



**SANTA ANA**  
**COLLEGE**

**SANTA ANA COLLEGE**  
**PLANNING AND BUDGET**  
**PROCESS AND PROCEDURES MANUAL**  
**FY 18/19**



**Santa Ana College Mission Statement**

Santa Ana College inspires, transforms, and empowers a diverse community of learners.

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SANTA ANA COLLEGE  
PLANNING AND BUDGET MANUAL 2018- 2019

**Introduction**

The Planning and Budget (P&B) Manual was first developed in fiscal year 2013-14 to serve as a desktop reference for the Santa Ana College campus community. It includes the SAC budget priorities recommended by the Planning and Budget Committee, which is used by campus departments to develop their annual Resource Allocation Request forms (RARs) in accordance with program review.

The budget development process requires careful planning; for that reason, the manual includes a comprehensive planning and budget calendar that outlines responsibilities by area throughout the fiscal year. It also includes the Planning and Budget Committee meeting schedule for campus community members interested in attending the open meetings.

The manual also includes the district Tentative and Adopted budget calendars and many other valuable informational resources such as SAC budget guidelines and accounting procedures that facilitate the daily budget transactions including, but not limited to account requests, budget changes and transfer of expenditures.

We invite you to refer to this manual regularly and to visit the SAC budget office website for additional resources, as well as the planning and budget committee website for current SAC budget information.

Sincerely,

Bart S. Hoffman, Ed.D.  
Interim VP of Administrative Services  
Santa Ana College  
Planning & Budget Process and Procedures Manual







Santa Ana College  
Planning and Budget Committee  
***Proposed 2017 - 2019***  
SAC Planning and Budget Committee Goals

SAC PLANNING & BUDGET COMMITTEE GOALS: The committee shall establish goals that are measurable and achievable; review, adjust, modify, or otherwise change, on an annual basis, the goals of the committee; establish criteria for determining the effectiveness of achieving the stated goals.

BASIC AND ONGOING GOALS:

- Clarify, communicate and train the planning and budgeting process within the committee, divisions and across the campus.
- End the fiscal year with a positive balance and a contingency reserve.
- Perform an annual institution-wide evaluation of the effectiveness of the Resource Allocation Process and analyze the results to enable for continuous improvement.
- Implement a more robust total cost of ownership program and utilize it as a budgeting tool for technology upgrades and physical facilities.
  - **Evaluate how budget process ties into program review and how to use technology to automate the process.**



Planning and Budget  
Committee 2018/2019 Meeting  
Schedule SAC Foundation Board  
Room  
1:30—3:00p.m.

August 7, 2018

September 4, 2018

October 2, 2018

November 6, 2018

December 4, 2018

February 5, 2019

March 5, 2019

April 2, 2019

May 7, 2019

# SAC Budget Development Calendar

## Fiscal Year 2018-2019

October-2018	FY 2017/18 Budget Cycle Ends and FY 2019/20 Budget Development Begins
	Resource Allocation Requests forms (RARs) for 2019/20 are sent to all program areas
November-2018	Finalize annual institution wide evaluation of effectiveness of the RAR process and analyze the results to enable continuous improvement (Committee goal)
December-2018	Departments complete and submit SAC Resource Allocation Requests for 2019/20
January-2019	Governor's 2019/20 Proposed Budget is released
	Administrative Services compiles SAC Resource Allocation Requests
	Vice Presidents, Department Deans and Managers meet to prioritize division RARs
	Cabinet prioritizes college-wide RARs
March-2019	SAC Planning & Budget Committee reviews prioritized RAR list
	SAC Planning & Budget Committee reviews District & SAC Tentative Budget Assumptions
April-2019	Budget Priorities for FY 2019/20 are discussed and approved by SAC Planning & Budget Committee
	SAC builds Tentative Budget based on SAC Budget Priorities and Tentative Budget Assumptions
	SAC Tentative Budget is sent to District Fiscal Services
May-2019	Governor's May 2019/20 Revised Budget is presented
	SAC Tentative Budget summary is sent to Planning & Budget Committee for review
June-2019	End of District Operations Fiscal Year 2018/19
	<i>Tentative Budget available for department review after Board of Trustees approval</i>
July-2019	Beginning of District Operations Fiscal Year 2019/20
	Cabinet reviews and analyzes prior year's budget performance and SAC achievements of "key performance indicators" related to SAC Strategic Plan
	<i>District and SAC Adopted Budget Assumptions for FY 2019/20 are distributed to Planning &amp; Budget Committee for feedback</i>
August-2019	<i>SAC Planning &amp; Budget Committee reviews District &amp; SAC Adopted Budget Assumptions</i>
	<i>Fund 13 proposed expenditure plan presented to Planning &amp; Budget Committee for Adopted Budget</i>
September-2019	<i>Board of Trustees approves Adopted Budget FY 19/20</i>
	Cabinet allocates funding for Resource Allocation Requests items
	Planning & Budget Subcommittee reviews SAC Resource Allocation Request procedures
	Perform annual institution-wide evaluation of effectiveness of the RAR process and analyze the results to enable continuous improvement (Committee goal)

P&B 8/7/2018



# SAC RESOURCE ALLOCATION REQUEST FORM FY 2018/19

2018-19 SAC Budget Priorities  
Revised 10/05/2017

**General Priorities**

- Legal Mandates and Compliance\*
- Health & Safety of the Learning and Working Environment
- Guided Pathways

**Specific Priorities**

**ETES Production**

- Credit/Non-Credit
  - a. Enhanced b. Non-Enhanced

**ETES Support**

1. A&R, EA Counseling
2. Tutoring, Library, Study Centers, Supplemental Instruction, Online Instruction and Course Management System Support.
3. Marketing

**Support Services**

1. Enhance appearance and functionality of the existing facilities & Equipment.
2. Make progress on sustainability initiatives

\* includes but not limited to: AB1725, ADA, Title V, etc.

**SAC MISSION STATEMENT**

Santa Ana College  
inspires, transforms,  
and empowers a diverse  
community of learners.

**Rational for Unfunded Items:**

1. Low priority item
2. Insufficient funding
3. Insufficient information provided
4. Outside scope of Educational Master Plan
5. Does not meet budget priorities
6. Not related to Strategic Plan
7. Not related to Program Review
8. Previously Funded

**DIVISION:** \_\_\_\_\_

**SUBMITTED BY** \_\_\_\_\_

**Directions:**  
Enter items that have been included in your 2018/19 approved or revised program review that require additional funding. Sort request by division/department priority. Prioritize by numerical value, # 1 being highest priority of need.  
Dean/Director submits an electronic copy of this request along with supporting evidence to the SAC Budget office with a copy to area VP  
All Resources Allocation Requests need to be submitted no later than Monday **December 18, 2017**

**\*Student Equity Funding Request**

**SAC Strategic Plan**

Department/ Program	Item Description	Specify Request Type - Classroom Technology/Equipment - Personnel (Instructional) - Supplies (Instructional) - Software/Licenses/fees (Instructional) - Contracted Services (Instructional) - Facilities - Office-Other Equipment - Personnel/(Non-Instructional) - Software/licenses/fees (Non-Instructional) - Supplies (Non Instructional) - Contracted Services (Non-Instructional) - Conferences - Other	How does your request relate to course/program Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs) (Administrative/Support Depts)?	How does your request relate to dept/division goal?	How does your request relate to the Strategic Plan?	Is this a multi-disciplinary or campus wide request?  Yes/No- Please explain	Priority 1= Highest	Estimated Cost FY 18/19.  (Do not leave this column blank)	POTENTIAL SOURCE OF FUNDS  General Fund/ Grants/ Student Equity Funds/ Other	ITEM FUNDED?  YES/NO	GL Account will be added during the funding period
								-			
							<b>TOTAL</b>				



## SAC RESOURCE ALLOCATION REQUEST (RAR) PROCEDURES

This process intends to link all college resource allocation requests to the department/division goals, the college mission, the strategic plan and the budget priorities, student learning outcomes (SLOs) for Academic Depts. and service learning outcomes (SLOs) for Administrative/Support Depts. The Resource Allocation Request Form outlines the college mission and the budget.

1. The Budget priorities are discussed and determined by SAC Budget and Planning Committee. (*April/May*)
2. Budget priorities are approved by SAC Budget and Planning Committee. (*August/September*)
3. Administrative Services sends out Resource Allocation Request (RAR) forms. (*Early October*)
  - The form needs to include items that have been identified and justified in the department program review.
  - The requests need to be prioritized by the program areas, including direct ties to college budget priorities, college mission, strategic plan, and intended outcomes
4. All program area RARs and supporting evidence needs to be submitted to the area Vice President.
  - Academic Affairs – Vice President, Division Deans and Faculty Representatives will meet to prioritize RARs for submission (refer to Academic Affairs Best Practices) (*November*)
  - Administrative Services – Vice President, Department Managers meet to prioritize RARs. (*January*)
  - Student Services – Vice President, Division Deans meet to prioritize RARs. (*January*)
  - Continuing Education -Faculty and Dean's submit the Departmental prioritized RAR's. (*December*) The Vice President works with the Deans, Faculty, and Staff to prioritize RARs. (*Spring*)
5. All program area RARs and supporting evidence needs to be submitted to the Campus Budget office by the deadlines established. (*December*)
6. Campus Budget office compiles college-wide Resource Allocation Requests (*January*)
  - Segregates requests by VP areas with priorities included
  - Segregates request by specific request type (personnel, facilities, equipment etc.)
  - Provides comprehensive list of RAR's to area vice presidents.
7. Requests are reviewed and prioritized by Cabinet (*January*)
  - Prioritized Resource Allocation Requests are presented to Cabinet by area Vice President.
  - Cabinet prioritizes college-wide RARs in accordance with college budget priorities, strategic plan, college mission and direct tie to department/division intended outcomes.
8. Administrative Services provides prioritized list of Resource Allocation Request to Planning and Budget for review (*February*)



- 9.** Area Vice Presidents review prioritized list with respective departments/divisions and communicate the location of possible funding. Some requests might be funded in the Tentative Budget, during the Adopted Budget or possibly later depending on funding availability and state budget information. *(June/ September)*
- 10.** Vice President of Administrative Services assigns funding categories and sources of funds to prioritized RARs, and presents the information to cabinet and the Planning and Budget Committee.
- 11.** Allocation of funds is validated after approval of Adopted Budget. *(September/October)*
- 12.** Planning and Budget committee as well as management teams are provided with the final prioritized RAR list by VP area. Rationale for unfunded items will be included. ( Area VP and Deans will communicate with faculty and staff to determine if there are items that were not approved and the departments can still justify the need, these items could be included in the Resource Allocation Request for the following year.) *(October)*

Rev. 11/2017

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**Santa Ana College**  
**RAR Procedure Academic Affairs**  
**Best Practices**

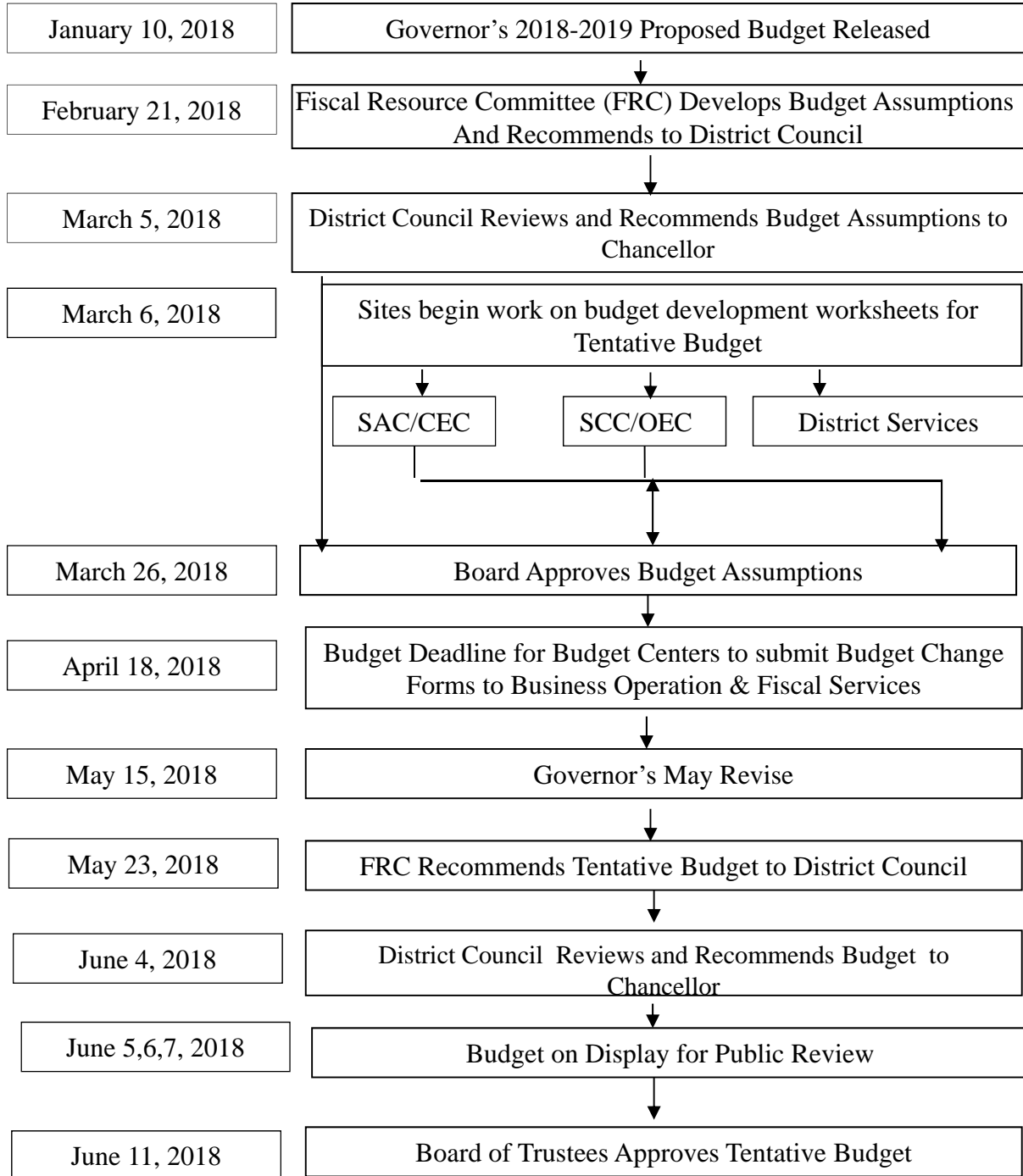
1. Administrative Services sends out Resource Allocation Request (RAR) forms to Division Deans. **(Early October)**
2. Division Deans forward RAR forms to Department Chairs **(Early October)**
3. Department Chairs work with faculty to identify needs. **(October)**
  - The form needs to include items that have been identified and justified in the department program review.
  - RARs should include items not funded in the previous year, new items and those considered outside of normal operating needs (new furniture, software, instructional supplies, instructional equipment, classified personnel).
  - RARs should not include faculty positions nor currently budgeted on-going operational needs (annual instructional supplies).
4. RARs are submitted to the Area Dean for review. **(early November)**
5. Area Dean along with Department Chairs (all or only those who have submitted RARs) meet to rank division RARs. **(November)**
  - The requests need to be prioritized by the program areas, including direct ties to college budget priorities, college mission, strategic plan, and intended outcomes
  - The Division (dean and faculty) identifies top priorities in each category collectively.
  - Faculty representative for Academic Affairs RAR ranking meeting is identified by participating faculty and Area Dean.
6. All Division unranked priority RARs and supporting evidence needs are submitted to the area Vice President. **(November)**
7. Academic Affairs – Vice President, Division Deans and Faculty Representatives meet to prioritize RARs for submission. **(December)**
8. All ranked program area RARs and supporting evidence are submitted to the Campus Budget office. **(December)**
9. Area Vice Presidents review prioritized list with respective departments/divisions and communicate the location of possible funding. Some requests might be funded in the Tentative Budget, during the Adopted Budget or possibly later depending on funding availability and state budget information. **(June/September)**
10. Academic Affairs VP and Deans receive final list of funded RARs. **(October)**
11. Deans work with faculty and staff to process purchases of funded RARs. **(October – March)**

