**CCCT 2000 BOARD OF DIRECTORS**  
**OFFICIAL BALLOT**

**NOMINEES**

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Marie Kiersch</td>
<td>(San Luis Obispo)</td>
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<tr>
<td>Patricia Miljanich</td>
<td>(San Mateo)</td>
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<tr>
<td>Georgia L. Mercer</td>
<td>(Los Angeles)</td>
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<tr>
<td><em>Maxine Moore</em></td>
<td>(Victor Valley)</td>
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<tr>
<td><em>William McGinnis</em></td>
<td>(Butte-Glenn)</td>
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<tr>
<td>Kay Albani</td>
<td>(Los Rios)</td>
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<tr>
<td>Michael R. Adams</td>
<td>(Antelope Valley)</td>
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<tr>
<td><em>Rebecca J. Garcia</em></td>
<td>(Cabrillo)</td>
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<tr>
<td>Anita Grier</td>
<td>(San Francisco)</td>
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<tr>
<td>Walt Rosebrock (Allan Hancock Joint)</td>
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<tr>
<td><em>Frederick Wenck, Jr.</em></td>
<td>(Lake Tahoe)</td>
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<tr>
<td>Lynn Baranco</td>
<td>(Peralta)</td>
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<tr>
<td>Carolyn Batiste</td>
<td>(MiraCosta)</td>
</tr>
<tr>
<td>Judi D. Beck</td>
<td>(Shasta-Tehama-Trinity Joint)</td>
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<tr>
<td><em>Lewis S. Braxton, Jr.</em></td>
<td>(Merced)</td>
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<tr>
<td>Robert Brunton</td>
<td>(Fremont-Newark)</td>
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<tr>
<td>Greg Brockbank</td>
<td>(Marin)</td>
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<tr>
<td><em>Richard K. Tanaka</em></td>
<td>(San Jose-Evergreen)</td>
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<tr>
<td><em>Pete E. Tafoya</em></td>
<td>(Ventura County)</td>
</tr>
<tr>
<td><em>Carole Currey</em></td>
<td>(Santa Monica)</td>
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</tbody>
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**VACANCIES**

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| 10. |

*Incumbent

List order based on Secretary of State's random drawing of February 14, 2000

Clerk of the board should sign the verification acknowledgment on the ballot return envelope.
# Academic Affairs

## Minimum Qualification Equivalency

<table>
<thead>
<tr>
<th>NAME</th>
<th>DISCIPLINE</th>
<th>BACKGROUND</th>
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</thead>
<tbody>
<tr>
<td>Michael Baker</td>
<td>Psychology</td>
<td>Mr. Michael Baker received his B.A. in Education with a major in History and Political Science from the University of Montana in 1964. In 1972, Mr. Baker earned a M.A. in Education with a major in Guidance and Counseling from Northern Arizona University in Flagstaff, Arizona. Mr. Baker taught at the Austin Peay State University for three years as an adjunct professor in the Department of Psychology. Mr. Baker's teaching experience includes five and one-half years as a professor and instructor in medical-related subjects at the U.S. Army Field Artillery School and the U.S. Army Sergeants Major Academy from 1969 through 1975. In 1991 he was a professor of Health Care Studies at the Industrial College of the Armed Forces. Mr. Baker served as a colonel of the Medical Service Corps for the U.S. Army Surgeon General in Fort Sam, Houston, Texas from 1964 to 1992. From 1992 to 1994, Mr. Baker was a teacher and counselor at a private school, Clarksville Academy, Clarksville, Tennessee, providing instruction in several areas including psychology at the 10th to 12th grade level.</td>
</tr>
<tr>
<td>Marc C. Bartholic</td>
<td>Coaching</td>
<td>Mr. Marc Bartholic attended Gavilan College in Gilroy, California earning a cumulative total of 53 units by spring of 1997. He further earned six units in Physical Education from Southern California College (Vanguard University). Mr. Bartholic's experience other than teaching includes four years experience in Gilroy, California, as a volunteer baseball coach and as an assistant softball coach for the Gavilan Joint School District. He has seven years experience from 1992 through 1999 as a recreation leader and volunteer baseball coach for the City of Gilroy. Mr. Bartholic's areas of specialized training include youth sports official, camp and clinic coordinator and adult parks &amp; recreation official for softball and basketball.</td>
</tr>
</tbody>
</table>
Ms. Natalie Bodanya was trained at the Manhattan School of Music and the Curtis Institute of Music as well as studying with the highly acclaimed soprano Madame Marcella Sembrich. She has the equivalent of a bachelor's degree plus specialized training in music.

Ms. Bodanya's professional activities include leading lyric soprano roles with the Metropolitan Opera Company in New York City. In addition, she was a guest artist with opera companies in Paris, Basle, Prague, Vichy, Brussels and Montreal. She has sung under the baton of the greatest opera conductors of the Twentieth Century, i.e., Fritz Reiner, Leopold Stokowski, Bruno Walter, Eric Leinsdorf and Maurice Abravanel.

Ms. Bodanya's curriculum vita includes teaching in Santa Barbara both at the Music Academy of the West and Santa Barbara High School. She has most recently spent 13 years teaching voice at the Manhattan School of Music.

A five-year grant was awarded to Ms. Bodanya to make extended visits to over ninety colleges and universities where she performed a recital, a workshop on the recital and master classes with students and professors.
CONTINUING EDUCATION
MINIMUM QUALIFICATION EQUIVALENCY

BEUGENDRE-INGOLDSBY, Chantal          French  

EDUCATION:
Baccalaureat in foreign languages and
literature from Lycee JJ Rousseau, France.
Bachelor of Arts in English from the
University of Sorbonne, France. Master's
degree in English from University of Paris,
France. Native French speaker who also
speaks English, Spanish and Italian.

EXPERIENCE:
French assistant teacher at Ernulf School in
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

FINANCIAL ANALYST (M/S/C)
Limited Term, 2 years

DEFINITION
Under general direction, assist with financial/accounting functions of the District, including financial and account analyses, and budget development.

ESSENTIAL DUTIES/FUNCTIONS
Address fiscal areas needing review and improvement, and provide recommendations (these areas include: internal control procedures, student reimbursement process, auxiliary accounts process, HRC and Fiscal Services accounting functions, fixed asset accounting, GASB and GAAP compliant financial reports development and Fiscal Services policies and procedures); assist with the budget development process, including mid-year budget adjustments; prepare financial and account analyses; prepare reports and calculations (to include Integrated Postsecondary Education Data System, periodic enrollment fee projections, Gann limit and non-resident tuition fees); analyze the financial implications of the advance, first principal and second principal apportionments; project revenue, expenditures and balances during the year; assist in monitoring and ensuring the integrity of the student fee system; maintain records related to claims for reimbursement of mandated costs; perform related duties as assigned.

EMPLOYMENT STANDARDS

Education and Experience: Any combination equivalent to graduation from college with major coursework in accounting, and three years of increasingly responsible experience in professional accounting work. Knowledge and experience in accounting for an educational institution is desirable.

Knowledge and Abilities: Knowledge of accounting principles and procedures; knowledge of laws and regulations applying to community college accounting operations; knowledge of office practices, procedures, and equipment. Ability to apply and adapt sound accounting methods to a variety of financial transactions and problems; ability to prepare financial statements and reports; ability to carry out oral and written instructions; ability to work cooperatively with others. Sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability and ethnic backgrounds of community college students.
CalWORKS Workstudy Student

The following students have changed jobs and/or have had a change in pay:

HENRICKS, Kim – Additional Employment

SANTA BARBARA COMMUNITY COLLEGE DISTRICT
FEDERAL WORK STUDY & GENERAL WORK STUDY

FEDERAL

Adams, Dana
Casiano, M. Michelle
Eagle, Robert
Fry, Jonathan
Grande, Elizabeth
Johnson, Ruth
Jones, Wade
Llamas, Maria
McCallum, Douglas
Porter, Melanie
Tantoco, Danielle

GENERAL

Arabe, Nicasio
Duarte, George
Madiagan, Katie
Rosenberg, Daniel
Schultz, Michael

TUTORIAL CENTER

Caldwell, Bryan M
Garbani, Gaelle L
Powers, Karen G
Provost, Lauren A
Saparzader, Jack J
Smith, Zebediah R
Sztajnberg, Ran
<table>
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<tr>
<th>Cross Functional Team Leadership</th>
<th>Dean Educational Programs</th>
<th>Dean Educational Programs</th>
<th>Dean Educational Programs</th>
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<tr>
<td>EOPS/CARE</td>
<td>Registration &amp; Records</td>
<td>Counseling</td>
<td>Fine Arts Div.</td>
<td>Health &amp; Human Services Div.</td>
<td>ESL/FL Div.</td>
<td>Online College FRC</td>
<td>Library</td>
<td>Web-Based</td>
<td>Educational Programs</td>
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<td>Student Discipline</td>
<td>Transfer Center</td>
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<td>CAP</td>
<td>Technology Div.</td>
<td>PE Div./Athletics</td>
<td>Graphics</td>
<td>Library</td>
<td>Web-Based</td>
<td>Co-Chair, Enrollment</td>
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<td>Student Activities</td>
<td>Health &amp; Wellness</td>
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<td>MET</td>
<td>RHORC</td>
<td>Curriculum</td>
<td>MAT</td>
<td>Library</td>
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<td>Veterans Support Prog.</td>
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<td>Honsors Program</td>
<td>VTEA</td>
<td>Coordination</td>
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<td>Student Grievances</td>
<td>Athletics Academic</td>
<td>Athletics Academic</td>
<td>Readers</td>
<td>VocEd Grants</td>
<td>Scheduling Office</td>
<td>Web-Based</td>
<td>Library</td>
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<td>Student Employment</td>
<td>Personal Development</td>
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<td>Committees</td>
<td>Catalog (to be moved</td>
<td>SCMEC</td>
<td>Liaison to Technology-</td>
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<td>Programs:</td>
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</table>
Administrative Cross-Functional Team for Student Success

Dr. MacDougall
President

Dr. Friedlander
Executive Vice-President

Deans Council

Deen

Keith McEwen
Co-Chair

Jerry Pike
LSS Director

Margaret Wright
Counseling
Dept. Chair

Dept.

Dept.

Dept.

Dept.

Dept.

Input

Feedback

Student Success
(Standing Administrative Team)

LSS Comm.

Matriculation Committee

CPC

Academic Senate

Ad-Hoc Problem Solving Team

Input

Feedback

Attachment 2.2-2 (2)
03/23/00
The proposed reorganization of the Information Resources Division is driven by four essential considerations:

1) the need for adequate management and supervisory positions to support a diverse and growing technology support staff for college operations;

2) the need to provide technology planning, coordination, support, and training with major areas of the College such as Academic Affairs, Student Services, Business Services, Human Resources, Continuing Education, and Research and Planning;

3) the need to provide more structured project planning and management to support the large number of technology initiatives that are proposed and undertaken each year; and

4) the need to ensure the cross training of knowledge, skills, and expertise needed by the institution in important areas such as systems management and database administration.

These directions respond to central concerns noted by the Collegis consulting firm in their assessment of the information technology function at SBCC completed in Summer 1999. These initiatives reflect the growth in the technology infrastructure of the college in the last five years, the comprehensive nature of technology’s impact on the operational units of the college, and the increasingly rapid pace of change in technology products and solutions.

Specific actions taken to date to implement the reorganization include:

1) creation of a new Dean, Educational Technology (funded from Partnership for Excellence) to manage the instructional computing environment on campus, and to coordinate the planning and implementation of new educational technology initiatives with Information Resources Division;

2) creation of a Web Developer position (funded from Partnership for Excellence) to support the College Webmaster in the design and development of the college’s web-based services; and

3) restructure of the roles of College Cabinet, College Planning Council, District Technology Committee, and the Change Management Technical team in the planning, prioritization, funding and implementation of new technology initiatives.
Actions yet to be taken to implement the reorganization include:

1) restructure duties and responsibilities of the current Director of Institutional Technology position into Director of Networks and Telecommunications, including planning for the technical infrastructure to support college telephone, voice mail, FAX, printing, and duplicating services;

2) restructure duties and responsibilities of the current Information Systems Analyst I position to an Information Systems Analyst II position with responsibility for systems and database administration;

3) restructure duties and responsibilities of the current Associate Vice President, Information Resources to Vice President, Information Resources with responsibility for college-wide technology architecture, planning, resource allocation, project management, and policy development;

4) restructure duties and responsibilities of the current User Support Specialist II position to a lead position with responsibility for user support, helpdesk, and operations;

5) restructure duties and responsibilities of the current User Support Specialist II position to a lead position with responsibility for technology training and staff development in coordination with Human Resources and the Faculty Resource Center;

6) create a new Director of Applications and Support to manage and supervise all college application development, web development, and applications support and training;

7) create a Project Management Administrative Assistant position, reporting to the Vice President, for tracking the planning, development, testing, and implementation of all new technology initiatives;

8) create a new Network Security Specialist position to be responsible for development and management of the campus network and telecommunications security systems;

9) create a Database Administrator position to be responsible for the design, development, implementation, and management of the all of the district’s data storage structures; and

10) create a Technical Training Coordinator position to design, build, and support individual and departmental technical training plans to help ensure college faculty and staff have the technical skills to complete their jobs effectively.

Items one through five can be undertaken within the existing Information Resources Division budget, by converting hourly. Items six through ten will require new resources from Partnership For Excellence, other new funding sources, or redirection of existing resources.

