



**Board of Trustees - Regular Meeting
Board of Trustees Governance Committee,
Teaching and Learning Committee, Planning and
Operations Committee, Facilities Committee and
Resources Committee
Tuesday, March 06, 2018 6:00 PM
District Office, Board Room, 3801 Market Street,
Riverside, CA 92501**

ORDER OF BUSINESS

Pledge of Allegiance

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less. (This time limit will be doubled for members of the public utilizing a translator to ensure the non-English speaker receives the same opportunity to directly address the Board, unless simultaneous translation equipment is used.)

Anyone who requires a disability-related modification or accommodation in order to participate in any meeting should contact the Chancellor's Office at (951) 222-8801 and speak to an Executive Administrative Assistant as far in advance of the meeting as possible.

Any public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection at the Riverside Community College District Chancellor's Office, 3rd Floor, 3801 Market Street, Riverside, California, 92501 or online at www.rccd.edu/administration/board.

I. COMMENTS FROM THE PUBLIC

Board invites comments from the public regarding any matters within the jurisdiction of the Board of Trustees. Pursuant to the Ralph M. Brown Act, the Board cannot address or respond to comments made under Public Comment.

II. PUBLIC HEARING (NONE)

III. CHANCELLOR'S REPORT

A. [Chancellor's Communications](#)
Information Only

IV. BOARD COMMITTEE REPORTS

A. Governance (None)

B. Teaching and Learning

1. [Agreement for College and Career Access Pathways: A Dual Enrollment Partnership with Riverside Unified School District](#)

The Committee to review the College and Career Access Pathways Partnership Agreement

2. [2017 Student Success Scorecard](#)

Information Only

- C. Planning and Operations (None)
- D. Resources
 - 1. [Information Technology Update – Spring 2018](#)
Information Only
- E. Facilities (None)
- V. OTHER BUSINESS (NONE)
- VI. CLOSED SESSION
 - A. [Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release](#)
Recommended Action to be Determined.
- VII. ADJOURNMENT

Agenda Item (III-A)

Meeting 3/6/2018 - Committee
Agenda Item Chancellor's Report (III-A)
Subject Chancellor's Communications
College/District District
Information Only

Background Narrative:

Chancellor will share general information to the Board of Trustees, including federal, state and local interests and District information.

Prepared By: Wolde-Ab Isaac, Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

None.

Agenda Item (IV-B-1)

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| Meeting | 3/6/2018 - Committee |
| Agenda Item | Committee - Teaching and Learning (IV-B-1) |
| Subject | Agreement for College and Career Access Pathways: A Dual Enrollment Partnership with Riverside Unified School District |
| College/District | Riverside |
| Funding | N/A |
| Recommended Action | Recommended that the Board of Trustees approve the College and Career Access Pathways Partnership Agreement |

Background Narrative:

In accordance with details set forth under Assembly Bill 288, Riverside Community College District on behalf of Riverside City College in partnership with Riverside Unified School District (RUSD) is offering pathway-specific college and pre-college courses on Arlington, John W. North, Martin Luther King Jr., Ramona, and Riverside Polytechnic High School campuses. The term of this agreement is four (4) years beginning on July 1, 2018 and ending on December 31, 2021.

This agreement implements the elements of AB-288 College and Career Access Pathways (CCAP) Partnership Agreements with the goal of establishing seamless pathways to community college for Career and Technical Education or transfer; and improving high school graduation rates or college and career readiness. CCAP Partnerships allow community college districts to claim apportionment for closed courses offered on a high school campus to CCAP participants provided that all other applicable statutory and regulatory requirements are met.

This agreement augments the existing efforts between RCC/RCCD and RUSD enabling both institutions to progress toward strategic objectives of student access, equity, and completion (RCC) and college and career readiness (RUSD).

Prepared By: Wolde-Ab Isaac, Chancellor
Irving Hendrick, Interim President, Riverside City College
Carol Farrar, VP Academic Affairs

Attachments:

[Agreement for College and Career Access Pathways Dual Enrollment Partnership](#)

**College and Career Access Pathways
A Dual Enrollment Partnership Agreement
2018-2021**

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Riverside Community College District on behalf of Riverside City College (“COLLEGE”), 3801 Market Avenue, Riverside, CA 92501, and Riverside Unified School District (“SCHOOL DISTRICT”), 3380 14th Street, Riverside, CA 92501.

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Riverside College Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a public-school district serving grades 9-12 located in West Riverside County and within the regional service area of the COLLEGE unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, the COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office and COLLEGE;

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

1. TERM OF AGREEMENT

- 1.1. The term of this CCAP Agreement shall be for four (4) years beginning on July 1, 2018 and ending on December 31, 2021, and will be subject to renewal, unless otherwise terminated in accordance with Section 19 of this Agreement
- 1.2. This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope,

nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)

- 1.3. The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)
- 1.4. A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges before the start of the CCAP partnership. Sec. 2 (c)(3)

2. DEFINITIONS

- 2.1. CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOLDISTRICT have been approved in accordance with the policies and guidelines of the COLLEGE and applicable law. Sec. 2 (a)
- 2.2. Consistent with AB 288, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 2.3. Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1. Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 3.2. Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP

Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and the COLLEGE standards and policies.

- 3.3. College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and the COLLEGE policy.
- 3.4. Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5. Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil’s CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6. As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7. Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8. Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

- 4.1. The COLLEGE will be responsible for processing student applications.
- 4.2. The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3. The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.
- 4.4. The SCHOOL DISTRICT and COLLEGE understand and agree that successful COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.

- 4.5. Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code Sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. Sec. 2 (f)(q)

5. PARTICIPATING STUDENTS

- 5.1. A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2. The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT. Books and instructional materials purchased by the SCHOOL DISTRICT will remain the property of and housed at the SCHOOL DISTRICT. The COLLEGE will ensure, whenever possible, textbooks to remain the same throughout the term of the CCAP agreement. Both SCHOOL DISTRICT and COLLEGE will pursue methods of keeping textbook costs down and will seek additional funding sources including grants to cover textbook costs.
- 5.3. Participating students must meet all prerequisite requirements of the COLLEGE as established by the COLLEGE and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4. Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.
- 5.5. Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.
- 5.6. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through the SCHOOL DISTRICT. COLLEGE shall ensure that student support services, including counseling and guidance, assistance with assessment and placement, and tutoring are available to participating students at the COLLEGE. SCHOOL DISTRICT shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL DISTRICT.
- 5.7. Students requiring reasonable accommodations for COLLEGE courses offered at the SCHOOL DISTRICT as part of this CCAP Agreement will receive services through the SCHOOL DISTRICT. Students requiring reasonable accommodations for COLLEGE courses offered at the COLLEGE will receive services through the COLLEGE.
- 5.8. Students who withdraw from courses offered as part of this CCAP Agreement will not receive COLLEGE credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COLLEGE policy.

5.9. A course dropped within the COLLEGE drop “without a W” deadline will not appear on the SCHOOL DISTRICT or the COLLEGE transcript.

6. CCAP AGREEMENT COURSES

- 6.1. The COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)
- 6.2. Courses offered as part of this CCAP Agreement at the COLLEGE may not limit enrollment in the course. Sec. 2 (o)(1)
- 6.3. The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
- 6.4. The scope, nature, time, location, and listing of courses shall be offered and determined by the COLLEGE with the approval of the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.5. Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly reviewed and approved.
- 6.6. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with the COLLEGE academic standards.
- 6.7. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
- 6.9. Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10. Site visits and instructor evaluations by one or more representatives of the COLLEGE shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with the COLLEGE academic standards.
- 6.11. A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.

- 6.12. Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with the COLLEGE guidelines, policies, pertinent statutes, and regulations.
- 6.13. COLLEGE has the sole right to control and direct the instructional activities of all instructors.
- 6.14. This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

7. INSTRUCTOR(S)

- 7.1. All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE.
- 7.2. The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)
- 7.3. This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.4. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5. Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.
- 7.6. Prior to teaching, faculty shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training may be approved and provided by the COLLEGE.
- 7.7. Faculty will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to course content, course delivery, assessment, evaluation, and/or research and development in the field.

- 7.8. Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of the COLLEGE.
- 7.9. SCHOOL DISTRICT personnel selected to be instructors will be subject to the authority of the COLLEGE specifically with regard to their duties as instructors.
- 7.10. The COLLEGE and SCHOOL DISTRICT jointly determine the subject areas of instruction. The COLLEGE shall determine the number of instructors and the ratio of instructors to students.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught both at the SCHOOL DISTRICT and on the COLLEGE campus. Both parties will work together in resolving behavioral issues.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1. The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with the COLLEGE policies and standards. Sec. 2 (c)(2)
- 9.2. The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)
- 9.3. The COLLEGE will provide SCHOOL DISTRICT personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with the COLLEGE policy and COLLEGE procedures and academic standards.
- 9.4. The SCHOOL DISTRICT shall provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students and other related services as deemed necessary.

- 9.5. The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 9.6. This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1) (A-D)
- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(1)(C)
 - The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

10. APPORTIONMENT

- 10.1. The COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 10.3. The COLLEGE shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 10.4. The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)

11. CERTIFICATIONS

- 11.1. The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2. The COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

- 11.3. The SCHOOL DISTRICT agrees and acknowledges that the COLLEGE will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4. This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.5. This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
- 11.6. This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)
- 11.7. The COLLEGE certifies that:
 - A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
 - A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement, whenever possible. Sec. 2 (k)(2)
 - The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)
- 11.8. This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

12. PROGRAM IMPROVEMENT

- 12.1. The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

13. RECORDS

- 13.1. Permanent records of student enrollment, attendance, grades and achievement for students under this CCAP agreement shall be maintained by COLLEGE.
- 13.2. Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. REIMBURSEMENT

- 14.1. The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

15. FACILITIES

- 15.1. The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to the COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 15.2. The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.
- 15.3. The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

16. INDEMNIFICATION

- 16.1. The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.
- 16.2. The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

17. INSURANCE

- 17.1. The SCHOOL DISTRICT, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement,

shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

- 17.2. For the purpose of Workers' Compensation, the COLLEGE shall be the "primary employer" for all its personnel who perform services as instructors. The COLLEGE shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by COLLEGE personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE agrees to hold harmless, indemnify, and defend SCHOOL DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE personnel connected with providing services under this Agreement.

18. NON-DISCRIMINATION

- 18.1. Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

19. TERMINATION

- 19.1. Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

20. NOTICES

- 20.1. Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

COLLEGE

Riverside Community College District
3801 Market Street
Riverside, CA 92501
Attn: Wolde-Ab Isaac, Ph.D., Chancellor

SCHOOL DISTRICT

Riverside Unified School District
3380 14th Street
Riverside, CA 92501
Attn: David Hansen, Ed.D., Superintendent

21. INTEGRATION

- 21.1. This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement, and supersedes all prior agreements or representations, either express or implied, written or oral, with regard to this subject matter only.

22. MODIFICATION AND AMENDMENT

- 22.1. No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

23. GOVERNING LAWS

- 23.1. This agreement shall be interpreted according to the laws of the State of California.

24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 24.1. For locations outside the geographical boundaries of, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.


25. SEVERABILITY

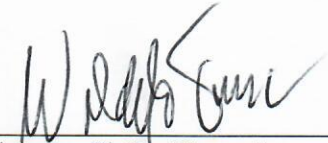
- 25.1. This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

26.1. This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on 1/26/18 2018

By: 
David Hansen, Ed.D., Superintendent
Riverside Unified School District

By: 
Wolde-Ab Isaac, Ph.D., Chancellor
Riverside Community College District

APPENDIX
COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Riverside Community College District (“COLLEGE”), 3801 Market Street, Riverside, CA 92501, and Corona-Norco Unified School District (SCHOOL DISTRICT.”), 2820 Clark Ave., Norco, CA 92860.

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

1. CCAP AGREEMENT

- a. COLLEGE and SCHOOL DISTRICT shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)
- b. COLLEGE shall file this CCAP Agreement with the office of the Chancellor of the California community colleges prior to the start of the partnership. Sec. 2 (c)(2)
- c. COLLEGE and SCHOOL DISTRICT shall review and establish new or amended CCAP Agreements annually on or before July 1st and follow the protocols set forth in (a) and (b) of this section.
- d. COLLEGE and SCHOOL DISTRICT point of contact: Sec. 2 (c)(2)

| Location | Name | Telephone | e-mail |
|-----------------|---|------------------------|------------------------|
| College | Carol Farrar Ph.D., Vice President of Academic Affairs | 951-222-8053 | carol.farrar@rcc.edu |
| School District | Jamie Angulo, Ph.D. Director of Secondary Education | 951-788-7135 x80301 | jangulo@rusd.k12.ca.us |

2. STUDENT SELECTION

- a. Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142. In all circumstances the COLLEGE shall claim allowable FTES for the enrollment of high school students in a CCAP Agreement community college course.
- b. SCHOOL DISTRICT shall select students consistent with the intent of AB 288 to include: high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) an “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- c. COLLEGE and SCHOOL DISTRICT shall certify that participating students will have a signed parental consent form on file with the COLLEGE. Preamble and Sec. 2 (c) (1)
- d. COLLEGE and SCHOOL DISTRICT shall certify that participating students may enroll in up to a maximum of 15-unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. Sec. 2 (p) (1-3)

3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

4. CCAP AGREEMENT PROGRAM YEAR: FALL 2018 THROUGH Fall 2021

COLLEGE has identified the following pathways, course offerings per program year, estimated students served, and projected FTES. The employer of record for all courses under this CCAP Agreement is the COLLEGE and the location of the courses is the SCHOOL DISTRICT. The grid below is intended to project the courses offered and is subject to change based on the needs of the student cohorts within the pathway.

BEGINNING PROGRAM YEAR: Fall 2018

COLLEGE: Riverside City College

EDUCATIONAL PROGRAM: College and Career Readiness and CTE Pathway

SCHOOL DISTRICT: Riverside Unified School District

HIGH SCHOOL: Arlington High School

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*): Students are being prepared to be college ready or are participating in a CTE Pathway.

| Languages & Humanities OR Social & Behavioral Sciences Pathway | | | | | | |
|---|--|--|--|--|--|--|
| Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 |
| THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> |
| | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> |
| | | | COM-9 <i>Interpersonal Communication</i> | MAT-37 <i>Algebra for Statistics</i> | COM-9 <i>Interpersonal Communication</i> | MAT-37 <i>Algebra for Statistics</i> |
| | | | SPA-1 <i>Spanish I</i> | SPA-2 <i>Spanish II</i> | SPA-1 <i>Spanish I</i> | SPA-2 <i>Spanish II</i> |
| | | | | | MAT-12 <i>Statistics</i> | |
| Business Administration Pathway | | | | | | |
| GUI-48 <i>College Success Strategies</i> | BUS-10 <i>Introduction to Business</i> | GUI-48 <i>College Success Strategies</i> | BUS-10 <i>Introduction to Business</i> | GUI-48 <i>College Success Strategies</i> | BUS-10 <i>Introduction to Business</i> | GUI-48 <i>College Success Strategies</i> |
| | | BUS-18A <i>Business Law I</i> | BUS-20 <i>Business Mathematics</i> | BUS-18A <i>Business Law I</i> | BUS-20 <i>Business Mathematics</i> | BUS-18A <i>Business Law I</i> |
| | | | BUS-22 <i>Management Communications</i> | GUI-45 <i>Introduction to College</i> | BUS-22 <i>Management Communications</i> | GUI-45 <i>Introduction to College</i> |
| | | | | ENG-50 <i>Basic English Composition</i> | POL-1 <i>American Politics</i> | ENG-50 <i>Basic English Composition</i> |
| | | | | | ENG-1A <i>English Composition</i> | |

| Students Details: | | | |
|--------------------------|------------------|------------------|------------------|
| | 2018/2019 | 2019/2020 | 2020/2021 |
| Students Served | 70 | 140 | 210 |
| FTES | 12 | 24 | 40 |

BEGINNING PROGRAM YEAR: Fall 2018

COLLEGE: Riverside City College

EDUCATIONAL PROGRAM: College and Career Readiness and CTE Pathway

SCHOOL DISTRICT: Riverside Unified School District

HIGH SCHOOL: John W. North High School

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*): Students are being prepared to be college ready or are participating in a CTE Pathway.