Rev: 11/2017

# RSCCD Tentative Budget Calendar

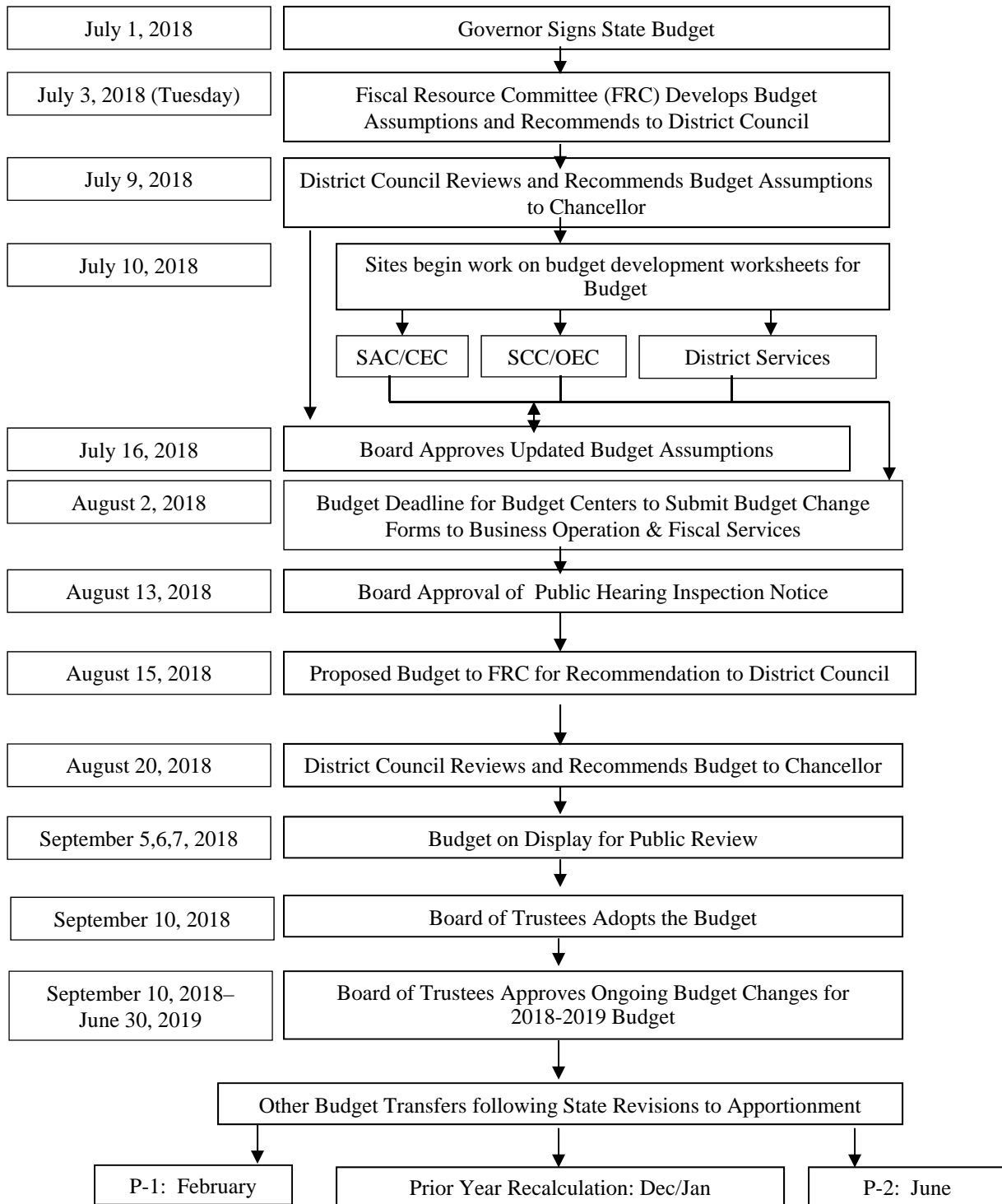
Fiscal Year 2018 – 2019

February 21, 2018



# RSCCD Adopted Budget Calendar

Fiscal Year 2018 – 2019  
February 21, 2018



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- 1. Assess your college's previous program efforts:**
- a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.**

<b>2015-16 Success Goals- From the 2015-16 Student Equity Plan</b>	<b>Progress</b>
1. Create an integrated plan for SSSP, BSI, and Student Equity plans, including comprehensive budget and evaluation plan for all three.	<ul style="list-style-type: none"> <li>• Completed as of Fall 2017</li> </ul>
2. Implement a series of college-wide efforts that are expected to engage all constituency groups at SAC to improve equality of opportunity across all of the five specific areas for students from all target groups.	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
3. Create a program and institutional review process that fosters an equity mindset on the campus.	<ul style="list-style-type: none"> <li>• Completed as of Fall 2017</li> <li>• Disaggregation and analysis of student achievement data required in Annual Program Review</li> </ul>
4. There will be an increase in the percentage of students under the age of 20 enrolling at SAC by increasing the number of Santa Ana and Garden Grove Unified High School students by 10%.	<ul style="list-style-type: none"> <li>• Number of SAUSD and GG students in Fall 2013- 3409</li> <li>• Number of SAUSD and GG students in Fall 2016- 3802</li> <li>• 11.5% increase</li> </ul>
5. There will be a 20% decrease in the gap of successful course completion between Latino students and the highest performing student sub-group.	<ul style="list-style-type: none"> <li>• Gap between Asian and Latino students in Fall 2013- 19.1%</li> <li>• Gap between Asian and Latino students in Fall 2016-16.9%</li> <li>• Decrease of 11.5%</li> </ul>
6. There will be an increase in the English basic skills completion rate for Latinos by 10% by 2020.	<ul style="list-style-type: none"> <li>• BSC for Latinos in 2011- 37.8%</li> <li>• BSC for Latinos in 2014-38.1%</li> <li>• Increase of 1%</li> </ul>
7. There will be an increase in the Math basic skills completion rate for Latinos by 20% by 2020.	<ul style="list-style-type: none"> <li>• BSC for Latinos in 2011- 21.2%</li> <li>• BSC for Latinos in 2014- 24.2%</li> <li>• Increase by 14.2%</li> </ul>
8. The gap in certificate attainment between the Santa Ana College population and certificate attainment for Veterans and Foster Youth will be eliminated.	<ul style="list-style-type: none"> <li>• Foster Youth- 2009- 22.2% (18), 2011- 6.5%</li> <li>• Veteran- 2009- 27.8% (18), 2011- 27.2% (11)</li> <li>• Gap is still significant.</li> </ul>

<p>9. There will be a 20% decrease in the transfer gap between Latino students and the highest performing subgroup.</p>	<ul style="list-style-type: none"> <li>Transfer Gap - Gap has decreased from 33% to 30%. However, the number of overall transfers has decreased with the overall percentage also decreasing.</li> </ul>
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<b>Goal</b>	<b>Progress</b>
<p><b>SSSP - Orientation</b>            Total of first time college students receiving orientation: 8,241            Target was 6,823; 120% of population served (exceeded target)</p>	<ul style="list-style-type: none"> <li>Increased # of orientation sessions throughout the year</li> <li>Increased length and staffing for orientation sessions</li> <li>Increased # of N45 Orientation Classes</li> </ul>
<p><b>SSSP - Assessment</b>            Total of first time college students receiving placement testing: 6,516             Target was 6,823; 95% of target served</p>	<ul style="list-style-type: none"> <li>Increased/improved space for computer based and pencil/paper placement testing</li> <li>Added equipment to increase computer stations</li> <li>Added personnel to help accommodate increased placement testing</li> <li>Follow up emails were sent to students who did not complete placement testing, and holds were placed on their records</li> </ul>
<p><b>SSSP - Counseling, Advising and Education Planning Services</b>            Total of first time college students receiving counseling/advising services: 8,406 (excluding "other services")             Target was 6,823; 123% of target population met (exceeded target)             Total 10,164 education plans were developed (5,107 abbreviated; 5,051 comprehensive)             Target for education plans was 6,823; 75% of target met for abbreviated; 74% of target met for comprehensive education plans</p>	<ul style="list-style-type: none"> <li>Continued efforts to add more FT counselors and adjunct counseling hours</li> <li>Increased "in-reach" of counseling services by locating counselors where students can more readily engage their services (Examples of new locations included the Assessment Center, Learning Center, Math Center, Career/CTE Center)</li> <li>Holds placed for abbreviated education plan; however, only notices are sent for comprehensive education plans</li> </ul>
<p><b>SSSP - Follow-Up</b>            Targeted populations included:</p> <ul style="list-style-type: none"> <li>At-risk entering freshmen</li> <li>Students on Probation</li> <li>Undecided Majors</li> <li>Guardian Scholars</li> <li>S4S Peer Mentor Program</li> </ul>	<ul style="list-style-type: none"> <li>Initiated Special Projects to follow up with at-risk populations, led by a counselor/facilitator for up to 25 hours/week</li> </ul>

Goal	Progress
<p><b>BSI</b></p> <p>1. Create and implement integrated academic support services for all students with standardized training and evaluation of tutors in the Learning Center, Math Center and non-credit tutoring. (credit &amp; non-credit)</p>	<ul style="list-style-type: none"> <li>• Partially accomplished. There is a need to extend integration and standardization. Integrated academic support services available at SAC Learning Center. Online tutor training modules have been developed and customized as needed for specific disciplines. All SAC tutors are evaluated annually according to standards provided by the Student Business Office</li> </ul>
<p><b>BSI</b></p> <p>2. We will see a five-year increase of 5% in the number of students who advance from 2 or fewer levels below transfer to qualify for transfer-level mathematics.</p> <p>3. We will see a five-year increase of 2% in the number of students who advance from 2 or fewer levels below transfer to qualify for transfer-level English. (credit)</p> <p>4. We will see a five-year increase of 2% in the number of students enrolled in EMLS classes who advance to transfer-level English. (credit)</p>	<ul style="list-style-type: none"> <li>• Math <ul style="list-style-type: none"> <li>• 1-year cohort +64%</li> <li>• 2-year cohort +29%</li> </ul> </li> <li>• English <ul style="list-style-type: none"> <li>• 1-year cohort -10.8%</li> <li>• 2-year cohort -10%</li> </ul> </li> <li>• EMLS <ul style="list-style-type: none"> <li>• 1-year cohort -2%</li> <li>• 2-year cohort -3%</li> </ul> </li> </ul>
<p><b>BSI</b></p> <p>5. Increase transition of non-credit students to credit programs. (non-credit)</p> <p>6. Increase completion and persistence through the non-credit ESL, English and math developmental sequences. (non-credit)</p> <p>7. Increase comprehensive counseling services to non-credit students. (non-credit)</p>	<ul style="list-style-type: none"> <li>• Progress: Non-credit Academic ESL track created. Non-credit Transition to College course offered 2016-17. Held articulation discussions with credit ESL faculty.</li> <li>• Progress: Non-credit Academic ESL track created.</li> <li>• Progress: Comprehensive counseling services expanded in non-credit to include ESL embedded lessons for students.</li> </ul>

**b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)**

- Long-standing, college-wide mindset and eagerness to see students be successful.
- Interest in inquiry and recent increase in support for inquiry with SAC's new Research Office.
- Intentionality and transparency in departmental cross-dialog. Breaking away from silos.
- BSI funding to start many initiatives, i.e. Math Redesign, embedded counseling in ESL and basic skills classes and in learning centers.
- Opportunity to engage in planning and coordination efforts due to new requirement to do integrated planning.

**c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)**

- Overall Coordination: The Dean of Counseling, Student Equity Coordinator and BSI/Faculty Professional Development Coordinator have worked in close collaboration on Multiple Measures through joint participation on the Student Success & Equity Committee and Basic Skills Strand A. These individuals also regularly attend budget meetings to coordinate SSSP, Student Equity and BSI expenditures.
- The coordinators of SSSP, BSI and Student Equity have met regularly with the head of the Assessment Center to evaluate and determine courses of action for the implementation of multiple measures.