This proposed IRD reorganization was reviewed with the Board of Trustees in the February Study Session, and will be presented for action at the March meeting of the Board. New job descriptions will be developed and presented to the Board of Trustees as each of these new or restructured positions are put in place.
CONTINUING EDUCATION LINKAGES TO CREDIT PROCESSES

Linkages to "Student Learning Services"

1. The College President will establish the dates and times of the "Enrollment Enhancement" meetings. STEP Coordinator attends monthly meetings on "Enrollment Enhancement" Committee. Updates credit staff on new marketing and program changes.

2. STEP Coordinator has established an ESL Transition Project with the ESL credit department. Details are outlined in a MOU. STEP contacts ESL Department chair to initiate assessment testing for non-credit students. ESL chair reviews test results and makes recommendations. STEP staff provides orientation, applications to transition students to the credit program.

3. STEP Coordinator contacts CalSOAP for student drop-out list each semester. STEP staff contacts individuals and provides orientation to the STEP program.

4. STEP requests names from the Assessment of students qualifying for English 60 & 65. Letter is sent to these students informing them of learning opportunities available through non-credit.

5. A list provided by the credit staff of students who applied to be readmitted and denied, will be contacted by STEP.

6. STEP Coordinator attends monthly meetings of CalWORKs Advisory Council. Joyce Christian participates in the WRCP committee along with Marsha Wright and Gabrielle Siemon. The Chairperson of the Advisory Council will establish the times and places for the monthly meetings. The chairperson will be selected by the Council at its first meeting in September.

7. STEP Coordinator meets at the beginning of the fall semester with directors of Financial Aid, CalWORKs, School Relations, Career Center, Counseling, Admissions and Records, and CalSOAP to address new procedures, policies and changes. The STEP Coordinator will initiate these meetings.

8. STEP counselor attends Counseling staff meetings.

9. STEP will develop a transition class through the Personal Development series in collaboration with the Career Center.

10. STEP will coordinate and update the flyer advising students of the options of obtaining an adult high school diploma or a GED.
11. The new Workforce Resource Center (One-stop) will need a coordinating committee (Dean, Academic Affairs, Counseling Office, STEP, Financial Aid, and ESL). Classes could be credit or non-credit at the new classroom on Ortega Street. The committee will be created by the Vice President, Continuing Education.

12. Coordination of vocational, health and computer classes will be provided by direct contacts between the Continuing Education coordinators/programmers and department chairs/deans. (Computer applications, business, vocational, health areas) All new courses will be reviewed by CE with deans and then reviewed by the credit program Curriculum Committee and CE Curriculum Committee. Final approval will be with the Board of Trustees.

13. CalSOAP director will meet with STEP and CIOF directors each semester to coordinate services and programs. The STEP Coordinator will initiate the meetings.

14. The STEP SPAs meet with potential students to discuss:
   a. development of ICEP
   b. options for attending credit classes (application, financial aid, etc.)
   c. articulation laddering between credit and non-credit
   d. referrals to STEP counselor

15. Credit program will be promoted to non-credit through:
   a. Fliers created by STEP to promote credit classes offered on non-credit campus
   b. Schedule of Classes ads- Judy Powell, CE’s Public Information Officer/Computer Support Specialist will contact the VP, Academic Affairs to advise of the size and due date.

16. STEP will offer a workshop titled "Should I Go to College?" for non-credit students

17. STEP and the Career Center promote services through advertising that shows the transition from non-credit to credit programs. The STEP Coordinator will initiate meetings with Career Center Director.

18. STEP has developed a brochure to promote work training to Temporary Agencies.

19. STEP will initiate and coordinate with Financial Aid Director to provide workshops at the Workforce Resource Center for non-credit students who desire to enroll in the credit program. It will include orientation, application completion, admission process and assessment.
20. The STEP program will participate in credit programs Career Fair and Community Agencies Career Fair. The STEP Coordinator will contact the Career Center Director at the beginning of each academic year for the specific dates and to make arrangements for STEP’s participation.

Linkages to Business:
1. General budgets/accounting – Lynda and Elaine Tomatore
2. Payroll- Elaine Tomatore
3. Publications- Judy Powell
4. Purchasing- Elaine Tomatore
5. Printing/duplicating- Elaine Tomatore
6. Security- Carlos Ramirez
7. Vice President, CE will meet with the VP, Business Services at least once a year to review need for additional liaison services.

Linkages with Human Resources
1. Hiring of new faculty- Marie Maschal
2. Litigation, labor relations, unions, grievances- Lynda
3. Vice President, CE will initiate a meeting with VP, Human Resources at least once a year to review liaison activities.

Linkages with Technology
1. Electronic media- Judy Powell
2. Web development- Judy Powell

Linkages with Marketing
1. Sharing of research data and approaches- periodic participation in Marketing Committee- Judy Powell
2. In CE Schedule of Classes- continue to promote some credit classes which articulate with the non-credit program. Create ads for on-line classes and industry certification programs. Judy Powell will meet with CE Administrators to assure that newly created programs in credit have clearly articulated linkages stated in the CE Schedule of Classes.
# Administrative Reorganization

## CONTINUING EDUCATION

### CREATE NEW POSITIONS

<table>
<thead>
<tr>
<th>Current Permanent Position/Incumbent</th>
<th>New Recommended Position/Incumbent</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Cal-WORKS Advisor (range 35)</td>
<td>5/1/00</td>
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<tr>
<td></td>
<td>*new classified position - FT, 12 Mo.</td>
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<tr>
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<td>*categorically funded</td>
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<td>*To be filled by classified selection</td>
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## INFORMATION RESOURCES DIVISION

### UPGRADED POSITIONS

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<th>Current Permanent Position/Incumbent</th>
<th>New Recommended Position/Incumbent</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Associate Vice President, IRD</td>
<td>Vice President, IRD</td>
<td>4/1/00</td>
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<tr>
<td>(range 68)</td>
<td>(range 71)</td>
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<tr>
<td>Bill Hamre</td>
<td>Bill Hamre</td>
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<tr>
<td>Information Systems Analyst I</td>
<td>Information Systems Analyst II</td>
<td>4/1/00</td>
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<td>(range 41)</td>
<td>(range 51)</td>
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<td>Martha Seagoe</td>
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### CREATE NEW POSITIONS

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<th>Effective Date</th>
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<td>Director of Institutional Tech.</td>
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<td>(range 61)</td>
<td>Networks and Telecommunications (range 61)</td>
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<tr>
<td>(currently vacant)</td>
<td>*new M/S/C position - FT, 12 Mo.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*To be filled by classified selection</td>
<td></td>
</tr>
</tbody>
</table>

### Funding Still Needed:

<table>
<thead>
<tr>
<th>Current Permanent Position/Incumbent</th>
<th>New Recommended Position/Incumbent</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Director, Applications and Support (range 61)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*new M/S/C position - FT, 12 Mo.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Limited term, 2 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*To be filled by classified selection</td>
<td></td>
</tr>
</tbody>
</table>
# Academic and Student Affairs

## Upgraded Positions

<table>
<thead>
<tr>
<th>Current Permanent Position/Incumbent</th>
<th>New Recommended Position/Incumbent</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Records Off. Super.</td>
<td>Admissions &amp; Records Supervisor (range 37)</td>
<td></td>
</tr>
<tr>
<td>(range 31)</td>
<td>*upgraded M/S/C position - FT, 12 Mo.</td>
<td></td>
</tr>
<tr>
<td>Bernice Ullom</td>
<td>*To be filled by classified selection - Bernice Ullom has transferred to a classified position.</td>
<td></td>
</tr>
<tr>
<td>Admissions &amp; Records Clerk</td>
<td>Increase 3/4 time position to a full-time position</td>
<td></td>
</tr>
<tr>
<td>(3/4-time, vacant position)</td>
<td>*FT, 12 Mo., range 23</td>
<td></td>
</tr>
<tr>
<td>(range 23)</td>
<td>*To be filled by classified selection</td>
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</tbody>
</table>

## Create New Positions

<table>
<thead>
<tr>
<th>Current Permanent Position/Incumbent</th>
<th>New Recommended Position/Incumbent</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Director, Enrollment Management &amp; Marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*new M/S/C position - FT, 12 Mo.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*To be filled by classified selection</td>
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</table>
ADMINISTRATIVE REORGANIZATION

CERTIFICATED ADMINISTRATORS

Upgrade one administrative position

<table>
<thead>
<tr>
<th>Current Permanent Position/ Incumbent</th>
<th>New Recommended Position/ Incumbent</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Dean, Student Affairs Jane Craven</td>
<td>Dean, Educational Programs, (Range 3) Jane Craven (promotion)</td>
<td>7/1/00</td>
</tr>
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</table>

Create New Positions

<table>
<thead>
<tr>
<th>Current Permanent Position/ Incumbent</th>
<th>New Recommended Position/ Incumbent</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President, Academic Affairs Dr. Jack Friedlander</td>
<td>Executive V.P. Educational Programs Dr. Jack Friedlander (appointment) (Admin. Range 2, Step 5 + 10%)</td>
<td>7/1/00</td>
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CONTINUING EDUCATION

<table>
<thead>
<tr>
<th>Position</th>
<th>Title</th>
<th>Salary</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>STEP Director (Counselor)</td>
<td>Coordinator II (Salary TBD)</td>
<td>5/1/00</td>
<td>To be filled by certificated administrator selection</td>
</tr>
<tr>
<td>CalWORKS Case Manager Full time/12 mo.</td>
<td>Counselor (Salary TBD)</td>
<td>5/1/00</td>
<td>New position - full time/10 mo, plus 20 Days. To be filled by certificated selection</td>
</tr>
</tbody>
</table>
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

VICE PRESIDENT, INFORMATION RESOURCES

DEFINITION
Under the direction of the Superintendent/President, plans, organizes, and directs the design, development, implementation, and maintenance of District information systems, services, and operations. Serves as a member of the President’s Cabinet to ensure the effective application of technology throughout the operational units of the District. Manages staff, fiscal, and technical resources within the Information Resources Division of the District.

ESSENTIAL DUTIES/FUNCTIONS
Directs the development of information technology architecture and standards throughout the District. Directs the development and operation of the District’s networking and telecommunications infrastructure. Provides for the effective and efficient maintenance and renewal of District technology resources. Directs the design, development, and operation of the District’s administrative systems hardware and software. Guides the design, development, and operation of the District’s educational systems hardware and software. Guides the design, development, and operation of the District’s decision support systems. Guides faculty and staff development, training, and support in the effective application of technology in their work. Guides the District management team in developing an understanding of technology uses, and in applying that understanding in their operational units. Provides overall project management for ongoing technology operations and for new technology initiatives. Manages and prioritizes District human and fiscal resources needed for the effective provision of information systems. Allocates personnel and resources to optimize the Information Resources Division’s efficiency and effectiveness. Plans and directs the long-range technology and information systems development of the District. Provides technology leadership and direction as a member of the President’s Cabinet, the College Planning Council, and the District Technology Committee.

EMPLOYMENT STANDARDS

Education and Experience: Any combination equivalent to: bachelors degree in computer science, information systems, or a related field and four years increasingly responsible management experience in technology systems, services, and operations.

Knowledge and Abilities:
Knowledge of: Information systems and database management as it applies to District operations, planning, and management decision-making. Capabilities and uses of current
and emerging technologies. Advanced principles and techniques of systems analysis, design, and development. Principles and practices of administration, supervision, project management, and training. Budget preparation and management. District organization, operations, policies, and plans. Applicable codes, rules, regulations, and practices. Interpersonal skills using tact, patience, and courtesy.

Ability to: Plan, organize, and direct the design, development, implementation, and maintenance of the District’s technology resources, systems, services, and operations. Plan for and apply technology effectively to support District operations. Supervise, evaluate, and develop Information Resources Division’s systems and personnel. Maintain knowledge of current and future technology resources. Provide project management and direction for District technology operations and new initiatives. Communicate technical information effectively in verbal and written presentations. Sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability and ethnic backgrounds of community college students.
DIRECTOR OF INFORMATION TECHNOLOGY, NETWORKS AND TELECOMMUNICATIONS

DEFINITION
Under the direction of Vice President, Information Resources, provide primary leadership in the planning, development, and operation of information technology, networks and telecommunications. Plan and direct the design, development, implementation, and support of District technology infrastructure for academic and administrative systems. Direct the acquisition, maintenance, and replacement of computers and related network and telecommunications equipment. Lead District technology planning activities to meet present and future institutional needs. Manage and direct multiple technology project teams. Manage and direct technology operations and support teams. Select, train, supervise and evaluate the performance of assigned technical and clerical staff.

ESSENTIAL DUTIES/FUNCTIONS
Provide leadership in working with District departments and programs in the development, implementation, and updating of their technology plans. Provide leadership in planning, evaluation and implementation of the technology architecture and infrastructure needed to support the District's computer technology, networking, and telecommunications environment. Coordinate the development and implementation of technology goals and objectives for District administrative units. Direct the planning, acquisition, maintenance, and replacement of District computer technology, network and telecommunications equipment, and office automation application software.

Maintain current knowledge of computing, network and telecommunications hardware, software, and technologies appropriate to the community college environment. Design, develop, and implement new technology applications to meet present and anticipated District needs. Direct the technical operation, security, and support of District network, telecommunications and computing systems. Manage contracts and operations with external service providers.