| Languages & Humanities OR Social & Behavioral Sciences Pathway | | | | | | |
|---|--|--|--|--|--|--|
| Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 |
| THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> |
| | GUI-48 <i>College Success Strategies</i> | BIO-36 Environmental Science | GUI-48 <i>College Success Strategies</i> | BIO-36 Environmental Science | GUI-48 <i>College Success Strategies</i> | BIO-36 Environmental Science |
| | | | COM-9 <i>Interpersonal Communication</i> | MAT-37 <i>Algebra for Statistics</i> | COM-9 <i>Interpersonal Communication</i> | MAT-37 <i>Algebra for Statistics</i> |
| | | | SPA-1 <i>Spanish I</i> | SPA-2 <i>Spanish II</i> | SPA-1 <i>Spanish I</i> | SPA-2 <i>Spanish II</i> |
| | | | | | MAT-12 <i>Statistics</i> | |
| Pathway to Law/ Paralegal Studies | | | | | | |
| GUI-48 <i>College Success Strategies</i> | PAL-10 <i>Introduction to Paralegal</i> | GUI-48 <i>College Success Strategies</i> | PAL-10 <i>Introduction to Paralegal</i> | GUI-48 <i>College Success Strategies</i> | PAL-10 <i>Introduction to Paralegal</i> | GUI-48 <i>College Success Strategies</i> |
| | | BUS-18A <i>Business Law I</i> | BUS-18B <i>Business Law II</i> | BUS-18A <i>Business Law I</i> | BUS-18B <i>Business Law II</i> | BUS-18A <i>Business Law I</i> |
| | | | PAL-14 <i>Legal Ethics</i> | GUI-45 <i>Introduction to College</i> | PAL-14 <i>Legal Ethics</i> | GUI-45 <i>Introduction to College</i> |
| | | | | ENG-50 <i>Basic English Composition</i> | POL-1 <i>American Politics</i> | ENG-50 <i>Basic English Composition</i> |
| | | | | | ENG-1A <i>English Composition</i> | |

| Students Details: | | | |
|--------------------------|------------------|------------------|------------------|
| | 2018/2019 | 2019/2020 | 2020/2021 |
| Students Served | 70 | 140 | 210 |
| FTES | 12 | 24 | 40 |

BEGINNING PROGRAM YEAR: Fall 2018

COLLEGE: Riverside City College

EDUCATIONAL PROGRAM: College and Career Readiness and CTE Pathway

SCHOOL DISTRICT: Riverside Unified School District

HIGH SCHOOL: Martin Luther King High School

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*): Students are being prepared to be college ready or are participating in a CTE Pathway.

| Languages & Humanities or Social & Behavioral Sciences Pathway | | | | | | |
|---|--|--|--|--|--|--|
| Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 |
| THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> |
| | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> |
| | | | COM-9 <i>Interpersonal Communication</i> | MAT-37 <i>Algebra for Statistics</i> | COM-9 <i>Interpersonal Communication</i> | MAT-37 <i>Algebra for Statistics</i> |
| | | | SPA-1 <i>Spanish I</i> | SPA-2 <i>Spanish II</i> | SPA-1 <i>Spanish I</i> | SPA-2 <i>Spanish II</i> |
| | | | | | MAT-12 <i>Statistics</i> | |
| Business Administration Pathway | | | | | | |
| GUI-48 <i>College Success Strategies</i> | BUS-10 <i>Introduction to Business</i> | GUI-48 <i>College Success Strategies</i> | BUS-10 <i>Introduction to Business</i> | GUI-48 <i>College Success Strategies</i> | BUS-10 <i>Introduction to Business</i> | GUI-48 <i>College Success Strategies</i> |
| | | BUS-18A <i>Business Law I</i> | BUS-20 <i>Business Mathematics</i> | BUS-18A <i>Business Law I</i> | BUS-20 <i>Business Mathematics</i> | BUS-18A <i>Business Law I</i> |
| | | | BUS-22 <i>Management Communications</i> | GUI-45 <i>Introduction to College</i> | BUS-22 <i>Management Communications</i> | GUI-45 <i>Introduction to College</i> |
| | | | | ENG-50 <i>Basic English Composition</i> | POL-1 <i>American Politics</i> | ENG-50 <i>Basic English Composition</i> |
| | | | | | ENG-1A <i>English Composition</i> | |

| Students Details: | | | |
|--------------------------|------------------|------------------|------------------|
| | 2018/2019 | 2019/2020 | 2020/2021 |
| Students Served | 70 | 140 | 210 |
| FTES | 12 | 24 | 40 |

BEGINNING PROGRAM YEAR: Fall 2018 COLLEGE: Riverside City College
 EDUCATIONAL PROGRAM: College and Career Readiness and CTE Pathway
 SCHOOL DISTRICT: Riverside Unified School District
 HIGH SCHOOL: Ramona High School

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*): Students are being prepared to be college ready or are participating in a CTE Pathway.

| Languages & Humanities or Social & Behavioral Sciences Pathway | | | | | | |
|---|--|--|--|--|--|--|
| Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 |
| THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> |
| | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> |
| | | | COM-9 <i>Interpersonal Communication</i> | MAT-37 <i>Algebra for Statistics</i> | COM-9 <i>Interpersonal Communication</i> | MAT-37 <i>Algebra for Statistics</i> |
| | | | SPA-1 <i>Spanish I</i> | SPA-2 <i>Spanish II</i> | SPA-1 <i>Spanish I</i> | SPA-2 <i>Spanish II</i> |
| | | | | | MAT-12 <i>Statistics</i> | |
| Business Administration Pathway | | | | | | |
| GUI-48 <i>College Success Strategies</i> | BUS-10 <i>Introduction to Business</i> | GUI-48 <i>College Success Strategies</i> | BUS-10 <i>Introduction to Business</i> | GUI-48 <i>College Success Strategies</i> | BUS-10 <i>Introduction to Business</i> | GUI-48 <i>College Success Strategies</i> |
| | | BUS-18A <i>Business Law I</i> | BUS-20 <i>Business Mathematics</i> | BUS-18A <i>Business Law I</i> | BUS-20 <i>Business Mathematics</i> | BUS-18A <i>Business Law I</i> |
| | | | BUS-22 <i>Management Communications</i> | GUI-45 <i>Introduction to College</i> | BUS-22 <i>Management Communications</i> | GUI-45 <i>Introduction to College</i> |
| | | | | ENG-50 <i>Basic English Composition</i> | POL-1 <i>American Politics</i> | ENG-50 <i>Basic English Composition</i> |
| | | | | | ENG-1A <i>English Composition</i> | |

| Students Details: | | | |
|--------------------------|------------------|------------------|------------------|
| | 2018/2019 | 2019/2020 | 2020/2021 |
| Students Served | 70 | 140 | 210 |
| FTES | 12 | 24 | 40 |

BEGINNING PROGRAM YEAR: Fall 2018

COLLEGE: Riverside City College

EDUCATIONAL PROGRAM: College and Career Readiness and CTE Pathway

SCHOOL DISTRICT: Riverside Unified School District

HIGH SCHOOL: Riverside Polytechnic High School

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*): Students are being prepared to be college ready or are participating in a CTE Pathway.

| Languages & Humanities OR Social & Behavioral Sciences Pathway | | | | | | |
|---|--|--|--|--|--|--|
| Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 |
| THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> | MUS-19 <i>Music Appreciation</i> | THE-3 <i>Introduction to the Theatre</i> |
| | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> | GUI-48 <i>College Success Strategies</i> | BIO-36 <i>Environmental Science</i> |
| | | | COM-9 <i>Interpersonal Communication</i> | MAT-37 <i>Algebra for Statistics</i> | COM-9 <i>Interpersonal Communication</i> | MAT-37 <i>Algebra for Statistics</i> |
| | | | SPA-1 <i>Spanish I</i> | SPA-2 <i>Spanish II</i> | SPA-1 <i>Spanish I</i> | SPA-2 <i>Spanish II</i> |
| | | | | | MAT-12 <i>Statistics</i> | |
| Pathway to Law/ Paralegal Studies | | | | | | |
| GUI-48 <i>College Success Strategies</i> | PAL-10 <i>Introduction to Paralegal</i> | GUI-48 <i>College Success Strategies</i> | PAL-10 <i>Introduction to Paralegal</i> | GUI-48 <i>College Success Strategies</i> | PAL-10 <i>Introduction to Paralegal</i> | GUI-48 <i>College Success Strategies</i> |
| | | BUS-18A <i>Business Law I</i> | BUS-18B <i>Business Law II</i> | BUS-18A <i>Business Law I</i> | BUS-18B <i>Business Law II</i> | BUS-18A <i>Business Law I</i> |
| | | | PAL-14 <i>Legal Ethics</i> | GUI-45 <i>Introduction to College</i> | PAL-14 <i>Legal Ethics</i> | GUI-45 <i>Introduction to College</i> |
| | | | | ENG-50 <i>Basic English Composition</i> | POL-1 <i>American Politics</i> | ENG-50 <i>Basic English Composition</i> |
| | | | | | ENG-1A <i>English Composition</i> | |

| Students Details: | | | |
|--------------------------|------------------|------------------|------------------|
| | 2018/2019 | 2019/2020 | 2020/2021 |
| Students Served | 70 | 140 | 210 |
| FTES | 12 | 24 | 40 |

5. BOOKS

- a. The total cost of books for students participating as part of this CCAP agreement will be borne by the SCHOOL DISTRICT. The COLLEGE will ensure, whenever possible, textbooks will remain the same throughout the term of the CCAP agreement
- b. The COLLEGE will inform the SCHOOL DISTRICT via an annual Addendum to the AGREEMENT regarding the new BOOK information as new course are added to the offerings for 2019-2020 and 2020-2021 and beyond. The Addendum will be available in December of the preceding academic year.

2018-2019

Arlington High School

| | | | |
|--|---|-------------------|-------|
| THE-3 (Introduction to the Theater) | The Theater Experience, Edwin Wilson | 978-1-308-48658-1 | \$87 |
| GUI-48 (College Success Strategies) | Becoming a Master Students, Ellis | 978-1-33709710-9 | \$116 |
| MUS-19 (Music Appreciation) | Enjoyment of Music, Short. (LL) With Access, Forney | 978-0-39390605-9 | \$88 |
| BUS-10 (Introduction to Business) | Understanding Business With Connect Code, Nickels | 978-1-25971563-1 | \$106 |

John W. North High School

| | | | |
|---|---|-------------------|-------|
| THE-3 (Introduction to the Theater) | The Theater Experience, Edwin Wilson | 978-1-308-48658-1 | \$87 |
| GUI-48 (College Success Strategies) | Becoming a Master Students, Ellis | 978-1-33709710-9 | \$116 |
| MUS-19 (Music Appreciation) | Enjoyment of Music, Short. (LL) With Access, Forney | 978-0-39390605-9 | \$88 |
| PAL-10 (Introduction to Paralegal Studies) | Paralegal Today: Legal Tem at Work, Miller | 978-1-13359107-8 | \$235 |

Martin Luther King High School

| | | | |
|--|---|-------------------|-------|
| THE-3 (Introduction to the Theater) | The Theater Experience, Edwin Wilson | 978-1-308-48658-1 | \$87 |
| GUI-48 (College Success Strategies) | Becoming a Master Students, Ellis | 978-1-33709710-9 | \$116 |
| MUS-19 (Music Appreciation) | Enjoyment of Music, Short. (LL) With Access, Forney | 978-0-39390605-9 | \$88 |
| BUS-10 (Introduction to Business) | Understanding Business With Connect Code, Nickels | 978-1-25971563-1 | \$106 |

Ramona High School

| | | | |
|--|---|-------------------|-------|
| THE-3 (Introduction to the Theater) | The Theater Experience, Edwin Wilson | 978-1-308-48658-1 | \$87 |
| GUI-48 (College Success Strategies) | Becoming a Master Students, Ellis | 978-1-33709710-9 | \$116 |
| MUS-19 (Music Appreciation) | Enjoyment of Music, Short. (LL) With Access, Forney | 978-0-39390605-9 | \$88 |
| BUS-10 (Introduction to Business) | Understanding Business With Connect Code, Nickels | 978-1-25971563-1 | \$106 |

Riverside Polytechnic High School

| | | | |
|---|---|-------------------|-------|
| THE-3 (Introduction to the Theater) | The Theater Experience, Edwin Wilson | 978-1-308-48658-1 | \$87 |
| GUI-48 (College Success Strategies) | Becoming a Master Students, Ellis | 978-1-33709710-9 | \$116 |
| MUS-19 (Music Appreciation) | Enjoyment of Music, Short. (LL) With Access, Forney | 978-0-39390605-9 | \$88 |
| PAL-10 (Introduction to Paralegal Studies) | Paralegal Today: Legal Tem at Work, Miller | 978-1-13359107-8 | \$235 |

6. COLLEGE. MANDATED ANNUAL STATE REPORTING

- a. COLLEGE and SCHOOL DISTRICT shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
- b. COLLEGE and SCHOOL DISTRICT shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and shall be reported annually in compliance with all applicable state and federal privacy laws. The COLLEGE shall annually report the student data to the office of the Chancellor of the California Community Colleges. Sec. 2 (t) (1) (A)
- c. COLLEGE and SCHOOL DISTRICT shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. Sec. 2 (t) (1) (B)
- d. COLLEGE and SCHOOL DISTRICT shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. Sec. 2 (t) (1) (C)
- e. COLLEGE and SCHOOL DISTRICT shall report the annual total number of full- time equivalent students generated by this CCAP Agreement. Sec. 2 (t) (1) (D)
- f. COLLEGE and SCHOOL DISTRICT shall ensure that the point of contact for each site establish protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

7. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

8. PRIVACY OF STUDENT RECORDS

- a. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- b. Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

9. FACILITIES USE

- a. COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.

Agenda Item (IV-B-2)

Meeting 3/6/2018 - Committee
Agenda Item Committee - Teaching and Learning (IV-B-2)
Subject 2017 Student Success Scorecard
College/District District
Information Only

Background Narrative:

Presented for the Board's review and consideration is the Student Success Scorecard (SSS) issued by the California Community Colleges Chancellor's Office in March 2017. The report's objective is to inform policymakers, local college officials, elected boards and the general public about college-specific performance in seven areas of effort. This presentation will highlight Riverside Community College District's findings compared to the State of California, over the most recent five cohorts, and where available, present recent college-based comparable data.

Prepared By: Wolde-Ab Isaac, Chancellor
David Torres, Dean, Institutional Research and Strategic Planning

Attachments:

[2017 Student Success Scorecard](#)

2017 Student Success Scorecard: Riverside Community College District

DAVID TORRES, DEAN INSTITUTIONAL RESEARCH & STRATEGIC PLANNING

RCCD BOARD OF TRUSTEES - TEACHING AND LEARNING COMMITTEE

MARCH 6, 2018



Background

The Student Success Scorecard is a set of performance indicators for the California Community Colleges

The report's objectives are

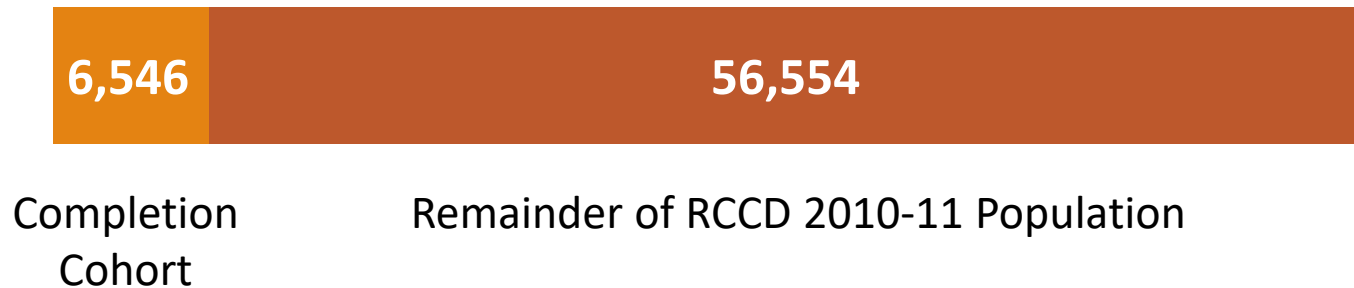
- to make policymakers, local college officials, and elected boards aware of system and college performance in specific areas of effort, and
- to inform the public about overall system performance.

Format of this presentation:

- State and district rates for the past five cohorts
- Where available, recent college-based comparable data
 - *Unless otherwise noted, all data comes from Student Success Scorecard*

Caveat 1: Scorecard performance indicators are based on student subgroups

- Students must meet criteria for group inclusion.
- For example, for most recent Completion indicator:
 - RCCD 2010-11 Scorecard sample =
~10 % subset of entire 2010-11 RCCD population



Caveat 2: Scorecard performance indicators are based on long-term cohorts

- All Scorecard measures are cohort-based, with each cohort lasting 6 years.
- The most recent cohort began in AY 2010-11, ending in AY 2015-16.
- Many college initiatives started after 2010-11 and the effects of these efforts are not reflected in the present report.
- Where available, recent comparable measures are provided.

RCCD Completions...