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<u>EPP#1 Multiple Measures</u> : Improve the accuracy of placement to reduce the number of students who place below college-level English and Math by developing Multiple	Pre-assessment workshops are done at feeder high schools by assessment counselor to prepare and inform students of resources available	Provided introductory workshop with John Hetts and CAI workshops with SAC Assessment Coordinator and credit and non-credit basic skills	Co-funded some Student Equity activities.. Finalized direct articulation agreements between SAC School of Continuing Education high school courses and college courses.



<p>Measures models for English, Math, ESL, and Reading and use high school grades and non-credit Math course grades to inform Math, ESL and English course placement.</p>	<p>and changes in assessment. An updated assessment letter was created to inform students of final placement after multiple measures is applied.</p>	<p>and ESL faculty. Intersegmental meetings with SAC Math and English faculty and area high school faculty leading to direct articulation of high school math and English courses to SAC Math and English programs. Boot camps and assessment retesting for math placement. Funded overtime for admissions and records to process waivers and allow students access to new placements.</p>	<p>Centralized assessment services for ABE, ESL, and ASE. Multiple measures is one of the primary goals of the Basic Skills and Student Outcomes Transformation Grant.</p>
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**2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor’s Office will use this information to assist in dissemination of effective practices to other colleges.**

In Fall of 2011, the Santa Ana College Math Department, in conjunction with Strand A of our Basic Skills Initiative, began an inquiry into the redesign of its elementary and intermediate algebra pathways. The department noted that a large proportion of students who began in Basic Skills would not complete Intermediate Algebra or transfer level math within three years of their first math course. Students were routinely completing the transfer pathway at a rate of approximately 12% if they were placed in basic skills. Rates of completion of intermediate algebra were similarly depressed. Consequently, these students would not complete degrees.

The math department noted maintaining the traditional elementary and intermediate algebra sequence would mean that only 75% of all students would ever attempt intermediate algebra after successfully completing elementary. Only 25% of successful elementary completers would take intermediate algebra in the immediately following complete semester. The mathematics was simple: 50% completion in elementary times 25% throughput to intermediate algebra

times 55% successful completion of intermediate algebra meant that there was a 6.9% chance that a student who started in elementary algebra would successfully complete intermediate in a school year. So the first challenge was structural, improving successful completion of intermediate algebra required eliminating the exit point between elementary and intermediate algebra.

The second major change was pedagogical. The department noted that the skills for STEM students was not the same as for those entering the social sciences. . Furthermore, the mathematics required for these two different pathways was different. Hence, the preparation for those courses needed to be different. So, the math department created two separate courses that emphasized the different mathematics for statistics (Humanities and Social Sciences) and for algebra-intensive programs of study (Business and STEM). In addition to this major departure, the department also began using technology to individualize instruction to students depending on their areas of need and including instructional assistants in the classroom.

In Fall 2015, Santa Ana College went to full scale and eliminated elementary algebra. In Spring 2016, intermediate algebra was eliminated and all algebra courses were Redesign. The results have been overwhelmingly positive. Students completing a transfer-level course after starting in basic skills math have increased from 8.2% to 12.8%. Completion of intermediate algebra in a single year has increased from 30.3% to 49.7%. In addition, two-year basic skills completion rates have risen from 17% to 22.7%. When we compare only students who began in elementary or intermediate algebra, the results are even more impressive. Traditionally, between 63% and 65% of all basic skills math students started in elementary or intermediate algebra. One-year Intermediate Algebra completion rates for these students increased from 43.5% to 63.1% from Fall 2014 to Fall 2015. One-year transfer course completion rates increased from 12.7% to 19.1% for the same students. Two-year intermediate algebra completion rates rose from 63.8% to 79.2%. And two-year basic skills completion rates increased from 22.7% to 43.4%.

The work of the Elementary and Intermediate Algebra was a collaborative transformation that included all of the members of the campus. The math department spent 5 years researching, planning, developing and advocating for the proposed change. Counseling and Outreach have engaged in a systematic process to inform our campus community and our local high schools of the important change and its implications. Our administration has embraced the whole scale change in scheduling and outfitting of rooms that this endeavor required. And each year, almost 4000 students are impacted by the change.

- 3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. (Please see separate chart for this question.)**

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<p><b>Goal 1:</b> Increase number of students who transition from SAC non-credit (School of Continuing Education) High School Diploma programs (ABE, GED, Tuition Free High School Diploma, CTE, ESL, and GED) to SAC credit (Activities include SCE Career Center activities) or who are prepared to successfully enter the workforce</p>	<ul style="list-style-type: none"> <li>• Funding of Outreach Staff</li> <li>• Early Decision Counseling</li> <li>• Dedicated EMLS Counseling Hours</li> <li>• Student for Student (S4S) Peer mentor program</li> <li>• Non-credit to credit transition workshops</li> <li>• Develop comprehensive Ed Plans to include student transition goals</li> <li>• Develop waiver processes for articulated SCE courses.</li> <li>• Provide placement testing services at SCE.</li> </ul>	<ul style="list-style-type: none"> <li>• Funding of CalWorks student assistants to provide outreach and peer mentorship.</li> </ul>	<ul style="list-style-type: none"> <li>• Funding of curriculum revision to streamline pathways into credit courses.</li> <li>• Articulated pathways from non-credit to credit in English, math, CTE and VBUS.</li> <li>• Embedded non-credit counseling in ASE, ESL, and ABE to assist in transition activities and pathways.</li> <li>• Facilitate the transition activities and articulation agreements between non-credit and credit ESL/EMLS curricula and HS</li> <li>• Faculty Inquiry Group with Composition and Academic ESL teachers to determine an entry point for ESL</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input checked="" type="checkbox"/> Other: Transition</li> </ul>

			students into the Composition courses which lead to a pathway to English 101.	
<p><b>Goal 2:</b> Increase the percentage of students who complete an English or mathematics transfer-level course within the first year of college.</p>	<ul style="list-style-type: none"> <li>• Assessment Center work with Multiple Measures</li> <li>• Counseling hours in the Math Center</li> <li>• Counselor presentation in Basic Skills classrooms</li> <li>• Assessment Center Counselors at the High Schools</li> <li>• Early Decision Counseling</li> <li>• Freshmen Experience Program</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach to high school campuses to supply guidance on math coursework</li> <li>• Multiple Measures development and implementation</li> <li>• Development and implementation of SAC Days to foster student success for incoming freshmen</li> <li>• Redesign of Elementary and Intermediate Algebra courses to accelerate students and provide better defined pathways.</li> <li>• Dual Enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Provide &amp; evaluate highly integrated academic support services with standardized tutoring, including supplemental instruction &amp; embedded tutoring.</li> <li>• Participate in coordinating recruitment of high school seniors to Freshman Experience Program (FEP)</li> <li>• Continue FEP cohort activities and collaborative faculty planning in linked math-counseling and English counseling</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>

		<ul style="list-style-type: none"> <li>• Funding for increased services in the Santa Ana College Math Center.</li> <li>• Continue professional development for math faculty teaching redesigned beginning &amp; intermediate algebras pathways</li> <li>• Monitor success in redesigned math courses.</li> <li>• Student Assistants are provided for all Elementary/Intermediate Algebra classes.</li> <li>• Faculty Inquiry Group for STEM Redesign</li> </ul>	<p>courses. Provide professional development for FEP faculty.</p> <ul style="list-style-type: none"> <li>• Redesign &amp; accelerate basic skills English courses</li> <li>• Explore options for redesigning credit ESL (EMLS) curricula.</li> </ul>	
<p><b>Goal 3:</b> Increase percentage of students who make an informed decision to declare a major by the third semester or by the attainment of fifteen degree-applicable units</p>	<ul style="list-style-type: none"> <li>• Let's Decide program of one-on-one counseling sessions with undecided majors culminating with a comprehensive education plan.</li> <li>• Provide Career workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for peer mentors and ambassadors to guide incoming students.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input checked="" type="checkbox"/> Transfer</li> <li><input type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>

	<p>targeted towards undecided majors.</p> <ul style="list-style-type: none"> <li>• S4S peer mentor follow up from orientations</li> <li>• Classroom presentations on the Let's Decide program</li> <li>• N45 Freshmen Orientation course to follow up on Education plan made during Early Decision</li> </ul>			
<p><b>Goal 4:</b> Decrease the average amount of time that it takes for students to complete degrees or certificates.</p>	<ul style="list-style-type: none"> <li>• Comprehensive Educational Plan Counseling</li> <li>• Counseling provided at Learning Center, Math Center, Athletics, Bridge to Engineering</li> <li>• On Track to Success program targeting Probation students</li> <li>• Probation Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion of EOPS and EOPS services</li> <li>• Digital Dons technology program</li> <li>• Dual Enrollment</li> <li>• Freshmen Experience Program</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>

<p><b>Goal 5:</b> Increase the percentage of students who become transfer-ready, attain transfer degrees, or transfer.</p>	<ul style="list-style-type: none"> <li>• Puente Program</li> <li>• ULink Program</li> <li>• Counseling hours to provide follow up services and educational plans at Math Center, Learning Center, Athletics, Bridge to Engineering, MESA, University Transfer Center, Center for Teacher Education</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion of EOPS and EOPS services</li> <li>• MESA Research and Transfer Trips</li> <li>• Transfer Trips for at-risk students</li> <li>• Summer Scholars Transfer Institute (SSTI)</li> <li>• Freshman Experience Program</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input type="checkbox"/> Retention</li> <li><input checked="" type="checkbox"/> Transfer</li> <li><input type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>
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**4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)**

The Santa Ana College Student Success and Equity Committee is a shared governance committee that integrates broad college-wide efforts towards fundamental and transformative change and seeks to weave student success and equity into the fabric of our institution. This committee will ensure the integration of matriculation, instruction and student support to complete student success goals. The committee is co-chaired by the Dean of Student Affairs and the Student Equity Coordinator . Three foundational pillars of this committee are the Student Success and Support Program, the Student Equity program and the Basic Skills Initiative program, creating a synergy of faculty, staff and students and administrators working at a common purpose towards both program specifics and shared goals.

Further program coordination necessary to implement specific objectives and budget planning is facilitated by the co-chairs of the Student Success and Equity Committee and the coordinators of each of these programs. These members

meet and collaborate frequently as they also lead their respective task forces in implementation of goals and objectives governed by specific program mandates and regulations.

Significant overlap of institution wide goals allows for a more integrated approach. The College Council is the governing committee to oversee the institution wide goals and have approved the 2017-2019 Integrated Plan. Also, to ensure the campus is aware of and receives feedback on the 2017-2019 Integrated Plan, presentations will be made to the Academic Senate, Associated Student Government and Board of Trustees.

In addition, the Coordinators of Student Equity and Student Success Support Program are part of the campus steering committee for Guided Pathways. Santa Ana College is one of 20 colleges chosen to be part of the Guided Pathways Demonstration Project. In participating in the Project, Santa Ana College has started campus meetings to design and implement Guided Pathways. Guided Pathways is a planning framework for colleges to bring together and scale effective programs, services, activities that currently exist into structures that include all students. The Guided Pathways framework will help colleges integrate the best aspects of all initiatives into cohesive strategies that will help more students get to and through college. The work of this integrated plan and the Student Success and Equity Committee will facilitate our campus' transition to Guided Pathways.

**5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)**

Noncredit has developed two articulated courses to prepare and transition students to math and English credit courses. These new courses were partially supported by BSI funds for curriculum development and instructional materials. BSI also supports embedded counseling lessons for ESL, ABE, and HSS students. Counselors provide individual counseling sessions in the ESL classrooms to enhance the integration of proactive counseling support services with instruction. The goal of the lessons is to inform students about their educational options at noncredit and credit focusing on creating transition pathways. Students are given information to assist them develop their personal, career, and academic goals, which will eventually lead into a comprehensive Educational Plan. Educational Plans are developed in the classroom with each counselor assigned individual students to assist in identifying academic goals. According to our SARS, in 2016-17 a total of 2323 student contacts were made during the six-week lesson. A total of 21 classrooms developed educational plans in the classroom for a total of 318 educational plans. In addition to ESL embedded lessons, Student Success Lessons were given in the HSS/ABE/GED labs during the spring 2017 semester. At Centennial Education Center, CEC, 700 students participated in these counselor-led lessons. At Adult Education Center,



AEC, (SAC B33), 264 students participated in these lessons. Counselors provided individual counseling sessions in the classrooms to enhance the integration of proactive counseling support services with instruction. At CEC, 488 students received individual counseling services and at AEC 79 students received individual counseling services.

**6. Describe your professional development plans to achieve your student success goals. (100 words max)**

- Foster a more inclusive, student-centered culture through equity-focused professional development.
- Foster learner-centered instructional practices through classroom research, faculty-driven workshops, peer coaching and attendance at targeted professional conferences
- Provide professional development by SAC experts in redesigned math and English courses that are one-level below transfer.
- Provide data forums by SAC Research Office.
- Provide faculty trainings by SAC experts in Reading Apprenticeship and Distance Education, including use of OER and Canvas.
- Develop standardized tutor training and evaluation in all learning centers.
- Introduce and implement strengths-based education.
- Improve student completion rates through activities conducted by a professional learning community.

**7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**

We will be collecting and evaluating data at the end of each semester and school year. Programs that are funded by SSSP, BSI and Equity will be evaluated based upon the momentum points that have been prescribed according to our longer term goals and the key progress indicators for the Guided Pathways. The SAC Research Department will aid in the collection and dissemination of the results. The Student Success and Equity Committee and the College Council will be responsible for reviewing our evaluated progress towards our goals.

**8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity and BSI with other colleges in your district to achieve your student success goals? (100 words max)**

Since the inception of the statewide student success and student equity initiatives, collaboration between the two colleges of the Rancho Santiago Community College District, Santa Ana College and Santiago Canyon College, has been an integral part of the planning process. The two colleges continue to collaborate on joint issues such as admissions and registration procedures, probation and dismissal policies, MIS data collection, degree audit, electronic Student Educational Plan development and changes in board policies and administrative regulations. In addition, both colleges have worked together in the Common Assessment Initiative (CAI) with joint meetings and workgroups across the two colleges of Math and English faculty as well as administrators, IT, research and counselors.