Select, train, schedule, and assign work to Information Resources division staff. Supervise, evaluate, discipline, and develop Information Resources division staff within established guidelines and procedures. Establish, support, and lead cross-functional technology teams for the design, development, operation, and support of District systems. Provide project management for a wide variety of instructional and administrative technology initiatives.

Serve as a resource for instructional and administrative departments in the planning, development and implementation of new technologies. Assist in identifying and pursuing opportunities for obtaining external funding for technology projects. Serve on, and work in conjunction with, a variety of college committees, redesign teams, and task forces. Coordinate with the Vice President, Information Resources, and other District
administrators to assure that the District technology environment supports the work of the institution. Perform related duties as assigned.

EMPLOYMENT STANDARDS

Education and Experience: Any combination equivalent to: Bachelors degree in Computer Information Science or related field and four years increasingly responsible supervisory experience in the planning, management, and operation of a computer technology, network, and telecommunications department. Experience in a community college or university instructional computing environment is highly desirable.

Knowledge and Abilities:

KNOWLEDGE OF: Planning, developing, and directing computer systems and operations to serve instructional and administrative needs. Telecommunications, networking, computer hardware, and applications software to support District operations. Principles and practices of administration, supervision, leadership, team work, and staff development. Establishing and maintaining cooperative and effective working relationships and communications.

ABILITY TO: Plan, develop, and support District computer technology, networks, and telecommunications for academic and administrative operations. Assess and apply current and future technology effectively. Provide effective project management and reporting. Direct District technology planning activities. Establish, support, and lead multiple project teams. Provide workload assignments and project management for Information Resources staff. Train, supervise, and evaluate clerical and technical personnel.

Sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability and ethnic backgrounds of community college students.
Continuing Education Student Services
Coordinator II
(Temporary Contract, Categorically Funded)

Description of Position:
The position of Educational Administrator, Coordinator II (Student Services), is a temporary contract, categorically-funded 12-month assignment.

Major Duties and Responsibilities:
Responsibilities include development and administration of the related functions of the college, assisting and advising in the formulation, revision and implementation of policies and procedures, and related work as required. The Educational Administrator, Coordinator II is responsible to the Vice President of Continuing Education. Other responsibilities include:

- Develop and implement a comprehensive Student Services Plan for Continuing Education
- Supervise the coordination of all related student support activities.
- Welfare reform liaison with the Chancellor’s Office and County Government
- Hire, evaluate, and supervise Student Services Counselor, Certificated Resource Specialist, Special Program Advisors, hourly Counselor, clerical staff and hourly staff.
- Develop and supervise budgets for CalWORKs, non-credit matriculation and County Excess funds.
- Provide staff development and training for all full-time Continuing Education staff
- Develop and implement outreach, recruitment, and orientation for CORE programs (STEP, ESL, Adult High School/Adult Basic Education, CalWORKs)
- Supervise/coordinate staffing, assessment, intake, instruction at Workforce Resource Center
- Coordinate Adult High School/GED graduation
- Supervise collection and analysis of data
- Supervise activities to track students.
- Supervise preparation and submission of reports related to non-credit matriculation and CalWORKs.
- Conduct surveys and compile data concerning the needs of students.
- Advocate to Chancellor’s Office for continued categorical funding.

H:COORDII,CE-JOB DESC
Continuing Education Student Services
COUNSELOR/CalWORKs Program
(Temporary Contract, Categorically Funded)

ESSENTIAL FUNCTIONS OF POSITION:
A full-time, temporary contract, categorically funded, 10-month plus 20 days counselor position. This position will be responsible to the Coordinator of Continuing Education Student Services Program. The Counselor is responsible for counseling duties for the Continuing Education Student Services Program as well as overall leadership of the CalWORKs program. Duties include establishing and implementing a coordinated program of activities and services in support of Continuing Education adult high school students as well as credit and Continuing Education CalWORKs students; supervision, training and evaluation of assigned personnel; management of related budgets; development and implementation of grant resources; representing the college on regional CalWORKs activities; and collection and analysis of data and reports.

General responsibilities include providing counseling services through direct contact with students, providing direction for programs and services, delivering of instruction, and developing of technology-based support. Specific responsibilities include providing academic counseling services in which the student is assisted in assessing, planning and implementing his or her immediate and long range goals; providing career counseling, in which the student is assisted in assessing his or her aptitudes, abilities and interests, and advising students concerning current and future employment trends; providing orientation services in which the student is empowered to identify and utilize college and community support services; providing personal counseling, in which the student is assisted with personal, family or other social concerns, when that assistance is related to the student’s education. Providing project and/or program leadership and coordinating services as assigned in support of the objectives of the college, Title V regulations, and other related state and federal regulations. Developing, applying and advancing the use of technology in the delivery of services. Teaching personal development curriculum as assigned; participating in research and review of effectiveness of programs; serving as liaison to credit counseling and attending counselor staff meetings; and participating in college-wide, department, and individual professional development activities, including participation in the governance of the college via committee assignments. Overall supervision of CalWORKs Special Program Advisor and hourly work study students. Additional duties for the CalWORKs program include establishing and monitoring of the CalWORKs work study and child care services and monitoring of Individual Training Plans for Department of Social Services compliance.

Note: This position includes an additional 20 days beyond the regular faculty contract as assigned by the Coordinator, Student Services.
Dean, Educational Programs

The position of Dean, Educational Programs is an Educational Administrator position.

Major Duties and Responsibilities:

The Dean, Educational Programs is responsible to the Executive Vice President, Educational Programs and will serve as the administrative leader for the following programs and functions:

- Office of Admissions and Records
- College Registration
- Student Information System Implementation
- Sexual and Racial Discrimination
- Sexual Harassment
- College Funding Report
- Commencement
- Degree Awards
- Community Concerns
- Scholastic Standards
- College Calendar

The Dean also serves as a member of the following Standing Administrative Teams:

- Student Information Systems (Chairperson)
- Instructional Programs and Services: Technology
- Enrollment Management/Marketing

The Dean, Educational Programs is expected to provide strong administrative leadership in those areas relating to student services. The Dean, Educational Programs will also serve as administrative liaison to several Academic Senate and college-wide committees. The successful candidate will be expected to work collaboratively with faculty and staff and to functional effectively in a shared governance environment.
EXECUTIVE VICE PRESIDENT, EDUCATIONAL PROGRAMS

The Executive Vice President, Educational Programs, is responsible to the Superintendent/President for the leadership, administration, planning, development, coordination, supervision and evaluation of the college's credit instructional support and student services programs.

a. Coordinates, supervises and evaluates the activities of the Educational Programs' deans and assistant deans.

b. Provides the basic communications within the college regarding special needs of students: the objectives, functions and needs of programs for students; the formulation and evaluation of college educational policies; and problem solving on college-wide issues.

c. Coordinates with the vice presidents of the college to insure efficient and effective use of college resources to attain college-wide goals.

d. Coordinates with the Vice President of Continuing Education in evaluation of the college's total educational program.

e. Reviews resource allocation plans for all cost centers within the Educational Programs Division. Reviews the annual plans of each department/unit within the Educational Programs Division.

f. Coordinates and develops a budget based upon projected staff and resources required to meet instructional and student support services needs. Coordinates planning among all programs and services within the Educational Programs Division of the college.

g. Coordinates the overall planning within and among departments in the Educational Programs Division. The end product is clarity and understanding by the staff members of the objectives they seek to accomplish and the means they are employing to do so.

h. Provides overall leadership for the development and application of educational programs and policies on a daily basis to insure effective solving of problems, efficient utilization of staff and accomplishment of division objectives. Provides instructional leadership to the faculty and is responsible for planning and implementing procedures for improvement of the quality of instruction.

i. Coordinates, in close cooperation with the Vice President for Human Resources, personnel recruitment and screening activities, and participates in the process which results in recommendations for employment within the Educational Programs Division. Resolves problems regarding the evaluation of instructors, managers, and staff and approves substitute assignments.
j. Works closely with the President of the Academic Senate and is an ex-officio member of the Senate.

k. Serves as Chair of the College Planning Council.

l. Serves as a resource to college-wide committees on issues pertaining to the Educational Programs Division.

m. Serves as a resource to the Superintendent/President on Educational Programs Division matters referred to the Board of Trustees.

n. Performs such other duties as may be assigned by the Superintendent/President.
Using Computer Technology to Increase Reading Comprehension

Summary of Achieved Outcomes

The first achieved outcome of my sabbatical is a set of stand-alone instructional and practice modules utilizing computer technology (Hypercard-Hypergasp) and designed to increase reading comprehension. The modules are organized into two units. **Unit One** includes three modules, all related to text marking. The first module teaches students to locate parallel structure in paragraphs and to find connecting words which point to parallel structure. The module provides both instruction and practice in these skills. The second module concentrates on three categories of signal words (referred to as "transitions" in my original proposal): time, space, and logic. Students are taught the different sub-categories of these signal words and given practice in locating signal words, as well as determining the category and subcategory to which each belongs. In the third module, students are taught three underlining principles and given practice applying them. (In the original proposal, underlining was referred to as "highlighting structure.") At the end of each module in Unit One, students are given suggestions for applying the skills they have learned to their own reading materials, as well as to their own writing, as appropriate. **Unit Two**, consisting of one module, teaches students four skills: outlining, determining paragraph topics, determining topic sentences (referred to in the original proposal as "main ideas"), and locating topic sentences. At the end of Unit Two, students are taught the relationship between paragraphs and essays and how they might apply the skills they have learned to the construction of summaries and the analysis of their own writing.

Rather than teaching seven skills in seven modules as I had initially proposed, I taught nine skills in four modules. The skills are presented in a purposeful sequence. All skills are taught in the context of Newsweek magazine articles. (Newsweek is a text for English 70.) Students are given instant feedback on their progress. The materials will be available spring semester in the LRC to all students who wish to work on their reading comprehension skills. Though I was unable to introduce the modules at a campus-wide inservice, I obtained readings from several faculty members in the humanities and social sciences. The readings have been scanned and will be appended to the program so that students may use them for additional practice.

The second achieved outcome of my sabbatical is a presentation to the English and Essential Skills department at a spring Roundtable. The third (related) achieved outcome is a training session for LSS staff and tutors, scheduled to take place at a spring semester meeting.
**GRANT AGREEMENT**

**TEACHER AND READING DEVELOPMENT PARTNERSHIPS:**
**PROGRAM ESTABLISHMENT**

This grant is made and entered into, by and between, the Chancellor’s Office of the California Community Colleges, hereafter referred to as the State, and the aforementioned district, hereafter referred to as the Grantee. The grant shall consist of the RFA specification; this face sheet, with authorized signatures; the grant application, including all forms as specified in the Request for Application (RFA); and the Grant Agreement Legal Terms and Conditions, Articles I (Rev. 11/99) and II (Rev. 8/99), as set forth in the RFA. All of these items are incorporated into this grant by reference.

The total amount payable for this grant shall not exceed the amount specified below as “Grant Funds.” Compensation shall be made through periodic payments.

The term of this grant shall be from June 30, 2000, to and including July 31, 2001. All performance under this grant shall be completed by June 29, 2001, except that a Final Report must be received by the Chancellor’s Office no later than July 31, 2001.

The signature of the chief executive officer or other authorized officer of the district legally binds the Grantee to perform the work specified in the attached application on the terms specified in that application. If any modifications are required to the attached application between the date of signature of this face sheet by the designated district officer and the date of signature by the State’s authorized designee, each modified page must be initialed and dated by the Project Director.

<table>
<thead>
<tr>
<th>STATE OF CALIFORNIA</th>
<th>GRANTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Chapter</td>
</tr>
<tr>
<td>6870-101-0001(FX)</td>
<td>50</td>
</tr>
<tr>
<td>Object of Expenditure (Code and Title)</td>
<td>0213-751-21305</td>
</tr>
<tr>
<td>Signature, Budget Officer (or authorized Designee)</td>
<td></td>
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<tr>
<td>Project Monitor</td>
<td>Date</td>
</tr>
<tr>
<td>Agency</td>
<td>Chancellor’s Office</td>
</tr>
<tr>
<td>District (Grantee) Address</td>
<td>Santa Barbara City College</td>
</tr>
<tr>
<td>Signature, Chief Executive Officer (or authorized Designee)</td>
<td>Date</td>
</tr>
<tr>
<td>Printed Name of Person Signing</td>
<td>Patrick J. Lenz</td>
</tr>
<tr>
<td>Title</td>
<td>Executive Vice Chancellor</td>
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<table>
<thead>
<tr>
<th>GRANTEE</th>
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</thead>
<tbody>
<tr>
<td>College: Santa Barbara City College</td>
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<tr>
<td>Total Grant Funds (not to exceed $250,000): .... $250,000</td>
</tr>
<tr>
<td>Total Dist. Gen. Fund Match, if applicable $12,500</td>
</tr>
<tr>
<td>Project Director</td>
</tr>
</tbody>
</table>

**Signature, District Chief Executive Officer (or authorized Designee):**

**Printed Name of Person Signing:**

**Title:**

**President/Superintendent, Santa Barbara City College**
APPLICATION ABSTRACT

Project Title: Community College Teacher and Reading Development Partnership

Project Director: Patricia Chavez Nunez
Organization: Santa Barbara City College
Address: 721 Cliff Drive
City: Santa Barbara State: CA Zip + 4: 93109 — 2394
Phone: (805) 965-0581

(Summarize in 250 words or less below.)