Degree / Transfer:

Percentage of

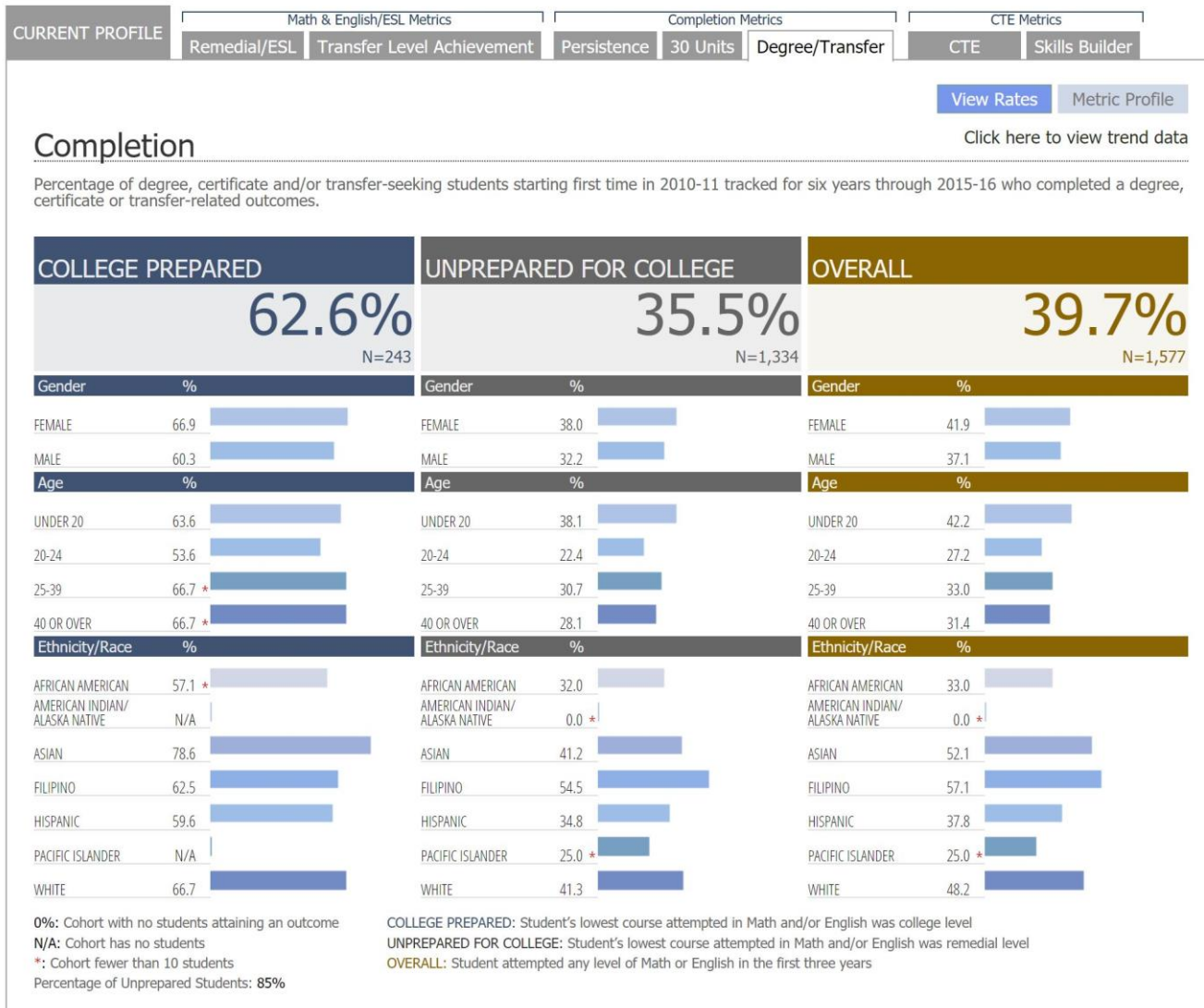
- degree, certificate and/or transfer-seeking students* starting first time in the cohort year & tracked for six years
- completed a degree, certificate or transfer-related outcomes.

**Student attempted any level of Math or English in the first three years and earned 6 units.*

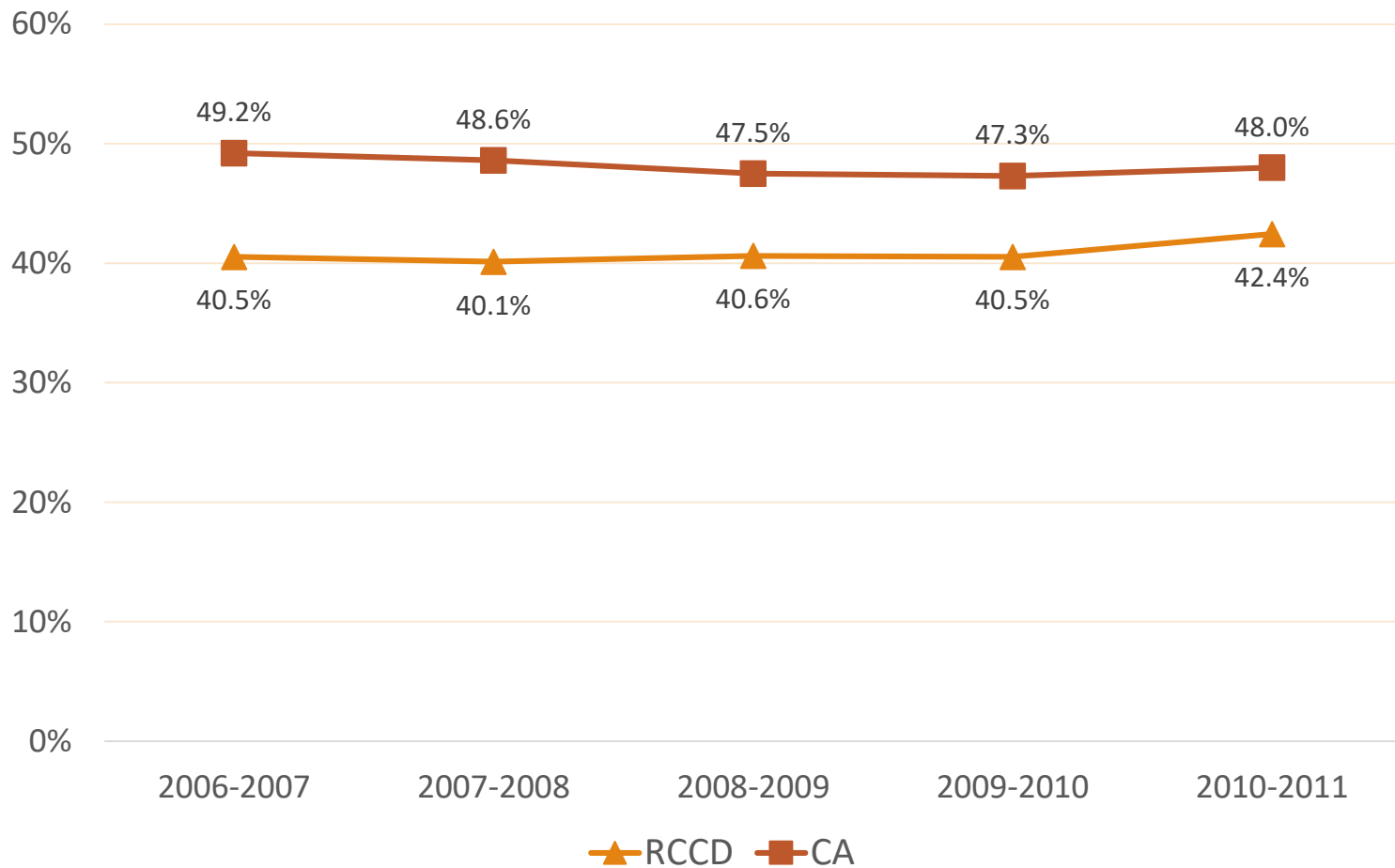
Degree / Transfer Completions:

Moreno Valley College

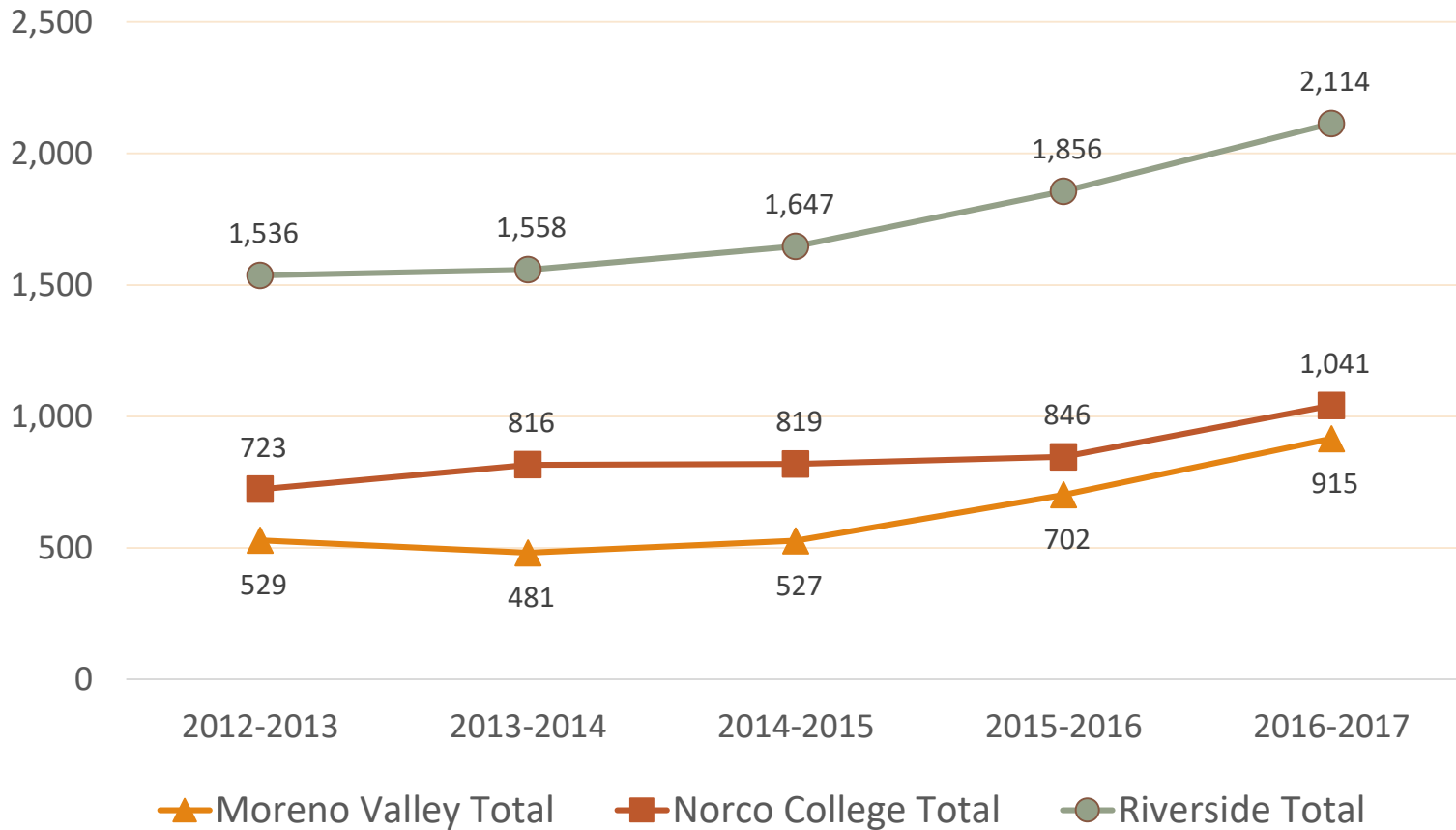
[Click here to select a different college](#)



Student Success Scorecard Completions: State and District Rates

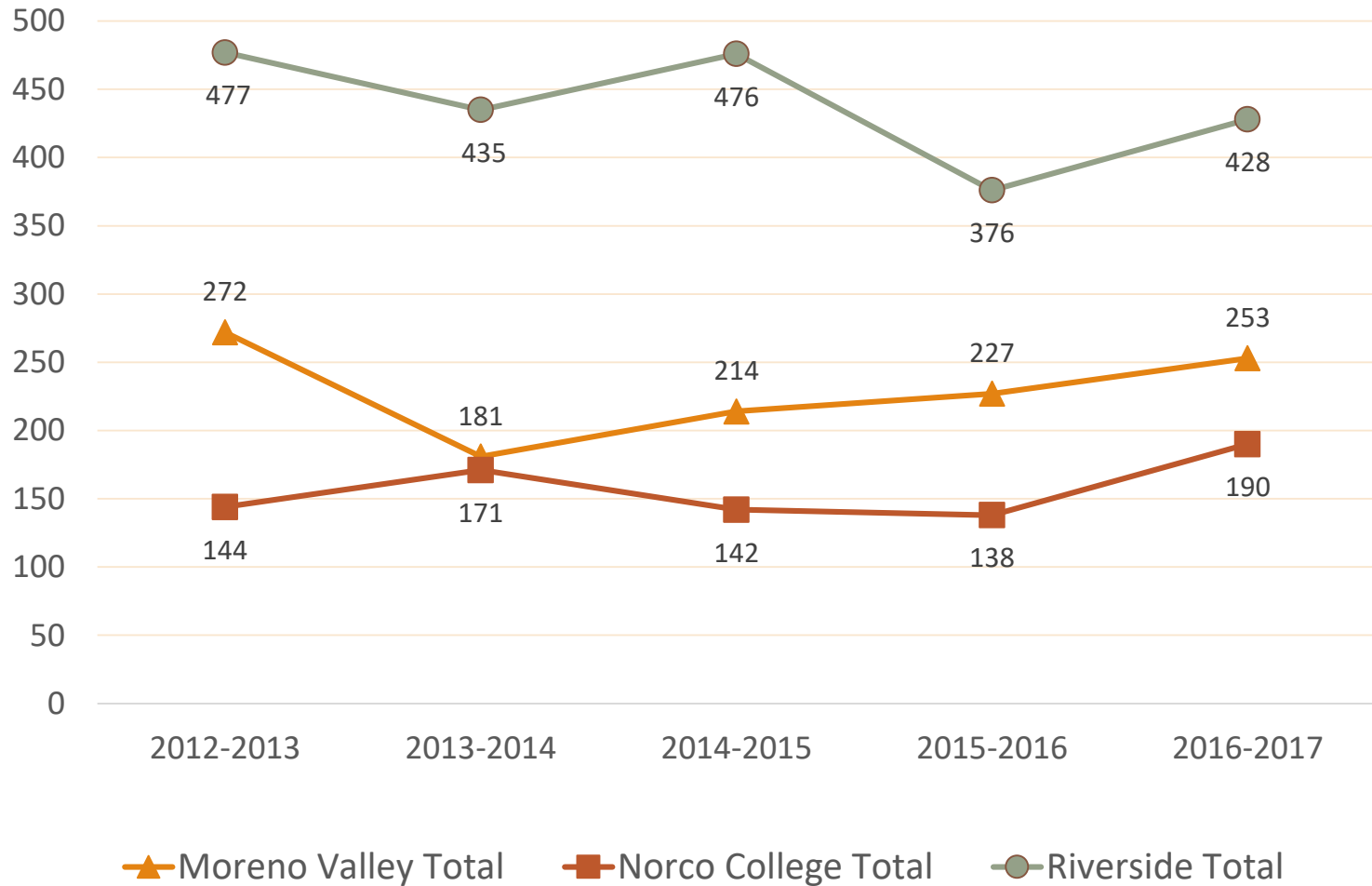


Student Success Scorecard Completions: RCCD Colleges – AA/AS Degrees



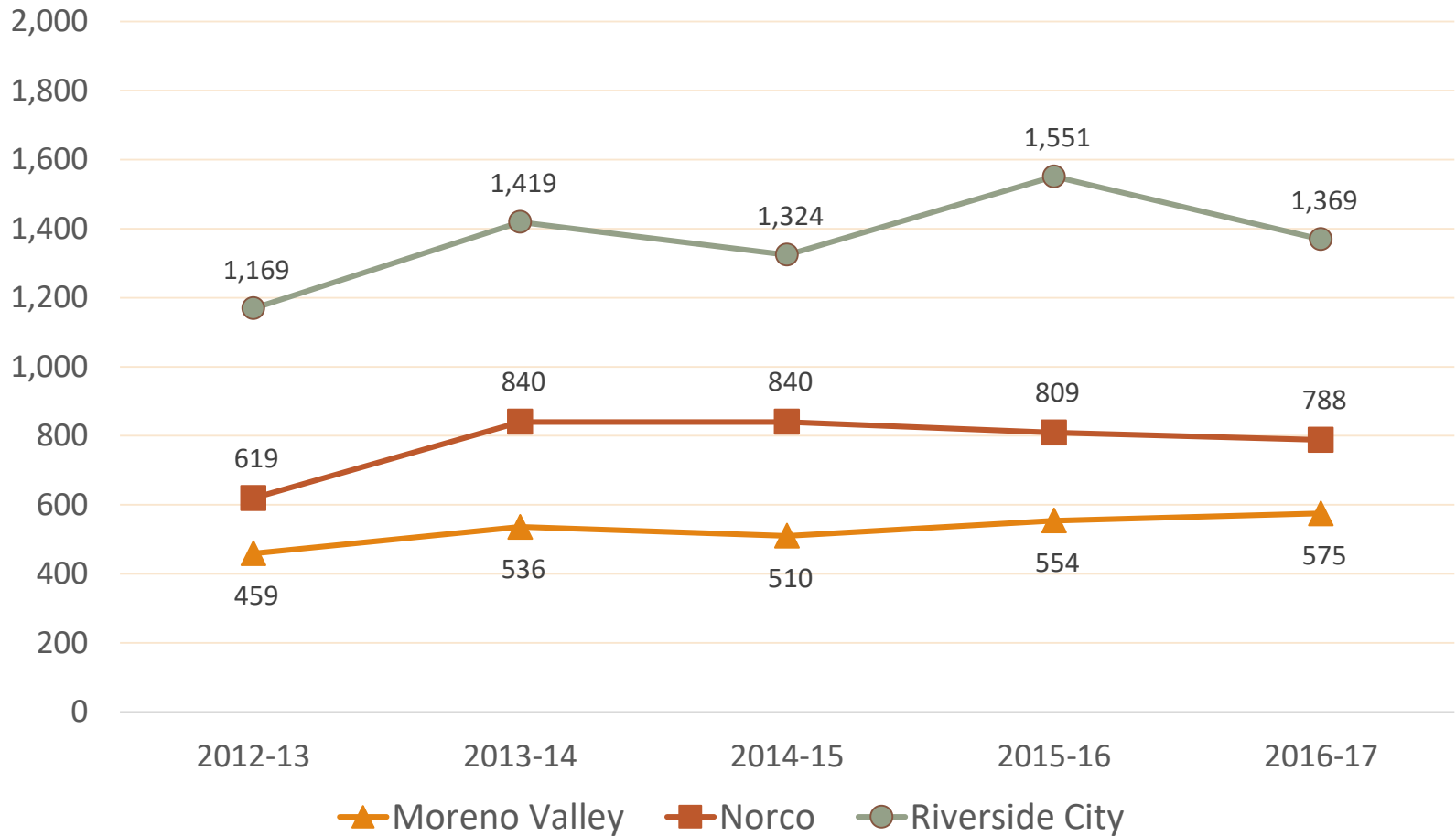
Source: California Community Colleges Chancellor’s Office Data Mart, retrieved February 12, 2018. Includes AA/AS, AD-T awards.