- 9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.**

Please see attached budget template.

- 10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:**

We are privileged to serve Santa Ana and its surrounding communities. Educators, community and business leaders, municipal partners, entrepreneurs, and philanthropists coordinate to create a college that has as its mission the attainment of the educational goals and dreams of an entire region. The work of Student Equity at Santa Ana is to make the attainment of these dreams and goals incumbent upon the hard work and content of the character of our students and not income, gender, ethnicity, disability status, previous military service, or any other qualifying characteristic. The goal is to have a campus where student success is the center of our every activity and is the measure by which we determine the college’s success.

The Santa Ana College Integrated Plan represents a year-long process of inquiry, coordination and planning conducted by the entirety of the Santa Ana College community. Hundreds of faculty, staff, students and administrators supplied

input as to how to make our college a more equitable and student-success centered campus. The new Integrated Plan brings together plans and activities from every academic, student service and administrative division. It is the promise of the members of our institution to work together across all boundaries to supply the best possible campus for our students to receive an education. Many of the activities presented within the plan cross between Research, Continuing Education, Student Services, Academic Affairs, and Administrative Affairs in order to eliminate boundaries and provide support to our students.

As detailed in question 1, progress has been made towards the closing of our equity gaps. This is particularly the case for Basic Skills math and course completion. However, the changes that we have made are only now really beginning to take effect on an institutional level. The changes that are needed, the advent of multiple measures, the wholesale redesign of our basic skills program, and our future work with Guided Pathways are either in the planning stages or, as is the case with multiple measures and basic skills, have yet to make an impact on degree and certificate attainment. Furthermore, Student Equity has made large investments in technology and bridging the digital divide and these investments are providing the infrastructure that will eventually change our campus culture.

The 2017-19 Integrated Plan is a continuation of a promise and the planning activities set forth in 2014-16 Student Equity, SSSP and BSI plans. But it is a significant expansion as well. Whereas, the Santa Ana community was only becoming aware of what equity was and how it played a role in our students' success, we have a far greater understanding and many more tools to conduct the work of equity. The Integrated Plan was written by faculty and administrative leaders of SSSP, Student Equity, BSI, non-credit BSI and non-credit SSSP.

The following enumerate the activities and expenditures for Student Equity at Santa Ana:

<b>Success Indicator: Access</b>	
<b>14-15 Goals</b>	
SAC expert faculty and staff will provide annual training to outside agencies staff (Veterans Services Agency; OCDE; OC Social Services Agency; Dept. of Rehabilitation etc.) and feeder schools, including articulation meetings with SCE faculty regarding the matriculation process at SAC for historically underserved populations (foster youth, special needs, and veterans).	Produce increased quality written and electronic materials for use by agencies and schools working with these targeted populations. Outcome: Marketing materials specifically targeting historically underserved populations will be developed for use by agencies and schools. Materials and Website will be focus tested prior to implementation. Outcomes will be measured by analytics annually.

<b>15-16 Goals</b>		
<b>A1.</b> Improve access to SAC for historically underserved populations through interaction with outside agencies and schools (including SCE) serving these populations.	<b>A2.</b> Increase information, awareness about SAC and its specialized programs by building a more robust pre-orientation process to historically underserved populations complementing the Student Success and Support Program (3SP) efforts.	
<b>Activity</b>	<b>Funding Year</b>	<b>Total Funding</b>
Provide wrap-around services for Foster Youth	14-18	\$33,137
Development and implementation of Universal ID's for all RSCCD students	16-18	\$79,632
Increase Access in Continuing Education for undocumented students	17-18	\$7,183
Provide bus passes and laptop use for Upward Bound students to increase matriculation to college.	16-17	\$34,470
Fund cultural and consciousness raising activities for students via Associated Students and Interclub Council	16-18	\$300,762
Provide opportunity for high school students to earn college credit while in high school with counseling and pathways courses offered at their school site.	15-18	\$401,659
Outreach to disproportionately impacted subgroups within the community and at community high schools	14-18	\$266,380
Improve accessibility to electronic and instructional resources for disabled students by bringing in personnel to insure compliance and access to electronic and instructional resources	14-18	\$39,468
Increase access to resources for veterans in the Veterans Resource Center by bringing staffing to capacity	15-18	\$114,380
Improve the ability of the scholarship office to find and deliver awards to disproportionately impacted students by conducting systematic research and using that research to target and pursue disproportionately impacted subgroups	15-18	\$76,074
Make the conditions in welding labs more equitable for female welders by providing female instructional assistants	15-17	\$36,957
Expand the hours of operation for the Learning Center, Library, Math Center and Academic Computing Center to provide low-income and working students access to study areas, computers and instructional support	15-17	\$82,060
Increase matriculation to the campus of low-income, Latinos by providing a summer life-writing program	15-16	\$4,478
SAC expert faculty and staff will provide annual training to outside agencies staff (Veterans Services Agency; OCDE; OC Social Services Agency; Dept. of Rehabilitation etc.) and feeder schools, including articulation meetings with SCE faculty, regarding the matriculation process at SAC for historically underserved populations (foster youth, special needs, and veterans).	14-17	\$17,382

<b>Success Indicator: Course Completion</b>		
<b>14-15 Goals</b>		
Provide academic support services for target population students to increase retention and successful course completion.	Create accelerated developmental education pathways.	
<b>15-16 Goals</b>		
Provide academic support services for target population students to increase retention and successful course completion.	Create accelerated developmental education pathways.	
To provide an equity-centered process for at-risk students allowing students to have all course materials at the start of classes by providing Open Educational Resources (OER). A no cost solution for students to have access to all materials necessary for course success on day-one would improve their course engagement, retention, and success.		
<b>Activity</b>	<b>Funding Year</b>	<b>Total Funding</b>
Provide for supplemental instruction for STEM courses	17-18	\$20,339
Increase resources in the Learning Center to provide instructional support to disproportionately impacted students in gatekeeper courses	14-18	\$261,741
Increase resources in the Math Center to provide instructional support to disproportionately impacted students in mathematics	14-18	\$218,656
Expand experiential opportunities to students in sciences, business and math	15-16	\$11,050
Expand and refine the Online Educational Resources at the campus to provide students and faculty with low-cost or no-cost textbook options	15-18	\$252,489
Expand and improve distance education offerings for disproportionately impacted groups non-traditional students	15-18	\$80,670
Conduct a pre-semester Math Jam to prepare disproportionately impacted students to be successful in difficult transfer-level math course	15-17	\$33,913
Increase books in SAC library that are associated with gatekeeper courses and courses with the highest disproportionate impact.	14-15	\$14,479

<b>Success Indicator: Basic Skills Completion</b>	
<b>14-15 Goals</b>	
To determine why students are not succeeding in Basic Skills and ESL classes through the student voice.	To improve student equity in degree-applicable course completion by students who completed Basic Skills Math, English or ESL levels below transfer

<b>15-16 Goals</b>		
Develop an equitable and student-success centered assessment and placement system.	Improve student equity in degree-applicable course completion by students who completed Basic Skills Math, English, or ESL levels below transfer.	
<b>Activity</b>	<b>Funding Year</b>	<b>Total Funding</b>
Improve ESL education at Continuing Education off-site locations by providing for laptop carts for areas without technology access	16-17	\$51,564
Bring the redesigned elementary and intermediate algebra pathway to full implementation providing impacted students with an accelerated and more targeted pathway to course completion	14-18	\$888,878
Bring together non-credit ESL, EMLS and English faculty to discuss and plan strategies for improving transition from non-credit to credit ESL and develop a comprehensive English reading, writing and language program	14-17	\$44,654
Offer Math Boot Camps (2 weeks) to high school students, veterans, and other equity impacted populations to ensure accurate assessment and placement of students. (See Pasadena City College Pathways Program)	15-16	\$7,039

<b>Success Indicator: Degree and Certificate Completion</b>		
<b>14-15 Goals</b>		
Provide training to all PT/FT counselors regarding degree and certificate requirements and career opportunities.	To develop best practices for increasing degree and certificate completion.	
<b>Activity</b>	<b>Funding Year</b>	<b>Total Funding</b>
Create and disseminate Career Pathways templates for upcoming Guided Pathways Initiative	16-17	\$34,325
Provide informed and compassionate counselling to disproportionately impacted communities including foster youth	15-16	\$186,784
Provide peer mentoring to students who are struggling academically in order to improve persistence to degree and certificate completion	15-18	\$29,450
Improve Instructional Assistance in Human and Manufacturing Technology to improve instruction and increase student involvement	15-17	\$46,480
Improve experiential learning by improving and expanding SAC internship program for disproportionately impacted students	15-18	\$59,453
Provide training to all PT/FT counselors regarding degree and certificate requirements and career opportunities.	14-15	Completed using SSSP
Increase use of degree and certificate audit program to support target student completion.	14-15	Completed
Implement a program to help onboard incoming freshmen into college life called SAC Days	16-18	\$6,483

<b>Success Indicator: Transfer</b>		
<b>14-15 Goals</b>		
Bring staffing and staff/counselor training in the University Transfer Center to adequate levels to support equity initiatives.	Provide enhanced financial aid application and follow-up assistance to students in the targeted subgroups as they work toward and achieve transfer.	
Expand support services to targeted subgroups needing alternatives to the traditional educational model.	Develop effective, early, and sustained college-wide and community communication regarding opportunities in higher education, purposefully reaching out to targeted subgroups.	
Increase transfer to universities for all groups, specifically among the targeted subgroups		
<b>15-16 Goals</b>		
Bring staffing and staff/counselor training in the University Transfer Center to adequate levels to support equity initiatives.	Provide enhanced financial aid application and follow-up assistance to students in the targeted subgroups as they work toward and achieve transfer.	
Expand support services to targeted subgroups needing alternatives to the traditional educational model.	Develop effective, early, and sustained college-wide and community communication regarding opportunities in higher education, purposefully reaching out to targeted subgroups.	
Increase transfer to universities for all groups, specifically among the targeted subgroups.		
<b>Activity</b>	<b>Funding Year</b>	<b>Total Funding</b>
Expand EOPS to 200 more students, thereby improving transfer success to disproportionately impacted communities	14-15 15-16 16-18	\$375,249
Coordinate with MESA to provide opportunities for leadership, research and mentoring to improve transfer for disproportionately impacted communities in STEM 3	14-15 15-16 16-17	\$350,366
Expand Transfer Center Activities to support impacted students in exploring transfer opportunities and developing skills necessary to succeed at 4-year institutions	15-16	\$878,818
Support Freshmen Experience in improving outcomes and persistence for first-year students	15-16	\$250,922
Assist the honors program in helping impacted students towards transfer	15-16	\$4,887
Expand the Transfer Mentor Program by 25% each year to a goal of 150 annually, targeting identified equity subgroups.	14-15	\$32,289
Fund the Summer Scholars Transfer Institute	14-15	\$167,371
Expansion of services for the Bridge to Engineering Program which takes disproportionately impacted students and progresses them towards degrees and transfer in engineering	15-16	\$78,043

<b>Overall and Multiple Success Indicator Activities</b>		
Student Equity at Santa Ana College is committed to providing the necessary technology, marketing and research infrastructure necessary to conduct the work of Equity.		
<b>Activity</b>	<b>Funding Year</b>	<b>Total Funding</b>
Student Equity Coordination <ul style="list-style-type: none"> <li>• Student Equity Coordinator</li> <li>• Student Equity Staff</li> <li>• Conferences</li> <li>• Hospitality and Non-Instructional Supplies</li> <li>• Marketing and Printing</li> </ul>	14-18	\$1,130,669
Professional Development <ul style="list-style-type: none"> <li>• Professional Development Coordinator</li> <li>• Professional Development support</li> <li>• Speakers</li> <li>• Conferences and travel</li> <li>• Faculty Stipends</li> <li>• Hospitality and Non-Instructional Supplies</li> <li>• Marketing and Printing</li> </ul>	14-18	\$1,012,582
Research Analysis <ul style="list-style-type: none"> <li>• Research Director</li> <li>• 2 Research Analysts</li> <li>• Research Software and Hardware</li> <li>• Conference and Travel</li> <li>• Non-Instructional Supplies</li> <li>• Marketing and Printing</li> </ul>	14-18	\$714,642
Marketing <ul style="list-style-type: none"> <li>• Outreach to low-income and non-traditional groups</li> </ul>	14-18	\$357,999
Technology and Software <ul style="list-style-type: none"> <li>• Technological Project Manager</li> <li>• Digital Dons Laptop Loan Program</li> <li>• Universal ID program</li> <li>• Student Portal</li> </ul>	14-18	\$961,870
CEC Equity Coordination <ul style="list-style-type: none"> <li>• CEC Student Equity Coordinator</li> <li>• Outreach to Undocumented students</li> <li>• Technology Update for Off-site program</li> </ul>	15-18	\$190,869

If you need more information regarding Student Equity at Santa Ana or Santa Ana's integrated plan, then please contact George Sweeney at [Sweeney\\_george@sac.edu](mailto:Sweeney_george@sac.edu).



**11. What support is needed from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**

- a. System-wide discussion of how to preserve the holistic and exploratory mission of education in the pathways model.
- b. Continuation of webinars and workshops that support cultural competence and growth mindset for the entire college community.
- c. Site visit or webinars on evaluating campus culture and institutional processes that may be barriers to student success and equity.
- d. Models for assessing progress on above topics.
- e. Advising on ways to align campus research to metrics in the Student Success Scorecard.

