction-Related Accessibility: Public Entities to collect data surrounding these lawsuits; and

WHEREAS, Senate Bill 1406 will require an attorney who serves a complaint alleging a construction-related accessibility claim against a public entity, to send a copy of the complaint to the California Commission on Disability Access; and

WHEREAS, Senate Bill 1406 will also require that the notification of judgment, settlement, or dismissal be sent to the Commission; and

WHEREAS, Senate Bill 1406 will help to accurately track the number of lawsuits that impact California community colleges in order to better understand the problem as well as the outcome of the lawsuits; and

NOW, THEREFORE BE IT RESOLVED, that the Board of Trustees of the San Mateo Community College District supports Senate Bill 1406 (Mendoza) Construction-Related Accessibility: Public Entities;

REGULARLY PASSED AND ADOPTED this 11th day of May 2016.

Ayes:

Noes:

Abstentions:

Attest: _____

Thomas Mohr, Vice President-Clerk
Board of Trustees

**RESOLUTION NO. 16-12
BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA**

**RESOLUTION IN OPPOSITION TO ASSEMBLY BILL 2738, AN ACT TO AMEND SECTION
15146 OF THE EDUCATION CODE RELATING TO SCHOOL BONDS**

WHEREAS, in November, 2005, the voters of San Mateo County approved a \$468 million bond measure for the San Mateo County Community College District (SMCCCD) and in Fall 2006, the District started the process to issue the first series of bonds; and

WHEREAS, because the projects approved were large and had to be staged in sequence, our construction managers attested that the overall project term was five years which meant that some of the bond proceeds could and should be invested until needed, some up to four years in maturity; and

WHEREAS, knowing that time frame and that the average maturity in the County Investment Pool was only a little over one year, the District went to the San Mateo County Treasurer and requested that it be allowed to 1) withdraw and invest the bond proceeds in longer term investments, or 2) that the District be allowed to direct the investments within the county pool, or 3) that the county establish a longer term investment pool within the larger County Investment Pool; and

WHEREAS, the County Treasurer refused all three requests. When the District showed that it was within the existing law in requesting to withdraw the funds and invest them directly and the County Treasurer again refused, the District left the funds with the County in order to maintain its working relationship; and

WHEREAS, in September 2008, the County Investment Pool had \$415 million of District Bond proceeds invested in the County Investment Pool, and the County had \$155 million of the pool invested in Lehmann Brothers; and

WHEREAS, the County invested more of their funds in one company than was permitted by their investment policy, and when Lehmann Brothers failed, the County lost \$155 million. Of that, \$25 million belonged to SMCCCD. \$23million was bond principal and the remaining \$2 million belonged to the general fund and the student body; and

WHEREAS, after five years, the County recovered \$13 million of the funds, resulting in a net principal loss of \$12 million as well as any interest that might have been earned on those funds; and

WHEREAS, the current County Treasurer agrees that SMCCCD may declare its fund surplus and withdraw them from the County Investment Pool and invest them separately. The current County Treasurer also states that staff resources are not available to direct a smaller pool of longer term investments; therefore, if SMCCCD wants to invest bond funds to match the anticipated cash flow needs, it must do that itself; and

WHEREAS, SMCCCD knows that the existing law permits the District to invest the funds in a more secure and longer term investment and, had we been allowed to invest these funds, might have allowed the District to avoid these losses; and

WHEREAS, the District does not believe in restricting schools and colleges from withdrawing bond funds to invest according to the cash flow needs of their projects; and

WHEREAS, AB2738 would prohibit the proceeds from the sale of bonds from being withdrawn by the school district or community college district for investment outside the county treasury;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the San Mateo County Community opposes AB2738.

REGULARLY PASSED AND ADOPTED this 11th day of May 2016.

AYES:

NOES:

ABSTENTIONS:

ATTEST:

Thomas Mohr, Vice President-Clerk
Board of Trustees

RESOLUTION NO. 16-13

**BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA**

RESOLUTION REGARDING BOARD ABSENCE

WHEREAS, California Education Code states that a Governing Board member of a community college district may receive compensation for any meeting when absent if the Board, by resolution duly adopted, finds that at the time of the meeting, he or she is performing services outside the meeting for the community college district; he or she was ill or on jury duty; or the absence was due to a hardship deemed acceptable by the Board; and

WHEREAS, at the time of the March 16, April 5 and April 20 meetings of the Board, Trustee Thomas Mohr was absent due to hardship deemed acceptable by the Board;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the San Mateo County Community College District finds that under current law, Trustee Mohr is entitled to receive the regular compensation for the meetings at which he was absent.

REGULARLY PASSED AND ADOPTED this 11^h day of May, 2016.

Ayes:

Noes:

Abstentions:

Attest: _____
Dave Mandelkern, President
Board of Trustees

San Mateo County Community College District

May 11, 2016

BOARD REPORT NO. 16-5-2C

DISCUSSION OF INCREASE IN STUDY BODY FEE

There is no printed board report for this agenda item.