Central California Community Colleges Committed to Change (C⁶) Regional Meeting

Agenda – October 24 2011

WHC Lemoore Room 253 – 9:00 AM to 12:00 PM

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>• Continental Breakfast at 8:30 AM</td>
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<tr>
<td>• Welcome at 9:00 AM</td>
<td>Don Warkentin, President, WHCL</td>
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<tr>
<td>• New Opportunities</td>
<td>Frank Gornick, Chancellor, WHCCD</td>
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<td>CEO Commitment</td>
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<td>CEPF Synergy</td>
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<td>Partner leverage</td>
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<td>• Department of Labor TAACCT Overview</td>
<td>Carole Goldsmith, Vice Chancellor, WHCCD</td>
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<td>Complete College America focus…</td>
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<td>Here is what we said we would do…</td>
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<tr>
<td>This is how we will do it…</td>
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<tr>
<td>Roles and Responsibilities…</td>
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<tr>
<td>Timeline and Calendar of Meetings</td>
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<tr>
<td><strong>Break</strong></td>
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<tr>
<td>• Consideration of Student Success Task Force Draft Recommendations as guiding principle</td>
<td>Frank Gornick, Chancellor, WHCCD</td>
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<td>Ben Duran, President, Merced City College</td>
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<tr>
<td>• Fiscal Overview</td>
<td>Ken Stoppenbrink, Vice Chancellor WHCCD</td>
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<td>Reporting&amp; Procurement process</td>
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<tr>
<td>• Closing Remarks and Lunch Break at noon</td>
<td>Frank Gornick, Chancellor, WHCCD</td>
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### Central California Community Colleges Committed to Change (C⁶) Regional Meeting

**Agenda – October 24 2011**

WHC Lemoore Room 253 - 1:00 PM to 4:00 PM

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Presenter/Spokesperson</th>
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<tbody>
<tr>
<td>Welcome</td>
<td>Don Warkentin, President, WHCL</td>
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<tr>
<td>California Education Policy Fund Overview</td>
<td>Carole Goldsmith, Vice Chancellor, WHCCD</td>
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<tr>
<td>Review of 3 Fundamental Issues</td>
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<td>Review funding level and possible leverage</td>
<td>Frank Gornick, Chancellor, WHCCD</td>
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<td>Board Engagement</td>
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<td>Review AB 743 (Block)</td>
<td>Frank Gornick, Chancellor, WHCCD</td>
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<td>Ben Duran, President, Merced City College</td>
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<td>Overview of EAP project</td>
<td>Dennis Nef, Director, CSU Fresno</td>
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<tr>
<td><strong>Break</strong></td>
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<tr>
<td>Review of findings from August 31st meeting</td>
<td>Barbara Hioco, Executive Director, CVHEC</td>
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<td>Next Steps</td>
<td>Elaine Cash, Consultant, Closing the Gap</td>
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<td>✓ Committee/Skills Set Needed</td>
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<td>✓ Plan for roll-out</td>
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<td>✓ Dates of first committee meeting</td>
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<td>Closing Remarks at 4:00 PM</td>
<td>Frank Gornick, Chancellor, WHCCD</td>
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TAACCCT Fiscal Reporting & Monitoring Presentation

TAACCCT Grants Management
October 24, 2011

WEST HILLS
COMMUNITY COLLEGE DISTRICT
Documentation required

- Monthly Financial Status Report
  - Administration part done by WHCCD
  - Program part done by partner
- Monthly Expenditure Recap Sheet
  - This will be reviewed with appointed fiscal staff
- General Ledger
  - Need detail expenditures
Documentation required cont.