Student Success Scorecard Completions: RCCD Colleges – Chancellor’s Office Approved Certificates



Source: California Community Colleges Chancellor’s Office Data Mart, retrieved February 12, 2018. Includes certificates of 18+ units.

Student Success Scorecard Completions: RCCD Colleges – Transfer Volume Metric



Note: Transfer Volume Metric includes students who completed at least 12 units within the district, with confirmed enrollment in a 4 year college or university between June 1st and May 31st of year reported. Students were enrolled at specific college in the year immediately prior to transferring. Sources: Moreno Valley, Norco and Riverside City College Institutional Effectiveness offices.

RCCD Completions...

Career Technical Education

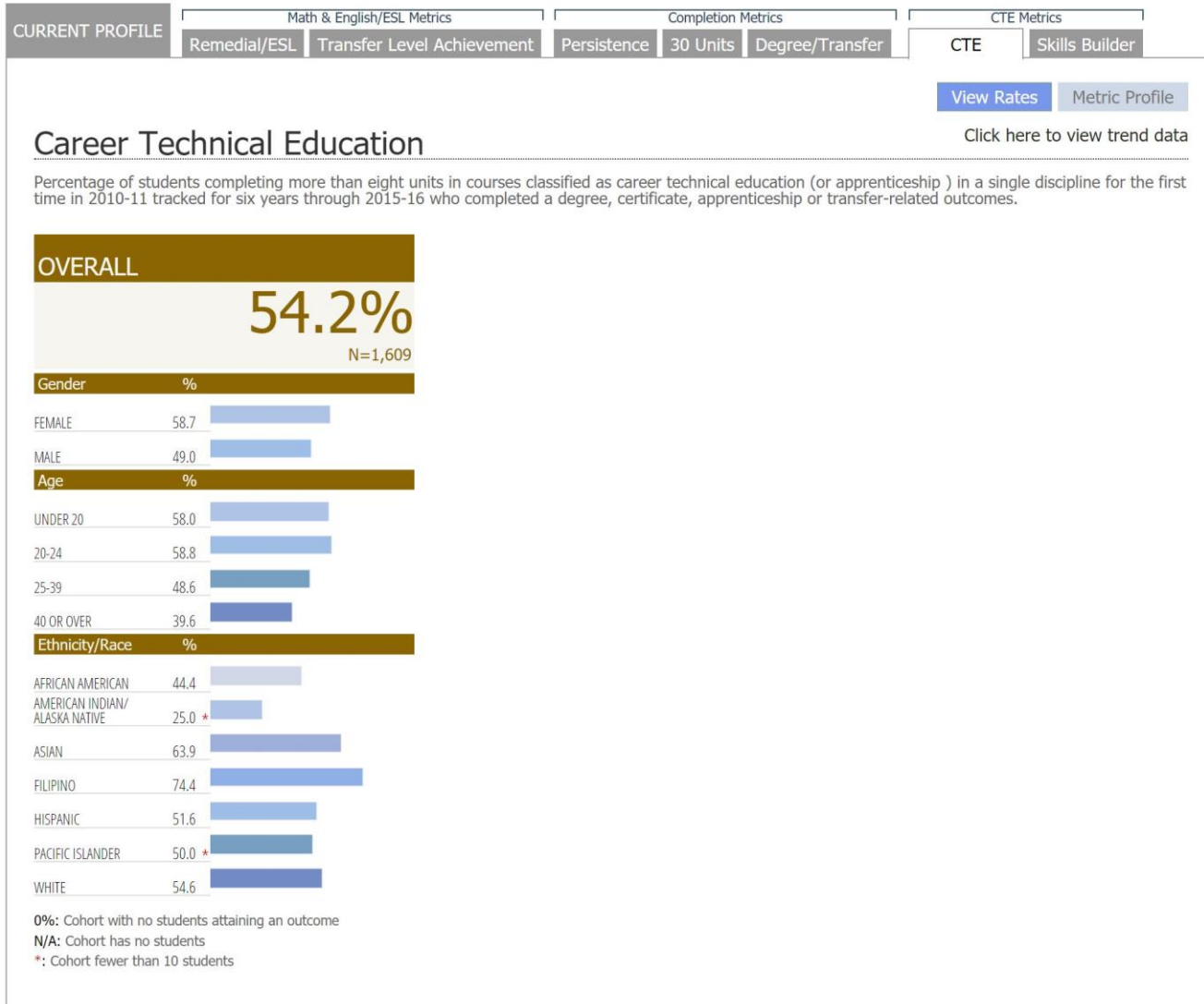
Percentage of

- students tracked for six years who started first time in the cohort year
- completing more than eight units in courses classified as career technical education (*coded as clearly or advanced occupational or apprentice*)
- in a single discipline (2 digit TOP code)
- and completed a degree, certificate or transferred.

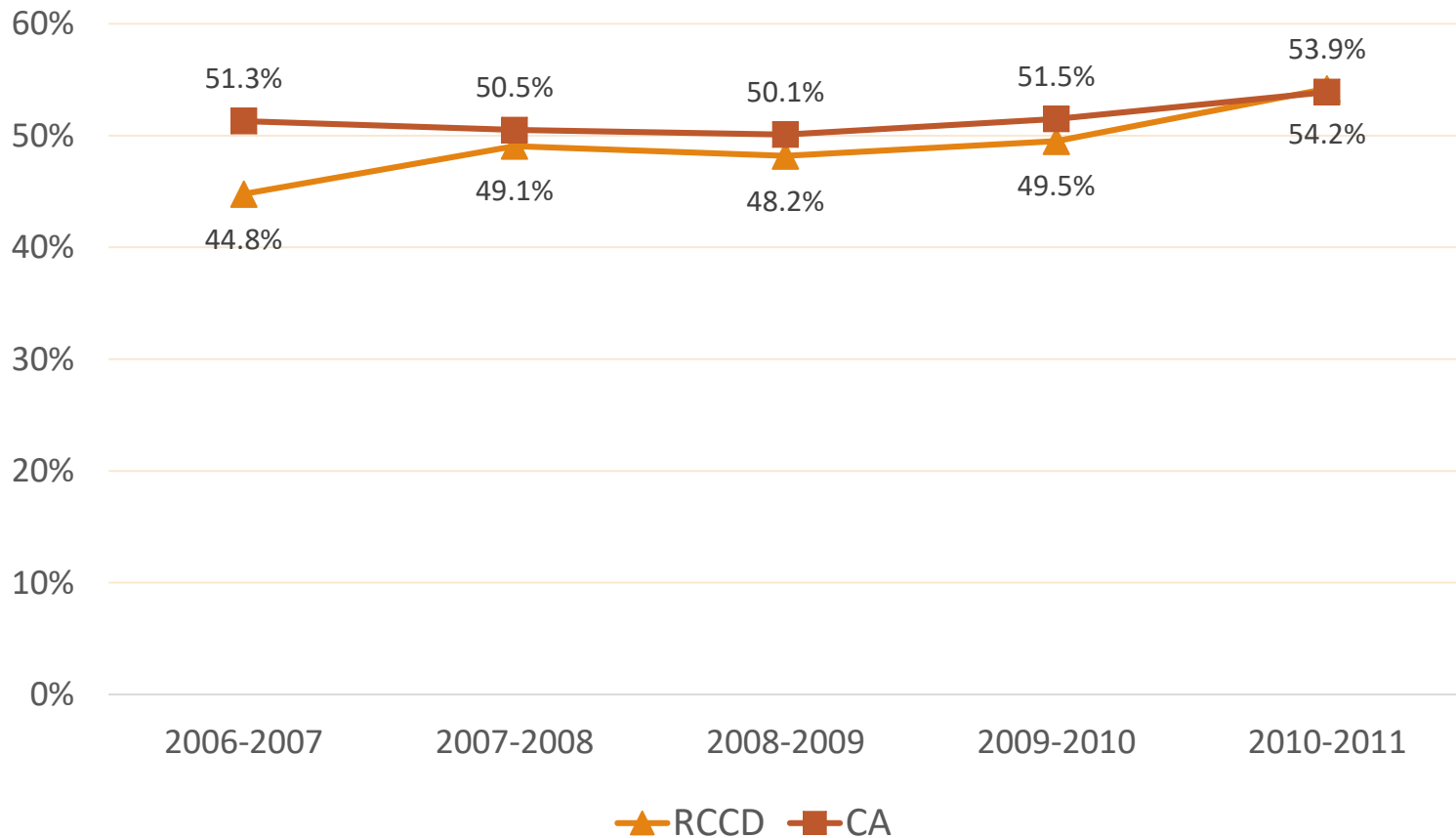
Student Success Scorecard Completions, CTE

Riverside City College

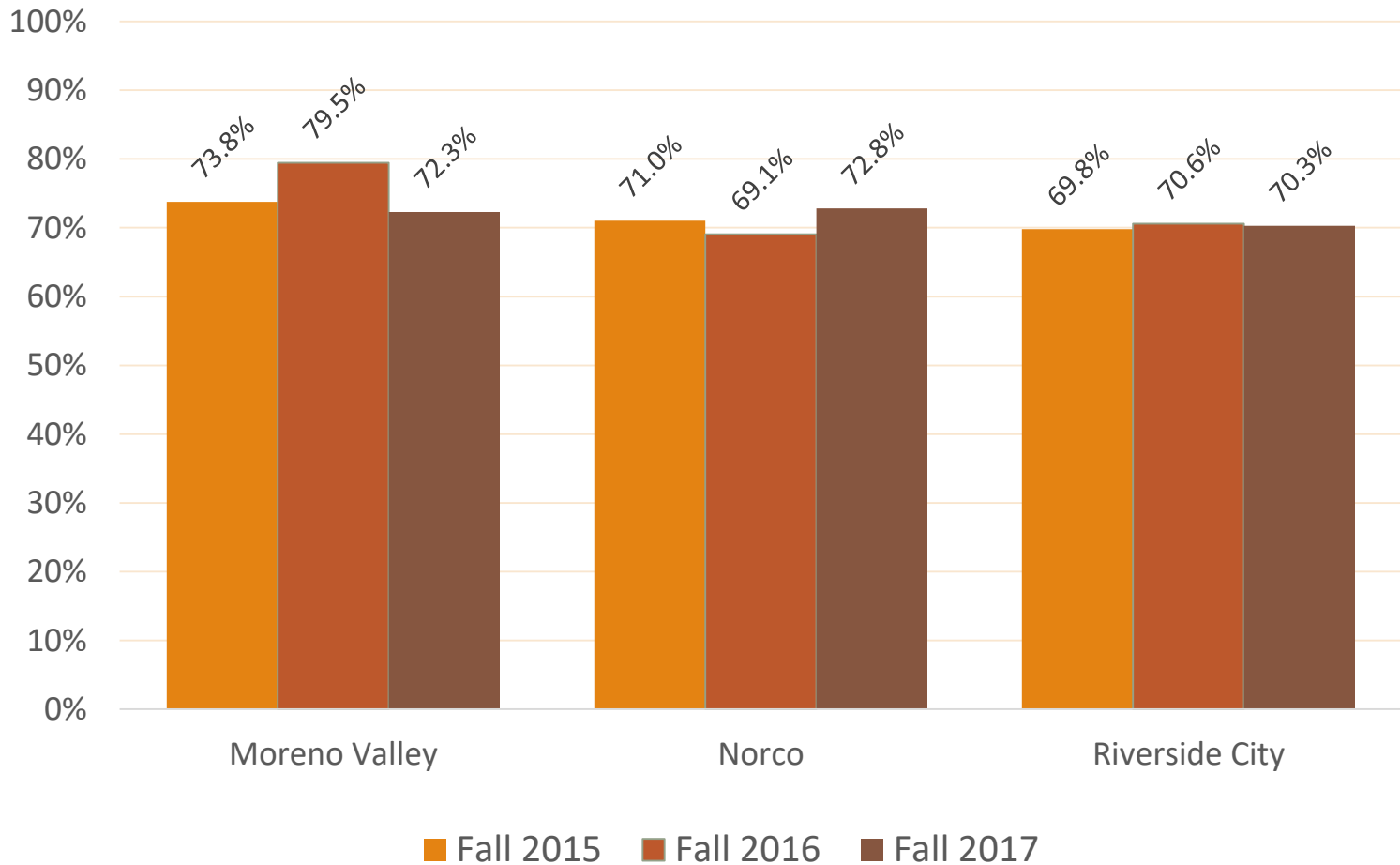
[Click here to select a different college](#)



Career & Technical Education Completions: State and District College Rates



Career & Technical Education Completions: RCCD Colleges – CTE Course Success Rates



Source: California Community Colleges Chancellor's Office Data Mart, retrieved February 12, 2018.

RCCD Momentum Point: 30 Units

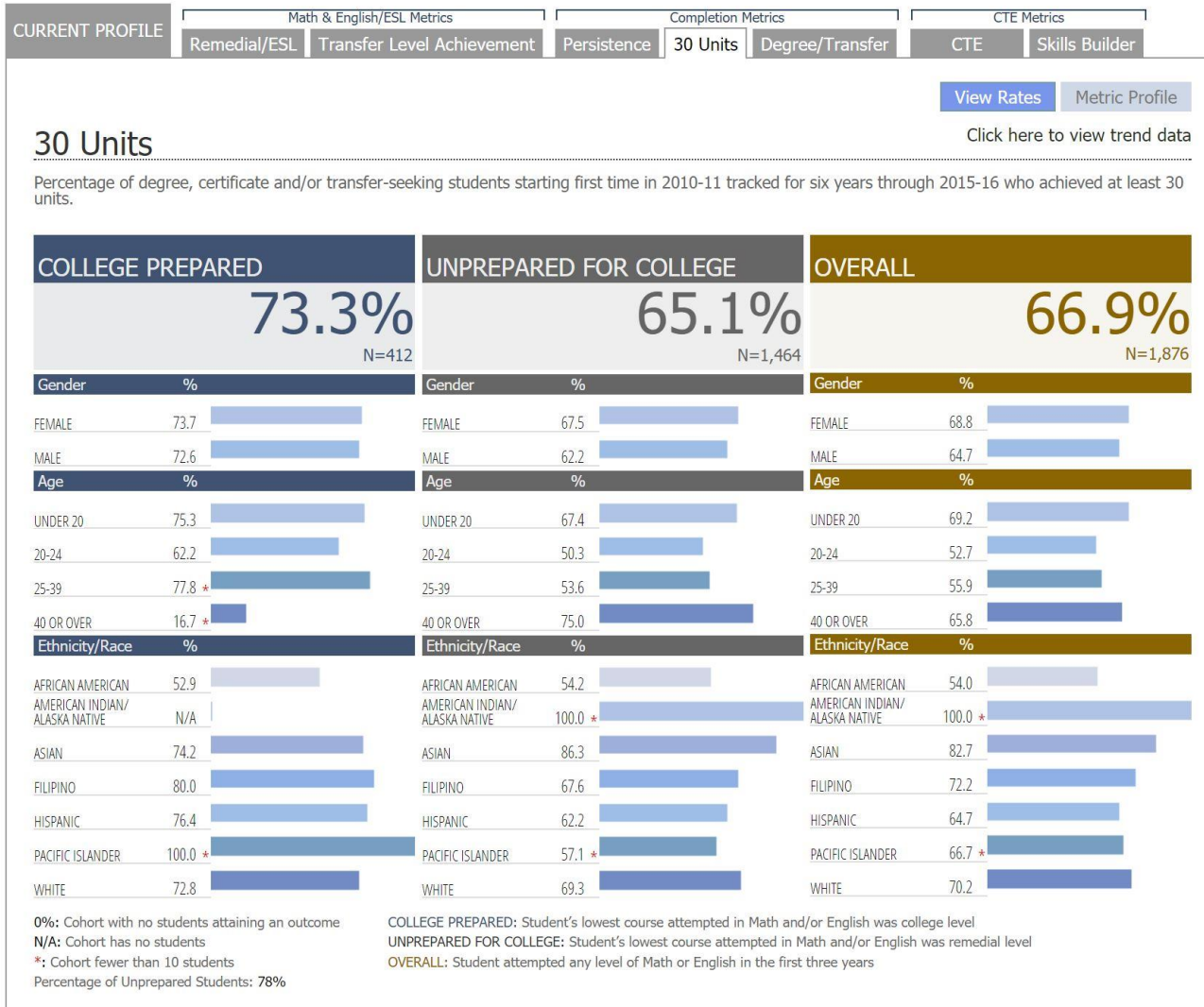
- Percentage of degree, certificate and/or transfer-seeking students* tracked for six years
- who achieved at least 30 units.