Santa Barbara City College (SBCC) will serve as the host college for the Central Coast TRDP Consortium. The consortium will also include Cuesta College. SBCC will begin its program in the fall and will assist Cuesta develop its program for the spring.

Santa Barbara and Cuesta Colleges will:
- Offer new teacher education courses (SBCC fall and spring, Cuesta spring).
- Recruit students into the program with an emphasis on underrepresented students.
- Place 95 students in elementary schools where they will tutor 190 elementary students in reading. Two of the schools’ rating on the STAR Stanford 9 Academic Performance Index is extremely low. These schools have a high percentage of low-income, minority students (94% Latino).
- Develop partnerships with CSU San Luis Obispo, CSU Northridge/Channel Islands, Antioch University and the University of California, Santa Barbara to ensure that all teacher preparation courses and programs are fully articulated and TRDP program participants are encouraged and assisted in the transfer process.
- Provide opportunities for student tutors to receive special reading training in reading, mentoring and field supervision from elementary school teachers.

This consortium will serve to encourage nearly 100 students per year to become teachers and provide needed tutoring in reading to first and second grade students who will not meet grade level standards unless their reading scores improve. This practical experience will provide valuable training for these future teachers and will prepare them to work in any urban or rural school with large numbers of low-income, underachieving students where teacher shortages are anticipated.
### APPLICATION BUDGET SUMMARY—PROGRAM ESTABLISHMENT

**Note:**
- *When entering dollar amounts, round off to nearest dollar.
- *Submit an Application Budget Detail Sheet for each funding source reflected here in cash or in-kind. Also explain expenditures by budget category.

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Line</th>
<th>Grant Funds Requested (2)</th>
<th>District Match Funds (3)</th>
<th>Other Source (4a)</th>
<th>Other Source (4b)</th>
<th>Other Source (4c)</th>
<th>Grand Total All Funding Sources</th>
</tr>
</thead>
<tbody>
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<td>Other Operating Expenses &amp; Services</td>
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<td>Other Outgo</td>
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<td></td>
<td>8</td>
<td>$240,386</td>
<td>$12,500</td>
<td>$62,150</td>
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<td>$9,614</td>
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<td><strong>Total Indirect (4% of Line 8)</strong></td>
<td>10</td>
<td>$250,000</td>
<td>$12,500</td>
<td>$62,150</td>
<td></td>
<td></td>
<td>$324,650</td>
</tr>
</tbody>
</table>

(1) Total amount of grant funds requested not to exceed $250,000.

(2) Requested Project Funds (note limitations in the total award amount permitted by the RFA Specification).

(3) District Match Funds, if applicable.

(4a-c) Other Source of Funds or In-kind Contributions. (Provide an Application Budget Detail Sheet for each funding source.)

(5) Indirect costs cannot exceed four percent (4%) of total direct costs (line 8).

I authorize this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and federal regulations.

Project Director Signature: [Signature]

District Chief Business Officer Signature: [Signature]

Date: 3/9/07

Date: 3/10/07
## APPLICATION BUDGET DETAIL SHEET

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Requested Funds</th>
<th>Gen. Fund Dist. Match</th>
<th>Other Sources</th>
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<tbody>
<tr>
<td>1220</td>
<td>Project Director summer salary. One additional month at contract pay</td>
<td>$6,651</td>
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<tr>
<td>1230</td>
<td>Counselor (10 hours/wk x $32/hr x 36 weeks)</td>
<td>$11,500</td>
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</tr>
<tr>
<td>2400</td>
<td>Clerk Typist – Intermediate; 50% time</td>
<td>$14,316</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3000</td>
<td>Benefits for Clerk Typies (50%)</td>
<td>$5,007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4000</td>
<td>Supplies (advertising)</td>
<td>$2,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Cuesta College Coordinator&lt;br&gt;$3,500/semester x 2 semesters</td>
<td>$7,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Cuesta College Clerk Typist&lt;br&gt;30 weeks x $13/hr x 19.5 hours/wk</td>
<td>$7,676</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>San Luis Obispo Elementary District teacher/mentors&lt;br&gt;$500/semester x 6 teachers x 1 semester</td>
<td>$3,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Antioch University and UC Santa Barbara consultants&lt;br&gt;$500 x 10 consultants</td>
<td>$5,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total Direct Cost<br>$62,150
### Total Indirect Cost (4%)<br>$2,486
### Total Program Cost<br>$64,636
<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Requested Funds</th>
<th>Gen. Fund Dist. Match</th>
<th>Other Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1210</td>
<td>Project Administrator – 10% time. $95,000 x 10%</td>
<td>$9,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2140</td>
<td>Project Evaluator – 5% time. $60,000 x 5%</td>
<td>$3,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Direct Cost: $12,500
Total Indirect Cost (4%): $500
Total Program Cost: $13,000
### APPLICATION BUDGET DETAIL SHEET

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Requested Funds</th>
<th>Gen. Fund Dist. Match</th>
<th>Other Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1220</td>
<td>Project Director's Salary. (100% contract)</td>
<td>$66,516</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1230</td>
<td>Counselor - 10hrs/wk. $32/hr x 10 hrs/wk x 36 weeks</td>
<td>$11,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2140</td>
<td>Videographer ($20/hr x 100 hours)</td>
<td>$2,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2300</td>
<td>Student Stipends</td>
<td>$95,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>95 students x $500 per semester x 2 semesters = $95,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2400</td>
<td>Clerk-Typist Intermediate - 50% time</td>
<td>$14,316</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3000</td>
<td>Benefits for Project Director and Clerk-Typist</td>
<td>$12,274</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Director is 10.09% of salary + $2,000 Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Wellness. $8,711</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clerk Typist = $3,563</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4000</td>
<td>Supplies: Videos 600 video at $5 per video = $3,000. Postage, office</td>
<td>$5,280</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>supplies, duplication, posters = $2,280</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Web Developer, 10 hours x$50 an hour</td>
<td>$500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Santa Barbara Elementary District Tutor Trainers</td>
<td>$3,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$50/hr x 15 hours x 4 semesters x 2 trainers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Santa Barbara Elementary District teacher mentors:</td>
<td>$12,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 teachers per school x 2 schools, x $500 per semester x 2 semesters = $12,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Santa Barbara Elementary District teacher/administrator liaisons:</td>
<td>$6,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$1,000 stipend per school x 2 schools x 2 semesters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$1,000 annual administration stipend per school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Cuesta College Coordinator:</td>
<td>$7,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$3,500 per semester x 2 semesters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>San Luis Obispo Elementary teacher-mentors/training of tutors</td>
<td>$3,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$500 per semester x 6 teachers x 1 semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Travel &amp; Conference expenses travelling between Santa Barbara City College</td>
<td>$2,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Cuesta College for meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|             | **Total Direct Cost** | **$240,386** |
|             | **Total Indirect Cost (4%)** | **$9,615**   |
|             | **Total Program Cost**   | **$250,000** |

District: Santa Barbara Community College  
College: Santa Barbara City College  
RFA Specification Number: 99-0137  
Program Year: 2000-2001  
Source of Funds: General Fund – Proposition 98
GRANT AGREEMENT

SUPPLEMENTAL AMERICORPS FUNDING

This grant is made and entered into, by and between, the Chancellor's Office of the California Community Colleges, hereafter referred to as the State, and the aforementioned district, hereafter referred to as the Grantee. The grant shall consist of the RFA specification; this face sheet, with authorized signatures; the grant application, including all forms as specified in the Request for Application (RFA); and the Grant Agreement Legal Terms and Conditions Articles I (Rev. 11/99) and II (Rev. 8/99), as set forth in the RFA. All of these items are incorporated into this grant by reference.

The total amount payable for this grant shall not exceed the amount specified below in Grant funds. Payments shall be made on a cost-reimbursement basis.

The term of this grant shall be from August 1, 2000, to and including February 15, 2002. All performance under this grant shall be completed by December 31, 2001, except that the Final Report and Expenditure Statement must be received by the Chancellor's Office no later than February 15, 2002.

The signature of the chief executive officer or other authorized officer of the district legally binds the Grantee to perform the work specified in the attached proposal on the terms specified in that proposal. If any modifications are required to the attached proposal between the date of signature of this face sheet by the designated district officer and the date of signature by the Deputy Chancellor, each modified page must be initialed and dated by the Project Director.

<table>
<thead>
<tr>
<th>STATE OF CALIFORNIA</th>
<th>GRANTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 6870-111-0001</td>
<td>2000</td>
</tr>
<tr>
<td>Chapter</td>
<td>2000-01</td>
</tr>
<tr>
<td>Statute</td>
<td></td>
</tr>
</tbody>
</table>

Object of Expenditure (Code and Title)

Signature, Accounting Officer (or authorized Designee)

Project Monitor

Agency

Chancellor's Office

California Community Colleges

1102 Q Street

Sacramento, CA 95814

Signature, Chief Executive Officer (or authorized Designee)

Printed Name of Person Signing

Patrick J. Lenz

Title

Executive Vice Chancellor

Project Director

Patricia Chavez Nunez

District (Grantee) Address

.721 Cliff Drive

Santa Barbara, CA 93109

Signature, Chief Executive Officer (or authorized Designee) Date

Printed Name of Person Signing

Dr. Peter R. MacDougall

Title

President/Superintendent, Santa Barbara City College

Total Grant Funds: $62,150

Total Matching Funds: $100,000

Item 4.4

Page 1 of 6

03/23/00
PROGRAM NARRATIVE

This application supplements and augments the activities of the TRDP application in important ways. Following is a description of how the objectives and funding of the AmeriCorps grant are integrated into the TRDP grant:

Integration of AmeriCorps Objectives

Community Service Objective
Each student tutor will tutor 4-6 students in grades 1 and 2 per year in reading following individualized Literacy Development Plans. In Santa Barbara County, students who will receive tutoring will be functioning below grade level using Santa Barbara Elementary School District (SBESD) Phonemic Awareness Assessment, SBESD Individualized Sounds and Letters Assessment, and the ORAL-J Fluency Assessment instruments. These students will be identified as being "at risk" of not passing their grade unless significant progress is made as measured by the Progress Reporting Rubric. Each tutor will tutor a minimum of 360 hours and will be trained an additional 90 hours. However, since the number of tutors beginning this project for fall semester are only 25, it is projected that only they and 10 additional tutors will be able to complete the required 360 tutoring hours by June, 2001. An additional 15 will complete their 360 tutoring hours by December, making the total number of AmeriCorps tutors 50.

Outcome(s) #1
95 tutors will be successfully placed in elementary classrooms and assigned to 4-6 students reading below grade level.
Outcome #2
A minimum of 190 students will be tutored in reading
Outcome #3
50 tutors will tutor a minimum of 360 hours and be trained a minimum of 90 hours.

Student Development Objective
All student tutor participants will enroll in a Teacher Preparation course (ED 101 at Santa Barbara City College and a new education course at Cuesta College). In addition, all student tutors will be trained a minimum of 12 hours by elementary school reading specialists selected by the elementary districts to provide this training. In addition, all student tutors will be assigned to mentor elementary school teachers who will monitor and evaluate their effectiveness tutoring reading to children.

Outcome #1
All student tutors/interns will receive special training in teaching reading a minimum of 12 hours.
Outcome #2
All student tutors/interns will receive both a formative and a summative written evaluation by their mentor teachers at least one time per semester.
Community Strengthening Objective #1
Student tutors will donate a minimum of 300 children's books for local AmeriCorps' Program's "Parent Lending Libraries". These donations will result from a book drive organized and carried out by the AmeriCorps student tutors.

Outcome #1
300 children's books will be donated to the participating elementary schools by June 1, 2001

Community Strengthening Objective #2
A California Local Area Service Partnership (CLASP) will be formed to serve as an advisory board and extended management team. CLASP membership will include, but not be limited to, Project Director, teacher representatives from each of the host elementary schools, Director of the Elementary School Curriculum, a faculty member of Antioch University's Credential Program and/or UCSB's Multiple Subjects Credential Program, The Tech-Prep and the School to Career Directors, a college counselor assigned to this project, and a representative from the Financial Aid Office. The CLASP will advise the Project Director on community needs, identify resources, develop and monitor the project timeline, budget oversight, student tutor training and placement, and develop/implement an evaluation plan.

Outcome #1
A CLASP will be formed for Santa Barbara County by 10/1/2000.

Outcome #2
A CLASP will be formed for San Luis Obispo County (Cuesta College) by 3/1/2001.

Outcome #3
Each CLASP will provide written monthly minutes of meetings including all recommendations until program is well established.

Outcome #4
Each CLASP will prepare a final written report and incorporate each report into one overall CLASP Project Report.

Service-Learning
Santa Barbara City College was selected in 1998 as an AACC Service Learning Bridge College. Materials obtained during that grant period will be utilized by this project including a Student Guide to Service Learning and a Faculty Guide to Service Learning. Service Learning has been broadly embraced by SBCC faculty. Last year alone, twelve departments developed Service Learning (Internship) courses as part of their departmental offerings. In Santa Barbara, the Service Learning component of this grant will be incorporated into ED 295 Internship in Education. This course will require weekly meetings with the Project Director who is also the instructor of the course. A similar model will be developed at Cuesta College. Service Learning concepts and values will be introduced, problems discussed, and a final student report will be submitted in addition to the supervisor (mentor teacher) evaluation.