**12. Identify one individual to serve as the point of contact for our college (with an alternate) for the Integrated Plan and provide the following information for that person:**

Name: George Sweeney  
Title: Student Equity Coordinator  
Email Address : Sweeney\_George@sac.edu  
Phone: (714) 564-6527

Alternate Point of Contact:  
Name: Maria Dela Cruz  
Title: Associate Dean of Counseling  
Email Address: DeLa\_Cruz\_Maria@sac.edu  
Phone: (714) 564-6093

STATE OF CALIFORNIA

CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE

1102 Q STREET  
SACRAMENTO, CA 95814-6511  
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HTTP://WWW.CCCCO.EDU



ACCOUNTING ADVISORY NO. 2000-01  
July 24, 2000

TO: District Chief Business Officer

FROM: Frederick E. Harris, Director  
College Finance & Facilities Planning

SUBJECT: Proposition 20 - Lottery Funds for Instructional Materials

Synopsis: At the Primary Election held on March 7, 2000 California voters approved Proposition 20 - *Cardenas Textbook Act of 2000*. Proposition 20 amended Government Code Section 8880.4 to provide that beginning with the 1998-99 fiscal year and each fiscal year thereafter, fifty percent of any growth in statewide lottery revenues for public education above what was allocated in the 1997-98 fiscal year would be allocated to school districts and community college districts (K-14 districts) for sole purpose of purchasing instructional materials.

The State Controller's Office (SCO) is responsible for the allocation of lottery revenue to public education, including community college districts. The SCO is also responsible for implementing the new lottery revenue allocation provisions required by Proposition 20. The SCO has recently decided two previously uncertain implementation issues as follows:

- The SCO interpreted the language of Proposition 20 to require that fifty percent of the total growth in lottery funds as described above be allocated only to K-14 districts for the purchase of instructional materials. This interpretation will result in K-14 districts receiving a larger share of lottery funds because other public education entities (CSU, UC, etc.) will no longer receive a share of half of the growth in lottery funds. Proposition 20 does not change the way that base lottery revenues and the other half of the growth are allocated.
- The SCO determined that Proposition 20 will be implemented retroactively. The language states that its provisions begin in the 1998-99 fiscal year. This means that non K-14 educational entities will have current lottery revenue reduced to offset the over-allocated amounts provided in fiscal year 1998-99.

The SCO previously determined that interest income should be excluded from the Proposition 20 base year (1997-98) and payment calculations. An issue that is yet unresolved is whether the SCO should also exclude unclaimed prizes lottery revenue. Public education receives unclaimed prizes and interest income in addition to the statutory 34% distribution of sales revenues. Due to this outstanding issue, the State Controller's Office has not yet finalized the base year amount or the methodology to calculate the Proposition 20 payments.

## Lottery Payments/Projections

The SCO lottery allocation system is being revised to automatically calculate the portion of lottery revenue that is restricted for instructional materials and will identify those amounts separately. The funds are to be distributed on the basis of an equal amount per unit of ADA/FTES for K-14 districts. As stated above, Proposition 20 provides that fiscal year 1997-98 be the "base year" when calculating the growth in statewide lottery revenues for public education. In fiscal year 1997-98, approximately \$817 million (including approximately \$30 million from unclaimed prizes) was allocated from lottery revenue to public education.

Lottery revenue for public education for fiscal year 1998-99 increased by approximately \$95 million from the base year amount, half of which is retroactively earmarked for K-14 instructional materials. The majority of this amount has already been allocated to K-14 districts as regular lottery revenue. The SCO plans to include the portion not yet allocated in the normal revenue adjustment that will occur in the 1<sup>st</sup> Quarter payment (December) for fiscal year 2000-01. A remittance advice will be provided to separately identify the portion of the adjustment related to Proposition 20 and therefore restricted for the purchase of instructional materials. This revenue should be treated as current year restricted revenue in fiscal year 2000-01 and expended in accordance with Proposition 20. K-14 districts will receive the revenue adjustment to make-up for the under-allocated amounts for fiscal year 1998-99 resulting from the retroactive implementation of Proposition 20. The SCO will provide K-14 districts their total restricted amount for fiscal year 1998-99 when the base year amount and the methodology to calculate the Proposition 20 payments are finalized. Once this information is provided by the SCO, the district should determine if there were sufficient expenditures for instructional materials for fiscal year 1998-99 to meet the expenditure requirements of Proposition 20. Any deficiency should be made-up through current-year instructional materials expenditures. Although Proposition 20 has retroactive provisions, the Chancellor's Office will not request that districts modify their lottery receipt and expenditure report (CCFS-311) filed for fiscal year 1998-99.

Lottery revenue for fiscal year 1999-2000 is projected to increase by \$123 million from the base year, half of which is restricted for instructional materials. The restricted portion represents approximately \$8 per FTES (\$116 for the regular lottery allocation). The Controller's Office is planning to make fiscal year 1999-2000 Proposition 20 payments in the 4<sup>th</sup> Quarter payment (September). Lottery revenue for fiscal year 2000-2001 is projected to increase by \$152 million from the base year, half of which is similarly restricted. The restricted portion represents approximately \$10 per FTES (\$119 for the regular lottery allocation) per FTES.

Please note that the projected payment schedule is contingent on a timely resolution of the issue related to unclaimed prizes lottery revenue and successful testing of programming changes to the lottery allocation system. Also, the above projected Proposition 20 revenue per FTES could change if the SCO determines that lottery revenue from unclaimed prizes should not be included the Proposition 20 base and payment calculations and/or the statewide ADA/FTES total is revised.

## Guidelines for Instructional Materials Expenditures

The Chancellor's Office Legal Office has issued Legal Opinion O 00-16 regarding the definition of "instructional materials" as used in Proposition 20. The Opinion provides the following conclusion:

"We find that the definition of instructional materials contained in Education Code Section 60010(h) is comprehensive in that it contains a list of items that constitute the universe of materials deemed to be

instructional. While Education Code Section 60010(h) applies directly only to elementary and secondary school districts, our review of the community college statutory and regulatory authority on the subject of instructional materials revealed no definition which was in any way contradictory to the broad definition provided in Education Code Section 60010(h). Furthermore, we find no evidence that Proposition 20 was designed to apply a definition of instructional materials to community colleges that is different from the one applicable to elementary and secondary school districts. We therefore conclude that the Legislature and the voters intended community college districts and K-12 school districts to share a common definition of instructional materials for purposes of Proposition 20 and that the applicable definition is contained in Education Code Section 60010(h)."

Therefore, the expenditure of Proposition 20 funds should conform to Education Code Section 60010(h), which states that "Instructional materials means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted, and may include textbooks, technology-based materials, other educational materials, and tests."

### **Accounting for Proposition 20 Revenues**

Lottery revenue restricted for instructional materials must be accounted for in the restricted sub-fund of the General Fund and recorded to revenue account *8680 State Non-Tax Revenues-State Lottery Proceeds*. The expenditures are to be recorded within the subsidiary categories of *Object 4000 Supplies and Materials: Software; Books, Magazines and Periodicals*; and *Instructional Supplies and Materials* as appropriate. Also included are educational software licensing expenditures recorded within *Object 5000 Other Operating Expenses and Services-Contract Services* and expenditures recorded within *Object 6300 Library Books*. The expenditures should be for *Activities 0100 through 4900, 6110 Learning Center, and 6120 Library*. To the extent possible, 1999-2000 lottery revenue should be accrued. You should also note that Proposition 20 does not contain any supplanting language and that unspent balances can be carried over.

Lottery revenue not restricted for instructional materials will continue to be considered unrestricted General Fund revenue to be used exclusively for the education of pupils and students and cannot be used for acquisition of real property, construction of facilities, and financing of research.

**Action/Date Requested:** This Accounting Advisory is for your information and should be used in conjunction with the Budget and Accounting Manual to record and report Proposition 20 revenues. Please file this advisory in the Appendix of your manual behind the tab "Accounting Advisories". We will continue to inform you as decisions are made regarding implementation of Proposition 20 and whether there are any changes in lottery projections.

**Contact:** If you have any questions, please contact Elias Regalado at (916) 445-1165 or by e-mail at [eregalad@cccco.edu](mailto:eregalad@cccco.edu).

Cc: District Superintendent/President  
Thomas J. Nussbaum  
Patrick J. Lenz  
Elias M. Regalado

NOTICE:

CLARIFICATION TO ACCOUNTING ADVISORY No. 2000-01

PROPOSITION 20 - LOTTERY FUNDS FOR INSTRUCTIONAL MATERIALS

August 1, 2000

In addition to the Object of Expenditure categories listed in Accounting Advisory No. 2000-01 for the expenditure of Lottery revenue that is restricted for instructional materials, districts can also record educational software purchases to Object 6400 Equipment if the cost and useful life requirements are met as prescribed in the Budget and Accounting Manual.

The Advisory previously only included educational software purchases recorded within *Object 4000 Supplies and Materials*.

If you have any questions, please contact Elias Regalado at (916) 445-1165 or by e-mail at [eregalad@cccco.edu](mailto:eregalad@cccco.edu).

## Guidelines for Distinguishing Between Supplies and Equipment (BAM Appendix D)

One common accounting challenge districts face is that of distinguishing between supplies and equipment, between equipment and improvement of grounds, and between equipment/building fixtures and service systems. Nevertheless, districts must correctly identify each expenditure if they are to achieve the necessary uniformity of accounting.

Whether an item should be classified as equipment or as supplies is determined on the basis of the length of time the item is serviceable and on its contribution to the value of the district. For example, supplies are constantly being consumed and replaced without increasing the value of the physical properties of the district. Equipment has relatively permanent value, and its purchase increases the value of the physical assets of the district.

Expenditures made by districts for equipment, improvement of sites, building fixtures and service systems are charged as capital outlay; expenditures for supplies are charged as current expense. The purchase of equipment either as direct purchase or lease-purchase must be recorded in object classification 6400, Equipment.

Supplies are items of expendable nature that are consumed or worn out, deteriorate in use, or are easily broken, damaged or lost. Examples include paper, pencils, cleaning materials, nails, scissors, test tubes, and keys.

Items that have a relatively short service life (less than one year) and that, therefore, must be replaced frequently are also charged as supplies. Examples include brooms, tools, and rubber stamps.

Computer software and hardware could fall into either category, supplies or equipment, depending on the cost and useful life. To determine which category of expenditure an item belongs, follow the questions and/or guidelines listed below.

Some articles clearly cannot be classified as either supplies or equipment. They have the characteristics of equipment, but they have a low unit cost or are frequently lost, broken or worn out and replaced in normal use. To obtain uniformity, the district should assign items to the various classifications on the basis of the answers to the questions in the list below:

1. Does the item lose its original shape and appearance with use?
2. Is it consumable, with a normal service life of less than one year?
3. Is it easily broken, damaged, or lost in normal use?
4. Is it usually more feasible to replace it with an entirely new unit than to repair it?
5. Is it an inexpensive item? Does the small unit cost make it inadvisable to inventory the item? See *Education Code* Section 81600.

If the answer to one of the above five questions is yes, the item should be classified as a supply item and the expenditure should be recorded within object classification 4000. If all answers are no, the item should be classified under object classification 6400, Equipment.



## Equipment

By way of example, let us classify both a personal computer and a calculator. The computer is likely to last more than one year, and if it did break down, it is most likely to be repaired. The calculator may last more than one year, but in the event that the calculator stopped working, it would be replaced, not repaired.

Thus, it would be declared a supply. Although it is not necessary to continue down the list of other criteria, note that many of them support the classification of calculator as supply rather than equipment. It would not be subject to special control, because the cost of keeping inventory on it would represent a large percentage of the cost. Nor is the cost in excess of the minimum dollar value established by the Budget and Accounting Manual. All of these criteria strengthen the classification of calculators as supplies.

**NOTE: It is important to note that the policies of a district may override any of these guidelines. Districts may also wish to include in their historical inventories, audit trace inventory system, or any other acceptable inventory system those items whose acquisition costs are less than the amount cited in the Budget and Accounting Manual. It may be desirable for individual districts to establish and maintain Capital Accounts for charging non-inventoriable equipment that do not warrant the keeping of inventory records.**

Repair parts that the district purchases for buildings, equipment and grounds, regardless of cost, are normally charged as supplies and would be accounted for under object 4000. Examples include plumbing fixtures; compressors, if part of a larger unit; bus transmissions; engines; and timer devices for automatic sprinkling systems.

Repair costs are those outlays which are necessary to keep an asset in its intended operating condition but which do not materially increase the value or physical properties of the asset. These costs would be accounted for under object 5000.

In contrast, all additions and betterments to fixed assets should be charged to a Capital Outlay account when acquired or when construction or installation is completed. An addition refers to a physical extension of some existing asset. A betterment exists when part of an existing asset is replaced by another and the replacement provides a significant increase in the life or value of the asset.

Capital Outlay expenditures are those that result in the acquisition of capital assets or additions to capital assets. They are expenditures for sites, improvement of sites, buildings, improvement of buildings, building fixtures, service systems, and purchase of initial or additional equipment.



## Classification Of Expenditures By Object (BAM)

### 4000 Supplies and Materials

Software

Books, Magazines and Periodicals

Instructional Supplies and Materials

Non-instructional Supplies and Materials

This object is used to record all expenditures for instructional and non-instructional supplies and materials, including costs of freight, sales/use tax and handling charges.

Supplies and materials are items that are expendable and quickly consumed or easily broken, damaged, or lost. For distinguishing between supplies and equipment see Appendix D.

Included in this object are instructional, office, library, medical, food and food service supplies as well as tests, periodicals, magazines, pictures, maps, computer software, and other expendable items having a useful life of less than one year. Also included are supplies and materials used in the care and upkeep of equipment, buildings and grounds and other like items.

Object 4000, Supplies and Materials, is the controlling account that summarizes expenditures in the following subsidiary object categories:

#### Software

Expenditures for software purchases with an initial cost of less than the district's capital outlay threshold should be accounted for in object code 4000. Expenditures for payments to firms providing software licensing are recorded within Object 5000. **Software purchases with an initial useful life in excess of one year may be classified as equipment in Object 6400.** For additional information, see Appendix D, *Guidelines for Distinguishing Between Supplies and Equipment*. The account codes for software licensing are also described in object codes 5000, Rents and Leases, and object code 5000, Repairs and Maintenance. Account codes for the purchase of a perpetual license agreement is included in object code 6400, Equipment.

#### Books, Magazines and Periodicals

Expenditures for books, magazines, and periodicals other than those purchased for the district's library. Books purchased for a department/division library are to be recorded within this object as a supply. See Object 6300, Library Books for expenditures related to the college library.