**Student attempted any level of Math or English in the first three years and earned 6 units.*

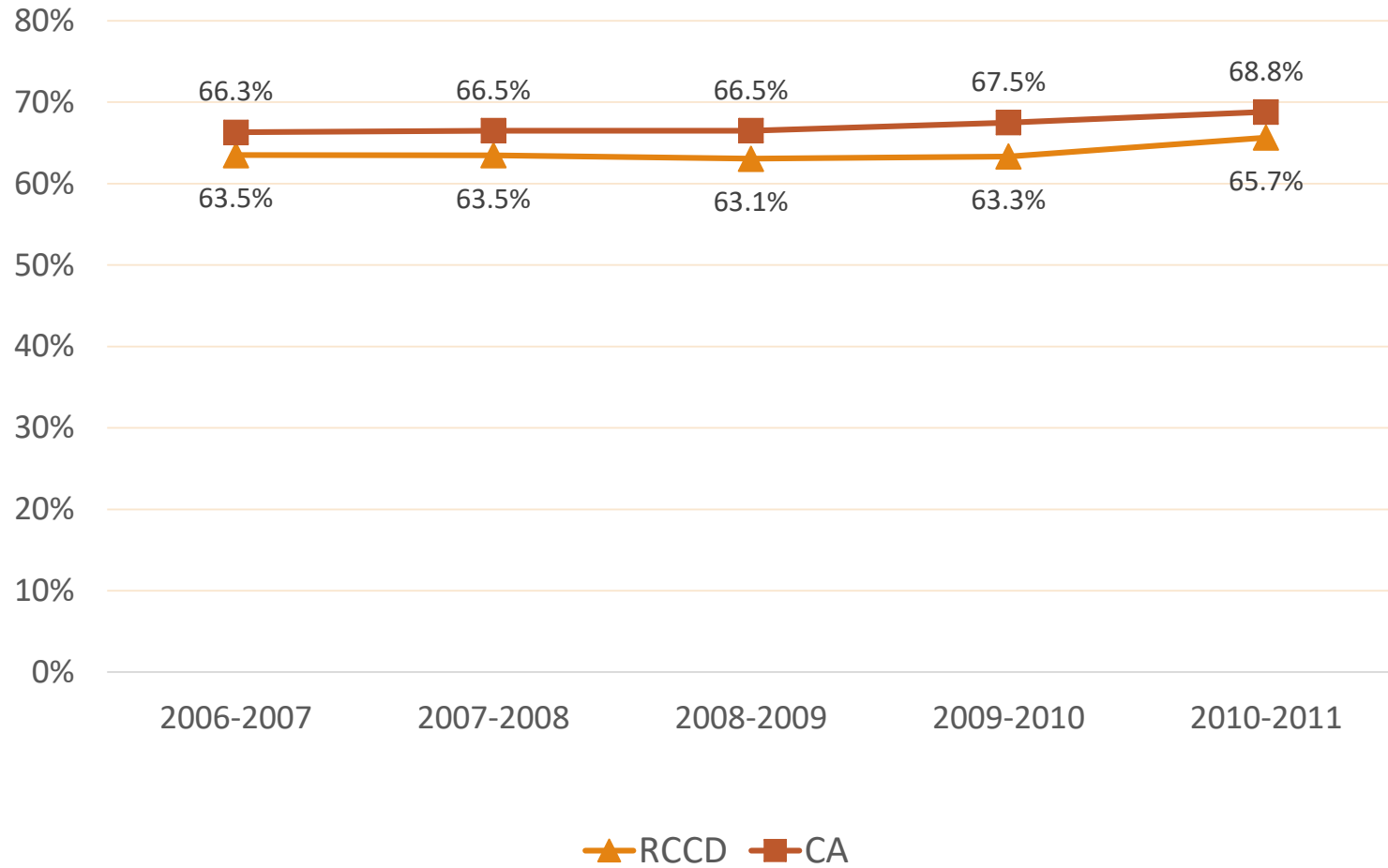
Momentum Point: 30 Units

Norco College

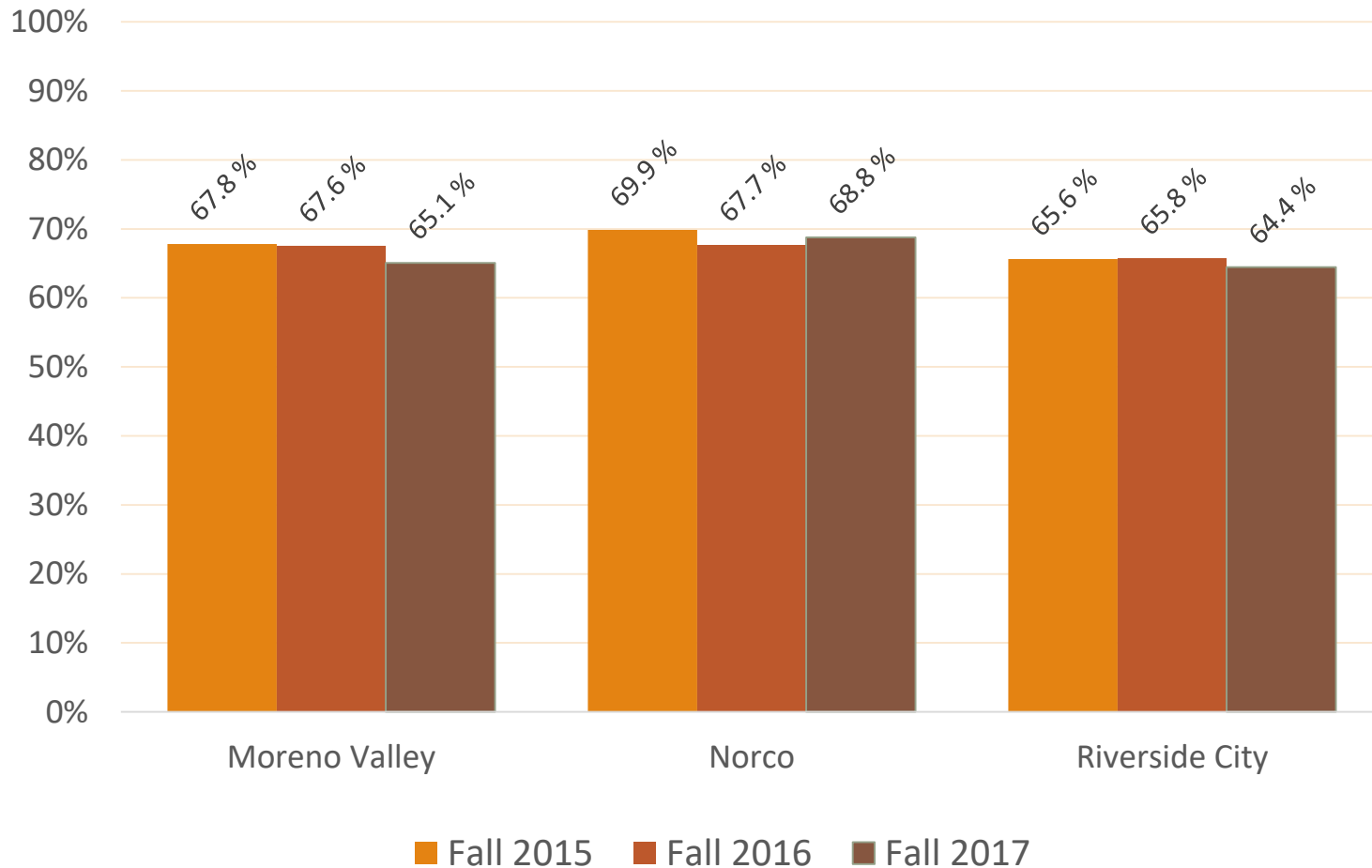
[Click here to select a different college](#)



Momentum Point: 30 Units State and District Rates



Momentum Point: 30 Units RCCD Colleges – Overall Course Success Rates



Source: California Community Colleges Chancellor’s Office Data Mart, retrieved February 12, 2018.

RCCD Momentum Point: Persistence

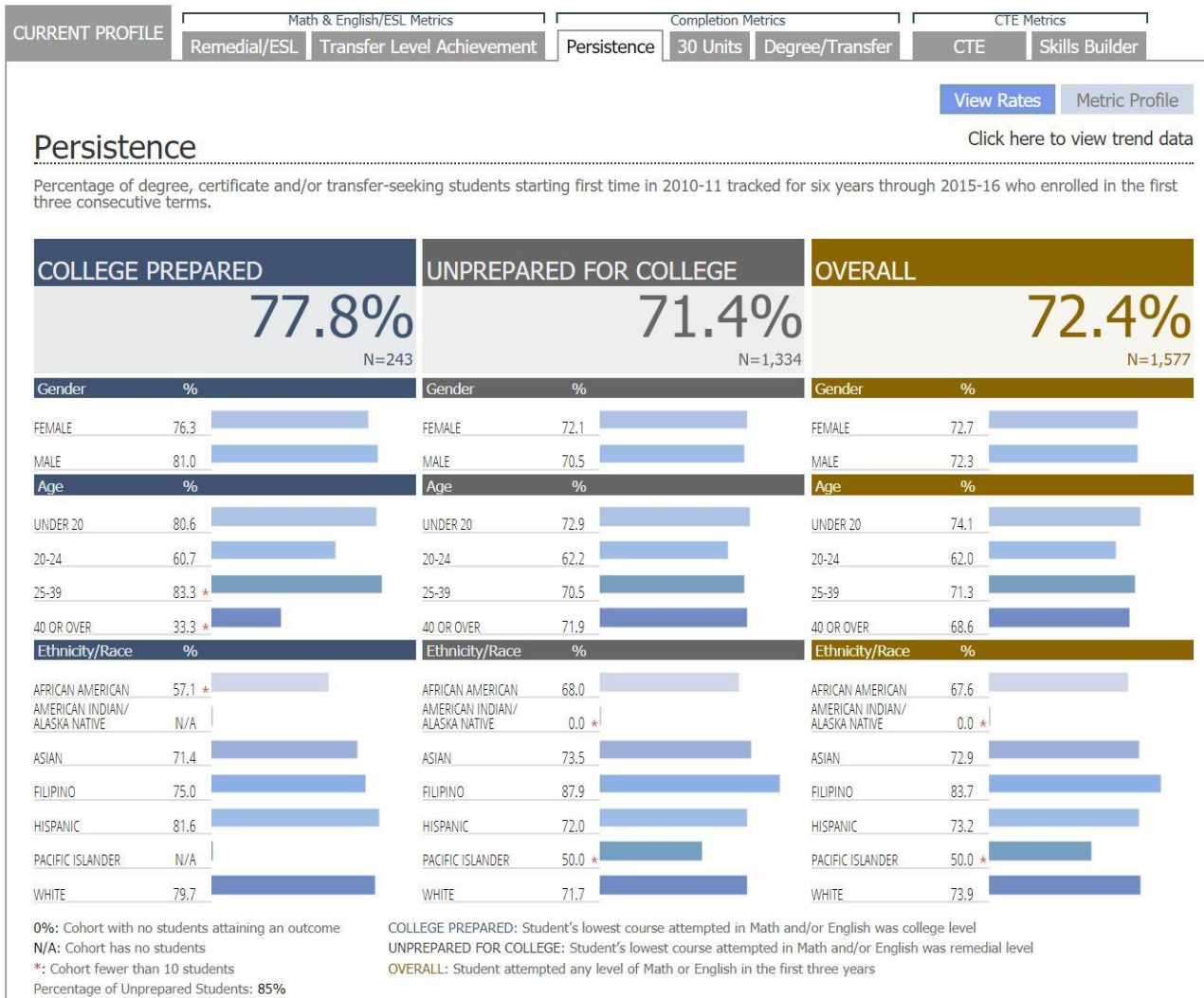
- Percentage of degree, certificate and/or transfer-seeking students tracked for six years
- enrolled in the first three consecutive terms.