AmeriCorps Member Training and Support
It is anticipated that 50 of the 95 members participating in the TRDP grant will also participate in the AmeriCorps component as well. This reduced number is due to the smaller number of tutors beginning in the fall and the requirement to complete 360 tutoring hours. 35 will complete the 360 hours of tutoring and 90 hours of training by June, 2001, and 15 additional tutors will complete the 360 hours of tutoring and 90 hours of training by December, 2001,
AmeriCorps participants will be recruited through print display ads appearing in local newspapers, targeted mailings to campus groups, class presentations, and a website.

All AmeriCorps members will receive intensive pre program training and be required to enroll in a Teacher Education course and an Internship/Service Learning course. All members will receive a minimum of 90 hours of training and weekly meetings to monitor progress. Also, a special counselor will be assigned to support all program participants.

Service learning materials have been obtained and are in use in current Internship courses. These materials speak to the ideals of service to the community and will be incorporated as part of the Internship/Service learning course.

**CLASP/Community Partnership**
The CLASP will meet regularly and provide a structure to the project planning, management and evaluation. The CLASP formally incorporates the roles of the partners, strengthens communication among partners, thereby strengthening the RDTP project and the AmeriCorps project. It further strengthens the community as a whole by bringing together different groups to focus on children's literacy.
**Program Cycle:** 2000-01

**Program Name:** Integrating AmeriCorps into Teacher and Reading Development Partnerships

**Location (City, State, Zip):** 721 Cliff Drive, Santa Barbara, CA 93109

### OX1 AmeriCorps Member Positions Requested

<table>
<thead>
<tr>
<th>(a) Hours</th>
<th>(b) Corporation Living Allowance Provided</th>
<th>(c) No Corporation Living Allowance Provided</th>
<th>(d) Number of FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year Full Time</td>
<td>1700</td>
<td>b + c</td>
<td></td>
</tr>
<tr>
<td>1 Year Part Time</td>
<td>900</td>
<td>(b + c) + 2</td>
<td></td>
</tr>
<tr>
<td>2 Year Part Time</td>
<td>900</td>
<td>(b + c) + 4</td>
<td></td>
</tr>
<tr>
<td>1 Year Reduced Part Time (RPT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Only</td>
<td></td>
<td>[[(b + c) x a] + 1700</td>
<td></td>
</tr>
<tr>
<td>Other RPT</td>
<td>450</td>
<td>1243</td>
<td></td>
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</tbody>
</table>

**TOTAL FTEs:** 310.75

---

### Member Support Costs

<table>
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<th>Number of Members</th>
<th>Corporation Share</th>
<th>Grantee Share</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year FT 1700 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Year PT 900 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Year PT 900 hours</td>
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<td></td>
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<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other RPT 450 hours</td>
<td>50</td>
<td></td>
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</tr>
</tbody>
</table>

**Subtotal**

**Other (7.65%) FICA**

**Workers' Compensation N/A**

**Health Insurance**

**Other**

**SUBTOTAL A.**

**Percentage:** % (Minimum 15%)

---

### Other Member Support Costs

**Training and Education**

**Other (please specify in Budget Narrative)**

**SUBTOTAL B.**
<table>
<thead>
<tr>
<th>C. Staff</th>
<th>Corporation Share</th>
<th>Grantee Share</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>38,493</td>
<td>79,832</td>
<td>118,325</td>
</tr>
<tr>
<td>Benefits</td>
<td>5,007</td>
<td>7,668</td>
<td>12,675</td>
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<tr>
<td>Training</td>
<td>15,000</td>
<td></td>
<td>15,000</td>
</tr>
<tr>
<td>Other (please specify in Budget Narrative)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>SUBTOTAL C.</strong></td>
<td><strong>58,500</strong></td>
<td><strong>87,500</strong></td>
<td><strong>146,000</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Other Operating Costs</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>1,000</td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Corporation sponsored training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>1,000</td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Local Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment (not greater than 10% of A through F)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify in Budget Narrative) (uniforms)</td>
<td>1,650</td>
<td></td>
<td>1,650</td>
</tr>
<tr>
<td><strong>SUBTOTAL D.</strong></td>
<td><strong>3,650</strong></td>
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<td><strong>3,650</strong></td>
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<table>
<thead>
<tr>
<th>Evaluation</th>
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<tr>
<td></td>
<td>3,000</td>
<td></td>
<td>3,000</td>
</tr>
<tr>
<td><strong>SUBTOTAL E.</strong></td>
<td></td>
<td></td>
<td><strong>3,000</strong></td>
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</table>

**Administration**

To arrive at the Corporation's maximum share of 5%, multiply the sum of Subtotal A plus Subtotal B through E in the Corporation Share column by .0526.

<table>
<thead>
<tr>
<th>Program/Operating Site</th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>State Commission (for State programs only)</td>
<td>9,500</td>
<td></td>
<td>9,500</td>
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<tr>
<td><strong>SUBTOTAL F.</strong></td>
<td></td>
<td></td>
<td><strong>9,500</strong></td>
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</tbody>
</table>

**Total Program Operating Costs (B through F)**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>62,150</td>
<td>100,000</td>
<td>162,150</td>
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</tbody>
</table>

**Total Budget (A + G)**

<p>| | |</p>
<table>
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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>62,150</td>
<td>100,000</td>
</tr>
</tbody>
</table>

**Corporation Cost per FTE (full-time equivalent position)**

<table>
<thead>
<tr>
<th>Total Corporation Share (Line H)</th>
<th>+</th>
<th>Divided by Total Number of FTEs (Box 1)</th>
<th>=</th>
</tr>
</thead>
<tbody>
<tr>
<td>62,150</td>
<td></td>
<td>310.75</td>
<td>200 Corporation Cost per FTE</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS TO THE EDUCATION POLICIES COMMITTEE
FOR CHANGES TO DISTRICT POLICY FROM THE OFFICE OF ACADEMIC AFFAIRS

1914.1 General Policies for Overloads

a. There should be no overload without the consent of the department chair.
b. Overload for contract instructors should be limited to no more than 6 TLUs.
c. Exceptions to 1910.41b (above) require the consent of the department chair and the Vice President, Academic Affairs. In the event the department chair and the Vice President agree to an overload beyond six TLUs, the Academic Policies Committee must be notified of the action along with the reasons for taking the action.

3120 Advanced Student Policy (K-12)

3121 Students who are legal residents within the SBCC District may attend SBCC while concurrently enrolled as a regular student in a secondary school program (full-time or part-time), or as a special part-time or full-time student if not enrolled in a secondary school under the following conditions: (Ed. Codes 48800, 48800.5, 76000, 76001, 76001.5, 76002). All students under section 3121 must be eligible to enter 9th grade or higher. Students who are not eligible to enter 9th grade or higher should refer to #3122.
Proposed New Courses and Title Changes
Continuing Education Division
Spring 2000

ARTS (7)
A Visit to the Huntington Library, 7
Experiencing the Arts in Nature, 7
American Art: 1776-2000 7
Exploring Watercolor on Synthetic Paper 7
Latin American Art 7
The Artist and the Computer 7
Understanding 20th Century Art 7
Solarplate with Dan Welden, 7

BUSINESS, CAREERS, LAW, & PERSONAL FINANCE
TITLE CHANGES:
TO: Investment Strategies for Volatile Markets:
      How High is Too High?
      FR: Investing in Turbulent Times
TO: It's Money That Matters
      FR: Money Management for People Over 50
TO: Investing and Financial Planning for Women:
      Part I
      FR: Investing and Financial Planning for
      Women
TO: Being a Pro at Managing and Supervising
      FR: Supervision and Management: The Power
      of Positive Peopling
TO: Leadership: An Essential for Business Success
      FR: Enlightened Leadership: How to Be Highly
      Effective in the Workplace

CAREERS & JOB TRAINING (6)
TITLE CHANGES:
TO: Taking Charge of Your Career
      FR: Career Management Seminar
TO: Writing that Means Business
      FR: Improving Your Business English
TO: The Business of Family Child Care
      FR: Become a Licensed Child Care Provider
TO: The Real Business of Show Business
      FR: A Career in Radio or TV for Me?

COMMUNICATION (6)
Compassionate Listening, 6
Difficult Conversations, 6

COMPUTER APPLICATIONS (6)
Access Intermediate, 6
Quicken for Macintosh, 6
Adobe Illustrator for Macintosh, 6

COOKING (8)
Barbecues and More, 8
The Italian Legacy from Roman Legions to
      Pizzerias, 8
Soup and Salad for Lunch, 8
Great Vegetarian Appetizers, 8
Fragrant Feast: An Indian Vegetarian Meal, 8

CRAFTS (7)
Uncial Script: Celtic Lettering, 7
Chancery Cursive, 7
Miniature Quilts, 7
Santa Barbara Quilter's Design Source, 7
One-of-a-Kind Quilts, 7
Patchwork and Quilting: Machine Applique for
      Landscape Quilts, 7
Working with Precious Metal Clay, 7

CURRENT AFFAIRS*
Women, Work and Welfare*
Building a Culture of Peace: The UN in Transition*

ENGLISH, LITERATURE and WRITING (7)
Enjoying Modern Literature: Two American
      Novels, 7
The Great Rejuvenators: Donne, Browning,
      Hopkins, 7
Reading Margaret Millar, 7

ENVIRONMENTAL EDUCATION*
Audubon Chautauqua Program: The Life of John
      James Audubon*
Behind the Scenes at Santa Cruz Island*
Exploring the UCSB Natural Reserve System*
Spring Sights and Sounds of the Sedgwick Reserve*

HEALTH EDUCATION (9)
Diabetes Basics: Feel Better, Stay Healthy, 9
Circle of Life: Health Assessment/ Self-
      Enhancement System, 9
Spring Cleaning for Mind and Body, 9
Alternative Pathways to Coping with
      Fibromyalgia, 9
Diabetes: The Epidemic of the Millennium, 9
Healthy Tune-Up: Self-Care for Optimum Health, 9
Preventing Teen Pregnancy: Models and Methods, 9
Natural Home Remedies and Practical Applications
      to Support Your Child Through Illness, 9
The Wisdom of Healing: Mind Body Medicine
      through Ayurveda, 9
HEALTH OCCUPATIONS (6)
Personal Care Attendant Program, 6

LANGUAGES
Beginning Italian Conversation: Second Term, 0
Spanish for the Workplace: Beginning 3, 6
Spanish for the Workplace: Intermediate 3, 6

MUSIC & PERFORMING ARTS (7)
Performance Singing III, 7
Intermediate Piano, 7
Actor’s Workshop, 7

TITLE CHANGE:
Jazz/Pop Ensemble, 7
Title change from: Jazz/Pop Workshop

PARENT EDUCATION (1)
Workshop in Music, Movement and Play for Education, 1

PHYSICAL FITNESS & RECREATION
Strength and Stability Training for Older Adults, 7
Bridge III*, 7
Learn Mambo #5* 7

PSYCHOLOGY (7)
Inspiration from History’s Great Spiritual Luminaries, 7
Resolve Family Entanglements and Restore Love, 7
Resilience and Hope: Surviving Child Sexual Abuse, 7
Life Strategies: Doing What Works, Doing What Matters, 7
Laughter for Living with Breast Cancer, 7
The Experience of Happiness, 7
Qi Gong: Energy Work for Personal and Professional Growth, 7
Gaining Vitality by Eliminating Fear, 7
Honoring Anger: Using Its Energy Constructively, 7
Overcoming Guilt for Adults with Aging Parents, 7
The Inner Game of Sports Performance, 7
Overcoming Our Inner Barriers to Success, 7
Building Cornerstones of Well-Being, 7
Practical Wisdom: Inspired Tools for Your Life, 7
Creative Life Balance, 7
The World’s Finest Spiritual Stories, 7
Foreign Films of the Seventies: A Mythical Perspective, 7
Mind-Body Healing in the 21st Century, 7
Tools for Compassionate Education, 7

TITLE CHANGE:
TO: Feldenkrais Workshop: Attitude, Alignment and Action
FR: Feldenkrais Workshop, 7

SEWING (8)
Creative Serger Sewing, 8

OMEGA PROGRAM - ELDERHOOD (7)
Nurture Power! Self-Care for Mind, Body, Spirit, 7
When Does Elder Neglect Become Elder Abuse? 7
Long-Term Care: Myths and Realities, 7
Exploring Nature’s Wonder at Your Doorstep, 7
Memory Loss and Alzheimer’s Disease in the New Century, 7
How Your Personality Type Impacts Your Health, 7
Letting Go of Chronic Pain, 7
Plant a Spring Garden of Healthy Habits, 7
Healing Tools for Being and Seeing, 7
Mindwalks, Spiritwalks, 7
Integrative Medicine: Past, Present and Future, 7

TABLE OF FUNDING CODES:
* Courses or areas marked with an asterisk are NOT funded by state monies

Courses coded with numbers 1 through 9
ARE supported by state monies:
1 Parent Education
2 Elementary and Secondary Basic Skills
3 English as a Second Language
4 Citizenship
5 Education for the Handicapped
6 Short-Term Vocational Programs
7 Education for the Older Adult
8 Education Programs in Home Economics
9 Health and Safety Education
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# Santa Barbara Community College

## Purchase Order Report

**02/16/00 through 03/13/00**

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The Partnership for Clean Cities in Santa Barbara County

Formally Established to Create a More Efficient, Domestically Secure, Environmentally Harmonious, Sustainable, and Safe American Energy Transportation Sector

MEMORANDUM OF UNDERSTANDING

By and Among,

Santa Barbara City College

and

U.S. DEPARTMENT OF ENERGY

INTRODUCTION

Background
The United States Department of Energy (DOE) is committed to energy use in the American transportation sector that is:

- More efficient;
- Less dependent on foreign sources;
- Less environmentally disruptive;
- Sustainable; and
- Safe.