#### Instructional Supplies and Materials

Expenditures for supplies to be used by students, faculty and other personnel in connection with an instructional program.

#### Non-instructional Supplies and Materials

Expenditures for supplies and materials used in institutional support services.

### **6300 Library Books**

Expenditures for the purchase of books, magazines, periodicals and non-print media for the college library. Non-print media includes the costs of electronic services for books, magazines, periodicals and other library resources which are available through electronic subscriptions.

The purchase of books, magazines, periodicals, and non-print media for department/division libraries shall be recorded within Object 4000, Books, Magazines and Periodicals under the appropriate Instructional Activity.

### **6400 Equipment**

Expenditures for the purchase of tangible property with a useful life of more than one year, other than land or buildings and improvements thereon (*EC §35168*).

Expenditures for intangible assets are also charged to object code 6400 if they have a value greater than the district's capital outlay threshold and an initial useful life longer than one year. Intangible assets may include: easements, patents, intellectual property, and software both internally generated and purchased. The initial costs to implement, including licensing costs, for both internally generated and off the shelf software should be capitalized in accordance with the district's capitalization policy. Subsequent outlays for maintenance and licensing are generally expensed unless they include modifications that add capacity or efficiency to the software that defers obsolescence and results in an extension of the useful life of the software. **Modifications that do not result in added capacity or efficiency or result in an extension of the useful life of the software should be charged to the repairs and maintenance object code 5000.**

See Appendix D, *Guidelines for Distinguishing Between Supplies and Equipment*.

Districts shall maintain a historical inventory, audit trace inventory system, or any other acceptable inventory system that contains the description, name, identification numbers, original cost, date of acquisition, location, and time and mode of disposal for all items of equipment that cost or had a market value at time of acquisition in excess of five thousand dollars (\$5,000) or the district adopted capitalization threshold. Districts retain authority to inventory assets at a lower level if there is local need to do so, but the \$5,000 level is the uniform system level for capitalization and depreciation. (Accounting Advisory No. 2001-01)

Built-in fixtures are an integral part of the building, or building service system, and are reported in Object 6200, Buildings.

Expenditures for equipment purchases shall be recorded by the prescribed subsidiary account:

#### ***New***

Expenditures for the purchase of new equipment, or equipment of different quality or capacity, or restoration of equipment (necessitated by casualty loss).

#### ***Replacement***

Expenditures for the identical replacement of equipment (necessitated by normal use) on a piece-for-piece basis to perform the same function(s).

Equipment that differs in capacity, function, or quality shall be considered new equipment.

## Definitions

**Adaptive Equipment:** Equipment for those with disabilities that make the instructional program accessible. "Accessible" means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use. Examples of adaptive equipment/assistive technology would be the following:

- CCTV's (hardware or equipment) for low vision users to read textbooks, library books
- Magnification software for users with low vision
- Screen reader software for users who are blind
- Screen reader software for users with learning disabilities
- Adjustable height tables for users in wheelchairs
- Ergonomic furniture for users needing adjustments due to physical disabilities
- Scanning solutions (small scanners for text to voice software and/or high-end scanners for digitizing library research in books)
- Accessible teaching podiums for instructors with disabilities
- Any purchase of accessible technology in order to meet the needs of students on a college campus.
- Accessible clickers used in lecture hall setting to record student response systems

**Equipment:** Tangible property with a purchase price of at least \$200 and a useful life of more than one year, other than land or buildings and improvements thereon.

**Instructional Support 5-Year Plan:** A spreadsheet submitted by each district to the Chancellor's Office comprised of the district's future instructional equipment needs over a period of five years.

**Project Funding Proposal:** A statement submitted by the districts of the intent, scope, justification, estimated cost and timing of proposed scheduled maintenance/special repair, architectural barrier removal, seismic retrofit, and hazardous substances projects.

**Scheduled Maintenance:** Non-recurring work to restore a community college facility to a safe and continually useable condition for which it was intended.

**Scheduled Maintenance 5-Year Plan:** This plan is submitted by each district to the Chancellor's Office summarizing the district's future scheduled maintenance/special repair projects over a five-year period.

**Supply:** A material item of an expendable nature that is consumed, wears out, or deteriorates in use; or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

# Instructional Equipment / Library Material / Technology Guidelines

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## Introduction

The Instructional Support Program assists districts with their ever growing need for instructional equipment, library materials, and technology on community college campuses due to aging equipment and inadequate funding. The 2018-19 Budget Act will allow all funds in Schedule (24) to be available for either the repair or replacement of instructional equipment and library materials or for scheduled maintenance and special repairs. *This fund cannot be used for instructional supplies.*

## Definition of Equipment

The Budget and Accounting Manual (BAM) provides a definitive description of equipment. The *Guidelines for Distinguishing Between Supplies and Equipment and Classification of Expenditures by Object* is included in the appendix of the manual to assist districts in differentiating between equipment and supplies and determining if the equipment purchase is allowable. A quick definition of equipment versus supply as defined by the Budget and Accounting Manual is:

**Equipment:** Tangible property with a purchase price of at least **\$200** and a useful life of more than one year, other than land or buildings and improvements thereon. (See Appendix, Guidelines for Distinguishing Between Supplies and Equipment.) and refer to [RSCCD Administrative Regulation AR 6503 for capitalization thresholds.](#)

**Supply:** A material item of an expendable nature that is consumed, wears out, or deteriorates in use; or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

## Matching Funds – Fiscal Year 2018-19

The 2018-19 Budget Act does not require a district match for the instructional equipment, library material, and technology block grant for fiscal year 2018-19.

## Salary/Wages

Instructional support funds cannot be used to supplant district personnel salaries and wages. Only expenditures for parts, outside labor or that which is included in the purchase price of the library materials, technological enhancement, or instructional equipment are allowable. Instructional equipment that requires installation or adaptation included with the purchase is also allowable.

## Installation Costs

Normal costs of installation can be included for instructional support. “Normal” costs as being defined as costs appearing reasonable to a reasonable person. For example, running electrical wiring for equipment will be acceptable but building a new building to house the equipment is not reasonable.

## **Auditing**

The Chancellor's Office does not perform audits on instructional equipment. District expenditures of the funds shall be reviewed as part of the district's annual contracted audit (pursuant to requirements in the Budget Act). Exceptions to the block grant terms may result in repayment of funds.

## **Allowable Items**

Instructional equipment expenditures are eligible if the equipment, library material, or technology is for classroom instruction, student instruction or demonstration, or in the preparation of learning materials in an instructional program. There are five categories that will be used to classify instructional support. The following are examples but is not limited to what is shown.

### **1. Equipment and Furniture**

Instructional equipment and furniture for primary use by students in instructional programs.

- Classroom/Laboratory equipment
  - i. Whiteboard, Projector screen, Projector, etc.
- Instructional furniture
  - i. Desks, Tables, Podium, etc.
  - ii. Chairs, etc.

### **2. Information Technology**

Instructional information technology equipment for student use in classrooms, laboratories, and/or directly assisting students (registration, counseling, student services, etc.).

- Desktops, Laptops
- Monitors
- Printers
- Servers
- Network/Wireless infrastructure
- AV/TV
- Multi-media

### **3. Software**

Software licenses are allowed but only the initial year is permitted. Other permitted software are those that are used in excess of one year and software modifications that add capacity or efficiency to the software that defers obsolescence and results in an extension of the useful life of the software.

- Registration
- Counseling
- Student services
- Learning Management Systems for student use

#### **4. Adaptive Equipment**

Adaptive equipment for ADA/OCR students are allowed to assist them in a learning environment. Please see the Definitions Section in the Appendix for examples.

#### **5. Library Material**

- Databases
- Online subscriptions
- Books, Periodicals, Videos, etc.

#### **Non-allowable Items: Administrative or Non-instructional Purposes**

Equipment being used for administrative or non-instructional purposes is not allowed. The following equipment is not allowed:

- Photocopiers
- File cabinets
- Bookcases
- Computers
- Networking infrastructure
- Software licenses

## **SAC Instructional Equipment/Library Materials/Technology Acquisitions Procedures**

1. Departments must include Instructional Equipment needs in resource allocation request form (RAR).
2. Administrative Services to notify departments of RAR items funded.
3. SAC Budget office will requests accounts and allocate budgets to proper object codes.
4. Departments to follow Purchasing procedures when submitting requisitions, submit quotes that include tax, shipping and installation cost, if needed.
5. Departments are responsible for contacting Maintenance, ITS or Media Services departments ahead of time for any electrical upgrades or installation needs.
6. Departments will enter requisitions and work closely with purchasing and warehouse department to coordinate equipment delivery dates.
7. Departments will submit work orders to Maintenance, ITS and/or Media Services to coordinate any needed installation previously discussed.

### **End of Life/Surplus Equipment procedures**

1. Departments fill out [furniture and equipment transfer request form](#) located in the employee intranet under purchasing department.
2. Obtain the appropriate administrators signature.
3. Forward the form to district warehouse operations for processing.
4. Warehouse forwards form to M&O for items to be removed.
5. Maintenance and Operations personnel contacts department to arrange removal of surplus equipment.
  - All items with a cost or donated value of >\$1000 or more per item are included in the inventory with the exception of the equipment permanently fixed in a building such as heaters or lockers. The inventory reports include at least the name, description, date of acquisition, identification (serial) numbers, tag number, campus and department location, and original cost of all items.
  - ***Items purchased with federal funds are given an additional code number and are recorded under a threshold of  $\geq$ \$1,000 identified by tag numbers that begin with "F".***
  - Equipment may not be disposed of without following the procedure set in Administrative Regulation#6550- Disposal of Property <https://www.rscdd.edu/Trustees/Pages/AR6550.aspx>

# ACADEMIC ACCOUNT NUMBERS BY OBJECT

Position	Beyond Contract/		Contract		Substitute Hourly (Rev 04/09/14)	Interession/Summer Beyond Contract (Excl. Contract Ext.)		Sabbatical	TOPS Group Codes (use specific TOPS for various instructional and non-instructional disciplines)		
	Regular Overtime	Contract Extension	Contract Extension	Substitute Long-Term		Contract Ext.	Contract Ext.		Instructional <499900*	Non-instructional >610000	
<b>INSTRUCTORS</b>											
Full-Time	1110	1313	1112	1311	1116	1314	1190		Instructional <499900*		
Part-Time	1310			1311		1315			Instructional <499900*		
<b>COUNSELORS</b>											
Full-Time	1230	1433	1232	1431	1236	1434	1290		Counseling 631000-639000		
Part-Time	1430			1431		1435			Student Services 642000-649001		
<b>LIBRARIANS</b>											
Full-Time	1220	1423	1222	1421	1226	1424	1290		612000		
Part-Time	1420			1421		1425			612000		
<b>COORDINATOR</b>											
Full-Time	1250	1453	1252	1451	1256	1454	1290		Non-instructional - 601000 or higher		
Part-Time	1450			1451		1455			Non-instructional - 601000 or higher		
<b>INSTRUCTIONAL ASSISTANTS/ASSOCIATES</b>											
Full-Time	2210	2450			2420/2440				Instructional <499900*		
Part-Time	2410	2450							Instructional <499900*		
<b>Use TOPS code for program they are teaching</b>											
<b>OTHER NON-INSTRUCTIONAL/REASSIGNED TIME</b>											
<b>CURRICULUM DEVELOPMENT</b>											
Full-Time	1280	1483	1282	1481	1286	1484			602000		
Part-Time	1480			1481		1485			602000		
<b>DEPARTMENT CHAIR</b>											
Full-Time	1280	1483	1282	1481		1484			601000		
Part-Time	1480			1481		1485			601000		
<b>BARCCD/ACADEMIC SENATE</b>											
Full-Time	1280	1483	1282	1481		1484			603000		
Part-Time	1480			1481		1485			603000		
<b>ACCREDITATION</b>											
Full-Time	1280	1483	1282	1481		1484			609000		
Part-Time	1480			1481		1485			609000		
<b>FRESHMEN EXP/SOPHOMORE EXP/HONORS PROG/PROGRAM DEVELOPMENT/PROGRAM FACILITATION, ETC.</b>											
Full-Time	1280	1483	1282	1481		1484			Non-instructional - 601000 or higher		
Part-Time	1480			1481		1485			Non-instructional - 601000 or higher		
<b>CHILD DEVELOPMENT TEACHERS</b>											
Full-Time	1270	1470		1471		1470			692000		
Part-Time	1471			1471		1471			692000		
<b>DEANS/ASSOCIATE DEANS</b>											
Full-Time	1210								Instructional 601000/Non-instructional >610000		
Part-Time	1410								Instructional 601000/Non-instructional >610000		
<b>NURSING PERSONNEL</b>											
Full-Time	1240	1443	1242	1441	1246	1444			644000		
Part-Time	1440			1441		1445			644000		
<b>PHYSICIANS/PSYCHIATRISTS/PSYCHOLOGISTS</b>											
Full-Time	1260	1463	1262	1461	1266	1464			644000, 696000		
Part-Time	1460			1461		1465			644000, 696000		



## SAC PROCEDURES FOR NEW ACCOUNTS, BUDGET CHANGES & TRANSFER OF EXPENDITURES (TOE)

### New Accounts

1. New accounts are requested by division offices; a [New Account Request](#) is filled out and e-mailed to the **SAC Budget office**. SAC Budget office reviews and validates GL numbers before sending the form to Fiscal Services department via e-mail.
2. The originator of the account request can check status of GL account in **ACBL** or by running a **COAR** –chart of accounts report in Datatel.

For account requests involving **Restricted Funds**, contact your Resource Development Coordinator assigned to your categorical project. Forward account request form directly to Resource Development department; Resource Development staff will submit the account request(s) to District Fiscal Services for validation and account creation.