**Student attempted any level of Math or English in the first three years and earned 6 units.*

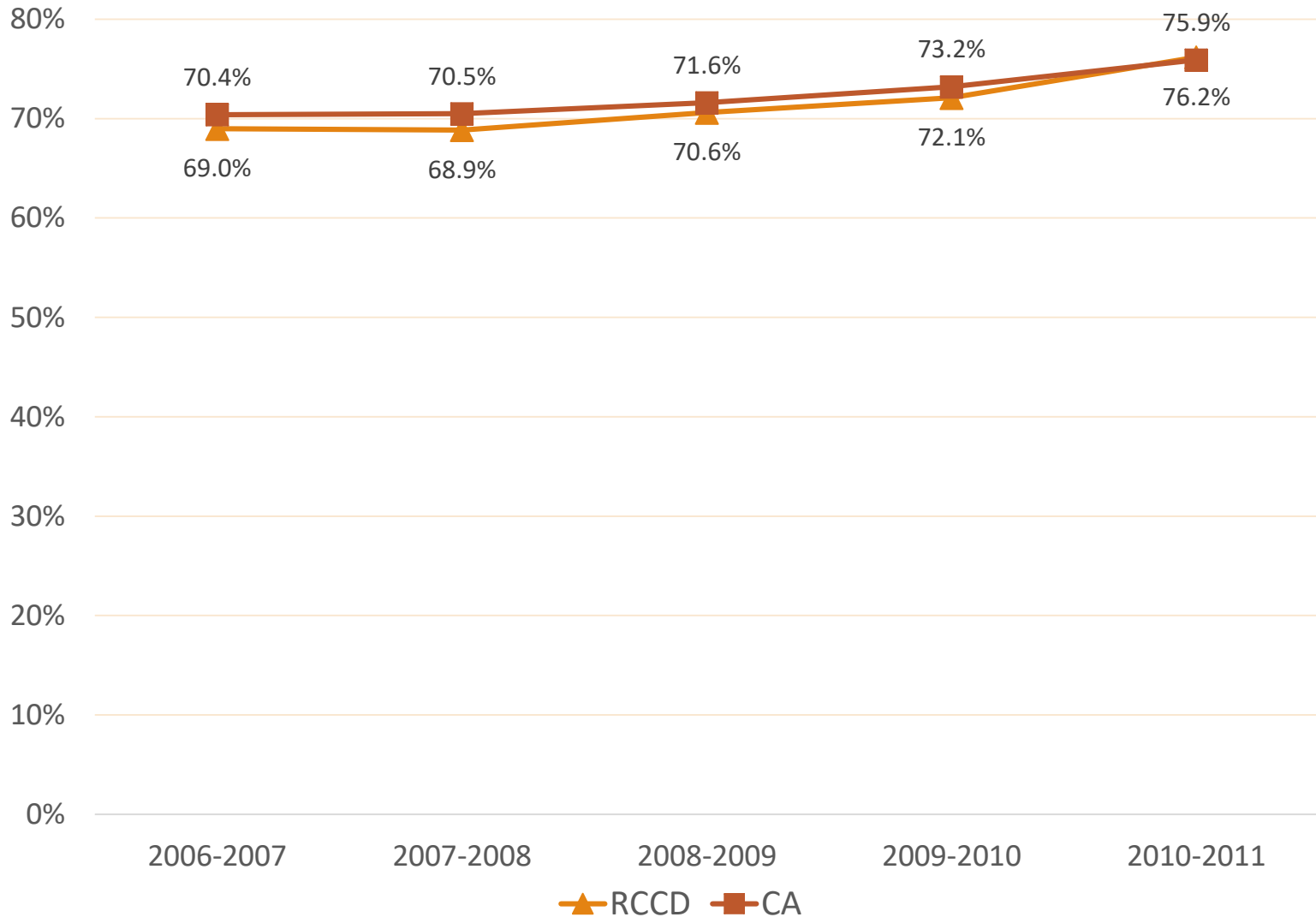
Momentum Point: Persistence

Moreno Valley College

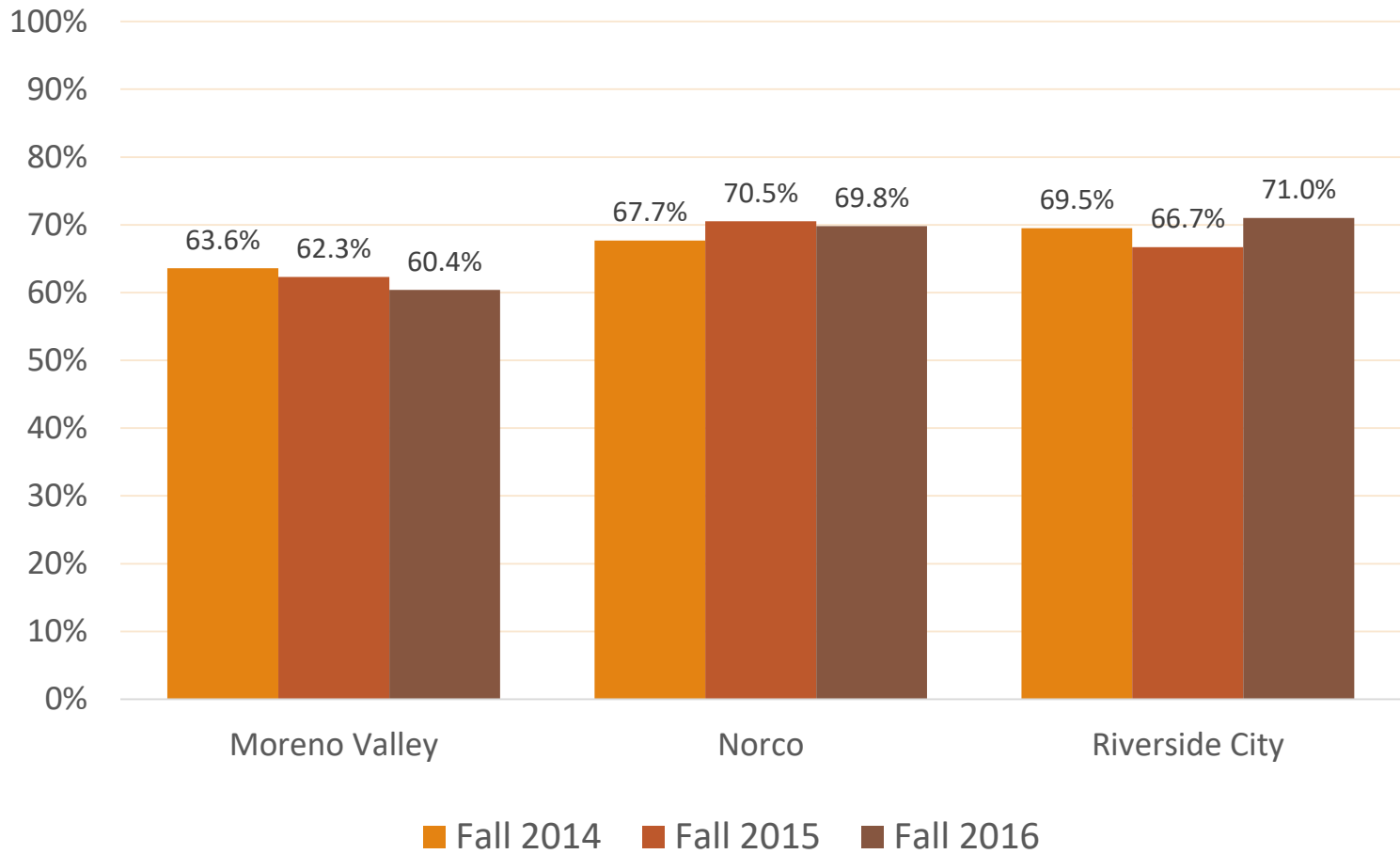
[Click here to select a different college](#)



Persistence Momentum Point: State and District Rates



Persistence Momentum Point: RCCD Colleges – Fall to Spring Persistence Rates



Sources: RCCD Institutional Effectiveness and Institutional Research offices.

Remedial Momentum Point

Percentage of first-time credit students

- tracked for six years
- below transfer level in English, mathematics, and/or ESL and
- completed a college-level course in the same discipline.

Remedial Momentum Point: District Rates

Norco College

[Click here to select a different college](#)

CURRENT PROFILE
Math & English/ESL Metrics
Completion Metrics
CTE Metrics

Remedial/ESL
Transfer Level Achievement
Persistence
30 Units
Degree/Transfer
CTE
Skills Builder

View Rates
Metric Profile

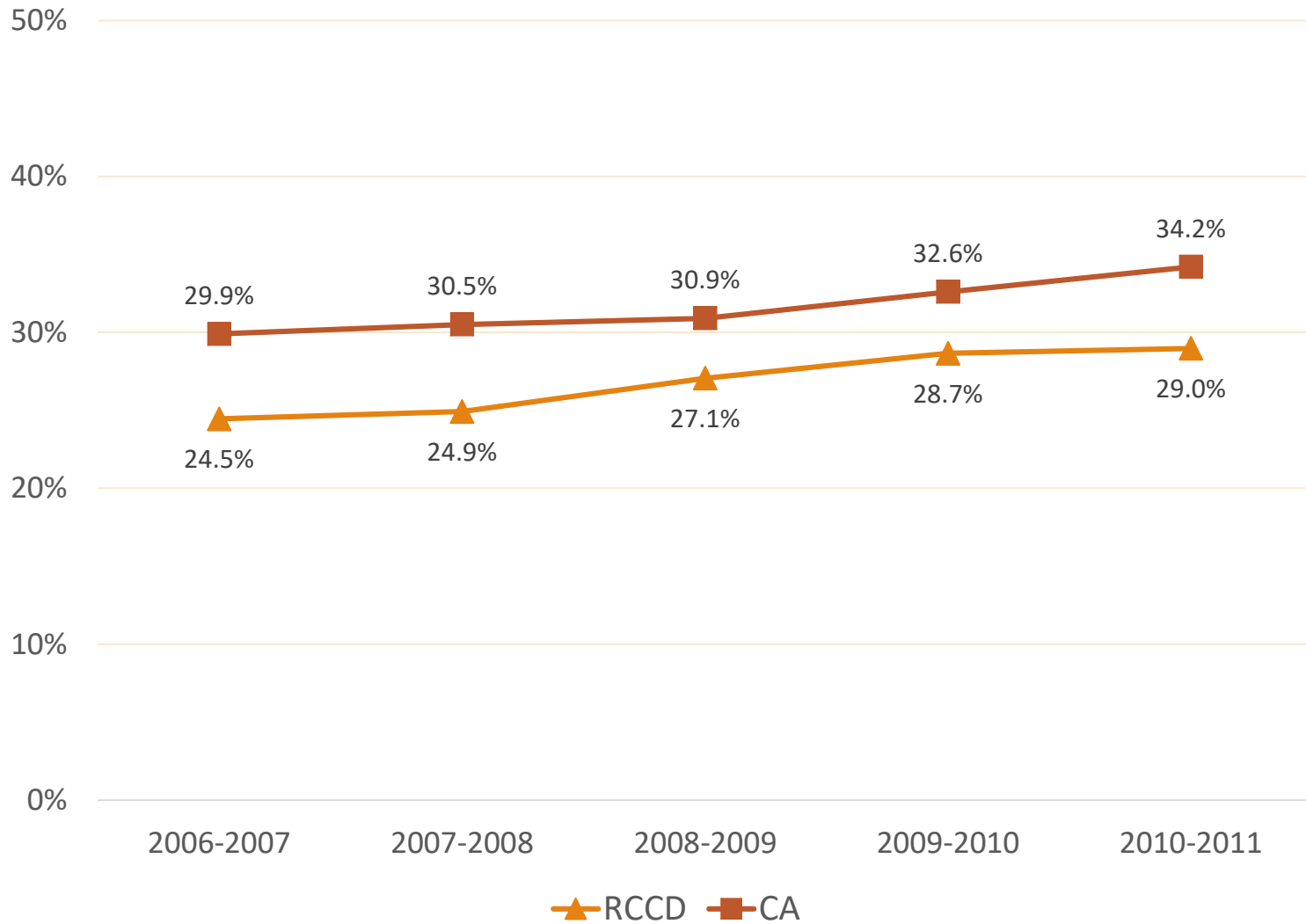
Remedial/ESL [Click here to view trend data](#)

Percentage of credit students tracked for six years through 2015-16 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2010-11 and completed a college-level course in the same discipline.

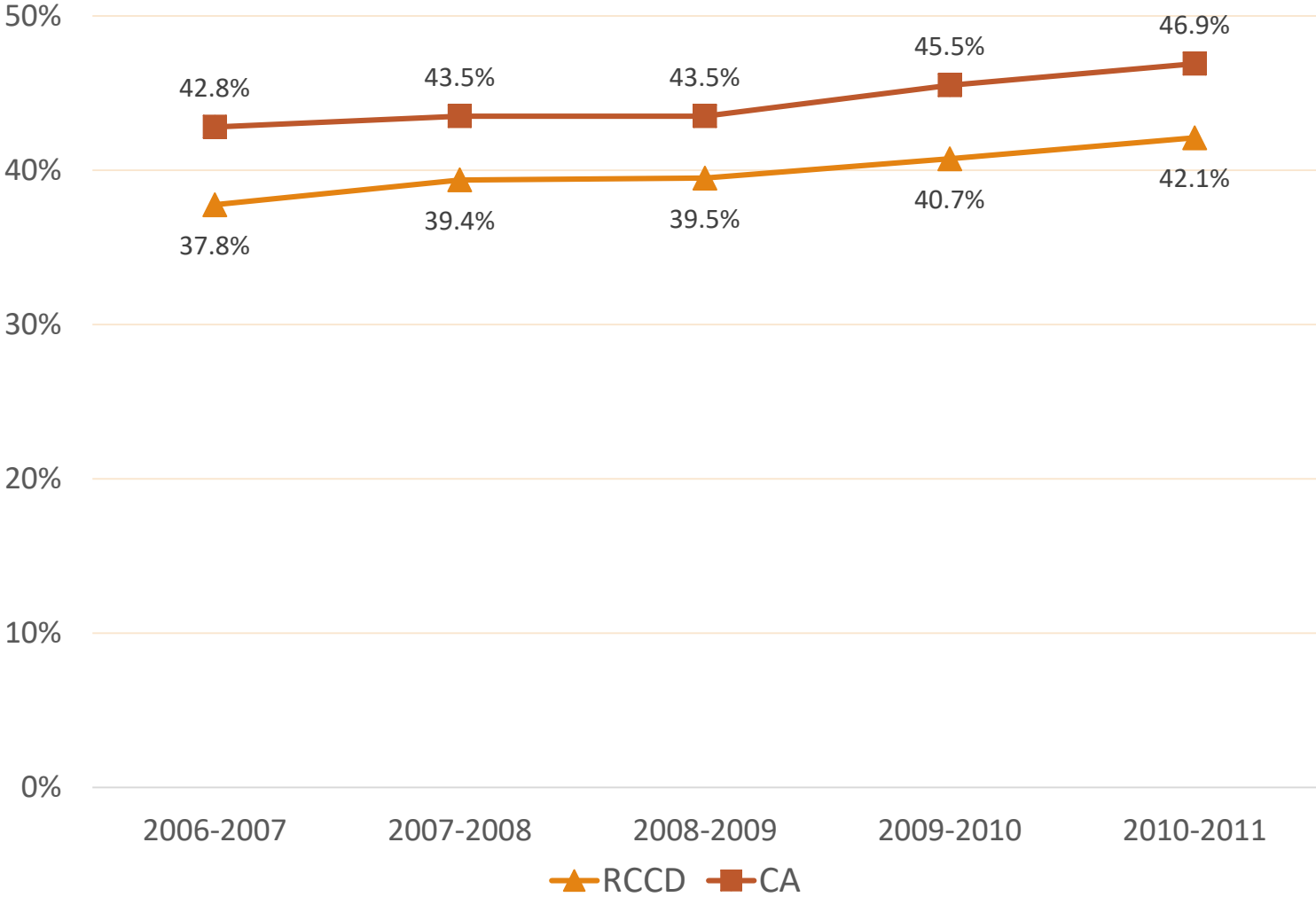
| REMEDIAL MATH | | REMEDIAL ENGLISH | | ENGLISH AS A SECOND LANGUAGE (ESL) | |
|-----------------------------------|--------|-----------------------------------|--------|------------------------------------|---------|
| 32.6% | | 44.3% | | 18.5% | |
| N=2,670 | | N=2,157 | | N=260 | |
| Gender | % | Gender | % | Gender | % |
| FEMALE | 33.0 | FEMALE | 44.9 | FEMALE | 19.0 |
| MALE | 32.2 | MALE | 43.2 | MALE | 17.9 |
| Age | % | Age | % | Age | % |
| UNDER 20 | 36.8 | UNDER 20 | 46.8 | UNDER 20 | 34.0 |
| 20-24 | 28.6 | 20-24 | 39.8 | 20-24 | 23.0 |
| 25-39 | 31.9 | 25-39 | 43.7 | 25-39 | 14.9 |
| 40 OR OVER | 27.7 | 40 OR OVER | 42.0 | 40 OR OVER | 7.7 |
| Ethnicity/Race | % | Ethnicity/Race | % | Ethnicity/Race | % |
| AFRICAN AMERICAN | 20.7 | AFRICAN AMERICAN | 38.5 | AFRICAN AMERICAN | 50.0 * |
| AMERICAN INDIAN/ ALASKA NATIVE | 40.0 | AMERICAN INDIAN/ ALASKA NATIVE | 80.0 * | AMERICAN INDIAN/ ALASKA NATIVE | 0.0 * |
| ASIAN | 50.6 | ASIAN | 63.5 | ASIAN | 23.6 |
| FILIPINO | 57.6 | FILIPINO | 66.7 | FILIPINO | 100.0 * |
| HISPANIC | 29.5 | HISPANIC | 41.9 | HISPANIC | 14.7 |
| PACIFIC ISLANDER | 44.4 * | PACIFIC ISLANDER | 40.0 | PACIFIC ISLANDER | 100.0 * |
| WHITE | 36.1 | WHITE | 42.1 | WHITE | 24.1 |

0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students
 *: Cohort fewer than 10 students

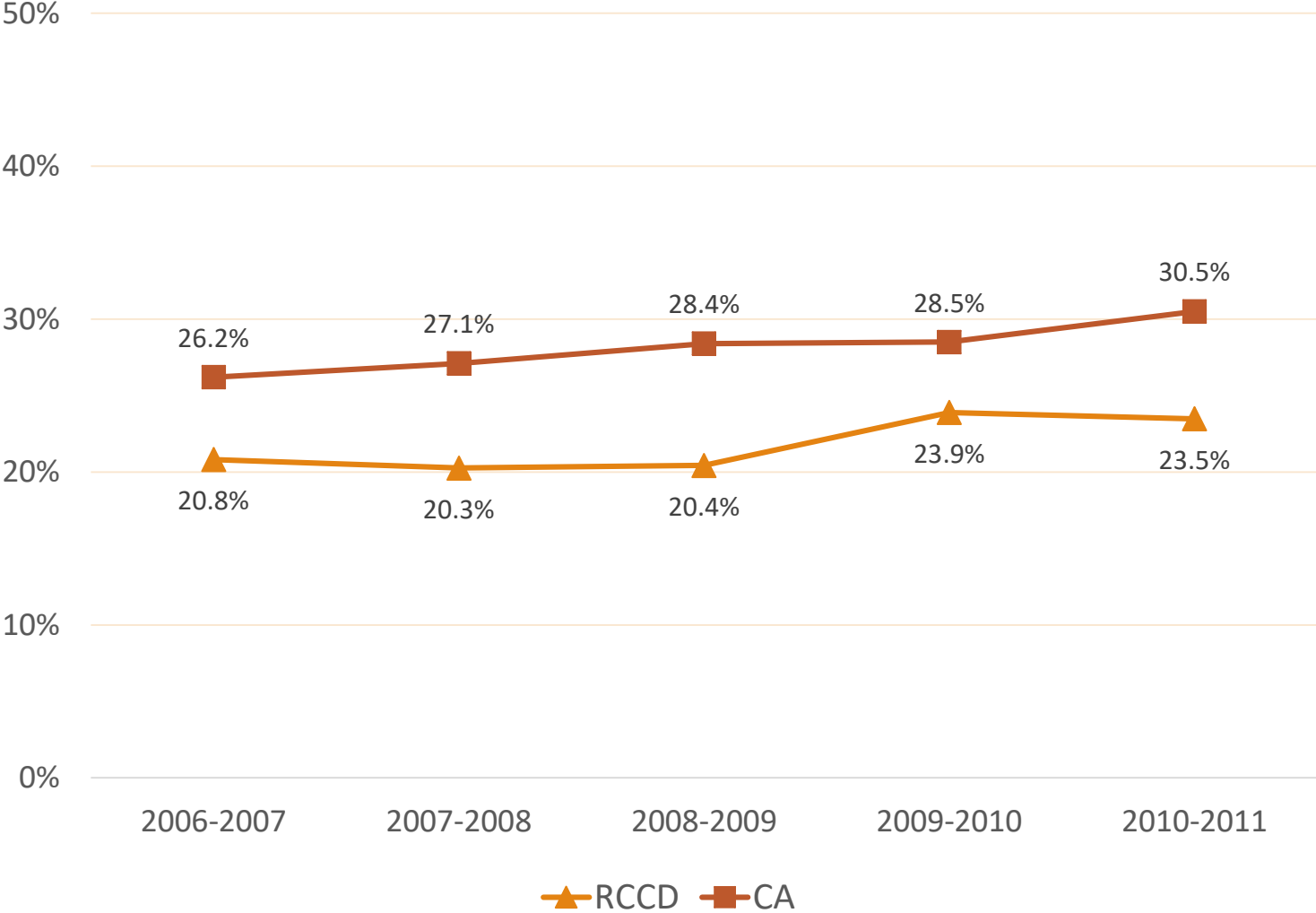
Remedial Math Momentum Point: State and District Rates