The Energy Policy Act of 1992, supplemented by the 1993 Executive Order 12844: Federal Use of alternative Fuel Vehicles, and the Clean Air Act Amendments of 1990, all establish guidelines for effecting a favorable energy and environmental situation in the transportation sector. The DOE Clean Cities Program provides an umbrella to structure and achieve Energy Policy Act program goals and to meet the objectives of governments and other Federal directives, such as the Clean Air Act.

Purpose
The purpose of this Memorandum of Understanding (MOU) is to set forth the agreements, respective responsibilities, and procedures necessary to carry out the objectives of the DOE Clean Cities program which accelerates the introduction and expands the use of alternative fuels and alternative fuel vehicles.

Authority
This MOU is authorized under the following laws and regulations: Energy Reorganization Act of 1974, which permits DOE to use the facilities of public agencies, requires DOE to consult with the heads of other agencies on the use of their facilities, and allows DOE to enter into cooperative projects with other public and private agencies; the Energy Policy Act of 1992, Section 505, Voluntary Supply Commitments, which requires DOE to obtain voluntary commitments to help achieve replacement fuel goals from fuel suppliers, fleet owners, and vehicle suppliers. Under this MOU, these groups, united with other local stakeholders, signify their commitment to contribute to the goals of the program.

Policy
Signatories under this MOU undertake their best efforts to achieve the specific goals and objectives set forth in the Program Plan.

MANAGEMENT AND PROGRAM GUIDELINES

This MOU commits the undersigned to work together toward achievement of Clean Cities goals and the goals and objectives as stated in the Program Plan.

Clean Cities Coordinator Responsibilities

- Coordinate and document coalition activities
- Maintain database of stakeholders, community fleets, AFVS, and infrastructure
- Assist with overall implementation of program Plan and development of new goals
- Coordinate meetings and reporting activities
- Participate as a member of the Steering Committee
- Delegate and monitor activities/responsibilities to other key stakeholders
- Act as a liaison between the Steering Committee, working groups and DOE
- Work directly with DOE Regional Support Offices to report coalition activities, progress, concerns, issues, etc.
- Provide assistance in public education activities
- Maintain and update, in concert with the coalition, the Program Plan
- Monitor and disseminate Federal/State/local legislative and incentive information to the coalition
- Assist with recruitment of stakeholders
- Represent Clean Cities and the coalition at other local functions and DOE events

DOE Responsibilities

- Provide a Federal advisor
- Provide program implementation and MOU drafting guidelines
- Guide placement of Federal AFVs responding to Clean Cities recommendations and resource matching plans
  Direct the award of Federal funds and grants as available
• Provide information, general assistance and material for public relations and promotional activities
• Provide training for coordinators, fleet operators and other participants
• Provide a hotline/clearinghouse for technical and other information
• Conduct information exchange workshops
• Provide assistance in public education activities

Stakeholder Responsibilities

• Signed stakeholders to this document agree to fulfill their voluntary commitments to The Clean Cities Program as delineated in the associated Program Plan

Guidelines
The Clean Cities program will be administered according to the Program Plan. The signatories herein have agreed that the Program Plan is designed to achieve Clean Cities objectives and follows the guidelines described here:

• Sets forth goals reflecting the planning process and defining what the organization seeks to accomplish and why
• Creates an organizational structure enabling Clean Cities to effectively carry out its mission
• Characterizes the AFV market situation by gathering primary information on fuels, vehicles, and infrastructure from participating Clean Cities stakeholders
• Sets forth intermediate objectives, action steps or commitments, such as vehicle acquisition targets or legislative proposals, designed to be the "how to" (objectives) elements of the Program Plan
• Delineates estimated timetables containing discrete action items, milestones and deadlines for achieving objectives and goals
• Establishes a monitoring system for program management, advertisement of program success, and method for conveying program performance to DOE

Supplemental Interagency or Other Agreements
Because the DOE Clean Cities program supports Congressional and Executive directives and many involve or are supported by federal, state, and local governmental entities, Clean Cities program commitments may be subject to modification upon intervening Congressional or Executive guidance.

ADMINISTRATION
**Public Information Coordination**
Subject to the Freedom of Information Act (5 U.S. C 552) decisions on disclosures of information to the public regarding projects and programs referenced in this MOU shall be made by the DOE following consultation with the other parties' representatives.

**Amendment and Termination**
This MOU may be amended by the mutual written agreement between DOE and signatories. This MOU may be terminated by the mutual written agreement of DOE and signatories. Signatories may terminate individual participation upon a 30-day written notice.

**Effective Date**
This MOU shall become effective upon the latter date of signature of the parties and shall remain in effect for a period of 5 years, upon which the MOU becomes eligible for renewal.
MOU Signatories

B. Fahnstock, VP, Bus. Svcs
Company/Entity Santa Barbara City College

Michael Grimes,
Clean Cities Coordinator
CLEAN CITIES COMMITMENTS

- Develop a technician and company executive training curriculum that is modular in scope to meet the needs of the AFV industry
- Develop and institutionalize an Advanced Transportation Technology curriculum that emphasizes an overview of alternative fuel systems
- Develop linkages and assist other educational institutions to develop curriculum and alternative fuel programs
- Pursue possible grants to further develop AFV-related programs and curriculum
- Maintain a community outreach advertising and public information program to reduce vehicle trips by promoting alternative transportation modes (transit, carpooling, telecommuting, biking or walking)
- Participate with County Environmental Health and other community groups in promoting pollution prevention
- Work with local governments and others to implement the Regional Energy Plan and the Regional Transportation Plan which addresses public vehicle fleets, alternative fuels, and technologies and transportation control measures. Significant measures include:
  * Establish public agency alternative fueling/charging stations
  * Identify and remove legal/regulatory barriers to alternative fueling/charging stations
  * Establish Clean Cities/Green Fleets programs for all vehicle users
  * Increase fuel-saving maintenance activities
  * Manage system efficiency through traffic flow improvements
- Maintain and utilize onsite CNG fueling station
- Contribute to development of EV charging infrastructure and be a major contributor
- Partner with several battery and EV manufacturers to improve battery charging process
- Develop marketing activities for EV charging such as lectures, presentations
- Provide consulting services in the areas of Environmental Marketing and Outreach (businesses and residents)
- Provide marketing and collateral material on AFVs to businesses and residents such as brochures, direct contact
- Participate in Coalition activities
CLEAN CITIES COMMITMENTS

- Provide AFV conversions
- Provide turnkey training to AFV customer following conversion
- Support legislation to improve existing Clean Air laws
- Co-sponsor and/or introduce legislation to promote the commercial use of natural gas vehicles
- Search for creative funding sources to carry out the Clean City goals
- Installation of electric vehicle parking and recharging spaces in four state parking garages. Parking is provided to state agencies and employees at no charge
- Offer carpool and vanpool programs to employees
- Participate in Coalition activities. The Coalition will provide a significant educational resource
- Provide in-house user training for refueling of and operating AFVs
- Provide in-house safety training to users and AFV technicians
- Provide opportunities for post-secondary education and other education and training to AFV technicians
- Continue retrofit of roadside equipment (traffic arrow boards) to solar-power to eliminate stationary engine generators
- Create computer net Homepage for AFVs
- Provide conversion systems for heavy-duty vehicles
- Provide turnkey training of products and services
- Provide marketing training for other vendors.
- Design, certify, manufacture, market, install and maintain CNG/LNG/diesel fuel dual-fuel conversion systems for heavy-duty vehicles; OEM, and aftermarket
- Partner with other companies to market and delivery diesel dual-fuel conversion systems worldwide
- Participate in Coalition activities and Steering Committees
COUNTY OF SANTA BARBARA

Contract No. 8152408

DATE: 03/01/00

COUNTY OF SANTA BARBARA
DEPT OF SOCIAL SERVICES
234 Camino Del Remedio
Santa Barbara CA 93110-
Attn: 805/681-4622

BILL TO
234 Camino Del Remedio
Santa Barbara CA 93110-
Attn: 805/681-4622

SHIPTO
COUNTY OF SANTA BARBARA
DEPT OF SOCIAL SERVICES
234 Camino Del Remedio
Santa Barbara CA 93110-
Attn: 805/681-4622

V S B Community College District
721 Cliff Drive
Santa Barbara CA 93109-2394

Vendor Phone: (805)-965-0581 *FedTIN: 77-0070782

ITEM

DESCRIPTION

QUANTITY

UNIT

UNIT PRICE

EXTENSION

Page 1

SERVICE CONTRACT

GENERAL: PROVIDE EDUCATIONAL BENEFITS FOR CAL WORKS OFF CAMPUS WORK STUDY SERVICES AS PER ATTACHED AGREEMENT AND ADDENDUM A & B.

CONTRACT PERIOD: Start date, as directed. Termination date, as directed and NO LATER THAN 06/30/00.

LIMITATIONS: Total expenditure for the period shall not exceed $1,249.76. Any increase or decrease in this total amount may be authorized only upon written notice from the County Purchasing Manager.

STANDARD TERMS & CONDITIONS FOR INDEPENDENT CONTRACTORS attached.

Insurance documents already on file in Purchasing Division.

NOTE TO CONTRACTOR: Prior to performance it is mandatory that you SIGN (see X below) AND IMMEDIATELY MAIL OR FAX THIS DOCUMENT TO COUNTY PURCHASING.

Accepted By: [Signature]

Print Name/Title: B. Fahnstock, VPres., Business SvcsDate: 3-9-00

Applicable License #: (Medical/Contractor/Etc):

- No payment authorized without Federal Taxpayer Identification Number present and correct.

RECEIVED
MAR 06 A.M.

COUNTY OF SANTA BARBARA

JOHN H. McMILLIN, PURCHASING MANAGER

PA-131 (Rev. 5/98) ORIGINAL

BY [Signature]

Item 5.1-e

03/23/00
Amendment 01

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

Inflation

CONTRACTOR'S NAME: SANTA BARBARA COMMUNITY COLLEGE DISTRICT

This agreement with the State of California dated July 1, 1999 designated as number GCAM-9012 shall be amended in the following particulars but no others:

The Maximum Rate per child day of enrollment payable pursuant to the provisions of this agreement shall be amended by deleting reference to $24.39 and inserting $24.73 in place thereof.

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to $174,612.00 and inserting $177,108.00 in place thereof.

The Maximum State Funds available shall be amended by deleting reference to $130,966.00 and inserting $132,838.00 in place thereof.

The Maximum Match available shall be amended by deleting reference to $43,646.00 and inserting $44,270.00 in place thereof.

Minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 7159.0 and inserting 7,162.0 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 176 (no change).

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

---

By (Authorized Signature)

Donna Salaj

Printed Name and Title of Person Signing

Manager Contracts Office

Amount Encumbered by this Document: $1,872

Prior Amount Encumbered for this Contract: $130,966

Total Amount Encumbered to Date: $132,838

Program Category (Code and Title): 03079-6929 Transfer to SSF

Item: 30.10.020.002

Chapter: 6100-196-0001

Statute: 50/1999

Fiscal Year: 1999

Object of Expenditure (Code and Title): 702

SACS: Rev-

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

Signature of Accounting Officer

T.B.A. No.

B.R. No.

Date

Department of General Services

use only

Item 5.1-f

03/23/00
RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
Internal Budget Transfers

WHEREAS, the Santa Barbara Community College District Board of Trustees adopted on August 26, 1999, its budget for the fiscal year; and

WHEREAS, routine budget transfers between major objects have been requested by department chairs to better meet changing fiscal needs,

NOW, THEREFORE, BE IT RESOLVED that budget transfers be made resulting in the net effect as shown:

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RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

GENERAL FUND - RESTRICTED

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**FUND 33 CHILDREN'S CENTER**

Transfer of Money from Contingencies for Equipment

| 9633 | 640000 | $10,258 | 9633 | 790000 | $10,258 |

**FUND 32 CAFETERIA**

Increase Classified Salaries

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</tr>
</tbody>
</table>

PASSED AND ADOPTED BY THE Board of Trustees of the Santa Barbara Community College District

this 23rd day of March, 2000, by the following vote:

Ayes: Dr. Dobbs, Ms. Livingston, Mr. O'Neil, Mrs. Powell, and Mr. Villegas

Nees: None

Absent: Dr. Alexander and Mr. Luria

Concur: Ms. Smith

Dr. Peter R. MacDougall
Superintendent/President and
Secretary/Clerk to the Board of Trustees
RESOLUTION
OF THE GOVERNING BOARD OF THE
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

RE: MID-YEAR GENERAL AND OTHER FUNDS ADJUSTMENTS AND TRANSFERS TO
OTHER FUNDS

WHEREAS, the principal apportionment includes adjustments to State General Revenue; and

WHEREAS, additional revenue has been received and expenses identified which are not
included in the 1999-00 budget; and

WHEREAS, under the provisions of Education Code Section 85202 such unbudgeted revenue
may be budgeted with the approval of the County Superintendent of Schools; and

WHEREAS, a portion of the additional revenue is to be transferred to other funds;

NOW, THEREFORE, BE IT RESOLVED that the County Superintendent of Schools and the
County Auditor/Controller be authorized and directed to adjust revenue and appropriations
accounts and to effectuate the transfers to other funds as shown on the attached lists.