### Budget Changes

1. Budget changes are initiated by division offices; it is recommended to run a GL0010 report to assure that you are reviewing all of your accounts, and that you have sufficient funds in the accounts where you are planning to take the funds from. Proceed to complete a [Budget Change Form](#) and include enough information in the reason for change area.
2. Division Dean or Budget Director approves and forwards the BCF to area Vice President for approval.
3. Area VP approves and forwards budget changes to the **SAC Budget office S-203** to check for availability of funds and compliance. BCFs are then approved by VP of Administrative Services.
4. SAC Budget office e-mails approved budget changes to District Fiscal Services with a copy to originator of BCF for final review of account sufficiency and compliance before the budget change is entered into Datatel.
5. The originator of the BCF can check status of GL account in **ACBL** in Datatel to confirm transfer of funds.
6. For budget changes involving **Restricted Funds**, after approval from area Vice President, budget changes are forwarded to District Resource Development department to review for compliance. After RD reviews, budget change form(s) are forwarded to District Accounting office for final review of account sufficiency and to be entered in Datatel. Please note: budget changes related to **Health Center, Instructional Equipment and Lottery projects are sent to VP of Admin Services** for approval.

### Transfer of Expenditures

1. [Transfer of Expenditures \(TOE\)](#) are initiated by division offices; it is recommended to attach a **LGLA** detail sheet showing the amounts that will be transferred to another account. Make sure funds are available in the account where the expense will be transferred to for the TOE to take place.
2. When transferring expenses related to salaries and benefits there is no need to submit a status change form.
3. Division Dean or Budget Director approves and forwards TOE to area Vice President for approval.
4. After area VP approves, TOEs are sent to the **SAC Budget office S-203** to check for availability of funds and compliance. TOEs are then approved by VP of Administrative Services.
5. SAC Budget office forwards approved TOE to District Fiscal Services for final review of account sufficiency and compliance before the TOE is entered into Datatel.
6. The originator can check status of TOE in **ACBL** or by running a **GLSA** report.
7. For TOE involving **Restricted Funds**, after approval from area Vice President, TOEs are forwarded to the district Accountant assigned to your categorical project for final review of account sufficiency before transfer of expenditures are entered into Datatel. Please note: **Health Center, Instructional Equipment, Lottery and BSI Special projects are sent to VP of Admin Services**







SAC Planning & Budget Committee  
 Fund 11 Classified Position Hiring Process and Considerations  
 1st review 10/06/15, 2nd review 12/01/15- Approved

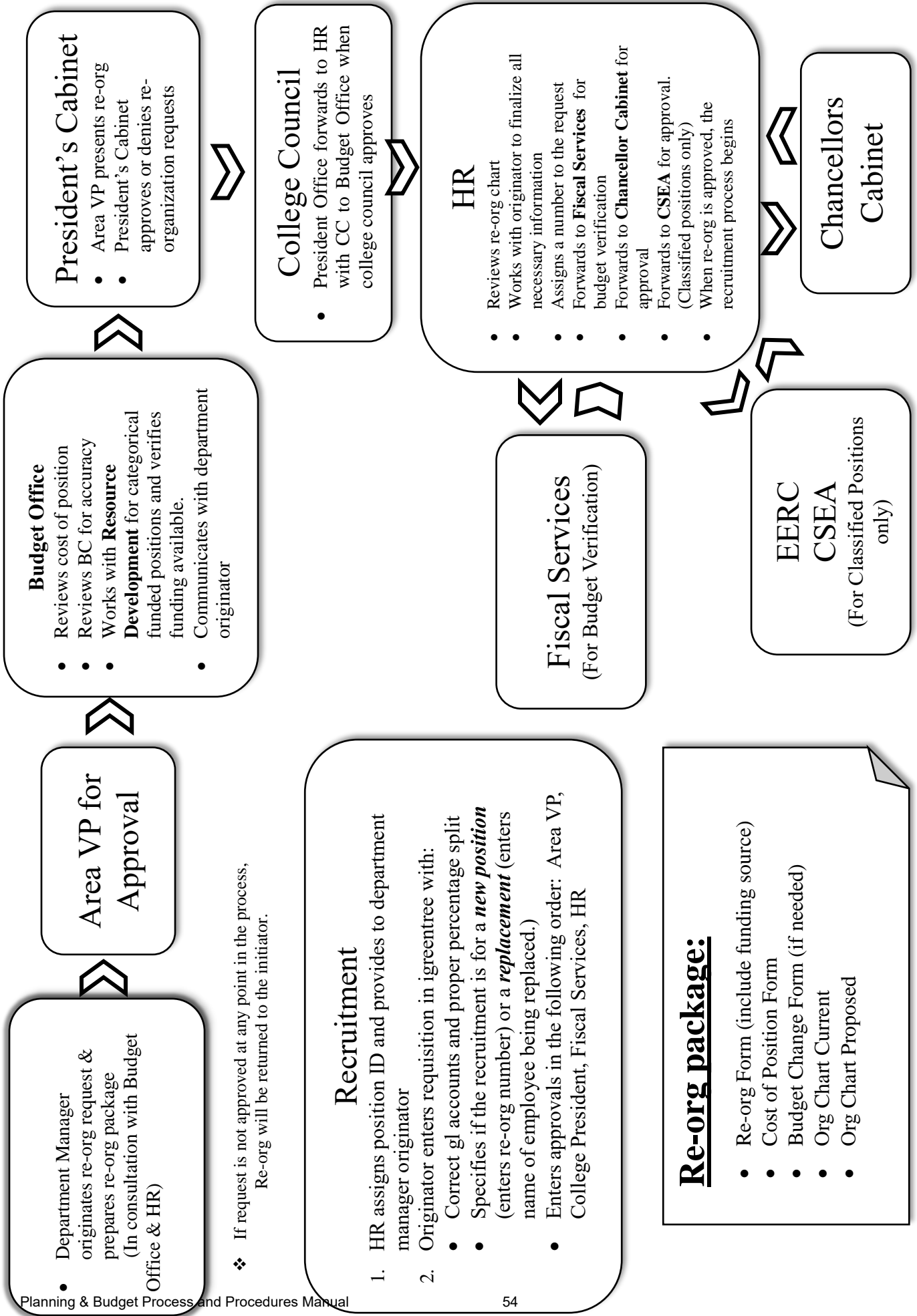
**CLASSIFIED HIRING CONSIDERATIONS**

- College Goals & Objectives → Strategic Plan Alignment
- Regulatory Compliance
- Health and Safety
- Increased FTEs Production/FTEF
- Expansion/Renovation of Physical Plant
- Support for SLO/Improving Student Success
- Staff ability to complete assigned workload
- Staff working beyond assigned hours/scope
- Program Review justification
- Changing job functions
- Position previously grant funded
- # of FTEs served by position
- Use of ST employees

**PROCESS – FUND 11**

1. Position requested/Documentation in RAR. (December)
2. Managers prioritize total dept. personnel requests.
3. VPs prioritize in accordance w/criteria
4. VP Admin Services calculates ongoing cost of position
5. Prioritized List → P&B via RAR process
6. President makes final decision on hiring plan (August)
7. Area manager initiates re-org, BCF and iGreentree

# SAC CLASSIFIED RE-ORGANIZATION PROCESS CHART



• Department Manager originates re-org request & prepares re-org package (In consultation with Budget Office & HR)

Area VP for Approval

**Budget Office**

- Reviews cost of position
- Reviews BC for accuracy
- Works with **Resource Development** for categorical funded positions and verifies funding available.
- Communicates with department originator

**President's Cabinet**

- Area VP presents re-org
- President's Cabinet approves or denies re-organization requests

**College Council**

- President Office forwards to HR with CC to Budget Office when college council approves

**HR**

- Reviews re-org chart
- Works with originator to finalize all necessary information
- Assigns a number to the request
- Forwards to **Fiscal Services** for budget verification
- Forwards to **Chancellor Cabinet** for approval
- Forwards to **CSEA** for approval. (Classified positions only)
- When re-org is approved, the recruitment process begins

**Fiscal Services**  
(For Budget Verification)

**EERC  
CSEA**  
(For Classified Positions only)

**Chancellors Cabinet**

**Recruitment**

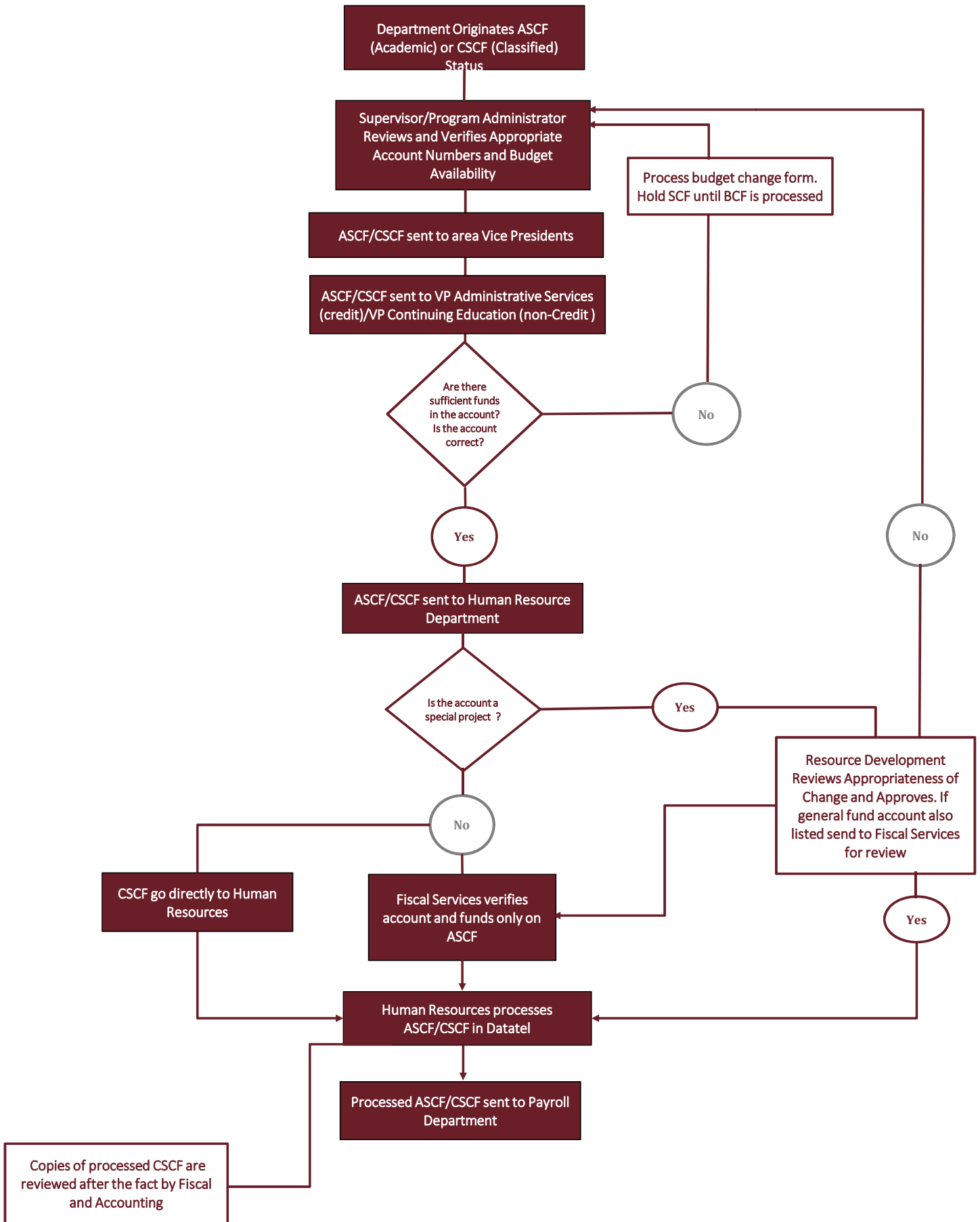
1. HR assigns position ID and provides to department manager originator
2. Originator enters requisition in igreentree with:
  - Correct gl accounts and proper percentage split
  - Specifies if the recruitment is for a **new position** (enters re-org number) or a **replacement** (enters name of employee being replaced.)
  - Enters approvals in the following order: Area VP, College President, Fiscal Services, HR

**Re-org package:**

- Re-org Form (include funding source)
- Cost of Position Form
- Budget Change Form (if needed)
- Org Chart Current
- Org Chart Proposed

❖ If request is not approved at any point in the process, Re-org will be returned to the initiator.


# STATUS CHANGE FORM PROCESS DIAGRAM



## Requisition Maintenance Quick Guide (REQM)

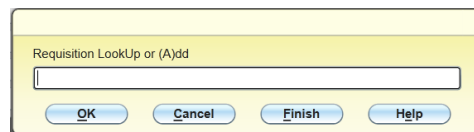
Changes have been made to the REQM, Requisition Maintenance screens in Colleague in order to streamline and simplify the process of creating Purchase Requisitions.

### Key

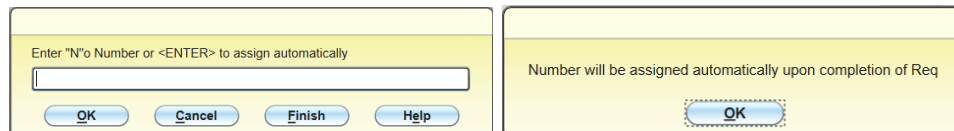
- Fields outlined in **RED** are required fields. You will not be able to continue without completing these fields.
- Fields that are **BLACKED OUT** are unused fields. Disregard all blacked out fields.
- Fields with a **YELLOW BACKGROUND** are visible, but can not be entered or changed. Some will auto populate.
- Fields without a colored border or background are optional, autofill, or will need to be drilled into to complete additional information.
- The  icon indicates that you can drill into the field to provide more details. Click the icon to proceed.

### Creating a New Purchase Requisition

1. Type “REQM” into the Colleague search bar in the upper left hand corner.
2. Type in “A” and press enter to add a new Purchase Requisition



3. Type in “N” and press enter—or—just press enter to automatically assign a Purchase Requisition number.



4. A new Requisition screen will appear, all required fields must be entered.



Will auto populate with the current date; but can be overwritten.

Your credentials.

Vendor ID number. You may browse by typing a name or Vendor ID.

Enter your location:  
 SAC: Santa Ana Coll.  
 SCC: Santiago Canyon Coll.  
 CEC: Centennial Edu. Ctr. & Remington  
 OEC: Orange Edu. Ctr.  
 DMC: Digital Media Ctr.  
 OCS: OC Sheriff's Academy  
 DO: District Office

Account fund. You may browse by typing "..."  
 into the field and pressing enter.