- Payroll Register/Labor Distribution Report
- Time and Effort sheets
- Copies of all expenditures invoices/claims
- Copies of all RFP, PO, Advertisements; Invoices  
  - Copy of minutes from board approving purchases
- Inventory Record Sheet
- Copy of A-133 Audit (OMB single audit)
• Reimbursement to partners done Monthly
  – All supporting documentation must be submitted no later than the 15th of each month
  – All claims to be submitted electronically via email to Debbie Gore
  – Original invoices to be kept by submitting partner for site audit purposes
Equipment

- All list of equipment to be purchased must be submitted to WHCCD so grantee can get prior approval from DOL.
- Equipment is an acquisition cost of $5,000 or more with a life time of one year or more.
• Must follow WHCCD procurement policies

• Other policies required
  – List will be provided once we have met with DOL
Fiscal Meetings

- WHCCD will be conducting site monitoring visits to all partners
- Dates TBA
- Discuss YTD expenditures and compliance matters

- Questions?
Contact Information

- Ken Stoppenbrink: 559-934-2160
- Email: kenstoppenbrink@whccd.edu
- Debbie Gore: 559-934-2143
- Email: debbiegore@whccd.edu
- Tammy Weatherman: 559-934-2117
- Email: tammyweatherman@whccd.edu
WEST HILLS
COMMUNITY COLLEGE DISTRICT

TAACCCT
FINANCIAL REPORTING AND DOCUMENTATION REQUIREMENTS

- Monthly financial status report
- Backup Documentation attached to Monthly financial report
  1. Copy of General Ledger reflecting expenditures for the month and also year to date activity
  2. Copy of labor distribution report reflecting staff that is being paid under TAACCCT
  3. Time and Efforts for all staff being funded under the grant. (sample attached)
  4. Copies of all expenditures (example: invoices, expense claims)
  5. Equipment will need RFQ/RFP packet (see attach sheets) anything $ 5,000 or over. Make sure to follow WHCCCD purchasing process
  6. Inventory Record Sheet (sample attached)

- All Monthly Financial reporting due no later that the 15th of each billing month.

Fiscal Monitor Contact:
Debbie Gore
Debbiegore@whccd.edu
559-934-2143
Fax 559-934-2848
1) Lead Consortium Applicant: West Hills College Lemoore

2) Lemoore, California

3) Areas Served by Grant: 16 Counties in San Joaquin Valley covering 27,282 Square Miles

![Map of California with shaded counties indicating areas served by the consortium project.]

Central California Community College Consortium

Twelve (12) College Consortium Partners of Central California

- Fresno City
- Madera Center
- Porterville
- Bakersfield
- Taft
- Reedley
- Merced
- Cerritos
- San Joaquin Delta
- College of the Sequoias
- West Hills College Lemoore
- West Hills College Coalinga

4) Project Name: Central California Community Colleges Committed to Change (C⁶) Consortium

5) Funding Level Requested: $19,993,050

6) Priorities and Strategies

The C⁶ Consortium will pursue Priority #2 by implementing a comprehensive strategy consisting of eight inter-related and inter-dependent elements, or guiding principles, that research has indicated result in significant positive outcomes in retention and completion rates and has shown to reduce the time to degree or certification at community colleges.

Improve Retention and Achievement Rates to Reduce Time to Completion

1. Integrated Program Design – students will enroll in a single, coherent program
2. Cohort Enrollment – programs will be designed with a pre-determined sequence of courses, a pre-established life-of-program class schedule, a cohort-based structure, and a single program registration process.
3. Block Scheduling – provide a fixed classroom-meeting schedule, consistent from term to term.
4. Compressed Classroom Instruction – asynchronous instruction along with contemporary technology will be used to supplement traditional classroom instruction to compress seat-time requirements and to reduce the time needed to move students from training to degree to work.
5. *Embedded Remediation* – essential relevant math and English skills will be provided in tandem with learning specific occupational competencies.

6. *Increase Transparency* - C^6 programs will be advertised, priced, and delivered as high-value programs leading to clearly defined credentials and connected to regional employer need.

7. *Transformational Technology* - C^6 Redesign Education Delivery (RED) Teams will redesign courses across the region to better use new and existing technology as well as blended learning models and will seek out open textbooks and courseware options in order to assist cash-strapped TAA eligible participants.

8. *Innovative Student Support Services* – the C^6 design will embed student support services into program structures, using technology and partnerships with employers to supplement traditional support services.