PASSED AND ADOPTED by the Board of Trustees of the Santa Barbara Community College
District this 23rd day of March, 2000, by the following vote:

Ayes: Dr. Dobbs, Ms. Livingston, Mr. O'Neill, Mrs. Powell and
Mr. Villegas

Noes: None

Absent: Dr. Alexander and Mr. Luria

Concur: Ms. Smith

[Signature]

Dr. Peter R. MacDougall
Superintendent/President and
Secretary/Clerk to the Board of Trustees

[Stamp] 5-2-00
[Stamp] 6/10/00
[Stamp] 7/23/00
### SANTA BARBARA COMMUNITY COLLEGE
#### 1999-2000 Mid-Year Budget Revisions
##### General Fund-10

<table>
<thead>
<tr>
<th>Account</th>
<th>Revenue Description</th>
<th>Adopted Budget</th>
<th>Revised Budget</th>
<th>Revenue Change</th>
<th>Appropriation Account</th>
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*Approved 1998-99 Growth Funds Allocations*
### SANTA BARBARA COMMUNITY COLLEGE
1999-2000 Mid-Year Budget Revisions
General Fund-10

<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>Adopted Budget</th>
<th>Revised Budget</th>
<th>Revenue Change</th>
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<th>Adjustment Amount</th>
<th>Contingency Account</th>
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**TOTAL**

$3,259,307

**Less Transfers:**

- Const/Rehab Fund: $2,428,843
- Replacement of Equipment Fund: $830,003
- **BALANCE**

$461

* Approved Growth Funds
### SANTA BARBARA COMMUNITY COLLEGE
#### 1999-2000 Mid-Year Budget Revisions
##### Children's Center Fund - 33

<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>Adopted Budget</th>
<th>Revised Budget</th>
<th>Revenue Change</th>
<th>Appropriation Account</th>
<th>Adjustment Amount</th>
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## Revenue Change Distribution

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## Mid Year Transfers

### Interfund Transfer Out to Rehabilitation Fund (9643) and Equipment Replacement Fund

| 9610 | 7900 | $2,428,843 | Rehabilitation Fund | 9643 | 8980 | $2,428,843 |
| 9610 | 7900 | $830,003   | Equipment Replacement Fund | 9641 | 8980 | $830,003 |

### Establish Budgets:

| 9643 | 8980 | $2,428,843 |
| 9641 | 8980 | $830,003 |

\[ \text{Total: } \$3,258,846 \]
CHANGE ORDER NO. 1

Subject Project: SBCC Administration Building HVAC/CHILLER System Upgrade

Date: 17 March 2000

The scope of work will be modified only as herein specifically set forth and in all other respects remains unaltered.

Item 64: The requested scope of work modified as per the Proposed Change Order No. 3 as attached including additional ductwork and air balance.

Back-up: Cabrillo Mechanical quote dated February 2, 2000 as attached.

Change in Contract Sum for this item: Decreased $22,077.00

Contractor and Owner acknowledge that the change in Contract Sum and Contract Time if any as set forth above constitute the complete compensation and time extension for this change in the work including, but not limited to, Contractor's field and office overhead, profit and supervision and Owner's project expenses, inspection and administration costs.

Accepted by: Cabrillo MECHANICAL

Authorized by: SANTA BARBARA CITY COLLEGE

Agreed to by: STUEVEN ENGINEERING CONSULTANTS
SANCTA BARBARA CITY COLLEGE
PUBLIC SCULPTURE PROJECT/
ART IN PUBLIC PLACES

GUIDELINES
for
ACCEPTANCE, PLACEMENT,
MAINTENANCE & DE-ACCESSION

January 31, 2000
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SBCC Public Sculpture Project
Acceptance, Placement, Maintenance & De-Accession Guidelines

"Sculpture evokes the idea of permanence. In sculpture ideas are given lasting shape, aspirations a specific form and memories a final expression."

Jeremy Strick
Associate Curator of 20th Century Art
The National Gallery of Art

I. PURPOSE

Santa Barbara City College is committed to providing aesthetic and intellectual stimuli to a broad public, including the College community, alumni, students and district residents through direct access to innovative, quality arts experiences in a fully integrated outdoor environment. The College, dealing as it does with maturing young adults, has a commitment to beauty as well as utility. The Campus welcomes and encourages proposals and offers of donations for outdoor art installations that will enhance the campus setting and complement its buildings, grounds, and natural features.

The preservation, enhancement and diversification of the campus outdoor art collection is important to the College. The College acknowledges that appropriate gifts beautify the campus, encourage appreciation of fine art in a variety of media and styles, offer enjoyment to the campus community and general public, and memorialize important aspects of College tradition and campus culture. Both traditional and abstract pieces have a place on the SBCC campus. All those who make use of our campus will learn about art from regular exposure to public art. Our art students will learn from the availability of professional works of art, enjoy the collaboration of nature and art, and will benefit from a concentration of these works in one accessible location.

**We Believe:**
- a fully developed environment includes art.
- art must be integrated into daily life.
- arts education fosters an inventive work force and a culturally aware society.

II. BASIC PRINCIPLES

The basic principles that guide the college in the acceptance of Public Art are the following:
- Art works are for the education and enjoyment of the students and general public.
- Art works will enhance the beauty of the chosen site.
- The entire campus is an "environmental work of art", consequently all art works must be seen as part of the greater whole.
- A variety of art works, media, and styles shall be represented throughout the campus.
- The Arts Advisory Committee (AAC) shall adhere to the District’s Master Landscaping Plan when choosing suitable locations for the placement of outdoor sculpture.
III. ACCEPTANCE

The SBCC campus has policies and procedures for the consideration of art gifts and proposals. They are necessary to ensure that proposed art installations complement and respect the campus character, are appropriate to its setting, history, traditions, and mission, and do not impose unexpected or unsustainable burdens on the campus (such as a frequent need for maintenance and repair, liability or security costs).

Because resources for acquisitions and maintenance are limited, the campus must exercise control over the acquisition of art and related materials. Failure to exercise such control would result in the undisciplined growth of its holdings, weakening the quality of the collection and creating serious problems of storage, maintenance, cataloguing and expense.

All proposed installations and offers of donation for outdoor art must be properly reviewed to ensure that they are appropriate for the campus. Works of art shall be especially created, acquired or accepted in finished form to fit a selected location, as defined by the District’s Master Landscaping Plan. The College shall work in collaboration and consultation with the Artist/Donor(s), Conservator, SBCC Foundation, Campus Landscape Architect, Director of Facilities and Operations and its legal counsel to ensure the successful installation, maintenance and survival of the Artwork.

A. Selection Committee—Arts Advisory Committee (AAC). The Arts Advisory Committee welcomes, and encourages, the opportunity to participate with the potential donor and/or sponsoring agency in considering acceptance of sculpture. Informal early consultation provides the opportunity to consider pieces which are most likely to be processed by meeting both campus and donor needs and interests.

All art proposals shall be formally submitted to the AAC for review. The AAC shall present its recommendations to the Board of Trustees for final approval and endorsement.

1. Composition. The AAC shall include individuals knowledgeable in the arts and be representative of the users of the campus. The committee shall be comprised of key elements of the campus community— one Trustee from the Board, the College President or designee, one member of the College Art Faculty (with a background in sculpture), and the Campus Landscape Architect. The AAC may appoint other experts to serve as technical and artistic advisors.

2. Responsibilities. The AAC shall be responsible for making all selections and recommendations pertinent to specific works of art—including the location, medium, character of the work of art, and duration of acceptance. All recommendations shall be submitted for final approval to the full Board of Trustees.

B. Strategies for Acceptance. Step by Step.

SPECIAL ISSUES FOR CONSIDERATION

- Educational Appropriateness for the SBCC campus.
- The Environmental “fit” within available Landscape sites.
- Material Durability. Analysis of effects on materials, with a concern for maintenance, i.e.;

  Deterioration: Material Stability, Corrosion, Paint Failure.
Environment: Water (irrigation), Chemical Pollutants (fertilizer use and weed abatement), Ultra-violet light concentration (chemical reaction).

- The type and extent of maintenance that must be provided and support for that maintenance.
- College obligations in maintaining the integrity of the artwork.
- Rights and obligations of the owner/campus to perform required maintenance; including regular cleaning, repairs, repainting and preventative maintenance.
- Rights of the artist to participate in the maintenance activities, if any.
- Appropriate insurance coverage for accepted works.

**STEP 1. Preparing for Presentation to the AAC.** Prospective donors and/or sponsoring agencies are asked to first contact the College President or his/her designee. They shall be provided with a copy of the guidelines governing the Arts Advisory Committee, as well as a list of documentation requested by the AAC, and they shall be assisted in identifying any preliminary concerns about the proposal.

The donor(s) and/or sponsoring agency should be prepared to present the following:

A. information about the work(s) of art, including materials, concept and purpose, artist biography, date of creation of the piece, and history. Why was it commissioned/created? Has it been previously located in installations elsewhere? Has it won awards or critical notice? Are there previous owners of significance? What place and significance does the art have in the overall portfolio of the artist?

If the artist has a portfolio, brochures, or samples of similar work, it is useful for the AAC to see this material in order to evaluate and understand the style and technique of the artist and the proposed work of art;

B. information about the donor(s), their background and association with the College, and why the particular piece of art is being offered to the campus;

C. any technical issues related to materials, care, and installation needs such as hanging arrangements, bases, pedestals, or footings or concerns related to specific environmental conditions (excessive shade, sunlight, or moisture) that might affect the art;

D. clear photographs of the art. If it is a proposed piece and not yet fabricated, an illustration shall be supplied. If the piece is meant to be viewed in the round, photographs or illustrations from more than one perspective are desirable. Illustrations should accurately depict the dimensions and proposed appearance of the work of art. Illustrations should realistically depict permanent landscape surroundings of the art (particularly mature trees) if the art is proposed for a newly constructed or re-landscaped facility or location.

In some cases the AAC may request creation of a scale model of the art. This is not necessary for the initial review and not necessary for every project.

While a proposed work of art may be modified during the approval process or may not be fully conceived at the beginning of the process, it is extremely important that the AAC be provided with complete descriptive materials so they can make informed decisions. A final judgment is difficult if illustrations do not show accurate details of the context or the work of art. Illustrations and models are
difficult to evaluate if they depict features, such as surface finishes, which are no longer proposed for the final piece of art.

If the work of art already exists and is located near Santa Barbara City College, the AAC or its representatives will view the actual piece.

**Types of Proposals for Consideration:**

1. **Direct Donation.** The AAC will review works of outdoor sculpture offered directly from a private donor(s) or artist(s), through the SBCC Foundation.

2. **Direct Commission.** The AAC will review portfolios of artists who have expressed interest creating works for the College Campus and for whom a donor has approached the college to support the installation of such a piece.

3. **Other types of Competitions.** Special projects may require specific selection procedures.

**STEP 2. Presentation to the Art Advisory Committee.** After all pertinent documentation has been supplied to the AAC, the committee comments on the quality of the piece, its relationship to proposed campus locations and its desirability for the campus, and assesses technical and aesthetic issues such as installation and site design and context. The advice of the Campus Landscape Architect and/or the Director of Facilities and Operations may be sought in evaluating these issues, particularly in regard to siting, installation, and maintenance.

In general, the following issues are taken into account when reviewing an art proposal to the AAC:

A. Does the proposed piece of art have aesthetic value and appeal? Will it be a valued addition to the outdoor art collection of the campus?

B. Is the proposal appropriate for the campus? High quality art that will have an enduring impact and works of art that highlight the traditions, character, and landscape of the campus are particularly sought and encouraged.

Each proposed donation will be evaluated on its own merits.

C. Is the art durable and sturdy? Accepted public art should be of highly durable, low maintenance materials and should be designed, created and installed with forethought as to minimal long-term costs to maintain their appearance and structural integrity. The campus does not have regular funds to repair extensive weather damage, deterioration, or vandalism to outdoor art pieces. If a proposed art gift seems especially susceptible to any of these conditions it may be declined. Works of art with moving parts must be carefully evaluated for their potential for breakage and future needs for repair.

D. Can the donor and/or the sponsoring agency pay all the costs of fabrication, delivery, installation and maintenance of the art? This is an important consideration since the campus does not have funding set aside to purchase art or subsidize outdoor art installation. Art gift proposals may be structured as partnerships between the donor, who contributes the art, and a sponsoring agency or individual, which covers installation and maintenance costs.
Lack of funding to pay all installation and maintenance costs should not prevent potential donors from presenting an informal proposal or idea. It is possible in special circumstances that funds might be found through the Foundation for SBCC to supplement a special proposed gift. However, donors should be aware that if these financial costs cannot be met, the piece may not be accepted.

The Campus Landscape Architect and/or the Director of Facilities and Operations will help assess requirements and estimates of likely installation costs; e.g., site preparation and adherence to contracting requirements.

Costs of relocating or repairing utility lines, light fixtures, paving, or landscaping that are affected by an art installation are usually considered part of the cost of the installation. In some cases, it may be possible to combine a proposed art project with other campus landscape or building improvements with different funding sources, to upgrade an entire area in a coordinated manner. The Campus Landscape Architect and/or the Director of Facilities and Operations will advise on these opportunities.