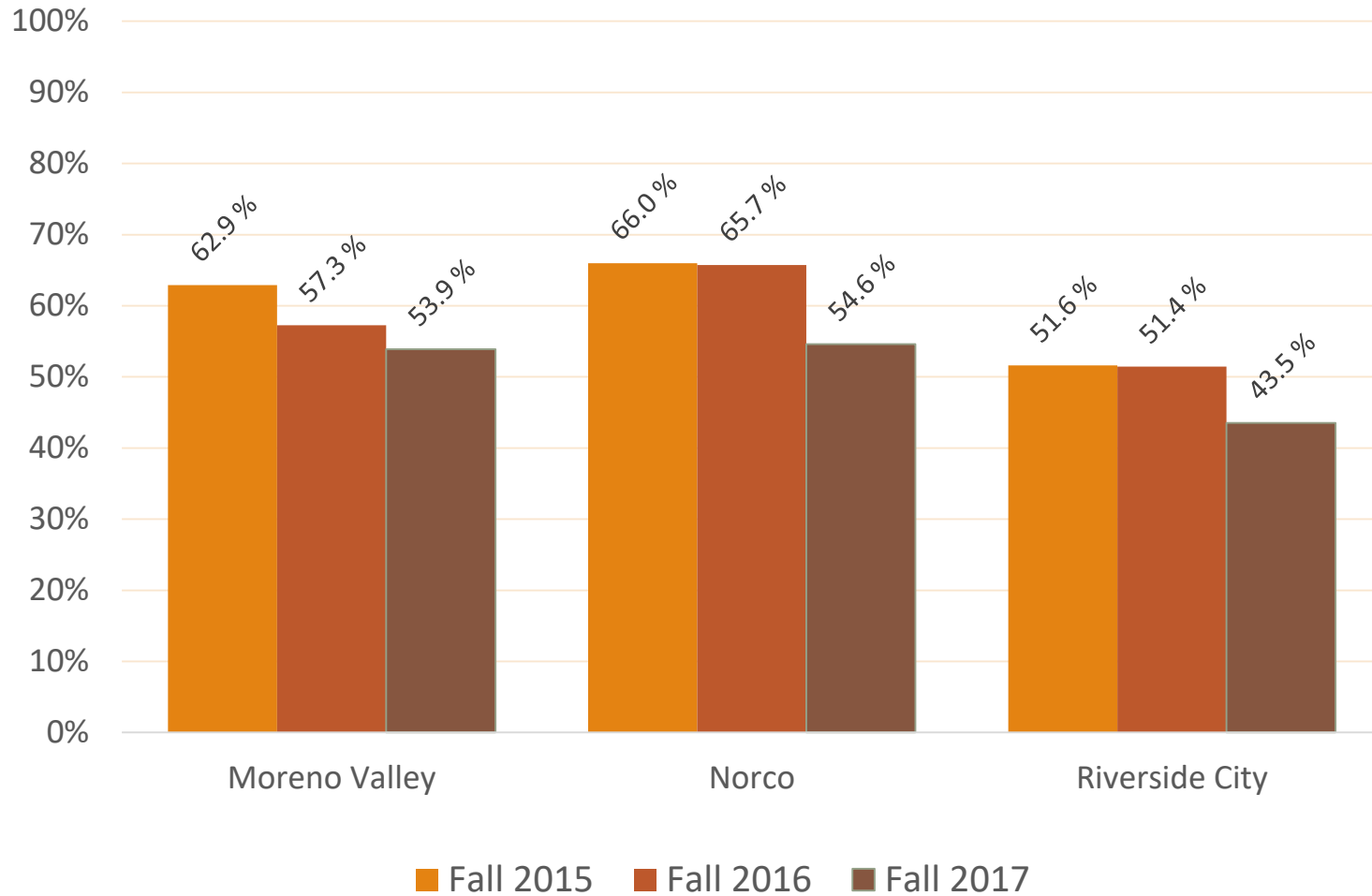
Remedial English Momentum Point: State and District College Rates



Remedial ESL Momentum Point: State and District Rates

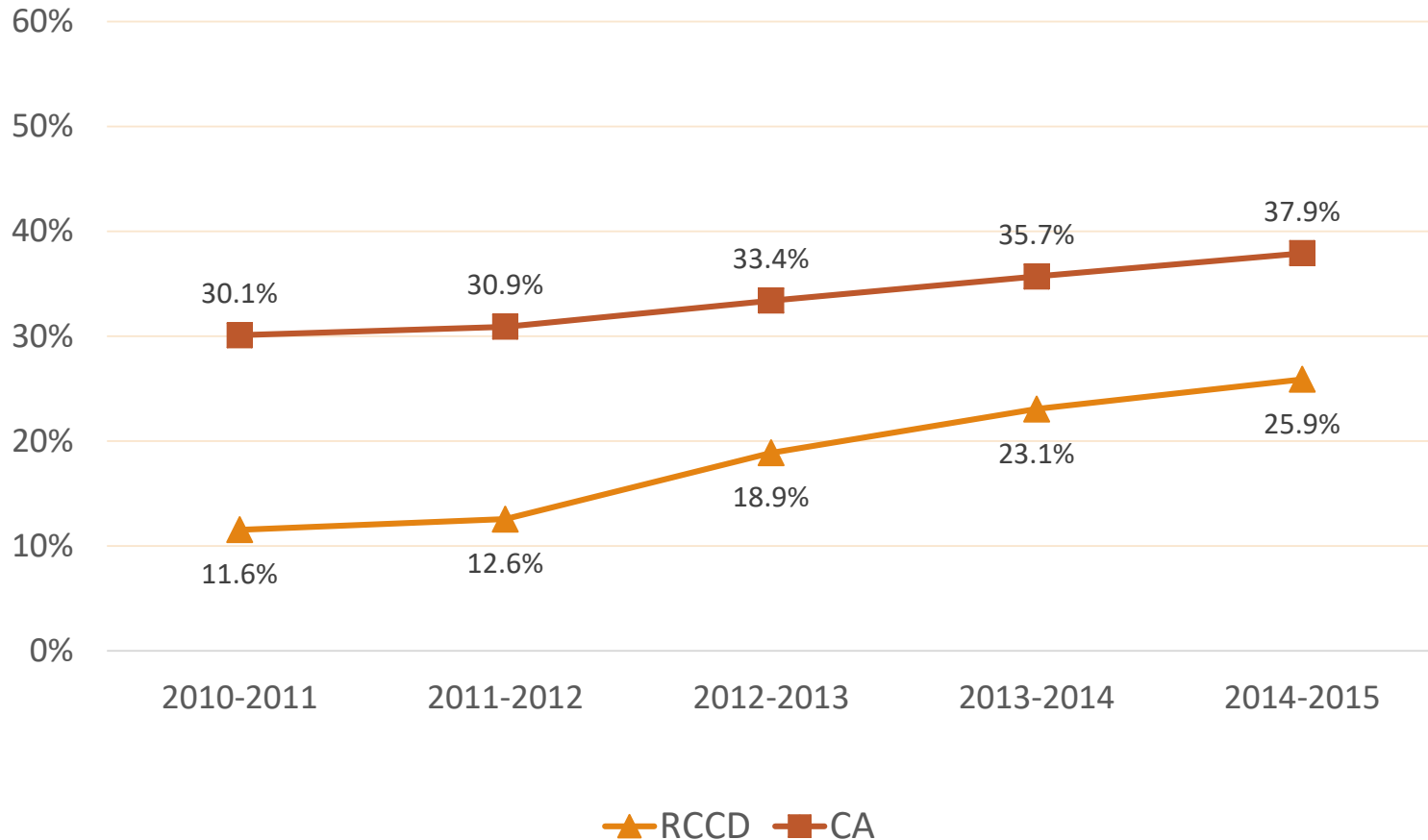


Persistence Momentum Point: RCCD Colleges – Basic Skills Course Success Rates



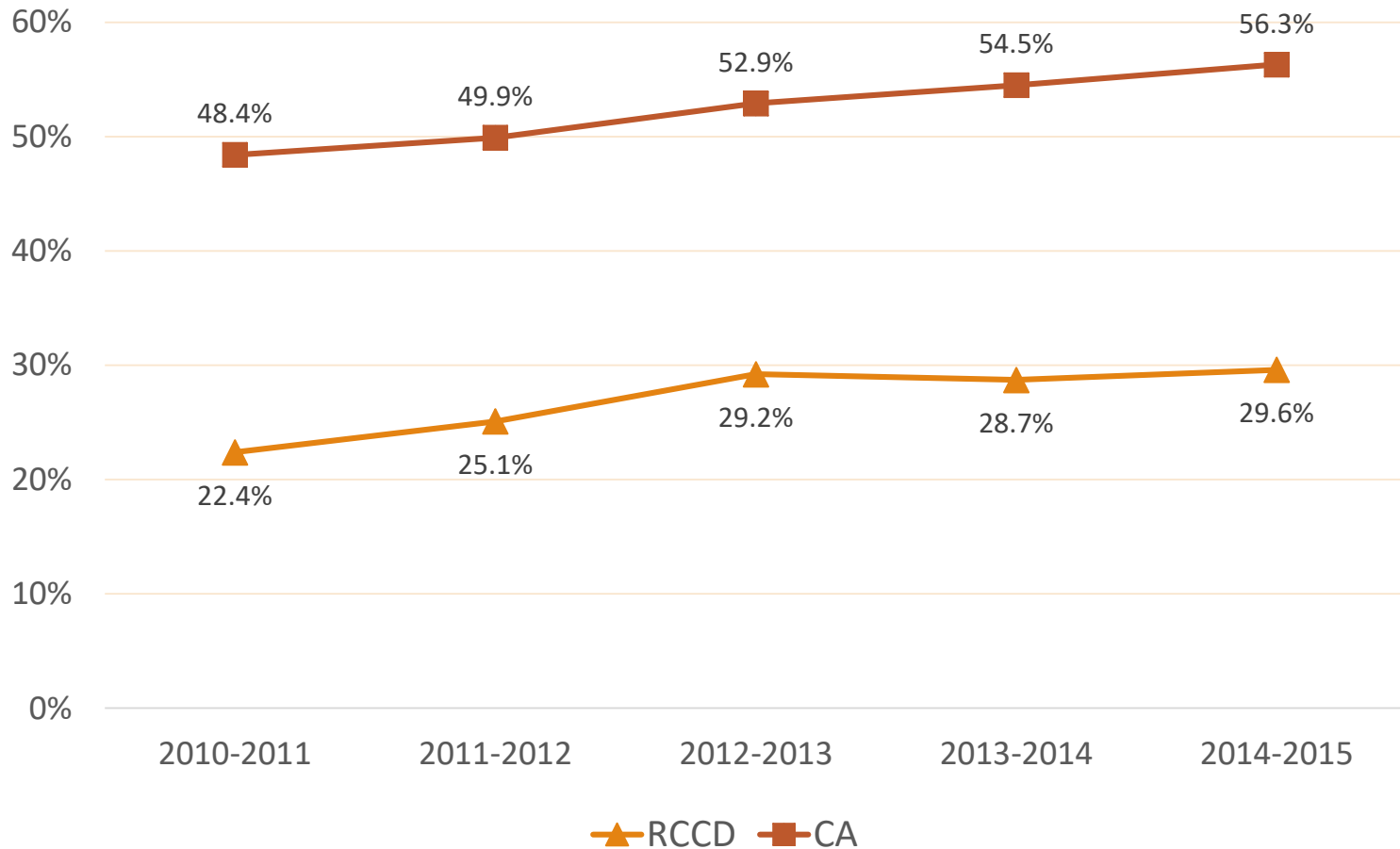
Source: California Community Colleges Chancellor’s Office Data Mart, retrieved February 22, 2017.

New Measure: English 1 Yr. Momentum Point, State and District Rates



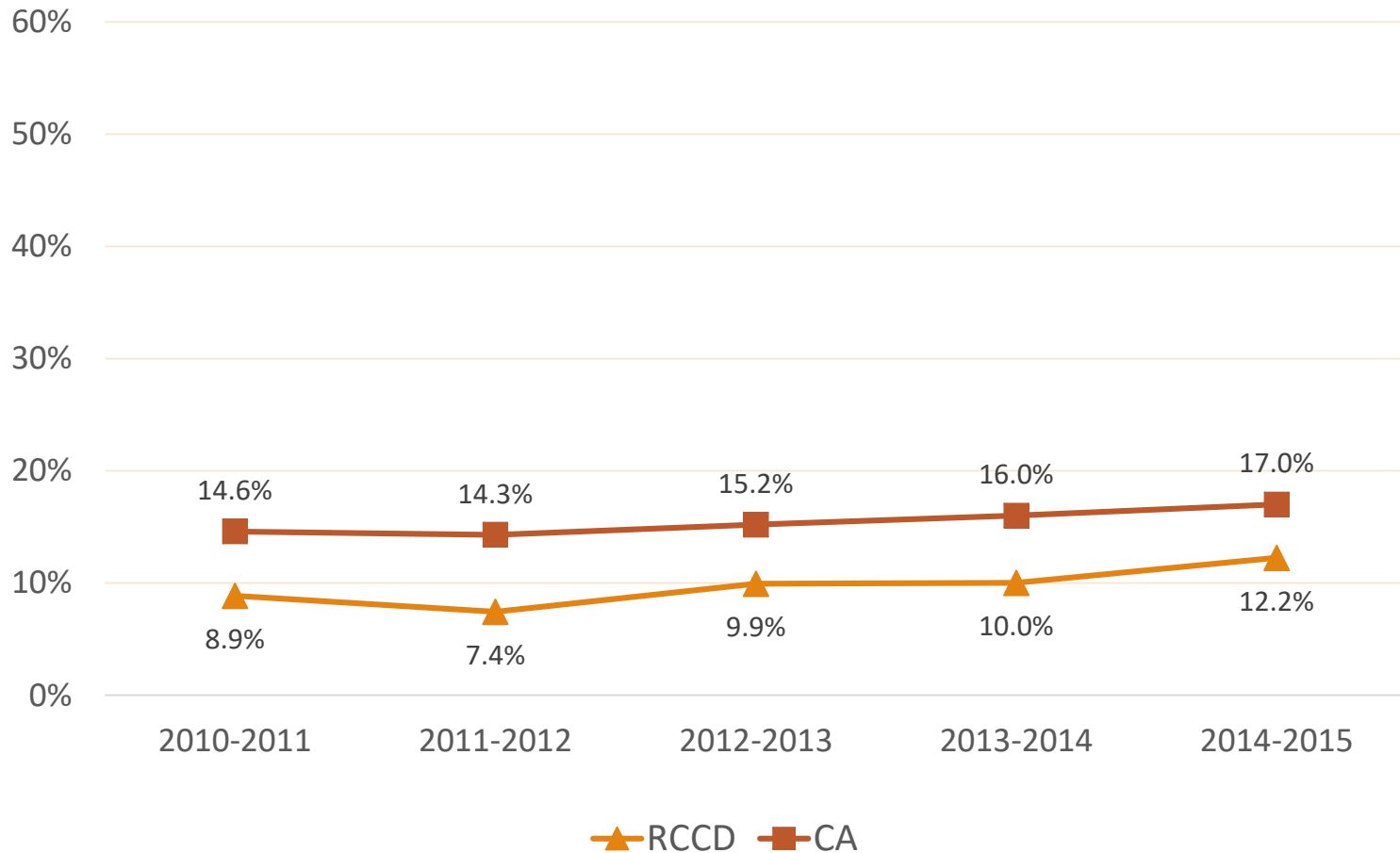
The percent of completion cohort students who complete a transfer-level course in English in their first year.