Drill into line items to continue.

Final Step: Once PR is ready for approval, ie all lines and accounts have been added, change to "Y"

**Tip:** Tabbing through the form will take you to all required fields.

**Tip:** The Vendor Address should auto populate. Drilling into the field will provide more options.

Drill into the first line item to open the Requisition Item Maintenance screen and begin adding lines to your Purchase Requisition.

Will auto populate from prior screen

Drill into the field to enter information

Price for line item

Quantity of item(s)

Unit for line item. You may browse by typing "... " into the field and pressing enter.

If applicable

If applicable, enter "ST" for Sales Tax

Account String must be provided in order to complete the Purchase Requisition, however it may be saved and exited prior to entering this information.

**Tip:** Verify account information before entering. Once entered, it cannot be changed. If adjustments are needed, a new PR will need to be issued. (Please be sure to request any issued, but unused PRs are deleted by contacting the Purchasing Services Department)

5. Once all required sections are completed, Save (by clicking the save button along the top banner or pressing the F9 key on your keyboard) and Update (by clicking the update button on the pop up or pressing the return key on your keyboard).

6. Add additional line items as needed. Once all line items are entered, Cancel out of the blank Requisition Item Maintenance screen. This will return you to the Requisition Item List screen.

7. Review Requisition Item List screen and Save if complete and Update. This will return you to the Requisition Maintenance screen.

8. Once completed, update the Requisition Done field from "No" to "Y" to move it forward for approval.

<b>Maintenance Work</b>	
	<p>Per Public Contract Code (PCC) §20651 and Board Policy 6332-Competitive Bidding, Quotations and Contracts</p> <p>Repairs, including maintenance as defined in PCC §20656, that are not a public project as defined in subdivision (c) of Section 22002.</p> <p>Maintenance Definition (PCC §20656):</p> <ol style="list-style-type: none"> <li>Routine, recurring, and usual work for the preservation, protection and keeping of any publicly owned or publicly operated facility for its intended purposes in a safe and continually usable condition for which it was designed, improved, constructed, altered or repaired.</li> <li>Minor repainting.                         <ol style="list-style-type: none"> <li>Must be minor re-painting (less \$25,000) only</li> <li>All other painting is considered public works and will be subject to CUPCCAA Informal Bid Procedures</li> </ol> </li> <li>Resurfacing of streets and highways at less than one inch.</li> <li>Landscape maintenance, including mowing, watering, trimming, pruning, planting, replacement of plants, and servicing of irrigation and sprinkler systems.</li> <li>Work performed to keep, operate, and maintain publicly owned water, power, or waste disposal systems, including, but not limited to, dams, reservoirs, power plants, and electrical transmission lines of 230,000 volts and higher.</li> </ol> <p>Note: The current 2018 annual bid threshold is \$90,200. The maximum dollar value of a maintenance project that can be awarded by the Solicitation of Quote process is subject to annual adjustment in December of each calendar year.</p>
PO	Less than \$1,000 (Typically Purchase Order)
	<p>\$1,000 - \$14,999 (Under \$15,000)</p> <ul style="list-style-type: none"> <li>Minimum 1 Solicitation of Quote required.</li> <li>Contractor is not required to be registered with DIR</li> <li>Contractor is not required to submit certified payroll to DIR</li> <li>No Bonds are required</li> <li>Use Form FS-3 (Field Service Agreement FS-3 Template)</li> </ul>
	<p>\$15,000 - \$25,000 (Above \$15,000 and under \$25,000)</p> <ul style="list-style-type: none"> <li>Solicitation of Quotes (2-3). Must be awarded to low bid.</li> <li>Contractor's DIR registration is required</li> <li>Contractor is required to submit certified payroll to DIR</li> <li>District is required to submit project to DIR for DIR Project ID (and send Project ID to contractor)</li> <li>No Bonds are required</li> <li>Use Form FS-4 (Field Service Agreement FS-4 Template)</li> </ul>
	<p>\$25,001 - \$90,200 (Above \$25,000 and under annual Bid Threshold Limit)</p> <ul style="list-style-type: none"> <li>Solicitation of Quotes (2-3). Must be awarded to low bid.</li> <li>Contractor's DIR registration is required</li> <li>Contractor is required to submit Certified Payroll to DIR</li> <li>District is required to submit project to DIR for DIR Project ID (and send Project ID to contractor)</li> <li>Bonds are required: Bid Bond; Payment and Performance bond</li> <li>Use Form FS-5 (Field Service Agreement FS-5 Template)</li> </ul>
Maintenance Service	<p>\$90,201 (Above annual Bid Threshold Limit must follow Formal Bid Procedure Per PCC §20651 )</p> <ul style="list-style-type: none"> <li>Contractor's DIR registration is required</li> <li>Contractor is required to submit Certified Payroll to DIR</li> <li>District is required to submit project to DIR for DIR Project ID (and send Project ID to contractor)</li> <li>Bonds are required: Bid Bond; Payment and Performance bond</li> <li>Use Formal Bid Template Agreement and follow Notice Requirements per Education Code §81641</li> <li>Advertisement: Once a week for two weeks in newspaper of general circulation (OC Register)                         <ol style="list-style-type: none"> <li>You can courtesy email trade journals but it is not required under EDC §81641.</li> </ol> </li> </ul>

<b>Public Works</b>	
	<p>Per the California Uniform Public Construction Cost Accounting Act (CUPCCAA), PCC §22002(c) and Board Policy 6603 Informal Bidding Procedures</p> <p>Public Works Definition (PCC §22002(c)):</p> <ol style="list-style-type: none"> <li>Any construction, reconstruction, erection, alteration, renovation, improvement, demolition, and repair work involving any publicly owned, leased, or operated facility, any public structure, building, road or other public improvement of any kind.</li> <li>Painting or repainting of any publicly owned, leased, or operated facility.</li> </ol> <p>Note: Informal bidding procedures does not apply to purchases of equipment and/or supplies. For maintenance work, the District follows PCC §20651 and not informal bidding procedures as allowed under PCC §22003.</p>
PO	Less than \$1,000 (Typically Purchase Order)
	<p>\$1,000 - \$24,999 (Under \$25,000, AR 6603 Solicitation of Quotes)</p> <ul style="list-style-type: none"> <li>Under \$15,000, Solicitation of Quotes (min. 1). Above \$15,000 Solicitation of Quotes (2-3). Must be awarded to low bid.</li> <li>Contractor is not required to registered with DIR</li> <li>Contractor is not required to submit certified payroll to DIR</li> <li>No Bonds are required</li> <li>Use Form FS-1 (Field Service Agreement FS-1 Template)</li> </ul>
	<p>\$25,000 - \$44,999 (Above \$25,000 and under \$45,000, AR 6603 Solicitation of Quotes)</p> <ul style="list-style-type: none"> <li>Solicitation of Quotes (2-3). Must be awarded to low bid.</li> <li>DIR Contractor is required to registered with DIR</li> <li>Contractor is required to submit certified payroll to DIR</li> <li>District is required to submit project to DIR for DIR Project ID (and send Project ID to contractor)</li> <li>Bonds are required: Bid Bond, Payment and Performance bond</li> <li>Use Form FS-2 (Field Service Agreement FS-2 Template)</li> </ul>
	<p>\$45,000 - \$175,000 (Above \$45,000 and under \$175,000, AR 6603 Informal Bidding Procedures Under CUPCCAA)</p> <ul style="list-style-type: none"> <li>Informal bid (see Advertisement (A) below. Must send to all contractors for category of work on qualified list)</li> <li>DIR Contractor is required to registered with DIR</li> <li>Contractor is required to submit certified payroll to DIR</li> <li>District is required to submit project to DIR for DIR Project ID (and send Project ID to contractor)</li> <li>Bonds are required: Bid Bond, Payment and Performance bond</li> <li>Use Informal Bid Template Form Agreement                         <ol style="list-style-type: none"> <li>Advertisement: Send Notice (via mail, fax or email) of Inviting Bids to all contractors for the category of work to be bid from the District's current contractors list per PCC §22034 this shall be done no less than 10 calendar days before bids are due.</li> <li>Or to the construction trade journals (Construction Bidboard, Dodge Data &amp; Analytics, Southern California Builders Association, BidAmerica and Associated General Contractors of America San Diego Chp Inc.) as per PCC §22036 for Orange County. 10 calendar days before bids are due. If you email a notice to all contractors on the list for the category of work, you can choose to courtesy email the trade journals. Only A or B is required.</li> </ol> </li> </ul>
	<p>\$175,001 (Above \$175,000, Formal Bidding Procedures Per PCC §22037 and Education Code §81641)</p> <ul style="list-style-type: none"> <li>Contractor's DIR registration is required</li> <li>Contractor is required to submit Certified Payroll to DIR</li> <li>District is required to submit project to DIR for DIR Project ID (and send Project ID to contractor)</li> <li>Bonds are required: Bid Bond; Payment and Performance bond</li> <li>Use Formal Bid Template Agreement</li> <li>Notice Requirements per PCC §22037 and Ed. Code §81641 and the CUPCCAA Manual:                         <ol style="list-style-type: none"> <li>Publish notice and advertise once a week for two weeks, the first advertisement at least 14 calendar days prior to date of bid opening in newspaper of general circulation (OC Register); and Send via fax or email or mail to all construction trade journals per PCC §22036 at least 15 calendar days prior to date of bid opening.</li> </ol> </li> </ul>



## PROCEDURES TO APPLY FOR A GRANT

Before you apply for a grant a [request for authorization to apply for a grant](#) form should be filled out with the following information:

1. General Information about the Grant
2. Project Description/Plan
3. Project Facilities Requirements, if any, and how will they be met
4. Technology Resources, what hardware and software will be purchased
5. Anticipated Project Personnel
6. Curriculum (Program/Course) Impact
7. Implication for the College/District
8. Long Term implication for the College/District
9. Advisement of Proposal to the Following:
  - Academic Senate President, - Curriculum Committee Chair, - Department Chair(s) of Dept Impacted by Project, RSCCD Research & Grants office, SAC Research Director
10. Operational Signatures from Project Initiator, Project Administrator, Director of Research and Area Vice President.
11. Recommendations from College Council and Academic Senate President
12. Final Approval from College President

After getting final approval from College President, the Resource Development department will provide you with grant development and grant management services. Please go to <http://rsccd.edu/departments/resource-development/Pages/default.aspx> for more information.

**Request for Authorization to Apply for a Grant  
College Council  
Santa Ana College**

**1. GENERAL INFORMATION:**  New Grant  Renewal/Continuation of Existing Grant

Project Title: \_\_\_\_\_

Project Initiator: \_\_\_\_\_

Project Administrator: \_\_\_\_\_

Project Coordinator: \_\_\_\_\_

Grantor Agency: \_\_\_\_\_

Grantor Agency Deadline for Proposal: \_\_\_\_\_

Funding Period: \_\_\_\_\_

**2. PROJECT DESCRIPTION/PLAN:**

Estimated grant amount: \_\_\_\_\_

Match required: Yes  No

Estimated match amount: \_\_\_\_\_

In-kind/Cash match requirement: Yes  No

Where will funds for match originate? \_\_\_\_\_

Comments about match: \_\_\_\_\_

**3. WHAT ARE THE PROJECTED FACILITIES REQUIREMENTS, IF ANY, AND HOW WILL THEY BE MET?**

**4. WHAT TECHNOLOGY RESOURCES WILL BE REQUIRED? WHAT HARDWARE OR SOFTWARE WILL BE PURCHASED?**

**5. ANTICIPATED PROJECT PERSONNEL:**

Position Needed	FTE	Hourly	Existing/New	Funded Match In-Kind	Stipend or Release Time

Is the Project Coordinator involved in any other grants (i.e. manager/coordinator or participant)? If so, what amount of release time does she/he receive for the other grant participation?

**6. CURRICULUM (PROGRAM/COURSE) IMPACT:**

**7. IMPLICATIONS FOR THE COLLEGE/DISTRICT:**

- How does this project relate to the goals and objectives of the college?
- How does this project relate to the goals and objectives of the program to which the grant relates?
- Where is the need for this project identified in the related program's EMP/DPP/Program Review?
- Will this project impact other departments/units? Yes  No
- If yes, identify which department/unit and explain how you plan to include them in the planning process.
- Please list each department, the chair(s) to whom you spoke and whether or not the faculty in the department are willing to participate in the proposed project.
  - Department \_\_\_\_\_ Chair(s) \_\_\_\_\_ Willing to Participate Yes  No
  - Department \_\_\_\_\_ Chair(s) \_\_\_\_\_ Willing to Participate Yes  No
  - Department \_\_\_\_\_ Chair(s) \_\_\_\_\_ Willing to Participate Yes  No
  - Department \_\_\_\_\_ Chair(s) \_\_\_\_\_ Willing to Participate Yes  No
- What are the evaluation & research requirements of this grant and how will they be addressed?

**8. LONG TERM IMPLICATIONS FOR THE COLLEGE/DISTRICT:**

- When funding ends, will this project be institutionalized? Yes  No
- If so, what is the estimated cost to fund this project?
- If not, what will happen to this project and the personnel involved with it?

**9. HAVE THE FOLLOWING BEEN ADVISED OF THIS PROPOSAL?**

- Academic Senate President       Curriculum Committee Chair       Department Chair(s) of  
Department Impacted by Project
- RSCCD Research & Grants office       SAC Research Director

**10. Operational Signatures: (*Obtain signatures in the order below*)**

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Project Initiator \_\_\_\_\_ Date \_\_\_\_\_

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Project Administrator \_\_\_\_\_ Date \_\_\_\_\_

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Director of Research \_\_\_\_\_ Date \_\_\_\_\_

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Vice President \_\_\_\_\_ Date \_\_\_\_\_

**11. Recommendations:**

College Council: Yes  No  Date: \_\_\_\_\_ Academic Senate President: Yes  No

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Academic Senate President \_\_\_\_\_ Date \_\_\_\_\_

**12. Final Approval:**

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College President \_\_\_\_\_ Date \_\_\_\_\_