E. Is the proposed site appropriate? In making recommendations, the AAC considers the surrounding buildings and landscaping, their current and traditional character and uses, and the nature of the work of art.

The College shall site new works of art only in locations defined by the Master Landscaping Plan with the designated sites for sculpture approved by the Board of Trustees.

Outdoor art pieces must also be carefully sited to minimize safety concerns and avoid conflicts with underground utility lines and vehicle, pedestrian, and wheelchair circulation.

Fountains, other water features, special night-lighting and large amounts of decorative paving or special new landscaping around an art installation are discouraged because of the cost of maintenance, but might be considered if the donor can justify special circumstances and, if additional funds are available, for installation and upkeep.

STEP 3. Approval Process /Recommendations of the AAC. The AAC shall submit all recommendations for Board approval, at a subsequent general meeting.

STEP 4. Notification. The AAC shall notify the donor(s) or artist(s), in writing, as to the decisions of the committee and the full Board.

A. ACCEPTANCE:

1. AAC sends a letter of acceptance to the donor(s) listing the proposed object(s), by; artist, title, date, medium and size.

2. The AAC/SBCC Foundation directs the preparation of a Gift/Endowment report, in accordance with College guidelines.

3. The AAC implements procedures for recording, cataloguing, and classifying the work.

B. REFUSAL:
1. The AAC sends a letter to the donor(s) declining acceptance.

SPECIAL ISSUES FOR CONSIDERATION:

1. **Plaques.** Most art pieces are accompanied by a permanent plaque. Plaques typically include the name or title of the art, the date of its creation, the date of its installation on the campus, and the name of the artist and donor.

   Wording is expected to be descriptive and concise. Some plaques include brief memorial inscriptions, a line of poetry or quotation, or other wording appropriate to the art, donor, and setting. Permanent plaques should be modest in size. The plaque should be complementary to the work of art, rather than competing with it for attention.

   The name of the donor or person being honored may be considered for inclusion on the plaque. The name of an individual donor is considered for inclusion only if that individual was responsible for all or the majority of the donation. The name of a donating group/agency shall also be considered. The campus should not include names of several donors on plaques or names of donors who have not made a majority contribution to the project.

2. **Permanence—Duration of Acceptance.** The AAC shall apply the Acceptance Guidelines as rationale in determining the duration of acceptance. Not all works/gifts will be permanently accepted. Some donations may be accepted as “on loan” for a specified length of time, i.e., 3-5 years. The exact duration shall be agreed upon by both parties. Consideration may be given to the possibility of renewal. The College will not provide a guarantee that a work of art will remain in a single location or remain permanently on the campus. The campus landscape is an evolving, active environment and it is not possible to predict every future need for building sites or landscape alterations.

   Once the College accepts a work of art for an outdoor site, the campus will endeavor to keep the art in an appropriate setting and condition and seek to contact surviving donors/artists for consultation if a major alteration is necessary.

   As the campus changes and develops, relocation of permanent outdoor works of art such may be considered, especially if the art would be adversely affected by nearby development.

   Due to the costs of installation, (Step 2, paragraph d) the campus prefers to leave works of outdoor art in place, rather than frequently adjusting and relocating them.

3. **Ownership.** Unless a special condition is expressly requested by the donor and/or sponsoring agency and accepted through the review process (AAC & Board) all permanent outdoor art installations on the campus are the property of Santa Barbara City College.

IV. PLACEMENT

A. **Site/Location:** In making recommendations, the AAC considers the surrounding buildings and landscaping, their current and traditional character and uses, and the nature of the work of art.
The College shall site new works of art in locations, defined by the Master Landscaping Plan, that are accessible to viewing by the general campus population, visitors, and those with physical disabilities, so that they can be fully appreciated and enjoyed.

Outdoor art pieces must also be carefully sited to minimize safety concerns and avoid conflicts with underground utility lines and vehicle, pedestrian, and wheelchair circulation.

**SPECIAL ISSUES FOR CONSIDERATION:**

1. **Local Environmental Conditions:** Pollution, Wind, UV light.

2. **Safety & Security:** (artwork and visiting public)
   
   a. No sharp edges, jagged or accessible moving parts.
   
   b. Security (Add to the rounds of Security Staff inspection)
      
      - Sculptures too near pathways may encourage graffiti.
      - Utilize Appropriate Lighting.

3. **Irrigation/ Drainage:**
   
   a. Limit exposure to water and other agents of deterioration.
      
      *(Sprinkler system—gray water produces mold/mildew)*
   
   b. Insure water drainage away from the sculpture site.

4. **Plants, Bushes & Trees:** (protect against root damage to base structures)
   
   a. Choose plantings that encourage/discourage public access.
      
      *(Consider accessibility Issues. Elderly, ADA)*
   
   b. Trees attract birds and produce sap, thus creating a maintenance concern.
   
   c. Leaf deposits retain moisture and lead to corrosion.

5. **Landscape Maintenance Procedures:**
   
   a. Provide barriers between grass and sculptures to prevent damage from lawn mowers and weed trimmers.
   
   b. Regularly prune overgrown foliage to discourage vandalism.
   
   c. Limit use of herbicides and fertilizers can be harmful to sculpture.

**V. MAINTENANCE**

**A. Statement of Durability:**

The Artist/Donor shall present information to determine that the works of art will be firm and secure, permanent and resistant to mechanical, climatic and organic damage
and safe to the public. The Artist/Donor will also provide a statement addressing customary maintenance requirements. Professional consultants (conservators, architects, engineers, etc.) to assist in the preparation of a statement of durability may be required.

B. Maintenance Endowment/Resources.

Funds are not available in the College’s annual budget for maintenance of permanent outdoor art installations, particularly those that require regular service, such as recoating or reapplying exterior finishes or protective coverings. For this reason the campus typically expects that donors will contribute funds to be added to a permanent campus endowment pool for maintenance and upkeep of outdoor art. When necessary, the donor should consult with an art conservator, the Campus Landscape Architect and/or the Director of Facilities and Operations to determine an appropriate amount of funds for this purpose.

The Advisory Committee, in cooperation with the Donor, The Foundation for SBCC and appropriate Public/Private Sources, will confirm the sufficient resources for regular and appropriate maintenance.

C. Maintenance Schedule.

The AAC, in consultation with the Artist(s), Donor(s), a Conservator, F & O and/or architect/engineer, will produce a routine maintenance schedule to anticipate future labor and material expenses.

D. Archive/Cataloging of the Artwork:

The College will maintain an active archive of photographic documentation, records of maintenance and fabrication materials, details of anchoring methods and statement of artist’s intent and (if available) construction drawings.

VI. DE-ACCESSION

The College shall retain the right to de-accession any item, however acquired, which no longer demonstrably enhances the existing collection, fulfills an identifiable instructional purpose and/or no longer contributes in a significant way to the academic program. De-accession of art work(s) shall be related to procedures and guidelines for acceptance set forth here, rather than to temporary needs or to the current dictates of taste.

Funds realized from the sale of de-accessioned art work(s) shall only be used to augment the College’s Public Art Program, in a manner that shall fulfill the purposes of the College and the intent of the original donation, bequest or appropriation.

A. Criteria for De-accession. Each object being considered for de-accessioning must meet certain criteria based upon one or more of the following:

1. The object is no longer relevant to and/or consistent with the College’s purposes and activities.

2. The object no longer retains its physical integrity, its identity or its authenticity.

3. The object is an unnecessary duplication of other objects in the collection, including objects which are repetitive of similar themes in a similar medium.
4. The object cannot be adequately cared for in a professionally accepted manner.

5. Disposition of the object, under specified circumstances, would ultimately improve or refine the collection.

B. Methods of De-accession. The de-accession of art objects shall be accomplished according to the following guidelines:

1. Sale or Exchange.
   
   a. The College shall honor all legal restrictions attached to a gift or bequest of a work of art. In addition, precatory stipulations which do not impose accompanying legal obligation shall be respected to the extent possible, unless modified by the donor.
   
   b. Reasonable means shall be used to locate the donor. If that donor is no longer living, college judgment will prevail. Decisions will consider the donor’s original wishes.
   
   c. Sale or exchange shall be carried out in accordance with applicable College policies, the State of California Resale Royalties Act of 1976, and any other applicable State or Federal laws.

2. Sale at Auction.
   
   a. Whenever practical, de-accessioned works of art shall be sold at public auction. The auction house shall determine if the artist(s) is living and shall take responsibility for the terms and conditions set forth by the California Resale Royalties Act of 1976.

3. Other. In the event that a particular work of art is deemed unsuitable for sale, the AAC may recommend other means of de-accession.
   
   a. Reasonable means shall be used to locate the donor to offer the return of a particular work of art.

C. Procedures for De-accession

1. A particular work of art is presented to the AAC for consideration on de-accession.

2. The AAC ascertains, with the advice of Campus counsel, if necessary, that there are no legal restrictions upon de-accession and whether other organization/agency approval is required.

3. The AAC uses all reasonable means to locate the donor(s).

4. The AAC advises the donor(s) in writing of the intention to sell, exchange or return a work(s) of art.

5. The AAC reviews sales procedures, approves specific terms and sets forth such terms in a Letter of Agreement, signed by the Superintendent/President or designee.
6. The AAC or its representative shall record all de-accessioned objects and maintain permanent records.

7. The AAC or its representative initiates appropriate accounting and recording procedures for de-accession.

8. The AAC or appropriate expert shall recommend the best use of funds obtained from sale or exchange. All such funds are to be deposited in an account designated for purchase of art. Subsequent purchases are chosen in a manner that would fulfill the purposes of the College, as set forth here, and the intent of the original donation, bequest or appropriation.

VII. RESOURCE BIBLIOGRAPHY

"Design Outdoor Sculpture, Today for Tomorrow"
Save Outdoor Sculpture Organization
National Institute for the Conservation of Cultural Property
National Museum of American Art, Smithsonian Institution
Washington D.C.

UCLA at the Armand Hammer Museum of Art and Cultural Center
Grunewald Center for the Graphic Arts
Franklin D. Murphy Sculpture Garden
University of California, Los Angeles

"Long Range Plan; 1993-1997; Guidelines for Art Advisory Committee"
Art in Public Places Program
State Foundation on Culture and the Arts
Honolulu, Hawaii

"Fact Sheet"
The Museum of Outdoor Arts
Englewood, Colorado

"AAC Art Masterplan"
Kapiolani Community College
Kapiolani, Hawaii

"Policy on Outdoor Art"
Outdoor Art and Art Donations
Campus Policies and Procedures
University of California, Berkeley

"Collections Policy"
Collections and Exhibitions Committee
University Art Museum
University of California, Santa Barbara
Donor and Piece of Art Information

Name of the Donor: __________________________

Name of the Artist: __________________________

Name of the Piece: __________________________

Background Information on the Piece: (See Page 5, Copy a)

Background Information on the Artist:

Any technical issues related to materials, care, and installation needs such as hanging arrangements, bases, pedestals, or footings or concerns related to specific environmental conditions (excessive shade, sunlight, or moisture) that might affect the art:

Photographs of the Piece:

Policies regarding "De-Accession" have been reviewed and agreement has been reached with the donor.
# Santa Barbara City College
# Arts Advisory Committee
# Outdoor Sculpture Evaluation Rating Sheet

## Acceptance

1. Educational Appropriateness of the Piece for SBCC
   - N/A 1 2 3 4 5

2. Fit with the Available Landscape Sites
   - N/A 1 2 3 4 5

3. Material Durability
   - N/A 1 2 3 4 5
   - Material Stability
   - Corrosion
   - Paint Failure
   - Environmental Effects (Water, Chemical Pollutants, Ultra-Violet Light)

4. Maintenance Concerns
   - ____ Very Little – Can be handled by college staff.
   - ____ Moderate – Within budget of Art Fund.
   - ____ Substantial – Will require endowment.
     - ____ Donor agrees to provide a sufficient endowment or an endowment fund will be raised.
     - ____ Rights of the artist to participate in maintenance of the piece.

5. Safety Issues
   - ____ None Perceived
   - ____ Steps can be taken to minimize.
   - ____ Unsafe, piece not appropriate for a campus setting.

6. Maintaining the Integrity of the Piece of Art
   - ____ Not an Issue
   - ____ Agreement Defines

7. Installation of the Piece
   - ____ All Costs of installation have been determined.
   - ____ The donor will provide funds for the installation or funds will be raised to cover the cost of the installation.
   - ____ Will oversee the installation.
   - ____ Coordination of installation dates.

8. Insurance
   - ____ Covered within district policies.
   - ____ Funds for the deductible.
   - ____ Covered by donor or foundation funding.
Summary of Findings and Recommendation
of the
Art Advisory Committee
to the
Board of Trustees’ Facility Committee and the Board of Trustees

Member of the AAC concur that the piece should be accepted.

(Name)  (Date)

Board of Trustees’ Facilities Committee
Endorses Acceptance and Site

(Name)  (Date)

Board of Trustees Approve Acceptance
and Placement

(Name)  (Date)

Donor Notified and Accepts all Conditions

(Name)  (Date)

Scheduled Maintenance Conditions are
Defined and Accepted

(Name)  (Date)

Plans for Installation Confirmed

(Name)  (Date)

Piece Installed

(Name)  (Date)

Foundation for SBCC Notified and
Confirms all Actions Necessary Have Been
Taken

(Name)  (Date)

Procedures for Recording, Cataloging and
Classifying the Piece Completed

(Name)  (Date)