New Measure: English 2 Yr. Momentum Point, State and District Rates



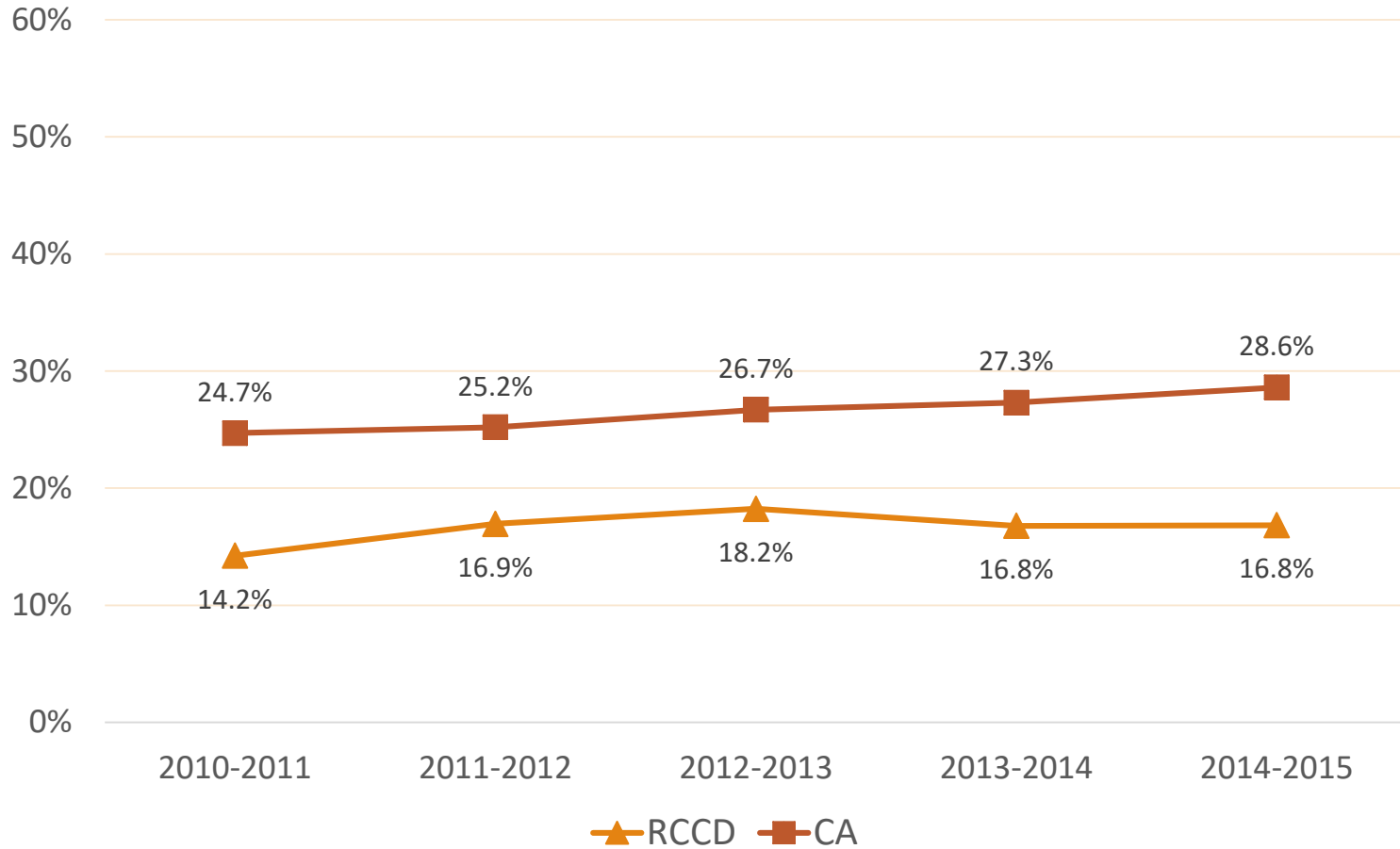
The percent of completion cohort students who complete a transfer-level course in English in their second year.

New Measure: Math 1 Yr. Momentum Point: State and District Rates



The percent of completion cohort students who complete a transfer-level course in math in their first year.

New Measure: Math 2 Yr. Momentum Point: State and District Rates



The percent of completion cohort students who complete a transfer-level course in math in their second year.

New Metric: Skills Builders

Who are Skills Builders?

- Workers who are maintaining and adding to skill-sets required for ongoing employment and career advancement.
- These students do not earn community college certificates or degrees and don't transfer to a four-year institution.
- Most skills-builder take only one or two CTE courses.
- Most skills-builders are older students, who have had experience in the workforce.

Skill Builders Cohort Definition

- Students take least .5 CTE units during a given academic year where at least some units completed had a SAM code of A, B or C.
- Student must have a valid SSN.
- Student must not be enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four year college the year of enrollment or the following year.
- Did not fail any CTE coursework in the year of enrollment.

Outcomes: Annual inflation adjusted median percentage change in earnings (1 year before to 1 year after) for all students in the cohort.

Caveat: Not all career skills building students with earning wages will be found in the Employment Development Department Unemployment Insurance (EDDUI) wage data. EDDUI data contain wages only for those employed in an occupation covered by Unemployment Insurance in California. The EDDUI data do not indicate the occupation in which an individual was employed, how many hours an individual worked, or part time/full time status.

"Skills Builder" Students: Median % Earnings Change

Skills Builder

Moreno Valley College

The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

Median Earnings Change

+39.8%

N=895

| Disciplines with the highest enrollment | Median % Change | Total N |
|---|-----------------|---------|
| Police Academy | 91.0% | 235 |
| Fire Technology | 13.1% | 179 |
| Probation and Parole | 32.2% | 150 |
| Emergency Medical Services | 61.2% | 62 |
| Fire Academy | 16.1% | 58 |
| Computer Information Systems | 24.5% | 52 |
| Corrections | 155.7% | 44 |
| Administration of Justice | 98.6% | 22 |
| Business Administration | 72.7% | 19 |
| Accounting | 66.8% | 18 |

Statewide "Skills Builder" Students Median % Earnings Change = 22.6%

(N=81,262)

Summary and Future Steps...

- While RCCD had lower degree / transfer success rates, CTE metrics compared favorably to the state.
- Gaps were generally smaller for momentum point measures.
- The most recent cohort for this report began in 2010-11, limiting the effect of *recent* student success initiatives.
- Updated district and college indicators will be presented to the Board of Trustees in April 2018.

2017 Student Success Scorecard: Riverside Community College District

END OF SLIDE SHOW



Agenda Item (IV-D-1)

Meeting 3/6/2018 - Committee
Agenda Item Committee - Resources (IV-D-1)
Subject Information Technology Update – Spring 2018
College/District District
Information Only

Background Narrative:

Staff will present updates on major information technology initiatives for the Board's review.

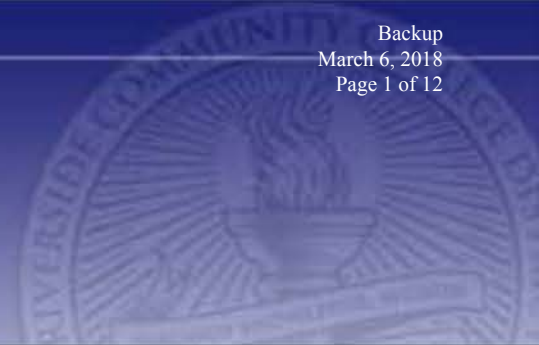
Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Chris Blackmore, AVC, IT & LS

Attachments:

[03062018_Presentation - Information Technology Update](#)

RCCD

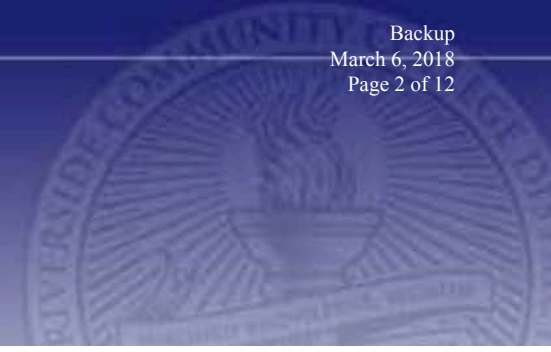
RIVERSIDE COMMUNITY
COLLEGE DISTRICT



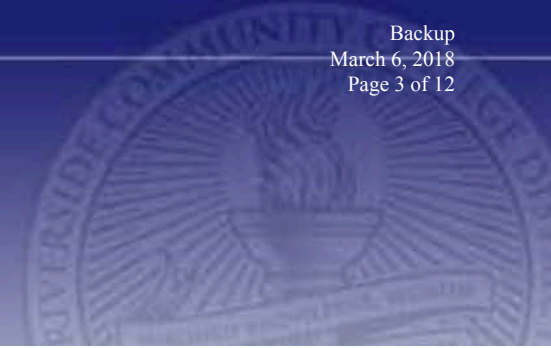
Information Technology Update Spring 2018

Christopher Blackmore
Associate Vice Chancellor, Information Technology & Learning Systems

March 6, 2018

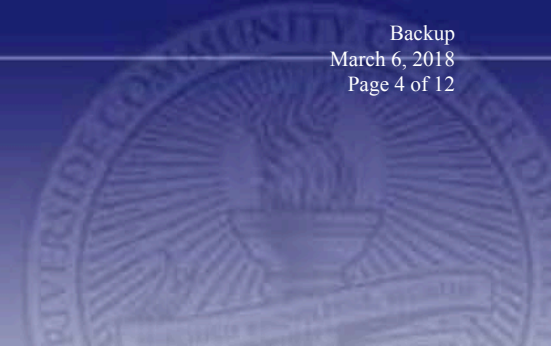


- Major Technology Initiatives at RCCD
 - Infrastructure
 - Enterprise resource planning (ERP) system replacement



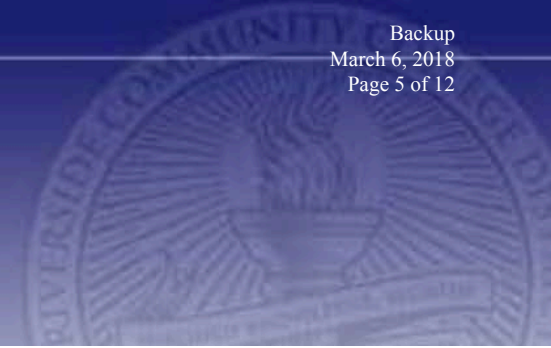
Infrastructure

- Approximate \$4,500,000 invested over the last 4 years
 - Upgraded wireless networks district-wide
 - Improved network and information security
 - Upgraded server infrastructure
 - Redundant fiber optic links between Colleges
 - Beginning the move to a hybrid environment with both local and cloud based technologies



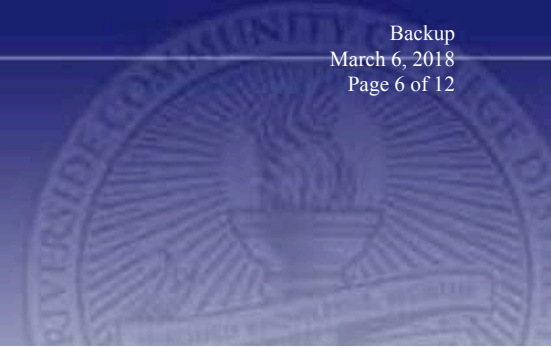
Enterprise Resource Planning (ERP) Replacement

- What is an ERP?
 - Student information system, student finance, human resources, etc.
- RCCD – Ellucian Colleague (Datatel)
 - The district went live with Colleague in 1997



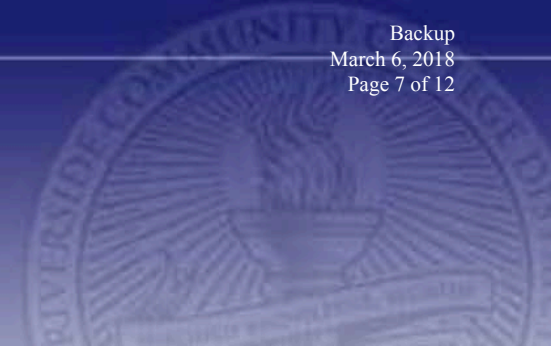
Enterprise Resource Planning (ERP) Replacement

- Elucian Colleague
 - Obsolete technology
 - Scale problems
 - Performance Issues
 - RCCD customized baseline product
 - Requires high level of staff time to sustain
 - Impacts on registration
 - Significant downtime during critical periods



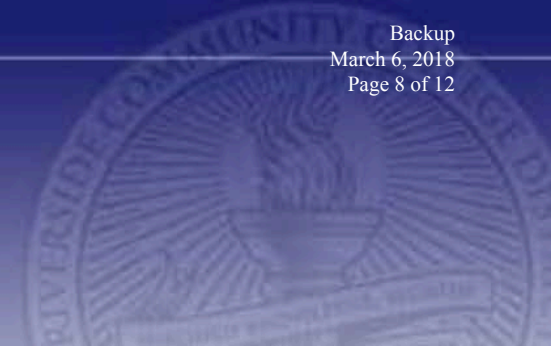
Enterprise Resource Planning (ERP) Replacement

- Elucian Colleague Stabilization Project
 - Upgraded the hardware
 - Migrated Colleague to a new platform
 - Upgraded all of the Colleague modules to the latest versions
 - Goal - Significant increases in stability and availability
 - Result – no downtime during the critical beginning of the spring 2018 term.



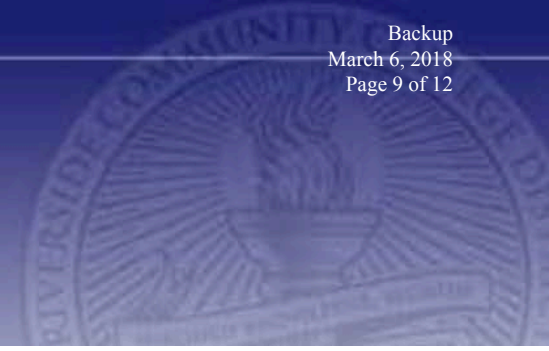
Enterprise Resource Planning (ERP) Replacement

- Benefits of migrating to a new system:
 - Enhances RCCD's ability to better serve our students via data analytics and proactive engagement for better student success.
 - Deliver a simpler, integrated user experience
 - Provide a reliable, intuitive, secure and easily accessible platform
 - Support for mobile devices



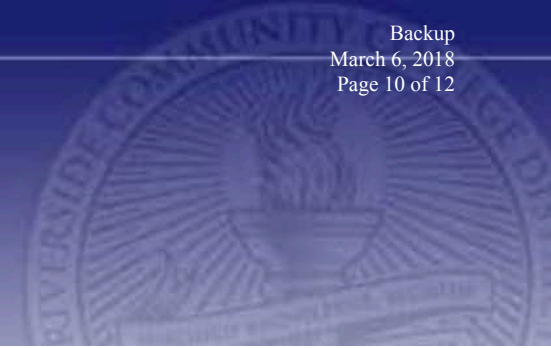
Enterprise Resource Planning (ERP) Replacement

- Shared Governance Process
 - ERP Replacement Working Group has been formed
 - Representatives from across the District
 - Informational presentations to student, faculty, and staff groups
 - Information Technology Strategy Council (ITSC)
 - District Strategic Planning Council (DSPC)

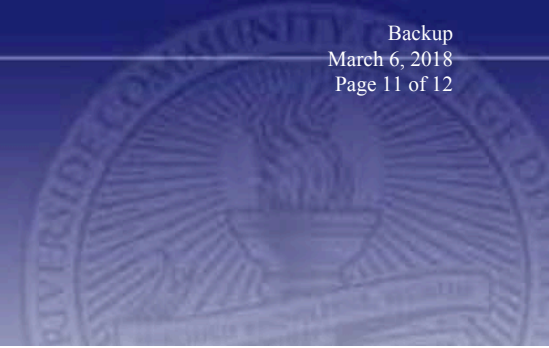


Enterprise Resource Planning (ERP) Replacement

- ERP Replacement Working Group
 - Request For Information (RFI)
 - 3 submittals – under evaluation

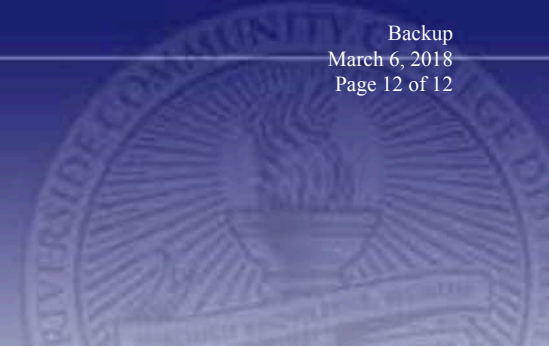


- Business Process Analysis (BPA)
 - Analyze RCCD's current processes
 - Examples:
 - Admissions Process
 - Financial Aid & Student Accounts Receivable Process
 - Hiring, Onboarding, and Payroll Process
 - Curriculum Approval Process
 - Work with stakeholders to develop optimized operational processes
 - Revised operational processes to solicit the new ERP



Enterprise Resource Planning (ERP) Replacement

- Timeline
 - BPA completed by mid-May
 - Request for Proposal (RFP) released in late spring 2018
 - On-site demonstrations fall of 2018
 - Vendor award in late fall of 2018
 - Implementation starting early 2019



Enterprise Resource Planning (ERP) Replacement

- Communication
 - Continue to provide detailed reports to the shared governance committees
 - ERP system replacement electronic newsletter
 - Monthly updates on project status and upcoming activities.
 - Estimated cost \$6,000,000

Agenda Item (VI-A)

| | |
|--------------------|---|
| Meeting | 3/6/2018 - Committee |
| Agenda Item | Closed Session (VI-A) |
| Subject | Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release |
| College/District | District |
| Funding | n/a |
| Recommended Action | To be Determined |

Background Narrative:

None.

Prepared By: Wolde-Ab Isaac, Chancellor
Heidi Gonsier, Executive Administrative Assistant

Attachments:

None.