**7) Description of Proposed Project**

The C^6 Consortium project will implement one strategy with eight guiding principles bringing expanded capacity and efficiency to the grant project. California’s geographically immense San Joaquin valley covering 27,282 square miles presents challenges of delivering services to the potential target population of trainees as well as providing a large enough scope of employment opportunities in a given geographic area. The initial two years of the grant project will allow each college within the consortium to design and implement high quality training programs for individuals and industry partners in their area. The third year of the project will expand capacity and sustainability by duplicating these model programs within the consortium to other colleges who possess a pool of potential trainees and industries who could utilize the model curriculum and training provided by a host college. Efficient use of funds will be achieved by increasing capacity and reducing duplication of efforts by colleges within the consortium.

**8) Targeted industry and/or occupations and related credentials:** Health Care, Ag/Manufacturing and Alternative Fuel

Credentials: State Licensing and Certifications

**9) Population to be served:** 3069 students

California’s San Joaquin Valley is economically impoverished with an average unemployment rate of over 19%, with some rural cities reporting over 40% unemployed. The current level of skills and educational attainment of the targeted population is distressingly low. In Huron, no one over 25 possesses a Bachelor’s degree. In Mendota, the percentage is 0.5%, Firebaugh is 2.5%, and the vast majority of our small rural cities have similar demographic traits. We know the San Joaquin Valley is impoverished and the targeted population face multiple barriers to success in educational retraining programs: 1) complex and unconnected educational systems making it difficult to navigate; 2) family commitments that necessitate a pre-planned training schedule; 3) time restraints; and 4) lack the basic skills needed for program completion. Through discussion with employers and regional and national reports, we know that the existing educational gaps in the general population are more profound among the TAA eligible workers and other disadvantaged workers -- far below employer requirements in terms of

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math and basic skills. Numerous additional barriers faced by TAA eligible workers as they seek employment include transportation issues (such as long distances to training sites, high fuel costs, non-operating vehicles) and chronic poverty limiting access to education and employment. Barriers due to illiteracy, language and other educational hurdles will be addressed at each individual campus by providing appropriate referrals to counselors and other support programs.

**Trade-Impacted communities:** Fresno, Lemoore, Stockton, CA
**Companies:** The Boeing Company; Di-Pro, Inc. Aisin Manufacturing California, LLC

10) **Required Employer Partners:**
- **Agriculture Manufacturing** – Dole Foods; TomaTek, Inc.; Olam Tomato Processors
- **Health Care** – Madera Community Hospital; Coalinga State Hospital; Kaweah Delta Health Care
- **Alternative Energy** – Toyota Motor Sales USA; Meridian Energy USA, Inc.; Southern California Edison Edu Center

11) **Stakeholder Organizations:** 8 County Workforce Investment Boards, CA Department of Mental Health, Northern CA Hospital California Department of Corrections and Rehabilitation Council, Psychiatric Technicians Union, local hospitals, California Prison Health Care Services, California Employment and Economic Development Department

12) **Projected Numbers for Each of the Seven Outcome Measures**

| Entered employment rate | 70%  
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| Employment retention rate | 75%  
| 23                     |      |
| Average earnings       | $14,480 |
| Attainment of credits toward degree | 65%  
| 1994                   |      |
| Attainment of certificates (less than one year) | 70%  
| 320                    |      |
| Attainment of certificates (more than one year) | 75%  
| 923                    |      |
| Graduation rate for degree programs | 75%  
| 458                    |      |

13) **Public Contact Information for the Grant**
- [www.westhillscollege.com](http://www.westhillscollege.com)
- carolegoldsmith@whccd.edu

14) **Keywords/tags:** Employer Partnerships, Industry-Driven Competencies, Industry-Recognized Credentials, Developmental Education, Contextualized Learning, Career Pathways, Basic Skills, Modular Curriculum, Learning Communities, Health Care, Alternative Energy; Agriculture Manufacturing; TAA Eligible Worker; Guiding Principles; C⁶ Consortium; RED Team; Transformative Technology; Cohort Enrollment; Integrated Program Design; Block Scheduling; Compressed Classroom Instruction